

List of Administrators/Qualifications

Holly Amaya - Director of Online Learning

Annette Klang - Director of Seat-Based Learning

As non-licensed administrators, Holly Amaya and Annette Klang have developed Professional Development Plans in partnership with the school board. Both school leaders are evaluated annually by the school board.

*Holly Amaya, Director of Online Learning
Professional Development (PD) Plan, 2022-23*

GOAL 1: To develop greater knowledge and understanding of the requirements and responsibilities of the Director role, particularly in the areas of Human Relations and School Finance.

GOAL 1 MEASURE: A list of Hamline courses completed will be provided.

GOAL 1 PD:

- Pursue administrative licensure through Hamline University. Semester 1: GED 8101 Human Relations in Organizations. Semester 2: GED 8125 School Finance
<https://www.hamline.edu/education/administrative-licenses/program-details/>

GOAL 2: To participate fully in school improvement efforts driven by the Regional Center of Excellence.

GOAL 2 MEASURE: The Year 1 Comprehensive Needs Assessment: SEMI process and Year One SIP Report will be completed.

GOAL 2 PD:

- Participate in all weekly/bimonthly meetings with the RCE Advocates
- Share learnings and reports from these activities with the board and staff

*Annette Klang, Director of Seat-Based Learning
Professional Development (PD) Plan, 2022-2023*

My PD goals for 22-23 are to acquire new skills on the management of a business with focus on the people and how to utilize them to their fullest potential. I chose two courses to solidify my ability to be a good people manager.

Management Coursework: Management Bootcamp and Collaborative Management

These two courses, offered through Normandy Community College, are designed to provide insight, skills, techniques and initiatives to managers as well as utilizing all employees skills and develop healthy patterns to work together cooperatively. The bootcamp course is an overview to give me multiple perspectives on the angles of business. The management course also focuses on the strength of people and work their skills to the fullest

1. Staff accountability of time and efficiency. This is a continuation of my goal from last year. The accountability with some of our employees has not been a focus for some of our directors; therefore I'd like to improve productivity and accountability by holding the standard high and assisting with people to reach the bar.

Staffing (Part XII)

2022-23 Staffing

2022-23 Licensed Teaching Staff				
Name	File #	License and Assignment (subject/grades)	22-23 Status*	Comments
Amaya, Holly	417843	Director of Online Learning	R	
Beasley, Victoria	451676	Online Special Ed	R	
Bierce, Rose	1007963	Online Math	R	
Brekke, Nancy	276249	Online Learning Coach and EL	R	
Burner, Jennifer	327176	Online Learning Coach	R	
Christenson, Lucas	1011077	Online Social Studies	R	
Cutkay, Joseph	1014364	Grade 1-2	R	
Davis, Katherine	388183	Online Music	R	
Donley, Melanie	368796	Title 1	R	
Duray, Monique	397793	Online Language Arts	R	
Durham, Patricia	414607	Online Teacher and Learning Coach	R	
Endersbe, Todd	297655	Online Special Ed	R	
Fjelstul, Kristine	504973	Social Worker	R	
Gilbertson, Rebecca	468452	Online Teacher	R	
Glazier, Mindy	512566	Kindergarten	R	
Grady, Natalie	502529	Online School Counselor	R	
Hanisch, Ellie	1013083	Reading/Elementary Ed	NR	
Hetherington, Scott	288117	Online Teacher	R	
Jacobson, Gena	350222	Online Special Ed Coord.	R	
Jahnke, Paige	427101	Online Special Ed	R	
Jost, Laureen	1003793	Special Ed	R	
Klang, Annette	313830	Director of Seat-Based Learning	R	
Klaus, Callista	996080	Learning Coach	R	
Laasch, Lisa	445202	Middle School Science	R	
Lerud, Joanna	369367	Online Home Ec	R	
Loeffler, Beverly	432910	Hourly DAC support	R	
Lovdahl, Lisa	180100	Online Learning Coach	R	
Matthes, Ann	319555	Special Ed	R	
McCullough, Erin	473322	Online Learning Coach	R	
Miller, Amy	346202	Online Social Worker	R	
Moe, MaryKay	386311	Online Science	R	
Morris, Isabelle	1010894	Online Spanish & French	R	
Muller, Jennifer	505484	Online Teacher	R	
Newton, Micheal	513201	K-8 Music	R	
O'Brien, Heidi	482836	Pre-Kindergarten	R	
O'Brien, Kevin	1018172	Middle School Math	R	
Oleszko, Angela	448916	Online Special Ed	R	
Powers, Mara	491598	Grade 3-4	R	
Priest, Cathy	261511	Online Science & Math	R	
Richardson, Emily	426852	Online Art, Curr. Coord.	R	

Rogosheske, Megan	510420	Online Lang. Arts & Learning Coach	R	
Scheuman, Amy	443567	Online Lang. Arts	R	
Schubert, Stephanie	511614	Online Social Studies	R	
Schumacher, Lisa	434080	PE/Health	R	
Sievert, Rebekka	289052	Online Learning Coach	R	Shifting to seat-based in 23-24
Smith, Rebecca	507273	Online Social Studies	R	
Stehr, Troy	433570	Online PE/Health	R	
Strehlow, Jodi	488033	Learning Disabilities	R	
Swaggert, Mitch	1006441	Online Learning Coach	R	
Swanson, Lance	357486	5-8 Social Studies	R	
Swenson, Abigayle	500770	Grade 1-2	R	Shifting to Title 1/DAC/Curr Coord in 23-24
Teff, Karen	332499	Online Math	R	
Thompson, Clare	297501	Online Science	R	
Veit, Ronda	366031	5-8 Language Arts	R	
Wagner, Shelby	480351	Online Soc. Stud. and Learning Coach	NR	
Walker, Calli	515927	Learning Coach	R	
Williams, Collin	1005527	Elementary Education	R	

* R = Returning, NR = Not Returning

Teacher Retention:

Percentage of Licensed Staff from 2022-2023 not returning in 23-24	3.5%
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2022-23 Non-Licensed Staff			
Name	Assignment	22-23 Status*	Comments
Ackerman, Lori	Online Paraprofessional	R	
Aldridge, Stephanie	Paraprofessional	R	
Bittner, Kelly	HR/Business Manager	R	
Boutto, Rachael	Paraprofessional	R	Shifting to Grade 2-3 teacher in 23-24
Cole, Cheryl	Executive Assistant	R	Shifting to Administrative Specialist in 23-24
Deshayes, Beth	Paraprofessional	NR	
Duffy, Elizabeth	Administrative Assistant	R	
Faust, Kathy	Coordinator of Food Service	R	
Forland, Katie	Paraprofessional	R	
Friday, Julie	Paraprofessional	R	
Green, Paula	Executive Assistant	R	
Haag, Mary Jo	Paraprofessional	R	
Heisler, Bailey	Paraprofessional	NR	Moved
Hill, Linda	Paraprofessional	NR	
Holmes, Christina	Online Admin Asst	R	
Jacobson, Tammi	Food Service	R	
Johnson, Terri	Paraprofessional	R	
Kluck, Stephanie	Custodian	R	
Kuefler, Christy	Online Attendance Coord.	R	
LeBlanc, Toni	Interventionist	R	

Loeffler, Beverly	DAC Consultant	R	
Miller, Janna	Paraprofessional	R	
Miller, Jennifer	Coordinator of Technology	R	
Moser, Emmalece	Kids Care	NR	College
Moser, Jacob	Custodian	NR	
Papillon, Molly	Online Registrar, MARSS	R	
Pederson, Stephanie	Paraprofessional	R	
Peterson, Misty	Paraprofessional	NR	
Potter, Tom	Online Tech Coordinator	NR	Moved
Roach, Cherice	Paraprofessional	R	
Roberts, Bud	Maintenance	R	
Roisum, Ann Marie	Food Service	R	
Town, Kristin	Paraprofessional	R	
Vavptic, Collette	Paraprofessional	NR	
Young, Lisa	Online Paraprofessional	R	

* R = Returning, NR = Not Returning

2022-23 Teacher Professional Development Activities:

During the 2022-23 school year, seat-based staff engaged in several sessions of professional development provided by Sourcewell, our regional service cooperative for the fifth year in a row.

As a Qcomp school, weekly professional development in professional learning communities took place. These weekly sessions were broken down into time spent with the full PreK-8 group and also grade-level teams. On a weekly basis during the year, seat-based and online staff met with either grade level or full staff to engage in discussions about how to improve our test scores, in particular relating to math, which is an area we continue to see a need for improvement. The seat based program does regular dissection of Minnesota State Standards. These deep dives of standards alignment, curriculum planning, and cross curricular comparisons make for some very challenging meetings as they seek the best instructional practices. The seat-based staff is also very consistent with data comparisons and instructional methods.

The seat-based staff is also mandated by the board to be certified in Catalyst management procedures. All staff are required to be trained and pass the small group and large group certifications. The HRS (High Reliability School) training is also embedded in the data discussions as well as multiple other factors. The seat-based school had multiple roadblocks to level one certification in HRS due to the Covid Pandemic; however, this has now been achieved and we are moving quickly through the level two process.

For 2022-23, the online program's professional development primarily focused on training in National Standards for Quality Online Learning (NSQ) standards, focusing on "Gauging your Technology Skills." NSQ and Quality Matters (QM) have been the most used and respected benchmarks for states, districts, and schools who provide online courses, programs, and teaching since first being introduced in the mid-2000s. Based on what they learned in QM's Gauging your Technology Skills course, teachers and learning coaches created and revised their curriculum, online orientation, and prospective student materials to better prepare students and families for online learning at CCS.

Licensed staff in the online program also received additional professional development in:

- Becoming Trauma-Informed
- Environmental Education Training
- Educating English Learners- the CCS Continuing Education committee coordinated training through the Southwest Learning Cooperative for this topic which is a required component from MDE for license renewal
- Gender-Inclusive Schools Training

In addition to these professional development activities, the online program continued its 3-year summative evaluation process for licensed staff. The updated procedure includes submission and review of: a teaching and learning portfolio based on the NSQ best practices, student growth goals from the past 3 years, and measures of student engagement. The Online Director then met and discussed the summative evaluation with each licensed staff member and made recommendations for areas of leadership, growth, and/or need for a professional assistance plan.

Operational Performance (XIII)

Health and Safety at CCS

CCS considers the health and safety of our students and staff to be of utmost importance. CCS annually trains staff on issues such as bloodborne pathogens, Right to Know, first aid and CPR. Due to less Covid cases, the nurse has moved to a consultant status, instead of full time status. Those services include: involvement in the CCS Covid-19 Safe Learning Plan, vaccination and other mandated reporting, screenings and consultation in matters that the staff questions or needs assurances of, such as IHP. The school health aid ensures that help is consistently on site for illness, medication dispensing and health screenings, and a resource for students who may be "At-Risk".



CCS employs a full-time maintenance person charged with the task of seeing to it that proper cleaning processes are in place as well as repairs and some innovative projects. Staff have been trained on emergency and safety protocols and maintenance staff received training on the HVAC system and other operational components.

Transportation

CCS contracts with Crosby-Ironton Transportation Inc (C-I Transportation) for all of our transportation needs. This arrangement has been a very positive one for CCS. C-I Transportation treats us with the same respect and care as their own school district and we appreciate the level of service we receive. The personnel of the bus service are highly-trained, keep us up to date and informed on various issues and are also extremely accommodating to us with additional needs and services. The C-I Transportation has been a helpful partner in this process. We remain pleased with the performance and safety of our students through C-I Transportation.



Facilities

Our school building has served us well and staff and students continue to enjoy its surroundings. The LAKE Foundation is responsive to our needs and is working with us to plan building improvements.



Food Service Programs

In 2018, CCS began its own food service program. Overseen by our Food Services Coordinator, our food service program has been a big success. Our Coordinator does an excellent job of tracking data, including free and reduced applications, as well as all revenue and expenses.



Due process – Student Discipline Data

Our school has a clear discipline policy in place that outlines consequences for student behavior. When it becomes necessary to suspend students, Pupil Fair Dismissal protocols are followed. If a student with an IEP is in need of consequences, prior to any suspension taking place, a manifestation determination will be held to identify whether or not the student behavior falls within the guidelines of the IEP. Minor infractions or disruptions are handled through in-school suspension and detention models. Students on IEPs are typically referred to the special education teacher for intervention strategies aligned with IEP guidelines.

Parent/Guardian Engagements (i.e. non-distance learning), parents/guardians are involved with CCS in a number of ways:

- Parent Teacher Organization involvement.
- Key Parent Teacher Organization (PTO) fundraisers that supported programs such as field trips.
- Time spent as classroom volunteers.

As a charter school, we also have parent/guardian representatives on our Board of Directors. Beginning in the 21-22 school year, one parent/guardian spot on the board is designated for an online parent/guardian, one is for a seat-based parent/guardian, and one is for either online or seat-based parent/guardian.

Community Engagement

Similar to parent/guardian engagement, there needs to be a strong community presence in the school as well as opportunities for CCS to engage in the community outside of the walls of the building. Some examples of community engagement include:

- Active and engaged PTO
- Open House with Touch-a-Truck
- Halloween Parade
- Spaghetti Dinner
- Chili Cook-Off - Crosslake Days
- Martin Luther King, Jr. Day of service
- St. Patrick's Day Parade
- Annual Cabin Fever event
- Holiday Open House
- Weekly Visits to the Community Library
- Operation Sandwich (food packing initiative)
- Utilization of the National Loon Center and Loon Pontoon (StewardShip)
- Parking lot agreement and partnership with the Loon Center Foundation
- Christmas for Kids
- Thanksgiving food basket disbursement
- Veteran's Day Program
- Public Service Breakfast
- American Red Cross Community Blood Drive



Hiring Practices

Our board has policies in place relative to specific hiring practices that include required licensure and education, based on position as well as veterans preference hiring. Staff openings are typically offered to internal staff at the outset and then posted externally should there not be any internal interest. Our school website and social media platforms are a key form of communicating job openings, as well as local online services such as EdPost at St. Cloud State University, and the Minnesota Association of Charter Schools' website hiring section and Indeed.com

Background Check Process for Staff, Board and Volunteers

Background checks are performed on all staff hired by CCS. In addition, any volunteers, including current parents/guardians of students, who spend any amount of time at CCS are also subject to annual background checks.

Finances (Part XIV)

For questions regarding school finances and for complete financials for 2022-23 and/or an organizational budget for 2023-24, contact:

Name: Joe Aliperto
 Position: Owner
 Phone: 651-251-6980
 Email Joe@diecisf.com
 Dieci School Finance provides accounting services for CCS.

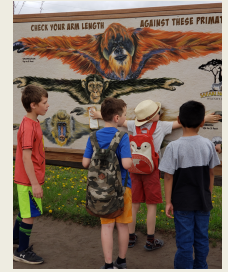
Information presented below is derived from preliminary audit figures. The full financial audit will be completed and presented to the MDE and OW no later than December 31, 2023.

FY23 Finances	Fund 1 General Fund	Fund 2 Food Service	Fund 4 Community Education Fund
Total Revenues	\$5,932,357	\$112,409	\$115,068
Total Expenditures	\$5,467,997	\$129,322	\$96,920
Net Income	\$464,360	(\$16,913)	\$18,148
Total Fund Balance	\$1,766,569	\$0	\$20,243

Overview

The Board of Directors and staff of CCS have maintained a conservative mindset relative to finances for many years. We tend to estimate low on our enrollment and a little higher on our expenditures on an annual basis with an eye for avoiding any surprises to the budget.

The continued growth of CCS's seat-based program and the rapid growth of CCS's online has made it challenging to accurately predict what our enrollment will be. This has been a positive challenge in that for the past seven years, our enrollment has exceeded our projections when it comes to budget.



Revenues and Expenses

Fund 01

As noted in the financial grid above, Fund 01 (General Fund) continues to see positive fund balances on an annual basis. About 90 percent of our funding comes from the State of Minnesota. Approximately, 8 percent of our expenditures are spent on staff salaries and budgets.

Fund 02

Fund 02 (Food Service) is used to record the financial activities of a school district's food service program. Food service includes activities for the purpose of preparation and service of milk, meals and snacks in connection with school and community service activities. It also provides meals at a reduced price or free meals for families who qualify because of low income.

Fifty-Five percent of Fund 02 consists of federal funds and the state funds the rest of the revenue. A significant portion of the expenses in Fund 02 are paid out to employees.

Fund 04

While the intent of Fund 04 (Community Education Fund) is to generate the revenue necessary to run the various programs. The focus of these activities is enrichment programs for any age level that are not part of the K-12 education program. The shortfall in that fund balance is not unexpected as we continue to grow our PreK program. The board has made a decision to assist with shortfalls should they exist in terms of PreK revenues and expenditures. CCS's revenue from Fund 04 comes from local sources, such as city and county taxes and transfers from the general fund. Most of the expenses come from staff salaries.

Net Surplus or Deficit and Fund Balance

The grid above demonstrates a solid fund balance for CCS and we have exceeded our 23% fund balance goal. We annually see a positive impact to our fund balance, but the fund balance as a percentage is not increasing at the same rate as our revenues and expenditures. In addition, CCS does not hold any bonds to finance our building. Thanks to the generosity of the LAKE Foundation, a 501(c)(3), which owns and leases the building to CCS without any debt allows CCS to be debt free. At the same time, CCS continues to maintain a strong fiscal stance.

WBWF Annual Budget

Each year, CCS assesses the goals in the WBWF plan and ensures that adequate expenditures are used to meet these goals. When these strategic goals are met, CCS is able to ensure continued growth financially and academically.

Future Plans (Part XV)

We currently have no plans for enrollment, growth and/or relocation in the near future beyond filling in our current structure and increasing enrollment in the online program. We are budgeting for consistent enrollment. CCS's Finance committee is keeping a close eye on enrollment and budgeting conservatively.

Continuous Review/Improvement Process

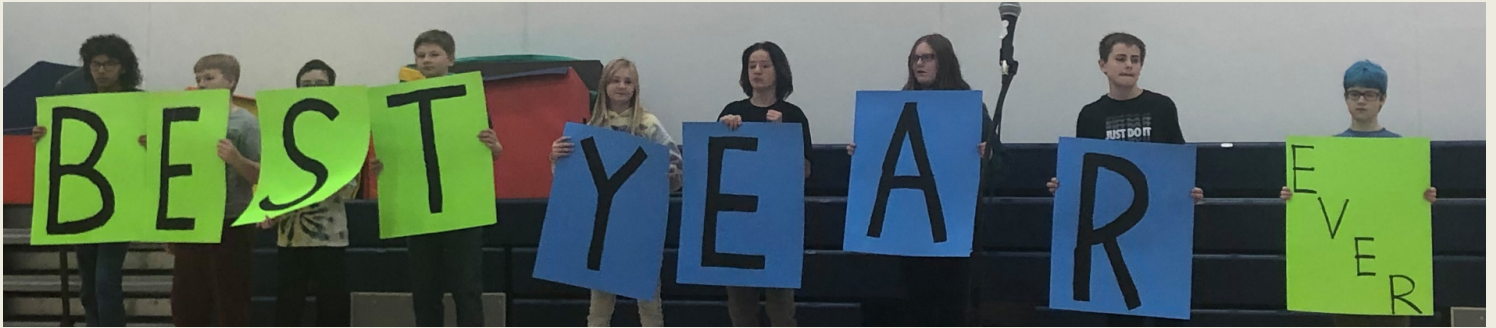
Facility, program and technology plans are part of the continuous improvement plan. The facilities and technology have a static review process that addresses immediate and long-term needs. Note that all students and staff now have access to a computer and internet service away from the physical building. Additional COVID-19 expenses can be absorbed through the CARES Act for schools (Coronavirus Relief Fund, GEER or ESSER) or the Paycheck Protection Program loan for small businesses and not-for-profits, such as CCS, a 501(c)(3).

Over the Next Three to Five Years

Over the next three to five years, we will be implementing a new Strategic Plan that we are working with TeamWorks to develop. Some of the areas we will focus on are:

- Engage and empower students to become more active participants in learning experiences that are relevant to their lives and the global marketplace.
- Increase inspiring and unique learning opportunities and resources to improve engagement and student learning in reading, math and science.

- Increasing our environmentalism focus so that CCS prepares our students for the green-based workforce and community of 2050. We will focus on environmental literacy, including action-based preservation, conservation, stewardship and beautification.
- Create and maintain a school environment where students feel safe and are happy they are part of the CCS community.
- Increase the diversity of CCS's students.
- Recruit, hire and retain qualified and effective teachers and staff. Provide embedded professional development that pays a competitive wage.
- Provide teachers with current technology and training so they can enhance the learning environment and so they help students prepare for the 2050 workforce.
- Use PLCs to access the MTSS model of student intervention and data tracking based on the progress through standard reference reporting (HRS Level 4).
- Meet or exceed the contractual obligations with OW with a focus on student learning and sustainability.



Appendix A - School Calendars

CROSSLAKE COMMUNITY SCHOOLS | 2022-2023 SEAT BASED SCHOOL CALENDAR

Crosslake Community School Calendar | 2022-2023

Seat-Based Learning Updated and Board Approved 8/8/2022

JULY '22						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

T=Teacher Days
S=Student Days

02 No School/Staff Development
16 No School

JANUARY '23						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

T=21
S=20

AUGUST '22						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

09 MN Summit on Leadership Training
10 MN Summit on Leadership Training
24 Staff Development Day
25 Staff Development Day
30 Staff Development Day
30 Open House (4:30 p.m.)
31 Staff Development Day

T=4

16 Two-Hour Early Out
16 Spring Conferences
17 No School/Staff Development
20 No School
28 End of Tri 2

FEBRUARY '23						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

T=19
S=18

SEPTEMBER '22						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

01 First Day of School
05 Labor Day (no school)
30 No School/Staff Development

T=21
S=20

03 Two-Hour Early Out/Staff Development
20-27 No School-Spring Break
27 Staff Development Day

MARCH '23						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

T=18
S=17

OCTOBER '22						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

04 Conferences
06 Conferences
20 No School-MEA
21 No School-MEA
24 No School/Staff Development

T=19
S=18

07 No School
10 No School

APRIL '23						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

T=18
S=18

NOVEMBER '22						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

23 End of Tri 1
23 Two-Hour Early Out/Staff Development
24 No School-Thanksgiving
25 No School-Thanksgiving
28 No School/Staff Development

T=20
S=19

26 Last Day of School
30 Staff Development Full Day

MAY '23						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

T=21
S=20

DECEMBER '22						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

22-30 No School-Winter Break

T=15
S=15

T=176
S=165

Snow/cold days/cancellation packets sent by October 3 and January 3

Start of School Day: 8:30 a.m.
End of School Day: 3:15 p.m.

JUNE '23						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

CROSSLAKE COMMUNITY SCHOOLS | 2022-2023 ONLINE SCHOOL CALENDAR

Crosslake Community School Calendar | 2022-2023

Online Learning
Updated and Board Approved 8/8/2022

JULY '22						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

T=Teacher Days
S=Student Days

02 No School
13 End of Semester 1
16 No School
17-20 J-Term
23 Start of Semester 2

JANUARY '23						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

T=20
S=20

AUGUST '22						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

26 Staff Development Day
29 Staff Development Day
30 Staff Development Day
30 Virtual Open House
(5:30 and 6:30 p.m.)
31 Staff Development Day

T=4

06 No School/Staff Development
20 No School

FEBRUARY '23						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

T=19
S=18

SEPTEMBER '22						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

01 First Day of School
05 Labor Day (no school)

T=21
S=21

06 No School/Staff Development
07-10 Virtual Conferences
20-24 No School-Spring Break

MARCH '23						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

T=18
S=17

OCTOBER '22						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

03 No School/Staff Development
20 No School-MEA
21 No School-MEA

T=19
S=18

07 No School
10 No School

APRIL '23						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

T=18
S=18

NOVEMBER '22						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

07 No School/Staff Development
08-11 Virtual Conferences
24 No School-Thanksgiving
25 No School-Thanksgiving

T=20
S=19

01 No School/Staff Development
26 Last Day of School
26 End of Semester 2
30 Staff Development Day
31 Staff Development Day

MAY '23						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

T=22
S=19

DECEMBER '22						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

22-30 No School-Winter Break

T=15
S=15

02 High School Graduation
06-29 Summer School Session

T=176
S=165

Online school is accessible to students 24 hours a day, 7 days a week following the school calendar. All online staff are expected to post their available office hours and be additionally available by appointment according to their FTE.

JUNE '23						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

CROSSLAKE COMMUNITY SCHOOLS | 2022-2023 TESTING CALENDAR

Crosslake Community School Calendar | 2022-2023

Testing Calendar SB/Online

Board Approved 7/18/2022

JULY '22						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JANUARY '23						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

09 Star SB kindergarten
 11 Star SB reading grades 1-2
 12 Star SB reading grades 3-8
 13 Star SB math grades 1-8
 14 Star make-ups
 16-20 K-4 online/K-8 SB fluency
 January 9-February 7 Star Online reading and math Online

AUGUST '22						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

FEBRUARY '23						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

SEPTEMBER '22						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

12 Star SB kindergarten
 13 Star SB reading grades 1-2
 14 Star SB reading grades 3-8
 15 Star SB math grades 1-8
 16 Star make-ups
 September 6-October 5 Star Online reading and math
 19-23 K-4 online/K-8 SB fluency

MARCH '23						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

07-10 Access and MTAS testing if needed
 15 MCA Online reading grade 10
 16 MCA Online reading grades 3-8
 29 MCA Online math grade 11
 30 MCA Online math grades 3-8

OCTOBER '22						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

APRIL '23						
S	M	T	W	Th	F	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

04 ACT
 04-06 MCA SB science grades 5th & 8th
 05-06 MCA Online science grades 5th & 8th
 HS biology
 10 Star SB Kindergarten
 11 Star SB reading grades 1-2
 12 Star SB math grades 1-8
 13 Star SB reading grades 3-8
 14 Star SB make-ups
 18-21 MCA SB reading grades 3-8
 25-28 MCA SB grade math 3-8

NOVEMBER '22						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

MAY '23						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 10-May 09 Star reading and math online
 01-05 MCA SB & online make-ups
 8-12 K-4 online/K-8 SB fluency

DECEMBER '22						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JUNE '23						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	