

Heidi O'Brien	Secretary	Seat-Based Teacher	11/01/19	01/13/20	12/31/21	heidiobrien@crosslakekids.org
Amy Scheuman	Member	Online Teacher	N/A	09/13/21	02/14/22 (resigned)	amyscheuman@crosslakekids.org
Maggie Heggerston	Member	Community	N/A	01/11/21	07/29/21 (resigned)	maggieheggerston@crosslakekids.org
Beverly Loeffler	Treasurer	Seat-Based Teacher	10/30/20	01/11/21	09/13/21 (resigned)	bloeffler@crosslakekids.org
Annette Klang	Ex-Officio	Director of Seat Base Learning	N/A	N/A	N/A	annetteklang@crosslakekids.org
Holly Amaya	Ex-Officio	Director of Online Learning	N/A	N/A	N/A	hollyamaya@crosslakekids.org

Board Training and Development

In addition to required initial training on employment policies and practices and fiscal management that all board members are required to complete, CCS provides on-going training to board members on topics that impact school operations and performance.

Annual presentations by auditors and periodic training on operations and environmental issues constitute the bulk of additional training made available to board members to help them to make informed decisions on the instructional and operational model of the school.

Listed below is information relative to initial and on-going board training during the 2021-22 school year.

Initial Training

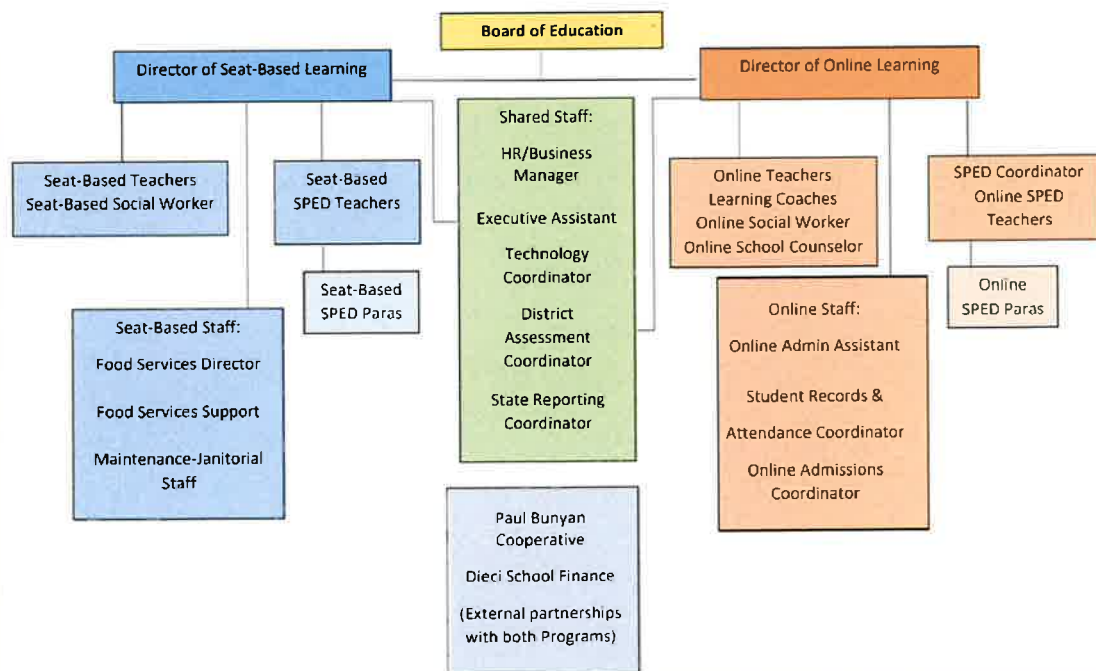
Initial Training				
Board Member Name	Original Date Seated	Board's Role & Responsibilities	Employment Policies & Practices	Financial Management
Jared Griffin	01/10/22	02/08/22 OSPREY WILDS	02/08/22 OSPREY WILDS	02/22/22 OSPREY WILDS
Chris Rhinehart	01/10/22	02/08/22 OSPREY WILDS	02/08/22 OSPREY WILDS	02/22/22 OSPREY WILDS
Ronda Veit	01/20/2009	06/17/20 MACS	04/30/20 MACS	05/19/20 MACS
Abigayle Swenson	01/10/22	02/08/22 OSPREY WILDS	02/08/22 OSPREY WILDS	02/22/22 OSPREY WILDS
Josef Garcia	01/10/22	2/08/22 OSPREY WILDS	02/24/22 OSPREY WILDS	02/22/22 OSPREY WILDSactive
Karen Teff	11/19/21	2/08/22 OSPREY WILDS	02/24/22 OSPREY WILDS	02/22/22 OSPREY WILDS
Jennifer Muller	03/14/22	NO	NO	02/22/22 OSPREY WILDS
Cinda Jensen	06/08/2020	07/07/2020 OSPREY WILDS	07/07/2020 OSPREY WILDS	06/23/2020 MACS
Kysa Corbett	01/09/2017	11/2016 MACS	09/22/17 MACS	09/22/217 MACS
Lance Swanson	01/08/2018	01/10/2018	01/10/2018	01/10/2018

		MSBA	MSBA	MSBA
Heidi O'Brien	01/13/2022	07/07/2020 OSPREY WILDS	07/07/20 OSPREY WILDS	07/07/20 OSPREY WILDS
Beverly Loeffler	01/20/2015	03/24/2012 MACS	03/24/2012 MACS	03/24/2012 MACS

Annual Training

Annual Training – FY22			
Board Member Name	Training #1: MDE Assurance of Compliance and Mandated Reporting Training Cheryl Cole 10/11/21	Training #2: School Finances William Lauer 12/13/21	Marzano HRS Continuous Improvement Model to Improve Functioning at Highest Level Mara Powers 6/13/22
Kysa Corbett	Attended? Yes	Attended? Yes	Attended? No
Cinda Jensen	Attended? Yes	Attended? Yes	Attended? No
Heidi O'Brien	Attended? Yes	Attended? Yes	Attended? No
Amy Scheuman	Attended? Yes	Attended? Yes	Attended? No
Jared Griffin	Attended? NO	Attended? NO	Attended? YES
Chris Rhinehart	Attended? NO	Attended? NO	Attended? YES
Ronda Veit	Attended? YES	Attended? YES	Attended? YES
Abigayle Swenson	Attended? NO	Attended? NO	Attended? YES
Josef Garcia	Attended? NO	Attended? NO	Attended? YES
Karen Teff	Attended? NO	Attended? NO	Attended? YES
Jennifer Muller	Attended? NO	Attended? NO	Attended? YES

CROSSLAKE COMMUNITY SCHOOL ORGANIZATIONAL CHART



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, 2021-2022*

GOAL 1: To develop greater knowledge and understanding of the requirements and responsibilities of the Director role.
GOAL 1 MEASURE: Successfully meet deadlines and objectives for required reports and funding applications. Dates of meetings/trainings attended will be provided. A list of Hamline courses completed will be provided.

GOAL 1 PD:

- Participate in MACS New Director Cohort meetings.
- Pursue administrative licensure through Hamline University. Courses began in February 2021; details are available here: <https://www.hamline.edu/education/administrative-licenses/program-details/>

GOAL 2: To develop greater knowledge and understanding of leading an online program.

GOAL 2 MEASURE: Successfully meet all requirements related to the online program (reports, alignment with the online learning law, etc.). Dates of meetings/trainings attended will be provided.

GOAL 2 PD:

- Participate in the Online Learning Leadership Cohort facilitated by MDE.
- Participate in monthly MNOLA meetings and other associated trainings.

*Annette Klang, Director of Seat-Based Learning
Professional Development (PD) Plan, 2021-2022*

Goal 1: Accountability - Director

Process: Work with integrity, lead by example, communicate and encourage all staff, accept feedback from staff, school board and the LAKE Foundation. Participate in Charter School Director's meetings provided through MACS, pertinent leadership courses as well as Region 5 training. Professional development regarding restorative practices, responsive classroom and other requirements that teachers are participating in.

Goal 2: Accountability - Academic

Process: Communication with teachers and parents/guardians to ensure that progress, both in growth and declines are dealt with through interventions within the classroom, Reading Corps, Title 1, and Special Education. Responsibilities include equipping and encouraging the teachers to ensure that student growth and academic achievement takes place

Goal 3: Accountability - Employee

Process: Ensure that all employees are working to their full potential by providing adequate training, professional development, time management, employee feedback, performance improvement and care, communication and encouragement.

Staffing (Part XII)

2021-22 Staffing

2021-22 Licensed Teaching Staff				
Name	File #	License and Assignment (subject/grades)	21-22 Status*	Comments
Amaya, Holly	417843	Director of Online Learning	R	
Beasley, Victoria	451676	K-8 Special Ed	R	Full time online in 21-22
Bierce, Rose	1007963	Online Math	R	
Burner, Jennifer	327176	Online Learning Coach	R	
Christenson, Lucas	1011077	Online Social Studies	R	
Davis, Katherine	388183	Online Music	R	
Donley, Melanie	368796	Grade 1-2	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	
Graceffa, Miranda	432464	5-8 Science	NR	
Hanisch, Ellie	1013083	Reading/Elementary Ed	R	
Hetherington, Scott	288117	Online Teacher	R	
Jacobson, Gena	350222	Online Special Ed Coord.	R	
Jahnke, Paige	427101	Online Special Ed	R	
Klang, Annette	313830	Director of Seat-Based Learning	R	
Klaus, Callista	996080	Learning Coach	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	Pre-Primary/Elementary Ed	R	
McKibben, Kori	465161	Online Learning Coach, EL	NR	
Miller, Amy	346202	Online Social Worker	R	
Moe, MaryKay	386311	Online Science	R	
Muller, Jennifer	505484	Online Teacher	R	
Newton, Micheal	513201	K-8 Music	R	
O'Brien, Heidi	482836	Pre-Kindergarten	R	
Oleszko, ANgela	448916	Online Special Ed	R	
Powers, Mara	491598	Grade 3-4	R	
Priest, Cathy	261511	Online Science & Math	R	
Refsland, Patti	395777	Health Education	NR	
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	
Smith, Rebecca	507273	Online Social Studies	R	
Sperl, Michaela	475485	Online Social Studies	NR	
Stehr, Troy	433570	Online PE/Health	R	
Strehlow, Jodi	488033	Learning Disabilities	R	
Swaggert, Mitch	1006441	Online Learning Coach	R	
Swenson, Abigayle	500770	Grade 1-2	R	
Swanson, Lance	357486	5-8 Social Studies	R	
Swiler, Natalie	502529	Online School Counselor	R	
Thompson, Clare	297501	Online Science	R	
Teff, Karen	332499	Online Math	R	
Veit, Ronda	366031	5-8 Language Arts	R	
Wagner, Shelby	480351	Online Soc. Stud. and Learning Coach	R	
Walker, Calli	515927	Learning Coach	R	
Williams, Collin	1005527	Elementary Education	R	

* R = Returning, NR = Not Returning

Teacher Retention:

Percentage of Licensed Staff from 2021-2022 not returning in 2022-2023	7.4%
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2021-22 Non-Licensed Staff			
Name	Assignment	21-22 Status*	Comments
Kathy Faust	Coordinator of Food Service	R	
Jodi Schott	Office Manager	NR	retired
Jennifer Miller	Coordinator of Technology	R	
Doug Moan	Maintenance	NR	retired
Kristy Steele	Paraprofessional	NR	
Lori Ackerman	Online Paraprofessional	R	
Toni LeBlanc	Interventionist	R	
Molly Papillon	Online Registrar, MARSS	R	
Lisa Young	Online Paraprofessional	R	
Terri Johnson	Paraprofessional	R	
Collette Vavpotic	Paraprofessional	R	
Aiyana Goodrich	Maintenance	NR	
Ann Marie Roisum	Food Service	R	
Jennifer Kuhlmann	Paraprofessional	NR	
Cheryl Cole	Executive Assistant	R	
Christina Holmes	Online Admin Asst	R	
Tammi Jacobson	Food Service	R	
Christy Kuefler	Online Attendance Coord.	R	
Kelly Bittner	HR/Business Manager	R	

* R = Returning, NR = Not Returning

2021-22 Teacher Professional Development Activities:

During the 2021-22 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 is also very consistent with data comparisons and instructional methods.

The 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 2021-22, the online program's professional development primarily focused on training in National Standards for Quality Online Learning (NSQ) standards and how best to orient learners to the online environment. 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 Orienting Your Online Learners 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:

- Digital accessibility - staff increased their awareness of why digital accessibility is important and how to improve digital teaching and learning practices in the online environment
- EE - CCS Online partnered with the Jeffers Foundation to learn more about nature journaling and how we can expand the incorporation of nature journals into our high school content areas
- Cultural competency - 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

In addition to these professional development activities, the online program revised its 3-year summative evaluation process for licensed staff. This included developing a more robust review process, receiving approval from the online licensed staff and implementing the new process. 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 included:

- 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



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 2019-20 and/or an organizational budget for 2020-21, 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, 2022.

FY22 Finances	Fund 1 General Fund	Fund 2 Food Service	Fund 4 Community Education Fund
Total Revenues	\$5,202,915	\$135,641	\$105,794
Total Expenditures	\$5,170,292	\$121,485	\$105,794
Net Income	\$32,624	\$14,156	\$0
Total Fund Balance	\$1,257,475	\$16,913	\$0

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.



If there is a challenge for CCS it is with exactly what our enrollment will be. The continued growth of CCS' seat-based program and the rapid growth of CCS' 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, 78 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' 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' 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 review and update CCS' Strategic Plan as needed on a periodic basis. 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' 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 | 2021-2022 SCHOOL CALENDAR

Crosslake Community School Calendar | 2021-2022 (BOE Approved 3/8/2021)

<p>JULY '21</p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td></tr> </tbody> </table>	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	<p>17 No School 21 Two-Hour Late Start/Staff Development</p> <p>T=20 S=20</p> <p>JANUARY '22</p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> <tr><td>30</td><td>31</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	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					
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Two-Hour Late Starts allows for CCS Staff to participate in Staff Development

Revision date 3/8/2021

CROSSLAKE COMMUNITY SCHOOLS | 2021-2022 TESTING CALENDAR

Crosslake Community School Calendar | 2021-2022

Approve 8/9/2021

JULY '21						
S	M	T	W	Th	F	S
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4	5	6	7	8	9	10
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10 Kindergarten Star
 11 Star Reading grades 1-2
 12 Star Reading grades 3-8
 13 Star Math grades 1-8
 14 Star make-ups
 18-21 K-4 online/K-8 seat based fluency
 January 10-February 8 Star Reading and Math online

JANUARY '22						
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AUGUST '21						
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13 Kindergarten Star
 14 Star Reading grades 1-2
 15 Star Reading grades 3-8
 16 Star Math grades 1-8
 17 Star make-ups
 September 7-October 6 Star Reading and Math Online
 20-24 K-4 online/K-8 seat based fluency

7-11 Access and MTAS testing if needed
 16 MCA Reading 10th grade
 17 MCA Reading 3-8 online
 30 MCA Math 11th grade
 31 MCA Math 3-8 online

MARCH '22						
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5 ACT
 6 MCA Science online
 12-14 MCA seat based Science 5th & 8th
 19-22 MCA 3-8 seat based Reading
 26-29 MCA 3-8 seat based Math

APRIL '22						
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3-6 MCA make-ups online and seat based
 9 Kindergarten Star
 10 Star Reading grades 1-2
 11 Star Reading grades 3-8
 12 Star Math grades 1-8
 13 Star make-ups
 2-27 Star Reading and Math online
 17-21 K-4 online/K-8 seat based fluency

MAY '22						
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