



Athlos Academy

St. Cloud, Minnesota

3701 33rd STREET SOUTH • ST. CLOUD, MN • 56301 • 320.281.4430
District # 4250-07

ANNUAL REPORT 2022-2023

Athlos 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

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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 2016. The 2022-23 school year was the seventh 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.

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 19th Avenue South, Minneapolis, MN 55404

Phone: 612-270-1998

E-Mail: 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 2022-2023

Pat King

Position-Board Chair

Community Member

Finance Committee

Development Committee

Personal Committee

Term Start -May 2021

Term End -April 2024

Email: pking@athlosstcloud.org

Kerin Helmke

Position- Board Treasurer

Parent Member

Finance Committee

Development Committee

Term Start -May 2020

Term End -May 2024

Email: khelmke@athlosstcloud.org

Catherine Georgewill
 Position- Board Member
 Teacher Member
 Executive Committee Member
 Term Start -May 2022
 Term End -April 2025
 Email: cgeorgewill@athlosstcloud.org

Ember Reichgott-Junge
 Position- Board Member
 Community Member
 Term Start Date- June 5, 2023
 Term End Date- June 5, 2026
 Email: ereichgottjunge@athlosstcloud.org

Kim Anderson
 Position- Board Member
 Parent Member
 Term Start Date- June 5, 2023
 Term End Date- June 5, 2026
 Email: kanderson@athlosstcloud.org

2022-2023 Board Member Training

Board Member	Training
Pat King	Training: Charter School Board Training- MSBA Board's Role and Responsibilities Financial Management Employment Policies and Practices Training Completion Date- by June 2023
Ember Reichgott-Junge	Training: Charter School Board Training- MSBA Board's Role and Responsibilities Financial Management Employment Policies and Practices Training Completion Date- by June 2023
Kim Anderson	Training: Charter School Board Training- MSBA Board's Role and Responsibilities Financial Management Employment Policies and Practices Training Completion Date- by June 2023

Kerin Helmke	Training: Charter School Board Training- MSBA Board's Role and Responsibilities Financial Management Employment Policies and Practices Training Completion Date- by June 2023
Catherine Georgewill	Training: Charter School Board Training- MSBA Board's Role and Responsibilities Financial Management Employment Policies and Practices Training Completion Date- by June 2023

School Management

2022-2023 School Management / Administrative Team Information

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

Jennifer	Geraghty	Director
Tracee	Cahalan	Principal
Kate	Hill	Director of Operations
Tiffany	Daniels	Assistant Principal
Chloe	Smith	Special Education Coordinator
Timothy	Flatz	Facility and Security Coordinator
Angela	Godfrey	Intervention and Assessment Coordinator
Brittney	Hilden	Social Worker
Rachel	Mushel	Social Worker
Krista	Swenson	Dean of Students
Maurice	Duncan	Dean of Students
Alex	Mushel	Dean of Students
Johnathan	Echolds	Technology Coordinator
Jada	Lidstrom	Student Services Coordinator
Kristina	Velazquez	Student Services Coordinator
Maddison	Strang	Special Education Student Support Lead
Sarah	Zehowski	Special Education Student Support Assistant
Rachel	Barrett	Nurse
Christopher	Hill	Website Coordinator
Lisa	Loidolt	Special Education Administrative Assistant
Garland	Hughes	Custodian
Todd	Akemann	Custodian
Thalia	Almanza	ELL Assistant Teacher

Crystal	Pramann	ELL Assistant Teacher
Jodi	Brunette	ELL Assistant Teacher
Kamal	Abdi	ELL Paraprofessional
Katherine	Meyer	Part-Time Intervention Assistant Teacher
Sarah	Behrend	Intervention Assistant Teacher
Amy	Fautsch	Special Education Assistant Teacher
Heidi	Nelson	Special Education Paraprofessional
Anja	Hanson	Special Education Paraprofessional
Ena	Parnell	Special Education Paraprofessional
Jerramesha	Robinson	Special Education Paraprofessional
Samantha	Walker	Special Education Paraprofessional
Hally	Schmit	Special Education Paraprofessional
Devin	Lane	Special Education Paraprofessional
Derek	LeBrasseur	Special Education Paraprofessional
Lytonia	Smith	Special Education Paraprofessional
Mylick	Elliott-Dargan	Special Education Paraprofessional
Hanan	Jama	Special Education Paraprofessional
Alanya	Brown	Special Education Paraprofessional
Amy	Peterson	Special Education Paraprofessional
Valerie	Jacobson	Special Education Paraprofessional
Terry	Leeks	Special Education Paraprofessional
Nature	Hollins	Special Education Paraprofessional
Brianna	Hernandez	Special Education Paraprofessional
Evelyn	Raya-Landa	Special Education Paraprofessional
Makenzie	Ronning	Special Education Paraprofessional

2022-2023 Management Team Structure and Responsibilities

Director

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

Principal

The Principal assists the Director 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.

Director of Operations

The Director of Operations assists the Director in the performance of various leadership responsibilities that are necessary for the success of the school community. Responsibilities include; Overseeing the day

to day operations of the building including student transportation, enrollment, student engagement and maintenance; Manage AP and AR; Develop and manage systems for employee reimbursement, travel and conference registrations; Work closely with the Director and Director of Finance on budgets; Ensure compliance and meet submission deadlines; School Board Meeting Prep; Acts as a liaison between the school and the community when serving the public in the office; Oversees the distribution of staff and student/parent communication/materials; Oversees keeping accurate student cum files; Recruits, interviews, and facilitates the hiring of qualified job applicants for open positions; collaborates with departmental managers to understand skills and competencies required for open positions; Oversees the daily substitute workflow; Manage staff absences and substitute process; Partners with the Principal in performance improvement plans, employee disciplinary meetings, terminations, and investigations; Partners with the Director to execute the organization's talent strategy particularly as it relates to current and future talent needs, recruiting, retention, and succession planning; Provides support and guidance when complex, specialized, and sensitive questions and issues arise; may be required to administer and execute routine tasks in delicate circumstances such as providing reasonable accommodations, investigating allegations of wrongdoing, and terminations; Maintains compliance with federal, state, and local employment laws and regulations, and recommended best practices; reviews policies and practices to maintain compliance; Maintains knowledge of trends, best practices, regulatory changes, and new technologies in human resources, talent management, and employment law; Acts as the main point of contact for major IT related services; Supervises Technology Coordinator and over sees all day to day IT needs; Schedules, and oversees the operation of all school-wide activities and events, including the scholastic book fairs, picture day, fundraisers, parent engagement activities, and student graduations.

Special Education Coordinator

The Special Education Coordinator assists the Director and Special Education Coordinator in the performance of various leadership responsibilities that are necessary for the success of the school community. Responsibilities include: overseeing the IEP 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 Coordinator

The EL Coordinator assists the Director 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 and Assessment Coordinator

The Intervention and Assessment Coordinator assists the Director 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.

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 Director, as well as ongoing coaching from the Director to ensure success in all job assignments.

Staffing/Teaching Faculty Information and Professional Development

2022-2023 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).

Emily	Schmidt	Kindergarten Teacher
Hannah	Leisenheimer	Kindergarten Teacher
Angela	Stommes	Kindergarten Teacher
Heather	Witt	Kindergarten Teacher

Catherine	Georgewill	1st Grade Teacher
Amanda	Lindsay-Ruhland	1st Grade Teacher
Caitlyn	Shultz	1st Grade Teacher
Courtney	Shultz	1st Grade Teacher
Cassidy	Hendricks	2nd Grade Teacher
Isabelle	Simdorn	2nd Grade Teacher
Heather	Wonders	2nd Grade Teacher
Danika	Huerd	3rd Grade Teacher
Brooke	Smith	3rd Grade Teacher
Alaina	Laing	3rd Grade Teacher
Harlie	Huelsman	4th Grade Teacher
Jodi	Young	4th Grade Teacher
Sarah	Mycue	4th Grade Teacher
Amy	Campbell	5th Grade Teacher
Mark	Redemske	5th Grade Teacher
Noah	Baker	5th Grade Teacher
Nicholas	Johnson	Middle School Math Teacher
Keith	Schmitz	Middle School Math Teacher
Derek	Hudyma	Middle School Social Studies Teacher
Alicen	Blawat	Middle School Social Studies Teacher
Kevin	Miller	Middle School Social Studies Teacher
Brandon	Morris	Middle School Science Teacher
Stephanie	LaFave	Middle School ELA Teacher
Morgan	Bement	Music Teacher
Heidi	Jeub	Art Teacher
Tyler	Rummel	PE Teacher
Michael	LaFave	PE Teacher
Emiliano	Martin	PE Teacher
Karen	Tadych	Special Education Teacher
Gerald	Nicholson	Special Education Teacher
Reyan	Robinson	Special Education Teacher
Corey	Scheevel	Special Education Teacher
Eugene	Jaeger	Intervention Teacher
Rebecca	Tomford	Intervention Teacher
Eunice	Gyamerah	ELL Teacher

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 Director 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 2022-2023 school year includes, but was not limited to the following:

School Staff Professional Development

Professional Development	Participants
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 Director or delegated administrator conducts performance reviews with all full-time and part-time employees at least once per year. The Director 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 2023 estimates.

School Year	K	1	2	3	4	5	6	7	8	Total # of Students	Attrition / Retention rates	Adjusted Grades	Adjusted Attrition/Retention
2015–16	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0			
2016–17	81	72	59	53	86	66	60	0	0	477			
2017–18	77	100	102	81	58	99	67	65	0	649	36.06%	K-6	22.43%
2018–19	72	68	88	92	70	49	62	51	38	590	-9.09%	K-7	-14.95%
2019-20	82	90	69	93	82	73	46	53	42	630	6.78%		
2020-21	66	83	83	72	91	75	63	38	42	613	-2.70%		
2021-22	64	57	68	63	43	72	63	51	36	517	-15.66%		
2022-23	42	60	54	57	43	34	51	46	41	428	-17.21%		
2023-24 September estimate	37	36	51	41	52	40	0	0	0	257	-39.95%	K-5	-11.38%

Athlos Academy of St. Cloud 2022-2023 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	8.5%
Free/Reduced Priced Lunch	75.7%

Enrollment Projections

Grade	2021-2022	2022-2023	2023-2024
K	70	80	100
1	70	85	100
2	80	75	100
3	80	80	100
4	70	75	100
5	85	70	100
6	70	70	
7	40	50	
8	40	50	
Total	500	500	600

Application and Enrollment

Athlos 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 and Enrollment Policy 5102

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. Administrators and teacher leaders oversee the curriculum mapping process.

The District Advisory Committee Site Team and administration on an annual basis review curriculum and student achievement. 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 rd through 8 th grade
MCA Science	5 th and 8 th grade
ACCESS for ELL	K-8 students that have been identified as English Learners.
NWEA MAP Assessment	2 nd through 8 th grade
DIBELS	K-2

2022-2023 SMART GOALS

Academic SMART Goal

- In 2022-23, 55% of kindergarten students will show reading readiness growth according to a nationally developed assessment, DIBELS, for reading skills.
- The proficiency gap between nonblack and black students enrolled in grades 3-8 at Athlos

Academy using the state reading accountability tests (MCA and MTAS) will decrease from 25% in 2022 to 15% in 2023. The proficiency gap between nonblack and black students enrolled in grades 3-8 at Athlos Academy using the state math accountability tests (MCA and MTAS) will decrease from 28% in 2022 to 20% in 2023.

K-3 Plan Reading Goal 2022-2023

- By June 2023, 50% of the students in grades K-2 will move up one benchmark category according to composite end of the year scores on DIBELS.
- In 2022-23, 60% of 3rd graders at Athlos Academy will achieve growth in their Fall to Spring Literacy scores using the DIBELS assessment.

Academic Program Data 2022-2023

The number of students meeting standards in math, reading, and science over time.

Subject	2019	2020	2021	2022	2023
Math	30.5% (107)	N/A (N/A)	14.7% (52)	14.3% (45)	12.1% (31)
Reading	40.5% (143)	N/A (N/A)	26.7% (92)	23.6% (74)	20.3% (52)
Science	31.8% (27)	N/A (N/A)	17.4% (19)	21.6% (22)	9.2% (6)

2022-2023 Academic Highlights

- AASC offered a S.T.E.M. summer program 89 students attended the program with an attendance percentage of 88%.
- AASC hosted the first annual World Culture Fair with hundreds in attendance. The event included performances, student work, activities, food truck, and music.

Finances

Fiscal Year 2022 Audit

The FY22 Financial Audit is being conducted by Sclenner Weiner

Financial Highlights

Key financial highlights for the 2022-2023 year include the following:

- In FY22, 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.

Athlos Academy of St. Cloud
Balance Sheet
June 30, 2023

	Audited Balance June 30, 2022	Balance June 30, 2023
Assets		
Cash	\$ 669,447	\$ 1,230,437
Accounts Receivable	32,652	6,536
Due from MN School Districts	19,923	0
Due from Building Company	-	6,500
Due from Other Gov't Agencies	-	0
Prior Year State Aids Receivable	514,325	373,863
Current Year State Aids Receivable (estimate)	-	0
Federal Aids Receivable	210,071	108,816
Prepaid Expenditures	45,665	27,137
Total Assets	\$ 1,492,082	\$ 1,753,290
Liabilities and Fund Balance		
Liabilities		
Salaries and Wages Payable	\$ 203,013	\$ 252,498
Accounts Payable	335,698	335,563
Payroll Deductions and Contributions	33,348	50,545
Deferred Revenue	14,856	0
Total Liabilities	\$ 586,915	\$ 638,607
Fund Balance		
Beginning Fund Balance	\$ 905,167	\$ 905,167
Change in Fund Balance		209,516
Total Fund Balance	\$ 905,167	\$ 1,114,683
Total Liabilities and Fund Balance	\$ 1,492,082	\$ 1,753,290

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.

Athlos Academy of St. Cloud
Statement of Revenue and Expenditures
As of June 30, 2023

					100%
		FY23 Revised Budget	FY23 Working Budget	Year to Date Activity	% of Budget
	K-8 ADM	411	427	429	100%
Total All Funds					
Revenues					
State Revenues		\$ 6,523,630	\$ 6,725,739	\$ 6,555,178	97%
Federal Revenues		1,487,539	1,334,803	1,318,500	99%
Local Revenues		36,685	17,144	22,210	130%
Food Service Revenues		374,247	367,072	363,305	99%
Total Revenues		\$ 8,422,101	\$ 8,444,758	\$ 8,259,192	98%
	Check #	8,422,301	8,444,758	8,259,192	
Expenditures					
Salaries and Benefits		\$ 4,770,785	\$ 4,940,006	\$ 4,753,365	96%
Purchased Services		2,371,723	2,534,696	2,579,625	102%
Supplies and Materials		670,145	549,794	547,330	100%
Equipment		168,788	78,759	45,772	38%
Dues, Memberships & Taxes		212,130	122,559	123,585	101%
Total Expenditures		\$ 8,193,571	\$ 8,225,813	\$ 8,049,676	98%
	Check #	8,193,571	8,225,813	8,049,676	
Net effect of Operations, All Funds		\$ 228,530	\$ 218,945	\$ 209,516	
Beginning Fund Balance		\$ 905,167	\$ 905,167	\$ 905,167	
Ending Fund Balance		\$ 1,133,697	\$ 1,124,112	\$ 1,114,683	
Fund Balance % of Expenditures		13.8%	13.7%	13.8%	

Athlos Academy of St. Cloud
Statement of Revenue and Expenditures
As of June 30, 2023

					100%
	FY23 Revised Budget	FY23 Working Budget	Year to Date Activity	% of Budget	
K-8 ADM	411	427	429	100%	
General Fund - 01					
Revenues					
State Revenues					
General Education Aid	\$ 4,704,949	\$ 4,782,416	\$ 4,794,153	100%	
Building Lease Aid	563,916	584,034	586,714	100%	
Special Education Aid	1,130,810	1,275,750	1,110,091	87%	
Literacy Incentive Aid	43,632	-	0	0%	
LT Facilities Maint Aid	56,649	58,670	58,939	100%	
Land Endowment Fund	23,674	24,869	24,869	100%	
Prior Year Adjustments	-	-	(19,589)	0%	
Estimated state holdback amount	n/a	n/a	0	n/a	
Total State Revenues	6,523,630	6,725,739	6,555,178	97%	
Federal Revenues					
Federal Special Ed, 419	\$ 118,876	\$ 107,532	\$ 121,895	113%	
Federal Special Ed, 420	2,805	3,383	3,465	102%	
Federal Special Ed, 425	18,020	32,836	34,337	105%	
Federal Title I, 401	231,598	254,781	222,174	87%	
Federal Title II, 414	31,841	32,698	32,698	100%	
Federal Title III, 417	23,065	23,310	23,310	100%	
Federal Title IV, 433	16,055	183	-	0%	
REAP Grant	24,200	24,200	24,200	100%	
Expanded Summer Programming 162	9,821	9,821	9,821	100%	
Expanded Summer Programming 163	50,063	50,063	50,063	100%	
ARP Homeless ESSER Grant 159	5,393	5,393	1,246	23%	
Learning Loss Recovery 169	10,000	-	10,000	0%	
CARES/ESSER Act Funding 160	764,351	775,629	767,849	99%	
CARES/ESSER Act Funding 161	14,976	14,976	16,814	112%	
CARES/ESSER Act Funding (all other)	166,475	-	628	0%	
Total Federal Revenues	1,487,539	1,334,803	1,318,500	89%	
Local Revenues					
Erate Revenue	\$ 1,500	\$ -	\$ -	0%	
Fees from Patrons - Uniforms & Planners	1,800	-	1,268	0%	
Rental Income	14,310	5,540	6,925	125%	
Interest Revenue	75	319	326	102%	
Medical Assistance	4,000	5,178	5,720	110%	
Contributions and Gifts, Grants	-	23	320	0%	
Targeted Services	15,000	414	414	0%	
Other Receipts	-	5,670	7,237	0%	
Total Local Revenues	36,685	17,144	22,210	130%	
Total Revenues	\$ 8,047,854	\$ 8,077,686	\$ 7,895,888	98%	

Athlos Academy of St. Cloud
Statement of Revenue and Expenditures
As of June 30, 2023

		100%			
		FY23 Revised Budget	FY23 Working Budget	Year to Date Activity	% of Budget
K-8 ADM		411	427	429	100%
Expenditures					
100's	Salaries and wages	\$ 1,951,661	\$ 2,101,163	\$ 2,148,762	102%
200's	Benefits	492,343	530,058	480,472	91%
	Salary and Benefit Accrual (estimated)	-	-	-	
	Total Salaries and Benefits	2,444,004	2,631,221	2,629,234	100%
305	Contracted Services	\$ 189,438	\$ 229,438	\$ 250,531	109%
	Management Fees - Athlos Leadership Corp.	284,915	286,945	285,255	99%
315	Technology Repairs and Maintenance	80,633	68,960	68,536	99%
320	Communications Services	14,493	56,233	45,127	80%
329	Postage	600	1,500	2,275	152%
330	Utilities	279,157	279,157	276,696	99%
340	Property and Liability Insurance	33,821	49,424	49,424	100%
350	Repairs and Maintenance	85,000	70,000	70,055	100%
720-360	Student Transportation	5,000	5,000	240	5%
733-360	Field Trip Transportation	-	-	564	0%
366	Travel and Conferences	1,997	5,000	4,631	93%
369	Field Trip Admissions	8,000	8,000	2,292	29%
348-570	Building Lease Expense	1,097,875	1,097,875	1,097,875	100%
335	Short Term Rentals	4,759	1,000	308	31%
401	Office Supplies/General Supplies	18,900	39,200	36,527	93%
810-401	Maintenance Supplies	28,800	59,800	53,292	89%
405	NonInstructional Software	90,000	100,000	100,508	101%
406/506	Instructional Software	16,000	17,000	17,644	104%
430/460	Instructional Supplies/Curriculum	94,000	24,000	19,285	80%
455/456	Technology Supplies	20,000	10,000	3,115	31%
461	Standardized Tests	6,000	6,000	5,325	89%
490	Food	2,000	5,000	6,710	134%
530	Furniture and Other Equipment	35,000	10,000	16,340	163%
55/466/555/55	Technology Equipment	100,000	30,000	11,120	37%
560	Tech Leases	15,000	19,759	18,312	93%
580	Capital Lease	-	-	0	0%
740	Interest Expense	-	-	0	0%
820	Dues and Memberships	27,581	27,581	28,607	104%
C300	Sports	2,800	2,800	593	21%
896	Property Taxes	184,549	94,978	94,978	100%
	Summer School	15,000	414	0	0%
899	Misc. Expenses	-	-	0	0%

Athlos Academy of St. Cloud
Statement of Revenue and Expenditures
As of June 30, 2023

					100%
		FY23 Revised Budget	FY23 Working Budget	Year to Date Activity	% of Budget
	K-8 ADM	411	427	429	100%
	State Special Ed / ESY				
100's	Salaries	867,567	886,746	786,362	89%
200's	Benefits	218,860	223,698	153,784	69%
	Salary and Benefit Accrual (estimated)	-	-	-	
	Total Salaries and Benefits	1,086,427	1,110,444	940,147	85%
300's	Contracted Services	93,100	181,851	203,984	112%
400's	Supplies	10,200	-	1,235	0%
F723	Transportation	600	50,000	61,521	123%
F728	Homeless Transportation	-	600	0	0%
	Federal Special Ed, 419	118,876	107,532	121,895	113%
	Federal Special Ed, 420	2,805	3,383	3,465	102%
	Federal Special Ed, 425	18,020	32,836	34,337	105%
	Federal Title I, 401	231,598	254,781	222,174	87%
	Federal Title II, 414	31,841	32,698	32,698	100%
	Federal Title III, 417	23,065	23,310	23,310	100%
	Federal Title IV, 433	16,055	183	0	0%
	Expanded Summer Programming 162	9,821	9,821	9,821	100%
	Expanded Summer Programming 163	50,063	50,063	50,063	100%
	ARP Homeless ESSER Grant 159	5,393	5,393	1,246	23%
	Pandemic Enrollment Loss 171	-	-	0	0%
	Learning Loss Recovery 169	10,000	-	10,000	0%
	CARES/ESSER Funding 160				
	Salaries	676,182	604,877	633,256	105%
	Benefits	160,936	151,752	134,593	89%
	Contracted Services	22,363	-	0	0%
	Technology	18,788	19,000	0	0%
	Unbudgeted	2,505	-	0	0%
	CARES/ESSER Funding 161				
	Salaries	14,949	14,959	14,959	100%
	Benefits	17	17	17	100%
	Curriculum	-	-	1,838	0%
	Unbudgeted	-	-	0	0%
	Medical Assistance Sped Costs	3,200	3,300	5,720	173%
Total Expenditures		\$ 7,792,126	\$ 7,893,083	\$ 7,701,675	98%
Net effect of Operations, General Fund		\$ 255,728	\$ 184,603	\$ 194,213	
Transfer out to Food Service Fund		-	-	-	
Beginning Fund Balance		675,895	675,895	675,895	
Ending Fund Balance		\$ 931,623	\$ 860,498	\$ 870,107	
Fund Balance % of Expenditures		12.0%	10.9%	11.3%	

Athlos Academy of St. Cloud
Statement of Revenue and Expenditures
As of June 30, 2023

				100%
	FY23 Revised Budget	FY23 Working Budget	Year to Date Activity	% of Budget
K-8 ADM	411	427	429	100%
Food Services Fund - 02				
Revenues				
Federal and State Revenue	\$ 359,202	\$ 322,769	334,107	104%
Emergency Operating Funds		\$ 29,158	29,158	100%
Commodities	15,045	15,045	0	0%
Sales of Breakfast and Lunch	-	100	40	40%
Total Revenues	\$ 374,247	\$ 367,072	\$ 363,305	99%
Expenditures				
Salaries and Benefits	\$ 35,000	\$ 47,150	46,743	99%
Food and Milk	249,100	207,290	241,347	116%
Commodities	15,045	15,045	0	0%
Supplies and Equipment	102,300	63,245	59,911	95%
Total Expenditures	\$ 401,445	\$ 332,730	\$ 348,001	105%
Net effect of Operations, Food Service	\$ (27,198)	\$ 34,342	\$ 15,304	
Transfer In for Operations from Gen Fund	-	-	-	
Beginning Fund Balance	229,272	229,272	229,272	
Ending Fund Balance	\$ 202,074	\$ 263,614	\$ 244,576	

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

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

Every Meal (Admin Team & Students)

Athlos Academy of St. Cloud is collaborating with Every Meal, a non-profit organization that coordinates weekend food programs in Minnesota schools. Our partnership with Every Meal is a consistent commitment to take action in the fight against hunger in our community, specifically addressing food insecurity affecting our families. Students who sign up for the program receive a free bag of well-balanced, nutritious food to take home at the end of every week.

Socktober

The Athlos Academy family, led by the 4th grade students and staff and promoted by Kid President, host a sock drive in October. We have a school-wide goal of collecting 340 pairs socks, which is one pair of socks for every student and staff at Athlos.

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 and Enrollment Policy 5102

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 K-5th grade

1. Athlos Academy of St. Cloud does not accept applications for kindergarten students who are not age five on or before September 1st of the school year for which the student seeks admission.
2. Athlos Academy of St. Cloud does not accept applications for first grade students who are not age six on, before September 1st of the school year for which the student seeks admission commences, **or has completed kindergarten.**

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. Athlos Academy of St. Cloud will provide an email notice to parents of currently enrolled students with guidance on how to complete the Annual Update paperwork for the following school year.
- B. Athlos Academy of St. Cloud will request that current families complete and submit the Annual Update forms for each child returning for the following school year. Completion of forms will not impact enrollment status for the following school year, but will ensure that the school maintains current information on students from year to year. Students are considered enrolled in the school year to year until the family formally withdraws the student or the student is expelled under the Pupil Fair Dismissal Act.
- C. Annual Update forms will be available to current families starting the first Monday in April until the last Friday in August.
- D. If a current family has not completed the Annual Update forms by the last Friday in August, the student will remain enrolled at Athlos Leadership Academy for the following year.

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 25 per classroom for grades K-5. 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, 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. 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. 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)