



Juneau School District

Enrollment and Lottery Procedures For Optional Programs

“Every student should have an equal opportunity to attend a charter school. Enhancement of parent and student choices will result in higher student achievement, however, only if sufficiently diverse and high-quality choices, and genuine opportunities to take advantage of those choices, are available to all students.”

The U.S. Department of Education, Title V, Part B, Non-Regulatory Guidance for Charter School Programs
Juneau School District charter schools and educational option programs that receive federal funding from the U.S. Department of Education follow all regulations from the U.S. Department of Education, Title V, Part B.

Juneau School District

Enrollment and Lottery Procedures Optional Programs

Enrollment: Assurances and Definitions

1. All applications submitted for Juneau School District educational option programs are considered as confidential and will be used only for placement purposes by the Assistant Superintendent's Office. In the case of students new to the Juneau School District, the family will be required to provide further information to the school office that the child will attend, before school registration is considered complete.
2. The only application for enrollment in any educational option program is the educational option application form.
3. All information and applications are processed through Juneau School District's Office. All application forms are returned to the Office where they are held until the lottery, placement, and waiting list process is complete. Replies are made from the Assistant Superintendent's office. Again, all student/family application information is confidential.
4. A single set of lottery criteria will be used for all district-wide educational option programs, except when grant eligibility requirements or provisions of federal or state law preclude the use of particular criteria for charter schools.
5. A description of the lottery process will be available to any family who requests it.
6. The composition of the student body participating in district-wide educational option programs should reflect the percentages of students enrolled in the District who meet the criteria for classification in one of the following diversity categories: low socioeconomic status (SES), low academic achievement status, English as a Second Language/English Language Learner (ESL/ELL), and special education.

Diversity targets will be achieved by balancing each classroom within each educational option program. A student's low SES status may be determined through qualification for Head Start, Denali Kid Care, State of Alaska Child Care Assistance, Free and Reduced Lunch benefits, through identification as a homeless student or through living in low income housing. Low academic achievement status may be assigned to students entering grade one or higher who are not meeting Juneau School District CORE standards in two or more areas. If core data are not available or

inaccurate, low academic achievement status may be assigned to students who are not proficient in two or more areas of state assessment test data or in 65% of the kindergarten developmental profile assessment. English as a Second Language/English Language Learner (ESL/ELL) are identified through criteria established by the District and the State. Special education students are those who have been identified as eligible to receive special education services.

7. The District encourages students with disabilities to participate in its optional programs. No student with a disability who is able to meet the educational requirements of a program, with or without reasonable accommodation, will be denied a place in a program on account of that student's disability. The Superintendent may authorize the pre-emption of the lottery process to admit a special education student or other disabled student to a program if the Superintendent determines that pre-emption is necessary in order to comply with the requirements of state or federal laws pertaining to students with disabilities.
8. Sibling preference shall be given to an applicant if a sibling of the applicant has been enrolled in the program during the current year, and will be enrolled and participating in the program during the coming school year. The preference shall be higher if the applicant meets the criteria for classification as a low SES, low academic achievement, ESL/ELL, or special education student. Sibling preference may also be extended to the siblings of applicants who are selected through the lottery process, as provided in the Lottery Procedures below.
9. Preference shall be given to an applicant if that applicant resides inside *an attendance boundary area under-represented* in the optional program. A boundary area is "under-represented" if fewer than 15 percent of the elementary students or fewer than 40 percent of the middle school students of that program reside in that area. The preference shall be higher if the applicant meets the criteria for classification as a low SES, low academic achievement, ESL/ELL, or special education student.
10. The wait list is not carried over year to year. A new application period begins in April; therefore a new wait list is developed through the lottery procedure for the next school year. New applications are required each year.
11. Throughout the year, following the initial May lottery, diversity candidates immediately will be offered placement once the application process has been completed *and the supervising administrator has determined that space is available*. The District encourages teachers and principals to recommend students who would benefit from the optional programs. A reduction in teacher allocation will not occur in the school in that school year as a result of a principal referring a student to an optional program during the year for which the referral is made. Mid-year openings in the educational option

program are filled by students drawn from the wait list established through the lottery procedure. Should the August wait list be exhausted at the time of the mid-year opening, recruitment for the opening will take place, spanning a 10 school day period. Families may submit an application to be placed on the wait list for mid-year openings. Mid-year openings must be announced to the program's host administrator and the Assistant Superintendent's office within three working days of confirmation of the student's withdrawal from the program.

12. If a student is to be absent from a district-wide program, the family must receive prior approval according to Juneau School District Student Attendance Policy #5220. An excused absence is defined as any absence as a result of illness, family travel, alternative placement, or other excused circumstance (determined on a case-by-case basis) whereby school staff has been notified in advance by the parent/guardian. Absences outside of illness and bereavement require permission in advance and completion of the work assigned by teachers.

Lottery Schedule for District-wide Programs

The first scheduled lottery will fall in the first week of May, the second lottery in August prior to the school start date.

1. In May, the student applicants who support the District diversity targets are placed. If diversity targets are met for the classroom, placement of other applicants proceeds according to the lottery criteria, either into the program classroom or on a waiting list. Throughout the year, following the initial May lottery, diversity candidates immediately will be offered placement once the application process has been completed and the supervising administrator has determined that space is available.
2. If District diversity targets are not met after the first lottery, then recruitment continues for those diversity slots. The slots that remain beyond those set aside as diversity slots will be filled by applicants according to the lottery procedures either into the program classroom or on a waiting list. Another lottery occurs in August after the Juneau School District August registration day. Applicant students not meeting the diversity targets from the May lottery will retain their rank above the newer applicants who do not meet diversity targets in August. The August lottery will place students who match the diversity targets and then will determine the wait list ranking for any applications received over the summer. At this point remaining openings are filled from the wait list. Throughout the year, following the initial May lottery, diversity candidates immediately will be offered placement once the application process has been completed and the supervising administrator has determined that space is available. Mid-year openings in the educational option program are filled by students drawn from the wait list established through the lottery procedure. If there is an opening during the school year and there is not a student on the waitlist, the school principal and the Assistant Superintendent may place a student in the program. A recruitment for the opening can take place, spanning a 10 school day period. The District encourages teachers and principals to recommend students who would benefit from the optional programs. Families may submit an application to be placed on the wait list for mid-year openings. Mid-year openings must be announced to the program's host administrator and the Assistant Superintendent's office within three working days of confirmation of the student's withdrawal from the program.

Lottery: Determining Factors and Targets

The lottery criteria have been established to promote the balancing of the enrollment in the District's optional programs, so that the student population of each program will, at a minimum, reflect the percentage of students in the district who have been identified as low SES, low academic achievement, ESL/ELL, or special education students. Balancing efforts are made by classroom, from the highest grade to the lowest, with the intention that classroom equity will expand to program equity.

The following steps shall be taken in order to determine the target number of students in each classroom of an educational option program that is required to achieve the appropriate distribution of students belonging to each identified diversity category, and each gender.

1. Targets shall be calculated with reference to total number of students that the program anticipates enrolling in each classroom rather than the number of anticipated openings for the classroom.
2. Determine the number of students to be enrolled in each classroom and the anticipated openings in each classroom.
3. Determine the number of current students in each classroom, and the number who meet the criteria to be classified as low socioeconomic status (SES), low academic achievement, ESL/ELL, and special education students.
4. Determine the minimum number of openings in each class for low SES students. The minimum number of low SES students in a classroom is equal to the district-wide percentage of low SES students for that school level times the number of students in that classroom, rounded upward to the nearest whole child.
5. Determine the minimum number of openings in each class for students who meet the criteria for low academic achievement.

The minimum number of low academic achievement students in a classroom is equal to the district-wide percentage of low academic achievement students for that school level times the number of students in that classroom, rounded upward to the nearest whole child.

6. Determine the minimum number of openings in each class for students who meet the criteria for English as a Second Language/English Language Learner (ESL/ELL).

The minimum number of ESL/ELL students in a classroom is equal to the district-wide percentage of ESL/ELL students for that school level times the number of students in that classroom, rounded upward to the nearest whole child.

7. Determine the minimum number of openings in each class for students who qualify to receive special education services. The minimum number of special education students in a classroom is equal to the district-wide percentage of special education students for that school level times the number of students in that classroom, rounded upward to the nearest whole child.
8. Determine the minimum number of openings in each class for each gender. The minimum number of children of each gender is equal to 33% of the number of children in that class, rounded upward to the nearest whole child.
9. After determining the targets to balance the classrooms of the educational option programs, the lottery is performed separately by classroom, starting with a randomly selected grade level in the program. Openings will be filled from the randomly selected grade, moving down in grades and then returning to the oldest grade in the program, again moving down until the process is complete.

Lottery Procedures by Criteria for Educational Option Programs

Assign applications a random number. Place applicants on a lottery list in numerical order using assigned random numbers. Sort by classroom. Commence the placement process at a randomly selected grade in which openings exist.

Target Population for Diversity in Optional Programs

1. Draw siblings of students who are already in the program if the siblings meet the criteria to be identified as low SES, low academic achievement, ESL/ELL, or special education students.
2. Fill the minimum number of low socioeconomic status (SES) openings at that grade in the classroom with children on the lottery list who meet this criterion.
3. Fill the minimum number of low academic achievement openings at that grade in the classroom with children on the lottery list who meet this criterion.
4. Fill the minimum number of ESL/ELL openings at that grade in the classroom with children on the lottery list who meet this criterion.
5. Fill the minimum number of special education openings at that grade in the classroom with children on the lottery list who meet this criterion.
6. If the minimum number of low SES, low academic achievement, ESL/ELL, and/or special education positions are not filled in the spring lottery, hold these positions open until the next scheduled lottery.
7. Draw siblings of applicants who have already been placed through the lottery process if the siblings meet the criteria for target classification as low SES, low academic achievement, ESL/ELL, or special education students, commencing with openings in the highest grade and moving successively to each lower grade.

Siblings

8. Place siblings of students who have been and continue to participate in the program.

Boundary Areas/Neighborhood Schools

9. Draw applicants who reside inside an attendance boundary area under-represented in the optional program. A boundary area is “under-represented” if fewer than 15 percent of the elementary students or fewer than 40 percent of the middle school students of that program reside in that area.
10. Draw the children of optional program employees who work more than 20 hours per week for the District.

11. Fill the minimum number of under-represented gender openings with children on the lottery list in numerical order. If the minimum number of openings for one gender is not filled in the spring lottery, hold those openings open until the next scheduled lottery.

Opening For Non-Target Population

12. Place the remaining children from the lottery list at that grade in the class following the numerical order on the lottery list.
13. Place any siblings of students selected from the applicant pool, should classroom openings exist at the grade level.

It is acceptable for the final number of children who meet special education, low academic achievement, ESL/ELL, or low socioeconomic status criteria to exceed the district diversity minimums determined above. If the target numbers of low SES, low academic achievement, ESL/ELL, special education, or gender openings are not filled at the August lottery, the remaining openings will be filled from the random selection lottery list. Throughout the year, following the initial May lottery, diversity candidates immediately will be offered placement once the application process has been completed and the supervising administrator has determined that space is available.

Lottery: Confirmation of Placement

1. Parents will be notified of their children's acceptance or their status on the wait list. Notification will come from the Assistant Superintendent's Office. Acceptance of placement in a program must be made through the Assistant Superintendent's Office. The Optional Program liaison will be notified of the lottery acceptance list and invited to contact the parents to share information about the program.
2. Parents are responsible for providing the Assistant Superintendent's Office with contact information to enable communication with them regarding the results of the May and August lotteries. This contact information is to be submitted on the application form and updated as necessary.
3. Parents will be given two business days to respond following notification of the success of their child's application. If parents are unavailable or do not respond, the next applicant on the wait list will be offered the position. The child of a parent who does not respond within the two business day time frame will not be removed from the wait list as a result of the parent's failure to respond, unless the parent subsequently fails to respond within two business days to a second offered opening.
4. A child whose parent declines an offered opening shall be removed from the wait list. The child may reapply in the future, but will receive no preference for formerly having been selected.
5. Parents will be notified within two business days if their child is admitted. Efforts will be made to notify waitlisted families within four business days of the lottery.
6. Parents who have been notified of their child's placement on the wait-list for a program should make arrangements to place their child at or continue their child's education at a neighborhood school.
7. Parents who have been notified of their child's final placement on the wait-list for an optional program may choose to retain the child's place on the wait list for any position that becomes available in that program during the school year.