

MACCRAY ISD 2180
Clara City, MN 56222
High School Boardroom
Monday, February 14, 2022
6:00 pm

TENTATIVE AGENDA

- 1.0 Call to Order
- 2.0 Pledge of Allegiance
- 3.0 Approval of the Agenda/Additions/Deletions
- 4.0 Public Comment - Clint Van De Riet
- 5.0 Consent Agenda – Action Required
 - 5.1 Adoption of Minutes
 - 5.2 Approve payment of bills and financial reports.
 - 5.3 Approve Pay Equity Report
 - 5.4 Approve resignation of teacher – P. Iverson
 - 5.5 Approve retirement of Paraprofessional - R. Berghuis
 - 5.6 Approve Family Medical Leave for 2 teachers.
 - 5.7
- 6.0 Communication Report
 - 6.1 Administrative Reports
 - 6.1.1 Sonya Stark – ELL Teacher/Coordinator
 - 6.1.2 Jim Trulock, Activities Director
 - 6.1.3 Mitchell Kent, Elementary Principal
 - 6.1.4 Judd Wheatley, High School Principal
 - 6.1.5 Sherri Broderius, Superintendent
 - 6.1.6 Julie Alsum, Board Chairperson
 - 6.2 Committee Reports
 - Dan Hiemenz - ICS Construction report
- 7.0 Discussion items – No action required
- 8.0 Business items – Action Required
 - 8.1 Approve District 2180 Language Instruction Educational Program.
 - 8.2 Approve the updated Covid 19 Decision Tree with the provision to allow the Superintendent to make changes as necessary with the Covid Advisory Council.
 - 8.3 Approve 2022-2023 School year PACT for Families for Families membership at a cost of MARSS x \$1.50
 - 8.4 Approve the 2022-23 School Calendar
 - 8.5 Approve moving the April 11th meeting to April 4th.
 - 8.6
- 9.0 Upcoming Meetings
- 10.0 Adjournment

**Proceedings of the Board of Education
Independent School District #2180
Regular Meeting #7
January 10, 2022
6:00 PM
MACCRAY Board Room**

Members Present: Lane Schwitters, Scott Ruitter, Tate Mueller, Carmel Thein, Julie Alsum
Others Present: Sherri Broderius, Superintendent; Judd Wheatley, HS Principal; Mitchell Kent, Elementary Principal, Kim Sandry, Business Manager, Denise Smith, Community Ed Director, Dan Hiemenz, ICS.

Chairman Julie Alsum called the meeting to order at 6:00 pm.
Pledge of Allegiance

Motion by Mueller, second by Brandt, to approve the agenda. Motion carried by unanimous vote.

Annual Reorganization:

Election of Officers:

Board Chair:

Nominations: Julie Alsum by Ruitter.
Alsum declared Board Chair.

Vice Chair:

Nomination: Ruitter by Alsum.
Ruitter declared Vice-Chair.

Clerk:

Nominations: Thein by Schwitters.
Thein declared Clerk.

Treasurer:

Nominations: Schwitters by Brandt.
Schwitters declared Treasurer.

Committee Appointments:

Motion by Thein, second by Brandt, to appoint the following board members to the committees as listed. Motion carried by unanimous vote.

Community Education: Deb Brandt
Continuing Education: Carmel Thein
District Advisory Committee: Tate Mueller
Facilities/Health and Safety: Tate Mueller, Julie Alsum, Carmel Thein
Finance/Negotiations: Julie Alsum, Scott Ruitter, Carmel Thein.
LCTN Governing Board: Julie Alsum
Legislative Liaison (MSBA/MREA): Deb Brandt
Transportation: Lane Schwitters, Tate Mueller
Meet and Confer: Lane Schwitters, Scott Ruitter

Board Compensation Rates:

Motion by Schwitters, second by Ruitter, to set the Board compensation rates as listed below. Motion carried by unanimous vote.

Regular Board meeting: \$100

Committee Meeting: \$75
Meetings over 4 hours: \$100
All Day Working Sessions: \$100
MSBA/MREA Workshops: \$75
MSBA/MREA Workshops over 4 hours: \$100
Chair: \$500
Clerk: \$100
Treasurer: \$100
Mileage: Federal Mileage Rate \$.585

Official Designation:

Motion by Brandt, second by Schwitters, to set the official designations as follows. Motion carried by unanimous vote.

Depositories: Citizen's Alliance Bank, MSDLAF
Meeting Dates: Second Monday of every month in the MACCRAY Board Room
Meeting Time: 6:00 pm
Official Newspaper: Clara City Herald
Notification Methods: MACCRAY website
Legal Counsel: Kennedy and Graven, Chartered

Signature Authorizations:

Motion by Mueller, second by Thein, to set the following signature authorizations as follows. Motion carried by unanimous vote.

Electronic Fund Transfers – Kim Sandry, Business Manager

- Cathy Schueler, Accounts Payable/Student Activities
- Nicole Kray Niemeyer Payroll/Purchasing
- Lane Schwitters, Treasurer
- Julie Alsum, Chair

All Other Accounts and CD's: Kim Sandry, Business Manager

- Cathy Schueler, Accounts Payable/Student Activities
- Nicole Kray Niemeyer, Payroll/Purchasing

Safe Keeping Investment Securities:

Motion by Schwitters, second by Mueller, to authorize the Business Manager to make investments in Federally insured/secured accounts which will yield the greatest interest rates and approve United Banker's Bank as Safe keeper of Citizen's Alliance Bank's pledged collateral as required by MN Statute 118A.03. Motion carried by unanimous vote.

Public Comment – Raymond Mayor, Ardell Tensen; Chippewa County Commissioner, Candace Jaenisch; Ron Schueler (Raymond Lions), Shirley Schueler (Raymond Legion Auxillary), Butch Steen (Raymond Rockets), Jessie Freese (Raymond Harvest Fest), Zachary Simons (Raymond Harvest Fest).

Approval of Consent Agenda:

Motion by Thein, second by Mueller, to approve the consent agenda as presented. Motion carried by unanimous vote.

Adoption of Minutes.
Approve the payment of bills and financial report.
Approve Tyler Anderson as JH GBB Coach.
Accept resignation of paraprofessional – S. Owen
Accept resignation of teacher – S. Hinrichs

Communications Reports:

Dan Hiemenz, ICS Construction Report.

Denise Smith, Comm. Ed: Update on Winter Activities, Upcoming activities.

Jim Trulock, Activities Report: (written) Update on Winter activities.

Mitchell Kent, Elem Report:

Judd Wheatley, HS Report:

Sherri Broderius, Supt.:

Discussion Items:

Business Items:

Motion by Brandt, second by Alsum, to approve the first and final reading of Policy 903 -OSHA Covid-19 ETS on Vaccination, Testing, and Face Coverings. Motion carried by 5-0 vote. Thein abstained.

Motion by Thein, second by Schwitters, to approve the updated MACCRAY Covid Decision Tree. Motion carried by unanimous vote.

Motion by Alsum, second by Brandt, to approve the Resolution for Partial Demolition of the MACCRAY East Building.

In favor : Brandt, Schwitters, Alsum, Ruitter, Thein, Mueller. Against: None.

Resolution passed and adopted.

Motion by Thein, second by Ruitter, to approve the Resolution for the Demolition of the MACCRAY West Building.

In favor: Thein, Ruitter, Alsum, Schwitters.

Against: Brandt, Mueller.

Resolution passed and adopted.

Motion by Schwitters, second by Brandt, directing administration to make recommendations for reduction in programs and positions and the reasons, therefore. Motion carried by unanimous vote.

Motion by Mueller, second by Ruitter, to change MACCRAY Driver's Education Class from a requirement for graduation to an elective .5 credit. Motion carried by unanimous vote.

Meetings and Workshops:

Regular Board Meeting, Feb. 14, 2022, Board Room, 6pm

Regular Board Meeting, March 14, 2022, Board Room, 6pm

Regular Board Meeting, April 11, 2022, Board Room, 6pm

Adjournment of Meeting

Motion by Thein, second by Mueller, for adjournment. Motion carried by unanimous vote. Meeting adjourned at 7:25 pm. Tour of new building addition.

Respectfully submitted,

Carmel Thein, Clerk

Kim Sandry

**EXTRACT OF MINUTES OF THE MEETING
OF THE SCHOOL BOARD
OF INDEPENDENT SCHOOL DISTRICT NO. 2180
MACCRAY PUBLIC SCHOOLS, MINNESOTA**

Pursuant to due call and notice thereof, a regular meeting of the School Board of Independent School District No. 2180, MACCRAY Public Schools, Minnesota was held on the 10th day of January, 2022 at 6 p.m.

The following members were present: Alsum, Thein, Mueller, Ruitter, Brandt, Schwitters and the following members were absent: none.

Board Member Alsum introduced the following Resolution and moved its adoption:

**RESOLUTION DIRECTING ICS (THE DISTRICT'S PROGRAM MANAGER) TO
PROCEED WITH THE PREPARATION OF BID DOCUMENTS TO DECOMMISSION
AND DEMOLISH THE MAJORITY OF THE MACCRAY EAST ELEMENTARY
BUILDING LOCATED IN RAYMOND, MINNESOTA**

WHEREAS, on November 5, 2019, the Bond Referendum put forward by ISD #2180 MACCRAY Public Schools (the "District") was successfully passed by the voters within the District's boundaries; and

WHEREAS, part of the identified scope of the Bond Referendum (outlined in the Review and Comment dated July 8, 2019) was to de-commission and demolish MACCRAY East Elementary School building located in Raymond, Minnesota; and

WHEREAS, in an effort to be respectful to the community of Raymond, the District issued letters to the City of Raymond (the "City") through its legal counsel (Kennedy & Graven, Chartered) on July 26, 2021, again on November 5, 2021, and finally on December 2, 2021, asking that if the City was interested in purchasing the building and the property, that a response be received by the District no later than December 31, 2021; and

WHEREAS, the District received written confirmation from the City on 12/07/2021 that the City is interested in purchasing a portion of the building and the property that is shown on the attached Exhibit A; and

WHEREAS, representatives from the District met with representatives from the City to review the building and the property's existing conditions and confirm the City's interest in the building and the property; and

NOW, THEREFORE, BE IT RESOLVED, the School Board hereby determines and authorizes as follows:

1. ICS (the District's Program Manager) proceed with all efforts and coordination necessary to prepare the bidding documents necessary to receive competitive bids for de-commissioning and demolishing all portions of MACCRAY East Elementary located in Raymond, Minnesota with the exception of the portion of the building that the City has

expressed interest in purchasing from the District for \$1.00.

2. All other matters related to future use and/or lease/sale of the land on which the building is located will be addressed and acted upon by the District at future school board meeting(s). These items include, but are not limited to:
 - a. Drafting a formal agreement between the District and the City identifying the parameters and terms of the sale of the portion of the property/building that the City wishes to acquire, including, but not limited to:
 - i. Coordination between the City and the District (and ICS) related to the responsibilities of each party with respect to the preservation of the portion of the building that the City is interested in acquiring during the demolition process of the other portion of the building.
 - ii. Ensuring that there are adequate protections for the District with respect to the sale of the building/property to the City, including that the building/property is being purchased by the City in “as is” condition with respect to its condition of title and physical condition and that there be a deed restriction on the property that will not allow for uses that compete with the District’s services in the City.
 - iii. The platting or subdivision of the property in order to facilitate the sale of a portion of the property to the City, if necessary.
 - iv. Entering into a lease of the portion of the building/property to be owned and operated by the City, that needs to be utilized by the District, if necessary.
 - v. Entering into a lease or license agreement related to the use of the ballfields, if necessary.

The motion for the adoption of the foregoing Resolution was duly seconded by Board Member Brandt, and upon vote being taken thereon, the following voted in favor thereof: Brandt, Schwitters, Alsum, Ruitter, Thein, Mueller.

and the following voted against the same: none

whereupon said Resolution was declared duly passed and adopted.

EXHIBIT A

Depiction of the Portion of the Existing Building in which the City wishes to Purchase



**EXTRACT OF MINUTES OF THE MEETING
OF THE SCHOOL BOARD
OF INDEPENDENT SCHOOL DISTRICT NO. 2180
MACCRAY PUBLIC SCHOOLS, MINNESOTA**

Pursuant to due call and notice thereof, a regular meeting of the School Board of Independent School District No. 2180, MACCRAY Public Schools, Minnesota was held on the 10th day of January, 2022.

The following members were present: Brandt, Schwitters, Alsum, Ruitter, Thein, Mueller and the following members were absent: none.

Board Member Thein introduced the following Resolution and moved its adoption:

**RESOLUTION DIRECTING ICS (THE DISTRICT'S PROGRAM MANAGER) TO
PROCEED WITH THE PREPARATION OF BID DOCUMENTS TO DECOMMISSION
AND DEMOLISH THE MACCRAY WEST ELEMENTARY BUILDING LOCATED IN
MAYNARD, MINNESOTA**

WHEREAS, on November 5, 2019, the Bond Referendum put forward by ISD #2180 MACCRAY Public Schools (the "District") was successfully passed by the voters within the District's boundaries; and

WHEREAS, part of the identified scope of the Bond Referendum (outlined in the Review and Comment dated July 8, 2019) was to de-commission and demolish MACCRAY West Elementary School building located in Maynard, Minnesota; and

WHEREAS, in an effort to be respectful to the community of Maynard, the District issued letters to the City of Maynard (the "City") through the District's legal counsel (Kennedy & Graven, Chartered) on July 26, 2021, again on November 5, 2021, and finally on December 2, 2021, asking that if the City was interested in purchasing the MACCRAY West Elementary School building and property, that a response be received by the District no later than December 31, 2021; and

WHEREAS, the District did not receive written confirmation from the City that the City was interested in purchasing the building or property; and

NOW, THEREFORE, BE IT RESOLVED, the School Board hereby determines and authorizes as follows:

3. ICS (the District's Program Manager) proceed with all efforts and coordination necessary to prepare the bidding documents necessary to receive competitive bids for de-commissioning and demolishing of all portions of the MACCRAY West Elementary School building located in Maynard, Minnesota.
4. All other matters related to future use and/or lease/sale of the land on which the building is located will be addressed and acted upon by the District at future school board

meeting(s). These items include, but are not limited to:

- a. The platting or subdivision of the property in order to facilitate the sale of the property by the District.
- b. Recording a restrictive covenant against the property that would restrict its use if it were sold to a third party to uses that do not compete with the District in order to protect the District's interests and enrollment numbers.
- c. Entering into leases or license agreements related to the use of the property between the District and third parties.

The motion for the adoption of the foregoing Resolution was duly seconded by Board Member Ruiter, and upon vote being taken thereon, the following voted in favor thereof: Thein, Ruiter, Alsum, Schwitters

and the following voted against the same: Mueller, Brandt

whereupon said Resolution was declared duly passed and adopted.

Compliance Report

Jurisdiction: ISD No. 2180 - MACCRAY
P.O. Box 690

Report Year: 2022
Case: 1 - 2021 DATA (Private (Jur Only))

Clara City, MN 56222

Contact: Kim Sandry

Phone: (320) 847-2154

E-Mail: sandryk@maccray.k12.mn.us

The statistical analysis, salary range and exceptional service pay test results are shown below. Part I is general information from your pay equity report data. Parts II, III and IV give you the test results.

For more detail on each test, refer to the Guide to Pay Equity Compliance and Computer Reports.

I. GENERAL JOB CLASS INFORMATION

	Male Classes	Female Classes	Balanced Classes	All Job Classes
# Job Classes	3	13	0	16
# Employees	10	136	0	146
Avg. Max Monthly Pay per employee	5797.50	4751.27		4822.93

II. STATISTICAL ANALYSIS TEST

A. Underpayment Ratio = 0 *

	Male Classes	Female Classes
a. # At or above Predicted Pay	3	13
b. # Below Predicted Pay	0	0
c. TOTAL	3	13
d. % Below Predicted Pay (b divided by c = d)	0.00	0.00

*(Result is % of male classes below predicted pay divided by % of female classes below predicted pay.)

B. T-test Results

Degrees of Freedom (DF) = 144	Value of T = 0.000
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a. Avg. diff. in pay from predicted pay for male jobs = 0

b. Avg. diff. in pay from predicted pay for female jobs = 0

III. SALARY RANGE TEST = 0.00 (Result is A divided by B)

A. Avg. # of years to max salary for male jobs = 0.00

B. Avg. # of years to max salary for female jobs = 0.00

IV. EXCEPTIONAL SERVICE PAY TEST = 0.00 (Result is B divided by A)

A. % of male classes receiving ESP = 0.00 *

B. % of female classes receiving ESP = 0.00

*(If 20% or less, test result will be 0.00)

Ind. School District #2180
Exp Summary - Fd, Pro Series
Period Ending February 28, 2022

Sequence: Fd, Pro

		22ORIG											
	Description	Annual Budget	Period 202208	Year To Date	% YTD Encumbrances	% YTD + Enc	Remaining Balance						
01	General												
	000 Administration	676,152.00	0.00	314,554.20	47%	58%	286,773.72						
	100 District Support Services	295,037.00	0.00	154,117.67	52%	63%	108,073.65						
	200 Elem & Secondary Regular Instr	3,829,637.00	0.00	1,563,531.61	41%	50%	1,913,278.95						
	300 Vocational Education Instr	224,379.00	0.00	83,870.09	37%	45%	122,613.11						
	400 Special Education Instr	1,672,398.00	0.00	643,222.91	38%	46%	897,633.01						
	600 Instructional Support Services	579,317.00	0.00	254,939.40	44%	74%	151,919.37						
	700 Pupil Support Services	1,063,606.00	0.00	531,377.53	50%	61%	416,841.05						
	800 Sites & Buildings	813,732.00	0.00	338,774.71	42%	61%	316,478.08						
	900 Fiscal & Other Fixed Costs	103,020.00	0.00	98,667.54	96%	96%	4,352.46						
01	General	9,257,278.00	0.00	3,983,055.66	43%	54%	4,217,963.40						
02	Food Service												
	700 Pupil Support Services	479,400.00	0.00	237,349.00	50%	61%	187,873.34						
02	Food Service	479,400.00	0.00	237,349.00	50%	61%	187,873.34						
04	Community Service												
	500 Community Ed & Services	581,742.00	0.00	208,474.55	36%	43%	334,325.91						
04	Community Service	581,742.00	0.00	208,474.55	36%	43%	334,325.91						
05	Capital Outlay												
	000 Administration	0.00	0.00	42,363.60	0%	0%	(42,363.60)						
	200 Elem & Secondary Regular Instr	20,000.00	0.00	64,831.58	324%	404%	(60,703.33)						
	600 Instructional Support Services	15,000.00	0.00	1,579.00	11%	11%	13,421.00						
	800 Sites & Buildings	215,278.00	0.00	223,346.32	104%	180%	(171,781.35)						
05	Capital Outlay	250,278.00	0.00	332,120.50	133%	204%	(261,427.28)						
07	Debt Redemption												
	900 Fiscal & Other Fixed Costs	2,644,813.00	0.00	552,406.25	21%	100%	0.50						
07	Debt Redemption	2,644,813.00	0.00	552,406.25	21%	100%	0.50						
21	Student Activity												
	200 Elem & Secondary Regular Instr	0.00	0.00	94,967.03	0%	0%	(110,854.59)						
21	Student Activity	0.00	0.00	94,967.03	0%	0%	(110,854.59)						
	Report Totals:	13,213,511.00	0.00	5,408,372.99	41%	67%	4,367,881.28						

INVESTMENTS OUTSTANDING

June 30, 2021

MSDMAX Fund – MSDLAF

MSDMAX Fund Balance as of June 30, 2021	\$2,267.98
Interest - July 31, 2021	\$.06
Interest – August 31, 2021	\$.06
Interest – Sept. 30, 2021	\$.05
Interest – Oct. 31, 2021	\$.05
Interest – Nov. 30, 2021	\$.05
Interest – Dec. 31, 2021	\$.05
Interest – Jan. 31, 2022	\$.05
BALANCE	<u>\$2,268.35</u>

LIQUID ASSET FUND

Money Market Balance as of June 30, 2021	\$1,542.78
Interest – July 31, 2021	\$.01
Interest – August 31, 2021	\$.01
Interest – Sept. 30, 2021	\$.01
Interest – Oct. 31, 2021	\$.01
Interest – Nov. 30, 2021	\$.01
Interest – Dec. 31, 2021	\$.01
Interest – Jan. 31, 2022	\$.01
BALANCE	<u>\$1,542.85</u>

Heritage Bank N.A. (Savings)

Balance on June 30, 2021	\$46,137.88
Interest – July 31, 2021	\$6.70
Interest – August 31, 2021	\$5.66
Interest – Sept. 30, 2021 (\$10.00 dormant fee)	\$5.31
Interest – Oct. 31, 2021 (\$10 dormant fee)	\$5.13
Interest – Nov. 30, 2021 (\$10 Dormant fee)	\$5.66
Withdrawn – added to Special Money Market Savings	
BALANCE	<u>\$0</u>

Citizens Alliance Bank

Special Money Market Savings

Balance as of June 30, 2021	\$4,825,050.92
Interest – July 31, 2021 (Transfer out \$1,352,000)	\$802.41
Interest – August 31, 2021 (Transfer in \$900,000)	\$901.12
Interest – Sept. 30, 2021 (Transfer in \$300,000)	\$946.18
Interest – Oct. 31, 2021 (Transfer out \$200,000)	\$906.82
Interest – Nov. 30, 2021 (Transfer in \$300,000)	\$1,044.87
Interest – Dec. 31, 2021 (Transfer in \$46,136.34)	\$1019.17
Interest – Jan. 31, 2022 (Transfer out \$2,000,000)	\$640.88
BALANCE	<u>\$2,825,448.71</u>

Ind. School District #2180 Check Register by Bank and Check

Batch Co	Bank	Pymt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Print	Recon	Void	Currency	Pmt/Void Date	Amount
2180	BND2	55073	5169	Check	1	1469	Xcel Energy	Yes	No	No	USD	01/13/2022	1,148.04
		55082	5170	Check	1	4897	BCI Construction Inc.	Yes	No	No	USD	01/13/2022	252,448.38
		55089	5171	Check	1	4922	Builders Supply Company	Yes	No	No	USD	01/13/2022	106,607.81
		55085	5172	Check	1	4900	Collins Precast	Yes	No	No	USD	01/13/2022	39,344.53
		55077	5173	Check	1	3785	Floor to Ceiling Store	Yes	No	No	USD	01/13/2022	44,924.55
		55087	5174	Check	1	4902	Gunion Painting LLC	Yes	No	No	USD	01/13/2022	13,700.00
		55091	5175	Check	1	4934	Heartland Glass Co	Yes	No	No	USD	01/13/2022	72,675.00
		55078	5176	Check	1	4559	ICS Consulting, LLC	Yes	No	No	USD	01/13/2022	137,913.96
		55079	5177	Check	1	4859	John Foley Masonry, Inc.	Yes	No	No	USD	01/13/2022	139,669.72
		55090	5178	Check	1	4933	LVC Companies	Yes	No	No	USD	01/13/2022	19,000.00
		55076	5179	Check	1	3044	MACCRAY General Fund	Yes	No	No	USD	01/13/2022	23,159.41
		55084	5180	Check	1	4899	Marshall Machine Shop, Inc	Yes	No	No	USD	01/13/2022	33,991.12
		55086	5181	Check	1	4901	Masters Plumbing Heating & Cooling LLC	Yes	No	No	USD	01/13/2022	325,951.84
		55093	5182	Check	1	4985	Minnkota Architectural Products Co.	Yes	No	No	USD	01/13/2022	114,140.60
		55081	5183	Check	1	4861	Regal Contractors, Inc	Yes	No	No	USD	01/13/2022	204,765.85
		55083	5184	Check	1	4898	Southern Minnesota Woodcraft, Inc.	Yes	No	No	USD	01/13/2022	79,680.66
		55080	5185	Check	1	4860	Spartan Steel Erectors	Yes	No	No	USD	01/13/2022	30,705.90
		55092	5186	Check	1	4935	St. Cloud Acoustics	Yes	No	No	USD	01/13/2022	65,634.25
		55088	5187	Check	1	4907	Ultra Concrete	Yes	No	No	USD	01/13/2022	84,471.72
		55074	5188	Check	1	00666	West Central Roofing Cont.	Yes	No	No	USD	01/13/2022	105,651.26
		55075	5189	Check	1	2751	Willmar Electric Service	Yes	No	No	USD	01/13/2022	143,687.50
							Bank Total: BND2						\$2,039,272.10
2180	Pay	54961	55496	Check	1	3886	GRANITE FALLS OFFICIAL ASSOC.	Yes	No	No	USD	01/03/2022	120.00
		54967	55497	Check	1	1054	ACT, INC	Yes	No	No	USD	01/04/2022	735.00
		54974	55498	Check	1	2359	Amazon.com	Yes	No	No	USD	01/04/2022	3,023.50
		54982	55499	Check	1	4677	Bernard Food Industries	Yes	No	No	USD	01/04/2022	328.96
		54975	55500	Check	1	2450	Brothers Fire & Security	Yes	No	No	USD	01/04/2022	520.00
		54963	55501	Check	1	00138	City of Maynard	Yes	No	No	USD	01/04/2022	369.02
		54968	55502	Check	1	1427	East Side Jersey Dairy, Inc	Yes	No	No	USD	01/04/2022	1,512.57
		54969	55503	Check	1	1922	Frontier	Yes	No	No	USD	01/04/2022	382.80
		54972	55504	Check	1	2249	Gustafson, Beth	Yes	No	No	USD	01/04/2022	250.88
		54976	55505	Check	1	2763	Hildi Inc.	Yes	No	No	USD	01/04/2022	2,950.00
		54962	55506	Check	1	00105	Hillyard / Hutchinson	Yes	No	No	USD	01/04/2022	3,427.53
		54980	55507	Check	1	4488	Hultgren, Jaime	Yes	No	No	USD	01/04/2022	188.16
		54979	55508	Check	1	3962	Indianhead Foodservice Distributor	Yes	No	No	USD	01/04/2022	4,890.10
		54971	55509	Check	1	2164	Innovative Office Solutions	Yes	No	No	USD	01/04/2022	335.28
		54983	55510	Check	1	5020	Kandiyohi County 4-H Leaders Council	Yes	No	No	USD	01/04/2022	260.00
		54978	55511	Check	1	3329	Kent, Mitchell	Yes	No	No	USD	01/04/2022	217.28
		54981	55512	Check	1	4546	MACCRAY AD	Yes	No	No	USD	01/04/2022	14.00
		54977	55513	Check	1	2877	Matheson Tri Gas	Yes	No	No	USD	01/04/2022	162.22

Ind. School District #2180 Check Register by Bank and Check

Batch Co	Bank	Pymt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Print	Recon	Void	Currency	Pmt/Void Date	Amount
2180	Pay	54970	55514	Check	1	2126		Menards - Willmar	Yes	No	No	USD	01/04/2022	68.29
		54965	55515	Check	1	00763		Pan-O-Gold Baking Company	Yes	No	No	USD	01/04/2022	140.40
		54966	55516	Check	1	01797		Purchase Power	Yes	No	No	USD	01/04/2022	100.00
		54973	55517	Check	1	2347		Rochester Telecom Systems	Yes	No	No	USD	01/04/2022	112.04
		54964	55518	Check	1	00277		Whitney Music	Yes	No	No	USD	01/04/2022	73.55
		54988	55519	Check	1	3389		Bond Trust Services	Yes	No	No	USD	01/04/2022	475.00
		54989	55520	Check	1	3389		Bond Trust Services	Yes	No	No	USD	01/04/2022	571,950.00
		54990	55521	Check	1	3389		Bond Trust Services	Yes	No	No	USD	01/04/2022	1,519,981.25
		54991	55522	Check	1	3886		GRANITE FALLS OFFICIAL ASSOC.	Yes	No	No	USD	01/04/2022	120.00
		54992	55523	Check	1	5021		HENNEN, Steven	Yes	No	No	USD	01/04/2022	140.00
		54993	55524	Check	1	5022		HILTNER, BRIAN	Yes	No	No	USD	01/04/2022	140.00
		54994	55525	Check	1	5023		SCHIFFLER, PAUL	Yes	No	No	USD	01/04/2022	140.00
		54995	55526	Check	1	4303		KIMS Basketball Association	Yes	No	No	USD	01/04/2022	150.00
		54996	55527	Check	1	4994		RCWBA	Yes	No	No	USD	01/04/2022	50.00
		55009	55528	Check	1	3851		Blick Art Materials	Yes	No	No	USD	01/06/2022	150.40
		54999	55529	Check	1	00044		City of Clara City	Yes	No	No	USD	01/06/2022	1,484.13
		55003	55530	Check	1	00246		City of Raymond	Yes	No	No	USD	01/06/2022	248.62
		55013	55531	Check	1	4801		Clara City Speedway	Yes	No	No	USD	01/06/2022	144.75
		55000	55532	Check	1	00048		Clara City Telephone Company	Yes	No	No	USD	01/06/2022	725.54
		55005	55533	Check	1	2436		Dave's Electric Motor Co.	Yes	No	No	USD	01/06/2022	27.95
		55012	55534	Check	1	4697		Farm-Rite Equipment of Willmar	Yes	No	No	USD	01/06/2022	1,650.00
		55001	55535	Check	1	00094		Gopher Sport	Yes	No	No	USD	01/06/2022	100.74
		55008	55536	Check	1	3311		J.W. Pepper & Son, Inc.	Yes	No	No	USD	01/06/2022	323.98
		55014	55537	Check	1	5020		Kandiyohi County 4-H Leaders Council	Yes	No	No	USD	01/06/2022	30.00
		55011	55538	Check	1	4626		Kubota Leasing	Yes	No	No	USD	01/06/2022	583.78
		55004	55539	Check	1	00761		Merle's Repair	Yes	No	No	USD	01/06/2022	49.65
		55002	55540	Check	1	00178		Nicklasson Athletic Co.	Yes	No	No	USD	01/06/2022	870.00
		55010	55541	Check	1	4553		Nordic Solar HoldCo Phase 2, LLC	Yes	No	No	USD	01/06/2022	5,271.80
		55007	55542	Check	1	2943		Sweep Hardware	Yes	No	No	USD	01/06/2022	224.77
		55006	55543	Check	1	2923		VISA - CABank	Yes	No	No	USD	01/06/2022	766.94
		55018	55545	Check	1	4300		Benson Boys Basketball Assn.	Yes	No	No	USD	01/07/2022	125.00
		55019	55546	Check	1	1469		Xcel Energy	Yes	No	No	USD	01/07/2022	8,007.09
		55021	55547	Check	1	3418		AMMERMANN, STEVE	Yes	No	No	USD	01/11/2022	120.00
		55024	55548	Check	1	5024		DIRKSEN, GLENN	Yes	No	No	USD	01/11/2022	120.00
		55023	55549	Check	1	4534		FERNHOLZ, JASON	Yes	No	No	USD	01/11/2022	120.00
		55025	55551	Check	1	4902		Gunion Painting LLC	Yes	No	No	USD	01/11/2022	1,500.00
		55027	55552	Check	1	5025		MACCFAY Bond Account	Yes	No	No	USD	01/11/2022	72,530.00
		55026	55553	Check	1	4935		St. Cloud Acoustics	Yes	No	No	USD	01/11/2022	1,754.00
		55029	55554	Check	1	4686		Brehmer, Aaron	Yes	No	No	USD	01/12/2022	120.00
		55031	55555	Check	1	4884		Cortez, James	Yes	No	No	USD	01/12/2022	120.00
		55028	55556	Check	1	3886		GRANITE FALLS OFFICIAL ASSOC.	Yes	No	No	USD	01/12/2022	150.00

Ind. School District #2180 Check Register by Bank and Check

Batch Co	Bank	Pymt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Print	Recon	Void	Currency	Pmt/Void Date	Amount
2180	Pay	55030	55557	Check	1	4855	Stokes, Michael	Yes	No	No	USD	01/12/2022	120.00
		55067	55558	Check	1	4982	ABRAHAMSON, MARYALICE	Yes	No	No	USD	01/13/2022	265.00
		55051	55559	Check	1	3095	ACGC Schools	Yes	No	No	USD	01/13/2022	200.00
		55059	55560	Check	1	4016	Almich's Market	Yes	No	No	USD	01/13/2022	130.28
		55047	55561	Check	1	2181	Aviben	Yes	No	No	USD	01/13/2022	114.23
		55050	55562	Check	1	2928	Borch's Sporting Goods, Inc	Yes	No	No	USD	01/13/2022	274.00
		55043	55564	Check	1	01432	Chappell Central, Inc.	Yes	No	No	USD	01/13/2022	166.94
		55032	55565	Check	1	00046	Clara City Herald	Yes	No	No	USD	01/13/2022	259.00
		55066	55566	Check	1	4979	Coordinated Business Systems	Yes	No	No	USD	01/13/2022	3,164.03
		55036	55567	Check	1	00379	Donners Service Station	Yes	No	No	USD	01/13/2022	173.71
		55044	55568	Check	1	1427	East Side Jersey Dairy, Inc	Yes	No	No	USD	01/13/2022	974.88
		55034	55569	Check	1	00179	Ecolab Pest Elimination Division	Yes	No	No	USD	01/13/2022	322.69
		55033	55570	Check	1	00077	Farmers Coop Oil Co.	Yes	No	No	USD	01/13/2022	98.35
		55049	55573	Check	1	2881	Frikke, Allison	Yes	No	No	USD	01/13/2022	88.87
		55057	55574	Check	1	3886	GRANITE FALLS OFFICIAL ASSOC.	Yes	No	No	USD	01/13/2022	120.00
		55065	55575	Check	1	4831	Huntington Public Capital Corp	Yes	No	No	USD	01/13/2022	70,088.00
		55058	55576	Check	1	3962	Indianhead Foodservice Distributor	Yes	No	No	USD	01/13/2022	5,358.67
		55046	55577	Check	1	2164	Innovative Office Solutions	Yes	No	No	USD	01/13/2022	162.99
		55053	55578	Check	1	3311	J.W. Pepper & Son, Inc.	Yes	No	No	USD	01/13/2022	221.99
		55042	55579	Check	1	01216	Lakeshore Learning Materials	Yes	No	No	USD	01/13/2022	270.64
		55048	55580	Check	1	2606	Lightspeed Technologies	Yes	No	No	USD	01/13/2022	1,389.00
		55052	55581	Check	1	3294	MAAE	Yes	No	No	USD	01/13/2022	130.00
		55037	55582	Check	1	00512	MN Ass'n of Sec School Princip	Yes	No	No	USD	01/13/2022	435.00
		55061	55583	Check	1	4410	MN PEIP	Yes	No	No	USD	01/13/2022	82,569.14
		55045	55584	Check	1	1936	Palmer Bus Service, Inc	Yes	No	No	USD	01/13/2022	95,862.47
		55040	55585	Check	1	00763	Pan-O-Gold Baking Company	Yes	No	No	USD	01/13/2022	134.70
		55055	55586	Check	1	3631	Region 8 BPA	Yes	No	No	USD	01/13/2022	620.00
		55068	55587	Check	1	4996	RobotLAB Inc.	Yes	No	No	USD	01/13/2022	24,220.00
		55060	55588	Check	1	4085	Schlenner Wenner & Co	Yes	No	No	USD	01/13/2022	24,375.00
		55064	55589	Check	1	4750	Scholastic News	Yes	No	No	USD	01/13/2022	39.27
		55038	55590	Check	1	00701	Southside Lumber	Yes	No	No	USD	01/13/2022	1,359.31
		55039	55591	Check	1	00734	Tostenson, Inc.	Yes	No	No	USD	01/13/2022	250.09
		55054	55592	Check	1	3554	TRIO Supply Co	Yes	No	No	USD	01/13/2022	933.32
		55041	55593	Check	1	00844	West Central Sanitation, Inc.	Yes	No	No	USD	01/13/2022	857.64
		55035	55594	Check	1	00277	Whitney Music	Yes	No	No	USD	01/13/2022	106.55
		55101	55595	Check	1	00878	American Family -AFLAC	Yes	No	No	USD	01/17/2022	313.44
		55104	55596	Check	1	1039	Citizens Alliance Bank	Yes	No	No	USD	01/17/2022	485.00
		55109	55597	Check	1	4802	Colonial Life	Yes	No	No	USD	01/17/2022	1,462.35
		55108	55598	Check	1	4594	Kensington Bank	Yes	No	No	USD	01/17/2022	247.00
		55105	55599	Check	1	3014	LegalShield	Yes	No	No	USD	01/17/2022	12.95
		55102	55600	Check	1	00880	MACCFRAY Education Association	Yes	No	No	USD	01/17/2022	3,406.60

Ind. School District #2180 Check Register by Bank and Check

Batch Co	Bank	Pymt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Print	Recon	Void	Currency	Pmt/Void Date	Amount
2180	Pay	55106	55601	Check	1	4043		MN Child Support Center	Yes	No	No	USD	01/17/2022	51.00
		55103	55602	Check	1	00881		NCPERS Group Life Ins.	Yes	No	No	USD	01/17/2022	48.00
		55107	55603	Check	1	4575		Old National Bank	Yes	No	No	USD	01/17/2022	396.02
		55100	55604	Check	1	00023		UNJUM Life Insurance Company	Yes	No	No	USD	01/17/2022	214.20
		55111	55605	Check	1	4694		Connolly, Alissa	Yes	No	No	USD	01/17/2022	192.00
		55113	55606	Check	1	5028		CRIBB, ANNE	Yes	No	No	USD	01/17/2022	180.00
		55112	55607	Check	1	4841		Erickson, Kylee Elizabeth	Yes	No	No	USD	01/17/2022	43.00
		55110	55608	Check	1	4102		Euerle, Carrie	Yes	No	No	USD	01/17/2022	157.00
		55115	55609	Check	1	5030		KUEHN, RYLEE	Yes	No	No	USD	01/17/2022	102.00
		55114	55610	Check	1	5029		PROVO, KELSEY	Yes	No	No	USD	01/17/2022	142.00
		55117	55611	Check	1	5032		QUALLE, JACQUELYN	Yes	No	No	USD	01/17/2022	153.00
		55116	55612	Check	1	5031		TOOV, JESSIE	Yes	No	No	USD	01/17/2022	157.00
		55118	55613	Check	1	4842		Frandsen, Sean	Yes	No	No	USD	01/17/2022	450.00
		55119	55614	Check	1	3130		BCA	Yes	No	No	USD	01/18/2022	15.00
		55121	55615	Check	1	1766		AEM Mechanical Services Inc.	Yes	No	No	USD	01/19/2022	500.00
		55129	55616	Check	1	5033		DBHS	Yes	No	No	USD	01/19/2022	40.00
		55127	55617	Check	1	4517		Driessen Water Inc.	Yes	No	No	USD	01/19/2022	108.76
		55128	55618	Check	1	4534		FERNHOLZ, JASON	Yes	No	No	USD	01/19/2022	120.00
		55125	55619	Check	1	3886		GRANITE FALLS OFFICIAL ASSOC.	Yes	No	No	USD	01/19/2022	150.00
		55120	55620	Check	1	00105		Hillyard / Hutchinson	Yes	No	No	USD	01/19/2022	1,628.18
		55123	55621	Check	1	3294		MAAE	Yes	No	No	USD	01/19/2022	130.00
		55124	55622	Check	1	3680		MCLAIN, RICK	Yes	No	No	USD	01/19/2022	120.00
		55122	55623	Check	1	2126		Menards - Willmar	Yes	No	No	USD	01/19/2022	64.94
		55126	55624	Check	1	4342		SULLIVAN, MATTHEW JAMES	Yes	No	No	USD	01/19/2022	120.00
		55131	55625	Check	1	3658		MDTSEA	Yes	No	No	USD	01/21/2022	195.00
		55132	55626	Check	1	3886		GRANITE FALLS OFFICIAL ASSOC.	Yes	No	No	USD	01/25/2022	240.00
		55142	55627	Check	1	2359		Amazon.com	Yes	No	No	USD	01/26/2022	2,357.38
		55159	55628	Check	1	5034		Beyerl, Ken	Yes	No	No	USD	01/26/2022	60.00
		55147	55629	Check	1	3053		BOLD Public Schools	Yes	No	No	USD	01/26/2022	240.00
		55156	55630	Check	1	4686		Brehmer, Aaron	Yes	No	No	USD	01/26/2022	120.00
		55140	55631	Check	1	01432		Chappell Central, Inc.	Yes	No	No	USD	01/26/2022	5,159.53
		55135	55632	Check	1	00138		City of Maynard	Yes	No	No	USD	01/26/2022	466.48
		55133	55633	Check	1	00056		DAVE'S PLUMBING REPAIR	Yes	No	No	USD	01/26/2022	521.00
		55146	55634	Check	1	3050		Dawson - Boyd Public Schools	Yes	No	No	USD	01/26/2022	200.00
		55158	55635	Check	1	5024		DIRKSEN, GLENN	Yes	No	No	USD	01/26/2022	120.00
		55149	55636	Check	1	3592		Dooley's Natural Gas	Yes	No	No	USD	01/26/2022	16,424.52
		55136	55637	Check	1	00179		Ecolab Pest Elimination Division	Yes	No	No	USD	01/26/2022	166.84
		55151	55638	Check	1	3988		Forum Communications Company	Yes	No	No	USD	01/26/2022	520.00
		55134	55639	Check	1	00105		Hillyard / Hutchinson	Yes	No	No	USD	01/26/2022	431.20
		55150	55640	Check	1	3962		Indianhead Foodservice Distributor	Yes	No	No	USD	01/26/2022	3,673.92
		55139	55641	Check	1	01216		Lakeshore Learning Materials	Yes	No	No	USD	01/26/2022	94.53

Ind. School District #2180 Check Register by Bank and Check

Batch Co	Bank	Pymt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Print	Recon	Void	Currency	Pmt/Void Date	Amount
2180	Pay	55148	55642	Check	1	3336		Lakeview Schools	Yes	No	No	USD	01/26/2022	200.00
		55145	55643	Check	1	3006		MACCRAY Lunch	Yes	No	No	USD	01/26/2022	321.75
		55155	55644	Check	1	4480		MC Awards	Yes	No	No	USD	01/26/2022	142.80
		55157	55645	Check	1	4997		MedicusHealth	Yes	No	No	USD	01/26/2022	1,425.38
		55160	55646	Check	1	5035		Peterson, Junell	Yes	No	No	USD	01/26/2022	60.00
		55144	55647	Check	1	2992		PITNEY BOWES GLOBAL FINANCIAL	Yes	No	No	USD	01/26/2022	371.40
		55141	55648	Check	1	1410		Plumbing & Heating of Willmar, Inc	Yes	No	No	USD	01/26/2022	285.00
		55143	55649	Check	1	2496		SHI International Corp	Yes	No	No	USD	01/26/2022	2,060.80
		55154	55650	Check	1	4305		Stotesbery, Ryan	Yes	No	No	USD	01/26/2022	120.00
		55137	55651	Check	1	00308		SW & WC Service Cooperative	Yes	No	No	USD	01/26/2022	7,444.25
		55152	55652	Check	1	4094		TOOV, SARA	Yes	No	No	USD	01/26/2022	300.00
		55138	55653	Check	1	00507		West Central Trophies	Yes	No	No	USD	01/26/2022	202.00
		55153	55654	Check	1	4245		Wheatley, Judd	Yes	No	No	USD	01/26/2022	39.78
		55165	55655	Check	1	00878		American Family -AFLAC	Yes	No	No	USD	01/28/2022	313.44
		55168	55656	Check	1	1039		Citizens Alliance Bank	Yes	No	No	USD	01/28/2022	485.00
		55173	55657	Check	1	4802		Colonial Life	Yes	No	No	USD	01/28/2022	1,462.35
		55172	55658	Check	1	4594		Kensington Bank	Yes	No	No	USD	01/28/2022	247.00
		55169	55659	Check	1	3014		LegalShield	Yes	No	No	USD	01/28/2022	12.95
		55166	55660	Check	1	00880		MACCRAY Education Association	Yes	No	No	USD	01/28/2022	3,406.60
		55170	55661	Check	1	4043		MN Child Support Center	Yes	No	No	USD	01/28/2022	51.00
		55167	55662	Check	1	00881		NCPERS Group Life Ins.	Yes	No	No	USD	01/28/2022	48.00
		55171	55663	Check	1	4575		Old National Bank	Yes	No	No	USD	01/28/2022	396.02
		55164	55664	Check	1	00023		UNUM Life Insurance Company	Yes	No	No	USD	01/28/2022	214.20
		55192	55666	Check	1	4194		Drex-mart	Yes	No	No	USD	01/28/2022	208.27
		55184	55667	Check	1	1427		East Side Jersey Dairy, Inc	Yes	No	No	USD	01/28/2022	3,803.02
		55185	55668	Check	1	1922		Frontier	Yes	No	No	USD	01/28/2022	379.51
		55190	55669	Check	1	3704		IEA, Inc	Yes	No	No	USD	01/28/2022	683.79
		55191	55670	Check	1	3962		Indianhead Foodservice Distributor	Yes	No	No	USD	01/28/2022	3,571.84
		55186	55671	Check	1	2126		Menards - Willmar	Yes	No	No	USD	01/28/2022	32.43
		55181	55673	Check	1	00763		Pan-O-Gold Baking Company	Yes	No	No	USD	01/28/2022	188.20
		55194	55674	Check	1	5037		Prinsburg District 815	Yes	No	No	USD	01/28/2022	1,021.98
		55182	55675	Check	1	01797		Purchase Power	Yes	No	No	USD	01/28/2022	532.68
		55187	55676	Check	1	2347		Rochester Telecom Systems	Yes	No	No	USD	01/28/2022	70.87
		55193	55677	Check	1	5036		Simply Good Food LLC	Yes	No	No	USD	01/28/2022	289.00
		55183	55678	Check	1	1132		TV Unlimited	Yes	No	No	USD	01/28/2022	125.00
		55180	55679	Check	1	00258		Willmar Public Schools	Yes	No	No	USD	01/28/2022	20.00
		55197	55680	Check	1	4329		Broderius, Sherri	Yes	No	No	USD	01/28/2022	259.80
		55199	55681	Check	1	3886		GRANITE FALLS OFFICIAL ASSOC.	Yes	No	No	USD	01/28/2022	120.00
		55200	55682	Check	1	4534		FERNHOLZ, JASON	Yes	No	No	USD	01/31/2022	120.00
		55201	55683	Check	1	4850		Serbus, Nathan	Yes	No	No	USD	01/31/2022	120.00

Ind. School District #2180 Check Register by Bank and Check

Batch Co	Bank	Pymt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Print	Recon	Void	Currency	Pmt/Void Date	Amount
2180	Pay	55202	55684	Check	1	5027	SLABA, ROBERT A, JR	Yes	No	No	USD	01/31/2022	120.00
Bank Total: Pay													
2180	SA	54984	22016	Check	1	3911	Bristle, Laura	Yes	No	No	USD	01/04/2022	41.92
		54986	22017	Check	1	4343	Flowers from the Heart	Yes	No	No	USD	01/04/2022	62.50
		54987	22018	Check	1	5013	Pinto, Dilcia	Yes	No	No	USD	01/04/2022	300.00
		54985	22019	Check	1	4280	Viking Coca-Cola	Yes	No	No	USD	01/04/2022	336.30
		55015	22020	Check	1	00863	Monte Candy Company	Yes	No	No	USD	01/06/2022	450.00
		55016	22021	Check	1	2923	VISA - CABank	Yes	No	No	USD	01/06/2022	2,062.56
		55020	22022	Check	1	3780	Cash	Yes	No	No	USD	01/11/2022	300.00
		55071	22023	Check	1	4016	Almich's Market	Yes	No	No	USD	01/13/2022	152.72
		55069	22024	Check	1	1762	Donners Crossroads Truckstop	Yes	No	No	USD	01/13/2022	1,011.08
		55070	22025	Check	1	3139	Rambow, Inc.	Yes	No	No	USD	01/13/2022	900.00
		55072	22026	Check	1	4280	Viking Coca-Cola	Yes	No	No	USD	01/13/2022	850.35
		55130	22027	Check	1	5001	Bob Rogers Travel Inc.	Yes	No	No	USD	01/20/2022	1,427.86
		55161	22028	Check	1	00863	Monte Candy Company	Yes	No	No	USD	01/26/2022	949.00
		55162	22029	Check	1	4280	Viking Coca-Cola	Yes	No	No	USD	01/26/2022	78.00
		55196	22030	Check	1	4463	Post, Lucas	Yes	No	No	USD	01/28/2022	457.50
		55195	22031	Check	1	3348	Region 5 FFA	Yes	No	No	USD	01/28/2022	935.00
		55198	22032	Check	1	3046	MinnTex Citrus, Inc.	Yes	No	No	USD	01/28/2022	220.00
Bank Total: SA													
Report Total:													
												\$2,599,978.68	
												\$10,534.79	
												\$4,649,785.57	

MACCRAY Schools Enrollment 21-22

	June 20-21	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	EOY
Pre-K	69	73	74	73	73	73	72	70				
K	55	52	63	63	63	62	62	61				
1	58	54	55	54	54	54	53	53				
2	58	57	56	55	55	55	55	53				
3	67	63	64	65	65	65	65	63				
4	58	63	62	62	62	62	62	62				
5	39	57	58	58	58	57	57	57				
6	52	40	41	43	43	43	43	42				
K-6 Subtotal	387	386	399	400	400	398	397	391	0	0	0	0
PreK-6 Subtotal	456	459	473	473	473	471	469	461	0	0	0	0
7	54	51	51	50	50	49	49	48				
8	59	55	56	56	56	55	56	55				
9	57	57	58	57	57	56	54	53				
10	48	56	59	59	59	59	59	58				
11	51	47	45	43	43	43	43	43				
12	45	51	49	49	49	48	48	48				
Subtotal	314	317	318	314	314	310	309	305	0	0	0	0
K-12 Total	701	703	717	714	714	708	706	696	0	0	0	0
P-12 Total	770	776	791	787	787	781	778	766	0	0	0	0

**MACCRAY PUBLIC SCHOOLS
2022-2023**

Working Copy - 2/10/2022

August '22						
Su	M	Tu	W	Th	F	S
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September '22						
Su	M	Tu	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	

October '22						
Su	M	Tu	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					

November '22						
Su	M	Tu	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			

December '22						
Su	M	Tu	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						
Su	M	Tu	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						
Su	M	Tu	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				

March '23						
Su	M	Tu	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						
Su	M	Tu	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						
Su	M	Tu	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						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5					

August 15
Fall extracurricular begins

August 15 -19
Teacher flexible move in day

August 17
New Teacher Meeting

August 30,31, Sept.1
Teacher Inservice

September 6
Open House - 12:00 pm -8:00 pm
(Pay fees, pictures PreK-12, meet teachers, sports passes, computers, parking passes, teachers report 11:30)

September 7
First day of School

School Events
Homecoming: Sept. 26-30
Homecoming Coronation: Sept. 26, @ 7:30 pm
Snow Week: Jan. 23-27
Snow Week Coronation: Jan.23 or 24th 7:30 pm or during school
Prom: May 12

Quarter/Semester End Dates
1st Quarter: Sept. 7-Nov. 11
2nd Quarter/1st Sem: Nov. 15-Jan. 25
3rd Quarter: Jan. 26-Mar. 31
4th Quarter/2nd Sem: April. 1-June 2

P/T Conferences
Fall Date: Oct.19 7:30am-8:00 pm **No School**
Fall Date: Oct.27 4:00 pm-8:00 pm
Spr Date: Feb.23 4:00 pm-8:00 pm **6th-12th**
Mar. 7 4:00pm-8:00 pm

School Holiday Breaks
MEA Break- Oct. 20 & 21
Thanksgiving- Nov. 23 Early Out @1:00 Nov. 24-25
Winter Break- Dec. 22- Early Out @1:00 Dec. 23-Jan. 2nd
January 25 Early Out @ 1:00
Spring Break- March 3
Easter Break- April 7

June 2
Early out @1:00 pm
Last Day of School
Commencement @ 7:00 pm
Teacher work day 1:00-4:30 pm

Faculty Workshops
Aug. 30-31, Sept 1 - Back to School Ins
September 6
October 10
November 14
January 16 - Collab. Inservice
January 25 - ½ Work Day, Sem. grades

Snow Days
The first five (5) snow days will be eLearning Days.

2022-2023 Qtr. Days - Student/Teacher
1st Quarter: 38/44.5
2nd Quarter: 37/39.5
3rd Quarter: 38/39
4th Quarter: 36/36.4
Total: Student Days: 149
Staff Days: 159.4

■ No School
 ■ Faculty Workshop
 ■ End of Quarter
 ■ Holiday No School days Workshop
■ P/T Conferences
 ■ First/Last day of School
 ■ Early Out
 ■ End of Quarter/Early Out/Faculty Work Day

MACCRAY Elementary School
Board Report
February 14, 2022

- Fall/Winter benchmark reports
- K-6 assembly was virtual on 2/4/22
- Looking at moving companies to haul teacher/school materials and items to new building over the summer
- Elementary school schedule and staff placements are currently taking place for the 22-23 school year
- Covid Catch-Up
 - If a student is quarantined, the classroom teacher gives them an opportunity to meet one-on-one during their prep or after school.
 - After school homework help when students have returned to school.
 - Our reading staff (Beth G and Julie D) provide weekly status reports on scores.
 - Monday school in the high school.
 - A more proactive approach with our M List and attendance with Sarah M
 - Some staff have worked with students during their prep when students return.
- East 5th grade formal lunch took place on Thursday, 2/10. An opportunity for students to have a dining experience and discuss proper etiquette.
- Upcoming Events
 - Thursday, 2/17...West Formal Lunch (5th)
 - Wednesday/Thursday, 2/23-2/24...Climb Theater
 - Friday, 2/25 Jump Rope for Heart
 - Wednesday, 3/2...Staff Meeting
 - Wednesday, 3/2...4th-6th Tubing Trip

Mitchell Kent
Elementary School Principal

Board Report
MACCRAY High School
February 14, 2022

- **High School:**
 - Congratulations to our Sno Week candidates and royalty.
 - We held a “Scheduling and Career Exploration Fair” on January 25th. All students attended the career portion and then next year’s 9-12 grade students had the opportunity to hear what the various departments had for electives. After that, they were able to discuss those classes with the teachers. We definitely need to make some adjustments, but the potential to make it a yearly event is there.
 - A thank you to Laura Bristle and Jesse Westbrook for their help with this event.
 - Spring conferences and scheduling have both gone well. We utilized an online sign-up program to allow parents to sign up for slots at their convenience instead of having the secretaries call them. It felt much more efficient and worked rather well.

- **Middle School Update:**
 - The schedule for the middle school is falling into place. We are coordinating the times with the HS schedule, so once we have the HS schedule worked out, we can align the classes and schedules. Ms. Bristle will be working on the HS schedule in short order, and then Mr. Westbrook will coordinate with her.

Respectfully Submitted,

Judd K. Wheatley
High School Principal

February School Board Meeting
Superintendent Report
Sherri Broderius

1. As I write this today, we have completed another session of negotiations with the teacher group. From here we have several items to complete such as adding language and financial changes to the Master Agreement. Then the teachers present it to their union. The union votes after several days of review. Then the union will let us know if the vote passes or not. Scott Ruiter was the board representative at negotiations.
2. It is with ZEAL that my 4 Day Week team and I are working to gather information from parents, staff, community businesses and students on their thoughts about the 4 Day Week. On Monday, February 7 the first meeting was held. There will be one meeting in each community. The application is due on April 1, 2022.
3. Dan will hopefully be back on February 14 to share a report on construction details and expenses. I will schedule a tour for any board members interested in seeing the changes since the last tour in December 2021. We have parts of the new build that are ready to be cleaned and approved for occupancy later this spring. The gym floors are ready for installation of the wood. The auditorium is having riggings installed. The early learning areas are being dry walled and painted. The elementary has walls being formed and dry wall beginning. We are starting to receive furniture and kitchen equipment and more!!
4. The COVID Advisory Committee met last Friday. We will have a change for the board to hopefully approve on Monday evening. That information will be in your packet.
5. Also, you will find the calendar for the 22/23 school year for your approval on Monday. Please know that meeting the needs of everyone is not easy. We ran the calendar through teacher leadership, administration and the business offices.
6. I am working closely with Chris from ICS on gathering information on the sale and transfer of buildings associated with MACCRAY East and West. At this writing we are still in the process of getting the materials ready.

Submitted by:
Sherri Broderius
MACCRAY Superintendent

Pay Equity Implementation Report

Part A: Jurisdiction Identification

Jurisdiction: ISD No. 2180 - MACCRAY
P.O. Box 690

Jurisdiction Type: School

Clara City, MN 56222

Contact: Kim Sandry

Phone: (320) 847-2154

E-Mail: sandryk@maccray.k12.mn.us

Contact: Sherri Broderius

Phone: (320) 847-2154

E-Mail: broderiuss@maccray.k12.mn.us

Part B: Official Verification

1. The job evaluation system used measured skill, effort responsibility and working conditions and the same system was used for all classes of employees.

The system was used: State Job Match

Description:

2. Health Insurance benefits for male and female classes of comparable value have been evaluated and:

There is no difference and female classes are not at a disadvantage.

3. An official notice has been posted at:

MACCRAY District Office

(prominent location)

informing employees that the Pay Equity Implementation Report has been filed and is available to employees upon request. A copy of the notice has been sent to each exclusive representative, if any, and also to the public library.

The report was approved by:

(governing body)

(chief elected official)

(title)

Part C: Total Payroll

\$6608081.00

is the annual payroll for the calendar year just ended December 31.

- [] Checking this box indicates the following:
- signature of chief elected official
 - approval by governing body
 - all information is complete and accurate, and
 - all employees over which the jurisdiction has final budgetary authority are included

Date Submitted: 1/26/2022

Job Class Data Entry Verification List

Case: 2021 DATA

ISD No. 2180 - MACCRAY

LGID: 875

Job Nbr	Class Title	Nbr Males	Nbr Females	Non- Binary	Class Type	Jobs Points	Min Mo Salary	Max Mo Salary	Yrs to Max Salary	Yrs of Service	Exceptional Service Pay	
3	Paraprofessionals	4	37	0	F	115	2038.00	2954.00		33.00		
2	Cook	0	6	0	F	129	956.00	2126.00		16.00		
5	Bookkeeper	0	2	0	F	141	3017.00	3718.00		32.00		
13	Tech Assistants	0	2	0	F	200	2470.00	3561.00		29.00		
4	Administrative Assistant	0	7	0	F	238	2246.00	3780.00		19.00		
11	Custodian	6	1	0	M	250	2906.00	5280.00		30.00		
1	Head Cook	0	2	0	F	253	2452.00	2778.00		22.00		
16	Food Service Director	0	1	0	F	260	3417.00	3417.00		5.00		
12	Social Worker	0	2	0	F	282	3866.00	4570.00		14.00		
7	Teacher	11	57	0	F	282	3396.00	6184.00		44.00		
8	School Counselor	0	1	0	F	282	5510.00	5510.00		5.00		
15	Technology Coordinator	1	0	0	M	290	5193.00	5193.00		3.00		
14	Speech Therapist	0	2	0	F	314	5181.00	5388.00		29.00		
6	Business Manager	0	1	0	F	356	6208.00	6208.00		8.00		
9	Principal	2	0	0	M	660	5416.00	7911.00		4.00		
10	Superintendent	0	1	0	F	850	10166.0	10166.00		4.00		
							0					

Job Number Count: 16

MACCRAY Public Schools

District #2180

Language Instruction Educational Program (LIEP)

ML Coordinator: S. Stark starks@maccray.k12.mn.us

Overview:

Legal Foundations

The Language Instruction Educational Program (LIEP) is a legal requirement for districts with students who are in the process of learning English as an additional language. The goal of the Multi-language (ML) program is to develop students' communicative and academic language skills in English and in the home language. This is to ensure that students will be able to access the same challenging grade-level academic content as their peers. Methods of instruction in the ML program must be research-based and include instruction by ESL-licensed teachers. LIEP plans must be aligned to Minnesota Statute 124D.61(2), which requires a district enrolling one or more English learners to have "a written plan of services that describes programming by English proficiency level made available to parents upon request. The plan must articulate the amount and scope of service offered to English learners." District and charter school LIEP plans must also meet federal legal requirements. The Equal Opportunity Act (EEOA) of 1972 requires districts to remove language barriers to achievement and ensure equal participation of students in instructional programs. The Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act of 2015, Section 3116(b)(4)(C), requires that district plans be developed in consultation with "teachers, researchers, school administrators, parents and family members, public or private entities, and institutions of higher education." Therefore, the LIEP plan must be collaboratively developed and include the perspectives of district stakeholders. Additionally, the Supreme Court case (Castaneda v. Pickard 1981) clarified that ML programs must be based on sound educational theory, reasonable calculations of effectiveness, and be regularly evaluated and adjusted as needed. The LIEP plan outlines how the district or charter school fulfills these requirements.

The State of Minnesota's ML/EL website is located here: [Minnesota English Learner Education](#)

Purpose and Audience of the LIEP Plan

The purpose of the LIEP plan is to provide transparency and coordinate support for implementation. The plan's intended audience includes district stakeholders such as staff, students, parents, and community members. Though the plan must be compliant with state and federal requirements, the plan should not be written with the MDE Compliance Monitor as the main audience. The district may want to have multiple versions of the key ideas in the LIEP plan to ensure it is accessible to all stakeholders. Staff, however, may need a more detailed version in a handbook to ensure uniformity in implementing critical procedures. No matter the version, it is crucial that it is accessible for the intended audience. Designate someone to be responsible for revising and communicating out the plan to stakeholders.

Using this Guide - EL v. ML

This guide's intended use is to support district EL/ML program staff, in consultation with other stakeholders, in writing their language instruction educational program (LIEP) plans. It is meant to assist districts in organizing plans to ensure all required components are included and are in alignment with actual practice in the district. For this reason, districts may consider forming a committee to do this work. In addition, the guide includes an example LIEP plan, explanations and links to resources to inform best practice and compliance with state and federal requirements. This document uses student-first language including the term "multilingual learner" to describe students who are learning an additional language. The term multilingual learner is actually a broad category that includes students who were never identified for EL status as well as those currently receiving EL instruction, and those who used to have EL status. It also includes students whose first language is English as well as students who have English as an additional language. Using asset-based language focuses on what students bring to the learning environment rather than the service they receive (e.g., special education, reading interventions, etc.). Instead, it is recommended to refer to students identified for EL support with terms such as "multilingual learners," "students with English learner status," or simply "students" depending upon the context. We do, however, talk about EL programming, EL teachers, and EL classes, etc. Because the acronym "EL" is used in federal law, certain contexts may require use of EL to refer to this group of students in order to disaggregate data on language proficiency. In all other cases, asset-based language is preferred.

Acronyms and Definitions:

ACCESS: WIDA ACCESS for ELLs; annual assessment of English language development for English learners

DIS: Direct Instructional Support- pull out instruction in English Language

EL: English Learner. See definitions in the Minnesota Statute 124D.59(2) and the Every Student Succeeds Act Statute 8101(20).

ELD: English Language Development – often refers to the state’s ELD standards outlining benchmarks for progress toward English language proficiency.

ELP: English language proficiency

ILP: Individual Language Plan – tool for documenting and communicating differentiated plans based on individual student needs.

EL instruction LEA: Local Educational Agency (refers to districts and charter schools)

LEAPS: Learning English for Academic Proficiency and Success

LIEP: Language Instruction Educational Program. May be commonly referred to as the “EL program”

LTEL: Long-Term English Learner

MARSS: Minnesota Automated Reporting Student System

MDE: Minnesota Department of Education

MEP: Migrant Education Program

ML: Multi language learner (aka EL learner)

MNLS: Minnesota Language Survey – formerly known as the home language questionnaire, it is part of Minnesota’s standardized procedures. All districts must include this in their enrollment packets.

SLIFE: Student(s) with Limited or Interrupted Formal Education

WIDA: The WIDA™ Consortium - Minnesota has adopted the WIDA ELD standards, Screener and ACCESS for ELLs standardized assessment.

MACCRAY Schools LIEP 2022-23

ML Identification Procedures (assessment and placement provided no later than 30 days from enrollment)

To be eligible for ML services, a student must meet the entrance criteria according to Minnesota's standardized procedures as follows:

- a. The language(s) the student learned first;
- b. The language(s) the student speaks;
- c. The language(s) the student understands;
- d. The language(s) the student has consistent interactions in.

NOTE: All parents complete an MNLS during enrollment. This form is kept in each student's cumulative (CUM) folder. Interpreters are available upon request for Chuukese or Spanish.

If a language other than English is indicated for 1a-d above, the student will be referred to the EL coordinator to be screened for English language proficiency to determine whether or not the student is eligible for English language development instruction.

Once the MNLS has been analyzed and indicates a language other than English, the student takes the:

1. WIDA ACCESS Placement Test (WIDA Screener for Kindergarten and first semester 1st grade only)* Students with an overall score of 29 or 30 do not qualify for ML services, or
2. WIDA Screener (second semester 1st grade through grade 12) to determine their entrance level of English into the ML Program and must have an overall score between 1 and 4.4.
3. If scoring 4.5 or above with all language domains 4.0 or above, the student is not eligible for ML program services. When available by file or in MARSS, the ML coordinator reviews information provided from the previous school/district about ML status or English language proficiency (ELP) assessment.
4. Any information existing regarding past ML identification or services is used to update information gathered during steps 1-3 above.

ML Placement Procedures

1. Students identified for ML status during the identification process will be placed into ML program instructional levels based on the following:

- a. WIDA Screener scores are used to inform initial placement.
- b. The professional judgement of K-12 ESL-licensed teachers based on in-class student performance also informs placement until performance data and ACCESS results are available.
- c. Additional information, such as time in U.S. schools, prior education history, proficiency and literacy levels in students' home language(s), also inform placement.

2. When a student's ML program instructional services have been determined, the ML staff member responsible mails a notification letter to the family within the required timeframe (See MDE guidance document). The letter notifies parents of their child's eligibility to receive ML support.
3. The school begins providing ML services and enters into MARSS:
 - b. the home (primary) language, and
 - c. the date the student first received ML services in the district.

Placement in an LIEP

Students are placed into instructional levels based on language proficiency (and other factors such as time in country and SLIFE status) and not content-area proficiency. Modifications and Assessments such as the Minnesota Comprehensive Assessment (MCA) are not appropriate for ML programming decisions. Keep documentation in the student's CUM folder updated of any changes in program placement based on the student's past school records, additional assessment data, or parent requests.

Program Models

- A) English/LA Instruction with ML teacher (dual credit).** MACCRAY employs a dual licensed EL/ML and English 7-12 teacher who will instruct a dual EL and Language Arts course based on language acquisition level and grade level standards.
- B) Push-in instruction** is used to provide service to intermediate and advanced students in situations where co teaching is not possible. Ideally, push-in occurs when students are working in small-group instruction (in any content area).
- C) Pull-out instruction** is used for beginner/newcomer students and is aligned to grade-level instruction. Students are never removed from core, large group instruction. Pull-out only occurs during independent reading time or intervention time.

Multi-Tiered System of Support

Tier 2 Support: Newcomer students should receive tier 2 services if a literacy/numeracy need is identified.

Tier 3 Support: Newcomer students should receive tier 3 services if a literacy/numeracy need is identified and the EL teacher recommends appropriate supports for language.

Secondary: Secondary aged students who are newcomers will meet with the academic counselor to discuss options for pathways towards graduation. The discussion will include: four/five/six year plan options, "aging out" requirements (school until 22 or 23), Adult Basic Education (ABE) and GED opportunities (provided in neighboring communities), Students will also have the option to take the Accuplacer or another post-secondary placement test.

Additional Instructional Supports: Targeted Services (After School, Title, and Summer programming): As other multilingual learners, newcomers may be referred to targeted services after school program options. (Receiving EL services is an automatic qualifier for targeted services.) EL teacher input should be included in the decision making process.

Physical area in the school for working with peers: MACCRAY will provide a permanent "safe space" or ML classroom where new and longer-term multilingual learners can go when they need to take a break or feel like there is a "home" for them within the school. Many newcomer students will often need more understanding. ML students still learning to navigate systems and language will require additional emotional and academic support provided by ML staff.

Implementation of ML Services:

MACCRAY students will have implemented DIS for students during their study halls (K-5 will be during computer/library times) as much as a schedule allows. The ML teacher or a paraprofessional works directly with the students based on their proficiency levels, which then determines the amount and scope of support. The amount of direct support is dependent upon their score on the WIDA Screener and/or the WIDA ACCESS 2.0 assessments.

High Schools (grades 9- 12) students are also offered a full LA/ML course for English credit every semester on a Beginner/Pre-Intermediate and an Intermediate/Advanced level.

The ML teacher works directly and collaboratively with content teachers to provide accommodations for ML students. ML students may also be provided academic support by Title I personnel or special education programming depending upon student need. The Title I personnel will work with the guidance of the ML and mainstream teacher(s) but not necessarily in the ML classroom. Students qualify for special education services by following the special education identification process. If a student is identified as needing special education services, the special education teacher and the ML teacher will work together to provide the best education for the student.

Guidelines for Daily ML minimum services are as follows:

MACCRAY Elementary Grades K-5

Newcomer (grades 2-6)	90 minutes daily or 360 minutes/week
Newcomer (grades K-1)	30 minutes per day or 120 minutes/ week
Beginner	30 minutes daily or 120 minutes/week
Intermediate	20 minutes daily or 80 minutes/week
Advanced	20 minutes daily or 80 minutes/week

MACCRAY Middle/High School Grades 6-12

Newcomer	90 minutes daily or 360 minutes/week (see appendix)
Beginner	60 minutes daily or 240 minutes/week
Intermediate	60 minutes daily or 240 minutes/week
Advanced	30 minutes daily or 120 minutes/week

Staffing to Support Students with EL Status

The district employs 1 EL teacher for every 20 students at the elementary level and every 20 students at the secondary level in order to deliver effective programming and services schoolwide. Ideally, ML teachers will hold a current tiered Minnesota K-12 English as a Second Language (ESL) teaching license. If this is not possible, one ML teacher will assist in the design of curriculum for other licensed teachers on the team. Ongoing professional development around supporting the needs of students with ML status and their families is required of all ML teachers, content teachers, and paraprofessionals who work with ML-identified students, which may include the annual Minnesota English Learners Education Conference (MELEd) or school wide ML professional learning.

All teachers (classroom and content) are responsible for designing and delivering instruction that meets the needs of all students, including MLs. They are also accountable for designing instruction to be delivered by paraprofessionals.

Placement and Scheduling:

MACCRAY will include ML teacher input for student placement, particularly at newcomer and beginner levels. The ML teacher will work with the guidance counselor to create the student's schedule. Ideally the student will be placed in a classroom with a student from the same language background or with another student receiving ML instruction. It is recommended that schools cluster students receiving ML instruction; therefore, the newcomer student can join a clustered classroom.

Individual Language Plans (ILPs)

Once placed in ML Services MACCRAY is dedicated to creating an ILP for individual students with a clear plan for success in ML and content level goals. The ILP will document academic/language/growth supports and adaptations. Supports will be identified through all information available, including past records and performance ACCESS, MAPS, STAR, Aims Web and other district assessments. The ILP will document academic/language achievement/growth, supports, adaptations, and include the multilingual learner portrait. A plan is developed for each student and updated annually. Throughout the school year, student progress is monitored and tracked by collecting and compiling data which details the specific program model being utilized as well as the student's academic language progress as indicated by observation and samples of student work. This information is shared with relevant stakeholders which may include students, families, administration, core instructors, cultural liaisons, and school social workers or psychologists. Students are fully integrated into core curriculum and instruction while receiving ML support. They also have complete access to all programs in the school and work on the

same skills as all mainstream students.

Students are fully integrated into core curriculum and instruction while receiving ML support and accommodations from the ILP. They also have complete access to all programs in the school and work on the same skills as all mainstream students. This plan will be created by the ML staff with input from the classroom teachers and parents (if deemed necessary). This plan will be shared with teachers and become part of the interventions in the students curriculum and updated annually. A copy will be placed in the student's CUM folder.

Assessment and Ongoing Identification Procedures

Annually, all students with ML status take the ACCESS. The ACCESS test is a language proficiency assessment that measures listening, speaking, reading and writing skills of MLs. The ACCESS test provides scores based on a 1 – 6 scoring scale. Teachers administering the ACCESS (Screener or Screener for Kindergarten) will complete all online training and quizzes annually to correctly administer the assessment. The results of the ACCESS are used to:

1. Determine the English language proficiency needs for each student;
2. Determine which language domains need additional instruction;
3. Measure sufficient language growth over time; and
4. Determine continuation in or exit from ML program supports.

Transitioning students from one year to the next

The ML teachers will evaluate ACCESS data as it becomes available in the summer to determine each student's ML eligibility for ongoing language instruction.

- If ACCESS results show between 1.0 and 4.4 overall (composite), the student continues to qualify for ML services
- If ACCESS results show at least a 4.5 composite with two or more domains lower than 3.5, student continues to qualify for ML services.
- If ACCESS results show a 4.5 composite with one domain lower than 3.5, the student may exit the ML program. However, students may remain in the ML program if staff can provide evidence that the student needs continued supports in the domain in which the student scored below 3.5 (listening, speaking, reading or writing). Staff will establish additional criteria and measures to justify the student's continued placement in the ML program.

Monitoring Exited Students

Students who are exited from ML services are monitored for 2 years following their exit. If, at any point during this 2 years, it is decided by a team (including, at a minimum, a core teacher, ML teacher, the student and student's parents) that the student should again receive ML services, based on data/evidence of an ML need, the district can rescreen a student utilizing the WIDA Screener. The results of the screener will be analyzed similarly to a new student and, if the student is found to be eligible for services based upon those scores, they may receive ML services again.

Parental Involvement and Community Liaisons.

In an effort to keep parents informed of ML student status,

- Text messages, emails or letters will be sent to families with a link to the website, contact information and our LIEP plan.
- ML staff and Community Liaisons will do home visits, conferences and/or phone calls with interpreters to promote student success, share educational materials, refer families to local resources and provide ML program information.

Families and their broader communities are an integral part of our framework, mission and vision. By creating a positive relationship with families, we build trust that we will best serve their children. When we meaningfully partner with families and communities we can:

- Involve them in their child's education
- Empower them to become active participants in using strategies to assist their children
- Build greater understanding of ML programming and its supports
- Bolster understanding of the process and involvement in assisting schools to create a ML program that is responsive to the ever-changing academic needs of multilingual children and their families.

In partnership with the ML Department, educators have opportunities to meaningfully strengthen family and community partnerships and be a welcoming environment for all families.

Communication Procedures

Parent/teacher conferences: Our district recognizes the importance of trained interpretation rather than using family members. Interpreters are available for families during conferences. A bilingual liaison contacts families to arrange for the conference time and day. Schools make every effort to have a quiet location for these conferences to allow for the interpretation to be heard. ML teachers report to parents of multilingual students using report cards, and a conference format is used through each parent-teacher conference.

Beyond parent teacher conferences, staff work with schools to host two-way communication events and activity nights. The following activities build community and allow us to share information and gain feedback about multilingual programming, assessments, and resources for families:

- Families and staff call upon the school's cultural liaisons to facilitate ongoing communication

- Other topics that can be shared with families include: community activities, extracurricular options, academic support/homework help, state testing, school calendar and events, bilingual seal testing, the parent portal, vaccinations, free and reduced price lunch (FRPL) forms, legal support resources, etc.

Liaison and home language outreach for school activities and events: It is a federal requirement to provide families access to information. MACCRAY Schools will provide interpreters in Chuukese and Spanish for open house and conferences. Bilingual liaisons, whenever possible, should proactively contact parents to explain upcoming events and encourage participation. When it is determined a family needs interpretation services, liaisons are called in to assist with the registration process. The language line can be used with families if an interpreter for a particular language is not available. *All key information* in letters home are translated into the languages necessary for our multilingual students and their families. This will be done via class Dojo for Spanish speakers and through an interpreter for languages unavailable on Dojo.

<https://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-el-students-201501.pdf>

Website Appendix:

Minnesota Department of Education EL/ML homepage:

<https://education.mn.gov/MDE/dse/el/>

State, Federal and Supreme Court Laws regarding ML learners:

<https://education.mn.gov/MDE/DSE/PROD046626>

Identification and Placement of ML students:

<https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/bwrl/mdcy/~edisp/mde072267.pdf>

EL/ML Procedures for State of MN

<https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/bwrl/mdcy/~edisp/mde072040.pdf>

Exit Charts for State of Minnesota:

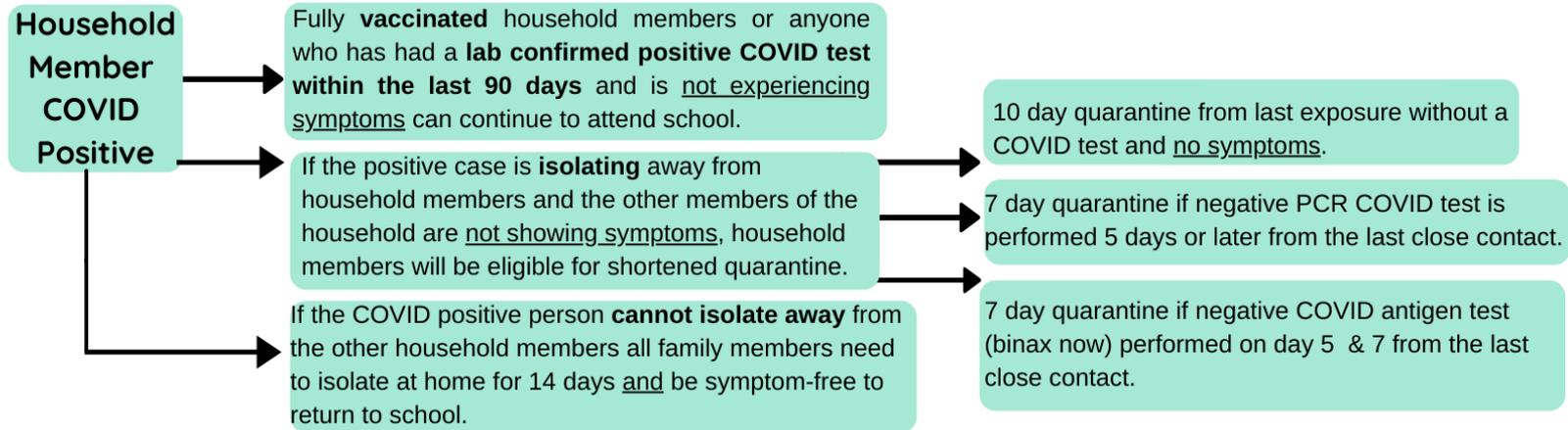
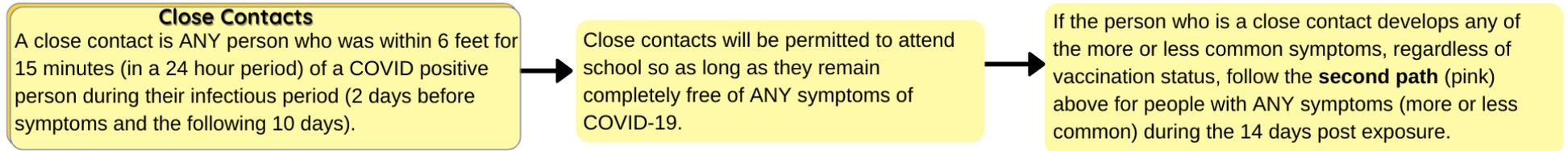
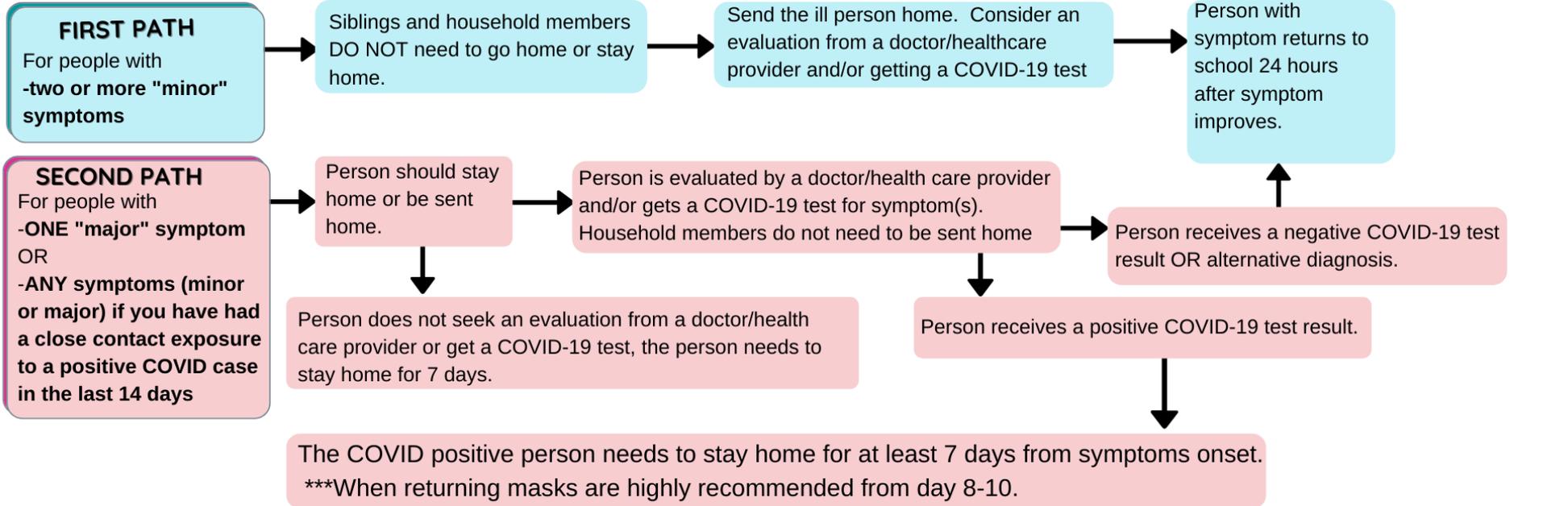
<https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/bwrl/mdcz/~edisp/mde073277.pdf>

<https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/bwrl/mdcz/~edisp/mde073276.pdf>

MACCRAY COVID-19 Decision Tree

Follow the appropriate path if a student or staff member, regardless of vaccination status, is experiencing the following symptoms:

- **Major Symptoms:** fever of 100.4 degrees Fahrenheit or higher or new loss of taste or smell.
- **Minor Symptoms:** sore throat; nausea; vomiting; diarrhea; chills; muscle pain; extreme fatigue/feeling very tired; new severe/very bad headache; and new nasal congestion/stuffy or runny nose.



Definition of "isolating away" is when the COVID positive person is staying in a separate room and avoiding contact with other household members which includes using a separate bathroom if possible (sanitizing touched surfaces after each use if bathroom must be shared) and not sharing personal household items.

Narrative for the MACCRAY COVID-19 Decision Tree

Subject to change due to local transmission rates and/or updated public health guidance/mandates.

Updated on 1/10/22

Introduction

MACCRAY is committed to providing a safe and healthy learning environment for all students and staff. While we continue to navigate the COVID-19 pandemic, it is imperative that we all work together to reduce the risk of transmission in our school environment. One of the key ways we achieve this goal is by staff and students staying home when they are experiencing symptoms of COVID-19, have tested positive for COVID-19, and vigilantly watching for symptoms when a household member has a lab-confirmed positive for COVID-19.

COVID-19 symptoms fall into two groups:

- **Major symptoms:** fever of 100.4 degrees Fahrenheit or higher; and new loss of taste or smell.
- **Minor symptoms:** new cough or a cough that gets worse; difficulty/hard time breathing; sore throat; nausea; vomiting; diarrhea; chills; muscle pain; extreme fatigue/feeling very tired; new severe/very bad headache; and new nasal congestion/stuffy or runny nose.

Guidance for people experiencing COVID-19 Symptoms

If a student or staff member is experiencing major symptoms of COVID-19, they are encouraged to make contact with Nurse Laura Dannen.

First Path

1. Use this path when the person has only two or more minor symptoms.
2. The person should stay home or be sent home.
 - a. If the person does not develop any other symptoms, they may return to school 24 hours after the symptoms have improved.
 - b. Consider an evaluation from a doctor or healthcare provider and/or consider getting a COVID-19 test.
 - i. If the person is tested for COVID-19, they are expected to stay home and follow the second path.

Second Path

1. Use this path when the person has one major symptom or when a person has any symptoms while under quarantine due to exposure (within the 14 days post exposure), or when a person who started in the first path decides to get an evaluation from a doctor/healthcare provider or get a COVID-19 test.
2. The person should stay home or be sent home.
3. If the person does not get an evaluation from a doctor or another health care provider or get a COVID-19 test, they should stay at home away from others (isolation), including those who live in the house if possible, for at least **10 7** days starting from the time their symptoms started and until their symptoms have improved and they have no fever for 24 hours without using fever-reducing medications.
4. If the person receives an alternate diagnosis (a diagnosis other than COVID-19) or tests negative for COVID-19 they can return to school 24 hours after their symptoms have improved, they have been fever-free for 24 hours without using fever-reducing medications, or as directed by their healthcare provider.
 - a. Documentation of the alternate diagnosis or negative COVID-19 test may be required in order to return to school.
5. If the person tests positive for COVID-19 and has symptoms, they should stay at home and away from others who live in the house (isolation) for at least **10 7** days from the time the symptoms started and until symptoms have improved and they have had no fever for 24 hours without using fever-reducing medications. If they have no symptoms but test positive, they should stay home for **10 7** days counting from the day they were tested.

*****Masks are highly recommended on day 8-10 when the positive person returns.**

- 6. MSHSL Rules: An athlete that tests positive for COVID can attend practice when they return after they have completed the 7 days of isolation but must wear a tight fitting mask from day 8-10. MSHSL does not allow students to compete until they have completed the full 10 days of isolation.**

Guidance for close contacts of a positive COVID-19 case

People who have close contact with someone who tests positive for COVID-19 outside of their household should follow this guidance: A **close contact** is someone who has been within 6 feet of a person who has COVID-19 for a total of 15 minutes or more throughout the course of a day (24 hours). Close contacts are determined based on the positive case's infectious period- 2 days prior to starting symptoms and 10 days from the onset of symptoms or from the test date for asymptomatic cases.

The Centers for Disease Control (CDC) and the Minnesota Department of Health maintain that the safest recommendation for people who have been exposed to COVID-19 is a 14-day quarantine. Individuals may choose to follow this recommendation, however the MACCRAY District will not be requiring quarantine for close contacts as long as they meet the following criteria:

1. The close contact is not experiencing ANY major or minor symptoms of COVID-19.
 - a. If the person who is a close contact develops any of the major or minor symptoms of COVID-19 they are expected to follow the second/pink path of the decision tree.
 - i. If symptoms are experienced the close contact must get tested for COVID-19 or stay home for 10 days from the onset of symptoms.

Guidance for household contacts of a positive COVID-19 case

Students or staff who live with someone who has tested positive for COVID-19 must follow this guidance.

A **household contact** is ANY person who lives in the same household as a person who tested positive for COVID-19.

Household contacts of a person positive for COVID-19 are at a higher risk of exposure and developing COVID-19. For that reason, the MACCRAY school district will require household contacts to quarantine.

Quarantine Requirements:

Fully vaccinated household members who are not experiencing symptoms are not required to quarantine.

- A person is fully vaccinated 2 weeks after they have received their final dose of the COVID-19 vaccine.
- Proof of vaccination is required in order to avoid quarantine. If a person refuses to provide proof of vaccination, they will be required to quarantine per the requirements for unvaccinated household contacts.

Household members who are not fully vaccinated or have not had lab confirmed COVID-19 within the last 90 days must stay home and away from all activities (quarantine).

- If the positive case is unable to isolate away from household members in the home, the household members must quarantine for at least 14 days.
- If the positive case is able to isolate away from household members in the home, the household members will be eligible for shortened quarantine as long as they are not experiencing ANY symptoms. There are 2 options for shortened quarantine:
 - 10 days from the last exposure without a COVID-19 test.
 - 7 days with a negative PCR **COVID test** if the test occurred **on day five after exposure or later**. **Proof of the negative test is required in order to qualify for the 7 day quarantine.*
 - 7 days with a negative antigen **test** (binax now) performed **on day 5 and 7 from last close contact**.
- Household contacts are expected to watch for symptoms for the full 14 days after exposure.
 - If the household contact develops any of the more or less common symptoms of COVID-19 they are expected to follow the second path on the decision tree.

- If symptoms are experienced the household contact must get tested for COVID-19 or stay home for 10 days from the onset of symptoms.

Symptoms:

- Fever of 100.4 degrees Fahrenheit or higher
- New cough or a cough that gets worse
- Difficulty/hard time breathing
- New loss of taste or smell
- Sore throat
- Nasal congestion/stuffy or runny nose
- Nausea, vomiting, or diarrhea
- Muscle pain
- Extreme fatigue/feeling very tired
- Severe/very bad headache
- Chill

****A positive case isolating in the home consists of:** Staying in a separate room and avoiding contact with all other household members as much as possible, using a separate bathroom if possible (sanitizing touched surfaces after each use if a bathroom must be shared), not sharing personal household items.

Testing Recommendations for Close Contacts & Household Contacts

- Close contacts should be tested at the onset of any symptoms and isolate at home while waiting for results.

Handling of COVID-19 case exposure at school

Staff and students who test positive for COVID-19 are required to isolate at home for at least **10 7** days from the onset of symptoms and until symptoms have improved and they have been fever-free for 24 hours without using fever-reducing medication. If they have no symptoms but test positive, they must stay home for **10 7** days counting from the day they were tested. **The school district will determine return dates for positive cases.**

If a COVID-19 positive person attended school while infectious (2 days prior to the onset of symptoms and **10 7** days after the onset of symptoms) parents will be notified as follows:

- Elementary and Junior High- parents will be contacted when there is a positive case in their child's classroom.
- High School- parents will be contacted if your child has classroom contact with the positive case.

Additional details and recommendations

- The MACCRAY school district acknowledges that parents may choose to follow public health guidance and keep their kids home, even when not required per district protocol. If parents choose to keep their kids home in accordance with public health guidance, absences will be excused.
- If a person has had lab-confirmed COVID-19 in the past 90 days and is experiencing symptoms consistent with COVID-19 with no known exposure, retesting is not recommended. The person should remain home until symptoms have improved and they have been fever free for 24 hours.
- For positive COVID-19 cases, return dates are to be determined by the individual school district per MDH.
- In general, "improved symptoms" means that a person no longer feels ill, they can keep up and do their daily routine just as they did before they were ill, and any remaining symptoms, such as a cough or runny nose, are very mild, intermittent, or infrequent and do not interfere with daily living.
- If a household member is being tested for COVID-19, non-symptomatic household members can attend school.