

**Comprehensive Achievement and Civic Readiness**

Previously Known As World's Best Workforce

# Achievement & Integration

## Annual Report



2023-2024 Report  
2024-2025 Plan



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# WELCOME

Dear Community Members,

It is with great excitement that we present Albert Lea Area Schools' World's Best Workforce Annual Report. As a district, we are deeply committed to nurturing future leaders, innovators, and compassionate citizens by providing a well-rounded education that extends far beyond academic achievement. We firmly believe that educating the whole child is essential to fostering their growth and development. By setting high expectations and offering a broad, balanced curriculum, we prepare our students for success in an ever-changing world.

In our schools, we recognize that a well-rounded education encompasses not only academic excellence but also the development of social-emotional skills, physical well-being, and strong character. By amplifying our focus on educating the whole child, we challenge each student to reach their full potential, equipping them with the resilience, adaptability, and critical thinking skills needed to thrive in the future. This holistic approach ensures that we support each student's unique interests, passions, and talents, fostering a love for lifelong learning that will carry them forward in all aspects of life.

Together, as a community, we continue to foster a nurturing environment where students can excel academically, socially, and emotionally. It is through this collaborative effort that we are building a path to success and fulfillment for each of our students, setting them up for bright futures ahead. Thank you for your continued support as we work toward ensuring the best possible education for every student in Albert Lea.

Sincerely,  
Ron Wagner  
Superintendent

## Report Overview

World's Best Workforce was developed to ensure that school districts in Minnesota enhance student achievement through teaching and learning supports. The district establishes goals for each of the following areas:

- All children are ready for school.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.
- Prepare students to be lifelong learners.

This reports gives stakeholders information about:

- 2023-2024 Progress
- 2024-2025 Goals
- Strategies



# MISSION, VISION, VALUES

**Mission: To ensure individual academic, social and emotional growth that leads to engaged citizens and lifelong learners.**

**Vision: Inspiring Learners and Cultivating Growth to Positively Impact Our Community**

**Always Learning**

Embrace continuous growth and adaptability

**Integrity**

Unwavering commitment to alignment, honesty, and authenticity, while centered in our core mission

**Respect**

Show fairness, empathy, and kindness, recognizing the uniqueness of each person's diverse perspectives

**Excellence**

A learning community that reflects a culture of high standards, unlocking potential and maximizing resources

**Collaboration**

Purposefully pursuing shared goals

**Compassion**

Provide an inclusive environment where all belong and support the well-being of others



# ALL CHILDREN ARE READY FOR SCHOOL

Albert Lea Area Schools has a multi-faceted approach to support early learners and help them to be prepared for Kindergarten. Programming includes:

- Early childhood screening, multiple times per year
- Early Childhood Family Education
- Early Childhood Special Education
- Pre-K Preschool (ages 3-5)
- Wraparound Care

## LOOKING BACK

### GOAL FOR SCHOOL YEAR 2023-2024:

In Fall 2023, 45% of Albert Lea Area Schools' Kindergarten students scored at or above low-risk Fall benchmark scores as measured by the FastBridge earlyReading assessment, composite score. In Fall 2024, we will increase the number of students meeting low-risk Fall Kindergarten benchmarks to 48%.

### PROGRESS TOWARD THE GOAL:

FastBridge EarlyReading Composite Score: Kindergarten students scoring at or above the "Low Risk" category	
Fall 2024 Goal	48%
Fall 2024 Actual	44%

### STRATEGIES USED:

- Share information with caregivers about Kindergarten readiness and literacy.
- Increase access to high-quality preschool and childcare.
- Train Early Childhood staff on effective literacy practices as outlined in MN READ Act.
- ECFE will utilize a literacy series class for children ages 3-5 to support early literacy learning.
- Support teachers as they continually enhance their pedagogical skills through reflection and professional growth plans.

## LOOKING AHEAD

### GOAL FOR SCHOOL YEAR 2024-2025:

In Fall 2024, 44% of Albert Lea Area Schools' Kindergarten students scored at or above low-risk Fall benchmark scores as measured by the FastBridge earlyReading assessment, composite score. In Fall 2025, we will increase the number of students meeting low-risk Fall Kindergarten benchmarks to 54%.

### 2024-2025 FALL REALITY:

FastBridge EarlyReading Composite Score: Kindergarten students scoring at or above each risk level			
Fall 2024 Actual			Fall 2025 Target
High risk	Some risk	Low risk	Low Risk
18%	38%	44%	54%

### ACTION STEPS TOWARD OUR GOAL:

- Share information with caregivers about Kindergarten readiness and literacy, including strategies to use at home
- Increase access to high-quality preschool and childcare by reducing scheduling, transportation, and financial barriers for those in need.
- Complete Phase I literacy training for Early Childhood staff as outlined in MN READ Act regarding effective literacy practices
- ECFE will utilize a literacy series class for children ages 3-5 to support early literacy learning.
- Provide teachers job-embedded professional development via an instructional coach as it relates to their individual growth plans and professional growth goals.



# ALL CHILDREN ARE READY FOR SCHOOL

## LOOKING BACK

### GOAL FOR SCHOOL YEAR 2023-2024:

Not applicable.

This is a new goal for 2024-2025.

## LOOKING AHEAD

### GOAL FOR SCHOOL YEAR 2024-2025:

In Fall 2024, 79.8% of Albert Lea Area Schools' Kindergarten students had attended a preschool program of choice prior to starting Kindergarten. Through implementation of identified action steps, the number of enrolled Kindergarteners who access preschool programming of choice during SY2024-2025 will increase to 83%.

### 2024-2025 FALL REALITY:

	Fall 204 Actual	Fall 2025 Target
Percent who participated in a preschool program	79.8%	83.0%
Reported "none" or left blank	20.2%	17.0%

### ACTION STEPS TOWARD OUR GOAL:

- Work to remove financial, transportation, and scheduling barriers for families
- Applying for grants to obtain funds for removing the barriers of attendance
- Monthly, review available district preschool openings and partner with community outreach programs to build enrollment for families needing a preschool experience
- Advertise Preschool Open Enrollment
- Send out surveys to acquire community needs
- Assisting families with Pathway I grant applications as Pathway I funding is awarded directly to the student



# ALL RACIAL & ECONOMIC ACHIEVEMENT GAPS BETWEEN STUDENTS ARE CLOSED

Albert Lea Area Schools is committed to providing high-quality instruction and support to promote academic achievement and the social-emotional well-being of all students. To reach this goal, a Multi-Tiered System of Support (MTSS) framework is used to maximize the success of all students. MTSS includes high-quality, evidence-based instruction, academic and social-emotional screening, multiple tiers of academic and behavioral supports, evidenced-based interventions, and ongoing progress monitoring of student growth and performance.

## LOOKING BACK

### GOAL FOR SCHOOL YEAR 2023-2024:

Albert Lea Area Schools will decrease the gap in Reading and Math proficiency rates on MCA-III assessments for all racial/ethnic and economic groups by 3 percentage points by May 2024.

### STRATEGIES USED:

- REACH program for students in grades 9-11 serves to increase engagement and success in school.
- EL teachers co-teaching in core classes to meet the needs of multilingual learners.
- District Success Coaches support students and families to increase communication for the benefit of student learning.
- Increase professional development opportunities for staff on topics of culture, diversity and equity.
- Provide opportunities for teachers to observe and discuss effective teaching through Instructional Rounds.
- Conduct ongoing data review cycles to target individual student needs and ensure growth through the MTSS process.

### PROGRESS TOWARD THE GOAL AND 2024-2025 FALL REALITY

Difference in MCA Proficiency Rates with Comparison Group* Numbers listed are % difference for grades 3-7						
	Math			Reading		
	2023 Actual	2024 Target	2024 Actual	2023 Actual	2024 Target	2024 Actual
Hispanic/Latino	23.9	20.9	30.4	23.0	20.0	19.5
Asian	22.1	19.1	32.1	16.9	13.9	15.6
Black/African American	21.6	18.6	Subgroup TSTR	22.3	19.3	Subgroup TSTR
Two or More Races	13.3	10.3	Subgroup TSTR	Subgroup higher than comparison group	0.0	Subgroup TSTR
FRP	18.7	15.7	25.4	16.8	13.8	19.8

\*RACIAL/ETHNIC SUBGROUPS LISTED ARE COMPARED WITH THE PERFORMANCE OF WHITE STUDENTS TO DETERMINE THE GAP DATA REPORTED.

THE GOAL IS TO REDUCE THE GAP, SO THE TARGET NUMBERS ARE SMALLER THAN THE 2023 ACTUAL NUMBERS.

FREE/REDUCED PRICING SUBGROUP IS COMPARED WITH THE PERFORMANCE OF NON-FREE/REDUCED PRICING STUDENTS TO DETERMINE THE GAP DATA REPORTED.

TSTR = TOO SMALL TO REPORT



# ALL RACIAL & ECONOMIC ACHIEVEMENT GAPS BETWEEN STUDENTS ARE CLOSED

## LOOKING AHEAD

### GOAL FOR SCHOOL YEAR 2024-2025:

Albert Lea Area Schools will decrease the gap in Reading and Math proficiency rates on MCA-III assessments for all racial/ethnic and economic groups by 3 percentage points by May 2025.

### ACTION STEPS TOWARD OUR GOAL:

- Implementation of the High Reliability Schools framework. Focus Areas:
  - Level 1: Safe, Supportive and Collaborative Culture
  - Level 2: Effective Teaching in Every Classroom
  - Level 3: Guaranteed and Viable Curriculum
- Teachers will be provided with clear, ongoing evaluations that are based on multiple sources of data and are consistent with student achievement data.
- Teacher Development and Evaluation Task Force will convene to align Culturally Responsive Methodologies to the Observation/Evaluation Framework to align with 2023 legislative session requirements which take effect in SY25-26.
- Provide job-embedded professional development and opportunities for peer observations to support teachers as they implement effective instructional strategies.
- Continue the REACH program for students in grades 9-11 which serves to increase engagement and success in school.
- EL teachers continue to Co-Teach in core classes to meet the needs of multilingual learners.
- Continued to utilize District Success Coaches supporting students and families to increase home to school connections for the benefit of student learning.
- Continue offering professional development opportunities for staff on topics of culture, diversity and equity. Utilize collaborative teams and the Marzano Instructional Model.
- Continued opportunities for teachers to observe and discuss effective teaching through Instructional Rounds.
- Ongoing data review cycles to target individual student needs and ensure growth through the MTSS process will continue to be utilized.
- Multi-tiered Systems of Support academic interventions will be implemented at all levels in the District.

### PROGRESS TOWARD THE GOAL AND 2024-2025 FALL REALITY

Difference in MCA Proficiency Rates with Comparison Group* Numbers listed are % difference for grades 3-8, 11		
	Math	
	2024 Actual	2025 Target
Hispanic/Latino	28.9	25.9
Asian	25.2	22.2
Black/African American	24.5	21.5
American Indian	29.8	26.8
Two or More Races	18.8	15.8
FRP	24.8	21.8

Difference in MCA Proficiency Rates with Comparison Group* Numbers listed are % difference for grades 3-8, 10		
	Reading	
	2024 Actual	2025 Target
Hispanic/Latino	24.9	21.9
Asian	16.1	13.1
Black/African American	17.8	14.8
American Indian	20.4	17.4
Two or More Races	18.8	15.8
FRP	20.0	17.0

\*RACIAL/ETHNIC SUBGROUPS LISTED ARE COMPARED WITH THE PERFORMANCE OF WHITE STUDENTS TO DETERMINE THE GAP DATA REPORTED. THE GOAL IS TO REDUCE THE GAP, SO THE TARGET NUMBERS ARE SMALLER THAN THE 2024 ACTUAL NUMBERS.

FREE/REDUCED PRICING SUBGROUP IS COMPARED WITH THE PERFORMANCE OF NON-FREE/REDUCED PRICING STUDENTS TO DETERMINE THE GAP DATA REPORTED.



# ALL STUDENTS ARE READY FOR CAREER AND COLLEGE

Albert Lea High School strives to prepare students for post-secondary experiences. This preparation includes supporting all students, whether their future plan is to enter a career field or attend college. The school has a robust program of Advanced Placement and College in the Schools courses. In addition, students may be placed in internships and, apprenticeships, explore careers, and complete certifications required for career fields. Students at Albert Lea High School may take the ACT, Accuplacer and ASVAB tests during the school day.

## LOOKING BACK

### GOAL FOR SCHOOL YEAR 2023-2024:

Albert Lea Area Schools will increase the percentage of students who score a Composite score of 23 on the ACT from 26% to 35% by May of 2024.

### PROGRESS TOWARD THE GOAL:

Percent of Albert Lea students (who tested) achieving an ACT composite score of 23 and above	
Spring 2023 Actual	26%
Spring 2024 Goal	35%
Spring 2024 Actual	35%

### STRATEGIES USED:

- Utilize Naviance with 8th-12th grade students to support them in making high school course choices, compile an Interest Profile, build a resume, compile a list of potential colleges/employment opportunities and apply for scholarships.
- Share Naviance information with families at conferences or via a mailing/email.
- Course opportunities:
  - OnToCollege for 11th grade students aimed at enhancing ACT preparedness.
  - First Year Experience, to 11th grade students to introduce strategies to help students achieve greater success in college and in life.
  - Expanded Youth Apprenticeship program to include construction careers.
  - Mentorship course offered in semester 2 to seniors, pairing seniors with career mentors.
- Focus on high quality Tier I Instruction - focus on standards, align assessments.

## LOOKING AHEAD

### GOAL FOR SCHOOL YEAR 2024-2025:

Albert Lea Area Schools will increase the percentage of students who score a Composite score of 23 on the ACT from 35% to 40% by May of 2025.

### 2024-2025 FALL REALITY:

Percent of Albert Lea students (who tested) achieving an ACT composite score of 23 and above	
Spring 2024 Actual	35%
Spring 2025 Goal	40%

### ACTION STEPS TOWARD OUR GOAL:

- Continue our commitment to Naviance to support our 8th-12th grade students and continue to share information with families
- Continued focus on high quality Tier I Instruction - focus on standards, align assessments.
- Offer pre-ACT to students at no cost
- Increased student time at places of employment in their desired fields by expanding our Diversified Work and Youth Skills course.
- Define course "pathways" that will guide students to the courses most closely aligned with their desired career.
- Increase in college and job site visits led by our counseling team.
- Offer career exploration programs, internships, and dual enrollment opportunities, ensuring students graduate with both academic knowledge and practical skills
- Offer mentorship classes, apprenticeship classes, career exploration classes, career fairs, and on-site career visits / tours.
- Expand partnership with local businesses.



# ALL STUDENTS GRADUATE FROM HIGH SCHOOL

Supporting high school students toward graduation is a crucial goal for school communities. High school students not only need academic support but also social and emotional guidance. ALAS will offer comprehensive programs that address the well-being of students, fostering a positive and inclusive school culture. Encouraging students to develop resilience, self-regulation, and effective study skills can help them succeed academically and cope with the challenges they may encounter during their high school journey. Additionally, identifying students at risk of dropping out early and implementing targeted interventions is crucial for increasing graduation rates.

## LOOKING BACK

### GOAL FOR SCHOOL YEAR 2023-2024:

The overall four-year graduation rate will increase from 78.1% in 2022 to 85% with no individual racial/ethnic group below 85% by 2023.

## LOOKING AHEAD

### GOAL FOR SCHOOL YEAR 2024-2025:

The overall four-year graduation rate will increase from 75.6% in 2023 to 80% with no individual racial/ethnic group below 80% by 2024.

### PROGRESS TOWARD THE GOAL AND 2023 SPRING REALITY

Percent of Albert Lea students graduating in 4 years						
	2019	2020	2021	2022	2023	Change from 2022 to 2023
All students	75.4	80.9	71.8	78.1	75.6	-2.5
Asian	71.4	80.0	90.0	85.8	64.7	-21.1
Hispanic/Latino	70.5	76.3	59.7	71.8	70.8	-1.0
White	79.1	84.6	74.6	81.2	79.8	-1.4

DATA SHOWN FOR COHORT GROUPS WITH N ≥ 20. GRADUATION RATE IS REPORTED IN MARCH FOR THE PREVIOUS YEAR. THEREFORE, MOST RECENT DATA IS FROM 2023.

### STRATEGIES USED:

- Guided Study Halls during the school day to support credit recovery opportunities - equity response for transportation and workforce.
- The Advisory (FLEX) class emphasizes building connections between students and staff and providing support for college and career-readiness planning.
- Special Education case managers are working with school counselors, students, and families to ensure course of study plans are updated and students are on track to graduate.
- Complete multilingual learners learning plans and support collaboration with classroom teachers to ensure we're meeting the needs of our multilingual students. Support students as they work to graduate in 4 years.
- Provide professional development focused on developing and maintaining effective teaching in every classroom (HRS Level 2). Focus on high-quality Tier 1 instruction.
- REACH program for students in grades 9-11 to increase engagement and success in school.

### ACTION STEPS TOWARD OUR GOAL:

- Continue Advisory (FLEX) class and REACH Programs.
- Targeted Credit Recovery/Guided Study Hall efforts for students who just failed a course to provide more timely intervention to help students hone needed skills and lessen the risk of crippling credit deficits.
- Continued collaboration between Special Education case managers and school counselors, students, and families to ensure course of study plans are updated and students are on track to graduate.
- Continue multilingual learners learning plans and support collaboration with classroom teachers to ensure we're meeting the needs of our multilingual students. Support students as they work to graduate in 4 years.
- Provide professional development focused on developing and maintaining effective teaching in every classroom (HRS Level 2). Focus on high-quality Tier 1 instruction.
- Creation of "Instructional Cycles" to better define the curricular expectations of courses and to streamline the standards that need to be relearned and assessed via credit recovery.
- Design and launch a reading intervention program to provide 8th-grade students with the foundational literacy skills needed to earn the required credits to graduate.
- Integration of graduation progress benchmarks and academic support into our extracurricular activities.
- Development of detailed graduation plans for newly enrolled multilingual students to better lay out a path to graduation and language proficiency.



# ALL STUDENTS GRADUATE FROM HIGH SCHOOL

## LOOKING BACK

### GOAL FOR SCHOOL YEAR 2023-2024:

Not applicable.

This is a new goal for 2024-2025.

## LOOKING AHEAD

### GOAL FOR SCHOOL YEAR 2024-2025:

The overall seven-year graduation rate will increase from 87.5% in 2023 to 90% with no individual racial/ethnic group below 90% by 2024.

### PROGRESS TOWARD THE GOAL AND 2023 SPRING REALITY

Percent of Albert Lea students graduating in 7 years						
	2019	2020	2021	2022	2023	Change from 2022 to 2023
All students	82.2	84.1	86.9	84.0	87.5	+3.5
Asian	Subgroup TSTR	80.0	86.7	78.6	89.5	+10.9
Hispanic/Latino	62.5	70.2	83.3	80.3	85.0	+4.7
White	85.7	88.6	89.3	87.2	89.8	+2.6

DATA SHOWN FOR COHORT GROUPS WITH N ≥ 20.

GRADUATION RATE IS REPORTED IN MARCH FOR THE PREVIOUS YEAR. THEREFORE, MOST RECENT DATA IS FROM 2023.

TSTR = TOO SMALL TO REPORT

### ACTION STEPS TOWARD OUR GOAL:

- Credit Recovery Course options
- Self-paced learning model
- Continuous Learning Plans for all students (credit status and attainment goals; as well additional academic, career/vocational, and social/emotional/behavior goals)
- Frequent communication/encouragement (Progress Reports, Letters to Home)
- Parent/Guardian Conferences
- Small teacher/student "cohorts" to discuss ALC success strategies
- A Work Based Learning program
- Modified schedules to align with individual student circumstances
- Maintaining list of "dropped students"
- Intentional exposure to post-secondary opportunities that await students who attain their high school diploma
- 1-to-1 student chromebook model
- Creating a safe and welcoming learning environment
- Attendance outreach from main office staff
- Special Ed Services and Resource Room
- PSEO/Middle College Program



# PREPARE STUDENTS TO BE LIFELONG LEARNERS

Preparing students to be lifelong learners means equipping them with the skills and mindset to continuously seek knowledge, adapt to change, and think critically throughout their lives. By fostering curiosity, problem-solving abilities, and self-directed learning, schools help students become more resilient and capable of navigating various challenges. This preparation not only benefits their personal growth but also encourages them to become engaged, active members of their communities after graduation, contributing positively to society.

## LOOKING BACK

### GOAL FOR SCHOOL YEAR 2023-2024:

Not applicable.

This is a new goal area for 2024-2025.

## LOOKING AHEAD

### GOALS FOR SCHOOL YEAR 2024-2025:

#### GOAL

- Develop Social and Emotional Competencies by equipping students with emotional resilience, social skills, and the ability to collaborate effectively.

#### ACTION STEPS TOWARD OUR GOAL:

- Incorporate social-emotional learning (SEL) into daily instruction to ensure students can regulate emotions, communicate effectively, and work well in teams.
- Use the FastBridge SAEBRS (Social, Academic, and Emotional Behavior Risk Screener) to assess emotional regulation, social skills, and problem-solving in social context.
- Obtain behavioral data by monitoring disciplinary incidents, attendance, and classroom behavior as indicators of students' social-emotional development.
- Regularly assess students' collaborative skills and social interactions through teacher evaluations.
- Survey Daily Desired Experiences annually.



# ACHIEVEMENT AND INTEGRATION PLAN

The purpose of the Achievement and Integration for Minnesota program is to:

- pursue racial and economic integration
- increase student achievement
- create equitable educational opportunities
- reduce academic disparities based on students' diverse racial, ethnic, and economic backgrounds

 [Link to Minnesota Department of Education, A&I Program](#)

## LOOKING BACK: 2020-2023

### GOAL 1

The proficiency gap between the FRP and Non-FRP eligible Albert Lea Area Schools' students enrolled the full academic year in grades 3-7 according to the state Reading accountability tests (MCA, MTAS) will decrease from 27.7% in 2019 to 18.7% in 2023.

**Aligns with WBWF/CACR area:**

All racial and economic achievement gaps between students are closed.

**Goal type:** Achievement Disparity

**Summary:** Did not meet goal, but made progress on reducing the proficiency gap.

### GOAL 2

Albert Lea Area students' access to effective educators trained in culturally responsive leadership will remain steady, due to training 100% of newly hired teachers annually.

**Aligns with WBWF/CACR area:**

All students graduate from high school.

**Goal type:** Teacher Equity

**Summary:** Goal was met.

### GOAL 3

The number of non-white students enrolling in early college courses will increase from 8% in 2019 to 9.5% in 2023.

**Aligns with WBWF/CACR area:** All students are ready for career and college.

**Goal type:** Integration

**Summary:** Goal was met.

## LOOKING AHEAD: 2023-2026

### GOAL 1

The number of students of color enrolling in early college courses (CIS/AP) will increase from 26% (33 students out of 125) in 2023 to 28% of the total cohort in 2026.

**Aligns with WBWF/CACR area:**

All students are ready for career and college.

**Goal type:** Increasing racial and economic integration.

### GOAL 2

Albert Lea Area Schools will reduce the achievement gap between students of color and white students for proficiency on the MCA-III Reading assessments from the Spring 2022 baseline gap of 16.1 percentage points to a target goal of 10 percentage points in 2026.

**Aligns with WBWF/CACR area:**

All racial and economic achievement gaps between students are closed.

**Goal type:** Achievement Disparity

### GOAL 3

Albert Lea Area Schools will increase professional development opportunities related to cultural competency from 1 event in SY 22-23 to 6 events in SY 25-26. These professional development opportunities will increase the understanding of factors that contribute to achievement gaps and will incorporate strategies that are designed to close those achievement gaps.

**Aligns with WBWF/CACR area:** All racial and economic achievement gaps between students are closed.

**Goal type:** Teacher Equity

 [AL SCHOOLS A&I PLAN 2023-26](#)

## District Curriculum Advisory Committee

The District Curriculum Advisory Committee is an advisory committee to provide stakeholders with the opportunity to participate in:

- Reviewing the school district instructional and curriculum plan, with emphasis on implementing the Minnesota Graduation Standards.
- Identifying annual instruction and curriculum improvement goals for recommendation to the School Board.
- Making recommendations regarding the evaluation process that will be used to measure school district progress toward its goals.

The District Curriculum Advisory Committee includes representatives from the community, parents, instructional staff, administration, and the School Board.

Information regarding District Curriculum Advisory Committee is outlined in:

- Policy 603: Curriculum Development
- Policy 616: School District System Accountability

The District Curriculum Committee reviews the Comprehensive Achievement and Civic Readiness Plan prior to it going to the School Board for additional review.

## American Indian Parent Advisory Committee

The AIPAC is required for districts that have 10 or more American Indian students enrolled. This committee serves in an advisory role and helps ensure that American Indian students are receiving culturally relevant and equitable educational opportunities.



# BECOME INVOLVED!



To find out more information about how to serve on one of District 241's Advisory Committees, contact the District Office at 507-379-4804 or email [norma.guerra.ortiz@alschools.org](mailto:norma.guerra.ortiz@alschools.org)