

July 24, 2023  
Monday, July 24, 2023 6:00 PM Central

Cologne Community Center  
1211 Village Pkwy  
Cologne, MN 55322

Sara Eischens: Present  
Shelby Erickson: Present  
Josh Kroells: Present  
Sarah Lehrke: Present  
Emily Perlbachs: Present  
Connor Smith: Present  
Kyle Strickfaden: Present

Present: 7.

T Schochenmaier

A Franck

Ellie Gilliam -Nexus

Todd Richter -Nexus

Becca Braun

Rich Larson

Ron Erpenbach

E Latzig

P Dvorak

#### A. PROCEDURAL ITEMS:

A.1. Call to order

A.2. Roll Call

A.3. Pledge of Allegiance

A.4. Approval of Agenda

Move to approve the agenda as presented/amended:. This motion, made by Emily Perlbachs and seconded by Sara Eischens, Carried.

Sara Eischens: Yea, Shelby Erickson: Yea, Josh Kroells: Yea, Sarah Lehrke: Yea, Emily Perlbachs: Yea, Connor Smith: Yea, Kyle Strickfaden: Yea

Yea: 7, Nay: 0

A.5. Consent Agenda

Move to approve Consent agenda as presented. This motion, made by Sarah Lehrke and seconded by Emily Perlbachs, Carried.

Sara Eischens: Yea, Shelby Erickson: Yea, Josh Kroells: Yea, Sarah Lehrke: Yea, Emily Perlbachs: Yea, Connor Smith: Yea, Kyle Strickfaden: Yea

Yea: 7, Nay: 0

A.6. Acceptance of Gifts

#### B. PUBLIC FORUM

C. INFORMATIONAL ITEMS: MONTHLY REPORTS

- C.1. Student Council
- C.2. Student Representative
- C.3. Superintendent
- C.4. Board

D. DISCUSSION ITEMS

- D.1. End of Year Reports from Principals and Director Braun
- D.2. Nexus Solutions: Project Update
- D.3. Student Recognition at Graduation
- D.4. 2022-23 Superintendent Evaluation
- D.5. 1st Reading of Policies with Primary Revisions from MSBA

E. OPERATIONAL ITEMS

E.1. 2023-2024 Organization

Move to approve 23-24 Organizational Items as presented. This motion, made by Sara Eischens and seconded by Josh Kroells, Carried.

Sara Eischens: Yea, Shelby Erickson: Yea, Josh Kroells: Yea, Sarah Lehrke: Yea, Emily Perlbachs: Yea, Connor Smith: Yea, Kyle Strickfaden: Yea  
Yea: 7, Nay: 0

E.2. 2023 LTFM Plan

Move to approve 2023 LTFM plan as presented. This motion, made by Sarah Lehrke and seconded by Connor Smith, Carried.

Sara Eischens: Yea, Shelby Erickson: Yea, Josh Kroells: Yea, Sarah Lehrke: Yea, Emily Perlbachs: Yea, Connor Smith: Yea, Kyle Strickfaden: Yea  
Yea: 7, Nay: 0

E.3. Consideration of Policy update approval

Move to approve policies as presented. This motion, made by Shelby Erickson and seconded by Connor Smith, Carried.

Sara Eischens: Yea, Shelby Erickson: Yea, Josh Kroells: Yea, Sarah Lehrke: Yea, Emily Perlbachs: Yea, Connor Smith: Yea, Kyle Strickfaden: Yea  
Yea: 7, Nay: 0

F. NEXT BOARD MEETING

G. ADJOURNMENT

Move to adjourn meeting 8:43pm. This motion, made by Sarah Lehrke and seconded by Emily Perlbachs, Carried.

Sara Eischens: Yea, Shelby Erickson: Yea, Josh Kroells: Yea, Sarah Lehrke: Yea, Emily Perlbachs: Yea, Connor Smith: Yea, Kyle Strickfaden: Yea  
Yea: 7, Nay: 0

### July 5-2023 PAYROLL

|              |                            |
|--------------|----------------------------|
| GROSS PAY    | \$245,157.79               |
| FEDERAL TAX  | (17,039.21)                |
| MN STATE TAX | (8,713.93)                 |
| OASDI        | (14,307.35)                |
| MEDICARE     | (3,346.09)                 |
| PERA         | (1,729.24)                 |
| TRA          | (16,318.28)                |
| ANNUITIES    | (4,158.41)                 |
| FLEX         | (14,394.11)                |
| VOLUNTARIES  | (989.53)                   |
| NET PAYROLL  | <u><u>\$164,161.64</u></u> |

### July 20-2023 PAYROLL

|              |                            |
|--------------|----------------------------|
| GROSS PAY    | \$258,788.26               |
| FEDERAL TAX  | (17,511.39)                |
| MN STATE TAX | (9,033.88)                 |
| OASDI        | (15,147.60)                |
| MEDICARE     | (3,542.54)                 |
| PERA         | (1,765.79)                 |
| TRA          | (17,341.20)                |
| ANNUITIES    | (4,558.41)                 |
| FLEX         | (14,472.80)                |
| VOLUNTARIES  | (1,018.56)                 |
| NET PAYROLL  | <u><u>\$174,396.09</u></u> |

# Norwood-Young America School

## Payment Reg by Bank and Check

| Bank | Batch  | Pmt No | Check No | Pay Type | Grp | Code  | Rcd | Vendor                            | Tax Class           | Pay/Void |       |      |            | Amount     |
|------|--------|--------|----------|----------|-----|-------|-----|-----------------------------------|---------------------|----------|-------|------|------------|------------|
|      |        |        |          |          |     |       |     |                                   |                     | Print    | Recon | Void | Date       |            |
| GEN1 | p40131 | 56113  |          | Wire     | 1   | 04035 |     | TEACHERS RETIREMENT ASSOC         |                     | No       | No    | No   | 07/05/2023 | 34,742.16  |
| GEN1 | p40131 | 56114  |          | Wire     | 1   | 05255 |     | DEPTARTMENT OF THE TREASURY       |                     | No       | No    | No   | 07/05/2023 | 52,346.09  |
| GEN1 | p40131 | 56115  |          | Wire     | 1   | 06027 |     | COMMISSIONER OF REVENUE           |                     | No       | No    | No   | 07/05/2023 | 8,713.93   |
| GEN1 | p40131 | 56116  |          | Wire     | 1   | 3785  |     | EDUCATORS FINANCIAL SERVICES      |                     | No       | No    | No   | 07/05/2023 | 7,953.22   |
| GEN1 | p40131 | 56117  |          | Wire     | 1   | 3904  |     | FURTHER-SELECT ACCOUNT            |                     | No       | No    | No   | 07/05/2023 | 8,687.50   |
| GEN1 | p40131 | 56118  |          | Wire     | 1   | 6821  |     | WEX Health Inc.                   |                     | No       | No    | No   | 07/05/2023 | 182,561.50 |
| GEN1 | p40132 | 56191  |          | Wire     | 1   | 04035 |     | TEACHERS RETIREMENT ASSOC         |                     | No       | No    | No   | 07/20/2023 | 36,920.00  |
| GEN1 | p40132 | 56192  |          | Wire     | 1   | 05255 |     | DEPTARTMENT OF THE TREASURY       |                     | No       | No    | No   | 07/20/2023 | 54,891.67  |
| GEN1 | p40132 | 56193  |          | Wire     | 1   | 06027 |     | COMMISSIONER OF REVENUE           |                     | No       | No    | No   | 07/20/2023 | 9,033.88   |
| GEN1 | p40132 | 56194  |          | Wire     | 1   | 1439  |     | DELTA DENTAL PLAN OF MN           |                     | No       | No    | No   | 07/20/2023 | 5,347.45   |
| GEN1 | p40132 | 56195  |          | Wire     | 1   | 2260  |     | AFLAC                             |                     | No       | No    | No   | 07/20/2023 | 100.29     |
| GEN1 | p40132 | 56196  |          | Wire     | 1   | 3785  |     | EDUCATORS FINANCIAL SERVICES      |                     | No       | No    | No   | 07/20/2023 | 8,353.22   |
| GEN1 | p40132 | 56197  |          | Wire     | 1   | 5699  |     | MN PUBLIC EMPLOYEES INSURANCE PF  |                     | No       | No    | No   | 07/20/2023 | 75,444.12  |
| GEN1 | p40132 | 56198  |          | Wire     | 1   | 6821  |     | WEX Health Inc.                   |                     | No       | No    | No   | 07/20/2023 | 7,051.51   |
| GEN1 | p40131 | 56119  | 41783    | Check    | 1   | 04034 |     | PERA                              |                     | Yes      | No    | No   | 07/05/2023 | 3,724.49   |
| GEN1 | P40126 | 56130  | 41784    | Check    | 1   | 5942  |     | APPTEGY                           | C Corporation       | Yes      | No    | No   | 07/03/2023 | 9,100.00   |
| GEN1 | P40126 | 56134  | 41785    | Check    | 1   | 6435  |     | BRICK & BREW PROPERTIES LLC       |                     | Yes      | No    | No   | 07/03/2023 | 3,789.80   |
| GEN1 | P40126 | 56121  | 41786    | Check    | 1   | 01698 |     | CARVER COUNTY PARKS               |                     | Yes      | No    | No   | 07/03/2023 | 1,162.00   |
| GEN1 | P40126 | 56128  | 41787    | Check    | 1   | 4889  |     | FRONTLINE TECHNOLOGIES GROUP LL   | LLC - Partnership   | Yes      | No    | No   | 07/03/2023 | 13,002.74  |
| GEN1 | P40126 | 56127  | 41788    | Check    | 1   | 4856  |     | HUMMEL, PHYLLIS                   |                     | Yes      | No    | No   | 07/03/2023 | 400.00     |
| GEN1 | P40126 | 56125  | 41789    | Check    | 1   | 4469  |     | INFINITE CAMPUS, INC.             |                     | Yes      | No    | No   | 07/03/2023 | 24,020.55  |
| GEN1 | P40126 | 56135  | 41790    | Check    | 1   | 6545  |     | MARCO TECHNOLOGIES LLC            | LLC - Partnership   | Yes      | No    | No   | 07/03/2023 | 2,397.16   |
| GEN1 | P40126 | 56138  | 41791    | Check    | 1   | 6817  |     | MASSP                             |                     | Yes      | No    | No   | 07/03/2023 | 865.00     |
| GEN1 | P40126 | 56137  | 41792    | Check    | 1   | 6780  |     | MINNDEPENDENT                     |                     | Yes      | No    | No   | 07/03/2023 | 65.00      |
| GEN1 | P40126 | 56126  | 41793    | Check    | 1   | 4699  |     | MN ADMINISTRATORS FOR SPECIAL EDL |                     | Yes      | No    | No   | 07/03/2023 | 475.00     |
| GEN1 | P40126 | 56132  | 41794    | Check    | 1   | 6388  |     | MN DEPT OF HEALTH                 |                     | Yes      | No    | No   | 07/03/2023 | 180.00     |
| GEN1 | P40126 | 56122  | 41795    | Check    | 1   | 09326 |     | MN ELEM. SCHOOL PRIN. ASSOC.      |                     | Yes      | No    | No   | 07/03/2023 | 962.00     |
| GEN1 | P40126 | 56120  | 41796    | Check    | 1   | 00276 |     | MN SCHOOL BOARD ASSOCIATION       |                     | Yes      | No    | No   | 07/03/2023 | 7,305.00   |
| GEN1 | P40126 | 56124  | 41797    | Check    | 1   | 3310  |     | MUSSER ENVIRONMENTAL INC.         | LLC - S Corp        | Yes      | No    | No   | 07/03/2023 | 3,202.89   |
| GEN1 | P40126 | 56129  | 41798    | Check    | 1   | 5210  |     | SMITHSON, EVERETT                 |                     | Yes      | No    | No   | 07/03/2023 | 600.00     |
| GEN1 | P40126 | 56131  | 41799    | Check    | 1   | 6035  |     | SPED FORMS                        | C Corporation       | Yes      | No    | No   | 07/03/2023 | 5,186.18   |
| GEN1 | P40126 | 56136  | 41800    | Check    | 1   | 6581  |     | TEACHING STRATEGIES               |                     | Yes      | No    | No   | 07/03/2023 | 572.50     |
| GEN1 | P40126 | 56123  | 41801    | Check    | 1   | 2690  |     | THIEL, CHUCK                      |                     | Yes      | No    | No   | 07/03/2023 | 650.00     |
| GEN1 | P40126 | 56133  | 41802    | Check    | 1   | 6389  |     | VILLALVA, MIKE                    |                     | Yes      | No    | No   | 07/03/2023 | 525.00     |
| GEN1 | P40128 | 56159  | 41803    | Check    | 1   | 6989  |     | AMQUIST CARPETS PLUS              |                     | Yes      | No    | No   | 07/11/2023 | 311,967.68 |
| GEN1 | P40128 | 56142  | 41804    | Check    | 1   | 6617  |     | BITUMINOUS ROADWAYS, INC.         | C Corporation       | Yes      | No    | No   | 07/11/2023 | 55,100.00  |
| GEN1 | P40128 | 56158  | 41805    | Check    | 1   | 6988  |     | BOELTER LLC                       |                     | Yes      | No    | No   | 07/11/2023 | 85,049.69  |
| GEN1 | P40128 | 56156  | 41806    | Check    | 1   | 6986  |     | BRETH-ZENZEN FIRE PROTECTION, LLC |                     | Yes      | No    | No   | 07/11/2023 | 37,145.00  |
| GEN1 | P40128 | 56157  | 41807    | Check    | 1   | 6987  |     | CHAPPELL CENTRAL                  |                     | Yes      | No    | No   | 07/11/2023 | 205,851.41 |
| GEN1 | P40128 | 56148  | 41808    | Check    | 1   | 6928  |     | DAVIS MECHANICAL SYSTEMS, INC.    |                     | Yes      | No    | No   | 07/11/2023 | 674,421.07 |
| GEN1 | P40128 | 56144  | 41809    | Check    | 1   | 6791  |     | DIVERSIFIED PLUMBING & HEATING    |                     | Yes      | No    | No   | 07/11/2023 | 3,257.75   |
| GEN1 | P40128 | 56147  | 41810    | Check    | 1   | 6855  |     | EDUCATION ON BUDGET               | Ind/Sole Proprietor | Yes      | No    | No   | 07/11/2023 | 6,000.00   |
| GEN1 | P40128 | 56160  | 41811    | Check    | 1   | 6990  |     | ENVIRONMENTAL PLANT SERVICES      |                     | Yes      | No    | No   | 07/11/2023 | 58,995.00  |
| GEN1 | P40128 | 56140  | 41812    | Check    | 1   | 5964  |     | ENVIRONMENTAL TESTING & INSPECTIO |                     | Yes      | No    | No   | 07/11/2023 | 24,909.20  |
| GEN1 | P40128 | 56149  | 41813    | Check    | 1   | 6929  |     | KELLINGTON CONSTRUCTION, INC.     |                     | Yes      | No    | No   | 07/11/2023 | 328,177.50 |
| GEN1 | P40128 | 56146  | 41814    | Check    | 1   | 6809  |     | LAKETOWN ELECTRIC CORPORATION     |                     | Yes      | No    | No   | 07/11/2023 | 463,600.00 |
| GEN1 | P40128 | 56152  | 41815    | Check    | 1   | 6965  |     | MCDOWALL COMPANY                  |                     | Yes      | No    | No   | 07/11/2023 | 39,159.00  |
| GEN1 | P40128 | 56143  | 41816    | Check    | 1   | 6704  |     | NEXUS SOLUTIONS LLC               | LLC - S Corp        | Yes      | No    | No   | 07/11/2023 | 120,159.68 |
| GEN1 | P40128 | 56151  | 41817    | Check    | 1   | 6943  |     | NORTHLAND CONCRETE & MASONRY      |                     | Yes      | No    | No   | 07/11/2023 | 190,969.00 |
| GEN1 | P40128 | 56162  | 41818    | Check    | 1   | 6992  |     | PETERSON CONTRACTORS, INC.        |                     | Yes      | No    | No   | 07/11/2023 | 12,600.00  |
| GEN1 | P40128 | 56153  | 41819    | Check    | 1   | 6966  |     | PIETSCH CONSTRUCTION              |                     | Yes      | No    | No   | 07/11/2023 | 78,833.85  |
| GEN1 | P40128 | 56145  | 41820    | Check    | 1   | 6808  |     | RACHEL CONTRACTING, LLC           |                     | Yes      | No    | No   | 07/11/2023 | 92,695.30  |
| GEN1 | P40128 | 56155  | 41821    | Check    | 1   | 6977  |     | RTL CONSTRUCTION, INC.            |                     | Yes      | No    | No   | 07/11/2023 | 166,074.67 |
| GEN1 | P40128 | 56139  | 41822    | Check    | 1   | 1210  |     | SCHNEIDER EXCAVATING & GRADING    |                     | Yes      | No    | No   | 07/11/2023 | 312,550.00 |
| GEN1 | P40128 | 56154  | 41823    | Check    | 1   | 6976  |     | SUPER SET TILE & STONE            |                     | Yes      | No    | No   | 07/11/2023 | 31,766.10  |
| GEN1 | P40128 | 56161  | 41824    | Check    | 1   | 6991  |     | TITAN ENVIRONMENTAL, INC.         |                     | Yes      | No    | No   | 07/11/2023 | 30,495.00  |
| GEN1 | P40128 | 56141  | 41825    | Check    | 1   | 6480  |     | UPPER MIDWEST ATHLETIC CONSTUCTI  |                     | Yes      | No    | No   | 07/11/2023 | 18,766.00  |
| GEN1 | P40128 | 56150  | 41826    | Check    | 1   | 6942  |     | WELLS CONCRETE                    |                     | Yes      | No    | No   | 07/11/2023 | 155,557.84 |
| GEN1 | P40126 | 56183  | 41827    | Check    | 1   | 6438  |     | AMERICAN MAILING MACHINES         |                     | Yes      | No    | No   | 07/16/2023 | 174.00     |
| GEN1 | P40126 | 56181  | 41828    | Check    | 1   | 6412  |     | AVIBEN                            |                     | Yes      | No    | No   | 07/16/2023 | 133.46     |
| GEN1 | P40126 | 56176  | 41829    | Check    | 1   | 4946  |     | BSN SPORTS LLC                    |                     | Yes      | No    | No   | 07/16/2023 | 3,269.15   |
| GEN1 | P40126 | 56170  | 41830    | Check    | 1   | 3488  |     | CARVER CO. 4-H FEDERATION         |                     | Yes      | No    | No   | 07/16/2023 | 431.83     |
| GEN1 | P40126 | 56166  | 41831    | Check    | 1   | 01698 |     | CARVER COUNTY PARKS               |                     | Yes      | No    | No   | 07/16/2023 | 1,368.17   |
| GEN1 | P40126 | 56178  | 41832    | Check    | 1   | 5363  |     | CENTRAL SOFTBALL BOOSTERS         |                     | Yes      | No    | No   | 07/16/2023 | 625.00     |
| GEN1 | P40126 | 56187  | 41833    | Check    | 1   | 6740  |     | CROW RIVER ATHLETICS              |                     | Yes      | No    | No   | 07/16/2023 | 2,320.00   |
| GEN1 | P40126 | 56169  | 41834    | Check    | 1   | 2721  |     | DASHIR MANAGEMENT SERVICES INC    |                     | Yes      | No    | No   | 07/16/2023 | 13,000.64  |
| GEN1 | P40126 | 56174  | 41835    | Check    | 1   | 4717  |     | ECM PUBLISHERS, INC.              |                     | Yes      | No    | No   | 07/16/2023 | 60.75      |
| GEN1 | P40126 | 56190  | 41836    | Check    | 1   | 6995  |     | EMANUEL LUTHERAN ATHLETIC FUND    |                     | Yes      | No    | No   | 07/16/2023 | 90.00      |
| GEN1 | P40126 | 56171  | 41837    | Check    | 1   | 3535  |     | FOUR POINT 0 SCHOOL SERVICES      |                     | Yes      | No    | No   | 07/16/2023 | 7,892.94   |
| GEN1 | P40126 | 56182  | 41838    | Check    | 1   | 6437  |     | FP MAILING SOLUTIONS              |                     | Yes      | No    | No   | 07/16/2023 | 165.00     |
| GEN1 | P40126 | 56175  | 41839    | Check    | 1   | 4889  |     | FRONTLINE TECHNOLOGIES GROUP LL   | LLC - Partnership   | Yes      | No    | No   | 07/16/2023 | 2,618.29   |
| GEN1 | P40126 | 56163  | 41840    | Check    | 1   | 00182 |     | HOME SOLUTIONS UNLIMITED          |                     | Yes      | No    | No   | 07/16/2023 | 89.35      |



Norwood-Young America School  
Payment Reg by Bank and Check

| Bank | Batch  | Pmt No | Check No | Pay Type | Grp | Code  | Rcd | Vendor                            | Tax Class           | Pay/Void |       |               | Amount    |
|------|--------|--------|----------|----------|-----|-------|-----|-----------------------------------|---------------------|----------|-------|---------------|-----------|
|      |        |        |          |          |     |       |     |                                   |                     | Print    | Recon | Date          |           |
| GEN1 | P40126 | 56185  | 41841    | Check    | 1   | 6610  |     | ILLUMINATE EDUCATION, INC.        |                     | Yes      | No    | No 07/16/2023 | 11,000.00 |
| GEN1 | P40126 | 56173  | 41842    | Check    | 1   | 4643  |     | IXL LEARNING                      |                     | Yes      | No    | No 07/16/2023 | 1,000.00  |
| GEN1 | P40126 | 56165  | 41843    | Check    | 1   | 00505 |     | LANO EQUIPMENT                    |                     | Yes      | No    | No 07/16/2023 | 8.96      |
| GEN1 | P40126 | 56184  | 41844    | Check    | 1   | 6563  |     | LEE'S REFRIGERATIOIN              |                     | Yes      | No    | No 07/16/2023 | 261.25    |
| GEN1 | P40126 | 56172  | 41845    | Check    | 1   | 4316  |     | MCDOWELL AGENCY, INC.             |                     | Yes      | No    | No 07/16/2023 | 160.00    |
| GEN1 | P40126 | 56179  | 41846    | Check    | 1   | 5990  |     | McNEIL, MARY PAT                  |                     | Yes      | No    | No 07/16/2023 | 1,675.00  |
| GEN1 | P40126 | 56167  | 41847    | Check    | 1   | 07736 |     | MN RIVER CONFERENCE               |                     | Yes      | No    | No 07/16/2023 | 2,800.00  |
| GEN1 | P40126 | 56186  | 41848    | Check    | 1   | 6686  |     | MUSSELL, ANNA                     | Ind/Sole Proprietor | Yes      | No    | No 07/16/2023 | 401.56    |
| GEN1 | P40126 | 56168  | 41849    | Check    | 1   | 1936  |     | RENAISSANCE LEARNING, INC.        |                     | Yes      | No    | No 07/16/2023 | 9,525.00  |
| GEN1 | P40126 | 56189  | 41850    | Check    | 1   | 6861  |     | SHUTTERFLY LIFETOUGH, LLC         |                     | Yes      | No    | No 07/16/2023 | 30.00     |
| GEN1 | P40126 | 56164  | 41851    | Check    | 1   | 00374 |     | SMITH OIL CO.                     |                     | Yes      | No    | No 07/16/2023 | 503.70    |
| GEN1 | P40126 | 56177  | 41852    | Check    | 1   | 5287  |     | SOUTHWEST METRO INTERMEDIATE DIS  |                     | Yes      | No    | No 07/16/2023 | 10,393.10 |
| GEN1 | P40126 | 56180  | 41853    | Check    | 1   | 6252  |     | T-MOBILE                          |                     | Yes      | No    | No 07/16/2023 | 760.00    |
| GEN1 | P40126 | 56188  | 41854    | Check    | 1   | 6756  |     | TRI COUNTY WATER CONDITIONING     |                     | Yes      | No    | No 07/16/2023 | 652.00    |
| GEN1 | p40132 | 56200  | 41855    | Check    | 1   | 01140 |     | MADISON NAT'L LIFE INS CO INC.    |                     | Yes      | No    | No 07/20/2023 | 1,202.19  |
| GEN1 | p40132 | 56202  | 41856    | Check    | 1   | 3796  |     | NATIONAL INSURANCE SERVICES OF WI |                     | Yes      | No    | No 07/20/2023 | 350.35    |
| GEN1 | p40132 | 56199  | 41857    | Check    | 1   | 00808 |     | NCBERS Group Life Ins.            |                     | Yes      | No    | No 07/20/2023 | 32.00     |
| GEN1 | p40132 | 56201  | 41858    | Check    | 1   | 04034 |     | PERA                              |                     | Yes      | No    | No 07/20/2023 | 3,803.21  |

Bank Total: \$4,151,229.49

Report Total: \$4,151,229.49

## June 26, 2023

Monday, June 26, 2023 6:00 PM

Cologne Community Center, 1211 Village Pkwy, Cologne, MN 55322

Sara Eischens: Present  
Shelby Erickson: Absent  
Josh Kroells: Present  
Sarah Lehrke: Present  
Emily Perlbachs: Present  
Connor Smith: Present  
Kyle Strickfaden: Present  
T Schochenmaier  
A Franck  
E Latzig  
J Michels  
A Michels  
J Cink  
J Voight

|                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|
| <b>A. PROCEDURAL ITEMS:</b>                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Speaker (s) :</b> Board Chair |
| A.1. Call to order                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Speaker (s) :</b> Board Chair |
| A.2. Roll Call                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Speaker (s) :</b> Board Chair |
| A.3. Pledge of Allegiance                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Speaker (s) :</b> Board Chair |
| A.4. Approval of Agenda<br><b>Action(s) :</b><br>Move to approve the agenda as presented/amended:.<br>This motion, made by Sarah Lehrke and seconded by Emily Perlbachs, Carried.<br><b>Voting Detail:</b><br>Sara Eischens: Yea<br>Shelby Erickson: Absent<br><br>Josh Kroells: Yea<br>Sarah Lehrke: Yea<br>Emily Perlbachs: Yea<br><br>Connor Smith: Yea<br>Kyle Strickfaden: Yea<br><b>Voting Summary:</b> Yea: 6, Nay: 0, Absent: 1 | <b>Speaker (s) :</b> Board Chair |
| A.5. Consent Agenda<br><b>Action(s) :</b><br>Move to approve Consent agenda as presented. This motion, made by Sara Eischens and seconded by Josh Kroells, Carried.<br><b>Voting Detail:</b>                                                                                                                                                                                                                                            | <b>Speaker (s) :</b> Board Chair |

Sara Eischens: Yea  
Shelby Erickson: Absent

Josh Kroells: Yea  
Sarah Lehrke: Yea  
Emily Perlbachs: Yea

Connor Smith: Yea  
Kyle  
Strickfaden: Yea

**Voting Summary:** Yea: 6, Nay: 0, Absent: 1

**A.6. Acceptance of Gifts**

**Action(s):**

Move to approve gifts. This motion, made by Sarah Lehrke and seconded by Emily Perlbachs, Carried.

**Voting Detail:**

Sara Eischens: Yea  
Shelby Erickson: Absent

Josh Kroells: Yea  
Sarah Lehrke: Yea  
Emily Perlbachs: Yea

Connor Smith: Yea  
Kyle  
Strickfaden: Yea

**Voting Summary:** Yea: 6, Nay: 0, Absent: 1

**Speaker(s):** Board  
Chair

**B. PUBLIC FORUM**

**Speaker(s):** Board  
Chair

**C. INFORMATIONAL ITEMS: MONTHLY REPORTS**

**Speaker(s):** Board  
Chair

**C.1. Student Council**

**Speaker(s):** Board  
Chair

**C.2. Student Representative**

**Speaker(s):** Board  
Chair

**C.3. Superintendent**

**Speaker(s):** Board  
Chair

**C.4. Board**

**Speaker(s):** Board  
Chair

**D. DISCUSSION ITEMS**

**Speaker(s):** Board  
Chair

**D.1. First Reading of Policy 624 - Online Learning  
Options**

**D.2. First reading of Policy 516.5 - Overdose  
Medication**

**D.3. Policy Review Update**

**D.4. Board Planning for 2023-24**

**D.5. Parent Survey Results**

**E. OPERATIONAL ITEMS**

**Speaker(s):** Board  
Chair

E.1. Consideration of Approval for Policy 721 -  
UNIFORM GRANT GUIDANCE POLICY REGARDING FEDERAL  
REVENUE SOURCES

**Action(s):**

Move to approve Policy 721 as presented. This motion, made by Sara Eischens and seconded by Connor Smith, Carried.

**Voting Detail:**

Sara Eischens: Yea  
Shelby Erickson: Absent

Josh Kroells: Yea  
Sarah Lehrke: Yea  
Emily Perlbachs: Yea

Connor Smith: Yea  
Kyle Strickfaden: Yea

**Voting Summary:** Yea: 6, Nay: 0, Absent: 1

E.2. Consideration of Approval for Policy 704 -  
DEVELOPMENT AND MAINTENANCE OF AN INVENTORY OF  
FIXED ASSETS AND A FIXED ASSET ACCOUNTING SYSTEM

**Action(s):**

Move to approve Policy 704 as presented. This motion, made by Sarah Lehrke and seconded by Josh Kroells, Carried.

**Voting Detail:**

Sara Eischens: Yea  
Shelby Erickson: Absent

Josh Kroells: Yea  
Sarah Lehrke: Yea  
Emily Perlbachs: Yea

Connor Smith: Yea  
Kyle Strickfaden: Yea

**Voting Summary:** Yea: 6, Nay: 0, Absent: 1

E.3. Consideration FY24 Budget

**Action(s):**

Move to approve FY 24 budget with ammended Athletic fees to \$100.00 for Middle School and \$175 for High School and ammended Activity Pass to refelct reinstating Single Activty Passes at the price of \$120.00 PER PERSON for an Activity Pass with no family or couple passes offered. Family Max of \$700.00; 9-12 students free at gate with student ID, Golden Age passes to remian as is. This motion, made by Sara Eischens and seconded by Sarah Lehrke, Carried.

**Voting Detail:**

Sara Eischens: Yea  
Shelby Erickson: Absent

Josh Kroells: Yea  
Sarah Lehrke: Yea  
Emily Perlbachs: Yea

Connor Smith: Yea  
Kyle  
Strickfaden: Yea

**Voting Summary:** Yea: 6, Nay: 0, Absent: 1

**E.4. Consideration of Joint Powers Agreement with the City of NYA**

**Action(s):**

Move to approve Joint Powers agreement as presented:. This motion, made by Sarah Lehrke and seconded by Emily Perlbachs, Carried.

**Voting Detail:**

Sara Eischens: Yea  
Shelby Erickson: Absent

Josh Kroells: Yea  
Sarah Lehrke: Yea  
Emily Perlbachs: Yea

Connor Smith: Yea  
Kyle  
Strickfaden: Yea

**Voting Summary:** Yea: 6, Nay: 0, Absent: 1

**F. NEXT BOARD MEETING**

**Speaker(s):** Board  
Chair

**G. ADJOURNMENT**

**Action(s):**

Move to adjourn at 8pm. This motion, made by Sara Eischens and seconded by Sarah Lehrke, Carried.

**Voting Detail:**

Sara Eischens: Yea  
Shelby Erickson: Absent

Josh Kroells: Yea  
Sarah Lehrke: Yea  
Emily Perlbachs: Yea

Connor Smith: Yea  
Kyle  
Strickfaden: Yea

**Voting Summary:** Yea: 6, Nay: 0, Absent: 1

**Speaker(s):** Board  
Chair

---

Board Secretary



| YTD Revenues            |                                                                  |                           |                        |                                                                  |                             |        |
|-------------------------|------------------------------------------------------------------|---------------------------|------------------------|------------------------------------------------------------------|-----------------------------|--------|
|                         | <div>22-23 Revenue Budget22-23 Revenue to Date% of Budget</div>  |                           |                        | <div>21-22 Revenue Budget21-22 Revenue to Date% of Budget</div>  |                             |        |
| General Fund            | \$12,426,742                                                     | \$10,911,376              | 87.8%                  | \$12,721,423                                                     | \$12,526,095                | 98.5%  |
| Food Services           | \$649,132                                                        | \$565,258                 | 87.1%                  | \$621,706                                                        | \$658,692                   | 105.9% |
| Community Services      | \$991,834                                                        | \$928,687                 | 93.6%                  | \$896,778                                                        | \$879,859                   | 98.1%  |
| Debt Services           | \$2,253,133                                                      | \$2,293,152               | 101.8%                 | \$980,801                                                        | \$974,316                   | 99.3%  |
| Scholarships            | \$4,000                                                          | \$4,013                   | 100.3%                 | \$3,000                                                          | \$2,543                     | 84.8%  |
| Student Activities      | \$-                                                              | \$77,801                  | 0.0%                   | \$-                                                              | \$94,923                    | 0.0%   |
| Total Revenue           | \$16,324,841                                                     | \$14,780,286              | 90.5%                  | \$15,223,708                                                     | \$15,136,428                | 99.4%  |
| YTD Expenses            |                                                                  |                           |                        |                                                                  |                             |        |
|                         | <div>22-23 Expense Budget22-23 Expenses to Date% of Budget</div> |                           |                        | <div>21-22 Expense Budget21-22 Expenses to Date% of Budget</div> |                             |        |
| General Fund            | \$12,394,073                                                     | \$12,034,089              | 97.1%                  | \$12,365,337                                                     | \$12,260,972                | 99.2%  |
| Food Services           | \$555,628                                                        | \$537,472                 | 96.7%                  | \$531,824                                                        | \$538,954                   | 101.3% |
| Community Services      | \$939,134                                                        | \$1,058,437               | 112.7%                 | \$882,606                                                        | \$950,826                   | 107.7% |
| Debt Services           | \$2,158,536                                                      | \$2,154,986               | 99.8%                  | \$988,979                                                        | \$988,254                   | 99.9%  |
| Scholarships            | \$4,000                                                          | \$3,200                   | 80.0%                  | \$3,000                                                          | \$4,350                     | 145.0% |
| Student Activities      | \$-                                                              | \$100,549                 | 0.0%                   | \$-                                                              | \$101,453                   | 0.0%   |
| Total Expenses          | \$16,051,371                                                     | \$15,888,733              | 99.0%                  | \$14,771,746                                                     | \$14,844,809                | 100.5% |
| Favorable/(Unfavorable) | \$273,470                                                        | \$(1,108,446)             | -405.33%               | \$451,962                                                        | \$291,619                   | 64.5%  |
|                         |                                                                  |                           |                        |                                                                  |                             |        |
| 22-23 Fund Balance      |                                                                  |                           |                        |                                                                  |                             |        |
|                         | Audited Fund Balance<br>7/1/22                                   | 22-23 Revenues<br>to Date | 22-23 Expenses to Date | Fund Balance<br>6/30/23                                          | Favorable/<br>(Unfavorable) |        |
| General Fund            | \$2,636,453                                                      | \$10,911,376              | \$12,034,089           | \$1,513,739                                                      | \$(1,122,714)               |        |
| Food Services           | \$247,906                                                        | \$565,258                 | \$537,472              | \$275,692                                                        | \$27,786                    |        |
| Community Services      | \$261,874                                                        | \$928,687                 | \$1,058,437            | \$132,124                                                        | \$(129,750)                 |        |
| Debt Services           | \$195,018                                                        | \$2,293,152               | \$2,154,986            | \$333,184                                                        | \$138,166                   |        |
| Scholarships            | \$31,777                                                         | \$4,013                   | \$3,200                | \$32,590                                                         | \$813                       |        |
| Student Activities      | \$103,060                                                        | \$77,801                  | \$100,549              | \$80,311                                                         | \$(22,749)                  |        |
| Total Fund Balance      | \$3,476,087                                                      | \$14,780,286              | \$15,888,733           | \$2,367,641                                                      | \$(1,108,446)               |        |



# Central Elementary School Goals

**Monday, July 24, 2023**

*Ron Erpenbach*





# Goals:

**K-3 Phonics: Increase reading fluency from 53% to 58%...63%**

**K-5 Nancy Fetzter writing process: Increase teacher proficiency from 46% to 90%...84%**



Foundations



Nancy Fetzter

# Implementation Strategies

## K-4th Foundations

- Recognized leader in multisensory, structured language programs.
- Research based materials and strategies essential to a comprehensive reading, spelling, and hand writing program.
- Makes learning to read fun while laying the groundwork for lifelong literacy.
- Students in grades K-4 will receive a systematic program in critical foundational skills.



## K-5 Nancy Fetzter Writing

- Engage all learners with a multi-sensory, explicit instructional writing program.
- K-5 classroom teachers will utilize the plan, talk and write format that systematically and specifically instructs students through the writing process.
- This plan will be used across academic disciplines



*Ready, Set, Thrive!*

**Full implementation will be achieved through:**

- **Weekly PLC Meetings**
- **Professional Development provided by the school district**
- **We need to extend these goals for one more year**



# Summer School Board Meeting

*Special Education 2022-23 Building Goals/Results*

*July 24, 2023*

**Every Student, Every Day, Every Time!**



# Central Public Schools SPED Department

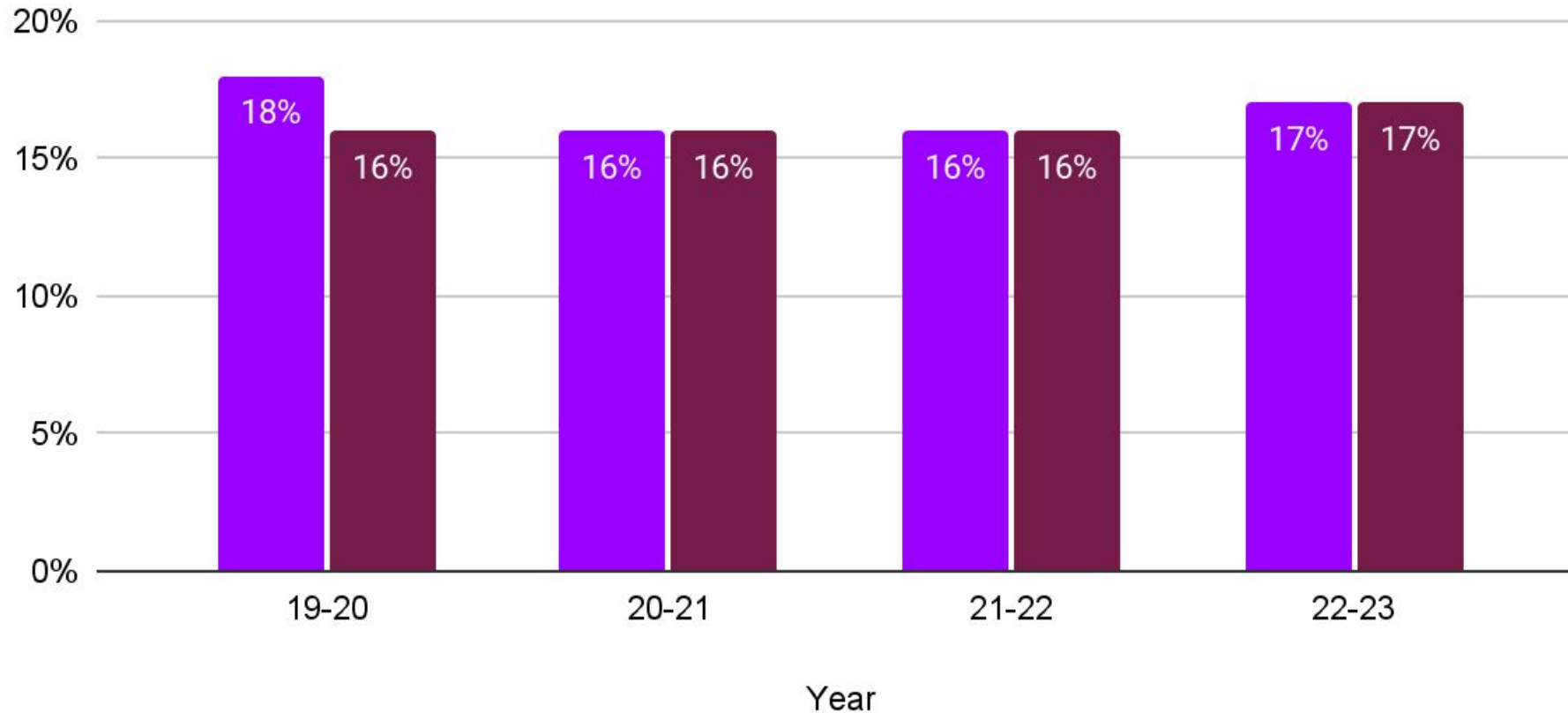
- 11 special education teachers preschool-12th grade (1 new hire this year)
- 1 school psychologist, 2 counselors, and 2 social workers from Carver County (co-located)



• 18 special education paraeducators preschool-12th grade- 1 new hire (Tara Stahn). Looking to hire 1 more

# Percentage of Students served in Special Education

■ Central Public Schools Percentage of Students served in Special Education  
■ State Percentage of students served in Special Education



# Building Goals

- **Reading Goal:** The percentage of students receiving special education services who measured low risk/some risk in Reading on the FastBridge (areading) test in the fall of 2022 will increase by 2% on the spring FastBridge (areading).
  - SPED Baseline - Fall Fastbridge aMath: 39% Low Risk/Some Risk
- **Results:**
  - SPED 2023 Spring Result: 43% Low Risk/Some Risk (*Goal met*)
- **Action:**
  - MN Standards work, data review, interventions to match skill deficit



# Building Goals

- **Math Goal:** The percentage of students receiving special education services who measured low risk/some risk in Math on the FastBridge (amath) test in the fall of 2022 will increase by 2% on the spring FastBridge (amath).
  - Special Education Baseline - Fall Fastbridge aReading: 46%
- **Results:**
  - SPED 2023 Spring Result: 47% Low Risk/Some Risk (*Goal not met*)
- **Actions:**
  - MN standards work, data review, interventions to match skill deficits

# Summer School Board Meeting

## *2022-23 Building Goals/Results*

**Every Student, Every Day, Every Time!**



# Building Goals

- **Reading Goal:** The percentage of students who measured Low Risk/Advanced in Reading on the FastBridge (aReading) test in the fall of 2022 will increase by 3% on the spring FastBridge test.
  - CMS Baseline - Fall Fastbridge aReading: 73%
  - CHS Baseline - Fall Fastbridge aReading: 64%
- **Results:**
  - CMS 2023 Spring Result: 77% Low Risk/Advanced (*Goal met*)
  - CHS 2023 Spring Result: 69% Low Risk/Advanced (*Goal met*)
- **Action:**
  - Curriculum cycle (Study Synch), Essential Stds work, Intervention...

# Building Goals

- **Math Goal:** The percentage of students who measured Low Risk/Advanced in Math on the FastBridge test in the fall of 2022 will increase by 3% on the spring FastBridge test.
  - CMS Baseline - Fall Fastbridge aMath: 71%
  - CHS Baseline - Fall Fastbridge aMath: 56%
- **Results:**
  - CMS 2023 Spring Result: 67% Low Risk/Advanced (*Goal not met*)
  - CHS 2023 Spring Result: 62% Low Risk/Advanced (*Goal met*)
- **Action:**
  - Essential Stds work, WIN, MTSS, Intervention...

# Building Goals

- **Culture and Climate Goal:** Of the 404 students who completed the Culture and Climate Survey on August 29, 2022, 77.7% of students answered the question, “I feel there is an adult in the building who knows me well,” with “agree,” or “strongly Agree.” By April, 2023, 90% of the students who complete this survey will answer this question with “agree” or “strongly agree.”
- **Results:**
  - In the spring of 2023, 80.5% of students reported “Agree” or “Strongly Agree” to the question above. (*Goal not met*)
  - Detailed results on survey [here](#).
- **Action**
  - Connection doc/PLC, new SEL curriculum, continued surveys, assemblies...

# ILT Retreat: July 18 at Charleson Meadows





# Secondary Guiding Document

**Mission Statement (Why):** Educate, Inspire, Empower - Every Student, Every Day

**Vision (What):** Ensuring the next generation will identify ways to positively impact our communities

**2023-2024 Theme:** Purpose

## **Belief Statement around PLC Work:**

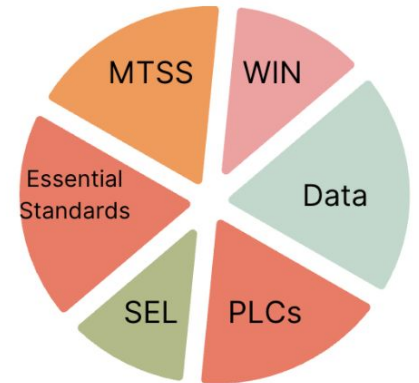
### PLC Mission:

As Central MS/HS PLCs, we believe that standards provide the framework for guiding and measuring student learning. We are committed to purposefully and actively engaging our students in meaningful learning experiences that inspire and promote a love for learning.

### PLC Action Steps:

We use data to inform our instructional practices, identifying areas of growth and tailoring our approaches to meet the diverse needs of our students. Through intentional use of norms, we maintain a solution-focused mindset that prioritizes continuous improvement and finding effective strategies to support student success.

### **SMART Goal:**





CENTRAL PUBLIC SCHOOLS  
July 24<sup>th</sup>, 2023

## PROJECT UPDATE



Presented by:

**nexus**  
SOLUTIONS®





# Agenda

**1** Project Financials

**2** Schedule  
Fields/Stadium  
Elementary  
MS/HS

**3** Questions





## Project Financial Status

- At bid award in February contingency started at \$1.3M
- Current contingency approximately \$800k
- The project is through the majority of the unforeseen items & state review





## Fields/Stadium

- Baseball Fields: Drilled well twice, giving grass time to establish before killing weeds
- Grandstand: Ahead of schedule, ready for first home game w/press box
- Plaza: Not poured until heavy work done around additions complete, use west and south entrances
- NW HS Parking: 1<sup>st</sup> lift of asphalt by start of school
- Concession stand, storage bldg., & entry arbor in 2024





## Elementary

- Project on schedule
- Teachers can get in classrooms the week of August 21st
- Gym floor last thing to be completed
- Final cleaning and furniture installation starting in early August

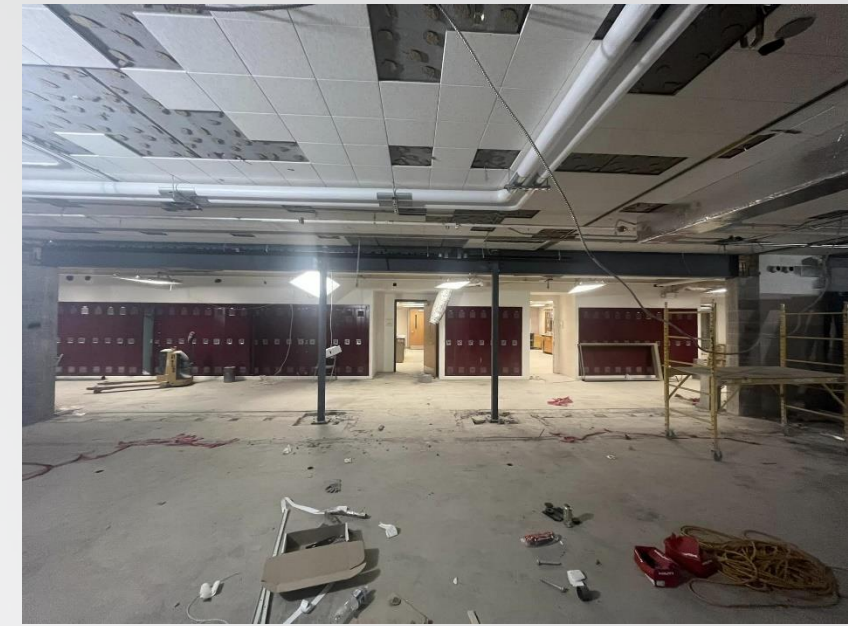






## Middle School/High School

- Attempted a lot of work given 4 month summer to save inflation
- Additional structural issues and procurement delays have put project behind 2 weeks
- Pushing contractors to staff for recovery
- Prioritizing classrooms, ancillary spaces secondary
- Prudent to contemplate starting school Sept. 11<sup>th</sup>
- Will know occupancy date by August 14<sup>th</sup> board meeting
- Need to pass life safety and health dept. inspections for occupancy
- Teachers won't be able to get in early





Questions?

**nexus**  
SOLUTIONS®

**nexus**  
SOLUTIONS®



# Summer School Board Meeting

***2022-23 Building Goals/Results***

***Valedictorian Discussion***

**Every Student, Every Day, Every Time!**



# Valedictorian Process

- Current state on Valedictorian as of 2022-23 school year.
  - Weighted grades, study halls and graduation requirements.
    - Impact on Valedictorian selection
  - Question first came from ILT. Then from a student.

# Valedictorian Process

- Examination of past practice at Central.
  - Conflict is not new in valedictorian identification.

# Valedictorian Process

- What do other schools do?
  - Detailed notes on our research can be found [here](#).
- Summary of findings:
  - *Schools with NO valedictorian:*
    - *Glencoe, Belle Plaine, Eden Prairie, Waconia, Edina, Chanhassen, Lester Prairie, New Prague, Delano, Minnetonka, Buffalo*
  - *Schools WITH a valedictorian:*
    - *Mayer Lutheran, Sibley East, Nicollet*

# Why are districts moving away from Val/Sal?

- Schools have chosen to prioritize Post-Secondary learning options over Valedictorian.
  - Due to variability of grade points possible and courses completed, there is not a clear number 1.
    - Districts move to honors system and abandon Val/Sal
    - Universities follow (next slide)
  - Aligns with our PALC (slide 7). Students motivated to take CE courses due to weighted grades.



# Valedictorian Process

- Further research: Colleges & Universities award academic scholarships on holistic basis.
  - Many factors contribute to the amount awarded based on academic achievement. However, “Valedictorian” is not mentioned on any of the academic scholarship applications listed below.
    - [University of Minnesota](#)
    - [MN State Mankato](#)
    - [Iowa State](#)
    - [SDSU](#)
    - [UW - Eau Claire](#)
    - [Gustavus Adolphus College](#)

*While my search was not comprehensive, I was unable to find any academic scholarship application that asked for “Valedictorian.”*

# Valedictorian Process

- Stakeholder Input
  - Rich/Tim brought this issue to the Principal's Advisory Leadership Council for student input. Key takeaways from this conversation:
    - Students value weighted grades. Do not abandon weighted grades for Honors courses. Students believe CE enrollment will drop considerably if weighted grades go away.
    - Students want to get rid of a single valedictorian. However, there is a desire to keep the top 5 speeches at graduation.
    - Whatever procedure changes are made, they should not be put into effect this year—wait until 2024.

# Valedictorian Process

- Stakeholder Input
  - Focus group consisting of Josh Kroells, Sara Eischens, Tim Schochenmaier, Kirsten Thor and Rich Larson met multiple times to discuss this issue and review data/feedback.
    - One CHS student presented their case on two occasions to this group.
  - I brought this issue to the Instructional Leadership Team for feedback.

# Valedictorian Process

- Considering the current issues at Central, along with student, parent, staff, superintendent and school board member feedback, the ILT unanimously agreed to move forward with the following plan:
  - *Central will no longer recognize a single Valedictorian.*
  - *Graduates will be honored as follows:*
    - *High Distinction for any student over 4.0.*
      - *Students in this group are invited to submit a graduation speech for consideration. Laura Hanson will lead a group to determine the 5 speakers—starting with highest GPAs.*
    - *Graduation Honors for all students over 3.5*

# Valedictorian Process

- Rollout process
  - Based on feedback from the students on the PALC, the plan is to begin the new process in the 2023-24 school year.
  - There is flexibility in the timeline.





## **Superintendent Evaluation**

### **Budget Development and Maintenance**

| Highly Effective (4)                                                                                                                                                                                                                                                          | Effective (3)                                                                                                                                                                                                                                        | Developing (2)                                                                                                                                                                             | Ineffective (1)                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Engages in timely budget planning and actions that consider current and long-range information and data; seeks balance to meet students' current and future needs and be fiscally responsible to community; distributes resources to meet immediate and long-range objectives | Engages in proactive budget actions that consider current information and data; seeks balance to meet the students' needs and be fiscally responsible to community; distributes resources in light of school district goals and immediate objectives | Budget development, resource allocations, and management is focused on meeting immediate needs and fiscal issues. Decisions are primarily reactive to current needs of the school district | Budget knowledge is limited. Budget is developed and managed without taking into consideration current needs of the school district. Resources are allocated without consideration of school district needs |

### **Facilities Management/Construction**

| Highly Effective (4)                                                                                                                                      | Effective (3)                                                                                    | Developing (2)                                                                                         | Ineffective (1)                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| Ensures facilities management plan is in place and effectively communicates the progress of the current construction projects to the board and community. | Ensures facilities management plan is in place and includes the current status of the buildings. | Discusses facilities needs internally, but no plan is created, addresses issues on an as-needed basis. | Facilities management plan is not created; maintenance is performed when absolutely needed.. |

## **Superintendent Goals 2022-23**

### **Goal #1: Budget Development and Maintenance**

1. Develop budget plan (preliminary)
2. Develop budget plan (final)
3. Consider current and long- range information and data;
4. Seeks balance to meet students' current and future needs and be fiscally responsible to community
5. Distributes resources to meet immediate and long-range objectives

### **Goal #2: Facilitate facilities plan and manages construction of new buildings**

1. Ensures facilities management plan is in place and effectively communicates the progress of the current construction projects to the board and community.

Central School District

Superintendent Performance Evaluation for SY 2022-2023

| SCHOOL BOARD'S FINAL END-OF-YEAR SUMMATIVE EVALUATION                                                                                               |                          |                |                 |                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|----------------|-----------------|------------------|
| Place <i>one</i> check [ <input type="checkbox"/> ] in each row for each goal and <i>one</i> check [ <input type="checkbox"/> ] for overall rating. |                          |                |                 |                  |
|                                                                                                                                                     | 4<br>Highly<br>Effective | 3<br>Effective | 2<br>Developing | 1<br>Ineffective |
| <b>Goal 1.:</b> Budget Development and Maintenance                                                                                                  |                          |                |                 |                  |
| <b>Goal #2:</b> Implement facilities plan and construction.                                                                                         |                          |                |                 |                  |
|                                                                                                                                                     |                          |                |                 |                  |
|                                                                                                                                                     |                          |                |                 |                  |
| <b>Overall Rating of the Superintendent</b>                                                                                                         |                          |                |                 |                  |
|                                                                                                                                                     |                          |                |                 |                  |
| <p>A. For the goals and standards, which best illustrates the superintendent's greatest strength and why?</p>                                       |                          |                |                 |                  |

**B. For the goals and standards, which presented the superintendent with the greatest challenge and why?**

| <b>Standard 1. Governance Team</b>                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                 |    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| <b>Element 1.a. Roles and Responsibilities</b>                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                 |    |
| Highly Effective (4)                                                                                                                                                                                                                                                                                           | Effective (3)                                                                                                                                                                                                                                               | Developing (2)                                                                                                                                                                                                                                       | Ineffective (1)                                                                                                                                                                                                                 | NA |
| <i>Models adherence to school board and superintendent roles and responsibilities that have been established and articulated. Facilitates candid and respectful discussion of any issues that are unclear</i>                                                                                                  | <i>Works with the school board to review and refine guidelines for effective school board and superintendent roles and responsibilities</i>                                                                                                                 | <i>Articulates and adheres to the roles and responsibilities of the school board and superintendent</i>                                                                                                                                              | <i>Does not articulate or adhere to the roles and responsibilities of the school board and superintendent</i>                                                                                                                   |    |
| <b>Element 1.b. Goals and/or Strategic Plan</b>                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                 |    |
| Highly Effective (4)                                                                                                                                                                                                                                                                                           | Effective (3)                                                                                                                                                                                                                                               | Developing (2)                                                                                                                                                                                                                                       | Ineffective (1)                                                                                                                                                                                                                 | NA |
| <i>Facilitates development of the school district's short- and long-term measurable goals and aligns available resources with school district's budget to accomplish goals</i>                                                                                                                                 | <i>Facilitates development of the school district's short- and long-term goals and recommends necessary financial strategies to meet goals</i>                                                                                                              | <i>Goals have been developed but no overall plan or alignment of resources exists</i>                                                                                                                                                                | <i>Goals are not developed.</i>                                                                                                                                                                                                 |    |
| <b>Element 1.c. Policy Implementation</b>                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                 |    |
| Highly Effective (4)                                                                                                                                                                                                                                                                                           | Effective (3)                                                                                                                                                                                                                                               | Developing (2)                                                                                                                                                                                                                                       | Ineffective (1)                                                                                                                                                                                                                 | NA |
| <i>Leads in determining school district needs and policy priorities; facilitates regular review and revision of school board policy and policy development process</i>                                                                                                                                         | <i>Consults with school board when questions of policy interpretation arise; follows school board policy in decision-making</i>                                                                                                                             | <i>Occasionally acts without following school board policy</i>                                                                                                                                                                                       | <i>Does not follow or rely on school board policy. Uses personal discretion in decision-making</i>                                                                                                                              |    |
| <b>Element 1.d. Information for Decision-Making</b>                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                 |    |
| Highly Effective (4)                                                                                                                                                                                                                                                                                           | Effective (3)                                                                                                                                                                                                                                               | Developing (2)                                                                                                                                                                                                                                       | Ineffective (1)                                                                                                                                                                                                                 | NA |
| <i>Collaborates with school board to review and improve value of information and guidance provided to the board for effective decision-making; ensures meeting materials are comprehensive, with adequate background information and possible action; offers thorough, timely, and prudent recommendations</i> | <i>Assists school board in understanding multiple perspectives surrounding issues as well as possible implications of decisions; provides meeting materials and background and historical perspectives; includes recommendations</i>                        | <i>Shares information with a few school board members for decision-making in a timely manner; provides incomplete meeting materials that do not include adequate background information or historical perspective</i>                                | <i>Does not provide timely information needed for effective school board decision-making; meeting materials are not readily available; members do not receive enough information regarding agenda or background information</i> |    |
| <b>Element 1.e. School Board Inquiries and Development</b>                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                 |    |
| Highly Effective (4)                                                                                                                                                                                                                                                                                           | Effective (3)                                                                                                                                                                                                                                               | Developing (2)                                                                                                                                                                                                                                       | Ineffective (1)                                                                                                                                                                                                                 | NA |
| <i>Answers school board questions thoroughly to ensure understanding; actively and continuously encourages school board development by seeking and communicating school board development opportunities; creates, follows and annual reviews communication protocols</i>                                       | <i>School board questions are addressed with follow-up to members most of the time. Provides members with information regarding school board development opportunities when they arise. Communication protocols exist and are followed most of the time</i> | <i>School board questions are answered, but not all members are apprised of relevant questions and answers. When asked, provides members with information about school board development. Communication protocols exist, but are rarely followed</i> | <i>School board questions are rarely answered. Does not promote school board development. No communication protocols exist</i>                                                                                                  |    |

| <b>Standard 2. School District Finances</b>                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                        |    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| <b>Element 2.a. Budget Development and Maintenance</b>                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                        |    |
| Highly Effective (4)                                                                                                                                                                                                                                                                                                                                   | Effective (3)                                                                                                                                                                                                                                                                                                                         | Developing (2)                                                                                                                                                                                                                                          | Ineffective (1)                                                                                                                                                                                                                                                                                        | NA |
| <i>Engages in timely budget planning and actions that consider current and long-range information and data; seeks balance to meet students' current and future needs and be fiscally responsible to community; distributes resources to meet immediate and long-range objectives</i>                                                                   | <i>Engages in proactive budget actions that consider current information and data; seeks balance to meet the students' needs and be fiscally responsible to community; distributes resources in light of school district goals and immediate objectives</i>                                                                           | <i>Budget development, resource allocations, and management is focused on meeting immediate needs and fiscal issues. Decisions are primarily reactive to current needs of the school district</i>                                                       | <i>Budget knowledge is limited. Budget is developed and managed without taking into consideration current needs of the school district. Resources are allocated without consideration of school district needs</i>                                                                                     |    |
| <b>Element 2.b. Financial Statements</b>                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                        |    |
| Highly Effective (4)                                                                                                                                                                                                                                                                                                                                   | Effective (3)                                                                                                                                                                                                                                                                                                                         | Developing (2)                                                                                                                                                                                                                                          | Ineffective (1)                                                                                                                                                                                                                                                                                        | NA |
| <i>Provides constant flow of budgetary and/or financial information and discussion of ramifications of changes</i>                                                                                                                                                                                                                                     | <i>Regularly reports to the school board concerning budget and financial status</i>                                                                                                                                                                                                                                                   | <i>Reports status of financial accounts as requested by school board</i>                                                                                                                                                                                | <i>Does not report financial information to school board other than annual audit</i>                                                                                                                                                                                                                   |    |
| <b>Element 2.c. Financial Controls</b>                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                        |    |
| Highly Effective (4)                                                                                                                                                                                                                                                                                                                                   | Effective (3)                                                                                                                                                                                                                                                                                                                         | Developing (2)                                                                                                                                                                                                                                          | Ineffective (1)                                                                                                                                                                                                                                                                                        | NA |
| <i>Promotes appropriate financial controls, including third-party audits and reconciliation of accounts; implements preventive measures to protect school district finances</i>                                                                                                                                                                        | <i>Is current with general and state accounting procedures; maintains internal controls</i>                                                                                                                                                                                                                                           | <i>Uses annual audit to reveal discrepancies; internal controls are inconsistent</i>                                                                                                                                                                    | <i>Annual audit reveals areas in need of improvement; financial accounts are not in order</i>                                                                                                                                                                                                          |    |
| <b>Element 2.d. Bond and Levy Campaigns</b>                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                        |    |
| Highly Effective (4)                                                                                                                                                                                                                                                                                                                                   | Effective (3)                                                                                                                                                                                                                                                                                                                         | Developing (2)                                                                                                                                                                                                                                          | Ineffective (1)                                                                                                                                                                                                                                                                                        | NA |
| <i>Helps school board assure that levy and bond campaigns meet immediate fiscal needs and advance long-term school district goals and/or priorities</i>                                                                                                                                                                                                | <i>Helps school board develop community engagement strategies that build support for levies and bonds</i>                                                                                                                                                                                                                             | <i>Helps school board assure that levy and bond campaigns are conducted in legally correct and fiscally responsible manner</i>                                                                                                                          | <i>Does not provide school board with timely and helpful guidance on conducting levy and bond campaigns</i>                                                                                                                                                                                            |    |
| <b>Element 2.e. Asset Protection</b>                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                        |    |
| Highly Effective (4)                                                                                                                                                                                                                                                                                                                                   | Effective (3)                                                                                                                                                                                                                                                                                                                         | Developing (2)                                                                                                                                                                                                                                          | Ineffective (1)                                                                                                                                                                                                                                                                                        | NA |
| <i>Protects school district's fiscal health by continually seeking efficiencies and identifying new sources of funding, such as grants and investment opportunities; follows school district policies and procedures to ensure funds and property are secure; bases recommendations and decisions on school district approved priorities and needs</i> | <i>Provides some oversight of school district resource allocations and decisions, including fiscal investments, grant funding opportunities, fixed assets, and external resources; usually follows policies; ensures alignment between school district assets and priorities to support improved instructions and other key goals</i> | <i>Provides limited oversight of school district resources, including fiscal investments, grant funding opportunities, and fixed assets; does not consistently follow policies; some alignment exists between school district assets and priorities</i> | <i>Does not provide oversight of school district resources, including fiscal investments, grant funding opportunities, and fixed assets; has not developed policies to guide asset-related decisions; makes fiscal decisions that do not align with school district priorities and/or are wasteful</i> |    |



|                                                                                                                                                                                                    |                                                                                                                                           |                                                                                                                                                           |                                                                                                                                                                         |    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| <b>Standard 3. Communication and Community Relationships</b>                                                                                                                                       |                                                                                                                                           |                                                                                                                                                           |                                                                                                                                                                         |    |
| <b>Element 3.a. Relationships with the Community</b>                                                                                                                                               |                                                                                                                                           |                                                                                                                                                           |                                                                                                                                                                         |    |
| Highly Effective (4)                                                                                                                                                                               | Effective (3)                                                                                                                             | Developing (2)                                                                                                                                            | Ineffective (1)                                                                                                                                                         | NA |
| <i>Builds and sustains productive relationships with public and private sectors, such as local law enforcement, MSBA, MASA, etc.</i>                                                               | <i>Creates relationships with public and private sectors</i>                                                                              | <i>Reluctantly seeks some relationships with public or private sectors</i>                                                                                | <i>Has no relationships with public and private sectors and shows no interest in pursuing partnerships</i>                                                              |    |
| <b>Element 3.b. Engagement</b>                                                                                                                                                                     |                                                                                                                                           |                                                                                                                                                           |                                                                                                                                                                         |    |
| Highly Effective (4)                                                                                                                                                                               | Effective (3)                                                                                                                             | Developing (2)                                                                                                                                            | Ineffective (1)                                                                                                                                                         | NA |
| <i>Seeks out and provides opportunities for input from external groups and individuals; uses the input in decision-making process</i>                                                              | <i>Solicits input from select external groups and individuals</i>                                                                         | <i>Very rarely seeks input from external groups and individuals</i>                                                                                       | <i>Demonstrates lack of regard for input and influence of external groups and individuals</i>                                                                           |    |
| <b>Element 3.c. Informs the Community as a Whole</b>                                                                                                                                               |                                                                                                                                           |                                                                                                                                                           |                                                                                                                                                                         |    |
| Highly Effective (4)                                                                                                                                                                               | Effective (3)                                                                                                                             | Developing (2)                                                                                                                                            | Ineffective (1)                                                                                                                                                         | NA |
| <i>Actively keeps community informed with appropriate, regular communication on variety of school district topics, issues, and/or concerns, allowing school board to meet its responsibilities</i> | <i>Keeps community members informed of school district issues and/or concerns as needed so school board may meet its responsibilities</i> | <i>Keeps only some community members informed of school district issues and/or concerns, limiting school board's ability to meet its responsibilities</i> | <i>Does not provide information community needs to understand school district issues and/or concerns, hindering school board's ability to meet its responsibilities</i> |    |
| <b>Element 3.d. Advocacy</b>                                                                                                                                                                       |                                                                                                                                           |                                                                                                                                                           |                                                                                                                                                                         |    |
| Highly Effective (4)                                                                                                                                                                               | Effective (3)                                                                                                                             | Developing (2)                                                                                                                                            | Ineffective (1)                                                                                                                                                         | NA |
| <i>Works with school board and staff to build relationships with government officials to promote students' interests and influence appropriate responses to government actions</i>                 | <i>Assumes leadership role through numerous contacts with government officials to protect and promote students' interests</i>             | <i>Engages with government officials to protect students' interests</i>                                                                                   | <i>Does not engage with city, township, county, state, and federal officials (government officials) to protect students' interests</i>                                  |    |
| <b>Element 3.e. Media</b>                                                                                                                                                                          |                                                                                                                                           |                                                                                                                                                           |                                                                                                                                                                         |    |
| Highly Effective (4)                                                                                                                                                                               | Effective (3)                                                                                                                             | Developing (2)                                                                                                                                            | Ineffective (1)                                                                                                                                                         | NA |
| <i>Actively engages media; maintains professionalism with media; seeks to promote school district in media and community</i>                                                                       | <i>Is cooperative with media; seeks to promote school district in media</i>                                                               | <i>Passively and reluctantly communicates with media</i>                                                                                                  | <i>Does not communicate with community</i>                                                                                                                              |    |
| <b>Element 3.f. Visibility and Approachability</b>                                                                                                                                                 |                                                                                                                                           |                                                                                                                                                           |                                                                                                                                                                         |    |
| Highly Effective (4)                                                                                                                                                                               | Effective (3)                                                                                                                             | Developing (2)                                                                                                                                            | Ineffective (1)                                                                                                                                                         | NA |
| <i>Is visible and approachable by members of the community; attends many and varied events</i>                                                                                                     | <i>Is visible and approachable by community; attends some events.</i>                                                                     | <i>Attends few events and is seldom approachable by community</i>                                                                                         | <i>Is neither visible nor approachable by community</i>                                                                                                                 |    |

| <b>Standard 4. School District Operations</b>                                                                                                                                                                |                                                                                                                                                                      |                                                                                                                                        |                                                                                                                                |    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|----|
| <b>Element 4.a. Facilities</b>                                                                                                                                                                               |                                                                                                                                                                      |                                                                                                                                        |                                                                                                                                |    |
| Highly Effective (4)                                                                                                                                                                                         | Effective (3)                                                                                                                                                        | Developing (2)                                                                                                                         | Ineffective (1)                                                                                                                | NA |
| <i>Ensures facilities management plan is in place and includes current status of buildings and need to improve facilities in the future, with projected plan to secure funding</i>                           | <i>Ensures facilities management plan is in place and includes current status of buildings and need to improve facilities in the future</i>                          | <i>Discusses facilities needs internally, but no plan is created; addresses issues on an as-needed basis</i>                           | <i>Facilities management plan is not created; maintenance is performed only when absolutely needed</i>                         |    |
| <b>Element 4.b. Transportation*</b>                                                                                                                                                                          |                                                                                                                                                                      |                                                                                                                                        |                                                                                                                                |    |
| Highly Effective (4)                                                                                                                                                                                         | Effective (3)                                                                                                                                                        | Developing (2)                                                                                                                         | Ineffective (1)                                                                                                                | NA |
| <i>Ensures transportation department operates efficiently and effectively; has long-range plan for replacing school district vehicles as needed</i>                                                          | <i>Ensures transportation department operates efficiently and effectively most of the time; has long-range plan for replacing school district vehicles as needed</i> | <i>Transportation department operates on day-to-day basis without long-range plan for replacing school district vehicles as needed</i> | <i>Transportation department operates haphazardly without long-range plan for replacing school district vehicles as needed</i> |    |
| <b>Element 4.c. Food Service**</b>                                                                                                                                                                           |                                                                                                                                                                      |                                                                                                                                        |                                                                                                                                |    |
| Highly Effective (4)                                                                                                                                                                                         | Effective (3)                                                                                                                                                        | Developing (2)                                                                                                                         | Ineffective (1)                                                                                                                | NA |
| <i>Ensures food service operates efficiently and effectively and offers nutritious and appealing meals that meet or exceed government standards</i>                                                          | <i>Ensures food service operates efficiently and effectively most of the time and that meals meet government standards</i>                                           | <i>Food service operates with a deficit; meals meet government standards</i>                                                           | <i>Food service operates with a deficit; meals do not meet government standards and are neither nutritious nor appealing</i>   |    |
| <b>Element 4.d. Technology</b>                                                                                                                                                                               |                                                                                                                                                                      |                                                                                                                                        |                                                                                                                                |    |
| Highly Effective (4)                                                                                                                                                                                         | Effective (3)                                                                                                                                                        | Developing (2)                                                                                                                         | Ineffective (1)                                                                                                                | NA |
| <i>Is open to future needs and trends in technology; ensures technology plan is in place and includes long-range plan to replace and upgrade hardware, software, and infrastructure</i>                      | <i>Ensures technology plan in place with long-range plan to replace and upgrade hardware, software, and infrastructure</i>                                           | <i>Technology plan in place, but no replacement plan for hardware, software, and infrastructure</i>                                    | <i>No technology plan in place; no replacement plan for hardware, software, and infrastructure</i>                             |    |
| <b>Element 4.e. Maintenance***</b>                                                                                                                                                                           |                                                                                                                                                                      |                                                                                                                                        |                                                                                                                                |    |
| Highly Effective (4)                                                                                                                                                                                         | Effective (3)                                                                                                                                                        | Developing (2)                                                                                                                         | Ineffective (1)                                                                                                                | NA |
| <i>Ensures maintenance department operates efficiently and effectively and has a system for reporting and/or handling work orders in timely manner; schedule for maintenance is in place and is followed</i> | <i>Ensures maintenance department operates efficiently and effectively most of the time; most work orders are completed in timely manner</i>                         | <i>Maintenance department operates on day-to-day basis, with no system for reporting and/or handling work orders</i>                   | <i>Maintenance department operates haphazardly with no system for reporting and/or handling work orders</i>                    |    |
| <b>Element 4.f. Personnel</b>                                                                                                                                                                                |                                                                                                                                                                      |                                                                                                                                        |                                                                                                                                |    |
| Highly Effective (4)                                                                                                                                                                                         | Effective (3)                                                                                                                                                        | Developing (2)                                                                                                                         | Ineffective (1)                                                                                                                | NA |
| <i>Ensures sites are staffed appropriately; staff receive on-going professional development</i>                                                                                                              | <i>Most sites are staffed appropriately; staff receive on-going professional development</i>                                                                         | <i>Multiple sites lack appropriate number of staff; professional development is offered, but not consistently used</i>                 | <i>Staff level is inadequate across school district with no professional development offered, or, if offered, not utilized</i> |    |

*\* Note 4.b.: Safety is a concern regardless of whether the school district operates its own transportation services or contracts with an outside vendor.*

*\*\*Note 4.c.: Providing nutritious meals is important regardless of whether the school district operates its own food service or contracts with an outside vendor.*

*\*\*\*Note 4.e.: School district facilities and grounds management is important regardless of whether the school district operates its own maintenance programming or contracts with an outside vendor.*

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| <b>Standard 5. Human Resources</b>                                                                                                                                                                                                                                          |                                                                                                                                                                          |                                                                                                                                 |                                                                                                                                                                 |    |
| <b>Element 5.a. Internal Communications</b>                                                                                                                                                                                                                                 |                                                                                                                                                                          |                                                                                                                                 |                                                                                                                                                                 |    |
| Highly Effective (4)                                                                                                                                                                                                                                                        | Effective (3)                                                                                                                                                            | Developing (2)                                                                                                                  | Ineffective (1)                                                                                                                                                 | NA |
| <i>Establishes system for keeping staff continually informed of important matters and allowing opportunities for regular input</i>                                                                                                                                          | <i>Keeps staff informed of most important matters and seeks input annually</i>                                                                                           | <i>Inconsistently keeps staff informed of important matters</i>                                                                 | <i>Lacks specific system to inform staff of important matters or fails to seek input</i>                                                                        |    |
| <b>Element 5.b. Personnel Concerns</b>                                                                                                                                                                                                                                      |                                                                                                                                                                          |                                                                                                                                 |                                                                                                                                                                 |    |
| Highly Effective (4)                                                                                                                                                                                                                                                        | Effective (3)                                                                                                                                                            | Developing (2)                                                                                                                  | Ineffective (1)                                                                                                                                                 | NA |
| <i>Follows established comprehensive, proactive system with personnel matters; routinely discusses personnel policies</i>                                                                                                                                                   | <i>Uses policies and procedures to address personnel matters with consistency, fairness, discretion and impartiality</i>                                                 | <i>Establishes policies and procedures, but does not implement them consistently</i>                                            | <i>Policies and procedures for handling personnel concerns in consistent manner are not in place; some situations may be handled with bias or inconsistency</i> |    |
| <b>Element 5.c. Delegation of Duties *</b>                                                                                                                                                                                                                                  |                                                                                                                                                                          |                                                                                                                                 |                                                                                                                                                                 |    |
| Highly Effective (4)                                                                                                                                                                                                                                                        | Effective (3)                                                                                                                                                            | Developing (2)                                                                                                                  | Ineffective (1)                                                                                                                                                 | NA |
| <i>Delegates responsibility to staff that will foster professional growth, leadership, and decision-making skills</i>                                                                                                                                                       | <i>Delegates responsibility to appropriate staff</i>                                                                                                                     | <i>Is reluctant to place much authority or decision-making with key staff</i>                                                   | <i>Tightly controls decisions made within administrative team</i>                                                                                               |    |
| <b>Element 5.d. Visibility and Approachability</b>                                                                                                                                                                                                                          |                                                                                                                                                                          |                                                                                                                                 |                                                                                                                                                                 |    |
| Highly Effective (4)                                                                                                                                                                                                                                                        | Effective (3)                                                                                                                                                            | Developing (2)                                                                                                                  | Ineffective (1)                                                                                                                                                 | NA |
| <i>Is visible at variety of school events and approachable by staff; prioritizes regular visits to buildings and classrooms; consistently follows open door policies</i>                                                                                                    | <i>Is visible and approachable by staff; visits buildings and/or classrooms</i>                                                                                          | <i>Seldom visits buildings; attends few building events and activities; is not approachable</i>                                 | <i>Is neither visible nor approachable by staff; is isolated from staff</i>                                                                                     |    |
| <b>Element 5.e. Hiring and Staff Development</b>                                                                                                                                                                                                                            |                                                                                                                                                                          |                                                                                                                                 |                                                                                                                                                                 |    |
| Highly Effective (4)                                                                                                                                                                                                                                                        | Effective (3)                                                                                                                                                            | Developing (2)                                                                                                                  | Ineffective (1)                                                                                                                                                 | NA |
| <i>Follows established plan for recruiting, hiring, supporting, inducting, developing, and retaining staff while keeping students' interests in mind</i>                                                                                                                    | <i>Follows established plan for recruiting, hiring, supporting, inducting, developing, and retaining staff</i>                                                           | <i>Plan exists for recruiting, hiring, supporting, inducting, developing, and retaining staff, but is not used consistently</i> | <i>No plan exists for recruiting, hiring, supporting, inducting, developing, and retaining staff</i>                                                            |    |
| <b>Element 5.f. Collective Bargaining**</b>                                                                                                                                                                                                                                 |                                                                                                                                                                          |                                                                                                                                 |                                                                                                                                                                 |    |
| Highly Effective (4)                                                                                                                                                                                                                                                        | Effective (3)                                                                                                                                                            | Developing (2)                                                                                                                  | Ineffective (1)                                                                                                                                                 | NA |
| <i>Assists school board in preparing for and conducting negotiations</i>                                                                                                                                                                                                    | <i>Is proactive in preparing for collective bargaining by sharing appropriate information</i>                                                                            | <i>Accepts that collective bargaining is necessary and may be challenging</i>                                                   | <i>Does not seek to understand and/or improve collective bargaining</i>                                                                                         |    |
| <b>Element 5.g. Evaluation</b>                                                                                                                                                                                                                                              |                                                                                                                                                                          |                                                                                                                                 |                                                                                                                                                                 |    |
| Highly Effective (4)                                                                                                                                                                                                                                                        | Effective (3)                                                                                                                                                            | Developing (2)                                                                                                                  | Ineffective (1)                                                                                                                                                 | NA |
| <i>Puts in place appropriate performance evaluation systems; assures school district staff are evaluated at least annually; completes required evaluations; ensures necessary development plans are in place and that evaluations are consistent across school district</i> | <i>Assures most staff are evaluated annually and that evaluations are completed in a timely manner; some needed individualized staff improvement plans not developed</i> | <i>Assures evaluations are completed, but are consistent or not in compliance with state law</i>                                | <i>No performance evaluation system in place; evaluations not completed as required by state law</i>                                                            |    |

\*Note 5.c.: School district finances and structures impact staffing levels and administrative oversight and responsibilities.

\*\*Note 5.f.: School district-related negotiations processes vary based on negotiations philosophy, approach, and models used.

| <b>Standard 6. Teaching and Learning</b>                                                                                                                                                                                                                                            |                                                                                                                                                                                                                          |                                                                                                                                                                                                         |                                                                                                                                                                            |    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| <b>Element 6.a. Staff Development</b>                                                                                                                                                                                                                                               |                                                                                                                                                                                                                          |                                                                                                                                                                                                         |                                                                                                                                                                            |    |
| Highly Effective (4)                                                                                                                                                                                                                                                                | Effective (3)                                                                                                                                                                                                            | Developing (2)                                                                                                                                                                                          | Ineffective (1)                                                                                                                                                            | NA |
| <i>Ensures comprehensive staff development plan exists and aligns with school district and school specific goals and complies with law; assures staff development programs fit school district-specific plan, goals, and priorities and focus on increasing student achievement</i> | <i>Ensures staff development plan exists and is followed most of the time; assures staff development programs are based upon available opportunities targeted toward staff growth and increasing student achievement</i> | <i>A staff development plan in place, but not consistently followed; staff development programs are based upon available opportunities</i>                                                              | <i>No comprehensive school district staff development plan; staff development not consistently provided; staff are left responsible for their improvement</i>              |    |
| <b>Element 6.b. School Improvement</b>                                                                                                                                                                                                                                              |                                                                                                                                                                                                                          |                                                                                                                                                                                                         |                                                                                                                                                                            |    |
| Highly Effective (4)                                                                                                                                                                                                                                                                | Effective (3)                                                                                                                                                                                                            | Developing (2)                                                                                                                                                                                          | Ineffective (1)                                                                                                                                                            | NA |
| <i>Ensures school improvement plans are in place at all buildings and align with school district-wide goals; assures plans and strategies are in place and used for implementing improvement efforts and monitoring progress</i>                                                    | <i>Ensures school improvement plans are in place at all buildings and align with school district-wide goals</i>                                                                                                          | <i>School improvement plans are in place at building level, but lack school district-wide coordination</i>                                                                                              | <i>School improvement efforts are limited; no comprehensive plan in place</i>                                                                                              |    |
| <b>Element 6.c. Curriculum and Instruction</b>                                                                                                                                                                                                                                      |                                                                                                                                                                                                                          |                                                                                                                                                                                                         |                                                                                                                                                                            |    |
| Highly Effective (4)                                                                                                                                                                                                                                                                | Effective (3)                                                                                                                                                                                                            | Developing (2)                                                                                                                                                                                          | Ineffective (1)                                                                                                                                                            | NA |
| <i>Ensures curriculum is in place, aligned across grade levels, and complies with state standards; assures instructional practices are differentiated and personalized to student needs and that technology enhances teaching and learning</i>                                      | <i>Ensures curriculum meets the state standards; strives to accommodate diverse learning styles, needs, and levels of readiness; makes some effort to incorporate technology into learning</i>                           | <i>Allows teachers to define their own curriculum; little coordination exists; encourages teachers to enhance instructional skills and embrace technology, but no comprehensive program is in place</i> | <i>Curriculum is not a priority and/or is inconsistent across grade levels; little to no focus on instruction exists; Technology not utilized in classroom instruction</i> |    |
| <b>Element 6.d. Professional Knowledge of Teaching and Learning</b>                                                                                                                                                                                                                 |                                                                                                                                                                                                                          |                                                                                                                                                                                                         |                                                                                                                                                                            |    |
| Highly Effective (4)                                                                                                                                                                                                                                                                | Effective (3)                                                                                                                                                                                                            | Developing (2)                                                                                                                                                                                          | Ineffective (1)                                                                                                                                                            | NA |
| <i>Demonstrates knowledge and comfort with current instructional programs; seeks to communicate how the school district is implementing best practices; participates actively in professional groups for the school district's benefit</i>                                          | <i>Demonstrates knowledge of current instructional programs and is able to discuss them; seeks to learn and improve upon personal and professional abilities</i>                                                         | <i>Is somewhat knowledgeable of current instructional programs; relies on others for information/data</i>                                                                                               | <i>Is uninvolved in current instructional programs; is unaware of current instructional issues</i>                                                                         |    |
| <b>Element 6.e. Culture of Cooperation</b>                                                                                                                                                                                                                                          |                                                                                                                                                                                                                          |                                                                                                                                                                                                         |                                                                                                                                                                            |    |
| Highly Effective (4)                                                                                                                                                                                                                                                                | Effective (3)                                                                                                                                                                                                            | Developing (2)                                                                                                                                                                                          | Ineffective (1)                                                                                                                                                            | NA |
| <i>Develops and supports open, productive, caring, and trusting relationships among staff</i>                                                                                                                                                                                       | <i>Encourages open, productive, caring, and trusting environment among staff</i>                                                                                                                                         | <i>Haphazardly supports open, productive, caring, and trusting environment among staff</i>                                                                                                              | <i>Culture of trust does not exist</i>                                                                                                                                     |    |

| <b>Standard 7. Student Support</b>                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                      |    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| <b>Element 7.a. Student Engagement and Feedback</b>                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                      |    |
| Highly Effective (4)                                                                                                                                                                                                                                                                             | Effective (3)                                                                                                                                                                                                                                                              | Developing (2)                                                                                                                                                                                                                                            | Ineffective (1)                                                                                                                                                                                                                                      | NA |
| <i>Empowers staff to cultivate and reinforce student engagement in school; student conduct is positive; actively seeks student input and creates methods for students to be actively involved in setting school district-wide goals</i>                                                          | <i>Asks staff to foster and reinforce student engagement in school; most student conduct is positive; readily accepts student input and engages students in school district-wide goal setting</i>                                                                          | <i>Ensures staff encourage and reinforce student engagement in school; some students engage in positive conduct; accepts student input, but does not seek it</i>                                                                                          | <i>Staff do not foster or reinforce student engagement; positive student conduct does not exist; does not accept student input or feedback</i>                                                                                                       |    |
| <b>Element 7.b. Student Attendance</b>                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                      |    |
| Highly Effective (4)                                                                                                                                                                                                                                                                             | Effective (3)                                                                                                                                                                                                                                                              | Developing (2)                                                                                                                                                                                                                                            | Ineffective (1)                                                                                                                                                                                                                                      | NA |
| <i>Prioritizes student attendance; addresses individual student attendance problems early and supports are in place; assures attendance rates are maintained at a high level</i>                                                                                                                 | <i>Focuses on attendance; plans and interventions to address chronic attendance problems exist, but are not consistently implemented; attendance rates are improving</i>                                                                                                   | <i>Attendance is not an area of focus; no plan exists to address attendance; attendance rates fluctuate</i>                                                                                                                                               | <i>Attendance is not addressed as a policy issue; no plan to address attendance exists; attendance rates are decreasing</i>                                                                                                                          |    |
| <b>Element 7.c. Support for Students</b>                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                      |    |
| Highly Effective (4)                                                                                                                                                                                                                                                                             | Effective (3)                                                                                                                                                                                                                                                              | Developing (2)                                                                                                                                                                                                                                            | Ineffective (1)                                                                                                                                                                                                                                      | NA |
| <i>Provides systems of academics, supports, services, extracurricular activities, and accommodations to meet range of students' learning needs; ensures coordination and alignment of supports; maintains safe, caring, healthy, respectful, and inclusive learning environment for students</i> | <i>Provides systems of academics, supports, services, extracurricular activities, and accommodations to meet most students' range of learning needs; coordination and alignment could be improved; trusting, safe, inclusive, and respectful school environment exists</i> | <i>Academics, supports, services, extracurricular activities, and accommodations to meet some students' range of learning needs; trusting, safe, inclusive, and respectful school environment exists and is sustained for most students</i>               | <i>Academics, supports, services, extracurricular activities, and accommodations are not available for students; trusting, safe, inclusive, and respectful school environment does not exist for many students</i>                                   |    |
| <b>Element 7.d. Student Discipline</b>                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                      |    |
| Highly Effective (4)                                                                                                                                                                                                                                                                             | Effective (3)                                                                                                                                                                                                                                                              | Developing (2)                                                                                                                                                                                                                                            | Ineffective (1)                                                                                                                                                                                                                                      | NA |
| <i>Clearly defines expectations for student behavior and conduct; policies identify student behaviors subject to discipline; enforces violations of student discipline policy in even-handed manner; communicates expectations for student behavior to parents and students on regular basis</i> | <i>Defines expectations for student behavior and conduct; policies identify most behaviors subject to discipline; enforces violations of student discipline policy; communicates expectations for student behavior to parents and students, but not regularly</i>          | <i>Defines expectations for some student behavior and conduct; policies specify some behaviors subject to discipline; does not enforce violations of student discipline policy for most students; provides some communication to parents and students</i> | <i>Does not clearly define expectations for student behavior; policies do not specify behaviors subject to discipline; does not consistently enforce violations of student discipline policy; communication not provided to parents and students</i> |    |
| <b>Element 7.e. Culture of Cooperation</b>                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                      |    |
| Highly Effective (4)                                                                                                                                                                                                                                                                             | Effective (3)                                                                                                                                                                                                                                                              | Developing (2)                                                                                                                                                                                                                                            | Ineffective (1)                                                                                                                                                                                                                                      | NA |
| <i>Develops and supports open, productive, caring, and trusting school culture among students</i>                                                                                                                                                                                                | <i>Encourages open, productive, caring, and trusting school culture among students</i>                                                                                                                                                                                     | <i>Haphazardly supports creation of open, productive, caring, and trusting school culture among all students</i>                                                                                                                                          | <i>Trusting school climate does not exist</i>                                                                                                                                                                                                        |    |

| Element 7.f. School Safety and Security                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                             |    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| Highly Effective (4)                                                                                                                                                                                                                                                                                                                                                                         | Effective (3)                                                                                                                                                                                                                                                                                                                            | Developing (2)                                                                                                                                                                                                                                                                                                                 | Ineffective (1)                                                                                                                                                                                                                             | NA |
| <i>Ensures system-wide plan is developed and implemented to assure all school district buildings and grounds are safe and secure; collaborates with local law enforcement and fire prevention agencies; ensures use of effective crisis management strategies and techniques; monitors for effectiveness; ensures drills are conducted to ensure parties know roles and responsibilities</i> | <i>Ensures plan has been developed and implemented to assure school district buildings and grounds are safe and secure; collaborates with local law enforcement and practicing safety drills to ensure parties know responsibilities</i>                                                                                                 | <i>Ensures plan has been developed to assure school district buildings and grounds are safe and secure, including some of the required safety drills</i>                                                                                                                                                                       | <i>No plan has been developed to assure school district buildings and grounds are safe and secure</i>                                                                                                                                       |    |
| Element 7.g. Emotional Health and Social Needs                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                             |    |
| Highly Effective (4)                                                                                                                                                                                                                                                                                                                                                                         | Effective (3)                                                                                                                                                                                                                                                                                                                            | Developing (2)                                                                                                                                                                                                                                                                                                                 | Ineffective (1)                                                                                                                                                                                                                             | NA |
| <i>Ensures system-wide plan has been developed and implemented to assure a healthy school and/or work environment; collaborates with local mental health and social services and agencies, if available, to provide services for students and/or staff; implements policies prohibiting bullying and harassment as intended and evaluates on ongoing basis</i>                               | <i>Ensures system-wide plan has been developed to assure a healthy school and/or work environment; collaborates with local services and agencies to provide social and emotional support options and services for students and/or staff; ensures policies prohibiting bullying and/or harassment have been developed and implemented</i> | <i>Plan has been developed to assure a healthy school learning and work environment; collaborates with local services to provide social and emotional support options and services for students and/or staff, but is not followed completely; policies prohibiting bullying and/or harassment policies have been developed</i> | <i>No plan developed to assure a healthy learning and/or work environment; no plan for social and emotional support options and services for students and/or staff exists; policies prohibiting bullying and/or harassment do not exist</i> |    |



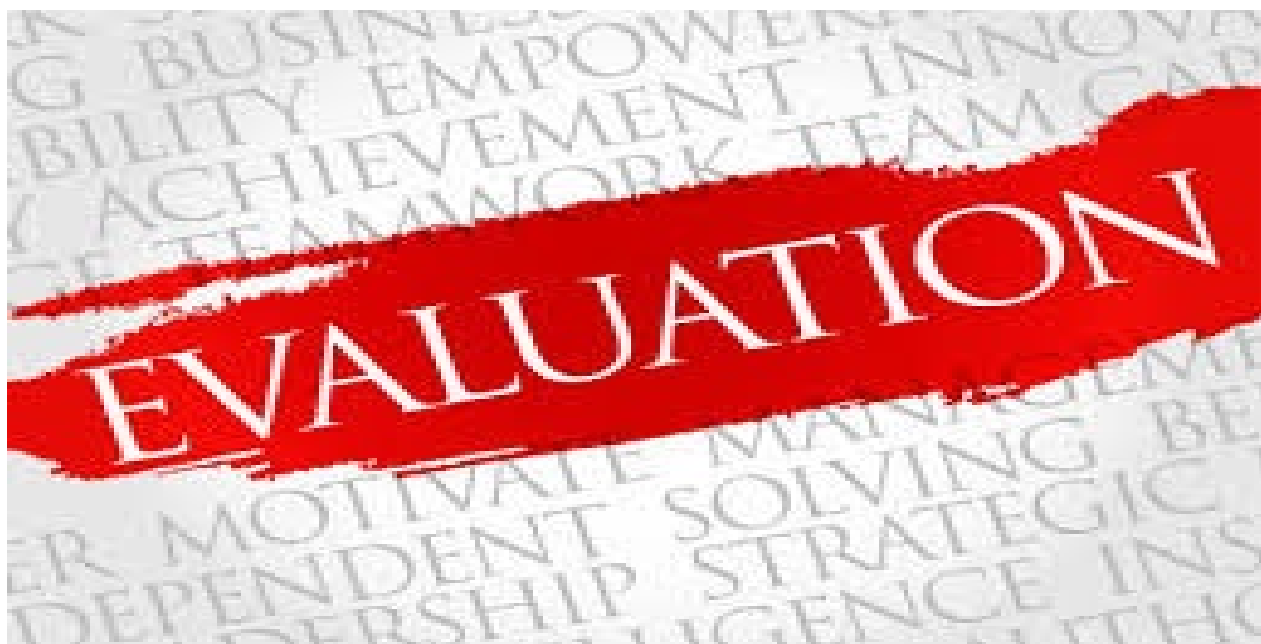
| <b>Standard 8. Ethical and Inclusive Leadership</b>                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                    |    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| <b>Element 8.a. Ethics and Professional Behavior</b>                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                    |    |
| Highly Effective (4)                                                                                                                                                                                                                                                                                                                                                                         | Effective (3)                                                                                                                                                                                                                                                                                                                             | Developing (2)                                                                                                                                                                                                              | Ineffective (1)                                                                                                                                                                                                                                                                    | NA |
| <i>Demonstrates commitment to highest standards of ethical and professional behavior, including courage and integrity; creates climate in which employees are highly conscious of ethical and professional expectations and holds each other accountable; provides exemplary model that influences stakeholders to act with high degree of professionalism, respect, and trustworthiness</i> | <i>Consistently models highest standards of ethical and professional behavior, including courage and integrity; guides staff to articulate and reinforce high ethical and professional expectations for school district staff; solicits, engages, and interacts with stakeholders in professional, respectful, and trustworthy manner</i> | <i>Follows acceptable standards of ethical and professional behavior; articulates expectations for ethical and professional behavior by staff and with stakeholders in professional, respectful, and trustworthy manner</i> | <i>Does not comply with standards of ethical and professional behavior; does not articulate expectations or monitor compliance for ethical and professional behavior in the school district; does not interact with others in professional, respectful, and trustworthy manner</i> |    |
| <b>Element 8.b. Interactions with Staff, Students, and Community</b>                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                    |    |
| Highly Effective (4)                                                                                                                                                                                                                                                                                                                                                                         | Effective (3)                                                                                                                                                                                                                                                                                                                             | Developing (2)                                                                                                                                                                                                              | Ineffective (1)                                                                                                                                                                                                                                                                    | NA |
| <i>Assures that school district procedures and practices are systematically reviewed and revised to reflect fairness and respect for human dignity for members of school community; builds relationships with union and non-affiliated employee groups through trust and sharing appropriate information</i>                                                                                 | <i>Guides staff to examine school district procedures and practices for adherence to principles of fairness and human dignity; manages dynamics of union relationships</i>                                                                                                                                                                | <i>Frequently examines school district procedures and practices for adherence to principles of fairness and human dignity; works to make the best of union relationships</i>                                                | <i>Does not examine school district procedures and practices for adherence to principles of fairness and human dignity; is unable to work with union leadership; does not work to improve relationships</i>                                                                        |    |
| <b>Element 8.c. Professional Practice</b>                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                    |    |
| Highly Effective (4)                                                                                                                                                                                                                                                                                                                                                                         | Effective (3)                                                                                                                                                                                                                                                                                                                             | Developing (2)                                                                                                                                                                                                              | Ineffective (1)                                                                                                                                                                                                                                                                    | NA |
| <i>Demonstrates high level of self-awareness of and commitment to improve upon professional practice</i>                                                                                                                                                                                                                                                                                     | <i>Demonstrates self-awareness and need for improved professional practice</i>                                                                                                                                                                                                                                                            | <i>Has awareness of need to improve on professional practice</i>                                                                                                                                                            | <i>Does not demonstrate awareness of need to improve professional practice.</i>                                                                                                                                                                                                    |    |
| <b>Element 8.d. Diverse Communities</b>                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                    |    |
| Highly Effective (4)                                                                                                                                                                                                                                                                                                                                                                         | Effective (3)                                                                                                                                                                                                                                                                                                                             | Developing (2)                                                                                                                                                                                                              | Ineffective (1)                                                                                                                                                                                                                                                                    | NA |
| <i>Fosters formal and informal partnerships with diverse groups to support mutual goals.</i>                                                                                                                                                                                                                                                                                                 | <i>Develops strategies to help staff and the school board become familiar with views and characteristics of diverse groups in the community</i>                                                                                                                                                                                           | <i>Becomes familiar with views and characteristics of diverse groups within the community</i>                                                                                                                               | <i>Does not recognize or respond to the existence of diverse groups in the community</i>                                                                                                                                                                                           |    |
| <b>Element 8.e. Cultural Competency</b>                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                    |    |
| Highly Effective (4)                                                                                                                                                                                                                                                                                                                                                                         | Effective (3)                                                                                                                                                                                                                                                                                                                             | Developing (2)                                                                                                                                                                                                              | Ineffective (1)                                                                                                                                                                                                                                                                    | NA |
| <i>Engages stakeholders to develop a school district-wide welcoming culture that honors the values, beliefs, norms, and traditions of diverse groups and integrates diverse representation into school and school district decision making</i>                                                                                                                                               | <i>Develops strategies to help staff capitalize on assets that students from diverse cultural, ethnic, racial, and economic backgrounds bring to the classroom</i>                                                                                                                                                                        | <i>Assures that staff has necessary cultural competence to respond to students' needs</i>                                                                                                                                   | <i>Does not use strategies that recognize and capitalize on community's diversity</i>                                                                                                                                                                                              |    |

**Element 8.f. Equity Plan Implementation**

| Highly Effective (4)                                                                                                                                                                                                                                                                                                                                                                     | Effective (3)                                                                                                                                                                                                                                                                            | Developing (2)                                                                                                                                                    | Ineffective (1)                                     | NA |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|----|
| <i>Ensures a coordinated, system-wide plan to achieve equity for all students and staff has been developed and implemented, including strategies for meaningful engagement of students and staff from diverse communities and backgrounds, strategies for recruiting diverse staff, closing the achievement gap, and providing staff development; monitors plan is on ongoing manner</i> | <i>Ensures a system-wide plan to achieve equity has been developed and implemented, including strategies for meaningful engagement of students and staff from diverse communities and backgrounds, targeted efforts to close achievement gap, and providing professional development</i> | <i>A plan to achieve equity has been developed, including strategies for meaningful engagement of students and staff from diverse communities and backgrounds</i> | <i>No plan to achieve equity has been developed</i> |    |

# ***A Goals- and Standards-Based Superintendent Evaluation***

A Resource for School Board Members  
and Superintendents



**MASA**

Minnesota Association of School Administrators

# Goals- and Standards-Based Superintendent Evaluation

A Resource for School Board Members and Superintendents

**Minnesota School Boards Association  
Minnesota Association of School Administrators**

## INTRODUCTION

This guide, along with the supporting resources, is designed to help school board members and superintendents implement an effective, meaningful superintendent evaluation process that is focused on improving student achievement.

The resources referenced in this document were developed jointly by staff of the Minnesota School Boards Association (MSBA) and staff and officers of the Minnesota Association of School Administrators (MASA).

The basis for all resources are the Program Requirements for All Administrative Licenses, Subparts “1” and “2” ([Minnesota Rules 3512.0510](#)).

## FOR MORE INFORMATION

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## PREFACE

Effective school boards recognize that hiring the right superintendents to lead and manage the school districts they serve is one of their most important duties. Delegating authority and holding the superintendent accountable are vital. Effective school boards also know that they have a duty to themselves and their communities to determine whether the authority delegated to the superintendents is being used as intended. As a result, evaluating the superintendent's performance should be a major focus of the school board and, by extension, the superintendent.

The Superintendent Evaluation: A Resource for School Board Members and Superintendents (Resource) is divided into three parts as outlined in the Table of Contents. Part 1 provides basic information to help school board-superintendent teams gain knowledge of evaluation principles and holding a closed meeting for superintendent evaluation. Part 2 provides a three-step process for establishing an evaluation that includes both performance goals and standards of performance and information about holding the mid-year and end-of-year evaluations. Part 3 includes examples of evidence of superintendent performance (such as documents, communications, etc.), sample evaluation forms, and a copy of Minnesota Rules 3512.0510.

The information in this Resource provides a framework for effective superintendent evaluations. School board and superintendent teams may choose to focus on establishing a goals-based evaluation; others may choose to develop a hybrid that includes a limited number of performance goals and standards of performance; others may choose a different model or opt to continue using the tool(s) and processes they are currently using. Whichever option the school board-superintendent team selects, the most important consideration is to commit to holding at least an annual evaluation of the superintendent's performance.

Before beginning to read the content of this Resource, two terms used throughout this document should be explained. From this point, the phrase, "performance standard," is a written criteria against which a superintendent's work is assessed to determine growth and/or functioning. While the superintendent's job description lays out what must be done, performance standards provide the superintendent with specific expectations for each job duty. The phrase, "performance goal," is a statement that describes the desired outcome(s) of the superintendent's work. Performance goals are job specific, measurable, and should support the school district's mission, vision, and beliefs.

Finally, training for both the school board and superintendent is suggested prior to implementing the tool.

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## **OVERVIEW OF PART 1**

### **Part 1: Evaluation Overview**

1. Evaluation Overview
  - Reasons to Evaluate the Superintendent
  - Components of a Comprehensive Superintendent Evaluation
  - How to Evaluate Objectively and Fairly
2. Timeline for Superintendent Evaluation
3. Closed Meeting for Superintendent Evaluation
4. Superintendent Job Description

## PART 1: EVALUATION OVERVIEW

### 1. Reasons to Evaluate the Superintendent

Evaluation of a superintendent's performance is one of a school board's most important responsibilities. A school board's evaluation of its superintendent is an inherent managerial right unless negotiated away.

Wise school boards avoid limiting the school board's inherent managerial rights in the superintendent's employment contract. Each school board member should review the superintendent's employment contract to determine the evaluation-related provisions, if any, that may be included.

Done correctly, an evaluation is a useful governance tool that helps drive school improvement. In fact, a high-quality evaluation process enhances positive school board-superintendent relationships, improves communication, clarifies leadership roles, creates common understandings, and provides a mechanism for satisfying the public's desire for accountability.

| DO                                                                                                                            | DON'T                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| Collaborate with the superintendent on expectations, process, and timeline                                                    | DON'T expect either the school board or the superintendent to manage the evaluation alone           |
| Develop an effective process for the <i>entire</i> school board to engage in the evaluation                                   | DON'T appoint a school board committee or a single school board member to conduct the evaluation    |
| Develop agreed-upon ratings along with written commentary, feedback, and recommendations to the superintendent                | DON'T provide <b>only</b> the agreed-upon ratings                                                   |
| Compile one final evaluation summary so that the school board speaks with one voice                                           | DON'T prepare separate, individual evaluations from each school board member                        |
| Allow time for the school board to discuss the results and for the superintendent to give input and respond to the evaluation | DON'T conduct the evaluation as a one-way communication from the school board to the superintendent |



## 2. Elements of a Comprehensive Superintendent Evaluation

| Principle                                                                                                                                                      | Rationale                                                                                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Provide opportunities for personal and professional development                                                                                                | Successful evaluation processes must address the whole person and be oriented toward continuous improvement                                                                                                                |
| Focus on improving performance (not proving incompetence)                                                                                                      | An effective evaluation process is based on providing feedback for growth, not on finding shortcomings. A school board may use evaluation for the purpose of termination, but doing so should not be the focus or priority |
| Provide legal, realistic, accurate, useful, and measurable criteria that reflect the competencies in <a href="#">Minnesota Rules 3512.0510</a>                 | Evaluation criteria should incorporate these qualities                                                                                                                                                                     |
| Create an ongoing process connected to school district and school improvement goals and/or performance standards                                               | Evaluation is a process, not a once-a-year conversation; it must be embedded in the school district's goals and plans                                                                                                      |
| Connect the school district's goals with the community's vision for its schools                                                                                | Goals must reflect the community's hopes for its public schools and students                                                                                                                                               |
| Link evaluation to academic, social, and emotional growth of all school district students                                                                      | Accountability should include multiple measures of student learning                                                                                                                                                        |
| Recognize the importance of superintendent leadership to facilitate a better quality of life for all inside the school community and in the community at large | The superintendent's work must be concerned with shaping the community's future and having a positive effect upon people's lives                                                                                           |

### **3. How to Evaluate Objectively and Fairly**

While every evaluation process includes some subjectivity, effective tools and procedures will make the process more objective. The components below will help create a quality evaluation process.

#### **Documentation**

An evaluation is more than a checklist: deciding whether expectations are met requires careful consideration of documented evidence. School board members and the superintendent should work together to reach consensus on the evidence to be used, keeping in mind that school districts already produce a variety of annual reports, curriculum studies, budget printouts, contracts, meeting minutes, and more—all of which may be used to document a superintendent's progress and accomplishments related to established goals and/or performance standards.

#### **Criteria and Ratings**

An effective evaluation requires that school board members rate performance by using criteria that are mutually agreed upon, understandable, realistic, and measurable.

#### **Written Comments**

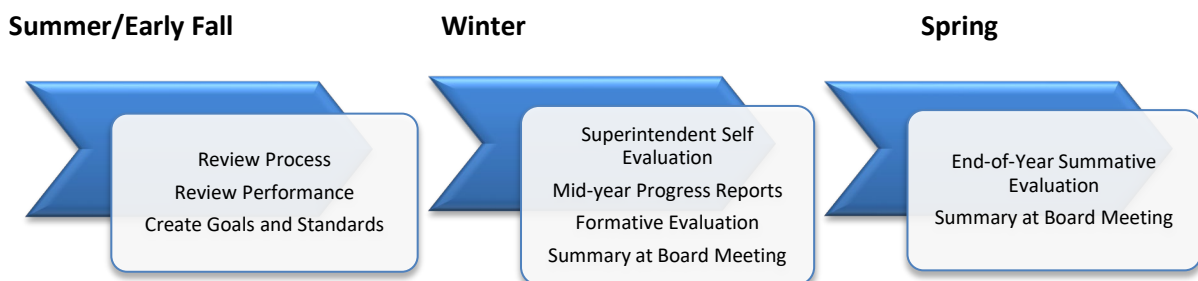
Written comments offer school board members the opportunity to provide specific constructive praise and criticism. They provide the superintendent with useful information that can be used for continuous improvement.

#### **Evaluation Conferences**

Face-to-face meetings between a school board and its superintendent are useful to (a) discuss evaluation criteria; (b) establish goals and select performance standards; (c) determine the evaluation instrument, rating scale, and process; and (d) present supporting evidence and discuss the results of the school board's mid-year formative and year-end summative evaluations.

School boards must comply with Minnesota's Open Meeting Law ([Minnesota Statutes Chapter 13D](#)), the Minnesota Government Data Practices Act (MGDPA) ([Minnesota Statutes Chapter 13](#)), and other privacy laws. MSBA/MASA Model Policies 205 and 206, MSBA Service Manual Chapter 13 and Law Bulletins C and I, and the Minnesota Office of the Revisor of Statutes offer additional guidance. Please also see *Closed Meeting for Superintendent Evaluation* on page 7.

#### 4. Timeline for Superintendent Evaluation



##### Summer/Early Fall

- School board and superintendent **review** job description, the evaluation process, form(s), and timelines.
- **Identify acceptable supporting documents**, information, evidence, and data to be used to measure performance.
- School board and superintendent **create goals and/or identify standards** based on school district priorities and that are measurable and achievable in twelve months. If no agreement can be reached, the school board's determination prevails as it is the superintendent's employer.

##### Winter

- During a school board meeting, the school board chair and superintendent **review evaluation process and forms** with new school board members. Private data may not be shared with new school board members until after they officially take office.
- Superintendent may complete a **self-evaluation**, with supporting documents, to be provided to the school board. The data used to create a self-evaluation is the superintendent's sole property and is shared with the school board only if the superintendent chooses to do so.
- Superintendent makes **mid-year progress reports** to the school board related to the goals and standards.
- Prior to the superintendent's **mid-year formative evaluation**, each school board member receives the mid-year evaluation form, including the evaluation criteria (goals and standards).

A formative evaluation may include informal or formal assessment of current practice and should offer feedback suited to improve future performance.

- School board members **prepare to discuss the superintendent's performance** for each goal and/or standard. The school board may request an opportunity to prepare without the superintendent's presence, but the school board cannot exclude the superintendent.

- At the **formative evaluation meeting**, the school board chair leads the school board's review of the superintendent's performance. The school board may close the meeting unless the superintendent requests that the meeting be open. The school board should require that this request be in writing.
  - The school board members share assessments of the superintendent's formative evaluation performance.
  - The superintendent may offer clarification and/or progress reports on goals and/or standards.
  - The school board seeks to reach consensus on the evaluation. The school board chair completes the evaluation form during the evaluation meeting.
- At the next open meeting, the school board **summarizes its conclusions** regarding the formative evaluation, in compliance with Minnesota's Open Meeting Law.
- The **formative evaluation is attached to the summative evaluation** when it is completed. Both documents are placed in the superintendent's personnel file.

### **Spring**

- Each school board member **receives the end-of-year summative evaluation form** and the evaluation criteria.
- The school board members **prepare to discuss the superintendent's performance** on each goal and/or standard. The school board may request an opportunity to prepare for the summative evaluation without the superintendent's presence, but the school board cannot exclude the superintendent.
- At the **evaluation meeting**, the school board chair leads the school board's review of the superintendent's performance. The school board may close the meeting unless the superintendent requests that the meeting be open. The school board should require that this request be in writing.
  - The school board members share their assessments of the superintendent's summative evaluation performance.

A summative evaluation is a formal evaluation that is based on all evidence collected throughout the evaluation process. The superintendent receives an overall performance rating and the evaluation is placed in the superintendent's personnel file.

- The superintendent may provide clarification and/or progress reports on the goals and/or standards.
- The school board seeks to reach consensus on the evaluation. The school board chair completes the evaluation form during the evaluation meeting.

- At the next open meeting, the school board **summarizes its conclusions** regarding the summative evaluation, in compliance with Minnesota's Open Meeting Law.
- The **final written summative evaluation form** is placed in the superintendent's personnel file.

## 5. Closed Meeting for Superintendent Evaluation

A school board may evaluate the superintendent's performance in a closed meeting. The following steps must be taken:

- a) The school board **provides proper notice** to hold a meeting to evaluate the superintendent
- b) The school board **meets in open session** pursuant to the notice.
- c) A school board member **moves to close the meeting** for the purpose of evaluating the superintendent. This motion must be seconded and a majority vote of the school board members present must support the motion before the school board moves into closed session.
  - **NOTE:** If the superintendent requests that the evaluation meeting be open, the school board cannot meet in closed session. The evaluation must then be conducted in open session.
  - **NOTE:** the superintendent has the right to attend the closed meeting.
- d) The school board **proceeds to the closed meeting** to evaluate the superintendent.
- e) After the school board completes its closed meeting, it must **return to open session**. The school board can proceed with the open meeting or it can move to adjourn.
- f) The school board chair **prepares a summary** of the school board's conclusions regarding the superintendent's evaluation. The summary must summarize each specific, salient point of the evaluation and be more detailed than a statement that strengths and weaknesses or areas of growth were identified. The summary must give enough information so that a reasonable person would know what occurred without disclosure of private data.

The summary should include:

- The closed meeting date;
  - The names of attendees;
  - The performance areas that were reviewed, including
    - Whether expectations were met
    - Areas of strength
    - A summary statement of each goal
    - Areas of concern, if any (do not include specific personnel data that led to the concern)
- g) **At its next open meeting**, the school board provides the summary of its conclusions regarding the superintendent's evaluation. The 'next open meeting' applies regardless of the type of meeting (such as a regular meeting, special meeting, work session, work study, etc.). If the next meeting is a special meeting, the school board should ensure that the special meeting notice includes the superintendent evaluation summary in the purpose of the special meeting notice and on the special meeting agenda.

The written summary should be read aloud at the meeting. Copies of the written summary should be given to the school board members at the meeting. A copy must be available at the open meeting for the public to review. The summary should be reflected in the meeting minutes.

## **6. Superintendent Job Description**

To be effective, a superintendent must focus on meeting the regular, ongoing responsibilities that make the school district function effectively and efficiently. The superintendent must have a clearly defined job description to ensure that the school board and superintendent share a common understanding of roles and ongoing responsibilities.

The job description should be grounded in the competencies identified in Minnesota Rules 3512.0510, address the school district's specific needs, and be revisited regularly to ensure that the description accurately describes the full scope of the superintendent's roles and responsibilities. The job description must be consistent with the school board's vision, mission, and goals.

### **Sample Superintendent Job Description**

#### General Position Description

The superintendent is the chief executive officer of the school district, an advisor to the school board and is directly accountable to the school board.

The superintendent is responsible for guiding and directing all school district operations and activities and for informing the school board of all needs related to the school district's current and future operations. The superintendent shall recommend policies to the school board and shall be responsible for implementing, interpreting, and executing policies that the school board has adopted.

#### Specific Duties

The superintendent shall

- Provide leadership for educational programs, staff development programs, and curriculum development to provide all the school district's students the best possible learning opportunity and environment;
- Inform and advise the school board about programs, practices, and problems and keep the school board informed of the activities operating under the school board's authority;
- Explain the school district's educational needs to the school board, recommend necessary new and/or revised policies and staffing changes for school board action;
- Serve as a liaison between the school district and the community; respond to concerns of parents, students, residents, and staff to increase understanding of policies and practices and to keep them informed of and involved in school district activities;
- Oversee school district financial operations and prepare, present, and recommend a budget;
- Communicate employee proposals to the school board, recommend adjustments to employee policies and salary structures as appropriate, and manage all employee contracts and policies;
- Develop and maintain a comprehensive strategic planning process, which includes short- and long-term planning and development of school district and instructional goals;

- Establish and maintain working relationships with agencies and organizations outside the school district to promote the school district's best interests through contact with legislators, local government leaders, other superintendents, businesses, and others.
- Maintain and improve effective school board-superintendent relationships by participating in joint seminars and training sessions;
- Delegate responsibility and authority to school district employees as appropriate and define the authority and responsibilities of and effectively evaluate middle managers;
- Complete all required state and federal reports in a timely manner; and
- Assume ultimate responsibility for all aspects of the school district's operation.

## **OVERVIEW OF PART 2**

### **Part 2: Developing a Goals- and Standards-based Evaluation and Process**

1. Establish goals and selecting standards
  - Standard 1: Governance Team
  - Standard 2: School District Finances
  - Standard 3: Communication and Community Relations
  - Standard 4: School District Operations
  - Standard 5: Human Resources
  - Standard 6: Teaching and Learning
  - Standard 7: Student Support
  - Standard 8: Ethical and Inclusive Leadership
2. Schedule and hold a mid-year evaluation
  - Preparing for the mid-year and end-of-year evaluation meetings
3. Schedule and hold an end-of-year summative evaluation meeting
  - Tips for Conducting a Fair and Objective Evaluation Meeting



## **PART 2: DEVELOPING A GOALS- AND STANDARDS-BASED EVALUATION**

Planning is essential to developing an effective goals- and standards-based evaluation. A goal establishes shared expectations for the superintendent's individual job performance. Standards focus on objectives the school district is directed toward. Goals- and standards-based evaluations are important because they help communicate expectations to the superintendent regarding individual improvement and district-level aspirations.

To set goals and standards, the school board must decide how the superintendent should spend the bulk of his or her time to help the school district meet its strategic priorities and goals. The school board and superintendent team must decide the areas that are most in need of the superintendent's attention.

The school board and superintendent are encouraged to develop the evaluation criteria and processes that meet their school district's needs. A hybrid approach that includes a limited number of performance goals and standards may be most helpful to the school board and superintendent. The process of setting performance goals, selecting the standards, and conducting the evaluation can be divided into three steps:

Step 1: Establish goals and standards

Step 2: Schedule and hold a mid-year formative evaluation meeting

Step 3: Schedule and hold an end-of-year summative evaluation meeting

Each step of the process is outlined below.

### **Step 1: Establish Goals and Select Standards**

The school board and superintendent establish two or three district-focused goals and one or two professional development goals for the superintendent. The goals should be clearly aimed at improving student learning, the climate for student learning, and other specific areas of operational oversight. The goals detail expectations for the superintendent to accomplish during the next twelve months, understanding that circumstances may necessitate modifications during the year. Minnesota Rules 3512.0510, which can be helpful in setting superintendent goals, can be found beginning on page A-10.

When possible, measurable progress indicators (the evidence the school board expects to receive from the superintendent for use in determining whether the goals have been accomplished) should be mutually agreed upon by the school board and superintendent. Each measurable progress indicator should be clear, understood by both the school board and superintendent, and recorded under the goal. The sample document found on page A-1 details two possible superintendent goals and evidence associated with each goal.

Once the goals have been selected and the relevant evidence is identified, the school board and superintendent work together to identify standards to be assessed based on the school district's strategic goals and priorities. Each standard includes specific elements that further define the superintendent's responsibilities within the standard. The level of performance is progressive in nature and moves from ineffective to highly effective.

Each year, select two or three standard(s) and all or some of the elements within the selected standard(s). A standard may support (an) established superintendent goal(s), school district goal(s), or a clearly defined operational or organizational area of focus. A list of eight possible standards and associated elements is provided below. A sample completed evaluation form that includes both goals- and standards-based criteria can be found beginning on page A-4. Evidence of performance should also be identified.

| <b>Standard</b>                           | <b>Elements</b>                                                                                                                                                                                                                                                                                        |
|-------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Governance Team                           | <ul style="list-style-type: none"> <li>• Roles and Responsibilities</li> <li>• Goals and/or Strategic Plan</li> <li>• Policy Implementation</li> <li>• Information for Decision-Making</li> <li>• School Board Questions and Development</li> </ul>                                                    |
| School District Finances                  | <ul style="list-style-type: none"> <li>• Budget Development and Maintenance</li> <li>• Financial Statements</li> <li>• Financial Controls</li> <li>• Bond and Levy</li> <li>• Asset Protection</li> </ul>                                                                                              |
| Communication and Community Relationships | <ul style="list-style-type: none"> <li>• Relationship with the Community</li> <li>• Engagement</li> <li>• Informs the Community as a Whole</li> <li>• Advocacy</li> <li>• Media</li> <li>• Visibility and Approachability</li> </ul>                                                                   |
| School District Operations                | <ul style="list-style-type: none"> <li>• Facilities</li> <li>• Transportation</li> <li>• Food Service</li> <li>• Technology</li> <li>• Maintenance</li> <li>• Personnel</li> </ul>                                                                                                                     |
| Human Resources                           | <ul style="list-style-type: none"> <li>• Internal Communications</li> <li>• Personnel Concerns</li> <li>• Delegation of Duties</li> <li>• Visibility and Approachability</li> <li>• Hiring and Staff Development</li> <li>• Collective Bargaining and Union Relations</li> <li>• Evaluation</li> </ul> |
| Teaching and Learning                     | <ul style="list-style-type: none"> <li>• Staff Development</li> <li>• School Improvement</li> <li>• Curriculum and Instruction</li> <li>• Professional Knowledge of Teaching and Learning</li> <li>• Culture of Cooperation</li> </ul>                                                                 |
| Student Support                           | <ul style="list-style-type: none"> <li>• Student Engagement and Feedback</li> <li>• Student Attendance</li> <li>• Support for Students</li> <li>• Student Discipline</li> <li>• Culture of Cooperation</li> <li>• School Safety and Security</li> <li>• Emotional Health and Social Needs</li> </ul>   |
| Ethical and Inclusive Leadership          | <ul style="list-style-type: none"> <li>• Ethics and Professional Behavior</li> <li>• Interactions with Staff, Students, and Community</li> <li>• Professional Practice</li> <li>• Diverse Communities</li> <li>• Cultural Competency</li> <li>• Equity Plan Implementation</li> </ul>                  |

| Standard 1. Governance Team                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                 |    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| Element 1.a. Roles and Responsibilities                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                 |    |
| Highly Effective (4)                                                                                                                                                                                                                                                                                           | Effective (3)                                                                                                                                                                                                                                               | Developing (2)                                                                                                                                                                                                                                       | Ineffective (1)                                                                                                                                                                                                                 | NA |
| <i>Models adherence to school board and superintendent roles and responsibilities that have been established and articulated. Facilitates candid and respectful discussion of any issues that are unclear</i>                                                                                                  | <i>Works with the school board to review and refine guidelines for effective school board and superintendent roles and responsibilities</i>                                                                                                                 | <i>Articulates and adheres to the roles and responsibilities of the school board and superintendent</i>                                                                                                                                              | <i>Does not articulate or adhere to the roles and responsibilities of the school board and superintendent</i>                                                                                                                   |    |
| Element 1.b. Goals and/or Strategic Plan                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                 |    |
| Highly Effective (4)                                                                                                                                                                                                                                                                                           | Effective (3)                                                                                                                                                                                                                                               | Developing (2)                                                                                                                                                                                                                                       | Ineffective (1)                                                                                                                                                                                                                 | NA |
| <i>Facilitates development of the school district's short- and long-term measurable goals and aligns available resources with school district's budget to accomplish goals</i>                                                                                                                                 | <i>Facilitates development of the school district's short- and long-term goals and recommends necessary financial strategies to meet goals</i>                                                                                                              | <i>Goals have been developed but no overall plan or alignment of resources exists</i>                                                                                                                                                                | <i>Goals are not developed.</i>                                                                                                                                                                                                 |    |
| Element 1.c. Policy Implementation                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                 |    |
| Highly Effective (4)                                                                                                                                                                                                                                                                                           | Effective (3)                                                                                                                                                                                                                                               | Developing (2)                                                                                                                                                                                                                                       | Ineffective (1)                                                                                                                                                                                                                 | NA |
| <i>Leads in determining school district needs and policy priorities; facilitates regular review and revision of school board policy and policy development process</i>                                                                                                                                         | <i>Consults with school board when questions of policy interpretation arise; follows school board policy in decision-making</i>                                                                                                                             | <i>Occasionally acts without following school board policy</i>                                                                                                                                                                                       | <i>Does not follow or rely on school board policy. Uses personal discretion in decision-making</i>                                                                                                                              |    |
| Element 1.d. Information for Decision-Making                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                 |    |
| Highly Effective (4)                                                                                                                                                                                                                                                                                           | Effective (3)                                                                                                                                                                                                                                               | Developing (2)                                                                                                                                                                                                                                       | Ineffective (1)                                                                                                                                                                                                                 | NA |
| <i>Collaborates with school board to review and improve value of information and guidance provided to the board for effective decision-making; ensures meeting materials are comprehensive, with adequate background information and possible action; offers thorough, timely, and prudent recommendations</i> | <i>Assists school board in understanding multiple perspectives surrounding issues as well as possible implications of decisions; provides meeting materials and background and historical perspectives; includes recommendations</i>                        | <i>Shares information with a few school board members for decision-making in a timely manner; provides incomplete meeting materials that do not include adequate background information or historical perspective</i>                                | <i>Does not provide timely information needed for effective school board decision-making; meeting materials are not readily available; members do not receive enough information regarding agenda or background information</i> |    |
| Element 1.e. School Board Inquiries and Development                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                 |    |
| Highly Effective (4)                                                                                                                                                                                                                                                                                           | Effective (3)                                                                                                                                                                                                                                               | Developing (2)                                                                                                                                                                                                                                       | Ineffective (1)                                                                                                                                                                                                                 | NA |
| <i>Answers school board questions thoroughly to ensure understanding; actively and continuously encourages school board development by seeking and communicating school board development opportunities; creates, follows and annual reviews communication protocols</i>                                       | <i>School board questions are addressed with follow-up to members most of the time. Provides members with information regarding school board development opportunities when they arise. Communication protocols exist and are followed most of the time</i> | <i>School board questions are answered, but not all members are apprised of relevant questions and answers. When asked, provides members with information about school board development. Communication protocols exist, but are rarely followed</i> | <i>School board questions are rarely answered. Does not promote school board development. No communication protocols exist</i>                                                                                                  |    |

| Standard 2. School District Finances                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                        |    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| Element 2.a. Budget Development and Maintenance                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                        |    |
| Highly Effective (4)                                                                                                                                                                                                                                                                                                                                   | Effective (3)                                                                                                                                                                                                                                                                                                                         | Developing (2)                                                                                                                                                                                                                                          | Ineffective (1)                                                                                                                                                                                                                                                                                        | NA |
| <i>Engages in timely budget planning and actions that consider current and long-range information and data; seeks balance to meet students' current and future needs and be fiscally responsible to community; distributes resources to meet immediate and long-range objectives</i>                                                                   | <i>Engages in proactive budget actions that consider current information and data; seeks balance to meet the students' needs and be fiscally responsible to community; distributes resources in light of school district goals and immediate objectives</i>                                                                           | <i>Budget development, resource allocations, and management is focused on meeting immediate needs and fiscal issues. Decisions are primarily reactive to current needs of the school district</i>                                                       | <i>Budget knowledge is limited. Budget is developed and managed without taking into consideration current needs of the school district. Resources are allocated without consideration of school district needs</i>                                                                                     |    |
| Element 2.b. Financial Statements                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                        |    |
| Highly Effective (4)                                                                                                                                                                                                                                                                                                                                   | Effective (3)                                                                                                                                                                                                                                                                                                                         | Developing (2)                                                                                                                                                                                                                                          | Ineffective (1)                                                                                                                                                                                                                                                                                        | NA |
| <i>Provides constant flow of budgetary and/or financial information and discussion of ramifications of changes</i>                                                                                                                                                                                                                                     | <i>Regularly reports to the school board concerning budget and financial status</i>                                                                                                                                                                                                                                                   | <i>Reports status of financial accounts as requested by school board</i>                                                                                                                                                                                | <i>Does not report financial information to school board other than annual audit</i>                                                                                                                                                                                                                   |    |
| Element 2.c. Financial Controls                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                        |    |
| Highly Effective (4)                                                                                                                                                                                                                                                                                                                                   | Effective (3)                                                                                                                                                                                                                                                                                                                         | Developing (2)                                                                                                                                                                                                                                          | Ineffective (1)                                                                                                                                                                                                                                                                                        | NA |
| <i>Promotes appropriate financial controls, including third-party audits and reconciliation of accounts; implements preventive measures to protect school district finances</i>                                                                                                                                                                        | <i>Is current with general and state accounting procedures; maintains internal controls</i>                                                                                                                                                                                                                                           | <i>Uses annual audit to reveal discrepancies; internal controls are inconsistent</i>                                                                                                                                                                    | <i>Annual audit reveals areas in need of improvement; financial accounts are not in order</i>                                                                                                                                                                                                          |    |
| Element 2.d. Bond and Levy Campaigns                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                        |    |
| Highly Effective (4)                                                                                                                                                                                                                                                                                                                                   | Effective (3)                                                                                                                                                                                                                                                                                                                         | Developing (2)                                                                                                                                                                                                                                          | Ineffective (1)                                                                                                                                                                                                                                                                                        | NA |
| <i>Helps school board assure that levy and bond campaigns meet immediate fiscal needs and advance long-term school district goals and/or priorities</i>                                                                                                                                                                                                | <i>Helps school board develop community engagement strategies that build support for levies and bonds</i>                                                                                                                                                                                                                             | <i>Helps school board assure that levy and bond campaigns are conducted in legally correct and fiscally responsible manner</i>                                                                                                                          | <i>Does not provide school board with timely and helpful guidance on conducting levy and bond campaigns</i>                                                                                                                                                                                            |    |
| Element 2.e. Asset Protection                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                        |    |
| Highly Effective (4)                                                                                                                                                                                                                                                                                                                                   | Effective (3)                                                                                                                                                                                                                                                                                                                         | Developing (2)                                                                                                                                                                                                                                          | Ineffective (1)                                                                                                                                                                                                                                                                                        | NA |
| <i>Protects school district's fiscal health by continually seeking efficiencies and identifying new sources of funding, such as grants and investment opportunities; follows school district policies and procedures to ensure funds and property are secure; bases recommendations and decisions on school district approved priorities and needs</i> | <i>Provides some oversight of school district resource allocations and decisions, including fiscal investments, grant funding opportunities, fixed assets, and external resources; usually follows policies; ensures alignment between school district assets and priorities to support improved instructions and other key goals</i> | <i>Provides limited oversight of school district resources, including fiscal investments, grant funding opportunities, and fixed assets; does not consistently follow policies; some alignment exists between school district assets and priorities</i> | <i>Does not provide oversight of school district resources, including fiscal investments, grant funding opportunities, and fixed assets; has not developed policies to guide asset-related decisions; makes fiscal decisions that do not align with school district priorities and/or are wasteful</i> |    |

| Standard 3. Communication and Community Relationships                                                                                                                                              |                                                                                                                                           |                                                                                                                                                           |                                                                                                                                                                         |    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| Element 3.a. Relationships with the Community                                                                                                                                                      |                                                                                                                                           |                                                                                                                                                           |                                                                                                                                                                         |    |
| Highly Effective (4)                                                                                                                                                                               | Effective (3)                                                                                                                             | Developing (2)                                                                                                                                            | Ineffective (1)                                                                                                                                                         | NA |
| <i>Builds and sustains productive relationships with public and private sectors, such as local law enforcement, MSBA, MASA, etc.</i>                                                               | <i>Creates relationships with public and private sectors</i>                                                                              | <i>Reluctantly seeks some relationships with public or private sectors</i>                                                                                | <i>Has no relationships with public and private sectors and shows no interest in pursuing partnerships</i>                                                              |    |
| Element 3.b. Engagement                                                                                                                                                                            |                                                                                                                                           |                                                                                                                                                           |                                                                                                                                                                         |    |
| Highly Effective (4)                                                                                                                                                                               | Effective (3)                                                                                                                             | Developing (2)                                                                                                                                            | Ineffective (1)                                                                                                                                                         | NA |
| <i>Seeks out and provides opportunities for input from external groups and individuals; uses the input in decision-making process</i>                                                              | <i>Solicits input from select external groups and individuals</i>                                                                         | <i>Very rarely seeks input from external groups and individuals</i>                                                                                       | <i>Demonstrates lack of regard for input and influence of external groups and individuals</i>                                                                           |    |
| Element 3.c. Informs the Community as a Whole                                                                                                                                                      |                                                                                                                                           |                                                                                                                                                           |                                                                                                                                                                         |    |
| Highly Effective (4)                                                                                                                                                                               | Effective (3)                                                                                                                             | Developing (2)                                                                                                                                            | Ineffective (1)                                                                                                                                                         | NA |
| <i>Actively keeps community informed with appropriate, regular communication on variety of school district topics, issues, and/or concerns, allowing school board to meet its responsibilities</i> | <i>Keeps community members informed of school district issues and/or concerns as needed so school board may meet its responsibilities</i> | <i>Keeps only some community members informed of school district issues and/or concerns, limiting school board's ability to meet its responsibilities</i> | <i>Does not provide information community needs to understand school district issues and/or concerns, hindering school board's ability to meet its responsibilities</i> |    |
| Element 3.d. Advocacy                                                                                                                                                                              |                                                                                                                                           |                                                                                                                                                           |                                                                                                                                                                         |    |
| Highly Effective (4)                                                                                                                                                                               | Effective (3)                                                                                                                             | Developing (2)                                                                                                                                            | Ineffective (1)                                                                                                                                                         | NA |
| <i>Works with school board and staff to build relationships with government officials to promote students' interests and influence appropriate responses to government actions</i>                 | <i>Assumes leadership role through numerous contacts with government officials to protect and promote students' interests</i>             | <i>Engages with government officials to protect students' interests</i>                                                                                   | <i>Does not engage with city, township, county, state, and federal officials (government officials) to protect students' interests</i>                                  |    |
| Element 3.e. Media                                                                                                                                                                                 |                                                                                                                                           |                                                                                                                                                           |                                                                                                                                                                         |    |
| Highly Effective (4)                                                                                                                                                                               | Effective (3)                                                                                                                             | Developing (2)                                                                                                                                            | Ineffective (1)                                                                                                                                                         | NA |
| <i>Actively engages media; maintains professionalism with media; seeks to promote school district in media and community</i>                                                                       | <i>Is cooperative with media; seeks to promote school district in media</i>                                                               | <i>Passively and reluctantly communicates with media</i>                                                                                                  | <i>Does not communicate with community</i>                                                                                                                              |    |
| Element 3.f. Visibility and Approachability                                                                                                                                                        |                                                                                                                                           |                                                                                                                                                           |                                                                                                                                                                         |    |
| Highly Effective (4)                                                                                                                                                                               | Effective (3)                                                                                                                             | Developing (2)                                                                                                                                            | Ineffective (1)                                                                                                                                                         | NA |
| <i>Is visible and approachable by members of the community; attends many and varied events</i>                                                                                                     | <i>Is visible and approachable by community; attends some events.</i>                                                                     | <i>Attends few events and is seldom approachable by community</i>                                                                                         | <i>Is neither visible nor approachable by community</i>                                                                                                                 |    |

| Standard 4. School District Operations                                                                                                                                                                       |                                                                                                                                                                      |                                                                                                                                        |                                                                                                                                |    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|----|
| Element 4.a. Facilities                                                                                                                                                                                      |                                                                                                                                                                      |                                                                                                                                        |                                                                                                                                |    |
| Highly Effective (4)                                                                                                                                                                                         | Effective (3)                                                                                                                                                        | Developing (2)                                                                                                                         | Ineffective (1)                                                                                                                | NA |
| <i>Ensures facilities management plan is in place and includes current status of buildings and need to improve facilities in the future, with projected plan to secure funding</i>                           | <i>Ensures facilities management plan is in place and includes current status of buildings and need to improve facilities in the future</i>                          | <i>Discusses facilities needs internally, but no plan is created; addresses issues on an as-needed basis</i>                           | <i>Facilities management plan is not created; maintenance is performed only when absolutely needed</i>                         |    |
| Element 4.b. Transportation*                                                                                                                                                                                 |                                                                                                                                                                      |                                                                                                                                        |                                                                                                                                |    |
| Highly Effective (4)                                                                                                                                                                                         | Effective (3)                                                                                                                                                        | Developing (2)                                                                                                                         | Ineffective (1)                                                                                                                | NA |
| <i>Ensures transportation department operates efficiently and effectively; has long-range plan for replacing school district vehicles as needed</i>                                                          | <i>Ensures transportation department operates efficiently and effectively most of the time; has long-range plan for replacing school district vehicles as needed</i> | <i>Transportation department operates on day-to-day basis without long-range plan for replacing school district vehicles as needed</i> | <i>Transportation department operates haphazardly without long-range plan for replacing school district vehicles as needed</i> |    |
| Element 4.c. Food Service**                                                                                                                                                                                  |                                                                                                                                                                      |                                                                                                                                        |                                                                                                                                |    |
| Highly Effective (4)                                                                                                                                                                                         | Effective (3)                                                                                                                                                        | Developing (2)                                                                                                                         | Ineffective (1)                                                                                                                | NA |
| <i>Ensures food service operates efficiently and effectively and offers nutritious and appealing meals that meet or exceed government standards</i>                                                          | <i>Ensures food service operates efficiently and effectively most of the time and that meals meet government standards</i>                                           | <i>Food service operates with a deficit; meals meet government standards</i>                                                           | <i>Food service operates with a deficit; meals do not meet government standards and are neither nutritious nor appealing</i>   |    |
| Element 4.d. Technology                                                                                                                                                                                      |                                                                                                                                                                      |                                                                                                                                        |                                                                                                                                |    |
| Highly Effective (4)                                                                                                                                                                                         | Effective (3)                                                                                                                                                        | Developing (2)                                                                                                                         | Ineffective (1)                                                                                                                | NA |
| <i>Is open to future needs and trends in technology; ensures technology plan is in place and includes long-range plan to replace and upgrade hardware, software, and infrastructure</i>                      | <i>Ensures technology plan in place with long-range plan to replace and upgrade hardware, software, and infrastructure</i>                                           | <i>Technology plan in place, but no replacement plan for hardware, software, and infrastructure</i>                                    | <i>No technology plan in place; no replacement plan for hardware, software, and infrastructure</i>                             |    |
| Element 4.e. Maintenance***                                                                                                                                                                                  |                                                                                                                                                                      |                                                                                                                                        |                                                                                                                                |    |
| Highly Effective (4)                                                                                                                                                                                         | Effective (3)                                                                                                                                                        | Developing (2)                                                                                                                         | Ineffective (1)                                                                                                                | NA |
| <i>Ensures maintenance department operates efficiently and effectively and has a system for reporting and/or handling work orders in timely manner; schedule for maintenance is in place and is followed</i> | <i>Ensures maintenance department operates efficiently and effectively most of the time; most work orders are completed in timely manner</i>                         | <i>Maintenance department operates on day-to-day basis, with no system for reporting and/or handling work orders</i>                   | <i>Maintenance department operates haphazardly with no system for reporting and/or handling work orders</i>                    |    |
| Element 4.f. Personnel                                                                                                                                                                                       |                                                                                                                                                                      |                                                                                                                                        |                                                                                                                                |    |
| Highly Effective (4)                                                                                                                                                                                         | Effective (3)                                                                                                                                                        | Developing (2)                                                                                                                         | Ineffective (1)                                                                                                                | NA |
| <i>Ensures sites are staffed appropriately; staff receive on-going professional development</i>                                                                                                              | <i>Most sites are staffed appropriately; staff receive on-going professional development</i>                                                                         | <i>Multiple sites lack appropriate number of staff; professional development is offered, but not consistently used</i>                 | <i>Staff level is inadequate across school district with no professional development offered, or, if offered, not utilized</i> |    |

*\* Note 4.b.: Safety is a concern regardless of whether the school district operates its own transportation services or contracts with an outside vendor.*

*\*\*Note 4.c.: Providing nutritious meals is important regardless of whether the school district operates its own food service or contracts with an outside vendor.*

*\*\*\*Note 4.e.: School district facilities and grounds management is important regardless of whether the school district operates its own maintenance programming or contracts with an outside vendor.*

| <b>Standard 5. Human Resources</b>                                                                                                                                                                                                                                          |                                                                                                                                                                          |                                                                                                                                 |                                                                                                                                                                 |    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| <b>Element 5.a. Internal Communications</b>                                                                                                                                                                                                                                 |                                                                                                                                                                          |                                                                                                                                 |                                                                                                                                                                 |    |
| Highly Effective (4)                                                                                                                                                                                                                                                        | Effective (3)                                                                                                                                                            | Developing (2)                                                                                                                  | Ineffective (1)                                                                                                                                                 | NA |
| <i>Establishes system for keeping staff continually informed of important matters and allowing opportunities for regular input</i>                                                                                                                                          | <i>Keeps staff informed of most important matters and seeks input annually</i>                                                                                           | <i>Inconsistently keeps staff informed of important matters</i>                                                                 | <i>Lacks specific system to inform staff of important matters or fails to seek input</i>                                                                        |    |
| <b>Element 5.b. Personnel Concerns</b>                                                                                                                                                                                                                                      |                                                                                                                                                                          |                                                                                                                                 |                                                                                                                                                                 |    |
| Highly Effective (4)                                                                                                                                                                                                                                                        | Effective (3)                                                                                                                                                            | Developing (2)                                                                                                                  | Ineffective (1)                                                                                                                                                 | NA |
| <i>Follows established comprehensive, proactive system with personnel matters; routinely discusses personnel policies</i>                                                                                                                                                   | <i>Uses policies and procedures to address personnel matters with consistency, fairness, discretion and impartiality</i>                                                 | <i>Establishes policies and procedures, but does not implement them consistently</i>                                            | <i>Policies and procedures for handling personnel concerns in consistent manner are not in place; some situations may be handled with bias or inconsistency</i> |    |
| <b>Element 5.c. Delegation of Duties *</b>                                                                                                                                                                                                                                  |                                                                                                                                                                          |                                                                                                                                 |                                                                                                                                                                 |    |
| Highly Effective (4)                                                                                                                                                                                                                                                        | Effective (3)                                                                                                                                                            | Developing (2)                                                                                                                  | Ineffective (1)                                                                                                                                                 | NA |
| <i>Delegates responsibility to staff that will foster professional growth, leadership, and decision-making skills</i>                                                                                                                                                       | <i>Delegates responsibility to appropriate staff</i>                                                                                                                     | <i>Is reluctant to place much authority or decision-making with key staff</i>                                                   | <i>Tightly controls decisions made within administrative team</i>                                                                                               |    |
| <b>Element 5.d. Visibility and Approachability</b>                                                                                                                                                                                                                          |                                                                                                                                                                          |                                                                                                                                 |                                                                                                                                                                 |    |
| Highly Effective (4)                                                                                                                                                                                                                                                        | Effective (3)                                                                                                                                                            | Developing (2)                                                                                                                  | Ineffective (1)                                                                                                                                                 | NA |
| <i>Is visible at variety of school events and approachable by staff; prioritizes regular visits to buildings and classrooms; consistently follows open door policies</i>                                                                                                    | <i>Is visible and approachable by staff; visits buildings and/or classrooms</i>                                                                                          | <i>Seldom visits buildings; attends few building events and activities; is not approachable</i>                                 | <i>Is neither visible nor approachable by staff; is isolated from staff</i>                                                                                     |    |
| <b>Element 5.e. Hiring and Staff Development</b>                                                                                                                                                                                                                            |                                                                                                                                                                          |                                                                                                                                 |                                                                                                                                                                 |    |
| Highly Effective (4)                                                                                                                                                                                                                                                        | Effective (3)                                                                                                                                                            | Developing (2)                                                                                                                  | Ineffective (1)                                                                                                                                                 | NA |
| <i>Follows established plan for recruiting, hiring, supporting, inducting, developing, and retaining staff while keeping students' interests in mind</i>                                                                                                                    | <i>Follows established plan for recruiting, hiring, supporting, inducting, developing, and retaining staff</i>                                                           | <i>Plan exists for recruiting, hiring, supporting, inducting, developing, and retaining staff, but is not used consistently</i> | <i>No plan exists for recruiting, hiring, supporting, inducting, developing, and retaining staff</i>                                                            |    |
| <b>Element 5.f. Collective Bargaining**</b>                                                                                                                                                                                                                                 |                                                                                                                                                                          |                                                                                                                                 |                                                                                                                                                                 |    |
| Highly Effective (4)                                                                                                                                                                                                                                                        | Effective (3)                                                                                                                                                            | Developing (2)                                                                                                                  | Ineffective (1)                                                                                                                                                 | NA |
| <i>Assists school board in preparing for and conducting negotiations</i>                                                                                                                                                                                                    | <i>Is proactive in preparing for collective bargaining by sharing appropriate information</i>                                                                            | <i>Accepts that collective bargaining is necessary and may be challenging</i>                                                   | <i>Does not seek to understand and/or improve collective bargaining</i>                                                                                         |    |
| <b>Element 5.g. Evaluation</b>                                                                                                                                                                                                                                              |                                                                                                                                                                          |                                                                                                                                 |                                                                                                                                                                 |    |
| Highly Effective (4)                                                                                                                                                                                                                                                        | Effective (3)                                                                                                                                                            | Developing (2)                                                                                                                  | Ineffective (1)                                                                                                                                                 | NA |
| <i>Puts in place appropriate performance evaluation systems; assures school district staff are evaluated at least annually; completes required evaluations; ensures necessary development plans are in place and that evaluations are consistent across school district</i> | <i>Assures most staff are evaluated annually and that evaluations are completed in a timely manner; some needed individualized staff improvement plans not developed</i> | <i>Assures evaluations are completed, but are consistent or not in compliance with state law</i>                                | <i>No performance evaluation system in place; evaluations not completed as required by state law</i>                                                            |    |

\*Note 5.c.: School district finances and structures impact staffing levels and administrative oversight and responsibilities.

\*\*Note 5.f.: School district-related negotiations processes vary based on negotiations philosophy, approach, and models used.



| <b>Standard 6. Teaching and Learning</b>                                                                                                                                                                                                                                            |                                                                                                                                                                                                                          |                                                                                                                                                                                                         |                                                                                                                                                                            |    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| <b>Element 6.a. Staff Development</b>                                                                                                                                                                                                                                               |                                                                                                                                                                                                                          |                                                                                                                                                                                                         |                                                                                                                                                                            |    |
| Highly Effective (4)                                                                                                                                                                                                                                                                | Effective (3)                                                                                                                                                                                                            | Developing (2)                                                                                                                                                                                          | Ineffective (1)                                                                                                                                                            | NA |
| <i>Ensures comprehensive staff development plan exists and aligns with school district and school specific goals and complies with law; assures staff development programs fit school district-specific plan, goals, and priorities and focus on increasing student achievement</i> | <i>Ensures staff development plan exists and is followed most of the time; assures staff development programs are based upon available opportunities targeted toward staff growth and increasing student achievement</i> | <i>A staff development plan in place, but not consistently followed; staff development programs are based upon available opportunities</i>                                                              | <i>No comprehensive school district staff development plan; staff development not consistently provided; staff are left responsible for their improvement</i>              |    |
| <b>Element 6.b. School Improvement</b>                                                                                                                                                                                                                                              |                                                                                                                                                                                                                          |                                                                                                                                                                                                         |                                                                                                                                                                            |    |
| Highly Effective (4)                                                                                                                                                                                                                                                                | Effective (3)                                                                                                                                                                                                            | Developing (2)                                                                                                                                                                                          | Ineffective (1)                                                                                                                                                            | NA |
| <i>Ensures school improvement plans are in place at all buildings and align with school district-wide goals; assures plans and strategies are in place and used for implementing improvement efforts and monitoring progress</i>                                                    | <i>Ensures school improvement plans are in place at all buildings and align with school district-wide goals</i>                                                                                                          | <i>School improvement plans are in place at building level, but lack school district-wide coordination</i>                                                                                              | <i>School improvement efforts are limited; no comprehensive plan in place</i>                                                                                              |    |
| <b>Element 6.c. Curriculum and Instruction</b>                                                                                                                                                                                                                                      |                                                                                                                                                                                                                          |                                                                                                                                                                                                         |                                                                                                                                                                            |    |
| Highly Effective (4)                                                                                                                                                                                                                                                                | Effective (3)                                                                                                                                                                                                            | Developing (2)                                                                                                                                                                                          | Ineffective (1)                                                                                                                                                            | NA |
| <i>Ensures curriculum is in place, aligned across grade levels, and complies with state standards; assures instructional practices are differentiated and personalized to student needs and that technology enhances teaching and learning</i>                                      | <i>Ensures curriculum meets the state standards; strives to accommodate diverse learning styles, needs, and levels of readiness; makes some effort to incorporate technology into learning</i>                           | <i>Allows teachers to define their own curriculum; little coordination exists; encourages teachers to enhance instructional skills and embrace technology, but no comprehensive program is in place</i> | <i>Curriculum is not a priority and/or is inconsistent across grade levels; little to no focus on instruction exists; Technology not utilized in classroom instruction</i> |    |
| <b>Element 6.d. Professional Knowledge of Teaching and Learning</b>                                                                                                                                                                                                                 |                                                                                                                                                                                                                          |                                                                                                                                                                                                         |                                                                                                                                                                            |    |
| Highly Effective (4)                                                                                                                                                                                                                                                                | Effective (3)                                                                                                                                                                                                            | Developing (2)                                                                                                                                                                                          | Ineffective (1)                                                                                                                                                            | NA |
| <i>Demonstrates knowledge and comfort with current instructional programs; seeks to communicate how the school district is implementing best practices; participates actively in professional groups for the school district's benefit</i>                                          | <i>Demonstrates knowledge of current instructional programs and is able to discuss them; seeks to learn and improve upon personal and professional abilities</i>                                                         | <i>Is somewhat knowledgeable of current instructional programs; relies on others for information/data</i>                                                                                               | <i>Is uninvolved in current instructional programs; is unaware of current instructional issues</i>                                                                         |    |
| <b>Element 6.e. Culture of Cooperation</b>                                                                                                                                                                                                                                          |                                                                                                                                                                                                                          |                                                                                                                                                                                                         |                                                                                                                                                                            |    |
| Highly Effective (4)                                                                                                                                                                                                                                                                | Effective (3)                                                                                                                                                                                                            | Developing (2)                                                                                                                                                                                          | Ineffective (1)                                                                                                                                                            | NA |
| <i>Develops and supports open, productive, caring, and trusting relationships among staff</i>                                                                                                                                                                                       | <i>Encourages open, productive, caring, and trusting environment among staff</i>                                                                                                                                         | <i>Haphazardly supports open, productive, caring, and trusting environment among staff</i>                                                                                                              | <i>Culture of trust does not exist</i>                                                                                                                                     |    |

| <b>Standard 7. Student Support</b>                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                      |    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| <b>Element 7.a. Student Engagement and Feedback</b>                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                      |    |
| Highly Effective (4)                                                                                                                                                                                                                                                                             | Effective (3)                                                                                                                                                                                                                                                              | Developing (2)                                                                                                                                                                                                                                            | Ineffective (1)                                                                                                                                                                                                                                      | NA |
| <i>Empowers staff to cultivate and reinforce student engagement in school; student conduct is positive; actively seeks student input and creates methods for students to be actively involved in setting school district-wide goals</i>                                                          | <i>Asks staff to foster and reinforce student engagement in school; most student conduct is positive; readily accepts student input and engages students in school district-wide goal setting</i>                                                                          | <i>Ensures staff encourage and reinforce student engagement in school; some students engage in positive conduct; accepts student input, but does not seek it</i>                                                                                          | <i>Staff do not foster or reinforce student engagement; positive student conduct does not exist; does not accept student input or feedback</i>                                                                                                       |    |
| <b>Element 7.b. Student Attendance</b>                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                      |    |
| Highly Effective (4)                                                                                                                                                                                                                                                                             | Effective (3)                                                                                                                                                                                                                                                              | Developing (2)                                                                                                                                                                                                                                            | Ineffective (1)                                                                                                                                                                                                                                      | NA |
| <i>Prioritizes student attendance; addresses individual student attendance problems early and supports are in place; assures attendance rates are maintained at a high level</i>                                                                                                                 | <i>Focuses on attendance; plans and interventions to address chronic attendance problems exist, but are not consistently implemented; attendance rates are improving</i>                                                                                                   | <i>Attendance is not an area of focus; no plan exists to address attendance; attendance rates fluctuate</i>                                                                                                                                               | <i>Attendance is not addressed as a policy issue; no plan to address attendance exists; attendance rates are decreasing</i>                                                                                                                          |    |
| <b>Element 7.c. Support for Students</b>                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                      |    |
| Highly Effective (4)                                                                                                                                                                                                                                                                             | Effective (3)                                                                                                                                                                                                                                                              | Developing (2)                                                                                                                                                                                                                                            | Ineffective (1)                                                                                                                                                                                                                                      | NA |
| <i>Provides systems of academics, supports, services, extracurricular activities, and accommodations to meet range of students' learning needs; ensures coordination and alignment of supports; maintains safe, caring, healthy, respectful, and inclusive learning environment for students</i> | <i>Provides systems of academics, supports, services, extracurricular activities, and accommodations to meet most students' range of learning needs; coordination and alignment could be improved; trusting, safe, inclusive, and respectful school environment exists</i> | <i>Academics, supports, services, extracurricular activities, and accommodations to meet some students' range of learning needs; trusting, safe, inclusive, and respectful school environment exists and is sustained for most students</i>               | <i>Academics, supports, services, extracurricular activities, and accommodations are not available for students; trusting, safe, inclusive, and respectful school environment does not exist for many students</i>                                   |    |
| <b>Element 7.d. Student Discipline</b>                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                      |    |
| Highly Effective (4)                                                                                                                                                                                                                                                                             | Effective (3)                                                                                                                                                                                                                                                              | Developing (2)                                                                                                                                                                                                                                            | Ineffective (1)                                                                                                                                                                                                                                      | NA |
| <i>Clearly defines expectations for student behavior and conduct; policies identify student behaviors subject to discipline; enforces violations of student discipline policy in even-handed manner; communicates expectations for student behavior to parents and students on regular basis</i> | <i>Defines expectations for student behavior and conduct; policies identify most behaviors subject to discipline; enforces violations of student discipline policy; communicates expectations for student behavior to parents and students, but not regularly</i>          | <i>Defines expectations for some student behavior and conduct; policies specify some behaviors subject to discipline; does not enforce violations of student discipline policy for most students; provides some communication to parents and students</i> | <i>Does not clearly define expectations for student behavior; policies do not specify behaviors subject to discipline; does not consistently enforce violations of student discipline policy; communication not provided to parents and students</i> |    |
| <b>Element 7.e. Culture of Cooperation</b>                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                      |    |
| Highly Effective (4)                                                                                                                                                                                                                                                                             | Effective (3)                                                                                                                                                                                                                                                              | Developing (2)                                                                                                                                                                                                                                            | Ineffective (1)                                                                                                                                                                                                                                      | NA |
| <i>Develops and supports open, productive, caring, and trusting school culture among students</i>                                                                                                                                                                                                | <i>Encourages open, productive, caring, and trusting school culture among students</i>                                                                                                                                                                                     | <i>Haphazardly supports creation of open, productive, caring, and trusting school culture among all students</i>                                                                                                                                          | <i>Trusting school climate does not exist</i>                                                                                                                                                                                                        |    |

| <b>Element 7.f. School Safety and Security</b>                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                             |    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| Highly Effective (4)                                                                                                                                                                                                                                                                                                                                                                         | Effective (3)                                                                                                                                                                                                                                                                                                                            | Developing (2)                                                                                                                                                                                                                                                                                                                 | Ineffective (1)                                                                                                                                                                                                                             | NA |
| <i>Ensures system-wide plan is developed and implemented to assure all school district buildings and grounds are safe and secure; collaborates with local law enforcement and fire prevention agencies; ensures use of effective crisis management strategies and techniques; monitors for effectiveness; ensures drills are conducted to ensure parties know roles and responsibilities</i> | <i>Ensures plan has been developed and implemented to assure school district buildings and grounds are safe and secure; collaborates with local law enforcement and practicing safety drills to ensure parties know responsibilities</i>                                                                                                 | <i>Ensures plan has been developed to assure school district buildings and grounds are safe and secure, including some of the required safety drills</i>                                                                                                                                                                       | <i>No plan has been developed to assure school district buildings and grounds are safe and secure</i>                                                                                                                                       |    |
| <b>Element 7.g. Emotional Health and Social Needs</b>                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                             |    |
| Highly Effective (4)                                                                                                                                                                                                                                                                                                                                                                         | Effective (3)                                                                                                                                                                                                                                                                                                                            | Developing (2)                                                                                                                                                                                                                                                                                                                 | Ineffective (1)                                                                                                                                                                                                                             | NA |
| <i>Ensures system-wide plan has been developed and implemented to assure a healthy school and/or work environment; collaborates with local mental health and social services and agencies, if available, to provide services for students and/or staff; implements policies prohibiting bullying and harassment as intended and evaluates on ongoing basis</i>                               | <i>Ensures system-wide plan has been developed to assure a healthy school and/or work environment; collaborates with local services and agencies to provide social and emotional support options and services for students and/or staff; ensures policies prohibiting bullying and/or harassment have been developed and implemented</i> | <i>Plan has been developed to assure a healthy school learning and work environment; collaborates with local services to provide social and emotional support options and services for students and/or staff, but is not followed completely; policies prohibiting bullying and/or harassment policies have been developed</i> | <i>No plan developed to assure a healthy learning and/or work environment; no plan for social and emotional support options and services for students and/or staff exists; policies prohibiting bullying and/or harassment do not exist</i> |    |

| <b>Standard 8. Ethical and Inclusive Leadership</b>                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                    |    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| <b>Element 8.a. Ethics and Professional Behavior</b>                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                    |    |
| Highly Effective (4)                                                                                                                                                                                                                                                                                                                                                                         | Effective (3)                                                                                                                                                                                                                                                                                                                             | Developing (2)                                                                                                                                                                                                              | Ineffective (1)                                                                                                                                                                                                                                                                    | NA |
| <i>Demonstrates commitment to highest standards of ethical and professional behavior, including courage and integrity; creates climate in which employees are highly conscious of ethical and professional expectations and holds each other accountable; provides exemplary model that influences stakeholders to act with high degree of professionalism, respect, and trustworthiness</i> | <i>Consistently models highest standards of ethical and professional behavior, including courage and integrity; guides staff to articulate and reinforce high ethical and professional expectations for school district staff; solicits, engages, and interacts with stakeholders in professional, respectful, and trustworthy manner</i> | <i>Follows acceptable standards of ethical and professional behavior; articulates expectations for ethical and professional behavior by staff and with stakeholders in professional, respectful, and trustworthy manner</i> | <i>Does not comply with standards of ethical and professional behavior; does not articulate expectations or monitor compliance for ethical and professional behavior in the school district; does not interact with others in professional, respectful, and trustworthy manner</i> |    |
| <b>Element 8.b. Interactions with Staff, Students, and Community</b>                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                    |    |
| Highly Effective (4)                                                                                                                                                                                                                                                                                                                                                                         | Effective (3)                                                                                                                                                                                                                                                                                                                             | Developing (2)                                                                                                                                                                                                              | Ineffective (1)                                                                                                                                                                                                                                                                    | NA |
| <i>Assures that school district procedures and practices are systematically reviewed and revised to reflect fairness and respect for human dignity for members of school community; builds relationships with union and non-affiliated employee groups through trust and sharing appropriate information</i>                                                                                 | <i>Guides staff to examine school district procedures and practices for adherence to principles of fairness and human dignity; manages dynamics of union relationships</i>                                                                                                                                                                | <i>Frequently examines school district procedures and practices for adherence to principles of fairness and human dignity; works to make the best of union relationships</i>                                                | <i>Does not examine school district procedures and practices for adherence to principles of fairness and human dignity; is unable to work with union leadership; does not work to improve relationships</i>                                                                        |    |
| <b>Element 8.c. Professional Practice</b>                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                    |    |
| Highly Effective (4)                                                                                                                                                                                                                                                                                                                                                                         | Effective (3)                                                                                                                                                                                                                                                                                                                             | Developing (2)                                                                                                                                                                                                              | Ineffective (1)                                                                                                                                                                                                                                                                    | NA |
| <i>Demonstrates high level of self-awareness of and commitment to improve upon professional practice</i>                                                                                                                                                                                                                                                                                     | <i>Demonstrates self-awareness and need for improved professional practice</i>                                                                                                                                                                                                                                                            | <i>Has awareness of need to improve on professional practice</i>                                                                                                                                                            | <i>Does not demonstrate awareness of need to improve professional practice.</i>                                                                                                                                                                                                    |    |
| <b>Element 8.d. Diverse Communities</b>                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                    |    |
| Highly Effective (4)                                                                                                                                                                                                                                                                                                                                                                         | Effective (3)                                                                                                                                                                                                                                                                                                                             | Developing (2)                                                                                                                                                                                                              | Ineffective (1)                                                                                                                                                                                                                                                                    | NA |
| <i>Fosters formal and informal partnerships with diverse groups to support mutual goals.</i>                                                                                                                                                                                                                                                                                                 | <i>Develops strategies to help staff and the school board become familiar with views and characteristics of diverse groups in the community</i>                                                                                                                                                                                           | <i>Becomes familiar with views and characteristics of diverse groups within the community</i>                                                                                                                               | <i>Does not recognize or respond to the existence of diverse groups in the community</i>                                                                                                                                                                                           |    |
| <b>Element 8.e. Cultural Competency</b>                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                    |    |
| Highly Effective (4)                                                                                                                                                                                                                                                                                                                                                                         | Effective (3)                                                                                                                                                                                                                                                                                                                             | Developing (2)                                                                                                                                                                                                              | Ineffective (1)                                                                                                                                                                                                                                                                    | NA |
| <i>Engages stakeholders to develop a school district-wide welcoming culture that honors the values, beliefs, norms, and traditions of diverse groups and integrates diverse representation into school and school district decision making</i>                                                                                                                                               | <i>Develops strategies to help staff capitalize on assets that students from diverse cultural, ethnic, racial, and economic backgrounds bring to the classroom</i>                                                                                                                                                                        | <i>Assures that staff has necessary cultural competence to respond to students' needs</i>                                                                                                                                   | <i>Does not use strategies that recognize and capitalize on community's diversity</i>                                                                                                                                                                                              |    |

| Element 8.f. Equity Plan Implementation                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                          |                                                                                                                                                                   |                                                     |    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|----|
| Highly Effective (4)                                                                                                                                                                                                                                                                                                                                                                     | Effective (3)                                                                                                                                                                                                                                                                            | Developing (2)                                                                                                                                                    | Ineffective (1)                                     | NA |
| <i>Ensures a coordinated, system-wide plan to achieve equity for all students and staff has been developed and implemented, including strategies for meaningful engagement of students and staff from diverse communities and backgrounds, strategies for recruiting diverse staff, closing the achievement gap, and providing staff development; monitors plan is on ongoing manner</i> | <i>Ensures a system-wide plan to achieve equity has been developed and implemented, including strategies for meaningful engagement of students and staff from diverse communities and backgrounds, targeted efforts to close achievement gap, and providing professional development</i> | <i>A plan to achieve equity has been developed, including strategies for meaningful engagement of students and staff from diverse communities and backgrounds</i> | <i>No plan to achieve equity has been developed</i> |    |

## Step 2: Schedule and Hold a Mid-Year Evaluation

The school board determines the superintendent evaluation process and procedures, which must comply with Minnesota's [Open Meeting Law](#) (Minnesota Statutes Chapter 13D) and the [Minnesota Government Data Practices Act](#) (MGDPA) (Minnesota Statutes Chapter 13).\*

Midway through the evaluation cycle, school board members should conduct a formative evaluation of the superintendent to assess the superintendent's progress toward the established goals and standards. The superintendent may choose to complete a self-evaluation. The school board and superintendent should note that superintendent evaluations may be conducted more often.

The school board's completed formative evaluation form should be placed in the superintendent's personnel file and later attached to the summative evaluation. Please see the sample superintendent evaluation timeline (page 5), the sample mid-year formative evaluation form (page A-5), and the sample superintendent self-evaluation form (page A-8).

### Preparing for the Mid-Year and End-of-Year Evaluation Meetings

The process and procedures for preparing for and holding the mid-year and end-of-year evaluation meetings should be developed and documented well in advance to ensure the meetings run as smoothly as possible. One process a school board might follow is provided below.

- One month prior to the evaluation, the school board schedules a closed meeting in compliance with [M.S. 13D.05, Subd. 3\(a\)](#) for the purpose of discussing the superintendent's performance evaluation;
- One or two weeks prior to the closed evaluation meeting, the school board chair distributes the evaluation form to the other school board members for review and preparation prior to the evaluation meeting;
- During the evaluation meeting, the school board chair leads the discussion to help the school board reach a consensus on the superintendent performance. As they review each goal and standard, the school board members should note their ratings when appropriate and provide general comments on the superintendent's progress and/or growth;
- The school board chair writes the school board members' comments and ratings on the appropriate evaluation form. After the evaluation meeting, the form completed by the school board chair becomes the school board's overall mid-year or summative evaluation of the superintendent's performance. Once signed by the superintendent and school board chair, the completed form is placed in the superintendent's personnel file.
- The school board chair ensures that the school board complies with all of the requirements of [M.S. 13D.05, Subd. 3\(a\)](#).

*\*Note: When evaluating the superintendent's performance, school board members should be aware that any data that the school district collects is government data that may become the subject of a MGDPA request.*

### Step 3: Schedule and Hold an End-of-Year Summative Evaluation Meeting

At the end of the evaluation cycle, the school board should conduct a summative evaluation of the superintendent. The school board assigns ratings, along with supporting evidence, based on the superintendent's accomplishment of the school board-approved goals and standards. The superintendent's presentations to the school board throughout year, other evidence and data, and an ongoing discussion of the superintendent's progress toward the goals and standards will provide school board members with important information to support their evaluation.

The school board determines the superintendent evaluation process and procedures, which must comply with Minnesota's [Open Meeting Law](#) (Minnesota Statutes Chapter 13D) and the [Minnesota Government Data Practices Act](#) (Minnesota Statutes Chapter 13).<sup>\*</sup> Please see the sample superintendent evaluation timeline (page 5) and a sample end-of-year summative evaluation (page A-6).

School board members prepare for the summative evaluation meeting by reviewing the established goals and standards to determine whether progress was made and/or growth or achievement has occurred. Each school board member should prepare to share observations and ratings for each goal and standard assessed. The school board chair facilitates the discussion and invites the superintendent to provide additional clarification/progress reports, if any, the school district-focused goals and professional development goals for the superintendent.

When considering the rating to choose, school board members should keep the following brief descriptions in mind:

- **“Highly Effective”** – the superintendent's performance goes above and beyond proficiency to achieve an exceptionally high level. This rating is relatively rare.
- **“Effective”** – the superintendent's performance is fully satisfactory, meeting all expectations at a high level. The superintendent not only meets goals and carries out plans effectively, but also shows flexibility and creativity in adjusting to changed circumstances or unexpected roadblocks and can articulate the progress to date and future plans.
- **“Developing”** – the superintendent's performance demonstrates many of the characteristics associated with effective performance, although a few exceptions and inconsistencies may exist.
- **“Ineffective”** – the superintendent's behavior does not demonstrate the characteristics associated with effective performance. The superintendent may behave contrary to expectations or may fail to show positive behaviors desired. This rating is relatively rare.

Based on the discussion, the school board completes an overall end-of-year summative evaluation form and provides a summary of its conclusions at its next open school board meeting. The school board chair ensures that a copy of the summative evaluation is placed in the superintendent's personnel file.

## **Tips for Conducting a Fair and Objective Evaluation Meeting**

Holding the evaluation meeting requires prior thought and tact. The school board has a responsibility to evaluate the superintendent's performance. Unfortunately, no evaluation process or instrument is completely objective and some subjectivity is to be expected. However, every evaluation process should foster a fair analysis of the superintendent's performance.

Tips for conducting the superintendent's evaluation include:

- Maintain a respectful, professional process
- Focus on standards and goals, not personality
- Identify strengths in performance on which the superintendent can build
- Address poor results with tact and constructive criticism
- Give recommendations for corrective action where needed
- Go beyond conclusion reporting; use a problem-solving focus
- Encourage a professional development plan
- Conclude the evaluation by outlining priority goals for the coming year



## **OVERVIEW OF PART 3**

### **Part 3: Appendices**

1. Evidence Examples
2. Goals and Standards Evaluation Forms/Examples
  - Sample Form 1 – Establish Goals and Standards
  - Sample Form 2 – Mid-Year Formative Evaluation
  - Sample Form 3 – School Board’s Final End-of-Year Summative Evaluation
  - Sample Form 4 – Final Performance Summary Sheet
  - Sample Form 5 – Superintendent Self-Evaluation Form (Optional)

## APPENDICES

### A. Evidence Examples

The validity, reliability, and effectiveness of the evaluation instrument chosen will rely upon school board members' use of evidence to rate the superintendent's performance regardless of whether the performance evaluation is a goal or standard. Evidence helps to demonstrate performance of the superintendent and removes guess work and subjectivity from the evaluation. Data sources are those documents, communications, newspaper articles, agendas, etc., that provide evidence of the superintendent's performance.

The data sources that serve as evidence of the superintendent's performance should be selected at the beginning of the evaluation cycle and be mutually agreed on by the school board and superintendent. Data sources should be limited to only what is needed to inform rating the superintendent's performance for a specific goal or standard. Excessive use of evidence clouds the evaluation process and wastes precious time and resources. The school board and superintendent should also establish when data sources are to be provided, i.e., as they originate, at designated checkpoints, during self-evaluation, etc.

The following list provides a sampling of data sources that may be used as evidence of performance. The list is by no means exhaustive, but it provides an overview of many commonly created and used data sources. Again, the board and superintendent should work together to select the data sources that best demonstrate the superintendent's performance for each goal and/or standard to be assessed.

| School District Policies, Plans, and Reports | Relevant Goal/Standard | Date Submitted |
|----------------------------------------------|------------------------|----------------|
| Administrative Calendar                      |                        |                |
| Affirmative Action Plan                      |                        |                |
| Auditor's Report                             |                        |                |
| Community Education Annual Report            |                        |                |
| Community Survey                             |                        |                |
| Crisis Management Plan                       |                        |                |
| Diversity Training/Awareness Plan            |                        |                |
| ESSA Accountability Report                   |                        |                |
| Long-Range Facilities Management Plan        |                        |                |
| Minnesota Report Card                        |                        |                |
| Minnesota Student Survey Results             |                        |                |
| NAEP Data                                    |                        |                |
| Needs Assessment                             |                        |                |
| Q-Comp Plan                                  |                        |                |
| School Improvement Plan                      |                        |                |
| Staff Handbook                               |                        |                |
| Strategic Plan                               |                        |                |
| Student Handbook                             |                        |                |
| Wellness Report                              |                        |                |
| World's Best Workforce Report                |                        |                |

|                                                         |  |  |
|---------------------------------------------------------|--|--|
| School District Employees                               |  |  |
| Background Check Verification                           |  |  |
| Contract Negotiations Participation                     |  |  |
| Grievances (number, reason, status)                     |  |  |
| Hiring Process Documents                                |  |  |
| Job Descriptions                                        |  |  |
| Instruction, Curriculum, and Assessment                 |  |  |
| Instruction-focused Professional Development            |  |  |
| Presentations to Staff                                  |  |  |
| Professional Learning Communities                       |  |  |
| Teacher Use of Student Data                             |  |  |
| Students and Curriculum                                 |  |  |
| Bullying/Harassment Programs                            |  |  |
| Celebrations of Student Achievement                     |  |  |
| Character Education Program                             |  |  |
| Curriculum and Instruction Audit                        |  |  |
| Curriculum Team Meeting Agendas                         |  |  |
| Enrollment Projections                                  |  |  |
| Equity Program Results                                  |  |  |
| Graduation Rates                                        |  |  |
| Open Houses                                             |  |  |
| Parent Classes                                          |  |  |
| Parent-Teacher Conferences                              |  |  |
| Positive Behavior Supports                              |  |  |
| Program Evaluation                                      |  |  |
| Registration Materials                                  |  |  |
| Student Achievement Data                                |  |  |
| School District Finances                                |  |  |
| Bids and Quotes                                         |  |  |
| Fund Management Policies and Procedures                 |  |  |
| Grants Applied For/Received                             |  |  |
| School District Budget                                  |  |  |
| Communications and Community                            |  |  |
| Civic Group and Stakeholder Presentations               |  |  |
| Community Meeting Agendas/Minutes                       |  |  |
| Community Partnerships                                  |  |  |
| Outreach Programs                                       |  |  |
| Parent Communications                                   |  |  |
| Relationship Building Efforts                           |  |  |
| School District Communication Plan                      |  |  |
| School District Earned Media                            |  |  |
| School District Social Media Plan and Presence          |  |  |
| Superintendent Participation in Community Organizations |  |  |
| Superintendent Professional Memberships                 |  |  |
| Website Development, Maintenance, and Usage             |  |  |

|                                               |  |  |
|-----------------------------------------------|--|--|
| School Board and Administration               |  |  |
| Administrative Team Meeting Agendas/Minutes   |  |  |
| New School Board Member Orientation Program   |  |  |
| Policies and Administrative Procedures        |  |  |
| Recommendations to the School Board           |  |  |
| School Board and Administrative Goals         |  |  |
| School Board Meeting Agendas                  |  |  |
| School Improvement Advisory Committee Minutes |  |  |
| Workshops and Training Programs               |  |  |

## **B. Evaluation-Related Forms**

A school board and superintendent should collaborate to develop evaluation forms.

Below, five sample forms are provided. The content in each sample form illustrates the nature and extent of the content that might be provided. Your school district may choose to adopt one of these options or create its own evaluation forms.

### **Form 1: Establish Goals and Standards**

The goals for the superintendent are set forth, together with the evidence to be provided to establish the superintendent's performance of the goal. The evaluation scale that the Governance Team will use to evaluate the superintendent's performance is included.

### **Form 2: Mid-Year Formative Evaluation Form**

The superintendent's goals and the standards are stated and evidence of progress or growth to date is described. The school board then provides overall comments.

### **Form 3: School Board's Final End-of-Year Summative Evaluation**

The superintendent's goals, which appear on Form 1, are set forth. The school board completes the evaluation scale for each goal and standard and, in addition, states an overall rating for the combined goals and standards. Qualitative guidance is included regarding the goals and standards. The superintendent is provided an opportunity to offer comments.

### **Form 4: School Board's Summary of its Conclusions**

The school board provides a summary statement on each superintendent goal and standard.

### **Form 5: Superintendent Self-Evaluation Form (Optional)**

The superintendent provides evidence of performance of each goal, together with evidence of progress/growth related to each goal. The superintendent also provides evidence of progress/growth on each standard, noting areas of strength and areas needing improvement.

| SAMPLE FORM 1 – ESTABLISH GOALS AND STANDARDS                                                                                                                                                       |                                                                                                                                                                                                                                                       |                                                                                                |                                 |                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|---------------------------------|-----------------------|
| <b>Goal 1:</b> Provide leadership to maximize use of school district resources                                                                                                                      | <b>Evidence of Performance 1:</b> By (month) of 20--, develop and implement a five (5) year capital improvement plan, identifying general and deferred maintenance needs for all facilities and an annual allocation of resources for meeting needs.  |                                                                                                |                                 |                       |
|                                                                                                                                                                                                     | <b>Evidence of Performance 2:</b> By the fall of 20__, develop a plan by which the school district will meet the fund balance reserve goal of ____ days or ____% of the annual general fund of the school district.                                   |                                                                                                |                                 |                       |
|                                                                                                                                                                                                     | <b>Evidence of Performance 3:</b> Annually prepare and submit a report to the school board concerning expected and unexpected revenue/expenditure changes for all funds for the current fiscal year and for the following three (3) years.            |                                                                                                |                                 |                       |
| <b>Goal 2:</b> Provide leadership to strengthen school/community communications and relationships.                                                                                                  | <b>Evidence of Performance 1:</b> Assess existing communication methods and identify preferred communication methods and content for internal and external stakeholders concerning volunteer and partnership opportunities.                           |                                                                                                |                                 |                       |
|                                                                                                                                                                                                     | <b>Evidence of Performance 2:</b> Increase by ____% the number of parents who “Agree” or “Strongly Agree” that “the school district provides timely and informative communication about the school district” on the school district’s climate survey. |                                                                                                |                                 |                       |
|                                                                                                                                                                                                     | <b>Evidence of Performance 3:</b> Conduct a minimum of four school district surveys and/or community meetings on specific school district programs or initiatives.                                                                                    |                                                                                                |                                 |                       |
| <b>Standard 1. Governance Team: Element 1.b. Goals and/or Strategic Plan</b><br><i>Please select one of the following: highly effective, effective, developing, ineffective, or not applicable.</i> |                                                                                                                                                                                                                                                       |                                                                                                |                                 |                       |
| <b>Highly Effective (4)</b>                                                                                                                                                                         | <b>Effective (3)</b>                                                                                                                                                                                                                                  | <b>Developing (2)</b>                                                                          | <b>Ineffective (1)</b>          | <b>Not Applicable</b> |
| <i>Facilitates development of short- and long-term measurable school district goals and aligns available resources to accomplish goals</i>                                                          | <i>Facilitates development of short-term and long-term school district goals and recommends financial strategies to meet goals</i>                                                                                                                    | <i>Goals are defined by implementing standards and seeking to maximize student achievement</i> | <i>Goals are not developed.</i> |                       |

Evaluation Period: \_\_\_\_\_ to \_\_\_\_\_

Superintendent’s Signature: \_\_\_\_\_ Date: \_\_\_\_\_

School Board Chair’s Signature: \_\_\_\_\_ Date: \_\_\_\_\_

\* No more than three standards should be evaluated at one time.

\*\* Additional goals and/or standards/elements may be inserted above.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>SAMPLE FORM 2 – MID-YEAR FORMATIVE EVALUATION FORM*</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Goal 1:</b> Provide leadership to obtain and maximize use of the school district’s resources.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Evidence of Progress and/or Growth to Date:</b> Action plan with status update on plan, including: documents in progress or completed, minutes of staff/administrative team meetings on plan development, and specific school board policies and administrative rules/regulations developed or used to implement measurable indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Goal 2:</b> Provide leadership to strengthen school/community communications and relationships.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Evidence of Progress and/or Growth to Date:</b> A list was generated of the existing communication methods used with the community, volunteers, and partnership organizations; identifying the preferred modes of communication for each. Action plan outlining a timeline of data and input gathering surveys to be conducted and community meetings has been provided. One survey has been done, data analysis has been initiated.                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Standard 1. Governance Team: Element 1.b. Goals and/or Strategic Plan</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Evidence of Progress and/or Growth to Date:</b> Strategic planning process facilitator has been selected by the school board. Several planning sessions have been scheduled. The school board has approved new school district mission, vision, and beliefs statements and is developing the short- and long-range school district goals with community and staff input.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Overall Comments:</b><br><b>Goal 1:</b> The superintendent developed a detailed and workable action plan. The superintendent has implemented the action plan and has begun to develop short- and long-term goals for the school district, with input from our staff and administrative team. The school board encourages the superintendent to make the goals measurable, as financial strategies will need to be implemented to meet these goals.<br><b>Goal 2:</b> Initially, the school board thought it would review the data analysis of two surveys by this time. The surveys may be too broad given the results are generating an overwhelming amount of data. The community input meeting held this fall gleaned supportive and specific information regarding program input. This goal may be ongoing as the survey process and procedures are fine tuned. |

Mid-Year Evaluation Period: \_\_\_\_\_ to \_\_\_\_\_

Superintendent’s Signature: \_\_\_\_\_ Date: \_\_\_\_\_

School Board Chair’s Signature: \_\_\_\_\_ Date: \_\_\_\_\_

\*Additional goals and/or standards/elements may be inserted above

| SAMPLE FORM 3 – SCHOOL BOARD’S FINAL END-OF-YEAR SUMMATIVE EVALUATION*                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                          |                |                 |                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|----------------|-----------------|------------------|
| Place <i>one</i> check [✓] in each row for each goal and <i>one</i> check [✓] for overall rating.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                          |                |                 |                  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 4<br>Highly<br>Effective | 3<br>Effective | 2<br>Developing | 1<br>Ineffective |
| <b>Goal 1:</b> Provide leadership to obtain and maximize utilization of the school district’s resources.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                          |                |                 |                  |
| <b>Goal 2:</b> Provide leadership to strengthen school/ community communications and relationships.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                          |                |                 |                  |
| <b>Overall Goals Rating:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                          |                |                 |                  |
| <b>Standard 1. Governance Team:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                          |                |                 |                  |
| <b>Element 1.b. Goals and/or Strategic Plan</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                          |                |                 |                  |
| <b>Overall Rating Standards Ratings</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                          |                |                 |                  |
| <b>Overall Rating Goals and Standards (Combined)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                          |                |                 |                  |
| <p><b>A. For the goals and standards, which best illustrates the superintendent’s greatest strength and why?</b> Our superintendent believes in school district strategic planning. The superintendent is very organized in his/her efforts to develop short- and long-term goals and to align available resources to that end. The superintendent is visible at community and school events, always cultivating open lines of communication with our stakeholders, and continually enhances positive relationships.</p> <p><b>B. For the goals and standards, which presented the superintendent with the greatest challenge and why?</b> The abundance of data generated by the survey given was overwhelming. As we move forward with the school district’s new strategic plan, identifying the specific areas that need to be worked on and then inviting community and staff input, both survey and community meeting formats generated is important. The input was invaluable to developing the short-term and long-term goals for our school district and should continue.</p> <p><b>C. How might the school board enhance the superintendent’s strengths and assist in overcoming challenges?</b> Community meeting involvement by individual school board members may support the superintendent. Using the information that the superintendent gleaned from the community will be important evidence for the alignment of resources as we build next year’s school district budget. The expectation of up to four surveys a year needs to be revisited. Equal weight should be given to committee and group meeting input.</p> <p><b>D. Superintendent’s Comments:</b><br/>We made good progress on the goals this year. We gleaned an abundance of information from our stakeholders and the community support is overwhelming. I have aligned school district resources to meet the community supported goals in our upcoming year’s budget. With school board support, this budget will facilitate the needed changes. The comments above will be the basis of next year’s goals.</p> |                          |                |                 |                  |

Evaluation Period: \_\_\_\_\_ to \_\_\_\_\_

Superintendent’s Signature: \_\_\_\_\_ Date: \_\_\_\_\_

School Board Chair’s Signature: \_\_\_\_\_ Date: \_\_\_\_\_

\* Additional goals and/or standards/elements may be inserted above.

**SAMPLE FORM 4 – SCHOOL BOARD’S SUMMARY OF ITS CONCLUSIONS \***

**Goal 1:** Provide leadership to obtain and maximize utilization of the school district’s resources.

**Summary Statement:** The superintendent effectively led our school district through a strategic planning action plan that included the development of short-term and long-term goals. These measurable goals will be the basis of an alignment of resources to accomplish these goals.

**Goal 2:** Provide leadership to strengthen school/community communications and relationships.

**Summary Statement:** The superintendent effectively facilitated open communication with our community. The superintendent held small and large group meetings and surveyed stakeholders to get real time data on which to base the short- and long-term goals. This ongoing input is vital to the school district administration and school board as we set school district goals and meet the needs of all of our students.

**Standard 1: Governance Team**

**Element 1.b. Goals and/or Strategic Plan**

**Summary Statement:** The superintendent facilitated the development of the school district’s short-term and long-term goals. The superintendent recommended necessary financial strategies to meet those goals.

Evaluation Period: \_\_\_\_\_ to \_\_\_\_\_

Superintendent’s Signature: \_\_\_\_\_ Date: \_\_\_\_\_

School Board Chair’s Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*\*Pursuant to M.S. 13D.05, Subd. 3 (a), the school board may close a meeting to evaluate the performance of an individual who is subject to its authority. At its next open meeting, the school board shall summarize its conclusions regarding the evaluation.*

*Note: The school board’s summary must give enough information so that a reasonable person would know what occurred without disclosing private personnel data. For more information see page 7 or contact MSBA or MASA.*



**SAMPLE FORM 5 – SUPERINTENDENT SELF-EVALUATION FORM (OPTIONAL)**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Superintendent</b><br/><b>Goal 1:</b> Provide leadership to obtain and maximize utilization of the school district's resources.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p><b>Evidence of Performance 1:</b> By (month) of 20--, develop and implement a five (5) year capital improvement plan identifying general and deferred maintenance needs for all facilities and an annual allocation of resources for meeting those needs.</p>                                                                                                      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p><b>Evidence of Performance 2:</b> By the fall of 20__, the school district will meet the fund balance reserve goal of ____ days or ____% of the annual general fund of the school district.</p>                                                                                                                                                                    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p><b>Evidence of Performance 3:</b> On an annual basis, prepare and submit a report to the school board concerning expected and unexpected revenue/ expenditure changes for all funds for the current fiscal year and for the following three (3) years.</p>                                                                                                         |
| <p><b>Evidence of Progress and/or Growth Goal 1 to Date:</b> This year, I facilitated the school board's strategic planning process. School district staff and community members participated in developing the strategic plan. We are working to align the school district's resources and the strategic plan priorities and to guide school district decision making. We incorporated the school district's capital improvement plan into the strategic plan. I am cognizant of the school board's goal of establishing a 45-day fund balance reserve. I am pleased that we now have set aside an additional five days of fund balance this year and will continue to work toward the established fund balance goal in subsequent years. My annual report includes a review of expected and unexpected revenue and expenditures changes for the current fiscal year and projected scenarios for the next three years</p>                                        |                                                                                                                                                                                                                                                                                                                                                                       |
| <p><b>Goal 2:</b> Provide leadership to strengthen school/community communications and relationships.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p><b>Evidence of Performance 1:</b> Complete an assessment of existing communication methods and number of types of school district-related volunteer and partnership opportunities that identifies preferred communication methods and information wanted and needed about volunteer and partnership opportunities for both internal and external stakeholders.</p> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p><b>Evidence of Performance 2:</b> Increase by __% the number of parents who "Agree" or "Strongly Agree" with the statement "The school district provides timely and informative communication about the school district" on the school district's climate survey.</p>                                                                                              |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p><b>Evidence of Performance 3:</b> Conduct a minimum of four school district surveys or community meetings related to specific school district programs or initiatives.</p>                                                                                                                                                                                         |
| <p><b>Evidence of Progress and/or Growth Goal 2 to Date:</b> Three surveys were conducted this year. The information from the staff and community was analyzed by the administrative team to determine trends and needs, presented to the staff and the community, and used to establish the strategic plan priorities. The strategic planning process resulted in new school district mission, vision, and belief statements, and measurable short- and long-term goals. The survey information was instrumental in the planning process. We will continue to conduct surveys annually, but we will need to be more specific and mindful in of what we want to know when generating the questions. Parents preferred the online survey format and suggested no more than two surveys per year. Doing this each year will get the parents in the routine of sharing their input and help them understand how important their input is to the school district.</p> |                                                                                                                                                                                                                                                                                                                                                                       |

| Standard 1. Governance Team: Element 1.b. Goals and/or Strategic Plan                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                |                                                                                                |                                |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|--------------------------------|--|
| <i>Believes in and facilitates the development of short- and long-term measurable school district goals and aligns available resources with the budget to accomplish these goals</i>                                                                                                                                                                                                                                                                                                                       | <i>Facilitates the development of short-term and long-term goals for the school district and recommends necessary financial strategies to meet those goals</i> | <i>Goals are defined by implementing standards and seeking to maximize student achievement</i> | <i>Goals are not developed</i> |  |
| <p><b>Evidence of Progress and/or Growth Standard 1 to Date:</b> Working through the strategic planning process this year has made me a believer in that process. The input from our stakeholders became the basis and impetus of our school board's planning. The strategic plan provides a firm foundation on which to make staff, facility, and resource decisions. We will revisit our strategic plan yearly and will glean ongoing input from our stakeholders to guide our work.</p>                 |                                                                                                                                                                |                                                                                                |                                |  |
| <p><b>Areas of Strength:</b> As a result of this year's successful strategic planning process, I have become a strong proponent and advocate for the process and its importance in the school board's goal of providing a successful learning experience for all students. The strategic plan has focused us all on what is truly important. With this insight, we can use the school district resources appropriately and have made substantial progress toward the school board's fund balance goal.</p> |                                                                                                                                                                |                                                                                                |                                |  |
| <p><b>Areas Needing Improvement/Strategies for Improvement:</b> I will take the advice of our stakeholders and streamline our online survey techniques. I will facilitate the school board's annual review and revision of the school district's strategic plan. This is a priority that is essential to support the school board's work.</p>                                                                                                                                                              |                                                                                                                                                                |                                                                                                |                                |  |

Evaluation Period: \_\_\_\_\_ to \_\_\_\_\_

\* Recommend no more than three standards be evaluated at one time.

\*\* Additional goals and/or standards/elements may be inserted above.

\*\*\* MSBA and MASA do not recommend using 360-degree feedback tools for an evaluation because the school board directs the superintendent and should not delegate this responsibility to others. If 360-degree feedback is initiated, it should be used by the superintendent for growth purposes. The decision whether to share the results should be controlled by the superintendent.



Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 102

Orig. 1995

Revised: \_\_\_\_\_

Rev. 2023

## 102 EQUAL EDUCATIONAL OPPORTUNITY

***[Note: School districts are required by statute to have a policy addressing these issues.]***

### I. PURPOSE

The purpose of this policy is to ensure that equal educational opportunity is provided for all students of the school district.

### II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to provide equal educational opportunity for all students. The school district does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation, including gender identity and expression, or age. The school district also makes reasonable accommodations for students with disabilities.
- B. The school district prohibits harassment and discrimination of any individual based on any of the protected classifications listed above. For information about the types of conduct that constitute violation of the school district's policy on harassment and violence and the school district's procedures for addressing such complaints, refer to the school district's policy on harassment and violence (Policy 413).
- C. The school district prohibits discrimination of students with a disability, within the intent of Section 504 of the Rehabilitation Act of 1973 ("Section 504"), who need services, accommodations, or programs in order to receive a free appropriate public education. For information as to protections that may apply pursuant to Section 504 and the school district's corresponding procedures for addressing disability discrimination complaints, refer to the school district's policy on student disability nondiscrimination (Policy 521).
- D. The school district prohibits sexual harassment discrimination of any individual on the basis of sex in its education programs or activities. For information as to the protections that apply pursuant to Title IX and school district's corresponding procedures and processes for addressing sexual harassment and discrimination, refer to the school district's policy on Title IX sex nondiscrimination (Policy 522).
- E. The school district shall provide equal opportunity for members of each sex and to members of all races and ethnicities to participate in its athletic program. In determining whether equal opportunity to participate in athletic programs is available for the purposes of this law, at least the following factors shall be considered to the extent that they are applicable to a given situation: whether the opportunity for males and females to participate in the athletic program reflects the demonstrated interest in athletics of the males and females in the student body of the educational institution; whether the opportunity for members of all races and ethnicities to participate in the athletic program reflects the demonstrated interest in athletics of members of all races and ethnicities in the student body of the educational institution; whether the variety and selection of sports and levels of competition effectively accommodate the demonstrated interests of members of each sex; whether the variety and selection of sports and levels of

competition effectively accommodate the demonstrated interests of members of all races and ethnicities; the provision of equipment and supplies; scheduling of games and practice times; assignment of coaches; provision of locker rooms; practice and competitive facilities; and the provision of necessary funds for teams of one sex.

- F. This policy applies to all areas of education including academics, coursework, co-curricular and extracurricular activities, or other rights or privileges of enrollment.
- G. Every school district employee shall be responsible for complying with this policy.
- H. Any student, parent, or guardian having a question regarding this policy should discuss it with the appropriate school district official as provided by policy. In the absence of a specific designee, an inquiry or a complaint should be referred to the superintendent.

**Legal References:** Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)  
Minn. Stat. § 121A.04 (Athletic Programs; Sex Discrimination)  
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)  
20 U.S.C. § 1681 *et seq.* (Title IX of the Education Amendments of 1972)  
42 U.S.C. § 2000d *et seq.* (Title VI of the Civil Rights Act of 1964)  
42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act)

**Cross References:**  
MSBA/MASA Model Policy 413 (Harassment and Violence)  
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)  
MSBA/MASA Model Policy 522 (Title IX Sex Nondiscrimination Policy, Grievance Procedure and Process)

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 418

Orig. 1995

Revised: \_\_\_\_\_

Rev. 2023~~2~~

## **418 DRUG-FREE WORKPLACE/DRUG-FREE SCHOOL**

***[Note: School districts are required by statute to have a policy addressing these issues.]***

### **I. PURPOSE**

The purpose of this policy is to maintain a safe and healthful environment for employees and students by prohibiting the use of alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids, ~~(including edible cannabinoid products)~~, and controlled substances without a physician's prescription.

### **II. GENERAL STATEMENT OF POLICY**

- A. Use or possession of alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids, ~~(including edible cannabinoid products)~~, and controlled substances before, during, or after school hours, at school or in any other school location, is prohibited as general policy. Paraphernalia associated with controlled substances is prohibited.
- B. A violation of this policy occurs when any student, teacher, administrator, other school district personnel, or member of the public uses or possesses alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids, ~~(including edible cannabinoid products)~~, or controlled substances in any school location.
- C. An individual may not use or possess cannabis flower, cannabis products, lower-potency hemp edibles, or hemp-derived consumer products in a public school, as defined in Minnesota Statutes, section 120A.05, subdivisions 9, 11, and 13, including all facilities, whether owned, rented, or leased, and all vehicles that the school district owns, leases, rents, contracts for, or controls.
- D. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or member of the public who violates this policy.

### **III. DEFINITIONS**

- A. "Alcohol" includes any alcoholic beverage containing more than one-half of one percent alcohol by volume.
- B. "Controlled substances" include narcotic drugs, hallucinogenic drugs, amphetamines, barbiturates, marijuana, anabolic steroids, or any other controlled substance as defined in Schedules I through V of the Controlled Substances Act, 21 United States Code section 812, including analogues and look-alike drugs.
- C. "Edible cannabinoid product" means any product that is intended to be eaten or consumed as a beverage by humans, contains a cannabinoid in combination with food ingredients, and is not a drug.
- D. "Nonintoxicating cannabinoid" means substances extracted from certified hemp plants

that do not produce intoxicating effects when consumed by injection, inhalation, ingestion, or by any other immediate means.~~any route of administration.~~

- E. "Medical cannabis" means any species of the genus cannabis plant, or any mixture or preparation of them, including whole plant extracts and resins, and is delivered in the form of: (1) liquid, including, but not limited to, oil; (2) pill; (3) vaporized delivery method with use of liquid or oil but which does not require the use of dried leaves or plant form; (4) combustion with use of dried raw cannabis; or (5) any other method approved by the Commissioner of the Minnesota Department of Health ("Commissioner").
- F. "Possess" means to have on one's person, in one's effects, or in an area subject to one's control.
- G. "School location" includes any school building or on any school premises; in any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or school activities; off school property at any school-sponsored or school-approved activity, event, or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district; or during any period of time such employee is supervising students on behalf of the school district or otherwise engaged in school district business.
- H. "Sell" means to sell, give away, barter, deliver, exchange, distribute or dispose of to another, or to manufacture; or to offer or agree to perform such an act, or to possess with intent to perform such an act.
- I. "Toxic substances" includes: (1) glue, cement, aerosol paint, containing toluene, benzene, xylene, amyl nitrate, butyl nitrate, nitrous oxide, or containing other aromatic hydrocarbon solvents, but does not include glue, cement, or paint contained in a packaged kit for the construction of a model automobile, airplane, or similar item; (2) butane or a butane lighter; or (3) any similar substance declared to be toxic to the central nervous system and to have a potential for abuse, by a rule adopted by the Commissioner.
- I. "Use" means to sell, buy, manufacture, distribute, dispense, be under the influence of, or consume in any manner, including, but not limited to, consumption by injection, inhalation, ingestion, or by any other immediate means. ~~includes to sell, buy, manufacture, distribute, dispense, possess, use, or be under the influence of alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids (including edible cannabinoid products), and/or controlled substances, whether or not for the purpose of receiving remuneration or consideration.~~

#### IV. EXCEPTIONS

- A. A violation of this policy does not occur when a person brings onto a school location, for such person's own use, a controlled substance, except medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products, which has a currently accepted medical use in treatment in the United States and the person has a physician's prescription for the substance. The person shall comply with the relevant procedures of this policy.
- B. A violation of this policy does not occur when a person possesses an alcoholic beverage in a school location when the possession is within the exceptions of Minnesota Statutes section 624.701, subdivision 1a (experiments in laboratories; pursuant to a temporary license to sell liquor issued under Minnesota laws or possession after the purchase from such a temporary license holder).

- C. A violation of this policy does not occur when a person uses or possesses a toxic substance unless they do so with the intent of inducing or intentionally aiding another in inducing intoxication, excitement, or stupefaction of the central nervous system, except under the direction and supervision of a medical doctor.

## V. PROCEDURES

- A. Students who have a prescription from a physician for medical treatment with a controlled substance, except medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products, must comply with the school district's student medication policy.

***[Note: School districts are required by Minnesota Statutes, section 121A.22 to develop procedures for the administration of drugs and medicine. If the school district does not have a student medication policy such as MSBA/MASA Model Policy 516, this Paragraph A. can be modified to provide: "Students who have a prescription from a physician for medical treatment with a controlled substance, except medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products, must provide a copy of the prescription and the medication to the school nurse, principal, or other designated staff member. The school district's licensed school nurse, trained health clerk, principal, or teacher will administer the prescribed medication except medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products, in accordance with school district procedures."]***

- B. Employees who have a prescription from a physician for medical treatment with a controlled substance, except medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products, are permitted to possess such controlled substance and associated necessary paraphernalia, such as an inhaler or syringe. The employee must inform his or her supervisor. The employee may be required to provide a copy of the prescription.

- C. Each employee shall be provided with written notice of this Drug-Free Workplace/Drug-Free School policy and shall be required to acknowledge that he or she has received the policy.

***[Note: The Drug-Free Workplace Act requires that school district employees be notified by a published statement of the prohibition of the use of controlled substances and actions that will be taken against employees for violations of such prohibition. 41 United States Code section 8103; 34 Code of Federal Regulations Part 84. An acknowledgment will document satisfaction by the school district of this federal requirement.]***

- D. Employees are subject to the school district's drug and alcohol testing policies and procedures.

- E. Members of the public are not permitted to possess controlled substances, intoxicating cannabinoids, or edible cannabinoid products in a school location except with the express permission of the superintendent.

- F. No person is permitted to possess or use medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products on a school bus or van; or on the grounds of any preschool or primary or secondary school; or on the grounds of any child care facility. This prohibition includes (1) vaporizing or combusting medical cannabis on any form of public transportation where the vapor or smoke could be inhaled by a minor child or in any public place, including indoor or outdoor areas used by or open to the



general public or place of employment; and (2) operating, navigating, or being in actual physical control of any motor vehicle or working on transportation property, equipment or facilities while under the influence of medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products.

- G. Possession of alcohol on school grounds pursuant to the exceptions of Minnesota Statutes section 624.701, subdivision 1a, shall be by permission of the school board only. The applicant shall apply for permission in writing and shall follow the school board procedures for placing an item on the agenda.

## **VI. SCHOOL PROGRAMS**

- A. Starting in the 2026-2027 school year, the school district must implement a comprehensive education program on cannabis use and substance use, including but not limited to the use of fentanyl or mixtures containing fentanyl, for students in middle school and high school. The program must include instruction on the topics listed in Minnesota Statutes, section 120B.215, subdivision 1 and must:
1. respect community values and encourage students to communicate with parents, guardians, and other trusted adults about cannabis use and substance use, including but not limited to the use of fentanyl or mixtures containing fentanyl; and
  2. refer students to local resources where students may obtain medically accurate information about cannabis use and substance use, including but not limited to the use of fentanyl or mixtures containing fentanyl, and treatment for a substance use disorder.
- B. School district efforts to develop, implement, or improve instruction or curriculum as a result of the provisions of this section must be consistent with Minnesota Statutes, sections 120B.10 and 120B.11.
- C. Notwithstanding any law to the contrary, the school district shall have a procedure for a parent, a guardian, or an adult student 18 years of age or older to review the content of the instructional materials to be provided to a minor child or to an adult student pursuant to this article. The district must allow a parent or adult student to opt out of instruction under this article with no academic or other penalty for the student and must inform parents and adult students of this right to opt out.

## **VI. ENFORCEMENT**

- A. Students
1. Students may be required to participate in programs and activities that provide education against the use of alcohol, tobacco, marijuana, smokeless tobacco products, electronic cigarettes, and nonintoxicating cannabinoids, and (including edible cannabinoid products.)
  2. Students may be referred to drug or alcohol assistance or rehabilitation programs; school based mental health services, mentoring and counseling, including early identification of mental health symptoms, drug use and violence and appropriate referral to direct individual or group counselling service. which may be provided by school based mental health services providers; and/or referral to law enforcement officials when appropriate.
  3. A student who violates the terms of this policy shall be subject to discipline in

accordance with the school district's discipline policy. Such discipline may include suspension or expulsion from school.

B. Employees

1. As a condition of employment in any federal grant, each employee who is engaged either directly or indirectly in performance of a federal grant shall abide by the terms of this policy and shall notify his or her supervisor in writing of his or her conviction of any criminal drug statute for a violation occurring in any of the places listed above on which work on a school district federal grant is performed, no later than five (5) calendar days after such conviction. Conviction means a finding of guilt (including a plea of nolo contendere) or imposition of sentence, or both, by any judicial body charged with the responsibility to determine violations of the federal or state criminal drug statutes.
2. An employee who violates the terms of this policy is subject to disciplinary action, including nonrenewal, suspension, termination, or discharge as deemed appropriate by the school board.
3. In addition, any employee who violates the terms of this policy may be required to satisfactorily participate in a drug and/or alcohol abuse assistance or rehabilitation program approved by the school district. Any employee who fails to satisfactorily participate in and complete such a program is subject to nonrenewal, suspension, or termination as deemed appropriate by the school board.
4. Sanctions against employees, including nonrenewal, suspension, termination, or discharge shall be pursuant to and in accordance with applicable statutory authority, collective bargaining agreements, and school district policies.

C. The Public

A member of the public who violates this policy shall be informed of the policy and asked to leave. If necessary, law enforcement officials will be notified and asked to provide an escort.

**Legal References:** Minn. Stat. [§ 120B.215 \(Education on Cannabis Use and Substance Use\)](#)  
[Minn. Stat. § 121A.22 \(Administration of Drugs and Medicine\)](#)  
Minn. Stat. § 121A.40-§ 121A.56 (Pupil Fair Dismissal Act)  
Minn. Stat. § 151.72 (Sale of Certain Cannabinoid Products)  
[Minn. Stat. § 152.01, Subd. 15a \(Definitions\)](#)  
[Minn. Stat. § 152.0264 \(Cannabis Sale Crimes\)](#)  
Minn. Stat. § 152.22, Subd. 6 (Definitions; Medical Cannabis)  
Minn. Stat. § 152.23 (Limitations; Medical Cannabis)  
[Minn. Stat. § 169A.31 \(Alcohol-Related School Bus or Head Start Bus Driving\)](#)  
Minn. Stat. § 340A.101 (Definitions; Alcoholic Beverage)  
Minn. Stat. § 340A.403 (3.2 Percent Malt Liquor Licenses)  
Minn. Stat. § 340A.404 (Intoxicating Liquor; On-Sale Licenses)  
[Minn. Stat. § 342.09 \(Personal Adult Use of Cannabis\)](#)  
[Minn. Stat. § 342.56 \(Limitations\)](#)  
Minn. Stat. § 609.684 (Abuse of Toxic Substances)  
Minn. Stat. § 624.701 (Alcohol in Certain Buildings or Grounds)  
20 U.S.C. § 7101-7122 (Student Support and Academic Enrichment Grants)  
21 U.S.C. § 812 (Schedules of Controlled Substances)  
41 U.S.C. §§ 8101-8106 (Drug-Free Workplace Act)

21 C.F.R. §§ 1308.11-1308.15 (Controlled Substances)  
34 C.F.R. Part 84 (Government-Wide Requirements for Drug-Free Workplace)

**Cross References:** MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
MSBA/MASA Model Policy 416 (Drug and Alcohol Testing)  
MSBA/MASA Model Policy 417 (Chemical Use and Abuse)  
MSBA/MASA Model Policy 419 (Tobacco-Free Environment; Possession and use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction)  
MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA Model Policy 516 (Student Medication)

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 419

Orig. 1995

Revised: \_\_\_\_\_

Rev. 2023

**419 TOBACCO-FREE ENVIRONMENT; POSSESSION AND USE OF TOBACCO, TOBACCO-RELATED DEVICES, AND ELECTRONIC DELIVERY DEVICES; VAPING AWARENESS AND PREVENTION INSTRUCTION**

***[Note: School districts are not required by statute to have a policy addressing these issues. However, Minnesota Statutes, section 144.416 requires that entities that control public places must make reasonable efforts to prevent smoking in public places, including the posting of signs or any other means which may be appropriate. Additionally, Minnesota Statutes, section 120B.238 requires that vaping prevention instruction be provided as set forth in this policy.]***

**I. PURPOSE**

The purpose of this policy is to maintain a learning and working environment that is tobacco free.

**II. GENERAL STATEMENT OF POLICY**

- A. A violation of this policy occurs when any student, teacher, administrator, other school personnel of the school district, or person smokes or uses tobacco, tobacco-related devices, or carries or uses an activated electronic delivery device in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls. In addition, this prohibition includes vehicles used, in whole or in part, for work purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.
- B. A violation of this policy occurs when any elementary school, middle school, or secondary school student possesses any type of tobacco, tobacco-related devices, or electronic delivery devices in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls and includes vehicles used, in whole or in part, for school purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.
- C. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or person who is found to have violated this policy.

***[Note: The following language is not required by law, but is recommended by MSBA for inclusion in this policy.]***

- D. ***The school district will not solicit or accept any contributions or gifts of money, curricula, materials, or equipment from companies that directly manufacture and are identified with tobacco products, tobacco-related devices, or electronic delivery devices. The school district will not promote or allow promotion of tobacco products or electronic delivery devices on school property or at school-sponsored events.***

### III. DEFINITIONS

- A. "Electronic delivery device" means any product containing or delivering nicotine, lobelia, or any other substance, whether natural or synthetic, intended for human consumption that can be used by a person to simulate smoking in the delivery of nicotine or any other substance through inhalation of aerosol or vapor from the product. Electronic delivery devices includes but is not limited to devices manufactured, marketed, or sold as electronic cigarettes, electronic cigars, electronic pipe, vape pens, modes, tank systems, or under any other product name or descriptor. Electronic delivery device includes any component part of a product, whether or not marketed or sold separately. Electronic delivery device excludes drugs, devices, or combination products, as those terms are defined in the Federal Food, Drug, and Cosmetic Act, that are authorized for sale by the United States Food and Drug Administration.
- B. "Heated tobacco product" means a tobacco product that produces aerosols containing nicotine and other chemicals which are inhaled by users through the mouth.
- C. "Tobacco" means cigarettes and any product containing, made, or derived from tobacco that is intended for human consumption, whether chewed, smoked, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, or any component, part, or accessory of a tobacco product, including, but not limited to, cigars; cheroots; stogies; perique; granulated, plug cut, crimp cut, ready rubbed, and other smoking tobacco; snuff; snuff flour; cavendish; plug and twist tobacco; fine cut and other chewing tobacco; shorts; refuse scraps, clippings, cuttings and sweepings of tobacco; and other kinds and forms of tobacco. Tobacco excludes any drugs, devices, or combination products, as those terms are defined in the Federal Food, Drug, and Cosmetic Act, that are authorized for sale by the United States Food and Drug Administration.
- D. "Tobacco-related devices" means cigarette papers or pipes for smoking or other devices intentionally designed or intended to be used in a manner which enables the chewing, sniffing, smoking, or inhalation of vapors aerosol or vapor of tobacco or tobacco products. Tobacco-related devices include components of tobacco-related devices which may be marketed or sold separately.
- E. "Smoking" means inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette, pipe, or any other lighted or heated product containing, made, or derived from nicotine, tobacco, marijuana, or other plant, whether natural or synthetic, that is intended for inhalation. Smoking includes carrying or using an activated electronic delivery device.
- F. "Vaping" means using an activated electronic delivery device or heated tobacco product.

### IV. EXCEPTIONS

- A. A violation of this policy does not occur when an Indian adult lights tobacco on school district property as a part of a traditional Indian spiritual or cultural ceremony. An American Indian student may carry a medicine pouch containing loose tobacco intended as observance of traditional spiritual or cultural practices. An Indian is a person who is a member of an Indian tribe as defined under Minnesota law.
- B. A violation of this policy does not occur when an adult nonstudent possesses a tobacco or nicotine product that has been approved by the United States Food and Drug Administration for sale as a tobacco-cessation product, as a tobacco-dependence product, or for other medical purposes, and is being marketed and sold solely for such an approved purpose. Nothing in this exception authorizes smoking or use of tobacco,

tobacco-related devices, or electronic delivery devices on school property or at off-campus events sponsored by the school district.

#### **V. VAPING PREVENTION INSTRUCTION**

- A. The school district must provide vaping prevention instruction at least once to students in grades 6 through 8.
- B. The school district may use instructional materials based upon the Minnesota Department of Health's school e-cigarette toolkit or may use other smoking prevention instructional materials with a focus on vaping and the use of electronic delivery devices and heated tobacco products. The instruction may be provided as part of the school district's locally developed health standards.

**[NOTE: In addition, school districts may choose to require (a) evidence-based vaping prevention instruction to students in grades 9 through 12; and/or (b) a peer-to-peer education program to provide vaping prevention instruction.]**

#### **VI. ENFORCEMENT**

- A. All individuals on school premises shall adhere to this policy.
- B. Students who violate this tobacco-free policy shall be subject to school district discipline procedures.
- C. School district administrators and other school personnel who violate this tobacco-free policy shall be subject to school district discipline procedures.
- D. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota or federal law, and school district policies.
- E. Persons who violate this tobacco-free policy may be referred to the building administration or other school district supervisory personnel responsible for the area or program at which the violation occurred.
- F. School administrators may call the local law enforcement agency to assist with enforcement of this policy. Smoking or use of any tobacco product in a public school is a violation of the Minnesota Clean Indoor Air Act and/or the Freedom to Breathe Act of 2007 and is a petty misdemeanor. A court injunction may be instituted against a repeated violator.
- G. No persons shall be discharged, refused to be hired, penalized, discriminated against, or in any manner retaliated against for exercising any right to a smoke-free environment provided by the Freedom to Breathe Act of 2007 or other law.

#### **VII. DISSEMINATION OF POLICY**

- A. This policy shall appear in the student handbook.
- B. The school district will develop a method of discussing this policy with students and employees.

**Legal References:** Minn. Stat. § 120B.238 (Vaping Awareness and Prevention)  
Minn. Stat. §§ 144.411-144.417 (Minnesota Clean Indoor Air Act)

Minn. Stat. § 609.685 (Sale of Tobacco to Persons Under Age 21)  
2007 Minn. Laws Ch. 82 (Freedom to Breathe Act of 2007)

**Cross References:** MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
MSBA/MASA Model Policy 506 (Student Discipline)

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 424

Orig. 1999

Revised: \_\_\_\_\_

Rev. 2023

## **424 LICENSE STATUS**

***[Note: The provisions of this policy substantially reflect legal requirements.]***

### **I. PURPOSE**

The purpose of this policy is to ensure that qualified teachers are employed by the school district and to fulfill its duty to ascertain the licensure status of its teachers. A school board that employs a teacher who does not hold a valid teaching license or permit places itself at risk for a reduction in state aid. This policy does not negate a teacher's duty and responsibility to maintain a current and valid teaching license.

### **II. GENERAL STATEMENT OF POLICY**

- A. A qualified teacher is one holding a valid license to perform the particular service for which the teacher is employed by the school district.
- B. No person shall be a qualified teacher until the school district verifies, through the Minnesota education licensing system available on the Minnesota Professional Educator Licensing and Standards Board website, that the person is a qualified teacher consistent with state law.
- C. The school district has a duty to ascertain the licensure status of its teachers and ensure that the school district's teacher license files are up to date. The school district shall establish a procedure for annually reviewing its teacher license files to verify that every teacher's license is current and appropriate to the particular service for which the teacher is employed by the school district.
- D. The school district must annually report to the Professional Educator Licensing and Standards Board: (1) all new teacher hires and terminations, including layoffs, by race and ethnicity; and (2) the reasons for all teacher resignations and requested leaves of absence. The report must not include data that would personally identify individuals.

### **III. PROCEDURE**

- A. The superintendent or the superintendent's designee shall establish a schedule for the annual review of teacher licenses.
- B. Where it is discovered that a teacher's license will expire within one year from the date of the annual review, the superintendent or the superintendent's designee will advise the teacher in writing of the approaching expiration and that the teacher must complete the renewal process and file the license with the superintendent prior to the expiration of the current license. However, failure to provide this notice does not relieve a teacher from his/her duty and responsibility of ensuring that his/her teaching license is valid, current and appropriate to his/her teaching assignment.
- C. If it is discovered that a teacher's license has expired, the superintendent will immediately investigate the circumstances surrounding the lack of license and will take appropriate action. The teacher shall be advised that the teacher's failure to have the license reinstated will constitute gross insubordination, inefficiency and willful neglect of



duty which are grounds for immediate discharge from employment.

- D. The duty and responsibility of maintaining a current and valid teaching license appropriate to the teaching assignment as required by this policy shall remain with the teacher, notwithstanding the superintendent's failure to discover a lapsed license or license that does not support the teaching assignment. A teacher's failure to comply with this policy may be grounds for the teacher's immediate discharge from employment.

**Legal References:** Minn. Stat. § 122A.16 (Qualified Teacher Defined)  
Minn. Stat. § 122A.22 (District Verification of Teacher Licenses)  
Minn. Stat. § 122A.40, ~~Subd. 13~~ (Employment; Contracts; Termination – Immediate Discharge)  
Minn. Stat. § 127A.42 (Reduction of Aid for Violation of Law)  
*Vettleson v. Special Sch. Dist. No. 1*, 361 N.W.2d 425 (Minn. App. 1985)  
*Lucio v. School Bd. of Independent Sch. Dist. No. 625*, 574 N.W.2d 737 (Minn. App. 1998)  
*In the Matter of the Proposed Discharge of John R. Statz* (Christine D. VerPloeg), June 8, 1992, *affirmed*, 1993 WL 129639 (Minn. App. 1993)

**Cross References:** None

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 425

Orig. 2001

Revised: \_\_\_\_\_

Rev. 2023

## **425 STAFF DEVELOPMENT AND MENTORING**

***[Note: The provisions of this policy substantially reflect statutory requirements.]***

### **I. PURPOSE**

The purpose of this policy is to establish a staff development program and structure to carry out planning and reporting on staff development that supports improved student learning.

### **II. ADVISORY STAFF DEVELOPMENT COMMITTEE AND SITE PROFESSIONAL DEVELOPMENT TEAMS**

A. The school board will establish an Advisory Staff Development Committee to develop a Staff Development Plan, assist Site Professional Development Teams in developing a site plan consistent with the goals of the Staff Development Plan, and evaluate staff development efforts at the site level.

1. The majority of the membership of the Advisory Staff Development Committee shall consist of teachers representing various grade levels, subject areas, and special education. The Committee also will include nonteaching staff, parents, and administrators.
2. Members of the Advisory Staff Development Committee shall be appointed by the school board. Committee members shall serve a two-year term\* based upon nominations by board members, teachers, and paraprofessionals. The school board shall appoint replacement members of the Advisory Staff Development Committee as soon as possible following the resignation, death, serious illness, or removal of a member from the Committee.

B. The school board will establish the Site Professional Development Teams.

1. Members of the Site Professional Development Teams will be appointed by the school board. Team members shall serve a two-year term\* based upon nominations by board members, teachers, and paraprofessionals. The school board shall appoint replacement members of the Site Professional Development Teams as soon as possible following the resignation, death, serious illness, or removal of a member from the Team.
2. The majority of the Site Professional Development Teams shall be teachers representing various grade levels, subject areas, and special education.

### **III. DUTIES OF THE ADVISORY STAFF DEVELOPMENT COMMITTEE**

A. The Advisory Staff Development Committee will develop a Staff Development Plan that will be reviewed and subject to approval by the school board twice a year.\*

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\* This time period may be changed to accommodate individual school district needs.

~~\* This time period may be changed to accommodate individual school district needs.~~

B. The Staff Development Plan must contain the following elements:

1. Staff development outcomes that are consistent with the education outcomes as may be determined periodically by the school board;

***[Note: The board-determined education outcomes for your district could be inserted here.]***

2. The means to achieve the Staff Development outcomes;
3. The procedures for evaluating progress at each school site toward meeting educational outcomes consistent with relicensure requirements under Minnesota Statutes, section 122A.187;
4. Ongoing staff development activities that contribute toward continuous improvement in achievement of the following goals:
  - a. Improve student achievement of state and local education standards in all areas of the curriculum, including areas of regular academic and applied and experiential learning, by using research-based best practices methods;
  - b. Effectively meet the needs of a diverse student population, including at-risk children, children with disabilities, English learners, and gifted children, within the regular classroom, applied and experiential learning settings, and other settings;
  - c. Provide an inclusive curriculum for a racially, ethnically, linguistically, and culturally diverse student population that is consistent with state education diversity rule and the district's education diversity plan;
  - d. Improve staff collaboration and develop mentoring and peer coaching programs for teachers new to the school or district;
  - e. Effectively teach and model violence prevention policy and curriculum that address early intervention alternatives, issues of harassment, and teach nonviolent alternatives for conflict resolution;
  - f. Effectively deliver digital and blended learning and curriculum and engage students with technology; and
  - g. Provide teachers and other members of site-based management teams with appropriate management and financial management skills.
5. The Staff Development Plan also must:
  - a. Support stable and productive professional communities achieved through ongoing and schoolwide progress and growth in teaching practice;
  - b. Emphasize coaching, professional learning communities, classroom action research, and other job-embedded models;

- c. Maintain a strong subject matter focus premised on students' learning goals consistent with Minnesota Statutes, section 120B.125;
  - d. Ensure specialized preparation and learning about issues related to teaching English learners and students with special needs by focusing on long-term systemic efforts to improve educational services and opportunities and raise student achievement; and
  - e. Reinforce national and state standards of effective teaching practice.
6. Staff development activities must:
- a. Focus on the school classroom and research-based strategies that improve student learning;
  - b. Provide opportunities for teachers to practice and improve their instructional skills over time;
  - c. Provide opportunities for teachers to use student data as part of their daily work to increase student achievement;
  - d. Enhance teacher content knowledge and instructional skills, including to accommodate the delivery of digital and blended learning and curriculum and engage students with technology;
  - e. Align with state and local academic standards;
  - f. Provide opportunities to build professional relationships, foster collaboration among principals and staff who provide instruction, and provide opportunities for teacher-to-teacher mentoring;
  - g. Align with the plan, if any, of the district or site for an alternative teacher professional pay system;
  - h. Provide teachers of English learners, including English as a second language, and content teachers with differentiated instructional strategies critical for ensuring students long-term academic success, the means to effectively use assessment data on the academic literacy, oral academic language, and English language development of English learners, and skills to support native and English language development across the curriculum; and
  - i. Provide opportunities for staff to learn about current workforce trends, the connections between workforce trends and postsecondary education, and training options, including career and technical education options.
7. Staff development activities may include curriculum development and curriculum training programs and activities that provide teachers and other members of site-based teams training to enhance team performance.
8. The school district may implement other staff development activities required by law and activities associated with professional teacher compensation models.

***[Note: To the extent the school board offers K-12 teachers the opportunity for more staff development training under Minnesota Statutes, section 122A.40, Subdivisions. 7 and 7a, or Minnesota Statutes section 122A.41, subdivisions. 4 and 4a, such additional days of staff development should include peer mentoring, peer gathering, continuing education, professional development, or other training which enable teachers to achieve the staff development outcomes enumerated above in Section III.B.4.]***

- C. The Advisory Staff Development Committee will assist Site Professional Development Teams in developing a site plan consistent with the goals and outcomes of the Staff Development Plan.
- D. The Advisory Staff Development Committee will evaluate staff development efforts at the site level and will report to the school board on a quarterly basis\* the extent to which staff at the site have met the outcomes of the Staff Development Plan.
- E. In addition to developing a Staff Development Plan, the Staff Development Advisory Committee also must develop teacher mentoring programs for teachers new to the profession or school district, including teaching residents, teachers of color, teachers who are American Indian, teachers in license shortage areas, teachers with special needs, or experienced teachers in need of peer coaching. Teacher mentoring programs must be included in or aligned with the school district's teacher evaluation and peer review processes under Minnesota Statutes, sections 122A.40, subdivision 8 or 122A.41, subdivision 5.
- F. The Advisory Staff Development Committee shall assist the school district in preparing any reports required by the Minnesota Department of Education (MDE) relating to staff development or teacher mentoring including, but not limited to, the reports referenced in Section VII. below.

#### **IV. DUTIES OF THE SITE PROFESSIONAL DEVELOPMENT TEAM**

- A. Each Site Professional Development Team shall develop a site plan, consistent with the goals of the Staff Development Plan. The school board will review the site plans for consistency with the Staff Development Plan twice a year.\*
- B. The Site Professional Development Team must demonstrate to the school board the extent to which staff at the site have met the outcomes of the Staff Development Plan. The actual reports to the school board can be made by the Advisory Staff Development Committee to avoid duplication of effort.
- C. If the school board determines that staff development outcomes are not being met, it may withhold a portion of the initial allocation of revenue referenced in Section V. below.

#### **V. STAFF DEVELOPMENT FUNDING**

- A. Unless the school district is in statutory operating debt or a majority of the school board and a majority of its licensed teachers annually vote to waive the requirement to reserve basic revenue for staff development, the school district will reserve an amount equal to at least two percent of its basic revenue for: (1) teacher development and evaluation under Minnesota Statutes, section 122A.40, subdivision 8 or 122A.41, subdivision 5; (2) principal development and evaluation under section 123B.147, subdivision. 3; (3)

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\* This time period may be changed to accommodate individual school district needs.

professional development under section 122A.60; (4) in-service education for programs under section 120B.22, subdivision 2; and (5) teacher mentorship under section 122A.70, subdivision 1. . To the extent extra funds remain, staff development revenue may be used for development plans, including plans for challenging instructional activities and experiences under section 122A.60, and for curriculum development and programs, other in-service education, teacher's workshops, teacher conferences, the cost of substitute teachers for staff development purposes, preservice and in-service education for special education professionals and paraprofessionals, and other related costs for staff development efforts. The school district also may use the revenue reserved for staff development for grants to the school district's teachers to pay for coursework and training leading to certification as either a college in the schools teacher or a concurrent enrollment teacher. To receive a grant, the teacher must be enrolled in a program that includes coursework and training focused on teaching a core subject.

- B. The school district may, in its discretion, expend an additional amount of unreserved revenue for staff development based on its needs.
- C. Release time provided for teachers to supervise students on field trips and school activities, or independent tasks not associated with enhancing the teacher's knowledge and instructional skills, such as preparing report cards, calculating grades, or organizing classroom materials, may not be counted as staff development time that is financed with staff development reserved revenue under Minnesota Statutes, section 122A.61.

## **VI. PROCEDURE FOR USE OF STAFF DEVELOPMENT FUNDS**

- A. On a yearly\* basis, the Advisory Staff Development Committee, with the assistance of the Site Professional Development Teams, shall prepare a projected budget setting forth proposals for allocating staff development and mentoring funds reserved for each school site. Such budgets shall include, but not be limited to, projections as to the cost of building site training programs, costs of individual staff seminars, and cost of substitutes.
- B. Upon approval of the budget by the school board, the Advisory Committee shall be responsible for monitoring the use of such funds in accordance with the Staff Development Plan and budget. The requested use of staff development funds must meet or make progress toward the goals and objectives of the Staff Development Plan. All costs/expenditures will be reviewed by the school board and/or superintendent for consistency with the Staff Development Plan on a quarterly basis.\*
- C. Individual requests from staff for leave to attend staff development activities shall be submitted and reviewed according to school district policy, staff procedures, contractual agreement, and the effect on school district operations. Failure to timely submit such requests may be cause for denial of the request.
- D. The school district may use staff development revenue, special grant programs established by the legislature, or another funding source to pay a stipend to a mentor who may be a current or former teacher who has taught at least three (3) years and is not on an improvement plan. Other initiatives using such funds. or funds available under Minnesota Statutes, sections 124D.861 and 124D.862, may include:

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\* This time period may be changed to accommodate individual school district needs.

1. additional stipends as incentives to mentors of color or who are American Indian;
2. financial supports for professional learning community affinity groups across schools within and between districts for teachers from underrepresented racial and ethnic groups to come together throughout the school year;
3. programs for induction aligned with the school district or school mentorship program during the first three (3) years of teaching, especially for teachers from underrepresented racial and ethnic groups; or
4. grants supporting licensed and nonlicensed educator participation in professional development, such as workshops and graduate courses, related to increasing student achievement for students of color and American Indian students in order to close opportunity and achievement gaps.

To the extent the school district receives a grant for any of the above purposes, it will negotiate additional retention strategies or protection from unrequested leave of absences in the beginning years of employment for teachers of color and teachers who are American Indian. Retention strategies may include providing financial incentives for teachers of color and teachers who are American Indian to work in the school or district for at least five (5) years and placing American Indian educators at sites with other American Indian educators and educators of color at sites with other educators of color to reduce isolation and increase opportunity for collegial support.

## **VII. PARAPROFESSIONALS, TITLE I AIDES, AND OTHER INSTRUCTIONAL SUPPORT STAFF**

- A. The school district must provide a minimum of eight hours of paid orientation or professional development annually to all paraprofessionals, Title I aides, and other instructional support staff. Six of the eight hours must be completed before the first instructional day of the school year or within 30 days of hire.
- B. The orientation or professional development must be relevant to the employee's occupation and may include collaboration time with classroom teachers and planning for the school year.
- C. For paraprofessionals who provide direct support to students, at least 50 percent of the professional development or orientation must be dedicated to meeting the requirements of this section. Professional development for paraprofessionals may also address the requirements of Minnesota Statutes, section 120B.363, subdivision 3.
- D. A school administrator must provide an annual certification of compliance with this requirement to the MDE Commissioner.

## **VIII. REPORTING**

- A. The school district and site staff development committee shall prepare a report of the previous fiscal year's staff development activities and expenditures as part of the school district's world's best workforce report.
  1. The report must include assessment and evaluation data indicating progress toward district and site staff development goals based on teaching and learning outcomes, including the percentage of teachers and other staff involved in instruction who participate in effective staff development activities.
  2. The report will provide a breakdown of expenditures for:

- a. Curriculum development and curriculum training programs;
- b. Staff development training models, workshops, and conferences; and
- c. The cost of releasing teachers or providing substitute teachers for staff development purposes.

The report also must indicate whether the expenditures were incurred at the district level or the school site level and whether the school site expenditures were made possible by the grants to school sites that demonstrate exemplary use of allocated staff development revenue. These expenditures must be reported using the uniform financial and accounting and reporting standards (UFARS).

- 3. The report will be signed by the superintendent and staff development chair.
- B. To the extent the school district receives a grant for mentorship activities described in Section V.D., by June 30 of each year after receiving a grant, the site staff development committee must submit a report to the Professional Educator Licensing and Standards Board on program efforts that describes mentoring and induction activities and assesses the impact of these programs on teacher effectiveness and retention.

**Legal References:** Minn. Stat. § 120A.41 (Length of School Year; Days of Instruction)  
Minn. Stat. § 120A.415 (Extended School Calendar)  
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)  
Minn. Stat. § 120B.22, Subd. 2 (Violence Prevention Education)  
[Minn. Stat. § 121A.642 \(Paraprofessional Training\)](#)  
Minn. Stat. § 122A.187 (Expiration and Renewal)  
Minn. Stat. § 122A.40, Subds. 7, 7a and 8 (Employment; Contracts; Termination - Additional Staff Development and Salary)  
Minn. Stat. § 122A.41, Subds. 4, 4a and 5 (Teacher Tenure Act; Cities of the First Class; Definitions - Additional Staff Development and Salary)  
Minn. Stat. § 122A.60 (Staff Development Program)  
Minn. Stat. § 122A.70 (Teacher Mentorship and Retention of Effective Teachers)  
Minn. Stat. § 122A.61 (Reserved Revenue for Staff Development)  
Minn. Stat. § 123B.147, subd. 3 (Principals)  
Minn. Stat. § 124D.861 (Achievement and Integration for Minnesota)  
Minn. Stat. § 124D.862 (Achievement and Integration Revenue)  
Minn. Stat. § 126C.10, Subds. 2 and 2b (General Education Revenue)  
Minn. Stat. § 126C.13, Subd. 5 (General Education Levy and Aid)

**Cross References:** None.



Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 504

Orig. 1995

Revised: \_\_\_\_\_

Rev. 2023

## 504 STUDENT DRESS AND APPEARANCE

### **PLEASE NOTE: MINNESOTA SCHOOL DISTRICTS AND CHARTER SCHOOLS ARE NOT REQUIRED TO REVISE THEIR DRESS CODE POLICIES AT THIS TIME.**

For the past year, the Minnesota School Boards Association (MSBA) has engaged in a deep review of Model Policy 504—*Student Dress and Appearance*.

The updates offered below reflect the key goals of permitting students to engage in their First Amendment right to express themselves while maintaining a positive school environment in which learning is promoted and students are protected from harm.

In updating Model Policy 504, MSBA seeks to promote and support local discussion and decision-making. Alternative provisions are offered, such as on head wear and hats, in order to assist board members as they create a policy that best fits their schools and their communities.

As Minnesota school districts review and revise their dress code policies, MSBA anticipates that it will learn valuable lessons that can be shared with other schools throughout the state. The revisions offered here are a starting point and are likely to be augmented in the future.

This model policy uses the term “dress code” to refer to the policy itself because of the longstanding practice and community familiarity with the term. A school board can choose to use a different term, such as “clothing,” to replace dress.

Minnesota school boards have considerable authority to decide whether to have a dress code policy at all. Boards can choose the provisions the policy contains. School boards might choose to retain their current dress code policy. Boards may opt to change some provisions and to keep others. Boards may include language that does not appear in Model Policy 504.

The Minnesota legislature passed two laws in 2023 that are relevant to dress codes. These changes are **highlighted** below.

School boards may choose to engage with students, staff, parents and guardians, and others to craft a dress code for the school district.

In light of the many local decision points that a dress code invites, MSBA decided to not attempt to create a redline version that could be universal across the state.

### **I. PURPOSE**

The purpose of this policy is to enhance the education of students by establishing expectations that support educational goals. Students and their families have the primary and joint responsibility for student clothing and appearance. Teachers and other district staff should exemplify and reinforce student clothing and appearance standards and help students develop an understanding of appropriate appearance in the school environment.

**The school board is encouraged to draft a purpose statement that reflects the school district’s mission and goals.**

**The dress code provisions offered below recognize that clothing is an expressive activity protected under the First Amendment. The policy seeks to promote fair treatment of all students and to reduce staff time spent monitoring student clothing. School boards may choose to adopt all, some, or none of the suggested provisions.**

## II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to encourage students to be dressed suitably [or appropriately] for school activities and in keeping with community standards.

**As school boards create a school dress code, they often encounter challenges related to subjective terms—such as appropriate, suitable, or community standards—that can be vague and can vary from one person’s interpretation to another. School boards may choose to provide more explicit provisions, such as are presented below.**

- B. A student’s clothing or appearance may not materially and substantially disrupt or interfere with the educational mission, school environment, classwork, or school activities. A student’s dress or appearance may not incite or contribute to substantial disorder or invasion of the rights of others or pose a threat to the health or safety of the student or others.

**Unlike Paragraph A above, Paragraph B focuses upon potential effects upon learning, discipline, and safety as it balances students’ right to express themselves. The standards stated in Paragraph B draw upon the U.S. Supreme Court decision in *Tinker v. Des Moines Independent Community School District* and subsequent decisions (see Legal References below).**

- C. Students’ rights to choose their dress and appearance for school and school-related activities will be protected provided that the clothing:
1. does not injure people or damage property;
  2. does not materially and substantially disrupt or interfere with the educational process or classwork;
  3. does not interfere with the requirements of discipline in the operation of the school or school activities, materially disrupt classwork;
  4. does not involve substantial disorder or invasion of the rights of others.

Such clothing includes, but is not limited to, the following:

1. Clothing for the weather.
2. Clothing that does not create a health or safety hazard.
3. Clothing for the activity (i.e., physical education or the classroom).
4. Footwear that does not present a safety hazard.
5. Headwear, including hats or head coverings, are allowed provided that it does not cover the student’s face to the extent that the student is not identifiable. Headgear must not interfere with the educational process. Hoodies must allow the face and ears to be visible from the front and sides and must not interfere with the line of sight to any student or staff including while the student wearing the hoodie is seated. Students may wear headgear for a medical or religious reason.

**Across the nation, school boards have been encouraged to reconsider rules regarding hats and other headwear. In recent years, Minnesota school districts have developed a range of policies regarding hats and related headgear. Some**

districts have chosen to maintain a prohibition. Others have created grade/building specific rules. Some boards have permitted hats while prohibiting hoods.

A school board could choose to direct school building-level administration to work with staff, students, and others to develop building-specific rules regarding headwear.

6. Hair, including but not limited to hair texture and hair styles such as braids, locks, and twists.

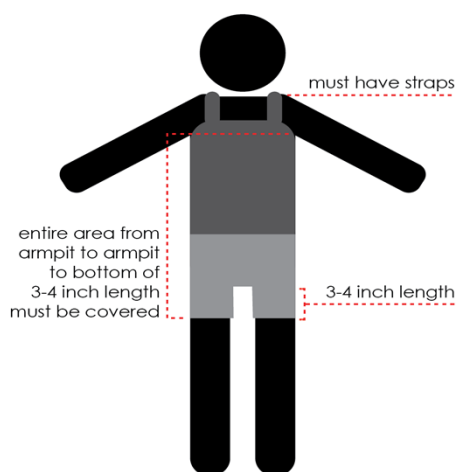
In 2023, the Minnesota legislature enacted the CROWN Act, which adds Subparagraph 6 to the protections under the Minnesota Human Rights Act.

C. Student clothing may not include the following:

1. Option 1: Students may not wear inappropriate clothing.

Option 2: Extremely brief garments and see-through garments may not be worn.

Option 3: Clothing must cover areas from one armpit across to the other armpit, down to approximately 3 to 4 inches in length on the upper thighs (see image).



MSBA is grateful to the Roanoke County Public Schools (Virginia) for its permission to incorporate this image in Model Policy 504.

The previous Model Policy 504 prohibited “inappropriate” clothing and then presented a short list of examples. Creating a comprehensive, clear definition of “inappropriate” clothing presents significant challenges, as does reliance upon a small list of examples of “inappropriate” clothing.

MSBA encourages school boards to consider moving away from “appropriate” standards to an approach that focuses upon impacts upon other students and

the educational process. A school board may decide to focus upon the prohibition upon clothing that “materially and substantially disrupts or interferes with” the educational process and related standards set out in Article II.B above rather than invoking a general ‘inappropriate’ standard.

MSBA understands that school boards may wish to establish expectations regarding clothing that covers one’s body. To this end, MSBA offers some examples a school board could adapt or adopt. Other options can be considered.

**Subparagraphs 2-4 below could be retained regardless of how a school board chooses to proceed under Subparagraph 1.**

2. Clothing (including emblems, badges, symbols, signs, words, objects or pictures on clothing or jewelry) bearing a message that is lewd, vulgar, obscene, libelous, or denigrates, harasses, discriminates against others on the basis of protected class status under the Minnesota Human Rights Act, or violates school district policies prohibiting discrimination, violence, harassment, or other harmful activities.

**Subparagraph 2 seeks to encourage understanding of the ways in which expression through clothing can communicate messages that create harm or a hostile learning environment for others.**

3. Apparel promoting products or activities that are illegal for use by minors.
  4. Communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group, or approves, advances, or provokes any form of religious, racial, or sexual harassment and/or violence against other individuals as defined in Policy 413.
- D. The intention of this policy is not to abridge the rights of students to express political, religious, philosophical, or similar opinions by wearing clothing on which such messages are stated. Such messages are acceptable as long as they are not lewd; vulgar; obscene; libelous; do not denigrate, harass, or discriminate against others on the basis of protected class status under the Minnesota Human Rights Act; or do not violate school district policies prohibiting discrimination, bullying, violence, harassment, or other harmful activities.

**Paragraph D confirms the right that students possess to express themselves within the general standards established in this policy. A school board could choose to combine this with Subparagraph 2 above.**

### **III. PROCEDURES**

- A. Enforcement of a student dress code will be approached with careful consideration and sensitivity, with the goals of supporting students as they express themselves and pursue their full potential, of not shaming students, and of minimizing loss of instructional time. When possible, dress code matters should be addressed privately with students, should seek to determine whether factors exist that impact the student’s ability to comply with the dress code, and should seek to address such issues.
- B. When, in the reasonable judgment of the administration, (1) a student’s clothing or appearance may materially and substantially disrupt or interfere with the educational

mission, school environment, classwork, or school activities; (2) may incite or contribute to substantial disorder or invasion of the rights of others; or (3) pose a threat to the health or safety of the student or others, the student will be directed to make modifications. Parents or guardians will be notified. Other consequences may be enforced in line with Policy 506 (Student Discipline).

- C. The administration may recommend a form of clothing considered appropriate for a specific event and communicate the recommendation to students and parents or guardians. **A school district or charter school must not prohibit an American Indian student from wearing American Indian regalia, Tribal regalia, or objects of cultural significance at a graduation ceremony.**

**In 2023, the Minnesota legislature enacted the second sentence in Paragraph C above.**

- D. Likewise, an organized student group may recommend a form of clothing for students considered appropriate for a specific event and bring such recommendation to the administration for approval.

**Legal References:** U. S. Const., amend. I  
Minn. Stat. § 124D.792 (Graduation Ceremonies; Tribal Regalia and Objects of Cultural Significance)  
Minn. Stat. § 363A.03, Subd. 36a (Definitions)  
*Tinker v. Des Moines Indep. Sch. Dist.*, 393 U.S. 503 (1969)  
*B.W.A. v. Farmington R-7 Sch. Dist.*, 554 F.3d 734 (8<sup>th</sup> Cir. 2009)  
*Lowry v. Watson Chapel Sch. Dist.*, 540 F.3d 752 (8<sup>th</sup> Cir. 2008)  
*Stephenson v. Davenport Cmty. Sch. Dist.*, 110 F.3d 1303 (8<sup>th</sup> Cir. 1997)  
*B.H. ex rel. Hawk v. Easton Area School Dist.*, 725 F.3d 293 (3<sup>rd</sup> Cir. 2013)  
*D.B. ex rel. Brogdon v. Lafon*, 217 Fed. Appx. 518 (6<sup>th</sup> Cir. 2007)  
*Hardwick v. Heyward*, 711 F.3d 426 (4<sup>th</sup> Cir. 2013)  
*Madrid v. Anthony*, 510 F.Supp.2d 425 (S.D. Tex. 2007)  
*McIntire v. Bethel School, Indep. Sch. Dist. No. 3*, 804 F.Supp. 1415 (W.D. Okla. 1992)  
*Hicks v. Halifax County Bd. of Educ.*, 93 F.Supp.2d 649 (E.D. N.C. 1999)  
*Olesen v. Bd. of Educ. of Sch. Dist. No. 228*, 676 F.Supp. 820 (N.D. Ill. 1987)

**Cross References:** MSBA/MASA Model Policy 413 (Harassment and Violence)  
MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA Model Policy 525 (Violence Prevention)

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 506

Orig. 1995

Revised: \_\_\_\_\_

Rev. 2023

## **506 STUDENT DISCIPLINE**

***[Note: School districts are required by statute to have a policy addressing these issues.]***

### **I. PURPOSE**

The purpose of this policy is to ensure that students are aware of and comply with the school district's expectations for student conduct. Such compliance will enhance the school district's ability to maintain discipline and ensure that there is no interference with the educational process. The school district will take appropriate disciplinary action when students fail to adhere to the Code of Student Conduct established by this policy.

### **II. GENERAL STATEMENT OF POLICY**

The school board recognizes that individual responsibility and mutual respect are essential components of the educational process. The school board further recognizes that nurturing the maturity of each student is of primary importance and is closely linked with the balance that must be maintained between authority and self-discipline as the individual progresses from a child's dependence on authority to the more mature behavior of self-control.

All students are entitled to learn and develop in a setting which promotes respect of self, others, and property. Proper positive discipline can only result from an environment which provides options and stresses student self-direction, decision-making, and responsibility. Schools can function effectively only with internal discipline based on mutual understanding of rights and responsibilities.

Students must conduct themselves in an appropriate manner that maintains a climate in which learning can take place. Overall decorum affects student attitudes and influences student behavior. Proper student conduct is necessary to facilitate the education process and to create an atmosphere conducive to high student achievement.

Although this policy emphasizes the development of self-discipline, it is recognized that there are instances when it will be necessary to administer disciplinary measures. The position of the school district is that a fair and equitable district-wide student discipline policy will contribute to the quality of the student's educational experience. This discipline policy is adopted in accordance with and subject to the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56.

In view of the foregoing and in accordance with Minnesota Statutes, section 121A.55, the school board, with the participation of school district administrators, teachers, employees, students, parents, community members, and such other individuals and organizations as appropriate, has developed this policy which governs student conduct and applies to all students of the school district.

### **III. DEFINITIONS**

A. "Nonexclusionary disciplinary policies and practices" means policies and practices that are alternatives to dismissing a pupil from school, including but not limited to evidence-based positive behavior interventions and supports, social and emotional services,

school-linked mental health services, counseling services, social work services, academic screening for Title 1 services or reading interventions, and alternative education services. Nonexclusionary disciplinary policies and practices include but are not limited to the policies and practices under sections 120B.12; 121A.575, clauses (1) and (2); 121A.031, subdivision 4, paragraph (a), clause (1); 121A.61, subdivision 3, paragraph (r); and 122A.627, clause (3).

B. "Pupil withdrawal agreement" means a verbal or written agreement between a school administrator or district administrator and a pupil's parent to withdraw a student from the school district to avoid expulsion or exclusion dismissal proceedings. The duration of the withdrawal agreement cannot be for more than a 12-month period.

#### **IV. POLICY**

A. The school board must establish uniform criteria for dismissal and adopt written policies and rules to effectuate the purposes of the Minnesota Pupil Fair Dismissal Act. The policies must include nonexclusionary disciplinary policies and practices consistent with Minnesota Statutes, section 121A.41, subdivision 12, and must emphasize preventing dismissals through early detection of problems. The policies must be designed to address students' inappropriate behavior from recurring.

B. The policies must recognize the continuing responsibility of the school for the education of the pupil during the dismissal period.

C. The school is responsible for ensuring that alternative educational services, if the pupil wishes to take advantage of them, must be adequate to allow the pupil to make progress toward meeting the graduation standards adopted under Minnesota Statutes, section 120B.02 and help prepare the pupil for readmission in accordance with section Minnesota Statutes, section 121A.46, subdivision 5.

D. For expulsion and exclusion dismissals and pupil withdrawal agreements as defined in Minnesota Statutes, section 121A.41, subdivision 13:

1. for a pupil who remains enrolled in the school district or is awaiting enrollment in a new district, the school district's continuing responsibility includes reviewing the pupil's schoolwork and grades on a quarterly basis to ensure the pupil is on track for readmission with the pupil's peers. The school district must communicate on a regular basis with the pupil's parent or guardian to ensure that the pupil is completing the work assigned through the alternative educational services as defined in Minnesota Statutes, section 121A.41, subdivision 11. These services are required until the pupil enrolls in another school or returns to the same school;

2. a pupil receiving school-based or school-linked mental health services in the school district under Minnesota Statutes, section 245.4889 continues to be eligible for those services until the pupil is enrolled in a new district; and

3. the school district must provide to the pupil's parent or guardian information on accessing mental health services, including any free or sliding fee providers in the community. The information must also be posted on the school district website.

#### **V. AREAS OF RESPONSIBILITY**

A. The School Board. The school board holds all school personnel responsible for the

maintenance of order within the school district and supports all personnel acting within the framework of this discipline policy.

- B. Superintendent. The superintendent shall establish guidelines and directives to carry out this policy, hold all school personnel, students, and parents responsible for conforming to this policy, and support all school personnel performing their duties within the framework of this policy. The superintendent shall also establish guidelines and directives for using the services of appropriate agencies for assisting students and parents. Any guidelines or directives established to implement this policy shall be submitted to the school board for approval and shall be attached as an addendum to this policy.
- C. Principal. The school principal is given the responsibility and authority to formulate building rules and regulations necessary to enforce this policy, subject to final school board approval. The principal shall give direction and support to all school personnel performing their duties within the framework of this policy. The principal shall consult with parents of students conducting themselves in a manner contrary to the policy. The principal shall also involve other professional employees in the disposition of Behavior referrals and shall make use of those agencies appropriate for assisting students and parents. A principal, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to ~~correct or~~ restrain a student ~~to~~ prevent imminent bodily harm or death to the student or another.
- D. Teachers. All teachers shall be responsible for providing a well-planned teaching/learning environment and shall have primary responsibility for student conduct, with appropriate assistance from the administration. All teachers shall enforce the Code of Student Conduct. In exercising the teacher's lawful authority, a teacher may use reasonable force when it is necessary under the circumstances to ~~correct or~~ restrain a student ~~to~~ prevent imminent bodily harm or death to the student or another.
- E. Other School District Personnel. All school district personnel shall be responsible for contributing to the atmosphere of mutual respect within the school. Their responsibilities relating to student behavior shall be as authorized and directed by the superintendent. A school employee, school bus driver, or other agent of a school district, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student ~~to~~ prevent bodily harm or death to the student or another.
- F. Parents or Legal Guardians. Parents and guardians shall be held responsible for the behavior of their children as determined by law and community practice. They are expected to cooperate with school authorities and to participate regarding the behavior of their children.
- G. Students. All students shall be held individually responsible for their behavior and for knowing and obeying the Code of Student Conduct and this policy.
- H. Community Members. Members of the community are expected to contribute to the establishment of an atmosphere in which rights and duties are effectively acknowledged and fulfilled.

I. Reasonable Force Reports

- 1. The school district must report data on its use of any reasonable force used on a student with a disability to correct or restrain the student to prevent imminent bodily harm or death to the student or another that is consistent with the



definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c), as outlined in section 125A.0942, subdivision 3, paragraph (b).

2. Beginning with the 2024-2025 school year, the school district must report annually by July 15, in a form and manner determined by the MDE Commissioner, data from the prior school year about any reasonable force used on a general education student to correct or restrain the student to prevent imminent bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c).

3. Any reasonable force used under Minnesota Statutes, sections 121A.582; 609.06, subdivision 1; and 609.379 which intends to hold a child immobile or limit a child's movement where body contact is the only source of physical restraint or confines a child alone in a room from which egress is barred shall be reported to the Minnesota Department of Education as a restrictive procedure, including physical holding or seclusion used by an unauthorized or untrained staff person.

## **VI. STUDENT RIGHTS**

All students have the right to an education and the right to learn.

## **VII. STUDENT RESPONSIBILITIES**

All students have the responsibility:

- A. For their behavior and for knowing and obeying all school rules, regulations, policies, and procedures;
- B. To attend school daily, except when excused, and to be on time to all classes and other school functions;
- C. To pursue and attempt to complete the courses of study prescribed by the state and local school authorities;
- D. To make necessary arrangements for making up work when absent from school;
- E. To assist the school staff in maintaining a safe school for all students;
- F. To be aware of all school rules, regulations, policies, and procedures, including those in this policy, and to conduct themselves in accord with them;
- G. To assume that until a rule or policy is waived, altered, or repealed, it is in full force and effect;
- H. To be aware of and comply with federal, state, and local laws;
- I. To volunteer information in disciplinary cases should they have any knowledge relating to such cases and to cooperate with school staff as appropriate;
- J. To respect and maintain the school's property and the property of others;
- K. To dress and groom in a manner which meets standards of safety and health and common standards of decency and which is consistent with applicable school district

policy;

- L. To avoid inaccuracies in student newspapers or publications and refrain from indecent or obscene language;
- M. To conduct themselves in an appropriate physical or verbal manner; and
- N. To recognize and respect the rights of others.

## **VIII. CODE OF STUDENT CONDUCT**

- A. The following are examples of unacceptable behavior subject to disciplinary action by the school district. These examples are not intended to be an exclusive list. Any student who engages in any of these activities shall be disciplined in accordance with this policy. This policy applies to all school buildings, school grounds, and school property or property immediately adjacent to school grounds; school-sponsored activities or trips; school bus stops; school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes; the area of entrance or departure from school premises or events; and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting unacceptable behavior subject to disciplinary action at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events. This policy also applies to any student whose conduct at any time or in any place interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees.
  - 1. Violations against property including, but not limited to, damage to or destruction of school property or the property of others, failure to compensate for damage or destruction of such property, arson, breaking and entering, theft, robbery, possession of stolen property, extortion, trespassing, unauthorized usage, or vandalism;
  - 2. The use of profanity or obscene language, or the possession of obscene materials;
  - 3. Gambling, including, but not limited to, playing a game of chance for stakes;
  - 4. Violation of the school district's Hazing Prohibition Policy;
  - 5. Attendance problems including, but not limited to, truancy, absenteeism, tardiness, skipping classes, or leaving school grounds without permission;
  - 6. Violation of the school district's Student Attendance Policy;
  - 7. Opposition to authority using physical force or violence;
  - 8. Using, possessing, or distributing tobacco, tobacco-related devices, electronic cigarettes, or tobacco paraphernalia in violation of the school district's Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices Policy;
  - 9. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of alcohol or other

intoxicating substances or look-alike substances;

10. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of narcotics, drugs, or other controlled substances (except as prescribed by a physician), or look-alike substances (these prohibitions include medical marijuana or medical cannabis, even when prescribed by a physician, and one student sharing prescription medication with another student);
11. Using, possessing, or distributing items or articles that are illegal or harmful to persons or property including, but not limited to, drug paraphernalia;
12. Using, possessing, or distributing weapons, or look-alike weapons or other dangerous objects;
13. Violation of the school district's Weapons Policy;
14. Violation of the school district's Violence Prevention Policy;
15. Possession of ammunition including, but not limited to, bullets or other projectiles designed to be used in or as a weapon;
16. Possession, use, or distribution of explosives or any compound or mixture, the primary or common purpose or intended use of which is to function as an explosive;
17. Possession, use, or distribution of fireworks or any substance or combination of substances or article prepared for the purpose of producing a visible or an audible effect by combustion, explosion, deflagration or detonation;
18. Using an ignition device, including a butane or disposable lighter or matches, inside an educational building and under circumstances where there is a risk of fire, except where the device is used in a manner authorized by the school;
19. Violation of any local, state, or federal law as appropriate;
20. Acts disruptive of the educational process, including, but not limited to, disobedience, disruptive or disrespectful behavior, defiance of authority, cheating, insolence, insubordination, failure to identify oneself, improper activation of fire alarms, or bomb threats;
21. Violation of the school district's Internet Acceptable Use and Safety Policy;
22. Use of a cell phone in violation of the school district's Internet Acceptable Use and Safety Policy; Possession of nuisance devices or objects which cause distractions and may facilitate cheating including, but not limited to, pagers, radios, and phones, including picture phones;
23. Violation of school bus or transportation rules or the school district's Student Transportation Safety Policy;
24. Violation of parking or school traffic rules and regulations, including, but not limited to, driving on school property in such a manner as to endanger persons or property;

25. Violation of directives or guidelines relating to lockers or improperly gaining access to a school locker;
26. Violation of the school district's Search of Student Lockers, Desks, Personal Possessions, and Student's Person Policy;
27. Violation of the school district's Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches Policy;
28. Possession or distribution of slanderous, libelous, or pornographic materials;
29. Violation of the school district's Bullying Prohibition Policy;
30. Student attire or personal grooming which creates a danger to health or safety or creates a disruption to the educational process, including clothing which bears a message which is lewd, vulgar, or obscene, apparel promoting products or activities that are illegal for use by minors, or clothing containing objectionable emblems, signs, words, objects, or pictures communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership;
31. Criminal activity;
32. Falsification of any records, documents, notes, or signatures;
33. Tampering with, changing, or altering records or documents of the school district by any method including, but not limited to, computer access or other electronic means;
34. Scholastic dishonesty which includes, but is not limited to, cheating on a school assignment or test, plagiarism, or collusion, including the use of picture phones or other technology to accomplish this end;
35. Impertinent or disrespectful words, symbols, acronyms, or language, whether oral or written, related to teachers or other school district personnel;
36. Violation of the school district's Harassment and Violence Policy;
37. Actions, including fighting or any other assaultive behavior, which causes or could cause injury to the student or other persons or which otherwise endangers the health, safety, or welfare of teachers, students, other school district personnel, or other persons;
38. Committing an act which inflicts great bodily harm upon another person, even though accidental or a result of poor judgment;
39. Violations against persons, including, but not limited to, assault or threatened assault, fighting, harassment, interference or obstruction, attack with a weapon, or look-alike weapon, sexual assault, illegal or inappropriate sexual conduct, or indecent exposure;
40. Verbal assaults or verbally abusive behavior including, but not limited to, use of words, symbols, acronyms, or language, whether oral or written, that are discriminatory, abusive, obscene, threatening, intimidating, degrading to other people, or threatening to school property;

41. Physical or verbal threats including, but not limited to, the staging or reporting of dangerous or hazardous situations that do not exist;
42. Inappropriate, abusive, threatening, or demeaning actions based on race, color, creed, religion, sex, marital status, status with regard to public assistance, disability, national origin, or sexual orientation;
43. Violation of the school district's Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees Policy;
44. Violation of the school district's one-to-one device rules and regulations;
45. Violation of school rules, regulations, policies, or procedures, including, but not limited to, those policies specifically enumerated in this policy;
46. Other acts, as determined by the school district, which are disruptive of the educational process or dangerous or detrimental to the student or other students, school district personnel or surrounding persons, or which violate the rights of others or which damage or endanger the property of the school, or which otherwise interferes with or obstruct the mission or operations of the school district or the safety or welfare of students or employees.

#### **IX. RECESS AND OTHER BREAKS**

- A. "Recess detention" means excluding or excessively delaying a student from participating in a scheduled recess period as a consequence for student behavior. Recess detention does not include, among other things, providing alternative recess at the student's choice.
- B. The school district is encouraged to ensure student access to structured breaks from the demands of school and to support teachers, principals, and other school staff in their efforts to use evidence-based approaches to reduce exclusionary forms of discipline.
- C. The school district must not use recess detention unless:
  1. a student causes or is likely to cause serious physical harm to other students or staff;
  2. the student's parent or guardian specifically consents to the use of recess detention; or
  3. for students receiving special education services, the student's individualized education program team has determined that withholding recess is appropriate based on the individualized needs of the student.
- D. The school district must not withhold recess from a student based on incomplete schoolwork.
- E. The school district must require school staff to make a reasonable attempt to notify a parent or guardian within 24 hours of using recess detention.
- F. The school district must compile information on each recess detention at the end of each school year, including the student's age, grade, gender, race or ethnicity, and special education status. This information must be available to the public upon request. The

school district is encouraged to use the data in professional development promoting the use of nonexclusionary discipline.

G. The school district must not withhold or excessively delay a student's participation in scheduled mealtimes. This section does not alter a district or school's existing responsibilities under Minnesota Statutes, section 124D.111 or other state or federal law.

## **X. DISCIPLINARY ACTION OPTIONS**

The general policy of the school district is to utilize progressive discipline to the extent reasonable and appropriate based upon the specific facts and circumstances of student misconduct. The specific form of discipline chosen in a particular case is solely within the discretion of the school district. At a minimum, violation of school district code of conduct, rules, regulations, policies, or procedures will result in discussion of the violation and a verbal warning. The school district shall, however, impose more severe disciplinary sanctions for any violation, including exclusion or expulsion, if warranted by the student's misconduct, as determined by the school district. Disciplinary action may include, but is not limited to, one or more of the following:

- A. Student conference with teacher, principal, counselor, or other school district personnel, and verbal warning;
- B. Confiscation by school district personnel and/or by law enforcement of any item, article, object, or thing, prohibited by, or used in the violation of, any school district policy, rule, regulation, procedure, or state or federal law. If confiscated by the school district, the confiscated item, article, object, or thing will be released only to the parent/guardian following the completion of any investigation or disciplinary action instituted or taken related to the violation.
- C. Parent contact;
- D. Parent conference;
- E. Removal from class;
- F. In-school suspension;
- G. Suspension from extracurricular activities;
- H. Detention or restriction of privileges;
- I. Loss of school privileges;
- J. In-school monitoring or revised class schedule;
- K. Referral to in-school support services;
- L. Referral to community resources or outside agency services;
- M. Financial restitution;
- N. Referral to police, other law enforcement agencies, or other appropriate authorities;
- O. A request for a petition to be filed in district court for juvenile delinquency adjudication;

- P. Out-of-school suspension under the Pupil Fair Dismissal Act;
- Q. Preparation of an admission or readmission plan;
- R. Saturday school;
- S. Expulsion under the Pupil Fair Dismissal Act;
- T. Exclusion under the Pupil Fair Dismissal Act; and/or
- U. Other disciplinary action as deemed appropriate by the school district.

## **XI. REMOVAL OF STUDENTS FROM CLASS**

- A. The teacher of record shall have the general control and government of the classroom. Teachers have the responsibility of attempting to modify disruptive student behavior by such means as conferring with the student, using positive reinforcement, assigning detention or other consequences, or contacting the student's parents. When such measures fail, or when the teacher determines it is otherwise appropriate based upon the student's conduct, the teacher shall have the authority to remove the student from class pursuant to the procedures established by this discipline policy. "Removal from class" and "removal" mean any actions taken by a teacher, principal, or other school district employee to prohibit a student from attending a class or activity period for a period of time not to exceed five (5) days, pursuant to this discipline policy.

Grounds for removal from class shall include any of the following:

1. Willful conduct that significantly disrupts the rights of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn;
2. Willful conduct that endangers surrounding persons, including school district employees, the student or other students, or the property of the school;
3. Willful violation of any school rules, regulations, policies or procedures, including the Code of Student Conduct in this policy; or
4. Other conduct, which in the discretion of the teacher or administration, requires removal of the student from class.

Such removal shall be for at least one (1) activity period or class period of instruction for a given course of study and shall not exceed five (5) such periods.

A student must be removed from class immediately if the student engages in assault or violent behavior. "Assault" is an act done with intent to cause fear in another of immediate bodily harm or death; or the intentional infliction of, or attempt to inflict, bodily harm upon another.

- B. If a student is removed from class more than ten (10) times in a school year, the school district shall notify the parent or guardian of the student's tenth removal from class and make reasonable attempts to convene a meeting with the student's parent or guardian to discuss the problem that is causing the student to be removed from class.

**[Note: The following Sections C. - J. must be developed and inserted by each school]**

**district based upon individual district practices, procedures, and preferences. School districts may consider developing and inserting procedures identified in Sections K-N.**

**C. Procedures for Removal of a Student From a Class.**

1. Specify procedures to remove a student from a class to be followed by a teacher, school administrator, or other school district employee ~~to remove a student from a class~~;
2. Specify required approvals necessary;
3. Specify paperwork and reporting procedures.

**D. Period of Time for which a Student may be Removed from a Class (may not exceed five (5) class periods for a violation of a rule of conduct)**

1. The removal from class shall be for a period of time deemed appropriate by the principal, in consultation with the teacher.

**E. Responsibility for and Custody of a Student Removed from Class.**

1. Designation of where student is to go when removed;
2. Designation of how student is to get to designated destination;
3. Whether student must be accompanied;
4. Statement of what student is to do when and while removed;
5. Designation of who has control over and responsibility for student after removal from class.

**F. Procedures for Return of a Student to a Specific Class from Which the Student was Removed.**

1. Specification of procedures;
2. Actions or approvals required such as notes, conferences, readmission plans.

**G. Procedures for Notifying a Student and the Student's Parents or Guardian of Violation of the Rules of Conduct and of Resulting Disciplinary Actions;**

1. ~~Specification of Procedures; Specify procedures for notifying students and parents/guardians of violations of the rules of conduct and resulting disciplinary action;~~
2. Actions or approvals required, such as notes, conferences, readmission plans.

**H. Disabled Students; Special Provisions.**

1. Procedures for consideration of whether there is a need for further assessment;
2. Procedures for consideration of whether there is a need for a review of the adequacy of the current Individualized Education Program (IEP) of a disabled



*student who is removed from class or disciplined; and*

3. *Any procedures determined appropriate for referring students in need of special education services to those services.*

**I. Procedures for Detecting and Addressing Chemical Abuse Problems of Students While on School Premises.**

1. *Establishment of a chemical abuse preassessment team pursuant to Minnesota Statutes, section 121A.26;*
2. *Establishment of teacher reporting procedures to the chemical abuse preassessment team pursuant to Minnesota Statutes, section 121A.29.*

**J. Procedures for Immediate and Appropriate Interventions Tied to Violations of the Code of Student Conduct.**

**K. Any Procedures Determined Appropriate for Encouraging Early Involvement of Parents or Guardians in Attempts to Improve a Student's Behavior.**

**L. Any Procedures Determined Appropriate for Encouraging Early Detection of Behavioral Problems.**

**M. Any Procedures Determined Appropriate for Referring a Student in Need of Special Education Services to Those Services; and**

**N. Any Procedures Determined Appropriate for Ensuring Victims of Bullying who Respond with Behavior not Allowed under the School's Behavior Policies have Access to a Remedial Response, Consistent with Minnesota Statutes, section 121A.031.**

**XII. DISMISSAL**

- A. "Dismissal" means the denial of the current educational program to any student, including exclusion, expulsion, and suspension. Dismissal does not include removal from class.

The school district shall not deny due process or equal protection of the law to any student involved in a dismissal proceeding which may result in suspension, exclusion or expulsion.

The school district shall not dismiss any student without attempting to ~~provide alternative educational services~~ use nonexclusionary disciplinary policies and procedures before dismissal proceedings or pupil withdrawal agreements, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property.

- B. Violations leading to suspension, based upon severity, may also be grounds for actions leading to expulsion, and/or exclusion. A student may be dismissed on any of the following grounds:
1. Willful violation of any reasonable school board regulation, including those found in this policy;
  2. Willful conduct that significantly disrupts the rights of others to an education, or

the ability of school personnel to perform their duties, or school sponsored extracurricular activities; or

3. Willful conduct that endangers the student or other students, or surrounding persons, including school district employees, or property of the school.

C. Disciplinary Dismissals Prohibited

1. A pupil enrolled in the following is not subject to dismissals under the Pupil Fair Dismissal Act:

- a. a preschool or prekindergarten program, including an early childhood family education, school readiness, school readiness plus, voluntary prekindergarten, Head Start, or other school-based preschool or prekindergarten program; or

- b. kindergarten through Grade 3.

2. This section does not apply to a dismissal from school for less than one school day, except as provided under Minnesota Statutes, chapter 125A and federal law for a student receiving special education services.

3. Notwithstanding this section, expulsions and exclusions may be used only after resources outlined under Nonexclusionary discipline have been exhausted, and only in circumstances where there is an ongoing serious safety threat to the child or others.

D. Suspension Procedures

1. "Suspension" means an action by the school administration, under rules promulgated by the School Board, prohibiting a student from attending school for a period of no more than ten (10) school days; provided, however, if a suspension is longer than five (5) school days, the suspending administrator shall provide the superintendent with a reason for the longer term of suspension. This definition does not apply to dismissal for one (1) school day or less where a student with a disability does not receive regular or special education instruction during that dismissal period.

2. School administration must allow a suspended pupil the opportunity to complete all school work assigned during the period of the pupil's suspension and to receive full credit for satisfactorily completing the assignments. The school principal or other person having administrative control of the school building or program is encouraged to designate a district or school employee as a liaison to work with the pupil's teachers to allow the suspended pupil to (1) receive timely course materials and other information, and (2) complete daily and weekly assignments and receive teachers' feedback.

3. If a student's total days of removal from school exceed ten (10) cumulative days in a school year, the school district shall make reasonable attempts to convene a meeting with the student and the student's parent or guardian before subsequently removing the student from school and, with the permission of the parent or guardian, arrange for a mental health screening for the student at the parent or guardian's expense. The purpose of this meeting is to attempt to determine the student's need for assessment or other services or whether the parent or guardian should have the student assessed or diagnosed to determine

whether the student needs treatment for a mental health disorder.

4. The definition of suspension under Minnesota Statutes, section 121A.41, subdivision 10, does not apply to a student's dismissal from school for one school day or less, except as provided under federal law for a student with a disability. Each suspension action may include a readmission plan. The plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission which must not be used to extend the current suspension. A readmission plan must not obligate a parent or guardian to provide psychotropic drugs to their student as a condition of readmission. School administration must not use the refusal of a parent or guardian to consent to the administration of psychotropic drugs to their student or to consent to a psychiatric evaluation, screening, or examination of the student as a ground, by itself, to prohibit the student from attending class or participating in a school-related activity, or as a basis of a charge of child abuse, child neglect, or medical or educational neglect. The school administration may not impose consecutive suspensions against the same student for the same course of conduct, or incident of misconduct, except where the student will create an immediate and substantial danger to self or to surrounding persons or property or where the school district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of fifteen (15) days.
5. A child with a disability may be suspended. When a child with a disability has been suspended for more than five (5) consecutive days or ten (10) cumulative school days in the same year, and that suspension does not involve a recommendation for expulsion or exclusion or other change in placement under federal law, relevant members of the child's IEP team, including at least one of the child's teachers, shall meet and determine the extent to which the child needs services in order to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the child's IEP. That meeting must occur as soon as possible, but no more than ten (10) days after the sixth (6<sup>th</sup>) consecutive day of suspension or the tenth (10<sup>th</sup>) cumulative day of suspension has elapsed.
6. Alternative education services must be provided to a pupil who is suspended for more than five (5) consecutive school days. The school administration shall implement alternative educational services when the suspension exceeds five (5) days. Alternative educational services may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessments, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center under Minnesota Statutes, section 123A.05 selected to allow the student to progress toward meeting graduation standards under Minnesota Statutes, section 120B.02, although in a different setting.
7. The school administration shall not suspend a student from school without an informal administrative conference with the student. The informal administrative conference shall take place before the suspension, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property, in which case the conference shall take place as soon as practicable following the suspension. At the informal administrative conference, a school administrator shall notify the student of the grounds for the suspension, provide an explanation of the evidence the

authorities have, and the student may present the student's version of the facts. A separate administrative conference is required for each period of suspension.

8. After school administration notifies a student of the grounds for suspension, school administration may, instead of imposing the suspension, do one or more of the following:
  - a. strongly encourage a parent or guardian of the student to attend school with the student for one day;
  - b. assign the student to attend school on Saturday as supervised by the principal or the principal's designee; and
  - c. petition the juvenile court that the student is in need of services under Minnesota Statutes chapter 260C.
9. A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56, shall be personally served upon the student at or before the time the suspension is to take effect, and upon the student's parent or guardian by mail within forty-eight (48) hours of the conference. (See attached sample Notice of Suspension.)
10. The school administration shall make reasonable efforts to notify the student's parent or guardian of the suspension by telephone as soon as possible following suspension.
11. In the event a student is suspended without an informal administrative conference on the grounds that the student will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the student and the student's parent or guardian within forty-eight (48) hours of the suspension. Service by mail shall be complete upon mailing.
12. Notwithstanding the foregoing provisions, the student may be suspended pending the school board's decision in an expulsion or exclusion proceeding, provided that alternative educational services are implemented to the extent that suspension exceeds five (5) consecutive school days.

**E. Expulsion and Exclusion Procedures**

1. "Expulsion" means a school board action to prohibit an enrolled student from further attendance for up to twelve (12) months from the date the student is expelled. The authority to expel rests with the school board.
2. "Exclusion" means an action taken by the school board to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the school year. The authority to exclude rests with the school board.
3. All expulsion and exclusion proceedings will be held pursuant to and in accordance with the provisions of the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56.
4. No expulsion or exclusion shall be imposed without a hearing, unless the right

to a hearing is waived in writing by the student and parent or guardian.

5. The student and parent or guardian shall be provided written notice of the school district's intent to initiate expulsion or exclusion proceedings. This notice shall be served upon the student and his or her parent or guardian personally or by mail, and shall contain a complete statement of the facts; a list of the witnesses and a description of their testimony; state the date, time and place of hearing; be accompanied by a copy of the Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56; describe ~~alternative educational services~~ the nonexclusionary disciplinary practices accorded the student in an attempt to avoid the expulsion proceedings; and inform the student and parent or guardian of their right to: (1) have a representative of the student's own choosing, including legal counsel at the hearing; (2) examine the student's records before the hearing; (3) present evidence; and (4) confront and cross-examine witnesses. The school district ~~shall~~ must advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Minnesota Department of Education (MDE) and is posted on its website.
6. The hearing shall be scheduled within ten (10) days of the service of the written notice unless an extension, not to exceed five (5) days, is requested for good cause by the school district, student, parent, or guardian.
7. All hearings shall be held at a time and place reasonably convenient to the student, parent, or guardian and shall be closed, unless the student, parent, or guardian requests an open hearing.
8. The school district shall record the hearing proceedings at district expense, and a party may obtain a transcript at its own expense.
9. The student shall have a right to a representative of the student's own choosing, including legal counsel, at the student's sole expense. The school district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from MDE. The school board may appoint an attorney to represent the school district in any proceeding.
10. If the student designates a representative other than the parent or guardian, the representative must have a written authorization from the student and the parent or guardian providing them with access to and/or copies of the student's records.
11. All expulsion or exclusion hearings shall take place before and be conducted by an independent hearing officer designated by the school district. The hearing shall be conducted in a fair and impartial manner. Testimony shall be given under oath and the hearing officer shall have the power to issue subpoenas and administer oaths.
12. At a reasonable time prior to the hearing, the student, parent or guardian, or authorized representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the proposed dismissal action may be based.
13. The student, parent or guardian, or authorized representative, shall have the right to compel the presence of any school district employee or agent or any

other person who may have evidence upon which the proposed dismissal action may be based, and to confront and cross-examine any witnesses testifying for the school district.

14. The student, parent or guardian, or authorized representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony.
15. The student cannot be compelled to testify in the dismissal proceedings.
16. The hearing officer shall prepare findings and a recommendation based solely upon substantial evidence presented at the hearing, which must be made to the school board and served upon the parties within two (2) days after the close of the hearing.
17. The school board shall base its decision upon the findings and recommendation of the hearing officer and shall render its decision at a meeting held within five (5) days after receiving the findings and recommendation. The school board may provide the parties with the opportunity to present exceptions and comments to the hearing officer's findings and recommendation provided that neither party presents any evidence not admitted at the hearing. The decision by the school board must be based on the record, must be in writing, and must state the controlling facts on which the decision is made in sufficient detail to apprise the parties and the Commissioner of the Minnesota Department of Education (Commissioner) of the basis and reason for the decision.
18. A party to an expulsion or exclusion decision made by the school board may appeal the decision to the Commissioner within twenty-one (21) calendar days of school board action pursuant to Minnesota Statutes section 121A.49. The decision of the school board shall be implemented during the appeal to the Commissioner.
19. The school district shall report any suspension, expulsion or exclusion action taken to the appropriate public service agency, when the student is under the supervision of such agency.
20. The school district must report, through the MDE electronic reporting system, each expulsion or exclusion within thirty (30) days of the effective date of the action to the Commissioner. This report must include a statement of alternative educational services given the student and the reason for, the effective date, and the duration of the exclusion or expulsion. The report must also include the student's age, grade, gender, race, and special education status. The dismissal report must include state student identification numbers of affected students.
21. Whenever a student fails to return to school within ten (10) school days of the termination of dismissal, a school administrator shall inform the student and his/her parent or guardian by mail of the student's right to attend and to be reinstated in the school district.

### **XIII. ADMISSION OR READMISSION PLAN**

A school administrator ~~shall~~must prepare and enforce an admission or readmission plan for any student who is excluded or expelled from school. The plan ~~may~~must include measures to improve the student's behavior, ~~including which may include~~ completing a character education program consistent with Minnesota Statutes, section 120B.232, subdivision 1, social and

emotional learning, counseling, social work services, mental health services, referrals for special education or 504 evaluation, and evidence-based academic interventions. The plan must include reasonable attempts to obtain -parental involvement in the admission or readmission process, and may indicate the consequences to the student of not improving the student's behavior. The readmission plan must not obligate parents to provide a sympathomimetic medication for their child as a condition of readmission.

#### **XIV. NOTIFICATION OF POLICY VIOLATIONS**

Notification of any violation of this policy and resulting disciplinary action shall be as provided herein, or as otherwise provided by the Pupil Fair Dismissal Act or other applicable law. The teacher, principal or other school district official may provide additional notification as deemed appropriate.

In addition, the school district must report, through the MDE electronic reporting system, each exclusion or expulsion, each physical assault of a school district employee by a student-pupil, and each pupil withdrawal agreement within thirty (30) days of the assault effective date of the dismissal action, pupil withdrawal, or assault, to the MDE Commissioner. This report must include a statement of the alternative educational services nonexclusionary disciplinary practices, or other sanction, intervention, or resolution in response to the assault given to the student-pupil and the reason for, the effective date, and the duration of the exclusion or expulsion or other sanction, intervention, or resolution. The report must also include the student's-pupil's age, grade, gender, race, and special education status.

#### **XV. STUDENT DISCIPLINE RECORDS**

The policy of the school district is that complete and accurate student discipline records be maintained. The collection, dissemination, and maintenance of student discipline records shall be consistent with applicable school district policies and federal and state law, including the Minnesota Government Data Practices Act, Minnesota Statutes chapter 13.

#### **XVI. STUDENTS WITH DISABILITIES**

Students who are currently identified as eligible under the IDEA or Section 504 will be subject to the provisions of this policy, unless the student's IEP or 504 plan specifies a necessary modification.

Before initiating an expulsion or exclusion of a student with a disability, relevant members of the child's IEP team and the child's parent shall, consistent with federal law, conduct a manifestation determination and determine whether the child's behavior was (i) caused by or had a direct and substantial relationship to the child's disability and (ii) whether the child's conduct was a direct result of a failure to implement the child's IEP. If the student's educational program is appropriate and the behavior is not a manifestation of the student's disability, the school district will proceed with discipline – up to and including expulsion – as if the student did not have a disability, unless the student's educational program provides otherwise. If the team determines that the behavior subject to discipline is a manifestation of the student's disability, the team shall conduct a functional behavioral assessment and implement a behavioral intervention plan for such student provided that the school district had not conducted such assessment prior to the manifestation determination before the behavior that resulted in a change of placement. Where a behavioral intervention plan previously has been developed, the team will review the behavioral intervention plan and modify it as necessary to address the behavior.

When a student who has an IEP is excluded or expelled for misbehavior that is not a manifestation of the student's disability, the school district shall continue to provide special education and related services during the period of expulsion or exclusion.



## **XVII. OPEN ENROLLED STUDENTS**

The school district may terminate the enrollment of a nonresident student enrolled under an Enrollment Option Program (Minnesota Statutes section 124D.03) or Enrollment in Nonresident District (Minnesota Statutes section 124D.08) at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy (Minnesota Statutes chapter 260A), and the student's case has been referred to juvenile court. The school district may also terminate the enrollment of a nonresident student over the age of seventeen (17) enrolled under an Enrollment Options Program if the student is absent without lawful excuse for one or more periods on fifteen (15) school days and has not lawfully withdrawn from school.

## **XVIII. DISCIPLINE COMPLAINT PROCEDURE**

Students, parents and other guardians, and school staff may file a complaint and seek corrective action when the requirements of the Minnesota Pupil Fair Dismissal Act, including the implementation of the local behavior and discipline policies, are not being implemented appropriately or are being discriminately applied.

The Discipline Complaint Procedure must, at a minimum:

1. provide procedures for communicating this policy including the ability for a parent to appeal a decision under Minnesota Statutes, section 121A.49 that contains explicit instructions for filing the complaint;
2. provide an opportunity for involved parties to submit additional information related to the complaint;
3. provide a procedure to begin to investigate complaints within three school days of receipt, and identify personnel who will manage the investigation and any resulting record and are responsible for keeping and regulating access to any record;
4. provide procedures for issuing a written determination to the complainant that addresses each allegation and contains findings and conclusions;
5. if the investigation finds the requirements of Minnesota Statutes, sections 121A.40 to 121A.61, including any local policies that were not implemented appropriately, contain procedures that require a corrective action plan to correct a student's record and provide relevant staff with training, coaching, or other accountability practices to ensure appropriate compliance with policies in the future; and
6. prohibit reprisals or retaliation against any person who asserts, alleges, or reports a complaint, and provide procedures for applying appropriate consequences for a person who engages in reprisal or retaliation.

## **XIX. DISTRIBUTION OF POLICY**

The school district will notify students and parents of the existence and contents of this policy in such manner as it deems appropriate. Copies of this discipline policy shall be made available to all students and parents at the commencement of each school year and to all new students and parents upon enrollment. This policy shall also be available upon request in each principal's office.

## **XX. REVIEW OF POLICY**



The principal and representatives of parents, students and staff in each school building shall confer at least annually to review this discipline policy, determine if the policy is working as intended, and to assess whether the discipline policy has been enforced. Any recommended changes shall be submitted to the superintendent for consideration by the school board, which shall conduct an annual review of this policy.

**Legal References:** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota Students)  
Minn. Stat. § 120B.232 (Character Development Education)  
Minn. Stat. § 121A.26 (School Preassessment Teams)  
Minn. Stat. § 121A.29 (Reporting; Chemical Abuse)  
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)  
Minn. Stat. § 121A.575 (Alternatives to Pupil Suspension)  
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)  
Minn. Stat. §§ 121A.60 (Definitions)  
Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)  
Minn. Stat. § 122A.42 (General Control of Schools)  
Minn. Stat. § 123A.05 (State-Approved Alternative Program Organization)  
Minn. Stat. § 124D.03 (Enrollment Options Program)  
Minn. Stat. § 124D.08 (School Boards' Approval to Enroll in Nonresident District; Exceptions)  
Minn. Stat. Ch. 125A (Special Education and Special Programs)  
Minn. Stat. § 152.22, Subd. 6 (Definitions)  
Minn. Stat. § 152.23 (Limitations)  
Minn. Stat. Ch. 260A (Truancy)  
Minn. Stat. Ch. 260C (Juvenile Safety and Placement)  
20 U.S.C. §§ 1400-1487 (Individuals with Disabilities Education Act)  
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)  
34 C.F.R. § 300.530(e)(1) (Manifestation Determination)

**Cross References:** MSBA/MASA Model Policy 413 (Harassment and Violence)  
MSBA/MASA Model Policy 419 (Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices)  
MSBA/MASA Model Policy 501 (School Weapons)  
MSBA/MASA Model Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)  
MSBA/MASA Model Policy 503 (Student Attendance)  
MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)  
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)  
MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)  
MSBA/MASA Model Policy 525 (Violence Prevention)  
MSBA/MASA Model Policy 526 (Hazing Prohibition)  
MSBA/MASA Model Policy 527 (Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches)  
MSBA/MASA Model Policy 610 (Field Trips)  
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)  
MSBA/MASA Model Policy 711 (Video Recording on School Buses)  
MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 509

Orig. 1995

Revised: \_\_\_\_\_

Rev. 2023

## **509 ENROLLMENT OF NONRESIDENT STUDENTS**

***[Note: The provisions of this policy substantially reflect statutory requirements.]***

### **I. PURPOSE**

The school district desires to participate in the Enrollment Options Program (Open Enrollment) established by Minnesota Statutes, section 124D.03. The purpose of this policy is to set forth the application and exclusion procedures used by the school district in making said determination.

### **II. GENERAL STATEMENT OF POLICY**

The school board adopts specific standards for acceptance and rejection of Open Enrollment applications.

### **III. OPEN ENROLLMENT PROCESS**

A. Open Enrollment applications will be approved provided that acceptance of the application will not exceed the capacity of a program, excluding special education services; class; grade level; or school building as established by school board resolution and provided that:

1. space is available for the applicant under enrollment cap standards established by school board policy or other directive; and
2. in considering the capacity of a grade level, the school district may only limit the enrollment of nonresident students to a number not less than the lesser of:  
(a) one percent of the total enrollment at each grade level in the school district;  
or (b) the number of school district resident students at that grade level enrolled in a nonresident school district in accordance with Minnesota Statutes, section 124D.03.
3. the applicant is not otherwise excluded by action of the school district because of previous conduct in another school district.

B. If the school district limits enrollment of nonresident students pursuant to this section, the district shall report to the Commissioner of the Minnesota Department of Education (MDE) by July 15 on the number of nonresident pupils denied admission due to the limitations on the enrollment of nonresident pupils.

### **IV. BASIS FOR DECISIONS**

A. Standards that may be used for rejection of application

In addition to the provisions above, the school district may refuse to allow a pupil who is expelled under Minnesota Statutes, section 121A.45 to enroll during the term of the expulsion if the student was expelled for:

1. possessing a dangerous weapon, including a weapon, device, instruments, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, with-except that such term does

~~not include the exception of~~ a pocket knife with a blade less than two and one-half inches in length, at school or a school function;

2. possessing or using an illegal drug at school or a school function;
3. selling or soliciting the sale of a controlled substance while at school or a school function; or
4. committing a third-degree assault involving assaulting another and inflicting substantial bodily harm.

C. Standards that may not be used for rejection of application

The school district may not use the following standards in determining whether to accept or reject an application for open enrollment:

1. previous academic achievement of a student;
2. athletic or extracurricular ability of a student;
3. disabling conditions of a student;
4. a student's proficiency in the English language;
5. the student's district of residence except where the district of residence is directly included in an enrollment options strategy included in an approved achievement and integration program; or
6. previous disciplinary proceedings involving the student. This shall not preclude the school district from proceeding with exclusion as set out in this policy.

D. Application

The student and parent or guardian must complete and submit the "General Statewide Enrollment Options Application for K-12 and Early Childhood Special Education (or the Statewide Enrollment Options Application for State-funded Voluntary Prekindergarten (VPK) or School Readiness Plus (SRP) Application if applicable) developed by MDE and available on its website.

The school district may require a nonresident student enrolled in a program under Minnesota Statutes, section 125A.13, or in a preschool program, except for a program under Minnesota Statutes, section 124D.151 or Laws 2017, First Special Session chapter 5, article 8, section 9, to follow the application procedures under this subdivision to enroll in kindergarten. A district must allow a nonresident student enrolled in a program under Minnesota Statutes, section 124D.151 or Laws 2017, First Special Session chapter 5, article 8, section 9, to remain enrolled in the district when the student enters kindergarten without submitting annual or periodic applications, unless the district terminates the student's enrollment under subdivision 12.

The school district shall notify the parent or guardian in writing by February 15 or within ninety (90) days for applications submitted after January 15 in the case of achievement and integration district transfers whether the application has been accepted or rejected. If an application is rejected, the district must state in the notification the reason for rejection. The parent or guardian must notify the nonresident district by March 1 or within ten (10) business days whether the pupil intends to enroll in the nonresident district.

E. Lotteries

If a school district has more applications than available seats at a specific grade level, it must hold an impartial lottery following the January 15 deadline to determine which students will receive seats. The district must give priority to enrolling siblings of currently enrolled students, students whose applications are related to an approved integration and achievement plan, children of the school district's staff, and students residing in that part of a municipality (a statutory or home rule charter city or town) where:

1. the student's resident district does not operate a school building;
2. the municipality is located partially or fully within the boundaries of at least five school districts;
3. the nonresident district in which the student seeks to enroll operates one or more school buildings within the municipality; and
4. no other nonresident, independent, special, or common school district operates a school building within the municipality.

The process for the school district lottery must be established by school board policy and posted on the school district's website.

F. Exclusion

1. Administrator's initial determination. If a school district administrator knows or has reason to believe that an applicant has engaged in conduct that has subjected or could subject the applicant to expulsion or exclusion under law or school district policy, the administrator will transmit the application to the superintendent with a recommendation of whether exclusion proceedings should be initiated.
2. Superintendent's review. The superintendent may make further inquiries. If the superintendent determines that the applicant should be admitted, he or she will notify the applicant and the school board chair. If the superintendent determines that the applicant should be excluded, the superintendent will notify the applicant and determine whether the applicant wishes to continue the application process. Although an application may not be rejected based on previous disciplinary proceedings, the school district reserves the right to initiate exclusion procedures pursuant to the Minnesota Pupil Fair Dismissal Act as warranted on a case-by-case basis.

G. Termination of Enrollment

The school district may terminate the enrollment of a nonresident student enrolled under an enrollment options program pursuant to Minnesota Statutes, section 124D.03 or 124D.08 at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy under Minnesota Statutes, chapter 260A, and the student's case has been referred to juvenile court. A "habitual truant" is a child under 17 years of age who is absent from attendance at school without lawful excuse for seven school days in a school year if the child is in elementary school or for one or more class periods on seven school days in a school year if the child is in middle school, junior high school, or high school, or a child who is 17 years of age who is absent from attendance at school without lawful

excuse for one or more class periods on seven school days in a school year and who has not lawfully withdrawn from school under Minnesota Statutes, section 120A.22, subdivision 8. The school district may also terminate the enrollment of a nonresident student over 17 years of age if the student is absent without lawful excuse for one or more periods on 15 school days and has not lawfully withdrawn from school under Minnesota Statutes, section 120A.22, subdivision 8.

A student who has not applied for and been accepted for open enrollment pursuant to this policy and does not otherwise meet the residency requirements for enrollment may be terminated from enrollment and removed from school. Prior to removal from school, the school district will send to the student's parents a written notice of the school district's belief that the student is not a resident of the school district. The notice shall include the facts upon which the belief is based and notice to the parents of their opportunity to provide documentary evidence, in person or in writing, of residency to the superintendent or the superintendent's designee. The superintendent or the superintendent's designee will make the final determination as to the residency status of the student.

Notwithstanding the requirement that an application must be approved by the board of the nonresident district, a student who has been enrolled in a district, who is identified as homeless, and whose parent or legal guardian moves to another district, or who is placed in foster care in another school district, may continue to enroll in the nonresident district without the approval of the board of the nonresident district. The approval of the board of the student's resident district is not required.

**Legal References:** Minn. Stat. § 120A.22, Subd. 3(e) and Subd. 8 (Compulsory Instruction)  
Minn. Stat. § 121A.40-121A.56 (~~The~~ Pupil Fair Dismissal Act)  
Minn. Stat. § 124D.03 (Enrollment Options Program)  
Minn. Stat. § 124D.08 (School Board Approval to Enroll in Nonresident District; Exceptions)  
Minn. Stat. § 124D.68 (Graduation Incentives Program)  
Minn. Stat. Ch. 260A (Truancy)  
Minn. Stat. § 260C.007, Subd. 19 (Definitions)  
Minn. Op. Atty. Gen. 169-f (Aug. 13, 1986)  
*Indep. Sch. Dist. No. 623 v. Minn. Dept. of Educ.*, Co. No. A05-361, 2005 WL 3111963 (Minn. Ct. App. 2005) (unpublished)  
[18 U.S.C. 930, para. \(g\)\(2\) \(Definition of weapon\)](#)

**Cross References:** MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA Model Policy 517 (Student Recruiting)

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 513

Orig. 1995

Revised: \_\_\_\_\_

Rev. 2023

## **513 STUDENT PROMOTION, RETENTION, AND PROGRAM DESIGN**

### **I. PURPOSE**

The purpose of this policy is to provide guidance to professional staff, parents, and students regarding student promotion, retention, and program design.

### **II. GENERAL STATEMENT OF POLICY**

The school board expects all students to achieve at an acceptable level of proficiency. Parental assistance, tutorial and remedial programs, counseling, and other appropriate services shall be coordinated and utilized to the greatest extent possible to help students succeed in school.

#### **A. Promotion**

Students who achieve at levels deemed acceptable by local and state standards shall be promoted to the next grade level at the completion of each school year.

#### **B. Retention**

Retention of a student may be considered when professional staff and parents feel that it is in the best interest of the student. Physical development, maturity, and emotional factors shall be considered, as well as scholastic achievement. The superintendent's decision shall be final.

#### **C. Program Design**

1. The superintendent, with participation of the professional staff and parents, shall develop and implement programs to challenge students that are consistent with the needs of students at every level. A process to assess and evaluate students for program assignment shall be developed in coordination with such programs. Opportunities for special programs and placement outside of the school district shall also be developed as additional options. All programs will be aligned with creating the World's Best Workforce.

2. The school district may identify students, locally develop programs and services addressing instructional and affective needs, provide staff development, and evaluate programs to provide gifted and talented students with challenging and appropriate educational programs and services.

3. The school district ~~will~~must adopt guidelines for assessing and identifying students for participation in gifted and talented programs and services consistent with Minnesota Statutes, section 120B.11. The guidelines should include the use of:

- a. multiple objective criteria; and
- b. assessments and procedures that are valid and reliable, fair, and based on current theory and research. Assessments and procedures should

be sensitive to under-represented groups, including, but not limited to, low-income, minority, twice-exceptional, and English learners.

4. The school district ~~will~~must adopt procedures for the academic acceleration of gifted and talented students. These procedures will include how the school district will:
  - a. assess a student's readiness and motivation for acceleration; and
  - b. match the level, complexity, and pace of the curriculum to a student to achieve the best type of academic acceleration for that student.
5. The school district ~~will~~must adopt procedures consistent with Minnesota Statutes, section 124D.02 for early admission to kindergarten or first grade of gifted or talented learners consistent with Minnesota Statutes, section 120B.11, subdivision 2, clause (2). ~~which describe the comprehensive evaluation in cognitive, social, and emotional development domains to help determine a child's ability to meet kindergarten grade expectations and progress to first grade in the subsequent year for early admission to kindergarten or first grade of gifted and talented learners. The comprehensive evaluation must use valid and reliable instrumentation, be aligned with state kindergarten expectations, and include a parental report and teacher observations of the child's knowledge, skills, and abilities.~~ The procedures must be sensitive to under-represented groups.

**Legal References:** Minn. Stat. § 120B.15 (Gifted and Talented Students Program)  
Minn. Stat. § 123B.143, Subd. 1 (Superintendent)

**Cross References:** MSBA/MASA Model Policy 613 (Graduation Requirements)  
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)  
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)  
MSBA/MASA Model Policy 617 (School District Ensurance of Preparatory and High School Standards)  
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)  
MSBA/MASA Model Policy 620 (Credit for Learning)

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 514

Orig. 2003

Revised: \_\_\_\_\_

Rev. 2023~~2~~

## **514 BULLYING PROHIBITION POLICY**

***[Note: School districts are required by statute to have a policy addressing bullying.]***

### **I. PURPOSE**

A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with a student's ability to learn and/or a teacher's ability to educate students in a safe environment. The school district cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school personnel. However, to the extent such conduct affects the educational environment of the school district and the rights and welfare of its students and is within the control of the school district in its normal operations, the school district intends to prevent bullying and to take action to investigate, respond to, and to remediate and discipline for those acts of bullying which have not been successfully prevented. The purpose of this policy is to assist the school district in its goal of preventing and responding to acts of bullying, intimidation, violence, reprisal, retaliation, and other similar disruptive and detrimental behavior.

### **II. GENERAL STATEMENT OF POLICY**

- A. An act of bullying, by either an individual student or a group of students, is expressly prohibited:
1. on the school premises, at the school functions or activities, on the school transportation;
  2. by the use of electronic technology and communications on the school premises, during the school functions or activities, on the school transportation, or on the school computers, networks, forums, and mailing lists; or
  3. by use of electronic technology and communications off the school premises to the extent such use substantially and materially disrupts student learning or the school environment.
- B. A school-aged child who voluntarily participates in a public school activity, such as a cocurricular or extracurricular activity, is subject to the policy provisions applicable to the public school students participating in the activity.
- C. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student or other students, or materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. This policy also applies to an act of cyberbullying regardless of whether such act is committed on or off school district property and/or with or without the use of school district resources. This policy also



applies to sexual exploitation.

- D. Malicious and sadistic conduct involving race, color, creed, national origin, sex, age, marital status, status with regard to public assistance, disability, religion, sexual harassment, and sexual orientation and gender identity as defined in Minnesota Statutes, chapter 363A is prohibited. This prohibition applies to students, independent contractors, teachers, administrators, and other school personnel.

Malicious and sadistic conduct and sexual exploitation by a school district or school staff member, independent contractor, or enrolled student against a staff member, independent contractor, or student that occurs as described in Article II.A above is prohibited.

- E. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying.

- F. Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.

- G. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.

- H. False accusations or reports of bullying against another student are prohibited.

- I. A person who engages in an act of bullying, reprisal, retaliation, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures, including the school district's discipline policy (See MSBA/MASA Model Policy 506). The school district may take into account the following factors:

1. The developmental ages and maturity levels of the parties involved;
2. The levels of harm, surrounding circumstances, and nature of the behavior;
3. Past incidences or past or continuing patterns of behavior;
4. The relationship between the parties involved; and
5. The context in which the alleged incidents occurred.

Consequences for students who commit prohibited acts of bullying may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion. The school district shall employ research-based developmentally appropriate best practices that include preventative and remedial measures and effective discipline for deterring violations of this policy, apply throughout the school district, and foster student, parent, and community participation.

Consequences for employees who permit, condone, or tolerate bullying or engage in an act of reprisal or intentional false reporting of bullying may result in disciplinary action up to and including termination or discharge.

Consequences for other individuals engaging in prohibited acts of bullying may include, but not be limited to, exclusion from school district property and events.

- J. The school district will act to investigate all complaints of bullying reported to the school district and will discipline or take appropriate action against any student, teacher,

administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

### III. DEFINITIONS

For purposes of this policy, the definitions included in this section apply.

- A. "Bullying" means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:
1. an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or
  2. materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

The term "bullying" specifically includes cyberbullying, malicious and sadistic conduct as defined in this policy, and sexual exploitation.

- B. "Cyberbullying" means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.
- C. "Immediately" means as soon as possible but in no event longer than 24 hours.
- D. "Intimidating, threatening, abusive, or harming conduct" means, but is not limited to, conduct that does the following:
1. Causes physical harm to a student or a student's property or causes a student to be in reasonable fear of harm to person or property;
  2. Under Minnesota common law, violates a student's reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or
  3. Is directed at any student or students, including those based on a person's actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.

- E. "Malicious and sadistic conduct" means creating a hostile learning environment by acting with the intent to cause harm by intentionally injuring another without just cause or reason or engaging in extreme or excessive cruelty or delighting in cruelty.

- F.** "On school premises, on school district property, at school functions or activities, or on school transportation" means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.
- G.** "Prohibited conduct" means bullying, ~~or cyberbullying as defined in this policy, malicious and sadistic conduct, sexual exploitation,~~ or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about prohibited conduct, bullying.
- H.** "Remedial response" means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of prohibited conduct.
- I.** "Student" means a student enrolled in a public school or a charter school.

#### **IV. REPORTING PROCEDURE**

- A.** Any person who believes he or she has been the target or victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or prohibited conduct under this policy shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report bullying anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.
- B.** The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available in the school district office, but oral reports shall be considered complaints as well.
- C.** The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving reports of bullying or other prohibited conduct at the building level. Any person may report bullying or other prohibited conduct directly to a school district human rights officer or the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as the primary contact on policy and procedural matters. The building report taker or a third party designated by the school district shall be responsible for the investigation. The building report taker shall provide information about available community resources to the target or victim of the bullying or other prohibited conduct, the perpetrator, and other affected individuals as appropriate.

- D.** A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include

bullying. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute bullying or other prohibited conduct shall make reasonable efforts to address and resolve the bullying or prohibited conduct and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute bullying or other prohibited conduct or who fail to make reasonable efforts to address and resolve the bullying or prohibited conduct in a timely manner may be subject to disciplinary action.

- E. Reports of bullying or other prohibited conduct are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of bullying and the record of any resulting investigation.
- F. Submission of a good faith complaint or report of bullying or other prohibited conduct will not affect the complainant's or reporter's future employment, grades, work assignments, or educational or work environment.
- G. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

#### **V. SCHOOL DISTRICT ACTION**

- A. Within three days of the receipt of a complaint or report of bullying or other prohibited conduct, the school district shall undertake or authorize an investigation by the building report taker or a third party designated by the school district.
- B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the bullying or other prohibited conduct, the complainant, the reporter, and students or others, pending completion of an investigation of the bullying or other prohibited conduct, consistent with applicable law.
- C. The alleged perpetrator of the bullying or other prohibited conduct shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- D. Upon completion of an investigation that determines that bullying or other prohibited conduct has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited conduct. Remedial responses to the bullying or other prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; the student discipline policy (See MSBA/MASA Model Policy 506) and other applicable school district policies; and applicable regulations.
- E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who

are targets of bullying or other prohibited conduct and the parent(s) or guardian(s) of alleged perpetrators of bullying or other prohibited conduct who have been involved in a reported and confirmed bullying incident of the remedial or disciplinary action taken, to the extent permitted by law.

- F. In order to prevent or respond to bullying or other prohibited conduct committed by or directed against a child with a disability, the school district shall, when determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in bullying or other prohibited conduct.

## **VI. RETALIATION OR REPRISAL**

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged bullying or prohibited conduct, who provides information about bullying or prohibited conduct, who testifies, assists, or participates in an investigation of alleged bullying or prohibited conduct, or who testifies, assists, or participates in a proceeding or hearing relating to such bullying or prohibited conduct. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the prohibited conduct. Remedial responses to the prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy.

## **VII. TRAINING AND EDUCATION**

- A. The school district shall discuss this policy with school personnel and volunteers and provide appropriate training to school district personnel regarding this policy. The school district shall establish a training cycle for school personnel to occur during a period not to exceed every three school years. Newly employed school personnel must receive the training within the first year of their employment with the school district. The school district or a school administrator may accelerate the training cycle or provide additional training based on a particular need or circumstance. This policy shall be included in employee handbooks, training materials, and publications on school rules, procedures, and standards of conduct, which materials shall also be used to publicize this policy.
- B. The school district shall require ongoing professional development, consistent with Minnesota Statutes section 122A.60, to build the skills of all school personnel who regularly interact with students to identify, prevent, and appropriately address bullying and other prohibited conduct. Such professional development includes, but is not limited to, the following:
  - 1. Developmentally appropriate strategies both to prevent and to immediately and effectively intervene to stop prohibited conduct;
  - 2. The complex dynamics affecting a perpetrator, target, and witnesses to prohibited conduct;
  - 3. Research on prohibited conduct, including specific categories of students at risk for perpetrating or being the target or victim of bullying or other prohibited conduct in school;

4. The incidence and nature of cyberbullying; and
  5. Internet safety and cyberbullying.
- C. The school district annually will provide education and information to students regarding bullying, including information regarding this school district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying and other prohibited conduct.
  - D. The administration of the school district is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the target or victim, and to make resources or referrals to resources available to targets or victims of bullying.
  - E. The administration is encouraged to provide developmentally appropriate instruction and is directed to review programmatic instruction to determine if adjustments are necessary to help students identify and prevent or reduce bullying and other prohibited conduct, to value diversity in school and society, to develop and improve students' knowledge and skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying or other prohibited conduct, and to make effective prevention and intervention programs available to students.

The administration must establish strategies for creating a positive school climate and use evidence-based social-emotional learning to prevent and reduce discrimination and other improper conduct.

The administration is encouraged, to the extent practicable, to take such actions as it may deem appropriate to accomplish the following:

1. Engage all students in creating a safe and supportive school environment;
  2. Partner with parents and other community members to develop and implement prevention and intervention programs;
  3. Engage all students and adults in integrating education, intervention, and other remedial responses into the school environment;
  4. Train student bystanders to intervene in and report incidents of bullying and other prohibited conduct to the schools' primary contact person;
  5. Teach students to advocate for themselves and others;
  6. Prevent inappropriate referrals to special education of students who may engage in bullying or other prohibited conduct; and
  7. Foster student collaborations that, in turn, foster a safe and supportive school climate.
- F. The school district may implement violence prevention and character development education programs to prevent or reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.
  - G. The school district shall inform affected students and their parents of rights they may

have under state and federal data practices laws to obtain access to data related to an incident and their right to contest the accuracy or completeness of the data. The school district may accomplish this requirement by inclusion of all or applicable parts of its protection and privacy of pupil records policy (See MSBA/MASA Model Policy 515) in the student handbook.

## VIII. NOTICE

- A. The school district will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.
- B. This policy ~~or a summary thereof~~ must be conspicuously posted throughout each school building, in the administrative offices of the school district, and in the office of each school.
- C. This policy must be ~~distributed~~given to each school district or school employee and independent contractor at the time of hiring or contracting. ~~who regularly interacts with students at the time of initial employment with the school district.~~
- D. Notice of the rights and responsibilities of students and their parents under this policy must be included in the student discipline policy (See MSBA/MASA Model Policy 506) distributed to parents at the beginning of each school year.
- E. This policy shall be available to all parents and other school community members in an electronic format in the language appearing on the school district's or a school's website.
- F. Each school must develop a process for discussing this policy with students, parents of students, independent contractors, and school employees.
- G. The school district shall provide an electronic copy of its most recently amended policy to the Minnesota Commissioner of Education.

## IX. POLICY REVIEW

To the extent practicable, the school board shall, on a cycle consistent with other school district policies, review and revise this policy. The policy shall be made consistent with Minnesota Statutes, sections 121A.031 and 121A.0312 and other applicable law. Revisions shall be made in consultation with students, parents, and community organizations.

**Legal References:** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. § 120A.05, Subds. 9, 11, 13, and 17 (Definitions)  
Minn. Stat. § 120B.232 (Character Development Education)  
Minn. Stat. § 121A.03 (Model Policy)  
Minn. Stat. § 121A.031 (School Student Bullying Policy)  
Minn. Stat. § 121A.0312 (Malicious and Sadistic Conduct)  
Minn. Stat. § 121A.0311 (Notice of the Rights and Responsibilities of Students and Parents under the Safe and Supportive Minnesota Schools Act)  
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)  
Minn. Stat. § 121A.69 (Hazing Policy)  
Minn. Stat. Ch. 124E (Charter Schools)  
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)  
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)  
34 C.F.R. §§ 99.1 - 99.67 (Family Educational Rights and Privacy)

**Cross References:** MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School

District Employees)  
MSBA/MASA Model Policy 413 (Harassment and Violence)  
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)  
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)  
MSBA/MASA Model Policy 423 (Employee-Student Relationships)  
MSBA/MASA Model Policy 501 (School Weapons Policy)  
MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA Model Policy 507 (Corporal Punishment)  
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)  
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)  
MSBA/MASA Model Policy 522 (Title IX Sex Nondiscrimination Policy)  
MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)  
MSBA/MASA Model Policy 525 (Violence Prevention)  
MSBA/MASA Model Policy 526 (Hazing Prohibition)  
MSBA/MASA Model Policy 529 (Staff Notification of Violent Behavior by Students)  
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)  
MSBA/MASA Model Policy 711 (Video Recording on School Buses)  
MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)



## **INTERNET USE AGREEMENT - STUDENT**

### **STUDENT**

I have read and do understand the school district policies relating to safety and acceptable use of the school district computer system and the Internet and agree to abide by them. I further understand that should I commit any violation, my access privileges may be revoked, school disciplinary action may be taken, and/or appropriate legal action may be taken.

User's Full Name (please print): \_\_\_\_\_

User Signature: \_\_\_\_\_

Date: \_\_\_\_\_

### **PARENT OR GUARDIAN**

As the parent or guardian of this student, I have read the school district policies relating to safety and acceptable use of the school district computer system and the Internet. I understand that this access is designed for educational purposes. The school district has taken precautions to eliminate controversial material. However, I also recognize it is impossible for the school district to restrict access to all controversial materials and I will not hold the school district or its employees or agents responsible for materials acquired on the Internet. Further, I accept full responsibility for supervision if and when my child's use is not in a school setting. I hereby give permission to issue an account for my child and certify that the information contained on this form is correct.

Parent or Guardian's Name (please print): \_\_\_\_\_

Parent or Guardian's Signature: \_\_\_\_\_

### **SUPERVISING TEACHER**

(Must be signed if applicant is a student)

I have read the school district policies relating to safety and acceptable use of the school district computer system and the Internet and agree to promote these policies with the student. Because the student may use the Internet on the school district computer system for individual work or in the context of another class, I cannot be held responsible for the student's use of the Internet on network. As the supervising teacher I do agree to instruct the student on acceptable use of the Internet and network and proper network etiquette.

Teacher's Name (please print): \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_

## **INTERNET USE AGREEMENT - EMPLOYEE**

### **SCHOOL DISTRICT EMPLOYEE**

I have read and do understand the school district policies relating to safety and acceptable use of the school district computer system and the Internet and agree to abide by them. I further understand that should I commit any violation, my access privileges may be revoked, school disciplinary action may be taken, and/or appropriate legal action may be taken.

User's Full Name (please print):

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User Signature:

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Date:

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Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 524

Orig. 1996

Revised: \_\_\_\_\_

Rev. 2023

## **524 INTERNET ACCEPTABLE USE AND SAFETY POLICY**

***[Note: School districts are required by statute to have a policy addressing these issues.]***

### **I. PURPOSE**

The purpose of this policy is to set forth policies and guidelines for access to the school district computer system and acceptable and safe use of the Internet, including electronic communications.

### **II. GENERAL STATEMENT OF POLICY**

In making decisions regarding student and employee access to the school district computer system and the Internet, including electronic communications, the school district considers its own stated educational mission, goals, and objectives. Electronic information research skills are now fundamental to preparation of citizens and future employees. Access to the school district computer system and to the Internet enables students and employees to explore thousands of libraries, databases, bulletin boards, and other resources while exchanging messages with people around the world. The school district expects that faculty will blend thoughtful use of the school district computer system and the Internet throughout the curriculum and will provide guidance and instruction to students in their use.

### **III. LIMITED EDUCATIONAL PURPOSE**

The school district is providing students and employees with access to the school district computer system, which includes Internet access. The purpose of the system is more specific than providing students and employees with general access to the Internet. The school district system has a limited educational purpose, which includes use of the system for classroom activities, educational research, and professional or career development activities. Users are expected to use Internet access through the district system to further educational and personal goals consistent with the mission of the school district and school policies. Uses which might be acceptable on a user's private personal account on another system may not be acceptable on this limited-purpose network.

### **IV. USE OF SYSTEM IS A PRIVILEGE**

The use of the school district system and access to use of the Internet is a privilege, not a right. Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of the school district system or the Internet may result in one or more of the following consequences: suspension or cancellation of use or access privileges; payments for damages and repairs; discipline under other appropriate school district policies, including suspension, expulsion, exclusion, or termination of employment; or civil or criminal liability under other applicable laws.

### **V. UNACCEPTABLE USES**

- A. While not an exhaustive list, the following uses of the school district system and Internet resources or accounts are considered unacceptable:

1. Users will not use the school district system to access, review, upload, download, store, print, post, receive, transmit, or distribute:
  - a. pornographic, obscene, or sexually explicit material or other visual depictions that are harmful to minors;
  - b. obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit language;
  - c. materials that use language or images that are inappropriate in the education setting or disruptive to the educational process;
  - d. information or materials that could cause damage or danger of disruption to the educational process;
  - e. materials that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination.
2. Users will not use the school district system to knowingly or recklessly post, transmit, or distribute false or defamatory information about a person or organization, or to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks.
3. Users will not use the school district system to engage in any illegal act or violate any local, state, or federal statute or law.
4. Users will not use the school district system to vandalize, damage, or disable the property of another person or organization, will not make deliberate attempts to degrade or disrupt equipment, software, or system performance by spreading computer viruses or by any other means, will not tamper with, modify, or change the school district system software, hardware, or wiring or take any action to violate the school district's security system, and will not use the school district system in such a way as to disrupt the use of the system by other users.
5. Users will not use the school district system to gain unauthorized access to information resources or to access another person's materials, information, or files without the implied or direct permission of that person.
6. Users will not use the school district system to post private information about another person, personal contact information about themselves or other persons, or other personally identifiable information, including, but not limited to, addresses, telephone numbers, school addresses, work addresses, identification numbers, account numbers, access codes or passwords, labeled photographs, or other information that would make the individual's identity easily traceable, and will not repost a message that was sent to the user privately without permission of the person who sent the message.

***[Note: School districts should consider the impact of this paragraph on present practices and procedures, including, but not limited to, practices pertaining to employee communications, school or classroom websites, and student/employee use of social networking websites. Depending upon school district policies and practices, school districts may wish to add one or more of the following clarifying paragraphs.]***

- a. This paragraph does not prohibit the posting of employee contact information on school district webpages or communications between

employees and other individuals when such communications are made for education-related purposes (i.e., communications with parents or other staff members related to students).

- b. Employees creating or posting school-related webpages may include personal contact information about themselves on a webpage. However, employees may not post personal contact information or other personally identifiable information about students unless:
  - (1) such information is classified by the school district as directory information and verification is made that the school district has not received notice from a parent/guardian or eligible student that such information is not to be designated as directory information in accordance with Policy 515; or
  - (2) such information is not classified by the school district as directory information but written consent for release of the information to be posted has been obtained from a parent/guardian or eligible student in accordance with Policy 515.

In addition, prior to posting any personal contact or personally identifiable information on a school-related webpage, employees shall obtain written approval of the content of the postings from the building administrator.

- c. These prohibitions specifically prohibit a user from utilizing the school district system to post personal information about a user or another individual on social networks, including, but not limited to, social networks such as "Facebook," "Twitter," "Instagram," "Snapchat," "TikTok," "Reddit," and similar websites or applications.
- 7. Users must keep all account information and passwords on file with the designated school district official. Users will not attempt to gain unauthorized access to the school district system or any other system through the school district system, attempt to log in through another person's account, or use computer accounts, access codes, or network identification other than those assigned to the user. Messages and records on the school district system may not be encrypted without the permission of appropriate school authorities.
  - 8. Users will not use the school district system to violate copyright laws or usage licensing agreements, or otherwise to use another person's property without the person's prior approval or proper citation, including the downloading or exchanging of pirated software or copying software to or from any school computer, and will not plagiarize works they find on the Internet.
  - 9. Users will not use the school district system for conducting business, for unauthorized commercial purposes, or for financial gain unrelated to the mission of the school district. Users will not use the school district system to offer or provide goods or services or for product advertisement. Users will not use the school district system to purchase goods or services for personal use without authorization from the appropriate school district official.
  - 10. Users will not use the school district system to engage in bullying or cyberbullying in violation of the school district's Bullying Prohibition Policy. This prohibition includes using any technology or other electronic communication off school premises to the extent that student learning or the school environment is substantially and materially disrupted.

- B. The school district has a special interest in regulating off-campus speech that materially disrupts classwork or involves substantial disorder or invasion of the rights of others. A student or employee engaging in the foregoing unacceptable uses of the Internet when off school district premises also may be in violation of this policy as well as other school district policies. Examples of such violations may include, but are not limited to, serious or severe bullying or harassment targeting particular individuals, threats aimed at teachers or other students, failure to follow rules concerning lessons, the writing of papers, the use of computers, or participation in other online school activities, and breaches of school security devices. If the school district receives a report of an unacceptable use originating from a non-school computer or resource, the school district may investigate such reports to the best of its ability. Students or employees may be subject to disciplinary action for such conduct, including, but not limited to, suspension or cancellation of the use or access to the school district computer system and the Internet and discipline under other appropriate school district policies, including suspension, expulsion, exclusion, or termination of employment.
- C. If a user inadvertently accesses unacceptable materials or an unacceptable Internet site, the user shall immediately disclose the inadvertent access to an appropriate school district official. In the case of a school district employee, the immediate disclosure shall be to the employee's immediate supervisor and/or the building administrator. This disclosure may serve as a defense against an allegation that the user has intentionally violated this policy. In certain rare instances, a user also may access otherwise unacceptable materials if necessary to complete an assignment and if done with the prior approval of and with appropriate guidance from the appropriate teacher or, in the case of a school district employee, the building administrator.

## **VI. FILTER**

***[Note: Pursuant to state law, school districts are required to restrict access to inappropriate materials on school computers with Internet access. School districts seeking technology revenue pursuant to Minnesota Statutes section 125B.26 or certain federal funding, such as e-rate discounts, for purposes of Internet access and connection services and/or receive funds to purchase Internet accessible computers are subject to the federal Children's Internet Protection Act, effective in 2001. Those districts are required to comply with additional standards in restricting possible access to inappropriate materials. Therefore, school districts should select one of the following alternative sections depending upon whether the school district is seeking such funding and the type of funding sought.]***

### **ALTERNATIVE NO. 1**

***[Note: For a school district that does not seek either state or federal funding in connection with its computer system, the following language should be adopted. It reflects a mandatory requirement under Minnesota Statutes section 125B.15.]***

All computers equipped with Internet access and available for student use at each school site will be equipped to restrict, by use of available software filtering technology or other effective methods, all student access to materials that are reasonably believed to be obscene, child pornography or harmful to minors under state or federal law. Software filtering technology shall be narrowly tailored and shall not discriminate based on viewpoint.

***[Note: The purchase of filtering technology is not required by state law if the school site would incur more than incidental expense in making the purchase. In the absence of filtering technology, school sites still are required to use "other effective methods" to restrict student access to such materials.]***

## **ALTERNATIVE NO. 2**

***[Note: Technology revenue is available to school districts that meet the additional condition of also restricting adult access to inappropriate materials. School districts that seek such state technology revenue may adopt or retain the following language. However, the school district is not required to do so.]***

- A. All school district computers with Internet access and available for student use will be equipped to restrict, by use of available software filtering technology or other effective methods, all student access to materials that are reasonably believed to be obscene, child pornography or harmful to minors under state or federal law.
- B. All school district computers with Internet access, not just those accessible and available to students, will be equipped to restrict, by use of available software filtering technology or other effective methods, adult access to materials that are reasonably believed to be obscene or child pornography under state or federal law.
- C. Software filtering technology shall be narrowly tailored and shall not discriminate based on viewpoint.

## **ALTERNATIVE NO. 3**

***[Note: School districts that receive certain federal funding, such as e-rate discounts, for purposes of Internet access and connection services and/or receive funds to purchase Internet accessible computers are subject to the federal Children's Internet Protection Act, effective in 2001. This law requires school districts to adopt an Internet safety policy that contains the provisions set forth below. Also, the Act requires such school districts to provide reasonable notice and hold at least one public hearing or meeting to address the proposed Internet safety policy prior to its implementation. School districts that do not seek such federal financial assistance need not adopt the alternative language set forth below nor meet the requirements with respect to a public meeting to review the policy. The following alternative language for school districts that seek such federal financial assistance satisfies both state and federal law requirements.]***

- A. With respect to any of its computers with Internet access, the school district will monitor the online activities of both minors and adults and employ technology protection measures during any use of such computers by minors and adults. The technology protection measures utilized will block or filter Internet access to any visual depictions that are:
  - 1. Obscene;
  - 2. Child pornography; or
  - 3. Harmful to minors.
- B. The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:
  - 1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or
  - 2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the

genitals; and

3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.
- C. Software filtering technology shall be narrowly tailored and shall not discriminate based on viewpoint.
- D. An administrator, supervisor, or other person authorized by the Superintendent may disable the technology protection measure, during use by an adult, to enable access for bona fide research or other lawful purposes.
- E. The school district will educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.

***[Note: Although school districts are not required to adopt the more restrictive provisions contained in either Alternative No. 2 or No. 3 if they do not seek state or federal funding, they may choose to adopt the more restrictive provisions as a matter of school policy.]***

#### **VII. CONSISTENCY WITH OTHER SCHOOL POLICIES**

Use of the school district computer system and use of the Internet shall be consistent with school district policies and the mission of the school district.

#### **VIII. LIMITED EXPECTATION OF PRIVACY**

- A. By authorizing use of the school district system, the school district does not relinquish control over materials on the system or contained in files on the system. Users should expect only limited privacy in the contents of personal files on the school district system.
- B. Routine maintenance and monitoring of the school district system may lead to a discovery that a user has violated this policy, another school district policy, or the law.
- C. An individual investigation or search will be conducted if school authorities have a reasonable suspicion that the search will uncover a violation of law or school district policy.
- D. Parents may have the right at any time to investigate or review the contents of their child's files and e-mail files in accordance with the school district's Protection and Privacy of Pupil Records Policy. Parents have the right to request the termination of their child's individual account at any time.
- E. School district employees should be aware that the school district retains the right at any time to investigate or review the contents of their files and e-mail files. In addition, school district employees should be aware that data and other materials in files maintained on the school district system may be subject to review, disclosure, or discovery under Minnesota Statutes chapter 13 (Minnesota Government Data Practices Act).
- F. The school district will cooperate fully with local, state and federal authorities in any investigation concerning or related to any illegal activities or activities not in compliance with school district policies conducted through the school district system.



## **IX. INTERNET USE AGREEMENT**

- A. The proper use of the Internet, and the educational value to be gained from proper Internet use, is the joint responsibility of students, parents, and employees of the school district.
- B. This policy requires the permission of and supervision by the school's designated professional staff before a student may use a school account or resource to access the Internet.
- C. The Internet Use Agreement form for students must be read and signed by the user, the parent or guardian, and the supervising teacher. The Internet Use Agreement form for employees must be signed by the employee. The form must then be filed at the school office. As supervising teachers change, the agreement signed by the new teacher shall be attached to the original agreement.

## **X. LIMITATION ON SCHOOL DISTRICT LIABILITY**

Use of the school district system is at the user's own risk. The system is provided on an "as is, as available" basis. The school district will not be responsible for any damage users may suffer, including, but not limited to, loss, damage, or unavailability of data stored on school district diskettes, tapes, hard drives, or servers, or for delays or changes in or interruptions of service or misdeliveries or nondeliveries of information or materials, regardless of the cause. The school district is not responsible for the accuracy or quality of any advice or information obtained through or stored on the school district system. The school district will not be responsible for financial obligations arising through unauthorized use of the school district system or the Internet.

## **XI. USER NOTIFICATION**

- A. All users shall be notified of the school district policies relating to Internet use.
- B. This notification shall include the following:
  - 1. Notification that Internet use is subject to compliance with school district policies.
  - 2. Disclaimers limiting the school district's liability relative to:
    - a. Information stored on school district diskettes, hard drives, or servers.
    - b. Information retrieved through school district computers, networks, or online resources.
    - c. Personal property used to access school district computers, networks, or online resources.
    - d. Unauthorized financial obligations resulting from use of school district resources/accounts to access the Internet.
  - 3. A description of the privacy rights and limitations of school sponsored/managed Internet accounts.
  - 4. Notification that, even though the school district may use technical means to limit student Internet access, these limits do not provide a foolproof means for

enforcing the provisions of this acceptable use policy.

5. Notification that goods and services can be purchased over the Internet that could potentially result in unwanted financial obligations and that any financial obligation incurred by a student through the Internet is the sole responsibility of the student and/or the student's parents.
6. Notification that the collection, creation, reception, maintenance, and dissemination of data via the Internet, including electronic communications, is governed by Public and Private Personnel Data Policy, and Protection and Privacy of Pupil Records Policy.
7. Notification that, should the user violate the school district's acceptable use policy, the user's access privileges may be revoked, school disciplinary action may be taken and/or appropriate legal action may be taken.
8. Notification that all provisions of the acceptable use policy are subordinate to local, state, and federal laws.

## **XII. PARENTS' RESPONSIBILITY; NOTIFICATION OF STUDENT INTERNET USE**

- A. Outside of school, parents bear responsibility for the same guidance of Internet use as they exercise with information sources such as television, telephones, radio, movies, and other possibly offensive media. Parents are responsible for monitoring their student's use of the school district system and of the Internet if the student is accessing the school district system from home or a remote location.
- B. Parents will be notified that their students will be using school district resources/accounts to access the Internet and that the school district will provide parents the option to request alternative activities not requiring Internet access. This notification should include:
  1. A copy of the user notification form provided to the student user.
  2. A description of parent/guardian responsibilities.
  3. A notification that the parents have the option to request alternative educational activities not requiring Internet access and the material to exercise this option.
  4. A statement that the Internet Use Agreement must be signed by the user, the parent or guardian, and the supervising teacher prior to use by the student.
  5. A statement that the school district's acceptable use policy is available for parental review.

## **XIII. NOTIFICATION REGARDING TECHNOLOGY PROVIDERS**

- A. "Technology provider" means a person who:
  1. contracts with the school district, as part of a one-to-one program or otherwise, to provide a school-issued device for student use; and
  2. creates, receives, or maintains educational data pursuant or incidental to a contract with the school district.

- B. "Parent" means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.
- C. Within 30 days of the start of each school year, the school district must give parents and students direct and timely notice, by United States mail, e-mail, or other direct form of communication, of any curriculum, testing, or assessment technology provider contract affecting a student's educational data. The notice must:
  - 1. identify each curriculum, testing, or assessment technology provider with access to educational data;
  - 2. identify the educational data affected by the curriculum, testing, or assessment technology provider contract; and
  - 3. include information about the contract inspection and provide contact information for a school department to which a parent or student may direct questions or concerns regarding any program or activity that allows a curriculum, testing, or assessment technology provider to access a student's educational data.
- D. The school district must provide parents and students an opportunity to inspect a complete copy of any contract with a technology provider.
- E. A contract between a technology provider and the school district must include requirements to ensure appropriate security safeguards for educational data. The contract must require that:
  - 1. the technology provider's employees or contractors have access to educational data only if authorized; and
  - 2. the technology provider's employees or contractors may be authorized to access educational data only if access is necessary to fulfill the official duties of the employee or contractor.
- F. All educational data created, received, maintained, or disseminated by a technology provider pursuant or incidental to a contract with a public educational agency or institution are not the technology provider's property.

#### **XIV. SCHOOL-ISSUED DEVICES**

- A. "School-issued device" means hardware or software that the school district, acting independently or with a technology provider, provides to an individual student for that student's dedicated personal use. A school-issued device includes a device issued through a one-to-one program.
- B. Except as provided in paragraph C, the school district or a technology provider must not electronically access or monitor:
  - 1. any location-tracking feature of a school-issued device;
  - 2. any audio or visual receiving, transmitting, or recording feature of a school-issued device; or
  - 3. student interactions with a school-issued device, including but not limited to keystrokes and web-browsing activity.

- C. The school district or a technology provider may only engage in activities prohibited by paragraph B if:
1. the activity is limited to a noncommercial educational purpose for instruction, technical support, or exam-proctoring by school district employees, student teachers, staff contracted by the school district, a vendor, or the Minnesota Department of Education, and notice is provided in advance;
  2. the activity is permitted under a judicial warrant;
  3. the school district is notified or becomes aware that the device is missing or stolen;
  4. the activity is necessary to respond to an imminent threat to life or safety and the access is limited to that purpose;
  5. the activity is necessary to comply with federal or state law, including but not limited to Minnesota Statutes section 121A.031; or
  6. the activity is necessary to participate in federal or state funding programs, including but not limited to the E-Rate program.
- D. If the school district or a technology provider interacts with a school-issued device as provided in paragraph C, clause 4, it must, within 72 hours of the access, notify the student to whom the school-issued device was issued or that student's parent and provide a written description of the interaction, including which features of the device were accessed and a description of the threat. This notice is not required at any time when the notice itself would pose an imminent threat to life or safety, but must instead be given within 72 hours after that imminent threat has ceased.

## **XV. CELL PHONE USE**

1. Students are prohibited from using cell phones and other electronic communication devices during the instructional day. Students also are prohibited from using a cell phone or other electronic communication device to engage in conduct prohibited by school district policies including, but not limited to, cheating, bullying, harassment, and malicious and sadistic conduct.
2. If the school district has a reasonable suspicion that a student has violated a school policy, rule, or law by use of a cell phone or other electronic communication device, the school district may search the device. The search of the device will be reasonably related in scope to the circumstances justifying the search.
3. Students who use an electronic communication device during the school day and/or in violation of school district policies may be subject to disciplinary action pursuant to the school district's discipline policy. In addition, a student's cell phone or electronic communication device may be confiscated by the school district and, if applicable, provided to law enforcement. Cell phones or other electronic communication devices that are confiscated and retained by the school district will be returned in accordance with school building procedures.

**[Note: This language aligns with the provisions found in the MSBA Model Student Handbook. As an alternative to stating specific cell phone rules in a school district policy, a school board could choose to direct school administration to establish cell**

**phone rules. This approach enables administrators to craft flexible and specific rules that are specific to grade levels and buildings.]**

#### **XVI. LIMIT ON SCREEN TIME FOR CHILDREN IN PRESCHOOL AND KINDERGARTEN**

A child in a publicly funded preschool or kindergarten program may not use an individual-use screen, such as a tablet, smartphone, or other digital media, without engagement from a teacher or other students. This section does not apply to a child for whom the school has an individualized family service plan, an individualized education program, or a 504 plan in effect.

#### **XVII. IMPLEMENTATION; POLICY REVIEW**

- A. The school district administration may develop appropriate user notification forms, guidelines, and procedures necessary to implement this policy for submission to the school board for approval. Upon approval by the school board, such guidelines, forms, and procedures shall be an addendum to this policy.
- B. The administration shall revise the user notifications, including student and parent notifications, if necessary, to reflect the adoption of these guidelines and procedures.
- C. The school district Internet policies and procedures are available for review by all parents, guardians, staff, and members of the community.
- D. Because of the rapid changes in the development of the Internet, the school board shall conduct an annual review of this policy.

**Legal References:** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. § 13.32 (Educational Data)  
Minn. Stat. § 121A.031 (School Student Bullying Policy)  
Minn. Stat. § 124D.166 (Limit on Screen Time for Children in Preschool and Kindergarten)  
Minn. Stat. § 125B.15 (Internet Access for Students)  
Minn. Stat. § 125B.26 (Telecommunications/Internet Access Equity Act)  
15 U.S.C. § 6501 *et seq.* (Children's Online Privacy Protection Act)  
17 U.S.C. § 101 *et seq.* (Copyrights)  
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)  
47 U.S.C. § 254 (Children's Internet Protection Act of 2000 (CIPA))  
47 C.F.R. § 54.520 (FCC rules implementing CIPA)  
*Mahanoy Area Sch. Dist. v. B.L.*, 594 U.S. \_\_\_, 141 S. Ct. 2038 (2021)  
*Tinker v. Des Moines Indep. Cmty. Sch. Dist.*, 393 U.S. 503 (1969)  
*United States v. Amer. Library Assoc.*, 539 U.S. 194 (2003)  
*Sagehorn v. Indep. Sch. Dist. No. 728*, 122 F.Supp.2d 842 (D. Minn. 2015)  
*R.S. v. Minnewaska Area Sch. Dist. No. 2149*, 894 F.Supp.2d 1128 (D. Minn. 2012)  
*Tatro v. Univ. of Minnesota*, 800 N.W.2d 811 (Minn. App. 2011), *aff'd* on other grounds 816 N.W.2d 509 (Minn. 2012)  
*S.J.W. v. Lee's Summit R-7 Sch. Dist.*, 696 F.3d 771 (8<sup>th</sup> Cir. 2012)  
*Parents, Families and Friends of Lesbians and Gays, Inc. v. Camdenton R-III Sch. Dist.*, 853 F.Supp.2d 888 (W.D. Mo. 2012)  
*M.T. v. Cent. York Sch. Dist.*, 937 A.2d 538 (Pa. Commw. Ct. 2007)

**Cross References:** MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)  
MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials)

on School Premises by Students and Employees)  
MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)  
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)  
MSBA/MASA Model Policy 519 (Interviews of Students by Outside Agencies)  
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)  
MSBA/MASA Model Policy 522 (Title IX Sex Nondiscrimination Grievance  
Procedures and Process)  
MSBA/MASA Model Policy 603 (Curriculum Development)  
MSBA/MASA Model Policy 604 (Instructional Curriculum)  
MSBA/MASA Model Policy 606 (Textbooks and Instructional Materials)  
MSBA/MASA Model Policy 806 (Crisis Management Policy)  
MSBA/MASA Model Policy 904 (Distribution of Materials on School District  
Property by Nonschool Persons)

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MSBA/MASA Model Policy 532

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## **532 USE OF PEACE OFFICERS AND CRISIS TEAMS TO REMOVE STUDENTS WITH IEPs FROM SCHOOL GROUNDS**

***[Note: School districts are required by statute to have a policy addressing these issues.]***

***[Note: Minnesota Laws 2009, Chapter 96, made a number of changes to the laws and rules governing the use of "conditional procedures" with respect to special education students. Specifically, Chapter 96 repealed, EFFECTIVE AUGUST 1, 2011, Minnesota Statutes sections 121A.66, 121A.67, Subd. 1, as well as Minnesota Rules 3525.0210, Subparts 5, 6, 9, 13, 17, 29, 30, 46, 47, and 3525.2900, Subp. 5. These laws and rules were replaced, effective August 1, 2011, with a restrictive procedures law which generally addresses the restraint of special education students. Also note that the restrictive procedures law contains a significant staff training component, found at Minnesota Statutes section 125A.0942, Subds. 1, 2, and 5. Staff who intend to use restrictive procedures must be trained in the areas specified in Subd. 5 to use these procedures.]***

### **I. PURPOSE**

The purpose of this policy is to describe the appropriate use of peace officers and crisis teams to remove, if necessary, a student with an individualized education program (IEP) from school grounds.

### **II. GENERAL STATEMENT OF POLICY**

The school district is committed to promoting learning environments that are safe for all members of the school community. It further believes that students are the first priority and that they should be reasonably protected from physical or emotional harm at all school locations and during all school activities.

In general, all students, including those with IEPs, are subject to the terms of the school district's discipline policy. Building level administrators have the leadership responsibility to maintain a safe, secure, and orderly educational environment within which learning can occur. Corrective action to discipline a student and/or modify a student's behavior will be taken by staff when a student's behavior violates the school district's discipline policy.

If a student with an IEP engages in conduct which, in the judgment of school personnel, endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, that student may be removed from school grounds in accordance with this policy.

### **III. DEFINITIONS**

For purposes of this policy, the following terms have the meaning given them in this section:

- A. "Crisis team" means a group of persons, which may include teachers and non-teaching school personnel, selected by the building administrator in each school building who have received crisis intervention training and are responsible for becoming actively involved with resolving crises. The building administrator or designee shall serve as the leader of the crisis team.
- B. "Emergency" means a situation where immediate intervention is needed to protect a child or other individual from physical injury.

- C. "Peace officer" means an employee or an elected or appointed official of a political subdivision or law enforcement agency who is licensed by the Board of Peace Officer Standards and Training, charged with the prevention and detection of crime and the enforcement of general criminal laws of the state and who has the full power of arrest. The term "peace officer" includes a person who serves as a sheriff, a deputy sheriff, a police officer, or a state patrol trooper.
- D. "Police liaison officer" is a peace officer who, pursuant to an agreement between the school district and a political subdivision or law enforcement agency, is assigned to a school building for all or a portion of the school day to provide law enforcement assistance and support to the building administration and to promote school safety, security, and positive relationships with students.
- E. The phrase "remove the student from school grounds" is the act of securing the person of a student with an IEP and escorting that student from the school building or school activity at which the student with an IEP is located.
- F. "Student with an IEP" or "the student" means a student who is eligible to receive special education and related services pursuant to the terms of an IEP or an individual interagency intervention plan (IIIP).
- G. All other terms and phrases used in this policy shall be defined in accordance with applicable state and federal law or ordinary and customary usage.

#### **IV. REMOVAL OF STUDENTS WITH IEPs FROM SCHOOL GROUNDS**

##### **A. Removal By Crisis Team**

If the behavior of a student with an IEP escalates to the point where the student's behavior endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, the school building's crisis team may be summoned. The crisis team may attempt to de-escalate the student's behavior by means including, but not limited to, those described in the student's IEP and/or behavior intervention plan. When such measures fail, or when the crisis team determines that the student's behavior continues to endanger or may endanger the health, safety, or property of the student, other students, staff members, or school property, the crisis team may remove the student from school grounds.

If the student's behavior cannot be safely managed, school personnel may immediately request assistance from the police liaison officer or a peace officer.

##### **B. Removal By Police Liaison Officer or Peace Officer**

If a student with an IEP engages in conduct which endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, the school building's crisis team, building administrator, or the building administrator's designee, may request that the police liaison officer or a peace officer remove the student from school grounds.

If a student with an IEP is restrained or removed from a classroom, school building, or school grounds by a peace officer at the request of a school administrator or school staff person during the school day twice in a 30-day period, the student's IEP team must meet to determine if the student's IEP is adequate or if additional evaluation is needed.

Whether or not a student with an IEP engages in conduct which endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, school district personnel may report a crime committed by a student with an IEP to appropriate authorities. If the school district reports a crime committed by a student with an IEP, school personnel shall transmit copies of the special education and disciplinary records of the student for consideration by appropriate authorities to whom it reports the crime, to the extent that the transmission is permitted by the Family



Education Rights and Privacy Act (FERPA), the Minnesota Government Data Practices Act, and school district's policy, Protection and Privacy of Pupil Records.

***[Note: If the school district uses a different reference name for its student records policy, insert that name in place of the reference to Protection and Privacy of Pupil Records, which is the title of MSBA/MASA Model Policy 515.]***

The fact that a student with an IEP is covered by special education law does not prevent state law enforcement and judicial authorities from exercising their responsibilities with regard to the application of federal and state law to crimes committed by a student with an IEP.

C. Reasonable Force Permitted

1. In removing a student with an IEP from school grounds, a building administrator, other crisis team members, or the police liaison officer or other agents of the school district, whether or not members of a crisis team, may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another
2. In removing a student with an IEP from school grounds, police liaison officers and school district personnel are further prohibited from engaging in the following conduct:
  - a. Corporal punishment prohibited by Minnesota Statutes, section 121A.58;
  - b. Requiring a child to assume and maintain a specified physical position, activity, or posture that induces physical pain;
  - c. Totally or partially restricting a child's senses as punishment;
  - d. Denying or restricting a child's access to equipment and devices such as walkers, wheelchairs, hearing aids, and communication boards that facilitate the child's functioning except when temporarily removing the equipment or device is needed to prevent injury to the child or others or serious damage to the equipment or device, in which case the equipment or device shall be returned to the child as soon as possible;
  - e. Interacting with a child in a manner that constitutes sexual abuse, neglect, or physical abuse under Minnesota Statutes, Chapter 260E;
  - f. Physical holding (as defined in Minnesota Statutes, section 125A.0941) that restricts or impairs a child's ability to breathe, restricts or impairs a child's ability to communicate distress, places pressure or weight on a child's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen, or results in straddling a child's torso;
  - g. Withholding regularly scheduled meals or water; and/or
  - h. Denying a child access to toilet facilities.
3. Any reasonable force used under Minnesota Statutes, sections 121A.582; 609.06, subdivision 1; and 609.379 which intends to hold a child immobile or limit a child's movement where body contact is the only source of physical restraint or confines a child alone in a room from which egress is barred shall be reported to the Minnesota Department of Education as a restrictive procedure, including physical holding or seclusion used by an unauthorized or untrained staff person.

D. Parental Notification

The building administrator or designee shall make reasonable efforts to notify the student's parent or guardian of the student's removal from school grounds as soon as possible following the removal.

E. Continued Removals; Review of IEP

Continued and repeated use of the removal process described herein must be reviewed in the development of the individual student's IEP or IIIP.

F. Effect of Policy in an Emergency; Use of Restrictive Procedures

A student with an IEP may be removed in accordance with this policy regardless of whether the student's conduct would create an emergency.

If the school district seeks to remove a student with an IEP from school grounds under this policy due to behaviors that constitute an emergency and the student's IEP, IIIP, or behavior intervention plan authorizes the use of one or more restrictive procedures, the crisis team may employ those restrictive procedures, in addition to any reasonable force that may be necessary, to facilitate the student's removal from school grounds, as long as the crisis team members who are implementing the restrictive procedures have received the training required by Minnesota Statutes, section 125A.0942, ~~subdivision~~ Subd. 5, and otherwise comply with the requirements of ~~section~~ § 125A.0942.

G. Reporting to the Minnesota Department of Education (MDE)

Annually, stakeholders may recommend, as necessary, to the Commissioner of MDE (Commissioner) specific and measurable implementation and outcome goals for reducing the use of restrictive procedures. The Commissioner must submit to the Legislature a report on districts' progress in reducing the use of restrictive procedures that recommends how to further reduce these procedures and eliminate the use of seclusion. By January 15, April 15, July 15, and October 15 of each year, districts must report, in a form and manner determined by the Commissioner, about individual students who have been secluded. By July 15 each year, districts must report summary data. The summary data must include information on the use of restrictive procedures for the prior school year, July 1 through June 30, including the use of reasonable force by school personnel that is consistent with the definition of physical holding or seclusion of a child with a disability.

**Legal References:** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. §§ 121A.40-121A.56 (Minnesota Pupil Fair Dismissal Act)  
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)  
Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)  
Minn. Stat. § 121A.67 (Removal by Police Officer)  
Minn. Stat. §§ 125A.094-125A.0942 (Restrictive Procedures for Children with Disabilities)  
Minn. Stat. § 609.06 (Authorized Use of Force)  
Minn. Stat. § 609.379 (Permitted Actions)  
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy (FERPA))  
20 U.S.C. § 1415(k)(6) (Individuals with Disabilities Education Act)  
34 C.F.R. § 300.535 (Referral to and Action by Law Enforcement and Judicial Authorities)

**Cross References:** MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA Model Policy 507 (Corporal Punishment)  
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)  
MSBA/MASA Model Policy 525 (Violence Prevention)  
MSBA/MASA Model Policy 806 (Crisis Management Policy)

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 534

Orig. 2017

Revised: \_\_\_\_\_

Rev. 2023

## 534 SCHOOL MEALS POLICY

***[Note: In 2021, the Minnesota legislature amended Minnesota Statutes, section 124D.111, ~~that now states to require~~ that Minnesota school districts that participate in the national school lunch program ~~must~~ adopt a school meals policy. In 2023, the Minnesota legislature amended the statute to create the free school meals program].***

***[Note: This MSBA/MASA model policy is drafted to be consistent for all grade levels. However, local school districts may vary the meal charge policy for elementary, middle, and high schools.]***

***[Note: School districts must follow appropriate debt collection practices when attempting to recover unpaid a la carte items or second meal charges.]***

### I. PURPOSE

The purpose of this policy is to ensure that students receive healthy and nutritious meals through the school district's nutrition program and that school district employees, families, and students have a shared understanding of expectations regarding meal charges. The policy of the school district is to provide meals to students in a respectful manner and to maintain the dignity of students by prohibiting lunch shaming or otherwise ostracizing the student. The policy seeks to allow students to receive the nutrition they need to stay focused during the school day and minimize identification of students with insufficient funds to pay for a la carte items or second school meals as well as to maintain the financial integrity of the school nutrition program.

### II. PAYMENT OF MEALS

***[Note: Payment systems and procedures will likely vary from school district to school district. The school district should select one of the following options and delete the remaining options.]***

A. [OPTION 1: All a la carte items or second meal purchases are to be prepaid before meal service begins. [Insert description for how families may add money to students' accounts (e.g., electronic payment options, pay at the school office, etc.).] A student who does not have sufficient funds will not be allowed to charge ~~meals or a la carte items~~ or a second meal until additional money is deposited in the student's account.]

[OPTION 2: Students have use of a meal account. When the balance reaches zero, a student may charge no more than \$[insert amount] or [insert number of meals] to this account]. When an account reaches this limit, a student shall not be allowed to charge ~~further second~~ meals or a la carte items until the negative account balance is paid. [Insert description for how families may add money to students' accounts (e.g., electronic payment options, pay at the school office, etc.).]]

[OPTION 3: Insert a school district-specific process for payment of a la carte items or second meals.]

If the school district participates in the United States Department of Agriculture National School Lunch program and has an Identified Student Percentage below the federal percentage determined for all meals to be reimbursed at the free rate via the Community Eligibility Provision must participate in the free school meals program.

B. A school that participates in the United States Department of Agriculture National School Lunch program and has an Identified Student Percentage at or above the federal percentage determined for all meals to be reimbursed at the free rate must participate in the federal Community Eligibility Provision in order to participate in the free school meals program.

C. Each school that participates in the free school meals program must:

(1) participate in the United States Department of Agriculture School Breakfast Program and the United States Department of Agriculture National School Lunch Program; and

(2) provide to all students at no cost up to two federally reimbursable meals per school day, with a maximum of one free breakfast and one free lunch.

~~If the school district receives school lunch aid under Minnesota Statutes section 124D.111, it must make lunch available without charge to all participating students who qualify for free or reduced-price meals regardless of account balance.~~

~~C. A student with an outstanding meal charge debt will be allowed to purchase a meal if the student pays for the meal when it is received.~~

~~D. A student who has been determined to be eligible for free and reduced-price lunch always must be served a reimbursable meal even if the student has an outstanding debt.~~

~~D. Once a meal has been placed on a student's tray or otherwise served to a student, the meal may not be subsequently withdrawn from the student by the cashier or other school official, whether or not the student has an outstanding meals balance.~~

~~E. When a student has a negative account balance, the student will not be allowed to charge a snack item.~~

~~E. If a parent or guardian chooses to send in one payment that is to be divided between sibling accounts, the parent or guardian must specify how the funds are to be distributed to the students' accounts. Funds may not be transferred between sibling accounts unless written permission is received from the parent or guardian.~~

### **III. LOW OR NEGATIVE ACCOUNT BALANCES – NOTIFICATION**

A. The school district will make reasonable efforts to notify families when meal account balances are low or fall below zero.

B. Families will be notified of an outstanding negative balance once the negative balance reaches \$*[insert amount]* or *[insert number of meals]*. Families will be notified by *[insert the method used to notify families (e.g., automated calling system, email, letters sent home)]*.

- C. Reminders for payment of outstanding student meal balances will not demean or stigmatize any student participating in the school lunch program, including, but not limited to, dumping meals, withdrawing a meal that has been served, announcing or listing students' names publicly, providing alternative meals not specifically related to dietary needs; providing nonreimbursable meals; or affixing stickers, stamps, or pins.

#### **IV. UNPAID MEAL CHARGES**

- A. The school district will make reasonable efforts to communicate with families to resolve the matter of unpaid charges. Where appropriate, families may be encouraged to apply for free or reduced-price meals for their children.
- B. The school district will make reasonable efforts to collect unpaid meal charges classified as delinquent debt. Unpaid meal charges are designated as delinquent debt when payment is overdue, the debt is considered collectable, and efforts are being made to collect it.
- C. Negative balances of more than \$[insert amount], not paid prior to [enter time period (e.g., end of the month, end of the semester, end of the school year)], will be turned over to the superintendent or superintendent's designee for collection. In some instances, the school district does use a collection agency to collect unpaid school meal debts after reasonable efforts first have been made by the school district to collect the debt. Collection options may include, but are not limited to, use of collection agencies, claims in the conciliation court, or any other legal method permitted by law.
- D. The school district may not enlist the assistance of non-school district employees, such as volunteers, to engage in debt collection efforts.
- E. The school district will not impose any other restriction prohibited under Minnesota Statutes, section 123B.37 due to unpaid student meal balances. The school district will not limit a student's participation in any school activities, graduation ceremonies, field trips, athletics, activity clubs, or other extracurricular activities or access to materials, technology, or other items provided to students due to an unpaid student meal balance.

#### **V. COMMUNICATION OF POLICY**

- A. This policy and any pertinent supporting information shall be provided in writing (i.e., mail, email, back-to-school packet, student handbook, etc.) to:
  - 1. all households at or before the start of each school year;
  - 2. students and families who transfer into the school district, at the time of enrollment; and
  - 3. all school district personnel who are responsible for enforcing this policy.
- B. The school district will post this policy on the school district's website, or the website of the organization where the meal is served, in addition to providing the required written notification described above.
- C. If the school district contracts with a third party for its meal services, it will provide the vendor with its school meals policy. The school district will ensure that any third-party provider with whom the school district enters into either an original or modified contract after July 1, 2021, adheres to the school district's school meals policy.

**Legal References:** Minn. Stat. § 123B.37 (Prohibited Fees)  
Minn. Stat. § 124D.111 (School Meals Policies; Lunch Aid; Food Service Accounting)  
42 U.S.C. § 1751 *et seq.* (Healthy and Hunger-Free Kids Act)  
7 C.F.R. § 210 *et seq.* (School Lunch Program Regulations)  
7 C.F.R. § 220.8 (School Breakfast Program Regulations)  
USDA Policy Memorandum SP 46-2016, Unpaid Meal Charges: Local Meal Charge Policies (2016)  
USDA Policy Memorandum SP 47-2016, Unpaid Meal Charges: Clarification on Collection of Delinquent Meal Payments (2016)  
USDA Policy Memorandum SP 23-2017, Unpaid Meal Charges: Guidance and Q&A

**Cross References:** None

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 601

Orig. 1995

Revised: \_\_\_\_\_

Rev. 2023~~2~~

## **601 SCHOOL DISTRICT CURRICULUM AND INSTRUCTION GOALS**

***[Note: Minnesota Statutes section 120B.11 requires school districts to adopt a comprehensive long-term strategic plan that addresses the review of curriculum, instruction, student achievement, and assessment. MSBA/MASA Model Policies 601, 603, and 616 address these statutory requirements. In addition, MSBA/MASA Model Policies 613-615 and 617-620 provide procedures to further implement the requirements of Minnesota Statutes section 120B.11.]***

### **I. PURPOSE**

The purpose of this policy is to establish broad curriculum parameters for the school district that encompass the Minnesota Academic Standards and federal law and are aligned with creating the world's best workforce.

### **II. GENERAL STATEMENT OF POLICY**

The policy of the school district is to establish the "world's best workforce" in which all learning in the school district should be directed and for which all school district learners should be held accountable.

### **III. DEFINITIONS**

- A. "Academic standard" means a summary description of student learning in a required content area or elective content area.
- B. "Antiracist" means actively working to identify and eliminate racism in all forms in order to change policies, behaviors, and beliefs that perpetuate racist ideas and actions.
- C. "Benchmark" means specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.
- D. "Culturally sustaining" means integrating content and practices that infuse the culture and language of Black, Indigenous, and People of Color communities who have been and continue to be harmed and erased through the education system.
- E. "Curriculum" means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness.
- F. "Ethnic studies" as defined in Minnesota Statutes, section 120B.25, has the same meaning for purposes of this section. Ethnic studies curriculum may be integrated in existing curricular opportunities or provided through additional curricular offerings.
- G. "Experiential learning" means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.
- H. "Institutional racism" means structures, policies, and practices within and across

institutions that produce outcomes that disadvantage those who are Black, Indigenous, and People of Color.

- I. "Instruction" means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements including applied and experiential learning.
- J. "Performance measures" are measures to determine school district and school site progress in striving to create the world's best workforce and must include at least the following:
  - 1. the size of the academic achievement gap; ~~and~~ rigorous course taking, including college-level advanced placement, international baccalaureate, postsecondary enrollment options, including concurrent enrollment, other rigorous courses of study or industry certification courses or programs, and enrichment experiences by student subgroup;
  - 2. student performance on the Minnesota Comprehensive Assessments;
  - 3. high school graduation rates; and
  - 4. career and college readiness under Minnesota Statutes, ~~section~~ 120B.30, subdivision 1.
- K. "World's best workforce" means striving to: meet school readiness goals; ~~have all third-grade students achieve grade-level literacy;~~ close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.

#### IV. LONG-TERM STRATEGIC PLAN

- A. The school board, at a public meeting, ~~shall~~ must adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce and includes the following:
  - 1. clearly defined school district and school site goals and benchmarks for instruction and student achievement for all student categories identified in Minnesota Statutes, section 120B.345, subdivision 3, paragraph (b)(2). ~~state and federal law;~~
- 2. a process to assess and evaluate each student's progress toward meeting state and local academic standards, assess and identify students for participation in gifted and talented programs and services and accelerate their instruction, adopt early-admission procedures consistent with Minnesota Statutes, section 120B.15 ~~for early admission to kindergarten or first grade of gifted and talented learners which are sensitive to under-represented groups,~~ and identifying the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students' progress and growth toward career and college readiness and leading to the world's best workforce;

***[Note: MSBA/MASA Model Policy 601, Section IV.B. and MSBA/MASA Model Policy 616 address this requirement.]***

***[Note: MSBA/MASA Model Policy 618 addresses this requirement.]***



3. a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, principal evaluations under Minnesota Statutes, section 123B.147, subdivision 3, students' access to effective teachers who are members of populations under-represented among the licensed teachers in the district or school and who reflect the diversity of enrolled students under Minnesota Statutes, section 120B.35, subdivision 3(b)(2), and teacher evaluations under Minnesota Statutes, section 122A.40, subdivision~~Subd.~~ 8, or 122A.41, subdivision 5;

***[Note: MSBA/MASA Model Policy 616 addresses this requirement.]***

4. strategies for improving instruction, curriculum, and student achievement, including the English and, where practicable, the native language development and the academic achievement of English learners;

***[Note: MSBA/MASA Model Policy 616 addresses this requirement.]***

5. a process to examine the equitable distribution of teachers and strategies to ensure children in low-income and minority children families, children in families of People of Color, and children in American Indian families are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers;

6. education effectiveness practices that

- a. integrate high-quality instruction, rigorous curriculum, technology, and curriculum that is rigorous, accurate, antiracist, and culturally sustaining;
- b. ensure learning and work environments validate, affirm, embrace, and integrate cultural and community strengths for all students, families, and employees;
- c. provide a collaborative professional culture that develops and supports seeks to retain qualified, racially and ethnically diverse staff effective at working with diverse students while developing and supporting teacher quality, performance, and effectiveness; and

7. an annual budget for continuing to implement the school district plan; and-

8. identifying a list of suggested and required materials, resources, sample curricula, and pedagogical skills for use in kindergarten through grade 12 that accurately reflect the diversity of the state of Minnesota.

B. The school district is not required to include information regarding literacy in a plan or report required under this section, except with regard to the academic achievement of English learners.

. School district site and school site goals shall include the following:

1. All students will be required to demonstrate essential skills to effectively participate in lifelong learning.\* These skills include the following:

~~**[\*Note: The criteria for acceptable performance in basic skills areas may need to be modified for students with unique learning needs. These modifications will be reflected in the Individualized Education Program (IEP) or Rehabilitation Act Section 504 Accommodation plan.]**~~

- ~~a. reading, writing, speaking, listening, and viewing in the English language;~~
  - ~~b. mathematical and scientific concepts;~~
  - ~~c. locating, organizing, communicating, and evaluating information and developing methods of inquiry (i.e., problem solving);~~
  - ~~d. creative and critical thinking, decision making, and study skills;~~
  - ~~e. work readiness skills;~~
  - ~~f. global and cultural understanding.~~
- ~~2. Each student will have the opportunity and will be expected to develop and apply essential knowledge that enables that student to:~~
- ~~a. live as a responsible, productive citizen and consumer within local, state, national, and global political, social, and economic systems;~~
  - ~~b. bring many perspectives, including historical, to contemporary issues;~~
  - ~~c. develop an appreciation and respect for democratic institutions;~~
  - ~~d. communicate and relate effectively in languages and with cultures other than the student's own;~~
  - ~~e. practice stewardship of the land, natural resources, and environment;~~
  - ~~f. use a variety of tools and technology to gather and use information, enhance learning, solve problems, and increase human productivity.~~
- ~~3. Students will have the opportunity to develop creativity and self-expression through visual and verbal images, music, literature, world languages, movement, and the performing arts.~~
- ~~4. School practices and instruction will be directed toward developing within each student a positive self-image and a sense of personal responsibility for:~~
- ~~a. establishing and achieving personal and career goals;~~
  - ~~b. adapting to change;~~
  - ~~c. leading a healthy and fulfilling life, both physically and mentally;~~
  - ~~d. living a life that will contribute to the well-being of society;~~
  - ~~e. becoming a self-directed learner;~~
  - ~~f. exercising ethical behavior.~~

5. ~~Students will be given the opportunity to acquire human relations skills necessary to:~~

- ~~a. appreciate, understand, and accept human diversity and interdependence;~~
- ~~b. address human problems through team effort;~~
- ~~c. resolve conflicts with and among others;~~
- ~~d. function constructively within a family unit;~~
- ~~e. promote a multicultural, gender-fair, disability-sensitive society.~~

***~~[Note: School district and site goals example courtesy of the Winona School District.]~~***

- C. Every child is reading at or above grade level every year, beginning in kindergarten, and multilingual learners and students receiving special education services are receiving support in achieving their individualized reading goals pursuant to Policy XXX (Reading and the Read Act)

~~Every child is reading at or above grade level no later than the end of grade 3, including English learners, and teachers provide comprehensive, scientifically based reading instruction, including a program or collection of instructional practices that is based on valid, replicable evidence showing that, when the programs or practices are used, students can be expected to achieve, at a minimum, satisfactory reading progress. The program or collection of practices must include, at a minimum, effective, balanced instruction in all five areas of reading (phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension), as well as instructional strategies for continuously assessing, evaluating, and communicating the student's reading progress and needs.~~

- ~~1. The school district must identify, before the end of kindergarten, grade 1, and grade 2, all students who are not reading at grade level. Students identified as not reading at grade level by the end of kindergarten, grade 1, and grade 2 must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified.~~
- ~~2. Students in grade 3 or higher who demonstrate a reading difficulty to a classroom teacher must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified.~~

***~~[Note: According to Minnesota statutes, dyslexia screening is to be conducted in a locally determined manner.]~~***

- ~~3. Reading assessments in English and in the predominant languages of district students, where practicable, must identify and evaluate students' areas of academic need related to literacy. The school district also must monitor the progress and provide reading instruction appropriate to the specific needs of English learners. The school district must use locally adopted, developmentally appropriate, and culturally responsive assessment and annually report summary assessment results to the Commissioner of Education by July 1.~~
- ~~4. The school district must annually report to the Commissioner of Education by July 1 a summary of the district's efforts to screen and identify students who demonstrate characteristics~~

~~of dyslexia using screening tools such as those recommended by the Minnesota Department of Education's dyslexia specialist. With respect to students screened or identified under paragraph (1), the report must include:~~

- ~~a. a summary of the district's efforts to screen for dyslexia;~~
- ~~b. the number of students screened for that reporting year; and~~
- ~~c. the number of students demonstrating characteristics of dyslexia for that year.~~
- ~~5. A student identified as having a reading difficulty must be provided with alternate instruction under Minnesota Statutes section 125A.56, subdivision 1.~~
- ~~6. At least annually, the school district must give the parent of each student who is not reading at or above grade level timely information about:~~
  - ~~a. the student's reading proficiency as measured by a locally adopted assessment;~~
  - ~~b. reading-related services currently being provided to the student and the student's progress; and~~
  - ~~c. strategies for parents to use at home in helping their students succeed in becoming grade-level proficient in reading English and their native languages.~~

~~This provision may not be used to deny a student's right to a special education evaluation.~~

- ~~7. For each student who is not reading at or above grade level, the school district shall provide reading intervention to accelerate student growth and reach the goal of reading at or above grade level by the end of the current grade and school year. If a student does not read at or above grade level by the end of grade 3, the school district must continue to provide reading intervention until the student reads at grade level. Intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs. Intervention methods may include, but are not limited to, requiring attendance in summer school, intensified reading instruction that may require that the student be removed from the regular classroom for part of the school day, extended day programs, or programs that strengthen students' cultural connections.~~

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~~**[Note: School districts are strongly encouraged, but not required, to provide personal learning plans, as provided in Paragraph 8.]**~~

- ~~8. The school district will provide a personal learning plan for a student who is unable to demonstrate grade-level proficiency, as measured by the statewide reading assessment in grade 3. The school district will determine the format of the personal learning plan in collaboration with the student's educators and other appropriate professionals. The school district will develop the personal learning plan in consultation with the student's parent or guardian. The personal learning plan will address knowledge gaps and skill deficiencies through strategies such as specific exercises and practices during and outside of the school day, periodic assessments, and reasonable timelines. The personal learning plan may include grade retention if it is in the student's best interest. The student's school will maintain and regularly update and modify the personal learning plan until the student reads at grade level. This paragraph does not apply to a student under an Individualized Education Program.~~

**Legal References:** Minn. Stat. § 120B.018 (Definitions)  
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements)

for Minnesota Students)

Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)

Minn. Stat. § 120B.12 (~~Reading Proficiently no Later than the End of Grade 3~~ **Read Act Goal and Interventions**)

Minn. Stat. § 120B.30, Subd. 1 (Statewide Testing and Reporting System)

Minn. Stat. § 120B.35, Subd. 3 (Student Academic Achievement and Growth)

Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)

Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)

Minn. Stat. § 123B.147, Subd. 3 (Principals)

Minn. Stat. § 125A.56, Subd. 1 (Alternate Instruction Required before Assessment Referral)

20 U.S.C. § 5801, *et seq.* (National Education Goals)

20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

**Cross References:**

MSBA/MASA Model Policy 104 (School District Mission Statement)

MSBA/MASA Model Policy 613 (Graduation Requirements)

MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)

MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)

MSBA/MASA Model Policy 616 (School District System Accountability)

MSBA/MASA Model Policy 618 (Assessment of Student Achievement)

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 602

Orig. 1995

Revised: \_\_\_\_\_

Rev. 2023

## **602 ORGANIZATION OF SCHOOL CALENDAR AND SCHOOL DAY**

### **I. PURPOSE**

The purpose of this policy is to provide for a timely determination of the school calendar and school day.

### **II. GENERAL STATEMENT OF POLICY**

The school calendar and schedule of the school day are important to parents, students, employees, and the general public for advance, effective planning of the school year.

### **III. CALENDAR RESPONSIBILITY**

- A. The school calendar shall be adopted annually by the school board. It shall meet all provisions of Minnesota statutes pertaining to minimum number of school days and other provisions of law. The school calendar shall establish student days, workshop days for staff, provide for emergency closings and other information related to students, staff, and parents.

***[Note: The annual school calendar must include at least 425 hours of instruction for a kindergarten student without a disability, 935 hours of instruction for a student in grades 1 through 6, and 1,020 hours of instruction for a student in grades 7 through 12, not including summer school. The school calendar for all-day kindergarten must include at least 850 hours of instruction for the school year. If a voluntary prekindergarten program is offered by the school district, a prekindergarten student must receive at least 350 hours of instruction for the school year. A school board's annual calendar must include at least 165 days of instruction for a student in grades 1 through 11 unless a four-day week schedule has been approved by the Minnesota Commissioner of Education under Minnesota Statutes, section 124D.126. A school board's annual school calendar may include plans for up to five days of instruction provided through online instruction due to inclement weather. The inclement weather plans must be developed according to Section V., below.]***

***[Note: To the extent the school board offers K-12 teachers the opportunity for more staff development training under Minnesota Statutes section 122A.40, subdivisions 7 and 7a, or Minnesota Statutes section 122A.41, subdivisions. 4 and 4a, the school district shall adopt as its school calendar a total of 240 days of student instruction and staff development, of which the total number of staff development days equals the difference between the total number of days of student instruction and 240 days. The school board may schedule additional staff development days throughout the calendar year.]***

- B. Except for learning programs during summer and flexible learning year programs, the school district will not commence an elementary or secondary school year before Labor Day, except as provided in Section III.B.1., III.B.2., or III.B.3. Days devoted to teacher's workshops may be held before Labor Day.

1. The school district may begin the school year on any day before Labor Day to accommodate a construction or remodeling project of \$400,000 or more affecting a school district school facility.
  2. The school district may begin the school year on any day before Labor Day if the school district has agreement under Minnesota Statutes, section 123A.30, 123A.32, or 123A.35 with a school district that qualifies under Section III.B.1.
  3. The school district may begin the school year on any day before Labor Day if the school district agrees to the same schedule with a school district in an adjoining state.
- C. Employee and advisory groups shall be provided an opportunity to participate in school calendar considerations through a meet and confer process.

***[Note: The provisions of the prior law requiring the school board to adopt the calendar for the next school year by April 1 have been repealed. The school board should still attempt to establish the calendar as early as possible so proper planning can take place by all members of the school community.]***

#### **IV. SCHOOL DAY RESPONSIBILITY**

- A. The superintendent shall be responsible for developing a schedule for the student day, subject to review by the school board. All requirements and provisions of Minnesota Statutes and Minnesota Department of Education Rules shall be met.
- B. In developing the student day schedule, the superintendent shall consider such factors as school bus schedules, cooperative programs, differences in time requirements at various grade levels, effective utilization of facilities, cost effectiveness, and other concerns deserving of attention.
- C. Proposed changes in the school day shall be subject to review and approval by the school board.

#### **V. E-LEARNING DAYS**

- A. An "e-learning day" is a school day where a school offers full access to online instruction provided by students' individual teachers due to inclement weather.
- B. A school district may designate up to five e-learning days in one school year.
- C. An e-learning day is counted as a day of instruction and included in the hours of instruction pursuant to Section III.A., above.
- D. A school board may adopt an e-learning day plan after consulting with the exclusive representative of the teachers. The e-learning day plan developed by the school district will include accommodations for students without Internet access at home and for digital device access for families without the technology or with an insufficient amount of technology for the number of children in the household. The plan must also provide accessible options for students with disabilities.
- E. The school district must notify parents and students of its e-learning day plan at the beginning of each school year.
- F. When an e-learning day is declared by the school district, notice must be provided to parents and students at least two hours prior to the normal school start time that students will need to follow the e-learning day plan for that day.

G. On an e-learning day, each student's teacher must be accessible both online and by telephone during normal school hours to assist students and parents.

H. When the school district declares an e-learning day, it must continue to pay the full wages for scheduled work hours and benefits of all school employees for the duration of the e-learning period. During the e-learning period, school employees must be allowed to work from home to the extent practicable, be assigned to work in an alternative location, or be retained on an on-call basis for any potential need.

**Legal References:** Minn. Stat. [§ 10.55 \(Juneteenth\)](#)  
[Minn. Stat. § 120A.40 \(School Calendar\)](#)  
Minn. Stat. § 120A.41 (Length of School Year; Hours of Instruction)  
Minn. Stat. § 120A.414 (E-Learning Days)  
Minn. Stat. § 120A.415 (Extended School Calendar)  
Minn. Stat. § 120A.42 (Conduct of School on Certain Holidays)  
Minn. Stat. § 122A.40, Subds. 7 and 7a (Employment; Contracts; Termination)  
Minn. Stat. § 122A.41, Subds. 4 and 4a (Teacher Tenure Act; Cities of the First Class; Definitions)  
Minn. Stat. § 123A.30 (Agreements for Secondary Education)  
Minn. Stat. § 123A.32 (Interdistrict Cooperation)  
Minn. Stat. § 123A.35 (Cooperation and Combination)  
Minn. Stat. § 124D.126 (Powers and Duties of Commissioner; Flexible Learning Year Programs)  
Minn. Stat. § 124D.151 (Voluntary Prekindergarten Program)  
Minn. Stat. § 124E.25 (Payment of Aids to Charter Schools)  
Minn. Stat. § 127A.41, Subd. 7 (Distribution of School Aids; Appropriation)  
[Minn. Stat. § 645.44 \(Words and Phrases Defined\)](#)

**Cross References:** MSBA/MASA Model Policy 425 (Staff Development)



Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 603

Orig. 1995

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Rev. 2023

## 603 CURRICULUM DEVELOPMENT

***[Note: Minnesota Statutes section 120B.11 requires school districts to adopt a comprehensive long-term strategic plan that addresses the review of curriculum, instruction, student achievement, and assessment. MSBA/MASA Model Policies 601, 603, and 616 address these statutory requirements. In addition, MSBA/MASA Model Policies 613-615 and 618-620 provide procedures to further implement the requirements of Minnesota Statutes section 120B.11.]***

### I. PURPOSE

The purpose of this policy is to provide direction for continuous review and improvement of the school curriculum.

### II. GENERAL STATEMENT OF POLICY

Curriculum development shall be directed toward the fulfillment of the goals and objectives of the education program of the school district.

### III. RESPONSIBILITY

The superintendent shall be responsible for curriculum development and for determining the most effective way of conducting research on the school district's curriculum needs and establishing a long-range curriculum development program. Timelines shall be determined by the superintendent that will provide for periodic reviews of each curriculum area.

### IV. DISTRICT ADVISORY COMMITTEE

- A. The school board ~~shall~~must establish an advisory committee to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.
- B. The District Advisory Committee, to the extent possible, ~~shall~~must reflect the diversity of the district and its school sites, include teachers, parents, support staff, students, and other community residents, and provide translation to the extent appropriate and practicable. Whenever possible, parents and other community residents ~~shall~~must comprise at least two-thirds of ~~advisory~~ committee members.
- C. The District Advisory Committee ~~shall~~must pursue community support to accelerate the academic and native literacy and achievement of English learners with varied needs, from young children to adults, consistent with Minnesota Statutes, section 124D.59, subdivisions 2 and 2a.
- D. The school district may establish site teams as subcommittees of the District Advisory Committee.
- E. The District Advisory Committee ~~shall~~must recommend to the school board

1. rigorous academic standards, student achievement goals and measures consistent with Minnesota Statutes, sections 120B.11, subdivision 1a, ~~section 120B.022 subdivisions 1a and 1b, and section 120B.35~~
  2. district assessments;
  3. means to improve students' equitable access to effective and more diverse teachers; and
  4. strategies to ensure the curriculum is rigorous, accurate, antiracist, culturally sustaining, and reflects the diversity of the student population;
  5. strategies to ensure that curriculum and learning and work environments validate, affirm, embrace, and integrate the cultural and community strengths of all racial and ethnic groups; and
  6. program evaluations.
- F. School sites may expand upon district evaluations of instruction, curriculum, assessments, or programs.

## V. SCHOOL SITE TEAM

Each school must establish a site team to develop and implement strategies and education effectiveness practices to improve instruction, curriculum, cultural competencies, including cultural awareness and cross-cultural communication, and student achievement at the school site. The site team must include an equal number of teachers and administrators and at least one parent. The site team advises the board and the advisory committee about developing the annual budget and creates an instruction and curriculum improvement plan to align curriculum, assessment of student progress, and growth in meeting state and district academic standards and instruction.

## VI. CURRICULUM DEVELOPMENT PROCESS

[Note: In light of changes in Minnesota law regarding curriculum, MSBA encourages school districts to consider deleting Article VI, Section A or revising it to reflect local curriculum development processes. Literacy planning is now addressed in new model policy 621: Literacy and the READ Act.]

- ~~A. Within the ongoing process of curriculum development, the following needs shall be addressed:~~
- ~~1. Provide for articulation of courses of study from kindergarten through grade twelve.~~
  - ~~2. Identify minimum objectives for each course and at each elementary grade level.~~
  - ~~3. Provide for continuing evaluation of programs for the purpose of attaining school district objectives.~~
  - ~~4. Provide a program for ongoing monitoring of student progress.~~
  - ~~5. Provide for specific, particular, and special needs of all members of the student community.~~

- ~~6. Develop a local literacy plan to have every child reading at or above grade level no later than the end of grade 3, including English learners, and teachers providing comprehensive, scientifically-based reading instruction consistent with law.~~
- ~~7. Integrate required and elective course standards in the scope and sequence of the district curriculum.~~
- ~~8. Meet all applicable requirements of the Minnesota Department of Education and federal law.~~

~~B. Students identified as not reading at grade level by the end of kindergarten, grade 1, and grade 2 must be screened for characteristics of dyslexia. Students in grade 3 or higher who demonstrate a reading difficulty to a classroom teacher must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified. See Minnesota Statutes section 120B.12, Subd. 2.~~

- A. Students who do not meet or exceed Minnesota academic standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of Minnesota Statutes, section 120A.20, subdivision 1(c). A student's plan under this section shall continue while the student is enrolled.
- B. The superintendent shall be responsible for keeping the school board informed of all state-mandated curriculum changes, as well as recommended discretionary changes, and for periodically presenting recommended modifications for school board review and approval.
- C. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to curriculum development.

**Legal References:** Minn. Stat. § 120A.20 (Admission to Public School)  
Minn. Stat. § 120B.10 (Findings; Improving Instruction and Curriculum)  
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)  
Minn. Stat. § 120B.12 (Reading Proficiently No Later than the End of Grade 3)  
Minn. Stat. § 120B.125(f) (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)  
Minn. Stat. § 124D.59 (Definitions)  
Minn. Rules Part 3500.0550 (Inclusive Educational Program)  
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)  
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)  
Minn. Rules Part 3501.0820 (Academic Standards for the Arts)  
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)  
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)  
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)  
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)  
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

**Cross References:** MSBA/MASA Model Policy 604 (Instructional Curriculum)  
MSBA/MASA Model Policy 605 (Alternative Programs)  
MSBA/MASA Model Policy 613 (Graduation Requirements)  
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)  
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)  
MSBA/MASA Model Policy 616 (School District System Accountability)  
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)  
MSBA/MASA Model Policy 619 (Staff Development for Standards)  
MSBA/MASA Model Policy 620 (Credit for Learning)  
MSBA/MASA Model Policy 623 (Mandatory Summer School Instruction)

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 604

Orig. 1995

Revised: \_\_\_\_\_

Rev. 2023

## 604 INSTRUCTIONAL CURRICULUM

### I. PURPOSE

The purpose of this policy is to provide for the development of course offerings for students.

### II. GENERAL STATEMENT OF POLICY

A. Instruction must be provided in at least the following subject areas:

1. ~~Language arts and~~ basic communication skills including reading and writing, literature, and fine arts;
2. ~~M~~ mathematics and science;
3. ~~S~~ social studies, including history, geography, economics, government, and citizenship that includes civics (see II.I.);
4. ~~H~~ health and physical education;

***[Note: Health curriculum may include child sexual abuse prevention in consultation with other federal, state, or local agencies and community-based organizations to identify research-based tools, curricula, and programs.]***

5. The arts;
6. Career and technical education; and
7. World languages.

***[Note: The school district must use the current world languages standards developed by the American Council on the Teaching of Foreign Languages. World languages programs should be developed and implemented to acknowledge and reinforce the language proficiency and cultural awareness that non-English language speakers already possess and encourage students' proficiency in multiple world languages. Programs also must encompass indigenous American Indian languages and cultures, among other world languages and cultures. School districts may award Minnesota World Language Proficiency Certificates ~~or Minnesota World Language High Achievement Certificates~~ consistent with Minnesota Statutes section 120B.022, subdivision 1.]***

- B. The basic instructional program shall include all courses required for each grade level by the Minnesota Department of Education (MDE) and ~~all~~ courses required in all elective subject areas. The instructional approach will be nonsexist and multicultural.
- C. ~~Public E~~ elementary and middle schools ~~shall~~ must offer at least three, and require at least two, of the following four art areas: dance, music, theater, and visual arts. High schools shall offer at least three, and require at least one, of the following five arts

areas: dance, media arts, music, theater, and visual arts.

- D. The school district must establish and regularly review its own standards for career and technical education (CTE) programs. Standards must align with CTE frameworks developed by the Department of Education, standards developed by national CTE organizations, or recognized industry standards.
- E. The school board, at its discretion, may offer additional courses in the instructional program at any grade level.
- F. Each instructional program shall be planned for optimal benefit taking into consideration the financial condition of the school district and other relevant factors. Each program plan should contain goals and objectives, materials, minimum student competency levels, and methods for student evaluation.
- G. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to instructional curriculum.
- H. The school district or charter school may not discriminate against or discipline a teacher or principal on the basis of incorporating into curriculum contributions of persons in a federally protected class or state protected class when the included contribution is in alignment with standards and benchmarks adopted under Minnesota Statutes, sections 120B.021 and 120B.023.

### **III. REQUIRED ACADEMIC STANDARDS**

- A. The following subject areas are required for statewide accountability:
  - 1. language arts;
  - 2. mathematics, encompassing algebra II, integrated mathematics III, or an equivalent in high school, and to be prepared for the three credits of mathematics in grades 9 through 12, the grade 8 standards include the completion of algebra;
  - 3. science, including earth and space science, life science, and the physical sciences, including chemistry and physics;
  - 4. social studies, including history, geography, economics, and government and citizenship that includes civics;
  - 5. physical education;
  - 6. health, for which locally developed academic standards apply; and
  - 7. the arts.
- B. Elementary and middle schools must offer at least three and require at least two of the following five arts areas: dance, media arts, music, theater, and visual arts. High schools must offer at least three and require at least one of the following five arts areas: media arts, dance, music, theater, and visual arts.

### **IV. PARENTAL CURRICULUM REVIEW**

The school district shall have a procedure for a parent, guardian, or an adult student,

18 years of age or older, to review the content of the instructional materials to be provided to a minor child or to an adult student and, if the parent, guardian, or adult student objects to the content, to make reasonable arrangements with school personnel for alternative instruction. Alternative instruction may be provided by the parent, guardian, or adult student if the alternative instruction, if any, offered by the school board does not meet the concerns of the parent, guardian, or adult student. The school board is not required to pay for the costs of alternative instruction provided by a parent, guardian, or adult student. School personnel may not impose an academic or other penalty upon a student merely for arranging alternative instruction under this section. School personnel may evaluate and assess the quality of the student's work.

## **V. CPR AND AED INSTRUCTION**

The school district will provide onetime cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED) instruction as part of its grade 7 to 12 curriculum.

- A. In the school district's discretion, training and instruction may result in CPR certification.
- B. CPR and AED instruction must include CPR and AED training that have been developed:
  - 1. by the American Heart Association or the American Red Cross and incorporate psychomotor skills to support the instruction; or
  - 2. using nationally recognized, evidence-based guidelines for CPR and incorporate psychomotor skills to support the instruction. "Psychomotor skills" means hands-on practice to support cognitive learning; it does not mean cognitive-only instruction and training.
- C. The school district may use community members such as emergency medical technicians, paramedics, police officers, firefighters, and representatives of the Minnesota Resuscitation Consortium, the American Heart Association, or the American Red Cross, among others, to provide instruction and training.
- D. A school administrator may waive this curriculum requirement for a high school transfer student regardless of whether or not the student previously received instruction under this section, an enrolled student absent on the day the instruction occurred under this section, or an eligible student who has a disability.

***[Note: If a school district requests resources, the Minnesota Resuscitation Consortium must provide them to the school district for instruction and training provided to students under this section.]***

## **VI. COLLEGE AND CAREER PLANNING**

- A. The school district shall assist all students by no later than grade 9 to explore their educational college and career interests, aptitudes, and aspirations and develop a plan for a smooth and successful transition to postsecondary education or employment. All students' plans must:
  - 1. provide a comprehensive plan to prepare for and complete career and college-ready curriculum by meeting state and local academic standards and developing career and employment-related skills such as teamwork, collaboration, creativity, communication, critical thinking, and good work habits;
  - 2. emphasize academic rigor and high expectations and inform the student, and

the student's parent or guardian if the student is a minor, of the student's achievement level score on the Minnesota Comprehensive Assessments that are administered during high school;

3. help students identify interests, aptitudes, aspirations, and personal learning styles that may affect their career and college-ready goals and postsecondary education and employment choices;
  4. set appropriate career and college-ready goals with timelines that identify effective means for achieving those goals;
  5. help students access education and career options;
  6. integrate strong academic content into career-focused courses and applied and experiential learning opportunities and integrate relevant career-focused courses and applied and experiential learning opportunities into strong academic content;
  7. help identify and access appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship;
  8. help identify collaborative partnerships among pre-kindergarten through grade 12 schools, postsecondary institutions, economic development agencies, and local and regional employers that support students' transitions to postsecondary education and employment and provide students with applied and experiential learning opportunities; and
  9. be reviewed and revised at least annually by the student, the student's parent or guardian, and the school district to ensure that the student's course-taking schedule keeps the student making adequate progress to meet state and local academic standards and high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education without the need to first complete remedial course work.
- B. The school district may develop grade-level curricula or provide instruction that introduces students to various careers, but must not require any curriculum, instruction, or employment-related activity that obligates an elementary or secondary student to involuntarily select or pursue a career, career interest, employment goals, or related job training.
- C. Educators must possess the knowledge and skills to effectively teach all English learners in their classrooms. School districts must provide appropriate curriculum, targeted materials, professional development opportunities for educators, and sufficient resources to enable English learners to become career and college-ready.
- D. When assisting students in developing a plan for a smooth and successful transition to postsecondary education and employment, school districts must recognize the unique possibilities of each student and ensure that the contents of each student's plan reflect the student's unique talents, skills, and abilities as the student grows, develops, and learns.



- E. If a student with a disability has an Individualized Education Program (IEP) or standardized written plan that meets the plan components herein, the IEP satisfies the requirement, and no additional transition plan is needed.
- F. Students who do not meet or exceed the Minnesota Academic Standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of the compulsory attendance law. A student's plan under this provision shall continue while a student is enrolled.

## **VI. CIVICS TEST**

- A. A student enrolled in a public school must correctly answer at least 30 of 50 civics test questions. A school or district may record on a student's transcript that the student answered at least 30 of 50 civics test questions correctly.
- B. "Civics test questions" means 50 of the 100 questions that, as of January 1, 2015, United States Citizenship and Immigration Services officers use to select the questions they pose to applicants for naturalization so the applicants can demonstrate their knowledge and understanding of the fundamentals of United States history and government, as required by federal law. The Learning Law and Democracy Foundation, in consultation with Minnesota civics teachers, must select by July 1 each year 50 of the 100 questions under this paragraph to serve as the state's civics test questions for the proximate school year and immediately transmit the 50 selected civics test questions to MDE and to the Legislative Coordinating Commission, which must post the 50 questions it receives on the Minnesota's Legacy website by August 1 of that year.
- C. The school district may exempt a student with disabilities from this requirement if the student's IEP team determines the requirement is inappropriate and establishes an alternative requirement.
- D. The school district may administer the civics test questions in a language other than English to students who qualify for English learner services.
- E. The school district may administer civics test questions as part of the social studies curriculum.
- F. The school district must not prevent a student from graduating or deny a student a high school diploma for failing to correctly answer at least 30 of 50 civics test questions.
- G. The school district cannot charge a fee related to this requirement.

***[Note: This requirement is effective for students enrolling in grade 9 in the 2017-2018 school year and later.]***

**Legal References:** Minn. Stat. § 120A.22 (Compulsory Instruction)  
[Minn. Stat. § 120B.101 \(Curriculum\)](#)  
 Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)  
 Minn. Stat. § 120B.20 (Parental Curriculum Review)  
 Minn. Stat. § 120B.021 (Required Academic Standards)  
 Minn. Stat. § 120B.022 (Elective Standards)  
[Minn. Stat. § 120B.023 \(Benchmarks Implement, Supplement Statewide Academic Standards\)](#)  
 Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)

Minn. Stat. § 120B.236 (Cardiopulmonary Resuscitation and Automatic External Defibrillator Instruction)

**Cross References:** MSBA/MASA Model Policy 603 (Curriculum Development)  
MSBA/MASA Model Policy 605 (Alternative Programs)

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 613

Orig. 1997

Revised: \_\_\_\_\_

Rev. 2023

## **613 GRADUATION REQUIREMENTS**

***[Note: The requirements set forth in this policy govern the graduation standards that Minnesota public schools must require for a high school diploma for all students.]***

### **I. PURPOSE**

The purpose of this policy is to set forth requirements for graduation from the school district.

### **II. GENERAL STATEMENT OF POLICY**

The policy of the school district is that all students entering grade 8 in the 2012-2013 school year and later must demonstrate, as determined by the school district, their satisfactory completion of the credit requirements and their understanding of academic standards. The school district must adopt graduation requirements that meet or exceed state graduation requirements established in law or rule.

### **III. DEFINITIONS**

- A.** "Credit" means a student's successful completion of an academic year of study or a student's mastery of the applicable subject matter, as determined by the school district.
- B.** "Individualized Education Program" or "IEP" means a written statement developed for a student eligible by law for special education and services.
- C.** "English language learners" or "ELL" student means an individual whose first language is not English and whose test performance may be negatively impacted by lack of English language proficiency.
- D.** "Required standard" means: (1) a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, and the arts, and (2) a locally adopted expectation for student learning in health.
- E.** "Section 504 Accommodation" means the defined appropriate accommodations or modifications that must be made in the school environment to address the needs of an individual student with disabilities.

### **IV. DISTRICT ASSESSMENT COORDINATOR**

( \_\_\_\_\_ *Position Title* \_\_\_\_\_ ) shall be named the District Assessment Coordinator. Said person shall be in charge of all test procedures and shall bring recommendations to the school board annually for approval.

### **V. GRADUATION ASSESSMENT REQUIREMENTS**

For students enrolled in grade 8 in the 2012-2013 school year and later, students' state graduation requirements, based on a longitudinal, systematic approach to student education and career planning, assessment, instructional support, and evaluation, include the following:

- A.** Achievement and career and college readiness in mathematics, reading, and writing, as

measured against a continuum of empirically derived, clearly defined benchmarks focused on students' attainment of knowledge and skills so that students, their parents, and teachers know how well students must perform to have a reasonable chance to succeed in a career or college without the need for postsecondary remediation and which facilitates the monitoring of students' continuous development of and growth in requisite knowledge and skills; analysis of students' progress and performance levels, identification of students' academic strengths and diagnosis of areas where students require curriculum or instructional adjustments, targeted interventions, or remediation; and determination of students' learning and instructional needs and the instructional tools and best practices that support academic rigor for the student based on analysis of students' progress and performance data; and

- B. Consistent with this paragraph and Minnesota Statutes section 120B.125 (*see Policy 604, Section II.H.*), age-appropriate exploration and planning activities and career assessments to encourage students to identify personally relevant career interests and aptitudes and help students and their families develop a regularly reexamined transition plan for postsecondary education or employment without need for postsecondary remediation.
- C. Based on appropriate state guidelines, students with an IEP may satisfy state graduation requirements by achieving an individual score on the state-identified alternative assessments.
- D. Students meeting the state graduation requirements under this section must receive targeted, relevant, academically rigorous, and resourced instruction which may include a targeted instruction and intervention plan focused on improving the student's knowledge and skills in core subjects so that the student has a reasonable chance to succeed in a career or college without need for postsecondary remediation.
- E. Students meeting the state graduation requirements under this section and who are students in grade 11 or 12 and who are identified as academically ready for a career or college are actively encouraged by the school district to participate in courses and programs awarding college credit to high school students. Students are not required to achieve a specified score or level of proficiency on an assessment to graduate from high school.
- F. A student's progress toward career and college readiness must be recorded on the student's high school transcript.

## **VI. GRADUATION CREDIT REQUIREMENTS**

Students beginning 8<sup>th</sup> grade in the 2012-2013 school year and later must successfully complete, as determined by the school district, the following high school level credits for graduation:

- A. Four credits of language arts sufficient to satisfy all academic standards in English language arts;
- B. Three credits of mathematics, including an algebra II credit or its equivalent, sufficient to satisfy all of the academic standards in mathematics;
- C. An algebra I credit by the end of 8<sup>th</sup> grade sufficient to satisfy all of the 8<sup>th</sup> grade standards in mathematics;
- D. Three credits of science, including at least: (a) one credit of biology; (b) one credit of chemistry or physics; and (c) one elective credit of science. The combination of credits must be sufficient to satisfy (i) all of the academic standards in either chemistry or physics and (ii) all other academic standards in science;
- E. Three and one-half credits of social studies, encompassing at least United States history,

geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies;

- F. One credit in the arts sufficient to satisfy all of the state or local academic standards in the arts; and
- G. A minimum of seven elective credits.
- H. Credit equivalencies
  - 1. A one-half credit of economics taught in a school's agriculture-agricultural, food, and natural resources education or business education program or department may fulfill a one-half credit in social studies under Paragraph E., above, if the credit is sufficient to satisfy all of the academic standards in economics.
  - 2. An agriculture science or career and technical education credit may fulfill the elective science credit required under Paragraph D., above, if the credit meets the state physical science, life science, earth and space science, chemistry, or physics academic standards or a combination of these academic standards as approved by the school district. An agriculture or career and technical education credit may fulfill the credit in chemistry or physics required under Paragraph D., above, if the credit meets the state chemistry or physics academic standards as approved by the school district. A student must satisfy either all of the chemistry or physics academic standards prior to graduation. An agriculture science or career and technical education credit may not fulfill the required biology credit under Paragraph D., above.
  - 3. A career and technical education credit may fulfill a mathematics or arts credit requirement under Paragraph B. or Paragraph F., above.
  - 4. A computer science credit may fulfill a mathematics credit requirement under Paragraph B., above, if the credit meets state academic standards in mathematics.
  - 5. A Project Lead the Way credit may fulfill a mathematics or science credit requirement under Paragraph B. or Paragraph D., above, if the credit meets the state academic standards in mathematics or science.
  - 6. An ethnic studies course may fulfill a social studies, language arts, arts, math, or science credit if the course meets the applicable state academic standards. An ethnic studies course may fulfill an elective credit if the course meets applicable local standards or other requirements.

**[Note: Starting in the 2026-27 school year, a high school must offer an ethnic studies course; in elementary and middle schools by the 2027-28 school year.]**

## **VII. GRADUATION STANDARDS REQUIREMENTS**

- A. All students must demonstrate their understanding of the following academic standards:
  - 1. School District Standards, Health (K-12);
  - 2. School District Standards, Career and Technical Education (K-12); and
  - 3. School District Standards, World Languages (K-12).

- B. Academic standards in health, world languages, and career and technical education will be reviewed on an annual basis.\* A school district must use the current world languages standards developed by the American Council on the Teaching of Foreign Languages.  
  
\* Reviews are required to be conducted on a periodic basis. Therefore, this time period may be changed to accommodate individual school district needs.
- C. All students must satisfactorily complete the following required Graduation Standards in accordance with the standards developed by the Minnesota Department of Education (MDE):
  - 1. Minnesota Academic Standards, English Language Arts K-12;
  - 2. Minnesota Academic Standards, Mathematics K-12;
  - 3. Minnesota Academic Standards, Science K-12;
  - 4. Minnesota Academic Standards, Social Studies K-12; and
  - 5. Minnesota Academic Standards, Physical Education K-12.
- D. State standards in the Arts K-12 are available, or school districts may choose to develop their own standards.
- E. The academic standards for language arts, mathematics, and science apply to all students except the very few students with extreme cognitive or physical impairments for whom an IEP team has determined that the required academic standards are inappropriate. An IEP team that makes this determination must establish alternative standards.

### **VIII. EARLY GRADUATION**

Students may be considered for early graduation, as provided for within Minnesota Statutes, section 120B.07, upon meeting the following conditions:

- A. All course or standards and credit requirements must be met;
- B. The principal or designee shall conduct an interview with the student and parent or guardian, familiarize the parties with opportunities available in post-secondary education, and arrive at a timely decision; and
- C. The principal's decision shall be in writing and may be subject to review by the superintendent and school board.

**Legal References:** Minn. Stat. § 120B.018 (Definitions)  
 Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)  
 Minn. Stat. § 120B.021 (Required Academic Standards)  
 Minn. Stat. § 120B.023 (Benchmarks)  
 Minn. Stat. § 120B.024 (Credits)  
 Minn. Stat. § 120B.07 (Early Graduation)  
 Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)  
 Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)  
 Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)

Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)  
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)  
Minn. Rules Part 3501.0820 (Academic Standards for the Arts)  
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)  
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)  
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)  
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

**Cross References:** MSBA/MASA Model Policy 104 (School District Mission Statement)  
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)  
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)  
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)  
MSBA/MASA Model Policy 616 (School District System Accountability)

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 616

Orig. 1997

Revised: \_\_\_\_\_

Rev. 2023

## **616 SCHOOL DISTRICT SYSTEM ACCOUNTABILITY**

***[Note: Minnesota Statutes, section 120B.11 requires school districts to adopt a comprehensive long-term strategic plan that addresses the review of curriculum, instruction, student achievement, and assessment. MSBA/MASA Model Policies 601, 603, and 616 address these statutory requirements. In addition, MSBA/MASA Model Policies 613-615 and 617-620 provide procedures to further implement the requirements of Minnesota Statutes, section 120B.11.]***

### **I. PURPOSE**

The purpose of this policy is to focus public education strategies on a process that promotes higher academic achievement for all students and ensures broad-based community participation in decisions regarding the implementation of the Minnesota K-12 Academic Standards and federal law.

### **II. GENERAL STATEMENT OF POLICY**

Implementation of the Minnesota K-12 Academic Standards and federal law requires accountability for the school district. The school district established a system to transition to the graduation requirements of the Minnesota K-12 Academic Standards. The school district also established a system to review and improve instruction, curriculum, and assessment which will include substantial input by students, parents or guardians, and local community members. The school district will be accountable to the public and the state through annual reporting.

### **III. DEFINITIONS**

- A. "Credit" means a student's successful completion of an academic year of study or a student's mastery of the applicable subject matter, as determined by the school district.
- ~~B. "Graduation Standards" means the credit requirements and locally adopted content standards or Minnesota K-12 Academic Standards that school districts must offer and certify that students complete to be eligible for a high school diploma.~~
- BC. "World's best workforce" means striving to: meet school readiness goals; ~~have all third grade students achieve grade-level literacy~~; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.

### **IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING**

- A. School District Goals
  - 1. The school board has established school district-wide goals that provide broad direction for the school district. Incorporated in these goals are the graduation and education standards contained in the Minnesota K-12 Academic Standards and federal law. The broad goals shall be reviewed annually and approved by



the school board. The school board shall adopt annual goals based on the recommendations of the school district's Advisory Committee.

2. The District Advisory Committee created under Policy 603 (Curriculum Development) is established by the school board to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.
3. The school district-wide improvement goals should address recommendations identified through the District Advisory Committee process. The school district's goal setting process will include consideration of individual site goals. School district goals may also be developed through an education effectiveness program, an evaluation of student progress committee, or through some other locally determined process.

- B. System for Reviewing All Instruction and Curriculum. Incorporated in the process will be analysis of the school district's progress toward implementation of the Minnesota Academic Standards. Instruction and curriculum shall be reviewed and evaluated by taking into account strategies and best practices, student outcomes, principal evaluations under Minnesota Statutes section 123B.147, and teacher evaluations under Minnesota Statutes section 122A.40 or 122A.41.

***[Insert Local Cycle in this space]***

- C. Implementation of Graduation Requirements

1. The District Advisory Committee shall also advise the school board on implementation of the state and local graduation requirements, including K-12 curriculum, assessment, student learning opportunities, and other related issues. Recommendations of the District Advisory Committee shall be published annually to the community. The school board shall receive public input and comment and shall adopt or update this policy at least annually.
2. The school board shall annually review and determine if student achievement levels at each school site meet federal expectations. If the school board determines that student achievement levels at a school site do not meet federal expectations and the site has not made adequate yearly progress for two consecutive school years, the District Advisory Committee shall work with the school site to adopt a plan to raise student achievement levels to meet federal expectations. The District Advisory Committee may seek assistance from the Commissioner of the Minnesota Department of Education (MDE) (Commissioner) in developing a plan which must include parental involvement components.
3. The educational assessment system component utilized by the school board to measure individual students' educational progress must be based, to the extent annual tests are administered, on indicators of current achievement ~~growth~~ that show growth relative to an individual student's prior achievement. Indicators of achievement and prior achievement must be based on highly reliable statewide or districtwide assessments. The school board will utilize models developed by the Commissioner for measuring individual student progress. The school board must coordinate with MDE in evaluating school sites and continuous improvement plans, consistent with best practices.

D. Comprehensive Continuous Improvement of Student Achievement

1. By [\_\_\_\_ *date* \_\_\_\_] of each year, the District Advisory Committee will meet to advise and assist the school district in the implementation of the school district system accountability and comprehensive continuous improvement process.
2. The District Advisory Committee, working in cooperation with other committees of the school district [*such as the Technology, Educational Effectiveness, Grade Level, Site Instruction, Curriculum and Assessment Committees, etc.*], will provide active community participation in:
  - a. Reviewing the school district instructional and curriculum plan, with emphasis on implementing the Minnesota K-12 Academic Standards;
  - b. Identifying annual instruction and curriculum improvement goals for recommendation to the school board;
  - c. Making recommendations regarding the evaluation process that will be used to measure school district progress toward its goals; and,
  - d. Advising the school board about development of the annual budget.
3. The District Advisory Committee shall meet the following criteria:
  - a. The District Advisory Committee shall ensure active community participation in all planning for instruction and curriculum affecting Graduation Standards.
  - b. The District Advisory Committee shall make recommendations to the school board on school district-wide standards, assessments, and program evaluation.
  - c. Building teams may be established as subcommittees to develop and implement an education effectiveness plan and to carry out methods to improve instruction, curriculum, and assessments as well as methods to use technology in meeting the school district improvement plan.
  - d. A local plan to evaluate student progress, using a local process, shall be used for developing a plan for assessment of student progress toward the Graduation Standards, as well as program evaluation data for use by the District Advisory Committee in the instruction and curriculum review process. This plan shall annually be approved by the school board.
- ~~4. The Advisory Committee shall, when possible, be comprised of at least two-thirds community representatives and shall reflect the diversity of the community. To the extent possible, the Advisory Committee shall reflect the diversity of the school district and its school sites and include teachers, parents, support staff, students, and other community residents. Included in its membership should be:~~
  - ~~a. The Director of Curriculum (or similar educational leader)~~

b. ~~Principal~~

c. ~~School Board Member~~

d. ~~Student Representative~~

e. ~~One teacher from each building or instructional level~~

f. ~~Two parents from each building or instructional level~~

g. ~~Two residents without school-aged children, non-representative of local business or industry~~

h. ~~Two residents representative of local business or industry~~

i. ~~District Assessment Coordinator (if different from "a." above)~~

***[Note: This Advisory Committee composition is a model only.]***

5. Translation services should be provided to the extent appropriate and practicable.

6. The District Advisory Committee shall meet the following timeline each year:

Month: Organizational meeting of the Committee to review the authorizing legislation and the roles and responsibilities of the Committee as determined by the school board.

Month(s): Agree on the process to be used. Become familiar with the instruction and curriculum of the cycle content area.

Month(s): Review evaluation results and prepare recommendations.

Month: Present recommendations to the school board for its input and approval.

E. Evaluation of Student Progress Committee. A committee of professional staff shall develop a plan for assessment of student progress ~~toward Literacy by Grade 3~~, the Graduation Standards, as well as program evaluation data for use by the District Advisory Committee to review instruction and curriculum, cultural competencies, including cultural awareness and cross-cultural communication, and student achievement at the school site. This plan shall annually be approved by the school board.

F. Reporting

1. Consistent with Minnesota Statutes, section 120B.36, ~~subdivision~~Subd. 1, the school board shall publish a report in the local newspaper with the largest circulation in the district, by mail, or by electronic means on the school district website. The school board shall hold an annual public meeting to review and revise, where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction and cultural competency and efforts to equitably distribute diverse,

effective, experienced, and in-field teachers, and to review school district success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to the world's best workforce. The school board must transmit an electronic summary of its report to the Commissioner in the form and manner the Commissioner determines. The school district shall periodically survey affected constituencies in their native languages, where appropriate and practicable, about their connection to and level of satisfaction with school. The school district shall include the results of this evaluation in its published reports and in its summary report to the Commissioner.

2. The school performance report for a school site and a school district must include performance reporting information and calculate proficiency rates as required by the most recently reauthorized Elementary and Secondary Education Act.
3. The school district must annually report the district's class size ratios by each grade to the commissioner of education in the form and manner specified by the commissioner.
4. The school district must report whether programs funded with compensatory revenue are consistent with best practices demonstrated to improve student achievement.

**Legal References:**

Minn. Stat. § 120B.018 (Definitions)  
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)  
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)  
Minn. Stat. § 120B.35 (Student Academic Achievement and Growth)  
Minn. Stat. § 120B.36 (School Accountability)  
Minn. Stat. § 122A.40 (Employment; Contracts; Termination)  
Minn. Stat. § 122A.41 (Teacher Tenure Act; Cities of the First Class; Definitions)  
Minn. Stat. § 123B.04 (Site Decision Making; Individualized Learning Agreement; Other Agreements)  
Minn. Stat. § 123B.147 (Principals)  
Minn. Stat. § 126C.12 (Learning and Development Revenue Amount and Use)  
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)  
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)  
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)  
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)  
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)  
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)  
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

**Cross References:**

MSBA/MASA Model Policy 104 (School District Mission Statement)  
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)  
MSBA/MASA Model Policy 613 (Graduation Requirements)  
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)  
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)

MSBA/MASA Model Policy 617 (School District Ensurance of Preparatory and High School Standards)

MSBA/MASA Model Policy 618 (Assessment of Student Achievement)

MSBA/MASA Model Policy 619 (Staff Development for Standards)

MSBA/MASA Model Policy 620 (Credit for Learning)

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 617

Orig. 1998

Revised: \_\_\_\_\_

Rev. 2023~~2~~

## **617 SCHOOL DISTRICT ENSURANCE OF PREPARATORY AND HIGH SCHOOL STANDARDS**

***[Note: With ~~the~~ repeal of the Profile of Learning, school districts no longer are required to comply with the procedures set forth in this policy. School districts ~~which that~~ retain any portion of the Profile of Learning graduation requirements, however, may choose to retain all or a portion of this policy and may implement and manage the Profile of Learning content standards in whatever manner they deem appropriate.]***

### **I. PURPOSE**

The purpose of this policy is to ensure that all locally adopted preparatory and high school content standards of the Profile of Learning are addressed directly in both curriculum and assessment for all students, including those with special needs.

### **II. GENERAL STATEMENT OF POLICY**

- A. The policy of the school district is to implement the Minnesota Graduation Standards, including local adoption of the former Profile of Learning content standards, during the transition to the implementation of the required Minnesota Academic Standards.
- B. This policy ensures that all students who qualify and elect to satisfy their graduation requirements ~~through the Profile of Learning content standards~~ will continue to receive instruction, curriculum and assessment which address the preparatory and high school content standards ~~of the Profile of Learning.~~—This policy also defines how technology will be integrated across student learning areas. ***[Note: With ~~the~~ repeal of the Profile of Learning, school districts are not required to integrate technology across learning areas and may, in their discretion, delete this provision.]*** In implementing the preparatory and high school content standards, the school district will work to improve the scope and sequences of curriculum, research-based instructional skills of teachers and other district staff who work with students, and alternative assessments of student achievement while making the transition to the required Minnesota Academic Standards.

### **III. ESTABLISHMENT OF CURRICULUM AND INSTRUCTION**

#### **A. Preparatory Content Standards**

*[To the extent school districts retain preparatory content standards as part of their locally adopted academic standards, school districts should insert in this section how their curriculum and instructional opportunities for all students will address the preparatory content standards, including the primary, intermediate and middle level standards. This section should contain an outline of each learning area's sequence in a manner which provides notice as to when various achievements are expected.]*

#### **B. High School Content Standards**

The school district will follow Policy 613, Graduation Requirements, as it implements the graduation standards. This policy ensures that all students will receive instruction,

curriculum and assessment which addresses the high school content standards of the Profile of Learning in all learning areas and that the uses of technology are integrated across student learning areas. ***[Note: With the repeal of the Profile of Learning, school districts are not required to integrate technology across learning areas and may, in their discretion, delete this provision.]***

***[Note: School districts should examine existing graduation requirements and align them to the new requirements.]***

C. Assessment of Content Standards

*[School districts should insert their procedure for determining where student achievement of preparatory and high school content standards will be assessed.]*

D. Additional Requirements

*[School districts may wish to consider including additional graduation requirements beyond those required by the Minnesota Academic Standards.]*

E. Special Needs Students

*[School districts should insert their procedure for addressing preparatory and high school content standards for students with special needs.]*

F. Integration of Technology

*[School districts may insert their procedure for addressing how technology will be integrated across the learning areas. With the repeal of the Profile of Learning, school districts are not required to integrate technology across learning areas and may, in their discretion, delete this provision.]*

G. Evaluation and Remediation of Student Difficulties and Achievement

*[School districts should insert their procedure for addressing how diagnosis of student difficulties and remediation will be accomplished as well as how diagnosis of student achievement and acceleration or continuous progress will be accomplished.]*

**Legal References:** Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)  
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)  
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)  
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)  
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)  
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)  
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)  
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)  
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)

**Cross References:** MSBA/MASA Model Policy 104 (School District Mission Statement)  
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)  
MSBA/MASA Model Policy 613 (Graduation Requirements)  
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)  
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)  
MSBA/MASA Model Policy 616 (School District System Accountability)  
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)



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MSBA/MASA Model Policy 618

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Rev. 2023

## **618 ASSESSMENT OF STUDENT ACHIEVEMENT**

### **I. PURPOSE**

The purpose of this policy is to institute a process for the establishment and revision of assessments to measure achievement toward meeting the Minnesota Academic Standards, track academic progress over time, and provide Minnesota graduates information related to career and college readiness.

### **II. GENERAL STATEMENT OF POLICY**

The school district has established a procedure by which students shall complete Graduation Requirements. This procedure includes the adoption of performance assessment methods to be used in measuring student performance. The school district strives to continually enhance student achievement of Graduation Requirements.

### **III. DEFINITIONS**

~~A. "Above-grade level" test items contain subject area content that is above the grade level of the student taking the assessment and is considered aligned with state academic standards to the extent it is aligned with content represented in state academic standards above the grade level of the student taking the assessment. Notwithstanding the student's grade level, administering above-grade level test items to a student does not violate the requirement that state assessments must be aligned with state standards.~~

A. "Academic standard" means a summary description of student learning in a required content area or elective content area.

~~"Below-grade level" test items contain subject area content that is below the grade level of the student taking the test and is considered aligned with state academic standards to the extent it is aligned with content represented in state academic standards below the student's current grade level. Notwithstanding the student's grade level, administering below-grade level test items to a student does not violate the requirement that state assessments must be aligned with state standards.~~

B. "Benchmark" means the specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.

C. "Career and college ready," for purposes of statewide accountability, means a high school graduate has the knowledge, skills, and competencies to successfully pursue a career pathway, including postsecondary credit leading to a degree, diploma, certificate, or industry-recognized credential and employment. Students who are career and college ready are able to successfully complete credit-bearing coursework at a two- or four-year college or university or other credit-bearing postsecondary program without need for remediation.

~~"Computer-adaptive assessments" means fully adaptive assessments.~~

D. "Cultural competence," for purposes of statewide accountability, means the ability and will to interact effectively with people of different cultures, native languages, and socioeconomic backgrounds.

E. "Elective standards" means a locally adopted expectation for student learning in career

and technical education and world languages.

- ~~F.~~ "Experiential learning" means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, or other cooperative work experience, youth apprenticeship, or employment.
- ~~J.~~ ~~"Fully adaptive assessments" include on-grade level test items and items that may be above or below a student's grade level. [Note: Fully adaptive mathematics and reading assessments must be used for grades 3 through 7 beginning in the 2015-2016 school year and later.]~~
- ~~K.~~ ~~"On-grade level" test items contain subject area content that is aligned to state academic standards for the grade level of the student taking the assessment.~~
- ~~GL.~~ "Required standard" means (1) a statewide adopted expectation for student learning in the content areas of English-language arts, mathematics, science, social studies, physical education, and the arts, and/or (2) a locally adopted expectation for student learning in health ~~or the arts~~.

#### IV. ESTABLISHMENT OF CRITERIA FOR ASSESSMENT

- A. The **[school board/superintendent/director of instruction]** shall establish criteria by which student performance of local academic standards and elective standards are to be evaluated and approved. The criteria will be submitted to the school board for approval. Upon approval by the school board, the criteria shall be deemed part of this policy.
- B. The superintendent shall ensure that students and parents or guardians are provided with notice of the process by which academic standards will be assessed.
- C. Staff members will be expected to utilize staff development opportunities to the extent necessary to ensure effective implementation and continued improvement of the implementation of assessments under the Minnesota Academic Standards.

#### V. STANDARDS FOR MINNESOTA ACADEMIC STANDARDS PERFORMANCE ASSESSMENTS

##### A. Benchmarks

The school district will offer and students must achieve all benchmarks for an academic standard to satisfactorily complete that state standard. These benchmarks will be used by the school district and its staff in developing tests to measure student academic knowledge and skills.

***[School districts are required to formally establish a periodic review cycle for academic standards and related benchmarks in health, world languages, and career and technical education.]***

##### B. Statewide Academic Standards Testing

- 1. The school district will utilize statewide assessments developed from and aligned with the state's required academic standards as these tests become available to evaluate student progress toward career and college readiness in the context of the state's academic standards.
- 2. The school district will administer annually, in accordance with the process determined by the Minnesota Department of Education, the state-constructed tests aligned with state standards to all students in grades 3 through 8 and at the high school level as follows:

- a. computer-adaptive reading and mathematics assessments in grades 3 through 8;
  - b. high school reading in grade 10, mathematics in grade 11, and a high school writing test, when it becomes available; and
  - c. science assessments in one grade in the grades 3 through 5 span, the grades 6 through 8 span, and a life science assessment in the grades 9 through 12 span (a passing score on high school science assessments is not a condition of receiving a diploma).
3. The school district will develop and administer locally constructed tests in social studies, health and physical education, and the arts to determine if a student has met the required academic standards in these areas.
  4. The school district may use a student's performance on a statewide assessment as one of the multiple criteria to determine grade promotion or retention. The school district also may use a high school student's performance on a statewide assessment as a percentage of the student's final grade in a course, or place a student's assessment score on the student's transcript.
  5. For students in grade 8 in the 2012-2013 school year and later, the school district must record on the high school transcript a student's progress toward career and college readiness. For other students, this record of progress must be made as soon as practicable. In addition, the school district may include a notation of high achievement on the high school diplomas of those graduating seniors who, according to established school board criteria, demonstrate exemplary academic achievement during high school.
  6. Students who do not meet or exceed the Minnesota Academic Standards, as measured by the Minnesota Comprehensive Assessments administered in high school, must be informed that admission to a public school is free and available to any resident under 21 years of age. The school district will determine how this notice is given.

C. Student Participation

1. The Minnesota Commissioner of Education must create and publish a form for parents and guardians that:
  - a. explains the need for state academic standards;
  - b. identifies the state assessments that are aligned with state standards;
  - c. identifies the consequences, if any, the school or student may face if a student does not participate in state or locally required standardized assessments;
  - d. states that students who receive a college ready benchmark on the high school Minnesota Comprehensive Assessment are not required to take a remedial, noncredit course at a Minnesota state college or university in the corresponding subject area;
  - e. summarizes the provisions in Minnesota Statutes section 120B.301(a) and (c); and

- f. notifies a parent of the right to not have the parent's child participate in the state and locally required assessments and asks a parent that chooses to not have a child participate in the assessments the basis for the decision.
2. The school district must post the form created by the Commissioner on the school district website and include it in the school district's student handbook.

## **VI. RIGOROUS COURSE OF STUDY WAIVER**

- A. Upon receiving a student's application signed by the student's parent or guardian, the school district must declare that a student meets or exceeds a specific academic standard required for graduation if the school board determines that the student:
  1. is participating in a course of study, including an advanced placement or international baccalaureate course or program; a learning opportunity outside the curriculum of the school district; or an approved preparatory program for employment or post-secondary education that is equally or more rigorous than the corresponding state or local academic standard required by the school district;
  2. would be precluded from participating in the rigorous course of study, learning opportunity, or preparatory employment or post-secondary education program if the student were required to achieve the academic standard to be waived; and
  3. satisfactorily completes the requirements for the rigorous course of study, learning opportunity, or preparatory employment or post-secondary education program.
- B. The school board also may formally determine other circumstances in which to declare that a student meets or exceeds a specific academic standard that the site requires for graduation under this section.
- C. A student who satisfactorily completes a post-secondary enrollment options course or program or an advanced placement or international baccalaureate course or program is not required to complete other requirements of the academic standards corresponding to that specific rigorous course of study.

## **VII. CAREER EXPLORATION ASSESSMENT**

- A. Student assessments, in alignment with state academic standards, shall include clearly defined career and college readiness benchmarks and satisfy Minnesota's postsecondary admissions requirements. Achievement and career and college readiness in mathematics, reading, and writing must also be assessed. When administering formative or summative assessments used to measure the academic progress, including the oral academic development, of English learners and inform their instruction, schools must ensure that the assessments are accessible to the students and students have the modifications and supports they need to sufficiently understand the assessments.
- B. On an annual basis, the school district must use the career exploration elements in these assessments, beginning no later than grade 9, to help students and their families explore and plan for postsecondary education or careers based on the students' interests, aptitudes, and aspirations. The school district must use timely regional labor market information and partnerships, among other resources, to help students and their families successfully develop, pursue, review, and revise an individualized plan for

postsecondary education or a career. This process must help increase students' engagement in and connection to school, improve students' knowledge and skills, and deepen students' understanding of career pathways as a sequence of academic and career courses that lead to an industry-recognized credential, an associate's degree, or a bachelor's degree and are available to all students, whatever their interests and career goals.

- C. All students, except those eligible for alternative assessments, will be encouraged to participate in a nationally normed college entrance exam in grade 11 or 12. A student under this paragraph who demonstrates attainment of required state academic standards on these assessments, which include career and college readiness benchmarks, is academically ready for a career or college and is encouraged to participate in courses awarding college credit to high school students. Such courses and programs may include sequential courses of study within broad career areas and technical skill assessments that extend beyond course grades.

To the extent state funding for college entrance exam fees is available, the school district will pay the cost, one time, for an interested student in grade 11 or 12, who is eligible for a free or reduced-priced meal, to take a nationally recognized college entrance exam before graduating. The school district may require a student who is not eligible for a free or reduced-priced meal to pay the cost of taking a nationally recognized college entrance exam. The school district will waive the cost for a student who is unable to pay.

- D. As appropriate, students through grade 12 must continue to participate in targeted instruction, intervention, or remediation and be encouraged to participate in courses awarding college credit to high school students.
- E. In developing, supporting, and improving students' academic readiness for a career or college, the school district must have a continuum of empirically derived, clearly defined benchmarks focused on students' attainment of knowledge and skills so that students, their parents, and teachers know how well students must perform to have a reasonable chance to succeed in a career or college without need for postsecondary remediation.

**Legal References:** Minn. Stat. § 120B.018 (Definitions)  
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)  
Minn. Stat. § 120B.021 (Required Academic Standards)  
Minn. Stat. § 120B.022 (Elective Standards)  
Minn. Stat. § 120B.023 (Benchmarks)  
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)  
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)  
Minn. Stat. § 120B.31 (System Accountability and Statistical Adjustments)  
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)  
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)  
Minn. Rules Parts 3501.3520 (Academic Standards for the Arts)  
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)  
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)  
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)  
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

**Cross References:** MSBA/MASA Model Policy 104 (School District Mission Statement)

MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)  
MSBA/MASA Model Policy 613 (Graduation Requirements)  
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)  
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)  
MSBA/MASA Model Policy 616 (School District System Accountability)

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 620

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Rev. 2023~~2~~

## 620 CREDIT FOR LEARNING

*[Note: School districts statutorily are required to provide students with credit for approved ~~post-secondary~~postsecondary courses, as set forth in Section V.; ~~online learning courses, as set forth in Section VI.~~; and accelerated or advanced academic courses offered by a higher education institution or nonprofit public agency, as set forth in Section VII. Additionally, school districts are required by statute to identify whether the school district offers weighted grades and, if it does, identify the courses for which a student may earn a weighted grade (Section VIII). Optional provisions related to awarding credit to students transferring from out-of-state, private, or home schools and the issuance of student grades for purposes of awarding certain honors, as set forth in Section IV., are not required by statute. Therefore, the language contained in Section IV. is suggested language, and a school district may or may not include this section or may modify this section at its discretion.]*

### I. PURPOSE

~~The purpose of this policy is to~~This policy recognizes student achievement ~~which-that~~ occurs in ~~postsecondary enrollment option~~ and other advanced enrichment programs. ~~The purpose of this policy also is to~~recognizes student achievement ~~which-that~~ occurs in other schools, in alternative learning sites, and in out-of-school experiences such as community organizations, work-based learning, and other educational activities and opportunities. ~~The purpose of this~~ This policy ~~also is to~~addresses the transfer of student credit from out-of-state, private, or home schools and online learning programs and to address how the school district will recognize student achievement obtained outside of the school district.

### II. GENERAL STATEMENT OF POLICY

The policy of the school district is to provide a process for awarding students credit toward graduation requirements for credits and grades students complete in other schools, ~~post-secondary~~postsecondary or higher education institutions, other learning environments, and online courses and programs.

### III. DEFINITIONS

- A. "Accredited school" means a school that is accredited by an accrediting agency, recognized according to Minnesota Statutes, section 123B.445 or recognized by the Commissioner of the Minnesota Department of Education (Commissioner).
- B. ~~"Concurrent enrollment" means nonsectarian courses in which an eligible pupil under subdivision 5 or 5b enrolls to earn both secondary and postsecondary credits, are taught by a secondary teacher or a postsecondary faculty member, and are offered at a high school for which the district is eligible to receive concurrent enrollment program aid under Minnesota Statutes, section 124D.091.~~
- C. ~~"Course" means a course or program.~~
- B. ~~"Blended learning" is a form of digital learning that occurs when a student learns part time in a supervised physical setting and part time through digital delivery of instruction, or a student learns in a supervised physical setting where technology is used as a primary method to deliver instruction.~~

- ~~C. "Commissioner" means the Commissioner of MDE.~~
- ~~D. "Digital learning" is learning facilitated by technology that offers students an element of control over the time, place, path, or pace of their learning and includes blended and online learning.~~
- D. "Eligible institution" means a Minnesota public ~~post-secondary~~postsecondary institution, a private, nonprofit two-year trade and technical school granting associate degrees, an opportunities industrialization center accredited by an accreditor recognized by the United States Department of Education, or a private, residential, two-year or four-year, liberal arts, degree-granting college or university located in Minnesota. An eligible institution must not require a faith statement from a secondary student seeking to enroll in a postsecondary course under this section during the application process or base any part of the admission decision on a student's race, creed, ethnicity, disability, gender, or sexual orientation or religious beliefs or affiliations.
- E. "Nonpublic school" is a private school or home school in which a child is provided instruction in compliance with the Minnesota compulsory attendance laws.
- ~~G. "Online learning" is a form of digital learning delivered by an approved online learning provider.~~
- ~~H. "Online learning provider" is a school district, an intermediate school district, an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that provides online learning to students and is approved by MDE to provide online learning courses.~~
- ~~FI.~~ "Weighted grade" is a letter or numerical grade that is assigned a numerical advantage when calculating the grade point average.

#### IV. TRANSFER OF CREDIT FROM OTHER SCHOOLS

- A. Transfer of Academic Requirements from Other Minnesota Public Secondary Schools
1. The school district will accept and transfer secondary credits and grades awarded to a student from another Minnesota public secondary school upon presentation of a certified transcript from the transferring public secondary school evidencing the course taken and the grade and credit awarded.
  2. Credits and grades awarded from another Minnesota public secondary school may be used to compute honor roll and/or class rank if a student has earned at least **[insert number]** credits from the school district.
- B. Transfer of Academic Requirements from Other Schools
1. The school district will accept secondary credits and grades awarded to a student for courses successfully completed at a public school outside of Minnesota or an accredited nonpublic school upon presentation of a certified transcript from the transferring public school in another state or nonpublic school evidencing the course taken and the grade and credit awarded.
    - a. When a determination is made that the content of the course aligns directly with school district graduation requirements, the student will be awarded commensurate credits and grades.
    - b. Commensurate credits and grades awarded from an accredited nonpublic school or public school in another state may be used to compute honor roll and/or class rank if a student has earned at least **[insert number]** credits from the school district.



- c. In the event the content of a course taken at an accredited nonpublic school or public school in another state does not fully align with the content of the school district's high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements. Credit that does not fully align with the school district's high school graduation requirements will not be used to compute honor roll and/or class rank.
  - d. If no comparable course is offered by the school district for which high school graduation credit would be provided, no credit will be provided to the student.
- 2. Students transferring from a non-accredited, nonpublic school shall receive credit from the school district upon presentation of a transcript or other documentation evidencing the course taken and grade and credit awarded.
  - a. Students will be required to provide copies of course descriptions, syllabi, or work samples for determination of appropriate credit. In addition, students also may be asked to provide interviews/conferences with the student and/or student's parent and/or former administrator or teacher; review of a record of the student's entire curriculum at the nonpublic school; and review of the student's complete record of academic achievement.
  - b. Where the school district determines that a course completed by a student at a non-accredited, nonpublic school is commensurate with school district graduation requirements, credit shall be awarded, but the grade shall be "P" (pass).
  - c. In the event the content of a course taken at an non-accredited, nonpublic school does not fully align with the content of the school district's high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements.
  - d. If no comparable course is offered by the school district for which local high school graduation credit would be provided, no credit will be provided to the student.
  - e. Credit and grades earned from a non-accredited nonpublic school shall not be used to compute honor roll and/or class rank.

C. A student must provide the school with a copy of the student's grades in each course taken for secondary credit under this policy, including interim or nonfinal grades earned during the academic term.

## **V. ~~POST-SECONDARY~~POSTSECONDARY ENROLLMENT CREDIT**

- A. A student who satisfactorily completes a ~~post-secondary~~postsecondary enrollment options course or program under Minnesota Statutes, section 124D.09 that has been approved as meeting the necessary requirements is not required to complete other requirements of the ~~Minnesota Academic Standards content standards~~academic standards corresponding to that specific rigorous course of study.
- B. Secondary credits granted to a student through a ~~post-secondary~~postsecondary enrollment options course or program ~~that meets or exceeds a graduation standard or~~

~~requirement shall must~~ be counted toward the graduation ~~and credit~~ requirements of a student completing the Minnesota Academic Standards and subject area requirements of the district.

1. Course credit will be considered by the school district only upon presentation of a certified transcript from an eligible institution evidencing the course taken and the grade and credit awarded.
  2. Seven quarter or four semester ~~post-secondary~~~~postsecondary~~ credits shall equal at least one full year of high school credit. Fewer ~~post-secondary~~~~postsecondary~~ credits may be prorated.
  3. When a determination is made that the content of the ~~post-secondary~~~~postsecondary~~ course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.
  4. In the event the content of the ~~post-secondary~~~~postsecondary~~ course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.
  5. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner, who shall determine the number of credits that shall be granted to a student.
  6. When secondary credit is granted for ~~post-secondary~~~~postsecondary~~ credits taken by a student, the school district will record those credits on the student's transcript as credits earned at a ~~post-secondary~~~~postsecondary~~ institution.
- C. A list of the courses or programs meeting the necessary requirements may be obtained from the school district.
- D. ~~By the earlier of (1) three weeks prior to the date by which a student must register for district courses for the following school year, or (2) March 1 of each year, the school district must provide up-to-date information on the district's website and in materials that are distributed to parents and students about the program, including information about enrollment requirements and the ability to earn postsecondary credit to all pupils in grades 8, 9, 10, and 11.~~

## ~~VI. CREDIT FROM ONLINE LEARNING COURSES~~

- A. ~~Secondary credits granted to a student through an online learning course or program that meets or exceeds a graduation standard or requirement shall be counted toward the graduation and credit requirements of a student completing the Minnesota Academic Standards.~~
- B. ~~Course credit will be considered only upon official documentation from the online learning provider evidencing the course taken and the grade and credit awarded to the student.~~
- C. ~~When a student provides documentation from an online learning provider, the course credit and course grade shall be recorded and counted toward graduation credit requirements for all courses or programs that meet or exceed the school district's graduation requirements in the same manner as credits are awarded for students transferring from another Minnesota public school as set forth in Section IV.A. above.~~

## **VI. CREDIT FOR EMPLOYMENT WITH HEALTH CARE PROVIDERS**

Consistent with the career and technical pathways program, a student in grade 11 or 12 who is employed by an institutional long-term care or licensed assisted living facility, a home and community-based services and supports provider, a hospital or health system clinic, or a child care center may earn up to two elective credits each year toward graduation under Minnesota Statutes, section 120B.024, subdivision 1, paragraph (a), clause (7), at the discretion of the enrolling school district. A student may earn one elective credit for every 350 hours worked, including hours worked during the summer. A student who is employed by an eligible employer must submit an application, in the form or manner required by the school district, for elective credit to the school district in order to receive elective credit. The school district must verify the hours worked with the employer before awarding elective credit.

## **VII. ADVANCED ACADEMIC CREDIT**

- A. The school district will grant academic credit to a student attending an accelerated or advanced academic course offered by a higher education institution or a nonprofit public agency, other than the school district.
- B. Course credit will be considered only upon official documentation from the higher education institution or nonprofit public agency that the student successfully completed the course attended and passed an examination approved by the school district.
- C. When a determination is made that the content of the advanced academic course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.
- D. In the event the content of the advanced academic course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.
- E. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner and request a determination of the number of credits that shall be granted to a student.

## **VIII. WEIGHTED GRADES**

***[Note: School districts must identify in policy whether they offer courses with weighted grades. Therefore, school districts must include one of the following options in their policies.]***

- A. The school district does not offer weighted grades.

***[or]***

- A. The school district offers weighted grades for courses that are identified as more rigorous or academically challenging as follows:

***[List the types of courses that will be awarded weighted grades and the multiplier, similar to the following examples.]***

- 1. A grade awarded in an Advanced Placement course will be multiplied by a factor of \_\_\_\_ (i.e., 1.07).
- 2. A grade awarded in an Honors course will be multiplied by a factor of \_\_\_\_.

3. A grade awarded in a College In the Schools course will be multiplied by a factor of \_\_\_\_.
  4. A grade awarded in a course taken through a ~~Post-Secondary~~Postsecondary Enrollment Options program will be multiplied by a factor of \_\_\_\_.
  5. A grade awarded in a course in a dual enrollment course will be multiplied by a factor of \_\_\_\_.
- B. The school district will update its website prior to the beginning of each school year with a listing of the courses for which a student may earn a weighted grade.

## **IX. PROCESS FOR AWARDING CREDIT**

- A. The building principal will be responsible for carrying out the process to award credits and grades pursuant to this policy. The building principal will notify students in writing of the decision as to how credits and grades will be awarded.
- B. A student or the student's parent or guardian may seek reconsideration of the decision by the building principal as to credits and/or grades awarded upon request of a student or the student's parent or guardian if the request is made in writing to the superintendent within five school days of the date of the building principal's decision. The request should set forth the credit and/or grade requested and the reason(s) why credit(s)/grade(s) should be provided as requested. Any pertinent documentation in support of the request should be submitted.
- C. The decision of the superintendent as to the award of credits or grades shall be a final decision by the school district and shall not be appealable by the student or student's parent or guardian except as set forth in Section IX.D. below.
- D. If a student disputes the number of credits granted by the school district for a particular ~~post-secondary~~postsecondary enrollment course, ~~online learning course~~, or advanced academic credit course, the student may appeal the school district's decision to the Commissioner. The decision of the Commissioner shall be final.
- E. At any time during the process, the building principal or superintendent may ask for course descriptions, syllabi, or work samples from a course where content of the course is in question for purposes of determining alignment with graduation requirements or the number of credits to be granted. Students will not be provided credit until requested documentation is available for review, if requested.

**Legal References:** Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)  
Minn. Stat. § 120B.021 (Required Academic Standards)  
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)  
Minn. Stat. § 120B.14 (Advanced Academic Credit)  
Minn. Stat. § 123B.02 (General Powers of Independent School Districts)  
Minn. Stat. § 123B.445 (Nonpublic Education Council)  
Minn. Stat. § 124D.03, Subd. 9 (Enrollment Options Program)  
Minn. Stat. § 124D.09 (Postsecondary Enrollment Options Act)  
~~Minn. Stat. § 124D.094 (Online Instruction Act)~~  
~~Minn. Stat. § 124D.095 (Online Learning Option)~~  
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)  
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)  
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)

Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)  
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)  
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)  
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)

***Cross References:***

MSBA/MASA Model Policy 104 (School District Mission Statement)  
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)  
MSBA/MASA Model Policy 613 (Graduation Requirements)  
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)  
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)  
MSBA/MASA Model Policy 616 (School District System Accountability)  
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)  
MSBA/MASA Model Policy 624 (Online [Instruction Learning Options](#))

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 624

Orig. 2023

Revised: \_\_\_\_\_

## **624 ONLINE INSTRUCTION**

***[Note: In 2023, the Minnesota Legislature repealed the Online Learning Option Act (Minnesota Statutes, section 124D.095) and replaced it with the Online Instruction Act (Minnesota Statutes, section 124D.094). This policy fully replaces the old Model Policy 624].***

### **I. PURPOSE**

The purpose of this policy is to recognize and govern online instruction options of students enrolled in the school district for purposes of compulsory attendance and address enrollment of students with an online instruction site for supplemental or full-time online learning.

### **II. GENERAL STATEMENT OF POLICY**

- A. The school district shall not prohibit an enrolled student from applying to enroll in online instruction.
- B. The school district shall grant academic credit for completing the requirements of an online instruction course or program.

### **III. DEFINITIONS**

- A. "Blended instruction" means a form of digital instruction that occurs when a student learns part time in a supervised physical setting and part time through online instruction under paragraph (E).
- B. "Digital instruction" means instruction facilitated by technology that offers students an element of control over the time, place, path, or pace of learning and includes blended and online instruction.
- C. "Enrolling district" means the school district in which a student is enrolled under Minnesota Statutes, section 120A.22, subdivision 4.
- D. "Online course syllabus" means a written document that identifies the state academic standards taught and assessed in a supplemental online course under paragraph (I); course content outline; required course assessments; instructional methods; communication procedures with students, guardians, and the enrolling district under paragraph (C); and supports available to the student.
- E. "Online instruction" means a form of digital instruction that occurs when a student learns primarily through digital technology away from a supervised physical setting.
- F. "Online instructional site" means a site that offers courses using online instruction under paragraph (E) and may enroll students receiving online instruction under paragraph (E).
- G. "Online teacher" means an employee of the enrolling district under paragraph (C) or the

supplemental online course provider under paragraph (J) who holds the appropriate licensure under Minnesota Rules, chapter 8710, and is trained to provide online instruction under paragraph (E).

- H. "Student" means a Minnesota resident enrolled in a school defined under Minnesota Statutes, section 120A.22, subdivision 4, in kindergarten through grade 12 up to the age of 21.
- I. "Supplemental online course" means an online learning course taken in place of a course provided by the student's enrolling district under paragraph (C).
- J. "Supplemental online course provider" means a school district, an intermediate school district, an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that is authorized by the Minnesota Department of Education (MDE) to provide supplemental online courses under paragraph (I).

#### **IV. DIGITAL INSTRUCTION**

- A. An enrolling district may provide digital instruction, including blended instruction and online instruction, to the district's own enrolled students. Enrolling districts may establish agreements to provide digital instruction, including blended instruction and online instruction, to students enrolled in the cooperating schools.
- B. When online instruction is provided, an online teacher shall perform all duties of teacher of record under Minnesota Rules, part 8710.0310. Unless the Commissioner of MDE grants a waiver, a teacher providing online instruction shall not instruct more than 40 students in any one online learning course or section.
- C. Students receiving online instruction full time shall be reported as enrolled in an online instructional site.
- D. Curriculum used for digital instruction shall be aligned with Minnesota's current academic standards and benchmarks.
- E. Digital instruction shall be accessible to students under section 504 of the federal Rehabilitation Act and Title II of the federal Americans with Disabilities Act.
- F. An enrolling district providing digital instruction and a supplemental online course provider shall assist an enrolled student whose family qualifies for the education tax credit under Minnesota Statutes, section 290.0674 to acquire computer hardware and educational software so they may participate in digital instruction. Funds provided to a family to support digital instruction or supplemental online courses may only be used for qualifying expenses as determined by the provider. Nonconsumable materials purchased with public education funds remain the property of the provider. Records for any funds provided must be available for review by the public or MDE.
- G. An enrolling district providing digital instruction shall establish and document procedures for determining attendance for membership and keep accurate records of daily attendance under Minnesota Statutes, section 120A.21.

#### **V. SUPPLEMENTAL ONLINE COURSES**

- A. Notwithstanding Minnesota Statutes, sections 124D.03 and 124D.08 and Minnesota

Statutes, chapter 124E, procedures for applying to take supplemental online courses other than those offered by the student's enrolling district are as provided in this subdivision.

- B. Any kindergarten through grade 12 student may apply to take a supplemental online course. The student, or the student's parent or guardian for a student under age 17, must submit an application for the proposed supplemental online course or courses. A student may:
  - 1. apply to take an online course from a supplemental online course provider that meets or exceeds the academic standards of the course in the enrolling district they are replacing;
  - 2. apply to take supplemental online courses for up to 50 percent of the student's scheduled course load; and
  - 3. apply to take supplemental online courses no later than 15 school days after the student's enrolling district's term has begun. An enrolling district may waive the 50 percent course enrollment limit or the 15-day time limit.
- C. A student taking a supplemental online course must have the same access to the computer hardware and education software available in a school as all other students in the enrolling district.
- D. A supplemental online course provider must have a current, approved application to be listed by MDE as an approved provider. The supplemental online course provider must:
  - 1. use an application form specified by MDE;
  - 2. notify the student, the student's guardian if they are age 17 or younger, and enrolling district of the accepted application to take a supplemental online course within ten days of receiving a completed application;
  - 3. notify the enrolling district of the course title, credits to be awarded, and the start date of the online course. A supplemental online course provider must make the online course syllabus available to the enrolling district;
  - 4. request applicable academic support information for the student, including a copy of the IEP, EL support plan, or 504 plan; and
  - 5. track student attendance and monitor academic progress and communicate with the student, the student's guardian if they are age 17 or younger, and the enrolling district's designated online learning liaison.
- E. A supplemental online course provider may limit enrollment if the provider's school board or board of directors adopts by resolution specific standards for accepting and rejecting students' applications. The provisions may not discriminate against any protected class or students with disabilities.
- F. A supplemental online course provider may request that MDE review an enrolling district's written decision to not accept a student's supplemental online course application. The student may participate in the supplemental online course while the application is under review. Decisions shall be final and binding for both the enrolling district and the supplemental online course provider.



- G. A supplemental online course provider must participate in continuous improvement cycles with MDE.

## **VI. ENROLLING DISTRICT**

- A. An enrolling district may not restrict or prevent a student from applying to take supplemental online courses.
- B. An enrolling district may request an online course syllabus to review whether the academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district.
- C. Within 15 days after receiving notice of a student applying to take a supplemental online course, the enrolling district must notify the supplemental online course provider whether the student, the student's guardian, and the enrolling district agree that academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district. If the enrolling district does not agree that the academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district, then:
  - 1. the enrolling district must provide a written explanation of the district's decision to the student, the student's guardian, and the supplemental online course provider; and
  - 2. the online provider must provide a response to the enrolling district explaining how the course or program meets the graduation requirements of the enrolling district.
- D. An enrolling district may reduce the course schedule of a student taking supplemental online courses in proportion to the number of supplemental online learning courses the student takes.
- E. An enrolling district must appoint an online learning liaison who:
  - 1. provides information to students and families about supplemental online courses;
  - 2. provides academic support information including IEPs, EL support plans, and 504 plans to supplemental online providers; and
  - 3. monitors attendance and academic progress, and communicates with supplemental online learning providers, students, families, and enrolling district staff.
- F. An enrolling district must continue to provide support services to students taking supplemental online courses as they would for any other enrolled student including support for English learners, case management of an individualized education program, and meal and nutrition services for eligible students.
- G. An online learning student must receive academic credit for completing the requirements of a supplemental online learning course. If a student completes an online learning course that meets or exceeds a graduation standard or the grade progression requirement at the enrolling district, that standard or requirement is met.

- H. Secondary credits granted to a supplemental online learning student count toward the graduation and credit requirements of the enrolling district. The enrolling district must apply the same graduation requirements to all students, including students taking supplemental online courses.
- I. An enrolling district must provide access to extracurricular activities for students taking supplemental online courses on the same basis as any other enrolled student.

## **VII. REPORTING**

Courses that include blended instruction and online instruction must be reported in the manner determined by the Commissioner of MDE.

### **LEGAL REFERENCES:**

Minn. Stat. § 120A.21 (Enrollment of a Student in Foster Care)  
Minn. Stat. § 120A.22 (Compulsory Instruction)  
Minn. Stat. § 120A.24 (Reporting)  
Minn. Stat. § 124D.03 (Enrollment Options Act)  
Minn. Stat. § 124D.08 (School Board's Approval to Enroll in  
Nonresident District; Exceptions)  
Minn. Stat. § 124D.094 (Online Instruction Act)  
Minn. Stat. Ch. 124E (Charter Schools)  
Minn. Rules Ch. 8710 (Teacher and Other School Professional  
Licensing)

### **CROSS REFERENCES:**

MSBA/MASA Model Policy 613 (Graduation Requirements)  
MSBA/MASA Model Policy 620 (Credit for Learning)

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 708

Orig. 1995

Revised: \_\_\_\_\_

Rev. 2023

## **708 TRANSPORTATION OF NONPUBLIC SCHOOL STUDENTS**

***[Note: The obligations stated in this policy are largely governed by statute. A school district may choose to add obligations to the model policy.]***

### **I. PURPOSE**

The purpose of this policy is to address transportation rights of nonpublic school students and to provide equality of treatment in transporting such students pursuant to law.

### **II. GENERAL STATEMENT OF POLICY**

The policy of the school district is to recognize the rights of nonpublic school students and to provide equal transportation to those students as required by law.

### **III. ELIGIBILITY**

- A. The school district shall provide equal transportation within the district for all students to any school when transportation is deemed necessary by the school district because of distance or traffic conditions in like manner and form as provided in Minnesota Statutes, sections 123B.88 and 123B.92 when applicable.
- B. Upon the request of a parent or guardian, the school district must provide school bus transportation to the school district boundary for students residing in the school district at least the same distance from a nonpublic school actually attended in another school district as public school students are transported in the transporting school district. Such transportation must be provided whether or not there is another nonpublic school within the transporting school district, if the transportation is to schools maintaining grades or departments not maintained in the school district or if the attendance of such students at school can more safely, economically, or conveniently be provided for by such means.
- C. The school district may provide school bus transportation to a nonpublic school in another school district for students residing in the school district and attending that school, whether there is or is not another nonpublic school within the transporting school district, if the transportation is to schools maintaining grades or departments not maintained in the school district or if the attendance of such students at school can more safely, economically, or conveniently be provided for by such means. If the school district transports students to a nonpublic school located in another school district, the nonpublic school shall pay the cost of such transportation provided outside the school district boundaries.
- D. The school district must provide the necessary transportation within school district boundaries between the nonpublic school and a public school or neutral site for nonpublic school students who are provided pupil support services if the school district elects to provide pupil support services at a site other than a nonpublic school.
- E. When transportation is provided, the scheduling of routes, manner and method of transportation, control and discipline of students, and any other matter relating thereto shall be within the sole discretion, control, and management of the school district. A nonpublic or charter school student transported by the school district shall comply with

school district student bus conduct and student bus discipline policies.

- F. The school board and a nonpublic school may mutually agree to a written plan for the board to provide nonpublic pupil transportation to nonpublic school students. The school district must report the number of nonpublic school students transported and the nonpublic pupil transportation expenditures incurred in the form and manner specified by the Minnesota Commissioner of Education.
- G. If the school board provides pupil transportation through the school's employees, the school board may transport nonpublic school students according to the plan and retain the nonpublic pupil transportation aid attributable to that plan. A nonpublic school may make a payment to the school district to cover additional transportation services agreed to in the written plan for nonpublic pupil transportation services not required under Minnesota Statutes, sections 123B.84 to 123B.87.
- H. A school board that contracts for pupil transportation services may enter into a contractual arrangement with a school bus contractor according to the written plan adopted by the school board and the nonpublic school to transport nonpublic school students and retain the nonpublic pupil transportation aid attributable to that plan for the purposes of paying the school bus contractor. A nonpublic school may make a payment to the school district to cover additional transportation services agreed to in the written plan for nonpublic pupil transportation services included in the contract that are not required under Minnesota Statutes, sections 123B.84 to 123B.87.
- I. Additional transportation to and from a nonpublic school may be provided at the expense of the school district when such services are provided in the discretion of the school district.

#### **IV. STUDENTS WITH DISABILITIES**

- A. If a resident student with a disability attends a nonpublic school located within the school district, the school district must provide necessary transportation for the student within the school district between the nonpublic school and the educational facility where special instruction and services are provided on a shared-time basis. If a resident student with a disability attends a nonpublic school located in another school district and if no agreement exists for the provision of special instruction and services on a shared time basis to that student by the school district of attendance and where the special instruction and services are provided within the school district, the school district shall provide necessary transportation for that student between the school district boundary and the educational facility. The school district may provide necessary transportation for that student between its boundary and the nonpublic school attended, but the nonpublic school shall pay the cost of transportation provided outside the school district boundary. School districts may make agreements for who provides transportation. Parties serving students on a shared time basis have access to a due process hearing system as provided by law.
- B. When the disabling conditions of a student with a disability are such that the student cannot be safely transported on the regular school bus and/or school bus route and/or when the student is transported on a special route for the purpose of attending an approved special education program, the student shall be entitled to special transportation at the expense of the school district or the day training and habilitation program attended by the student. The school district shall determine the type of vehicle used to transport students with a disability on the basis of the disabling conditions and applicable laws. This section shall not be applicable to parents who transport their own child under a contract with the school district.

- C. Each driver and aide assigned to a vehicle transporting students with a disability must (1) be instructed in basic first aid and procedures for the students under their care; (2) within one month after the effective date of assignment, participate in a program of in-service training on the proper methods of dealing with the specific needs and problems of students with disabilities; (3) assist students with disabilities on and off the bus when necessary for their safe ingress and egress from the bus; and (4) ensure that proper safety devices are in use and fastened properly.
- D. Each driver and aide assigned to a vehicle transporting students with a disability shall have available to them the following information in hard copy or immediately accessible through a two-way communication system: (1) the student's name and address; (2) the nature of the student's disabilities; (3) emergency health care information; and (4) the names and telephone numbers of the student's physician, parents, guardians, or custodians, and some person other than the student's parents or custodians who can be contacted in case of an emergency.
- E. Any parent of a student with a disability who believes that the transportation services provided for that child are not in compliance with the applicable law may utilize the due process procedures provided for in Minnesota Statutes chapter 125A.

## **V. APPLICATION OF GENERAL POLICY**

The provisions of the school district's policy on transportation of public school students [*Model Policy 707*] shall apply to the transportation of nonpublic school students except as specifically provided herein.

### **Legal References:**

Minn. Stat. § 123B.44 (Provision of Pupil Support Services)  
Minn. Stat. § 123B.84 (Policy)  
Minn. Stat. § 123B.86 (Equal Treatment)  
Minn. Stat. § 123B.88 (Independent School Districts, Transportation)  
Minn. Stat. § 123B.91, Subd. 1a (School District Bus Safety Requirements)  
Minn. Stat. § 123B.92 (Transportation Aid Entitlement)  
Minn. Stat. Ch. 125A (Special Education and Special Programs)  
Minn. Stat. § 125A.18 (Special Instruction; Nonpublic Schools)  
Minn. Rules Part 7470.1600 (Transporting Pupils with Disability)  
Minn. Rules Part 7470.1700 (Drivers and Aides for Pupils with Disability)  
*Americans United, Inc. as Protestants and Other Am. United for Separation of Church and State, et al. v. Independent Sch. Dist. No. 622, et al.*, 288 Minn. 1996, 179 N.W.2d 146 (Minn. 1970)  
*Eldredge v. Independent Sch. Dist. No. 625*, 422 N.W.2d 319 (Minn. Ct. App. 1988)  
*Healy v. Independent Sch. Dist. No. 625*, 962 F.2d 1304 (8<sup>th</sup> Cir. 1992)  
Minn. Op. Atty. Gen. 166a-7 (June 3, 1983)  
Minn. Op. Atty. Gen. 166a-7 (Sept. 14, 1981)  
Minn. Op. Atty. Gen. 166a-7 (July 15, 1976)  
Minn. Op. Atty. Gen. 166a-7 (July 17, 1970)  
Minn. Op. Atty. Gen. 166a-7 (Oct. 3, 1969)  
Minn. Op. Atty. Gen. 166a-7 (Sept. 12, 1969)

### **Cross References:**

MSBA/MASA Model Policy 707 (Transportation of Public School Students)  
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)

|                                                                                                                                                                                                            |                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| <b>Notification to Employer<br/>Of<br/>Moving Violation</b><br><br>Commercial Drivers License<br>49 CFR 383.31<br>Minnesota Statute 171.168                                                                |                                                                                                |
| Upon conviction of any moving violation by any state or local jurisdiction the holder of a Minnesota Commercial Driver License must notify their employer(s) in writing within 30 days of such conviction. |                                                                                                |
| DRIVER NAME (First Name, MI, Last Name)                                                                                                                                                                    | STATE                                                                                          |
| COMMERCIAL DRIVER'S LICENSE NUMBER                                                                                                                                                                         | DID THE VIOLATION HAPPEN IN A CMV?<br><input type="checkbox"/> YES <input type="checkbox"/> NO |
| DATE OF CONVICTION                                                                                                                                                                                         |                                                                                                |
| LOCATION OF OFFENSE                                                                                                                                                                                        | CITY STATE                                                                                     |
| DETAILS ABOUT THE OFFENSE, INCLUDING ANY RESULTING SUSPENSION, REVOCATION, OR CANCELLATION OF DRIVING PRIVILEGES:                                                                                          | DATE                                                                                           |
| SIGNATURE OF DRIVER                                                                                                                                                                                        |                                                                                                |

|                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| <b>Notification to Employer<br/>Of<br/>Suspension, Revocation, Cancellation or Disqualification</b><br><br>Commercial Drivers License<br>49 CFR 383.33<br>Minnesota Statute 171.169                                                                                                                                                                              |                                                                                                |
| The holder of a Minnesota Commercial Driver License shall notify their employer(s) in writing of any suspension, revocation, cancellation, loss of privilege or disqualification, before the end of the business day following the day the driver (employee) received notice of the suspension, revocation, cancellation, loss of privilege or disqualification. |                                                                                                |
| DRIVER NAME (First Name, MI, Last Name)                                                                                                                                                                                                                                                                                                                          | STATE                                                                                          |
| COMMERCIAL DRIVER'S LICENSE NUMBER                                                                                                                                                                                                                                                                                                                               | DID THE VIOLATION HAPPEN IN A CMV?<br><input type="checkbox"/> YES <input type="checkbox"/> NO |
| DATE OF CONVICTION                                                                                                                                                                                                                                                                                                                                               |                                                                                                |
| LOCATION OF OFFENSE                                                                                                                                                                                                                                                                                                                                              | CITY STATE                                                                                     |
| DETAILS ABOUT THE OFFENSE, INCLUDING ANY RESULTING SUSPENSION, REVOCATION, OR CANCELLATION OF DRIVING PRIVILEGES:                                                                                                                                                                                                                                                | DATE                                                                                           |
| SIGNATURE OF DRIVER                                                                                                                                                                                                                                                                                                                                              |                                                                                                |

**Type III School Bus Driver  
Notification to Employer  
Of  
Violation**

Alcohol Related Offense (Minnesota Statute 169A)  
Disqualifying Offense (Minnesota Statute 171.3215 sub 1)  
Moving Violation (Minnesota Statute 169)

Minnesota Statute 171.02 sub 2b

An operator who sustains a conviction as described in 171.02 sub 2b paragraph (h), (i) or (j) while employed by the entity that owns, leases, or contracts for the school bus shall report the conviction to the employer(s) in writing within 10 days of such conviction.

DRIVER NAME (First Name, MI, Last Name)

STATE

DRIVER'S LICENSE NUMBER

DID THE VIOLATION HAPPEN IN A CMV?

☐ YES ☐ NO

DATE OF CONVICTION

LOCATION OF OFFENSE

CITY

STATE

DETAILS ABOUT THE OFFENSE, INCLUDING ANY RESULTING SUSPENSION,  
REVOCATION, OR CANCELLATION OF DRIVING PRIVILEGES:

DATE

SIGNATURE OF DRIVER



Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 709

Orig. 1995

Revised: \_\_\_\_\_

Rev. 2023

## **709 STUDENT TRANSPORTATION SAFETY POLICY**

***[Note: School districts are required by statute to have a policy addressing these issues.]***

### **I. PURPOSE**

The purpose of this policy is to provide safe transportation for students and to educate students on safety issues and the responsibilities of school bus ridership.

### **II. PLAN FOR STUDENT TRANSPORTATION SAFETY TRAINING**

#### **A. School Bus Safety Week**

The school district may designate a school bus safety week. The National School Bus Safety Week is the third week in October.

#### **B. Student School Bus Safety Training**

1. The school district shall provide students enrolled in grades kindergarten (K) through 10 with age-appropriate school bus safety training of the following concepts:
  - a. transportation by school bus is a privilege, not a right;
  - b. school district policies for student conduct and school bus safety;
  - c. appropriate conduct while on the bus;
  - d. the danger zones surrounding a school bus;
  - e. procedures for safely boarding and leaving a school bus;
  - f. procedures for safe vehicle lane crossing; and
  - g. school bus evacuation and other emergency procedures.
2. All students in grades K through 6 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training by the end of the third week of school. All students in grades 7 through 10 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training or receive bus safety instruction materials by the end of the sixth week of school, if they have not previously received school bus training. Students in grades K through 10 who enroll in a school after the second week of school, are transported by school bus, and have not received training in their previous school districts shall undergo school bus safety training or receive bus safety instructional materials within 4 weeks of their first day of attendance.
3. The school district and a nonpublic school with students transported by school bus at public expense must provide students enrolled in grades K through 3 school bus safety training twice during the school year.

4. Students taking driver's training instructional classes must receive training in the laws and proper procedures for operating a motor vehicle in the vicinity of a school bus as required by Minnesota Statutes, section 169.446, subdivision 2.
5. The school district and a nonpublic school with students transported by school bus at public expense must conduct a school bus evacuation drill at least once during the school year.
6. The school district will make reasonable accommodations in training for students known to speak English as a second language and students with disabilities.
7. The school district may provide kindergarten students with school bus safety training before the first day of school.
- ~~1. The school district may provide student safety education for bicycling and pedestrian safety for students in grades K through 5.~~
8. The school district shall adopt and make available for public review a curriculum for transportation safety education.
9. Nonpublic school students transported by the school district will receive school bus safety training by their nonpublic school. The nonpublic schools may use the school district's school transportation safety education curriculum. Upon request by the school district superintendent, the nonpublic school must certify to the school district's school transportation safety director that all students enrolled in grades K through 10 have received the appropriate training.

#### C. Active Transportation Safety Training

##### 1. Training required

- a. The school district must provide public school pupils enrolled in kindergarten through grade 3 with age-appropriate active transportation safety training. At a minimum, the training must include pedestrian safety, including crossing roads.
- b. The school district must provide pupils enrolled in grades 4 through 8 with age-appropriate active transportation safety training. At a minimum, the training must include:
  - (1) pedestrian safety, including crossing roads safely using the searching left, right, left for vehicles in traffic technique; and
  - (2) bicycle safety, including relevant traffic laws, use and proper fit of protective headgear, bicycle parts and safety features, and safe biking techniques.

##### 2. Deadlines.

- a. Students under subdivision 1, paragraph (a), who are enrolled during the first or second week of school and have not previously received active transportation safety training specified in that paragraph must receive the safety training by the end of the third week of school.

- b. Students under subdivision 1, paragraph (b), who are enrolled during the first or second week of school and have not previously received active transportation safety training specified in that paragraph must receive the safety training by the end of the sixth week of school.
- c. Students under subdivision 1, paragraph (a) or (b), who enroll in a school after the second week of school and have not received the appropriate active transportation safety training in their previous school district must undergo the training or receive active transportation safety instructional materials within four weeks of the first day of attendance.
- d. The school district and a nonpublic school may provide kindergarten pupils with active transportation safety training before the first day of school.

3. Instruction

- a. The school district may provide active transportation safety training through distance learning.
- b. The district and a nonpublic school must make reasonable accommodations for the active transportation safety training of pupils known to speak English as a second language and pupils with disabilities.

### **III. CONDUCT ON SCHOOL BUSES AND CONSEQUENCES FOR MISBEHAVIOR**

- A. Riding the school bus is a privilege, not a right. The school district's general student behavior rules are in effect for all students on school buses, including nonpublic and charter school students.
- B. Consequences for school bus/bus stop misconduct will be imposed by the school district under adopted administrative discipline procedures. In addition, all school bus/bus stop misconduct will be reported to the school district's transportation safety director. Serious misconduct may be reported to local law enforcement.
  - 1. School Bus and Bus Stop Rules. The school district school bus safety rules are to be posted on every bus. If these rules are broken, the school district's discipline procedures are to be followed. In most circumstances, consequences are progressive and may include suspension of bus privileges. It is the school bus driver's responsibility to report unacceptable behavior to the school district's Transportation Office/School Office.
  - 2. Rules at the Bus Stop
    - a. Get to your bus stop 5 minutes before your scheduled pick up time. The school bus driver will not wait for late students.
    - b. Respect the property of others while waiting at your bus stop.
    - c. Keep your arms, legs, and belongings to yourself.
    - d. Use appropriate language.
    - e. Stay away from the street, road, or highway when waiting for the bus.

- f. Wait until the bus stops before approaching the bus.
- g. After getting off the bus, move away from the bus.
- h. If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.
- i. No fighting, harassment, intimidation, or horseplay.
- j. No use of alcohol, tobacco, or drugs.

3. Rules on the Bus

- a. Immediately follow the directions of the driver.
- b. Sit in your seat facing forward.
- c. Talk quietly and use appropriate language.
- d. Keep all parts of your body inside the bus.
- e. Keep your arms, legs, and belongings to yourself.
- f. No fighting, harassment, intimidation, or horseplay.
- g. Do not throw any object.
- h. No eating, drinking, or use of alcohol, tobacco, or drugs.
- i. Do not bring any weapons or dangerous objects on the school bus.
- j. Do not damage the bus.

4. Consequences

- a. Consequences for school bus/bus stop misconduct will apply to all regular and late routes. Decisions regarding a student's ability to ride the bus in connection with cocurricular and extracurricular events (for example, field trips or competitions) will be in the sole discretion of the school district. Parents or guardians will be notified of any suspension of bus privileges.

(1) Elementary (K-6)

1st offense – warning

2nd offense – 3 school-day suspension from riding the bus

3rd offense – 5 school-day suspension from riding the bus

4th offense – 10 school-day suspension from riding the bus/meeting with parent

Further offenses – individually considered. Students may be suspended for longer periods of time, including the remainder of the school year.

(2) Secondary (7-12)

1st offense – warning

2nd offense – 5 school-day suspension from riding the bus

3rd offense – 10 school-day suspension from riding the bus

4th offense – 20 school-day suspension from riding the bus

bus/meeting with parent  
5th offense – suspended from riding the bus for the remainder of the school year

Note: When any student goes 60 transportation days without a report, the student's consequences may start over at the first offense.

(3) Other Discipline

Based on the severity of a student's conduct, more serious consequences may be imposed at any time. Depending on the nature of the offense, consequences such as suspension or expulsion from school also may result from school bus/bus stop misconduct.

(4) Records

Records of school bus/bus stop misconduct will be forwarded to the individual school building and will be retained in the same manner as other student discipline records. Reports of student misbehavior on a school bus or in a bus-loading or unloading area that are reasonably believed to cause an immediate and substantial danger to the student or surrounding persons or property shall be provided by the school district to local law enforcement and the Department of Public Safety in accordance with state and federal law.

(5) Vandalism/Bus Damage

Students damaging school buses will be responsible for the damages. Failure to pay such damages (or make arrangements to pay) within 2 weeks may result in the loss of bus privileges until damages are paid.

(6) Notice

School bus and bus stop rules and consequences for violations of these rules will be reviewed with students annually and copies of these rules will be made available to students. School bus rules are to be posted on each school bus.

(7) Criminal Conduct

In cases involving criminal conduct (for example, assault, weapons, drug possession, or vandalism), the appropriate school district personnel and local law enforcement officials will be informed.

#### **IV. PARENT AND GUARDIAN INVOLVEMENT**

A. Parent and Guardian Notification

The school district school bus and bus stop rules will be provided to each family. Parents and guardians are asked to review the rules with their children.

B. Parents/Guardians Responsibilities for Transportation Safety

Parents/Guardians are responsible to:

1. Become familiar with school district rules, policies, regulations, and the principles of school bus safety, and thoroughly review them with their children;
2. Support safe riding and walking practices, and recognize that students are responsible for their actions;
3. Communicate safety concerns to their school administrators;
4. Monitor bus stops, if possible;
5. Have their children to the bus stop 5 minutes before the bus arrives;
6. Have their children properly dressed for the weather; and
7. Have a plan in case the bus is late.

#### **V. SCHOOL BUS DRIVER DUTIES AND RESPONSIBILITIES**

- A. School bus drivers shall have a valid Class A, B, or C Minnesota driver's license with a school bus endorsement. A person possessing a valid driver's license, without a school bus endorsement, may drive a type III vehicle set forth in Sections VII.B. and VII.C., below. Drivers with a valid Class D driver's license, without a school bus endorsement, may operate a "type A-I" school bus as set forth in Section VII.D., below.
- B. The school district shall conduct mandatory drug and alcohol testing of all school district bus drivers and bus driver applicants in accordance with state and federal law and school district policy.
- C. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a commercial driver's license and who is convicted of a criminal offense, a serious traffic violation, or of violating any other state or local law relating to motor vehicle traffic control, other than a parking violation, in any type of motor vehicle in a state or jurisdiction other than Minnesota, shall notify the Minnesota Division of Driver and Vehicle Services (Division) of the conviction within 30 days of the conviction. For purposes of this paragraph, a "serious traffic violation" means a conviction of any of the following offenses:
  1. excessive speeding, involving any single offense for any speed of 15 miles per hour or more above the posted speed limit;
  2. reckless driving;
  3. improper or erratic traffic lane changes;
  4. following the vehicle ahead too closely;
  5. a violation of state or local law, relating to motor vehicle traffic control, arising in connection with a fatal accident;
  6. driving a commercial vehicle without obtaining a commercial driver's license

- or without having a commercial driver's license in the driver's possession;
7. driving a commercial vehicle without the proper class of commercial driver's license and/or endorsements for the specific vehicle group being operated or for the passengers or type of cargo being transported;
  8. a violation of a state or local law prohibiting texting while driving a commercial vehicle; and
  9. a violation of a state or local law prohibiting the use of a hand-held mobile telephone while driving a commercial vehicle.
- D. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a commercial driver's license and who is convicted of violating, in any type of motor vehicle, a Minnesota state or local law relating to motor vehicle traffic control, other than a parking violation, shall notify the person's employer of the conviction within 30 days of conviction. The notification shall be in writing and shall contain all the information set forth in Attachment A accompanying this policy.
- E. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a Minnesota commercial driver's license suspended, revoked, or cancelled by the state of Minnesota or any other state or jurisdiction and who loses the right to operate a commercial vehicle for any period or who is disqualified from operating a commercial motor vehicle for any period shall notify the person's employer of the suspension, revocation, cancellation, lost privilege, or disqualification. Such notification shall be made before the end of the business day following the day the employee received notice of the suspension, revocation, cancellation, lost privilege, or disqualification. The notification shall be in writing and shall contain all the information set forth in Attachment B accompanying this policy.
- F. A person who operates a type III vehicle and who sustains a conviction as described in Section VII.C.1.g. (i.e., driving while impaired offenses), VII.C.1.h. (i.e., felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor), or VII.C.1.i. (multiple moving violations) while employed by the entity that owns, leases, or contracts for the school bus, shall report the conviction to the person's employer within 10 days of the date of the conviction. The notification shall be in writing and shall contain all the information set forth in Attachment C accompanying this policy.

## **VI. SCHOOL BUS DRIVER TRAINING**

### **A. Training**

1. All new school bus drivers shall be provided with pre-service training, including in-vehicle (actual driving) instruction, before transporting students and shall meet the competency testing specified in the Minnesota Department of Public Safety Model School Bus Driver Training Manual. All school bus drivers shall receive in-service training annually. For purposes of this section, "annually" means at least once every 380 days from the initial or previous evaluation and at least once every 380 days from the initial or previous license verification. The school district shall retain on file an annual individual school bus driver "evaluation certification" form for each school district driver as contained in the Model School Bus Driver Training Manual.

***[Note: The Model School Bus Driver Training Manual is available online***

***through the Minnesota Department of Public Safety State Patrol web page.]***

2. All bus drivers operating a type III vehicle will be provided with annual training and certification as set forth in Section VII.C.1.b., below, by either the school district or the entity from whom such services are contracted by the school district.

B. Evaluation

School bus drivers with a Class D license will be evaluated annually and all other bus drivers will be assessed periodically for the following competencies:

1. Safely operate the type of school bus the driver will be driving;
2. Understand student behavior, including issues relating to students with disabilities;
3. Ensure orderly conduct of students on the bus and handling incidents of misconduct appropriately;
4. Know and understand relevant laws, rules of the road, and local school bus safety policies;
5. Handle emergency situations; and
6. Safely load and unload students.

The evaluation must include completion of an individual "school bus driver evaluation form" (road test evaluation) as contained in the Model School Bus Driver Training Manual.

***[Note: The school district may use alternative assessments rather than those set forth in the Model School Bus Driver Training Manual for bus driver training competencies with the approval of the Commissioner of Public Safety. A driver also may receive at least 8 hours of school bus in-service training in any year as an alternative to being assessed for bus driver competencies after the initial year of being assessed for bus driver competencies.]***

## **VII. OPERATING RULES AND PROCEDURES**

A. General Operating Rules

1. School buses shall be operated in accordance with state traffic and school bus safety laws and the procedures contained in the Minnesota Department of Public Safety Model School Bus Driver Training Manual.

***[Note: The Model School Bus Driver Training Manual is available online through the Minnesota Department of Public Safety State Patrol web page.]***

2. Only students assigned to the school bus by the school district shall be transported. The number of students or other authorized passengers transported in a school bus shall not be more than the legal capacity for the bus. No person shall be allowed to stand when the bus is in motion.
3. The parent/guardian may designate, pursuant to school district policy, a day care facility, respite care facility, the residence of a relative, or the residence of a person chosen by the parent or guardian as the address of the student for transportation purposes. The address must be in the attendance area of the



assigned school and meet all other eligibility requirements.

4. Bus drivers must minimize, to the extent practical, the idling of school bus engines and exposure of children to diesel exhaust fumes.
5. To the extent practical, the school district will designate school bus loading/unloading zones at a sufficient distance from school air-intake systems to avoid diesel fumes from being drawn into the systems.

***[Note: A school district is not required to comply with Section VII.A.5. if the school board determines that alternative locations block traffic, impair student safety, or are not cost effective.]***

6. A bus driver may not operate a school bus while communicating over, or otherwise operating, a cellular phone for personal reasons, whether hand-held or hands free, when the vehicle is in motion or a part of traffic. For purposes of this paragraph, "school bus" has the meaning given in Minnesota Statutes, section 169.011, subdivision 71. In addition, "school bus" also includes type III vehicles when driven by employees or agents of the school district. "Cellular phone" means a cellular, analog, wireless, or digital telephone capable of sending or receiving telephone or text messages without an access line for service.

B. Type III Vehicles

1. Type III vehicles are restricted to passenger cars, station wagons, vans, and buses having a maximum manufacturer's rated seating capacity of 10 or fewer people including the driver and a gross vehicle weight rating of 10,000 pounds or less. A van or bus converted to a seating capacity of 10 or fewer and placed in service on or after August 1, 1999, must have been originally manufactured to comply with the passenger safety standards.
2. Type III vehicles must be painted a color other than national school bus yellow.
3. Type III vehicles shall be state inspected in accordance with legal requirements.
4. ~~A Type III vehicle cannot be older than 12 years old unless excepted by state and federal law.~~  
Vehicles model year 2007 or older must not be used as type III vehicles to transport school children, except those vehicles that are manufactured to meet the structural requirements of federal motor vehicle safety standard 222, Code of Federal Regulations, title 49, part 571.
5. If a type III vehicle is school district owned, the school district name will be clearly marked on the side of the vehicle. The type III vehicle must not have the words "school bus" in any location on the exterior of the vehicle or in any interior location visible to a motorist.
6. A "type III vehicle" must not be outwardly equipped and identified as a type A, B, C, or D bus.
7. Eight-lamp warning systems and stop arms must not be installed or used on type III vehicles.

8. Type III vehicles must be equipped with mirrors as required by law.
9. Any type III vehicle may not stop traffic and may not load or unload before making a complete stop and disengaging gears by shifting into neutral or park. Any type III vehicle used to transport students must not load or unload so that a student has to cross the road, except where not possible or impractical, then the driver or assistant must escort a student across the road. If the driver escorts the student across the road, then the motor must be stopped, the ignition key removed, the brakes set, and the vehicle otherwise rendered immobile.
10. Any type III vehicle used to transport students must carry emergency equipment including:
  - a. Fire extinguisher. A minimum of one 10BC rated dry chemical type fire extinguisher is required. The extinguisher must be mounted in a bracket and must be located in the driver's compartment and be readily accessible to the driver and passengers. A pressure indicator is required and must be easily read without removing the extinguisher from its mounted position.
  - b. First aid kit and body fluids cleanup kit. A minimum of a 10-unit first aid kit and a body fluids cleanup kit is required. They must be contained in removable, moisture- and dust-proof containers mounted in an accessible place within the driver's compartment and must be marked to indicate their identity and location.
  - c. Passenger cars and station wagons may carry a fire extinguisher, a first aid kit, and warning triangles in the trunk or trunk area of the vehicle if a label in the driver and front passenger area clearly indicates the location of these items.
11. Students will not be regularly transported in private vehicles that are not state inspected as type III vehicles. Only emergency, unscheduled transportation may be conducted in vehicles with a seating capacity of 10 or fewer without meeting the requirements for a type III vehicle. Also, parents may use a private vehicle to transport their own children under a contract with the district. The school district has no system of inspection for private vehicles.
12. All drivers of type III vehicles will be licensed drivers and will be familiar with the use of required emergency equipment. The school district will not knowingly allow a person to operate a type III vehicle if the person has been convicted of an offense that disqualifies the person from operating a school bus.
13. Type III vehicles will be equipped with child passenger restraints, and child passenger restraints will be utilized to the extent required by law.

C. Type III Vehicle Driven by Employees with a Driver's License Without a School Bus Endorsement

1. The holder of a Class A, B, C, or D driver's license, without a school bus endorsement, may operate a type III vehicle, described above, under the following conditions:
  - a. The operator is an employee of the entity that owns, leases, or

contracts for the school bus, which may include the school district.

- b. The operator's employer, which may include the school district, has adopted and implemented a policy that provides for annual training and certification of the operator in:
  - (1) safe operation of a type III vehicle;
  - (2) understanding student behavior, including issues relating to students with disabilities;
  - (3) encouraging orderly conduct of students on the bus and handling incidents of misconduct appropriately;
  - (4) knowing and understanding relevant laws, rules of the road, and local school bus safety policies;
  - (5) handling emergency situations;
  - (6) proper use of seat belts and child safety restraints;
  - (7) performance of pretrip vehicle inspections;
  - (8) safe loading and unloading of students, including, but not limited to:
    - (a) utilizing a safe location for loading and unloading students at the curb, on the nontraffic side of the roadway, or at off-street loading areas, driveways, yards, and other areas to enable the student to avoid hazardous conditions;
    - (b) refraining from loading and unloading students in a vehicular traffic lane, on the shoulder, in a designated turn lane, or a lane adjacent to a designated turn lane;
    - (c) avoiding a loading or unloading location that would require a student to cross a road, or ensuring that the driver or an aide personally escort the student across the road if it is not reasonably feasible to avoid such a location;
    - (d) placing the type III vehicle in "park" during loading and unloading;
    - (e) escorting a student across the road under clause (c) only after the motor is stopped, the ignition key is removed, the brakes are set, and the vehicle is otherwise rendered immobile; and
  - (9) compliance with paragraph V.F. concerning reporting convictions to the employer within 10 days of the date of conviction.
- c. A background check or background investigation of the operator has been conducted that meets the requirements under Minnesota Statutes, section 122A.18, subdivision 8, or Minnesota Statutes, section 123B.03

for school district employees; Minnesota Statutes, section 144.057 or Minnesota Statutes, chapter 245C for day care employees; or Minnesota Statutes, section 171.321, subdivision 3, for all other persons operating a type III vehicle under this section.

- d. Operators shall submit to a physical examination as required by Minnesota Statutes, section 171.321, subdivision 2.
  - e. The operator's employer requires preemployment drug testing of applicants for operator positions. Current operators must comply with the employer's policy under Minnesota Statutes, section 181.951, subdivisions 2, 4, and 5. Notwithstanding any law to the contrary, the operator's employer may use a breathalyzer or similar device to fulfill random alcohol testing requirements.
  - f. The operator's driver's license is verified annually by the entity that owns, leases, or contracts for the type III vehicle as required by Minnesota Statutes section 171.321, subdivision 5.
  - g. A person who sustains a conviction, as defined under Minnesota Statutes, 609.02, of violating Minnesota Statutes, section 169A.25, 169A.26, 169A.27 (driving while impaired offenses), or 169A.31 (alcohol-related school bus driver offenses), or whose driver's license is revoked under Minnesota Statutes, sections 169A.50 to 169A.53 of the implied consent law, or who is convicted of violating or whose driver's license is revoked under a similar statute or ordinance of another state, is precluded from operating a type III vehicle for 5 years from the date of conviction.
  - h. A person who has ever been convicted of a disqualifying offense as defined in Minnesota Statutes, section 171.3215, subdivision 1(c), (i.e., felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor) may not operate a type III vehicle.
  - i. A person who sustains a conviction, as defined under Minnesota Statutes, section 609.02, of a moving offense in violation of Minnesota Statutes, chapter 169 within 3 years of the first of 3 other moving offenses is precluded from operating a type III vehicle for 1 year from the date of the last conviction.
  - j. Students riding the type III vehicle must have training required under Minnesota Statutes, section 123B.90, Subd. 2 (See Section II.B., above).
  - k. Documentation of meeting the requirements listed in this section must be maintained under separate file at the business location for each type III vehicle operator. The school district or any other entity that owns, leases, or contracts for the type III vehicle operating under this section is responsible for maintaining these files for inspection.
2. The Type III vehicle must bear a current certificate of inspection issued under Minnesota Statutes, section 169.451.

3. An employee of the school district who is not employed for the sole purpose of operating a type III vehicle may, in the discretion of the school district, be exempt from paragraphs VII.C.1.d. (physical examination) and VII.C.1.e. (drug testing), above.

D. Type A-I "Activity" Buses Driven by Employees with a Driver's License Without a School Bus Endorsement

1. The holder of a Class D driver's license, without a school bus endorsement, may operate a type A-I school bus or a Multifunction School Activity Bus (MFSAB) under the following conditions:
  - a. The operator is an employee of the school district or an independent contractor with whom the school district contracts for the school bus and is not solely hired to provide transportation services under this paragraph.
  - b. The operator drives the school bus only from points of origin to points of destination, not including home-to-school trips to pick up or drop off students.
  - c. The operator is prohibited from using the 8-light system if the vehicle is so equipped.
  - d. The operator has submitted to a background check and physical examination as required by Minnesota Statutes, section 171.321, subdivision 2.
  - e. The operator has a valid driver's license and has not sustained a conviction of a disqualifying offense as set forth in Minnesota Statutes, section 171.02, subdivisions 2a(h) - 2a(j).
  - f. The operator has been trained in the proper use of child safety restraints as set forth in the National Highway Traffic Safety Administration's "Guideline for the Safe Transportation of Pre-school Age Children in School Buses," if child safety restraints are used by passengers, in addition to the training required in Section VI., above.
  - g. The bus has a gross vehicle weight rating of 14,500 pounds or less and is designed to transport 15 or fewer passengers, including the driver.
2. The school district shall maintain annual certification of the requirements listed in this section for each Class D license operator.
3. A school bus operated under this section must bear a current certificate of inspection.
4. The word "School" on the front and rear of the bus must be covered by a sign that reads "Activities" when the bus is being operated under authority of this section.

### **VIII. SCHOOL DISTRICT EMERGENCY PROCEDURES**

- A. If possible, school bus drivers or their supervisors shall call "911" or the local emergency phone number in the event of a serious emergency.

- B. School bus drivers shall meet the emergency training requirements contained in Unit III "Crash & Emergency Preparedness" of the Minnesota Department of Public Safety Model School Bus Driver Training Manual. This includes procedures in the event of a crash (accident).

***[Note: The Model School Bus Driver Training Manual is available online through the Minnesota Department of Public Safety State Patrol web page.]***

- C. School bus drivers and bus assistants for special education students requiring special transportation service because of their handicapping condition shall be trained in basic first aid procedures, shall within one (1) month after the effective date of assignment participate in a program of in-service training on the proper methods for dealing with the specific needs and problems of students with disabilities, assist students with disabilities on and off the bus when necessary for their safe ingress and egress from the bus; and ensure that protective safety devices are in use and fastened properly.
- D. Emergency Health Information shall be maintained on the school bus for students requiring special transportation service because of their handicapping condition. The information shall state:
1. the student's name and address;
  2. the nature of the student's disabilities;
  3. emergency health care information; and
  4. the names and telephone numbers of the student's physician, parents, guardians, or custodians, and some person other than the student's parents or custodians who can be contacted in case of an emergency.

#### **IX. SCHOOL DISTRICT VEHICLE MAINTENANCE STANDARDS**

- A. All school vehicles shall be maintained in safe operating conditions through a systematic preventive maintenance and inspection program adopted or approved by the school district.
- B. All school vehicles shall be state inspected in accordance with legal requirements.
- C. A copy of the current daily pre-trip inspection report must be carried in the bus. Daily pre-trip inspections shall be maintained on file in accordance with the school district's record retention schedule. Prompt reports of defects to be immediately corrected will be submitted.
- D. Daily post-trip inspections shall be performed to check for any children or lost items remaining on the bus and for vandalism.

#### **X. SCHOOL TRANSPORTATION SAFETY DIRECTOR**

The school board has designated an individual to serve as the school district's school transportation safety director. The school transportation safety director shall have day-to-day responsibility for student transportation safety, including transportation of nonpublic school children when provided by the school district. The school transportation safety director will assure that this policy is periodically reviewed to ensure that it conforms to law. The school transportation safety director shall certify annually to the school board that each school bus driver meets the school bus driver training competencies required Minnesota Statutes, section

171.321, subdivision 4. The transportation safety director also shall annually verify or ensure that the private contractor utilized by the school has verified the validity of the driver's license of each employee who regularly transports students for the school district in a type A, B, C, or D school bus, type III vehicle, or MFSAB with the National Driver Register or the Department of Public Safety. Upon request of the school district superintendent or the superintendent of the school district where nonpublic students are transported, the school transportation safety director also shall certify to the superintendent that students have received school bus safety training in accordance with state law. The name, address and telephone number of the school transportation safety director are on file in the school district office. Any questions regarding student transportation or this policy may be addressed to the school transportation safety director.

## **XI. STUDENT TRANSPORTATION SAFETY COMMITTEE**

The school board may establish a student transportation safety committee. The chair of the student transportation safety committee is the school district's school transportation safety director. The school board shall appoint the other members of the student transportation safety committee. Membership may include parents, school bus drivers, representatives of school bus companies, local law enforcement officials, other school district staff, and representatives from other units of local government.

**Legal References:** Minn. Stat. § 122A.18, Subd. 8 (Board to Issue Licenses)  
Minn. Stat. § 123B.03 (Background Check)  
Minn. Stat. § 123B.42 (Textbooks; Individual Instruction or Cooperative Learning Material; Standard Tests)  
Minn. Stat. § 123B.88 (Independent School Districts; Transportation)  
Minn. Stat. § 123B.885 (Diesel School Buses; Operation of Engine; Parking)  
Minn. Stat. § 123B.90 (School Bus Safety Training)  
Minn. Stat. § 123B.91 (School District Bus Safety Responsibilities)  
Minn. Stat. § 123B.935 (Active Transportation Safety Training)  
Minn. Stat. § 144.057 (Background Studies on Licensees and Other Personnel)  
Minn. Stat. Ch. 169 (Traffic Regulations)  
Minn. Stat. § 169.011, Subds. 15, 16, and 71 (Definitions)  
Minn. Stat. § 169.02 (Scope)  
Minn. Stat. § 169.443 (Safety of School Children; Bus Driver's Duties)  
Minn. Stat. § 169.446, Subd. 2 (Safety of School Children; Training and Education Rules)  
Minn. Stat. § 169.451 (Inspecting School and Head Start Buses; Rules; Misdemeanor)  
Minn. Stat. § 169.454 (Type III Vehicle Standards)  
Minn. Stat. § 169.4582 (Reportable Offense on School Buses) Minn. Stat. §§ 169A.25-169A.27 (Driving While Impaired)  
Minn. Stat. § 169A.31 (Alcohol-Related School Bus or Head Start Bus Driving)  
Minn. Stat. §§ 169A.50-169A.53 (Implied Consent Law)  
Minn. Stat. § 171.02, Subds. 2, 2a, and 2b (Licenses; Types, Endorsements, Restrictions)  
Minn. Stat. § 171.168 (Notice of Violation by Commercial Driver)  
Minn. Stat. § 171.169 (Notice of Commercial License Suspension)  
Minn. Stat. § 171.321 (Qualifications of School Bus and Type III Vehicle Drivers)  
Minn. Stat. § 171.3215, Subd. 1(c) (Canceling Bus Endorsement for Certain Offenses)  
Minn. Stat. § 181.951 (Authorized Drug and Alcohol Testing)  
Minn. Stat. Ch. 245C (Human Services Background Studies)  
Minn. Stat. § 609.02 (Definitions)  
Minn. Rules Parts 7470.1000-7470.1700 (School Bus Inspection)  
49 C.F.R. Part 383 (Commercial Driver's License Standards; Requirements and

Penalties)

49 C.F.R. § 383.31 (Notification of Convictions for Driver Violations)

49 C.F.R. § 383.33 (Notification of Driver's License Suspensions)

49 C.F.R. § 383.5 (Transportation Definitions)

49 C.F.R. § 383.51 (Disqualification of Drivers)

[49 C.F.R. Part 571 \(Federal Motor Vehicle Safety Standards\)](#)

***Cross References:***

MSBA/MASA Model Policy 416 (Drug and Alcohol Testing)

MSBA/MASA Model Policy 506 (Student Discipline)

MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)

MSBA/MASA Model Policy 707 (Transportation of Public Students)

MSBA/MASA Model Policy 708 (Transportation of Nonpublic Students)

MSBA/MASA Model Policy 710 (Extracurricular Transportation)



## **Model Policy 806: Crisis Management Plan**

### **FOR ASSISTANCE IN DRAFTING A CRISIS MANAGEMENT PLAN**

Resources are available to assist school districts in drafting a Crisis Management Policy and/or building-specific crisis management plans. Please contact any of the organizations listed below for assistance:

**A. Minnesota Department of Public Safety School Safety Center**

*HSEM Comprehensive School Safety Guide*

<https://dps.mn.gov/divisions/hsem/mn-school-safety-center/Documents/2011%20Comprehensive%20School%20Safety%20Guide.Jan%202014%20Appendix%20update.pdf>

Division of Homeland Security and Emergency Management  
444 Minnesota Street, Suite 223  
St. Paul, MN 55101  
651-201-7400  
<https://dps.mn.gov/Pages/default.aspx>

**B. Minnesota Department of Education**

Division of Special Education Compliance and Assistance  
1500 Highway 36 West  
Roseville, MN 55113-4266  
651-582-8710  
[www.education.state.mn.us](http://www.education.state.mn.us) email: [mde.compliance-assistance@state.mn.us](mailto:mde.compliance-assistance@state.mn.us)

**C. Minnesota Department of Public Safety State Fire Marshal Division**

444 Minnesota Street, Suite 145  
St. Paul, MN 55101-5145  
651-201-7200  
<https://dps.mn.gov/divisions/sfm/Pages/default.aspx>

**D. Minnesota School Boards Association**

1900 West Jefferson Avenue  
St. Peter, MN 56082-3015  
800-324-4459  
507-934-2450  
[www.mnmsba.org](http://www.mnmsba.org)

**OTHER RESOURCES/PUBLICATIONS:**

U.S. Department of Education  
Readiness and Emergency Management (REMS) Technical Assistance Center  
<https://rems.ed.gov>

Ready.gov: <https://www.ready.gov/>  
ReadyKids.gov: <https://www.ready.gov/kids>

Practical Information on Crisis Planning <https://www2.ed.gov/admins/lead/safety/crisisplanning.html>

CISA: What to Do – Bomb Threat <https://www.cisa.gov/what-to-do-bomb-threat>

National School Safety and Security Services  
[www.schoolsecurity.org/resources/security-equipment.html](http://www.schoolsecurity.org/resources/security-equipment.html)

Your local emergency response agencies (law enforcement, fire, emergency management) can also assess your building and situation, suggest changes, and assist in drafting building-specific crisis management/emergency plans.

## FIRE

### **In the event of a fire, smoke from a fire or detection of a gas odor:**

- Pull fire alarm and notify building occupants by means of  

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- Evacuate students and staff to the designated areas.
  - These areas should be a safe distance away from emergency personnel.
  - Be aware of the arrival of emergency responders. See map of evacuation routes and assembly areas located  

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(or included in this manual on next page)
- Follow primary fire drill route whenever possible. Follow alternate route if primary route is blocked or dangerous. See map, located  

---
- (or included in this manual on next page)

  - Teachers take class roster.
  - Teachers take attendance after evacuation.
  - Teachers report missing students to building administrator immediately.
- If trapped by fire, go to **Shelter-in-Place Procedures**.

### **Building administrator:**

- Building administrator notifies fire department (call **911**) and superintendent.
- Building administrator or designee meets with emergency officials as soon as possible.
- After consulting with appropriate official, building administrator may move students to primary relocation center at \_\_\_\_\_ if weather is inclement or building is damaged.
- **Do not** reenter buildings until they are declared safe by fire or law enforcement personnel.
- Building administrator notifies staff and students of termination of emergency.

*Fire drills should be held at varied times during the school day.*

*Practice both primary and alternate routes.*

*Extra staffing is necessary for students with special medical or physical needs.*

## HAZARDOUS MATERIALS

### **Incident occurs in school:**

- Notify building administrator/office.
- Call **911**. If the type and/or location of hazardous material is known, report that information to 911.
- Evacuate to an upwind location, taking class roster. Teachers take attendance after evacuation.
- Seal off area of leak/spill. Close doors.
- Fire officer in charge will determine additional shelter-in-place or evacuation actions.
- Shut off heating, cooling, and ventilation systems in contaminated area to reduce the spread of contamination.
- Building administrator notifies superintendent.
- Notify parents/guardians if students are evacuated, according to district policy and/or guidance.
- Resume normal operations when fire officials approve.

### **Incident occurs near school property:**

- Fire or law enforcement will notify school officials.
- Consider closing outside air intake, evacuating students to a safe area, or sheltering students inside the building until emergency passes or relocation is necessary.
- Fire officer in charge of scene will instruct school officials on the need for sheltering or evacuation.
- Follow procedures for sheltering or evacuation.
- If evacuating, teachers take class rosters and take attendance after evacuation.
- If evacuation is not ordered, be aware of and remain alert for any change in health conditions of students and staff, especially respiratory problems. Seek medical attention if necessary.
- Notify parents/guardians if students are evacuated, according to district policy and/or guidance.
- Resume normal operations when fire officials approve.

*Extra staffing is necessary for students with special medical and/or physical needs.*

**SEVERE WEATHER  
TORNADO/SEVERE THUNDERSTORM/FLOODING**

**Tornado/severe thunderstorm WATCH has been issued in an area near school:**

- Monitor NOAA Weather Radio All Hazards (National Weather Service) or emergency alert radio stations.
- Bring all persons inside building(s).
- Close windows.
- Review tornado drill procedures and location of safe areas.

*Tornado safe areas are interior hallways or rooms away from exterior walls and windows and away from large rooms with long-span ceilings.*

- Review “drop and tuck” procedures with students.

**Tornado/severe thunderstorm WARNING has been issued in an area near school, or a tornado has been spotted near school:**

- Move students and staff to safe areas.
- Close classroom doors.
- Teachers take class rosters.
- Ensure that students are in “tuck” positions.
- Teachers take attendance.
- Remain in safe area until warning expires or emergency personnel have issued an all-clear signal.

*Post diagrams in each classroom showing routes to areas. Attach a building diagram showing safe areas.*

**Flooding:**

- Monitor NOAA Weather Radio All Hazards and emergency alert radio stations. Stay in contact with emergency management officials.
- Review evacuation procedures with staff.
- Check relocation centers. Find an alternate relocation center if primary and secondary centers would also be flooded.
- Check transportation resources.
- If district officials and emergency responders advise evacuation, do so immediately.
- Teachers take class rosters.
- Teachers take attendance.
- Notify parents/guardians according to district policy.

*Refer to Severe Weather Awareness Week postings at <https://dps.mn.gov/divisions/hsem/weather-awareness-preparedness/Pages/severe-weather-awareness-week-program.aspx> for further*

*information on severe weather safety.*

## **MEDICAL EMERGENCY**

### **Life-threatening injury or illness, or death:**

- Notify office staff/building administrator to make emergency calls. If unable to reach office immediately, call **911**. **Work as a team.**
- Give full attention to the victim(s).
- Do not attempt to move a person who is ill or injured unless he/she is in immediate danger of further injury.
- If possible, isolate the affected student/staff member. Disperse onlookers and keep others from congregating in the area.
- Check breathing. Is the airway clear? Is the victim in a position to facilitate breathing?
- Help stop bleeding.
  - Applying pressure on wound or elevating wound may help stop or slow bleeding.
  - Protect yourself from body fluids. Use gloves if available.
- Check for vital signs. Initiate first aid, if you are trained.
- Comfort the victim(s) and offer reassurance that medical attention is on the way.
- After immediate medical needs have been cared for, remain to assist emergency medical services personnel with pertinent information about the incident.

### **Non-life-threatening injury or illness:**

- For all non-life-threatening illnesses and injuries, call the office/nurse.

### **Administrator:**

- In case of traumatic medical emergency or death at school:
  - Notify superintendent.
  - Notify victim's parents, guardians, or family.
  - Activate post-crisis procedures, if necessary.
- In all other medical emergencies, assess individual's need for post-crisis intervention.

## **FIGHT/DISTURBANCE**

- Ensure the safety of students and staff first.
- Notify building administrator/security/law enforcement. **Work as a team**, especially when separating participants.
- Don't let a crowd incite participants. Disperse onlookers and keep others from congregating in the area.
- When participants are separated, do not allow further visual or verbal contact.
- Document all activities witnessed by staff.
- Deal with event according to school's discipline policy.
- Building administrator notifies parents/guardians of students involved in fight. Superintendent and police may be notified as necessary, or as indicated by school policy.
- Assess counseling needs of participants and witnesses. Implement post-crisis procedures as needed.

*For fights or disturbances that elevate to possible assault level, refer to **Assault** guidance.*



## ASSAULT

- Ensure the safety of students and staff first.
- Notify building administrator. **Work as a team.**
- Notify law enforcement if circumstances lead you to believe that criminal activity is involved, e.g., if a weapon is used, if there has been a sexual assault or there is a physical injury that causes substantial pain.
- Seal off area to preserve evidence and disperse onlookers.
- If victim requires medical attention, follow **Medical Emergency** procedures.
- **Do not leave the victim alone.**
- Notify parents/guardians and superintendent per district policy.
- Document all activities witnessed by staff.
- Assess counseling needs and implement post-crisis procedures as needed.

## INTRUDER

### **Intruder – an unauthorized person who enters school property:**

*Minn. Stat. § 609.605, Subd. 4, gives a school building administrator authority to have persons removed from school property as trespassers if they are not authorized to be there.*

- Politely greet intruder and identify yourself.
  - Consider asking another staff person to accompany you before approaching intruder.
- Inform intruder that all visitors must register at the main office.
  - Ask intruder the purpose of his/her visit. If possible, attempt to identify the individual and/or vehicle.
- If intruder's purpose is not legitimate, ask him/her to leave. Accompany intruder to exit.
- Notify building administrator or law enforcement.

### **If intruder refuses to leave:**

- Notify building administrator and law enforcement if intruder refuses to leave. Give law enforcement full description of intruder.
- Back away from intruder if he/she indicates a potential for violence. Allow an avenue of escape. To the extent possible, maintain visual contact.
  - Be aware of intruder's actions at this time (where he/she is located in school building, whether he/she is carrying a weapon or package, etc.).
  - Maintaining visual contact and knowing the location of the intruder is less disruptive than doing a building-wide search later.

*Should the situation escalate quickly, the building administrator may decide at any time to initiate lockdown procedures.*

**Note:** To assist staff members who interact with a stranger at school, use the "I CAN" rule.

***Intercept***

***Contact***

***Ask***

***Notify***

## **WEAPONS**

### **Staff or students who are aware of a weapon brought to school:**

- Immediately notify building administrator, teacher or law enforcement.
  - Give the following information:
    - Name of person suspected of bringing the weapon.
    - Location of the weapon.
    - Whether the suspect has threatened anyone.
    - Any other details that may prevent the suspect from hurting someone or himself/herself.
- Teachers who suspect that a weapon is in the classroom: STAY CALM.
  - Do not call attention to the weapon.
  - Notify the building administrator, the school resource officer or a neighboring teacher as soon as possible.
  - Teacher should not leave the classroom.

### **Building administrator:**

- Call law enforcement to report that a weapon is suspected in school.
- Ask another administrator or a law enforcement officer to participate in questioning the suspected student or staff member.
  - Consider the best time and place to approach the person, taking into account these factors if possible:
    - Need for assistance from law enforcement.
    - Type of weapon.
    - Safety of persons in the area.
    - State of mind of the suspected person.
    - Accessibility of the weapon.
- Separate student/staff member from weapon, if possible.
- If the suspect threatens you with the weapon, DO NOT try to disarm him/her. Back away with your hands up. STAY CALM.
- Follow district procedures if you need to conduct a weapons search.
- Document all activities related to a weapons incident according to reporting requirements of the district and Minnesota Statutes.
- If the suspect is a student, notify parent(s)/guardian(s) according to district policy.

## SHOOTING

### **If a person displays a firearm or begins shooting:**

- Move to or seek safe shelter. Go to lockdown procedures.
- Notify building administrator/law enforcement.
- Call **911**.

### **If you hear gunshots:**

- If possible, determine where shooting is taking place.
- Seek safe shelter.
  - If outside, stay as low to the ground as possible, and find any kind of cover.
  - If inside, go to lockdown procedures.
- Teachers take attendance and notify the building administrator of missing students or staff as soon as it is safe to do so.

### **Building administrator/school resource officer/security/law enforcement:**

- Building administrator may order lockdown procedures.
- Assess the situation as to:
  - The shooter's location.
  - Injuries.
  - Potential for additional shooting.
- Call **911** and give as much detail as possible about the situation.
- Secure the school, if appropriate.
- Help students and staff find safe shelter.
- Care for the injured *if it is safe to do so* until emergency responders arrive. Do not add to the victim list by exposing yourself to danger.
- Notify superintendent's office.
- Refer media to district spokesperson per media procedures.
- Initiate post-crisis procedures.

*Work with local law enforcement to identify their response methods and capabilities. Provide them with updated building diagrams.*

## **HOSTAGE**

### **Witness to a hostage situation:**

#### **If the hostage-taker is unaware of your presence, DO NOT INTERVENE!**

- Notify building administrator. Building administrator may wish to initiate lockdown procedures or evacuation.
- Call **911**. Give dispatcher details of situation.
- Seal off area near hostage scene.
- Police will take control of hostage scene; building administrator coordinates with police for safety and welfare of students and staff.
- Document all activities.

#### **If taken hostage:**

- Cooperate with hostage-taker to the fullest extent possible.
- Try not to panic. Calm students if they are present.
- Treat the hostage-taker as normally as possible.
- Be respectful to the hostage-taker.
- Ask permission to speak; do not argue or make suggestions.

## BOMB THREAT

### Critical information:

- Schools are responsible for assessing bomb threats to determine credibility.
- All bomb threats must be taken seriously until they are assessed.
- The decision whether or not to evacuate rests with the **school**, not the responding agencies, unless a device is located.

### Procedures upon receiving a bomb threat:

By phone call

- Complete the *Checklist for Telephone Threats*.

By written note

- Preserve evidence.
- Place note in plastic bag, if available.
- Photograph words written on walls.
- Notify building administrator or designee.
- Notify law enforcement.
- Building administrator orders evacuation or other actions according to threat assessment and school policy.

*Caution: Overreacting may encourage additional threats.*

### Scanning process considerations:

- Scan classrooms and common areas for suspicious items. Scans should be made by people who are familiar with the building. Assign staff to certain areas of the building. Keep in mind that a bomb could be placed *anywhere* on school property – inside or outside.
- Any suspicious devices, packages, etc., should be pointed out to emergency responders. **Do not touch.**
- Once a device is located, emergency responders take responsibility for it.

### Evacuation considerations:

- If a decision is made to evacuate, notify staff via phone system, hardwired PA system or by messenger. **Do not use cell phones, radios or fire alarm system** because of risk of activating a device.
- While notification is being made, other staff should survey the grounds to clear exits and areas where students and staff will be going. Exit routes should be altered accordingly if the location of the device is known.
- When evacuating, leave everything as-is. Leave room doors unlocked. Teachers take class roster.

*Bomb squads generally will **not** search a building unless a suspicious package has been located.*

## CHEMICAL OR BIOLOGICAL THREAT

If a telephone threat references a chemical or biological device or package, complete the *Checklist for Telephone Threats* procedures and refer to safety procedures in *Bomb Threat* and *Hazardous Materials* sections.

**This page addresses receiving, by mail or delivery service, a suspicious letter or package that might be a chemical or biological threat.**

### **When sorting mail or receiving delivered packages:**

- Look for characteristics that make you suspicious of the content.
  - excessive postage, excessive weight
  - misspellings of common words
  - oily stains, discolorations, odor
  - no return address or showing a city or state in the postmark that does not match the return address
  - package not anticipated by someone in the school or not sent by a known school vendor

### **If a letter/package is opened and contains a written threat by no suspicious substance:**

- Notify building administrator and law enforcement.
- Limit access to the area in which the letter/package was opened to minimize the number of people who might directly handle it. It is considered criminal evidence.
- Ask the person who discovered/opened the letter or package to place it into another container, such as a plastic bag.
- Turn the letter/package over to law enforcement. Document all activities.

### **If a letter or package is opened and contains some type of suspicious substance:**

- Notify building administrator and law enforcement.
- Isolate the people who have been exposed to the substance. The goal here is to prevent/minimize spreading contamination.
- Limit access to the area in which the letter/package was opened.
- Ask the person who discovered/opened the letter/package to place it into another container, such as a clear plastic zip-lock bag. Handle with gloves if possible.
- Emergency officials will determine the need for decontamination of the area and the people exposed to the substance.

### **Building administrator:**

- Building administrator and emergency officials determine whether evacuation is necessary.
- Building administrator notifies superintendent. Notification is made to parents/guardians, according to district policies.
- Implement post-crisis procedures as necessary.

*Consider having gloves and zip-lock bags available at mail sorting areas.*

## CHECKLIST FOR TELEPHONE THREATS

**If you receive a telephone threat (bomb/chemical/other):**

- **Remain calm**
- **Do not hang up. Keep the caller on the line as long as possible and listen carefully.**

**Ask the following questions:**

- Where is the bomb/chemical or other hazard?
- When will it explode/be activated?
- What does it look like?
- What kind of bomb/hazard is it?
- What will cause it to explode/activate?
- What is your name?
- Did you place the bomb/hazard? WHY?
- Where are you?

Exact wording of the threat: \_\_\_\_\_

If voice is familiar, who did it sound like? \_\_\_\_\_

**Caller ID information:**

|      |        |       |          |     |
|------|--------|-------|----------|-----|
| male | female | adult | juvenile | age |
|------|--------|-------|----------|-----|

**Call origin:**

|       |               |          |            |
|-------|---------------|----------|------------|
| local | long distance | internal | cell phone |
|-------|---------------|----------|------------|

**Caller's voice: Note pattern of speech, type of voice, tone. Check all that apply.**

|         |          |            |                |        |          |
|---------|----------|------------|----------------|--------|----------|
| Calm    | Excited  | Loud       | Soft           | Deep   | Nasal    |
| Raspy   | Distinct | Slurred    | Normal         | Crying | Laughter |
| Slow    | Rapid    | Disguised  | Accent         | Lisp   | Stutter  |
| Drunken | Familiar | Incoherent | Deep breathing |        |          |

**Background sounds: Check all that apply.**

|        |              |               |        |                  |       |
|--------|--------------|---------------|--------|------------------|-------|
| Voices | Airplanes    | Street noises | Trains | Quiet            | Bells |
| Clear  | Static       | Animals       | Party  | Vehicles         |       |
| Horns  | House noises | PA system     | Music  | Factory machines |       |
| Motor  | Phone booth  | Other:        |        |                  |       |

**Threat language: Check all that apply.**

|                           |      |       |            |            |                             |
|---------------------------|------|-------|------------|------------|-----------------------------|
| Well-spoken<br>(educated) | Foul | Taped | Incoherent | Irrational | Message read<br>from script |
|---------------------------|------|-------|------------|------------|-----------------------------|

Did caller indicate knowledge of the building? Give specifics: \_\_\_\_\_

Person receiving call: \_\_\_\_\_ Phone number where call received: \_\_\_\_\_

**LEAVE YOUR PHONE OFF THE HOOK. DO NOT HANG UP AFTER CALLER HANGS UP.**



## DEMONSTRATION

### **If demonstrators are near but not on school property:**

- Building administrator notifies staff and superintendent's office.
- Monitor situation. Notify law enforcement if necessary.

### **If demonstrators are on school property:**

- Ensure safety of students and staff, particularly safe entry into and exit from the building.
- Building administrator notifies staff and superintendent's office.
- Building administrator asks demonstrators to leave school property. Warn them that they are violating the state trespass statute. Notify law enforcement if necessary.
  - *If demonstrators leave*, continue to monitor the situation.
  - *If demonstrators do not leave*, notify law enforcement. Building administrator may initiate "lockdown with warning." **(See Lockdown Procedures)**

## **SUICIDE**

### **Suicide threat:**

- Consider any student reference to suicide as serious.
- Do not leave the student alone.
- Notify the school counselor, social worker, psychologist, or building administrator immediately.
- Stay with the student until suicide intervention staff arrives.
- Do not allow the student to leave school without parent, guardian, or other appropriate adult supervision.

### **Suicide attempt in school:**

- Notify building administrator, school nurse, or other appropriate professional staff.
- Call **911** if the person needs medical attention, has a weapon, needs to be restrained, or parent/guardian cannot be reached.
- Try to calm the suicidal person.
- Stay with the suicidal person until suicide intervention staff arrives.
- Isolate the suicidal person or the area, if possible.
- Initiate first aid.
- Do not allow the student to leave school without parent, guardian, or other appropriate adult supervision.

### **Building administrator:**

- Call parent(s) or guardian(s) if the suicidal person is a student.
- Call family or emergency contact if suicidal person is a staff member.
- Notify superintendent or appropriate district level administrator.
- Work with district public information officer.
- Implement post-crisis procedures.

## LOCKDOWN PROCEDURES

**One means of securing the school is to implement lockdown procedures. These procedures may be called for in the following instances:**

- 1) **Lockdown with warning** – The threat is outside of the school building. The school may have been notified of a potential threat outside of the building.
- 2) **Lockdown with intruder** – The threat/intruder is inside the building.

### **Lockdown with warning procedures:**

- Building administrator will order and announce “lockdown with warning” procedures. Repeat announcement several times. Be direct. Code words lead to confusion.
- Bring people inside.
- Lock exterior doors.
- Clear hallways, restrooms, and other rooms that cannot be secured.
- Pull shades. Keep students away from windows.
- Control all movement, but continue classes. Disable bells. Move on announcement only.
- Building administrator will announce “all clear.”

### **Lockdown with intruder procedures (these actions happen rapidly):**

- Building administrator will order and announce “lockdown with intruder.” Repeat announcement several times. Be direct. Code words lead to confusion.
- Immediately direct all students, staff and visitors into nearest classroom or secured space. Classes that are outside of the building SHOULD NOT enter the building. Move outside classes to primary evacuation site.
- Lock classroom doors.
- DO NOT lock exterior doors.
- Move people away from windows and doors. Turn off lights.
- DO NOT respond to anyone at the door until “all clear” is announced.
- Keep out of sight.
- Building administrator will announce “all clear.”

*Some other threats may override lockdown, i.e., confirmed fire, intruder in classroom, etc. Consider making an action plan for people in large common areas, i.e., cafeteria, gymnasium.*

*Lockdown may be initiated in non-threatening circumstances to keep people away from areas where there may be a medical emergency or disturbance.*

## **SHELTER-IN-PLACE PROCEDURES**

**Sheltering in place provides refuge for students, staff and the public inside the school building during an emergency. Shelters are located in areas of the building that maximize the safety of inhabitants.**

**Sheltering in place is used when evacuation would put people at risk (i.e., tornado, environmental hazard, blocked evacuation route).**

### **Shelter areas may change depending on the emergency:**

- Identify safe areas in each school building.
- Building administrator announces that students and staff must go to shelter areas.
- Bring all persons inside building(s).
- Teachers take class rosters.
- Close all exterior doors and windows, if appropriate.
- Turn off ventilation leading outdoors, if appropriate.
- Teachers account for all students after arriving in shelter area.
- All persons remain in shelter areas until a building administrator or emergency responder declares that it is safe to leave.

### **If all evacuation routes are blocked:**

- Stay in room and close door.
- Keep air as clean as possible.
  - Seal door.
  - Open or close windows as appropriate.
  - Limit movement and talking in room.
- Communicate your situation to administration or emergency officials by whatever means possible.

## EVACUATION/RELOCATION

### Evacuation:

- Building administrator initiates evacuation procedures.
- Evacuation routes may be specified according to the type of emergency. They may need to be changed for safety reasons.
  - Bombs: Building administrator notifies staff of evacuation route dictated by known or suspected location of device.
  - Fire: Follow primary routes unless blocked by smoke or fire. Know the alternate route.
  - Chemical spill: Total avoidance of hazardous materials is necessary as fumes can overcome people in seconds. Plan route accordingly.
- Teachers take class rosters.
- Do not lock classroom doors when leaving.
- When outside the building, account for all students. Immediately inform building administrator of any missing student(s).

### Relocation:

- Building administrator determines whether students and staff should be evacuated to a relocation center.
- Building administrator or school emergency response team designee notifies relocation center.
- If necessary, a school emergency response team designee coordinates transportation to relocation center.
- Teachers stay with class en route to the relocation center and take attendance upon arriving at the center.
- Use student release forms for students who are picked up from a relocation center.
- Notify superintendent's office and district public information office of relocation center address.

### Relocation centers:

List primary and secondary student relocation centers. The primary site is usually located close to the school. The secondary site is usually located farther away. Include maps and written directions to centers for staff reference.

Primary Relocation Center: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

Secondary Relocation Center: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

## MEDIA PROCEDURES

**All staff must refer media contacts to district spokesperson. The school district, in coordination with assisting agencies, assumes responsibility for issuing public statements during an emergency.**

- Superintendent serves as district spokesperson unless he/she designates a spokesperson. If spokesperson is unavailable, an alternate assumes responsibilities.

District spokesperson: \_\_\_\_\_  
Name Contact number(s)

Alternate spokesperson: \_\_\_\_\_  
Name Contact number(s)

*Consider pre-designating site spokespersons.*

- District Public Information (PI) person helps district spokesperson coordinate media communications.

District PI: \_\_\_\_\_  
Name Contact number

Alternate PI: \_\_\_\_\_  
Name Contact number

### Media checklist:

- Building administrator relays all factual information to superintendent and public information person.
- Establish a media information center away from the affected area. Consider:
  - Media need timely and accurate information. However, protect the privacy of staff and students when necessary and justified.
  - Media will want to be close enough to shoot video footage and photographs, but they should not be allowed to hinder responders.
- Before holding a news conference, brief the participants and coordinate information.
  - Determine the message you want to convey. Create key messages for target audiences: parents, students, and the community.
  - Emphasize the safety of students and staff.
  - Engage media to help distribute important public information. Explain how the emergency is being handled.
  - Respect privacy of victims and families of victims. Do not release names to media.
- Update media regularly. DO NOT say "No comment." Ask other agencies to assist with media.
- Maintain log of all telephone inquiries for future use.

## POST-CRISIS INTERVENTION PROCEDURES

- Assess the situation to determine the need for post-crisis interventions for staff, students, and families.
- Provide post-crisis briefings for staff, students, and families as appropriate.
- Re-establish school and classroom routine as quickly as possible.
- Consider interventions:
  - Defusing – Provide defusing sessions for students and staff as quickly as possible after the emergency.  
Defusings are brief conversations with individuals or small groups held soon after an incident to help people better understand and cope with the effects of the incident.  
**Defusing should be conducted by trained individuals.**
  - Debriefing – Conduct critical-incident stress debriefing (CISD) three to four days after the emergency.  
CISD is a formal group discussion designed to help people understand their reactions to the stress of an event and to give referral information. It must be modified for student's development level. **CISD should only be conducted by trained professionals.**
  - Counseling – Provide grief counseling.
- Provide on-going support as necessary for staff, students and families.
  - Monitor and support staff.
  - Provide ongoing opportunities for children to talk about their fears and concerns. They may have more questions as time passes.
  - Identify and monitor at-risk students.
  - Provide individual crisis or grief counseling, if necessary.
  - Conduct outreach to homes.
  - Provide follow-up referral for assessment and treatment, if necessary.

*The district should identify a 24-hour contact person or agency responsible for post-crisis assessment and interventions.*

*In the event of a tragic, highly publicized event, mental health professionals from federal, state and non-government agencies may respond to offer post-crisis aid. Effective coordination is critical. Consult with the Minnesota Department of Education for support, advice and assistance in coordinating the activities of outside entities.*

## SCHOOL EMERGENCY RESPONSE TEAM

Build the school's emergency response team with people who can perform the functions identified below. Backup personnel should be assigned to each function, and key personnel should be cross-trained in critical requirements of the functions. Staff members who are not responsible for students should fill as many of the functions as possible. **Depending on the emergency, one person may be able to perform multiple assignments.**

*See next page for descriptions of emergency response team functions.*

| Function                                                                                                   | Staff Assigned | Backup Staff |
|------------------------------------------------------------------------------------------------------------|----------------|--------------|
| <b>Incident Commander</b><br>(person in charge)                                                            |                |              |
| Safety                                                                                                     |                |              |
| Public Information                                                                                         |                |              |
| Liaison                                                                                                    |                |              |
| <b>Operations Chief</b>                                                                                    |                |              |
| Medical                                                                                                    |                |              |
| (attach list of qualified first-aid/CPR responders in building)                                            |                |              |
| Site Security/<br>Facility Check                                                                           |                |              |
| Student Release Coordinator                                                                                |                |              |
| <b>Logistics Chief</b>                                                                                     |                |              |
| Communications                                                                                             |                |              |
| Transportation                                                                                             |                |              |
| <b>Planning Chief</b>                                                                                      |                |              |
| <b>Financial/<br/>Recordkeeping</b>                                                                        |                |              |
| <i>These functions mirror the National Incident Management System (NIMS) used by emergency responders.</i> |                |              |



## SCHOOL RESPONSE TEAM FUNCTIONS

The National Incident Management System (NIMS) was adopted by the U.S. Department of Homeland Security and is intended for use by all state and federal agencies when responding to emergencies. The system provides integrated and coordinated management guidelines for all types of disasters and emergencies.

Most functions necessary for emergency response in the community are also necessary for emergencies within the schools. Incident management functions below are described in the context of a school setting.

|                                                 |                                                                                                                                                                                                                                 |
|-------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Incident Commander</b><br>(person in charge) | Activates school's emergency response plan; assesses the threat; orders protective measures such as lockdown, evacuation or shelter-in-place; notifies district authorities and provides situation updates; requests resources. |
| Safety                                          | Responsible for safety and security of the site; stops operations if conditions become unsafe.                                                                                                                                  |
| Public Information                              | May be designated site spokesperson; cooperates with the district and other agencies on joint news releases; coordinates media briefings as necessary.                                                                          |
| Liaison                                         | Contact person for outside agencies; may represent school/district at city emergency operations center or at emergency responders' on-scene command post.                                                                       |
| <b>Operations Chief</b>                         | Directs actions, i.e., lockdown, evacuation, site security, release of students to parents/guardians, first aid or medical care, cleanup, control of utilities.                                                                 |
| Medical                                         | Provides for first aid or other medical care; coordinates with emergency medical services personnel as necessary; activates school's first aid/CPR responders.                                                                  |
| Site Security/Facility Check                    | Responsible for seeing that the school building and grounds are visually inspected and secured.                                                                                                                                 |
| Student Release Coordinator                     | Responsible for implementing school's plan for release of students to parents/guardians from relocation site; takes necessary documents to relocation site.                                                                     |
| <b>Logistics Chief</b>                          | Estimates logistical needs; gets personnel, facilities (relocation sites), services, and materials to support operations.                                                                                                       |
| Communications                                  | Responsible for emergency communications systems and equipment; may act as lead or hub for internal communications response.                                                                                                    |
| Transportation                                  | Responsible for arranging transportation for emergency relocations and early dismissal of school; keeps current contact list of transportation providers.                                                                       |
| <b>Planning Chief</b>                           | Assists in assessing emergencies; establishes priorities, identifies issues and prepares an action plan with incident commander.                                                                                                |
| <b>Financial/Recordkeeping</b>                  | Manages financial aspects of an emergency; compiles record of expenditures; tracks injuries and lost or damaged property; coordinates with district for insurance; initiates business recovery efforts.                         |

## EMERGENCY PHONE NUMBERS

### Fire/Ambulance/Police

Emergency-911

Dispatch Center:  
(for local police, fire and emergency medical services)

### Public Utilities

Electricity:      Company \_\_\_\_\_  
                            Contact person \_\_\_\_\_  
                            24-hour emergency number(s) \_\_\_\_\_

Gas:                Company \_\_\_\_\_  
                            Contact person \_\_\_\_\_  
                            24-hour emergency number(s) \_\_\_\_\_

Water:             Company \_\_\_\_\_  
                            Contact person \_\_\_\_\_  
                            24-hour emergency number(s) \_\_\_\_\_

### Emergency Management Agencies

Local emergency management director:

                            Name \_\_\_\_\_  
                            Telephone \_\_\_\_\_

County emergency management director:

                            Name \_\_\_\_\_  
                            Telephone \_\_\_\_\_

### Referrals

Hazardous Materials: Report hazardous materials leaks or spills to Minnesota Duty Officer  
24-hour numbers              Statewide (800) 422-0798              Metro area (651) 649-5451

Poison Control Center \_\_\_\_\_

Crime Victim Services \_\_\_\_\_

Post-Crisis Intervention/Mental Health Hotline \_\_\_\_\_

***[Note: These procedures are provided as a sample and a starting place for your schools to begin planning for a situation like a pandemic. A pandemic policy is not legally required.]***

### **HIGHLY CONTAGIOUS SERIOUS ILLNESS OR PANDEMIC FLU**

- The school district may provide information on the proper methods for hand washing, covering coughs, and social distancing. Reminders of these methods may be placed throughout the school district's buildings.
- Children and staff should be asked to wash their hands thoroughly and frequently. All classroom surfaces should be disinfected according to guidance from health officials.
- If a case of highly contagious serious illness is suspected, the sick student, employee, or visitor should be immediately sent home. If that is not possible, the person should be isolated, as much as possible, until arrangements can be made for the person to leave the school.
- If a serious illness is confirmed, the local health agency should be notified and communication efforts initiated. See ***Emergency Phone Numbers*** and ***Media Procedures***.
- In the absence of a school closure order from a state agency, the superintendent, in consultation with the school board, will determine when to close school due to significant risk of spreading the illness. See ***Early School Closure Procedures, Part III.F.***, especially if school is closed before the end of a school day.
- If an extended school closure is ordered, the school district may make online learning or other at home learning options available to the extent feasible.
- Any closed school buildings should be disinfected according to guidance from health officials before reopening.

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 806

Orig. 1999

Revised: \_\_\_\_\_

Rev. 2023

## 806 CRISIS MANAGEMENT POLICY

***[Note: The Commissioner of the Minnesota Department of Education is required to maintain and make available to school boards and charter schools a Model Crisis Management Policy. See Minnesota Statutes section 121A.035. School boards and charter schools must adopt a Crisis Management Policy to address potential crisis situations in their school districts or charter schools. Id. This Model Crisis Management Policy was originally the result of a collaborative effort among the Minnesota Department of Education, Division of Compliance and Assistance; the Minnesota Department of Public Safety, Division of Homeland Security and Emergency Management; and the Minnesota School Boards Association.]***

### I. PURPOSE

The purpose of this Model Crisis Management Policy is to act as a guide for school district and building administrators, school employees, students, school board members, and community members to address a wide range of potential crisis situations in the school district. ~~For purposes of this Policy, the term, "school districts," shall include charter schools.~~ The step-by-step procedures suggested by this Policy will provide guidance to each school building in drafting crisis management plans to coordinate protective actions prior to, during, and after any type of emergency or potential crisis situation. Each school district should develop tailored building-specific crisis management plans for each school building in the school district, and sections or procedures may be added or deleted in those crisis management plans based on building needs.

The school district will, to the extent possible, engage in ongoing emergency planning within the school district and with emergency responders and other relevant community organizations. The school district will ensure that relevant emergency responders in the community have access to their building-specific crisis management plans and will provide training to school district staff to enable them to act appropriately in the event of a crisis.

### II. GENERAL INFORMATION

#### A. The Policy and Plans

The school district's Crisis Management Policy has been created in consultation with local community response agencies and other appropriate individuals and groups that would likely be involved in the event of a school emergency. It is designed so that each building administrator can tailor a building-specific crisis management plan to meet that building's specific situation and needs.

The school district's administration and/or the administration of each building shall present tailored building-specific crisis management plans to the school board for review and approval. The building-specific crisis management plans will include general crisis procedures and crisis-specific procedures. Upon approval by the school board, such crisis management plans shall be an addendum to this Crisis Management Policy. This Policy and the plans will be maintained and updated on an annual basis.

#### B. Elements of the District Crisis Management Policy

1. General Crisis Procedures. The Crisis Management Policy includes general crisis procedures for securing buildings, classroom evacuation, building evacuation, campus evacuation, and sheltering. The Policy designates the individual(s) who will determine when these actions will be taken. These district-wide procedures may be modified by building administrators when creating their building-specific crisis management plans. A communication system will be in place to enable the designated individual to be contacted at all times in the event of a potential crisis, setting forth the method to contact the designated individual, the provision of at least two designees when the contact person is unavailable, and the method to convey contact information to the appropriate staff persons. The alternative designees may include members of the emergency first responder response team. A secondary method of communication should be included in the plan for use when the primary method of communication is inoperable. Each building in the school district will have access to a copy of the Comprehensive School Safety Guide (2011 Edition) to assist in the development of building-specific crisis management plans.

All general crisis procedures will address specific procedures for the safe evacuation of children and employees with special needs such as physical, sensory, motor, developmental, and mental health challenges.

***[Note: More specific information on planning for children with special needs can be found in the Comprehensive School Safety Guide (2011 Edition) and United States Department of Education's document entitled, "Practical Information on Crisis Planning, a Guide for Schools and Communities." A website link is provided in the resource section of this Policy.]***

- a. Lock-Down Procedures. Lock-down procedures will be used in situations where harm may result to persons inside the school building, such as a shooting, hostage incident, intruder, trespass, disturbance, or when determined to be necessary by the building administrator or his or her designee. The building administrator or designee will announce the lock-down over the public address system or other designated system. Code words will not be used. Provisions for emergency evacuation will be maintained even in the event of a lock-down. Each building administrator will submit lock-down procedures for their building as part of the building-specific crisis management plan.

***[Note: State law requires a minimum of five school lock-down drills each school year. See Minnesota Statutes, section 121A.035.]***

- b. Evacuation Procedures. Evacuations of classrooms and buildings shall be implemented at the discretion of the building administrator or his or her designee. Each building's crisis management plan will include procedures for transporting students and staff a safe distance from harm to a designated safe area until released by the building administrator or designee. Safe areas may change based upon the specific emergency situation. The evacuation procedures should include specific procedures for children with special needs, including children with limited mobility (wheelchairs, braces, crutches, etc.), visual impairments, hearing impairments, and other sensory, developmental, or mental health needs. The evacuation procedures should also address transporting

necessary medications for students that take medications during the school day.

***[Note: State law requires a minimum of five school fire drills, consistent with Minnesota Statutes, section 299F.30, and one school tornado drill each school year. See Minnesota Statutes section 121A.035.]***

- c. Sheltering Procedures. Sheltering provides refuge for students, staff, and visitors within the school building during an emergency. Shelters are safe areas that maximize the safety of inhabitants. Safe areas may change based upon the specific emergency. The building administrator or his or her designee will announce the need for sheltering over the public address system or other designated system. Each building administrator will submit sheltering procedures for his or her building as part of the building-specific crisis management plan.

***[Note: The Comprehensive School Safety Guide (2011 Edition) has sample lock-down procedures, evacuation procedures, and sheltering procedures.]***

2. Crisis-Specific Procedures. The Crisis Management Policy includes crisis-specific procedures for crisis situations that may occur during the school day or at school-sponsored events and functions. These district-wide procedures are designed to enable building administrators to tailor response procedures when creating building-specific crisis management plans.

***[Note: The Comprehensive School Safety Guide (2011 Edition) includes crisis-specific procedures.]***

3. School Emergency Response Teams

- a. Composition. The building administrator in each school building will select a school emergency response team that will be trained to respond to emergency situations. All school emergency response team members will receive on-going training to carry out the building's crisis management plans and will have knowledge of procedures, evacuation routes, and safe areas. For purposes of student safety and accountability, to the extent possible, school emergency response team members will not have direct responsibility for the supervision of students. Team members must be willing to be actively involved in the resolution of crises and be available to assist in any crisis situation as deemed necessary by the building administrator. Each building will maintain a current list of school emergency response team members which will be updated annually. The building administrator, and his or her alternative designees, will know the location of that list in the event of a school emergency. A copy of the list will be kept on file in the school district office, or in a secondary location in single building school districts.

***[Note: The Comprehensive School Safety Guide (2011 Edition) has a sample School Emergency Response Team list.]***

- b. Leaders. The building administrator or his or her designee will serve as

the leader of the school emergency response team and will be the primary contact for emergency response officials. In the event the primary designee is unavailable, the designee list should include more than one alternative designee and may include members of the emergency response team. When emergency response officials are present, they may elect to take command and control of the crisis. It is critical in this situation that school officials assume a resource role and be available as necessary to emergency response officials.

### III. PREPARATION BEFORE AN EMERGENCY

#### A. Communication

1. District Employees. Teachers generally have the most direct contact with students on a day-to-day basis. As a result, they must be aware of their role in responding to crisis situations. This also applies to non-teaching school personnel who have direct contact with students. All staff shall be aware of the school district's Crisis Management Policy and their own building's crisis management plan. Each school's building-specific crisis management plan shall include the method and dates of dissemination of the plan to its staff. Employees will receive a copy of the relevant building-specific crisis management plans and shall receive periodic training on plan implementation.
2. Students and Parents. Students and parents shall be made aware of the school district's Crisis Management Policy and relevant tailored crisis management plans for each school building. Each school district's building-specific crisis management plan shall set forth how students and parents are made aware of the district and school-specific plans. Students shall receive specific instruction on plan implementation and shall participate in a required number of drills and practice sessions throughout the school year.

#### B. Planning and Preparing for Fire

1. Designate a safe area at least 50 feet away from the building to enable students and staff to evacuate. The safe area should not interfere with emergency responders or responding vehicles and should not be in an area where evacuated persons are exposed to any products of combustion. (Depending on the wind direction, where the building on fire is located, the direction from which the fire is arriving, and the location of fire equipment, the distance may need to be extended.)

***[Note: Evacuation areas at least 50 feet from school buildings are recommended but not mandated by statute or rule. Evacuation areas should be selected based on safety and the individual school site's proximity to streets, traffic patterns, and other hazards.]***

2. Each building's facility diagram and site plan shall be available in appropriate areas of the building and shall identify the most direct evacuation routes to the designated safe areas both inside and outside of the building. The facility diagram and site plan must identify the location of the fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs.
3. Teachers and staff will receive training on the location of the primary emergency evacuation routes and alternate routes from various points in the building. During fire drills, students and staff will practice evacuations using primary evacuation routes and alternate routes.

4. Certain employees, such as those who work in hazardous areas in the building, will receive training on the locations and proper use of fire extinguishers and protective clothing and equipment.
5. Fire drills will be conducted periodically without warning at various times of the day and under different circumstances, e.g., lunchtime, recess, and during assemblies. State law requires a minimum of five fire drills each school year, consistent with Minnesota Statutes section 299F.30. See Minnesota Statutes, section 121A.035.

***[Note: The State Fire Marshal advises schools to defer fire drills during the winter months.]***

6. A record of fire drills conducted at the building will be maintained in the building administrator's office.

***[Note: The Comprehensive School Safety Guide (2011 Edition), under the Preparedness/Planning section, has a sample fire drills schedule and log.]***

7. The school district will have prearranged sites for emergency sheltering and transportation as needed.
8. The school district will determine which staff will remain in the building to perform essential functions if safe to do so (e.g., switchboard, building engineer, etc.). The school district also will designate an administrator or his or her designee to meet local fire or law enforcement agents upon their arrival.

***[Note: The Comprehensive School Safety Guide (2011 Edition), under the Response section, has a sample fire procedure form, evacuation/relocation and student reunification/release procedures, and planning for student reunification.]***

C. Facility Diagrams and Site Plans

All school buildings will have a facility diagram and site plan that includes the location of primary and secondary evacuation routes, exits, designated safe areas inside and outside of the building, and the location of fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs. All facility diagrams and site plans will be updated regularly and whenever a major change is made to a building. Facility diagrams and site plans will be maintained by the building administrator and will be easily accessible and on file in the school district office. Facility diagrams and site plans will be provided to first responders, such as fire and law enforcement personnel.

***[Note: For single building school districts, such as charter schools, a secondary location for the diagrams and site plans will be included in the district's Crisis Management Policy and may include filing documents with a charter school sponsor, or compiling facility diagrams and site plans and on a CD-Rom and distributing copies to first responders or sharing the documents with first responders during the crisis planning process.]***

***[Note: To the extent data contained in facility diagrams and site plans constitute security information pursuant to Minnesota Statutes section 13.37, school districts are advised to consult with appropriate officials and/or legal counsel prior to dissemination of the facility diagrams or site plans to anyone other than first responders.]***



D. Emergency Telephone Numbers

Each building will maintain a current list of emergency telephone numbers and the names and addresses of local, county, and state personnel who may be involved in a crisis situation. The list will include telephone numbers for local police, fire, ambulance, hospital, the Poison Control Center, county and state emergency management agencies, local public works departments, local utility companies, the public health nurse, mental health/suicide hotlines, and the county welfare agency. A copy of this list will be kept on file in the school district office, or at a secondary location for single building school districts and will be updated annually.

School district employees will receive training on how to make emergency contacts, including 911 calls, when the school district's main telephone number and location is electronically conveyed to emergency personnel instead of the specific building in need of emergency services.

School district plans will set forth a process to internally communicate an emergency, using telephones in classrooms, intercom systems, or two-way radios, as well as the procedure to enable the staff to rapidly convey emergency information to a building designee. Each plan will identify a primary and secondary method of communication for both internal and secondary use. It is recommended that the plan include several methods of communication because computers, intercoms, telephones, and cell phones may not be operational or may be dangerous to use during an emergency.

***[Note: The Comprehensive School Safety Guide (2011 Edition), under the Preparedness/Planning section, has a sample Emergency Phone Numbers list.]***

E. Warning and Notification Systems

The school district shall maintain a warning system designed to inform students, staff, and visitors of a crisis or emergency. This system shall be maintained on a regular basis under the maintenance plan for all school buildings. The school district should consider an alternate notification system to address the needs of staff and students with special needs, such as vision or hearing.

The building administrator shall be responsible for informing students and employees of the warning system and the means by which the system is used to identify a specific crisis or emergency situation. Each school's building-specific crisis management plan will include the method and frequency of dissemination of the warning system information to students and employees.

F. Early School Closure Procedures

The superintendent will make decisions about closing school or buildings as early in the day as possible. The early school closure procedures will set forth the criteria for early school closure (e.g., weather-related, utility failure, or a crisis situation), will specify how closure decisions will be communicated to staff, students, families, and the school community (designated broadcast media, local authorities, e-mail, or district or school building web sites), and will discuss the factors to be considered in closing and reopening a school or building.

Early school closure procedures also will include a reminder to parents and guardians to listen to designated local radio and TV stations for school closing announcements, where possible.

***[Note: The Comprehensive School Safety Guide (2011 Edition), under the Response section, provides universal procedures for severe weather shelter.]***

G. Media Procedures

The superintendent has the authority and discretion to notify parents or guardians and

the school community in the event of a crisis or early school closure. The superintendent will designate a spokesperson who will notify the media in the event of a crisis or early school closure. The spokesperson shall receive training to ensure that the district is in strict compliance with federal and state law relative to the release of private data when conveying information to the media.

***[Note: The Comprehensive School Safety Guide (2011 Edition), under the Response section, has a sample Media Procedures form.]***

H. Behavioral Health Crisis Intervention Procedures

Short-term behavioral health crisis intervention procedures will set forth the procedure for initiating behavioral health crisis intervention plans. The procedures will utilize available resources including the school psychologist, counselor, community behavioral health crisis intervention, or others in the community. Counseling procedures will be used whenever the superintendent or the building administrator determines it to be necessary, such as after an assault, a hostage situation, shooting, or suicide. The behavioral health crisis intervention procedures shall include the following steps:

1. Administrator will meet with relevant persons, including school psychologists and counselors, to determine the level of intervention needed for students and staff.
2. Designate specific rooms as private counseling areas.
3. Escort siblings and close friends of any victims as well as others in need of emotional support to the counseling areas.
4. Prohibit media from interviewing or questioning students or staff.
5. Provide follow-up services to students and staff who receive counseling.
6. Resume normal school routines as soon as possible.

I. Long-Term Recovery Intervention Procedures

Long-term recovery intervention procedures may involve both short-term and long-term recovery planning:

1. Physical/structural recovery.
2. Fiscal recovery.
3. Academic recovery.
4. Social/emotional recovery.

***[Note: The Comprehensive School Safety Guide (2011 Edition), under the Recovery section, addresses the recovery components in more detail.]***

#### **IV. ACTIVE SHOOTER DRILL**

A. Definitions

1. "Active shooter drill" means an emergency preparedness drill designed to teach students, teachers, school personnel, and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school. An active shooter drill is not an active shooter simulation, nor may an active shooter drill include any sensorial components, activities, or elements which mimic a real life shooting.

2. "Active shooter simulation" means an emergency exercise including full-scale or functional exercises, designed to teach adult school personnel and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school which also incorporates sensorial components, activities, or elements mimicking a real life shooting. Activities or elements mimicking a real life shooting include, but are not limited to, simulation of tactical response by law enforcement. An active shooter simulation is not an active shooter drill.
3. "Evidence-based" means a program or practice that demonstrates any of the following:
  - a. a statistically significant effect on relevant outcomes based on any of the following:
    - i. strong evidence from one or more well designed and well implemented experimental studies;
    - ii. moderate evidence from one or more well designed and well implemented quasi-experimental studies; or
    - iii. promising evidence from one or more well designed and well implemented correlational studies with statistical controls for selection bias; or
  - b. a rationale based on high-quality research findings or positive evaluations that the program or practice is likely to improve relevant outcomes, including the ongoing efforts to examine the effects of the program or practice.
4. "Full-scale exercise" means an operations-based exercise that is typically the most complex and resource-intensive of the exercise types and often involves multiple agencies, jurisdictions, organizations, and real-time movement of resources.
5. "Functional exercises" means an operations-based exercise designed to assess and evaluate capabilities and functions while in a realistic, real-time environment, however, movement of resources is usually simulated.

B. Criteria

An active shooter drill conducted according to Minnesota Statutes, section 121A.037 with students in early childhood through grade 12 must be:

1. accessible;
2. developmentally appropriate and age appropriate, including using appropriate safety language and vocabulary;
3. culturally aware;
4. trauma-informed; and

5. inclusive of accommodations for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

#### C. Student Mental Health and Wellness

Active shooter drill protocols must include a reasonable amount of time immediately following the drill for teachers to debrief with their students. The opportunity to debrief must be provided to students before regular classroom activity may resume. During the debrief period, students must be allowed to access any mental health services available on campus, including counselors, school psychologists, social workers, or cultural liaisons. An active shooter drill must not be combined or conducted consecutively with any other type of emergency preparedness drill. An active shooter drill must be accompanied by an announcement prior to commencing. The announcement must use concise and age-appropriate language and, at a minimum, inform students there is no immediate danger to life and safety.

#### D. Notice

1. The school district must provide notice of a pending active shooter drill to every student's parent or legal guardian before an active shooter drill is conducted. Whenever practicable, notice must be provided at least 24 hours in advance of a pending active shooter drill and inform the parent or legal guardian of the right to opt their student out of participating.
2. If a student is opted out of participating in an active shooter drill, no negative consequence must impact the student's general school attendance record nor may nonparticipation alone make a student ineligible to participate in or attend school activities.
3. The Commissioner of the Minnesota Department of Education must ensure the availability of alternative safety education for students who are opted out of participating or otherwise exempted from an active shooter drill. Alternative safety education must provide essential safety instruction through less sensorial safety training methods and must be appropriate for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

#### E. Participation in Active Shooter Drills

Any student in early childhood through grade 12 must not be required to participate in an active shooter drill that does not meet the Criteria set forth above.

#### F. Active Shooter Simulations

A student must not be required to participate in an active shooter simulation. An active shooter simulation must not take place during regular school hours if a majority of students are present, or expected to be present, at the school. A parent or legal guardian of a student in grades 9 through 12 must have the opportunity to opt their student into participating in an active shooter simulation.

#### G. Violence Prevention

1. A school district or charter school conducting an active shooter drill must provide students in middle school and high school at least one hour, or one standard class period, of violence prevention training annually.

2. The violence prevention training must be evidence-based and may be delivered in-person, virtually, or digitally. Training must, at a minimum, teach students the following:
  - a. how to identify observable warning signs and signals of an individual who may be at risk of harming oneself or others;
  - b. the importance of taking threats seriously and seeking help; and
  - c. the steps to report dangerous, violent, threatening, harmful, or potentially harmful activity.
3. A school district or charter school must ensure that students have the opportunity to contribute to their school's safety and violence prevention planning, aligned with the recommendations for multihazard planning for schools, including but not limited to:
  - a. student opportunities for leadership related to prevention and safety;
  - b. encouragement and support to students in establishing clubs and programs focused on safety; and
  - c. providing students with the opportunity to seek help from adults and to learn about prevention connected to topics including bullying, sexual harassment, sexual assault, and suicide.

#### H. Board Meeting

At a regularly scheduled school board meeting, a school board of a district that has conducted an active shooter drill must consider the following:

1. the effect of active shooter drills on the safety of students and staff; and
2. the effect of active shooter drills on the mental health and wellness of students and staff.

#### **IV. SAMPLE PROCEDURES INCLUDED IN THIS POLICY**

Sample procedures for the various hazards/emergencies listed below are attached to this Policy for use when drafting specific crisis management plans. Additional sample procedures may be found in the Response section of the *Comprehensive School Safety Guide* (2011 Edition). After approval by the school board, an adopted procedure will become an addendum to the Crisis Management Policy.

- A. Fire
- B. Hazardous Materials
- C. Severe Weather: Tornado/Severe Thunderstorm/Flooding
- D. Medical Emergency
- E. Fight/Disturbance
- F. Assault

- G. Intruder
- H. Weapons
- I. Shooting
- J. Hostage
- K. Bomb Threat
- L. Chemical or Biological Threat
- M. Checklist for Telephone Threats
- N. Demonstration
- O. Suicide
- P. Lock-down Procedures
- Q. Shelter-In-Place Procedures
- R. Evacuation/Relocation
- S. Media Procedures
- T. Post-Crisis Procedures
- U. School Emergency Response Team
- V. Emergency Phone Numbers
- W. Highly Contagious Serious Illness or Pandemic Flu

## **VI. MISCELLANEOUS PROCEDURES**

### **A. Chemical Accidents**

Procedures for reporting chemical accidents shall be posted at key locations such as chemistry labs, art rooms, swimming pool areas, and janitorial closets.

***[Note: School buildings must maintain Material Safety Data Sheets (M.S.D.S.) for all chemicals on campus. State law, federal law, and OSHA require that pertinent staff have access to M.S.D.S. in the event of a chemical accident.]***

### **B. Visitors**

The school district shall implement procedures mandating visitor sign in and visitors in school buildings. See MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites).

The school district shall implement procedures to minimize outside entry into school buildings except at designated check-in points and assure that all doors are locked prior to and after regular building hours.

### **C. Student Victims of Criminal Offenses at or on School Property**

The school district shall establish procedures allowing student victims of criminal offenses on school property the opportunity to transfer to another school within the school district.

***[Note: The Every Student Succeeds Act, 20 United States Code section 6301, et seq.; Title IX, 20 United States Code section 1681, et seq.; and the Unsafe School Choice Option, 20 United States Code section 7912, require school districts to establish such transfer procedures.]***

D. Radiological Emergencies at Nuclear Generating Plants [OPTIONAL]

School districts within a 10-mile radius of the Monticello or Prairie Island nuclear power plants will implement crisis plans in the event of an accident or incident at the power plant.

Questions relative to the creation or implementation of such plans will be directed to the Minnesota Department of Public Safety.

**Legal References:** Minn. Stat. Ch. 12 (Emergency Management)  
Minn. Stat. Ch. 12A (Natural Disaster; State Assistance)  
Minn. Stat. § 121A.035 (Crisis Management Policy)  
[Minn. Stat. § 121A.038 \(Students Safe at School\)](#)  
Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)  
Minn. Stat. § 299F.30 (Fire Drill in School; Doors and Exits)  
Minn. Stat. § 326B.02, Subd. 6 (Powers)  
Minn. Stat. § 326B.106 (General Powers of Commissioner of Labor and Industry)  
Minn. Stat. § 609.605, Subd. 4 (Trespasses)  
Minn. Rules Ch. 7511 (Fire Code)  
20 U.S.C. § 1681, et seq. (Title IX)  
20 U.S.C. § 6301, et seq. (Every Student Succeeds Act)  
20 U.S.C. § 7912 (Unsafe School Choice Option)  
42 U.S.C. § 5121 et seq. (Disaster Relief and Emergency Assistance)

**Cross References:** MSBA/MASA Model Policy 407 (Employee Right to Know – Exposure to Hazardous Substances)  
MSBA/MASA Model Policy 413 (Harassment and Violence)  
MSBA/MASA Model Policy 501 (School Weapons Policy)  
MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA Model Policy 532 (Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds)  
MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites)  
*Comprehensive School Safety Guide*  
[Minnesota School Safety Center - Resources \(mn.gov\)](#)

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 621

Orig. 2023

Revised: \_\_\_\_\_

## **621 LITERACY AND THE READ ACT**

**[Note: By the 2026-2027 school year, the school district must provide evidence-based reading instruction through a focus on student mastery of the foundational reading skills of phonemic awareness, phonics, and fluency, as well as the development of oral language, vocabulary, and reading comprehension skills. Students must receive evidence-based instruction that is proven to effectively teach children to read, consistent with Minnesota Statutes, sections 120B.1117 to 120B.124.]**

### **I. PURPOSE**

This policy aligns with Minnesota law established in the Read Act and on other topics related to reading.

### **II. GENERAL STATEMENT OF POLICY**

The school district recognizes the centrality of reading in a student's educational experience.

### **III. DEFINITIONS**

- A. "Evidence-based" means the instruction or item described is based on reliable, trustworthy, and valid evidence and has demonstrated a record of success in increasing students' reading competency in the areas of phonological and phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Evidence-based literacy instruction is explicit, systematic, and includes phonological and phonemic awareness, phonics and decoding, spelling, fluency, vocabulary, oral language, and comprehension that can be differentiated to meet the needs of individual students. Evidence-based instruction does not include the three-cueing system, as defined in subdivision 16.
- B. "Fluency" means the ability of students to read text accurately, automatically, and with proper expression.
- C. "Foundational reading skills" includes phonological and phonemic awareness, phonics and decoding, and fluency. Foundational reading skills appropriate to each grade level must be mastered in kindergarten, grade 1, grade 2, and grade 3. Struggling readers in grades 4 and above who do not demonstrate mastery of grade-level foundational reading skills must continue to receive explicit, systematic instruction to reach mastery.
- D. "Literacy specialist" means a person licensed by the Professional Educator Licensing and Standards Board as a teacher of reading, a special education teacher, or a kindergarten through grade 6 teacher, who has completed professional development approved by the Minnesota Department of Education (MDE) in structured literacy. A literacy specialist employed by the department under Minnesota Statutes, section 120B.123, subdivision 7, or by a district as a literacy lead, is not required to complete the approved training before August 30, 2025.
- E. "Literacy lead" means a literacy specialist with expertise in working with educators as adult learners. A district literacy lead must support the district's implementation of the



Read Act; provide support to school-based coaches; support the implementation of structured literacy, interventions, curriculum delivery, and teacher training; assist with the development of personal learning plans; and train paraprofessionals and other support staff to support classroom literacy instruction. A literacy lead may be employed by one district, jointly by two or more districts, or may provide services to districts through a partnership with the regional service cooperatives or another district.

- F. "Multitiered system of support" or "MTSS" means a systemic, continuous improvement framework for ensuring positive social, emotional, behavioral, developmental, and academic outcomes for every student. The MTSS framework provides access to layered tiers of culturally and linguistically responsive, evidence-based practices and relies on the understanding and belief that every student can learn and thrive. Through a MTSS at the core (Tier 1), supplemental (Tier 2), and intensive (Tier 3) levels, educators provide high quality, evidence-based instruction and intervention that is matched to a student's needs; progress is monitored to inform instruction and set goals and data is used for educational decision making.
- G. "Oral language," also called "spoken language," includes speaking and listening, and consists of five components: phonology, morphology, syntax, semantics, and pragmatics.
- H. "Phonemic awareness" means the ability to notice, think about, and manipulate individual sounds in spoken syllables and words.
- I. "Phonics instruction" means the explicit, systematic, and direct instruction of the relationships between letters and the sounds they represent and the application of this knowledge in reading and spelling.
- J. "Progress monitoring" means using data collected to inform whether interventions are working. Progress monitoring involves ongoing monitoring of progress that quantifies rates of improvement and informs instructional practice and the development of individualized programs using state-approved screening that is reliable and valid for the intended purpose.
- K. "Reading comprehension" means a function of word recognition skills and language comprehension skills. It is an active process that requires intentional thinking during which meaning is constructed through interactions between the text and reader. Comprehension skills are taught explicitly by demonstrating, explaining, modeling, and implementing specific cognitive strategies to help beginning readers derive meaning through intentional, problem-solving thinking processes.
- L. "Structured literacy" means an approach to reading instruction in which teachers carefully structure important literacy skills, concepts, and the sequence of instruction to facilitate children's literacy learning and progress. Structured literacy is characterized by the provision of systematic, explicit, sequential, and diagnostic instruction in phonemic awareness, phonics, fluency, vocabulary and oral language development, and reading comprehension.
- M. "Three-cueing system," also known as "meaning structure visual (MSV)," means a method that teaches students to use meaning, structure and syntax, and visual cues when attempting to read an unknown word.
- N. "Vocabulary development" means the process of acquiring new words. A robust vocabulary improves all areas of communication, including listening, speaking, reading,

and writing. Vocabulary growth is directly related to school achievement and is a strong predictor for reading success.

#### **IV. READING SCREENER; PARENT NOTIFICATION AND INVOLVEMENT**

- A. The school district must administer an approved evidence-based reading screener to students in kindergarten through grade 3 within the first six weeks of the school year, and again within the last six weeks of the school year. The screener must be one of the screening tools approved by the Minnesota Department of Education (MDE).
- B. The school district must identify any screener it uses in the district's annual literacy plan, and submit screening data with the annual literacy plan by June 15.
- C. Schools, at least biannually after administering each screener, must give the parent of each student who is not reading at or above grade level timely information about:
  - 1. the student's reading proficiency as measured by a screener approved by MDE;
  - 2. reading-related services currently being provided to the student and the student's progress; and
  - 3. strategies for parents to use at home in helping their student succeed in becoming grade-level proficient in reading in English and in their native language.
- D. The school district may not use this section to deny a student's right to a special education evaluation.

#### **V. IDENTIFICATION AND REPORT**

- A. Students enrolled in kindergarten, grade 1, grade 2, and grade 3, including multilingual learners and students receiving special education services, must be universally screened for mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, oral language, and for characteristics of dyslexia as measured by a screening tool approved by MDE. The screening for characteristics of dyslexia may be integrated with universal screening for mastery of foundational skills and oral language.
- B. The school district must submit data on student performance in kindergarten, grade 1, grade 2, and grade 3 on foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language to MDE in the annual local literacy plan submission due on June 15.
- C. Students in grades 4 and above, including multilingual learners and students receiving special education services, who do not demonstrate mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language, must be screened using a screening tool approved by MDE for characteristics of dyslexia and must continue to receive evidence-based instruction, interventions, and progress monitoring until the students achieve grade-level proficiency. A parent, in consultation with a teacher, may opt a student out of the literacy screener if the parent and teacher decide that continuing to screen would not be beneficial to the student. In such limited cases, the student must continue to receive progress monitoring and literacy interventions.

- D. Reading screeners in English, and in the predominant languages of school district students where practicable, must identify and evaluate students' areas of academic need related to literacy. The school district also must monitor the progress and provide reading instruction appropriate to the specific needs of multilingual learners. The school district must use an approved, developmentally appropriate, and culturally responsive screener and annually report summary screener results to the MDE Commissioner by June 15 in the form and manner determined by the MDE Commissioner.
- E. The school district must include in its literacy plan a summary of the district's efforts to screen, identify, and provide interventions to students who demonstrate characteristics of dyslexia as measured by a screening tool approved by MDE. With respect to students screened or identified under paragraph (a), the report must include:
  - 1. a summary of the school district's efforts to screen for dyslexia;
  - 2. the number of students universally screened for that reporting year;
  - 3. the number of students demonstrating characteristics of dyslexia for that year; and
  - 4. an explanation of how students identified under this subdivision are provided with alternate instruction and interventions under Minnesota Statutes, section 125A.56, subdivision 1.

## **VI. INTERVENTION**

- A. For each student identified under the screening identification process, the school district shall provide reading intervention to accelerate student growth and reach the goal of reading at or above grade level by the end of the current grade and school year.
- B. The school district must implement progress monitoring, as defined in Minnesota Statutes, section 120B.1118, for a student not reading at grade level.
- C. The school district must use evidence-based curriculum and intervention materials at each grade level that are designed to ensure student mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Starting July 1, 2023, if the school district purchases new literacy curriculum, or literacy intervention or supplementary materials, the curriculum or materials must be evidence-based as defined in Minnesota Statutes, section 120B.1118.
- D. If a student does not read at or above grade level by the end of the current school year, the school district must continue to provide reading intervention until the student reads at grade level. School district intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs that specialize in evidence-based instructional practices and measure mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language.
- E. By the 2025-2026 school year, intervention programs must be taught by an intervention teacher or special education teacher who has successfully completed training in evidence-based reading instruction approved by MDE. Intervention may include but is not limited to requiring student attendance in summer school, intensified reading instruction that may require that the student be removed from the regular

classroom for part of the school day, extended-day programs, or programs that strengthen students' cultural connections.

- F. The school district must determine the format of the personal learning plan in collaboration with the student's educators and other appropriate professionals. The school must develop the learning plan in consultation with the student's parent or guardian. The personal learning plan must include targeted instruction that is evidence-based and ongoing progress monitoring, and address knowledge gaps and skill deficiencies through strategies such as specific exercises and practices during and outside of the regular school day, group interventions, periodic assessments or screeners, and reasonable timelines. The personal learning plan may include grade retention, if it is in the student's best interest; a student may not be retained solely due to delays in literacy or not demonstrating grade-level proficiency. A school must maintain and regularly update and modify the personal learning plan until the student reads at grade level. This paragraph does not apply to a student under an individualized education program.

## **VII. LOCAL LITERACY PLAN**

- A. The school district must adopt a local literacy plan to have every child reading at or above grade level every year beginning in kindergarten and to support multilingual learners and students receiving special education services in achieving their individualized reading goals. The school district must update and submit the plan to the Commissioner of MDE by June 15 each year. The plan must be consistent with the Read Act, and include the following:
1. a process to assess students' foundational reading skills, oral language, and level of reading proficiency and the screeners used, by school site and grade level, under Minnesota Statutes, section 120B.123;
  2. a process to notify and involve parents;
  3. a description of how schools in the school district will determine the targeted reading instruction that is evidence-based and includes an intervention strategy for a student and the process for intensifying or modifying the reading strategy in order to obtain measurable reading progress;
  4. evidence-based intervention methods for students who are not reading at or above grade level and progress monitoring to provide information on the effectiveness of the intervention;
  5. identification of staff development needs, including a plan to meet those needs;
  6. the curricula used by school site and grade level;
  7. a statement of whether the school district has adopted a MTSS framework;
  8. student data using the measures of foundational literacy skills and mastery identified by MDE for the following students:
    - a. students in kindergarten through grade 3;
    - b. students who demonstrate characteristics of dyslexia; and

- c. students in grades 4 to 12 who are identified as not reading at grade level; and
  - 9. the number of teachers and other staff that have completed training approved by the department.
- B. The school district must post its literacy plan on the official school district website and submit it to the Commissioner of MDE using the template developed by the Commissioner beginning June 15, 2024.

## **VIII. STAFF TRAINING**

- A. Beginning July 1, 2024, a school district must provide access to the training required under Minnesota Statutes, section 120B.123, subdivision 5, to:
  - 1. intervention teachers working with students in kindergarten through grade 12;
  - 2. all classroom teachers of students in kindergarten through grade 3 and children in prekindergarten programs;
  - 3. special education teachers;
  - 4. curriculum directors;
  - 5. instructional support staff who provide reading instruction; and
  - 6. employees who select literacy instructional materials for a district.
- B. The school district must provide training from a menu of approved evidence-based training programs to all reading intervention teachers, literacy specialists, and other teachers and staff identified in Minnesota Statutes, section 120B.12, subdivision 1, paragraph (b), by July 1, 2025; and by July 1, 2027, to other teachers in the school district, prioritizing teachers who work with students with disabilities, English learners, and students who qualify for the graduation incentives program under Minnesota Statutes, section 124D.68. The Commissioner of MDE may grant a school district an extension to these deadlines.
- C. By August 30, 2025, the school district must employ or contract with a literacy lead, or be actively supporting a designated literacy specialist through the process of becoming a literacy lead. The school board may satisfy the requirements of this subdivision by contracting with another school board or cooperative unit under Minnesota Statutes, section 123A.24 for the services of a literacy lead by August 30, 2025. The school district literacy lead must collaborate with school district administrators and staff to support the school district's implementation of requirements under the Read Act.

## **IX. STAFF DEVELOPMENT**

- A. The school district must provide training programs on evidence-based reading instruction to teachers and instructional staff in accordance with subdivision 1, paragraph (b). The training must include teaching in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, reading comprehension, and culturally and linguistically responsive pedagogy.

- B. The school district shall use the data under Article V. above to identify the staff development needs so that:
1. elementary teachers are able to implement explicit, systematic, evidence-based instruction in the five reading areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension with emphasis on mastery of foundational reading skills as defined in Minnesota Statutes, section 120B.1118 and other literacy-related areas including writing until the student achieves grade-level reading and writing proficiency;
  2. elementary teachers have sufficient training to provide students with evidence-based reading and oral language instruction that meets students' developmental, linguistic, and literacy needs using the intervention methods or programs selected by the school district for the identified students;
  3. licensed teachers employed by the school district have regular opportunities to improve reading and writing instruction;
  4. licensed teachers recognize students' diverse needs in cross-cultural settings and are able to serve the oral language and linguistic needs of students who are multilingual learners by maximizing strengths in their native languages in order to cultivate students' English language development, including oral academic language development, and build academic literacy; and
  5. licensed teachers are well trained in culturally responsive pedagogy that enables students to master content, develop skills to access content, and build relationships.
- C. The school district must provide staff in early childhood programs sufficient training to provide children in early childhood programs with explicit, systematic instruction in phonological and phonemic awareness; oral language, including listening comprehension; vocabulary; and letter-sound correspondence.

**X. LITERACY INCENTIVE AID USES**

The school district must use its literacy incentive aid to support implementation of evidence-based reading instruction. The following are eligible uses of literacy incentive aid:

1. training for kindergarten through grade 3 teachers, early childhood educators, special education teachers, reading intervention teachers working with students in kindergarten through grade 12, curriculum directors, and instructional support staff that provide reading instruction, on using evidence-based screening and progress monitoring tools;
2. evidence-based training using a training program approved by MDE;
3. employing or contracting with a literacy lead, as defined in Minnesota Statutes, section 120B.1118;
4. materials, training, and ongoing coaching to ensure reading interventions under Minnesota Statutes, section 125A.56, subdivision 1, are evidence-based; and costs of substitute teachers to allow teachers to complete required training during the teachers' contract day.

**Legal References:** Minn. Stat. § 120B.1118 (Read Act Definitions)  
Minn. Stat. § 120B.12 (Read Act Goal and Interventions)  
Minn. Stat. § 120B.123 (Read Act Implementation)  
Minn. Stat. § 123A.24 (Withdrawing from a Cooperative Unit; Appealing Denial of Membership)  
Minn. Stat. §124D.68 (Graduation Incentives Program)  
Minn. Stat. § 124D.98 (Literacy Incentive Aid)  
Minn. Stat. § 125A.56 (Alternate Instruction Required before Assessment Referral)

**Cross References:** None

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 507

Orig. 1995

Revised: \_\_\_\_\_

Rev. 2023

## **507 CORPORAL PUNISHMENT AND PRONE RESTRAINT**

***[Note: The provisions of this policy substantially reflect statutory requirements.]***

### **I. PURPOSE**

The purpose of this policy is to describe limitations on the use of corporal punishment and prone restraint upon a student.

### **II. GENERAL STATEMENT OF POLICY**

No employee or agent of the school district shall inflict corporal punishment or use prone restraint upon a student.

### **III. DEFINITIONS**

1. "Corporal punishment" means conduct involving:
  - a. hitting or spanking a person with or without an object; or
  - b. unreasonable physical force that causes bodily harm or substantial emotional harm.
2. "Prone restraint" means placing a child in a face-down position.

### **IV. PROHIBITIONS**

1. An employee or agent of a district shall not inflict corporal punishment or cause corporal punishment to be inflicted upon a pupil to reform unacceptable conduct or as a penalty for unacceptable conduct.
2. An employee or agent of a district, including a school resource officer, security personnel, or police officer contracted with a district, shall not use prone restraint.
3. An employee or agent of a district, including a school resource officer, security personnel, or police officer contracted with a district, shall not inflict any form of physical holding that restricts or impairs a pupil's ability to breathe; restricts or impairs a pupil's ability to communicate distress; places pressure or weight on a pupil's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a pupil's torso.
4. Conduct that violates this Article is not a crime under Minnesota Statutes, section 645.241, but may be a crime under Minnesota Statutes, chapter 609 if the conduct violates a provision of Minnesota Statutes, chapter 609. Conduct that violates IV.1 above is not per se corporal punishment under the statute. Nothing in this Minnesota Statutes, section 121A.58 or 125A.0941 precludes the use of reasonable force under Minnesota Statutes, section 121A.582.



## **V. EXCEPTIONS**

A teacher or school principal may use reasonable force under the conditions set forth in Policy 506 (Student Discipline).

## **VI. VIOLATION**

Employees who violate the provisions of this policy shall be subject to disciplinary action as appropriate. Any such disciplinary action shall be made pursuant to and in accordance with applicable statutory authority, collective bargaining agreements, and school district policies. Violation of this policy may also result in civil or criminal liability for the employee.

**Legal References:** Minn. Stat. § 121A.58 (Corporal Punishment)  
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)  
Minn. Stat. § 123B.25 (Legal Actions Against Districts and Teachers)  
Minn. Stat. § 609.06 Subd. 1 (6)(7) (Authorized Use of Force)

**Cross References:** MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)  
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)  
MSBA/MASA Model Policy 506 (Student Discipline)

## 2023-2024 Organization Items –July 2023

Rate of Pay:

School Board Members – \$65 per meeting

Mileage rate: Federal IRS Rate

Facilities designated as official depositories for District are Citizens State Bank of NYA, Old National Bank, Security Bank, MN School District Liquid Asset Fund, and MN Trust.

Designation of Amy Groschen and Lynn Peterson to have authority to make Electronic Fund Transfers (EFT) for financial and payroll purposes.

Regular Board meetings: Fourth (4) Monday of each month at 6:00 PM, CHS Media Center  
- exceptions: December move to 3<sup>rd</sup> Monday (December 18); May move to 3<sup>rd</sup> Monday (May 20, 2024) August 2024 move to 2<sup>nd</sup> Monday (August 12)

Official school newspaper: News and Times

Committees remain in place until January 2024 Board Meeting.

Lunch Fees: \*Free Meals for Students\* Prices are for 2<sup>nd</sup> Meal/Adult meal

**Elementary:**

**\$2.25– Breakfast**

**\$4.95 – 1 meal (Type A lunch)**

**\$ .60 – 1 milk**

**\$0 – 1 meal (reduced price/Type A lunch)**

**Middle and High School:**

**\$2.25 – Breakfast**

**\$4.95 – 1 meal (Type A lunch)**

**\$ .60 – 1 milk**

**\$0 – 1 meal (reduced price/Type A lunch)**

**Adults:**

**\$2.25 - Breakfast**

**\$4.95 – 1 meal**

Non-Certified Substitute Rate for 2023-2024 School Service Employee General Salary Schedule, Level 1, Minimum

2023-2024 Substitute Pay for Certified Teachers: \$125 per day

2023-2024 Fee Schedule

Athletic Admissions (set by Conference):

**Adult - \$6**

**Student - \$4**

Pre-School Student – Free with adult

**Central 9-12 Students FREE to non-playoff/section home games WITH Student ID**

Golden Age Pass – Free to all persons 65+ years

Athletic Activity Pass (Non-transferable)

**Single Person Pass \$80**

Other Event Admissions:

Other events such as Triple A, Prom, Homecoming, and Concerts, will be charged an admission or a free-will offering collected. (School age and up, till age 65.)

Free Activity Passes:

Anyone who is a non-paid volunteer for any extra-curricular activity for District #108, including Community Education, will receive one single person Central Raider free activity pass. This pass will allow these individuals free admission into any and all school extra-curricular activities, excluding tournaments. This pass will be issued to individuals who are termed “regular volunteers” and will be given out to those who help out more than twice in an activity. These passes will be good for the entire school year and will be given out once the volunteers are determined by the Community Education Director, Activities Director, or building Principal.

A Central Activity pass will be provided for any staff members upon request from a building principal. These passes will be issued with the purpose of encouraging attendance at Central activities and basic supervision of students.

2023-2024 Participation Fees:

**Category I – \$175**

Major HS Sports (grades 9-12)

Football, Basketball (Boys & Girls), Wrestling, Volleyball, Dance Team, Soccer (Boys & Girls)

**Category II – \$175**

All other Senior High Sports (grades 9-12)

**Category III – \$100**

Middle School Sports (grades 7-8)

Cheerleading (grades 7-12)

Robotics

Speech

**Category IV – \$80**

Swing Choir, Stage Band, Play, One-Act Play

Others:

**International Club - \$80**

**FFA - \$80**

**FCCLA - \$80**

**Knowledge Bowl - \$80**

**Math Team - \$80**

**Maximum Per Family – \$700**

All fees must be paid by the conclusion of the first week of practice.

**Student Parking Permit: \$25.00**

Convenience Fee: A convenience fee of \$3.00 will be assessed to the payer for each transaction processed through Infinite Campus.

## 2023-2024 Auxiliary Pay Schedule

### Football

One Timekeeper/Scoreboard Operator - \$50/person  
One Announcer - \$40  
Chains Worker: \$15/person/per game  
Student Worker: \$10.50/hr.

### Soccer

One Announcer - \$50  
One Scorebook - \$50  
One Student Worker \$10.50/hour

### Basketball (Boys and Girls, A&B games)

One Timekeeper/Scoreboard Operator - \$50/person  
One Scorer - \$50  
One Announcer/Shot clock - \$50  
The same person will work both A&B matches  
Student Worker: \$10.50/hr.

### Wrestling (A& B games)

Two people at the table - \$50/person  
The same person will work both A&B matches  
Student Worker: \$10.50/hr.

### Volleyball (A&B games)

One Timekeeper - \$50  
One Scoreboard Operator - \$50  
The same person will work both A&B games  
Two adults on the line for both A&B - \$25/person/match  
Student Worker: \$10.50/hr.

### Track

One Starter - \$135/meet or a negotiated amount  
Timers - \$45/meet  
Field Events - \$45/meet  
Student Workers - \$10.50/hr.

### Cross Country

Adult Workers - \$50/meet  
Student Workers - \$10.50/hr.

### Speech

Judge - pay decided by host school

### Softball

If necessary, pay will be based on the same rate as the pay for football, basketball, and wrestling workers.

### Baseball

If necessary, pay will be based on the same rate as the pay for football, basketball, and wrestling workers.

### Athletic Officials

Grade 9 - \$50/game/official or negotiated amount

“B” Squad - \$55/game/official or negotiated amount

7<sup>th</sup> Grade - \$45/game/official or negotiated amount

8<sup>th</sup> Grade - \$45/game/official or negotiated amount

\*Umpires and Referees negotiable\*

### Ticket Takers

\$40.00 per night

### Post-Season Athletic Activities Bus Chaperone

\$75/person

### 2023-2024 Meet & Confer Dates and Time:

Thursday, September 14, 2023, Tuesday, November 7, 2023, Wednesday, February 7, 2024, 5 pm.



## Fiscal Year (FY) 2025 Application for Long-Term Facilities Maintenance Revenue Statement of Assurances

**General Information:** Minnesota school districts, intermediate school districts, cooperative districts, joint powers applying for Long-Term Facilities Maintenance revenue (LTFM) under Minnesota Statutes 2022, section 123B.595 must annually complete the Application for Long-Term Facilities Maintenance Revenue – Statement of Assurances (ED-02477). The application must be submitted to the Minnesota Department of Education (MDE) by July 31, 2023. Submit to [Sarah C. Miller](mailto:Sarah.C.Miller@mde.state.mn.us) (MDE.Facilities@state.mn.us) along with other required LTFM documentation. **Do not mail a hard copy. Please email this form with other required documentation.**

### Identification Information

|                                                                                          |                                             |                                     |
|------------------------------------------------------------------------------------------|---------------------------------------------|-------------------------------------|
| Name of District, Intermediate/Cooperative/Joint Powers<br><b>Central Public Schools</b> | District Number and Type:<br><b>0108-01</b> | Date Submitted:<br><b>7/30/2023</b> |
|------------------------------------------------------------------------------------------|---------------------------------------------|-------------------------------------|

### Statement of Assurances

1. All estimated expenditures included in the attached Ten-Year Plan Expenditure spreadsheet under Health and Safety and entered into the MDE Health and Safety data submission system are for allowed health and safety uses under Minnesota Statutes 2022, section 123B.595, subd. 10, paragraph (a), clause (3), Minnesota Statutes 2022, section 123B.57, subd. 6, and the MDE Long-Term Facilities Maintenance Guide for Allowable Expenditures, Section E, Health and Safety Qualifying Criteria, and Section F, Additional Requirements Regarding Health and Safety. None of the estimated expenditures included in the attached Ten-Year Plan Expenditure spreadsheet under Health and Safety and entered into the MDE Health and Safety System are for uses prohibited under Minnesota Statutes 2022, section 123B.595, subd. 11.
2. All estimated expenditures included in the attached Ten-Year Plan Expenditure spreadsheet under Accessibility and Deferred Maintenance are for allowed uses under Minnesota Statutes 2022, section 123B.595, subd. 10, paragraph (a), clauses (1) and (2), and the MDE Long-Term Facilities Maintenance Guide for Allowable Expenditures, Section C, Deferred Maintenance Qualifying Criteria or Section D, Disabled Access Qualifying Criteria. None of the estimated expenditures included in the attached Ten-Year Plan Expenditure spreadsheet under Accessibility and Deferred Maintenance are for uses prohibited under Minnesota Statutes 2022, section 123B.595, subd. 11.
3. All actual expenditures to be reported in Uniform Financial Accounting and Reporting Standards (UFARS) for FY 2025 under Finance Codes 347, 349, 352, 358, 363 and 366 will be for allowed health and safety uses under Minnesota Statutes 2022, section 123B.595, subd. 10, paragraph (a), clause (3), Minnesota Statutes 2022, section 123B.57, subd. 6, and the MDE Long-Term Facilities Maintenance Guide for Allowable Expenditures, Section E, Health and Safety Qualifying Criteria, and Section F, Additional Requirements Regarding Health and Safety. None of the actual expenditures reported in these finance codes will be for uses prohibited under Minnesota Statutes 2022, section 123B.595, subd. 11.
4. All actual expenditures to be reported in UFARS for FY 2025 under Finance Codes 367, 368, 369, 370, 379, 380, 381, 382, 383 and 384 for Accessibility and Deferred Maintenance will be for allowed uses under Minnesota Statutes 2022, section 123B.595, subd. 10, paragraph (a), clauses (1) and (2), and the MDE Long-Term Facilities Maintenance Guide for Allowable Expenditures, Section C, Deferred Maintenance Qualifying Criteria or Section D, Disabled Access Qualifying Criteria. None of the actual expenditures reported in these finance codes will be for uses prohibited under Minnesota Statutes 2022, section 123B.595, subd. 11.
5. The district will maintain a description of each project funded with long-term facilities maintenance revenue that will provide enough detail for an auditor to determine the cost of the project and if the work qualifies for revenue (Minn. Stat. 127A.41, subd. 3[2022]).
6. The district's plan includes provisions for implementing a health and safety program that complies with health, safety and environmental regulations and best practices, including indoor air quality management and mandatory lead in water testing, remediation and reporting (Minn. Stat. 121A.335 [2022]). ***The district's ten-year plan does not include a request for a second-time project cost for: (1) replacement of an existing mechanical ventilation system to the current Minnesota State Mechanical Code/American Society of Heating, Refrigerating, and Air-Conditioning Engineers (ASHRAE) guidelines; or, (2) to provide a level of approximately 15 Cubic Feet per Minute (CFM) per person.***

### Certification of Statement of Assurances

|                                                                                   |                                                                                              |                           |
|-----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|---------------------------|
| Signature – <b>Must be signed</b> by Superintendent or Cooperative Unit Director: | Name – Superintendent or Cooperative Director (Please print)<br><b>Timothy Schochenmaier</b> | Date:<br><b>7/30/2023</b> |
|-----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|---------------------------|

| FY 25 Long-Term Facilities Maintenance (LTFM) Ten-Year Revenue Projection |                                                                                                                                                                                          |                                                 |                                   | Revised 5/4/2023 |           |           |           |           |           |           |           |           |
|---------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|-----------------------------------|------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 108                                                                       | <= Type in School District Number                                                                                                                                                        |                                                 |                                   |                  |           |           |           |           |           |           |           |           |
|                                                                           | CENTRAL PUBLIC SCHOOL DISTRICT                                                                                                                                                           |                                                 |                                   |                  |           |           |           |           |           |           |           |           |
|                                                                           |                                                                                                                                                                                          | Change only<br>if requiring levy<br>adjustments | Payable 2023<br>LLC Certification | Current Estimate |           |           |           |           |           |           |           |           |
| Calculations for Ten Year Projection                                      |                                                                                                                                                                                          |                                                 |                                   |                  |           |           |           |           |           |           |           |           |
|                                                                           | Pay 23<br>LLC #                                                                                                                                                                          | FY 2023                                         | FY 2024                           | FY 2024          | FY 2025   | FY 2026   | FY 2027   | FY 2028   | FY 2029   | FY 2030   | FY 2031   |           |
| 1                                                                         | Type your district number in cell A2 (Minneapolis = 1.2)                                                                                                                                 |                                                 |                                   |                  |           |           |           |           |           |           |           |           |
| 2                                                                         | Type APU, health and safety and alternative facilities project, and bond estimates in lines 6a, 14, 16b to 18, 20, 21, 26, 27 and 50b                                                    |                                                 |                                   |                  |           |           |           |           |           |           |           |           |
| 3                                                                         | Type debt excess, intermediate/coop district, and revenue reduction data in lines 13, 15, 23, 31, and 33                                                                                 |                                                 |                                   |                  |           |           |           |           |           |           |           |           |
| 4                                                                         | Look-up data from following tabs                                                                                                                                                         |                                                 |                                   |                  |           |           |           |           |           |           |           |           |
| 5                                                                         | Initial Formula Revenue                                                                                                                                                                  |                                                 |                                   |                  |           |           |           |           |           |           |           |           |
| 6                                                                         | Current year APU                                                                                                                                                                         | 57                                              | 974.19                            | 1,007.40         | 1,007.40  | 1,007.40  | 1,007.40  | 1,007.40  | 1,007.40  | 1,007.40  | 1,007.40  |           |
| 6a                                                                        | Additional Pre-K Pupil Units (line 19 of Pre-K application)                                                                                                                              |                                                 |                                   |                  |           |           |           |           |           |           |           |           |
| 6b                                                                        | Total Adjusted Pupil Units = (6) + (6a)                                                                                                                                                  |                                                 | 974.19                            | 1,007.40         | 1,007.40  | 1,007.40  | 1,007.40  | 1,007.40  | 1,007.40  | 1,007.40  | 1,007.40  |           |
| 7                                                                         | District average building age (uncapped)                                                                                                                                                 | 401                                             | 46.60                             | 47.60            | 47.60     | 48.60     | 49.60     | 50.60     | 51.60     | 52.60     | 53.60     | 54.60     |
| 8                                                                         | Formula allowance                                                                                                                                                                        |                                                 | \$ 380.00                         | \$ 380.00        | \$ 380.00 | \$ 380.00 | \$ 380.00 | \$ 380.00 | \$ 380.00 | \$ 380.00 | \$ 380.00 | \$ 380.00 |
| 9                                                                         | Building age ratio = (Lesser of 1 or (7) / 35)                                                                                                                                           | 402                                             | 1.00000                           | 1.00000          | 1.00000   | 1.00000   | 1.00000   | 1.00000   | 1.00000   | 1.00000   | 1.00000   | 1.00000   |
| 10                                                                        | Initial revenue = (6) * (8) * (9)                                                                                                                                                        | 403                                             | 370,194                           | 382,812          | 382,812   | 382,812   | 382,812   | 382,812   | 382,812   | 382,812   | 382,812   | 382,812   |
| 11                                                                        | Added revenue for Eligible H&S Projects > \$100,000 / site                                                                                                                               |                                                 |                                   |                  |           |           |           |           |           |           |           |           |
| 12                                                                        | Debt service for existing Alt facilities H&S bonds (1B) - gross before debt excess                                                                                                       | 702                                             |                                   |                  | -         | -         | -         | -         | -         | -         | -         | -         |
| 13                                                                        | Debt Excess related to Debt service for existing Alt facilities H&S bonds (1B)                                                                                                           | 756                                             |                                   |                  | -         | -         | -         | -         | -         | -         | -         | -         |
| 14                                                                        | Debt service for portion of existing Alt facilities bonds from line (22) attributable to eligible H&S Projects > \$100,000 per site (1A)                                                 | 701                                             |                                   |                  | -         | -         | -         | -         | -         | -         | -         | -         |
| 15                                                                        | Debt Excess related to Debt service for portion of existing Alt facilities bonds attributable to eligible H&S Projects > \$100,000 per site (1A)                                         | 755                                             |                                   |                  | -         | -         | -         | -         | -         | -         | -         | -         |
| 16a                                                                       | Existing Net debt service for LTFM bonds for eligible new H&S projects > \$100,000 / site = (principal + interest)*1.05 - portion of bond paid by initial revenue from "AQFAA Bonds" tab |                                                 |                                   |                  | -         | -         | -         | -         | -         | -         | -         | -         |
| 16b                                                                       | New debt service for LTFM bonds for eligible new H&S projects > \$100,000 / site = (principal + interest)*1.05 - portion of bond paid by initial revenue                                 |                                                 |                                   |                  | -         | 190,628   | 208,215   | 203,753   | 204,540   | 205,065   | 205,328   | 205,328   |
| 17                                                                        | Net debt service for LTFM bonds for eligible new H&S projects > \$100,000 / site = (principal + interest)*1.05 - portion of bond paid by initial revenue = (16a) + (16b)                 | 767                                             |                                   |                  | -         | 190,628   | 208,215   | 203,753   | 204,540   | 205,065   | 205,328   | 205,328   |
| 18                                                                        | Pay as you go revenue for eligible new H&S projects > \$100,000 / site                                                                                                                   | 405                                             |                                   |                  | -         | -         | -         | -         | -         | -         | -         | -         |
| 19                                                                        | Total additional revenue for eligible H&S projects > \$100,000 / site (12) - (13) + (14) - (15) + (17) + (18)                                                                            | 406                                             |                                   |                  | -         | 190,628   | 208,215   | 203,753   | 204,540   | 205,065   | 205,328   | 205,328   |
|                                                                           | Added revenue for Pre-K remodeling (for VPK approvals only)                                                                                                                              |                                                 |                                   |                  |           |           |           |           |           |           |           |           |
| 20a                                                                       | Net debt service for bonds approved for Pre-K remodeling                                                                                                                                 | 768                                             |                                   |                  | -         | -         | -         | -         | -         | -         | -         | -         |
| 20b                                                                       | Pay as you go for projects approved for Pre-K remodeling                                                                                                                                 | 407                                             |                                   |                  | -         | -         | -         | -         | -         | -         | -         | -         |
| 20c                                                                       | Total Pre-K revenue                                                                                                                                                                      |                                                 |                                   |                  | -         | -         | -         | -         | -         | -         | -         | -         |
| 20d                                                                       | Total New Law Revenue (10) + (19) + (20c)                                                                                                                                                | 408                                             |                                   |                  | 382,812   | 573,440   | 591,027   | 586,565   | 587,352   | 587,877   | 588,140   | 588,140   |

| FY 25 Long-Term Facilities Maintenance (LTFM) Ten-Year Revenue Projection |                                                                                                                                                                                          |  |  | Revised 5/4/2023                                |                                   |            |                             |            |            |            |            |            |            |         |
|---------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|-------------------------------------------------|-----------------------------------|------------|-----------------------------|------------|------------|------------|------------|------------|------------|---------|
| 108 <= Type in School District Number                                     |                                                                                                                                                                                          |  |  |                                                 |                                   |            |                             |            |            |            |            |            |            |         |
| CENTRAL PUBLIC SCHOOL DISTRICT                                            |                                                                                                                                                                                          |  |  |                                                 |                                   |            |                             |            |            |            |            |            |            |         |
|                                                                           |                                                                                                                                                                                          |  |  | Change only<br>if requiring levy<br>adjustments | Payable 2023<br>LLC Certification |            |                             |            |            |            |            |            |            |         |
| Calculations for Ten Year Projection                                      |                                                                                                                                                                                          |  |  | Pay 23<br>LLC #                                 | FY 2023                           | FY 2024    | Current Estimate<br>FY 2024 | FY 2025    | FY 2026    | FY 2027    | FY 2028    | FY 2029    | FY 2030    | FY 2031 |
| Old Formula revenue                                                       |                                                                                                                                                                                          |  |  |                                                 |                                   |            |                             |            |            |            |            |            |            |         |
| 21                                                                        | Old formula Health & Safety revenue (these should match the pay as you go amounts entered into the Health & Safety Data Submission System through FY 2025)                               |  |  | 409                                             |                                   | -          | -                           | -          | -          | -          | -          | -          | -          | -       |
| 22                                                                        | Old formula alt facilities debt revenue (1A) - gross before debt excess                                                                                                                  |  |  | 701                                             |                                   | -          | -                           | -          | -          | -          | -          | -          | -          | -       |
| 23                                                                        | Debt Excess allocated to line 22                                                                                                                                                         |  |  |                                                 |                                   |            |                             |            |            |            |            |            |            |         |
| 24                                                                        | Old formula alt facilities debt revenue (1A) - debt excess                                                                                                                               |  |  | 765                                             |                                   | -          | -                           | -          | -          | -          | -          | -          | -          | -       |
| 25                                                                        | Old formula alt facilities net debt revenue (1B) = (12) - (13)                                                                                                                           |  |  | 766                                             |                                   | -          | -                           | -          | -          | -          | -          | -          | -          | -       |
| 26                                                                        | Old formula alt facilities pay as you go revenue (1A)                                                                                                                                    |  |  | 410                                             | -                                 | -          | -                           | -          | -          | -          | -          | -          | -          | -       |
| 26b (18)                                                                  | Pay-as-you-go revenue for H&S projects over \$100,000 per site                                                                                                                           |  |  | 411                                             |                                   | -          | -                           | -          | -          | -          | -          | -          | -          | -       |
| 27                                                                        | Old formula alt facilities pay as you go revenue (1B) > \$500,000 (these should match the pay as you go amounts entered into the Health & Safety Data Submission System through FY 2024) |  |  | 413                                             |                                   | -          | -                           | -          | -          | -          | -          | -          | -          | -       |
| 27a                                                                       | LTFM "H&S >100K per site" bonds                                                                                                                                                          |  |  | 767                                             |                                   | -          | 190,628                     | 208,215    | 203,753    | 204,540    | 205,065    | 205,328    | 205,328    | 205,328 |
| 27b                                                                       | LTFM "other" bonds for 1A hold harmless                                                                                                                                                  |  |  | 769                                             |                                   | -          | -                           | -          | -          | -          | -          | -          | -          | -       |
| 28                                                                        | Old formula deferred maintenance revenue<br>= (if (22) + (26) = 0, (10) * (\$64 / formula allowance))                                                                                    |  |  | 416                                             |                                   |            | 64,474                      | 64,474     | 64,474     | 64,474     | 64,474     | 64,474     | 64,474     | 64,474  |
| 29                                                                        | Total old formula revenue =<br>(21)+(24)+(25)+(26)+(26b)+(27)+(27a)+(27b)+(28)                                                                                                           |  |  | 417                                             |                                   |            | 64,474                      | 255,102    | 272,689    | 268,227    | 269,014    | 269,539    | 269,802    | 269,802 |
| 30                                                                        | Total LTFM Revenue for Individual District Projects<br>= Greater of (20d) or [(29) + (20c)]                                                                                              |  |  | 418                                             |                                   |            | 382,812                     | 573,440    | 591,027    | 586,565    | 587,352    | 587,877    | 588,140    | 588,140 |
| 31                                                                        | District Requested Reduction from Maximum LTFM Revenue (to levy less than the maximum). Also enter this amount in the Levy Information System. Stated as positive number                 |  |  | 419                                             |                                   |            | -                           | -          | -          | -          | -          | -          | -          | -       |
| 32                                                                        | District LTFM Revenue (30) - (31)                                                                                                                                                        |  |  | 420                                             |                                   |            | 382,812                     | 573,440    | 591,027    | 586,565    | 587,352    | 587,877    | 588,140    | 588,140 |
| 33                                                                        | LTFM Revenue for District Share of Eligible Cooperative / Intermediate Projects (Unequalized)                                                                                            |  |  | 421                                             |                                   |            | 3,488                       | -          | -          | -          | -          | -          | -          | -       |
| 34                                                                        | Grand Total LTFM Revenue (32) + (33)                                                                                                                                                     |  |  | 422                                             |                                   |            | 386,300                     | 573,440    | 591,027    | 586,565    | 587,352    | 587,877    | 588,140    | 588,140 |
| Aid and Levy Shares of Total Revenue                                      |                                                                                                                                                                                          |  |  |                                                 |                                   |            |                             |            |            |            |            |            |            |         |
| 35                                                                        | For ANTC & APU, three year prior date                                                                                                                                                    |  |  |                                                 | 2021                              | 2021       | 2022                        | 2023       | 2024       | 2025       | 2026       | 2027       | 2028       |         |
| 36                                                                        | Three year prior Ag Modified ANTC                                                                                                                                                        |  |  | 35                                              | 11,740,762                        | 11,740,762 | 13,971,508                  | 14,530,368 | 15,111,583 | 15,716,046 | 16,344,688 | 16,998,475 | 17,678,414 |         |
| 37                                                                        | Three year prior Adjusted PU (New Weights)                                                                                                                                               |  |  | 54                                              | 1,018.06                          | 1,018.06   | 1,013.16                    | 1,024.56   | 1,015.29   | 1,021.31   | 1,021.31   | 1,021.31   | 1,021.31   |         |
| 38                                                                        | ANTC / APU = (36) / (37)                                                                                                                                                                 |  |  | 424                                             | 11,532.49                         | 11,532.51  | 13,790.06                   | 14,182.04  | 14,883.95  | 15,388.10  | 16,003.62  | 16,643.77  | 17,309.52  |         |
| 39                                                                        | State average ANTC / APU with ag value adjustment                                                                                                                                        |  |  | 425                                             | 10,412.94                         | 10,412.94  | 12,182.56                   | 13,566.31  | 14,441.54  | 15,019.00  | 15,620.00  | 16,245.00  | 16,895.00  |         |
| 40                                                                        | Equalizing Factor = 123% of (39)                                                                                                                                                         |  |  | 426                                             | 12,807.92                         | 12,807.92  | 14,984.55                   | 16,686.56  | 17,763.09  | 18,473.37  | 19,212.60  | 19,981.35  | 20,780.85  |         |
| 41                                                                        | Local (levy) share of Equalized Revenue (lesser of 1 or (38) / (40))                                                                                                                     |  |  | 427                                             | 90.04%                            | 90.04%     | 92.03%                      | 84.99%     | 83.79%     | 83.30%     | 83.30%     | 83.30%     | 83.30%     |         |
| 42                                                                        | State (aid) share of Equalized Revenue (1 - (41))                                                                                                                                        |  |  | 428                                             | 9.96%                             | 9.96%      | 7.97%                       | 15.01%     | 16.21%     | 16.70%     | 16.70%     | 16.70%     | 16.70%     |         |
| 43                                                                        | Equalized Revenue (lesser of (34) or (6) * (8))                                                                                                                                          |  |  | 423                                             | 382,812                           | 382,812    | 382,812                     | 382,812    | 382,812    | 382,812    | 382,812    | 382,812    | 382,812    |         |
| 44                                                                        | Initial LTFM State Aid (42) * (43)                                                                                                                                                       |  |  | 429                                             | 38,144                            | 38,120     | 30,516                      | 57,457     | 62,048     | 63,934     | 63,939     | 63,943     | 63,947     |         |
| 45                                                                        | Old formula Grandfathered Alternative Facilities Aid                                                                                                                                     |  |  | 431                                             | -                                 | -          | -                           | -          | -          | -          | -          | -          | -          |         |
| 46                                                                        | Total LTFM State Aid (Greater of (44) or (45))                                                                                                                                           |  |  | 432                                             | 38,144                            | 38,120     | 30,516                      | 57,457     | 62,048     | 63,934     | 63,939     | 63,943     | 63,947     |         |
| 47                                                                        | Total LTFM Levy (34) - (46) (including coop/intermediate)                                                                                                                                |  |  | 435                                             | 348,156                           | 344,692    | 542,924                     | 533,570    | 524,517    | 523,418    | 523,938    | 524,197    | 524,193    |         |
| Debt Service Portion of Revenue (non-grandfather districts)               |                                                                                                                                                                                          |  |  |                                                 |                                   |            |                             |            |            |            |            |            |            |         |
| 49                                                                        | Subtotal Debt Service Revenue from above<br>= (12) - (13) + (17) + (20a) + (24)                                                                                                          |  |  | 765+766+767+768                                 |                                   | -          | 190,628                     | 208,215    | 203,753    | 204,540    | 205,065    | 205,328    | 205,328    |         |
| 50                                                                        | Existing LTFM bonds excluding bonds on line 17 (principal + interest)*1.05 from "FM Other Bonds" tab                                                                                     |  |  | 769                                             |                                   | -          | -                           | -          | -          | -          | -          | -          | -          |         |
| 50b                                                                       | New LTFM bonds excluding bonds on line 17 (principal + interest)*1.05                                                                                                                    |  |  |                                                 |                                   | -          | -                           | -          | -          | -          | -          | -          | -          |         |
| 51                                                                        | Total Debt Service Revenue = (49) + (50) + (50b)                                                                                                                                         |  |  | 770                                             |                                   | -          | 190,628                     | 208,215    | 203,753    | 204,540    | 205,065    | 205,328    | 205,328    |         |
| 52                                                                        | Equalized debt Service Revenue (lesser of (43) or (51))                                                                                                                                  |  |  | 436                                             |                                   | -          | 190,628                     | 208,215    | 203,753    | 204,540    | 205,065    | 205,328    | 205,328    |         |
| 53                                                                        | Debt Service Aid = (52) * (42)                                                                                                                                                           |  |  | 438                                             |                                   | -          | 15,196                      | 31,251     | 33,025     | 34,161     | 34,251     | 34,297     | 34,299     |         |
| 54                                                                        | Equalized Debt Service Levy = (52) - (53)                                                                                                                                                |  |  | 439                                             |                                   | -          | 175,432                     | 176,964    | 170,728    | 170,379    | 170,814    | 171,031    | 171,029    |         |
| 55                                                                        | Unequalized Debt Service Revenue and Levy<br>= (Greater of zero or (51) - (50))                                                                                                          |  |  | 440                                             |                                   | -          | -                           | -          | -          | -          | -          | -          | -          |         |



| FY 25 Long-Term Facilities Maintenance (LTFM) Ten-Year Revenue Projection                                                                                     |                                                                    |                         |                                                 | Revised 5/4/2023                  |                  |                |                |                |                |                |                |                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|-------------------------|-------------------------------------------------|-----------------------------------|------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| <b>108 &lt;= Type in School District Number</b>                                                                                                               |                                                                    |                         |                                                 |                                   |                  |                |                |                |                |                |                |                |
| <b>CENTRAL PUBLIC SCHOOL DISTRICT</b>                                                                                                                         |                                                                    |                         |                                                 |                                   |                  |                |                |                |                |                |                |                |
|                                                                                                                                                               |                                                                    |                         | Change only<br>if requiring levy<br>adjustments | Payable 2023<br>LLC Certification | Current Estimate |                |                |                |                |                |                |                |
| <i>Calculations for Ten Year Projection</i>                                                                                                                   |                                                                    | <b>Pay 23<br/>LLC #</b> | <b>FY 2023</b>                                  | <b>FY 2024</b>                    | <b>FY 2024</b>   | <b>FY 2025</b> | <b>FY 2026</b> | <b>FY 2027</b> | <b>FY 2028</b> | <b>FY 2029</b> | <b>FY 2030</b> | <b>FY 2031</b> |
| 56                                                                                                                                                            | <b>General Fund Portion of Revenue (non-grandfather districts)</b> |                         |                                                 |                                   |                  |                |                |                |                |                |                |                |
| 57                                                                                                                                                            | Total General Fund Revenue = (34) - (51)                           | 441                     |                                                 |                                   | 382,812          | 382,812        | 382,812        | 382,812        | 382,812        | 382,812        | 382,812        | 382,812        |
| 58                                                                                                                                                            | General Fund Equalized Revenue = (43) - (52)                       | 442                     |                                                 |                                   | 382,812          | 192,184        | 174,597        | 179,059        | 178,272        | 177,747        | 177,484        | 177,484        |
| 59                                                                                                                                                            | Total General Fund Aid = (46) - (53)                               | 443                     |                                                 |                                   | 38,120           | 15,320         | 26,206         | 29,023         | 29,774         | 29,688         | 29,646         | 29,648         |
| 60                                                                                                                                                            | General Fund Equalized Levy = (58) * (41)                          | 444                     |                                                 |                                   | 344,692          | 176,864        | 148,391        | 150,036        | 148,498        | 148,059        | 147,838        | 147,836        |
| 61                                                                                                                                                            | General Fund Unequalized levy = (57) - (58)                        | 445                     |                                                 |                                   | -                | 190,628        | 208,215        | 203,753        | 204,540        | 205,065        | 205,328        | 205,328        |
| 62                                                                                                                                                            | Total General Fund Levy = (60) + (61)                              | 446                     |                                                 |                                   | 344,692          | 367,492        | 356,606        | 353,789        | 353,038        | 353,124        | 353,166        | 353,164        |
| <b>Notes:</b>                                                                                                                                                 |                                                                    |                         |                                                 |                                   |                  |                |                |                |                |                |                |                |
| 1. Underlevy on general fund equalized levy results in proportionate reduction in associated aid.                                                             |                                                                    |                         |                                                 |                                   |                  |                |                |                |                |                |                |                |
| 2. Total Debt Service revenue on line 49 must not exceed total LTFM revenue for individual district projects (line 30) for any of the 10 years in the plan.   |                                                                    |                         |                                                 |                                   |                  |                |                |                |                |                |                |                |
| 3. For 1A districts with old Alt Facilities bonding, the amount on line 22 will reduce initial revenue on line 10, less the H & S portion entered on line 14. |                                                                    |                         |                                                 |                                   |                  |                |                |                |                |                |                |                |

|         | FY 2032  | FY 2033   |
|---------|----------|-----------|
|         | 1,007.40 | 1,007.40  |
|         | 1,007.40 | 1,007.40  |
|         | 55.60    | 56.60     |
| \$      | 380.00   | \$ 380.00 |
|         | 1.00000  | 1.00000   |
|         | 382,812  | 382,812   |
| -       | -        | -         |
| -       | -        | -         |
| -       | -        | -         |
| -       | -        | -         |
| -       | -        | -         |
| 205,328 | -        | -         |
| 205,328 | -        | -         |
| -       | -        | -         |
| 205,328 | -        | -         |
| -       | -        | -         |
| -       | -        | -         |
| 588,140 | 382,812  |           |

|            |            |
|------------|------------|
|            |            |
|            |            |
|            |            |
|            |            |
|            |            |
| FY 2032    | FY 2033    |
|            |            |
|            |            |
| -          | -          |
| -          | -          |
| -          | -          |
| -          | -          |
| -          | -          |
| -          | -          |
| -          | -          |
| -          | -          |
| -          | -          |
| 205,328    | -          |
| -          | -          |
| 64,474     | 64,474     |
| 269,802    | 64,474     |
|            |            |
| 588,140    | 382,812    |
|            |            |
| -          | -          |
|            |            |
| 588,140    | 382,812    |
|            |            |
| -          | -          |
| 588,140    | 382,812    |
|            |            |
|            |            |
| 2029       | 2030       |
| 18,385,551 | 19,120,973 |
| 1,021.31   | 1,021.31   |
| 18,001.90  | 18,721.97  |
| 17,571.00  | 18,274.00  |
| 21,612.33  | 22,477.02  |
| 83.29%     | 83.29%     |
| 16.71%     | 16.71%     |
| 382,812    | 382,812    |
| 63,950     | 63,953     |
| -          | -          |
| 63,950     | 63,953     |
| 524,190    | 318,859    |
|            |            |
|            |            |
| 205,328    | -          |
| -          | -          |
| -          | -          |
| 205,328    | -          |
| 205,328    | -          |
| 34,301     | -          |
| 171,027    | -          |
| -          | -          |
| -          | -          |

| FY 2032 | FY 2033 |
|---------|---------|
| 382,812 | 382,812 |
| 177,484 | 382,812 |
| 29,649  | 63,953  |
| 147,835 | 318,859 |
| 205,328 | -       |
| 353,163 | 318,859 |

Detail Line Instructions for Ten Year Revenue Projection Spreadsheet

Note: Column "D" for FY 2023 is blank, and blue shaded cells should only be filled in for changes requiring prior year levy adjustments on the Levy Limitation and Certification system.

1 Type your district number in cell A2

example: 6 for South St. Paul (Minneapolis = 1.2)

Initial Formula Revenue

6 Current year APU

Adjusted Pupil Units: out year data held constant. ADMWE data for FY 2024 & FY Add data from the "FY 2019 Site Application for Voluntary Pre-kindergarten Program" form.

6a Additional Pre-K Pupil Units ( line 19 of Pre-K application)

Average Building Age data as of January 2023 plus 1: out years = previous year plus one.

7 District average building age (uncapped)

Enter changes on this line, not in the ave age tab.

Added revenue for Eligible H&S Projects > \$100,000 / site

(1A = 28 largest districts; 1B remaining districts)

11 Eligible projects include Indoor Air Quality, Fire prevention and suppression, and Asbestos Abatement (IAQFAA)

12 Debt service for existing Alt facilities H&S bonds (1B) - gross before debt excess

1B existing debt schedules as of May 3, 2023

13 Debt Excess related to Debt service for existing Alt facilities H&S bonds

Step 1: The pay 24 total debt excess =

June 30, 2022 UFARS fund 7-464 balance

- Pay 22 debt excess
- Pay 23 Debt excess
- 5% of pay 24 debt service levy

14 Debt service for portion of existing Alt facilities bonds from line (22) attributable to eligible H&S Projects > \$100,000 per site (1A)

Step 2: Alt Facilities portion of the pay 24 debt excess = pay 24 total debt excess \* alt facilities debt service levy / total debt service levy.

If a portion of the existing 1A debt schedules fund H&S Projects>\$100,000, enter that amount here. Unless 1A districts anticipate more revenue under the new program than the hold harmless, this entry can be skipped. MDE makes no assumption for the split so assumes 0%.

15 Debt Excess related to Debt service for portion of existing Alt facilities bonds attributable to eligible H&S Projects > \$100,000 per site (1A)

see debt excess calculation in line 13

- 16a Existing Net debt service for LTFM bonds for eligible new H&S projects >  
\$100,000 / site = (principal + interest)\*1.05 - portion of bond paid by  
initial revenue from "IAOFAA Bonds" tab  
16b New debt service for LTFM bonds for eligible new H&S projects >  
\$100,000 / site = (principal + interest)\*1.05 - portion of bond paid by  
18 Pay as you go revenue for eligible new H&S projects > \$100,000 / site

20a Net debt service for bonds approved for Pre-K remodeling

20b Pay as you go for projects approved for Pre-K remodeling

**Old Formula revenue**

- 21 Old formula H&S revenue (estimated annual costs for all eligible projects  
< \$500,000)  
22 Old formula alt facilities debt revenue (1A) - gross before debt excess  
23 Debt Excess allocated to line 22  
25 Old formula alt facilities debt revenue (1B) = (12) - (13)  
26 Old formula alt facilities pay as you go revenue (1A)  
b (18) Pay-as-you-go revenue for H&S projects over \$100,000 per site  
27 Old formula alt facilities pay as you go revenue (1B) >\$500,000

---

30 **Total LTFM Revenue for Individual District Projects**  
**= (Greater of [(10) + (19)] or (29))**

---

31 District Requested Reduction from Maximum LTFM Revenue (to levy less  
than the maximum). Also enter this amount in the Levy Information  
System

---

32 **District LTFM Revenue (30) - (31)**

---

33 LTFM Revenue for District Share of Eligible Cooperative / Intermediate  
Projects (Unequalized)

---

34 **Grand Total LTFM Revenue (32) + (33)**

---

LTFM Health & Safety debt schedules as of May 3, 2023

new projects debt portion that is being levied above initial revenue  
new projects pay-go portion

2016 legislation permits bonding for Voluntary Pre-k to be included in the LTFM  
program (VPK approvals only, School Readiness Plus is not included)  
2016 legislation permits annual levies for Voluntary Pre-k to be included in the  
LTFM program (VPK approvals only, School Readiness Plus is not included.)

"Hold harmless" section

regular Health and Safety MS 123B.57  
1A debt schedules as of May 3, 2023  
see debt excess calculation in line 13  
line 12 minus line 13 from above

repeated from line 18.

If there are no bonds, lines 21 plus 27 should equal the sum of the first 9 items on  
the ten year expenditure spreadsheet.

formula

Optional revenue reduction (under-levy) amount expressed as positive number.

**To include on your payable 2024 levy, enter this amount into the Levy  
Information System, General and Community Service screen, line 8.**

formula

**Additional** amount for intermediate/cooperative districts. Special spreadsheet for  
Intermediate/Cooperative districts.

Formula. Revenue to new reserved account. Account balance may be negative or  
positive and carried forward.

## Aid and Levy Shares of Total Revenue

- 36 Three year prior Ag Modified ANTC
- 37 Three year prior Adjusted PU (New Weights)

lines 38-47 formulae

## Debt Service Portion of Revenue

- 50 Existing LTFM bonds excluding bonds on line 17 (principal + interest)\*1.05 from "FM Other Bonds" tab
- 50b New LTFM bonds excluding bonds on line 17 (principal + interest)\*1.05

lines 51-55 formulae

## General Fund Portion of Revenue

lines 57-62 formulae

FY 2022 estimated ANTC data from DOR. Out years plus 4% annually  
FY 2022-26 3YP is EDRS data. Out years no growth

UFARS fund 7 separation

LTFM Other (deferred maintenance mostly) debt schedules as of May 3, 2023  
New bonds (other than Indoor Air Quality, Fire, and Asbestos Abatement greater than \$100,000 per site)

Equalization aid applied to LTFM debt service levies before applying to general fund levies

UFARS fund 1 separation

4 to 7 pieces to submit for LTFM as detailed in the Long-Term Facilities  
Maintenance Revenue Memo dated July 10, 2015.

- 1 Ten year expenditure projection spreadsheet
- 2 Ten year revenue projection spreadsheet
- 3 statement of assurances
- 4 board resolution
- 5 detail of projects > \$100,000
- 6 detail of projects > \$2,000,000
- 7 bond schedule

Special email address for above submission: MDE.facilities@state.mn.us

**Data must be submitted through the Health and Safety Data Submission System, and new bond schedules submitted through the Levy Information System in addition to the above.**





Convert MPLS to 1.2

Certified data in yellow background in Ten-Year tab, col E

|                  |      |      | 851,104.31  |                      | 312,192,639.43          |
|------------------|------|------|-------------|----------------------|-------------------------|
| col1<br>district | col2 | col3 | col4<br>APU | col5<br>Bldg Ave Age | col6<br>Initial Revenue |
| 1                |      |      | 1,077.40    | 54.12                | 409,412.00              |
| 1.2              |      |      | 29,390.00   | 60.20                | 11,168,200.00           |
| 2                |      |      | 242.80      | 34.90                | 92,000.39               |
| 4                |      |      | 460.44      | 51.05                | 174,967.20              |
| 6                |      |      | 3,116.98    | 50.96                | 1,184,452.40            |
| 11               |      |      | 41,919.52   | 43.40                | 15,929,417.60           |
| 12               |      |      | 7,066.00    | 41.70                | 2,685,080.00            |
| 13               |      |      | 3,561.10    | 55.20                | 1,353,218.00            |
| 14               |      |      | 2,910.60    | 57.52                | 1,106,028.00            |
| 15               |      |      | 4,093.80    | 42.53                | 1,555,644.00            |
| 16               |      |      | 6,687.00    | 37.73                | 2,541,060.00            |
| 22               |      |      | 2,945.80    | 37.62                | 1,119,404.00            |
| 23               |      |      | 917.40      | 42.72                | 348,612.00              |
| 25               |      |      | 62.00       | 22.00                | 14,809.14               |
| 31               |      |      | 5,099.00    | 32.74                | 1,812,505.11            |
| 32               |      |      | 621.91      | 45.59                | 236,325.80              |
| 36               |      |      | 320.00      | 31.82                | 110,551.77              |
| 38               |      |      | 1,634.60    | 28.89                | 512,713.31              |
| 47               |      |      | 4,696.20    | 36.78                | 1,784,556.00            |
| 51               |      |      | 2,017.00    | 30.36                | 664,849.30              |
| 75               |      |      | 879.00      | 41.27                | 334,020.00              |
| 77               |      |      | 9,199.24    | 52.73                | 3,495,711.20            |
| 81               |      |      | 123.80      | 53.66                | 47,044.00               |
| 84               |      |      | 610.00      | 52.81                | 231,800.00              |
| 85               |      |      | 621.20      | 45.17                | 236,056.00              |
| 88               |      |      | 2,373.60    | 43.10                | 901,968.00              |
| 91               |      |      | 754.40      | 41.76                | 286,672.00              |
| 93               |      |      | 382.60      | 65.87                | 145,388.00              |
| 94               |      |      | 2,992.95    | 39.75                | 1,137,321.00            |
| 95               |      |      | 324.60      | 33.55                | 118,237.87              |
| 97               |      |      | 681.00      | 9.39                 | 69,426.98               |
| 99               |      |      | 1,389.00    | 43.32                | 527,820.00              |
| 100              |      |      | 377.40      | 44.65                | 143,412.00              |
| 108              |      |      | 1,007.40    | 47.60                | 382,812.00              |
| 110              |      |      | 4,515.80    | 25.76                | 1,262,978.94            |
| 111              |      |      | 1,700.40    | 39.57                | 646,152.00              |
| 112              |      |      | 10,317.60   | 29.37                | 3,290,017.34            |
| 113              |      |      | 792.00      | 46.02                | 300,960.00              |
| 115              |      |      | 1,464.80    | 36.92                | 556,624.00              |
| 116              |      |      | 1,358.80    | 26.71                | 394,044.24              |
| 118              |      |      | 352.40      | 30.53                | 116,809.52              |
| 129              |      |      | 1,609.60    | 50.84                | 611,648.00              |
| 138              |      |      | 2,881.00    | 32.76                | 1,024,714.08            |
| 139              |      |      | 960.80      | 33.96                | 354,255.19              |

|     |           |       |               |
|-----|-----------|-------|---------------|
| 146 | 975.00    | 55.55 | 370,500.00    |
| 150 | 1,121.00  | 37.58 | 425,980.00    |
| 152 | 7,757.20  | 27.04 | 2,277,336.62  |
| 162 | 987.40    | 39.89 | 375,212.00    |
| 166 | 497.20    | 40.71 | 188,936.00    |
| 173 | 548.40    | 60.61 | 208,392.00    |
| 177 | 1,277.00  | 38.55 | 485,260.00    |
| 181 | 6,494.80  | 41.93 | 2,468,024.00  |
| 182 | 1,103.00  | 39.66 | 419,140.00    |
| 186 | 1,992.20  | 33.51 | 724,807.89    |
| 191 | 7,971.40  | 48.15 | 3,029,132.00  |
| 192 | 7,574.00  | 30.36 | 2,496,563.52  |
| 194 | 13,115.60 | 33.91 | 4,828,714.23  |
| 195 | 916.40    | 33.02 | 328,532.02    |
| 196 | 31,535.24 | 37.73 | 11,983,391.20 |
| 197 | 5,395.00  | 45.44 | 2,050,100.00  |
| 199 | 3,540.20  | 43.68 | 1,345,276.00  |
| 200 | 4,448.60  | 40.87 | 1,690,468.00  |
| 203 | 699.80    | 45.69 | 265,924.00    |
| 204 | 2,410.80  | 25.52 | 667,970.69    |
| 206 | 4,489.40  | 26.00 | 1,267,293.48  |
| 213 | 928.00    | 39.66 | 352,640.00    |
| 227 | 986.80    | 36.16 | 374,984.00    |
| 229 | 446.80    | 49.22 | 169,784.00    |
| 238 | 273.20    | 72.47 | 103,816.00    |
| 239 | 695.20    | 7.00  | 52,835.20     |
| 241 | 3,690.60  | 49.27 | 1,402,428.00  |
| 242 | 503.20    | 38.84 | 191,216.00    |
| 252 | 1,142.60  | 41.36 | 434,188.00    |
| 253 | 774.60    | 40.57 | 294,348.00    |
| 255 | 1,644.80  | 28.74 | 513,233.99    |
| 256 | 2,684.20  | 41.60 | 1,019,996.00  |
| 261 | 359.00    | 34.12 | 132,990.01    |
| 264 | 100.80    | 87.59 | 38,304.00     |
| 270 | 7,117.20  | 52.85 | 2,704,536.00  |
| 271 | 10,986.84 | 53.62 | 4,174,999.20  |
| 272 | 9,802.60  | 36.87 | 3,724,988.00  |
| 273 | 9,359.40  | 48.66 | 3,556,572.00  |
| 276 | 12,257.20 | 47.56 | 4,657,736.00  |
| 277 | 2,635.80  | 49.10 | 1,001,604.00  |
| 278 | 3,202.60  | 43.97 | 1,216,988.00  |
| 279 | 22,865.30 | 42.38 | 8,688,814.00  |
| 280 | 4,286.80  | 63.80 | 1,628,984.00  |
| 281 | 11,514.60 | 53.91 | 4,375,548.00  |
| 282 | 2,013.60  | 54.83 | 765,168.00    |
| 283 | 4,903.00  | 60.66 | 1,863,140.00  |
| 284 | 13,022.60 | 36.12 | 4,948,588.00  |
| 286 | 2,341.40  | 38.88 | 889,732.00    |
| 294 | 1,953.25  | 70.45 | 742,235.00    |
| 297 | 381.60    | 75.46 | 145,008.00    |

|     |          |       |              |
|-----|----------|-------|--------------|
| 299 | 785.60   | 35.00 | 298,528.00   |
| 300 | 1,164.60 | 47.28 | 442,548.00   |
| 306 | 345.85   | 35.95 | 131,423.00   |
| 308 | 672.60   | 34.25 | 250,111.11   |
| 309 | 1,797.81 | 38.58 | 683,167.80   |
| 314 | 827.00   | 41.96 | 314,260.00   |
| 316 | 1,120.00 | 80.22 | 425,600.00   |
| 317 | 934.20   | 39.86 | 354,996.00   |
| 318 | 4,344.60 | 31.16 | 1,469,815.41 |
| 319 | 565.80   | 92.12 | 215,004.00   |
| 323 | 28.60    | 2.00  | 621.03       |
| 330 | 281.15   | 54.99 | 106,837.00   |
| 332 | 1,701.00 | 38.05 | 646,380.00   |
| 333 | 532.20   | 32.55 | 188,079.48   |
| 345 | 1,659.60 | 34.74 | 625,963.19   |
| 347 | 4,443.23 | 42.45 | 1,688,427.40 |
| 356 | 199.40   | 60.29 | 75,772.00    |
| 361 | 940.60   | 58.68 | 357,428.00   |
| 362 | 303.40   | 36.89 | 115,292.00   |
| 363 | 295.20   | 43.57 | 112,176.00   |
| 378 | 617.20   | 41.47 | 234,536.00   |
| 381 | 1,424.00 | 41.96 | 541,120.00   |
| 390 | 444.60   | 30.03 | 144,957.38   |
| 391 | 648.40   | 35.72 | 246,392.00   |
| 402 | 186.80   | 72.37 | 70,984.00    |
| 403 | 132.20   | 84.88 | 50,236.00    |
| 404 | 194.20   | 58.83 | 73,796.00    |
| 413 | 2,764.20 | 40.10 | 1,050,396.00 |
| 414 | 494.60   | 56.76 | 187,948.00   |
| 415 | 234.80   | 71.69 | 89,224.00    |
| 423 | 2,750.00 | 38.30 | 1,045,000.00 |
| 424 | 536.80   | 36.00 | 203,984.00   |
| 432 | 672.60   | 45.96 | 255,588.00   |
| 435 | 782.80   | 35.30 | 297,464.00   |
| 441 | 491.20   | 43.55 | 186,656.00   |
| 447 | 144.40   | 52.84 | 54,872.00    |
| 458 | 263.96   | 69.78 | 100,304.80   |
| 463 | 950.80   | 44.86 | 361,304.00   |
| 465 | 1,699.20 | 51.90 | 645,696.00   |
| 466 | 2,324.80 | 45.59 | 883,424.00   |
| 473 | 452.20   | 38.65 | 171,836.00   |
| 477 | 3,508.00 | 34.20 | 1,302,570.52 |
| 480 | 694.00   | 40.19 | 263,720.00   |
| 482 | 2,533.20 | 52.71 | 962,616.00   |
| 484 | 1,379.00 | 35.20 | 524,020.00   |
| 485 | 989.00   | 31.00 | 332,869.14   |
| 486 | 363.60   | 44.74 | 138,168.00   |
| 487 | 369.40   | 35.52 | 140,372.00   |
| 492 | 5,441.46 | 64.33 | 2,067,754.80 |
| 495 | 493.60   | 17.33 | 92,872.96    |

|     |           |       |               |
|-----|-----------|-------|---------------|
| 497 | 339.00    | 32.42 | 119,324.13    |
| 499 | 300.00    | 55.39 | 114,000.00    |
| 500 | 489.40    | 45.66 | 185,972.00    |
| 505 | 410.40    | 71.69 | 155,952.00    |
| 507 | 383.20    | 30.79 | 128,100.48    |
| 508 | 2,253.20  | 37.34 | 856,216.00    |
| 511 | 620.00    | 45.86 | 235,600.00    |
| 514 | 148.60    | 76.10 | 56,468.00     |
| 518 | 3,753.20  | 36.34 | 1,426,216.00  |
| 531 | 2,569.00  | 30.41 | 848,195.72    |
| 533 | 1,236.40  | 37.00 | 469,832.00    |
| 534 | 2,248.60  | 41.22 | 854,468.00    |
| 535 | 18,537.80 | 47.25 | 7,044,364.00  |
| 542 | 443.80    | 37.95 | 168,644.00    |
| 544 | 3,175.00  | 45.57 | 1,206,500.00  |
| 545 | 369.20    | 44.35 | 140,296.00    |
| 547 | 543.20    | 52.87 | 206,416.00    |
| 548 | 936.00    | 45.49 | 355,680.00    |
| 549 | 1,799.20  | 17.12 | 334,425.02    |
| 550 | 619.40    | 36.95 | 235,372.00    |
| 553 | 866.20    | 38.20 | 329,156.00    |
| 561 | 268.20    | 70.28 | 101,916.00    |
| 564 | 1,952.80  | 49.79 | 742,064.00    |
| 577 | 440.80    | 38.66 | 167,504.00    |
| 578 | 1,663.60  | 44.49 | 632,168.00    |
| 581 | 435.80    | 56.24 | 165,604.00    |
| 592 | 172.60    | 56.20 | 65,588.00     |
| 593 | 1,186.60  | 40.74 | 450,908.00    |
| 595 | 2,141.40  | 32.53 | 756,305.77    |
| 599 | 554.20    | 52.84 | 210,596.00    |
| 600 | 248.60    | 37.16 | 94,468.00     |
| 601 | 622.20    | 48.60 | 236,436.00    |
| 621 | 12,102.00 | 45.18 | 4,598,760.00  |
| 622 | 11,234.20 | 46.64 | 4,268,996.00  |
| 623 | 7,987.20  | 45.33 | 3,035,136.00  |
| 624 | 9,140.80  | 53.28 | 3,473,504.00  |
| 625 | 34,359.20 | 56.50 | 13,056,496.00 |
| 630 | 409.60    | 37.82 | 155,648.00    |
| 635 | 74.00     | 60.93 | 28,120.00     |
| 640 | 439.60    | 33.63 | 160,509.26    |
| 656 | 3,366.97  | 42.58 | 1,279,448.60  |
| 659 | 4,047.60  | 36.23 | 1,538,088.00  |
| 671 | 380.20    | 41.13 | 144,476.00    |
| 676 | 229.80    | 48.35 | 87,324.00     |
| 682 | 1,249.80  | 40.18 | 474,924.00    |
| 690 | 1,038.00  | 31.30 | 352,742.06    |
| 695 | 724.20    | 97.90 | 297,920.00    |
| 696 | 552.00    | 98.30 | 209,760.00    |
| 698 | 187.80    | 36.58 | 71,364.00     |
| 700 | 2,292.00  | 28.14 | 700,251.84    |

|     |           |       |              |
|-----|-----------|-------|--------------|
| 701 | 2,321.00  | 75.96 | 881,980.00   |
| 704 | 1,976.60  | 37.85 | 751,108.00   |
| 706 | -         | 2.00  | -            |
| 707 | 93.60     | 30.72 | 31,218.54    |
| 709 | 8,738.33  | 48.56 | 3,320,565.40 |
| 712 | 585.20    | 20.47 | 130,058.19   |
| 716 | 1,675.80  | 41.43 | 636,804.00   |
| 717 | 1,992.80  | 34.42 | 744,715.05   |
| 719 | 9,592.80  | 26.42 | 2,751,653.56 |
| 720 | 8,446.40  | 26.39 | 2,420,062.53 |
| 721 | 4,590.00  | 32.31 | 1,610,145.78 |
| 726 | 3,096.40  | 33.25 | 1,117,800.40 |
| 727 | 3,464.20  | 30.54 | 1,148,649.54 |
| 728 | 14,939.20 | 32.16 | 5,216,256.42 |
| 738 | 1,173.00  | 38.23 | 445,740.00   |
| 739 | 837.60    | 41.38 | 318,288.00   |
| 740 | 1,414.80  | 40.98 | 537,624.00   |
| 741 | 996.60    | 40.55 | 378,708.00   |
| 742 | 9,919.50  | 37.07 | 3,769,410.00 |
| 743 | 1,266.60  | 43.56 | 481,308.00   |
| 745 | 1,960.00  | 28.95 | 616,056.00   |
| 748 | 4,406.20  | 26.21 | 1,253,853.45 |
| 750 | 2,656.80  | 41.48 | 1,009,584.00 |
| 756 | 910.60    | 52.97 | 346,028.00   |
| 761 | 5,194.60  | 52.42 | 1,973,948.00 |
| 763 | 968.00    | 21.00 | 220,704.00   |
| 768 | 476.20    | 53.74 | 180,956.00   |
| 771 | 150.60    | 67.32 | 57,228.00    |
| 775 | 857.60    | 41.11 | 325,888.00   |
| 777 | 773.72    | 38.75 | 294,013.60   |
| 786 | 516.60    | 56.10 | 196,308.00   |
| 787 | 596.40    | 47.93 | 226,632.00   |
| 801 | 168.00    | 62.95 | 63,840.00    |
| 803 | 391.20    | 55.03 | 148,656.00   |
| 811 | 539.00    | 42.09 | 204,820.00   |
| 813 | 1,276.40  | 51.80 | 485,032.00   |
| 815 | 1.00      | 2.00  | 21.71        |
| 818 | 564.20    | 42.16 | 214,396.00   |
| 820 | 486.00    | 39.95 | 184,680.00   |
| 821 | 1,078.50  | 28.09 | 328,917.85   |
| 829 | 1,845.20  | 55.07 | 701,176.00   |
| 831 | 6,080.20  | 38.60 | 2,310,476.00 |
| 832 | 3,550.60  | 35.20 | 1,349,228.00 |
| 833 | 20,572.28 | 35.75 | 7,817,466.40 |
| 834 | 9,114.60  | 40.91 | 3,463,548.00 |
| 836 | 234.80    | 82.20 | 89,224.00    |
| 837 | 634.60    | 52.87 | 241,148.00   |
| 840 | 1,140.40  | 49.05 | 433,352.00   |
| 846 | 659.20    | 63.77 | 250,496.00   |
| 850 | 331.20    | 14.20 | 51,061.58    |

|      |          |       |              |
|------|----------|-------|--------------|
| 852  | 133.60   | 72.83 | 50,768.00    |
| 857  | 668.00   | 50.47 | 253,840.00   |
| 858  | 1,156.80 | 52.91 | 439,584.00   |
| 861  | 2,438.80 | 51.00 | 926,744.00   |
| 876  | 2,218.60 | 31.03 | 747,440.00   |
| 877  | 5,753.60 | 37.54 | 2,186,368.00 |
| 879  | 2,608.40 | 35.59 | 991,192.00   |
| 881  | 839.60   | 38.06 | 319,048.00   |
| 882  | 4,530.40 | 38.07 | 1,721,552.00 |
| 883  | 1,751.60 | 34.39 | 654,007.40   |
| 885  | 7,251.00 | 23.55 | 1,853,977.11 |
| 891  | 630.20   | 56.96 | 239,476.00   |
| 911  | 5,417.20 | 41.91 | 2,058,536.00 |
| 912  | 1,673.60 | 41.06 | 635,968.00   |
| 914  | 306.80   | 33.99 | 113,219.72   |
| 2071 | 1,048.40 | 23.33 | 265,556.73   |
| 2125 | 1,086.40 | 28.79 | 339,583.81   |
| 2134 | 773.40   | 11.20 | 94,045.44    |
| 2135 | 1,040.60 | 58.79 | 395,428.00   |
| 2137 | 605.00   | 51.85 | 229,900.00   |
| 2142 | 2,110.00 | 37.15 | 801,800.00   |
| 2143 | 804.20   | 60.34 | 305,596.00   |
| 2144 | 3,682.80 | 33.75 | 1,349,483.14 |
| 2149 | 1,380.00 | 41.36 | 524,400.00   |
| 2154 | -        | 2.00  | -            |
| 2155 | 1,234.60 | 38.76 | 469,148.00   |
| 2159 | 505.60   | 68.27 | 192,128.00   |
| 2164 | 1,859.20 | 44.71 | 706,496.00   |
| 2165 | 1,068.20 | 41.76 | 405,916.00   |
| 2167 | 747.40   | 19.63 | 159,290.16   |
| 2168 | 917.60   | 50.17 | 348,688.00   |
| 2169 | 757.85   | 67.52 | 287,983.00   |
| 2170 | 1,027.60 | 53.22 | 390,488.00   |
| 2171 | 260.40   | 41.74 | 98,952.00    |
| 2172 | 730.40   | 40.43 | 277,552.00   |
| 2174 | 963.10   | 45.02 | 365,978.00   |
| 2176 | 619.20   | 61.68 | 235,296.00   |
| 2180 | 695.40   | 57.51 | 264,252.00   |
| 2184 | 1,263.60 | 45.96 | 480,168.00   |
| 2190 | 673.20   | 68.36 | 255,816.00   |
| 2198 | 642.40   | 57.57 | 244,112.00   |
| 2215 | 261.40   | 46.78 | 99,332.00    |
| 2310 | 1,155.00 | 24.25 | 304,095.00   |
| 2311 | 451.00   | 20.21 | 98,959.71    |
| 2342 | 843.60   | 46.05 | 320,568.00   |
| 2358 | 237.60   | 62.19 | 90,288.00    |
| 2364 | 696.80   | 40.70 | 264,784.00   |
| 2365 | 656.60   | 57.92 | 249,508.00   |
| 2396 | 946.60   | 42.57 | 359,708.00   |
| 2397 | 977.80   | 59.65 | 371,564.00   |

|      |          |       |            |
|------|----------|-------|------------|
| 2448 | 701.80   | 63.18 | 266,684.00 |
| 2527 | -        | 2.00  | -          |
| 2534 | 645.60   | 67.49 | 245,328.00 |
| 2536 | 338.40   | 52.84 | 128,592.00 |
| 2580 | 767.80   | 19.87 | 165,638.59 |
| 2609 | 459.60   | 22.69 | 113,221.80 |
| 2683 | 236.80   | 66.71 | 89,984.00  |
| 2687 | 1,380.60 | 23.44 | 351,350.87 |
| 2689 | 1,178.80 | 15.87 | 203,110.61 |
| 2711 | 948.44   | 48.23 | 360,407.20 |
| 2752 | 1,968.40 | 49.71 | 747,992.00 |
| 2753 | 1,070.00 | 38.43 | 406,600.00 |
| 2754 | 435.80   | 52.05 | 165,604.00 |
| 2759 | -        | 2.00  | -          |
| 2769 | 1,132.20 | 36.15 | 430,236.00 |
| 2805 | 1,454.80 | 54.41 | 552,824.00 |
| 2835 | 702.80   | 42.79 | 267,064.00 |
| 2853 | 862.20   | 43.29 | 327,636.00 |
| 2854 | -        | 2.00  | -          |
| 2856 | 317.00   | 77.49 | 120,460.00 |
| 2859 | 1,500.00 | 40.87 | 570,000.00 |
| 2860 | 1,177.80 | 55.47 | 447,564.00 |
| 2884 | 439.10   | 76.44 | 166,858.00 |
| 2886 | 310.80   | 60.25 | 118,104.00 |
| 2888 | 346.00   | 61.30 | 131,480.00 |
| 2889 | 793.40   | 28.03 | 241,452.02 |
| 2890 | 601.80   | 71.58 | 228,684.00 |
| 2895 | 1,196.60 | 50.39 | 454,708.00 |
| 2897 | 1,204.60 | 34.74 | 454,347.59 |
| 2898 | 486.20   | 66.51 | 184,756.00 |
| 2899 | 1,601.20 | 56.67 | 608,456.00 |
| 2902 | 678.40   | 81.01 | 257,792.00 |
| 2903 | 532.40   | 54.45 | 202,312.00 |
| 2904 | 686.20   | 48.88 | 260,756.00 |
| 2905 | 2,071.80 | 38.96 | 787,284.00 |
| 2906 | 381.80   | 64.12 | 145,084.00 |
| 2907 | 553.60   | 59.72 | 210,368.00 |
| 2908 | 579.60   | 61.92 | 220,248.00 |
| 2909 | 2,521.00 | 79.33 | 957,980.00 |
| 2910 | 786.49   | 40.48 | 298,866.20 |

| DAT_YER | DST_NUM | DST_TYE | LVY_ADJ_PUN_EST_2 | DST_AVE_AGE_EST | LTM_INI_REV |
|---------|---------|---------|-------------------|-----------------|-------------|
| 23-24   | 1       | 1       | 1077.4            | 54.12           | 409412      |
| 23-24   | 1.2     | 3       | 29390             | 60.2            | 11168200    |
| 23-24   | 2       | 1       | 242.8             | 34.9            | 92000.39    |
| 23-24   | 4       | 1       | 460.44            | 51.05           | 174967.2    |

|       |     |   |          |       |            |
|-------|-----|---|----------|-------|------------|
| 23-24 | 6   | 3 | 3116.98  | 50.96 | 1184452.4  |
| 23-24 | 11  | 1 | 41919.52 | 43.4  | 15929417.6 |
| 23-24 | 12  | 1 | 7066     | 41.7  | 2685080    |
| 23-24 | 13  | 1 | 3561.1   | 55.2  | 1353218    |
| 23-24 | 14  | 1 | 2910.6   | 57.52 | 1106028    |
| 23-24 | 15  | 1 | 4093.8   | 42.53 | 1555644    |
| 23-24 | 16  | 1 | 6687     | 37.73 | 2541060    |
| 23-24 | 21  | 1 | 0        | 0     | 0          |
| 23-24 | 22  | 1 | 2945.8   | 37.62 | 1119404    |
| 23-24 | 23  | 1 | 917.4    | 42.72 | 348612     |
| 23-24 | 24  | 1 | 0        | 0     | 0          |
| 23-24 | 25  | 1 | 62       | 22    | 14809.14   |
| 23-24 | 31  | 1 | 5099     | 32.74 | 1812505.11 |
| 23-24 | 32  | 1 | 621.91   | 45.59 | 236325.8   |
| 23-24 | 36  | 1 | 320      | 31.82 | 110551.77  |
| 23-24 | 38  | 1 | 1634.6   | 28.89 | 512713.31  |
| 23-24 | 47  | 1 | 4696.2   | 36.78 | 1784556    |
| 23-24 | 51  | 1 | 2017     | 30.36 | 664849.3   |
| 23-24 | 55  | 1 | 0        | 0     | 0          |
| 23-24 | 57  | 1 | 0        | 0     | 0          |
| 23-24 | 58  | 1 | 0        | 0     | 0          |
| 23-24 | 60  | 1 | 0        | 0     | 0          |
| 23-24 | 62  | 1 | 0        | 0     | 0          |
| 23-24 | 70  | 1 | 0        | 0     | 0          |
| 23-24 | 72  | 1 | 0        | 0     | 0          |
| 23-24 | 75  | 1 | 879      | 41.27 | 334020     |
| 23-24 | 77  | 1 | 9199.24  | 52.73 | 3495711.2  |
| 23-24 | 78  | 1 | 0        | 0     | 0          |
| 23-24 | 79  | 1 | 0        | 0     | 0          |
| 23-24 | 81  | 1 | 123.8    | 53.66 | 47044      |
| 23-24 | 84  | 1 | 610      | 52.81 | 231800     |
| 23-24 | 85  | 1 | 621.2    | 45.17 | 236056     |
| 23-24 | 88  | 1 | 2373.6   | 43.1  | 901968     |
| 23-24 | 91  | 1 | 754.4    | 41.76 | 286672     |
| 23-24 | 93  | 1 | 382.6    | 65.87 | 145388     |
| 23-24 | 94  | 1 | 2992.95  | 39.75 | 1137321    |
| 23-24 | 95  | 1 | 324.6    | 33.55 | 118237.87  |
| 23-24 | 97  | 1 | 681      | 9.39  | 69426.98   |
| 23-24 | 99  | 1 | 1389     | 43.32 | 527820     |
| 23-24 | 100 | 1 | 377.4    | 44.65 | 143412     |
| 23-24 | 108 | 1 | 1007.4   | 47.6  | 382812     |
| 23-24 | 110 | 1 | 4515.8   | 25.76 | 1262978.94 |
| 23-24 | 111 | 1 | 1700.4   | 39.57 | 646152     |
| 23-24 | 112 | 1 | 10317.6  | 29.37 | 3290017.34 |
| 23-24 | 113 | 1 | 792      | 46.02 | 300960     |
| 23-24 | 114 | 1 | 0        | 0     | 0          |
| 23-24 | 115 | 1 | 1464.8   | 36.92 | 556624     |
| 23-24 | 116 | 1 | 1358.8   | 26.71 | 394044.24  |
| 23-24 | 117 | 1 | 0        | 0     | 0          |
| 23-24 | 118 | 1 | 352.4    | 30.53 | 116809.52  |



|       |     |   |          |       |            |
|-------|-----|---|----------|-------|------------|
| 23-24 | 119 | 1 | 0        | 0     | 0          |
| 23-24 | 126 | 1 | 0        | 0     | 0          |
| 23-24 | 127 | 1 | 0        | 0     | 0          |
| 23-24 | 128 | 1 | 0        | 0     | 0          |
| 23-24 | 129 | 1 | 1609.6   | 50.84 | 611648     |
| 23-24 | 138 | 1 | 2881     | 32.76 | 1024714.08 |
| 23-24 | 139 | 1 | 960.8    | 33.96 | 354255.19  |
| 23-24 | 140 | 1 | 0        | 0     | 0          |
| 23-24 | 141 | 1 | 0        | 0     | 0          |
| 23-24 | 145 | 1 | 0        | 0     | 0          |
| 23-24 | 146 | 1 | 975      | 55.55 | 370500     |
| 23-24 | 147 | 1 | 0        | 0     | 0          |
| 23-24 | 150 | 1 | 1121     | 37.58 | 425980     |
| 23-24 | 152 | 1 | 7757.2   | 27.04 | 2277336.62 |
| 23-24 | 158 | 1 | 0        | 0     | 0          |
| 23-24 | 161 | 1 | 0        | 0     | 0          |
| 23-24 | 162 | 1 | 987.4    | 39.89 | 375212     |
| 23-24 | 166 | 1 | 497.2    | 40.71 | 188936     |
| 23-24 | 173 | 1 | 548.4    | 60.61 | 208392     |
| 23-24 | 175 | 1 | 0        | 0     | 0          |
| 23-24 | 177 | 1 | 1277     | 38.55 | 485260     |
| 23-24 | 178 | 1 | 0        | 0     | 0          |
| 23-24 | 181 | 1 | 6494.8   | 41.93 | 2468024    |
| 23-24 | 182 | 1 | 1103     | 39.66 | 419140     |
| 23-24 | 186 | 1 | 1992.2   | 33.51 | 724807.89  |
| 23-24 | 191 | 1 | 7971.4   | 48.15 | 3029132    |
| 23-24 | 192 | 1 | 7574     | 30.36 | 2496563.52 |
| 23-24 | 194 | 1 | 13115.6  | 33.91 | 4828714.23 |
| 23-24 | 195 | 1 | 916.4    | 33.02 | 328532.02  |
| 23-24 | 196 | 1 | 31535.24 | 37.73 | 11983391.2 |
| 23-24 | 197 | 1 | 5395     | 45.44 | 2050100    |
| 23-24 | 199 | 1 | 3540.2   | 43.68 | 1345276    |
| 23-24 | 200 | 1 | 4448.6   | 40.87 | 1690468    |
| 23-24 | 201 | 1 | 0        | 0     | 0          |
| 23-24 | 202 | 1 | 0        | 0     | 0          |
| 23-24 | 203 | 1 | 699.8    | 45.69 | 265924     |
| 23-24 | 204 | 1 | 2410.8   | 25.52 | 667970.69  |
| 23-24 | 205 | 1 | 0        | 0     | 0          |
| 23-24 | 206 | 1 | 4489.4   | 26    | 1267293.48 |
| 23-24 | 207 | 1 | 0        | 0     | 0          |
| 23-24 | 208 | 1 | 0        | 0     | 0          |
| 23-24 | 209 | 1 | 0        | 0     | 0          |
| 23-24 | 213 | 1 | 928      | 39.66 | 352640     |
| 23-24 | 217 | 1 | 0        | 0     | 0          |
| 23-24 | 218 | 1 | 0        | 0     | 0          |
| 23-24 | 219 | 1 | 0        | 0     | 0          |
| 23-24 | 222 | 1 | 0        | 0     | 0          |
| 23-24 | 223 | 1 | 0        | 0     | 0          |
| 23-24 | 224 | 1 | 0        | 0     | 0          |
| 23-24 | 225 | 1 | 0        | 0     | 0          |

|       |     |   |          |       |           |
|-------|-----|---|----------|-------|-----------|
| 23-24 | 227 | 1 | 986.8    | 36.16 | 374984    |
| 23-24 | 228 | 1 | 0        | 0     | 0         |
| 23-24 | 229 | 1 | 446.8    | 49.22 | 169784    |
| 23-24 | 232 | 1 | 0        | 0     | 0         |
| 23-24 | 233 | 1 | 0        | 0     | 0         |
| 23-24 | 234 | 1 | 0        | 0     | 0         |
| 23-24 | 236 | 1 | 0        | 0     | 0         |
| 23-24 | 237 | 1 | 0        | 0     | 0         |
| 23-24 | 238 | 1 | 273.2    | 72.47 | 103816    |
| 23-24 | 239 | 1 | 695.2    | 7     | 52835.2   |
| 23-24 | 240 | 1 | 0        | 0     | 0         |
| 23-24 | 241 | 1 | 3690.6   | 49.27 | 1402428   |
| 23-24 | 242 | 1 | 503.2    | 38.84 | 191216    |
| 23-24 | 243 | 1 | 0        | 0     | 0         |
| 23-24 | 244 | 1 | 0        | 0     | 0         |
| 23-24 | 245 | 1 | 0        | 0     | 0         |
| 23-24 | 252 | 1 | 1142.6   | 41.36 | 434188    |
| 23-24 | 253 | 1 | 774.6    | 40.57 | 294348    |
| 23-24 | 254 | 1 | 0        | 0     | 0         |
| 23-24 | 255 | 1 | 1644.8   | 28.74 | 513233.99 |
| 23-24 | 256 | 1 | 2684.2   | 41.6  | 1019996   |
| 23-24 | 258 | 1 | 0        | 0     | 0         |
| 23-24 | 260 | 1 | 0        | 0     | 0         |
| 23-24 | 261 | 1 | 359      | 34.12 | 132990.01 |
| 23-24 | 262 | 1 | 0        | 0     | 0         |
| 23-24 | 263 | 1 | 0        | 0     | 0         |
| 23-24 | 264 | 1 | 100.8    | 87.59 | 38304     |
| 23-24 | 265 | 1 | 0        | 0     | 0         |
| 23-24 | 270 | 1 | 7117.2   | 52.85 | 2704536   |
| 23-24 | 271 | 1 | 10986.84 | 53.62 | 4174999.2 |
| 23-24 | 272 | 1 | 9802.6   | 36.87 | 3724988   |
| 23-24 | 273 | 1 | 9359.4   | 48.66 | 3556572   |
| 23-24 | 276 | 1 | 12257.2  | 47.56 | 4657736   |
| 23-24 | 277 | 1 | 2635.8   | 49.1  | 1001604   |
| 23-24 | 278 | 1 | 3202.6   | 43.97 | 1216988   |
| 23-24 | 279 | 1 | 22865.3  | 42.38 | 8688814   |
| 23-24 | 280 | 1 | 4286.8   | 63.8  | 1628984   |
| 23-24 | 281 | 1 | 11514.6  | 53.91 | 4375548   |
| 23-24 | 282 | 1 | 2013.6   | 54.83 | 765168    |
| 23-24 | 283 | 1 | 4903     | 60.66 | 1863140   |
| 23-24 | 284 | 1 | 13022.6  | 36.12 | 4948588   |
| 23-24 | 286 | 1 | 2341.4   | 38.88 | 889732    |
| 23-24 | 294 | 1 | 1953.25  | 70.45 | 742235    |
| 23-24 | 297 | 1 | 381.6    | 75.46 | 145008    |
| 23-24 | 299 | 1 | 785.6    | 35    | 298528    |
| 23-24 | 300 | 1 | 1164.6   | 47.28 | 442548    |
| 23-24 | 301 | 1 | 0        | 0     | 0         |
| 23-24 | 306 | 1 | 345.85   | 35.95 | 131423    |
| 23-24 | 308 | 1 | 672.6    | 34.25 | 250111.11 |
| 23-24 | 309 | 1 | 1797.81  | 38.58 | 683167.8  |

|       |     |   |         |       |            |
|-------|-----|---|---------|-------|------------|
| 23-24 | 314 | 1 | 827     | 41.96 | 314260     |
| 23-24 | 316 | 1 | 1120    | 80.22 | 425600     |
| 23-24 | 317 | 1 | 934.2   | 39.86 | 354996     |
| 23-24 | 318 | 1 | 4344.6  | 31.16 | 1469815.41 |
| 23-24 | 319 | 1 | 565.8   | 92.12 | 215004     |
| 23-24 | 323 | 2 | 28.6    | 2     | 621.03     |
| 23-24 | 324 | 1 | 0       | 0     | 0          |
| 23-24 | 325 | 1 | 0       | 0     | 0          |
| 23-24 | 328 | 1 | 0       | 0     | 0          |
| 23-24 | 330 | 1 | 281.15  | 54.99 | 106837     |
| 23-24 | 332 | 1 | 1701    | 38.05 | 646380     |
| 23-24 | 333 | 1 | 532.2   | 32.55 | 188079.48  |
| 23-24 | 341 | 1 | 0       | 0     | 0          |
| 23-24 | 345 | 1 | 1659.6  | 34.74 | 625963.19  |
| 23-24 | 346 | 1 | 0       | 0     | 0          |
| 23-24 | 347 | 1 | 4443.23 | 42.45 | 1688427.4  |
| 23-24 | 351 | 1 | 0       | 0     | 0          |
| 23-24 | 352 | 1 | 0       | 0     | 0          |
| 23-24 | 353 | 1 | 0       | 0     | 0          |
| 23-24 | 354 | 1 | 0       | 0     | 0          |
| 23-24 | 356 | 1 | 199.4   | 60.29 | 75772      |
| 23-24 | 361 | 1 | 940.6   | 58.68 | 357428     |
| 23-24 | 362 | 1 | 303.4   | 36.89 | 115292     |
| 23-24 | 363 | 1 | 295.2   | 43.57 | 112176     |
| 23-24 | 371 | 1 | 0       | 0     | 0          |
| 23-24 | 376 | 1 | 0       | 0     | 0          |
| 23-24 | 377 | 1 | 0       | 0     | 0          |
| 23-24 | 378 | 1 | 617.2   | 41.47 | 234536     |
| 23-24 | 381 | 1 | 1424    | 41.96 | 541120     |
| 23-24 | 390 | 1 | 444.6   | 30.03 | 144957.38  |
| 23-24 | 391 | 1 | 648.4   | 35.72 | 246392     |
| 23-24 | 392 | 1 | 0       | 0     | 0          |
| 23-24 | 393 | 1 | 0       | 0     | 0          |
| 23-24 | 394 | 1 | 0       | 0     | 0          |
| 23-24 | 395 | 1 | 0       | 0     | 0          |
| 23-24 | 402 | 1 | 186.8   | 72.37 | 70984      |
| 23-24 | 403 | 1 | 132.2   | 84.88 | 50236      |
| 23-24 | 404 | 1 | 194.2   | 58.83 | 73796      |
| 23-24 | 408 | 1 | 0       | 0     | 0          |
| 23-24 | 409 | 1 | 0       | 0     | 0          |
| 23-24 | 411 | 1 | 0       | 0     | 0          |
| 23-24 | 412 | 1 | 0       | 0     | 0          |
| 23-24 | 413 | 1 | 2764.2  | 40.1  | 1050396    |
| 23-24 | 414 | 1 | 494.6   | 56.76 | 187948     |
| 23-24 | 415 | 1 | 234.8   | 71.69 | 89224      |
| 23-24 | 417 | 1 | 0       | 0     | 0          |
| 23-24 | 418 | 1 | 0       | 0     | 0          |
| 23-24 | 421 | 1 | 0       | 0     | 0          |
| 23-24 | 422 | 1 | 0       | 0     | 0          |
| 23-24 | 423 | 1 | 2750    | 38.3  | 1045000    |

|       |     |   |         |       |            |
|-------|-----|---|---------|-------|------------|
| 23-24 | 424 | 1 | 536.8   | 36    | 203984     |
| 23-24 | 425 | 1 | 0       | 0     | 0          |
| 23-24 | 426 | 1 | 0       | 0     | 0          |
| 23-24 | 427 | 1 | 0       | 0     | 0          |
| 23-24 | 432 | 1 | 672.6   | 45.96 | 255588     |
| 23-24 | 435 | 1 | 782.8   | 35.3  | 297464     |
| 23-24 | 436 | 1 | 0       | 0     | 0          |
| 23-24 | 437 | 1 | 0       | 0     | 0          |
| 23-24 | 440 | 1 | 0       | 0     | 0          |
| 23-24 | 441 | 1 | 491.2   | 43.55 | 186656     |
| 23-24 | 442 | 1 | 0       | 0     | 0          |
| 23-24 | 443 | 1 | 0       | 0     | 0          |
| 23-24 | 444 | 1 | 0       | 0     | 0          |
| 23-24 | 446 | 1 | 0       | 0     | 0          |
| 23-24 | 447 | 1 | 144.4   | 52.84 | 54872      |
| 23-24 | 451 | 1 | 0       | 0     | 0          |
| 23-24 | 453 | 1 | 0       | 0     | 0          |
| 23-24 | 454 | 1 | 0       | 0     | 0          |
| 23-24 | 456 | 1 | 0       | 0     | 0          |
| 23-24 | 457 | 1 | 0       | 0     | 0          |
| 23-24 | 458 | 1 | 263.96  | 69.78 | 100304.8   |
| 23-24 | 459 | 1 | 0       | 0     | 0          |
| 23-24 | 460 | 1 | 0       | 0     | 0          |
| 23-24 | 461 | 1 | 0       | 0     | 0          |
| 23-24 | 463 | 1 | 950.8   | 44.86 | 361304     |
| 23-24 | 464 | 1 | 0       | 0     | 0          |
| 23-24 | 465 | 1 | 1699.2  | 51.9  | 645696     |
| 23-24 | 466 | 1 | 2324.8  | 45.59 | 883424     |
| 23-24 | 473 | 1 | 452.2   | 38.65 | 171836     |
| 23-24 | 477 | 1 | 3508    | 34.2  | 1302570.52 |
| 23-24 | 480 | 1 | 694     | 40.19 | 263720     |
| 23-24 | 482 | 1 | 2533.2  | 52.71 | 962616     |
| 23-24 | 483 | 1 | 0       | 0     | 0          |
| 23-24 | 484 | 1 | 1379    | 35.2  | 524020     |
| 23-24 | 485 | 1 | 989     | 31    | 332869.14  |
| 23-24 | 486 | 1 | 363.6   | 44.74 | 138168     |
| 23-24 | 487 | 1 | 369.4   | 35.52 | 140372     |
| 23-24 | 492 | 1 | 5441.46 | 64.33 | 2067754.8  |
| 23-24 | 495 | 1 | 493.6   | 17.33 | 92872.96   |
| 23-24 | 497 | 1 | 339     | 32.42 | 119324.13  |
| 23-24 | 499 | 1 | 300     | 55.39 | 114000     |
| 23-24 | 500 | 1 | 489.4   | 45.66 | 185972     |
| 23-24 | 504 | 1 | 0       | 0     | 0          |
| 23-24 | 505 | 1 | 410.4   | 71.69 | 155952     |
| 23-24 | 507 | 1 | 383.2   | 30.79 | 128100.48  |
| 23-24 | 508 | 1 | 2253.2  | 37.34 | 856216     |
| 23-24 | 511 | 1 | 620     | 45.86 | 235600     |
| 23-24 | 513 | 1 | 0       | 0     | 0          |
| 23-24 | 514 | 1 | 148.6   | 76.1  | 56468      |
| 23-24 | 516 | 1 | 0       | 0     | 0          |

|       |     |   |         |       |           |
|-------|-----|---|---------|-------|-----------|
| 23-24 | 518 | 1 | 3753.2  | 36.34 | 1426216   |
| 23-24 | 521 | 1 | 0       | 0     | 0         |
| 23-24 | 522 | 1 | 0       | 0     | 0         |
| 23-24 | 523 | 1 | 0       | 0     | 0         |
| 23-24 | 524 | 1 | 0       | 0     | 0         |
| 23-24 | 525 | 1 | 0       | 0     | 0         |
| 23-24 | 526 | 1 | 0       | 0     | 0         |
| 23-24 | 531 | 1 | 2569    | 30.41 | 848195.72 |
| 23-24 | 533 | 1 | 1236.4  | 37    | 469832    |
| 23-24 | 534 | 1 | 2248.6  | 41.22 | 854468    |
| 23-24 | 535 | 1 | 18537.8 | 47.25 | 7044364   |
| 23-24 | 542 | 1 | 443.8   | 37.95 | 168644    |
| 23-24 | 543 | 1 | 0       | 0     | 0         |
| 23-24 | 544 | 1 | 3175    | 45.57 | 1206500   |
| 23-24 | 545 | 1 | 369.2   | 44.35 | 140296    |
| 23-24 | 547 | 1 | 543.2   | 52.87 | 206416    |
| 23-24 | 548 | 1 | 936     | 45.49 | 355680    |
| 23-24 | 549 | 1 | 1799.2  | 17.12 | 334425.02 |
| 23-24 | 550 | 1 | 619.4   | 36.95 | 235372    |
| 23-24 | 553 | 1 | 866.2   | 38.2  | 329156    |
| 23-24 | 561 | 1 | 268.2   | 70.28 | 101916    |
| 23-24 | 564 | 1 | 1952.8  | 49.79 | 742064    |
| 23-24 | 566 | 1 | 0       | 0     | 0         |
| 23-24 | 570 | 1 | 0       | 0     | 0         |
| 23-24 | 573 | 1 | 0       | 0     | 0         |
| 23-24 | 576 | 1 | 0       | 0     | 0         |
| 23-24 | 577 | 1 | 440.8   | 38.66 | 167504    |
| 23-24 | 578 | 1 | 1663.6  | 44.49 | 632168    |
| 23-24 | 581 | 1 | 435.8   | 56.24 | 165604    |
| 23-24 | 582 | 1 | 0       | 0     | 0         |
| 23-24 | 583 | 1 | 0       | 0     | 0         |
| 23-24 | 584 | 1 | 0       | 0     | 0         |
| 23-24 | 592 | 1 | 172.6   | 56.2  | 65588     |
| 23-24 | 593 | 1 | 1186.6  | 40.74 | 450908    |
| 23-24 | 595 | 1 | 2141.4  | 32.53 | 756305.77 |
| 23-24 | 597 | 1 | 0       | 0     | 0         |
| 23-24 | 599 | 1 | 554.2   | 52.84 | 210596    |
| 23-24 | 600 | 1 | 248.6   | 37.16 | 94468     |
| 23-24 | 601 | 1 | 622.2   | 48.6  | 236436    |
| 23-24 | 603 | 1 | 0       | 0     | 0         |
| 23-24 | 604 | 1 | 0       | 0     | 0         |
| 23-24 | 611 | 1 | 0       | 0     | 0         |
| 23-24 | 612 | 1 | 0       | 0     | 0         |
| 23-24 | 614 | 1 | 0       | 0     | 0         |
| 23-24 | 615 | 1 | 0       | 0     | 0         |
| 23-24 | 621 | 1 | 12102   | 45.18 | 4598760   |
| 23-24 | 622 | 1 | 11234.2 | 46.64 | 4268996   |
| 23-24 | 623 | 1 | 7987.2  | 45.33 | 3035136   |
| 23-24 | 624 | 1 | 9140.8  | 53.28 | 3473504   |
| 23-24 | 625 | 1 | 34359.2 | 56.5  | 13056496  |

|       |     |   |         |       |           |
|-------|-----|---|---------|-------|-----------|
| 23-24 | 627 | 1 | 0       | 0     | 0         |
| 23-24 | 628 | 1 | 0       | 0     | 0         |
| 23-24 | 630 | 1 | 409.6   | 37.82 | 155648    |
| 23-24 | 631 | 1 | 0       | 0     | 0         |
| 23-24 | 633 | 1 | 0       | 0     | 0         |
| 23-24 | 635 | 1 | 74      | 60.93 | 28120     |
| 23-24 | 636 | 1 | 0       | 0     | 0         |
| 23-24 | 637 | 1 | 0       | 0     | 0         |
| 23-24 | 638 | 1 | 0       | 0     | 0         |
| 23-24 | 640 | 1 | 439.6   | 33.63 | 160509.26 |
| 23-24 | 641 | 1 | 0       | 0     | 0         |
| 23-24 | 646 | 1 | 0       | 0     | 0         |
| 23-24 | 647 | 1 | 0       | 0     | 0         |
| 23-24 | 648 | 1 | 0       | 0     | 0         |
| 23-24 | 649 | 1 | 0       | 0     | 0         |
| 23-24 | 650 | 1 | 0       | 0     | 0         |
| 23-24 | 651 | 1 | 0       | 0     | 0         |
| 23-24 | 652 | 1 | 0       | 0     | 0         |
| 23-24 | 653 | 1 | 0       | 0     | 0         |
| 23-24 | 654 | 1 | 0       | 0     | 0         |
| 23-24 | 655 | 1 | 0       | 0     | 0         |
| 23-24 | 656 | 1 | 3366.97 | 42.58 | 1279448.6 |
| 23-24 | 657 | 1 | 0       | 0     | 0         |
| 23-24 | 659 | 1 | 4047.6  | 36.23 | 1538088   |
| 23-24 | 669 | 1 | 0       | 0     | 0         |
| 23-24 | 670 | 1 | 0       | 0     | 0         |
| 23-24 | 671 | 1 | 380.2   | 41.13 | 144476    |
| 23-24 | 676 | 1 | 229.8   | 48.35 | 87324     |
| 23-24 | 678 | 1 | 0       | 0     | 0         |
| 23-24 | 682 | 1 | 1249.8  | 40.18 | 474924    |
| 23-24 | 690 | 1 | 1038    | 31.3  | 352742.06 |
| 23-24 | 691 | 1 | 0       | 0     | 0         |
| 23-24 | 692 | 1 | 0       | 0     | 0         |
| 23-24 | 693 | 1 | 0       | 0     | 0         |
| 23-24 | 695 | 1 | 724.2   | 97.9  | 297920    |
| 23-24 | 696 | 1 | 552     | 98.3  | 209760    |
| 23-24 | 697 | 1 | 0       | 0     | 0         |
| 23-24 | 698 | 1 | 187.8   | 36.58 | 71364     |
| 23-24 | 699 | 1 | 0       | 0     | 0         |
| 23-24 | 700 | 1 | 2292    | 28.14 | 700251.84 |
| 23-24 | 701 | 1 | 2321    | 75.96 | 881980    |
| 23-24 | 704 | 1 | 1976.6  | 37.85 | 751108    |
| 23-24 | 706 | 1 | 0       | 2     | 0         |
| 23-24 | 707 | 1 | 93.6    | 30.72 | 31218.54  |
| 23-24 | 708 | 1 | 0       | 0     | 0         |
| 23-24 | 709 | 1 | 8738.33 | 48.56 | 3320565.4 |
| 23-24 | 710 | 1 | 0       | 0     | 0         |
| 23-24 | 712 | 1 | 585.2   | 20.47 | 130058.19 |
| 23-24 | 716 | 1 | 1675.8  | 41.43 | 636804    |
| 23-24 | 717 | 1 | 1992.8  | 34.42 | 744715.05 |

|       |     |   |         |       |            |
|-------|-----|---|---------|-------|------------|
| 23-24 | 719 | 1 | 9592.8  | 26.42 | 2751653.56 |
| 23-24 | 720 | 1 | 8446.4  | 26.39 | 2420062.53 |
| 23-24 | 721 | 1 | 4590    | 32.31 | 1610145.78 |
| 23-24 | 726 | 1 | 3096.4  | 33.25 | 1117800.4  |
| 23-24 | 727 | 1 | 3464.2  | 30.54 | 1148649.54 |
| 23-24 | 728 | 1 | 14939.2 | 32.16 | 5216256.42 |
| 23-24 | 731 | 1 | 0       | 0     | 0          |
| 23-24 | 732 | 1 | 0       | 0     | 0          |
| 23-24 | 733 | 1 | 0       | 0     | 0          |
| 23-24 | 734 | 1 | 0       | 0     | 0          |
| 23-24 | 735 | 1 | 0       | 0     | 0          |
| 23-24 | 736 | 1 | 0       | 0     | 0          |
| 23-24 | 737 | 1 | 0       | 0     | 0          |
| 23-24 | 738 | 1 | 1173    | 38.23 | 445740     |
| 23-24 | 739 | 1 | 837.6   | 41.38 | 318288     |
| 23-24 | 740 | 1 | 1414.8  | 40.98 | 537624     |
| 23-24 | 741 | 1 | 996.6   | 40.55 | 378708     |
| 23-24 | 742 | 1 | 9919.5  | 37.07 | 3769410    |
| 23-24 | 743 | 1 | 1266.6  | 43.56 | 481308     |
| 23-24 | 745 | 1 | 1960    | 28.95 | 616056     |
| 23-24 | 748 | 1 | 4406.2  | 26.21 | 1253853.45 |
| 23-24 | 750 | 1 | 2656.8  | 41.48 | 1009584    |
| 23-24 | 756 | 1 | 910.6   | 52.97 | 346028     |
| 23-24 | 761 | 1 | 5194.6  | 52.42 | 1973948    |
| 23-24 | 762 | 1 | 0       | 0     | 0          |
| 23-24 | 763 | 1 | 968     | 21    | 220704     |
| 23-24 | 768 | 1 | 476.2   | 53.74 | 180956     |
| 23-24 | 769 | 1 | 0       | 0     | 0          |
| 23-24 | 771 | 1 | 150.6   | 67.32 | 57228      |
| 23-24 | 775 | 1 | 857.6   | 41.11 | 325888     |
| 23-24 | 777 | 1 | 773.72  | 38.75 | 294013.6   |
| 23-24 | 784 | 1 | 0       | 0     | 0          |
| 23-24 | 786 | 1 | 516.6   | 56.1  | 196308     |
| 23-24 | 787 | 1 | 596.4   | 47.93 | 226632     |
| 23-24 | 789 | 1 | 0       | 0     | 0          |
| 23-24 | 790 | 1 | 0       | 0     | 0          |
| 23-24 | 791 | 1 | 0       | 0     | 0          |
| 23-24 | 792 | 1 | 0       | 0     | 0          |
| 23-24 | 793 | 1 | 0       | 0     | 0          |
| 23-24 | 801 | 1 | 168     | 62.95 | 63840      |
| 23-24 | 803 | 1 | 391.2   | 55.03 | 148656     |
| 23-24 | 806 | 1 | 0       | 0     | 0          |
| 23-24 | 809 | 1 | 0       | 0     | 0          |
| 23-24 | 810 | 1 | 0       | 0     | 0          |
| 23-24 | 811 | 1 | 539     | 42.09 | 204820     |
| 23-24 | 813 | 1 | 1276.4  | 51.8  | 485032     |
| 23-24 | 815 | 2 | 1       | 2     | 21.71      |
| 23-24 | 818 | 1 | 564.2   | 42.16 | 214396     |
| 23-24 | 819 | 1 | 0       | 0     | 0          |
| 23-24 | 820 | 1 | 486     | 39.95 | 184680     |

|       |      |   |          |       |            |
|-------|------|---|----------|-------|------------|
| 23-24 | 821  | 1 | 1078.5   | 28.09 | 328917.85  |
| 23-24 | 827  | 1 | 0        | 0     | 0          |
| 23-24 | 829  | 1 | 1845.2   | 55.07 | 701176     |
| 23-24 | 830  | 1 | 0        | 0     | 0          |
| 23-24 | 831  | 1 | 6080.2   | 38.6  | 2310476    |
| 23-24 | 832  | 1 | 3550.6   | 35.2  | 1349228    |
| 23-24 | 833  | 1 | 20572.28 | 35.75 | 7817466.4  |
| 23-24 | 834  | 1 | 9114.6   | 40.91 | 3463548    |
| 23-24 | 836  | 1 | 234.8    | 82.2  | 89224      |
| 23-24 | 837  | 1 | 634.6    | 52.87 | 241148     |
| 23-24 | 840  | 1 | 1140.4   | 49.05 | 433352     |
| 23-24 | 846  | 1 | 659.2    | 63.77 | 250496     |
| 23-24 | 850  | 1 | 331.2    | 14.2  | 51061.58   |
| 23-24 | 852  | 1 | 133.6    | 72.83 | 50768      |
| 23-24 | 857  | 1 | 668      | 50.47 | 253840     |
| 23-24 | 858  | 1 | 1156.8   | 52.91 | 439584     |
| 23-24 | 861  | 1 | 2438.8   | 51    | 926744     |
| 23-24 | 876  | 1 | 2218.6   | 31.03 | 747440     |
| 23-24 | 877  | 1 | 5753.6   | 37.54 | 2186368    |
| 23-24 | 879  | 1 | 2608.4   | 35.59 | 991192     |
| 23-24 | 880  | 1 | 0        | 0     | 0          |
| 23-24 | 881  | 1 | 839.6    | 38.06 | 319048     |
| 23-24 | 882  | 1 | 4530.4   | 38.07 | 1721552    |
| 23-24 | 883  | 1 | 1751.6   | 34.39 | 654007.4   |
| 23-24 | 885  | 1 | 7251     | 23.55 | 1853977.11 |
| 23-24 | 891  | 1 | 630.2    | 56.96 | 239476     |
| 23-24 | 892  | 1 | 0        | 0     | 0          |
| 23-24 | 893  | 1 | 0        | 0     | 0          |
| 23-24 | 894  | 1 | 0        | 0     | 0          |
| 23-24 | 896  | 1 | 0        | 0     | 0          |
| 23-24 | 911  | 1 | 5417.2   | 41.91 | 2058536    |
| 23-24 | 912  | 1 | 1673.6   | 41.06 | 635968     |
| 23-24 | 913  | 1 | 0        | 0     | 0          |
| 23-24 | 914  | 1 | 306.8    | 33.99 | 113219.72  |
| 23-24 | 918  | 1 | 0        | 0     | 0          |
| 23-24 | 2071 | 1 | 1048.4   | 23.33 | 265556.73  |
| 23-24 | 2125 | 1 | 1086.4   | 28.79 | 339583.81  |
| 23-24 | 2134 | 1 | 773.4    | 11.2  | 94045.44   |
| 23-24 | 2135 | 1 | 1040.6   | 58.79 | 395428     |
| 23-24 | 2137 | 1 | 605      | 51.85 | 229900     |
| 23-24 | 2142 | 1 | 2110     | 37.15 | 801800     |
| 23-24 | 2143 | 1 | 804.2    | 60.34 | 305596     |
| 23-24 | 2144 | 1 | 3682.8   | 33.75 | 1349483.14 |
| 23-24 | 2148 | 1 | 0        | 0     | 0          |
| 23-24 | 2149 | 1 | 1380     | 41.36 | 524400     |
| 23-24 | 2153 | 1 | 0        | 0     | 0          |
| 23-24 | 2154 | 1 | 0        | 2     | 0          |
| 23-24 | 2155 | 1 | 1234.6   | 38.76 | 469148     |
| 23-24 | 2159 | 1 | 505.6    | 68.27 | 192128     |
| 23-24 | 2163 | 1 | 0        | 0     | 0          |



|       |      |   |        |       |           |
|-------|------|---|--------|-------|-----------|
| 23-24 | 2164 | 1 | 1859.2 | 44.71 | 706496    |
| 23-24 | 2165 | 1 | 1068.2 | 41.76 | 405916    |
| 23-24 | 2167 | 1 | 747.4  | 19.63 | 159290.16 |
| 23-24 | 2168 | 1 | 917.6  | 50.17 | 348688    |
| 23-24 | 2169 | 1 | 757.85 | 67.52 | 287983    |
| 23-24 | 2170 | 1 | 1027.6 | 53.22 | 390488    |
| 23-24 | 2171 | 1 | 260.4  | 41.74 | 98952     |
| 23-24 | 2172 | 1 | 730.4  | 40.43 | 277552    |
| 23-24 | 2174 | 1 | 963.1  | 45.02 | 365978    |
| 23-24 | 2176 | 1 | 619.2  | 61.68 | 235296    |
| 23-24 | 2180 | 1 | 695.4  | 57.51 | 264252    |
| 23-24 | 2183 | 1 | 0      | 0     | 0         |
| 23-24 | 2184 | 1 | 1263.6 | 45.96 | 480168    |
| 23-24 | 2190 | 1 | 673.2  | 68.36 | 255816    |
| 23-24 | 2198 | 1 | 642.4  | 57.57 | 244112    |
| 23-24 | 2215 | 1 | 261.4  | 46.78 | 99332     |
| 23-24 | 2310 | 1 | 1155   | 24.25 | 304095    |
| 23-24 | 2311 | 1 | 451    | 20.21 | 98959.71  |
| 23-24 | 2342 | 1 | 843.6  | 46.05 | 320568    |
| 23-24 | 2358 | 1 | 237.6  | 62.19 | 90288     |
| 23-24 | 2359 | 1 | 0      | 0     | 0         |
| 23-24 | 2364 | 1 | 696.8  | 40.7  | 264784    |
| 23-24 | 2365 | 1 | 656.6  | 57.92 | 249508    |
| 23-24 | 2396 | 1 | 946.6  | 42.57 | 359708    |
| 23-24 | 2397 | 1 | 977.8  | 59.65 | 371564    |
| 23-24 | 2448 | 1 | 701.8  | 63.18 | 266684    |
| 23-24 | 2527 | 1 | 0      | 2     | 0         |
| 23-24 | 2534 | 1 | 645.6  | 67.49 | 245328    |
| 23-24 | 2536 | 1 | 338.4  | 52.84 | 128592    |
| 23-24 | 2580 | 1 | 767.8  | 19.87 | 165638.59 |
| 23-24 | 2609 | 1 | 459.6  | 22.69 | 113221.8  |
| 23-24 | 2683 | 1 | 236.8  | 66.71 | 89984     |
| 23-24 | 2687 | 1 | 1380.6 | 23.44 | 351350.87 |
| 23-24 | 2689 | 1 | 1178.8 | 15.87 | 203110.61 |
| 23-24 | 2711 | 1 | 948.44 | 48.23 | 360407.2  |
| 23-24 | 2752 | 1 | 1968.4 | 49.71 | 747992    |
| 23-24 | 2753 | 1 | 1070   | 38.43 | 406600    |
| 23-24 | 2754 | 1 | 435.8  | 52.05 | 165604    |
| 23-24 | 2758 | 1 | 0      | 0     | 0         |
| 23-24 | 2759 | 1 | 0      | 2     | 0         |
| 23-24 | 2769 | 1 | 1132.2 | 36.15 | 430236    |
| 23-24 | 2805 | 1 | 1454.8 | 54.41 | 552824    |
| 23-24 | 2835 | 1 | 702.8  | 42.79 | 267064    |
| 23-24 | 2853 | 1 | 862.2  | 43.29 | 327636    |
| 23-24 | 2854 | 1 | 0      | 2     | 0         |
| 23-24 | 2856 | 1 | 317    | 77.49 | 120460    |
| 23-24 | 2859 | 1 | 1500   | 40.87 | 570000    |
| 23-24 | 2860 | 1 | 1177.8 | 55.47 | 447564    |
| 23-24 | 2862 | 1 | 0      | 0     | 0         |
| 23-24 | 2884 | 1 | 439.1  | 76.44 | 166858    |

|       |      |   |        |       |           |
|-------|------|---|--------|-------|-----------|
| 23-24 | 2886 | 1 | 310.8  | 60.25 | 118104    |
| 23-24 | 2887 | 1 | 0      | 0     | 0         |
| 23-24 | 2888 | 1 | 346    | 61.3  | 131480    |
| 23-24 | 2889 | 1 | 793.4  | 28.03 | 241452.02 |
| 23-24 | 2890 | 1 | 601.8  | 71.58 | 228684    |
| 23-24 | 2895 | 1 | 1196.6 | 50.39 | 454708    |
| 23-24 | 2897 | 1 | 1204.6 | 34.74 | 454347.59 |
| 23-24 | 2898 | 1 | 486.2  | 66.51 | 184756    |
| 23-24 | 2899 | 1 | 1601.2 | 56.67 | 608456    |
| 23-24 | 2902 | 1 | 678.4  | 81.01 | 257792    |
| 23-24 | 2903 | 1 | 532.4  | 54.45 | 202312    |
| 23-24 | 2904 | 1 | 686.2  | 48.88 | 260756    |
| 23-24 | 2905 | 1 | 2071.8 | 38.96 | 787284    |
| 23-24 | 2906 | 1 | 381.8  | 64.12 | 145084    |
| 23-24 | 2907 | 1 | 553.6  | 59.72 | 210368    |
| 23-24 | 2908 | 1 | 579.6  | 61.92 | 220248    |
| 23-24 | 2909 | 1 | 2521   | 79.33 | 957980    |
| 23-24 | 2910 | 1 | 786.49 | 40.48 | 298866.2  |









|               |               |                |                |
|---------------|---------------|----------------|----------------|
| 92,286,234.00 | 51,682,732.68 | 524,723,230.16 | 658,691,453.90 |
| col7          | col8          | col9           | col10          |
| Added Revenue | Old Law H&S   | Total Old      | Sum District   |
| -             | -             | 68,953.60      | 409,412.00     |
| -             | 3,549,199.00  | 38,122,918.61  | 38,122,918.61  |
| -             | 14,150.00     | 29,644.80      | 92,000.39      |
| -             | -             | 29,468.16      | 174,967.20     |
| -             | 435,000.00    | 634,486.72     | 1,184,452.40   |
| -             | 2,962,500.00  | 2,962,500.00   | 15,929,417.60  |
| -             | 447,800.00    | 900,024.00     | 2,685,080.00   |
| -             | -             | 227,910.40     | 1,353,218.00   |
| 1,812,980.71  | 332,000.00    | 2,331,259.11   | 2,919,008.71   |
| 771,562.37    | -             | 1,033,565.57   | 2,327,206.37   |
| -             | 257,197.00    | 685,165.00     | 2,541,060.00   |
| -             | -             | 188,531.20     | 1,119,404.00   |
| 416,453.72    | 32,672.00     | 507,839.32     | 765,065.72     |
| -             | -             | 2,494.17       | 14,809.14      |
| -             | 423,000.00    | 728,264.02     | 1,812,505.11   |
| 177,177.89    | -             | 216,980.13     | 413,503.69     |
| -             | -             | 18,619.25      | 110,551.77     |
| -             | -             | 86,351.72      | 512,713.31     |
| -             | -             | 300,556.80     | 1,784,556.00   |
| -             | 74,204.00     | 186,178.62     | 664,849.30     |
| -             | -             | 56,256.00      | 334,020.00     |
| 1,758,815.78  | 640,000.00    | 5,918,198.38   | 5,918,198.38   |
| -             | -             | 7,923.20       | 47,044.00      |
| 62,596.30     | 48,000.00     | 149,636.30     | 294,396.30     |
| -             | -             | 39,756.80      | 236,056.00     |
| 540,383.69    | 247,750.00    | 940,044.09     | 1,442,351.69   |
| 100,900.42    | 23,752.00     | 172,934.02     | 387,572.42     |
| 563,964.60    | -             | 588,451.00     | 709,352.60     |
| 277,305.00    | -             | 468,853.80     | 1,414,626.00   |
| -             | -             | 19,913.75      | 118,237.87     |
| -             | -             | 11,692.97      | 69,426.98      |
| 132,541.57    | -             | 221,437.57     | 660,361.57     |
| 827,142.10    | -             | 851,295.70     | 970,554.10     |
| -             | -             | 64,473.60      | 382,812.00     |
| 725,155.64    | 207,000.00    | 1,144,867.88   | 1,988,134.58   |
| 180,090.00    | 80,850.00     | 369,765.60     | 826,242.00     |
| -             | 708,720.00    | 10,646,173.10  | 10,646,173.10  |
| 257,062.87    | -             | 307,750.87     | 558,022.87     |
| 64,316.58     | -             | 158,063.78     | 620,940.58     |
| -             | -             | 66,365.35      | 394,044.24     |
| -             | 28,700.00     | 48,373.18      | 116,809.52     |
| 1,127,399.00  | -             | 1,230,413.40   | 1,739,047.00   |
| -             | -             | 172,583.42     | 1,024,714.08   |
| -             | -             | 59,664.03      | 354,255.19     |

|              |              |               |               |
|--------------|--------------|---------------|---------------|
| -            | -            | 62,400.00     | 370,500.00    |
| 58,538.00    | -            | 130,282.00    | 484,518.00    |
| -            | -            | 383,551.43    | 2,277,336.62  |
| 432,567.00   | -            | 495,760.60    | 807,779.00    |
| 431,872.84   | -            | 463,693.64    | 620,808.84    |
| 83,633.00    | -            | 118,730.60    | 292,025.00    |
| -            | 71,750.00    | 153,478.00    | 485,260.00    |
| 3,778,518.46 | 294,656.00   | 5,128,600.80  | 6,246,542.46  |
| -            | 68,995.00    | 139,587.00    | 419,140.00    |
| -            | -            | 122,072.91    | 724,807.89    |
| -            | 418,876.00   | 9,831,493.00  | 9,831,493.00  |
| 189,458.73   | 183,500.00   | 793,432.59    | 2,686,022.25  |
| -            | 1,009,205.00 | 11,341,800.05 | 11,341,800.05 |
| 67,351.73    | 30,000.00    | 152,683.44    | 395,883.75    |
| -            | -            | 14,200,000.00 | 14,200,000.00 |
| -            | -            | 345,280.00    | 2,050,100.00  |
| 528,009.29   | -            | 754,582.09    | 1,873,285.29  |
| 348,315.47   | 161,366.00   | 794,391.87    | 2,038,783.47  |
| 285,511.02   | 33,500.00    | 363,798.22    | 551,435.02    |
| 137,810.99   | 59,547.00    | 309,858.32    | 805,781.68    |
| 132,878.00   | -            | 346,316.90    | 1,400,171.48  |
| -            | -            | 59,392.00     | 352,640.00    |
| 124,729.06   | -            | 187,884.26    | 499,713.06    |
| -            | -            | 28,595.20     | 169,784.00    |
| -            | -            | 17,484.80     | 103,816.00    |
| -            | 42,300.00    | 51,198.56     | 52,835.20     |
| 2,388,878.37 | -            | 2,625,076.77  | 3,791,306.37  |
| 502,578.26   | -            | 534,783.06    | 693,794.26    |
| 208,581.27   | -            | 281,707.67    | 642,769.27    |
| -            | -            | 49,574.40     | 294,348.00    |
| -            | 64,785.79    | 151,225.20    | 513,233.99    |
| 79,913.72    | 281,650.00   | 533,352.52    | 1,099,909.72  |
| -            | -            | 22,398.32     | 132,990.01    |
| -            | -            | 6,451.20      | 38,304.00     |
| 580,514.56   | -            | 18,725,958.58 | 18,725,958.58 |
| -            | 2,089,000.00 | 8,188,475.82  | 8,188,475.82  |
| -            | -            | 11,318,303.25 | 11,318,303.25 |
| -            | -            | 13,092,737.22 | 13,092,737.22 |
| -            | 600,000.00   | 8,024,992.47  | 8,024,992.47  |
| -            | -            | 168,691.20    | 1,001,604.00  |
| 1,055,376.67 | 1,094,480.00 | 1,354,823.07  | 2,272,364.67  |
| -            | 1,799,500.00 | 33,448,484.38 | 33,448,484.38 |
| 3,966,474.47 | 392,140.00   | 4,632,969.67  | 5,595,458.47  |
| 165,259.07   | 2,390,346.00 | 19,584,258.58 | 19,584,258.58 |
| 896,541.96   | -            | 1,025,412.36  | 1,661,709.96  |
| 1,263,898.81 | -            | 1,577,690.81  | 3,127,038.81  |
| -            | 1,260,000.00 | 22,095,520.55 | 22,095,520.55 |
| -            | -            | 149,849.60    | 889,732.00    |
| 489,554.66   | -            | 614,562.66    | 1,231,789.66  |
| -            | -            | 24,422.40     | 145,008.00    |



|              |            |              |              |
|--------------|------------|--------------|--------------|
| -            | -          | 50,278.40    | 298,528.00   |
| -            | -          | 74,534.40    | 442,548.00   |
| -            | 35,253.00  | 57,387.40    | 131,423.00   |
| -            | -          | 42,123.98    | 250,111.11   |
| 318,161.17   | -          | 433,221.01   | 1,001,328.97 |
| 266,200.16   | 36,000.00  | 355,128.16   | 580,460.16   |
| 767,372.03   | -          | 839,052.03   | 1,192,972.03 |
| 722,048.21   | 50,500.00  | 832,337.01   | 1,077,044.21 |
| 261,975.00   | -          | 509,522.86   | 1,731,790.41 |
| -            | 25,000.00  | 61,211.20    | 215,004.00   |
| -            | -          | 104.59       | 621.03       |
| -            | -          | 17,993.60    | 106,837.00   |
| -            | -          | 108,864.00   | 646,380.00   |
| 286,351.00   | 15,140.00  | 333,167.54   | 474,430.48   |
| -            | -          | 105,425.38   | 625,963.19   |
| -            | -          | 284,366.72   | 1,688,427.40 |
| -            | 12,160.00  | 24,921.60    | 75,772.00    |
| 332,640.00   | -          | 392,838.40   | 690,068.00   |
| -            | 19,000.00  | 38,417.60    | 115,292.00   |
| 250,115.45   | 11,300.00  | 280,308.25   | 362,291.45   |
| -            | -          | 39,500.80    | 234,536.00   |
| 49,556.09    | -          | 140,692.09   | 590,676.09   |
| -            | -          | 24,413.87    | 144,957.38   |
| -            | 97,454.00  | 138,951.60   | 246,392.00   |
| 177,484.30   | -          | 189,439.50   | 248,468.30   |
| -            | -          | 8,460.80     | 50,236.00    |
| -            | -          | 12,428.80    | 73,796.00    |
| 266,790.00   | -          | 443,698.80   | 1,317,186.00 |
| 759,412.43   | -          | 791,066.83   | 947,360.43   |
| -            | -          | 15,027.20    | 89,224.00    |
| 223,792.40   | 132,000.00 | 531,792.40   | 1,268,792.40 |
| 199,710.00   | -          | 234,065.20   | 403,694.00   |
| 469,669.32   | 14,750.00  | 527,465.72   | 725,257.32   |
| -            | -          | 50,099.20    | 297,464.00   |
| -            | -          | 31,436.80    | 186,656.00   |
| -            | -          | 9,241.60     | 54,872.00    |
| -            | 32,000.00  | 48,893.44    | 100,304.80   |
| 565,301.28   | -          | 626,152.48   | 926,605.28   |
| -            | 40,051.00  | 148,799.80   | 645,696.00   |
| -            | -          | 148,787.20   | 883,424.00   |
| -            | -          | 28,940.80    | 171,836.00   |
| 712,215.00   | -          | 931,595.30   | 2,014,785.52 |
| -            | -          | 44,416.00    | 263,720.00   |
| 806,379.55   | 31,398.00  | 999,902.35   | 1,768,995.55 |
| -            | -          | 88,256.00    | 524,020.00   |
| -            | -          | 56,062.17    | 332,869.14   |
| -            | -          | 23,270.40    | 138,168.00   |
| -            | 20,150.00  | 43,791.60    | 140,372.00   |
| 1,183,538.10 | 475,904.00 | 2,007,695.54 | 3,251,292.90 |
| -            | -          | 15,641.76    | 92,872.96    |

|              |               |               |               |
|--------------|---------------|---------------|---------------|
| -            | -             | 20,096.70     | 119,324.13    |
| -            | -             | 19,200.00     | 114,000.00    |
| 155,518.70   | 22,450.00     | 209,290.30    | 341,490.70    |
| -            | -             | 26,265.60     | 155,952.00    |
| -            | -             | 21,574.82     | 128,100.48    |
| -            | 135,740.00    | 279,944.80    | 856,216.00    |
| 223,652.40   | -             | 263,332.40    | 459,252.40    |
| -            | -             | 9,510.40      | 56,468.00     |
| 487,264.35   | 425,500.00    | 1,152,969.15  | 1,913,480.35  |
| 310,000.00   | 422,235.89    | 565,089.91    | 1,158,195.72  |
| -            | -             | 79,129.60     | 469,832.00    |
| 452,112.80   | -             | 596,023.20    | 1,306,580.80  |
| 3,800,891.75 | 887,548.00    | 15,552,915.56 | 15,552,915.56 |
| -            | 29,068.00     | 57,471.20     | 168,644.00    |
| -            | 55,000.00     | 258,200.00    | 1,206,500.00  |
| -            | -             | 23,628.80     | 140,296.00    |
| -            | -             | 34,764.80     | 206,416.00    |
| 526,155.00   | -             | 586,059.00    | 881,835.00    |
| -            | -             | 56,324.21     | 334,425.02    |
| 45,313.20    | 17,725.00     | 102,679.80    | 280,685.20    |
| 325,906.21   | 11,500.00     | 392,843.01    | 655,062.21    |
| -            | -             | 17,164.80     | 101,916.00    |
| -            | 107,000.00    | 231,979.20    | 742,064.00    |
| 342,159.01   | 47,710.00     | 418,080.21    | 509,663.01    |
| 722,366.76   | -             | 828,837.16    | 1,354,534.76  |
| -            | -             | 27,891.20     | 165,604.00    |
| -            | -             | 11,046.40     | 65,588.00     |
| 488,516.81   | -             | 564,459.21    | 939,424.81    |
| 425,592.27   | -             | 552,970.08    | 1,181,898.04  |
| 332,050.83   | 6,660.00      | 374,179.63    | 542,646.83    |
| 206,126.36   | -             | 222,036.76    | 300,594.36    |
| 616,462.87   | -             | 656,283.67    | 852,898.87    |
| -            | 535,000.00    | 4,242,098.02  | 4,598,760.00  |
| -            | 946,845.00    | 14,617,831.97 | 14,617,831.97 |
| -            | 1,108,000.00  | 9,424,816.24  | 9,424,816.24  |
| -            | 1,760,058.00  | 17,773,656.53 | 17,773,656.53 |
| 774,556.44   | 11,800,000.00 | 33,205,796.33 | 33,205,796.33 |
| 139,388.00   | -             | 165,602.40    | 295,036.00    |
| -            | -             | 4,736.00      | 28,120.00     |
| -            | -             | 27,033.14     | 160,509.26    |
| -            | -             | 215,486.08    | 1,279,448.60  |
| 1,119,347.73 | -             | 1,378,394.13  | 2,657,435.73  |
| -            | -             | 24,332.80     | 144,476.00    |
| -            | -             | 14,707.20     | 87,324.00     |
| -            | -             | 79,987.20     | 474,924.00    |
| -            | -             | 59,409.19     | 352,742.06    |
| 124,162.55   | -             | 174,338.55    | 422,082.55    |
| 29,327.00    | -             | 64,655.00     | 239,087.00    |
| -            | -             | 12,019.20     | 71,364.00     |
| -            | -             | 117,937.15    | 700,251.84    |

|              |              |               |               |
|--------------|--------------|---------------|---------------|
| 569,124.34   | -            | 717,668.34    | 1,451,104.34  |
| -            | -            | 126,502.40    | 751,108.00    |
| -            | -            | -             | -             |
| -            | 8,000.00     | 13,257.86     | 31,218.54     |
| -            | 400,000.00   | 11,725,352.87 | 11,725,352.87 |
| -            | -            | 21,904.54     | 130,058.19    |
| 482,164.84   | 100,595.00   | 690,011.04    | 1,118,968.84  |
| -            | -            | 125,425.69    | 744,715.05    |
| 3,727,500.00 | 557,928.00   | 4,748,864.39  | 6,479,153.56  |
| -            | -            | 407,589.48    | 2,420,062.53  |
| -            | 172,220.00   | 443,402.45    | 1,610,145.78  |
| 202,022.68   | -            | 390,283.80    | 1,319,823.08  |
| 224,410.41   | 165,845.00   | 583,712.17    | 1,373,059.95  |
| -            | 800,000.00   | 15,253,537.00 | 15,253,537.00 |
| 583,681.21   | 60,000.00    | 718,753.21    | 1,029,421.21  |
| 746,612.56   | 44,440.00    | 844,658.96    | 1,064,900.56  |
| 666,488.00   | -            | 757,035.20    | 1,204,112.00  |
| -            | 31,228.00    | 95,010.40     | 378,708.00    |
| -            | 650,000.00   | 11,759,705.72 | 11,759,705.72 |
| 1,188,128.00 | 24,000.00    | 1,293,190.40  | 1,669,436.00  |
| 335,609.13   | 107,000.00   | 546,365.93    | 951,665.13    |
| -            | -            | 211,175.32    | 1,253,853.45  |
| 229,947.67   | 65,000.00    | 464,982.87    | 1,239,531.67  |
| 143,913.21   | 39,000.00    | 241,191.61    | 489,941.21    |
| -            | 744,927.00   | 1,077,381.40  | 1,973,948.00  |
| -            | -            | 37,171.20     | 220,704.00    |
| -            | -            | 30,476.80     | 180,956.00    |
| -            | -            | 9,638.40      | 57,228.00     |
| 52,616.00    | 29,945.00    | 137,447.40    | 378,504.00    |
| 264,413.76   | -            | 313,931.84    | 558,427.36    |
| -            | -            | 33,062.40     | 196,308.00    |
| 565,150.00   | -            | 603,319.60    | 791,782.00    |
| -            | -            | 10,752.00     | 63,840.00     |
| 580,131.00   | -            | 605,167.80    | 728,787.00    |
| 332,115.00   | -            | 366,611.00    | 536,935.00    |
| 1,059,032.16 | -            | 1,140,721.76  | 1,544,064.16  |
| -            | -            | 3.66          | 21.71         |
| 47,200.25    | -            | 83,309.05     | 261,596.25    |
| -            | 27,650.00    | 58,754.00     | 184,680.00    |
| -            | -            | 55,396.69     | 328,917.85    |
| 241,617.19   | 125,205.00   | 484,914.99    | 942,793.19    |
| 491,600.00   | 325,000.00   | 5,344,136.75  | 5,344,136.75  |
| 169,980.29   | 174,500.00   | 571,718.69    | 1,519,208.29  |
| -            | 1,000,625.00 | 26,537,535.00 | 26,537,535.00 |
| -            | 730,000.00   | 7,326,554.30  | 7,326,554.30  |
| -            | 16,500.00    | 31,527.20     | 89,224.00     |
| 707,571.88   | 58,000.00    | 806,186.28    | 948,719.88    |
| 266,912.33   | 72,000.00    | 503,359.91    | 791,726.31    |
| 526,100.94   | 39,000.00    | 607,289.74    | 776,596.94    |
| -            | 14,000.00    | 22,599.85     | 51,061.58     |

|              |            |              |              |
|--------------|------------|--------------|--------------|
| 212,902.93   | -          | 221,453.33   | 263,670.93   |
| 482,765.00   | -          | 525,517.00   | 736,605.00   |
| 675,906.79   | -          | 749,941.99   | 1,115,490.79 |
| 2,708,734.55 | 440,586.00 | 3,305,403.75 | 3,635,478.55 |
| -            | -          | 125,884.63   | 747,440.00   |
| 2,205,312.95 | -          | 2,573,543.35 | 4,391,680.95 |
| 388,795.49   | 122,000.00 | 677,733.09   | 1,379,987.49 |
| -            | 62,500.00  | 116,234.40   | 319,048.00   |
| 283,037.89   | 247,366.00 | 820,349.49   | 2,004,589.89 |
| -            | -          | 110,148.61   | 654,007.40   |
| -            | 316,550.00 | 628,798.78   | 1,853,977.11 |
| 654,510.00   | 36,000.00  | 730,842.80   | 893,986.00   |
| 454,603.00   | -          | 801,303.80   | 2,513,139.00 |
| 297,866.15   | 16,972.00  | 421,948.55   | 933,834.15   |
| 198,924.86   | -          | 217,993.44   | 312,144.58   |
| 154,265.62   | 45,000.00  | 243,990.96   | 419,822.35   |
| 213,021.56   | -          | 270,214.62   | 552,605.37   |
| -            | 95,000.00  | 110,839.23   | 110,839.23   |
| -            | 47,075.00  | 113,673.40   | 395,428.00   |
| 345,260.00   | -          | 383,980.00   | 575,160.00   |
| 69,626.72    | 166,100.00 | 388,742.15   | 889,402.15   |
| -            | -          | 51,468.80    | 305,596.00   |
| -            | -          | 227,281.37   | 1,349,483.14 |
| 823,304.95   | -          | 911,624.95   | 1,347,704.95 |
| -            | -          | -            | -            |
| 413,684.07   | -          | 492,698.47   | 882,832.07   |
| -            | -          | 32,358.40    | 192,128.00   |
| 1,203,964.03 | -          | 1,322,952.83 | 1,910,460.03 |
| 814,028.83   | -          | 882,393.63   | 1,219,944.83 |
| -            | -          | 26,827.82    | 159,290.16   |
| 242,395.13   | 51,000.00  | 352,121.53   | 591,083.13   |
| -            | -          | 48,502.40    | 287,983.00   |
| 2,970,713.00 | -          | 3,036,479.40 | 3,361,201.00 |
| -            | -          | 16,665.60    | 98,952.00    |
| 981,068.00   | 66,140.00  | 1,093,953.60 | 1,258,620.00 |
| -            | -          | 61,638.40    | 365,978.00   |
| 225,488.00   | -          | 265,116.80   | 460,784.00   |
| 581,123.80   | -          | 625,629.40   | 845,375.80   |
| 772,408.38   | -          | 853,278.78   | 1,252,576.38 |
| 664,366.90   | 45,700.00  | 753,151.70   | 920,182.90   |
| 461,389.40   | -          | 502,503.00   | 705,501.40   |
| -            | 6,200.00   | 22,929.60    | 99,332.00    |
| -            | 52,000.00  | 103,216.00   | 304,095.00   |
| -            | 44,550.00  | 61,216.90    | 98,959.71    |
| -            | -          | 53,990.40    | 320,568.00   |
| 103,803.00   | -          | 119,009.40   | 194,091.00   |
| -            | 26,623.00  | 71,218.20    | 264,784.00   |
| 2,314,778.00 | 70,304.00  | 2,427,104.40 | 2,564,286.00 |
| 232,853.48   | -          | 293,435.88   | 592,561.48   |
| -            | 87,406.00  | 149,985.20   | 371,564.00   |

|              |            |              |              |
|--------------|------------|--------------|--------------|
| 391,986.69   | 73,000.00  | 509,901.89   | 658,670.69   |
| -            | -          | -            | -            |
| -            | -          | 41,318.40    | 245,328.00   |
| -            | -          | 21,657.60    | 128,592.00   |
| -            | -          | 27,897.03    | 165,638.59   |
| -            | 23,619.00  | 42,687.93    | 113,221.80   |
| 65,203.58    | 37,979.00  | 118,337.78   | 155,187.58   |
| -            | -          | 59,174.88    | 351,350.87   |
| -            | 27,850.00  | 62,058.10    | 203,110.61   |
| -            | -          | 60,700.16    | 360,407.20   |
| 990,715.04   | -          | 1,116,692.64 | 1,738,707.04 |
| -            | 56,000.00  | 124,480.00   | 406,600.00   |
| 151,270.36   | -          | 179,161.56   | 316,874.36   |
| -            | -          | -            | -            |
| 122,414.30   | 91,250.00  | 286,125.10   | 552,650.30   |
| 1,011,623.00 | 96,565.00  | 1,201,295.20 | 1,564,447.00 |
| 583,155.00   | -          | 628,134.20   | 850,219.00   |
| 87,487.63    | 35,100.00  | 177,768.43   | 415,123.63   |
| -            | -          | -            | -            |
| 121,712.97   | 10,000.00  | 152,000.97   | 242,172.97   |
| -            | 65,000.00  | 161,000.00   | 570,000.00   |
| 409,051.41   | 55,875.00  | 540,305.61   | 856,615.41   |
| -            | -          | 28,102.40    | 166,858.00   |
| -            | -          | 19,891.20    | 118,104.00   |
| 273,525.00   | -          | 295,669.00   | 405,005.00   |
| -            | -          | 40,665.60    | 241,452.02   |
| 530,934.25   | -          | 569,449.45   | 759,618.25   |
| -            | -          | 76,582.40    | 454,708.00   |
| -            | -          | 76,521.70    | 454,347.59   |
| -            | -          | 31,116.80    | 184,756.00   |
| 393,943.37   | 197,950.00 | 694,370.17   | 1,002,399.37 |
| -            | -          | 43,417.60    | 257,792.00   |
| 160,732.35   | 14,834.00  | 209,639.95   | 363,044.35   |
| 1,116,275.24 | -          | 1,160,192.04 | 1,377,031.24 |
| 448,041.98   | 45,840.00  | 626,477.18   | 1,235,325.98 |
| -            | -          | 24,435.20    | 145,084.00   |
| -            | -          | 35,430.40    | 210,368.00   |
| 499,359.00   | -          | 536,453.40   | 719,607.00   |
| -            | -          | 161,344.00   | 957,980.00   |
| 115,661.32   | -          | 165,996.68   | 414,527.52   |

| LTM_INI_REV_ADD | CEX_HZD_CUM_CST | LTM_HLD_OLD_TOT | LTM_MAX_REV_DST |
|-----------------|-----------------|-----------------|-----------------|
| 0               | 0               | 68953.6         | 409412          |
| 0               | 3549199         | 38122918.61     | 38122918.61     |
| 0               | 14150           | 29644.8         | 92000.39        |
| 0               | 0               | 29468.16        | 174967.2        |

|            |         |            |            |
|------------|---------|------------|------------|
| 0          | 435000  | 634486.72  | 1184452.4  |
| 0          | 2962500 | 2962500    | 15929417.6 |
| 0          | 447800  | 900024     | 2685080    |
| 0          | 0       | 227910.4   | 1353218    |
| 1812980.71 | 332000  | 2331259.11 | 2919008.71 |
| 771562.37  | 0       | 1033565.57 | 2327206.37 |
| 0          | 257197  | 685165     | 2541060    |
| 0          | 0       | 0          | 0          |
| 0          | 0       | 188531.2   | 1119404    |
| 416453.72  | 32672   | 507839.32  | 765065.72  |
| 0          | 0       | 0          | 0          |
| 0          | 0       | 2494.17    | 14809.14   |
| 0          | 423000  | 728264.02  | 1812505.11 |
| 177177.89  | 0       | 216980.13  | 413503.69  |
| 0          | 0       | 18619.25   | 110551.77  |
| 0          | 0       | 86351.72   | 512713.31  |
| 0          | 0       | 300556.8   | 1784556    |
| 0          | 74204   | 186178.62  | 664849.3   |
| 0          | 0       | 0          | 0          |
| 0          | 0       | 0          | 0          |
| 0          | 0       | 0          | 0          |
| 0          | 0       | 0          | 0          |
| 0          | 0       | 0          | 0          |
| 0          | 0       | 0          | 0          |
| 0          | 0       | 0          | 0          |
| 0          | 0       | 56256      | 334020     |
| 1758815.78 | 640000  | 5918198.38 | 5918198.38 |
| 0          | 0       | 0          | 0          |
| 0          | 0       | 0          | 0          |
| 0          | 0       | 7923.2     | 47044      |
| 62596.3    | 48000   | 149636.3   | 294396.3   |
| 0          | 0       | 39756.8    | 236056     |
| 540383.69  | 247750  | 940044.09  | 1442351.69 |
| 100900.42  | 23752   | 172934.02  | 387572.42  |
| 563964.6   | 0       | 588451     | 709352.6   |
| 277305     | 0       | 468853.8   | 1414626    |
| 0          | 0       | 19913.75   | 118237.87  |
| 0          | 0       | 11692.97   | 69426.98   |
| 132541.57  | 0       | 221437.57  | 660361.57  |
| 827142.1   | 0       | 851295.7   | 970554.1   |
| 0          | 0       | 64473.6    | 382812     |
| 725155.64  | 207000  | 1144867.88 | 1988134.58 |
| 180090     | 80850   | 369765.6   | 826242     |
| 0          | 708720  | 10646173.1 | 10646173.1 |
| 257062.87  | 0       | 307750.87  | 558022.87  |
| 0          | 0       | 0          | 0          |
| 64316.58   | 0       | 158063.78  | 620940.58  |
| 0          | 0       | 66365.35   | 394044.24  |
| 0          | 0       | 0          | 0          |
| 0          | 28700   | 48373.18   | 116809.52  |

[illegible]

|            |          |             |             |
|------------|----------|-------------|-------------|
| 124729.06  | 0        | 187884.26   | 499713.06   |
| 0          | 0        | 0           | 0           |
| 0          | 0        | 28595.2     | 169784      |
| 0          | 0        | 0           | 0           |
| 0          | 0        | 0           | 0           |
| 0          | 0        | 0           | 0           |
| 0          | 0        | 0           | 0           |
| 0          | 0        | 0           | 0           |
| 0          | 0        | 17484.8     | 103816      |
| 0          | 42300    | 51198.56    | 52835.2     |
| 0          | 0        | 0           | 0           |
| 2388878.37 | 0        | 2625076.77  | 3791306.37  |
| 502578.26  | 0        | 534783.06   | 693794.26   |
| 0          | 0        | 0           | 0           |
| 0          | 0        | 0           | 0           |
| 0          | 0        | 0           | 0           |
| 208581.27  | 0        | 281707.67   | 642769.27   |
| 0          | 0        | 49574.4     | 294348      |
| 0          | 0        | 0           | 0           |
| 0          | 64785.79 | 151225.2    | 513233.99   |
| 79913.72   | 281650   | 533352.52   | 1099909.72  |
| 0          | 0        | 0           | 0           |
| 0          | 0        | 0           | 0           |
| 0          | 0        | 22398.32    | 132990.01   |
| 0          | 0        | 0           | 0           |
| 0          | 0        | 0           | 0           |
| 0          | 0        | 6451.2      | 38304       |
| 0          | 0        | 0           | 0           |
| 580514.56  | 0        | 18725958.58 | 18725958.58 |
| 0          | 2089000  | 8188475.82  | 8188475.82  |
| 0          | 0        | 11318303.25 | 11318303.25 |
| 0          | 0        | 13092737.22 | 13092737.22 |
| 0          | 600000   | 8024992.47  | 8024992.47  |
| 0          | 0        | 168691.2    | 1001604     |
| 1055376.67 | 1094480  | 1354823.07  | 2272364.67  |
| 0          | 1799500  | 33448484.38 | 33448484.38 |
| 3966474.47 | 392140   | 4632969.67  | 5595458.47  |
| 165259.07  | 2390346  | 19584258.58 | 19584258.58 |
| 896541.96  | 0        | 1025412.36  | 1661709.96  |
| 1263898.81 | 0        | 1577690.81  | 3127038.81  |
| 0          | 1260000  | 22095520.55 | 22095520.55 |
| 0          | 0        | 149849.6    | 889732      |
| 489554.66  | 0        | 614562.66   | 1231789.66  |
| 0          | 0        | 24422.4     | 145008      |
| 0          | 0        | 50278.4     | 298528      |
| 0          | 0        | 74534.4     | 442548      |
| 0          | 0        | 0           | 0           |
| 0          | 35253    | 57387.4     | 131423      |
| 0          | 0        | 42123.98    | 250111.11   |
| 318161.17  | 0        | 433221.01   | 1001328.97  |



|           |        |           |            |
|-----------|--------|-----------|------------|
| 266200.16 | 36000  | 355128.16 | 580460.16  |
| 767372.03 | 0      | 839052.03 | 1192972.03 |
| 722048.21 | 50500  | 832337.01 | 1077044.21 |
| 261975    | 0      | 509522.86 | 1731790.41 |
| 0         | 25000  | 61211.2   | 215004     |
| 0         | 0      | 104.59    | 621.03     |
| 0         | 0      | 0         | 0          |
| 0         | 0      | 0         | 0          |
| 0         | 0      | 0         | 0          |
| 0         | 0      | 17993.6   | 106837     |
| 0         | 0      | 108864    | 646380     |
| 286351    | 15140  | 333167.54 | 474430.48  |
| 0         | 0      | 0         | 0          |
| 0         | 0      | 105425.38 | 625963.19  |
| 0         | 0      | 0         | 0          |
| 0         | 0      | 284366.72 | 1688427.4  |
| 0         | 0      | 0         | 0          |
| 0         | 0      | 0         | 0          |
| 0         | 0      | 0         | 0          |
| 0         | 0      | 0         | 0          |
| 0         | 12160  | 24921.6   | 75772      |
| 332640    | 0      | 392838.4  | 690068     |
| 0         | 19000  | 38417.6   | 115292     |
| 250115.45 | 11300  | 280308.25 | 362291.45  |
| 0         | 0      | 0         | 0          |
| 0         | 0      | 0         | 0          |
| 0         | 0      | 0         | 0          |
| 0         | 0      | 39500.8   | 234536     |
| 49556.09  | 0      | 140692.09 | 590676.09  |
| 0         | 0      | 24413.87  | 144957.38  |
| 0         | 97454  | 138951.6  | 246392     |
| 0         | 0      | 0         | 0          |
| 0         | 0      | 0         | 0          |
| 0         | 0      | 0         | 0          |
| 0         | 0      | 0         | 0          |
| 177484.3  | 0      | 189439.5  | 248468.3   |
| 0         | 0      | 8460.8    | 50236      |
| 0         | 0      | 12428.8   | 73796      |
| 0         | 0      | 0         | 0          |
| 0         | 0      | 0         | 0          |
| 0         | 0      | 0         | 0          |
| 0         | 0      | 0         | 0          |
| 266790    | 0      | 443698.8  | 1317186    |
| 759412.43 | 0      | 791066.83 | 947360.43  |
| 0         | 0      | 15027.2   | 89224      |
| 0         | 0      | 0         | 0          |
| 0         | 0      | 0         | 0          |
| 0         | 0      | 0         | 0          |
| 0         | 0      | 0         | 0          |
| 223792.4  | 132000 | 531792.4  | 1268792.4  |

|           |        |            |            |
|-----------|--------|------------|------------|
| 199710    | 0      | 234065.2   | 403694     |
| 0         | 0      | 0          | 0          |
| 0         | 0      | 0          | 0          |
| 0         | 0      | 0          | 0          |
| 469669.32 | 14750  | 527465.72  | 725257.32  |
| 0         | 0      | 50099.2    | 297464     |
| 0         | 0      | 0          | 0          |
| 0         | 0      | 0          | 0          |
| 0         | 0      | 0          | 0          |
| 0         | 0      | 31436.8    | 186656     |
| 0         | 0      | 0          | 0          |
| 0         | 0      | 0          | 0          |
| 0         | 0      | 0          | 0          |
| 0         | 0      | 0          | 0          |
| 0         | 0      | 9241.6     | 54872      |
| 0         | 0      | 0          | 0          |
| 0         | 0      | 0          | 0          |
| 0         | 0      | 0          | 0          |
| 0         | 0      | 0          | 0          |
| 0         | 0      | 0          | 0          |
| 0         | 32000  | 48893.44   | 100304.8   |
| 0         | 0      | 0          | 0          |
| 0         | 0      | 0          | 0          |
| 0         | 0      | 0          | 0          |
| 565301.28 | 0      | 626152.48  | 926605.28  |
| 0         | 0      | 0          | 0          |
| 0         | 40051  | 148799.8   | 645696     |
| 0         | 0      | 148787.2   | 883424     |
| 0         | 0      | 28940.8    | 171836     |
| 712215    | 0      | 931595.3   | 2014785.52 |
| 0         | 0      | 44416      | 263720     |
| 806379.55 | 31398  | 999902.35  | 1768995.55 |
| 0         | 0      | 0          | 0          |
| 0         | 0      | 88256      | 524020     |
| 0         | 0      | 56062.17   | 332869.14  |
| 0         | 0      | 23270.4    | 138168     |
| 0         | 20150  | 43791.6    | 140372     |
| 1183538.1 | 475904 | 2007695.54 | 3251292.9  |
| 0         | 0      | 15641.76   | 92872.96   |
| 0         | 0      | 20096.7    | 119324.13  |
| 0         | 0      | 19200      | 114000     |
| 155518.7  | 22450  | 209290.3   | 341490.7   |
| 0         | 0      | 0          | 0          |
| 0         | 0      | 26265.6    | 155952     |
| 0         | 0      | 21574.82   | 128100.48  |
| 0         | 135740 | 279944.8   | 856216     |
| 223652.4  | 0      | 263332.4   | 459252.4   |
| 0         | 0      | 0          | 0          |
| 0         | 0      | 9510.4     | 56468      |
| 0         | 0      | 0          | 0          |

|            |           |             |             |
|------------|-----------|-------------|-------------|
| 487264.35  | 425500    | 1152969.15  | 1913480.35  |
| 0          | 0         | 0           | 0           |
| 0          | 0         | 0           | 0           |
| 0          | 0         | 0           | 0           |
| 0          | 0         | 0           | 0           |
| 0          | 0         | 0           | 0           |
| 0          | 0         | 0           | 0           |
| 310000     | 422235.89 | 565089.91   | 1158195.72  |
| 0          | 0         | 79129.6     | 469832      |
| 452112.8   | 0         | 596023.2    | 1306580.8   |
| 3800891.75 | 887548    | 15552915.56 | 15552915.56 |
| 0          | 29068     | 57471.2     | 168644      |
| 0          | 0         | 0           | 0           |
| 0          | 55000     | 258200      | 1206500     |
| 0          | 0         | 23628.8     | 140296      |
| 0          | 0         | 34764.8     | 206416      |
| 526155     | 0         | 586059      | 881835      |
| 0          | 0         | 56324.21    | 334425.02   |
| 45313.2    | 17725     | 102679.8    | 280685.2    |
| 325906.21  | 11500     | 392843.01   | 655062.21   |
| 0          | 0         | 17164.8     | 101916      |
| 0          | 107000    | 231979.2    | 742064      |
| 0          | 0         | 0           | 0           |
| 0          | 0         | 0           | 0           |
| 0          | 0         | 0           | 0           |
| 0          | 0         | 0           | 0           |
| 342159.01  | 47710     | 418080.21   | 509663.01   |
| 722366.76  | 0         | 828837.16   | 1354534.76  |
| 0          | 0         | 27891.2     | 165604      |
| 0          | 0         | 0           | 0           |
| 0          | 0         | 0           | 0           |
| 0          | 0         | 0           | 0           |
| 0          | 0         | 11046.4     | 65588       |
| 488516.81  | 0         | 564459.21   | 939424.81   |
| 425592.27  | 0         | 552970.08   | 1181898.04  |
| 0          | 0         | 0           | 0           |
| 332050.83  | 6660      | 374179.63   | 542646.83   |
| 206126.36  | 0         | 222036.76   | 300594.36   |
| 616462.87  | 0         | 656283.67   | 852898.87   |
| 0          | 0         | 0           | 0           |
| 0          | 0         | 0           | 0           |
| 0          | 0         | 0           | 0           |
| 0          | 0         | 0           | 0           |
| 0          | 0         | 0           | 0           |
| 0          | 0         | 0           | 0           |
| 0          | 535000    | 4242098.02  | 4598760     |
| 0          | 946845    | 14617831.97 | 14617831.97 |
| 0          | 1108000   | 9424816.24  | 9424816.24  |
| 0          | 1760058   | 17773656.53 | 17773656.53 |
| 774556.44  | 11800000  | 33205796.33 | 33205796.33 |

|            |        |             |             |
|------------|--------|-------------|-------------|
| 0          | 0      | 0           | 0           |
| 0          | 0      | 0           | 0           |
| 139388     | 0      | 165602.4    | 295036      |
| 0          | 0      | 0           | 0           |
| 0          | 0      | 0           | 0           |
| 0          | 0      | 4736        | 28120       |
| 0          | 0      | 0           | 0           |
| 0          | 0      | 0           | 0           |
| 0          | 0      | 0           | 0           |
| 0          | 0      | 27033.14    | 160509.26   |
| 0          | 0      | 0           | 0           |
| 0          | 0      | 0           | 0           |
| 0          | 0      | 0           | 0           |
| 0          | 0      | 0           | 0           |
| 0          | 0      | 0           | 0           |
| 0          | 0      | 0           | 0           |
| 0          | 0      | 0           | 0           |
| 0          | 0      | 0           | 0           |
| 0          | 0      | 0           | 0           |
| 0          | 0      | 0           | 0           |
| 0          | 0      | 0           | 0           |
| 0          | 0      | 0           | 0           |
| 0          | 0      | 215486.08   | 1279448.6   |
| 0          | 0      | 0           | 0           |
| 1119347.73 | 0      | 1378394.13  | 2657435.73  |
| 0          | 0      | 0           | 0           |
| 0          | 0      | 0           | 0           |
| 0          | 0      | 24332.8     | 144476      |
| 0          | 0      | 14707.2     | 87324       |
| 0          | 0      | 0           | 0           |
| 0          | 0      | 79987.2     | 474924      |
| 0          | 0      | 59409.19    | 352742.06   |
| 0          | 0      | 0           | 0           |
| 0          | 0      | 0           | 0           |
| 0          | 0      | 0           | 0           |
| 124162.55  | 0      | 174338.55   | 422082.55   |
| 29327      | 0      | 64655       | 239087      |
| 0          | 0      | 0           | 0           |
| 0          | 0      | 12019.2     | 71364       |
| 0          | 0      | 0           | 0           |
| 0          | 0      | 117937.15   | 700251.84   |
| 569124.34  | 0      | 717668.34   | 1451104.34  |
| 0          | 0      | 126502.4    | 751108      |
| 0          | 0      | 0           | 0           |
| 0          | 8000   | 13257.86    | 31218.54    |
| 0          | 0      | 0           | 0           |
| 0          | 400000 | 11725352.87 | 11725352.87 |
| 0          | 0      | 0           | 0           |
| 0          | 0      | 21904.54    | 130058.19   |
| 482164.84  | 100595 | 690011.04   | 1118968.84  |
| 0          | 0      | 125425.69   | 744715.05   |

|            |        |             |             |
|------------|--------|-------------|-------------|
| 3727500    | 557928 | 4748864.39  | 6479153.56  |
| 0          | 0      | 407589.48   | 2420062.53  |
| 0          | 172220 | 443402.45   | 1610145.78  |
| 202022.68  | 0      | 390283.8    | 1319823.08  |
| 224410.41  | 165845 | 583712.17   | 1373059.95  |
| 0          | 800000 | 15253537    | 15253537    |
| 0          | 0      | 0           | 0           |
| 0          | 0      | 0           | 0           |
| 0          | 0      | 0           | 0           |
| 0          | 0      | 0           | 0           |
| 0          | 0      | 0           | 0           |
| 0          | 0      | 0           | 0           |
| 0          | 0      | 0           | 0           |
| 583681.21  | 60000  | 718753.21   | 1029421.21  |
| 746612.56  | 44440  | 844658.96   | 1064900.56  |
| 666488     | 0      | 757035.2    | 1204112     |
| 0          | 31228  | 95010.4     | 378708      |
| 0          | 650000 | 11759705.72 | 11759705.72 |
| 1188128    | 24000  | 1293190.4   | 1669436     |
| 335609.13  | 107000 | 546365.93   | 951665.13   |
| 0          | 0      | 211175.32   | 1253853.45  |
| 229947.67  | 65000  | 464982.87   | 1239531.67  |
| 143913.21  | 39000  | 241191.61   | 489941.21   |
| 0          | 744927 | 1077381.4   | 1973948     |
| 0          | 0      | 0           | 0           |
| 0          | 0      | 37171.2     | 220704      |
| 0          | 0      | 30476.8     | 180956      |
| 0          | 0      | 0           | 0           |
| 0          | 0      | 9638.4      | 57228       |
| 52616      | 29945  | 137447.4    | 378504      |
| 264413.76  | 0      | 313931.84   | 558427.36   |
| 0          | 0      | 0           | 0           |
| 0          | 0      | 33062.4     | 196308      |
| 565150     | 0      | 603319.6    | 791782      |
| 0          | 0      | 0           | 0           |
| 0          | 0      | 0           | 0           |
| 0          | 0      | 0           | 0           |
| 0          | 0      | 0           | 0           |
| 0          | 0      | 0           | 0           |
| 0          | 0      | 10752       | 63840       |
| 580131     | 0      | 605167.8    | 728787      |
| 0          | 0      | 0           | 0           |
| 0          | 0      | 0           | 0           |
| 0          | 0      | 0           | 0           |
| 332115     | 0      | 366611      | 536935      |
| 1059032.16 | 0      | 1140721.76  | 1544064.16  |
| 0          | 0      | 3.66        | 21.71       |
| 47200.25   | 0      | 83309.05    | 261596.25   |
| 0          | 0      | 0           | 0           |
| 0          | 27650  | 58754       | 184680      |

|            |         |            |            |
|------------|---------|------------|------------|
| 0          | 0       | 55396.69   | 328917.85  |
| 0          | 0       | 0          | 0          |
| 241617.19  | 125205  | 484914.99  | 942793.19  |
| 0          | 0       | 0          | 0          |
| 491600     | 325000  | 5344136.75 | 5344136.75 |
| 169980.29  | 174500  | 571718.69  | 1519208.29 |
| 0          | 1000625 | 26537535   | 26537535   |
| 0          | 730000  | 7326554.3  | 7326554.3  |
| 0          | 16500   | 31527.2    | 89224      |
| 707571.88  | 58000   | 806186.28  | 948719.88  |
| 266912.33  | 72000   | 503359.91  | 791726.31  |
| 526100.94  | 39000   | 607289.74  | 776596.94  |
| 0          | 14000   | 22599.85   | 51061.58   |
| 212902.93  | 0       | 221453.33  | 263670.93  |
| 482765     | 0       | 525517     | 736605     |
| 675906.79  | 0       | 749941.99  | 1115490.79 |
| 2708734.55 | 440586  | 3305403.75 | 3635478.55 |
| 0          | 0       | 125884.63  | 747440     |
| 2205312.95 | 0       | 2573543.35 | 4391680.95 |
| 388795.49  | 122000  | 677733.09  | 1379987.49 |
| 0          | 0       | 0          | 0          |
| 0          | 62500   | 116234.4   | 319048     |
| 283037.89  | 247366  | 820349.49  | 2004589.89 |
| 0          | 0       | 110148.61  | 654007.4   |
| 0          | 316550  | 628798.78  | 1853977.11 |
| 654510     | 36000   | 730842.8   | 893986     |
| 0          | 0       | 0          | 0          |
| 0          | 0       | 0          | 0          |
| 0          | 0       | 0          | 0          |
| 0          | 0       | 0          | 0          |
| 454603     | 0       | 801303.8   | 2513139    |
| 297866.15  | 16972   | 421948.55  | 933834.15  |
| 0          | 0       | 0          | 0          |
| 198924.86  | 0       | 217993.44  | 312144.58  |
| 0          | 0       | 0          | 0          |
| 154265.62  | 45000   | 243990.96  | 419822.35  |
| 213021.56  | 0       | 270214.62  | 552605.37  |
| 0          | 95000   | 110839.23  | 110839.23  |
| 0          | 47075   | 113673.4   | 395428     |
| 345260     | 0       | 383980     | 575160     |
| 69626.72   | 166100  | 388742.15  | 889402.15  |
| 0          | 0       | 51468.8    | 305596     |
| 0          | 0       | 227281.37  | 1349483.14 |
| 0          | 0       | 0          | 0          |
| 823304.95  | 0       | 911624.95  | 1347704.95 |
| 0          | 0       | 0          | 0          |
| 0          | 0       | 0          | 0          |
| 413684.07  | 0       | 492698.47  | 882832.07  |
| 0          | 0       | 32358.4    | 192128     |
| 0          | 0       | 0          | 0          |

|            |       |            |            |
|------------|-------|------------|------------|
| 1203964.03 | 0     | 1322952.83 | 1910460.03 |
| 814028.83  | 0     | 882393.63  | 1219944.83 |
| 0          | 0     | 26827.82   | 159290.16  |
| 242395.13  | 51000 | 352121.53  | 591083.13  |
| 0          | 0     | 48502.4    | 287983     |
| 2970713    | 0     | 3036479.4  | 3361201    |
| 0          | 0     | 16665.6    | 98952      |
| 981068     | 66140 | 1093953.6  | 1258620    |
| 0          | 0     | 61638.4    | 365978     |
| 225488     | 0     | 265116.8   | 460784     |
| 581123.8   | 0     | 625629.4   | 845375.8   |
| 0          | 0     | 0          | 0          |
| 772408.38  | 0     | 853278.78  | 1252576.38 |
| 664366.9   | 45700 | 753151.7   | 920182.9   |
| 461389.4   | 0     | 502503     | 705501.4   |
| 0          | 6200  | 22929.6    | 99332      |
| 0          | 52000 | 103216     | 304095     |
| 0          | 44550 | 61216.9    | 98959.71   |
| 0          | 0     | 53990.4    | 320568     |
| 103803     | 0     | 119009.4   | 194091     |
| 0          | 0     | 0          | 0          |
| 0          | 26623 | 71218.2    | 264784     |
| 2314778    | 70304 | 2427104.4  | 2564286    |
| 232853.48  | 0     | 293435.88  | 592561.48  |
| 0          | 87406 | 149985.2   | 371564     |
| 391986.69  | 73000 | 509901.89  | 658670.69  |
| 0          | 0     | 0          | 0          |
| 0          | 0     | 41318.4    | 245328     |
| 0          | 0     | 21657.6    | 128592     |
| 0          | 0     | 27897.03   | 165638.59  |
| 0          | 23619 | 42687.93   | 113221.8   |
| 65203.58   | 37979 | 118337.78  | 155187.58  |
| 0          | 0     | 59174.88   | 351350.87  |
| 0          | 27850 | 62058.1    | 203110.61  |
| 0          | 0     | 60700.16   | 360407.2   |
| 990715.04  | 0     | 1116692.64 | 1738707.04 |
| 0          | 56000 | 124480     | 406600     |
| 151270.36  | 0     | 179161.56  | 316874.36  |
| 0          | 0     | 0          | 0          |
| 0          | 0     | 0          | 0          |
| 122414.3   | 91250 | 286125.1   | 552650.3   |
| 1011623    | 96565 | 1201295.2  | 1564447    |
| 583155     | 0     | 628134.2   | 850219     |
| 87487.63   | 35100 | 177768.43  | 415123.63  |
| 0          | 0     | 0          | 0          |
| 121712.97  | 10000 | 152000.97  | 242172.97  |
| 0          | 65000 | 161000     | 570000     |
| 409051.41  | 55875 | 540305.61  | 856615.41  |
| 0          | 0     | 0          | 0          |
| 0          | 0     | 28102.4    | 166858     |

|            |        |            |            |
|------------|--------|------------|------------|
| 0          | 0      | 19891.2    | 118104     |
| 0          | 0      | 0          | 0          |
| 273525     | 0      | 295669     | 405005     |
| 0          | 0      | 40665.6    | 241452.02  |
| 530934.25  | 0      | 569449.45  | 759618.25  |
| 0          | 0      | 76582.4    | 454708     |
| 0          | 0      | 76521.7    | 454347.59  |
| 0          | 0      | 31116.8    | 184756     |
| 393943.37  | 197950 | 694370.17  | 1002399.37 |
| 0          | 0      | 43417.6    | 257792     |
| 160732.35  | 14834  | 209639.95  | 363044.35  |
| 1116275.24 | 0      | 1160192.04 | 1377031.24 |
| 448041.98  | 45840  | 626477.18  | 1235325.98 |
| 0          | 0      | 24435.2    | 145084     |
| 0          | 0      | 35430.4    | 210368     |
| 499359     | 0      | 536453.4   | 719607     |
| 0          | 0      | 161344     | 957980     |
| 115661.32  | 0      | 165996.68  | 414527.52  |











|                   |                |              |                |
|-------------------|----------------|--------------|----------------|
| 539,554.00        | 658,151,899.90 | 1,961,786.96 | 660,113,686.86 |
| col11             | col12          | col13        | col14          |
| Revenue Reduction | Subtotal       | COOP         | Total Revenue  |
| -                 | 409,412.00     | -            | 409,412.00     |
| -                 | 38,122,918.61  | -            | 38,122,918.61  |
| -                 | 92,000.39      | -            | 92,000.39      |
| -                 | 174,967.20     | -            | 174,967.20     |
| -                 | 1,184,452.40   | 8,359.39     | 1,192,811.79   |
| -                 | 15,929,417.60  | -            | 15,929,417.60  |
| -                 | 2,685,080.00   | 17,623.00    | 2,702,703.00   |
| -                 | 1,353,218.00   | 9,389.00     | 1,362,607.00   |
| -                 | 2,919,008.71   | 7,497.00     | 2,926,505.71   |
| -                 | 2,327,206.37   | -            | 2,327,206.37   |
| -                 | 2,541,060.00   | 17,413.00    | 2,558,473.00   |
| -                 | 1,119,404.00   | -            | 1,119,404.00   |
| -                 | 765,065.72     | -            | 765,065.72     |
| -                 | 14,809.14      | -            | 14,809.14      |
| -                 | 1,812,505.11   | -            | 1,812,505.11   |
| -                 | 413,503.69     | -            | 413,503.69     |
| -                 | 110,551.77     | -            | 110,551.77     |
| -                 | 512,713.31     | -            | 512,713.31     |
| -                 | 1,784,556.00   | -            | 1,784,556.00   |
| -                 | 664,849.30     | -            | 664,849.30     |
| -                 | 334,020.00     | -            | 334,020.00     |
| -                 | 5,918,198.38   | -            | 5,918,198.38   |
| -                 | 47,044.00      | -            | 47,044.00      |
| -                 | 294,396.30     | -            | 294,396.30     |
| -                 | 236,056.00     | -            | 236,056.00     |
| -                 | 1,442,351.69   | -            | 1,442,351.69   |
| -                 | 387,572.42     | -            | 387,572.42     |
| -                 | 709,352.60     | -            | 709,352.60     |
| -                 | 1,414,626.00   | -            | 1,414,626.00   |
| -                 | 118,237.87     | -            | 118,237.87     |
| -                 | 69,426.98      | -            | 69,426.98      |
| -                 | 660,361.57     | -            | 660,361.57     |
| -                 | 970,554.10     | -            | 970,554.10     |
| -                 | 382,812.00     | 3,487.72     | 386,299.72     |
| -                 | 1,988,134.58   | 6,048.03     | 1,994,182.61   |
| -                 | 826,242.00     | 3,523.93     | 829,765.93     |
| -                 | 10,646,173.10  | 14,971.76    | 10,661,144.86  |
| -                 | 558,022.87     | -            | 558,022.87     |
| -                 | 620,940.58     | -            | 620,940.58     |
| -                 | 394,044.24     | -            | 394,044.24     |
| -                 | 116,809.52     | -            | 116,809.52     |
| -                 | 1,739,047.00   | -            | 1,739,047.00   |
| -                 | 1,024,714.08   | 26,844.42    | 1,051,558.50   |
| -                 | 354,255.19     | 9,115.98     | 363,371.17     |

|            |               |            |               |
|------------|---------------|------------|---------------|
| -          | 370,500.00    | -          | 370,500.00    |
| -          | 484,518.00    | -          | 484,518.00    |
| -          | 2,277,336.62  | -          | 2,277,336.62  |
| -          | 807,779.00    | -          | 807,779.00    |
| -          | 620,808.84    | -          | 620,808.84    |
| -          | 292,025.00    | -          | 292,025.00    |
| -          | 485,260.00    | -          | 485,260.00    |
| -          | 6,246,542.46  | -          | 6,246,542.46  |
| -          | 419,140.00    | -          | 419,140.00    |
| -          | 724,807.89    | -          | 724,807.89    |
| -          | 9,831,493.00  | 28,739.02  | 9,860,232.02  |
| -          | 2,686,022.25  | 18,983.23  | 2,705,005.48  |
| -          | 11,341,800.05 | 35,985.09  | 11,377,785.14 |
| -          | 395,883.75    | 2,226.66   | 398,110.41    |
| -          | 14,200,000.00 | -          | 14,200,000.00 |
| -          | 2,050,100.00  | 22,587.39  | 2,072,687.39  |
| -          | 1,873,285.29  | 12,265.50  | 1,885,550.79  |
| -          | 2,038,783.47  | 14,397.81  | 2,053,181.28  |
| -          | 551,435.02    | -          | 551,435.02    |
| -          | 805,781.68    | -          | 805,781.68    |
| -          | 1,400,171.48  | -          | 1,400,171.48  |
| -          | 352,640.00    | -          | 352,640.00    |
| -          | 499,713.06    | -          | 499,713.06    |
| -          | 169,784.00    | -          | 169,784.00    |
| -          | 103,816.00    | -          | 103,816.00    |
| -          | 52,835.20     | -          | 52,835.20     |
| -          | 3,791,306.37  | -          | 3,791,306.37  |
| -          | 693,794.26    | -          | 693,794.26    |
| -          | 642,769.27    | 12,612.06  | 655,381.33    |
| -          | 294,348.00    | 8,214.66   | 302,562.66    |
| -          | 513,233.99    | -          | 513,233.99    |
| -          | 1,099,909.72  | 28,472.86  | 1,128,382.58  |
| -          | 132,990.01    | -          | 132,990.01    |
| -          | 38,304.00     | -          | 38,304.00     |
| -          | 18,725,958.58 | 97,792.35  | 18,823,750.93 |
| -          | 8,188,475.82  | 45,155.91  | 8,233,631.73  |
| -          | 11,318,303.25 | 93,575.55  | 11,411,878.80 |
| -          | 13,092,737.22 | 58,367.83  | 13,151,105.05 |
| -          | 8,024,992.47  | -          | 8,024,992.47  |
| -          | 1,001,604.00  | 43,753.02  | 1,045,357.02  |
| -          | 2,272,364.67  | 28,051.71  | 2,300,416.38  |
| -          | 33,448,484.38 | 213,940.89 | 33,662,425.27 |
| -          | 5,595,458.47  | 53,235.29  | 5,648,693.76  |
| -          | 19,584,258.58 | 129,397.15 | 19,713,655.73 |
| -          | 1,661,709.96  | 4,972.00   | 1,666,681.96  |
| -          | 3,127,038.81  | 47,847.98  | 3,174,886.79  |
| -          | 22,095,520.55 | 123,243.64 | 22,218,764.19 |
| -          | 889,732.00    | 33,912.59  | 923,644.59    |
| 489,554.00 | 742,235.66    | -          | 742,235.66    |
| -          | 145,008.00    | -          | 145,008.00    |

|   |              |   |              |
|---|--------------|---|--------------|
| - | 298,528.00   | - | 298,528.00   |
| - | 442,548.00   | - | 442,548.00   |
| - | 131,423.00   | - | 131,423.00   |
| - | 250,111.11   | - | 250,111.11   |
| - | 1,001,328.97 | - | 1,001,328.97 |
| - | 580,460.16   | - | 580,460.16   |
| - | 1,192,972.03 | - | 1,192,972.03 |
| - | 1,077,044.21 | - | 1,077,044.21 |
| - | 1,731,790.41 | - | 1,731,790.41 |
| - | 215,004.00   | - | 215,004.00   |
| - | 621.03       | - | 621.03       |
| - | 106,837.00   | - | 106,837.00   |
| - | 646,380.00   | - | 646,380.00   |
| - | 474,430.48   | - | 474,430.48   |
| - | 625,963.19   | - | 625,963.19   |
| - | 1,688,427.40 | - | 1,688,427.40 |
| - | 75,772.00    | - | 75,772.00    |
| - | 690,068.00   | - | 690,068.00   |
| - | 115,292.00   | - | 115,292.00   |
| - | 362,291.45   | - | 362,291.45   |
| - | 234,536.00   | - | 234,536.00   |
| - | 590,676.09   | - | 590,676.09   |
| - | 144,957.38   | - | 144,957.38   |
| - | 246,392.00   | - | 246,392.00   |
| - | 248,468.30   | - | 248,468.30   |
| - | 50,236.00    | - | 50,236.00    |
| - | 73,796.00    | - | 73,796.00    |
| - | 1,317,186.00 | - | 1,317,186.00 |
| - | 947,360.43   | - | 947,360.43   |
| - | 89,224.00    | - | 89,224.00    |
| - | 1,268,792.40 | - | 1,268,792.40 |
| - | 403,694.00   | - | 403,694.00   |
| - | 725,257.32   | - | 725,257.32   |
| - | 297,464.00   | - | 297,464.00   |
| - | 186,656.00   | - | 186,656.00   |
| - | 54,872.00    | - | 54,872.00    |
| - | 100,304.80   | - | 100,304.80   |
| - | 926,605.28   | - | 926,605.28   |
| - | 645,696.00   | - | 645,696.00   |
| - | 883,424.00   | - | 883,424.00   |
| - | 171,836.00   | - | 171,836.00   |
| - | 2,014,785.52 | - | 2,014,785.52 |
| - | 263,720.00   | - | 263,720.00   |
| - | 1,768,995.55 | - | 1,768,995.55 |
| - | 524,020.00   | - | 524,020.00   |
| - | 332,869.14   | - | 332,869.14   |
| - | 138,168.00   | - | 138,168.00   |
| - | 140,372.00   | - | 140,372.00   |
| - | 3,251,292.90 | - | 3,251,292.90 |
| - | 92,872.96    | - | 92,872.96    |

|   |               |           |               |
|---|---------------|-----------|---------------|
| - | 119,324.13    | -         | 119,324.13    |
| - | 114,000.00    | -         | 114,000.00    |
| - | 341,490.70    | -         | 341,490.70    |
| - | 155,952.00    | -         | 155,952.00    |
| - | 128,100.48    | -         | 128,100.48    |
| - | 856,216.00    | -         | 856,216.00    |
| - | 459,252.40    | -         | 459,252.40    |
| - | 56,468.00     | -         | 56,468.00     |
| - | 1,913,480.35  | -         | 1,913,480.35  |
| - | 1,158,195.72  | -         | 1,158,195.72  |
| - | 469,832.00    | -         | 469,832.00    |
| - | 1,306,580.80  | -         | 1,306,580.80  |
| - | 15,552,915.56 | -         | 15,552,915.56 |
| - | 168,644.00    | -         | 168,644.00    |
| - | 1,206,500.00  | -         | 1,206,500.00  |
| - | 140,296.00    | -         | 140,296.00    |
| - | 206,416.00    | -         | 206,416.00    |
| - | 881,835.00    | -         | 881,835.00    |
| - | 334,425.02    | -         | 334,425.02    |
| - | 280,685.20    | -         | 280,685.20    |
| - | 655,062.21    | -         | 655,062.21    |
| - | 101,916.00    | -         | 101,916.00    |
| - | 742,064.00    | -         | 742,064.00    |
| - | 509,663.01    | -         | 509,663.01    |
| - | 1,354,534.76  | 16,070.99 | 1,370,605.75  |
| - | 165,604.00    | -         | 165,604.00    |
| - | 65,588.00     | -         | 65,588.00     |
| - | 939,424.81    | -         | 939,424.81    |
| - | 1,181,898.04  | -         | 1,181,898.04  |
| - | 542,646.83    | -         | 542,646.83    |
| - | 300,594.36    | -         | 300,594.36    |
| - | 852,898.87    | -         | 852,898.87    |
| - | 4,598,760.00  | 35,018.00 | 4,633,778.00  |
| - | 14,617,831.97 | 30,629.00 | 14,648,460.97 |
| - | 9,424,816.24  | 22,925.00 | 9,447,741.24  |
| - | 17,773,656.53 | 25,815.00 | 17,799,471.53 |
| - | 33,205,796.33 | -         | 33,205,796.33 |
| - | 295,036.00    | -         | 295,036.00    |
| - | 28,120.00     | -         | 28,120.00     |
| - | 160,509.26    | -         | 160,509.26    |
| - | 1,279,448.60  | -         | 1,279,448.60  |
| - | 2,657,435.73  | -         | 2,657,435.73  |
| - | 144,476.00    | -         | 144,476.00    |
| - | 87,324.00     | -         | 87,324.00     |
| - | 474,924.00    | -         | 474,924.00    |
| - | 352,742.06    | -         | 352,742.06    |
| - | 422,082.55    | -         | 422,082.55    |
| - | 239,087.00    | -         | 239,087.00    |
| - | 71,364.00     | -         | 71,364.00     |
| - | 700,251.84    | -         | 700,251.84    |



|   |               |           |               |
|---|---------------|-----------|---------------|
| - | 1,451,104.34  | -         | 1,451,104.34  |
| - | 751,108.00    | -         | 751,108.00    |
| - | -             | -         | -             |
| - | 31,218.54     | -         | 31,218.54     |
| - | 11,725,352.87 | -         | 11,725,352.87 |
| - | 130,058.19    | -         | 130,058.19    |
| - | 1,118,968.84  | 5,550.39  | 1,124,519.23  |
| - | 744,715.05    | 3,506.09  | 748,221.14    |
| - | 6,479,153.56  | 12,329.01 | 6,491,482.57  |
| - | 2,420,062.53  | 26,815.05 | 2,446,877.58  |
| - | 1,610,145.78  | 3,707.93  | 1,613,853.71  |
| - | 1,319,823.08  | -         | 1,319,823.08  |
| - | 1,373,059.95  | 17,245.53 | 1,390,305.48  |
| - | 15,253,537.00 | -         | 15,253,537.00 |
| - | 1,029,421.21  | -         | 1,029,421.21  |
| - | 1,064,900.56  | -         | 1,064,900.56  |
| - | 1,204,112.00  | -         | 1,204,112.00  |
| - | 378,708.00    | -         | 378,708.00    |
| - | 11,759,705.72 | -         | 11,759,705.72 |
| - | 1,669,436.00  | -         | 1,669,436.00  |
| - | 951,665.13    | -         | 951,665.13    |
| - | 1,253,853.45  | -         | 1,253,853.45  |
| - | 1,239,531.67  | -         | 1,239,531.67  |
| - | 489,941.21    | -         | 489,941.21    |
| - | 1,973,948.00  | -         | 1,973,948.00  |
| - | 220,704.00    | -         | 220,704.00    |
| - | 180,956.00    | -         | 180,956.00    |
| - | 57,228.00     | -         | 57,228.00     |
| - | 378,504.00    | -         | 378,504.00    |
| - | 558,427.36    | -         | 558,427.36    |
| - | 196,308.00    | -         | 196,308.00    |
| - | 791,782.00    | -         | 791,782.00    |
| - | 63,840.00     | -         | 63,840.00     |
| - | 728,787.00    | -         | 728,787.00    |
| - | 536,935.00    | -         | 536,935.00    |
| - | 1,544,064.16  | 13,424.25 | 1,557,488.41  |
| - | 21.71         | -         | 21.71         |
| - | 261,596.25    | -         | 261,596.25    |
| - | 184,680.00    | -         | 184,680.00    |
| - | 328,917.85    | -         | 328,917.85    |
| - | 942,793.19    | -         | 942,793.19    |
| - | 5,344,136.75  | 17,709.00 | 5,361,845.75  |
| - | 1,519,208.29  | 9,345.00  | 1,528,553.29  |
| - | 26,537,535.00 | 51,973.00 | 26,589,508.00 |
| - | 7,326,554.30  | 26,990.00 | 7,353,544.30  |
| - | 89,224.00     | -         | 89,224.00     |
| - | 948,719.88    | -         | 948,719.88    |
| - | 791,726.31    | -         | 791,726.31    |
| - | 776,596.94    | -         | 776,596.94    |
| - | 51,061.58     | -         | 51,061.58     |

|           |              |           |              |
|-----------|--------------|-----------|--------------|
| -         | 263,670.93   | -         | 263,670.93   |
| -         | 736,605.00   | -         | 736,605.00   |
| -         | 1,115,490.79 | -         | 1,115,490.79 |
| -         | 3,635,478.55 | -         | 3,635,478.55 |
| -         | 747,440.00   | 11,879.26 | 759,319.26   |
| -         | 4,391,680.95 | 57,352.63 | 4,449,033.58 |
| -         | 1,379,987.49 | 14,734.97 | 1,394,722.46 |
| -         | 319,048.00   | 8,338.87  | 327,386.87   |
| -         | 2,004,589.89 | 25,756.96 | 2,030,346.85 |
| -         | 654,007.40   | -         | 654,007.40   |
| -         | 1,853,977.11 | 39,105.83 | 1,893,082.94 |
| -         | 893,986.00   | -         | 893,986.00   |
| -         | 2,513,139.00 | -         | 2,513,139.00 |
| -         | 933,834.15   | -         | 933,834.15   |
| -         | 312,144.58   | -         | 312,144.58   |
| -         | 419,822.35   | -         | 419,822.35   |
| -         | 552,605.37   | -         | 552,605.37   |
| -         | 110,839.23   | 18,748.42 | 129,587.65   |
| -         | 395,428.00   | -         | 395,428.00   |
| -         | 575,160.00   | -         | 575,160.00   |
| -         | 889,402.15   | -         | 889,402.15   |
| -         | 305,596.00   | -         | 305,596.00   |
| -         | 1,349,483.14 | 35,068.74 | 1,384,551.88 |
| -         | 1,347,704.95 | -         | 1,347,704.95 |
| -         | -            | -         | -            |
| -         | 882,832.07   | -         | 882,832.07   |
| -         | 192,128.00   | -         | 192,128.00   |
| -         | 1,910,460.03 | -         | 1,910,460.03 |
| -         | 1,219,944.83 | 10,123.04 | 1,230,067.87 |
| -         | 159,290.16   | -         | 159,290.16   |
| -         | 591,083.13   | -         | 591,083.13   |
| -         | 287,983.00   | -         | 287,983.00   |
| -         | 3,361,201.00 | -         | 3,361,201.00 |
| -         | 98,952.00    | -         | 98,952.00    |
| -         | 1,258,620.00 | 8,203.06  | 1,266,823.06 |
| -         | 365,978.00   | -         | 365,978.00   |
| -         | 460,784.00   | -         | 460,784.00   |
| -         | 845,375.80   | -         | 845,375.80   |
| -         | 1,252,576.38 | -         | 1,252,576.38 |
| -         | 920,182.90   | -         | 920,182.90   |
| -         | 705,501.40   | -         | 705,501.40   |
| -         | 99,332.00    | -         | 99,332.00    |
| -         | 304,095.00   | -         | 304,095.00   |
| -         | 98,959.71    | -         | 98,959.71    |
| -         | 320,568.00   | -         | 320,568.00   |
| -         | 194,091.00   | -         | 194,091.00   |
| 50,000.00 | 214,784.00   | -         | 214,784.00   |
| -         | 2,564,286.00 | -         | 2,564,286.00 |
| -         | 592,561.48   | -         | 592,561.48   |
| -         | 371,564.00   | -         | 371,564.00   |

|   |              |           |              |
|---|--------------|-----------|--------------|
| - | 658,670.69   | 13,318.47 | 671,989.16   |
| - | -            | -         | -            |
| - | 245,328.00   | -         | 245,328.00   |
| - | 128,592.00   | 5,610.57  | 134,202.57   |
| - | 165,638.59   | 7,678.83  | 173,317.42   |
| - | 113,221.80   | -         | 113,221.80   |
| - | 155,187.58   | -         | 155,187.58   |
| - | 351,350.87   | 6,101.07  | 357,451.94   |
| - | 203,110.61   | -         | 203,110.61   |
| - | 360,407.20   | -         | 360,407.20   |
| - | 1,738,707.04 | 44,971.25 | 1,783,678.29 |
| - | 406,600.00   | -         | 406,600.00   |
| - | 316,874.36   | -         | 316,874.36   |
| - | -            | -         | -            |
| - | 552,650.30   | -         | 552,650.30   |
| - | 1,564,447.00 | 15,443.10 | 1,579,890.10 |
| - | 850,219.00   | -         | 850,219.00   |
| - | 415,123.63   | -         | 415,123.63   |
| - | -            | -         | -            |
| - | 242,172.97   | -         | 242,172.97   |
| - | 570,000.00   | -         | 570,000.00   |
| - | 856,615.41   | 32,351.29 | 888,966.70   |
| - | 166,858.00   | -         | 166,858.00   |
| - | 118,104.00   | -         | 118,104.00   |
| - | 405,005.00   | -         | 405,005.00   |
| - | 241,452.02   | -         | 241,452.02   |
| - | 759,618.25   | -         | 759,618.25   |
| - | 454,708.00   | -         | 454,708.00   |
| - | 454,347.59   | -         | 454,347.59   |
| - | 184,756.00   | -         | 184,756.00   |
| - | 1,002,399.37 | -         | 1,002,399.37 |
| - | 257,792.00   | -         | 257,792.00   |
| - | 363,044.35   | -         | 363,044.35   |
| - | 1,377,031.24 | -         | 1,377,031.24 |
| - | 1,235,325.98 | 5,943.94  | 1,241,269.92 |
| - | 145,084.00   | -         | 145,084.00   |
| - | 210,368.00   | -         | 210,368.00   |
| - | 719,607.00   | -         | 719,607.00   |
| - | 957,980.00   | -         | 957,980.00   |
| - | 414,527.52   | -         | 414,527.52   |

| LTM_REV_RED_RRQ | LTM_MAX_REV | LTM_MAX_REV_COP | LTM_TOT_REV |
|-----------------|-------------|-----------------|-------------|
| 0               | 409412      | 0               | 409412      |
| 0               | 38122918.61 | 0               | 38122918.61 |
| 0               | 92000.39    | 0               | 92000.39    |
| 0               | 174967.2    | 0               | 174967.2    |

|   |            |          |             |
|---|------------|----------|-------------|
| 0 | 1184452.4  | 8359.39  | 1192811.79  |
| 0 | 15929417.6 | 0        | 15929417.6  |
| 0 | 2685080    | 17623    | 2702703     |
| 0 | 1353218    | 9389     | 1362607     |
| 0 | 2919008.71 | 7497     | 2926505.71  |
| 0 | 2327206.37 | 0        | 2327206.37  |
| 0 | 2541060    | 17413    | 2558473     |
| 0 | 0          | 0        | 0           |
| 0 | 1119404    | 0        | 1119404     |
| 0 | 765065.72  | 0        | 765065.72   |
| 0 | 0          | 0        | 0           |
| 0 | 14809.14   | 0        | 14809.14    |
| 0 | 1812505.11 | 0        | 1812505.11  |
| 0 | 413503.69  | 0        | 413503.69   |
| 0 | 110551.77  | 0        | 110551.77   |
| 0 | 512713.31  | 0        | 512713.31   |
| 0 | 1784556    | 0        | 1784556     |
| 0 | 664849.3   | 0        | 664849.3    |
| 0 | 0          | 0        | 0           |
| 0 | 0          | 0        | 0           |
| 0 | 0          | 0        | 0           |
| 0 | 0          | 0        | 0           |
| 0 | 0          | 0        | 0           |
| 0 | 0          | 0        | 0           |
| 0 | 0          | 0        | 0           |
| 0 | 334020     | 0        | 334020      |
| 0 | 5918198.38 | 0        | 5918198.38  |
| 0 | 0          | 0        | 0           |
| 0 | 0          | 0        | 0           |
| 0 | 47044      | 0        | 47044       |
| 0 | 294396.3   | 0        | 294396.3    |
| 0 | 236056     | 0        | 236056      |
| 0 | 1442351.69 | 0        | 1442351.69  |
| 0 | 387572.42  | 0        | 387572.42   |
| 0 | 709352.6   | 0        | 709352.6    |
| 0 | 1414626    | 0        | 1414626     |
| 0 | 118237.87  | 0        | 118237.87   |
| 0 | 69426.98   | 0        | 69426.98    |
| 0 | 660361.57  | 0        | 660361.57   |
| 0 | 970554.1   | 0        | 970554.1    |
| 0 | 382812     | 3487.72  | 386299.72   |
| 0 | 1988134.58 | 6048.03  | 1994182.61  |
| 0 | 826242     | 3523.93  | 829765.93   |
| 0 | 10646173.1 | 14971.76 | 10661144.86 |
| 0 | 558022.87  | 0        | 558022.87   |
| 0 | 0          | 0        | 0           |
| 0 | 620940.58  | 0        | 620940.58   |
| 0 | 394044.24  | 0        | 394044.24   |
| 0 | 0          | 0        | 0           |
| 0 | 116809.52  | 0        | 116809.52   |

[illegible]

|        |             |           |             |
|--------|-------------|-----------|-------------|
| 0      | 499713.06   | 0         | 499713.06   |
| 0      | 0           | 0         | 0           |
| 0      | 169784      | 0         | 169784      |
| 0      | 0           | 0         | 0           |
| 0      | 0           | 0         | 0           |
| 0      | 0           | 0         | 0           |
| 0      | 0           | 0         | 0           |
| 0      | 0           | 0         | 0           |
| 0      | 103816      | 0         | 103816      |
| 0      | 52835.2     | 0         | 52835.2     |
| 0      | 0           | 0         | 0           |
| 0      | 3791306.37  | 0         | 3791306.37  |
| 0      | 693794.26   | 0         | 693794.26   |
| 0      | 0           | 0         | 0           |
| 0      | 0           | 0         | 0           |
| 0      | 0           | 0         | 0           |
| 0      | 642769.27   | 12612.06  | 655381.33   |
| 0      | 294348      | 8214.66   | 302562.66   |
| 0      | 0           | 0         | 0           |
| 0      | 513233.99   | 0         | 513233.99   |
| 0      | 1099909.72  | 28472.86  | 1128382.58  |
| 0      | 0           | 0         | 0           |
| 0      | 0           | 0         | 0           |
| 0      | 132990.01   | 0         | 132990.01   |
| 0      | 0           | 0         | 0           |
| 0      | 0           | 0         | 0           |
| 0      | 38304       | 0         | 38304       |
| 0      | 0           | 0         | 0           |
| 0      | 18725958.58 | 97792.35  | 18823750.93 |
| 0      | 8188475.82  | 45155.91  | 8233631.73  |
| 0      | 11318303.25 | 93575.55  | 11411878.8  |
| 0      | 13092737.22 | 58367.83  | 13151105.05 |
| 0      | 8024992.47  | 0         | 8024992.47  |
| 0      | 1001604     | 43753.02  | 1045357.02  |
| 0      | 2272364.67  | 28051.71  | 2300416.38  |
| 0      | 33448484.38 | 213940.89 | 33662425.27 |
| 0      | 5595458.47  | 53235.29  | 5648693.76  |
| 0      | 19584258.58 | 129397.15 | 19713655.73 |
| 0      | 1661709.96  | 4972      | 1666681.96  |
| 0      | 3127038.81  | 47847.98  | 3174886.79  |
| 0      | 22095520.55 | 123243.64 | 22218764.19 |
| 0      | 889732      | 33912.59  | 923644.59   |
| 489554 | 742235.66   | 0         | 742235.66   |
| 0      | 145008      | 0         | 145008      |
| 0      | 298528      | 0         | 298528      |
| 0      | 442548      | 0         | 442548      |
| 0      | 0           | 0         | 0           |
| 0      | 131423      | 0         | 131423      |
| 0      | 250111.11   | 0         | 250111.11   |
| 0      | 1001328.97  | 0         | 1001328.97  |

|   |            |   |            |
|---|------------|---|------------|
| 0 | 580460.16  | 0 | 580460.16  |
| 0 | 1192972.03 | 0 | 1192972.03 |
| 0 | 1077044.21 | 0 | 1077044.21 |
| 0 | 1731790.41 | 0 | 1731790.41 |
| 0 | 215004     | 0 | 215004     |
| 0 | 621.03     | 0 | 621.03     |
| 0 | 0          | 0 | 0          |
| 0 | 0          | 0 | 0          |
| 0 | 0          | 0 | 0          |
| 0 | 106837     | 0 | 106837     |
| 0 | 646380     | 0 | 646380     |
| 0 | 474430.48  | 0 | 474430.48  |
| 0 | 0          | 0 | 0          |
| 0 | 625963.19  | 0 | 625963.19  |
| 0 | 0          | 0 | 0          |
| 0 | 1688427.4  | 0 | 1688427.4  |
| 0 | 0          | 0 | 0          |
| 0 | 0          | 0 | 0          |
| 0 | 0          | 0 | 0          |
| 0 | 0          | 0 | 0          |
| 0 | 75772      | 0 | 75772      |
| 0 | 690068     | 0 | 690068     |
| 0 | 115292     | 0 | 115292     |
| 0 | 362291.45  | 0 | 362291.45  |
| 0 | 0          | 0 | 0          |
| 0 | 0          | 0 | 0          |
| 0 | 0          | 0 | 0          |
| 0 | 234536     | 0 | 234536     |
| 0 | 590676.09  | 0 | 590676.09  |
| 0 | 144957.38  | 0 | 144957.38  |
| 0 | 246392     | 0 | 246392     |
| 0 | 0          | 0 | 0          |
| 0 | 0          | 0 | 0          |
| 0 | 0          | 0 | 0          |
| 0 | 0          | 0 | 0          |
| 0 | 248468.3   | 0 | 248468.3   |
| 0 | 50236      | 0 | 50236      |
| 0 | 73796      | 0 | 73796      |
| 0 | 0          | 0 | 0          |
| 0 | 0          | 0 | 0          |
| 0 | 0          | 0 | 0          |
| 0 | 0          | 0 | 0          |
| 0 | 1317186    | 0 | 1317186    |
| 0 | 947360.43  | 0 | 947360.43  |
| 0 | 89224      | 0 | 89224      |
| 0 | 0          | 0 | 0          |
| 0 | 0          | 0 | 0          |
| 0 | 0          | 0 | 0          |
| 0 | 0          | 0 | 0          |
| 0 | 1268792.4  | 0 | 1268792.4  |

|   |            |   |            |
|---|------------|---|------------|
| 0 | 403694     | 0 | 403694     |
| 0 | 0          | 0 | 0          |
| 0 | 0          | 0 | 0          |
| 0 | 0          | 0 | 0          |
| 0 | 725257.32  | 0 | 725257.32  |
| 0 | 297464     | 0 | 297464     |
| 0 | 0          | 0 | 0          |
| 0 | 0          | 0 | 0          |
| 0 | 0          | 0 | 0          |
| 0 | 186656     | 0 | 186656     |
| 0 | 0          | 0 | 0          |
| 0 | 0          | 0 | 0          |
| 0 | 0          | 0 | 0          |
| 0 | 0          | 0 | 0          |
| 0 | 54872      | 0 | 54872      |
| 0 | 0          | 0 | 0          |
| 0 | 0          | 0 | 0          |
| 0 | 0          | 0 | 0          |
| 0 | 0          | 0 | 0          |
| 0 | 0          | 0 | 0          |
| 0 | 100304.8   | 0 | 100304.8   |
| 0 | 0          | 0 | 0          |
| 0 | 0          | 0 | 0          |
| 0 | 0          | 0 | 0          |
| 0 | 926605.28  | 0 | 926605.28  |
| 0 | 0          | 0 | 0          |
| 0 | 645696     | 0 | 645696     |
| 0 | 883424     | 0 | 883424     |
| 0 | 171836     | 0 | 171836     |
| 0 | 2014785.52 | 0 | 2014785.52 |
| 0 | 263720     | 0 | 263720     |
| 0 | 1768995.55 | 0 | 1768995.55 |
| 0 | 0          | 0 | 0          |
| 0 | 524020     | 0 | 524020     |
| 0 | 332869.14  | 0 | 332869.14  |
| 0 | 138168     | 0 | 138168     |
| 0 | 140372     | 0 | 140372     |
| 0 | 3251292.9  | 0 | 3251292.9  |
| 0 | 92872.96   | 0 | 92872.96   |
| 0 | 119324.13  | 0 | 119324.13  |
| 0 | 114000     | 0 | 114000     |
| 0 | 341490.7   | 0 | 341490.7   |
| 0 | 0          | 0 | 0          |
| 0 | 155952     | 0 | 155952     |
| 0 | 128100.48  | 0 | 128100.48  |
| 0 | 856216     | 0 | 856216     |
| 0 | 459252.4   | 0 | 459252.4   |
| 0 | 0          | 0 | 0          |
| 0 | 56468      | 0 | 56468      |
| 0 | 0          | 0 | 0          |



|   |             |          |             |
|---|-------------|----------|-------------|
| 0 | 1913480.35  | 0        | 1913480.35  |
| 0 | 0           | 0        | 0           |
| 0 | 0           | 0        | 0           |
| 0 | 0           | 0        | 0           |
| 0 | 0           | 0        | 0           |
| 0 | 0           | 0        | 0           |
| 0 | 0           | 0        | 0           |
| 0 | 1158195.72  | 0        | 1158195.72  |
| 0 | 469832      | 0        | 469832      |
| 0 | 1306580.8   | 0        | 1306580.8   |
| 0 | 15552915.56 | 0        | 15552915.56 |
| 0 | 168644      | 0        | 168644      |
| 0 | 0           | 0        | 0           |
| 0 | 1206500     | 0        | 1206500     |
| 0 | 140296      | 0        | 140296      |
| 0 | 206416      | 0        | 206416      |
| 0 | 881835      | 0        | 881835      |
| 0 | 334425.02   | 0        | 334425.02   |
| 0 | 280685.2    | 0        | 280685.2    |
| 0 | 655062.21   | 0        | 655062.21   |
| 0 | 101916      | 0        | 101916      |
| 0 | 742064      | 0        | 742064      |
| 0 | 0           | 0        | 0           |
| 0 | 0           | 0        | 0           |
| 0 | 0           | 0        | 0           |
| 0 | 0           | 0        | 0           |
| 0 | 509663.01   | 0        | 509663.01   |
| 0 | 1354534.76  | 16070.99 | 1370605.75  |
| 0 | 165604      | 0        | 165604      |
| 0 | 0           | 0        | 0           |
| 0 | 0           | 0        | 0           |
| 0 | 0           | 0        | 0           |
| 0 | 65588       | 0        | 65588       |
| 0 | 939424.81   | 0        | 939424.81   |
| 0 | 1181898.04  | 0        | 1181898.04  |
| 0 | 0           | 0        | 0           |
| 0 | 542646.83   | 0        | 542646.83   |
| 0 | 300594.36   | 0        | 300594.36   |
| 0 | 852898.87   | 0        | 852898.87   |
| 0 | 0           | 0        | 0           |
| 0 | 0           | 0        | 0           |
| 0 | 0           | 0        | 0           |
| 0 | 0           | 0        | 0           |
| 0 | 0           | 0        | 0           |
| 0 | 0           | 0        | 0           |
| 0 | 4598760     | 35018    | 4633778     |
| 0 | 14617831.97 | 30629    | 14648460.97 |
| 0 | 9424816.24  | 22925    | 9447741.24  |
| 0 | 17773656.53 | 25815    | 17799471.53 |
| 0 | 33205796.33 | 0        | 33205796.33 |

|   |             |         |             |
|---|-------------|---------|-------------|
| 0 | 0           | 0       | 0           |
| 0 | 0           | 0       | 0           |
| 0 | 295036      | 0       | 295036      |
| 0 | 0           | 0       | 0           |
| 0 | 0           | 0       | 0           |
| 0 | 28120       | 0       | 28120       |
| 0 | 0           | 0       | 0           |
| 0 | 0           | 0       | 0           |
| 0 | 0           | 0       | 0           |
| 0 | 160509.26   | 0       | 160509.26   |
| 0 | 0           | 0       | 0           |
| 0 | 0           | 0       | 0           |
| 0 | 0           | 0       | 0           |
| 0 | 0           | 0       | 0           |
| 0 | 0           | 0       | 0           |
| 0 | 0           | 0       | 0           |
| 0 | 0           | 0       | 0           |
| 0 | 0           | 0       | 0           |
| 0 | 0           | 0       | 0           |
| 0 | 0           | 0       | 0           |
| 0 | 0           | 0       | 0           |
| 0 | 0           | 0       | 0           |
| 0 | 1279448.6   | 0       | 1279448.6   |
| 0 | 0           | 0       | 0           |
| 0 | 2657435.73  | 0       | 2657435.73  |
| 0 | 0           | 0       | 0           |
| 0 | 0           | 0       | 0           |
| 0 | 144476      | 0       | 144476      |
| 0 | 87324       | 0       | 87324       |
| 0 | 0           | 0       | 0           |
| 0 | 474924      | 0       | 474924      |
| 0 | 352742.06   | 0       | 352742.06   |
| 0 | 0           | 0       | 0           |
| 0 | 0           | 0       | 0           |
| 0 | 0           | 0       | 0           |
| 0 | 422082.55   | 0       | 422082.55   |
| 0 | 239087      | 0       | 239087      |
| 0 | 0           | 0       | 0           |
| 0 | 71364       | 0       | 71364       |
| 0 | 0           | 0       | 0           |
| 0 | 700251.84   | 0       | 700251.84   |
| 0 | 1451104.34  | 0       | 1451104.34  |
| 0 | 751108      | 0       | 751108      |
| 0 | 0           | 0       | 0           |
| 0 | 31218.54    | 0       | 31218.54    |
| 0 | 0           | 0       | 0           |
| 0 | 11725352.87 | 0       | 11725352.87 |
| 0 | 0           | 0       | 0           |
| 0 | 130058.19   | 0       | 130058.19   |
| 0 | 1118968.84  | 5550.39 | 1124519.23  |
| 0 | 744715.05   | 3506.09 | 748221.14   |

|   |             |          |             |
|---|-------------|----------|-------------|
| 0 | 6479153.56  | 12329.01 | 6491482.57  |
| 0 | 2420062.53  | 26815.05 | 2446877.58  |
| 0 | 1610145.78  | 3707.93  | 1613853.71  |
| 0 | 1319823.08  | 0        | 1319823.08  |
| 0 | 1373059.95  | 17245.53 | 1390305.48  |
| 0 | 15253537    | 0        | 15253537    |
| 0 | 0           | 0        | 0           |
| 0 | 0           | 0        | 0           |
| 0 | 0           | 0        | 0           |
| 0 | 0           | 0        | 0           |
| 0 | 0           | 0        | 0           |
| 0 | 0           | 0        | 0           |
| 0 | 0           | 0        | 0           |
| 0 | 1029421.21  | 0        | 1029421.21  |
| 0 | 1064900.56  | 0        | 1064900.56  |
| 0 | 1204112     | 0        | 1204112     |
| 0 | 378708      | 0        | 378708      |
| 0 | 11759705.72 | 0        | 11759705.72 |
| 0 | 1669436     | 0        | 1669436     |
| 0 | 951665.13   | 0        | 951665.13   |
| 0 | 1253853.45  | 0        | 1253853.45  |
| 0 | 1239531.67  | 0        | 1239531.67  |
| 0 | 489941.21   | 0        | 489941.21   |
| 0 | 1973948     | 0        | 1973948     |
| 0 | 0           | 0        | 0           |
| 0 | 220704      | 0        | 220704      |
| 0 | 180956      | 0        | 180956      |
| 0 | 0           | 0        | 0           |
| 0 | 57228       | 0        | 57228       |
| 0 | 378504      | 0        | 378504      |
| 0 | 558427.36   | 0        | 558427.36   |
| 0 | 0           | 0        | 0           |
| 0 | 196308      | 0        | 196308      |
| 0 | 791782      | 0        | 791782      |
| 0 | 0           | 0        | 0           |
| 0 | 0           | 0        | 0           |
| 0 | 0           | 0        | 0           |
| 0 | 0           | 0        | 0           |
| 0 | 0           | 0        | 0           |
| 0 | 63840       | 0        | 63840       |
| 0 | 728787      | 0        | 728787      |
| 0 | 0           | 0        | 0           |
| 0 | 0           | 0        | 0           |
| 0 | 0           | 0        | 0           |
| 0 | 536935      | 0        | 536935      |
| 0 | 1544064.16  | 13424.25 | 1557488.41  |
| 0 | 21.71       | 0        | 21.71       |
| 0 | 261596.25   | 0        | 261596.25   |
| 0 | 0           | 0        | 0           |
| 0 | 184680      | 0        | 184680      |

|   |            |          |            |
|---|------------|----------|------------|
| 0 | 328917.85  | 0        | 328917.85  |
| 0 | 0          | 0        | 0          |
| 0 | 942793.19  | 0        | 942793.19  |
| 0 | 0          | 0        | 0          |
| 0 | 5344136.75 | 17709    | 5361845.75 |
| 0 | 1519208.29 | 9345     | 1528553.29 |
| 0 | 26537535   | 51973    | 26589508   |
| 0 | 7326554.3  | 26990    | 7353544.3  |
| 0 | 89224      | 0        | 89224      |
| 0 | 948719.88  | 0        | 948719.88  |
| 0 | 791726.31  | 0        | 791726.31  |
| 0 | 776596.94  | 0        | 776596.94  |
| 0 | 51061.58   | 0        | 51061.58   |
| 0 | 263670.93  | 0        | 263670.93  |
| 0 | 736605     | 0        | 736605     |
| 0 | 1115490.79 | 0        | 1115490.79 |
| 0 | 3635478.55 | 0        | 3635478.55 |
| 0 | 747440     | 11879.26 | 759319.26  |
| 0 | 4391680.95 | 57352.63 | 4449033.58 |
| 0 | 1379987.49 | 14734.97 | 1394722.46 |
| 0 | 0          | 0        | 0          |
| 0 | 319048     | 8338.87  | 327386.87  |
| 0 | 2004589.89 | 25756.96 | 2030346.85 |
| 0 | 654007.4   | 0        | 654007.4   |
| 0 | 1853977.11 | 39105.83 | 1893082.94 |
| 0 | 893986     | 0        | 893986     |
| 0 | 0          | 0        | 0          |
| 0 | 0          | 0        | 0          |
| 0 | 0          | 0        | 0          |
| 0 | 0          | 0        | 0          |
| 0 | 2513139    | 0        | 2513139    |
| 0 | 933834.15  | 0        | 933834.15  |
| 0 | 0          | 0        | 0          |
| 0 | 312144.58  | 0        | 312144.58  |
| 0 | 0          | 0        | 0          |
| 0 | 419822.35  | 0        | 419822.35  |
| 0 | 552605.37  | 0        | 552605.37  |
| 0 | 110839.23  | 18748.42 | 129587.65  |
| 0 | 395428     | 0        | 395428     |
| 0 | 575160     | 0        | 575160     |
| 0 | 889402.15  | 0        | 889402.15  |
| 0 | 305596     | 0        | 305596     |
| 0 | 1349483.14 | 35068.74 | 1384551.88 |
| 0 | 0          | 0        | 0          |
| 0 | 1347704.95 | 0        | 1347704.95 |
| 0 | 0          | 0        | 0          |
| 0 | 0          | 0        | 0          |
| 0 | 882832.07  | 0        | 882832.07  |
| 0 | 192128     | 0        | 192128     |
| 0 | 0          | 0        | 0          |

|       |            |          |            |
|-------|------------|----------|------------|
| 0     | 1910460.03 | 0        | 1910460.03 |
| 0     | 1219944.83 | 10123.04 | 1230067.87 |
| 0     | 159290.16  | 0        | 159290.16  |
| 0     | 591083.13  | 0        | 591083.13  |
| 0     | 287983     | 0        | 287983     |
| 0     | 3361201    | 0        | 3361201    |
| 0     | 98952      | 0        | 98952      |
| 0     | 1258620    | 8203.06  | 1266823.06 |
| 0     | 365978     | 0        | 365978     |
| 0     | 460784     | 0        | 460784     |
| 0     | 845375.8   | 0        | 845375.8   |
| 0     | 0          | 0        | 0          |
| 0     | 1252576.38 | 0        | 1252576.38 |
| 0     | 920182.9   | 0        | 920182.9   |
| 0     | 705501.4   | 0        | 705501.4   |
| 0     | 99332      | 0        | 99332      |
| 0     | 304095     | 0        | 304095     |
| 0     | 98959.71   | 0        | 98959.71   |
| 0     | 320568     | 0        | 320568     |
| 0     | 194091     | 0        | 194091     |
| 0     | 0          | 0        | 0          |
| 50000 | 214784     | 0        | 214784     |
| 0     | 2564286    | 0        | 2564286    |
| 0     | 592561.48  | 0        | 592561.48  |
| 0     | 371564     | 0        | 371564     |
| 0     | 658670.69  | 13318.47 | 671989.16  |
| 0     | 0          | 0        | 0          |
| 0     | 245328     | 0        | 245328     |
| 0     | 128592     | 5610.57  | 134202.57  |
| 0     | 165638.59  | 7678.83  | 173317.42  |
| 0     | 113221.8   | 0        | 113221.8   |
| 0     | 155187.58  | 0        | 155187.58  |
| 0     | 351350.87  | 6101.07  | 357451.94  |
| 0     | 203110.61  | 0        | 203110.61  |
| 0     | 360407.2   | 0        | 360407.2   |
| 0     | 1738707.04 | 44971.25 | 1783678.29 |
| 0     | 406600     | 0        | 406600     |
| 0     | 316874.36  | 0        | 316874.36  |
| 0     | 0          | 0        | 0          |
| 0     | 0          | 0        | 0          |
| 0     | 552650.3   | 0        | 552650.3   |
| 0     | 1564447    | 15443.1  | 1579890.1  |
| 0     | 850219     | 0        | 850219     |
| 0     | 415123.63  | 0        | 415123.63  |
| 0     | 0          | 0        | 0          |
| 0     | 242172.97  | 0        | 242172.97  |
| 0     | 570000     | 0        | 570000     |
| 0     | 856615.41  | 32351.29 | 888966.7   |
| 0     | 0          | 0        | 0          |
| 0     | 166858     | 0        | 166858     |

|   |            |         |            |
|---|------------|---------|------------|
| 0 | 118104     | 0       | 118104     |
| 0 | 0          | 0       | 0          |
| 0 | 405005     | 0       | 405005     |
| 0 | 241452.02  | 0       | 241452.02  |
| 0 | 759618.25  | 0       | 759618.25  |
| 0 | 454708     | 0       | 454708     |
| 0 | 454347.59  | 0       | 454347.59  |
| 0 | 184756     | 0       | 184756     |
| 0 | 1002399.37 | 0       | 1002399.37 |
| 0 | 257792     | 0       | 257792     |
| 0 | 363044.35  | 0       | 363044.35  |
| 0 | 1377031.24 | 0       | 1377031.24 |
| 0 | 1235325.98 | 5943.94 | 1241269.92 |
| 0 | 145084     | 0       | 145084     |
| 0 | 210368     | 0       | 210368     |
| 0 | 719607     | 0       | 719607     |
| 0 | 957980     | 0       | 957980     |
| 0 | 414527.52  | 0       | 414527.52  |











|                   |               |               |       |       |       |       |
|-------------------|---------------|---------------|-------|-------|-------|-------|
| 316,208,419.33    | 81,971,089.83 | 97,574,980.73 |       |       |       |       |
| col15             | col16         | col17         | col18 | col19 | col20 | col21 |
| Equalized Revenue | Initial Aid   | Total Aid     |       |       |       |       |
| 409,412.00        | -             | -             |       |       |       |       |
| 11,168,200.00     | -             | 11,000,000.00 |       |       |       |       |
| 92,000.39         | 50,428.02     | 50,428.02     |       |       |       |       |
| 174,967.20        | -             | -             |       |       |       |       |
| 1,184,452.40      | 467,427.39    | 467,427.39    |       |       |       |       |
| 15,929,417.60     | 5,253,295.09  | 5,253,295.09  |       |       |       |       |
| 2,685,080.00      | 1,213,686.77  | 1,213,686.77  |       |       |       |       |
| 1,353,218.00      | 390,571.35    | 390,571.35    |       |       |       |       |
| 1,106,028.00      | 490,816.18    | 490,816.18    |       |       |       |       |
| 1,555,644.00      | 243,255.17    | 243,255.17    |       |       |       |       |
| 2,541,060.00      | 857,548.26    | 857,548.26    |       |       |       |       |
| 1,119,404.00      | 86,232.10     | 86,232.10     |       |       |       |       |
| 348,612.00        | 70,975.89     | 70,975.89     |       |       |       |       |
| 14,809.14         | 14,809.14     | 14,809.14     |       |       |       |       |
| 1,812,505.11      | 585,124.63    | 585,124.63    |       |       |       |       |
| 236,325.80        | 128,547.01    | 128,547.01    |       |       |       |       |
| 110,551.77        | 71,604.72     | 71,604.72     |       |       |       |       |
| 512,713.31        | 512,166.92    | 512,166.92    |       |       |       |       |
| 1,784,556.00      | 1,012,780.54  | 1,012,780.54  |       |       |       |       |
| 664,849.30        | 448,132.77    | 448,132.77    |       |       |       |       |
| 334,020.00        | 206,542.76    | 206,542.76    |       |       |       |       |
| 3,495,711.20      | 978,309.07    | 978,309.07    |       |       |       |       |
| 47,044.00         | -             | -             |       |       |       |       |
| 231,800.00        | 45,867.87     | 45,867.87     |       |       |       |       |
| 236,056.00        | 114,774.78    | 114,774.78    |       |       |       |       |
| 901,968.00        | 254,142.09    | 254,142.09    |       |       |       |       |
| 286,672.00        | 169,578.41    | 169,578.41    |       |       |       |       |
| 145,388.00        | -             | -             |       |       |       |       |
| 1,137,321.00      | 748,805.56    | 748,805.56    |       |       |       |       |
| 118,237.87        | 50,823.35     | 50,823.35     |       |       |       |       |
| 69,426.98         | 19,621.86     | 19,621.86     |       |       |       |       |
| 527,820.00        | 306,230.52    | 306,230.52    |       |       |       |       |
| 143,412.00        | 30,251.19     | 30,251.19     |       |       |       |       |
| 382,812.00        | 38,143.81     | 38,143.81     |       |       |       |       |
| 1,716,004.00      | 569,000.38    | 569,000.38    |       |       |       |       |
| 646,152.00        | 151,809.35    | 151,809.35    |       |       |       |       |
| 3,920,688.00      | 478,571.88    | 478,571.88    |       |       |       |       |
| 300,960.00        | -             | -             |       |       |       |       |
| 556,624.00        | 227,753.65    | 227,753.65    |       |       |       |       |
| 394,044.24        | 44,612.18     | 44,612.18     |       |       |       |       |
| 116,809.52        | -             | -             |       |       |       |       |
| 611,648.00        | 389,311.94    | 389,311.94    |       |       |       |       |
| 1,024,714.08      | 322,074.33    | 322,074.33    |       |       |       |       |
| 354,255.19        | 143,273.34    | 143,273.34    |       |       |       |       |

|               |              |              |
|---------------|--------------|--------------|
| 370,500.00    | 165,377.75   | 165,377.75   |
| 425,980.00    | 252,135.20   | 252,135.20   |
| 2,277,336.62  | 1,209,965.05 | 1,209,965.05 |
| 375,212.00    | 191,868.63   | 191,868.63   |
| 188,936.00    | -            | -            |
| 208,392.00    | 79,557.26    | 79,557.26    |
| 485,260.00    | 224,015.40   | 224,015.40   |
| 2,468,024.00  | 284,767.17   | 284,767.17   |
| 419,140.00    | -            | -            |
| 724,807.89    | -            | -            |
| 3,029,132.00  | 9,885.24     | 9,885.24     |
| 2,686,022.25  | 1,379,810.65 | 1,379,810.65 |
| 4,983,928.00  | 1,431,155.06 | 1,431,155.06 |
| 348,232.00    | 145,497.20   | 145,497.20   |
| 11,983,391.20 | 4,197,415.13 | 4,197,415.13 |
| 2,050,100.00  | -            | -            |
| 1,345,276.00  | 94,705.60    | 94,705.60    |
| 1,690,468.00  | 312,618.81   | 312,618.81   |
| 265,924.00    | 59,016.30    | 59,016.30    |
| 805,781.68    | 500,748.62   | 500,748.62   |
| 1,400,171.48  | -            | -            |
| 352,640.00    | 190,875.02   | 190,875.02   |
| 374,984.00    | 178,207.11   | 178,207.11   |
| 169,784.00    | 80,592.45    | 80,592.45    |
| 103,816.00    | 18,069.77    | 18,069.77    |
| 52,835.20     | 24,315.56    | 24,315.56    |
| 1,402,428.00  | 788,391.32   | 788,391.32   |
| 191,216.00    | 125,633.51   | 125,633.51   |
| 434,188.00    | 90,110.29    | 90,110.29    |
| 294,348.00    | 167,798.15   | 167,798.15   |
| 513,233.99    | 276,402.84   | 276,402.84   |
| 1,019,996.00  | -            | -            |
| 132,990.01    | 56,195.08    | 56,195.08    |
| 38,304.00     | -            | -            |
| 2,704,536.00  | -            | -            |
| 4,174,999.20  | -            | 1,691,323.00 |
| 3,724,988.00  | -            | -            |
| 3,556,572.00  | -            | -            |
| 4,657,736.00  | 934,843.95   | 934,843.95   |
| 1,001,604.00  | -            | -            |
| 1,216,988.00  | -            | -            |
| 8,688,814.00  | 799,718.96   | 799,718.96   |
| 1,628,984.00  | -            | -            |
| 4,375,548.00  | 364,602.51   | 900,000.00   |
| 765,168.00    | 296,736.27   | 296,736.27   |
| 1,863,140.00  | -            | -            |
| 4,948,588.00  | -            | -            |
| 889,732.00    | 552,237.65   | 552,237.65   |
| 742,235.00    | 677,551.79   | 677,551.79   |
| 145,008.00    | 78,602.34    | 78,602.34    |

|              |              |              |
|--------------|--------------|--------------|
| 298,528.00   | 133,802.80   | 133,802.80   |
| 442,548.00   | 177,549.96   | 177,549.96   |
| 131,423.00   | 39,601.52    | 39,601.52    |
| 250,111.11   | 20,061.58    | 20,061.58    |
| 683,167.80   | -            | -            |
| 314,260.00   | 138,882.65   | 138,882.65   |
| 425,600.00   | 190,145.17   | 190,145.17   |
| 354,996.00   | 93,081.63    | 93,081.63    |
| 1,650,948.00 | 106,165.76   | 106,165.76   |
| 215,004.00   | 103,473.85   | 103,473.85   |
| 621.03       | -            | -            |
| 106,837.00   | 13,951.20    | 13,951.20    |
| 646,380.00   | 335,952.56   | 335,952.56   |
| 202,236.00   | 112,303.07   | 112,303.07   |
| 625,963.19   | 133,779.37   | 133,779.37   |
| 1,688,427.40 | 912,583.12   | 912,583.12   |
| 75,772.00    | 43,604.50    | 43,604.50    |
| 357,428.00   | 123,633.41   | 123,633.41   |
| 115,292.00   | 71,985.12    | 71,985.12    |
| 112,176.00   | 64,703.83    | 64,703.83    |
| 234,536.00   | 101,237.00   | 101,237.00   |
| 541,120.00   | -            | -            |
| 144,957.38   | -            | -            |
| 246,392.00   | 59,022.03    | 59,022.03    |
| 70,984.00    | 7,286.78     | 7,286.78     |
| 50,236.00    | -            | -            |
| 73,796.00    | -            | -            |
| 1,050,396.00 | 507,300.60   | 507,300.60   |
| 187,948.00   | 72,272.73    | 72,272.73    |
| 89,224.00    | 27,816.53    | 27,816.53    |
| 1,045,000.00 | 447,365.77   | 447,365.77   |
| 203,984.00   | 107,130.23   | 107,130.23   |
| 255,588.00   | 170,135.99   | 170,135.99   |
| 297,464.00   | 115,096.18   | 115,096.18   |
| 186,656.00   | 64,837.06    | 64,837.06    |
| 54,872.00    | 20,921.09    | 20,921.09    |
| 100,304.80   | -            | -            |
| 361,304.00   | 185,495.10   | 185,495.10   |
| 645,696.00   | 190,657.40   | 190,657.40   |
| 883,424.00   | 471,684.75   | 471,684.75   |
| 171,836.00   | -            | -            |
| 1,333,040.00 | 583,595.59   | 583,595.59   |
| 263,720.00   | -            | -            |
| 962,616.00   | 487,484.44   | 487,484.44   |
| 524,020.00   | 365,484.02   | 365,484.02   |
| 332,869.14   | 220,909.90   | 220,909.90   |
| 138,168.00   | 59,259.38    | 59,259.38    |
| 140,372.00   | 89,886.71    | 89,886.71    |
| 2,067,754.80 | 1,433,653.47 | 1,433,653.47 |
| 92,872.96    | 43,518.68    | 43,518.68    |

|               |              |              |
|---------------|--------------|--------------|
| 119,324.13    | 72,088.38    | 72,088.38    |
| 114,000.00    | 11,848.59    | 11,848.59    |
| 185,972.00    | -            | -            |
| 155,952.00    | -            | -            |
| 128,100.48    | 13,645.86    | 13,645.86    |
| 856,216.00    | 454,079.37   | 454,079.37   |
| 235,600.00    | 72,534.25    | 72,534.25    |
| 56,468.00     | 1,730.49     | 1,730.49     |
| 1,426,216.00  | 839,334.66   | 839,334.66   |
| 976,220.00    | 568,077.41   | 568,077.41   |
| 469,832.00    | 292,297.68   | 292,297.68   |
| 854,468.00    | 491,296.90   | 491,296.90   |
| 7,044,364.00  | 672,182.65   | 672,182.65   |
| 168,644.00    | -            | -            |
| 1,206,500.00  | 536,113.27   | 536,113.27   |
| 140,296.00    | -            | -            |
| 206,416.00    | 76,450.55    | 76,450.55    |
| 355,680.00    | -            | -            |
| 334,425.02    | -            | -            |
| 235,372.00    | 124,854.51   | 124,854.51   |
| 329,156.00    | 206,509.33   | 206,509.33   |
| 101,916.00    | 59,711.32    | 59,711.32    |
| 742,064.00    | 346,802.53   | 346,802.53   |
| 167,504.00    | 34,586.42    | 34,586.42    |
| 632,168.00    | 255,189.42   | 255,189.42   |
| 165,604.00    | 69,041.65    | 69,041.65    |
| 65,588.00     | 20,580.99    | 20,580.99    |
| 450,908.00    | 178,181.73   | 178,181.73   |
| 813,732.00    | 440,155.66   | 440,155.66   |
| 210,596.00    | 35,563.73    | 35,563.73    |
| 94,468.00     | 18,037.89    | 18,037.89    |
| 236,436.00    | 122,390.18   | 122,390.18   |
| 4,598,760.00  | 791,773.57   | 791,773.57   |
| 4,268,996.00  | 642,747.25   | 642,747.25   |
| 3,035,136.00  | 276,631.46   | 276,631.46   |
| 3,473,504.00  | 135,363.04   | 135,363.04   |
| 13,056,496.00 | 2,132,470.23 | 3,732,577.00 |
| 155,648.00    | 99,653.45    | 99,653.45    |
| 28,120.00     | -            | -            |
| 160,509.26    | 18,750.56    | 18,750.56    |
| 1,279,448.60  | 279,529.93   | 279,529.93   |
| 1,538,088.00  | 520,008.93   | 520,008.93   |
| 144,476.00    | 33,885.86    | 33,885.86    |
| 87,324.00     | 64,985.79    | 64,985.79    |
| 474,924.00    | 306,847.79   | 306,847.79   |
| 352,742.06    | 181,964.08   | 181,964.08   |
| 297,920.00    | 191,708.88   | 191,708.88   |
| 209,760.00    | -            | -            |
| 71,364.00     | -            | -            |
| 700,251.84    | 210,310.03   | 210,310.03   |

|              |              |              |
|--------------|--------------|--------------|
| 881,980.00   | 500,744.20   | 500,744.20   |
| 751,108.00   | 300,187.06   | 300,187.06   |
| -            | -            | -            |
| 31,218.54    | 27,892.70    | 27,892.70    |
| 3,320,565.40 | -            | 777,063.64   |
| 130,058.19   | 46,802.50    | 46,802.50    |
| 636,804.00   | 215,963.41   | 215,963.41   |
| 744,715.05   | 290,067.33   | 290,067.33   |
| 3,645,264.00 | 1,197,508.81 | 1,197,508.81 |
| 2,420,062.53 | 634,047.36   | 634,047.36   |
| 1,610,145.78 | 753,538.87   | 753,538.87   |
| 1,176,632.00 | 274,227.51   | 274,227.51   |
| 1,316,396.00 | 619,244.46   | 619,244.46   |
| 5,676,896.00 | 2,107,482.98 | 2,107,482.98 |
| 445,740.00   | 290,701.55   | 290,701.55   |
| 318,288.00   | 108,584.15   | 108,584.15   |
| 537,624.00   | 233,346.19   | 233,346.19   |
| 378,708.00   | 109,435.54   | 109,435.54   |
| 3,769,410.00 | 765,354.95   | 765,354.95   |
| 481,308.00   | 124,495.26   | 124,495.26   |
| 744,800.00   | 390,765.65   | 390,765.65   |
| 1,253,853.45 | 760,184.20   | 760,184.20   |
| 1,009,584.00 | 430,499.27   | 430,499.27   |
| 346,028.00   | 159,328.64   | 159,328.64   |
| 1,973,948.00 | 947,217.70   | 947,217.70   |
| 220,704.00   | 144,432.33   | 144,432.33   |
| 180,956.00   | 113,739.86   | 113,739.86   |
| 57,228.00    | -            | -            |
| 325,888.00   | 160,210.32   | 160,210.32   |
| 294,013.60   | 51,922.37    | 51,922.37    |
| 196,308.00   | 134,100.43   | 134,100.43   |
| 226,632.00   | 132,173.11   | 132,173.11   |
| 63,840.00    | 32,282.72    | 32,282.72    |
| 148,656.00   | -            | -            |
| 204,820.00   | 93,151.20    | 93,151.20    |
| 485,032.00   | 108,101.71   | 108,101.71   |
| 21.71        | -            | -            |
| 214,396.00   | 166,758.19   | 166,758.19   |
| 184,680.00   | 97,863.27    | 97,863.27    |
| 328,917.85   | 214,000.48   | 214,000.48   |
| 701,176.00   | 360,847.99   | 360,847.99   |
| 2,310,476.00 | 76,404.55    | 76,404.55    |
| 1,349,228.00 | 454,357.45   | 454,357.45   |
| 7,817,466.40 | 2,858,586.75 | 2,858,586.75 |
| 3,463,548.00 | -            | -            |
| 89,224.00    | 28,810.90    | 28,810.90    |
| 241,148.00   | 121,883.50   | 121,883.50   |
| 433,352.00   | 248,074.37   | 248,074.37   |
| 250,496.00   | 47,381.15    | 47,381.15    |
| 51,061.58    | 23,731.56    | 23,731.56    |

|              |              |              |
|--------------|--------------|--------------|
| 50,768.00    | -            | -            |
| 253,840.00   | 129,584.78   | 129,584.78   |
| 439,584.00   | 218,997.68   | 218,997.68   |
| 926,744.00   | -            | -            |
| 747,440.00   | 148,213.32   | 148,213.32   |
| 2,186,368.00 | 879,251.85   | 879,251.85   |
| 991,192.00   | 394,139.97   | 394,139.97   |
| 319,048.00   | 101,885.47   | 101,885.47   |
| 1,721,552.00 | 393,813.61   | 393,813.61   |
| 654,007.40   | 180,017.38   | 180,017.38   |
| 1,853,977.11 | 1,210,570.80 | 1,210,570.80 |
| 239,476.00   | 89,537.29    | 89,537.29    |
| 2,058,536.00 | 1,002,667.58 | 1,002,667.58 |
| 635,968.00   | 347,193.92   | 347,193.92   |
| 116,584.00   | 34,264.61    | 34,264.61    |
| 398,392.00   | 88,965.96    | 88,965.96    |
| 412,832.00   | 108,174.95   | 108,174.95   |
| 110,839.23   | 21,219.05    | 21,219.05    |
| 395,428.00   | 107,954.80   | 107,954.80   |
| 229,900.00   | 40,053.11    | 40,053.11    |
| 801,800.00   | -            | -            |
| 305,596.00   | 10,885.13    | 10,885.13    |
| 1,349,483.14 | 430,086.07   | 430,086.07   |
| 524,400.00   | 40,546.03    | 40,546.03    |
| -            | -            | -            |
| 469,148.00   | 295,609.20   | 295,609.20   |
| 192,128.00   | -            | -            |
| 706,496.00   | 421,562.14   | 421,562.14   |
| 405,916.00   | 122,895.66   | 122,895.66   |
| 159,290.16   | 65,302.68    | 65,302.68    |
| 348,688.00   | 85,248.65    | 85,248.65    |
| 287,983.00   | 38,431.55    | 38,431.55    |
| 390,488.00   | 47,745.02    | 47,745.02    |
| 98,952.00    | -            | -            |
| 277,552.00   | 45,936.99    | 45,936.99    |
| 365,978.00   | -            | -            |
| 235,296.00   | 20,431.02    | 20,431.02    |
| 264,252.00   | 49,655.68    | 49,655.68    |
| 480,168.00   | 143,462.93   | 143,462.93   |
| 255,816.00   | -            | -            |
| 244,112.00   | 49,087.42    | 49,087.42    |
| 99,332.00    | 26,514.81    | 26,514.81    |
| 304,095.00   | 104,069.36   | 104,069.36   |
| 98,959.71    | -            | -            |
| 320,568.00   | 49,055.87    | 49,055.87    |
| 90,288.00    | 6,110.50     | 6,110.50     |
| 214,784.00   | 58,241.57    | 58,241.57    |
| 249,508.00   | -            | -            |
| 359,708.00   | 39,106.07    | 39,106.07    |
| 371,564.00   | 92,679.16    | 92,679.16    |



|            |            |            |
|------------|------------|------------|
| 266,684.00 | -          | -          |
| -          | -          | -          |
| 245,328.00 | 29,575.88  | 29,575.88  |
| 128,592.00 | -          | -          |
| 165,638.59 | 49,248.40  | 49,248.40  |
| 113,221.80 | 9,696.02   | 9,696.02   |
| 89,984.00  | 24,911.31  | 24,911.31  |
| 351,350.87 | 121,202.18 | 121,202.18 |
| 203,110.61 | 37,371.82  | 37,371.82  |
| 360,407.20 | 138,747.30 | 138,747.30 |
| 747,992.00 | 267,210.62 | 267,210.62 |
| 406,600.00 | 150,512.95 | 150,512.95 |
| 165,604.00 | 32,053.59  | 32,053.59  |
| -          | -          | -          |
| 430,236.00 | 183,862.10 | 183,862.10 |
| 552,824.00 | 232,077.17 | 232,077.17 |
| 267,064.00 | 58,912.55  | 58,912.55  |
| 327,636.00 | -          | -          |
| -          | -          | -          |
| 120,460.00 | -          | -          |
| 570,000.00 | 176,906.09 | 176,906.09 |
| 447,564.00 | 63,339.36  | 63,339.36  |
| 166,858.00 | -          | -          |
| 118,104.00 | -          | -          |
| 131,480.00 | -          | -          |
| 241,452.02 | -          | -          |
| 228,684.00 | -          | -          |
| 454,708.00 | 55,176.89  | 55,176.89  |
| 454,347.59 | 152,027.38 | 152,027.38 |
| 184,756.00 | 15,732.60  | 15,732.60  |
| 608,456.00 | 303,328.53 | 303,328.53 |
| 257,792.00 | 63,011.34  | 63,011.34  |
| 202,312.00 | 50,951.98  | 50,951.98  |
| 260,756.00 | -          | -          |
| 787,284.00 | 312,932.72 | 312,932.72 |
| 145,084.00 | 25,593.76  | 25,593.76  |
| 210,368.00 | 72,965.29  | 72,965.29  |
| 220,248.00 | 29,145.34  | 29,145.34  |
| 957,980.00 | 574,359.29 | 574,359.29 |
| 298,866.20 | 71,080.52  | 71,080.52  |

| LTM_EQL_REV_INI | LTM_INI_AID | LTM_TOT_AID |
|-----------------|-------------|-------------|
| 409412          | 0           | 0           |
| 11168200        | 0           | 11000000    |
| 92000.39        | 50428.02    | 50428.02    |
| 174967.2        | 0           | 0           |

| DAT_YER | DST_NUM | DST_TYE |
|---------|---------|---------|
| 22-23   | 1       | 1       |
| 22-23   | 1.2     | 3       |
| 22-23   | 2       | 1       |
| 22-23   | 4       | 1       |

|            |            |            |
|------------|------------|------------|
| 1184452.4  | 467427.39  | 467427.39  |
| 15929417.6 | 5253295.09 | 5253295.09 |
| 2685080    | 1213686.77 | 1213686.77 |
| 1353218    | 390571.35  | 390571.35  |
| 1106028    | 490816.18  | 490816.18  |
| 1555644    | 243255.17  | 243255.17  |
| 2541060    | 857548.26  | 857548.26  |
| 0          | 0          | 0          |
| 1119404    | 86232.1    | 86232.1    |
| 348612     | 70975.89   | 70975.89   |
| 0          | 0          | 0          |
| 14809.14   | 14809.14   | 14809.14   |
| 1812505.11 | 585124.63  | 585124.63  |
| 236325.8   | 128547.01  | 128547.01  |
| 110551.77  | 71604.72   | 71604.72   |
| 512713.31  | 512166.92  | 512166.92  |
| 1784556    | 1012780.54 | 1012780.54 |
| 664849.3   | 448132.77  | 448132.77  |
| 0          | 0          | 0          |
| 0          | 0          | 0          |
| 0          | 0          | 0          |
| 0          | 0          | 0          |
| 0          | 0          | 0          |
| 0          | 0          | 0          |
| 0          | 0          | 0          |
| 334020     | 206542.76  | 206542.76  |
| 3495711.2  | 978309.07  | 978309.07  |
| 0          | 0          | 0          |
| 0          | 0          | 0          |
| 47044      | 0          | 0          |
| 231800     | 45867.87   | 45867.87   |
| 236056     | 114774.78  | 114774.78  |
| 901968     | 254142.09  | 254142.09  |
| 286672     | 169578.41  | 169578.41  |
| 145388     | 0          | 0          |
| 1137321    | 748805.56  | 748805.56  |
| 118237.87  | 50823.35   | 50823.35   |
| 69426.98   | 19621.86   | 19621.86   |
| 527820     | 306230.52  | 306230.52  |
| 143412     | 30251.19   | 30251.19   |
| 382812     | 38143.81   | 38143.81   |
| 1716004    | 569000.38  | 569000.38  |
| 646152     | 151809.35  | 151809.35  |
| 3920688    | 478571.88  | 478571.88  |
| 300960     | 0          | 0          |
| 0          | 0          | 0          |
| 556624     | 227753.65  | 227753.65  |
| 394044.24  | 44612.18   | 44612.18   |
| 0          | 0          | 0          |
| 116809.52  | 0          | 0          |

|       |     |   |
|-------|-----|---|
| 22-23 | 6   | 3 |
| 22-23 | 11  | 1 |
| 22-23 | 12  | 1 |
| 22-23 | 13  | 1 |
| 22-23 | 14  | 1 |
| 22-23 | 15  | 1 |
| 22-23 | 16  | 1 |
| 22-23 | 21  | 1 |
| 22-23 | 22  | 1 |
| 22-23 | 23  | 1 |
| 22-23 | 24  | 1 |
| 22-23 | 25  | 1 |
| 22-23 | 31  | 1 |
| 22-23 | 32  | 1 |
| 22-23 | 36  | 1 |
| 22-23 | 38  | 1 |
| 22-23 | 47  | 1 |
| 22-23 | 51  | 1 |
| 22-23 | 55  | 1 |
| 22-23 | 57  | 1 |
| 22-23 | 58  | 1 |
| 22-23 | 60  | 1 |
| 22-23 | 62  | 1 |
| 22-23 | 70  | 1 |
| 22-23 | 72  | 1 |
| 22-23 | 75  | 1 |
| 22-23 | 77  | 1 |
| 22-23 | 78  | 1 |
| 22-23 | 79  | 1 |
| 22-23 | 81  | 1 |
| 22-23 | 84  | 1 |
| 22-23 | 85  | 1 |
| 22-23 | 88  | 1 |
| 22-23 | 91  | 1 |
| 22-23 | 93  | 1 |
| 22-23 | 94  | 1 |
| 22-23 | 95  | 1 |
| 22-23 | 97  | 1 |
| 22-23 | 99  | 1 |
| 22-23 | 100 | 1 |
| 22-23 | 108 | 1 |
| 22-23 | 110 | 1 |
| 22-23 | 111 | 1 |
| 22-23 | 112 | 1 |
| 22-23 | 113 | 1 |
| 22-23 | 114 | 1 |
| 22-23 | 115 | 1 |
| 22-23 | 116 | 1 |
| 22-23 | 117 | 1 |
| 22-23 | 118 | 1 |

|            |            |            |
|------------|------------|------------|
| 0          | 0          | 0          |
| 0          | 0          | 0          |
| 0          | 0          | 0          |
| 0          | 0          | 0          |
| 611648     | 389311.94  | 389311.94  |
| 1024714.08 | 322074.33  | 322074.33  |
| 354255.19  | 143273.34  | 143273.34  |
| 0          | 0          | 0          |
| 0          | 0          | 0          |
| 0          | 0          | 0          |
| 370500     | 165377.75  | 165377.75  |
| 0          | 0          | 0          |
| 425980     | 252135.2   | 252135.2   |
| 2277336.62 | 1209965.05 | 1209965.05 |
| 0          | 0          | 0          |
| 0          | 0          | 0          |
| 375212     | 191868.63  | 191868.63  |
| 188936     | 0          | 0          |
| 208392     | 79557.26   | 79557.26   |
| 0          | 0          | 0          |
| 485260     | 224015.4   | 224015.4   |
| 0          | 0          | 0          |
| 2468024    | 284767.17  | 284767.17  |
| 419140     | 0          | 0          |
| 724807.89  | 0          | 0          |
| 3029132    | 9885.24    | 9885.24    |
| 2686022.25 | 1379810.65 | 1379810.65 |
| 4983928    | 1431155.06 | 1431155.06 |
| 348232     | 145497.2   | 145497.2   |
| 11983391.2 | 4197415.13 | 4197415.13 |
| 2050100    | 0          | 0          |
| 1345276    | 94705.6    | 94705.6    |
| 1690468    | 312618.81  | 312618.81  |
| 0          | 0          | 0          |
| 0          | 0          | 0          |
| 265924     | 59016.3    | 59016.3    |
| 805781.68  | 500748.62  | 500748.62  |
| 0          | 0          | 0          |
| 1400171.48 | 0          | 0          |
| 0          | 0          | 0          |
| 0          | 0          | 0          |
| 0          | 0          | 0          |
| 0          | 0          | 0          |
| 352640     | 190875.02  | 190875.02  |
| 0          | 0          | 0          |
| 0          | 0          | 0          |
| 0          | 0          | 0          |
| 0          | 0          | 0          |
| 0          | 0          | 0          |
| 0          | 0          | 0          |
| 0          | 0          | 0          |
| 0          | 0          | 0          |

|       |     |   |
|-------|-----|---|
| 22-23 | 119 | 1 |
| 22-23 | 126 | 1 |
| 22-23 | 127 | 1 |
| 22-23 | 128 | 1 |
| 22-23 | 129 | 1 |
| 22-23 | 138 | 1 |
| 22-23 | 139 | 1 |
| 22-23 | 140 | 1 |
| 22-23 | 141 | 1 |
| 22-23 | 145 | 1 |
| 22-23 | 146 | 1 |
| 22-23 | 147 | 1 |
| 22-23 | 150 | 1 |
| 22-23 | 152 | 1 |
| 22-23 | 158 | 1 |
| 22-23 | 161 | 1 |
| 22-23 | 162 | 1 |
| 22-23 | 166 | 1 |
| 22-23 | 173 | 1 |
| 22-23 | 175 | 1 |
| 22-23 | 177 | 1 |
| 22-23 | 178 | 1 |
| 22-23 | 181 | 1 |
| 22-23 | 182 | 1 |
| 22-23 | 186 | 1 |
| 22-23 | 191 | 1 |
| 22-23 | 192 | 1 |
| 22-23 | 194 | 1 |
| 22-23 | 195 | 1 |
| 22-23 | 196 | 1 |
| 22-23 | 197 | 1 |
| 22-23 | 199 | 1 |
| 22-23 | 200 | 1 |
| 22-23 | 201 | 1 |
| 22-23 | 202 | 1 |
| 22-23 | 203 | 1 |
| 22-23 | 204 | 1 |
| 22-23 | 205 | 1 |
| 22-23 | 206 | 1 |
| 22-23 | 207 | 1 |
| 22-23 | 208 | 1 |
| 22-23 | 209 | 1 |
| 22-23 | 213 | 1 |
| 22-23 | 217 | 1 |
| 22-23 | 218 | 1 |
| 22-23 | 219 | 1 |
| 22-23 | 222 | 1 |
| 22-23 | 223 | 1 |
| 22-23 | 224 | 1 |
| 22-23 | 225 | 1 |

|           |           |           |
|-----------|-----------|-----------|
| 374984    | 178207.11 | 178207.11 |
| 0         | 0         | 0         |
| 169784    | 80592.45  | 80592.45  |
| 0         | 0         | 0         |
| 0         | 0         | 0         |
| 0         | 0         | 0         |
| 0         | 0         | 0         |
| 0         | 0         | 0         |
| 103816    | 18069.77  | 18069.77  |
| 52835.2   | 24315.56  | 24315.56  |
| 0         | 0         | 0         |
| 1402428   | 788391.32 | 788391.32 |
| 191216    | 125633.51 | 125633.51 |
| 0         | 0         | 0         |
| 0         | 0         | 0         |
| 0         | 0         | 0         |
| 434188    | 90110.29  | 90110.29  |
| 294348    | 167798.15 | 167798.15 |
| 0         | 0         | 0         |
| 513233.99 | 276402.84 | 276402.84 |
| 1019996   | 0         | 0         |
| 0         | 0         | 0         |
| 0         | 0         | 0         |
| 132990.01 | 56195.08  | 56195.08  |
| 0         | 0         | 0         |
| 0         | 0         | 0         |
| 38304     | 0         | 0         |
| 0         | 0         | 0         |
| 2704536   | 0         | 0         |
| 4174999.2 | 0         | 1691323   |
| 3724988   | 0         | 0         |
| 3556572   | 0         | 0         |
| 4657736   | 934843.95 | 934843.95 |
| 1001604   | 0         | 0         |
| 1216988   | 0         | 0         |
| 8688814   | 799718.96 | 799718.96 |
| 1628984   | 0         | 0         |
| 4375548   | 364602.51 | 900000    |
| 765168    | 296736.27 | 296736.27 |
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| 889732    | 552237.65 | 552237.65 |
| 742235    | 677551.79 | 677551.79 |
| 145008    | 78602.34  | 78602.34  |
| 298528    | 133802.8  | 133802.8  |
| 442548    | 177549.96 | 177549.96 |
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| 131423    | 39601.52  | 39601.52  |
| 250111.11 | 20061.58  | 20061.58  |
| 683167.8  | 0         | 0         |

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| 314260    | 138882.65 | 138882.65 |
| 425600    | 190145.17 | 190145.17 |
| 354996    | 93081.63  | 93081.63  |
| 1650948   | 106165.76 | 106165.76 |
| 215004    | 103473.85 | 103473.85 |
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| 106837    | 13951.2   | 13951.2   |
| 646380    | 335952.56 | 335952.56 |
| 202236    | 112303.07 | 112303.07 |
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| 625963.19 | 133779.37 | 133779.37 |
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| 1688427.4 | 912583.12 | 912583.12 |
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| 75772     | 43604.5   | 43604.5   |
| 357428    | 123633.41 | 123633.41 |
| 115292    | 71985.12  | 71985.12  |
| 112176    | 64703.83  | 64703.83  |
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| 234536    | 101237    | 101237    |
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| 246392    | 59022.03  | 59022.03  |
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| 70984     | 7286.78   | 7286.78   |
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| 1050396   | 507300.6  | 507300.6  |
| 187948    | 72272.73  | 72272.73  |
| 89224     | 27816.53  | 27816.53  |
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| 1045000   | 447365.77 | 447365.77 |

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| 203984    | 107130.23  | 107130.23  |
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| 255588    | 170135.99  | 170135.99  |
| 297464    | 115096.18  | 115096.18  |
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| 186656    | 64837.06   | 64837.06   |
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| 54872     | 20921.09   | 20921.09   |
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| 100304.8  | 0          | 0          |
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| 361304    | 185495.1   | 185495.1   |
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| 645696    | 190657.4   | 190657.4   |
| 883424    | 471684.75  | 471684.75  |
| 171836    | 0          | 0          |
| 1333040   | 583595.59  | 583595.59  |
| 263720    | 0          | 0          |
| 962616    | 487484.44  | 487484.44  |
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| 524020    | 365484.02  | 365484.02  |
| 332869.14 | 220909.9   | 220909.9   |
| 138168    | 59259.38   | 59259.38   |
| 140372    | 89886.71   | 89886.71   |
| 2067754.8 | 1433653.47 | 1433653.47 |
| 92872.96  | 43518.68   | 43518.68   |
| 119324.13 | 72088.38   | 72088.38   |
| 114000    | 11848.59   | 11848.59   |
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| 128100.48 | 13645.86   | 13645.86   |
| 856216    | 454079.37  | 454079.37  |
| 235600    | 72534.25   | 72534.25   |
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| 56468     | 1730.49    | 1730.49    |
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| 1426216   | 839334.66  | 839334.66 |
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| 976220    | 568077.41  | 568077.41 |
| 469832    | 292297.68  | 292297.68 |
| 854468    | 491296.9   | 491296.9  |
| 7044364   | 672182.65  | 672182.65 |
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| 1206500   | 536113.27  | 536113.27 |
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| 206416    | 76450.55   | 76450.55  |
| 355680    | 0          | 0         |
| 334425.02 | 0          | 0         |
| 235372    | 124854.51  | 124854.51 |
| 329156    | 206509.33  | 206509.33 |
| 101916    | 59711.32   | 59711.32  |
| 742064    | 346802.53  | 346802.53 |
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| 167504    | 34586.42   | 34586.42  |
| 632168    | 255189.42  | 255189.42 |
| 165604    | 69041.65   | 69041.65  |
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| 65588     | 20580.99   | 20580.99  |
| 450908    | 178181.73  | 178181.73 |
| 813732    | 440155.66  | 440155.66 |
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| 210596    | 35563.73   | 35563.73  |
| 94468     | 18037.89   | 18037.89  |
| 236436    | 122390.18  | 122390.18 |
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| 4598760   | 791773.57  | 791773.57 |
| 4268996   | 642747.25  | 642747.25 |
| 3035136   | 276631.46  | 276631.46 |
| 3473504   | 135363.04  | 135363.04 |
| 13056496  | 2132470.23 | 3732577   |

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| 155648    | 99653.45  | 99653.45  |
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| 160509.26 | 18750.56  | 18750.56  |
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| 0         | 0         | 0         |
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| 0         | 0         | 0         |
| 0         | 0         | 0         |
| 1279448.6 | 279529.93 | 279529.93 |
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| 1538088   | 520008.93 | 520008.93 |
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| 144476    | 33885.86  | 33885.86  |
| 87324     | 64985.79  | 64985.79  |
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| 474924    | 306847.79 | 306847.79 |
| 352742.06 | 181964.08 | 181964.08 |
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| 297920    | 191708.88 | 191708.88 |
| 209760    | 0         | 0         |
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| 71364     | 0         | 0         |
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| 700251.84 | 210310.03 | 210310.03 |
| 881980    | 500744.2  | 500744.2  |
| 751108    | 300187.06 | 300187.06 |
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| 31218.54  | 27892.7   | 27892.7   |
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| 3320565.4 | 0         | 777063.64 |
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| 130058.19 | 46802.5   | 46802.5   |
| 636804    | 215963.41 | 215963.41 |
| 744715.05 | 290067.33 | 290067.33 |

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| 3645264    | 1197508.81 | 1197508.81 |
| 2420062.53 | 634047.36  | 634047.36  |
| 1610145.78 | 753538.87  | 753538.87  |
| 1176632    | 274227.51  | 274227.51  |
| 1316396    | 619244.46  | 619244.46  |
| 5676896    | 2107482.98 | 2107482.98 |
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| 445740     | 290701.55  | 290701.55  |
| 318288     | 108584.15  | 108584.15  |
| 537624     | 233346.19  | 233346.19  |
| 378708     | 109435.54  | 109435.54  |
| 3769410    | 765354.95  | 765354.95  |
| 481308     | 124495.26  | 124495.26  |
| 744800     | 390765.65  | 390765.65  |
| 1253853.45 | 760184.2   | 760184.2   |
| 1009584    | 430499.27  | 430499.27  |
| 346028     | 159328.64  | 159328.64  |
| 1973948    | 947217.7   | 947217.7   |
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| 220704     | 144432.33  | 144432.33  |
| 180956     | 113739.86  | 113739.86  |
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| 57228      | 0          | 0          |
| 325888     | 160210.32  | 160210.32  |
| 294013.6   | 51922.37   | 51922.37   |
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| 196308     | 134100.43  | 134100.43  |
| 226632     | 132173.11  | 132173.11  |
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| 0          | 0          | 0          |
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| 0          | 0          | 0          |
| 63840      | 32282.72   | 32282.72   |
| 148656     | 0          | 0          |
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| 204820     | 93151.2    | 93151.2    |
| 485032     | 108101.71  | 108101.71  |
| 21.71      | 0          | 0          |
| 214396     | 166758.19  | 166758.19  |
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| 184680     | 97863.27   | 97863.27   |

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| 328917.85  | 214000.48  | 214000.48  |
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| 701176     | 360847.99  | 360847.99  |
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| 2310476    | 76404.55   | 76404.55   |
| 1349228    | 454357.45  | 454357.45  |
| 7817466.4  | 2858586.75 | 2858586.75 |
| 3463548    | 0          | 0          |
| 89224      | 28810.9    | 28810.9    |
| 241148     | 121883.5   | 121883.5   |
| 433352     | 248074.37  | 248074.37  |
| 250496     | 47381.15   | 47381.15   |
| 51061.58   | 23731.56   | 23731.56   |
| 50768      | 0          | 0          |
| 253840     | 129584.78  | 129584.78  |
| 439584     | 218997.68  | 218997.68  |
| 926744     | 0          | 0          |
| 747440     | 148213.32  | 148213.32  |
| 2186368    | 879251.85  | 879251.85  |
| 991192     | 394139.97  | 394139.97  |
| 0          | 0          | 0          |
| 319048     | 101885.47  | 101885.47  |
| 1721552    | 393813.61  | 393813.61  |
| 654007.4   | 180017.38  | 180017.38  |
| 1853977.11 | 1210570.8  | 1210570.8  |
| 239476     | 89537.29   | 89537.29   |
| 0          | 0          | 0          |
| 0          | 0          | 0          |
| 0          | 0          | 0          |
| 0          | 0          | 0          |
| 2058536    | 1002667.58 | 1002667.58 |
| 635968     | 347193.92  | 347193.92  |
| 0          | 0          | 0          |
| 116584     | 34264.61   | 34264.61   |
| 0          | 0          | 0          |
| 398392     | 88965.96   | 88965.96   |
| 412832     | 108174.95  | 108174.95  |
| 110839.23  | 21219.05   | 21219.05   |
| 395428     | 107954.8   | 107954.8   |
| 229900     | 40053.11   | 40053.11   |
| 801800     | 0          | 0          |
| 305596     | 10885.13   | 10885.13   |
| 1349483.14 | 430086.07  | 430086.07  |
| 0          | 0          | 0          |
| 524400     | 40546.03   | 40546.03   |
| 0          | 0          | 0          |
| 0          | 0          | 0          |
| 469148     | 295609.2   | 295609.2   |
| 192128     | 0          | 0          |
| 0          | 0          | 0          |

|       |      |   |
|-------|------|---|
| 22-23 | 821  | 1 |
| 22-23 | 827  | 1 |
| 22-23 | 829  | 1 |
| 22-23 | 830  | 1 |
| 22-23 | 831  | 1 |
| 22-23 | 832  | 1 |
| 22-23 | 833  | 1 |
| 22-23 | 834  | 1 |
| 22-23 | 836  | 1 |
| 22-23 | 837  | 1 |
| 22-23 | 840  | 1 |
| 22-23 | 846  | 1 |
| 22-23 | 850  | 1 |
| 22-23 | 852  | 1 |
| 22-23 | 857  | 1 |
| 22-23 | 858  | 1 |
| 22-23 | 861  | 1 |
| 22-23 | 876  | 1 |
| 22-23 | 877  | 1 |
| 22-23 | 879  | 1 |
| 22-23 | 880  | 1 |
| 22-23 | 881  | 1 |
| 22-23 | 882  | 1 |
| 22-23 | 883  | 1 |
| 22-23 | 885  | 1 |
| 22-23 | 891  | 1 |
| 22-23 | 892  | 1 |
| 22-23 | 893  | 1 |
| 22-23 | 894  | 1 |
| 22-23 | 896  | 1 |
| 22-23 | 911  | 1 |
| 22-23 | 912  | 1 |
| 22-23 | 913  | 1 |
| 22-23 | 914  | 1 |
| 22-23 | 918  | 1 |
| 22-23 | 2071 | 1 |
| 22-23 | 2125 | 1 |
| 22-23 | 2134 | 1 |
| 22-23 | 2135 | 1 |
| 22-23 | 2137 | 1 |
| 22-23 | 2142 | 1 |
| 22-23 | 2143 | 1 |
| 22-23 | 2144 | 1 |
| 22-23 | 2148 | 1 |
| 22-23 | 2149 | 1 |
| 22-23 | 2153 | 1 |
| 22-23 | 2154 | 1 |
| 22-23 | 2155 | 1 |
| 22-23 | 2159 | 1 |
| 22-23 | 2163 | 1 |

|           |           |           |
|-----------|-----------|-----------|
| 706496    | 421562.14 | 421562.14 |
| 405916    | 122895.66 | 122895.66 |
| 159290.16 | 65302.68  | 65302.68  |
| 348688    | 85248.65  | 85248.65  |
| 287983    | 38431.55  | 38431.55  |
| 390488    | 47745.02  | 47745.02  |
| 98952     | 0         | 0         |
| 277552    | 45936.99  | 45936.99  |
| 365978    | 0         | 0         |
| 235296    | 20431.02  | 20431.02  |
| 264252    | 49655.68  | 49655.68  |
| 0         | 0         | 0         |
| 480168    | 143462.93 | 143462.93 |
| 255816    | 0         | 0         |
| 244112    | 49087.42  | 49087.42  |
| 99332     | 26514.81  | 26514.81  |
| 304095    | 104069.36 | 104069.36 |
| 98959.71  | 0         | 0         |
| 320568    | 49055.87  | 49055.87  |
| 90288     | 6110.5    | 6110.5    |
| 0         | 0         | 0         |
| 214784    | 58241.57  | 58241.57  |
| 249508    | 0         | 0         |
| 359708    | 39106.07  | 39106.07  |
| 371564    | 92679.16  | 92679.16  |
| 266684    | 0         | 0         |
| 0         | 0         | 0         |
| 245328    | 29575.88  | 29575.88  |
| 128592    | 0         | 0         |
| 165638.59 | 49248.4   | 49248.4   |
| 113221.8  | 9696.02   | 9696.02   |
| 89984     | 24911.31  | 24911.31  |
| 351350.87 | 121202.18 | 121202.18 |
| 203110.61 | 37371.82  | 37371.82  |
| 360407.2  | 138747.3  | 138747.3  |
| 747992    | 267210.62 | 267210.62 |
| 406600    | 150512.95 | 150512.95 |
| 165604    | 32053.59  | 32053.59  |
| 0         | 0         | 0         |
| 0         | 0         | 0         |
| 430236    | 183862.1  | 183862.1  |
| 552824    | 232077.17 | 232077.17 |
| 267064    | 58912.55  | 58912.55  |
| 327636    | 0         | 0         |
| 0         | 0         | 0         |
| 120460    | 0         | 0         |
| 570000    | 176906.09 | 176906.09 |
| 447564    | 63339.36  | 63339.36  |
| 0         | 0         | 0         |
| 166858    | 0         | 0         |

|       |      |   |
|-------|------|---|
| 22-23 | 2164 | 1 |
| 22-23 | 2165 | 1 |
| 22-23 | 2167 | 1 |
| 22-23 | 2168 | 1 |
| 22-23 | 2169 | 1 |
| 22-23 | 2170 | 1 |
| 22-23 | 2171 | 1 |
| 22-23 | 2172 | 1 |
| 22-23 | 2174 | 1 |
| 22-23 | 2176 | 1 |
| 22-23 | 2180 | 1 |
| 22-23 | 2183 | 1 |
| 22-23 | 2184 | 1 |
| 22-23 | 2190 | 1 |
| 22-23 | 2198 | 1 |
| 22-23 | 2215 | 1 |
| 22-23 | 2310 | 1 |
| 22-23 | 2311 | 1 |
| 22-23 | 2342 | 1 |
| 22-23 | 2358 | 1 |
| 22-23 | 2359 | 1 |
| 22-23 | 2364 | 1 |
| 22-23 | 2365 | 1 |
| 22-23 | 2396 | 1 |
| 22-23 | 2397 | 1 |
| 22-23 | 2448 | 1 |
| 22-23 | 2527 | 1 |
| 22-23 | 2534 | 1 |
| 22-23 | 2536 | 1 |
| 22-23 | 2580 | 1 |
| 22-23 | 2609 | 1 |
| 22-23 | 2683 | 1 |
| 22-23 | 2687 | 1 |
| 22-23 | 2689 | 1 |
| 22-23 | 2711 | 1 |
| 22-23 | 2752 | 1 |
| 22-23 | 2753 | 1 |
| 22-23 | 2754 | 1 |
| 22-23 | 2758 | 1 |
| 22-23 | 2759 | 1 |
| 22-23 | 2769 | 1 |
| 22-23 | 2805 | 1 |
| 22-23 | 2835 | 1 |
| 22-23 | 2853 | 1 |
| 22-23 | 2854 | 1 |
| 22-23 | 2856 | 1 |
| 22-23 | 2859 | 1 |
| 22-23 | 2860 | 1 |
| 22-23 | 2862 | 1 |
| 22-23 | 2884 | 1 |

|           |           |           |
|-----------|-----------|-----------|
| 118104    | 0         | 0         |
| 0         | 0         | 0         |
| 131480    | 0         | 0         |
| 241452.02 | 0         | 0         |
| 228684    | 0         | 0         |
| 454708    | 55176.89  | 55176.89  |
| 454347.59 | 152027.38 | 152027.38 |
| 184756    | 15732.6   | 15732.6   |
| 608456    | 303328.53 | 303328.53 |
| 257792    | 63011.34  | 63011.34  |
| 202312    | 50951.98  | 50951.98  |
| 260756    | 0         | 0         |
| 787284    | 312932.72 | 312932.72 |
| 145084    | 25593.76  | 25593.76  |
| 210368    | 72965.29  | 72965.29  |
| 220248    | 29145.34  | 29145.34  |
| 957980    | 574359.29 | 574359.29 |
| 298866.2  | 71080.52  | 71080.52  |

|       |      |   |
|-------|------|---|
| 22-23 | 2886 | 1 |
| 22-23 | 2887 | 1 |
| 22-23 | 2888 | 1 |
| 22-23 | 2889 | 1 |
| 22-23 | 2890 | 1 |
| 22-23 | 2895 | 1 |
| 22-23 | 2897 | 1 |
| 22-23 | 2898 | 1 |
| 22-23 | 2899 | 1 |
| 22-23 | 2902 | 1 |
| 22-23 | 2903 | 1 |
| 22-23 | 2904 | 1 |
| 22-23 | 2905 | 1 |
| 22-23 | 2906 | 1 |
| 22-23 | 2907 | 1 |
| 22-23 | 2908 | 1 |
| 22-23 | 2909 | 1 |
| 22-23 | 2910 | 1 |











|           |            |           |                |       |       |       |
|-----------|------------|-----------|----------------|-------|-------|-------|
|           |            |           | 562,538,706.13 |       |       |       |
| col22     | col23      | col24     | col25          | col26 | col27 | col28 |
| ANTC/APU  | levy ratio | aid ratio | total levy     |       |       |       |
| 17,921.59 | 1.00       | -         | 409,412.00     |       |       |       |
| 22,404.01 | 1.00       | -         | 27,122,918.61  |       |       |       |
| 5,787.92  | 0.45       | 0.55      | 41,572.37      |       |       |       |
| 23,730.17 | 1.00       | -         | 174,967.20     |       |       |       |
| 7,753.97  | 0.61       | 0.39      | 725,384.40     |       |       |       |
| 8,584.62  | 0.67       | 0.33      | 10,676,122.51  |       |       |       |
| 7,019.06  | 0.55       | 0.45      | 1,489,016.23   |       |       |       |
| 9,111.85  | 0.71       | 0.29      | 972,035.65     |       |       |       |
| 7,124.69  | 0.56       | 0.44      | 2,435,689.53   |       |       |       |
| 10,805.87 | 0.84       | 0.16      | 2,083,951.20   |       |       |       |
| 8,486.11  | 0.66       | 0.34      | 1,700,924.74   |       |       |       |
| 11,822.06 | 0.92       | 0.08      | 1,033,171.90   |       |       |       |
| 10,200.96 | 0.80       | 0.20      | 694,089.83     |       |       |       |
| -         | -          | 1.00      | -              |       |       |       |
| 8,673.76  | 0.68       | 0.32      | 1,227,380.48   |       |       |       |
| 5,841.57  | 0.46       | 0.54      | 284,956.68     |       |       |       |
| 4,512.49  | 0.35       | 0.65      | 38,947.05      |       |       |       |
| 13.65     | 0.00       | 1.00      | 546.39         |       |       |       |
| 5,539.47  | 0.43       | 0.57      | 771,775.46     |       |       |       |
| 4,175.19  | 0.33       | 0.67      | 216,716.53     |       |       |       |
| 4,888.41  | 0.38       | 0.62      | 127,477.24     |       |       |       |
| 9,224.11  | 0.72       | 0.28      | 4,939,889.31   |       |       |       |
| 15,112.23 | 1.00       | -         | 47,044.00      |       |       |       |
| 10,274.21 | 0.80       | 0.20      | 248,528.43     |       |       |       |
| 6,580.91  | 0.51       | 0.49      | 121,281.22     |       |       |       |
| 9,199.72  | 0.72       | 0.28      | 1,188,209.60   |       |       |       |
| 5,231.85  | 0.41       | 0.59      | 217,994.01     |       |       |       |
| 13,313.37 | 1.00       | -         | 709,352.60     |       |       |       |
| 4,375.55  | 0.34       | 0.66      | 665,820.44     |       |       |       |
| 7,303.05  | 0.57       | 0.43      | 67,414.52      |       |       |       |
| 9,188.68  | 0.72       | 0.28      | 49,805.12      |       |       |       |
| 5,377.38  | 0.42       | 0.58      | 354,131.05     |       |       |       |
| 10,106.90 | 0.79       | 0.21      | 940,302.91     |       |       |       |
| 11,532.49 | 0.90       | 0.10      | 348,155.91     |       |       |       |
| 8,561.58  | 0.67       | 0.33      | 1,425,182.23   |       |       |       |
| 9,799.43  | 0.77       | 0.23      | 677,956.58     |       |       |       |
| 11,245.29 | 0.88       | 0.12      | 10,182,572.98  |       |       |       |
| 30,806.98 | 1.00       | -         | 558,022.87     |       |       |       |
| 7,567.81  | 0.59       | 0.41      | 393,186.93     |       |       |       |
| 11,358.61 | 0.89       | 0.11      | 349,432.06     |       |       |       |
| 53,879.40 | 1.00       | -         | 116,809.52     |       |       |       |
| 4,656.03  | 0.36       | 0.64      | 1,349,735.06   |       |       |       |
| 8,782.89  | 0.69       | 0.31      | 729,484.17     |       |       |       |
| 7,628.45  | 0.60       | 0.40      | 220,097.83     |       |       |       |

|           |      |      |               |
|-----------|------|------|---------------|
| 7,091.40  | 0.55 | 0.45 | 205,122.25    |
| 5,227.33  | 0.41 | 0.59 | 232,382.80    |
| 6,003.38  | 0.47 | 0.53 | 1,067,371.57  |
| 6,258.87  | 0.49 | 0.51 | 615,910.37    |
| 43,174.52 | 1.00 | -    | 620,808.84    |
| 7,918.80  | 0.62 | 0.38 | 212,467.74    |
| 6,895.73  | 0.54 | 0.46 | 261,244.60    |
| 11,330.86 | 0.88 | 0.12 | 5,961,775.29  |
| 25,267.62 | 1.00 | -    | 419,140.00    |
| 23,672.84 | 1.00 | -    | 724,807.89    |
| 12,766.97 | 1.00 | 0.00 | 9,850,346.78  |
| 6,228.90  | 0.49 | 0.51 | 1,325,194.83  |
| 9,130.68  | 0.71 | 0.29 | 9,946,630.08  |
| 7,457.05  | 0.58 | 0.42 | 252,613.21    |
| 8,322.25  | 0.65 | 0.35 | 10,002,584.87 |
| 17,511.73 | 1.00 | -    | 2,072,687.39  |
| 11,907.05 | 0.93 | 0.07 | 1,790,845.19  |
| 10,440.04 | 0.82 | 0.18 | 1,740,562.47  |
| 9,966.13  | 0.78 | 0.22 | 492,418.72    |
| 4,848.83  | 0.38 | 0.62 | 305,033.06    |
| 13,067.13 | 1.00 | -    | 1,400,171.48  |
| 5,875.71  | 0.46 | 0.54 | 161,764.98    |
| 6,721.54  | 0.52 | 0.48 | 321,505.95    |
| 6,728.75  | 0.53 | 0.47 | 89,191.55     |
| 10,579.33 | 0.83 | 0.17 | 85,746.23     |
| 6,913.98  | 0.54 | 0.46 | 28,519.64     |
| 5,608.17  | 0.44 | 0.56 | 3,002,915.05  |
| 4,393.10  | 0.34 | 0.66 | 568,160.75    |
| 10,150.47 | 0.79 | 0.21 | 565,271.04    |
| 5,506.91  | 0.43 | 0.57 | 134,764.51    |
| 5,910.59  | 0.46 | 0.54 | 236,831.15    |
| 15,220.17 | 1.00 | -    | 1,128,382.58  |
| 7,396.41  | 0.58 | 0.42 | 76,794.93     |
| 30,575.48 | 1.00 | -    | 38,304.00     |
| 21,101.34 | 1.00 | -    | 18,823,750.93 |
| 15,865.02 | 1.00 | -    | 6,542,308.73  |
| 13,922.24 | 1.00 | -    | 11,411,878.80 |
| 15,372.21 | 1.00 | -    | 13,151,105.05 |
| 10,237.95 | 0.80 | 0.20 | 7,090,148.52  |
| 21,167.70 | 1.00 | -    | 1,045,357.02  |
| 16,432.71 | 1.00 | -    | 2,300,416.38  |
| 11,629.85 | 0.91 | 0.09 | 32,862,706.31 |
| 16,108.68 | 1.00 | -    | 5,648,693.76  |
| 11,741.45 | 0.92 | 0.08 | 18,813,655.73 |
| 7,841.46  | 0.61 | 0.39 | 1,369,945.69  |
| 17,919.93 | 1.00 | -    | 3,174,886.79  |
| 15,046.65 | 1.00 | -    | 22,218,764.19 |
| 4,858.64  | 0.38 | 0.62 | 371,406.94    |
| 1,116.24  | 0.09 | 0.91 | 64,683.87     |
| 5,865.71  | 0.46 | 0.54 | 66,405.66     |

|           |      |      |              |
|-----------|------|------|--------------|
| 7,067.77  | 0.55 | 0.45 | 164,725.20   |
| 7,669.90  | 0.60 | 0.40 | 264,998.04   |
| 8,949.12  | 0.70 | 0.30 | 91,821.48    |
| 11,781.37 | 0.92 | 0.08 | 230,049.53   |
| 15,301.13 | 1.00 | -    | 1,001,328.97 |
| 7,148.12  | 0.56 | 0.44 | 441,577.51   |
| 7,086.20  | 0.55 | 0.45 | 1,002,826.86 |
| 9,450.25  | 0.74 | 0.26 | 983,962.58   |
| 11,985.09 | 0.94 | 0.06 | 1,625,624.65 |
| 6,644.36  | 0.52 | 0.48 | 111,530.15   |
| 15,671.04 | 1.00 | -    | 621.03       |
| 11,136.15 | 0.87 | 0.13 | 92,885.80    |
| 6,151.48  | 0.48 | 0.52 | 310,427.44   |
| 5,695.97  | 0.44 | 0.56 | 362,127.41   |
| 10,071.31 | 0.79 | 0.21 | 492,183.82   |
| 5,885.72  | 0.46 | 0.54 | 775,844.28   |
| 5,437.71  | 0.42 | 0.58 | 32,167.50    |
| 8,378.25  | 0.65 | 0.35 | 566,434.59   |
| 4,811.33  | 0.38 | 0.62 | 43,306.88    |
| 5,420.59  | 0.42 | 0.58 | 297,587.62   |
| 7,279.89  | 0.57 | 0.43 | 133,299.00   |
| 18,668.05 | 1.00 | -    | 590,676.09   |
| 14,089.70 | 1.00 | -    | 144,957.38   |
| 9,740.49  | 0.76 | 0.24 | 187,369.97   |
| 11,493.90 | 0.90 | 0.10 | 241,181.52   |
| 16,184.12 | 1.00 | -    | 50,236.00    |
| 15,706.36 | 1.00 | -    | 73,796.00    |
| 6,622.63  | 0.52 | 0.48 | 809,885.40   |
| 7,883.34  | 0.62 | 0.38 | 875,087.70   |
| 8,815.50  | 0.69 | 0.31 | 61,407.47    |
| 7,325.32  | 0.57 | 0.43 | 821,426.63   |
| 6,081.74  | 0.47 | 0.53 | 296,563.77   |
| 4,282.42  | 0.33 | 0.67 | 555,121.33   |
| 7,852.74  | 0.61 | 0.39 | 182,367.82   |
| 8,359.50  | 0.65 | 0.35 | 121,818.94   |
| 7,925.16  | 0.62 | 0.38 | 33,950.91    |
| 15,030.82 | 1.00 | -    | 100,304.80   |
| 6,232.69  | 0.49 | 0.51 | 741,110.18   |
| 9,026.67  | 0.70 | 0.30 | 455,038.60   |
| 5,969.81  | 0.47 | 0.53 | 411,739.25   |
| 15,401.10 | 1.00 | -    | 171,836.00   |
| 7,201.18  | 0.56 | 0.44 | 1,431,189.93 |
| 15,117.74 | 1.00 | -    | 263,720.00   |
| 6,322.20  | 0.49 | 0.51 | 1,281,511.11 |
| 3,875.14  | 0.30 | 0.70 | 158,535.98   |
| 4,308.18  | 0.34 | 0.66 | 111,959.24   |
| 7,315.17  | 0.57 | 0.43 | 78,908.62    |
| 4,606.72  | 0.36 | 0.64 | 50,485.29    |
| 3,927.96  | 0.31 | 0.69 | 1,817,639.43 |
| 6,806.80  | 0.53 | 0.47 | 49,354.28    |

|           |      |      |               |
|-----------|------|------|---------------|
| 5,070.49  | 0.40 | 0.60 | 47,235.75     |
| 11,477.49 | 0.90 | 0.10 | 102,151.41    |
| 12,869.48 | 1.00 | -    | 341,490.70    |
| 12,810.14 | 1.00 | -    | 155,952.00    |
| 11,444.32 | 0.89 | 0.11 | 114,454.62    |
| 6,015.86  | 0.47 | 0.53 | 402,136.63    |
| 8,865.33  | 0.69 | 0.31 | 386,718.15    |
| 12,416.24 | 0.97 | 0.03 | 54,737.51     |
| 5,270.75  | 0.41 | 0.59 | 1,074,145.69  |
| 5,355.15  | 0.42 | 0.58 | 590,118.31    |
| 4,840.02  | 0.38 | 0.62 | 177,534.32    |
| 5,444.06  | 0.43 | 0.57 | 815,283.90    |
| 11,586.54 | 0.90 | 0.10 | 14,880,732.91 |
| 35,748.47 | 1.00 | -    | 168,644.00    |
| 7,117.14  | 0.56 | 0.44 | 670,386.73    |
| 14,592.62 | 1.00 | -    | 140,296.00    |
| 8,064.77  | 0.63 | 0.37 | 129,965.45    |
| 23,237.58 | 1.00 | -    | 881,835.00    |
| 16,826.07 | 1.00 | -    | 334,425.02    |
| 6,014.28  | 0.47 | 0.53 | 155,830.69    |
| 4,772.67  | 0.37 | 0.63 | 448,552.88    |
| 5,304.27  | 0.41 | 0.59 | 42,204.68     |
| 6,822.61  | 0.53 | 0.47 | 395,261.47    |
| 10,164.00 | 0.79 | 0.21 | 475,076.59    |
| 7,638.21  | 0.60 | 0.40 | 1,115,416.33  |
| 7,468.69  | 0.58 | 0.42 | 96,562.35     |
| 8,789.48  | 0.69 | 0.31 | 45,007.01     |
| 7,747.23  | 0.60 | 0.40 | 761,243.08    |
| 5,880.38  | 0.46 | 0.54 | 741,742.38    |
| 10,645.73 | 0.83 | 0.17 | 507,083.10    |
| 10,363.04 | 0.81 | 0.19 | 282,556.47    |
| 6,178.36  | 0.48 | 0.52 | 730,508.69    |
| 10,603.47 | 0.83 | 0.17 | 3,842,004.43  |
| 10,880.26 | 0.85 | 0.15 | 14,005,713.72 |
| 11,641.34 | 0.91 | 0.09 | 9,171,109.78  |
| 12,309.61 | 0.96 | 0.04 | 17,664,108.49 |
| 10,716.76 | 0.84 | 0.16 | 29,473,219.33 |
| 4,607.97  | 0.36 | 0.64 | 195,382.55    |
| 20,431.59 | 1.00 | -    | 28,120.00     |
| 11,312.46 | 0.88 | 0.12 | 141,758.70    |
| 10,010.35 | 0.78 | 0.22 | 999,918.67    |
| 8,478.28  | 0.66 | 0.34 | 2,137,426.80  |
| 9,804.56  | 0.77 | 0.23 | 110,590.14    |
| 3,276.59  | 0.26 | 0.74 | 22,338.21     |
| 4,533.04  | 0.35 | 0.65 | 168,076.21    |
| 6,201.29  | 0.48 | 0.52 | 170,777.98    |
| 4,566.44  | 0.36 | 0.64 | 230,373.67    |
| 14,563.81 | 1.00 | -    | 239,087.00    |
| 22,969.82 | 1.00 | -    | 71,364.00     |
| 8,961.85  | 0.70 | 0.30 | 489,941.81    |

|            |      |      |               |
|------------|------|------|---------------|
| 5,536.59   | 0.43 | 0.57 | 950,360.14    |
| 7,689.63   | 0.60 | 0.40 | 450,920.94    |
| -          | -    | -    | -             |
| 1,364.57   | 0.11 | 0.89 | 3,325.84      |
| 13,086.18  | 1.00 | -    | 10,948,289.23 |
| 8,199.43   | 0.64 | 0.36 | 83,255.69     |
| 8,464.85   | 0.66 | 0.34 | 908,555.82    |
| 7,819.74   | 0.61 | 0.39 | 458,153.81    |
| 8,600.95   | 0.67 | 0.33 | 5,293,973.76  |
| 9,452.92   | 0.74 | 0.26 | 1,812,830.22  |
| 6,814.34   | 0.53 | 0.47 | 860,314.84    |
| 9,823.54   | 0.77 | 0.23 | 1,045,595.57  |
| 6,783.41   | 0.53 | 0.47 | 771,061.02    |
| 8,053.66   | 0.63 | 0.37 | 13,146,054.02 |
| 4,455.18   | 0.35 | 0.65 | 738,719.66    |
| 8,439.05   | 0.66 | 0.34 | 956,316.41    |
| 7,249.35   | 0.57 | 0.43 | 970,765.81    |
| 9,107.41   | 0.71 | 0.29 | 269,272.46    |
| 10,208.03  | 0.80 | 0.20 | 10,994,350.77 |
| 9,495.65   | 0.74 | 0.26 | 1,544,940.74  |
| 6,088.54   | 0.48 | 0.52 | 560,899.48    |
| 5,043.09   | 0.39 | 0.61 | 493,669.25    |
| 7,346.95   | 0.57 | 0.43 | 809,032.40    |
| 6,910.97   | 0.54 | 0.46 | 330,612.57    |
| 6,662.36   | 0.52 | 0.48 | 1,026,730.30  |
| 4,426.50   | 0.35 | 0.65 | 76,271.67     |
| 4,757.82   | 0.37 | 0.63 | 67,216.14     |
| 20,657.59  | 1.00 | -    | 57,228.00     |
| 6,511.83   | 0.51 | 0.49 | 218,293.68    |
| 10,546.76  | 0.82 | 0.18 | 506,504.99    |
| 4,058.94   | 0.32 | 0.68 | 62,207.57     |
| 5,338.62   | 0.42 | 0.58 | 659,608.89    |
| 6,331.61   | 0.49 | 0.51 | 31,557.28     |
| 13,061.35  | 1.00 | -    | 728,787.00    |
| 6,983.40   | 0.55 | 0.45 | 443,783.80    |
| 9,954.01   | 0.78 | 0.22 | 1,449,386.70  |
| 462,385.96 | 1.00 | -    | 21.71         |
| 2,846.05   | 0.22 | 0.78 | 94,838.06     |
| 6,021.31   | 0.47 | 0.53 | 86,816.73     |
| 4,475.13   | 0.35 | 0.65 | 114,917.37    |
| 6,216.96   | 0.49 | 0.51 | 581,945.20    |
| 12,385.20  | 0.97 | 0.03 | 5,285,441.20  |
| 8,495.37   | 0.66 | 0.34 | 1,074,195.84  |
| 8,125.03   | 0.63 | 0.37 | 23,730,921.25 |
| 15,121.06  | 1.00 | -    | 7,353,544.30  |
| 8,672.75   | 0.68 | 0.32 | 60,413.10     |
| 6,334.83   | 0.49 | 0.51 | 826,836.38    |
| 5,476.33   | 0.43 | 0.57 | 543,651.94    |
| 10,386.00  | 0.81 | 0.19 | 729,215.79    |
| 6,855.72   | 0.54 | 0.46 | 27,330.02     |

|           |      |      |              |
|-----------|------|------|--------------|
| 29,908.13 | 1.00 | -    | 263,670.93   |
| 6,269.92  | 0.49 | 0.51 | 607,020.22   |
| 6,427.53  | 0.50 | 0.50 | 896,493.11   |
| 14,058.21 | 1.00 | -    | 3,635,478.55 |
| 10,268.86 | 0.80 | 0.20 | 611,105.94   |
| 7,657.70  | 0.60 | 0.40 | 3,569,781.73 |
| 7,715.46  | 0.60 | 0.40 | 1,000,582.49 |
| 8,718.39  | 0.68 | 0.32 | 225,501.40   |
| 9,878.70  | 0.77 | 0.23 | 1,636,533.24 |
| 9,283.12  | 0.72 | 0.28 | 473,990.02   |
| 4,445.17  | 0.35 | 0.65 | 682,512.14   |
| 8,019.72  | 0.63 | 0.37 | 804,448.71   |
| 6,569.90  | 0.51 | 0.49 | 1,510,471.42 |
| 5,816.08  | 0.45 | 0.55 | 586,640.23   |
| 9,044.21  | 0.71 | 0.29 | 277,879.97   |
| 9,948.41  | 0.78 | 0.22 | 330,856.39   |
| 9,452.47  | 0.74 | 0.26 | 444,430.42   |
| 10,356.66 | 0.81 | 0.19 | 108,368.60   |
| 9,311.88  | 0.73 | 0.27 | 287,473.20   |
| 10,577.23 | 0.83 | 0.17 | 535,106.89   |
| 19,423.86 | 1.00 | -    | 889,402.15   |
| 12,352.53 | 0.96 | 0.04 | 294,710.87   |
| 8,726.56  | 0.68 | 0.32 | 954,465.81   |
| 11,818.41 | 0.92 | 0.08 | 1,307,158.92 |
| -         | -    | -    | -            |
| 4,737.99  | 0.37 | 0.63 | 587,222.87   |
| 14,399.92 | 1.00 | -    | 192,128.00   |
| 5,165.85  | 0.40 | 0.60 | 1,488,897.89 |
| 8,930.77  | 0.70 | 0.30 | 1,107,172.21 |
| 7,557.68  | 0.59 | 0.41 | 93,987.48    |
| 9,677.23  | 0.76 | 0.24 | 505,834.48   |
| 11,099.43 | 0.87 | 0.13 | 249,551.45   |
| 11,242.64 | 0.88 | 0.12 | 3,313,455.98 |
| 30,073.68 | 1.00 | -    | 98,952.00    |
| 10,688.82 | 0.83 | 0.17 | 1,220,886.07 |
| 19,907.72 | 1.00 | -    | 365,978.00   |
| 11,696.57 | 0.91 | 0.09 | 440,352.98   |
| 10,401.87 | 0.81 | 0.19 | 795,720.12   |
| 8,981.81  | 0.70 | 0.30 | 1,109,113.45 |
| 14,915.84 | 1.00 | -    | 920,182.90   |
| 10,233.11 | 0.80 | 0.20 | 656,413.98   |
| 9,389.71  | 0.73 | 0.27 | 72,817.19    |
| 8,425.27  | 0.66 | 0.34 | 200,025.64   |
| 17,406.51 | 1.00 | -    | 98,959.71    |
| 10,848.67 | 0.85 | 0.15 | 271,512.13   |
| 11,941.90 | 0.93 | 0.07 | 187,980.50   |
| 9,335.50  | 0.73 | 0.27 | 156,542.43   |
| 14,344.79 | 1.00 | -    | 2,564,286.00 |
| 11,416.25 | 0.89 | 0.11 | 553,455.41   |
| 9,613.88  | 0.75 | 0.25 | 278,884.84   |

|           |      |      |              |
|-----------|------|------|--------------|
| 14,478.25 | 1.00 | -    | 671,989.16   |
| -         | -    | -    | -            |
| 11,264.59 | 0.88 | 0.12 | 215,752.12   |
| 15,122.53 | 1.00 | -    | 134,202.57   |
| 9,000.41  | 0.70 | 0.30 | 124,069.02   |
| 11,711.86 | 0.91 | 0.09 | 103,525.78   |
| 9,262.77  | 0.72 | 0.28 | 130,276.27   |
| 8,390.25  | 0.66 | 0.34 | 236,249.76   |
| 10,451.99 | 0.82 | 0.18 | 165,738.79   |
| 7,877.73  | 0.62 | 0.38 | 221,659.90   |
| 8,233.00  | 0.64 | 0.36 | 1,516,467.67 |
| 8,067.29  | 0.63 | 0.37 | 256,087.05   |
| 10,329.56 | 0.81 | 0.19 | 284,820.77   |
| -         | -    | -    | -            |
| 7,334.92  | 0.57 | 0.43 | 368,788.20   |
| 7,431.61  | 0.58 | 0.42 | 1,347,812.93 |
| 9,983.24  | 0.78 | 0.22 | 791,306.45   |
| 13,175.35 | 1.00 | -    | 415,123.63   |
| -         | -    | -    | -            |
| 18,161.39 | 1.00 | -    | 242,172.97   |
| 8,833.42  | 0.69 | 0.31 | 393,093.91   |
| 10,996.07 | 0.86 | 0.14 | 825,627.34   |
| 16,608.33 | 1.00 | -    | 166,858.00   |
| 14,914.26 | 1.00 | -    | 118,104.00   |
| 19,750.06 | 1.00 | -    | 405,005.00   |
| 20,210.46 | 1.00 | -    | 241,452.02   |
| 13,274.27 | 1.00 | -    | 759,618.25   |
| 11,254.48 | 0.88 | 0.12 | 399,531.11   |
| 8,522.88  | 0.67 | 0.33 | 302,320.21   |
| 11,718.06 | 0.91 | 0.09 | 169,023.40   |
| 6,423.32  | 0.50 | 0.50 | 699,070.84   |
| 9,677.96  | 0.76 | 0.24 | 194,780.66   |
| 9,582.90  | 0.75 | 0.25 | 312,092.37   |
| 13,647.17 | 1.00 | -    | 1,377,031.24 |
| 7,717.49  | 0.60 | 0.40 | 928,337.20   |
| 10,549.22 | 0.82 | 0.18 | 119,490.24   |
| 8,366.10  | 0.65 | 0.35 | 137,402.71   |
| 11,113.79 | 0.87 | 0.13 | 690,461.66   |
| 5,129.24  | 0.40 | 0.60 | 383,620.71   |
| 9,762.41  | 0.76 | 0.24 | 343,447.00   |

| LTM_VLU_PER_PUN | LTM_LVY_RTO | LTM_AID_RTO | LTM_TOT_LVY |
|-----------------|-------------|-------------|-------------|
| 17921.59        | 1           | 0           | 409412      |
| 22404.01        | 1           | 0           | 27122918.61 |
| 5787.92         | 0.45187165  | 0.54812835  | 41572.37    |
| 23730.17        | 1           | 0           | 174967.2    |

| DAT_YER | DST_NUM |
|---------|---------|
| 21-22   | 1       |
| 21-22   | 1.2     |
| 21-22   | 2       |
| 21-22   | 4       |

|          |            |            |             |       |     |
|----------|------------|------------|-------------|-------|-----|
| 7753.97  | 0.60536414 | 0.39463586 | 725384.4    | 21-22 | 6   |
| 8584.62  | 0.67021424 | 0.32978576 | 10676122.51 | 21-22 | 11  |
| 7019.06  | 0.5479886  | 0.4520114  | 1489016.23  | 21-22 | 12  |
| 9111.85  | 0.71137588 | 0.28862412 | 972035.65   | 21-22 | 13  |
| 7124.69  | 0.5562353  | 0.4437647  | 2435689.53  | 21-22 | 14  |
| 10805.87 | 0.84363057 | 0.15636943 | 2083951.2   | 21-22 | 15  |
| 8486.11  | 0.66252341 | 0.33747659 | 1700924.74  | 21-22 | 16  |
| 0        | 0          | 0          | 0           | 21-22 | 21  |
| 11822.06 | 0.92296606 | 0.07703394 | 1033171.9   | 21-22 | 22  |
| 10200.96 | 0.79640434 | 0.20359566 | 694089.83   | 21-22 | 23  |
| 0        | 0          | 0          | 0           | 21-22 | 24  |
| 0        | 0          | 1          | 0           | 21-22 | 25  |
| 8673.76  | 0.67717353 | 0.32282647 | 1227380.48  | 21-22 | 31  |
| 5841.57  | 0.45606018 | 0.54393982 | 284956.68   | 21-22 | 32  |
| 4512.49  | 0.3522969  | 0.6477031  | 38947.05    | 21-22 | 36  |
| 13.65    | 0.00106568 | 0.99893432 | 546.39      | 21-22 | 38  |
| 5539.47  | 0.43247478 | 0.56752522 | 771775.46   | 21-22 | 47  |
| 4175.19  | 0.32596338 | 0.67403662 | 216716.53   | 21-22 | 51  |
| 0        | 0          | 0          | 0           | 21-22 | 55  |
| 0        | 0          | 0          | 0           | 21-22 | 57  |
| 0        | 0          | 0          | 0           | 21-22 | 58  |
| 0        | 0          | 0          | 0           | 21-22 | 60  |
| 0        | 0          | 0          | 0           | 21-22 | 62  |
| 0        | 0          | 0          | 0           | 21-22 | 70  |
| 0        | 0          | 0          | 0           | 21-22 | 72  |
| 4888.41  | 0.38164554 | 0.61835446 | 127477.24   | 21-22 | 75  |
| 9224.11  | 0.72014019 | 0.27985981 | 4939889.31  | 21-22 | 77  |
| 0        | 0          | 0          | 0           | 21-22 | 78  |
| 0        | 0          | 0          | 0           | 21-22 | 79  |
| 15112.23 | 1          | 0          | 47044       | 21-22 | 81  |
| 10274.21 | 0.80212308 | 0.19787692 | 248528.43   | 21-22 | 84  |
| 6580.91  | 0.51378157 | 0.48621843 | 121281.22   | 21-22 | 85  |
| 9199.72  | 0.71823602 | 0.28176398 | 1188209.6   | 21-22 | 88  |
| 5231.85  | 0.40845842 | 0.59154158 | 217994.01   | 21-22 | 91  |
| 13313.37 | 1          | 0          | 709352.6    | 21-22 | 93  |
| 4375.55  | 0.34160579 | 0.65839421 | 665820.44   | 21-22 | 94  |
| 7303.05  | 0.57016013 | 0.42983987 | 67414.52    | 21-22 | 95  |
| 9188.68  | 0.71737411 | 0.28262589 | 49805.12    | 21-22 | 97  |
| 5377.38  | 0.41982017 | 0.58017983 | 354131.05   | 21-22 | 99  |
| 10106.9  | 0.78906093 | 0.21093907 | 940302.91   | 21-22 | 100 |
| 11532.49 | 0.90035889 | 0.09964111 | 348155.91   | 21-22 | 108 |
| 8561.58  | 0.66841547 | 0.33158453 | 1425182.23  | 21-22 | 110 |
| 9799.43  | 0.76505629 | 0.23494371 | 677956.58   | 21-22 | 111 |
| 11245.29 | 0.87793676 | 0.12206324 | 10182572.98 | 21-22 | 112 |
| 30806.98 | 1          | 0          | 558022.87   | 21-22 | 113 |
| 0        | 0          | 0          | 0           | 21-22 | 114 |
| 7567.81  | 0.59083035 | 0.40916965 | 393186.93   | 21-22 | 115 |
| 11358.61 | 0.88678382 | 0.11321618 | 349432.06   | 21-22 | 116 |
| 0        | 0          | 0          | 0           | 21-22 | 117 |
| 53879.4  | 1          | 0          | 116809.52   | 21-22 | 118 |



|          |            |            |             |       |     |
|----------|------------|------------|-------------|-------|-----|
| 0        | 0          | 0          | 0           | 21-22 | 119 |
| 0        | 0          | 0          | 0           | 21-22 | 126 |
| 0        | 0          | 0          | 0           | 21-22 | 127 |
| 0        | 0          | 0          | 0           | 21-22 | 128 |
| 4656.03  | 0.36350329 | 0.63649671 | 1349735.06  | 21-22 | 129 |
| 8782.89  | 0.68569347 | 0.31430653 | 729484.17   | 21-22 | 138 |
| 7628.45  | 0.5955646  | 0.4044354  | 220097.83   | 21-22 | 139 |
| 0        | 0          | 0          | 0           | 21-22 | 140 |
| 0        | 0          | 0          | 0           | 21-22 | 141 |
| 0        | 0          | 0          | 0           | 21-22 | 145 |
| 7091.4   | 0.5536363  | 0.4463637  | 205122.25   | 21-22 | 146 |
| 0        | 0          | 0          | 0           | 21-22 | 147 |
| 5227.33  | 0.40810554 | 0.59189446 | 232382.8    | 21-22 | 150 |
| 6003.38  | 0.46869293 | 0.53130707 | 1067371.57  | 21-22 | 152 |
| 0        | 0          | 0          | 0           | 21-22 | 158 |
| 0        | 0          | 0          | 0           | 21-22 | 160 |
| 6258.87  | 0.48863942 | 0.51136058 | 615910.37   | 21-22 | 161 |
| 43174.52 | 1          | 0          | 620808.84   | 21-22 | 162 |
| 7918.8   | 0.61823266 | 0.38176734 | 212467.74   | 21-22 | 166 |
| 0        | 0          | 0          | 0           | 21-22 | 173 |
| 6895.73  | 0.53836005 | 0.46163995 | 261244.6    | 21-22 | 175 |
| 0        | 0          | 0          | 0           | 21-22 | 177 |
| 11330.86 | 0.88461734 | 0.11538266 | 5961775.29  | 21-22 | 178 |
| 25267.62 | 1          | 0          | 419140      | 21-22 | 181 |
| 23672.84 | 1          | 0          | 724807.89   | 21-22 | 182 |
| 12766.97 | 0.99673661 | 0.00326339 | 9850346.78  | 21-22 | 186 |
| 6228.9   | 0.48629962 | 0.51370038 | 1325194.83  | 21-22 | 191 |
| 9130.68  | 0.71284596 | 0.28715404 | 9946630.08  | 21-22 | 192 |
| 7457.05  | 0.58218314 | 0.41781686 | 252613.21   | 21-22 | 194 |
| 8322.25  | 0.64973061 | 0.35026939 | 10002584.87 | 21-22 | 195 |
| 17511.73 | 1          | 0          | 2072687.39  | 21-22 | 196 |
| 11907.05 | 0.92960136 | 0.07039864 | 1790845.19  | 21-22 | 197 |
| 10440.04 | 0.81506967 | 0.18493033 | 1740562.47  | 21-22 | 199 |
| 0        | 0          | 0          | 0           | 21-22 | 200 |
| 0        | 0          | 0          | 0           | 21-22 | 201 |
| 9966.13  | 0.77807081 | 0.22192919 | 492418.72   | 21-22 | 202 |
| 4848.83  | 0.37855547 | 0.62144453 | 305033.06   | 21-22 | 203 |
| 0        | 0          | 0          | 0           | 21-22 | 204 |
| 13067.13 | 1          | 0          | 1400171.48  | 21-22 | 205 |
| 0        | 0          | 0          | 0           | 21-22 | 206 |
| 0        | 0          | 0          | 0           | 21-22 | 207 |
| 0        | 0          | 0          | 0           | 21-22 | 208 |
| 5875.71  | 0.45872555 | 0.54127445 | 161764.98   | 21-22 | 209 |
| 0        | 0          | 0          | 0           | 21-22 | 213 |
| 0        | 0          | 0          | 0           | 21-22 | 217 |
| 0        | 0          | 0          | 0           | 21-22 | 218 |
| 0        | 0          | 0          | 0           | 21-22 | 219 |
| 0        | 0          | 0          | 0           | 21-22 | 222 |
| 0        | 0          | 0          | 0           | 21-22 | 223 |
| 0        | 0          | 0          | 0           | 21-22 | 224 |

|          |            |            |             |       |     |
|----------|------------|------------|-------------|-------|-----|
| 6721.54  | 0.52476077 | 0.47523923 | 321505.95   | 21-22 | 225 |
| 0        | 0          | 0          | 0           | 21-22 | 227 |
| 6728.75  | 0.52532366 | 0.47467634 | 89191.55    | 21-22 | 228 |
| 0        | 0          | 0          | 0           | 21-22 | 229 |
| 0        | 0          | 0          | 0           | 21-22 | 232 |
| 0        | 0          | 0          | 0           | 21-22 | 233 |
| 0        | 0          | 0          | 0           | 21-22 | 234 |
| 0        | 0          | 0          | 0           | 21-22 | 236 |
| 10579.33 | 0.82594426 | 0.17405574 | 85746.23    | 21-22 | 237 |
| 6913.98  | 0.53978485 | 0.46021515 | 28519.64    | 21-22 | 238 |
| 0        | 0          | 0          | 0           | 21-22 | 239 |
| 5608.17  | 0.43783829 | 0.56216171 | 3002915.05  | 21-22 | 240 |
| 4393.1   | 0.34297595 | 0.65702405 | 568160.75   | 21-22 | 241 |
| 0        | 0          | 0          | 0           | 21-22 | 242 |
| 0        | 0          | 0          | 0           | 21-22 | 243 |
| 0        | 0          | 0          | 0           | 21-22 | 244 |
| 10150.47 | 0.79246251 | 0.20753749 | 565271.04   | 21-22 | 245 |
| 5506.91  | 0.42993277 | 0.57006723 | 134764.51   | 21-22 | 252 |
| 0        | 0          | 0          | 0           | 21-22 | 253 |
| 5910.59  | 0.46144868 | 0.53855132 | 236831.15   | 21-22 | 254 |
| 15220.17 | 1          | 0          | 1128382.58  | 21-22 | 255 |
| 0        | 0          | 0          | 0           | 21-22 | 256 |
| 0        | 0          | 0          | 0           | 21-22 | 258 |
| 7396.41  | 0.57744889 | 0.42255111 | 76794.93    | 21-22 | 260 |
| 0        | 0          | 0          | 0           | 21-22 | 261 |
| 0        | 0          | 0          | 0           | 21-22 | 262 |
| 30575.48 | 1          | 0          | 38304       | 21-22 | 263 |
| 0        | 0          | 0          | 0           | 21-22 | 264 |
| 21101.34 | 1          | 0          | 18823750.93 | 21-22 | 265 |
| 15865.02 | 1          | 0          | 6542308.73  | 21-22 | 270 |
| 13922.24 | 1          | 0          | 11411878.8  | 21-22 | 271 |
| 15372.21 | 1          | 0          | 13151105.05 | 21-22 | 272 |
| 10237.95 | 0.7992922  | 0.2007078  | 7090148.52  | 21-22 | 273 |
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| 11781.37 | 0.91978933 | 0.08021067 | 230049.53   | 21-22 | 300 |
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| 3927.96  | 0.30666176 | 0.69333824 | 1817639.43 | 21-22 | 483 |
| 6806.8   | 0.53141715 | 0.46858285 | 49354.28   | 21-22 | 484 |
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| 14058.21 | 1          | 0          | 3635478.55  | 21-22 | 846  |
| 10268.86 | 0.80170539 | 0.19829461 | 611105.94   | 21-22 | 850  |
| 7657.7   | 0.59784819 | 0.40215181 | 3569781.73  | 21-22 | 852  |
| 7715.46  | 0.6023576  | 0.3976424  | 1000582.49  | 21-22 | 857  |
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| 8718.39  | 0.68065786 | 0.31934214 | 225501.4    | 21-22 | 861  |
| 9878.7   | 0.77124501 | 0.22875499 | 1636533.24  | 21-22 | 876  |
| 9283.12  | 0.72474718 | 0.27525282 | 473990.02   | 21-22 | 877  |
| 4445.17  | 0.34704113 | 0.65295887 | 682512.14   | 21-22 | 879  |
| 8019.72  | 0.62611164 | 0.37388836 | 804448.71   | 21-22 | 880  |
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| 5816.08  | 0.45407014 | 0.54592986 | 586640.23   | 21-22 | 892  |
| 0        | 0          | 0          | 0           | 21-22 | 893  |
| 9044.21  | 0.70609512 | 0.29390488 | 277879.97   | 21-22 | 894  |
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| 14399.92 | 1          | 0          | 192128      | 21-22 | 998  |
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| 30073.68 | 1          | 0          | 98952      | 21-22 | 2144 |
| 10688.82 | 0.8344923  | 0.1655077  | 1220886.07 | 21-22 | 2148 |
| 19907.72 | 1          | 0          | 365978     | 21-22 | 2149 |
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| 11416.25 | 0.89128386 | 0.10871614 | 553455.41  | 21-22 | 2176 |
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| 0        | 0          | 0          | 0          | 21-22 | 2711 |
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| 11254.48 | 0.87865423 | 0.12134577 | 399531.11  |
| 8522.88  | 0.6653941  | 0.3346059  | 302320.21  |
| 11718.06 | 0.91484662 | 0.08515338 | 169023.4   |
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| 9677.96  | 0.75557294 | 0.24442706 | 194780.66  |
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| 9762.41  | 0.76216608 | 0.23783392 | 343447     |

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|       | 8,969,124,151.00 |       |       |       |       | 861,286.33 |
| col29 | col30            | col31 | col32 | col33 | col34 | col35      |
|       | 3YP ANTC         |       |       |       |       | 3YP APU    |
|       | 21,817,559.00    |       |       |       |       | 1,217.39   |
|       | 764,840,596.00   |       |       |       |       | 34,138.56  |
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|       | 33,271,380.00    |       |       |       |       | 3,651.44   |
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|       | 56,146,382.00    |       |       |       |       | 6,616.27   |
|       | 35,190,837.00    |       |       |       |       | 2,976.71   |
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|       | 4,022,562.00     |       |       |       |       | 688.61     |
|       | 1,393,636.00     |       |       |       |       | 308.84     |
|       | 20,688.00        |       |       |       |       | 1,515.65   |
|       | 26,417,287.00    |       |       |       |       | 4,768.92   |
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|       | 2,375,756.00     |       |       |       |       | 325.31     |
|       | 5,650,579.00     |       |       |       |       | 614.95     |
|       | 7,259,845.00     |       |       |       |       | 1,350.07   |
|       | 3,988,992.00     |       |       |       |       | 394.68     |
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|       | 37,342,001.00    |       |       |       |       | 4,361.58   |
|       | 15,905,654.00    |       |       |       |       | 1,623.12   |
|       | 115,409,039.00   |       |       |       |       | 10,262.88  |
|       | 24,217,981.00    |       |       |       |       | 786.12     |
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| 27,461,360.00  | 1,086.82  |
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| 48,371,612.00  | 7,765.68  |
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| 48,114,804.00  | 4,608.68  |
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| 9,241,865.00   | 1,563.61  |
| 43,117,219.00  | 2,832.90  |
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| 174,450,665.00 | 10,995.93 |
| 131,507,234.00 | 9,445.84  |
| 138,869,904.00 | 9,033.83  |
| 123,681,531.00 | 12,080.69 |
| 56,830,411.00  | 2,684.77  |
| 51,386,058.00  | 3,127.06  |
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| 72,834,757.00  | 4,521.46  |
| 147,052,601.00 | 12,524.23 |
| 15,174,172.00  | 1,935.12  |
| 87,501,928.00  | 4,882.94  |
| 195,664,225.00 | 13,003.84 |
| 12,491,183.00  | 2,570.92  |
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| 2,289,388.00   | 390.30    |



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| 5,741,360.00  | 812.33   |
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| 407,447.00    | 26.00    |
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| 3,014,765.00  | 529.28   |
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| 26,283,100.00 | 4,465.57 |
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| 1,657,075.00  | 305.70   |
| 4,452,601.00  | 611.63   |
| 27,324,054.00 | 1,463.68 |
| 6,623,005.00  | 470.06   |
| 5,450,680.00  | 559.59   |
| 1,907,987.00  | 166.00   |
| 2,428,913.00  | 150.08   |
| 3,481,315.00  | 221.65   |
| 17,930,579.00 | 2,707.47 |
| 4,031,777.00  | 511.43   |
| 1,901,768.00  | 215.73   |
| 21,141,327.00 | 2,886.06 |
| 3,252,272.00  | 534.76   |
| 3,199,740.00  | 747.18   |
| 5,555,188.00  | 707.42   |
| 3,912,913.00  | 468.08   |
| 1,254,078.00  | 158.24   |
| 3,816,627.00  | 253.92   |
| 6,324,680.00  | 1,014.76 |
| 14,517,497.00 | 1,608.29 |
| 12,978,432.00 | 2,174.01 |
| 6,994,100.00  | 454.13   |
| 24,655,041.00 | 3,423.75 |
| 9,345,180.00  | 618.16   |
| 16,252,721.00 | 2,570.74 |
| 5,125,534.00  | 1,322.67 |
| 4,351,605.00  | 1,010.08 |
| 2,592,424.00  | 354.39   |
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| 21,402,608.00 | 5,448.78 |
| 3,323,082.00  | 488.20   |

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| 4,452,184.00   | 389.03    |
| 14,300,552.00  | 2,377.14  |
| 5,412,638.00   | 610.54    |
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| 16,427,851.00  | 459.54    |
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| 4,491,754.00   | 556.96    |
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| 27,192,610.00  | 1,616.10  |
| 3,735,289.00   | 621.07    |
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| 4,551,541.00   | 447.81    |
| 12,720,606.00  | 1,665.39  |
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| 9,703,719.00   | 1,252.54  |
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| 2,489,203.00   | 240.20    |
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| 133,553,042.00 | 12,595.22 |
| 123,435,119.00 | 11,344.87 |
| 92,915,459.00  | 7,981.51  |
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| 398,193,303.00 | 37,156.12 |
| 1,896,270.00   | 411.52    |
| 1,937,323.00   | 94.82     |
| 5,138,913.00   | 454.27    |
| 36,360,409.00  | 3,632.28  |
| 36,569,026.00  | 4,313.26  |
| 4,203,017.00   | 428.68    |
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| 5,705,371.00   | 1,258.62  |
| 6,658,888.00   | 1,073.79  |
| 3,433,733.00   | 751.95    |
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| 4,650,241.00   | 202.45    |
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| 112,793,836.00 | 8,619.31  |
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| 14,463,805.00  | 1,708.69  |
| 15,936,778.00  | 2,038.02  |
| 83,163,917.00  | 9,669.15  |
| 84,343,353.00  | 8,922.47  |
| 30,544,047.00  | 4,482.32  |
| 30,032,826.00  | 3,057.23  |
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| 115,947,744.00 | 14,396.90 |
| 5,132,543.00   | 1,152.04  |
| 6,497,393.00   | 769.92    |
| 10,302,055.00  | 1,421.10  |
| 8,942,933.00   | 981.94    |
| 104,163,032.00 | 10,204.03 |
| 10,748,597.00  | 1,131.95  |
| 11,833,753.00  | 1,943.61  |
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| 18,379,355.00  | 2,501.63  |
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| 35,212,174.00  | 5,285.24  |
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| 30,018,047.00  | 3,533.46  |
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| 38,647,273.00 | 2,749.09 |
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| 30,541,263.00 | 6,870.66 |
| 4,957,151.00  | 618.12   |
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| 10,459,692.00 | 1,798.41 |
| 2,996,075.00  | 331.27   |
| 9,723,778.00  | 977.42   |
| 10,524,189.00 | 1,113.38 |
| 8,160,946.00  | 787.99   |
| 8,751,487.00  | 939.82   |
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| 40,028,112.00 | 2,060.77 |
| 10,192,693.00 | 825.15   |
| 31,747,732.00 | 3,638.06 |
| 16,300,657.00 | 1,379.26 |
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| 8,671,760.00  | 781.28   |
| 12,526,996.00 | 1,114.24 |
| 7,423,989.00  | 246.86   |
| 8,266,308.00  | 773.36   |
| 19,062,041.00 | 957.52   |
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| 8,245,638.00  | 473.71   |
| 9,203,574.00  | 848.36   |
| 2,474,362.00  | 207.20   |
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| 10,881,398.00 | 953.15   |
| 9,872,489.00  | 1,026.90 |

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| -             | 179.61   |
| 7,606,862.00  | 675.29   |
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| 5,331,239.00  | 455.20   |
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| 11,224,980.00 | 1,337.86 |
| 12,421,459.00 | 1,188.43 |
| 7,946,660.00  | 1,008.75 |
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| 4,860,882.00  | 470.58   |
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| 9,913,622.00  | 1,333.98 |
| 7,260,512.00  | 727.27   |
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| 7,317,795.00  | 440.61   |
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| 15,822,365.00 | 782.88   |
| 7,676,909.00  | 578.33   |
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| 10,006,291.00 | 1,174.05 |
| 5,261,409.00  | 449.00   |
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| DST_TYE | NET_CPC_ADJ_FAC |
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| 3       | 764840596       |
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| 1       | 10820483        |

| DAT_YER | DST_NUM | DST_TYE | LVY_ADJ_PUN_ACU |
|---------|---------|---------|-----------------|
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| 20-21   | 1.2     | 3       | 34138.56        |
| 20-21   | 2       | 1       | 258.93          |
| 20-21   | 4       | 1       | 455.98          |

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| 1 | 35190837  |
| 1 | 9723763   |
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| 1 | 4022562   |
| 1 | 1393636   |
| 1 | 20688     |
| 1 | 26417287  |
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| 1 | 4097930   |
| 1 | 21516494  |
| 1 | 3983738   |
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| 1 | 13101135  |
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| 1 | 3988992   |
| 1 | 11740762  |
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| 1 | 115409039 |
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| 1 | 0         |
| 1 | 9076530   |
| 1 | 13926448  |
| 1 | 0         |
| 1 | 18856713  |

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|-------|-----|---|----------|
| 20-21 | 6   | 3 | 3397.87  |
| 20-21 | 11  | 1 | 40844.01 |
| 20-21 | 12  | 1 | 7103.21  |
| 20-21 | 13  | 1 | 3651.44  |
| 20-21 | 14  | 1 | 3110.59  |
| 20-21 | 15  | 1 | 4466.57  |
| 20-21 | 16  | 1 | 6616.27  |
| 20-21 | 21  | 1 | 0        |
| 20-21 | 22  | 1 | 2976.71  |
| 20-21 | 23  | 1 | 953.22   |
| 20-21 | 24  | 1 | 0        |
| 20-21 | 25  | 1 | 81.63    |
| 20-21 | 31  | 1 | 5217.24  |
| 20-21 | 32  | 1 | 688.61   |
| 20-21 | 36  | 1 | 308.84   |
| 20-21 | 38  | 1 | 1515.65  |
| 20-21 | 47  | 1 | 4768.92  |
| 20-21 | 51  | 1 | 2082.05  |
| 20-21 | 55  | 1 | 0        |
| 20-21 | 57  | 1 | 0        |
| 20-21 | 58  | 1 | 0        |
| 20-21 | 60  | 1 | 0        |
| 20-21 | 62  | 1 | 0        |
| 20-21 | 70  | 1 | 0        |
| 20-21 | 72  | 1 | 0        |
| 20-21 | 75  | 1 | 782.3    |
| 20-21 | 77  | 1 | 9299.74  |
| 20-21 | 78  | 1 | 0        |
| 20-21 | 79  | 1 | 0        |
| 20-21 | 81  | 1 | 149.09   |
| 20-21 | 84  | 1 | 606.4    |
| 20-21 | 85  | 1 | 622.7    |
| 20-21 | 88  | 1 | 2338.82  |
| 20-21 | 91  | 1 | 761.44   |
| 20-21 | 93  | 1 | 426.1    |
| 20-21 | 94  | 1 | 2994.17  |
| 20-21 | 95  | 1 | 325.31   |
| 20-21 | 97  | 1 | 614.95   |
| 20-21 | 99  | 1 | 1350.07  |
| 20-21 | 100 | 1 | 394.68   |
| 20-21 | 108 | 1 | 1018.06  |
| 20-21 | 110 | 1 | 4361.58  |
| 20-21 | 111 | 1 | 1623.12  |
| 20-21 | 112 | 1 | 10262.88 |
| 20-21 | 113 | 1 | 786.12   |
| 20-21 | 114 | 1 | 0        |
| 20-21 | 115 | 1 | 1199.36  |
| 20-21 | 116 | 1 | 1226.07  |
| 20-21 | 117 | 1 | 0        |
| 20-21 | 118 | 1 | 349.98   |

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| 1  | 0         |
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| 1  | 24621692  |
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| 1  | 0         |
| 1  | 0         |

|       |     |   |          |
|-------|-----|---|----------|
| 20-21 | 119 | 1 | 0        |
| 20-21 | 126 | 1 | 0        |
| 20-21 | 127 | 1 | 0        |
| 20-21 | 128 | 1 | 0        |
| 20-21 | 129 | 1 | 1590.05  |
| 20-21 | 138 | 1 | 2803.37  |
| 20-21 | 139 | 1 | 940.94   |
| 20-21 | 140 | 1 | 0        |
| 20-21 | 141 | 1 | 0        |
| 20-21 | 145 | 1 | 0        |
| 20-21 | 146 | 1 | 990.04   |
| 20-21 | 147 | 1 | 0        |
| 20-21 | 150 | 1 | 1095.31  |
| 20-21 | 152 | 1 | 7561.55  |
| 20-21 | 158 | 1 | 0        |
| 20-21 | 161 | 1 | 0        |
| 20-21 | 162 | 1 | 993.72   |
| 20-21 | 166 | 1 | 436.14   |
| 20-21 | 173 | 1 | 561.19   |
| 20-21 | 175 | 1 | 0        |
| 20-21 | 177 | 1 | 1238.64  |
| 20-21 | 178 | 1 | 0        |
| 20-21 | 181 | 1 | 6764.41  |
| 20-21 | 182 | 1 | 1086.82  |
| 20-21 | 186 | 1 | 1870.08  |
| 20-21 | 191 | 1 | 8559.96  |
| 20-21 | 192 | 1 | 7765.68  |
| 20-21 | 194 | 1 | 12329.26 |
| 20-21 | 195 | 1 | 760.22   |
| 20-21 | 196 | 1 | 31475.9  |
| 20-21 | 197 | 1 | 5483.95  |
| 20-21 | 199 | 1 | 3736.49  |
| 20-21 | 200 | 1 | 4608.68  |
| 20-21 | 201 | 1 | 0        |
| 20-21 | 202 | 1 | 0        |
| 20-21 | 203 | 1 | 748.56   |
| 20-21 | 204 | 1 | 2431.23  |
| 20-21 | 205 | 1 | 0        |
| 20-21 | 206 | 1 | 4471.32  |
| 20-21 | 207 | 1 | 0        |
| 20-21 | 208 | 1 | 0        |
| 20-21 | 209 | 1 | 0        |
| 20-21 | 213 | 1 | 909.47   |
| 20-21 | 217 | 1 | 0        |
| 20-21 | 218 | 1 | 0        |
| 20-21 | 219 | 1 | 0        |
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| 20-21 | 223 | 1 | 0        |
| 20-21 | 224 | 1 | 0        |
| 20-21 | 225 | 1 | 0        |

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| 1 | 6519559   |
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| 1 | 2855682   |
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| 1 | 87501928  |
| 1 | 195664225 |
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| 1 | 2289388   |
| 1 | 5741360   |
| 1 | 9105320   |
| 1 | 0         |

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|-------|-----|---|----------|
| 20-21 | 227 | 1 | 969.95   |
| 20-21 | 228 | 1 | 0        |
| 20-21 | 229 | 1 | 424.4    |
| 20-21 | 232 | 1 | 0        |
| 20-21 | 233 | 1 | 0        |
| 20-21 | 234 | 1 | 0        |
| 20-21 | 236 | 1 | 0        |
| 20-21 | 237 | 1 | 0        |
| 20-21 | 238 | 1 | 275.52   |
| 20-21 | 239 | 1 | 710.14   |
| 20-21 | 240 | 1 | 0        |
| 20-21 | 241 | 1 | 3727.1   |
| 20-21 | 242 | 1 | 500.27   |
| 20-21 | 243 | 1 | 0        |
| 20-21 | 244 | 1 | 0        |
| 20-21 | 245 | 1 | 0        |
| 20-21 | 252 | 1 | 1249.67  |
| 20-21 | 253 | 1 | 791.07   |
| 20-21 | 254 | 1 | 0        |
| 20-21 | 255 | 1 | 1563.61  |
| 20-21 | 256 | 1 | 2832.9   |
| 20-21 | 258 | 1 | 0        |
| 20-21 | 260 | 1 | 0        |
| 20-21 | 261 | 1 | 343.62   |
| 20-21 | 262 | 1 | 0        |
| 20-21 | 263 | 1 | 0        |
| 20-21 | 264 | 1 | 104.85   |
| 20-21 | 265 | 1 | 0        |
| 20-21 | 270 | 1 | 7518.41  |
| 20-21 | 271 | 1 | 10995.93 |
| 20-21 | 272 | 1 | 9445.84  |
| 20-21 | 273 | 1 | 9033.83  |
| 20-21 | 276 | 1 | 12080.69 |
| 20-21 | 277 | 1 | 2684.77  |
| 20-21 | 278 | 1 | 3127.06  |
| 20-21 | 279 | 1 | 22199.97 |
| 20-21 | 280 | 1 | 4521.46  |
| 20-21 | 281 | 1 | 12524.23 |
| 20-21 | 282 | 1 | 1935.12  |
| 20-21 | 283 | 1 | 4882.94  |
| 20-21 | 284 | 1 | 13003.84 |
| 20-21 | 286 | 1 | 2570.92  |
| 20-21 | 294 | 1 | 3131.24  |
| 20-21 | 297 | 1 | 390.3    |
| 20-21 | 299 | 1 | 812.33   |
| 20-21 | 300 | 1 | 1187.15  |
| 20-21 | 301 | 1 | 0        |
| 20-21 | 306 | 1 | 368.19   |
| 20-21 | 308 | 1 | 624.36   |
| 20-21 | 309 | 1 | 1750.14  |



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| 1  | 26779125 |
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| 20-21 | 317 | 1 | 941.71  |
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| 20-21 | 319 | 1 | 621.14  |
| 20-21 | 323 | 2 | 26      |
| 20-21 | 324 | 1 | 0       |
| 20-21 | 325 | 1 | 0       |
| 20-21 | 328 | 1 | 0       |
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| 20-21 | 332 | 1 | 1709.93 |
| 20-21 | 333 | 1 | 529.28  |
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| 20-21 | 346 | 1 | 0       |
| 20-21 | 347 | 1 | 4465.57 |
| 20-21 | 351 | 1 | 0       |
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| 20-21 | 361 | 1 | 1031.93 |
| 20-21 | 362 | 1 | 331.93  |
| 20-21 | 363 | 1 | 305.7   |
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| 20-21 | 376 | 1 | 0       |
| 20-21 | 377 | 1 | 0       |
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| 20-21 | 423 | 1 | 2886.06 |

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| 20-21 | 447 | 1 | 158.24  |
| 20-21 | 451 | 1 | 0       |
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| 20-21 | 456 | 1 | 0       |
| 20-21 | 457 | 1 | 0       |
| 20-21 | 458 | 1 | 253.92  |
| 20-21 | 459 | 1 | 0       |
| 20-21 | 460 | 1 | 0       |
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| 20-21 | 464 | 1 | 0       |
| 20-21 | 465 | 1 | 1608.29 |
| 20-21 | 466 | 1 | 2174.01 |
| 20-21 | 473 | 1 | 454.13  |
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| 20-21 | 480 | 1 | 618.16  |
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| 20-21 | 486 | 1 | 354.39  |
| 20-21 | 487 | 1 | 401.85  |
| 20-21 | 492 | 1 | 5448.78 |
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| 20-21 | 499 | 1 | 291.72  |
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| 20-21 | 549 | 1 | 1616.1   |
| 20-21 | 550 | 1 | 621.07   |
| 20-21 | 553 | 1 | 790.24   |
| 20-21 | 561 | 1 | 253.83   |
| 20-21 | 564 | 1 | 2052.37  |
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| 20-21 | 576 | 1 | 0        |
| 20-21 | 577 | 1 | 447.81   |
| 20-21 | 578 | 1 | 1665.39  |
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| 20-21 | 584 | 1 | 0        |
| 20-21 | 592 | 1 | 198.4    |
| 20-21 | 593 | 1 | 1252.54  |
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| 20-21 | 604 | 1 | 0        |
| 20-21 | 611 | 1 | 0        |
| 20-21 | 612 | 1 | 0        |
| 20-21 | 614 | 1 | 0        |
| 20-21 | 615 | 1 | 0        |
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| 20-21 | 628 | 1 | 0       |
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| 20-21 | 635 | 1 | 94.82   |
| 20-21 | 636 | 1 | 0       |
| 20-21 | 637 | 1 | 0       |
| 20-21 | 638 | 1 | 0       |
| 20-21 | 640 | 1 | 454.27  |
| 20-21 | 641 | 1 | 0       |
| 20-21 | 646 | 1 | 0       |
| 20-21 | 647 | 1 | 0       |
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| 20-21 | 649 | 1 | 0       |
| 20-21 | 650 | 1 | 0       |
| 20-21 | 651 | 1 | 0       |
| 20-21 | 652 | 1 | 0       |
| 20-21 | 653 | 1 | 0       |
| 20-21 | 654 | 1 | 0       |
| 20-21 | 655 | 1 | 0       |
| 20-21 | 656 | 1 | 3632.28 |
| 20-21 | 657 | 1 | 0       |
| 20-21 | 659 | 1 | 4313.26 |
| 20-21 | 669 | 1 | 0       |
| 20-21 | 670 | 1 | 0       |
| 20-21 | 671 | 1 | 428.68  |
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| 20-21 | 678 | 1 | 0       |
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| 20-21 | 691 | 1 | 0       |
| 20-21 | 692 | 1 | 0       |
| 20-21 | 693 | 1 | 0       |
| 20-21 | 695 | 1 | 751.95  |
| 20-21 | 696 | 1 | 592.71  |
| 20-21 | 697 | 1 | 0       |
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| 20-21 | 701 | 1 | 2394.35 |
| 20-21 | 704 | 1 | 1973.47 |
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| 20-21 | 707 | 1 | 97.96   |
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| 20-21 | 709 | 1 | 8619.31 |
| 20-21 | 710 | 1 | 0       |
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| 20-21 | 728 | 1 | 14396.9  |
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| 20-21 | 745 | 1 | 1943.61  |
| 20-21 | 748 | 1 | 4516     |
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| 20-21 | 756 | 1 | 873.51   |
| 20-21 | 761 | 1 | 5285.24  |
| 20-21 | 762 | 1 | 0        |
| 20-21 | 763 | 1 | 964.32   |
| 20-21 | 768 | 1 | 435.32   |
| 20-21 | 769 | 1 | 0        |
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| 20-21 | 777 | 1 | 857.1    |
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| 20-21 | 786 | 1 | 570.28   |
| 20-21 | 787 | 1 | 577.46   |
| 20-21 | 789 | 1 | 0        |
| 20-21 | 790 | 1 | 0        |
| 20-21 | 791 | 1 | 0        |
| 20-21 | 792 | 1 | 0        |
| 20-21 | 793 | 1 | 0        |
| 20-21 | 801 | 1 | 172.06   |
| 20-21 | 803 | 1 | 384.93   |
| 20-21 | 806 | 1 | 0        |
| 20-21 | 809 | 1 | 0        |
| 20-21 | 810 | 1 | 0        |
| 20-21 | 811 | 1 | 1131.08  |
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| 20-21 | 836  | 1 | 236.63  |
| 20-21 | 837  | 1 | 661.95  |
| 20-21 | 840  | 1 | 1107.88 |
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| 20-21 | 881  | 1 | 854.43  |
| 20-21 | 882  | 1 | 4511.52 |
| 20-21 | 883  | 1 | 1681.82 |
| 20-21 | 885  | 1 | 6870.66 |
| 20-21 | 891  | 1 | 618.12  |
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| 20-21 | 893  | 1 | 0       |
| 20-21 | 894  | 1 | 0       |
| 20-21 | 896  | 1 | 0       |
| 20-21 | 911  | 1 | 5311.85 |
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| 20-21 | 914  | 1 | 331.27  |
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| 20-21 | 2144 | 1 | 3638.06 |
| 20-21 | 2148 | 1 | 0       |
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| 20-21 | 2163 | 1 | 0       |

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| 1 | 7153972  |
| 1 | 5331239  |
| 1 | 2482608  |
| 1 | 11224980 |
| 1 | 12421459 |
| 1 | 7946660  |
| 1 | 15569184 |

|       |      |   |         |
|-------|------|---|---------|
| 20-21 | 2164 | 1 | 1708.8  |
| 20-21 | 2165 | 1 | 1044.58 |
| 20-21 | 2167 | 1 | 671.02  |
| 20-21 | 2168 | 1 | 912.48  |
| 20-21 | 2169 | 1 | 781.28  |
| 20-21 | 2170 | 1 | 1114.24 |
| 20-21 | 2171 | 1 | 246.86  |
| 20-21 | 2172 | 1 | 773.36  |
| 20-21 | 2174 | 1 | 957.52  |
| 20-21 | 2176 | 1 | 557.27  |
| 20-21 | 2180 | 1 | 785.77  |
| 20-21 | 2183 | 1 | 0       |
| 20-21 | 2184 | 1 | 1269.78 |
| 20-21 | 2190 | 1 | 713.34  |
| 20-21 | 2198 | 1 | 633.34  |
| 20-21 | 2215 | 1 | 248.04  |
| 20-21 | 2310 | 1 | 1194.65 |
| 20-21 | 2311 | 1 | 473.71  |
| 20-21 | 2342 | 1 | 848.36  |
| 20-21 | 2358 | 1 | 207.2   |
| 20-21 | 2359 | 1 | 0       |
| 20-21 | 2364 | 1 | 692.46  |
| 20-21 | 2365 | 1 | 742.81  |
| 20-21 | 2396 | 1 | 953.15  |
| 20-21 | 2397 | 1 | 1026.9  |
| 20-21 | 2448 | 1 | 736.72  |
| 20-21 | 2527 | 1 | 179.61  |
| 20-21 | 2534 | 1 | 675.29  |
| 20-21 | 2536 | 1 | 325.43  |
| 20-21 | 2580 | 1 | 794.85  |
| 20-21 | 2609 | 1 | 455.2   |
| 20-21 | 2683 | 1 | 268.02  |
| 20-21 | 2687 | 1 | 1337.86 |
| 20-21 | 2689 | 1 | 1188.43 |
| 20-21 | 2711 | 1 | 1008.75 |
| 20-21 | 2752 | 1 | 1891.07 |
| 20-21 | 2753 | 1 | 1006.77 |
| 20-21 | 2754 | 1 | 470.58  |
| 20-21 | 2758 | 1 | 0       |
| 20-21 | 2759 | 1 | 0       |
| 20-21 | 2769 | 1 | 1183.78 |
| 20-21 | 2805 | 1 | 1333.98 |
| 20-21 | 2835 | 1 | 727.27  |
| 20-21 | 2853 | 1 | 826.35  |
| 20-21 | 2854 | 1 | 552.56  |
| 20-21 | 2856 | 1 | 322.89  |
| 20-21 | 2859 | 1 | 1657.94 |
| 20-21 | 2860 | 1 | 1169.71 |
| 20-21 | 2862 | 1 | 0       |
| 20-21 | 2884 | 1 | 440.61  |

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| 20-21 | 2886 | 1 | 312.95  |
| 20-21 | 2887 | 1 | 0       |
| 20-21 | 2888 | 1 | 355.77  |
| 20-21 | 2889 | 1 | 782.88  |
| 20-21 | 2890 | 1 | 578.33  |
| 20-21 | 2895 | 1 | 1237.52 |
| 20-21 | 2897 | 1 | 1174.05 |
| 20-21 | 2898 | 1 | 449     |
| 20-21 | 2899 | 1 | 1629.07 |
| 20-21 | 2902 | 1 | 619.59  |
| 20-21 | 2903 | 1 | 523.34  |
| 20-21 | 2904 | 1 | 728.16  |
| 20-21 | 2905 | 1 | 2020.22 |
| 20-21 | 2906 | 1 | 404.16  |
| 20-21 | 2907 | 1 | 464.73  |
| 20-21 | 2908 | 1 | 542.06  |
| 20-21 | 2909 | 1 | 2771.39 |
| 20-21 | 2910 | 1 | 0       |



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| 61 | 0 |
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| 61 | 0 |

Pay 2023 Paygo Data for FY 2024 column

| col 1 | col 2 | col 3         | col 4          | col 5 |
|-------|-------|---------------|----------------|-------|
| Year  | 22-23 | Old H&S       | 1A             | 1B    |
|       |       | 43,862,137.00 | 138,038,450.00 | -     |

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| dat_yer | dst_num | dst_tye | cex_hzd_cum_cst | cex_alt_fac_rev | cex_alt_fac_has_d |
|---------|---------|---------|-----------------|-----------------|-------------------|
| 22-23   | 1       | 1       | 0               | 0               | 0                 |
| 22-23   | 1.2     | 3       | 3445824         | 0               | 0                 |
| 22-23   | 2       | 1       | 21250           | 0               | 0                 |

|       |     |   |            |         |   |
|-------|-----|---|------------|---------|---|
| 22-23 | 4   | 1 | 0          | 0       | 0 |
| 22-23 | 6   | 3 | 434426.58  | 0       | 0 |
| 22-23 | 11  | 1 | 2150155.68 | 0       | 0 |
| 22-23 | 12  | 1 | 341400     | 0       | 0 |
| 22-23 | 13  | 1 | 0          | 0       | 0 |
| 22-23 | 14  | 1 | 224514     | 0       | 0 |
| 22-23 | 15  | 1 | 0          | 0       | 0 |
| 22-23 | 16  | 1 | 77825.64   | 0       | 0 |
| 22-23 | 21  | 1 | 0          | 0       | 0 |
| 22-23 | 22  | 1 | 52124.1    | 0       | 0 |
| 22-23 | 23  | 1 | 27397      | 0       | 0 |
| 22-23 | 24  | 1 | 0          | 0       | 0 |
| 22-23 | 25  | 1 | 8224       | 0       | 0 |
| 22-23 | 31  | 1 | 339161.86  | 0       | 0 |
| 22-23 | 32  | 1 | 0          | 0       | 0 |
| 22-23 | 36  | 1 | 0          | 0       | 0 |
| 22-23 | 38  | 1 | 429490     | 0       | 0 |
| 22-23 | 47  | 1 | 175000     | 0       | 0 |
| 22-23 | 51  | 1 | 0          | 0       | 0 |
| 22-23 | 55  | 1 | 0          | 0       | 0 |
| 22-23 | 57  | 1 | 0          | 0       | 0 |
| 22-23 | 58  | 1 | 0          | 0       | 0 |
| 22-23 | 60  | 1 | 0          | 0       | 0 |
| 22-23 | 62  | 1 | 0          | 0       | 0 |
| 22-23 | 70  | 1 | 0          | 0       | 0 |
| 22-23 | 72  | 1 | 0          | 0       | 0 |
| 22-23 | 75  | 1 | 0          | 0       | 0 |
| 22-23 | 77  | 1 | 650400     | 3067000 | 0 |
| 22-23 | 78  | 1 | 0          | 0       | 0 |
| 22-23 | 79  | 1 | 0          | 0       | 0 |
| 22-23 | 81  | 1 | 0          | 0       | 0 |
| 22-23 | 84  | 1 | 53000      | 0       | 0 |
| 22-23 | 85  | 1 | 0          | 0       | 0 |
| 22-23 | 88  | 1 | 223887.63  | 0       | 0 |
| 22-23 | 91  | 1 | 23752      | 0       | 0 |
| 22-23 | 93  | 1 | 0          | 0       | 0 |
| 22-23 | 94  | 1 | 0          | 0       | 0 |
| 22-23 | 95  | 1 | 0          | 0       | 0 |
| 22-23 | 97  | 1 | 0          | 0       | 0 |
| 22-23 | 99  | 1 | 66500      | 0       | 0 |
| 22-23 | 100 | 1 | 0          | 0       | 0 |
| 22-23 | 108 | 1 | 0          | 0       | 0 |
| 22-23 | 110 | 1 | 161000     | 0       | 0 |
| 22-23 | 111 | 1 | 80841.01   | 0       | 0 |
| 22-23 | 112 | 1 | 708220     | 7225220 | 0 |
| 22-23 | 113 | 1 | 0          | 0       | 0 |
| 22-23 | 114 | 1 | 0          | 0       | 0 |
| 22-23 | 115 | 1 | 0          | 0       | 0 |
| 22-23 | 116 | 1 | 0          | 0       | 0 |
| 22-23 | 117 | 1 | 0          | 0       | 0 |

|       |     |   |           |         |   |
|-------|-----|---|-----------|---------|---|
| 22-23 | 118 | 1 | 27262     | 0       | 0 |
| 22-23 | 119 | 1 | 0         | 0       | 0 |
| 22-23 | 126 | 1 | 0         | 0       | 0 |
| 22-23 | 127 | 1 | 0         | 0       | 0 |
| 22-23 | 128 | 1 | 0         | 0       | 0 |
| 22-23 | 129 | 1 | 0         | 0       | 0 |
| 22-23 | 138 | 1 | 96055     | 0       | 0 |
| 22-23 | 139 | 1 | 0         | 0       | 0 |
| 22-23 | 140 | 1 | 0         | 0       | 0 |
| 22-23 | 141 | 1 | 0         | 0       | 0 |
| 22-23 | 145 | 1 | 0         | 0       | 0 |
| 22-23 | 146 | 1 | 0         | 0       | 0 |
| 22-23 | 147 | 1 | 0         | 0       | 0 |
| 22-23 | 150 | 1 | 26900     | 0       | 0 |
| 22-23 | 152 | 1 | 0         | 0       | 0 |
| 22-23 | 158 | 1 | 0         | 0       | 0 |
| 22-23 | 161 | 1 | 0         | 0       | 0 |
| 22-23 | 162 | 1 | 29421     | 0       | 0 |
| 22-23 | 166 | 1 | 84000     | 0       | 0 |
| 22-23 | 173 | 1 | 0         | 0       | 0 |
| 22-23 | 175 | 1 | 0         | 0       | 0 |
| 22-23 | 177 | 1 | 71750     | 0       | 0 |
| 22-23 | 178 | 1 | 0         | 0       | 0 |
| 22-23 | 181 | 1 | 259625    | 0       | 0 |
| 22-23 | 182 | 1 | 62000     | 0       | 0 |
| 22-23 | 186 | 1 | 0         | 0       | 0 |
| 22-23 | 191 | 1 | 399870    | 2133072 | 0 |
| 22-23 | 192 | 1 | 0         | 0       | 0 |
| 22-23 | 194 | 1 | 790810    | 5000000 | 0 |
| 22-23 | 195 | 1 | 17300     | 0       | 0 |
| 22-23 | 196 | 1 | 945000    | 0       | 0 |
| 22-23 | 197 | 1 | 552438.47 | 0       | 0 |
| 22-23 | 199 | 1 | 395000    | 0       | 0 |
| 22-23 | 200 | 1 | 0         | 0       | 0 |
| 22-23 | 201 | 1 | 0         | 0       | 0 |
| 22-23 | 202 | 1 | 0         | 0       | 0 |
| 22-23 | 203 | 1 | 17500     | 0       | 0 |
| 22-23 | 204 | 1 | 66447     | 0       | 0 |
| 22-23 | 205 | 1 | 0         | 0       | 0 |
| 22-23 | 206 | 1 | 0         | 0       | 0 |
| 22-23 | 207 | 1 | 0         | 0       | 0 |
| 22-23 | 208 | 1 | 0         | 0       | 0 |
| 22-23 | 209 | 1 | 0         | 0       | 0 |
| 22-23 | 213 | 1 | 0         | 0       | 0 |
| 22-23 | 217 | 1 | 0         | 0       | 0 |
| 22-23 | 218 | 1 | 0         | 0       | 0 |
| 22-23 | 219 | 1 | 0         | 0       | 0 |
| 22-23 | 222 | 1 | 0         | 0       | 0 |
| 22-23 | 223 | 1 | 0         | 0       | 0 |
| 22-23 | 224 | 1 | 0         | 0       | 0 |

|       |     |   |           |          |   |
|-------|-----|---|-----------|----------|---|
| 22-23 | 225 | 1 | 0         | 0        | 0 |
| 22-23 | 227 | 1 | 33400     | 0        | 0 |
| 22-23 | 228 | 1 | 0         | 0        | 0 |
| 22-23 | 229 | 1 | 0         | 0        | 0 |
| 22-23 | 232 | 1 | 0         | 0        | 0 |
| 22-23 | 233 | 1 | 0         | 0        | 0 |
| 22-23 | 234 | 1 | 0         | 0        | 0 |
| 22-23 | 236 | 1 | 0         | 0        | 0 |
| 22-23 | 237 | 1 | 0         | 0        | 0 |
| 22-23 | 238 | 1 | 0         | 0        | 0 |
| 22-23 | 239 | 1 | 40443.82  | 0        | 0 |
| 22-23 | 240 | 1 | 0         | 0        | 0 |
| 22-23 | 241 | 1 | 0         | 0        | 0 |
| 22-23 | 242 | 1 | 0         | 0        | 0 |
| 22-23 | 243 | 1 | 0         | 0        | 0 |
| 22-23 | 244 | 1 | 0         | 0        | 0 |
| 22-23 | 245 | 1 | 0         | 0        | 0 |
| 22-23 | 252 | 1 | 0         | 0        | 0 |
| 22-23 | 253 | 1 | 0         | 0        | 0 |
| 22-23 | 254 | 1 | 0         | 0        | 0 |
| 22-23 | 255 | 1 | 0         | 0        | 0 |
| 22-23 | 256 | 1 | 259514.29 | 0        | 0 |
| 22-23 | 258 | 1 | 0         | 0        | 0 |
| 22-23 | 260 | 1 | 0         | 0        | 0 |
| 22-23 | 261 | 1 | 0         | 0        | 0 |
| 22-23 | 262 | 1 | 0         | 0        | 0 |
| 22-23 | 263 | 1 | 0         | 0        | 0 |
| 22-23 | 264 | 1 | 20683     | 0        | 0 |
| 22-23 | 265 | 1 | 0         | 0        | 0 |
| 22-23 | 270 | 1 | 408992    | 4042261  | 0 |
| 22-23 | 271 | 1 | 780000    | 4644023  | 0 |
| 22-23 | 272 | 1 | 507532.43 | 3428124  | 0 |
| 22-23 | 273 | 1 | 357152    | 9169711  | 0 |
| 22-23 | 276 | 1 | 590000    | 0        | 0 |
| 22-23 | 277 | 1 | 0         | 0        | 0 |
| 22-23 | 278 | 1 | 0         | 0        | 0 |
| 22-23 | 279 | 1 | 1634147   | 12958304 | 0 |
| 22-23 | 280 | 1 | 0         | 0        | 0 |
| 22-23 | 281 | 1 | 1260000   | 0        | 0 |
| 22-23 | 282 | 1 | 0         | 0        | 0 |
| 22-23 | 283 | 1 | 0         | 0        | 0 |
| 22-23 | 284 | 1 | 700000    | 16010000 | 0 |
| 22-23 | 286 | 1 | 0         | 0        | 0 |
| 22-23 | 294 | 1 | 0         | 0        | 0 |
| 22-23 | 297 | 1 | 0         | 0        | 0 |
| 22-23 | 299 | 1 | 0         | 0        | 0 |
| 22-23 | 300 | 1 | 0         | 0        | 0 |
| 22-23 | 301 | 1 | 0         | 0        | 0 |
| 22-23 | 306 | 1 | 0         | 0        | 0 |
| 22-23 | 308 | 1 | 0         | 0        | 0 |

|       |     |   |          |   |   |
|-------|-----|---|----------|---|---|
| 22-23 | 309 | 1 | 0        | 0 | 0 |
| 22-23 | 314 | 1 | 23948.24 | 0 | 0 |
| 22-23 | 316 | 1 | 0        | 0 | 0 |
| 22-23 | 317 | 1 | 0        | 0 | 0 |
| 22-23 | 318 | 1 | 0        | 0 | 0 |
| 22-23 | 319 | 1 | 0        | 0 | 0 |
| 22-23 | 323 | 2 | 0        | 0 | 0 |
| 22-23 | 324 | 1 | 0        | 0 | 0 |
| 22-23 | 325 | 1 | 0        | 0 | 0 |
| 22-23 | 328 | 1 | 0        | 0 | 0 |
| 22-23 | 330 | 1 | 0        | 0 | 0 |
| 22-23 | 332 | 1 | 0        | 0 | 0 |
| 22-23 | 333 | 1 | 0        | 0 | 0 |
| 22-23 | 341 | 1 | 0        | 0 | 0 |
| 22-23 | 345 | 1 | 0        | 0 | 0 |
| 22-23 | 346 | 1 | 0        | 0 | 0 |
| 22-23 | 347 | 1 | 0        | 0 | 0 |
| 22-23 | 351 | 1 | 0        | 0 | 0 |
| 22-23 | 352 | 1 | 0        | 0 | 0 |
| 22-23 | 353 | 1 | 0        | 0 | 0 |
| 22-23 | 354 | 1 | 0        | 0 | 0 |
| 22-23 | 356 | 1 | 12160    | 0 | 0 |
| 22-23 | 361 | 1 | 0        | 0 | 0 |
| 22-23 | 362 | 1 | 16500    | 0 | 0 |
| 22-23 | 363 | 1 | 14800    | 0 | 0 |
| 22-23 | 371 | 1 | 0        | 0 | 0 |
| 22-23 | 376 | 1 | 0        | 0 | 0 |
| 22-23 | 377 | 1 | 0        | 0 | 0 |
| 22-23 | 378 | 1 | 0        | 0 | 0 |
| 22-23 | 381 | 1 | 105000   | 0 | 0 |
| 22-23 | 390 | 1 | 0        | 0 | 0 |
| 22-23 | 391 | 1 | 100254   | 0 | 0 |
| 22-23 | 392 | 1 | 0        | 0 | 0 |
| 22-23 | 393 | 1 | 0        | 0 | 0 |
| 22-23 | 394 | 1 | 0        | 0 | 0 |
| 22-23 | 395 | 1 | 0        | 0 | 0 |
| 22-23 | 402 | 1 | 0        | 0 | 0 |
| 22-23 | 403 | 1 | 0        | 0 | 0 |
| 22-23 | 404 | 1 | 0        | 0 | 0 |
| 22-23 | 408 | 1 | 0        | 0 | 0 |
| 22-23 | 409 | 1 | 0        | 0 | 0 |
| 22-23 | 411 | 1 | 0        | 0 | 0 |
| 22-23 | 412 | 1 | 0        | 0 | 0 |
| 22-23 | 413 | 1 | 0        | 0 | 0 |
| 22-23 | 414 | 1 | 0        | 0 | 0 |
| 22-23 | 415 | 1 | 0        | 0 | 0 |
| 22-23 | 417 | 1 | 0        | 0 | 0 |
| 22-23 | 418 | 1 | 0        | 0 | 0 |
| 22-23 | 421 | 1 | 0        | 0 | 0 |
| 22-23 | 422 | 1 | 0        | 0 | 0 |

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|-------|-----|---|-----------|---|---|
| 22-23 | 423 | 1 | 113349.15 | 0 | 0 |
| 22-23 | 424 | 1 | 0         | 0 | 0 |
| 22-23 | 425 | 1 | 0         | 0 | 0 |
| 22-23 | 426 | 1 | 0         | 0 | 0 |
| 22-23 | 427 | 1 | 0         | 0 | 0 |
| 22-23 | 432 | 1 | 14750     | 0 | 0 |
| 22-23 | 435 | 1 | 0         | 0 | 0 |
| 22-23 | 436 | 1 | 0         | 0 | 0 |
| 22-23 | 437 | 1 | 0         | 0 | 0 |
| 22-23 | 440 | 1 | 0         | 0 | 0 |
| 22-23 | 441 | 1 | 0         | 0 | 0 |
| 22-23 | 442 | 1 | 0         | 0 | 0 |
| 22-23 | 443 | 1 | 0         | 0 | 0 |
| 22-23 | 444 | 1 | 0         | 0 | 0 |
| 22-23 | 446 | 1 | 0         | 0 | 0 |
| 22-23 | 447 | 1 | 0         | 0 | 0 |
| 22-23 | 451 | 1 | 0         | 0 | 0 |
| 22-23 | 453 | 1 | 0         | 0 | 0 |
| 22-23 | 454 | 1 | 0         | 0 | 0 |
| 22-23 | 456 | 1 | 0         | 0 | 0 |
| 22-23 | 457 | 1 | 0         | 0 | 0 |
| 22-23 | 458 | 1 | 33000     | 0 | 0 |
| 22-23 | 459 | 1 | 0         | 0 | 0 |
| 22-23 | 460 | 1 | 0         | 0 | 0 |
| 22-23 | 461 | 1 | 0         | 0 | 0 |
| 22-23 | 463 | 1 | 0         | 0 | 0 |
| 22-23 | 464 | 1 | 0         | 0 | 0 |
| 22-23 | 465 | 1 | 0         | 0 | 0 |
| 22-23 | 466 | 1 | 0         | 0 | 0 |
| 22-23 | 473 | 1 | 0         | 0 | 0 |
| 22-23 | 477 | 1 | 0         | 0 | 0 |
| 22-23 | 480 | 1 | 0         | 0 | 0 |
| 22-23 | 482 | 1 | 30758     | 0 | 0 |
| 22-23 | 483 | 1 | 0         | 0 | 0 |
| 22-23 | 484 | 1 | 0         | 0 | 0 |
| 22-23 | 485 | 1 | 0         | 0 | 0 |
| 22-23 | 486 | 1 | 0         | 0 | 0 |
| 22-23 | 487 | 1 | 15850     | 0 | 0 |
| 22-23 | 492 | 1 | 472904    | 0 | 0 |
| 22-23 | 495 | 1 | 20000     | 0 | 0 |
| 22-23 | 497 | 1 | 0         | 0 | 0 |
| 22-23 | 499 | 1 | 0         | 0 | 0 |
| 22-23 | 500 | 1 | 24050     | 0 | 0 |
| 22-23 | 504 | 1 | 0         | 0 | 0 |
| 22-23 | 505 | 1 | 0         | 0 | 0 |
| 22-23 | 507 | 1 | 0         | 0 | 0 |
| 22-23 | 508 | 1 | 137295    | 0 | 0 |
| 22-23 | 511 | 1 | 0         | 0 | 0 |
| 22-23 | 513 | 1 | 0         | 0 | 0 |
| 22-23 | 514 | 1 | 0         | 0 | 0 |



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|-------|-----|---|--------|---------|---|
| 22-23 | 516 | 1 | 0      | 0       | 0 |
| 22-23 | 518 | 1 | 0      | 0       | 0 |
| 22-23 | 521 | 1 | 0      | 0       | 0 |
| 22-23 | 522 | 1 | 0      | 0       | 0 |
| 22-23 | 523 | 1 | 0      | 0       | 0 |
| 22-23 | 524 | 1 | 0      | 0       | 0 |
| 22-23 | 525 | 1 | 0      | 0       | 0 |
| 22-23 | 526 | 1 | 0      | 0       | 0 |
| 22-23 | 531 | 1 | 0      | 0       | 0 |
| 22-23 | 533 | 1 | 0      | 0       | 0 |
| 22-23 | 534 | 1 | 0      | 0       | 0 |
| 22-23 | 535 | 1 | 837548 | 3512452 | 0 |
| 22-23 | 542 | 1 | 29200  | 0       | 0 |
| 22-23 | 543 | 1 | 0      | 0       | 0 |
| 22-23 | 544 | 1 | 0      | 0       | 0 |
| 22-23 | 545 | 1 | 0      | 0       | 0 |
| 22-23 | 547 | 1 | 0      | 0       | 0 |
| 22-23 | 548 | 1 | 0      | 0       | 0 |
| 22-23 | 549 | 1 | 0      | 0       | 0 |
| 22-23 | 550 | 1 | 17725  | 0       | 0 |
| 22-23 | 553 | 1 | 0      | 0       | 0 |
| 22-23 | 561 | 1 | 0      | 0       | 0 |
| 22-23 | 564 | 1 | 100000 | 0       | 0 |
| 22-23 | 566 | 1 | 0      | 0       | 0 |
| 22-23 | 570 | 1 | 0      | 0       | 0 |
| 22-23 | 573 | 1 | 0      | 0       | 0 |
| 22-23 | 576 | 1 | 0      | 0       | 0 |
| 22-23 | 577 | 1 | 0      | 0       | 0 |
| 22-23 | 578 | 1 | 0      | 0       | 0 |
| 22-23 | 581 | 1 | 0      | 0       | 0 |
| 22-23 | 582 | 1 | 0      | 0       | 0 |
| 22-23 | 583 | 1 | 0      | 0       | 0 |
| 22-23 | 584 | 1 | 0      | 0       | 0 |
| 22-23 | 592 | 1 | 0      | 0       | 0 |
| 22-23 | 593 | 1 | 71200  | 0       | 0 |
| 22-23 | 595 | 1 | 0      | 0       | 0 |
| 22-23 | 597 | 1 | 0      | 0       | 0 |
| 22-23 | 599 | 1 | 0      | 0       | 0 |
| 22-23 | 600 | 1 | 0      | 0       | 0 |
| 22-23 | 601 | 1 | 0      | 0       | 0 |
| 22-23 | 603 | 1 | 0      | 0       | 0 |
| 22-23 | 604 | 1 | 0      | 0       | 0 |
| 22-23 | 611 | 1 | 0      | 0       | 0 |
| 22-23 | 612 | 1 | 0      | 0       | 0 |
| 22-23 | 614 | 1 | 0      | 0       | 0 |
| 22-23 | 615 | 1 | 0      | 0       | 0 |
| 22-23 | 621 | 1 | 390000 | 3398100 | 0 |
| 22-23 | 622 | 1 | 503420 | 4000000 | 0 |
| 22-23 | 623 | 1 | 586000 | 4720000 | 0 |
| 22-23 | 624 | 1 | 965000 | 4595000 | 0 |

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|-------|-----|---|-------------|----------|---|
| 22-23 | 625 | 1 | 11668912.83 | 13582183 | 0 |
| 22-23 | 627 | 1 | 0           | 0        | 0 |
| 22-23 | 628 | 1 | 0           | 0        | 0 |
| 22-23 | 630 | 1 | 19000       | 0        | 0 |
| 22-23 | 631 | 1 | 0           | 0        | 0 |
| 22-23 | 633 | 1 | 0           | 0        | 0 |
| 22-23 | 635 | 1 | 0           | 0        | 0 |
| 22-23 | 636 | 1 | 0           | 0        | 0 |
| 22-23 | 637 | 1 | 0           | 0        | 0 |
| 22-23 | 638 | 1 | 0           | 0        | 0 |
| 22-23 | 640 | 1 | 0           | 0        | 0 |
| 22-23 | 641 | 1 | 0           | 0        | 0 |
| 22-23 | 646 | 1 | 0           | 0        | 0 |
| 22-23 | 647 | 1 | 0           | 0        | 0 |
| 22-23 | 648 | 1 | 0           | 0        | 0 |
| 22-23 | 649 | 1 | 0           | 0        | 0 |
| 22-23 | 650 | 1 | 0           | 0        | 0 |
| 22-23 | 651 | 1 | 0           | 0        | 0 |
| 22-23 | 652 | 1 | 0           | 0        | 0 |
| 22-23 | 653 | 1 | 0           | 0        | 0 |
| 22-23 | 654 | 1 | 0           | 0        | 0 |
| 22-23 | 655 | 1 | 0           | 0        | 0 |
| 22-23 | 656 | 1 | 0           | 0        | 0 |
| 22-23 | 657 | 1 | 0           | 0        | 0 |
| 22-23 | 659 | 1 | 0           | 0        | 0 |
| 22-23 | 669 | 1 | 0           | 0        | 0 |
| 22-23 | 670 | 1 | 0           | 0        | 0 |
| 22-23 | 671 | 1 | 0           | 0        | 0 |
| 22-23 | 676 | 1 | 0           | 0        | 0 |
| 22-23 | 678 | 1 | 0           | 0        | 0 |
| 22-23 | 682 | 1 | 0           | 0        | 0 |
| 22-23 | 690 | 1 | 0           | 0        | 0 |
| 22-23 | 691 | 1 | 0           | 0        | 0 |
| 22-23 | 692 | 1 | 0           | 0        | 0 |
| 22-23 | 693 | 1 | 0           | 0        | 0 |
| 22-23 | 695 | 1 | 0           | 0        | 0 |
| 22-23 | 696 | 1 | 0           | 0        | 0 |
| 22-23 | 697 | 1 | 0           | 0        | 0 |
| 22-23 | 698 | 1 | 0           | 0        | 0 |
| 22-23 | 699 | 1 | 0           | 0        | 0 |
| 22-23 | 700 | 1 | 0           | 0        | 0 |
| 22-23 | 701 | 1 | 0           | 0        | 0 |
| 22-23 | 704 | 1 | 0           | 0        | 0 |
| 22-23 | 706 | 1 | 0           | 0        | 0 |
| 22-23 | 707 | 1 | 7900        | 0        | 0 |
| 22-23 | 708 | 1 | 0           | 0        | 0 |
| 22-23 | 709 | 1 | 400000      | 3300000  | 0 |
| 22-23 | 710 | 1 | 0           | 0        | 0 |
| 22-23 | 712 | 1 | 0           | 0        | 0 |
| 22-23 | 716 | 1 | 100595      | 0        | 0 |

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|-------|-----|---|-----------|---------|---|
| 22-23 | 717 | 1 | 0         | 0       | 0 |
| 22-23 | 719 | 1 | 238329.5  | 0       | 0 |
| 22-23 | 720 | 1 | 0         | 0       | 0 |
| 22-23 | 721 | 1 | 0         | 0       | 0 |
| 22-23 | 726 | 1 | 196581.31 | 0       | 0 |
| 22-23 | 727 | 1 | 186230    | 0       | 0 |
| 22-23 | 728 | 1 | 800000    | 7620000 | 0 |
| 22-23 | 731 | 1 | 0         | 0       | 0 |
| 22-23 | 732 | 1 | 0         | 0       | 0 |
| 22-23 | 733 | 1 | 0         | 0       | 0 |
| 22-23 | 734 | 1 | 0         | 0       | 0 |
| 22-23 | 735 | 1 | 0         | 0       | 0 |
| 22-23 | 736 | 1 | 0         | 0       | 0 |
| 22-23 | 737 | 1 | 0         | 0       | 0 |
| 22-23 | 738 | 1 | 0         | 0       | 0 |
| 22-23 | 739 | 1 | 39650     | 0       | 0 |
| 22-23 | 740 | 1 | 0         | 0       | 0 |
| 22-23 | 741 | 1 | 25600     | 0       | 0 |
| 22-23 | 742 | 1 | 650000    | 7350000 | 0 |
| 22-23 | 743 | 1 | 0         | 0       | 0 |
| 22-23 | 745 | 1 | 72500     | 0       | 0 |
| 22-23 | 748 | 1 | 0         | 0       | 0 |
| 22-23 | 750 | 1 | 0         | 0       | 0 |
| 22-23 | 756 | 1 | 39000     | 0       | 0 |
| 22-23 | 761 | 1 | 415479.82 | 0       | 0 |
| 22-23 | 762 | 1 | 0         | 0       | 0 |
| 22-23 | 763 | 1 | 0         | 0       | 0 |
| 22-23 | 768 | 1 | 0         | 0       | 0 |
| 22-23 | 769 | 1 | 0         | 0       | 0 |
| 22-23 | 771 | 1 | 15450     | 0       | 0 |
| 22-23 | 775 | 1 | 33160     | 0       | 0 |
| 22-23 | 777 | 1 | 0         | 0       | 0 |
| 22-23 | 784 | 1 | 0         | 0       | 0 |
| 22-23 | 786 | 1 | 0         | 0       | 0 |
| 22-23 | 787 | 1 | 0         | 0       | 0 |
| 22-23 | 789 | 1 | 0         | 0       | 0 |
| 22-23 | 790 | 1 | 0         | 0       | 0 |
| 22-23 | 791 | 1 | 0         | 0       | 0 |
| 22-23 | 792 | 1 | 0         | 0       | 0 |
| 22-23 | 793 | 1 | 0         | 0       | 0 |
| 22-23 | 801 | 1 | 0         | 0       | 0 |
| 22-23 | 803 | 1 | 0         | 0       | 0 |
| 22-23 | 806 | 1 | 0         | 0       | 0 |
| 22-23 | 809 | 1 | 0         | 0       | 0 |
| 22-23 | 810 | 1 | 0         | 0       | 0 |
| 22-23 | 811 | 1 | 50321.6   | 0       | 0 |
| 22-23 | 813 | 1 | 56853.09  | 0       | 0 |
| 22-23 | 815 | 2 | 0         | 0       | 0 |
| 22-23 | 818 | 1 | 0         | 0       | 0 |
| 22-23 | 819 | 1 | 0         | 0       | 0 |

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|-------|------|---|-----------|---------|---|
| 22-23 | 820  | 1 | 23150     | 0       | 0 |
| 22-23 | 821  | 1 | 0         | 0       | 0 |
| 22-23 | 827  | 1 | 0         | 0       | 0 |
| 22-23 | 829  | 1 | 272280    | 0       | 0 |
| 22-23 | 830  | 1 | 0         | 0       | 0 |
| 22-23 | 831  | 1 | 350000    | 3900000 | 0 |
| 22-23 | 832  | 1 | 125672.15 | 0       | 0 |
| 22-23 | 833  | 1 | 946238.94 | 7960000 | 0 |
| 22-23 | 834  | 1 | 600319.26 | 6423000 | 0 |
| 22-23 | 836  | 1 | 26500     | 0       | 0 |
| 22-23 | 837  | 1 | 0         | 0       | 0 |
| 22-23 | 840  | 1 | 85000     | 0       | 0 |
| 22-23 | 846  | 1 | 34000     | 0       | 0 |
| 22-23 | 850  | 1 | 13400     | 0       | 0 |
| 22-23 | 852  | 1 | 0         | 0       | 0 |
| 22-23 | 857  | 1 | 0         | 0       | 0 |
| 22-23 | 858  | 1 | 0         | 0       | 0 |
| 22-23 | 861  | 1 | 220339.97 | 0       | 0 |
| 22-23 | 876  | 1 | 0         | 0       | 0 |
| 22-23 | 877  | 1 | 0         | 0       | 0 |
| 22-23 | 879  | 1 | 119000    | 0       | 0 |
| 22-23 | 880  | 1 | 0         | 0       | 0 |
| 22-23 | 881  | 1 | 49005     | 0       | 0 |
| 22-23 | 882  | 1 | 0         | 0       | 0 |
| 22-23 | 883  | 1 | 0         | 0       | 0 |
| 22-23 | 885  | 1 | 0         | 0       | 0 |
| 22-23 | 891  | 1 | 16400     | 0       | 0 |
| 22-23 | 892  | 1 | 0         | 0       | 0 |
| 22-23 | 893  | 1 | 0         | 0       | 0 |
| 22-23 | 894  | 1 | 0         | 0       | 0 |
| 22-23 | 896  | 1 | 0         | 0       | 0 |
| 22-23 | 911  | 1 | 0         | 0       | 0 |
| 22-23 | 912  | 1 | 56850     | 0       | 0 |
| 22-23 | 913  | 1 | 0         | 0       | 0 |
| 22-23 | 914  | 1 | 0         | 0       | 0 |
| 22-23 | 918  | 1 | 0         | 0       | 0 |
| 22-23 | 2071 | 1 | 36000     | 0       | 0 |
| 22-23 | 2125 | 1 | 0         | 0       | 0 |
| 22-23 | 2134 | 1 | 38845.02  | 0       | 0 |
| 22-23 | 2135 | 1 | 44440     | 0       | 0 |
| 22-23 | 2137 | 1 | 39200     | 0       | 0 |
| 22-23 | 2142 | 1 | 0         | 0       | 0 |
| 22-23 | 2143 | 1 | 0         | 0       | 0 |
| 22-23 | 2144 | 1 | 0         | 0       | 0 |
| 22-23 | 2148 | 1 | 0         | 0       | 0 |
| 22-23 | 2149 | 1 | 0         | 0       | 0 |
| 22-23 | 2153 | 1 | 0         | 0       | 0 |
| 22-23 | 2154 | 1 | 0         | 0       | 0 |
| 22-23 | 2155 | 1 | 0         | 0       | 0 |
| 22-23 | 2159 | 1 | 0         | 0       | 0 |

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| 22-23 | 2163 | 1 | 0        | 0 | 0 |
| 22-23 | 2164 | 1 | 0        | 0 | 0 |
| 22-23 | 2165 | 1 | 0        | 0 | 0 |
| 22-23 | 2167 | 1 | 0        | 0 | 0 |
| 22-23 | 2168 | 1 | 30815.36 | 0 | 0 |
| 22-23 | 2169 | 1 | 0        | 0 | 0 |
| 22-23 | 2170 | 1 | 0        | 0 | 0 |
| 22-23 | 2171 | 1 | 0        | 0 | 0 |
| 22-23 | 2172 | 1 | 0        | 0 | 0 |
| 22-23 | 2174 | 1 | 0        | 0 | 0 |
| 22-23 | 2176 | 1 | 0        | 0 | 0 |
| 22-23 | 2180 | 1 | 0        | 0 | 0 |
| 22-23 | 2183 | 1 | 0        | 0 | 0 |
| 22-23 | 2184 | 1 | 150000   | 0 | 0 |
| 22-23 | 2190 | 1 | 41200    | 0 | 0 |
| 22-23 | 2198 | 1 | 0        | 0 | 0 |
| 22-23 | 2215 | 1 | 6200     | 0 | 0 |
| 22-23 | 2310 | 1 | 52000    | 0 | 0 |
| 22-23 | 2311 | 1 | 0        | 0 | 0 |
| 22-23 | 2342 | 1 | 0        | 0 | 0 |
| 22-23 | 2358 | 1 | 0        | 0 | 0 |
| 22-23 | 2359 | 1 | 0        | 0 | 0 |
| 22-23 | 2364 | 1 | 29123    | 0 | 0 |
| 22-23 | 2365 | 1 | 0        | 0 | 0 |
| 22-23 | 2396 | 1 | 0        | 0 | 0 |
| 22-23 | 2397 | 1 | 87406    | 0 | 0 |
| 22-23 | 2448 | 1 | 68000    | 0 | 0 |
| 22-23 | 2527 | 1 | 0        | 0 | 0 |
| 22-23 | 2534 | 1 | 0        | 0 | 0 |
| 22-23 | 2536 | 1 | 0        | 0 | 0 |
| 22-23 | 2580 | 1 | 28300    | 0 | 0 |
| 22-23 | 2609 | 1 | 27852.72 | 0 | 0 |
| 22-23 | 2683 | 1 | 15735    | 0 | 0 |
| 22-23 | 2687 | 1 | 0        | 0 | 0 |
| 22-23 | 2689 | 1 | 27500    | 0 | 0 |
| 22-23 | 2711 | 1 | 0        | 0 | 0 |
| 22-23 | 2752 | 1 | 0        | 0 | 0 |
| 22-23 | 2753 | 1 | 0        | 0 | 0 |
| 22-23 | 2754 | 1 | 0        | 0 | 0 |
| 22-23 | 2758 | 1 | 0        | 0 | 0 |
| 22-23 | 2759 | 1 | 0        | 0 | 0 |
| 22-23 | 2769 | 1 | 34750    | 0 | 0 |
| 22-23 | 2805 | 1 | 62028.53 | 0 | 0 |
| 22-23 | 2835 | 1 | 22000    | 0 | 0 |
| 22-23 | 2853 | 1 | 33100    | 0 | 0 |
| 22-23 | 2854 | 1 | 0        | 0 | 0 |
| 22-23 | 2856 | 1 | 10000    | 0 | 0 |
| 22-23 | 2859 | 1 | 60000    | 0 | 0 |
| 22-23 | 2860 | 1 | 0        | 0 | 0 |
| 22-23 | 2862 | 1 | 0        | 0 | 0 |

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| 22-23 | 2884 | 1 | 0      | 0 | 0 |
| 22-23 | 2886 | 1 | 0      | 0 | 0 |
| 22-23 | 2887 | 1 | 0      | 0 | 0 |
| 22-23 | 2888 | 1 | 0      | 0 | 0 |
| 22-23 | 2889 | 1 | 0      | 0 | 0 |
| 22-23 | 2890 | 1 | 0      | 0 | 0 |
| 22-23 | 2895 | 1 | 0      | 0 | 0 |
| 22-23 | 2897 | 1 | 0      | 0 | 0 |
| 22-23 | 2898 | 1 | 0      | 0 | 0 |
| 22-23 | 2899 | 1 | 0      | 0 | 0 |
| 22-23 | 2902 | 1 | 0      | 0 | 0 |
| 22-23 | 2903 | 1 | 0      | 0 | 0 |
| 22-23 | 2904 | 1 | 0      | 0 | 0 |
| 22-23 | 2905 | 1 | 140000 | 0 | 0 |
| 22-23 | 2906 | 1 | 37000  | 0 | 0 |
| 22-23 | 2907 | 1 | 0      | 0 | 0 |
| 22-23 | 2908 | 1 | 0      | 0 | 0 |
| 22-23 | 2909 | 1 | 24575  | 0 | 0 |
| 22-23 | 2910 | 1 | 0      | 0 | 0 |

| col 6        | col 7 |
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| col1 | col2  |
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| - | - | 801 |
| - | - | 803 |
| - | - | 811 |
| - | - | 813 |
| - | - | 815 |
| - | - | 818 |
| - | - | 820 |
| - | - | 821 |
| - | - | 829 |
| - | - | 831 |
| - | - | 832 |
| - | - | 833 |
| - | - | 834 |
| - | - | 836 |
| - | - | 837 |
| - | - | 840 |
| - | - | 846 |
| - | - | 850 |

|   |   |      |
|---|---|------|
| - | - | 852  |
| - | - | 857  |
| - | - | 858  |
| - | - | 861  |
| - | - | 876  |
| - | - | 877  |
| - | - | 879  |
| - | - | 881  |
| - | - | 882  |
| - | - | 883  |
| - | - | 885  |
| - | - | 891  |
| - | - | 911  |
| - | - | 912  |
| - | - | 914  |
| - | - | 2071 |
| - | - | 2125 |
| - | - | 2134 |
| - | - | 2135 |
| - | - | 2137 |
| - | - | 2142 |
| - | - | 2143 |
| - | - | 2144 |
| - | - | 2149 |
| - | - | 2154 |
| - | - | 2155 |
| - | - | 2159 |
| - | - | 2164 |
| - | - | 2165 |
| - | - | 2167 |
| - | - | 2168 |
| - | - | 2169 |
| - | - | 2170 |
| - | - | 2171 |
| - | - | 2172 |
| - | - | 2174 |
| - | - | 2176 |
| - | - | 2180 |
| - | - | 2184 |
| - | - | 2190 |
| - | - | 2198 |
| - | - | 2215 |
| - | - | 2310 |
| - | - | 2311 |
| - | - | 2342 |
| - | - | 2358 |
| - | - | 2364 |
| - | - | 2365 |
| - | - | 2396 |
| - | - | 2397 |

|   |   |      |
|---|---|------|
| - | - | 2448 |
| - | - | 2527 |
| - | - | 2534 |
| - | - | 2536 |
| - | - | 2580 |
| - | - | 2609 |
| - | - | 2683 |
| - | - | 2687 |
| - | - | 2689 |
| - | - | 2711 |
| - | - | 2752 |
| - | - | 2753 |
| - | - | 2754 |
| - | - | 2759 |
| - | - | 2769 |
| - | - | 2805 |
| - | - | 2835 |
| - | - | 2853 |
| - | - | 2854 |
| - | - | 2856 |
| - | - | 2859 |
| - | - | 2860 |
| - | - | 2884 |
| - | - | 2886 |
| - | - | 2888 |
| - | - | 2889 |
| - | - | 2890 |
| - | - | 2895 |
| - | - | 2897 |
| - | - | 2898 |
| - | - | 2899 |
| - | - | 2902 |
| - | - | 2903 |
| - | - | 2904 |
| - | - | 2905 |
| - | - | 2906 |
| - | - | 2907 |
| - | - | 2908 |
| - | - | 2909 |
| - | - | 2910 |

|                 |                 |
|-----------------|-----------------|
|                 |                 |
| ltm_pgo_lvy_has | ltm_pgo_lvy_vpk |
| 0               | 0               |
| 0               | 0               |
| 0               | 0               |

|         |         |         |
|---------|---------|---------|
| DAT_YER | DST_NUM | DST_TYE |
| 23-24   | 1.2     | 3       |
| 23-24   | 1       | 1       |
| 23-24   | 2       | 1       |























|   |   |
|---|---|
| 0 | 0 |
| 0 | 0 |
| 0 | 0 |
| 0 | 0 |
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| 0 | 0 |
| 0 | 0 |
| 0 | 0 |
| 0 | 0 |
| 0 | 0 |

|       |      |   |
|-------|------|---|
| 23-24 | 2884 | 1 |
| 23-24 | 2886 | 1 |
| 23-24 | 2887 | 1 |
| 23-24 | 2888 | 1 |
| 23-24 | 2889 | 1 |
| 23-24 | 2890 | 1 |
| 23-24 | 2895 | 1 |
| 23-24 | 2897 | 1 |
| 23-24 | 2898 | 1 |
| 23-24 | 2899 | 1 |
| 23-24 | 2902 | 1 |
| 23-24 | 2903 | 1 |
| 23-24 | 2904 | 1 |
| 23-24 | 2905 | 1 |
| 23-24 | 2906 | 1 |
| 23-24 | 2907 | 1 |
| 23-24 | 2908 | 1 |
| 23-24 | 2909 | 1 |
| 23-24 | 2910 | 1 |



col3

col4

col5

col6

Old H&amp;S

1A

1B

IAQFAA

51,682,732.68

163,861,046.00

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3,549,199.00

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-

14,150.00

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435,000.00

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2,962,500.00

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447,800.00

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332,000.00

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257,197.00

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32,672.00

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423,000.00

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74,204.00

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640,000.00

3,067,000.00

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48,000.00

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247,750.00

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23,752.00

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207,000.00

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80,850.00

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708,720.00

8,236,279.00

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28,700.00

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|              |               |   |
|--------------|---------------|---|
| -            | -             | - |
| -            | -             | - |
| -            | -             | - |
| -            | -             | - |
| -            | -             | - |
| -            | -             | - |
| 71,750.00    | -             | - |
| 294,656.00   | -             | - |
| 68,995.00    | -             | - |
| -            | -             | - |
| 418,876.00   | 4,131,110.00  | - |
| 183,500.00   | -             | - |
| 1,009,205.00 | 5,630,000.00  | - |
| 30,000.00    | -             | - |
| -            | 14,200,000.00 | - |
| -            | -             | - |
| -            | -             | - |
| 161,366.00   | -             | - |
| 33,500.00    | -             | - |
| 59,547.00    | -             | - |
| -            | -             | - |
| -            | -             | - |
| -            | -             | - |
| -            | -             | - |
| -            | -             | - |
| 42,300.00    | -             | - |
| -            | -             | - |
| -            | -             | - |
| -            | -             | - |
| -            | -             | - |
| 64,785.79    | -             | - |
| 281,650.00   | -             | - |
| -            | -             | - |
| -            | -             | - |
| -            | 6,608,040.00  | - |
| 2,089,000.00 | 2,361,000.00  | - |
| -            | 5,554,630.00  | - |
| -            | 10,888,525.00 | - |
| 600,000.00   | -             | - |
| -            | -             | - |
| 1,094,480.00 | -             | - |
| 1,799,500.00 | 19,623,048.00 | - |
| 392,140.00   | -             | - |
| 2,390,346.00 | -             | - |
| -            | -             | - |
| -            | -             | - |
| 1,260,000.00 | 15,740,000.00 | - |
| -            | -             | - |
| -            | -             | - |
| -            | -             | - |

|            |   |   |
|------------|---|---|
| -          | - | - |
| -          | - | - |
| 35,253.00  | - | - |
| -          | - | - |
| -          | - | - |
| 36,000.00  | - | - |
| -          | - | - |
| 50,500.00  | - | - |
| -          | - | - |
| 25,000.00  | - | - |
| -          | - | - |
| -          | - | - |
| -          | - | - |
| 15,140.00  | - | - |
| -          | - | - |
| -          | - | - |
| 12,160.00  | - | - |
| -          | - | - |
| 19,000.00  | - | - |
| 11,300.00  | - | - |
| -          | - | - |
| -          | - | - |
| -          | - | - |
| 97,454.00  | - | - |
| -          | - | - |
| -          | - | - |
| -          | - | - |
| -          | - | - |
| -          | - | - |
| -          | - | - |
| 132,000.00 | - | - |
| -          | - | - |
| 14,750.00  | - | - |
| -          | - | - |
| -          | - | - |
| -          | - | - |
| 32,000.00  | - | - |
| -          | - | - |
| 40,051.00  | - | - |
| -          | - | - |
| -          | - | - |
| -          | - | - |
| -          | - | - |
| 31,398.00  | - | - |
| -          | - | - |
| -          | - | - |
| -          | - | - |
| 20,150.00  | - | - |
| 475,904.00 | - | - |
| -          | - | - |

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|              |              |   |
|--------------|--------------|---|
| -            | -            | - |
| -            | -            | - |
| -            | -            | - |
| 8,000.00     | -            | - |
| 400,000.00   | 1,500,000.00 | - |
| -            | -            | - |
| 100,595.00   | -            | - |
| -            | -            | - |
| 557,928.00   | -            | - |
| -            | -            | - |
| 172,220.00   | -            | - |
| -            | -            | - |
| 165,845.00   | -            | - |
| 800,000.00   | 9,100,000.00 | - |
| 60,000.00    | -            | - |
| 44,440.00    | -            | - |
| -            | -            | - |
| 31,228.00    | -            | - |
| 650,000.00   | 7,350,000.00 | - |
| 24,000.00    | -            | - |
| 107,000.00   | -            | - |
| -            | -            | - |
| 65,000.00    | -            | - |
| 39,000.00    | -            | - |
| 744,927.00   | -            | - |
| -            | -            | - |
| -            | -            | - |
| -            | -            | - |
| 29,945.00    | -            | - |
| -            | -            | - |
| -            | -            | - |
| -            | -            | - |
| -            | -            | - |
| -            | -            | - |
| -            | -            | - |
| -            | -            | - |
| -            | -            | - |
| 27,650.00    | -            | - |
| -            | -            | - |
| 125,205.00   | -            | - |
| 325,000.00   | 3,370,000.00 | - |
| 174,500.00   | -            | - |
| 1,000,625.00 | 9,364,375.00 | - |
| 730,000.00   | 6,360,000.00 | - |
| 16,500.00    | -            | - |
| 58,000.00    | -            | - |
| 72,000.00    | -            | - |
| 39,000.00    | -            | - |
| 14,000.00    | -            | - |

|            |   |   |
|------------|---|---|
| -          | - | - |
| -          | - | - |
| -          | - | - |
| 440,586.00 | - | - |
| -          | - | - |
| -          | - | - |
| 122,000.00 | - | - |
| 62,500.00  | - | - |
| 247,366.00 | - | - |
| -          | - | - |
| 316,550.00 | - | - |
| 36,000.00  | - | - |
| -          | - | - |
| 16,972.00  | - | - |
| -          | - | - |
| 45,000.00  | - | - |
| -          | - | - |
| 95,000.00  | - | - |
| 47,075.00  | - | - |
| -          | - | - |
| 166,100.00 | - | - |
| -          | - | - |
| -          | - | - |
| -          | - | - |
| -          | - | - |
| -          | - | - |
| -          | - | - |
| -          | - | - |
| -          | - | - |
| -          | - | - |
| 51,000.00  | - | - |
| -          | - | - |
| -          | - | - |
| -          | - | - |
| 66,140.00  | - | - |
| -          | - | - |
| -          | - | - |
| -          | - | - |
| -          | - | - |
| 45,700.00  | - | - |
| -          | - | - |
| 6,200.00   | - | - |
| 52,000.00  | - | - |
| 44,550.00  | - | - |
| -          | - | - |
| -          | - | - |
| 26,623.00  | - | - |
| 70,304.00  | - | - |
| -          | - | - |
| 87,406.00  | - | - |

|            |   |   |
|------------|---|---|
| 73,000.00  | - | - |
| -          | - | - |
| -          | - | - |
| -          | - | - |
| -          | - | - |
| 23,619.00  | - | - |
| 37,979.00  | - | - |
| -          | - | - |
| 27,850.00  | - | - |
| -          | - | - |
| -          | - | - |
| 56,000.00  | - | - |
| -          | - | - |
| -          | - | - |
| 91,250.00  | - | - |
| 96,565.00  | - | - |
| -          | - | - |
| 35,100.00  | - | - |
| -          | - | - |
| 10,000.00  | - | - |
| 65,000.00  | - | - |
| 55,875.00  | - | - |
| -          | - | - |
| -          | - | - |
| -          | - | - |
| -          | - | - |
| -          | - | - |
| -          | - | - |
| -          | - | - |
| 197,950.00 | - | - |
| -          | - | - |
| 14,834.00  | - | - |
| -          | - | - |
| 45,840.00  | - | - |
| -          | - | - |
| -          | - | - |
| -          | - | - |
| -          | - | - |
| -          | - | - |
| -          | - | - |



| CEX_HZD_CUM_CST | CEX_ALT_FAC_REV | CEX_ALT_FAC_HAS_D | LTM_PGO_LVY_HAS |
|-----------------|-----------------|-------------------|-----------------|
| 3549199         | 0               | 0                 | 0               |
| 0               | 0               | 0                 | 0               |
| 14150           | 0               | 0                 | 0               |

|         |         |   |   |
|---------|---------|---|---|
| 0       | 0       | 0 | 0 |
| 435000  | 0       | 0 | 0 |
| 2962500 | 0       | 0 | 0 |
| 447800  | 0       | 0 | 0 |
| 0       | 0       | 0 | 0 |
| 332000  | 0       | 0 | 0 |
| 0       | 0       | 0 | 0 |
| 257197  | 0       | 0 | 0 |
| 0       | 0       | 0 | 0 |
| 0       | 0       | 0 | 0 |
| 32672   | 0       | 0 | 0 |
| 0       | 0       | 0 | 0 |
| 0       | 0       | 0 | 0 |
| 423000  | 0       | 0 | 0 |
| 0       | 0       | 0 | 0 |
| 0       | 0       | 0 | 0 |
| 0       | 0       | 0 | 0 |
| 0       | 0       | 0 | 0 |
| 74204   | 0       | 0 | 0 |
| 0       | 0       | 0 | 0 |
| 0       | 0       | 0 | 0 |
| 0       | 0       | 0 | 0 |
| 0       | 0       | 0 | 0 |
| 0       | 0       | 0 | 0 |
| 0       | 0       | 0 | 0 |
| 0       | 0       | 0 | 0 |
| 0       | 0       | 0 | 0 |
| 640000  | 3067000 | 0 | 0 |
| 0       | 0       | 0 | 0 |
| 0       | 0       | 0 | 0 |
| 0       | 0       | 0 | 0 |
| 48000   | 0       | 0 | 0 |
| 0       | 0       | 0 | 0 |
| 247750  | 0       | 0 | 0 |
| 23752   | 0       | 0 | 0 |
| 0       | 0       | 0 | 0 |
| 0       | 0       | 0 | 0 |
| 0       | 0       | 0 | 0 |
| 0       | 0       | 0 | 0 |
| 0       | 0       | 0 | 0 |
| 0       | 0       | 0 | 0 |
| 0       | 0       | 0 | 0 |
| 207000  | 0       | 0 | 0 |
| 80850   | 0       | 0 | 0 |
| 708720  | 8236279 | 0 | 0 |
| 0       | 0       | 0 | 0 |
| 0       | 0       | 0 | 0 |
| 0       | 0       | 0 | 0 |
| 0       | 0       | 0 | 0 |
| 0       | 0       | 0 | 0 |



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|          |          |   |   |
|----------|----------|---|---|
| 0        | 0        | 0 | 0 |
| 0        | 0        | 0 | 0 |
| 0        | 0        | 0 | 0 |
| 0        | 0        | 0 | 0 |
| 0        | 0        | 0 | 0 |
| 0        | 0        | 0 | 0 |
| 0        | 0        | 0 | 0 |
| 0        | 0        | 0 | 0 |
| 0        | 0        | 0 | 0 |
| 0        | 0        | 0 | 0 |
| 0        | 0        | 0 | 0 |
| 0        | 0        | 0 | 0 |
| 42300    | 0        | 0 | 0 |
| 0        | 0        | 0 | 0 |
| 0        | 0        | 0 | 0 |
| 0        | 0        | 0 | 0 |
| 0        | 0        | 0 | 0 |
| 0        | 0        | 0 | 0 |
| 0        | 0        | 0 | 0 |
| 0        | 0        | 0 | 0 |
| 0        | 0        | 0 | 0 |
| 0        | 0        | 0 | 0 |
| 0        | 0        | 0 | 0 |
| 64785.79 | 0        | 0 | 0 |
| 281650   | 0        | 0 | 0 |
| 0        | 0        | 0 | 0 |
| 0        | 0        | 0 | 0 |
| 0        | 0        | 0 | 0 |
| 0        | 0        | 0 | 0 |
| 0        | 0        | 0 | 0 |
| 0        | 0        | 0 | 0 |
| 0        | 0        | 0 | 0 |
| 0        | 0        | 0 | 0 |
| 0        | 0        | 0 | 0 |
| 0        | 0        | 0 | 0 |
| 0        | 6608040  | 0 | 0 |
| 2089000  | 2361000  | 0 | 0 |
| 0        | 5554630  | 0 | 0 |
| 0        | 10888525 | 0 | 0 |
| 600000   | 0        | 0 | 0 |
| 0        | 0        | 0 | 0 |
| 1094480  | 0        | 0 | 0 |
| 1799500  | 19623048 | 0 | 0 |
| 392140   | 0        | 0 | 0 |
| 2390346  | 0        | 0 | 0 |
| 0        | 0        | 0 | 0 |
| 0        | 0        | 0 | 0 |
| 1260000  | 15740000 | 0 | 0 |
| 0        | 0        | 0 | 0 |
| 0        | 0        | 0 | 0 |
| 0        | 0        | 0 | 0 |
| 0        | 0        | 0 | 0 |
| 0        | 0        | 0 | 0 |
| 0        | 0        | 0 | 0 |
| 0        | 0        | 0 | 0 |
| 35253    | 0        | 0 | 0 |
| 0        | 0        | 0 | 0 |

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|        |   |   |   |
|--------|---|---|---|
| 132000 | 0 | 0 | 0 |
| 0      | 0 | 0 | 0 |
| 0      | 0 | 0 | 0 |
| 0      | 0 | 0 | 0 |
| 0      | 0 | 0 | 0 |
| 14750  | 0 | 0 | 0 |
| 0      | 0 | 0 | 0 |
| 0      | 0 | 0 | 0 |
| 0      | 0 | 0 | 0 |
| 0      | 0 | 0 | 0 |
| 0      | 0 | 0 | 0 |
| 0      | 0 | 0 | 0 |
| 0      | 0 | 0 | 0 |
| 0      | 0 | 0 | 0 |
| 0      | 0 | 0 | 0 |
| 0      | 0 | 0 | 0 |
| 0      | 0 | 0 | 0 |
| 0      | 0 | 0 | 0 |
| 0      | 0 | 0 | 0 |
| 0      | 0 | 0 | 0 |
| 0      | 0 | 0 | 0 |
| 0      | 0 | 0 | 0 |
| 0      | 0 | 0 | 0 |
| 0      | 0 | 0 | 0 |
| 0      | 0 | 0 | 0 |
| 32000  | 0 | 0 | - |
| 0      | 0 | 0 | 0 |
| 0      | 0 | 0 | 0 |
| 0      | 0 | 0 | 0 |
| 0      | 0 | 0 | 0 |
| 0      | 0 | 0 | 0 |
| 0      | 0 | 0 | 0 |
| 40051  | 0 | 0 | 0 |
| 0      | 0 | 0 | 0 |
| 0      | 0 | 0 | 0 |
| 0      | 0 | 0 | 0 |
| 0      | 0 | 0 | 0 |
| 31398  | 0 | 0 | 0 |
| 0      | 0 | 0 | 0 |
| 0      | 0 | 0 | 0 |
| 0      | 0 | 0 | 0 |
| 0      | 0 | 0 | 0 |
| 20150  | 0 | 0 | 0 |
| 475904 | 0 | 0 | 0 |
| 0      | 0 | 0 | 0 |
| 0      | 0 | 0 | 0 |
| 0      | 0 | 0 | 0 |
| 22450  | 0 | 0 | 0 |
| 0      | 0 | 0 | 0 |
| 0      | 0 | 0 | 0 |
| 0      | 0 | 0 | 0 |
| 0      | 0 | 0 | 0 |
| 135740 | 0 | 0 | 0 |
| 0      | 0 | 0 | 0 |
| 0      | 0 | 0 | 0 |
| 0      | 0 | 0 | 0 |

|           |         |   |   |
|-----------|---------|---|---|
| 0         | 0       | 0 | 0 |
| 425500    | 0       | 0 | 0 |
| 0         | 0       | 0 | 0 |
| 0         | 0       | 0 | 0 |
| 0         | 0       | 0 | 0 |
| 0         | 0       | 0 | 0 |
| 0         | 0       | 0 | 0 |
| 0         | 0       | 0 | 0 |
| 422235.89 | 0       | 0 | 0 |
| 0         | 0       | 0 | 0 |
| 0         | 0       | 0 | 0 |
| 887548    | 3483686 | 0 | 0 |
| 29068     | 0       | 0 | 0 |
| 0         | 0       | 0 | 0 |
| 55000     | 0       | 0 | 0 |
| 0         | 0       | 0 | 0 |
| 0         | 0       | 0 | 0 |
| 0         | 0       | 0 | 0 |
| 0         | 0       | 0 | 0 |
| 17725     | 0       | 0 | 0 |
| 11500     | 0       | 0 | 0 |
| 0         | 0       | 0 | 0 |
| 107000    | 0       | 0 | 0 |
| 0         | 0       | 0 | 0 |
| 0         | 0       | 0 | 0 |
| 0         | 0       | 0 | 0 |
| 0         | 0       | 0 | 0 |
| 47710     | 0       | 0 | 0 |
| 0         | 0       | 0 | 0 |
| 0         | 0       | 0 | 0 |
| 0         | 0       | 0 | 0 |
| 0         | 0       | 0 | 0 |
| 0         | 0       | 0 | 0 |
| 0         | 0       | 0 | 0 |
| 0         | 0       | 0 | 0 |
| 0         | 0       | 0 | 0 |
| 0         | 0       | 0 | 0 |
| 0         | 0       | 0 | 0 |
| 6660      | 0       | 0 | 0 |
| 0         | 0       | 0 | 0 |
| 0         | 0       | 0 | 0 |
| 0         | 0       | 0 | 0 |
| 0         | 0       | 0 | 0 |
| 0         | 0       | 0 | 0 |
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| 0         | 0       | 0 | 0 |
| 0         | 0       | 0 | 0 |
| 0         | 0       | 0 | 0 |
| 0         | 0       | 0 | 0 |
| 535000    | 0       | 0 | 0 |
| 946845    | 3638135 | 0 | 0 |
| 1108000   | 7093035 | 0 | 0 |
| 1760058   | 2980000 | 0 | 0 |

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|-------|---|---|---|
| 0     | 0 | 0 | 0 |
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| 0     | 0 | 0 | 0 |
| 51000 | 0 | 0 | 0 |
| 0     | 0 | 0 | 0 |
| 0     | 0 | 0 | 0 |
| 0     | 0 | 0 | 0 |
| 66140 | 0 | 0 | 0 |
| 0     | 0 | 0 | 0 |
| 0     | 0 | 0 | 0 |
| 0     | 0 | 0 | 0 |
| 0     | 0 | 0 | 0 |
| 45700 | 0 | 0 | 0 |
| 0     | 0 | 0 | 0 |
| 6200  | 0 | 0 | 0 |
| 52000 | 0 | 0 | 0 |
| 44550 | 0 | 0 | 0 |
| 0     | 0 | 0 | 0 |
| 0     | 0 | 0 | 0 |
| 0     | 0 | 0 | 0 |
| 26623 | 0 | 0 | 0 |
| 70304 | 0 | 0 | 0 |
| 0     | 0 | 0 | 0 |
| 87406 | 0 | 0 | 0 |
| 73000 | 0 | 0 | 0 |
| 0     | 0 | 0 | 0 |
| 0     | 0 | 0 | 0 |
| 0     | 0 | 0 | 0 |
| 0     | 0 | 0 | 0 |
| 23619 | 0 | 0 | 0 |
| 37979 | 0 | 0 | 0 |
| 0     | 0 | 0 | 0 |
| 27850 | 0 | 0 | 0 |
| 0     | 0 | 0 | 0 |
| 0     | 0 | 0 | 0 |
| 56000 | 0 | 0 | 0 |
| 0     | 0 | 0 | 0 |
| 0     | 0 | 0 | 0 |
| 0     | 0 | 0 | 0 |
| 91250 | 0 | 0 | 0 |
| 96565 | 0 | 0 | 0 |
| 0     | 0 | 0 | 0 |
| 35100 | 0 | 0 | 0 |
| 0     | 0 | 0 | 0 |
| 10000 | 0 | 0 | 0 |
| 65000 | 0 | 0 | 0 |
| 55875 | 0 | 0 | 0 |
| 0     | 0 | 0 | 0 |

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VPK

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| LTM_PGO_LVY_VPK |   |
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FY 2025 Data

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Alternative Facilities Bond Lookup Data as of May 3, 2023

| Bond_flag | Dist_Num | FY2024_sum     | FY2025_sum     | FY2026_sum     | FY2027_sum    | FY2028_sum    | FY2029_sum    | FY2030_sum    | FY2031_sum    | FY2032_sum    | FY2033_sum    |
|-----------|----------|----------------|----------------|----------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| 1         | 1.2      | 10,848,442.50  | 10,848,495.00  | 10,852,012.50  | 10,853,272.50 | 10,848,232.50 | 10,852,380.00 | 10,843,980.00 | 6,770,032.50  | 3,629,062.50  | 3,627,487.50  |
| 1         | 191      | 6,531,367.50   | 6,383,002.50   | 6,387,097.50   | 6,388,620.00  | 6,443,482.50  | 6,421,432.50  | 7,573,177.50  | 2,969,872.50  | 2,982,472.50  | 2,514,487.50  |
| 1         | 194      | 1,573,818.75   | 11,873,793.75  | 7,445,156.25   | -             | -             | -             | -             | -             | -             | -             |
| 1         | 270      | 11,452,100.63  | 11,004,477.75  | 11,380,201.88  | 11,317,254.38 | 11,002,530.00 | 8,423,940.00  | 3,953,040.00  | -             | -             | -             |
| 1         | 271      | 1,489,083.75   | 1,489,083.75   | 2,607,333.75   | 2,546,853.75  | 2,414,028.75  | 2,609,696.25  | 2,814,341.25  | 3,022,241.25  | 3,230,928.75  | 3,441,913.13  |
| 1         | 272      | 5,154,975.00   | 5,187,945.00   | 5,077,905.00   | 5,075,962.50  | 2,422,560.00  | -             | -             | -             | -             | -             |
| 1         | 273      | 739,711.88     | 4,939,606.88   | 4,795,756.88   | 203,896.88    | 203,896.88    | 203,896.88    | 203,896.88    | 1,379,896.88  | 1,386,616.88  | 1,402,576.88  |
| 1         | 276      | 4,906,943.22   | 5,453,793.72   | 5,460,072.72   | 5,451,137.22  | 5,346,333.57  | 5,335,563.20  | 5,323,036.70  | 5,070,201.95  | 5,059,959.20  | 5,063,752.32  |
| 1         | 279      | 7,399,612.50   | 1,861,912.50   | -              | -             | -             | -             | -             | -             | -             | -             |
| 1         | 281      | 8,618,610.00   | 10,635,870.00  | 10,203,532.50  | 3,131,572.50  | 2,203,740.00  | 1,380,540.00  | 721,087.50    | 725,025.00    | 572,985.00    | -             |
| 1         | 284      | 5,541,175.50   | 2,354,740.50   | 2,366,553.00   | 2,339,725.50  | 2,338,360.50  | 2,524,420.50  | 2,535,235.50  | 2,552,046.00  | 2,560,524.75  | 2,570,032.50  |
| 1         | 535      | 4,701,490.50   | 4,700,065.13   | 4,708,948.13   | 4,704,931.88  | 4,653,298.13  | 2,383,723.13  | 1,112,908.13  | 1,112,068.13  | 1,115,690.63  | 1,113,118.13  |
| 1         | 621      | 3,959,287.50   | 3,963,487.50   | -              | -             | -             | -             | -             | -             | -             | -             |
| 1         | 622      | 4,776,607.50   | 4,295,392.50   | 3,380,265.00   | 3,398,167.50  | 2,228,730.00  | 1,401,540.00  | 940,170.00    | 453,180.00    | -             | -             |
| 1         | 624      | 6,322,447.69   | 6,622,065.19   | 6,632,252.82   | -             | -             | -             | -             | -             | -             | -             |
| 1         | 625      | 2,311,972.04   | 2,297,534.54   | 2,301,892.04   | 2,303,309.54  | 2,301,629.54  | 2,303,414.54  | 2,175,710.25  | 2,188,116.00  | 2,193,156.00  | 1,371,116.25  |
| 1         | 709      | 5,546,205.00   | 5,551,875.00   | 5,560,275.00   | 5,558,437.50  | 5,553,502.50  | -             | -             | -             | -             | -             |
| 1         | 728      | 2,329,110.00   | 2,314,042.50   | 3,672,217.50   | 3,700,830.00  | 3,727,447.50  | 3,722,880.00  | 784,087.50    | -             | -             | -             |
| 1         | 742      | 2,777,217.20   | 2,775,077.82   | 2,769,565.32   | 2,758,540.32  | 2,909,950.32  | 2,910,370.32  | 2,912,470.32  | 2,910,790.32  | 2,909,320.70  | 2,907,679.70  |
| 1         | 833      | 12,253,368.75  | 12,033,393.75  | 10,620,881.25  | 10,048,998.75 | 10,095,907.50 | -             | -             | -             | -             | -             |
|           |          | 109,233,547.41 | 116,585,655.28 | 106,221,919.04 | 79,781,510.72 | 74,693,630.19 | 50,473,797.32 | 41,893,141.53 | 29,153,470.53 | 25,640,716.91 | 24,012,163.91 |

End of Worksheet

| FY2024_sum   | FY2025_sum   | FY2026_sum   | FY2027_sum   | FY2028_sum   | FY2029_sum   | FY2030_sum   | FY2031_sum | FY2032_sum | FY2033_sum   |
|--------------|--------------|--------------|--------------|--------------|--------------|--------------|------------|------------|--------------|
| 1,947,960.00 | 1,953,472.50 | 2,028,547.50 | 2,999,010.00 | 2,871,960.00 | -            | -            | -          | -          | -            |
| 814,800.00   | 818,685.00   | 816,532.50   | -            | -            | -            | -            | -          | -          | -            |
| 190,837.50   | 277,095.00   | 281,925.00   | 281,190.00   | 279,785.63   | 278,210.63   | 281,715.00   | 283,749.38 | 348,390.00 | 346,500.00   |
| 569,717.40   | -            | -            | -            | -            | -            | -            | -          | -          | -            |
| 106,863.75   | 104,868.75   | 107,625.00   | -            | -            | -            | -            | -          | -          | -            |
| 277,305.00   | 285,652.50   | 272,527.50   | 259,560.00   | -            | -            | -            | -          | -          | -            |
| 189,966.00   | 187,577.25   | 179,733.75   | 287,358.75   | 287,537.25   | 287,358.75   | 286,812.75   | 291,138.75 | 289,695.00 | 292,005.00   |
| 230,582.31   | 229,735.59   | 229,881.23   | -            | -            | -            | -            | -          | -          | -            |
| 1,127,398.13 | 1,140,982.50 | -            | -            | -            | -            | -            | -          | -          | -            |
| 432,566.93   | 435,766.80   | 438,370.80   | 440,248.20   | 441,496.65   | 436,574.78   | 441,562.28   | 445,796.40 | 449,328.60 | 452,046.53   |
| 456,802.50   | 459,637.50   | -            | -            | -            | -            | -            | -          | -          | -            |
| 2,195,445.00 | -            | -            | -            | -            | -            | -            | -          | -          | -            |
| 202,046.25   | 203,280.00   | 204,165.95   | 204,690.95   | 199,591.88   | -            | -            | -          | -          | -            |
| 553,087.50   | 550,200.00   | 556,762.50   | -            | -            | -            | -            | -          | -          | -            |
| 376,136.25   | -            | -            | -            | -            | -            | -            | -          | -          | -            |
| 132,877.50   | 129,727.50   | 131,827.50   | 133,770.00   | 130,305.00   | 132,090.00   | 133,717.50   | 129,937.50 | -          | -            |
| -            | -            | -            | -            | -            | -            | -            | -          | -          | -            |
| 128,835.00   | -            | -            | -            | -            | -            | -            | -          | -          | -            |
| 2,718,379.77 | 2,711,057.27 | 1,987,262.45 | 273,000.00   | 273,000.00   | 273,000.00   | 257,250.00   | -          | -          | -            |
| 83,632.50    | 86,520.00    | -            | -            | -            | -            | -            | -          | -          | -            |
| 2,987,985.00 | 2,986,620.00 | -            | -            | -            | -            | -            | -          | -          | -            |
| 960,316.88   | 964,516.88   | 968,296.88   | 975,804.38   | 976,368.75   | 979,387.50   | -            | -          | -          | -            |
| 148,837.50   | -            | -            | -            | -            | -            | -            | -          | -          | -            |
| 330,689.10   | 333,010.65   | 2,755,507.65 | 1,069,320.00 | 1,075,830.00 | 1,092,315.00 | 1,087,065.00 | -          | -          | -            |
| 649,913.78   | 654,045.00   | 652,443.75   | 653,073.75   | 646,773.75   | 650,553.75   | 653,703.75   | 656,158.65 | 600,232.50 | -            |
| 328,420.30   | 327,055.32   | -            | -            | -            | -            | -            | -          | -          | -            |
| 167,895.00   | 167,055.00   | 166,005.00   | -            | -            | -            | -            | -          | -          | -            |
| 53,550.00    | -            | -            | -            | -            | -            | -            | -          | -          | -            |
| 197,445.95   | 198,180.95   | 193,455.95   | 158,110.32   | 160,367.82   | 162,467.82   | 164,410.32   | 166,195.32 | 167,822.82 | 169,292.82   |
| 271,110.00   | 2,014,110.00 | 2,075,850.00 | 1,756,650.00 | -            | -            | -            | -          | -          | -            |
| 475,755.00   | 477,645.00   | 479,325.00   | 486,045.00   | 481,950.00   | -            | -            | -          | -          | -            |
| 199,710.00   | 201,495.00   | 203,175.00   | 204,750.00   | 200,970.00   | 207,690.00   | 210,945.00   | 208,897.50 | 212,100.00 | -            |
| 590,607.15   | 582,902.25   | 580,324.50   | -            | -            | -            | -            | -          | -          | -            |
| 712,215.00   | -            | -            | -            | -            | -            | -            | -          | -          | -            |
| 825,099.45   | 824,950.35   | 824,664.75   | -            | -            | -            | -            | -          | -          | -            |
| 1,248,768.16 | 1,263,392.21 | 1,272,135.27 | 382,554.38   | 369,744.38   | 362,341.88   | 375,939.38   | 367,906.88 | 364,455.00 | 2,623,582.50 |
| 510,654.38   | 507,084.38   | 503,409.38   | 504,879.38   | 504,984.38   | 504,853.13   | 499,235.63   | -          | -          | -            |
| 352,590.00   | 356,580.00   | 355,110.00   | 358,785.00   | -            | -            | -            | -          | -          | -            |

|              |              |              |              |              |              |              |            |            |            |
|--------------|--------------|--------------|--------------|--------------|--------------|--------------|------------|------------|------------|
| 526,155.00   | 521,955.00   | 528,150.00   | 534,030.00   | 550,095.00   | 198,135.00   | -            | -          | -          | -          |
| 768,789.00   | 778,575.00   | 779,940.00   | 780,990.00   | 776,475.00   | -            | -            | -          | -          | -          |
| 518,563.50   | 518,511.00   | 518,143.50   | 522,711.00   | 521,167.50   | 518,700.00   | 523,320.00   | 521,850.00 | 519,750.00 | 522,270.00 |
| 440,055.00   | 440,475.00   | 440,265.00   | 442,470.00   | 444,465.00   | -            | -            | -          | -          | -          |
| 150,969.00   | -            | -            | -            | -            | -            | -            | -          | -          | -          |
| 1,176,787.50 | 1,328,512.50 | -            | -            | -            | -            | -            | -          | -          | -          |
| -            | 72,746.10    | 72,746.10    | 72,746.10    | 72,746.10    | 72,746.10    | 72,746.10    | 72,746.10  | 72,746.10  | 72,746.10  |
| 602,437.50   | 602,437.50   | 602,437.50   | -            | -            | -            | -            | -          | -          | -          |
| 290,955.00   | 294,210.00   | 291,900.00   | 386,505.00   | 384,615.00   | 387,870.00   | 390,915.00   | -          | -          | -          |
| 3,727,500.00 | 3,961,912.50 | 4,250,137.50 | -            | -            | -            | -            | -          | -          | -          |
| 209,094.38   | 210,879.38   | 207,309.38   | 208,989.38   | 205,314.38   | 206,889.38   | 208,359.38   | 209,238.75 | 215,250.00 | -          |
| 556,762.50   | -            | -            | -            | -            | -            | -            | -          | -          | -          |
| 666,487.50   | 669,305.70   | -            | -            | -            | -            | -            | -          | -          | -          |
| 347,340.00   | 341,040.00   | 334,740.00   | 344,190.00   | 348,075.00   | -            | -            | -          | -          | -          |
| 244,335.00   | 245,070.00   | 245,700.00   | 240,975.00   | -            | -            | -            | -          | -          | -          |
| 332,115.00   | 331,800.00   | 331,380.00   | 330,855.00   | 330,225.00   | 327,993.75   | 330,881.25   | 328,256.25 | -          | -          |
| 1,113,735.00 | 1,162,035.00 | 1,216,372.50 | 1,260,472.50 | 1,310,347.50 | 1,363,372.50 | 1,413,720.00 | -          | -          | -          |
| 739,268.25   | 742,208.25   | 743,520.75   | 748,728.75   | 757,653.75   | 749,453.25   | -            | -          | -          | -          |
| 269,818.50   | 268,768.50   | 267,561.00   | 271,446.00   | 269,535.00   | 267,225.00   | 269,755.50   | 271,687.50 | -          | -          |
| 521,311.88   | 521,889.38   | 523,858.13   | 519,435.00   | 519,225.00   | 523,950.00   | 519,120.00   | 519,120.00 | 523,740.00 | 522,270.00 |
| 228,682.13   | 228,262.13   | 227,684.63   | 226,949.63   | 226,057.13   | 219,757.13   | 228,157.13   | 220,481.63 | 223,256.25 | -          |
| 388,237.50   | 396,900.00   | -            | -            | -            | -            | -            | -          | -          | -          |
| 2,265,165.00 | -            | -            | -            | -            | -            | -            | -          | -          | -          |
| 405,982.50   | 405,772.50   | 405,247.50   | 408,187.50   | 408,975.00   | -            | -            | -          | -          | -          |
| 551,250.00   | 561,750.00   | 572,250.00   | 577,500.00   | 588,000.00   | 598,500.00   | -            | -          | -          | -          |
| 354,642.75   | -            | -            | -            | -            | -            | -            | -          | -          | -          |
| 323,452.50   | 1,358,542.50 | 1,354,552.50 | 1,359,382.50 | 1,353,555.00 | 1,357,282.50 | -            | -          | -          | -          |
| 160,335.00   | 158,130.00   | 160,440.00   | 152,145.00   | 112,455.00   | -            | -            | -          | -          | -          |
| 141,592.50   | 138,127.50   | 144,847.50   | 146,002.50   | -            | -            | -            | -          | -          | -          |
| 823,305.00   | 824,145.00   | 824,670.00   | 824,880.00   | 830,025.00   | -            | -            | -          | -          | -          |
| 1,020,390.00 | 941,640.00   | 946,890.00   | -            | -            | -            | -            | -          | -          | -          |
| 791,070.00   | 791,910.00   | 787,185.00   | -            | -            | -            | -            | -          | -          | -          |
| 981,067.50   | 980,385.00   | 984,165.00   | -            | -            | -            | -            | -          | -          | -          |
| 225,487.50   | 228,375.00   | 225,487.50   | 227,587.50   | 229,162.50   | 224,962.50   | 225,750.00   | 226,012.50 | -          | -          |
| 591,307.50   | 597,292.50   | 596,452.50   | -            | -            | -            | -            | -          | -          | -          |
| 696,024.00   | 603,750.00   | 798,000.00   | -            | -            | -            | -            | -          | -          | -          |
| 483,551.25   | 491,657.25   | 482,994.75   | 481,860.75   | 485,514.75   | 482,527.50   | 483,603.75   | -          | -          | -          |
| 103,803.00   | 100,411.50   | 102,270.00   | 103,740.00   | -            | -            | -            | -          | -          | -          |
| 579,705.00   | 582,592.50   | 579,180.00   | 580,230.00   | 580,230.00   | 579,180.00   | 582,330.00   | 578,917.50 | 579,705.00 | 584,745.00 |
| 66,780.00    | 65,520.00    | 64,260.00    | -            | -            | -            | -            | -          | -          | -          |



|               |               |               |               |               |               |               |              |              |              |
|---------------|---------------|---------------|---------------|---------------|---------------|---------------|--------------|--------------|--------------|
| 997,427.81    | 996,062.81    | 999,317.81    | 999,212.81    | 998,792.81    | 997,027.50    | 999,127.50    | 999,547.50   | 1,004,430.00 | 1,008,367.50 |
| 143,443.13    | 140,450.63    | 142,708.13    | 144,808.13    | 141,500.63    | 143,443.13    | 145,228.13    | 141,605.63   | 143,233.13   | 144,388.13   |
| 133,100.10    | 137,529.00    | 136,546.20    | 135,324.00    | 133,912.80    | 132,262.20    | 125,084.40    | 128,305.80   | -            | -            |
| 1,011,622.50  | 1,009,312.50  | 1,006,687.50  | 1,009,575.00  | 1,017,056.25  | -             | -             | -            | -            | -            |
| 130,284.00    | 126,294.00    | 127,554.00    | 133,854.00    | 129,234.00    | 129,864.00    | 130,284.00    | 128,142.00   | -            | -            |
| 430,552.50    | 428,452.50    | 425,932.50    | 428,242.50    | 429,922.50    | 425,722.50    | 430,132.50    | 428,820.00   | 427,192.50   | -            |
| 375,464.25    | 376,986.75    | 383,444.25    | 373,679.25    | 369,164.25    | 369,741.75    | 370,004.25    | 371,385.00   | 369,495.00   | -            |
| 409,080.00    | 406,770.00    | 409,605.00    | 406,980.00    | -             | -             | -             | -            | -            | -            |
| 150,969.00    | -             | -             | -             | -             | -             | -             | -            | -            | -            |
| 130,527.60    | 166,574.10    | 170,760.98    | 169,408.58    | 167,820.98    | 165,909.98    | 169,072.58    | 166,773.60   | 169,496.25   | 161,474.25   |
| 52,043,582.97 | 47,688,827.63 | 42,678,159.42 | 26,982,893.49 | 23,591,983.32 | 15,809,358.91 | 12,009,948.08 | 7,862,670.14 | 6,680,318.15 | 6,899,687.83 |

| FY2024_sum   | FY2025_sum   | FY2026_sum   | FY2027_sum   | FY2028_sum   | FY2029_sum   |
|--------------|--------------|--------------|--------------|--------------|--------------|
| 423,724.88   | 423,882.38   | 444,672.38   | 443,517.38   | 386,712.38   | 386,554.88   |
| 1,817,438.45 | 2,444,288.45 | 2,445,075.95 | 2,442,713.45 | 2,447,700.95 | 2,445,705.95 |
| 162,303.75   | -            | -            | -            | -            | -            |
| -            | 491,957.82   | 484,870.32   | 598,532.82   | 622,157.82   | 622,945.32   |
| 630,315.00   | 294,525.00   | 283,027.50   | 282,135.00   | 281,085.00   | 279,877.50   |
| 139,440.00   | 142,065.00   | 144,585.00   | -            | -            | -            |
| 856,219.88   | 857,322.38   | 862,887.38   | 862,257.38   | 860,787.38   | 869,029.88   |
| 769,755.00   | 928,725.00   | 569,730.00   | 338,310.00   | 321,300.00   | -            |
| 47,092.50    | 47,092.50    | 740,092.50   | 903,052.50   | -            | -            |
| 65,835.00    | 65,835.00    | 65,835.00    | 65,835.00    | 65,835.00    | 464,835.00   |
| 58,537.50    | 56,647.50    | 60,007.50    | 57,907.50    | 55,807.50    | 59,482.50    |
| 83,632.50    | 86,520.00    | -            | -            | -            | -            |
| 1,823,023.13 | 2,256,883.13 | 2,263,550.63 | 2,261,818.13 | 2,241,448.13 | 2,974,978.13 |
| 75,337.50    | 74,445.00    | 73,552.50    | 508,410.00   | 530,145.00   | -            |
| 521,984.40   | 521,984.40   | 521,984.40   | 521,984.40   | 521,984.40   | 521,984.40   |
| 147,000.00   | 143,535.00   | 145,320.00   | 146,947.50   | 143,167.50   | 128,887.50   |
| 529,149.87   | 529,527.87   | 531,181.62   | 585,099.12   | 583,051.62   | 580,720.62   |
| 241,841.25   | 240,581.25   | 239,323.35   | 232,811.25   | 231,892.50   | 1,921,473.75 |
| 648,112.50   | 648,112.50   | 648,112.50   | 648,112.50   | 648,112.50   | 3,341,362.50 |
| 58,537.50    | 208,950.00   | 281,610.00   | 348,915.00   | -            | -            |
| 1,175,251.88 | 1,175,251.88 | 2,970,751.88 | 2,529,226.88 | 3,900,789.38 | 3,934,914.38 |
| 166,172.32   | 176,590.32   | 185,252.82   | 277,390.32   | 280,802.82   | 283,690.32   |
| 1,299,480.00 | 1,319,167.50 | 1,309,717.50 | 1,314,442.50 | 1,311,555.00 | 1,311,817.50 |
| 359,848.13   | 392,818.13   | 387,725.63   | 384,680.63   | 392,030.63   | 388,460.63   |
| 287,385.00   | 290,535.00   | 298,672.50   | 316,785.00   | 318,097.50   | 319,147.50   |
| 178,500.00   | 173,250.00   | 1,774,500.00 | 1,774,500.00 | 1,779,750.00 | 1,779,750.00 |
| 428,428.00   | 390,768.00   | 368,508.00   | 387,408.00   | 457,495.50   | 460,645.50   |
| 261,975.00   | 260,295.00   | 458,115.00   | 275,205.00   | 272,475.00   | 274,995.00   |
| 286,350.75   | 298,425.75   | 294,435.75   | 290,445.75   | 296,955.75   | 298,005.75   |
| 164,745.00   | 164,955.00   | 164,955.00   | 172,725.00   | 169,785.00   | 502,845.00   |
| 259,245.00   | 260,242.50   | 266,332.50   | 266,857.50   | 261,975.00   | 262,342.50   |
| 13,471.92    | 82,503.75    | 91,901.25    | 69,483.75    | 399,446.25   | 336,236.25   |
| 318,412.50   | 320,722.50   | 318,255.00   | 312,165.00   | 316,128.75   | 313,884.38   |
| 235,357.50   | 238,507.50   | 241,237.50   | 238,297.50   | 235,147.50   | 237,037.50   |
| 502,845.00   | 503,842.50   | 504,630.00   | 505,155.00   | 505,417.50   | 400,470.00   |
| 158,235.00   | 157,447.50   | 156,397.50   | 155,085.00   | 153,510.00   | 158,340.00   |
| -            | -            | -            | -            | 582,750.00   | 582,750.00   |
| 224,298.38   | 223,878.38   | 223,248.38   | 222,408.38   | 226,608.38   | 225,138.38   |
| 118,125.00   | 118,125.00   | 118,125.00   | 118,125.00   | 118,125.00   | 118,125.00   |
| 3,874,473.76 | 3,989,448.76 | 4,932,348.76 | 6,425,291.26 | 6,369,063.76 | 7,894,267.51 |
| 46,512.90    | 80,289.09    | 86,940.00    | 86,940.00    | 86,940.00    | 86,940.00    |
| 340,580.63   | 914,930.63   | 909,680.63   | 914,090.63   | 911,990.63   | 908,840.63   |
| 363,751.50   | 361,284.00   | 358,659.00   | 361,126.50   | 360,811.50   | 360,391.50   |
| 348,888.32   | 346,898.81   | 349,295.27   | 351,420.43   | 348,752.68   | 350,470.89   |
| 211,102.50   | 209,790.00   | 213,465.00   | 211,365.00   | 214,252.50   | 211,365.00   |
| 647,661.45   | 650,499.59   | 652,391.40   | 644,824.15   | 646,432.20   | 647,472.69   |
| 509,145.00   | 506,257.50   | 508,095.00   | 509,145.00   | 509,407.50   | 508,882.50   |
| 139,387.50   | 141,802.50   | 138,810.00   | 141,067.50   | 143,167.50   | 139,860.00   |

|              |              |              |              |              |              |
|--------------|--------------|--------------|--------------|--------------|--------------|
| 136,500.00   | 136,500.00   | 876,750.00   | 876,750.00   | 687,750.00   | -            |
| 29,326.50    | 34,261.50    | 33,789.00    | 122,566.50   | 114,166.50   | 116,424.00   |
| 213,307.50   | 382,147.50   | 409,290.00   | 1,081,080.00 | -            | -            |
| -            | -            | -            | 6,993,000.00 | 6,987,750.00 | 6,987,750.00 |
| 237,260.63   | 793,760.63   | 1,078,520.63 | 967,955.63   | 970,370.63   | 987,275.63   |
| 62,110.13    | 85,210.13    | 85,210.13    | 85,210.13    | 85,210.13    | 85,210.13    |
| 754,007.63   | 389,237.63   | 372,752.63   | 372,227.63   | 371,597.63   | 370,862.63   |
| -            | -            | 132,061.23   | 119,870.63   | 117,390.00   | 120,435.00   |
| 1,188,127.50 | 1,187,550.00 | 1,233,592.50 | 1,206,502.50 | 1,205,452.50 | 1,203,142.50 |
| 147,393.75   | 145,136.25   | 142,878.75   | 139,728.75   | 120,828.75   | 123,401.25   |
| 52,615.50    | 51,775.50    | 50,935.50    | 50,095.50    | 49,255.50    | 53,665.50    |
| 271,335.75   | 268,815.75   | 266,085.75   | 268,395.75   | 265,035.75   | 266,715.75   |
| 565,149.38   | 566,829.38   | 559,899.38   | 747,009.38   | 747,481.88   | 747,481.88   |
| 580,130.25   | 571,835.25   | 578,870.25   | 571,835.25   | 579,342.75   | 580,812.75   |
| 48,930.00    | 49,245.00    | 58,170.00    | 57,960.00    | 57,750.00    | 57,540.00    |
| 254,100.00   | 258,772.50   | 257,880.00   | 256,830.00   | 255,622.50   | 254,257.50   |
| 491,599.50   | 513,019.50   | 506,719.50   | 510,499.50   | 508,189.50   | 510,499.50   |
| 177,765.00   | 177,765.00   | 177,765.00   | 177,765.00   | 177,765.00   | 177,765.00   |
| 27,785.63    | 27,260.63    | 32,051.25    | -            | -            | -            |
| 94,526.25    | 94,526.25    | 283,526.25   | 283,106.25   | 282,528.75   | 287,043.75   |
| 718,530.75   | 716,483.25   | 719,213.25   | 716,063.25   | 713,648.25   | 716,273.25   |
| 2,811,165.00 | 2,747,955.00 | 945,945.00   | 1,049,895.00 | 723,555.00   | 708,435.00   |
| 400,785.00   | 394,485.00   | 396,165.00   | 397,530.00   | 393,330.00   | 394,222.50   |
| 103,259.63   | 102,564.00   | -            | -            | -            | -            |
| 99,960.00    | 99,960.00    | 99,960.00    | 99,960.00    | 99,960.00    | 99,960.00    |
| 243,998.48   | 241,828.13   | 248,338.13   | 249,138.75   | 249,585.00   | 244,387.50   |
| 74,796.75    | 78,786.75    | 66,869.25    | 71,016.75    | 216,756.75   | 216,336.75   |
| 740,460.00   | 734,685.00   | 744,135.00   | 741,772.50   | 1,792,402.50 | 1,792,402.50 |
| 70,360.50    | 259,360.50   | 262,300.50   | 75,820.50    | 64,753.50    | 53,970.00    |
| 436,957.50   | 436,432.50   | 435,802.50   | 435,067.50   | 436,432.50   | 437,482.50   |
| 219,797.82   | 219,377.82   | 218,747.82   | 217,907.82   | 218,432.82   | 218,800.32   |
| 62,947.50    | 62,947.50    | 62,947.50    | 593,197.50   | 614,040.00   | 30,030.00    |
| 242,395.13   | 242,707.50   | 241,395.00   | 245,070.00   | 242,970.00   | 240,607.50   |
| 2,970,712.50 | 3,008,775.00 | 3,168,637.50 | 3,776,587.50 | 3,791,025.00 | 893,025.00   |
| 808,237.50   | 809,077.50   | 808,867.50   | 807,607.50   | 810,547.50   | 809,182.50   |
| 243,799.50   | 244,849.50   | 308,689.50   | 306,694.50   | 307,295.63   | 260,413.13   |
| 13,995.45    | 14,728.98    | 14,383.74    | 14,038.50    | 13,693.26    | 14,398.02    |
| 583,154.25   | 587,091.75   | 584,729.25   | 586,829.25   | 587,879.25   | 587,879.25   |
| 87,622.50    | 583,154.25   | 588,929.25   | 583,154.25   | 587,354.25   | 585,254.25   |
| 273,525.00   | 276,045.00   | 272,895.00   | 274,785.00   | 276,255.00   | 272,055.00   |
| 174,387.50   | 172,200.00   | 171,570.00   | 175,980.00   | 174,720.00   | -            |
| 178,710.00   | 179,865.00   | 182,280.00   | 179,340.00   | 181,650.00   | 178,605.00   |
| 1,116,275.24 | 1,361,974.70 | 1,358,037.20 | 1,415,787.20 | 1,416,574.70 | 1,415,524.70 |
| 471,937.38   | 475,702.50   | 473,865.00   | 476,490.00   | 472,815.00   | 471,187.50   |
| 499,359.00   | 501,879.00   | 503,769.00   | 499,779.00   | 504,346.50   | 503,191.50   |

|               |               |               |               |               |               |
|---------------|---------------|---------------|---------------|---------------|---------------|
| 40,998,011.33 | 44,497,971.80 | 49,103,084.44 | 59,381,916.28 | 59,984,361.09 | 61,968,830.68 |
|---------------|---------------|---------------|---------------|---------------|---------------|

| FY2030_sum   | FY2031_sum   | FY2032_sum   | FY2033_sum   |
|--------------|--------------|--------------|--------------|
| 382,039.88   | 386,607.38   | 385,612.50   | 174,352.50   |
| 3,070,823.45 | 3,068,355.95 | 3,066,465.95 | 3,065,835.95 |
| -            | -            | -            | -            |
| 617,695.32   | 617,170.32   | 621,107.82   | 686,995.32   |
| 283,762.50   | 282,082.50   | 280,245.00   | 283,500.00   |
| -            | -            | -            | -            |
| 866,614.88   | 863,346.75   | 868,649.25   | 868,234.50   |
| -            | -            | -            | -            |
| -            | -            | -            | -            |
| 484,365.00   | 481,950.00   | 484,470.00   | 481,267.50   |
| -            | -            | -            | -            |
| -            | -            | -            | -            |
| 2,739,358.13 | 3,011,570.63 | 3,174,478.13 | 3,183,613.13 |
| -            | -            | -            | -            |
| 521,984.40   | 521,984.40   | 521,984.40   | 521,984.40   |
| 109,672.50   | 96,180.00    | 83,002.50    | 64,890.00    |
| 580,295.37   | 584,642.37   | 584,127.87   | 582,048.87   |
| 1,988,542.50 | 1,989,855.00 | 1,990,524.38 | -            |
| 2,519,632.50 | 6,241,462.50 | 3,280,252.50 | 138,495.00   |
| -            | -            | -            | -            |
| 3,881,364.38 | 3,859,891.88 | 3,883,464.38 | 3,893,964.38 |
| 275,552.82   | 277,915.32   | 279,752.82   | 329,995.32   |
| 1,314,967.50 | 1,315,387.50 | 1,314,127.50 | 1,311,187.50 |
| 389,930.63   | 391,085.63   | 129,990.00   | 127,680.00   |
| 325,185.00   | 320,197.50   | 317,205.00   | 318,465.00   |
| 1,769,250.00 | 1,281,000.00 | -            | -            |
| 457,758.00   | 449,095.50   | 453,505.50   | 494,035.50   |
| 272,055.00   | 269,115.00   | 276,675.00   | 274,155.00   |
| 414,450.75   | 420,918.75   | 416,414.25   | 416,813.25   |
| 519,435.00   | -            | -            | -            |
| 262,552.50   | 262,605.00   | 262,500.00   | 262,237.50   |
| 338,441.25   | 335,343.75   | 337,186.50   | 333,406.50   |
| 316,758.75   | 318,845.63   | 110,617.50   | 112,426.13   |
| -            | -            | -            | -            |
| 403,410.00   | 364,140.00   | -            | -            |
| -            | -            | -            | -            |
| 582,750.00   | 582,750.00   | 399,000.00   | 404,250.00   |
| 228,708.38   | 221,620.88   | 219,746.63   | 254,443.88   |
| 118,125.00   | 118,125.00   | 118,125.00   | 212,625.00   |
| 8,579,930.64 | 7,744,865.64 | 8,106,367.46 | 8,237,355.02 |
| 86,940.00    | 86,940.00    | 533,190.00   | 535,552.50   |
| 912,253.13   | 912,253.13   | 906,688.13   | 911,413.13   |
| 359,866.50   | 359,236.50   | 363,751.50   | 362,496.75   |
| 347,396.19   | 353,229.08   | 349,611.78   | 350,380.46   |
| 213,255.00   | 215,040.00   | 211,470.00   | 213,150.00   |
| 487,141.61   | -            | -            | -            |
| 512,820.00   | 510,457.50   | 505,837.50   | 504,682.50   |
| 141,802.50   | 138,337.50   | 140,122.50   | 141,750.00   |

|              |              |              |              |
|--------------|--------------|--------------|--------------|
| -            | -            | -            | -            |
| 115,374.00   | 114,271.50   | 118,314.00   | 116,935.88   |
| -            | -            | -            | -            |
| 6,987,750.00 | -            | -            | -            |
| 980,870.63   | 984,755.63   | 967,220.63   | 977,300.63   |
| 85,210.13    | 85,210.13    | 85,210.13    | 85,210.13    |
| 373,067.63   | 374,910.38   | 371,130.38   | 372,285.38   |
| 107,625.00   | -            | -            | -            |
| 1,204,822.50 | 1,203,667.50 | 1,201,725.00 | 1,203,405.00 |
| 125,816.25   | 122,823.75   | 125,081.25   | 121,931.25   |
| 52,720.50    | 52,200.75    | 51,681.00    | 51,066.75    |
| 267,345.75   | 267,870.75   | 268,290.75   | 268,482.38   |
| 741,759.38   | 746,221.88   | 744,804.38   | 741,444.38   |
| 581,127.75   | 578,607.75   | 576,350.25   | 575,825.25   |
| 62,580.00    | 57,120.00    | 57,015.00    | 56,910.00    |
| 257,985.00   | 256,147.50   | 254,152.50   | -            |
| 316,984.50   | 310,894.50   | -            | -            |
| 177,765.00   | 933,765.00   | 4,126,395.00 | 4,251,870.00 |
| -            | -            | -            | -            |
| 285,993.75   | 284,786.25   | 283,421.25   | 287,148.75   |
| 718,247.25   | 713,960.63   | -            | -            |
| 1,375,815.00 | 1,401,645.00 | 1,403,745.00 | 1,399,965.00 |
| 384,300.00   | 390,127.50   | 390,232.50   | 390,022.50   |
| -            | -            | -            | -            |
| 99,960.00    | 2,598,960.00 | -            | -            |
| 247,117.50   | 120,645.00   | 122,587.50   | 124,372.50   |
| 215,759.25   | 213,764.25   | 211,769.25   | 215,024.25   |
| 1,789,357.50 | 1,790,302.50 | 1,789,830.00 | 1,787,940.00 |
| 53,970.00    | 374,220.00   | 394,065.00   | 392,385.00   |
| 438,217.50   | 438,637.50   | 438,742.50   | 438,532.50   |
| 220,690.32   | 217,225.32   | 219,010.32   | 220,690.32   |
| 30,030.00    | 30,030.00    | 30,030.00    | 30,030.00    |
| 243,232.50   | 240,082.50   | 241,920.00   | 245,070.00   |
| -            | -            | -            | -            |
| 807,187.50   | -            | -            | -            |
| 255,530.63   | 255,898.13   | 261,358.13   | 250,753.13   |
| 14,024.01    | -            | -            | -            |
| 586,829.25   | 584,099.25   | 584,332.88   | 584,028.38   |
| 584,729.25   | 583,416.75   | 586,566.75   | 588,824.25   |
| 278,145.00   | 273,105.00   | 273,105.00   | -            |
| -            | -            | -            | -            |
| 180,810.00   | 177,660.00   | 179,760.00   | 181,755.00   |
| 1,417,887.20 | 1,418,149.70 | 1,416,312.20 | 1,412,374.70 |
| 471,450.00   | 475,020.00   | -            | -            |
| 500,461.50   | 502,876.50   | 499,831.50   | 501,931.50   |

|               |               |               |               |
|---------------|---------------|---------------|---------------|
| 61,315,435.89 | 58,426,683.29 | 53,250,259.30 | 47,927,197.30 |
|---------------|---------------|---------------|---------------|

| FY2024_sum    | FY2025_sum    | FY2026_sum    | FY2027_sum    | FY2028_sum    | FY2029_sum    |
|---------------|---------------|---------------|---------------|---------------|---------------|
| 268,170.00    | 267,435.00    | 266,542.50    | 270,742.50    | 269,377.50    | 267,855.00    |
| 21,354,847.50 | 21,213,360.00 | 21,077,122.50 | 20,938,680.00 | 20,813,572.50 | 20,668,515.00 |
| 147,840.00    | 150,360.00    | 147,525.00    | 149,940.00    | -             | -             |
| 1,078,297.50  | 1,095,727.50  | 852,600.00    | 852,180.00    | 851,130.00    | 854,700.00    |
| 395,535.00    | 394,905.00    | 398,685.00    | 396,585.00    | 394,065.00    | 397,845.00    |
| 102,207.00    | 99,687.00     | 97,167.00     | 99,897.00     | 103,362.00    | 100,527.00    |
| 556,500.00    | 560,962.50    | 558,862.50    | 555,712.50    | 556,762.50    | -             |
| 322,350.00    | 383,250.00    | 441,420.00    | 491,610.00    | 497,280.00    | 496,860.00    |
| 467,460.00    | 642,547.50    | 645,697.50    | 642,547.50    | 643,860.00    | 640,972.50    |
| 66,673.10     | 174,667.50    | 175,455.00    | 175,980.00    | 181,492.50    | 181,230.00    |
| 935,497.50    | -             | -             | -             | -             | -             |
| 428,085.00    | 420,000.00    | 390,915.00    | -             | -             | -             |
| 78,406.13     | 77,146.13     | 76,453.13     | 75,760.13     | 75,067.13     | 79,624.13     |
| 654,360.00    | 650,370.00    | 651,630.00    | 652,050.00    | 651,840.00    | 651,210.00    |
| 1,581,043.47  | 1,585,447.50  | 1,585,447.50  | 1,585,447.50  | 1,585,447.50  | 4,016,197.50  |
| 143,745.00    | 140,122.50    | 141,750.00    | 143,220.00    | 139,282.50    | 140,595.00    |
| 218,872.50    | 219,082.50    | 213,885.00    | 219,187.50    | 218,925.00    | 218,505.00    |
| 39,466.88     | 44,021.25     | 43,186.50     | 52,851.75     | 51,738.75     | 55,875.75     |
| 783,825.00    | 785,137.50    | 785,820.00    | 785,872.50    | 785,295.00    | 784,087.50    |
| 141,750.00    | 143,220.00    | 139,282.50    | 140,595.00    | -             | -             |
| 194,145.00    | 189,105.00    | 189,315.00    | 189,367.50    | 189,262.50    | -             |
| 161,581.88    | 156,961.88    | 157,591.88    | 158,011.88    | 158,221.88    | 159,534.38    |
| 135,607.50    | 137,550.00    | 134,085.00    | 135,870.00    | 137,497.50    | 133,717.50    |
| 186,532.50    | 184,957.50    | 188,370.00    | 186,007.50    | 188,632.50    | 183,592.50    |
| 1,266,212.93  | 1,381,616.25  | 1,379,253.75  | 1,380,566.25  | 1,380,041.25  | 1,382,928.75  |
| 781,252.50    | 825,352.50    | 860,790.00    | 903,577.50    | 942,690.00    | 977,602.50    |
| 3,358,792.50  | 6,239,730.00  | 8,074,552.50  | 12,537,420.00 | 12,081,037.50 | 7,867,492.50  |
| 909,562.50    | 912,292.50    | 908,722.50    | 909,562.50    | 909,352.50    | 908,092.50    |
| 108,150.00    | -             | -             | -             | -             | -             |
| 247,117.50    | 246,697.50    | 251,370.00    | 250,477.50    | 249,427.50    | 248,220.00    |
| 105,997.50    | 102,322.50    | 105,367.50    | 102,217.50    | 103,530.00    | 106,260.00    |
| 62,370.00     | 60,637.50     | 59,193.75     | -             | -             | -             |
| 114,765.00    | 116,865.00    | 113,557.50    | -             | -             | -             |
| 373,957.50    | 372,277.50    | 370,177.50    | 372,907.50    | 373,170.00    | 373,117.50    |
| 150,209.06    | 152,624.06    | 154,881.83    | 151,731.56    | 153,831.56    | 150,524.06    |
| 1,428,963.38  | 1,349,197.50  | 1,349,197.50  | 1,349,197.50  | 1,349,197.50  | 1,616,947.50  |
| 2,720,963.45  | 8,717,145.95  | 10,352,468.45 | 9,644,348.45  | 10,283,693.45 | 9,814,815.95  |
| 944,744.07    | 1,535,211.57  | 2,348,961.57  | 2,313,524.07  | 3,674,324.07  | 5,531,459.07  |
| 1,608,941.25  | 3,198,431.25  | 5,757,176.25  | 7,471,117.50  | 7,783,072.50  | 8,423,835.00  |
| 2,518,038.35  | 2,497,410.57  | 2,502,266.82  | 2,505,784.32  | 2,497,568.07  | 2,494,575.57  |
| 360,255.00    | 361,830.00    | 360,360.00    | 363,720.00    | 298,200.00    | 295,260.00    |
| 4,626,321.02  | 8,833,085.65  | 12,726,065.65 | 13,265,713.15 | 14,075,998.15 | 11,971,798.15 |
| 8,504,207.97  | 9,626,787.19  | 11,897,412.19 | 17,100,109.69 | 17,988,514.69 | 18,758,794.69 |
| 865,410.00    | 865,410.00    | 869,347.50    | 866,460.00    | 867,510.00    | 866,985.00    |
| 145,215.00    | 146,842.50    | 148,312.50    | 150,937.50    | 148,207.50    | 150,727.50    |
| 93,292.50     | 91,717.50     | 90,142.50     | 88,567.50     | 92,242.50     | 90,562.50     |
| 256,110.75    | 253,223.25    | 250,073.25    | 251,910.75    | 248,078.25    | 254,483.25    |
| 37,550.10     | 36,705.90     | 35,861.70     | 35,017.50     | 34,173.30     | 33,329.10     |

|              |              |              |               |               |               |
|--------------|--------------|--------------|---------------|---------------|---------------|
| 206,167.50   | 206,377.50   | 206,377.50   | 206,167.50    | 205,747.50    | 205,117.50    |
| 125,784.75   | 118,198.50   | 115,888.50   | 118,723.50    | 116,151.00    | 122,713.50    |
| 472,395.00   | 506,257.50   | 532,875.00   | 557,655.00    | 570,097.50    | 571,882.50    |
| 183,750.00   | 180,285.00   | 182,070.00   | -             | -             | -             |
| 49,780.50    | 49,024.50    | 48,268.50    | 47,512.50     | 51,502.50     | 50,085.00     |
| 68,281.50    | 67,231.50    | 66,181.50    | 65,131.50     | 69,331.50     | 68,176.50     |
| 42,105.00    | 40,635.00    | 44,415.00    | 43,575.00     | 37,485.00     | -             |
| 45,570.00    | 44,730.00    | 49,140.00    | 48,195.00     | -             | -             |
| 446,512.50   | -            | -            | -             | -             | -             |
| 402,202.50   | 405,352.50   | 392,122.50   | 405,142.50    | 401,362.50    | 402,412.50    |
| 261,975.00   | 260,925.00   | 259,717.50   | 263,602.50    | 261,922.50    | 218,085.00    |
| 210,748.13   | 211,522.50   | 206,902.50   | 207,112.50    | 207,165.00    | 207,060.00    |
| 175,491.75   | 178,969.88   | 177,058.88   | 180,250.88    | 177,967.13    | 175,531.13    |
| 770,262.50   | 807,975.00   | 811,387.50   | 807,975.00    | 546,000.00    | 542,325.00    |
| 468,569.07   | 463,739.07   | 462,426.57   | 464,841.57    | 468,149.07    | 470,039.07    |
| 303,975.00   | 303,712.50   | 302,190.00   | 305,760.00    | 303,765.00    | 306,862.50    |
| 169,674.75   | 170,829.75   | 171,827.25   | 167,417.25    | 169,727.25    | 166,682.25    |
| 371,595.00   | 369,757.50   | 372,645.00   | 369,495.00    | 371,070.00    | 371,857.50    |
| 122,926.13   | 125,808.38   | 128,583.00   | -             | -             | -             |
| 80,014.73    | 78,269.63    | 76,524.53    | 80,029.43     | 78,138.90     | 76,248.38     |
| 60,548.25    | 60,288.38    | 70,386.75    | 69,895.88     | 69,405.00     | 73,500.00     |
| 109,788.00   | 106,638.00   | 108,738.00   | 105,378.00    | 107,268.00    | 108,948.00    |
| 203,568.75   | 205,563.75   | 207,033.75   | 203,135.63    | 204,487.50    | 204,828.75    |
| 273,262.50   | 271,950.00   | 275,625.00   | 273,525.00    | 276,412.50    | 273,525.00    |
| 504,511.88   | 499,891.88   | 500,311.88   | 500,311.88    | 505,141.88    | 498,841.88    |
| 2,822,183.45 | 3,063,158.45 | 2,983,883.45 | 2,965,875.95  | 2,835,675.95  | 2,824,178.45  |
| 166,540.50   | 168,955.50   | 166,015.50   | 168,325.50    | 165,280.50    | 167,485.50    |
| 127,312.50   | 129,412.50   | 126,052.50   | 127,942.50    | 124,372.50    | 126,052.50    |
| 235,935.00   | 232,785.00   | 232,837.50   | 232,732.50    | 232,470.00    | 232,050.00    |
| 109,835.25   | 107,157.75   | 109,730.25   | 106,895.25    | 110,255.25    | 108,260.25    |
| 178,290.00   | 180,180.00   | 176,715.00   | -             | -             | -             |
| 346,794.00   | 354,669.00   | 367,321.50   | 363,594.00    | 364,959.00    | 366,009.00    |
| 196,770.00   | 196,665.00   | 196,402.50   | 59,482.50     | -             | -             |
| 58,380.00    | 56,280.00    | 54,180.00    | 57,330.00     | 54,967.50     | 57,855.00     |
| 71,273.13    | 71,585.41    | 71,793.60    | 70,960.85     | 71,137.80     | 71,252.31     |
| 5,443,395.43 | 6,901,184.07 | 8,886,996.57 | 9,172,071.57  | 10,560,959.07 | 10,815,741.57 |
| 1,277,605.88 | 1,228,675.88 | 1,223,425.88 | 2,819,425.88  | 2,823,625.88  | 2,830,135.88  |
| 6,870,839.06 | 9,171,120.00 | 9,045,277.50 | 12,549,495.00 | 12,957,315.00 | 12,994,432.50 |
| 2,750,160.00 | 2,751,210.00 | 2,748,585.00 | 2,752,785.00  | 2,747,535.00  | 2,754,097.50  |
| 115,132.50   | 112,770.00   | 115,657.50   | 113,137.50    | 115,867.50    | 113,190.00    |
| 22,370.78    | 22,081.50    | 21,792.23    | 22,552.95     | 22,248.45     | 21,943.95     |
| 243,208.88   | 238,798.88   | 239,638.88   | 240,321.38    | 261,846.38    | 259,746.38    |
| 210,630.00   | 189,840.00   | 206,430.00   | 211,680.00    | 221,760.00    | 225,960.00    |
| 298,331.25   | 298,541.25   | 303,896.25   | 298,541.25    | 303,686.25    | 308,621.25    |
| 204,362.82   | 206,305.32   | 202,840.32   | 204,625.32    | 206,252.82    | 201,212.82    |
| 135,014.25   | 137,114.25   | 133,806.75   | 135,749.25    | 137,534.25    | 133,911.75    |
| 34,555.50    | 33,862.50    | 33,122.25    | 32,334.75     | -             | -             |
| 450,184.88   | 448,998.38   | 447,055.88   | 449,806.88    | 257,677.88    | 259,651.88    |
| 4,545,765.00 | 2,190,300.00 | 2,190,195.00 | -             | -             | -             |
| 332,587.50   | 335,370.00   | 332,587.50   | 334,897.50    | 329,752.50    | 326,340.00    |

|              |              |              |              |               |               |
|--------------|--------------|--------------|--------------|---------------|---------------|
| 1,058,544.38 | 1,121,544.38 | 1,180,764.38 | 1,230,954.38 | 1,280,475.00  | 1,320,243.75  |
| 1,000,400.63 | 999,088.13   | 996,200.63   | 996,988.13   | 1,001,188.13  | 998,038.13    |
| 553,665.00   | 565,582.50   | 550,777.50   | 551,407.50   | 551,565.00    | -             |
| 858,138.75   | 940,353.75   | 974,268.75   | 1,009,076.25 | 1,047,558.75  | 979,413.75    |
| 3,321,603.40 | 3,970,136.63 | 3,837,469.13 | 5,481,349.13 | 5,641,841.63  | 5,963,876.63  |
| 150,937.50   | 152,722.50   | 154,350.00   | 150,570.00   | 152,040.00    | 153,352.50    |
| 194,341.88   | 190,879.50   | 192,667.13   | 189,099.75   | 190,782.38    | 192,031.88    |
| 258,208.13   | 253,903.13   | 254,848.13   | 255,688.13   | 256,423.13    | 257,053.13    |
| 76,363.88    | 75,555.38    | 74,746.88    | 73,938.38    | 77,889.00     | 76,629.00     |
| 1,150,485.00 | 1,147,335.00 | 1,148,385.00 | 1,148,122.50 | 1,146,547.50  | 1,148,910.00  |
| 159,285.00   | 155,820.00   | 157,605.00   | 159,232.50   | 155,452.50    | 156,922.50    |
| 267,330.00   | 339,150.00   | 339,570.00   | 339,570.00   | 339,150.00    | 338,730.00    |
| 328,650.00   | 328,650.00   | 328,125.00   | 327,075.00   | 325,500.00    | 328,650.00    |
| 176,347.50   | 184,416.75   | 197,350.13   | 204,789.38   | 210,833.45    | 216,562.50    |
| 158,985.75   | 161,715.75   | 159,090.75   | 161,715.75   | 158,985.75    | 161,505.75    |
| 126,787.50   | 123,952.50   | 121,117.50   | 118,282.50   | 115,447.50    | 112,612.50    |
| 129,661.88   | 126,826.88   | 128,296.88   | 129,556.88   | 126,406.88    | 128,506.88    |
| 129,045.00   | 132,405.00   | 130,410.00   | 133,665.00   | 130,515.00    | 132,615.00    |
| 106,292.76   | 104,764.70   | 109,505.45   | 107,673.83   | 106,861.02    | 105,985.85    |
| 101,514.00   | 99,178.80    | 102,093.60   | 99,612.45    | 102,381.30    | 99,754.20     |
| 213,412.50   | 221,550.00   | 234,150.00   | 250,950.00   | 261,187.50    | 275,625.00    |
| 176,137.50   | 177,450.00   | 173,355.00   | 174,510.00   | 175,507.50    | 176,347.50    |
| 1,157,536.20 | 1,096,571.45 | 1,098,408.95 | 1,098,408.95 | 1,096,571.45  | 1,093,316.45  |
| 136,290.00   | 133,770.00   | 136,500.00   | 133,875.00   | -             | -             |
| 109,627.19   | 239,137.50   | 240,187.50   | 240,975.00   | 372,750.00    | 376,950.00    |
| 245,917.19   | 372,907.50   | 376,687.50   | 374,850.00   | 372,750.00    | 376,950.00    |
| 3,919,164.38 | 3,919,164.38 | 3,919,164.38 | 3,919,164.38 | 10,182,414.38 | 14,032,501.88 |
| 252,809.82   | 252,809.82   | 252,809.82   | 252,809.82   | 252,809.82    | 252,809.82    |
| 21,564.90    | 22,205.40    | 21,768.60    | 22,381.80    | 21,917.70     | 22,503.60     |
| 142,889.25   | 142,919.49   | 142,917.39   | 143,932.95   | -             | -             |
| 197,925.00   | 199,395.00   | 101,495.63   | -            | -             | -             |
| 48,142.50    | 47,407.50    | 46,672.50    | 45,570.00    | 49,717.50     | 48,457.50     |
| 297,270.75   | 294,120.75   | 306,930.75   | 300,368.25   | 296,273.25    | 297,218.25    |
| 164,797.50   | 168,997.50   | 167,422.50   | 165,585.00   | 166,425.00    | 167,107.50    |
| 952,927.50   | 958,702.50   | 958,807.50   | 955,801.88   | 958,597.50    | 954,397.50    |
| 348,019.88   | 349,909.88   | 351,379.88   | 347,179.88   | 348,019.88    | 350,959.88    |
| 996,975.00   | 997,815.00   | 1,039,605.00 | 1,036,665.00 | 1,037,925.00  | 1,037,925.00  |
| 532,192.50   | 531,457.50   | 530,407.50   | 534,292.50   | 537,652.50    | 537,022.50    |
| 47,861.63    | 47,231.63    | 46,601.63    | 51,142.88    | 50,224.13     | 49,213.50     |
| 80,668.88    | 78,723.75    | 82,028.63    | 79,933.88    | 77,839.13     | 80,994.38     |
| 162,235.50   | 158,455.50   | 159,925.50   | 161,238.00   | 162,393.00    | 158,140.50    |
| 149,152.50   | 148,627.50   | 147,840.00   | 152,040.00   | 151,830.00    | 151,410.00    |
| 456,183.00   | 455,553.00   | 454,503.00   | 453,033.00   | 455,169.75    | 457,023.00    |
| 485,068.50   | 490,686.00   | 485,383.50   | 490,423.50   | 484,543.50    | 483,756.00    |
| 260,610.00   | 257,145.00   | 258,930.00   | 260,610.00   | 260,347.50    | 254,677.50    |
| 575,380.32   | 573,490.32   | 576,220.32   | 572,860.32   | 573,805.32    | 574,277.82    |
| 321,205.50   | 319,845.75   | 323,463.00   | 321,562.50   | 318,937.50    | 316,155.00    |
| 134,912.17   | 148,102.50   | 154,140.00   | 91,402.50    | 99,802.50     | 97,177.50     |
| 155,258.25   | 158,970.00   | 153,720.00   | 158,970.00   | 158,445.00    | 157,657.50    |
| 162,429.75   | 164,844.75   | 167,102.25   | 169,202.25   | 168,939.75    | 168,414.75    |



|            |            |            |            |            |            |
|------------|------------|------------|------------|------------|------------|
| 170,100.00 | 171,570.00 | 172,882.50 | 174,037.50 | 175,035.00 | 170,625.00 |
| 192,386.25 | 193,935.00 | 195,352.50 | 191,388.75 | 192,320.63 | 193,108.13 |
| 291,637.50 | 289,537.50 | 292,162.50 | -          | -          | -          |
| 120,211.88 | 122,836.88 | 120,080.63 | 122,298.75 | 124,372.50 | -          |
| 83,580.00  | 86,310.00  | 83,580.00  | 86,100.00  | 88,410.00  | 85,260.00  |
| 111,678.00 | 125,832.00 | 128,937.38 | 137,179.88 | 144,850.13 | 147,013.13 |
| 122,325.00 | 124,425.00 | 126,367.50 | 128,152.50 | 129,780.00 | -          |
| 221,025.00 | 218,400.00 | 220,762.50 | 217,350.00 | 220,710.00 | 218,400.00 |
| -          | 178,500.00 | 182,700.00 | 181,125.00 | 184,537.50 | 182,175.00 |
| 62,094.90  | 59,635.17  | 63,504.21  | 61,979.40  | 60,454.59  | 63,129.78  |
| 246,914.07 | 245,444.07 | 243,764.07 | 247,124.07 | 244,814.07 | 247,544.07 |
| 152,145.00 | 148,837.50 | 150,780.00 | 152,565.00 | 148,942.50 | 150,570.00 |
| 220,500.00 | 223,650.00 | 221,025.00 | 223,387.50 | 219,975.00 | 221,550.00 |
| 83,580.00  | 81,847.50  | 85,365.00  | 83,475.00  | 86,835.00  | 84,787.50  |
| 185,115.00 | 184,275.00 | 177,975.00 | 189,000.00 | 183,802.50 | 183,855.00 |
| 284,594.63 | 282,127.13 | 279,659.63 | 282,442.13 | 279,922.13 | 282,652.13 |
| 200,077.50 | -          | -          | -          | -          | -          |
| 305,351.37 | 308,385.00 | 308,122.50 | 307,335.00 | 306,022.50 | 303,870.00 |
| 89,236.88  | 87,346.88  | 90,706.88  | 88,659.38  | 91,861.88  | 89,656.88  |
| 118,440.00 | 98,280.00  | -          | -          | -          | -          |

|                |                |                |                |                |                |
|----------------|----------------|----------------|----------------|----------------|----------------|
| 121,880,263.02 | 139,733,514.54 | 154,099,155.01 | 168,596,086.84 | 179,222,735.17 | 181,106,685.70 |
|----------------|----------------|----------------|----------------|----------------|----------------|

|               |               |               |               |
|---------------|---------------|---------------|---------------|
| FY2030_sum    | FY2031_sum    | FY2032_sum    | FY2033_sum    |
| 266,175.00    | 269,587.50    | 267,435.00    | 270,375.00    |
| 20,531,542.50 | 20,404,492.50 | 20,274,817.50 | 18,948,457.50 |
| -             | -             | -             | -             |
| 852,232.50    | 854,385.00    | -             | -             |
| 396,165.00    | 394,380.00    | 397,740.00    | 395,640.00    |
| 102,942.00    | 101,944.50    | 100,897.13    | -             |
| -             | -             | -             | -             |
| 494,760.00    | 496,650.00    | 493,080.00    | 499,905.00    |
| 642,600.00    | 643,282.50    | 648,270.00    | 643,755.00    |
| 180,705.00    | 179,917.50    | 178,867.50    | 182,805.00    |
| -             | -             | -             | -             |
| -             | -             | -             | -             |
| 78,702.75     | 77,781.38     | 76,860.00     | 75,495.00     |
| 650,107.50    | 653,782.50    | 651,577.50    | 648,900.00    |
| 5,779,410.00  | 4,298,385.00  | 6,056,872.50  | 5,026,560.00  |
| -             | -             | -             | -             |
| 217,927.50    | 217,192.50    | 216,300.00    | -             |
| 54,623.63     | 53,371.50     | 46,869.38     | 51,006.38     |
| -             | -             | -             | -             |
| -             | -             | -             | -             |
| -             | -             | -             | -             |
| 160,689.38    | 161,686.88    | 157,276.88    | 159,219.38    |
| 135,187.50    | -             | -             | -             |
| 183,802.50    | 183,855.00    | -             | -             |
| 1,378,466.25  | 1,382,666.25  | 1,383,086.25  | 1,381,301.25  |
| 979,282.50    | 974,925.00    | 975,187.50    | 974,662.50    |
| 6,236,055.00  | 4,211,812.50  | 3,223,132.50  | 2,927,820.00  |
| 911,032.50    | 907,462.50    | 908,092.50    | 907,777.50    |
| -             | -             | -             | -             |
| 246,855.00    | 250,582.50    | 248,745.00    | -             |
| 103,582.50    | 106,155.00    | 103,320.00    | 105,735.00    |
| -             | -             | -             | -             |
| -             | -             | -             | -             |
| -             | -             | -             | -             |
| 152,466.56    | 149,001.56    | 150,786.56    | 152,414.06    |
| 2,530,237.50  | 2,892,067.50  | 4,596,217.50  | 7,968,082.50  |
| 10,858,463.45 | 10,788,795.95 | 10,802,130.95 | 10,858,778.45 |
| 5,457,224.07  | 5,713,424.07  | 5,593,829.07  | 4,716,409.70  |
| 8,377,110.00  | 7,071,120.00  | 3,623,077.50  | 4,916,257.50  |
| 2,506,947.20  | 2,474,314.51  | 2,481,276.01  | 2,475,777.95  |
| 297,412.50    | -             | -             | -             |
| 12,198,230.65 | 15,312,806.27 | 14,660,677.52 | 13,493,221.88 |
| 19,373,989.69 | 19,318,654.69 | 12,098,434.69 | 5,588,487.19  |
| 864,885.00    | 868,245.00    | 865,095.00    | 866,145.00    |
| 147,892.50    | 150,307.50    | -             | -             |
| 93,712.50     | 91,481.25     | -             | -             |
| 99,818.25     | 98,033.25     | 101,944.50    | 100,527.00    |
| 37,734.90     | -             | -             | -             |

|               |               |               |               |
|---------------|---------------|---------------|---------------|
| 209,527.50    | 208,267.50    | 206,797.50    | 206,850.00    |
| 118,251.00    | 119,038.50    | 120,508.50    | 121,768.50    |
| 583,642.50    | 594,457.50    | 593,827.50    | 594,142.50    |
| -             | -             | -             | -             |
| 48,667.50     | -             | -             | -             |
| 67,021.50     | 66,328.50     | 65,577.75     | 64,769.25     |
| -             | -             | -             | -             |
| -             | -             | -             | -             |
| -             | -             | -             | -             |
| 394,747.50    | -             | -             | -             |
| 217,350.00    | 221,707.50    | -             | -             |
| 206,797.50    | 211,627.50    | 210,892.50    | -             |
| 178,192.88    | 180,292.88    | 177,037.88    | 178,951.50    |
| 543,112.50    | 542,850.00    | 546,787.50    | 544,162.50    |
| 476,969.07    | 477,763.13    | -             | -             |
| 304,395.00    | 307,020.00    | 304,080.00    | 306,232.50    |
| 168,658.88    | 170,522.63    | 171,948.00    | -             |
| 371,857.50    | 371,070.00    | 369,495.00    | -             |
| -             | -             | -             | -             |
| 79,607.85     | 77,571.90     | 75,535.95     | -             |
| 72,240.00     | 76,230.00     | 74,865.00     | 73,500.00     |
| 110,418.00    | 109,420.50    | 108,373.13    | 107,226.00    |
| 205,025.63    | 205,078.13    | 204,986.25    | -             |
| 275,625.00    | 271,950.00    | 273,262.50    | 274,050.00    |
| 502,831.88    | 500,941.88    | 499,786.88    | 503,776.88    |
| 3,659,880.01  | 3,471,037.51  | 3,665,379.40  | 3,786,720.02  |
| 169,585.50    | 166,249.13    | -             | -             |
| 127,522.50    | 128,782.50    | 125,632.50    | 127,732.50    |
| 231,472.50    | 230,737.50    | 235,095.00    | 233,887.50    |
| 111,515.25    | 109,415.25    | 112,565.25    | -             |
| -             | -             | -             | -             |
| 361,494.00    | 365,379.00    | 361,966.50    | 358,554.00    |
| -             | -             | -             | -             |
| 56,805.00     | 55,755.00     | 54,705.00     | 58,905.00     |
| 53,608.39     | -             | -             | -             |
| 11,128,536.57 | 11,543,312.82 | 13,104,059.07 | 13,163,968.13 |
| 2,836,960.88  | 2,835,595.88  | 2,831,290.88  | 1,669,045.88  |
| 12,937,050.00 | 8,518,020.00  | 8,532,877.50  | -             |
| 2,750,685.00  | 2,748,060.00  | 2,750,580.00  | 2,749,950.00  |
| 115,762.50    | 112,927.50    | 115,342.50    | 112,350.00    |
| 22,689.45     | 22,369.73     | -             | -             |
| 257,436.38    | 254,916.38    | 256,176.38    | 257,331.38    |
| 229,740.00    | 233,100.00    | 232,680.00    | 237,352.50    |
| 308,096.25    | 306,731.25    | -             | -             |
| 201,422.82    | 201,422.82    | 201,212.82    | 206,042.82    |
| 137,954.25    | 136,631.25    | 135,182.25    | 133,607.25    |
| -             | -             | -             | -             |
| 260,701.88    | 261,646.88    | 257,236.88    | 257,194.88    |
| -             | -             | -             | -             |
| 330,960.00    | 330,120.00    | 329,175.00    | 328,125.00    |

|               |               |               |               |
|---------------|---------------|---------------|---------------|
| 1,365,787.50  | 1,405,950.00  | -             | -             |
| 996,148.13    | 996,410.63    | 995,885.63    | 998,510.63    |
| -             | -             | -             | -             |
| 980,805.00    | 980,516.25    | 979,702.50    | 981,330.00    |
| 8,744,224.13  | 5,897,254.13  | 6,691,316.63  | 6,850,339.13  |
| 149,257.50    | 150,412.50    | 151,410.00    | -             |
| 193,131.75    | 193,089.75    | 45,890.25     | 49,943.25     |
| 262,828.13    | 263,143.13    | 263,038.13    | -             |
| 75,369.00     | 73,794.00     | 77,784.00     | 76,419.00     |
| 1,149,697.50  | 1,148,910.00  | 1,146,547.50  | 1,147,860.00  |
| 158,235.00    | 159,390.00    | 160,387.50    | 155,977.50    |
| 343,455.00    | 342,720.00    | 341,880.00    | 340,935.00    |
| 325,762.50    | 325,132.50    | 326,970.00    | 328,492.50    |
| 232,522.50    | -             | -             | -             |
| 158,670.75    | 162,361.50    | 160,744.50    | 158,833.50    |
| 109,777.50    | 112,192.50    | 109,200.00    | 111,457.50    |
| 130,449.38    | 126,984.38    | 128,769.38    | 130,095.00    |
| 128,756.25    | 130,147.50    | 131,932.50    | 133,560.00    |
| 109,248.30    | 108,804.57    | 108,298.47    | 40,530.00     |
| 97,127.10     | -             | -             | -             |
| -             | -             | -             | -             |
| 177,030.00    | 177,555.00    | 172,672.50    | 173,040.00    |
| 1,031,681.45  | 1,021,076.45  | 1,424,318.45  | 1,433,663.45  |
| -             | -             | -             | -             |
| 375,112.50    | 378,000.00    | 374,850.00    | 379,260.00    |
| 375,112.50    | 378,000.00    | 374,850.00    | 379,260.00    |
| 17,098,186.88 | 15,865,329.38 | 15,111,639.38 | 13,959,015.00 |
| 1,040,309.82  | 958,934.82    | 947,069.82    | 945,389.82    |
| 22,012.20     | 21,520.80     | 22,079.40     | 21,560.70     |
| -             | -             | -             | -             |
| -             | -             | -             | -             |
| 47,197.50     | 45,937.50     | 44,677.50     | 48,667.50     |
| 296,535.75    | 134,573.25    | 133,313.25    | 132,053.25    |
| 167,632.50    | -             | -             | -             |
| 960,067.50    | 959,542.50    | 454,230.00    | -             |
| 348,334.88    | 350,802.38    | 347,389.88    | 349,227.38    |
| 1,041,915.00  | 1,039,185.00  | 1,040,445.00  | 1,037,715.00  |
| 539,831.25    | 536,970.00    | 539,070.00    | -             |
| 48,111.00     | 47,008.50     | 45,906.00     | 50,053.50     |
| -             | -             | -             | -             |
| 159,138.00    | 157,668.00    | 161,448.00    | 159,925.50    |
| -             | -             | -             | -             |
| 458,592.75    | 465,129.00    | 466,026.75    | 466,641.00    |
| 487,903.50    | 344,631.00    | 345,681.00    | 346,416.00    |
| 254,257.50    | 258,930.00    | 258,037.50    | 256,987.50    |
| 574,277.82    | 138,317.82    | 141,362.82    | 139,052.82    |
| 313,215.00    | 315,367.50    | 311,955.00    | 313,635.00    |
| 105,052.50    | 107,152.50    | 119,490.00    | 115,290.00    |
| 156,607.50    | 155,295.00    | 158,970.00    | 158,340.00    |
| 167,627.25    | 161,327.25    | 168,047.25    | 163,815.75    |

|            |            |            |            |
|------------|------------|------------|------------|
| 171,465.00 | 172,147.50 | 172,672.50 | 173,040.00 |
| 193,751.25 | 194,092.50 | 173,040.00 | -          |
| -          | -          | -          | -          |
| -          | -          | -          | -          |
| 87,360.00  | -          | -          | -          |
| 154,035.00 | 155,528.63 | 156,589.13 | -          |
| -          | -          | -          | -          |
| 215,880.00 | 218,400.00 | -          | -          |
| 179,550.00 | 181,912.50 | -          | -          |
| 61,489.89  | -          | -          | -          |
| 244,604.07 | 246,704.07 | 245,339.07 | 246,074.07 |
| 152,040.00 | 153,352.50 | 149,257.50 | 150,412.50 |
| 223,020.00 | 224,385.00 | 220,395.00 | 221,655.00 |
| 82,740.00  | 85,942.50  | 83,737.50  | 86,598.75  |
| -          | -          | -          | -          |
| 280,079.63 | 282,757.13 | 280,132.13 | 282,232.13 |
| -          | -          | -          | -          |
| 307,020.00 | 306,810.00 | 306,180.00 | 152,880.00 |
| 87,268.13  | 90,129.38  | 87,570.00  | 90,063.75  |
| -          | -          | -          | -          |

|                |                |                |                |
|----------------|----------------|----------------|----------------|
| 189,401,088.04 | 177,404,526.71 | 165,545,014.53 | 144,927,960.61 |
|----------------|----------------|----------------|----------------|

| FY2024_sum | FY2025_sum | FY2026_sum | FY2027_sum | FY2028_sum | FY2029_sum |
|------------|------------|------------|------------|------------|------------|
| 129,307.50 | 130,620.00 | 131,670.00 | 133,350.00 | 129,570.00 | 131,040.00 |
| 92,457.75  | 90,525.75  | 93,843.75  | 96,862.50  | -          | -          |
| 18,165.00  | 18,165.00  | 18,165.00  | 18,165.00  | 18,165.00  | 18,165.00  |
| 239,930.25 | 239,310.75 | 243,678.75 | 248,377.50 | 147,735.00 | 149,205.00 |

| FY2030_sum | FY2031_sum | FY2032_sum | FY2033_sum |
|------------|------------|------------|------------|
| 132,300.00 | 128,100.00 | 129,150.00 | 129,990.00 |
| -          | -          | -          | -          |
| 18,165.00  | 128,415.00 | 131,460.00 | 129,150.00 |
| 150,465.00 | 256,515.00 | 260,610.00 | 259,140.00 |

## Grandfathered Alternative Facilities Aid as of July 1, 2015

|                  | PAYGO<br>Aid | Debt<br>Aid   | Total      |
|------------------|--------------|---------------|------------|
| 1.2 Minneapolis  |              | 11,000,000.00 | 11,000,000 |
| 11 Anoka         | 610,294.59   | -             | 610,295    |
| 271 Bloomington  | 576,663.00   | 1,114,660.00  | 1,691,323  |
| 281 Robbinsdale  | 900,000.00   | -             | 900,000    |
| 535 Rochester    | 574,805.41   | -             | 574,805    |
| 625 St Paul      | -            | 3,732,577.00  | 3,732,577  |
| 709 Duluth       | 168,063.64   | 609,000.00    | 777,064    |
|                  | 2,829,826.64 | 16,456,237.00 | 19,286,064 |
| End of Worksheet |              |               |            |



## Adjusted Pupil Unit Lookup Data

| DstNum | Type | District Name                       | FY21           | FY22      |
|--------|------|-------------------------------------|----------------|-----------|
|        |      |                                     | February, 2023 | Forecast  |
| 1      | 1    | AITKIN PUBLIC SCHOOL DISTRICT       | 1,217.39       | 1,146.11  |
| 1.2    | 3    | MINNEAPOLIS PUBLIC SCHOOL DIST.     | 34,138.54      | 31,670.58 |
| 2      | 1    | HILL CITY PUBLIC SCHOOL DISTRICT    | 258.94         | 263.81    |
| 4      | 1    | MCGREGOR PUBLIC SCHOOL DISTRICT     | 455.97         | 474.88    |
| 6      | 3    | SOUTH ST. PAUL PUBLIC SCHOOL DIST.  | 3,397.87       | 3,322.57  |
| 11     | 1    | ANOKA-HENNEPIN PUBLIC SCHOOL DIST.  | 40,844.02      | 41,211.54 |
| 12     | 1    | CENTENNIAL PUBLIC SCHOOL DISTRICT   | 7,103.21       | 7,088.60  |
| 13     | 1    | COLUMBIA HEIGHTS PUBLIC SCHOOL DIST | 3,651.45       | 3,688.37  |
| 14     | 1    | FRIDLEY PUBLIC SCHOOL DISTRICT      | 3,110.59       | 3,044.80  |
| 15     | 1    | ST. FRANCIS PUBLIC SCHOOL DISTRICT  | 4,466.58       | 4,618.12  |
| 16     | 1    | SPRING LAKE PARK PUBLIC SCHOOLS     | 6,616.28       | 6,625.71  |
| 22     | 1    | DETROIT LAKES PUBLIC SCHOOL DIST.   | 2,976.69       | 3,006.28  |
| 23     | 1    | FRAZEE-VERGAS PUBLIC SCHOOL DIST.   | 953.21         | 932.07    |
| 25     | 1    | PINE POINT PUBLIC SCHOOL DISTRICT   | 81.63          | 78.05     |
| 31     | 1    | BEMIDJI PUBLIC SCHOOL DISTRICT      | 5,217.25       | 5,143.50  |
| 32     | 1    | BLACKDUCK PUBLIC SCHOOL DISTRICT    | 688.64         | 730.80    |
| 36     | 1    | KELLIHER PUBLIC SCHOOL DISTRICT     | 308.84         | 328.11    |
| 38     | 1    | RED LAKE PUBLIC SCHOOL DISTRICT     | 1,515.66       | 1,537.01  |
| 47     | 1    | SAUK RAPIDS-RICE PUBLIC SCHOOLS     | 4,768.93       | 4,678.06  |
| 51     | 1    | FOLEY PUBLIC SCHOOL DISTRICT        | 2,082.04       | 2,095.56  |
| 75     | 1    | ST. CLAIR PUBLIC SCHOOL DISTRICT    | 782.31         | 836.47    |
| 77     | 1    | MANKATO PUBLIC SCHOOL DISTRICT      | 9,299.73       | 9,187.62  |
| 81     | 1    | COMFREY PUBLIC SCHOOL DISTRICT      | 149.10         | 145.18    |
| 84     | 1    | SLEEPY EYE PUBLIC SCHOOL DISTRICT   | 606.39         | 609.39    |
| 85     | 1    | SPRINGFIELD PUBLIC SCHOOL DISTRICT  | 622.71         | 627.60    |
| 88     | 1    | NEW ULM PUBLIC SCHOOL DISTRICT      | 2,338.82       | 2,364.25  |
| 91     | 1    | BARNUM PUBLIC SCHOOL DISTRICT       | 761.45         | 781.24    |
| 93     | 1    | CARLTON PUBLIC SCHOOL DISTRICT      | 426.10         | 415.16    |
| 94     | 1    | CLOQUET PUBLIC SCHOOL DISTRICT      | 2,994.17       | 3,006.24  |
| 95     | 1    | CROMWELL-WRIGHT PUBLIC SCHOOLS      | 325.31         | 336.67    |
| 97     | 1    | MOOSE LAKE PUBLIC SCHOOL DISTRICT   | 614.96         | 624.05    |
| 99     | 1    | ESKO PUBLIC SCHOOL DISTRICT         | 1,350.08       | 1,379.49  |
| 100    | 1    | WRENSHALL PUBLIC SCHOOL DISTRICT    | 394.68         | 397.82    |
| 108    | 1    | CENTRAL PUBLIC SCHOOL DISTRICT      | 1,018.06       | 1,013.16  |
| 110    | 1    | WACONIA PUBLIC SCHOOL DISTRICT      | 4,361.58       | 4,410.07  |
| 111    | 1    | WATERTOWN-MAYER PUBLIC SCHOOL DIST. | 1,623.13       | 1,645.02  |
| 112    | 1    | EASTERN CARVER COUNTY PUBLIC SCHOOL | 10,262.85      | 10,130.31 |
| 113    | 1    | WALKER-HACKENSACK-AKELEY SCHL. DIST | 786.14         | 798.85    |
| 115    | 1    | CASS LAKE-BENA PUBLIC SCHOOLS       | 1,199.37       | 1,207.55  |
| 116    | 1    | PILLAGER PUBLIC SCHOOL DISTRICT     | 1,226.07       | 1,328.38  |
| 118    | 1    | NORTHLAND COMMUNITY SCHOOLS         | 349.98         | 372.01    |
| 129    | 1    | MONTEVIDEO PUBLIC SCHOOL DISTRICT   | 1,590.03       | 1,536.14  |
| 138    | 1    | NORTH BRANCH PUBLIC SCHOOLS         | 2,803.37       | 2,811.33  |
| 139    | 1    | RUSH CITY PUBLIC SCHOOL DISTRICT    | 940.94         | 958.43    |
| 146    | 1    | BARNESVILLE PUBLIC SCHOOL DIST.     | 990.05         | 979.66    |
| 150    | 1    | HAWLEY PUBLIC SCHOOL DISTRICT       | 1,095.32       | 1,113.58  |
| 152    | 1    | MOORHEAD PUBLIC SCHOOL DISTRICT     | 7,561.54       | 7,651.23  |
| 162    | 1    | BAGLEY PUBLIC SCHOOL DISTRICT       | 993.72         | 996.14    |

|     |                                       |           |           |
|-----|---------------------------------------|-----------|-----------|
| 166 | 1 COOK COUNTY PUBLIC SCHOOLS          | 436.15    | 455.83    |
| 173 | 1 MOUNTAIN LAKE PUBLIC SCHOOLS        | 561.20    | 551.30    |
| 177 | 1 WINDOM PUBLIC SCHOOL DISTRICT       | 1,238.65  | 1,271.79  |
| 181 | 1 BRAINERD PUBLIC SCHOOL DISTRICT     | 6,764.40  | 6,694.09  |
| 182 | 1 CROSBY-IRONTON PUBLIC SCHOOL DIST.  | 1,086.82  | 1,109.46  |
| 186 | 1 PEQUOT LAKES PUBLIC SCHOOLS         | 1,870.06  | 1,938.82  |
| 191 | 1 BURNSVILLE PUBLIC SCHOOL DISTRICT   | 8,559.94  | 8,439.43  |
| 192 | 1 FARMINGTON PUBLIC SCHOOL DISTRICT   | 7,765.66  | 7,527.59  |
| 194 | 1 LAKEVILLE PUBLIC SCHOOL DISTRICT    | 12,329.27 | 12,650.39 |
| 195 | 1 RANDOLPH PUBLIC SCHOOL DISTRICT     | 760.22    | 841.23    |
| 196 | 1 ROSEMOUNT-APPLE VALLEY-EAGAN        | 31,475.91 | 31,655.19 |
| 197 | 1 WEST ST. PAUL-MENDOTA HTS.-EAGAN    | 5,483.95  | 5,442.90  |
| 199 | 1 INVER GROVE HEIGHTS SCHOOLS         | 3,736.49  | 3,745.00  |
| 200 | 1 HASTINGS PUBLIC SCHOOL DISTRICT     | 4,608.69  | 4,555.58  |
| 203 | 1 HAYFIELD PUBLIC SCHOOL DISTRICT     | 748.58    | 748.04    |
| 204 | 1 KASSON-MANTORVILLE SCHOOL DISTRICT  | 2,431.24  | 2,354.35  |
| 206 | 1 ALEXANDRIA PUBLIC SCHOOL DISTRICT   | 4,471.30  | 4,489.96  |
| 213 | 1 OSAKIS PUBLIC SCHOOL DISTRICT       | 909.48    | 912.15    |
| 227 | 1 CHATFIELD PUBLIC SCHOOLS            | 969.94    | 981.94    |
| 229 | 1 LANESBORO PUBLIC SCHOOL DISTRICT    | 424.40    | 448.14    |
| 238 | 1 MABEL-CANTON PUBLIC SCHOOL DIST.    | 275.52    | 242.64    |
| 239 | 1 RUSHFORD-PETERSON PUBLIC SCHOOLS    | 710.15    | 705.56    |
| 241 | 1 ALBERT LEA PUBLIC SCHOOL DISTRICT   | 3,727.10  | 3,747.29  |
| 242 | 1 ALDEN-CONGER PUBLIC SCHOOL DISTRICT | 500.28    | 478.85    |
| 252 | 1 CANNON FALLS PUBLIC SCHOOL DISTRICT | 1,249.67  | 1,198.88  |
| 253 | 1 GOODHUE PUBLIC SCHOOL DISTRICT      | 791.07    | 766.92    |
| 255 | 1 PINE ISLAND PUBLIC SCHOOL DIST.     | 1,563.62  | 1,606.99  |
| 256 | 1 RED WING PUBLIC SCHOOL DISTRICT     | 2,832.89  | 2,827.66  |
| 261 | 1 ASHBY PUBLIC SCHOOL DISTRICT        | 343.62    | 356.15    |
| 264 | 1 HERMAN-NORCROSS SCHOOL DISTRICT     | 104.84    | 100.63    |
| 270 | 1 HOPKINS PUBLIC SCHOOL DISTRICT      | 7,518.39  | 7,585.48  |
| 271 | 1 BLOOMINGTON PUBLIC SCHOOL DISTRICT  | 10,995.93 | 11,268.11 |
| 272 | 1 EDEN PRAIRIE PUBLIC SCHOOL DISTRICT | 9,445.85  | 9,819.35  |
| 273 | 1 EDINA PUBLIC SCHOOL DISTRICT        | 9,033.86  | 9,154.27  |
| 276 | 1 MINNETONKA PUBLIC SCHOOL DISTRICT   | 12,080.70 | 12,276.64 |
| 277 | 1 WESTONKA PUBLIC SCHOOL DISTRICT     | 2,684.79  | 2,650.34  |
| 278 | 1 ORONO PUBLIC SCHOOL DISTRICT        | 3,127.07  | 3,118.01  |
| 279 | 1 OSSEO PUBLIC SCHOOL DISTRICT        | 22,199.97 | 22,349.29 |
| 280 | 1 RICHFIELD PUBLIC SCHOOL DISTRICT    | 4,521.44  | 4,488.26  |
| 281 | 1 ROBBINSDALE PUBLIC SCHOOL DISTRICT  | 12,524.23 | 12,199.35 |
| 282 | 1 ST. ANTHONY-NEW BRIGHTON SCHOOLS    | 1,935.12  | 1,950.58  |
| 283 | 1 ST. LOUIS PARK PUBLIC SCHOOL DIST.  | 4,882.95  | 4,865.87  |
| 284 | 1 WAYZATA PUBLIC SCHOOL DISTRICT      | 13,003.84 | 12,919.42 |
| 286 | 1 BROOKLYN CENTER SCHOOL DISTRICT     | 2,570.93  | 2,456.02  |
| 294 | 1 HOUSTON PUBLIC SCHOOL DISTRICT      | 3,131.25  | 2,450.04  |
| 297 | 1 SPRING GROVE SCHOOL DISTRICT        | 390.32    | 376.55    |
| 299 | 1 CALEDONIA PUBLIC SCHOOL DISTRICT    | 812.31    | 804.09    |
| 300 | 1 LA CRESCENT-HOKAH SCHOOL DISTRICT   | 1,187.15  | 1,169.96  |
| 306 | 1 LAPORTE PUBLIC SCHOOL DISTRICT      | 368.20    | 349.77    |
| 308 | 1 NEVIS PUBLIC SCHOOL DISTRICT        | 624.37    | 616.05    |

|     |                                       |          |          |
|-----|---------------------------------------|----------|----------|
| 309 | 1 PARK RAPIDS PUBLIC SCHOOL DISTRICT  | 1,750.15 | 1,837.52 |
| 314 | 1 BRAHAM PUBLIC SCHOOL DISTRICT       | 801.56   | 808.59   |
| 316 | 1 GREENWAY PUBLIC SCHOOL DISTRICT     | 1,118.24 | 1,127.45 |
| 317 | 1 DEER RIVER PUBLIC SCHOOL DISTRICT   | 941.69   | 935.29   |
| 318 | 1 GRAND RAPIDS PUBLIC SCHOOL DISTRICT | 4,159.53 | 4,279.65 |
| 319 | 1 NASHWAUK-KEEWATIN SCHOOL DISTRICT   | 621.14   | 608.31   |
| 323 | 2 FRANCONIA PUBLIC SCHOOL DISTRICT    | 26.00    | 24.21    |
| 330 | 1 HERON LAKE-OKABENA SCHOOL DISTRICT  | 312.72   | 331.86   |
| 332 | 1 MORA PUBLIC SCHOOL DISTRICT         | 1,709.93 | 1,730.23 |
| 333 | 1 OGILVIE PUBLIC SCHOOL DISTRICT      | 529.29   | 569.39   |
| 345 | 1 NEW LONDON-SPICER SCHOOL DISTRICT   | 1,661.08 | 1,687.03 |
| 347 | 1 WILLMAR PUBLIC SCHOOL DISTRICT      | 4,465.55 | 4,524.83 |
| 356 | 1 LANCASTER PUBLIC SCHOOL DISTRICT    | 209.18   | 195.46   |
| 361 | 1 INTERNATIONAL FALLS SCHOOL DISTRICT | 1,031.95 | 987.48   |
| 362 | 1 LITTLEFORK-BIG FALLS SCHOOL DIST.   | 331.93   | 369.99   |
| 363 | 1 SOUTH KOOSCHICHING SCHOOL DISTRICT  | 305.69   | 303.68   |
| 378 | 1 DAWSON-BOYD PUBLIC SCHOOL DISTRICT  | 611.64   | 608.08   |
| 381 | 1 LAKE SUPERIOR PUBLIC SCHOOL DIST.   | 1,463.69 | 1,439.49 |
| 390 | 1 LAKE OF THE WOODS SCHOOL DISTRICT   | 470.06   | 486.51   |
| 391 | 1 CLEVELAND PUBLIC SCHOOL DISTRICT    | 559.59   | 613.12   |
| 402 | 1 HENDRICKS PUBLIC SCHOOL DISTRICT    | 166.01   | 194.54   |
| 403 | 1 IVANHOE PUBLIC SCHOOL DISTRICT      | 150.09   | 133.25   |
| 404 | 1 LAKE BENTON PUBLIC SCHOOL DISTRICT  | 221.66   | 201.09   |
| 413 | 1 MARSHALL PUBLIC SCHOOL DISTRICT     | 2,707.46 | 2,788.77 |
| 414 | 1 MINNEOTA PUBLIC SCHOOL DISTRICT     | 511.44   | 526.30   |
| 415 | 1 LYND PUBLIC SCHOOL DISTRICT         | 215.73   | 223.54   |
| 423 | 1 HUTCHINSON PUBLIC SCHOOL DISTRICT   | 2,886.07 | 2,907.77 |
| 424 | 1 LESTER PRAIRIE PUBLIC SCHOOL DIST.  | 534.76   | 529.58   |
| 432 | 1 MAHNOMEN PUBLIC SCHOOL DISTRICT     | 747.18   | 715.15   |
| 435 | 1 WAUBUN-OGEMA-WHITE EARTH PUBLIC SCH | 707.43   | 710.57   |
| 441 | 1 MARSHALL COUNTY CENTRAL SCHOOLS     | 468.09   | 477.70   |
| 447 | 1 GRYGLA PUBLIC SCHOOL DISTRICT       | 158.24   | 150.95   |
| 458 | 1 TRUMAN PUBLIC SCHOOL DISTRICT       | 253.92   | 251.18   |
| 463 | 1 EDEN VALLEY-WATKINS SCHOOL DISTRICT | 1,014.74 | 998.76   |
| 465 | 1 LITCHFIELD PUBLIC SCHOOL DISTRICT   | 1,608.28 | 1,656.86 |
| 466 | 1 DASSEL-COKATO PUBLIC SCHOOL DIST.   | 2,173.99 | 2,321.58 |
| 473 | 1 ISLE PUBLIC SCHOOL DISTRICT         | 454.13   | 458.73   |
| 477 | 1 PRINCETON PUBLIC SCHOOL DISTRICT    | 3,423.75 | 3,478.14 |
| 480 | 1 ONAMIA PUBLIC SCHOOL DISTRICT       | 618.17   | 593.20   |
| 482 | 1 LITTLE FALLS PUBLIC SCHOOL DISTRICT | 2,570.74 | 2,623.73 |
| 484 | 1 PIERZ PUBLIC SCHOOL DISTRICT        | 1,322.68 | 1,369.88 |
| 485 | 1 ROYALTON PUBLIC SCHOOL DISTRICT     | 1,010.08 | 998.25   |
| 486 | 1 SWANVILLE PUBLIC SCHOOL DISTRICT    | 354.40   | 370.33   |
| 487 | 1 UPSALA PUBLIC SCHOOL DISTRICT       | 401.86   | 399.95   |
| 492 | 1 AUSTIN PUBLIC SCHOOL DISTRICT       | 5,448.78 | 5,510.87 |
| 495 | 1 GRAND MEADOW PUBLIC SCHOOL DISTRICT | 488.22   | 518.69   |
| 497 | 1 LYLE PUBLIC SCHOOL DISTRICT         | 335.66   | 329.15   |
| 499 | 1 LEROY-OSTRANDER PUBLIC SCHOOLS      | 291.70   | 263.77   |
| 500 | 1 SOUTHLAND PUBLIC SCHOOL DISTRICT    | 444.16   | 471.71   |
| 505 | 1 FULDA PUBLIC SCHOOL DISTRICT        | 387.23   | 412.50   |

|     |                                       |           |           |
|-----|---------------------------------------|-----------|-----------|
| 507 | 1 NICOLLET PUBLIC SCHOOL DISTRICT     | 389.03    | 397.67    |
| 508 | 1 ST. PETER PUBLIC SCHOOL DISTRICT    | 2,377.13  | 2,280.19  |
| 511 | 1 ADRIAN PUBLIC SCHOOL DISTRICT       | 610.54    | 627.05    |
| 514 | 1 ELLSWORTH PUBLIC SCHOOL DISTRICT    | 163.18    | 158.99    |
| 518 | 1 WORTHINGTON PUBLIC SCHOOL DISTRICT  | 3,509.94  | 4,033.54  |
| 531 | 1 BYRON PUBLIC SCHOOL DISTRICT        | 2,471.27  | 2,468.90  |
| 533 | 1 DOVER-EYOTA PUBLIC SCHOOL DISTRICT  | 1,145.93  | 1,159.88  |
| 534 | 1 STEWARTVILLE PUBLIC SCHOOL DISTRICT | 2,305.09  | 2,239.22  |
| 535 | 1 ROCHESTER PUBLIC SCHOOL DISTRICT    | 18,756.71 | 18,941.75 |
| 542 | 1 BATTLE LAKE PUBLIC SCHOOL DISTRICT  | 459.54    | 446.22    |
| 544 | 1 FERGUS FALLS PUBLIC SCHOOL DISTRICT | 3,404.64  | 3,378.35  |
| 545 | 1 HENNING PUBLIC SCHOOL DISTRICT      | 379.96    | 391.44    |
| 547 | 1 PARKERS PRAIRIE PUBLIC SCHOOL DIST. | 556.94    | 587.38    |
| 548 | 1 PELICAN RAPIDS PUBLIC SCHOOL DIST.  | 942.83    | 940.35    |
| 549 | 1 PERHAM-DENT PUBLIC SCHOOL DISTRICT  | 1,616.10  | 1,708.69  |
| 550 | 1 UNDERWOOD PUBLIC SCHOOL DISTRICT    | 621.09    | 636.02    |
| 553 | 1 NEW YORK MILLS PUBLIC SCHOOL DIST.  | 790.24    | 837.22    |
| 561 | 1 GOODRIDGE PUBLIC SCHOOL DISTRICT    | 253.83    | 271.39    |
| 564 | 1 THIEF RIVER FALLS SCHOOL DISTRICT   | 2,052.40  | 2,005.82  |
| 577 | 1 WILLOW RIVER PUBLIC SCHOOL DISTRICT | 447.82    | 447.16    |
| 578 | 1 PINE CITY PUBLIC SCHOOL DISTRICT    | 1,665.42  | 1,707.20  |
| 581 | 1 EDGERTON PUBLIC SCHOOL DISTRICT     | 467.19    | 469.08    |
| 592 | 1 CLIMAX-SHELLY PUBLIC SCHOOLS        | 198.41    | 187.46    |
| 593 | 1 CROOKSTON PUBLIC SCHOOL DISTRICT    | 1,252.54  | 1,232.76  |
| 595 | 1 EAST GRAND FORKS PUBLIC SCHOOL DIST | 2,073.71  | 2,072.63  |
| 599 | 1 FERTILE-BELTRAMI SCHOOL DISTRICT    | 491.77    | 525.30    |
| 600 | 1 FISHER PUBLIC SCHOOL DISTRICT       | 240.19    | 237.47    |
| 601 | 1 FOSSTON PUBLIC SCHOOL DISTRICT      | 638.69    | 636.34    |
| 621 | 1 MOUNDS VIEW PUBLIC SCHOOL DISTRICT  | 12,595.22 | 12,569.42 |
| 622 | 1 NORTH ST PAUL-MAPLEWOOD OAKDALE DIS | 11,344.85 | 11,285.50 |
| 623 | 1 ROSEVILLE PUBLIC SCHOOL DISTRICT    | 7,981.51  | 7,891.75  |
| 624 | 1 WHITE BEAR LAKE SCHOOL DISTRICT     | 9,222.84  | 9,045.33  |
| 625 | 1 ST. PAUL PUBLIC SCHOOL DISTRICT     | 37,156.14 | 35,736.25 |
| 630 | 1 RED LAKE FALLS PUBLIC SCHOOL DIST.  | 411.52    | 402.59    |
| 635 | 1 MILROY PUBLIC SCHOOL DISTRICT       | 94.82     | 84.55     |
| 640 | 1 WABASSO PUBLIC SCHOOL DISTRICT      | 454.28    | 445.88    |
| 656 | 1 FARIBAULT PUBLIC SCHOOL DISTRICT    | 3,632.27  | 3,604.70  |
| 659 | 1 NORTHFIELD PUBLIC SCHOOL DISTRICT   | 4,313.26  | 4,259.37  |
| 671 | 1 HILLS-BEAVER CREEK SCHOOL DISTRICT  | 428.67    | 391.78    |
| 676 | 1 BADGER PUBLIC SCHOOL DISTRICT       | 246.16    | 244.33    |
| 682 | 1 ROSEAU PUBLIC SCHOOL DISTRICT       | 1,258.60  | 1,239.43  |
| 690 | 1 WARROAD PUBLIC SCHOOL DISTRICT      | 1,073.79  | 1,114.49  |
| 695 | 1 CHISHOLM PUBLIC SCHOOL DISTRICT     | 751.97    | 745.42    |
| 696 | 1 ELY PUBLIC SCHOOL DISTRICT          | 592.70    | 544.88    |
| 698 | 1 FLOODWOOD PUBLIC SCHOOL DISTRICT    | 202.44    | 160.22    |
| 700 | 1 HERMANTOWN PUBLIC SCHOOL DISTRICT   | 2,282.06  | 2,246.34  |
| 701 | 1 HIBBING PUBLIC SCHOOL DISTRICT      | 2,394.35  | 2,335.82  |
| 704 | 1 PROCTOR PUBLIC SCHOOL DISTRICT      | 1,973.49  | 2,022.40  |
| 706 | 1 VIRGINIA PUBLIC SCHOOL DISTRICT     | 0.00      | 0.00      |
| 707 | 1 NETT LAKE PUBLIC SCHOOL DISTRICT    | 97.96     | 96.82     |

|     |                                        |           |           |
|-----|----------------------------------------|-----------|-----------|
| 709 | 1 DULUTH PUBLIC SCHOOL DISTRICT        | 8,619.31  | 8,850.88  |
| 712 | 1 MOUNTAIN IRON-BUHL SCHOOL DISTRICT   | 608.31    | 594.36    |
| 716 | 1 BELLE PLAINE PUBLIC SCHOOL DISTRICT  | 1,708.71  | 1,707.36  |
| 717 | 1 JORDAN PUBLIC SCHOOL DISTRICT        | 2,038.02  | 2,027.64  |
| 719 | 1 PRIOR LAKE-SAVAGE AREA SCHOOLS       | 9,669.12  | 9,702.11  |
| 720 | 1 SHAKOPEE PUBLIC SCHOOL DISTRICT      | 8,922.48  | 8,765.28  |
| 721 | 1 NEW PRAGUE AREA SCHOOLS              | 4,482.29  | 4,538.69  |
| 726 | 1 BECKER PUBLIC SCHOOL DISTRICT        | 3,057.23  | 3,033.44  |
| 727 | 1 BIG LAKE PUBLIC SCHOOL DISTRICT      | 3,297.88  | 3,451.75  |
| 728 | 1 ELK RIVER PUBLIC SCHOOL DISTRICT     | 14,396.93 | 14,875.59 |
| 738 | 1 HOLDINGFORD PUBLIC SCHOOL DISTRICT   | 1,152.03  | 1,157.65  |
| 739 | 1 KIMBALL PUBLIC SCHOOL DISTRICT       | 769.92    | 827.26    |
| 740 | 1 MELROSE PUBLIC SCHOOL DISTRICT       | 1,421.11  | 1,436.14  |
| 741 | 1 PAYNESVILLE PUBLIC SCHOOL DISTRICT   | 981.94    | 993.44    |
| 742 | 1 ST. CLOUD PUBLIC SCHOOL DISTRICT     | 10,204.03 | 10,057.23 |
| 743 | 1 SAUK CENTRE PUBLIC SCHOOL DISTRICT   | 1,131.94  | 1,195.94  |
| 745 | 1 ALBANY PUBLIC SCHOOL DISTRICT        | 1,943.62  | 1,923.54  |
| 748 | 1 SARTELL-ST. STEPHEN SCHOOL DISTRICT  | 4,516.01  | 4,469.40  |
| 750 | 1 ROCORI PUBLIC SCHOOL DISTRICT        | 2,501.63  | 2,588.48  |
| 756 | 1 BLOOMING PRAIRIE PUBLIC SCHOOL DIST. | 873.50    | 900.31    |
| 761 | 1 OWATONNA PUBLIC SCHOOL DISTRICT      | 5,285.26  | 5,350.67  |
| 763 | 1 MEDFORD PUBLIC SCHOOL DISTRICT       | 964.31    | 976.46    |
| 768 | 1 HANCOCK PUBLIC SCHOOL DISTRICT       | 435.33    | 459.95    |
| 771 | 1 CHOKIO-ALBERTA PUBLIC SCHOOL DIST.   | 169.87    | 172.57    |
| 775 | 1 KERKHOVEN-MURDOCK-SUNBURG            | 799.70    | 857.04    |
| 777 | 1 BENSON PUBLIC SCHOOL DISTRICT        | 857.12    | 847.30    |
| 786 | 1 BERTHA-HEWITT PUBLIC SCHOOL DIST.    | 570.28    | 569.31    |
| 787 | 1 BROWERVILLE PUBLIC SCHOOL DISTRICT   | 577.46    | 575.47    |
| 801 | 1 BROWNS VALLEY PUBLIC SCHOOL DIST.    | 172.06    | 165.39    |
| 803 | 1 WHEATON AREA PUBLIC SCHOOL DISTRICT  | 384.93    | 395.65    |
| 811 | 1 WABASHA-KELLOGG PUBLIC SCHOOL DIST.  | 1,131.09  | 999.39    |
| 813 | 1 LAKE CITY PUBLIC SCHOOL DISTRICT     | 1,306.13  | 1,353.27  |
| 815 | 2 PRINSBURG PUBLIC SCHOOL DISTRICT     | 2.28      | 1.10      |
| 818 | 1 VERNDALE PUBLIC SCHOOL DISTRICT      | 556.17    | 580.74    |
| 820 | 1 SEBEKA PUBLIC SCHOOL DISTRICT        | 508.16    | 507.23    |
| 821 | 1 MENAHGA PUBLIC SCHOOL DISTRICT       | 929.53    | 1,059.41  |
| 829 | 1 WASECA PUBLIC SCHOOL DISTRICT        | 1,921.44  | 1,911.83  |
| 831 | 1 FOREST LAKE PUBLIC SCHOOL DISTRICT   | 6,436.99  | 6,443.10  |
| 832 | 1 MAHTOMEDI PUBLIC SCHOOL DISTRICT     | 3,533.46  | 3,515.39  |
| 833 | 1 SOUTH WASHINGTON COUNTY SCHOOL DIST  | 20,259.11 | 20,315.67 |
| 834 | 1 STILLWATER AREA PUBLIC SCHOOL DIST.  | 8,998.17  | 8,906.42  |
| 836 | 1 BUTTERFIELD PUBLIC SCHOOL DISTRICT   | 236.63    | 240.68    |
| 837 | 1 MADELIA PUBLIC SCHOOL DISTRICT       | 661.96    | 669.74    |
| 840 | 1 ST. JAMES PUBLIC SCHOOL DISTRICT     | 1,107.87  | 1,158.89  |
| 846 | 1 BRECKENRIDGE PUBLIC SCHOOL DISTRICT  | 660.00    | 684.55    |
| 850 | 1 ROTHSA Y PUBLIC SCHOOL DISTRICT      | 313.37    | 327.41    |
| 852 | 1 CAMPBELL-TINTAH PUBLIC SCHOOL DIST.  | 133.34    | 140.76    |
| 857 | 1 LEWISTON-ALTURA PUBLIC SCHOOL DIST.  | 769.84    | 732.76    |
| 858 | 1 ST. CHARLES PUBLIC SCHOOL DISTRICT   | 1,102.18  | 1,104.24  |
| 861 | 1 WINONA AREA PUBLIC SCHOOL DISTRICT   | 2,749.06  | 2,719.95  |

|      |                                       |          |          |
|------|---------------------------------------|----------|----------|
| 876  | 1 ANNANDALE PUBLIC SCHOOL DISTRICT    | 2,167.03 | 2,219.57 |
| 877  | 1 BUFFALO-HANOVER-MONTROSE PUBLIC SCH | 5,978.58 | 5,924.86 |
| 879  | 1 DELANO PUBLIC SCHOOL DISTRICT       | 2,590.72 | 2,625.84 |
| 881  | 1 MAPLE LAKE PUBLIC SCHOOL DISTRICT   | 854.43   | 877.88   |
| 882  | 1 MONTICELLO PUBLIC SCHOOL DISTRICT   | 4,511.52 | 4,614.95 |
| 883  | 1 ROCKFORD PUBLIC SCHOOL DISTRICT     | 1,681.82 | 1,703.87 |
| 885  | 1 ST. MICHAEL-ALBERTVILLE SCHOOL DIST | 6,870.66 | 7,145.48 |
| 891  | 1 CANBY PUBLIC SCHOOL DISTRICT        | 618.12   | 649.86   |
| 911  | 1 CAMBRIDGE-ISANTI PUBLIC SCHOOL DIST | 5,311.84 | 5,520.67 |
| 912  | 1 MILACA PUBLIC SCHOOL DISTRICT       | 1,798.40 | 1,803.04 |
| 914  | 1 ULEN-HITTERDAL PUBLIC SCHOOL DIST   | 331.27   | 309.90   |
| 2071 | 1 LAKE CRYSTAL-WELLCOME MEMORIAL      | 977.42   | 1,018.87 |
| 2125 | 1 TRITON SCHOOL DISTRICT              | 1,113.38 | 1,082.30 |
| 2134 | 1 UNITED SOUTH CENTRAL SCHOOL DIST.   | 787.98   | 794.02   |
| 2135 | 1 MAPLE RIVER SCHOOL DISTRICT         | 939.83   | 972.37   |
| 2137 | 1 KINGSLAND PUBLIC SCHOOL DISTRICT    | 614.35   | 607.18   |
| 2142 | 1 ST. LOUIS COUNTY SCHOOL DISTRICT    | 2,060.78 | 2,120.51 |
| 2143 | 1 WATERVILLE-ELYSIAN-MORRISTOWN       | 825.15   | 825.07   |
| 2144 | 1 CHISAGO LAKES SCHOOL DISTRICT       | 3,638.06 | 3,639.56 |
| 2149 | 1 MINNEWASKA SCHOOL DISTRICT          | 1,379.26 | 1,414.60 |
| 2154 | 1 EVELETH-GILBERT SCHOOL DISTRICT     | 0.00     | 0.00     |
| 2155 | 1 WADENA-DEER CREEK SCHOOL DISTRICT   | 1,138.38 | 1,185.45 |
| 2159 | 1 BUFFALO LK-HECTOR-STEWART PUBLIC SC | 524.98   | 535.81   |
| 2164 | 1 DILWORTH-GLYNDON-FELTON             | 1,708.80 | 1,701.00 |
| 2165 | 1 HINCKLEY-FINLAYSON SCHOOL DISTRICT  | 1,044.57 | 1,080.87 |
| 2167 | 1 LAKEVIEW SCHOOL DISTRICT            | 671.03   | 692.73   |
| 2168 | 1 NRHEG SCHOOL DISTRICT               | 912.48   | 887.27   |
| 2169 | 1 MURRAY COUNTY CENTRAL SCHOOL DIST.  | 781.29   | 771.07   |
| 2170 | 1 STAPLES-MOTLEY SCHOOL DISTRICT      | 1,114.24 | 1,065.40 |
| 2171 | 1 KITTSOON CENTRAL SCHOOL DISTRICT    | 246.86   | 256.17   |
| 2172 | 1 KENYON-WANAMINGO SCHOOL DISTRICT    | 773.36   | 744.17   |
| 2174 | 1 PINE RIVER-BACKUS SCHOOL DISTRICT   | 957.52   | 947.71   |
| 2176 | 1 WARREN-ALVARADO-OSLO SCHOOL DIST.   | 557.28   | 589.76   |
| 2180 | 1 M.A.C.C.R.A.Y. SCHOOL DISTRICT      | 785.76   | 773.31   |
| 2184 | 1 LUVERNE PUBLIC SCHOOL DISTRICT      | 1,269.78 | 1,246.15 |
| 2190 | 1 YELLOW MEDICINE EAST                | 713.34   | 702.37   |
| 2198 | 1 FILLMORE CENTRAL                    | 633.34   | 636.05   |
| 2215 | 1 NORMAN COUNTY EAST SCHOOL DISTRICT  | 248.04   | 241.23   |
| 2310 | 1 SIBLEY EAST SCHOOL DISTRICT         | 1,194.64 | 1,192.60 |
| 2311 | 1 CLEARBROOK-GONVICK SCHOOL DISTRICT  | 473.70   | 488.39   |
| 2342 | 1 WEST CENTRAL AREA                   | 848.36   | 839.60   |
| 2358 | 1 TRI-COUNTY SCHOOL DISTRICT          | 207.20   | 200.31   |
| 2364 | 1 BELGRADE-BROOTEN-ELROSA SCHOOL DIST | 692.45   | 675.06   |
| 2365 | 1 G.F.W.                              | 742.80   | 686.54   |
| 2396 | 1 A.C.G.C. PUBLIC SCHOOL DISTRICT     | 953.14   | 967.79   |
| 2397 | 1 LE SUEUR-HENDERSON SCHOOL DISTRICT  | 1,026.91 | 1,017.40 |
| 2448 | 1 MARTIN COUNTY WEST SCHOOL DISTRICT  | 736.74   | 743.94   |
| 2527 | 1 NORMAN COUNTY WEST SCHOOL DISTRICT  | 179.60   | 0.00     |
| 2534 | 1 BIRD ISLAND-OLIVIA-LAKE LILLIAN     | 675.30   | 656.09   |
| 2536 | 1 GRANADA HUNTLEY-EAST CHAIN          | 325.43   | 349.20   |

|      |                                         |          |          |
|------|-----------------------------------------|----------|----------|
| 2580 | 1 EAST CENTRAL SCHOOL DISTRICT          | 794.85   | 817.68   |
| 2609 | 1 WIN-E-MAC SCHOOL DISTRICT             | 455.20   | 459.77   |
| 2683 | 1 GREENBUSH-MIDDLE RIVER SCHOOL DIST.   | 268.02   | 254.40   |
| 2687 | 1 HOWARD LAKE-WAVERLY-WINSTED           | 1,337.86 | 1,382.77 |
| 2689 | 1 PIPESTONE AREA SCHOOL DISTRICT        | 1,188.44 | 1,222.35 |
| 2711 | 1 MESABI EAST SCHOOL DISTRICT           | 1,008.73 | 979.22   |
| 2752 | 1 FAIRMONT AREA SCHOOL DISTRICT         | 1,891.04 | 1,964.77 |
| 2753 | 1 LONG PRAIRIE-GREY EAGLE SCHOOL DIST   | 1,006.77 | 1,039.73 |
| 2754 | 1 CEDAR MOUNTAIN SCHOOL DISTRICT        | 470.58   | 479.88   |
| 2769 | 1 MORRIS AREA PUBLIC SCHOOLS            | 1,183.77 | 1,143.27 |
| 2805 | 1 ZUMBROTA-MAZEPPA SCHOOL DISTRICT      | 1,333.97 | 1,373.89 |
| 2835 | 1 JANESVILLE-WALDORF-PEMBERTON          | 727.25   | 752.28   |
| 2853 | 1 LAC QUI PARLE VALLEY SCHOOL DIST.     | 826.36   | 848.85   |
| 2854 | 1 ADA-BORUP PUBLIC SCHOOL DISTRICT      | 552.55   | 0.00     |
| 2856 | 1 STEPHEN-ARGYLE CENTRAL SCHOOLS        | 322.89   | 320.87   |
| 2859 | 1 GLENCOE-SILVER LAKE SCHOOL DISTRICT   | 1,657.95 | 1,610.06 |
| 2860 | 1 BLUE EARTH AREA PUBLIC SCHOOL         | 1,169.71 | 1,186.65 |
| 2884 | 1 RED ROCK CENTRAL SCHOOL DISTRICT      | 440.60   | 424.56   |
| 2886 | 1 GLENVILLE-EMMONS SCHOOL DISTRICT      | 312.96   | 283.06   |
| 2888 | 1 CLINTON-GRACEVILLE-BEARDSLEY          | 355.78   | 329.48   |
| 2889 | 1 LAKE PARK AUDUBON SCHOOL DISTRICT     | 782.85   | 807.68   |
| 2890 | 1 RENVILLE COUNTY WEST SCHOOL DIST.     | 578.33   | 591.40   |
| 2895 | 1 JACKSON COUNTY CENTRAL SCHOOL DIST.   | 1,237.53 | 1,254.04 |
| 2897 | 1 REDWOOD AREA SCHOOL DISTRICT          | 1,174.06 | 1,184.33 |
| 2898 | 1 WESTBROOK-WALNUT GROVE SCHOOLS        | 449.01   | 457.73   |
| 2899 | 1 PLAINVIEW-ELGIN-MILLVILLE             | 1,629.07 | 1,594.06 |
| 2902 | 1 RTR PUBLIC SCHOOLS                    | 619.58   | 667.87   |
| 2903 | 1 ORTONVILLE PUBLIC SCHOOLS             | 523.33   | 518.35   |
| 2904 | 1 TRACY AREA PUBLIC SCHOOL DISTRICT     | 728.16   | 707.63   |
| 2905 | 1 TRI-CITY UNITED SCHOOL DISTRICT       | 2,020.22 | 2,068.08 |
| 2906 | 1 RED LAKE COUNTY CENTRAL PUBLIC SCH    | 404.16   | 404.29   |
| 2907 | 1 ROUND LAKE-BREWSTER PUBLIC SCHOOLS    | 464.72   | 495.73   |
| 2908 | 1 BRANDON-EVANSVILLE PUBLIC SCHOOLS     | 542.06   | 560.88   |
| 2909 | 1 ROCK RIDGE PUBLIC SCHOOLS             | 2,771.39 | 2,684.82 |
| 2910 | 1 ADA-BORUP-WEST PUBLIC SCHOOL DISTRICT | 732.15   | 738.92   |

861,286.61      860,799.16

End of Worksheet

| FY23      | FY24      | FY25      |
|-----------|-----------|-----------|
| 1,122.42  | 1,083.17  | 1,052.72  |
| 30,020.13 | 29,492.74 | 28,227.71 |
| 263.91    | 245.09    | 244.52    |
| 466.08    | 464.45    | 486.79    |
| 3,245.71  | 3,129.12  | 3,021.97  |
| 41,849.07 | 42,196.64 | 42,323.86 |
| 7,057.42  | 7,097.50  | 7,084.91  |
| 3,632.41  | 3,567.19  | 3,551.60  |
| 3,027.33  | 2,919.41  | 2,826.81  |
| 4,566.36  | 4,106.42  | 4,087.80  |
| 6,701.48  | 6,714.05  | 6,688.50  |
| 3,010.04  | 2,968.19  | 2,885.70  |
| 894.72    | 897.47    | 882.07    |
| 63.17     | 62.69     | 62.19     |
| 5,134.70  | 5,134.43  | 5,228.04  |
| 661.18    | 621.26    | 618.11    |
| 354.85    | 320.11    | 318.58    |
| 1,628.94  | 1,639.55  | 1,666.52  |
| 4,759.23  | 4,732.81  | 4,667.15  |
| 2,109.98  | 2,021.02  | 2,012.14  |
| 875.87    | 882.14    | 846.55    |
| 9,265.41  | 9,264.12  | 9,224.16  |
| 125.48    | 120.41    | 113.46    |
| 625.54    | 616.24    | 614.39    |
| 618.41    | 623.06    | 614.48    |
| 2,379.85  | 2,388.71  | 2,363.77  |
| 772.78    | 757.12    | 754.14    |
| 383.22    | 385.09    | 380.33    |
| 3,036.66  | 3,010.65  | 2,966.39  |
| 326.31    | 325.56    | 300.27    |
| 677.18    | 686.87    | 669.34    |
| 1,403.48  | 1,396.25  | 1,360.50  |
| 394.71    | 386.10    | 354.49    |
| 1,024.56  | 1,015.29  | 1,021.31  |
| 4,488.77  | 4,541.64  | 4,552.71  |
| 1,715.02  | 1,710.46  | 1,703.48  |
| 10,146.96 | 10,326.39 | 10,403.14 |
| 812.73    | 794.54    | 790.67    |
| 1,138.28  | 1,464.14  | 1,455.87  |
| 1,337.47  | 1,367.53  | 1,374.28  |
| 369.26    | 354.02    | 352.70    |
| 1,773.26  | 1,621.83  | 1,616.67  |
| 2,907.97  | 2,890.69  | 2,763.10  |
| 994.40    | 983.32    | 945.38    |
| 966.59    | 977.16    | 980.83    |
| 1,118.80  | 1,126.01  | 1,121.68  |
| 7,785.42  | 7,796.86  | 7,777.34  |
| 1,015.93  | 1,000.15  | 988.92    |



|           |           |           |
|-----------|-----------|-----------|
| 481.01    | 498.71    | 496.85    |
| 537.19    | 551.71    | 531.48    |
| 1,293.97  | 1,296.60  | 1,278.66  |
| 6,644.04  | 6,567.77  | 6,440.84  |
| 1,114.54  | 1,110.89  | 1,097.66  |
| 1,980.41  | 2,001.79  | 2,021.48  |
| 8,360.92  | 8,015.50  | 7,632.69  |
| 7,504.85  | 7,629.77  | 7,600.98  |
| 13,004.37 | 13,175.55 | 13,196.81 |
| 936.84    | 937.31    | 925.69    |
| 31,655.61 | 31,689.08 | 31,760.67 |
| 5,438.78  | 5,436.97  | 5,687.82  |
| 3,579.64  | 3,526.15  | 3,526.49  |
| 4,504.35  | 4,498.22  | 4,381.97  |
| 723.63    | 703.43    | 693.16    |
| 2,442.89  | 2,418.90  | 2,407.44  |
| 4,478.04  | 4,522.26  | 4,514.49  |
| 933.88    | 934.40    | 919.67    |
| 983.96    | 990.97    | 979.62    |
| 474.37    | 449.43    | 430.36    |
| 270.81    | 272.84    | 271.09    |
| 708.24    | 698.40    | 685.30    |
| 3,720.46  | 3,716.28  | 3,636.62  |
| 507.00    | 504.72    | 492.42    |
| 1,173.94  | 1,148.13  | 1,134.27  |
| 773.16    | 785.68    | 772.09    |
| 1,665.73  | 1,647.99  | 1,678.34  |
| 2,752.64  | 2,711.33  | 2,634.09  |
| 355.12    | 358.79    | 359.01    |
| 103.97    | 103.12    | 98.11     |
| 7,691.42  | 7,147.48  | 7,029.94  |
| 11,117.42 | 11,038.56 | 10,800.39 |
| 9,841.76  | 9,833.48  | 9,778.15  |
| 9,331.31  | 9,396.91  | 9,393.33  |
| 12,288.39 | 12,295.00 | 12,231.04 |
| 2,644.57  | 2,564.52  | 2,571.15  |
| 3,199.32  | 3,206.66  | 3,238.31  |
| 22,690.30 | 22,979.23 | 23,227.38 |
| 4,430.02  | 4,301.80  | 4,174.08  |
| 12,047.89 | 11,565.82 | 11,505.23 |
| 2,009.80  | 2,023.05  | 2,011.69  |
| 4,926.85  | 4,907.80  | 4,878.67  |
| 12,981.02 | 13,028.70 | 13,149.18 |
| 2,341.94  | 2,349.70  | 2,343.32  |
| 2,076.49  | 1,958.12  | 1,953.77  |
| 382.76    | 382.50    | 386.58    |
| 806.46    | 779.11    | 758.82    |
| 1,176.16  | 1,167.69  | 1,162.87  |
| 357.61    | 347.62    | 346.68    |
| 657.45    | 672.07    | 669.40    |

|          |          |          |
|----------|----------|----------|
| 1,805.70 | 1,807.24 | 1,768.52 |
| 833.71   | 830.70   | 822.23   |
| 1,140.99 | 1,129.24 | 1,111.89 |
| 935.65   | 940.44   | 957.33   |
| 4,298.00 | 4,370.58 | 4,359.38 |
| 593.56   | 569.43   | 566.73   |
| 28.69    | 28.70    | 28.66    |
| 289.37   | 281.08   | 256.01   |
| 1,737.13 | 1,712.63 | 1,690.32 |
| 547.09   | 537.59   | 570.70   |
| 1,670.76 | 1,666.08 | 1,639.09 |
| 4,448.15 | 4,370.49 | 4,316.87 |
| 190.56   | 195.54   | 204.54   |
| 969.00   | 948.78   | 945.38   |
| 353.20   | 304.50   | 303.89   |
| 304.27   | 299.09   | 307.01   |
| 613.97   | 619.85   | 603.62   |
| 1,469.51 | 1,432.09 | 1,426.68 |
| 461.27   | 445.21   | 443.21   |
| 760.21   | 648.88   | 657.37   |
| 189.55   | 186.57   | 172.69   |
| 132.15   | 132.44   | 130.84   |
| 204.86   | 194.84   | 201.85   |
| 2,809.07 | 2,781.65 | 2,770.14 |
| 520.03   | 497.05   | 492.42   |
| 224.06   | 228.23   | 223.29   |
| 2,884.71 | 2,821.06 | 2,753.66 |
| 559.93   | 556.61   | 502.04   |
| 672.47   | 671.67   | 667.68   |
| 757.48   | 782.94   | 777.62   |
| 498.28   | 492.57   | 485.07   |
| 145.38   | 144.50   | 143.88   |
| 254.99   | 259.43   | 269.52   |
| 994.95   | 957.63   | 923.88   |
| 1,715.40 | 1,715.78 | 1,710.56 |
| 2,320.77 | 2,335.71 | 2,314.08 |
| 461.71   | 461.45   | 459.65   |
| 3,572.00 | 3,528.55 | 3,486.80 |
| 692.20   | 696.68   | 693.52   |
| 2,578.29 | 2,548.72 | 2,494.74 |
| 1,375.74 | 1,389.32 | 1,368.20 |
| 1,062.90 | 1,061.55 | 1,057.67 |
| 400.16   | 365.20   | 363.40   |
| 376.28   | 371.23   | 369.76   |
| 5,502.17 | 5,469.02 | 5,390.53 |
| 498.63   | 494.76   | 492.14   |
| 340.71   | 338.70   | 333.27   |
| 290.06   | 300.54   | 281.93   |
| 488.41   | 491.50   | 476.58   |
| 403.85   | 411.65   | 395.20   |

|           |           |           |
|-----------|-----------|-----------|
| 384.64    | 386.75    | 384.95    |
| 2,303.75  | 2,270.87  | 2,217.10  |
| 626.42    | 622.12    | 611.92    |
| 148.71    | 148.50    | 147.72    |
| 3,593.59  | 3,701.64  | 4,220.00  |
| 2,543.08  | 2,584.71  | 2,539.75  |
| 1,257.93  | 1,242.36  | 1,236.02  |
| 2,300.49  | 2,259.26  | 2,249.08  |
| 18,893.04 | 18,674.24 | 18,305.92 |
| 443.65    | 444.35    | 420.30    |
| 3,255.65  | 3,185.24  | 3,184.28  |
| 378.80    | 369.25    | 366.49    |
| 576.68    | 544.36    | 541.70    |
| 943.31    | 934.59    | 929.62    |
| 1,777.31  | 1,812.73  | 1,837.92  |
| 616.63    | 619.60    | 620.57    |
| 858.63    | 868.25    | 876.91    |
| 272.77    | 268.52    | 263.72    |
| 2,011.87  | 1,966.63  | 1,928.65  |
| 445.22    | 442.04    | 433.61    |
| 1,686.94  | 1,665.45  | 1,639.99  |
| 445.75    | 437.19    | 453.86    |
| 199.54    | 198.22    | 189.23    |
| 1,205.95  | 1,194.00  | 1,189.29  |
| 2,049.64  | 2,063.98  | 2,043.81  |
| 556.77    | 554.40    | 532.61    |
| 260.12    | 248.29    | 252.39    |
| 656.88    | 644.35    | 621.24    |
| 12,362.59 | 12,118.93 | 12,032.30 |
| 11,160.15 | 11,268.32 | 11,075.78 |
| 7,982.02  | 8,013.69  | 8,000.72  |
| 9,179.34  | 9,169.84  | 9,371.22  |
| 35,143.58 | 34,539.21 | 33,945.59 |
| 415.78    | 410.33    | 419.74    |
| 79.08     | 74.02     | 73.56     |
| 454.06    | 439.97    | 434.35    |
| 3,477.70  | 3,392.02  | 3,297.32  |
| 4,079.45  | 4,070.59  | 4,056.56  |
| 396.65    | 387.50    | 367.91    |
| 245.62    | 238.18    | 229.81    |
| 1,249.85  | 1,251.97  | 1,244.55  |
| 1,131.24  | 1,045.29  | 1,040.75  |
| 726.74    | 729.93    | 727.23    |
| 560.12    | 554.48    | 552.30    |
| 174.31    | 186.92    | 187.74    |
| 2,312.57  | 2,301.55  | 2,285.63  |
| 2,338.70  | 2,341.18  | 2,332.02  |
| 1,991.48  | 1,986.04  | 1,977.06  |
| 0.00      | 0.00      | 0.00      |
| 87.05     | 87.52     | 85.17     |

|           |           |           |
|-----------|-----------|-----------|
| 8,791.18  | 8,789.77  | 8,753.88  |
| 593.59    | 587.02    | 611.16    |
| 1,673.14  | 1,685.09  | 1,676.96  |
| 2,055.51  | 2,005.84  | 1,998.60  |
| 9,632.69  | 9,628.62  | 9,573.45  |
| 8,660.62  | 8,488.75  | 8,335.15  |
| 4,517.19  | 4,520.84  | 4,450.24  |
| 3,093.08  | 3,115.41  | 3,129.03  |
| 3,488.86  | 3,492.59  | 3,485.60  |
| 15,025.83 | 15,031.02 | 14,960.38 |
| 1,170.08  | 1,177.05  | 1,175.48  |
| 849.62    | 842.46    | 828.36    |
| 1,415.91  | 1,431.21  | 1,410.59  |
| 1,003.79  | 1,003.40  | 969.01    |
| 10,098.92 | 9,973.37  | 9,952.76  |
| 1,230.72  | 1,274.63  | 1,274.64  |
| 1,940.83  | 1,966.07  | 1,996.02  |
| 4,488.55  | 4,437.15  | 4,378.52  |
| 2,642.48  | 2,665.72  | 2,626.72  |
| 917.79    | 916.39    | 870.41    |
| 5,295.37  | 5,247.80  | 5,138.89  |
| 979.43    | 970.38    | 964.83    |
| 465.51    | 476.27    | 474.02    |
| 149.53    | 150.97    | 150.00    |
| 868.88    | 859.60    | 834.43    |
| 812.67    | 775.45    | 771.93    |
| 522.82    | 517.47    | 479.54    |
| 593.16    | 596.66    | 587.58    |
| 169.01    | 167.47    | 172.83    |
| 392.45    | 391.03    | 388.94    |
| 1,027.91  | 540.91    | 1,051.57  |
| 1,310.92  | 1,283.80  | 1,278.70  |
| 1.10      | 1.16      | 1.21      |
| 560.68    | 565.09    | 541.79    |
| 502.47    | 488.38    | 486.47    |
| 1,056.80  | 1,081.08  | 1,074.74  |
| 1,906.17  | 1,859.33  | 1,773.63  |
| 6,305.74  | 6,106.11  | 6,015.28  |
| 3,567.14  | 3,568.98  | 3,524.73  |
| 20,453.59 | 20,709.05 | 20,781.92 |
| 9,091.03  | 9,164.34  | 9,182.99  |
| 238.84    | 233.80    | 241.80    |
| 645.56    | 635.14    | 632.00    |
| 1,142.77  | 1,144.97  | 1,133.88  |
| 683.37    | 661.76    | 657.38    |
| 347.24    | 332.49    | 326.97    |
| 133.23    | 133.24    | 127.80    |
| 647.54    | 615.36    | 550.47    |
| 1,159.24  | 1,169.22  | 1,165.91  |
| 2,557.25  | 2,458.88  | 2,365.13  |

|          |          |          |
|----------|----------|----------|
| 2,217.81 | 2,231.25 | 2,221.07 |
| 5,852.81 | 5,795.73 | 5,615.49 |
| 2,627.98 | 2,621.04 | 2,609.15 |
| 838.96   | 841.21   | 839.03   |
| 4,588.39 | 4,555.78 | 4,516.96 |
| 1,749.81 | 1,760.39 | 1,743.74 |
| 7,241.43 | 7,289.19 | 7,294.74 |
| 665.84   | 667.96   | 665.12   |
| 5,499.82 | 5,454.79 | 5,341.65 |
| 1,737.56 | 1,691.86 | 1,659.51 |
| 303.12   | 306.97   | 304.39   |
| 1,051.55 | 1,056.91 | 1,052.18 |
| 1,131.48 | 1,093.54 | 1,089.64 |
| 778.46   | 775.03   | 753.74   |
| 1,025.32 | 1,029.78 | 1,041.60 |
| 583.52   | 598.57   | 580.91   |
| 2,158.08 | 2,124.50 | 2,065.45 |
| 815.24   | 809.44   | 806.24   |
| 3,691.44 | 3,700.14 | 3,715.06 |
| 1,412.82 | 1,388.64 | 1,383.57 |
| 0.00     | 0.00     | 0.00     |
| 1,167.91 | 1,241.42 | 1,244.94 |
| 509.15   | 509.39   | 507.47   |
| 1,780.61 | 1,860.73 | 1,846.04 |
| 1,101.77 | 1,075.55 | 1,050.67 |
| 757.80   | 749.20   | 744.48   |
| 890.28   | 871.86   | 867.00   |
| 775.44   | 760.75   | 755.53   |
| 1,049.13 | 1,034.13 | 1,025.22 |
| 248.57   | 259.75   | 259.82   |
| 729.88   | 730.27   | 715.54   |
| 974.14   | 968.85   | 959.92   |
| 607.16   | 617.48   | 613.20   |
| 786.18   | 700.12   | 756.99   |
| 1,240.20 | 1,265.20 | 1,258.70 |
| 698.71   | 678.21   | 693.70   |
| 646.38   | 642.90   | 630.60   |
| 275.27   | 263.77   | 263.17   |
| 1,180.64 | 1,161.34 | 1,132.14 |
| 522.22   | 531.10   | 539.46   |
| 854.74   | 843.82   | 838.59   |
| 216.59   | 238.16   | 236.75   |
| 687.69   | 698.94   | 714.35   |
| 683.95   | 674.17   | 639.00   |
| 960.81   | 954.88   | 951.14   |
| 1,017.91 | 986.50   | 983.20   |
| 726.92   | 702.21   | 666.54   |
| 0.00     | 0.00     | 0.00     |
| 665.54   | 646.98   | 644.86   |
| 336.93   | 339.16   | 335.92   |

|            |            |            |
|------------|------------|------------|
| 802.77     | 771.39     | 732.97     |
| 478.02     | 460.92     | 448.03     |
| 242.72     | 239.48     | 237.69     |
| 1,397.06   | 1,388.87   | 1,393.13   |
| 1,182.85   | 1,185.70   | 1,145.62   |
| 976.66     | 959.51     | 946.35     |
| 1,978.78   | 1,975.47   | 1,949.10   |
| 1,065.03   | 1,071.37   | 1,050.23   |
| 458.04     | 437.92     | 436.66     |
| 1,174.52   | 1,180.01   | 1,185.43   |
| 1,357.91   | 1,373.69   | 1,426.94   |
| 759.06     | 753.99     | 703.64     |
| 866.23     | 865.15     | 883.80     |
| 0.00       | 0.00       | 0.00       |
| 313.58     | 312.05     | 314.84     |
| 1,554.73   | 1,518.63   | 1,482.30   |
| 1,214.66   | 1,183.79   | 1,156.72   |
| 405.39     | 442.32     | 440.46     |
| 317.19     | 311.52     | 310.20     |
| 347.64     | 344.68     | 342.02     |
| 811.89     | 799.89     | 796.83     |
| 590.57     | 602.38     | 599.32     |
| 1,236.33   | 1,194.00   | 1,193.71   |
| 1,202.90   | 1,207.26   | 1,200.84   |
| 479.64     | 489.63     | 487.47     |
| 1,620.57   | 1,614.44   | 1,598.62   |
| 676.09     | 680.28     | 655.89     |
| 527.19     | 532.01     | 531.13     |
| 701.65     | 689.08     | 634.00     |
| 2,076.17   | 2,080.87   | 2,048.11   |
| 396.34     | 382.70     | 377.57     |
| 542.94     | 550.20     | 561.36     |
| 559.73     | 563.97     | 567.96     |
| 2,582.37   | 2,533.53   | 2,489.55   |
| 735.91     | 787.97     | 784.15     |
| 860,347.52 | 855,082.03 | 849,023.31 |

# **FY 2023 District Average Building Age, 1-27-23 upload**

| Dist | Type | 22-23 age | 23-24 age |
|------|------|-----------|-----------|
| 1    | 1    | 53.12     | 54.12     |
| 1.2  | 3    | 59.20     | 60.20     |
| 2    | 1    | 33.90     | 34.90     |
| 4    | 1    | 47.94     | 48.94     |
| 6    | 3    | 49.96     | 50.96     |
| 11   | 1    | 42.27     | 43.27     |
| 12   | 1    | 40.00     | 41.00     |
| 13   | 1    | 54.20     | 55.20     |
| 14   | 1    | 56.52     | 57.52     |
| 15   | 1    | 40.72     | 41.72     |
| 16   | 1    | 36.73     | 37.73     |
| 22   | 1    | 36.62     | 37.62     |
| 23   | 1    | 41.72     | 42.72     |
| 25   | 1    | 21.00     | 22.00     |
| 31   | 1    | 31.12     | 32.12     |
| 32   | 1    | 44.59     | 45.59     |
| 36   | 1    | 30.82     | 31.82     |
| 38   | 1    | 27.89     | 28.89     |
| 47   | 1    | 30.09     | 31.09     |
| 51   | 1    | 29.36     | 30.36     |
| 75   | 1    | 40.27     | 41.27     |
| 77   | 1    | 51.26     | 52.26     |
| 81   | 1    | 52.66     | 53.66     |
| 84   | 1    | 51.81     | 52.81     |
| 85   | 1    | 44.17     | 45.17     |
| 88   | 1    | 42.10     | 43.10     |
| 91   | 1    | 40.76     | 41.76     |
| 93   | 1    | 64.87     | 65.87     |
| 94   | 1    | 38.75     | 39.75     |
| 95   | 1    | 32.55     | 33.55     |
| 97   | 1    | 8.39      | 9.39      |
| 99   | 1    | 42.32     | 43.32     |
| 100  | 1    | 43.65     | 44.65     |
| 108  | 1    | 46.60     | 47.60     |
| 110  | 1    | 24.75     | 25.75     |
| 111  | 1    | 38.57     | 39.57     |
| 112  | 1    | 28.13     | 29.13     |
| 113  | 1    | 45.02     | 46.02     |
| 115  | 1    | 35.92     | 36.92     |
| 116  | 1    | 25.71     | 26.71     |
| 118  | 1    | 29.53     | 30.53     |
| 129  | 1    | 49.84     | 50.84     |
| 138  | 1    | 31.76     | 32.76     |
| 139  | 1    | 32.96     | 33.96     |
| 146  | 1    | 54.55     | 55.55     |
| 150  | 1    | 36.58     | 37.58     |
| 152  | 1    | 26.04     | 27.04     |
| 162  | 1    | 38.89     | 39.89     |

|     |   |       |       |
|-----|---|-------|-------|
| 166 | 1 | 39.71 | 40.71 |
| 173 | 1 | 59.61 | 60.61 |
| 177 | 1 | 37.55 | 38.55 |
| 181 | 1 | 37.29 | 38.29 |
| 182 | 1 | 38.66 | 39.66 |
| 186 | 1 | 32.51 | 33.51 |
| 191 | 1 | 47.15 | 48.15 |
| 192 | 1 | 29.29 | 30.29 |
| 194 | 1 | 31.73 | 32.73 |
| 195 | 1 | 30.18 | 31.18 |
| 196 | 1 | 36.73 | 37.73 |
| 197 | 1 | 44.44 | 45.44 |
| 199 | 1 | 42.68 | 43.68 |
| 200 | 1 | 39.87 | 40.87 |
| 203 | 1 | 44.69 | 45.69 |
| 204 | 1 | 24.54 | 25.54 |
| 206 | 1 | 24.00 | 25.00 |
| 213 | 1 | 38.66 | 39.66 |
| 227 | 1 | 35.16 | 36.16 |
| 229 | 1 | 48.22 | 49.22 |
| 238 | 1 | 71.47 | 72.47 |
| 239 | 1 | 6.00  | 7.00  |
| 241 | 1 | 48.27 | 49.27 |
| 242 | 1 | 37.84 | 38.84 |
| 252 | 1 | 40.36 | 41.36 |
| 253 | 1 | 40.17 | 41.17 |
| 255 | 1 | 27.74 | 28.74 |
| 256 | 1 | 40.60 | 41.60 |
| 261 | 1 | 33.12 | 34.12 |
| 264 | 1 | 86.59 | 87.59 |
| 270 | 1 | 51.85 | 52.85 |
| 271 | 1 | 52.62 | 53.62 |
| 272 | 1 | 35.87 | 36.87 |
| 273 | 1 | 47.17 | 48.17 |
| 276 | 1 | 46.58 | 47.58 |
| 277 | 1 | 48.10 | 49.10 |
| 278 | 1 | 43.49 | 44.49 |
| 279 | 1 | 41.17 | 42.17 |
| 280 | 1 | 62.80 | 63.80 |
| 281 | 1 | 52.91 | 53.91 |
| 282 | 1 | 53.28 | 54.28 |
| 283 | 1 | 59.66 | 60.66 |
| 284 | 1 | 35.12 | 36.12 |
| 286 | 1 | 37.21 | 38.21 |
| 294 | 1 | 67.64 | 68.64 |
| 297 | 1 | 74.46 | 75.46 |
| 299 | 1 | 34.00 | 35.00 |
| 300 | 1 | 41.92 | 42.92 |
| 306 | 1 | 34.95 | 35.95 |
| 308 | 1 | 33.25 | 34.25 |



|     |   |       |       |
|-----|---|-------|-------|
| 309 | 1 | 37.58 | 38.58 |
| 314 | 1 | 40.96 | 41.96 |
| 316 | 1 | 79.22 | 80.22 |
| 317 | 1 | 38.86 | 39.86 |
| 318 | 1 | 27.30 | 28.30 |
| 319 | 1 | 91.12 | 92.12 |
| 323 | 2 | -     |       |
| 330 | 1 | 53.99 | 54.99 |
| 332 | 1 | 37.05 | 38.05 |
| 333 | 1 | 31.55 | 32.55 |
| 345 | 1 | 33.74 | 34.74 |
| 347 | 1 | 41.34 | 42.34 |
| 356 | 1 | 59.29 | 60.29 |
| 361 | 1 | 57.68 | 58.68 |
| 362 | 1 | 35.89 | 36.89 |
| 363 | 1 | 42.57 | 43.57 |
| 378 | 1 | 40.42 | 41.42 |
| 381 | 1 | 40.96 | 41.96 |
| 390 | 1 | 29.03 | 30.03 |
| 391 | 1 | 34.72 | 35.72 |
| 402 | 1 | 71.37 | 72.37 |
| 403 | 1 | 83.88 | 84.88 |
| 404 | 1 | 57.83 | 58.83 |
| 413 | 1 | 32.28 | 33.28 |
| 414 | 1 | 53.54 | 54.54 |
| 415 | 1 | 70.69 | 71.69 |
| 423 | 1 | 36.08 | 37.08 |
| 424 | 1 | 35.00 | 36.00 |
| 432 | 1 | 44.96 | 45.96 |
| 435 | 1 | 33.76 | 34.76 |
| 441 | 1 | 42.55 | 43.55 |
| 447 | 1 | 51.84 | 52.84 |
| 458 | 1 | 68.78 | 69.78 |
| 463 | 1 | 43.86 | 44.86 |
| 465 | 1 | 50.90 | 51.90 |
| 466 | 1 | 44.59 | 45.59 |
| 473 | 1 | 37.65 | 38.65 |
| 477 | 1 | 33.20 | 34.20 |
| 480 | 1 | 39.19 | 40.19 |
| 482 | 1 | 51.71 | 52.71 |
| 484 | 1 | 34.20 | 35.20 |
| 485 | 1 | 30.00 | 31.00 |
| 486 | 1 | 43.74 | 44.74 |
| 487 | 1 | 34.52 | 35.52 |
| 492 | 1 | 63.33 | 64.33 |
| 495 | 1 | 16.33 | 17.33 |
| 497 | 1 | 31.42 | 32.42 |
| 499 | 1 | 54.39 | 55.39 |
| 500 | 1 | 44.66 | 45.66 |
| 505 | 1 | 70.69 | 71.69 |

|     |   |       |       |
|-----|---|-------|-------|
| 507 | 1 | 29.79 | 30.79 |
| 508 | 1 | 36.34 | 37.34 |
| 511 | 1 | 44.86 | 45.86 |
| 514 | 1 | 75.10 | 76.10 |
| 518 | 1 | 29.34 | 30.34 |
| 531 | 1 | 29.41 | 30.41 |
| 533 | 1 | 36.00 | 37.00 |
| 534 | 1 | 40.22 | 41.22 |
| 535 | 1 | 40.80 | 41.80 |
| 542 | 1 | 36.95 | 37.95 |
| 544 | 1 | 44.57 | 45.57 |
| 545 | 1 | 43.35 | 44.35 |
| 547 | 1 | 51.87 | 52.87 |
| 548 | 1 | 44.49 | 45.49 |
| 549 | 1 | 16.12 | 17.12 |
| 550 | 1 | 35.95 | 36.95 |
| 553 | 1 | 37.20 | 38.20 |
| 561 | 1 | 69.28 | 70.28 |
| 564 | 1 | 48.79 | 49.79 |
| 577 | 1 | 37.66 | 38.66 |
| 578 | 1 | 43.49 | 44.49 |
| 581 | 1 | 55.24 | 56.24 |
| 592 | 1 | 55.20 | 56.20 |
| 593 | 1 | 36.76 | 37.76 |
| 595 | 1 | 31.53 | 32.53 |
| 599 | 1 | 51.84 | 52.84 |
| 600 | 1 | 35.34 | 36.34 |
| 601 | 1 | 47.60 | 48.60 |
| 621 | 1 | 44.18 | 45.18 |
| 622 | 1 | 33.83 | 34.83 |
| 623 | 1 | 44.33 | 45.33 |
| 624 | 1 | 48.78 | 49.78 |
| 625 | 1 | 55.50 | 56.50 |
| 630 | 1 | 36.82 | 37.82 |
| 635 | 1 | 59.93 | 60.93 |
| 640 | 1 | 32.63 | 33.63 |
| 656 | 1 | 41.31 | 42.31 |
| 659 | 1 | 35.23 | 36.23 |
| 671 | 1 | 40.13 | 41.13 |
| 676 | 1 | 47.35 | 48.35 |
| 682 | 1 | 39.18 | 40.18 |
| 690 | 1 | 30.30 | 31.30 |
| 695 | 1 | 96.90 | 97.90 |
| 696 | 1 | 96.86 | 97.86 |
| 698 | 1 | 35.58 | 36.58 |
| 700 | 1 | 26.48 | 27.48 |
| 701 | 1 | 74.96 | 75.96 |
| 704 | 1 | 36.85 | 37.85 |
| 706 | 1 | -     | 1.00  |
| 707 | 1 | 29.72 | 30.72 |

|     |   |       |       |
|-----|---|-------|-------|
| 709 | 1 | 40.04 | 41.04 |
| 712 | 1 | 19.47 | 20.47 |
| 716 | 1 | 40.43 | 41.43 |
| 717 | 1 | 33.42 | 34.42 |
| 719 | 1 | 25.42 | 26.42 |
| 720 | 1 | 25.39 | 26.39 |
| 721 | 1 | 31.31 | 32.31 |
| 726 | 1 | 32.25 | 33.25 |
| 727 | 1 | 29.54 | 30.54 |
| 728 | 1 | 29.24 | 30.24 |
| 738 | 1 | 37.23 | 38.23 |
| 739 | 1 | 40.38 | 41.38 |
| 740 | 1 | 39.98 | 40.98 |
| 741 | 1 | 39.55 | 40.55 |
| 742 | 1 | 37.20 | 38.20 |
| 743 | 1 | 42.56 | 43.56 |
| 745 | 1 | 27.95 | 28.95 |
| 748 | 1 | 25.21 | 26.21 |
| 750 | 1 | 40.48 | 41.48 |
| 756 | 1 | 51.97 | 52.97 |
| 761 | 1 | 51.42 | 52.42 |
| 763 | 1 | 20.00 | 21.00 |
| 768 | 1 | 45.88 | 46.88 |
| 771 | 1 | 66.32 | 67.32 |
| 775 | 1 | 40.11 | 41.11 |
| 777 | 1 | 37.75 | 38.75 |
| 786 | 1 | 44.67 | 45.67 |
| 787 | 1 | 46.93 | 47.93 |
| 801 | 1 | 61.95 | 62.95 |
| 803 | 1 | 54.03 | 55.03 |
| 811 | 1 | 41.09 | 42.09 |
| 813 | 1 | 50.80 | 51.80 |
| 815 | 2 | -     |       |
| 818 | 1 | 41.01 | 42.01 |
| 820 | 1 | 38.95 | 39.95 |
| 821 | 1 | 27.09 | 28.09 |
| 829 | 1 | 54.07 | 55.07 |
| 831 | 1 | 37.60 | 38.60 |
| 832 | 1 | 34.20 | 35.20 |
| 833 | 1 | 34.73 | 35.73 |
| 834 | 1 | 39.52 | 40.52 |
| 836 | 1 | 81.20 | 82.20 |
| 837 | 1 | 51.87 | 52.87 |
| 840 | 1 | 48.05 | 49.05 |
| 846 | 1 | 62.77 | 63.77 |
| 850 | 1 | 13.20 | 14.20 |
| 852 | 1 | 71.83 | 72.83 |
| 857 | 1 | 49.47 | 50.47 |
| 858 | 1 | 51.91 | 52.91 |
| 861 | 1 | 50.00 | 51.00 |

|      |   |       |       |
|------|---|-------|-------|
| 876  | 1 | 30.03 | 31.03 |
| 877  | 1 | 36.54 | 37.54 |
| 879  | 1 | 34.59 | 35.59 |
| 881  | 1 | 37.06 | 38.06 |
| 882  | 1 | 37.07 | 38.07 |
| 883  | 1 | 33.39 | 34.39 |
| 885  | 1 | 22.55 | 23.55 |
| 891  | 1 | 55.96 | 56.96 |
| 911  | 1 | 40.91 | 41.91 |
| 912  | 1 | 40.06 | 41.06 |
| 914  | 1 | 32.99 | 33.99 |
| 2071 | 1 | 22.33 | 23.33 |
| 2125 | 1 | 27.79 | 28.79 |
| 2134 | 1 | 10.20 | 11.20 |
| 2135 | 1 | 31.65 | 32.65 |
| 2137 | 1 | 50.85 | 51.85 |
| 2142 | 1 | 36.15 | 37.15 |
| 2143 | 1 | 59.34 | 60.34 |
| 2144 | 1 | 32.61 | 33.61 |
| 2149 | 1 | 40.36 | 41.36 |
| 2154 | 1 | -     | 1.00  |
| 2155 | 1 | 34.43 | 35.43 |
| 2159 | 1 | 67.27 | 68.27 |
| 2164 | 1 | 43.71 | 44.71 |
| 2165 | 1 | 40.76 | 41.76 |
| 2167 | 1 | 18.63 | 19.63 |
| 2168 | 1 | 49.17 | 50.17 |
| 2169 | 1 | 66.52 | 67.52 |
| 2170 | 1 | 52.22 | 53.22 |
| 2171 | 1 | 40.74 | 41.74 |
| 2172 | 1 | 39.43 | 40.43 |
| 2174 | 1 | 44.02 | 45.02 |
| 2176 | 1 | 60.68 | 61.68 |
| 2180 | 1 | 37.69 | 38.69 |
| 2184 | 1 | 44.96 | 45.96 |
| 2190 | 1 | 67.36 | 68.36 |
| 2198 | 1 | 56.57 | 57.57 |
| 2215 | 1 | 45.78 | 46.78 |
| 2310 | 1 | 23.25 | 24.25 |
| 2311 | 1 | 19.21 | 20.21 |
| 2342 | 1 | 45.05 | 46.05 |
| 2358 | 1 | 61.19 | 62.19 |
| 2364 | 1 | 39.70 | 40.70 |
| 2365 | 1 | 56.92 | 57.92 |
| 2396 | 1 | 41.57 | 42.57 |
| 2397 | 1 | 58.65 | 59.65 |
| 2448 | 1 | 62.18 | 63.18 |
| 2527 | 1 | -     | 1.00  |
| 2534 | 1 | 66.49 | 67.49 |
| 2536 | 1 | 51.84 | 52.84 |

|      |   |       |       |
|------|---|-------|-------|
| 2580 | 1 | 18.87 | 19.87 |
| 2609 | 1 | 21.69 | 22.69 |
| 2683 | 1 | 65.71 | 66.71 |
| 2687 | 1 | 22.80 | 23.80 |
| 2689 | 1 | 14.87 | 15.87 |
| 2711 | 1 | 47.23 | 48.23 |
| 2752 | 1 | 47.59 | 48.59 |
| 2753 | 1 | 37.43 | 38.43 |
| 2754 | 1 | 51.05 | 52.05 |
| 2759 | 1 | -     |       |
| 2769 | 1 | 35.15 | 36.15 |
| 2805 | 1 | 39.63 | 40.63 |
| 2835 | 1 | 41.79 | 42.79 |
| 2853 | 1 | 42.29 | 43.29 |
| 2854 | 1 | -     | 1.00  |
| 2856 | 1 | 76.49 | 77.49 |
| 2859 | 1 | 39.87 | 40.87 |
| 2860 | 1 | 54.47 | 55.47 |
| 2884 | 1 | 72.13 | 73.13 |
| 2886 | 1 | 59.25 | 60.25 |
| 2888 | 1 | 60.30 | 61.30 |
| 2889 | 1 | 27.03 | 28.03 |
| 2890 | 1 | 70.58 | 71.58 |
| 2895 | 1 | 49.03 | 50.03 |
| 2897 | 1 | 33.74 | 34.74 |
| 2898 | 1 | 65.51 | 66.51 |
| 2899 | 1 | 55.67 | 56.67 |
| 2902 | 1 | 2.00  | 3.00  |
| 2903 | 1 | 53.45 | 54.45 |
| 2904 | 1 | 47.88 | 48.88 |
| 2905 | 1 | 37.96 | 38.96 |
| 2906 | 1 | 62.70 | 63.70 |
| 2907 | 1 | 58.72 | 59.72 |
| 2908 | 1 | 55.88 | 56.88 |
| 2909 | 1 | 78.33 | 79.33 |
| 2910 | 1 | 24.57 | 25.57 |

23-24 = 22-23 plus 1  
End of Worksheet

**2022 Est ANTC from Department of Revenue files. February, 2023 Forecast**

| <b>MDE</b> | <b>School District</b>                    |  | <b>Ag Modified 2022 Est. ANTC</b> |
|------------|-------------------------------------------|--|-----------------------------------|
| 1          | Aitkin                                    |  | 25,962,896                        |
| 1.2        | Minneapolis Special School District #1    |  | 829,133,363                       |
| 2          | Hill City                                 |  | 2,608,116                         |
| 4          | McGregor                                  |  | 13,564,010                        |
| 6          | South St. Paul Special School District #6 |  | 26,221,782                        |
| 11         | Anoka                                     |  | 417,249,838                       |
| 12         | Centennial                                |  | 59,330,868                        |
| 13         | Columbia Heights                          |  | 39,592,943                        |
| 14         | Fridley                                   |  | 26,372,776                        |
| 15         | Saint Francis                             |  | 57,435,534                        |
| 16         | Spring Lake Park                          |  | 66,814,195                        |
| 22         | Detroit Lakes                             |  | 41,877,096                        |
| 23         | Frazee-Vergas                             |  | 11,571,279                        |
| 25         | Pine Point                                |  |                                   |
| 31         | Bemidji                                   |  | 53,792,889                        |
| 32         | Blackduck                                 |  | 4,759,543                         |
| 36         | Kelliher                                  |  | 1,661,138                         |
| 38         | Red Lake                                  |  | 22,086                            |
| 47         | Sauk Rapids                               |  | 31,436,572                        |
| 51         | Foley                                     |  | 10,344,611                        |
| 75         | St. Clair                                 |  | 4,550,806                         |
| 77         | Mankato                                   |  | 102,080,381                       |
| 81         | Comfrey                                   |  | 2,681,169                         |
| 84         | Sleepy Eye                                |  | 7,414,032                         |
| 85         | Springfield                               |  | 4,876,537                         |
| 88         | New Ulm-Hanska                            |  | 25,604,629                        |
| 91         | Barnum                                    |  | 4,740,648                         |
| 93         | Carlton                                   |  | 6,935,769                         |
| 94         | Cloquet                                   |  | 15,590,352                        |
| 95         | Cromwell                                  |  | 2,827,150                         |
| 97         | Moose Lake                                |  | 6,724,189                         |
| 99         | Esko                                      |  | 8,639,216                         |
| 100        | Wrenshall                                 |  | 4,762,312                         |
| 108        | Norwood-Young America                     |  | 13,971,508                        |
| 110        | Waconia                                   |  | 44,436,982                        |
| 111        | Watertown-Mayer                           |  | 18,927,729                        |
| 112        | Chaska                                    |  | 137,336,757                       |
| 113        | Walker-Akeley                             |  | 28,780,111                        |
| 115        | Cass Lake                                 |  | 10,745,055                        |
| 116        | Pillager                                  |  | 16,572,474                        |
| 118        | Remer                                     |  | 23,328,535                        |
| 129        | Montevideo                                |  | 8,759,145                         |
| 138        | North Branch                              |  | 29,299,814                        |
| 139        | Rush City                                 |  | 8,541,720                         |
| 146        | Barnesville                               |  | 8,354,713                         |
| 150        | Hawley                                    |  | 6,813,396                         |

|     |                          |  |             |
|-----|--------------------------|--|-------------|
| 152 | Moorhead                 |  | 54,019,890  |
| 162 | Bagley                   |  | 7,368,749   |
| 166 | Cook County              |  | 23,443,263  |
| 173 | Mountain Lake            |  | 5,288,301   |
| 177 | Windom                   |  | 10,164,176  |
| 181 | Brainerd                 |  | 91,209,420  |
| 182 | Crosby-Ironton           |  | 33,245,936  |
| 186 | Pequot Lakes             |  | 53,831,916  |
| 191 | Burnsville               |  | 120,412,024 |
| 192 | Farmington               |  | 54,682,563  |
| 194 | Lakeville                |  | 133,963,633 |
| 195 | Randolph                 |  | 6,603,793   |
| 196 | Rosemount                |  | 291,163,511 |
| 197 | West Saint Paul          |  | 104,740,375 |
| 199 | Inver Grove-Pine Bend    |  | 48,016,963  |
| 200 | Hastings                 |  | 52,355,439  |
| 203 | Hayfield                 |  | 8,877,697   |
| 204 | Kasson-Mantorville       |  | 14,028,471  |
| 206 | Alexandria               |  | 69,528,494  |
| 213 | Osakis                   |  | 6,359,103   |
| 227 | Chatfield                |  | 7,758,276   |
| 229 | Lanesboro                |  | 3,398,262   |
| 238 | Mabel-Canton             |  | 3,468,631   |
| 239 | Rushford-Peterson        |  | 5,842,773   |
| 241 | Albert Lea               |  | 24,873,653  |
| 242 | Alden                    |  | 2,615,309   |
| 252 | Cannon Falls             |  | 15,094,843  |
| 253 | Goodhue                  |  | 5,139,745   |
| 255 | Pine Island              |  | 10,997,820  |
| 256 | Red Wing                 |  | 51,309,492  |
| 261 | Ashby                    |  | 3,024,451   |
| 264 | Herman                   |  | 3,719,555   |
| 270 | Hopkins                  |  | 186,984,842 |
| 271 | Bloomington              |  | 207,596,292 |
| 272 | Eden Prairie             |  | 156,493,609 |
| 273 | Edina                    |  | 157,660,459 |
| 276 | Minnetonka               |  | 147,181,022 |
| 277 | Westonka                 |  | 67,628,190  |
| 278 | Orono                    |  | 61,149,410  |
| 279 | Osseo                    |  | 307,237,013 |
| 280 | Richfield                |  | 83,635,994  |
| 281 | Robbinsdale              |  | 174,098,562 |
| 282 | St. Anthony-New Brighton |  | 17,565,443  |
| 283 | St. Louis Park           |  | 98,639,435  |
| 284 | Wayzata                  |  | 232,840,428 |
| 286 | Brooklyn Center          |  | 14,864,508  |
| 294 | Houston                  |  | 4,159,311   |
| 297 | Spring Grove             |  | 2,518,737   |
| 299 | Caledonia                |  | 6,832,219   |
| 300 | La Crescent              |  | 10,835,332  |

|     |                                       |  |            |
|-----|---------------------------------------|--|------------|
| 306 | Laporte                               |  | 3,990,326  |
| 308 | Nevis                                 |  | 8,722,437  |
| 309 | Park Rapids                           |  | 31,401,263 |
| 314 | Braham                                |  | 6,818,279  |
| 316 | Coleraine                             |  | 9,429,559  |
| 317 | Deer River                            |  | 10,590,277 |
| 318 | Grand Rapids                          |  | 59,324,138 |
| 319 | Nashwauk-Keewatin                     |  | 4,911,220  |
| 323 | Franconia Common School District #323 |  | 484,862    |
| 330 | Heron-Lake-Okabena                    |  | 4,144,172  |
| 332 | Mora                                  |  | 12,517,132 |
| 333 | Ogilvie                               |  | 3,587,570  |
| 345 | New London-Spicer                     |  | 19,907,810 |
| 347 | Willmar                               |  | 31,134,255 |
| 356 | Lancaster                             |  | 1,350,095  |
| 361 | International Falls                   |  | 10,288,460 |
| 362 | Little Fork-Big Falls                 |  | 1,900,461  |
| 363 | South Koochiching                     |  | 1,995,230  |
| 378 | Dawson-Boyd                           |  | 5,298,595  |
| 381 | Lake Superior                         |  | 32,515,625 |
| 390 | Lake of The Woods                     |  | 7,881,377  |
| 391 | Cleveland                             |  | 6,486,310  |
| 402 | Hendricks                             |  | 2,270,505  |
| 403 | Ivanhoe                               |  | 2,925,131  |
| 404 | Lake Benton                           |  | 4,142,766  |
| 413 | Marshall                              |  | 21,337,389 |
| 414 | Minneota                              |  | 4,797,815  |
| 415 | Lynd                                  |  | 2,263,104  |
| 423 | Hutchinson                            |  | 25,158,180 |
| 424 | Lester Prairie                        |  | 3,870,204  |
| 432 | Mahnomen                              |  | 3,555,174  |
| 435 | Waubun                                |  | 6,610,675  |
| 441 | Newfolden                             |  | 4,656,366  |
| 447 | Grygla-Gatzke                         |  | 1,494,631  |
| 458 | Truman                                |  | 4,541,787  |
| 463 | Eden Valley-Watkins                   |  | 7,526,370  |
| 465 | Litchfield                            |  | 17,172,125 |
| 466 | Dassel-Cokato                         |  | 15,192,755 |
| 473 | Isle                                  |  | 8,322,980  |
| 477 | Princeton                             |  | 29,339,499 |
| 480 | Onamia                                |  | 11,120,765 |
| 482 | Little Falls                          |  | 19,340,738 |
| 484 | Pierz                                 |  | 6,099,386  |
| 485 | Royalton                              |  | 5,178,411  |
| 486 | Swanville                             |  | 3,084,985  |
| 487 | Upsala                                |  | 2,202,941  |
| 492 | Austin                                |  | 25,469,105 |
| 495 | Grand Meadow                          |  | 3,954,468  |
| 497 | Lyle                                  |  | 2,025,212  |
| 499 | LeRoy-Ostrander                       |  | 3,984,374  |



|     |                            |  |             |
|-----|----------------------------|--|-------------|
| 500 | Southland                  |  | 6,802,167   |
| 505 | Fulda                      |  | 5,902,961   |
| 507 | Nicollet                   |  | 5,028,113   |
| 508 | St. Peter                  |  | 16,962,106  |
| 511 | Adrian                     |  | 6,441,039   |
| 514 | Ellsworth                  |  | 2,411,186   |
| 518 | Worthington                |  | 22,014,975  |
| 531 | Byron                      |  | 15,748,492  |
| 533 | Dover-Eyota                |  | 6,600,247   |
| 534 | Stewartville               |  | 14,933,298  |
| 535 | Rochester                  |  | 258,617,155 |
| 542 | Battle Lake                |  | 19,549,144  |
| 544 | Fergus Falls               |  | 28,835,593  |
| 545 | Henning                    |  | 6,598,436   |
| 547 | Parkers Prairie            |  | 5,345,188   |
| 548 | Pelican Rapids             |  | 26,071,817  |
| 549 | Perham                     |  | 32,359,206  |
| 550 | Underwood                  |  | 4,444,995   |
| 553 | New York Mills             |  | 4,488,154   |
| 561 | Goodridge                  |  | 1,602,197   |
| 564 | Thief River Falls          |  | 16,663,003  |
| 577 | Willow River               |  | 5,416,334   |
| 578 | Pine City                  |  | 15,137,522  |
| 581 | Edgerton                   |  | 4,152,352   |
| 592 | Climax                     |  | 2,019,340   |
| 593 | Crookston                  |  | 11,081,681  |
| 595 | East Grand Forks           |  | 14,286,733  |
| 599 | Fertile-Beltrami           |  | 6,229,949   |
| 600 | Fisher                     |  | 2,684,651   |
| 601 | Fosston                    |  | 4,695,805   |
| 621 | Mounds View                |  | 158,928,120 |
| 622 | North Saint Paul-Maplewood |  | 146,887,792 |
| 623 | Roseville                  |  | 110,569,397 |
| 624 | White Bear Lake            |  | 135,100,197 |
| 625 | St. Paul                   |  | 444,747,312 |
| 630 | Red Lake Falls             |  | 2,256,562   |
| 635 | Milroy                     |  | 2,305,415   |
| 640 | Wabasso                    |  | 6,115,307   |
| 656 | Faribault                  |  | 43,268,888  |
| 659 | Northfield                 |  | 43,517,142  |
| 671 | Hills-Beaver Creek         |  | 5,001,591   |
| 676 | Badger                     |  | 959,852     |
| 682 | Roseau                     |  | 6,789,392   |
| 690 | Warroad                    |  | 7,924,077   |
| 695 | Chisholm                   |  | 4,017,557   |
| 696 | Ely                        |  | 10,272,215  |
| 698 | Floodwood                  |  | 5,598,468   |
| 700 | Hermantown                 |  | 24,337,254  |
| 701 | Hibbing                    |  | 15,709,138  |
| 704 | Proctor                    |  | 18,058,560  |

|     |                                       |  |             |
|-----|---------------------------------------|--|-------------|
| 706 | Virginia                              |  | -           |
| 707 | Nett Lake                             |  | 159,071     |
| 709 | Duluth                                |  | 134,224,665 |
| 712 | Buhl-Mount Iron                       |  | 5,935,380   |
| 716 | Belle Plaine                          |  | 17,211,928  |
| 717 | Jordan                                |  | 18,964,767  |
| 719 | Prior Lake                            |  | 98,965,061  |
| 720 | Shakopee                              |  | 100,368,591 |
| 721 | New Prague                            |  | 36,347,416  |
| 726 | Becker                                |  | 35,739,064  |
| 727 | Big Lake                              |  | 26,621,247  |
| 728 | Elk River                             |  | 137,977,816 |
| 738 | Holdingford                           |  | 6,107,727   |
| 739 | Kimball                               |  | 7,731,899   |
| 740 | Melrose                               |  | 12,259,446  |
| 741 | Paynesville                           |  | 10,642,091  |
| 742 | St. Cloud                             |  | 123,954,008 |
| 743 | Sauk Centre                           |  | 12,790,831  |
| 745 | Albany                                |  | 14,082,167  |
| 748 | Sartell                               |  | 27,101,755  |
| 750 | Cold Spring                           |  | 21,871,433  |
| 756 | Blooming Prairie                      |  | 7,183,792   |
| 761 | Owatonna                              |  | 41,902,488  |
| 763 | Medford                               |  | 5,079,591   |
| 768 | Hancock                               |  | 2,457,218   |
| 771 | Chokio-Alberta                        |  | 4,175,834   |
| 775 | Kerkhoven-Murdock-Sunburg             |  | 6,196,936   |
| 777 | Benson                                |  | 10,757,157  |
| 786 | Bertha-Hewitt                         |  | 2,754,533   |
| 787 | Browerville                           |  | 3,668,581   |
| 801 | Browns Valley                         |  | 1,282,304   |
| 803 | Wheaton                               |  | 5,712,325   |
| 811 | Wabasha                               |  | 9,399,548   |
| 813 | Lake City                             |  | 15,471,473  |
| 815 | Prinsburg Common School District #815 |  | 1,254,546   |
| 818 | Verndale                              |  | 1,883,672   |
| 820 | Sebeka                                |  | 3,641,081   |
| 821 | Menahga                               |  | 5,168,160   |
| 829 | Waseca                                |  | 14,215,155  |
| 831 | Forest Lake                           |  | 94,870,726  |
| 832 | Mahtomedi                             |  | 35,721,477  |
| 833 | South Washington County               |  | 195,880,796 |
| 834 | Stillwater                            |  | 161,913,632 |
| 836 | Butterfield                           |  | 2,442,158   |
| 837 | Madelia                               |  | 4,990,079   |
| 840 | St. James                             |  | 7,219,876   |
| 846 | Breckenridge                          |  | 8,156,921   |
| 850 | Rothsay                               |  | 2,556,408   |
| 852 | Campbell-Tintah                       |  | 4,746,017   |
| 857 | Lewiston                              |  | 5,744,008   |

|      |                               |  |            |
|------|-------------------------------|--|------------|
| 858  | St. Charles                   |  | 8,368,453  |
| 861  | Winona                        |  | 44,952,738 |
| 876  | Annandale                     |  | 26,480,866 |
| 877  | Buffalo                       |  | 54,480,855 |
| 879  | Delano                        |  | 23,786,615 |
| 881  | Maple Lake                    |  | 8,864,613  |
| 882  | Monticello                    |  | 53,035,854 |
| 883  | Rockford                      |  | 18,578,921 |
| 885  | St. Michael-Albertville       |  | 36,344,104 |
| 891  | Canby                         |  | 5,899,010  |
| 911  | Cambridge                     |  | 41,528,981 |
| 912  | Milaca                        |  | 12,447,035 |
| 914  | Ulen-Hitterdal                |  | 3,565,329  |
| 2071 | Lake Crystal-Welcome Memorial |  | 11,571,296 |
| 2125 | Triton                        |  | 12,523,785 |
| 2134 | United South Central          |  | 9,711,526  |
| 2135 | Maple River                   |  | 10,414,270 |
| 2137 | Kingsland                     |  | 7,732,893  |
| 2142 | St. Louis County              |  | 47,633,454 |
| 2143 | Waterville-Elysian-Morristown |  | 12,129,305 |
| 2144 | Chisago Lakes                 |  | 37,779,801 |
| 2149 | Minnewaska                    |  | 19,397,783 |
| 2154 | Eveleth-Gilbert               |  | -          |
| 2155 | Wadena-Deer Creek             |  | 6,418,478  |
| 2159 | Buffalo Lake-Hector           |  | 8,996,180  |
| 2164 | Dilworth-Glyndon-Felton       |  | 10,504,605 |
| 2165 | Hinckley-Finlayson            |  | 11,101,392 |
| 2167 | Lakeview                      |  | 6,034,916  |
| 2168 | NRHEG                         |  | 10,508,031 |
| 2169 | Murray County                 |  | 10,052,690 |
| 2170 | Staples-Motley                |  | 14,907,126 |
| 2171 | Kittson Central               |  | 8,834,548  |
| 2172 | Kenyon-Wanamingo              |  | 9,836,907  |
| 2174 | Pine River-Backus             |  | 23,577,548 |
| 2176 | Warren-Alvarado-Olso          |  | 7,756,593  |
| 2180 | MacCray                       |  | 9,726,442  |
| 2184 | Luverne-Magnolia              |  | 13,571,858 |
| 2190 | Yellow Medicine East          |  | 12,661,677 |
| 2198 | Fillmore Central              |  | 7,712,437  |
| 2215 | Norman County East            |  | 2,771,538  |
| 2310 | Sibley East                   |  | 11,977,647 |
| 2311 | Clearbrook-Gonvick            |  | 9,813,999  |
| 2342 | West Central Area             |  | 10,952,254 |
| 2358 | Karlstad-Strandquist          |  | 2,944,491  |
| 2364 | Belgrade-Brooten-Elrosa       |  | 7,692,710  |
| 2365 | Gibbon-Fairfax-Winthrop       |  | 12,679,994 |
| 2396 | A.C.G.C.                      |  | 12,948,864 |
| 2397 | Le Sueur-Henderson            |  | 11,748,263 |
| 2448 | Martin County West            |  | 12,693,036 |
| 2527 | Halstad-Hendrum               |  | -          |

|      |                                 |  |            |
|------|---------------------------------|--|------------|
| 2534 | Bird Island-Olivia Lake Lillian |  | 9,052,166  |
| 2536 | Granada-Huntley-East Chain      |  | 5,856,376  |
| 2580 | East Central                    |  | 8,513,227  |
| 2609 | Win-E-Mac                       |  | 6,344,175  |
| 2683 | Greenbush-Middle River          |  | 2,954,304  |
| 2687 | Howard Lake-Waverly-Winsted     |  | 13,357,727 |
| 2689 | Pipestone-Jasper                |  | 14,781,537 |
| 2711 | Mesabi East Schools             |  | 9,456,526  |
| 2752 | Fairmont Area                   |  | 18,527,330 |
| 2753 | Long Prairie-Grey Eagle         |  | 9,665,064  |
| 2754 | Cedar Mountain                  |  | 5,784,450  |
| 2769 | Morris Area                     |  | 9,454,396  |
| 2805 | Zumbrota-Mazeppa                |  | 11,797,211 |
| 2835 | Janesville-Waldorf-Pember       |  | 8,640,010  |
| 2853 | Lac Qui Parle Valley            |  | 12,675,482 |
| 2854 | Ada-Borup                       |  | -          |
| 2856 | Stephen-Argyle Central          |  | 7,073,022  |
| 2859 | Glencoe-Silver Lake             |  | 17,427,886 |
| 2860 | Blue Earth Area                 |  | 15,306,034 |
| 2884 | Red Rock Central                |  | 8,708,177  |
| 2886 | Glenville-Emmons                |  | 5,320,506  |
| 2888 | Clinton-Graceville-Beardsley    |  | 8,301,303  |
| 2889 | Lake Park-Audubon               |  | 18,828,615 |
| 2890 | Renville County West            |  | 9,135,522  |
| 2895 | Jackson County Central          |  | 16,573,899 |
| 2897 | Redwood Falls Area              |  | 11,907,487 |
| 2898 | Westbrook-Walnut Grove          |  | 6,261,078  |
| 2899 | Plainview-Elgin-Milville        |  | 12,452,201 |
| 2902 | Russell-Tyler-Ruthton           |  | 7,135,678  |
| 2903 | Ortonville Area                 |  | 5,939,998  |
| 2904 | Tracy Area                      |  | 11,825,419 |
| 2905 | Tri-City United                 |  | 18,553,314 |
| 2906 | Red Lake County Central         |  | 5,513,420  |
| 2907 | Round Lake-Brewster             |  | 4,626,693  |
| 2908 | Brandon-Evansville              |  | 7,168,966  |
| 2909 | Rock Ridge                      |  | 16,838,418 |
| 2910 | Ada-Borup-West                  |  | 8,505,814  |

Total

10,486,737,361

End of Worksheet

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## Statewide ANTC / PU calculations

| Revenue Year                       | FY 2023  | FY 2024       | FY 2025        |
|------------------------------------|----------|---------------|----------------|
| Payable year                       | 2022     | 2023          | 2024           |
| 3 YP Data Year                     | 2020     | 2021          | 2022           |
| Three year prior Ag. Modified ANTC |          | 8,968,522,397 | 10,486,737,361 |
| Three year prior APU               |          | 861,286.61    | 860,799.16     |
| State average ANTC / APU           | 9,596.83 | 10,412.94     | 12,182.56      |
| Percent change                     |          | 8.5%          | 17.0%          |
| End of worksheet                   |          |               |                |

| FY 2026        | FY 2027        | FY 2028        | FY 2029        | FY 2030        | FY 2031        |
|----------------|----------------|----------------|----------------|----------------|----------------|
| 2025           | 2026           | 2027           | 2028           | 2029           | 2030           |
| 2023           | 2024           | 2025           | 2026           | 2027           | 2028           |
| 11,671,738,682 | 12,348,699,526 | 12,842,647,507 | 13,356,353,407 | 13,890,607,544 | 14,446,231,845 |
| 860,347.52     | 855,082.03     |                | -              | -              | -              |
| 13,566.31      | 14,441.54      | 15,019.00      | 15,620.00      | 16,245.00      | 16,895.00      |
| 11.4%          | 6.5%           | 4.0%           | 0              | 0              | 0              |

| FY 2032        | FY 2033        |
|----------------|----------------|
| 2031           | 2032           |
| 2029           | 2030           |
| 15,024,081,119 | 15,625,044,364 |
| -              | -              |
| 17,571.00      | 18,274.00      |
| 0              | 0              |

**Edit Version List**

| <b>date</b> | <b>version</b> | <b>tab</b> |
|-------------|----------------|------------|
| May 3, 2023 | V0             | all        |
| May 4, 2023 | V1             | all        |
| May 4, 2023 |                | bonds      |
|             |                | Ten Year   |

End of Worksheet

**notes**

Updated bond information as of May 3, 2023

Updated ANTC, APU, and building age information as of  
February, 2023 Forecast

Certified LLC data for taxes payable 2023

ISD 1, 1.2, 11, 622, 625, 831, 832, 2909, 2910 checked.

832 Mahtomedi added

line 26b added.



**FY 2025 LTFM Ten-Year Revenue Spreadsheet update instructions.**

| <u>tab</u>        | <u>to do</u>                        | <u>date completed</u> |
|-------------------|-------------------------------------|-----------------------|
| Ten year          | change dates                        | 3-29-23               |
| Line Instructions | change dates                        | 3-29-23               |
| certified         | downloads updated                   | 3-29-23               |
| paygo             | downloads updated                   | 3-29-23               |
| Compile           | change dates                        | 3-29-23               |
| Alt Fac Bonds     | see "Alt Fac Query FY 2024-33B.xls" | 5-3-23                |
| H & Safety Bonds  | see "Alt Fac Query FY 2024-33B.xls" | 5-3-23                |
| IAQFAA Bonds      | see "Alt Fac Query FY 2024-33B.xls" | 5-3-23                |
| FM Other Bonds    | see "Alt Fac Query FY 2024-33B.xls" | 5-3-23                |
| VPK Bonds         | see "Alt Fac Query FY 2024-33B.xls" | 5-3-23                |
| Grandfather       | no change                           | 3-29-23               |
| APU               | February 2023 Forecast              | 3-29-23               |
| Ave Age           | January 27, 2023 upload             | 3-29-23               |
| ANTC              | February 2023 Forecast              | 3-29-23               |
| state factors     | February 2023 Forecast              | 3-29-23               |
| Pay 24 Edits      | update                              | 5-4-23                |
| to revise         | update                              | 5-4-23                |
| End of Worksheet  |                                     |                       |

|  <div> <div>Division of School Finance</div> <div>400 NE Stinson Blvd</div> <div>Minneapolis, MN 55413</div> </div>                                                                                    |                                                                                  | Long-Term Facility Maintenance Ten-Year Expenditure Application (LTFM) - Fund 01 and Fund 06 Projects C |  |                                 |             |                           |           |           |           |           |           |           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|--|---------------------------------|-------------|---------------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| <b>Instructions:</b> Enter estimated, allowable LTFM expenditures (Fund 01 and/or Fund 06 only) under Minnesota Statutes 2021, section 123B.595, subd. 10. Enter by Uniform Financial and Accounting Reporting Standards (UFARS) finance code and by fiscal year in the cells provided. |                                                                                  |                                                                                                         |  |                                 |             |                           |           |           |           |           |           |           |
| District Info.                                                                                                                                                                                                                                                                          |                                                                                  | Enter Information                                                                                       |  | District Info.                  |             | Enter Information         |           |           |           |           |           |           |
| District Name:                                                                                                                                                                                                                                                                          |                                                                                  | Central Public Schools                                                                                  |  | Date:                           |             | 7/30/2023                 |           |           |           |           |           |           |
| District Number:                                                                                                                                                                                                                                                                        |                                                                                  | 108-01                                                                                                  |  | Email:                          |             | tschochenmaier@isd108.org |           |           |           |           |           |           |
| District Contact Name:                                                                                                                                                                                                                                                                  |                                                                                  | Timothy Schochenmaier                                                                                   |  |                                 |             |                           |           |           |           |           |           |           |
| Contact Phone #                                                                                                                                                                                                                                                                         |                                                                                  | 952-467-7000                                                                                            |  |                                 |             |                           |           |           |           |           |           |           |
| Expenditure Categories                                                                                                                                                                                                                                                                  |                                                                                  |                                                                                                         |  | Fiscal Year (FY) Ending June 30 |             |                           |           |           |           |           |           |           |
|                                                                                                                                                                                                                                                                                         |                                                                                  |                                                                                                         |  | 2023 (base year)                | 2024        | 2025                      | 2026      | 2027      | 2028      | 2029      | 2030      | 2031      |
| <b>Health and Safety</b> - this section excludes project costs in <b>Category 2</b> of \$100,000 or more for which additional revenue is requested for Finance Codes 358, 363 and 366.                                                                                                  |                                                                                  |                                                                                                         |  |                                 |             |                           |           |           |           |           |           |           |
| Finance Code                                                                                                                                                                                                                                                                            | Category (1)                                                                     |                                                                                                         |  |                                 |             |                           |           |           |           |           |           |           |
| 347                                                                                                                                                                                                                                                                                     | Physical Hazards                                                                 |                                                                                                         |  | \$12,000                        | \$12,000    | \$12,000                  | \$12,000  | \$12,000  | \$12,000  | \$12,000  | \$12,000  | \$12,000  |
| 349                                                                                                                                                                                                                                                                                     | Other Hazardous Materials                                                        |                                                                                                         |  | \$0                             | \$0         | \$0                       | \$0       | \$0       | \$0       | \$0       | \$0       | \$0       |
| 352                                                                                                                                                                                                                                                                                     | Environmental Health and Safety Management                                       |                                                                                                         |  | \$45,000                        | \$45,000    | \$45,000                  | \$45,000  | \$45,000  | \$45,000  | \$45,000  | \$45,000  | \$45,000  |
| 358                                                                                                                                                                                                                                                                                     | Asbestos Removal and Encapsulation                                               |                                                                                                         |  | \$0                             | \$0         | \$0                       | \$0       | \$0       | \$0       | \$0       | \$0       | \$0       |
| 363                                                                                                                                                                                                                                                                                     | Fire Safety                                                                      |                                                                                                         |  | \$10,000                        | \$10,000    | \$10,000                  | \$10,000  | \$10,000  | \$10,000  | \$10,000  | \$10,000  | \$10,000  |
| 366                                                                                                                                                                                                                                                                                     | Indoor Air Quality                                                               |                                                                                                         |  | \$0                             | \$0         | \$0                       | \$0       | \$0       | \$0       | \$0       | \$0       | \$0       |
| <b>Total Health and Safety Capital Projects</b>                                                                                                                                                                                                                                         |                                                                                  |                                                                                                         |  | \$67,000                        | \$67,000    | \$67,000                  | \$67,000  | \$67,000  | \$67,000  | \$67,000  | \$67,000  | \$67,000  |
| <b>Health and Safety - Projects Costing \$100,000 or more per Project/Site/Year</b>                                                                                                                                                                                                     |                                                                                  |                                                                                                         |  |                                 |             |                           |           |           |           |           |           |           |
| Finance Code                                                                                                                                                                                                                                                                            | Category (2)                                                                     |                                                                                                         |  |                                 |             |                           |           |           |           |           |           |           |
| 358                                                                                                                                                                                                                                                                                     | Asbestos Removal and Encapsulation                                               |                                                                                                         |  | \$0                             | \$0         | \$0                       | \$0       | \$0       | \$0       | \$0       | \$0       | \$0       |
| 363                                                                                                                                                                                                                                                                                     | Fire Safety                                                                      |                                                                                                         |  | \$0                             | \$0         | \$0                       | \$0       | \$0       | \$0       | \$0       | \$0       | \$0       |
| 366                                                                                                                                                                                                                                                                                     | Indoor Air Quality                                                               |                                                                                                         |  | \$971,511                       | \$1,457,266 | \$0                       | \$0       | \$0       | \$0       | \$0       | \$0       | \$0       |
| <b>Total Health and Safety Capital Projects \$100,000 or More</b>                                                                                                                                                                                                                       |                                                                                  |                                                                                                         |  | \$971,511                       | \$1,457,266 | \$0                       | \$0       | \$0       | \$0       | \$0       | \$0       | \$0       |
| <b>Remodeling for Approved Voluntary Pre-K under Minnesota Statutes, section 124D.151</b>                                                                                                                                                                                               |                                                                                  |                                                                                                         |  |                                 |             |                           |           |           |           |           |           |           |
| Finance Code                                                                                                                                                                                                                                                                            | Category 3 (a)                                                                   |                                                                                                         |  |                                 |             |                           |           |           |           |           |           |           |
| 355                                                                                                                                                                                                                                                                                     | Remodeling for prekindergarten (Pre-K) instruction approved by the commissioner. |                                                                                                         |  | \$0                             | \$0         | \$0                       | \$0       | \$0       | \$0       | \$0       | \$0       | \$0       |
| <b>Total Remodeling for Approved Voluntary Pre-K Projects</b>                                                                                                                                                                                                                           |                                                                                  |                                                                                                         |  | \$0                             | \$0         | \$0                       | \$0       | \$0       | \$0       | \$0       | \$0       | \$0       |
| <b>Remodeling for Gender-Neutral Single-User Restrooms</b>                                                                                                                                                                                                                              |                                                                                  |                                                                                                         |  |                                 |             |                           |           |           |           |           |           |           |
| Finance Code                                                                                                                                                                                                                                                                            | Category 3 (b) LTFM REVENUE EFFECTIVE FY 2025                                    |                                                                                                         |  |                                 |             |                           |           |           |           |           |           |           |
| UFARS Coding Pending                                                                                                                                                                                                                                                                    | Remodeling for gender-neutral single user restroom per site.                     |                                                                                                         |  | \$0                             | \$0         | \$0                       | \$0       | \$0       | \$0       | \$0       | \$0       | \$0       |
| <b>Total Remodeling for Gender-Neutral Single User Projects</b>                                                                                                                                                                                                                         |                                                                                  |                                                                                                         |  | \$0                             | \$0         | \$0                       | \$0       | \$0       | \$0       | \$0       | \$0       | \$0       |
| <b>Accessibility</b>                                                                                                                                                                                                                                                                    |                                                                                  |                                                                                                         |  |                                 |             |                           |           |           |           |           |           |           |
| Finance Code                                                                                                                                                                                                                                                                            | Category (4)                                                                     |                                                                                                         |  |                                 |             |                           |           |           |           |           |           |           |
| 367                                                                                                                                                                                                                                                                                     | Accessibility                                                                    |                                                                                                         |  | \$0                             | \$0         | \$0                       | \$0       | \$0       | \$0       | \$0       | \$0       | \$0       |
| <b>Total Accessibility Projects</b>                                                                                                                                                                                                                                                     |                                                                                  |                                                                                                         |  | \$0                             | \$0         | \$0                       | \$0       | \$0       | \$0       | \$0       | \$0       | \$0       |
| <b>Deferred Capital Expenditures and Maintenance Projects</b>                                                                                                                                                                                                                           |                                                                                  |                                                                                                         |  |                                 |             |                           |           |           |           |           |           |           |
| Finance Code                                                                                                                                                                                                                                                                            | Category (5)                                                                     |                                                                                                         |  |                                 |             |                           |           |           |           |           |           |           |
| 368                                                                                                                                                                                                                                                                                     | Building Envelope                                                                |                                                                                                         |  | \$0                             | \$340,890   | \$251,910                 | \$0       | \$0       | \$0       | \$0       | \$0       | \$0       |
| 369                                                                                                                                                                                                                                                                                     | Building Hardware and Equipment                                                  |                                                                                                         |  | \$75,000                        | \$75,000    | \$86,900                  | \$0       | \$0       | \$0       | \$37,500  | \$37,500  | \$37,500  |
| 370                                                                                                                                                                                                                                                                                     | Electrical                                                                       |                                                                                                         |  | \$30,000                        | \$44,400    | \$243,960                 | \$67,600  | \$0       | \$0       | \$15,000  | \$15,000  | \$15,000  |
| 379                                                                                                                                                                                                                                                                                     | Interior Surfaces                                                                |                                                                                                         |  | \$0                             | \$0         | \$0                       | \$0       | \$0       | \$0       | \$0       | \$0       | \$0       |
| 380                                                                                                                                                                                                                                                                                     | Mechanical Systems                                                               |                                                                                                         |  | \$120,000                       | \$264,353   | \$701,386                 | \$91,875  | \$0       | \$0       | \$54,000  | \$48,000  | \$54,000  |
| 381                                                                                                                                                                                                                                                                                     | Plumbing                                                                         |                                                                                                         |  | \$65,000                        | \$65,000    | \$99,800                  | \$0       | \$0       | \$0       | \$19,500  | \$19,500  | \$19,500  |
| 382                                                                                                                                                                                                                                                                                     | Professional Services and Salary                                                 |                                                                                                         |  | \$0                             | \$0         | \$0                       | \$0       | \$0       | \$0       | \$0       | \$0       | \$0       |
| 383                                                                                                                                                                                                                                                                                     | Roof Systems                                                                     |                                                                                                         |  | \$0                             | \$0         | \$0                       | \$0       | \$0       | \$0       | \$0       | \$0       | \$0       |
| 384                                                                                                                                                                                                                                                                                     | Site Projects                                                                    |                                                                                                         |  | \$0                             | \$0         | \$0                       | \$0       | \$0       | \$0       | \$0       | \$0       | \$0       |
| <b>Total Deferred Capital Expense and Maintenance</b>                                                                                                                                                                                                                                   |                                                                                  |                                                                                                         |  | \$290,000                       | \$789,643   | \$1,383,956               | \$159,475 | \$0       | \$0       | \$126,000 | \$120,000 | \$126,000 |
| <b>Total Annual 10-Year Plan Expenditures</b>                                                                                                                                                                                                                                           |                                                                                  |                                                                                                         |  | \$1,328,511                     | \$2,313,909 | \$1,450,956               | \$226,475 | \$67,000  | \$67,000  | \$193,000 | \$187,000 | \$193,000 |
| <b>Fund Balance Section</b>                                                                                                                                                                                                                                                             |                                                                                  |                                                                                                         |  |                                 |             |                           |           |           |           |           |           |           |
| <b>Fund 01</b>                                                                                                                                                                                                                                                                          |                                                                                  |                                                                                                         |  |                                 |             |                           |           |           |           |           |           |           |
| Beginning Fund Balance 01-467-XX                                                                                                                                                                                                                                                        |                                                                                  |                                                                                                         |  | \$346,554                       | \$358,937   | \$388,136                 | \$405,486 | \$422,310 | \$439,135 | \$330,485 | \$339,134 | \$337,846 |
| LTFM Fiscal Year Revenue - Levy                                                                                                                                                                                                                                                         |                                                                                  |                                                                                                         |  | \$333,036                       | \$348,156   | \$84,350                  | \$83,825  | \$83,825  | \$84,350  | \$195,650 | \$191,712 | \$193,550 |
| LTFM Fiscal Year Revenue - AID if Applicable                                                                                                                                                                                                                                            |                                                                                  |                                                                                                         |  | \$36,307                        | \$38,144    | \$0                       | \$0       | \$0       | \$0       | \$0       | \$0       | \$0       |
| LTFM Fiscal Year Revenue Other                                                                                                                                                                                                                                                          |                                                                                  |                                                                                                         |  | \$0                             | \$0         | \$0                       | \$0       | \$0       | \$0       | \$0       | \$0       | \$0       |
| LTFM Transfer IN from Fund 06 if applicable (see transfer guidance tab)                                                                                                                                                                                                                 |                                                                                  |                                                                                                         |  | \$0                             | \$0         | \$0                       | \$0       | \$0       | \$0       | \$0       | \$0       | \$0       |
| LTFM Transfer OUT from Fund 01 if applicable (see transfer guidance tab)                                                                                                                                                                                                                |                                                                                  |                                                                                                         |  | \$0                             | \$0         | \$0                       | \$0       | \$0       | \$0       | \$0       | \$0       | \$0       |
| LTFM Transfer OUT if applicable - Special Legislation                                                                                                                                                                                                                                   |                                                                                  |                                                                                                         |  | \$0                             | \$0         | \$0                       | \$0       | \$0       | \$0       | \$0       | \$0       | \$0       |
| LTFM Estimated Fiscal Year Expenditures                                                                                                                                                                                                                                                 |                                                                                  |                                                                                                         |  | \$356,960                       | \$357,000   | \$67,000                  | \$67,000  | \$67,000  | \$193,000 | \$193,000 | \$193,000 | \$193,000 |
| <b>Ending Fiscal Year Fund Balance 01-467-XX</b>                                                                                                                                                                                                                                        |                                                                                  |                                                                                                         |  | \$358,937                       | \$388,237   | \$405,486                 | \$422,311 | \$439,135 | \$330,485 | \$333,135 | \$337,846 | \$338,396 |
| <b>Fund 06</b>                                                                                                                                                                                                                                                                          |                                                                                  |                                                                                                         |  |                                 |             |                           |           |           |           |           |           |           |
| Beginning Fund Balance 06-467-XX                                                                                                                                                                                                                                                        |                                                                                  |                                                                                                         |  | \$4,385,291                     | \$2,835,697 | \$159,475                 | \$0       | \$0       | \$0       | \$0       | \$0       | \$0       |
| LTFM Fiscal Year Bonded Revenue                                                                                                                                                                                                                                                         |                                                                                  |                                                                                                         |  | \$0                             | \$0         | \$0                       | \$0       | \$0       | \$0       | \$0       | \$0       | \$0       |
| LTFM Fiscal Year Revenue Other                                                                                                                                                                                                                                                          |                                                                                  |                                                                                                         |  | \$0                             | \$0         | \$0                       | \$0       | \$0       | \$0       | \$0       | \$0       | \$0       |
| LTFM Transfer IN from Fund 01 if applicable (see transfer guidance tab)                                                                                                                                                                                                                 |                                                                                  |                                                                                                         |  | \$0                             | \$0         | \$0                       | \$0       | \$0       | \$0       | \$0       | \$0       | \$0       |
| LTFM Transfer OUT from Fund 06 if applicable (see transfer guidance tab)                                                                                                                                                                                                                |                                                                                  |                                                                                                         |  | \$0                             | \$0         | \$0                       | \$0       | \$0       | \$0       | \$0       | \$0       | \$0       |
| Other Transfers                                                                                                                                                                                                                                                                         |                                                                                  |                                                                                                         |  | \$0                             | \$0         | \$0                       | \$0       | \$0       | \$0       | \$0       | \$0       | \$0       |
| LTFM Estimated Fiscal Year Expenditures                                                                                                                                                                                                                                                 |                                                                                  |                                                                                                         |  | \$1,549,594                     | \$2,676,222 | \$0                       | \$0       | \$0       | \$0       | \$0       | \$0       | \$0       |
| <b>Ending Fiscal Year Fund Balance 06-467-XX</b>                                                                                                                                                                                                                                        |                                                                                  |                                                                                                         |  | \$2,835,697                     | \$159,475   | \$159,475                 | \$0       | \$0       | \$0       | \$0       | \$0       | \$0       |

|                                                                                                                                                                                 |                                                                                                 |                  |                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|------------------|------------------|
|                                                                                                | <b>Division of School Finance</b><br><b>400 NE Stinson Blvd</b><br><b>Minneapolis, MN 55413</b> | only             | ED - 02478-09    |
| <b>Instructions:</b> Enter estimated, allowable LTFM expenditures (Fund 01 and/or Fund 06 only) under Minneso                                                                   |                                                                                                 |                  |                  |
| <b>District Info.</b>                                                                                                                                                           | <b>Enter Information</b>                                                                        |                  |                  |
| District Name:                                                                                                                                                                  | Central Public Schools                                                                          |                  |                  |
| District Number:                                                                                                                                                                | 108-01                                                                                          |                  |                  |
| District Contact Name:                                                                                                                                                          | Timothy Schochenmaier                                                                           |                  |                  |
| Contact Phone #                                                                                                                                                                 | 952-467-7000                                                                                    |                  |                  |
| <b>Expenditure Categories</b>                                                                                                                                                   |                                                                                                 | <b>2032</b>      | <b>2033</b>      |
| <b>Health and Safety - this section excludes project costs in Category 2 of \$100,000 or more for which additional revenue is requested for Finance Codes 358, 363 and 366.</b> |                                                                                                 |                  |                  |
| <b>Finance Code</b>                                                                                                                                                             | <b>Category (1)</b>                                                                             |                  |                  |
| 347                                                                                                                                                                             | Physical Hazards                                                                                | \$12,000         | \$12,000         |
| 349                                                                                                                                                                             | Other Hazardous Materials                                                                       | \$0              | \$0              |
| 352                                                                                                                                                                             | Environmental Health and Safety Management                                                      | \$45,000         | \$45,000         |
| 358                                                                                                                                                                             | Asbestos Removal and Encapsulation                                                              | \$0              | \$0              |
| 363                                                                                                                                                                             | Fire Safety                                                                                     | \$10,000         | \$10,000         |
| 366                                                                                                                                                                             | Indoor Air Quality                                                                              | \$0              | \$0              |
| <b>Total Health and Safety Capital Projects</b>                                                                                                                                 |                                                                                                 | \$67,000         | \$67,000         |
| <b>Health and Safety - Projects Costing \$100,000 or more per Project/Site/Year</b>                                                                                             |                                                                                                 |                  |                  |
| <b>Finance Code</b>                                                                                                                                                             | <b>Category (2)</b>                                                                             |                  |                  |
| 358                                                                                                                                                                             | Asbestos Removal and Encapsulation                                                              | \$0              | \$0              |
| 363                                                                                                                                                                             | Fire Safety                                                                                     | \$0              | \$0              |
| 366                                                                                                                                                                             | Indoor Air Quality                                                                              | \$0              | \$0              |
| <b>Total Health and Safety Capital Projects \$100,000 or More</b>                                                                                                               |                                                                                                 | \$0              | \$0              |
| <b>Remodeling for Approved Voluntary Pre-K under Minnesota Statutes, section 124D.151</b>                                                                                       |                                                                                                 |                  |                  |
| <b>Finance Code</b>                                                                                                                                                             | <b>Category 3 (a)</b>                                                                           |                  |                  |
| 355                                                                                                                                                                             | Remodeling for prekindergarten (Pre-K) instruction approved by the commissioner.                | \$0              | \$0              |
| <b>Total Remodeling for Approved Voluntary Pre-K Projects</b>                                                                                                                   |                                                                                                 | \$0              | \$0              |
| <b>Remodeling for Gender-Neutral Single-User Restrooms</b>                                                                                                                      |                                                                                                 |                  |                  |
| <b>Finance Code</b>                                                                                                                                                             | <b>Category 3 (b) LTFM REVENUE EFFECTIVE FY 2025</b>                                            |                  |                  |
| <b>UFARS Coding Pending</b>                                                                                                                                                     | Remodeling for gender-neutral single user restroom per site.                                    | \$0              | \$0              |
| <b>Total Remodeling for Gender-Neutral Single User Projects</b>                                                                                                                 |                                                                                                 | \$0              | \$0              |
| <b>Accessibility</b>                                                                                                                                                            |                                                                                                 |                  |                  |
| <b>Finance Code</b>                                                                                                                                                             | <b>Category (4)</b>                                                                             |                  |                  |
| 367                                                                                                                                                                             | Accessibility                                                                                   | \$0              | \$0              |
| <b>Total Accessibility Projects</b>                                                                                                                                             |                                                                                                 | \$0              | \$0              |
| <b>Deferred Capital Expenditures and Maintenance Projects</b>                                                                                                                   |                                                                                                 |                  |                  |
| <b>Finance Code</b>                                                                                                                                                             | <b>Category (5)</b>                                                                             |                  |                  |
| 368                                                                                                                                                                             | Building Envelope                                                                               | \$0              | \$0              |
| 369                                                                                                                                                                             | Building Hardware and Equipment                                                                 | \$37,500         | \$37,500         |
| 370                                                                                                                                                                             | Electrical                                                                                      | \$15,000         | \$15,000         |
| 379                                                                                                                                                                             | Interior Surfaces                                                                               | \$0              | \$0              |
| 380                                                                                                                                                                             | Mechanical Systems                                                                              | \$54,000         | \$84,000         |
| 381                                                                                                                                                                             | Plumbing                                                                                        | \$19,500         | \$19,500         |
| 382                                                                                                                                                                             | Professional Services and Salary                                                                | \$0              | \$0              |
| 383                                                                                                                                                                             | Roof Systems                                                                                    | \$0              | \$0              |
| 384                                                                                                                                                                             | Site Projects                                                                                   | \$0              | \$0              |
| <b>Total Deferred Capital Expense and Maintenance</b>                                                                                                                           |                                                                                                 | \$126,000        | \$156,000        |
| <b>Total Annual 10-Year Plan Expenditures</b>                                                                                                                                   |                                                                                                 | <b>\$193,000</b> | <b>\$223,000</b> |
| <b>Fund Balance Section</b>                                                                                                                                                     |                                                                                                 |                  |                  |
| <b>Fund 01</b>                                                                                                                                                                  |                                                                                                 |                  |                  |
| Beginning Fund Balance 01-467-XX                                                                                                                                                |                                                                                                 | \$338,396        | \$338,395        |
| LTFM Fiscal Year Revenue - Levy                                                                                                                                                 |                                                                                                 | n/a              | \$0              |
| LTFM Fiscal Year Revenue - AID if Applicable                                                                                                                                    |                                                                                                 | \$44,425         | \$0              |
| LTFM Fiscal Year Revenue Other                                                                                                                                                  |                                                                                                 | \$0              | \$0              |
| LTFM Transfer IN from Fund 06 if applicable (see transfer guidance tab)                                                                                                         |                                                                                                 | \$0              | \$0              |
| LTFM Transfer OUT from Fund 01 if applicable (see transfer guidance tab)                                                                                                        |                                                                                                 | \$0              | \$0              |
| LTFM Transfer OUT if applicable - Special Legislation                                                                                                                           |                                                                                                 | \$0              | \$0              |
| LTFM Estimated Fiscal Year Expenditures                                                                                                                                         |                                                                                                 | \$2,029          | \$0              |
| <b>Ending Fiscal Year Fund Balance 01-467-XX</b>                                                                                                                                |                                                                                                 | <b>#VALUE!</b>   | <b>\$338,395</b> |
| <b>Fund 06</b>                                                                                                                                                                  |                                                                                                 |                  |                  |
| Beginning Fund Balance 06-467-XX                                                                                                                                                |                                                                                                 | \$0              | \$0              |
| LTFM Fiscal Year Bonded Revenue                                                                                                                                                 |                                                                                                 | \$0              | \$0              |
| LTFM Fiscal Year Revenue Other                                                                                                                                                  |                                                                                                 | \$0              | \$0              |
| LTFM Transfer IN from Fund 01 if applicable (see transfer guidance tab)                                                                                                         |                                                                                                 | \$0              | \$0              |
| LTFM Transfer OUT from Fund 06 if applicable (see transfer guidance tab)                                                                                                        |                                                                                                 | \$0              | \$0              |
| Other Transfers                                                                                                                                                                 |                                                                                                 | \$0              | \$0              |
| LTFM Estimated Fiscal Year Expenditures                                                                                                                                         |                                                                                                 | \$0              | \$0              |
| <b>Ending Fiscal Year Fund Balance 06-467-XX</b>                                                                                                                                |                                                                                                 | <b>\$0</b>       | <b>\$0</b>       |

## Long-Term Facilities Maintenance Expenditure Categories used in the Excel Spreadsheet Template

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**Category 1: Health and Safety Expenditures by Uniform Financial and Accounting Reporting Standards (UFARS) Finance Codes 347, 349, 352, 358, 363 and 366 (this section excludes project costs of \$100,000 or more for which additional revenue is requested for Finance Codes 358, 363 and 366).**

projects for Fiscal Year (FY) 2024 and FY 2025. The later years can be a rough estimate. Fiscal 2022 is an estimate of what the **final** UFARS expenditures will be. Once the FY 2023 audited financial data is complete and final UFARS data has been submitted, enter the actual FY 2023 Health and Safety (H&S) expenditures on the Health and Safety Data Submission System Category 1 excludes projects costing \$100,000 or more for asbestos removal or encapsulation fire safety, and indoor air quality as they are entered under Category 2 as listed below. Also enter FY 2023, FY 2024 and FY 2025 totals per finance code in the Health and Safety Data Submission on the Minnesota Department of Education (MDE) website (MDE homepage > Districts, Schools and Educators > Business and Finance > Data Submissions, then select the Health and Safety category) so hold harmless revenue calculates properly on the levy.

**Category 2: Health and Safety Expenditures by UFARS Finance Code for Asbestos Removal and Encapsulation, Fire Safety and Indoor Air Quality projects costing \$100,000 or more per Project, per Site, per Year.**

A district enters totals by finance code for individual projects that cost \$100,000 or more per site, per year for asbestos removal and encapsulation, fire safety, or indoor air quality as they generate additional revenue. Also, enter FY 2023, FY 2024 and FY 2025 H&S projects costing \$100,000 or more **on a separate line** in the Health and Safety Data Submission System on the MDE website (the project description should include the site name and whether it is financed by “pay-as-you-go” or bonded dollars).

**Category 3(a): Remodeling for Approved Voluntary Prekindergarten (VPK) Program**

If the district has an approved VPK program include planned expenditures for remodeling projects.

**Category 3(b): Remodeling for Gender Neutral Single-User Restroom per site.**

For districts who budget for a remodeling project for a gender-neutral single user restroom at each school site.

**Category 4: Americans with Disabilities Act (ADA) Accessibility Projects**

Enter approved project costs to increase accessibility to school facilities. The project shall conform to both the district’s ADA/Section 504 disabled access transition plan and the current ADA Accessibility Guidelines for Buildings and Facilities, as well as applicable state and local building and fire codes.

**Category 5: Deferred Maintenance Projects by UFARS Finance Code.**

Facility deferred maintenance projects are broken into nine finance codes. Each code represents a component grouping of a building designed to ease assignment of a project into the proper code. The code breakdown is also meaningful for comparison of costs among school districts and to the Minnesota legislature to assess school facility costs and the ongoing need for facility funding.

## Additional Documentation

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### **Category 2 Asbestos Removal and Encapsulation, Fire Safety and Indoor Air Projects \$100,000 or over per Project, per Site, per Year**

For districts with asbestos removal and encapsulation, fire safety and indoor air quality projects costing \$100,000 or more per project, per site, per year for FY 2024 or FY 2025 the ten-year plan includes a narrative describing the scope and cost of the project in greater detail. Individual project approval is required as these projects generate additional revenue.

- a. For **asbestos removal and encapsulation projects**, give a description of the type and amount of asbestos and the scope of the project including an engineer or contractor estimate of the cost -***narrative from contractor/professional engineer - on company letterhead and signed by a company contractor/engineer.***
- b. For **fire safety projects**, include a project description and an estimate of the cost ***from the professional engineer.*** If a building permit has been pulled for other school construction projects, the building inspector has jurisdiction over the review of the fire suppression rework, but the State Fire Marshal should be contacted for final review and approval; otherwise, the fire suppression rework requires an order from the state fire marshal, schools division. If replacing a fire alarm system which is inoperable, ***submit State Fire Marshal orders to substantiate.*** Voice activated systems cannot be installed in existing systems unless there are Fire Marshal orders authorizing replacement due to in operable system.
- c. For **indoor air quality projects**, describe which American Society of Heating, Refrigerating, and Air-Conditioning Engineers (ASHRAE) Indoor Air Quality (IAQ) standards are not being met and indicate how the project will result in meeting ASHRAE standards and include an estimate of cost from the project engineer. Also, include a floor plan to reflect classrooms affected and a report listing cubic feet per minute (CFM) ratings (current and projected ratings at completion of project) - ***narrative from professional engineer on company letterhead and signed by professional engineer.***

### **Category 3(a) Approved Voluntary Prekindergarten (VPK) Program - Remodeling Costs**

For districts with an approved voluntary prekindergarten program under section 124D.151, a narrative describing the project to remodel existing instructional space to accommodate kindergarten instruction. In the narrative, describe the square footage and use of the existing instructional space, changes to be made to the facility, and the final square footage and features of the prekindergarten instructional space, for example, bathroom space, play area, and small group instruction space. This narrative may be the same narrative submitted to MDE as part of the application to obtain approval for the voluntary prekindergarten program under section 124D.151.

### **Category 3(b) Gender Neutral Single-User Restrooms - Remodeling Costs**

For districts who budget for a remodeling or construction project for a gender-neutral single user restroom at each school site, include a narrative describing the project scope and cost to remodel existing instructional space to accommodate a single-user restroom. In the narrative, describe the square footage and changes to be made to the facility, and the final square footage and features of the bathroom space.

### **Category 5 Deferred Maintenance Projects costing \$2,000,000 per Project, per Site, per Year**

For districts with deferred maintenance projects for FY 2024 or FY 2025 costing \$2,000,000 or more per project, per site, per year, a narrative describing each project in greater detail is required. In the narrative, discuss the deferred capital and maintenance criteria that make the project eligible for Long-Term facilities maintenance revenue and the work necessary to prevent further erosion of facilities. Describe the scope of work in sufficient detail to indicate the change in condition of the facility and provide an indication of the improvement to useful life. Indicate the level of deferred maintenance work needed for the facility before and after the project will be completed. Include an architect or consultant cost estimate detailing categories of work and associated cost including an estimate of fees - ***narrative from professional engineer/architect.***

## Updating the Health and Safety Database

The Minnesota Department of Education (MDE) will continue to use the existing Health and Safety (H&S) database (located on the MDE website under MDE > Districts, Schools and Educators > Business and Finance > Data Submissions, select Health and Safety) to drive levy processing for fall levies. Districts enter summary data by finance code, consistent with the summary data for Fiscal Year (FY) 2023, FY 2024 and FY 2025 included on the district's ten-year plan expenditure spreadsheet. Detailed information by project will still be required for asbestos removal and encapsulation, fire safety and indoor air quality projects costing \$100,000 or more per project, per site, per year since those generate additional revenue over and above the Long-Term Facilities Maintenance (LTFM) formula allowance. Do not enter information for deferred maintenance or accessibility finance codes. The Health and Safety amounts provide an accurate calculation of the hold harmless revenue estimate on the levy and aid entitlement reports, and either add to revenue or show complete information for persons who seek levy information.

When comfortable with data and assumptions, a district should **enter the total health and safety cost from the expenditure spreadsheet in the hold harmless section of the revenue spreadsheet and the Health and Safety Data Submission System**. Hold harmless revenue depends on the year's H&S costs plus deferred maintenance revenue for districts that did not qualify for alternative facilities revenue. Hold harmless for an alternative facilities school district is health and safety plus an amount to fund the other ten-year plan projects. For FY 2023 and later, MDE is asking school districts to enter **totals by finance code** from the expenditure spreadsheet in the **Health and Safety Data Submission System** (instructions on how to enter H&S data on the data submissions website may be found on the LTFM webpage under MDE > Districts, Schools and Educators > Business and Finance > School Finance > Facilities and Technology > Long-Term Facilities Maintenance, then select "Health and Safety Website Instructions" (these instructions may also be found on the Health and Safety Data Submission System). MDE uses the submission system to load the prior law calculation H&S amount into the Levy Limitation and Certification system and LTFM Aid Entitlement system. Without this step, the levy shows zero in the health and safety line under the old law revenue and the calculation is inaccurate. An alternative facilities school district should not include the amount in both the Health and Safety Data Submission System and in the revenue amount entered for deferred maintenance ten-year plan projects levy as the H&S levy will be doubled. In the Health and Safety Data Submission System, enter the H&S finance totals, six in all (if all are included in the ten-year planned projects) from the expenditure spreadsheet plus separately enter each individual project (asbestos removal and encapsulation, fire safety or indoor air quality) costing \$100,000 or

**Note:** School Districts should continue to update H&S expenditures in the Health and Safety Data Submission system on a regular basis to accurately cost estimate decreases or increases for applicable fiscal years.

Make sure to update the system for final, audited UFARS H&S financial data (reference the 22-23 UFARS Turnaround Report titled **Expenditure by Finance Code Report** on the Minnesota Funding Reports (MFR) webpage located at Data Center > Data Reports and Analytics, locate the School Finance Reports section, select Minnesota Funding Reports (MFR). Enter your school name, view all reports, select UFARS Turnaround Reports category, select 22-23 school year, under Report select "All" and then List Reports.

## Long-Term Facilities Maintenance (LTFM) Fund Transfers

| Pay as You Go             |                                                                                                                                                                                                              |
|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Project Expenditures Fund | Project Description                                                                                                                                                                                          |
| A - Fund 01               | Project(s) <b>\$1 to \$1,999,999</b> per site/year for finance codes 358, 363 and 366 funded on a <b>pay as you go basis</b> . <b>The project is completed</b> with excess funds remaining.                  |
| B - Fund 06               | Project(s) <b>\$2 million or more</b> per site/year for Finance Codes 358, 363 and 366, funded on a <b>pay as you go basis</b> . The project is completed with excess funds remaining.                       |
| E - Fund 06               | Funding in Fund 01 has accumulated over time providing for a project <b>\$2 million or more</b> per site/year funded on a <b>pay as you go basis</b> . The project is completed with excess funds remaining. |
| Bonded                    |                                                                                                                                                                                                              |
| Project Expenditures Fund | Project Description                                                                                                                                                                                          |

|                           |                                                                                                                                                                                             |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>D - Fund 06</b></p> | <p>Project(s) <b>\$2,000,000 or more</b> per site/year for Finance Codes 358, 363 and 366, funded with <b>debt issued</b>. <b>The project is completed</b> with excess funds remaining.</p> |
| <p><b>G - Fund 06</b></p> | <p>Project(s) <b>under \$2 million</b> per site funded with <b>debt issued</b>. The project is completed with excess funds remaining.</p>                                                   |
| <p><b>H - Fund 06</b></p> | <p>Project(s) <b>\$2 million or more</b> per site funded with <b>debt issued</b>, project is completed with excess funds remaining.</p>                                                     |
| <p>end of worksheet</p>   |                                                                                                                                                                                             |



| ou go Basis                                                                                                                                                                                                                                                                                                                                                                                             |                    |             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-------------|
| Conclusion                                                                                                                                                                                                                                                                                                                                                                                              | Minnesota Statutes | Funds       |
| No fund transfer required. MDE will adjust revenues based on the lesser of actual expenditures or approved costs.                                                                                                                                                                                                                                                                                       | 123B.595 (reserve) |             |
| Funds must be transferred from Fund 01 to Fund 06 <b>in the amount of the payments for \$2 million or more project/site/year</b> . At the completion of the project any amount that was transferred in excess of expenditures must be returned to Fund 01. MDE will adjust revenues in the General Fund 01 - LTFM based on the lesser of final expenditures or approved costs.                          | 123B.595 (reserve) | 1 to 6 to 1 |
| Funds must be transferred from Fund 01 to Fund 06 <b>in the amount of the payments for the projects (\$2 million or more per project/site/year)</b> . At the completion of the project any amount that was transferred in excess of final expenditures must be returned to Fund 01. MDE will adjust revenues in the General Fund 01 - LTFM based on the lesser of final expendiutres or approved costs. | 123B.595 (reserve) | 1 to 6 to 1 |
| ed Debt                                                                                                                                                                                                                                                                                                                                                                                                 |                    |             |
| Conclusion                                                                                                                                                                                                                                                                                                                                                                                              | Minnesota Statutes | Funds       |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                       |        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|--------|
| At the conclusion of the project, if the district does not have further approved LTFM projects that can be funded under the language of the bond issue, the district should transfer the excess funds from Fund 06 to Fund 07 (see other "Use of Proceeds" options under Minnesota Statutes 2022, section 475.65). Districts with additional approved LTFM projects that can be funded under the language of the bond issue should retain the excess in the LTFM Restricted/Reserved Balance Sheet Account 467, Fund 06 and incorporate the excess funds into the calculation of the next LTFM bond issue. LTFM revenue is computed based on actual debt service payments. | 123B.595 (reserve) or<br><b>475.61 (transfer to Fund 7 - Debt Service),</b><br>475.65 | 6 to 7 |
| At the conclusion of the project, if the district does not have further approved LTFM projects that can be funded under the language of the bond issue, the district should transfer the excess funds from Fund 06 to Fund 07 (see other "Use of Proceeds" options under Minnesota Statutes 2022, section 475.65), Districts with additional approved LTFM projects that can be funded under the language of the bond issue should retain the excess in the LTFM Restricted/Reserved Balance Sheet Account 467, Fund 06 and incorporate the excess funds into the calculation of the next LTFM bond issue. LTFM revenue is computed based on actual debt service payments. | 123B.595 (reserve) or<br><b>475.61 (transfer to Fund 7 - Debt Service),</b><br>475.65 | 6 to 7 |
| have further approved LTFM projects that can be funded under the language of the bond issue, the district should transfer the excess funds from Fund 06 to Fund 07 (see other "Use of Proceeds" options under Minnesota Statutes 2022, section 475.65), Districts with additional approved LTFM projects that can be funded under the language of the bond issue should retain the excess in the LTFM Restricted/Reserved Balance Sheet Account 467, Fund 06 and incorporate the excess funds into the calculation of the next LTFM bond issue. LTFM revenue is computed based on actual debt service payments.                                                            | 123B.595 (reserve) or<br><b>475.61 (transfer to Fund 7 - Debt Service),</b><br>475.65 | 6 to 7 |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                       |        |

### Restricted Grid Codes

| Program Code(s) | Finance Codes                                              | Object Code | Source Code |
|-----------------|------------------------------------------------------------|-------------|-------------|
| 866             | 358, 363 and 366                                           |             |             |
| 866      868    | 358, 363 and 366                                           | 910         | 649         |
| 865      868    | <b>Not including<br/>Finance Codes<br/>358, 363 or 366</b> | 910         | 649         |

### Restricted Grid Codes

| Program Code(s) | Finance Codes | Object Code | Source Code |
|-----------------|---------------|-------------|-------------|
|-----------------|---------------|-------------|-------------|

|     |                                                            |     |     |
|-----|------------------------------------------------------------|-----|-----|
| 867 | 358, 363 and 366                                           | 910 | 649 |
| 867 | <b>Not including<br/>Finance Codes<br/>358, 363 or 366</b> | 910 | 649 |
| 867 | <b>Not including<br/>Finance Codes<br/>358, 363 or 366</b> | 910 | 649 |
|     |                                                            |     |     |

**Journal Entry**

**No Entry Required**

**Entry 1:**

Debit Expense     01-005-866-3XX-910-000  
Credit Revenue    06-005-868-000-649-000

**Correcting Entry to Return Funds:**

Debit Revenue     06-005-868-000-649-000  
Credit Expense    01-005-866-3XX-910-000

**Entry 1**

Debit Expense     01-005-865-3XX-910-000  
Credit Revenue    06-005-868-000-649-000

**Correcting Entry to Return Funds (Under \$2 Million)**

Debit Revenue     06-005-868-000-649-000  
Credit Expense    01-005-865-3XX-910-000

**Journal Entry**

**Debit Expense    06-005-867-3XX-910-000**  
**Credit Revenue   07-005-000-000-649-000**

**Debit Expense    06-005-867-3XX-910-000**  
**Credit Revenue   07-005-000-000-649-000**

**Debit Expense    06-005-867-3XX-910-000**  
**Credit Revenue   07-005-000-000-649-000**

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 201

Orig. 1995

Revised: \_\_\_\_\_

Rev. 2009

## **201 LEGAL STATUS OF THE SCHOOL BOARD**

### **I. PURPOSE**

The care, management, and control of the schools is vested by statutory and constitutional authority in the school board. The school board shall carry out the mission of the school district with diligence, prudence, and dedication to the ideals of providing the finest public education. The purpose of this policy is to define the authority, duties, and powers of the school board in carrying out its mission.

### **II. GENERAL STATEMENT OF POLICY**

- A. The school board is the governing body of the school district. As such, the school board has responsibility for the care, management, and control over public schools in the school district.
- B. Generally, elected members of the school board have binding authority only when acting as a school board legally in session, except where specific authority is provided to school board members or officers individually. Generally, the school board is not bound by an action or statement on the part of an individual school board member unless the action is specifically directed or authorized by the school board.

### **III. DEFINITION**

"School board" means the governing body of the school district.

### **IV. ORGANIZATION AND MEMBERSHIP**

- A. The membership of the school board consists of six elected directors, or seven if the school board has submitted the question to the electors and a majority have approved a seven-member school board. The term of office is four years.

***[Note: This number may be different for combining or consolidating school boards that are in a transition period.]***

- B. There may be other ex officio members of the school board as provided by law. The superintendent is an ex officio member.
- C. A majority of voting members constitutes a quorum. The act of the majority of a quorum is the act of the school board.

### **V. POWERS AND DUTIES**

- A. The school board has powers and duties specified by statute. The school board's authority includes implied powers in addition to specific powers granted by the legislature.
- B. The school board exercises administrative functions. It also has certain powers of a legislative character and other powers of a quasi-judicial character.

- C. The school board shall superintend and manage the schools of the school district; adopt rules for their organization, government, and instruction; prescribe textbooks and courses of study; and make and authorize contracts.
- D. The school board shall have the general charge of the business of the school district, its facilities and property, and of the interest of the schools.
- E. The school board, among other duties, shall perform the following in accordance with applicable law:
  - 1. provide by levy of tax, necessary funds for the conduct of schools, the payment of indebtedness, and all proper expenses of the school district;
  - 2. conduct the business of the schools and pay indebtedness and proper expenses;
  - 3. employ and contract with necessary qualified teachers and discharge the same for cause;
  - 4. provide services to promote the health of its pupils;
  - 5. provide school buildings and erect needed buildings;
  - 6. purchase, sell, and exchange school district property and equipment as deemed necessary by the school board for school purposes;
  - 7. provide for payment of claims against the school district, and prosecute and defend actions by or against the school district, in all proper cases;
  - 8. employ and discharge necessary employees and contract for other services;
  - 9. provide for transportation of pupils to and from school, as governed by statute; and
  - 10. procure insurance against liability of the school district, its officers, and employees.
- F. The school board, at its discretion, may perform the following:
  - 1. provide library facilities, public evening schools, adult and continuing education programs, summer school programs, and intersession classes of flexible school year programs;
  - 2. furnish school lunches for pupils and teachers on such terms as the school board determines;
  - 3. enter into agreements with one or more other independent school districts to provide for agreed upon educational services;
  - 4. lease rooms or buildings for school purposes;
  - 5. authorize the use of school facilities for community purposes that will not interfere with their use for school purposes;
  - 6. authorize cocurricular and extracurricular activities;



7. receive, for the benefit of the school district, bequests, donations, or gifts for any proper purpose; and
8. perform other acts as the school board shall deem to be reasonably necessary or required for the governance of the schools.

**Legal References:** Minn. Stat. § 123A.22 (Cooperative Centers for Vocational Education)  
Minn. Stat. § 123B.02 (General Powers of Independent School Districts)  
Minn. Stat. § 123B.09 (Boards of Independent School Districts)  
Minn. Stat. § 123B.14 (Officers of Independent School Districts)  
Minn. Stat. § 123B.23 (Liability Insurance; Officers and Employees)  
Minn. Stat. § 123B.49 (Extracurricular Activities; Insurance)  
Minn. Stat. § 123B.51 (Schoolhouses and Sites; Uses for School and Nonschool Purposes; Closings)  
Minn. Stat. § 123B.85 (Definitions)  
*Jensen v. Indep. Consol. Sch. Dist. No. 85*, 160 Minn. 233 (1924)

**Cross References:** MSBA/MASA Model Policy 101 (Legal Status of the School District)  
MSBA/MASA Model Policy 202 (School Board Officers)  
MSBA/MASA Model Policy 203 (Operation of the School Board -Governing Rules)  
MSBA/MASA Model Policy 205 (Open Meetings and Closed Meetings)

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 202

Orig. 1995

Revised: \_\_\_\_\_

Rev. 2022

## **202 SCHOOL BOARD OFFICERS**

***[Note: The provisions of this policy substantially reflect statutory requirements.]***

### **I. PURPOSE**

School board officers are charged with the duty of carrying out the responsibilities entrusted to them for the care, management, and control of the public schools of the school district. The purpose of this policy is to delineate those responsibilities.

### **II. GENERAL STATEMENT OF POLICY**

- A. The school board shall meet annually and organize by selecting a chair, a clerk, a treasurer, and such other officers as determined by the school board. At its option, the school board may appoint a vice-chair to serve in the temporary absence of the chair.
- B. The school board shall appoint a superintendent who shall be an ex officio, nonvoting member of the school board.

### **III. ORGANIZATION**

The school board shall meet annually on the first Monday in January, or as soon thereafter as practicable, and organize by selecting a chair, a clerk, a treasurer, and such other officers as determined by the school board. These officers shall hold office for one year and until their successors are elected and qualify.

- A. The persons who perform the duties of clerk and treasurer need not be members of the school board.
- B. The school board by resolution may combine the duties of the offices of clerk and treasurer in a single person in the office of business affairs.

***[Note: The organizational meeting is a good time for the school board to plan for how to cancel and reschedule a board meeting. For example, the school board could decide and include in the regular meeting schedule a provision that if the school district closes early due to bad weather and calls off evening activities, any school board meeting scheduled for that evening will also be postponed and held at the same time and place the following evening.]***

***The organizational meeting is also a good time for the school board to select the school district's legal counsel and the individuals authorized to contact legal counsel. Usually, the authorized contacts are the board chair, the superintendent, and the chief business official of the school district. In addition, many school districts authorize their human resources director, or a person exercising similar duties, to contact legal counsel.]***

#### **IV. OFFICER'S RESPONSIBILITIES**

##### **A. Chair**

1. The chair when present shall preside at all meetings of the school board, countersign all orders upon the treasurer for claims allowed by the school board, represent the school district in all actions, and perform all duties a chair usually performs.
2. In case of absence, inability, or refusal of the clerk to draw orders for the payment of money authorized by a vote of the majority of the school board to be paid, the chair may draw the orders, or the office of the clerk may be declared vacant by the chair and treasurer and filled by appointment.

##### **B. Treasurer**

1. The treasurer shall deposit the funds of the school district in the official depository.
2. The treasurer shall make all reports which may be called for by the school board and perform all duties a treasurer usually performs.
3. In the event there are insufficient funds on hand to pay valid orders presented to the treasurer, the treasurer shall receive, endorse, and process the orders in accordance with Minnesota Statutes section 123B.12.

##### **C. Clerk**

1. The clerk shall keep a record of all meetings in the books provided.
2. Within three days after an election, the clerk shall notify all persons elected of their election.
3. On or before September 15 of each year, the clerk shall:
  - a. file with the school board a report of the revenues, expenditures, and balances in each fund for the preceding fiscal year.
  - b. make and transmit to the Commissioner of the Minnesota Department of Education certified reports, showing:
    - (1) revenues and expenditures in detail, and such other financial information required by law, rule, or as may be called for by the commissioner;
    - (2) length of school term and enrollment and attendance by grades; and
    - (3) other items of information as called for by the commissioner.
4. The clerk shall enter into the clerk's record book copies of all reports and of the teachers' term reports, and of the proceedings of any meeting, and keep an itemized account of all expenses of the school district.

5. The clerk shall furnish to the county auditor, on or before September 30 of each year, an attested copy of the clerk's record, showing the amount of proposed property tax voted by the school district or the school board for school purposes.
6. The clerk shall draw and sign all orders upon the treasurer for the payment of money for bills allowed by the school board for salaries of officers and for teachers' wages and all claims, to be countersigned by the chair.
7. The clerk shall perform such duties as required by the Minnesota Election Law or other applicable laws relating to the conduct of elections.
8. The clerk shall perform the duties of the chair in the event of the chair's and the vice-chair's temporary absences.

D. Vice-Chair [Optional]

The vice-chair shall perform the duties of the chair in the event of the chair's temporary absence.

E. Superintendent

1. The superintendent shall be an ex officio, nonvoting member of the school board.
2. The superintendent shall perform the following:
  - a. visit and supervise the schools in the school district, report and make recommendations about their condition when advisable or on request by the school board;
  - b. recommend to the school board employment and dismissal of teachers;
  - c. annually evaluate each school principal assigned responsibility for supervising a school building within the district;
  - d. superintend school grading practices and examinations for promotions;
  - e. make reports required by the commissioner; and
  - f. perform other duties prescribed by the school board.

**Legal References:**

Minn. Stat. § 123B.12 (Insufficient Funds to Pay Orders)  
 Minn. Stat. § 123B.14 (Officers of Independent School Districts)  
 Minn. Stat. § 123B.143 (Superintendent)  
 Minn. Stat. § 126C.17 (Referendum Revenue)  
 Minn. Stat. Ch. 205A (School District Elections)

**Cross References:**

MSBA/MASA Model Policy 101 (Legal Status of the School District)  
 MSBA/MASA Model Policy 201 (Legal Status of the School Board)  
 MSBA/MASA Model Policy 203 (Operation of the School Board – Governing Rules)

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 203

Orig. 1995

Revised: \_\_\_\_\_

Rev. 2009

## **203 OPERATION OF THE SCHOOL BOARD – GOVERNING RULES**

### **I. PURPOSE**

The purpose of this policy is to provide governing rules for the conduct of meetings of the school board.

### **II. GENERAL STATEMENT OF POLICY**

An orderly school board meeting allows school board members to participate in discussion and decision of school district issues. Rules of order allow school board members the opportunity to review school-related topics, discuss school business items, and bring matters to conclusion in a timely and consistent manner.

### **III. RULES OF ORDER**

Rules of order for school board meetings shall be as follows:

- A. Minnesota statutes where specified;
- B. Specific rules of order as provided by the school board consistent with Minnesota statutes; and
- C. *Robert's Rules of Order* (latest edition) where not inconsistent with A. and B., above.

***[Note: The editions of Robert's Rules of Order differ, so specifying the edition used is important.]***

**Legal References:** Minn. Stat. Ch. 13D (Open Meeting Law)  
Minn. Stat. § 123B.09, Subds. 6, 7, and 10 (Boards of Independent School Districts)  
Minn. Stat. § 123B.14 (Officers of Independent School Districts)

**Cross References:** None

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 203.2

Orig. 1997

Revised: \_\_\_\_\_

Rev. 2007

## **203.2 ORDER OF THE REGULAR SCHOOL BOARD MEETING**

### **I. PURPOSE**

The purpose of this policy is to ensure consistency in the order of business at regular school board meetings.

### **II. GENERAL STATEMENT OF POLICY**

It is the policy of the school board to consider matters that come before it in a consistent and orderly manner.

### **III. ORDER**

A. The school board shall conduct an orderly school board meeting. The school board will, at all regular school board meetings, follow an agenda order similar to:

1. Call to order.
2. Approval of agenda.
3. Recognition of visitors.
4. Approval of prior meeting minutes.
5. Consent agenda.
6. Presentation of additional bills for payment.
7. Reports.
8. Written communications.
9. Superintendent's announcements.
10. Other old or unfinished business.
11. New business.
12. Adjournment.

***[Note: The school board should incorporate its preferred order of business into this policy.]***

B. Items in this order may be considered as part of a consent agenda.

C. The school board may depart from the order of business with the consent of the majority of members present.

**Legal References:** Minn. Stat. § 123B.09, Subd. 7 (Boards of Independent School Districts)

**Cross References:** MSBA/MASA Model Policy 203 (Operation of the School Board – Governing Rules)  
MSBA/MASA Model Policy 203.5 (School Board Meeting Agenda)  
MSBA/MASA Model Policy 203.6 (Consent Agendas)

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 203.5

Orig. 1997

Revised: \_\_\_\_\_

Rev. 2022

## **203.5 SCHOOL BOARD MEETING AGENDA**

### **I. PURPOSE**

The purpose of this policy is to provide procedures for the preparation of the school board meeting agenda to ensure that the school board can accomplish its business as efficiently and expeditiously as possible.

### **II. GENERAL STATEMENT OF POLICY**

The policy of the school board is that school board meetings shall be conducted in a manner to allow the school board to accomplish its business while allowing reasoned debate and discussion of each matter to be acted upon.

### **III. PROCEDURES**

- A. While all school board members may provide input, it shall be the responsibility of the school board chair and superintendent to develop, prepare, and arrange the order of items for the tentative school board meeting agenda for each school board meeting.
- B. Persons wishing to place an item on the agenda must make a request to the school board chair or superintendent in a timely manner. The person making the request is encouraged to state the person's name, address, purpose of the item, action desired, and pertinent background information. The chair and superintendent shall determine whether to place the matter on the tentative agenda.

***[Note: The Minnesota Commissioner of Administration has issued an opinion that a government entity is limited to acting only on those matters specifically included in the notice of a special meeting.]***

- C. The tentative agenda and supporting documents shall be sent to the school board members \_\_\_\_\_ (\_\_\_\_) days prior to the scheduled school board meeting.
- D. Items may only be added to the agenda by a motion adopted at the meeting. If an added item is acted upon, the minutes of the school board meeting shall include a description of the matter.
- E. At least one copy of any printed materials, including electronic communications, relating to the agenda items of the meeting prepared or distributed by or at the direction of the school board or its employees and: (i) distributed at the meeting to all members of the governing body; (ii) distributed before the meeting to all members; or (iii) available in the meeting room to all members shall be available in the meeting room for inspection by the public while the school board considers their subject matter. This does not apply to materials classified by law as other than public or to materials relating to the agenda items of a closed meeting.

**Legal References:** Minn. Stat. § 13D.01, Subd. 6 (Open Meeting Law)  
Minn. Stat. § 123B.09, Subd. 7 (Boards of Independent School Districts)



Dept. of Admin. Advisory Op. No. 10-013 (April 29, 2010)  
Dept. of Admin. Advisory Op. No. 08-015 (July 9, 2008)  
Dept. of Admin. Advisory Op. No. 13-015 (December 23, 2013)

**Cross References:** MSBA/MASA Model Policy 203 (Operation of the School Board – Governing Rules)  
MSBA/MASA Model Policy 203.2 (Order of the Regular School Board Meeting)  
MSBA/MASA Model Policy 203.6 (Consent Agendas)  
MSBA/MASA Model Policy 204 (School Board Meeting Minutes)  
MSBA/MASA Model Policy 207 (Public Hearings)

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 203.6

Orig. 1997

Revised: \_\_\_\_\_

Rev. 1999

## **203.6 CONSENT AGENDAS**

### **I. PURPOSE**

The purpose of this policy is to allow the use of a consent agenda.

### **II. GENERAL STATEMENT OF POLICY**

In order for a more efficient administration of school board meetings, the school board may elect to use a consent agenda for the passage of noncontroversial items or items of a similar nature.

### **III. CONSENT AGENDAS**

- A. The superintendent, in consultation with the school board chair, may place items on the consent agenda. By using a consent agenda, the school board has consented to the consideration of certain items as a group under one motion. Should a consent agenda be used, an appropriate amount of discussion time will be allowed to review any item upon request.
- B. Consent items are those which usually do not require discussion or explanation prior to school board action, are noncontroversial and/or similar in content, or are those items which have already been discussed and/or explained and do not require further discussion or explanation. Such agenda items might include ministerial tasks such as, but not limited to, the approval of the agenda, approval of previous minutes, approval of bills, approval of reports, etc. These items might also include similar groups of decisions such as, but not limited to, approval of staff contracts, approval of maintenance details for the school district buildings and grounds or approval of various schedules.
- C. Items shall be removed from the consent agenda by a timely request by an individual school board member for independent consideration. A request is timely if made prior to the vote on the consent agenda. The request does not require a second or a vote by the school board. An item removed from the consent agenda will then be discussed and acted on separately immediately following the consideration of the consent agenda.
- D. Consent agenda items are approved en masse by one vote of the school board. The consent agenda items shall be separately recorded in the minutes.

**Legal References:** Minn. Stat. § 123B.09, Subd. 7 (Boards of Independent School Districts)

**Cross References:** MSBA/MASA Model Policy 203.2 (Order of the Regular School Board Meeting)  
MSBA/MASA Model Policy 203.5 (School Board Meeting Agenda)  
MSBA/MASA Model Policy 204 (School Board Meeting Minutes)

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 414

Orig. 1995

Revised: \_\_\_\_\_

Rev. 2022

#### **414 MANDATED REPORTING OF CHILD NEGLECT OR PHYSICAL OR SEXUAL ABUSE**

***[Note: This policy reflects the mandatory law regarding reporting of maltreatment of minors and is not discretionary in nature.]***

##### **I. PURPOSE**

The purpose of this policy is to make clear the statutory requirements of school personnel to report suspected child neglect or physical or sexual abuse.

##### **II. GENERAL STATEMENT OF POLICY**

- A. The policy of the school district is to fully comply with Minnesota Statutes chapter 260E requiring school personnel to report suspected child neglect or physical or sexual abuse.
- B. A violation of this policy occurs when any school personnel fails to immediately report instances of child neglect or physical or sexual abuse when the school personnel knows or has reason to believe a child is being neglected or physically or sexually abused or has been neglected or physically or sexually abused within the preceding three years.

##### **III. DEFINITIONS**

- A. "Accidental" means a sudden, not reasonably foreseeable, and unexpected occurrence or event that:
  - 1. is not likely to occur and could not have been prevented by exercise of due care; and
  - 2. if occurring while a child is receiving services from a facility, happens when the facility and the employee or person providing services in the facility are in compliance with the laws and rules relevant to the occurrence of event.
- B. "Child" means one under age 18 and, for purposes of Minnesota Statutes chapter 260C (Juvenile Safety and Placement) and Minnesota Statutes chapter 260D (Child in Voluntary Foster Care for Treatment), includes an individual under age 21 who is in foster care pursuant to Minnesota Statutes chapter 260C.451 (Foster Care Benefits Past Age 18).
- C. "Immediately" means as soon as possible but in no event longer than 24 hours.
- D. "Mandated reporter" means any school personnel who knows or has reason to believe a child is being maltreated or has been maltreated within the preceding three years.
- E. "Mental injury" means an injury to the psychological capacity or emotional stability of a child as evidenced by an observable or substantial impairment in the child's ability to function within a normal range of performance and behavior with due regard to the child's culture.
- F. "Neglect" means the commission or omission of any of the acts specified below, other than by accidental means:

1. failure by a person responsible for a child's care to supply a child with necessary food, clothing, shelter, health care, medical, or other care required for the child's physical or mental health when reasonably able to do so;
2. failure to protect a child from conditions or actions that seriously endanger the child's physical or mental health when reasonably able to do so, including a growth delay, which may be referred to as a failure to thrive, that has been diagnosed by a physician and is due to parental neglect;
3. failure to provide for necessary supervision or child care arrangements appropriate for a child after considering factors as the child's age, mental ability, physical condition, length of absence, or environment, when the child is unable to care for the child's own basic needs or safety, or the basic needs or safety of another child in his or her care;
4. failure to ensure that a child is educated in accordance with state law, which does not include a parent's refusal to provide his or her child with sympathomimetic medications;
5. prenatal exposure to a controlled substance as defined in state law used by the mother for a nonmedical purpose, as evidenced by withdrawal symptoms in the child at birth, results of a toxicology test performed on the mother at delivery or the child's birth, medical effects or developmental delays during the child's first year of life that medically indicate prenatal exposure to a controlled substance, or the presence of a fetal alcohol spectrum disorder;
6. medical neglect as defined by Minnesota Statutes section 260C.007, subdivision. 6, clause (5);
7. chronic and severe use of alcohol or a controlled substance by a person responsible for the care of the child that adversely affects the child's basic needs and safety; or
8. emotional harm from a pattern of behavior that contributes to impaired emotional functioning of the child, which may be demonstrated by a substantial and observable effect in the child's behavior, emotional response, or cognition that is not within the normal range for the child's age and stage of development, with due regard to the child's culture.

Neglect does not occur solely because the child's parent, guardian, or other person responsible for the child's care in good faith selects and depends upon spiritual means or prayer for treatment or care of disease or remedial care of the child in lieu of medical care.

- G. "Nonmaltreatment mistake" occurs when: (1) at the time of the incident, the individual was performing duties identified in the center's child care program plan required under Minnesota Rules part 9503.0045; (2) the individual has not been determined responsible for a similar incident that resulted in a finding of maltreatment for at least seven years; (3) the individual has not been determined to have committed a similar nonmaltreatment mistake under this paragraph for at least four years; (4) any injury to a child resulting from the incident, if treated, is treated only with remedies that are available over the counter, whether ordered by a medical professional or not; and (5) except for the period when the incident occurred, the facility and the individual providing services were both in compliance with all licensing requirements relevant to the incident.

This definition only applies to child care centers licensed under Minnesota Rules chapter 9503.

- H. "Person responsible for the child's care" means (1) an individual functioning within the family unit and having responsibilities for the care of the child such as a parent, guardian, or other person having similar care responsibilities, or (2) an individual functioning outside the family unit and having responsibilities for the care of the child such as a teacher, school administrator, other school employee or agent, or other lawful custodian of a child having either full-time or short-term care responsibilities including, but not limited to, day care, babysitting whether paid or unpaid, counseling, teaching, and coaching.
- I. "Physical abuse" means any physical injury, mental injury (under subdivision 13), or threatened injury (under subdivision 23), inflicted by a person responsible for the child's care on a child other than by accidental means; or any physical or mental injury that cannot reasonably be explained by the child's history of injuries, or any aversive or deprivation procedures, or regulated interventions, that have not been authorized by Minnesota Statutes section 125A.0942 or 245.825.

Abuse does not include reasonable and moderate physical discipline of a child administered by a parent or legal guardian that does not result in an injury. Abuse does not include the use of reasonable force by a teacher, principal, or school employee as allowed by Minnesota Statutes section 121A.582.

Actions that are not reasonable and moderate include, but are not limited to, any of the following: (1) throwing, kicking, burning, biting, or cutting a child; (2) striking a child with a closed fist; (3) shaking a child under age three; (4) striking or other actions that result in any nonaccidental injury to a child under 18 months of age; (5) unreasonable interference with a child's breathing; (6) threatening a child with a weapon, as defined in Minn. Stat. § 609.02, Subd. 6; (7) striking a child under age one on the face or head; (8) striking a child who is at least age one but under age four on the face or head, which results in an injury; (9) purposely giving a child poison, alcohol, or dangerous, harmful, or controlled substances that were not prescribed for the child by a practitioner, in order to control or punish the child, or other substances that substantially affect the child's behavior, motor coordination, or judgment, or that result in sickness or internal injury, or that subject the child to medical procedures that would be unnecessary if the child were not exposed to the substances; (10) unreasonable physical confinement or restraint not permitted under Minnesota Statutes section 609.379, including, but not limited to, tying, caging, or chaining; or (11) in a school facility or school zone, an act by a person responsible for the child's care that is a violation under Minnesota Statutes section 121A.58.

- J. "Report" means any communication received by the local welfare agency, police department, county sheriff, or agency responsible for child protection pursuant to this section that describes maltreatment of a child and contains sufficient content to identify the child and any person believed to be responsible for the maltreatment, if known.
- K. "School personnel" means professional employee or professional's delegate of the school district who provides health, educational, social, psychological, law enforcement, or child care services.
- L. "Sexual abuse" means the subjection of a child by a person responsible for the child's care, by a person who has a significant relationship to the child (as defined in Minn. Stat. § 609.341, Subd. 15), or by a person in a current or recent position of authority (as defined in Minn. Stat. § 609.341, Subd. 10) to any act which constitutes a violation

of Minnesota statutes prohibiting criminal sexual conduct. Such acts include sexual penetration, sexual contact, solicitation of children to engage in sexual conduct, and communication of sexually explicit materials to children. Sexual abuse also includes any act involving a minor that constitutes a violation of Minnesota statutes prohibiting prostitution or use of a minor in a sexual performance. Sexual abuse includes all reports of known or suspected child sex trafficking involving a child who is identified as a victim of sex trafficking. Sexual abuse includes threatened sexual abuse which includes the status of a parent or household member who has committed a violation that requires registration under Minnesota Statutes section 243.166, Subd. 1b(a) or (b).

- M. "Threatened injury" means a statement, overt act, condition, or status that represents a substantial risk of physical or sexual abuse or mental injury. Threatened injury includes, but is not limited to, exposing a child to a person responsible for the child's care who has (1) subjected the child to, or failed to protect a child from, an overt act or condition that constitutes egregious harm; (2) been found to be palpably unfit; (3) committed an act that resulted in an involuntary termination of parental rights; (4) , or committed an act that resulted in the involuntary transfer of permanent legal and physical custody of a child to a relative.

#### **IV. REPORTING PROCEDURES**

- A. A mandated reporter shall immediately report the information to the local welfare agency, agency responsible for assessing or investigating the report, police department, county sheriff, tribal social services agency, or tribal police department. The reporter will include his or her name and address in the report.
- B. An oral report shall be made immediately by telephone or otherwise., The oral report shall be followed by a written report within 72 hours (exclusive of weekends and holidays) to the appropriate police department, the county sheriff, local welfare agency, or agency responsible for assessing or investigating the report. Any report shall be of sufficient content to identify the child, any person believed to be responsible for the maltreatment of the child if the person is known, the nature and extent of the maltreatment, and the name and address of the reporter.
- C. Regardless of whether a report is made, as soon as practicable after a school receives information regarding an incident that may constitute maltreatment of a child in a school facility, the school shall inform the parent, legal guardian, or custodian of the child that an incident has occurred that may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.
- D. A mandated reporter who knows or has reason to know of the deprivation of custodial or parental rights or the kidnapping of a child shall report the information to the local police department or the county sheriff.
- E. With the exception of a health care professional or a social service professional who is providing the woman with prenatal care or other health care services, a mandated reporter shall immediately report to the local welfare agency if the person knows or has reason to believe that a woman is pregnant and has used a controlled substance for a nonmedical purpose during the pregnancy, including, but not limited to, tetrahydrocannabinol, or has consumed alcoholic beverages during the pregnancy in any way that is habitual or excessive.
- F. A person mandated by Minnesota law and this policy to report who fails to report may be subject to criminal penalties and/or discipline, up to and including termination of

employment.

- G. An employer of a mandated reporter shall not retaliate against the person for reporting in good faith maltreatment against a child with respect to whom a report is made, because of the report.
- H. Any person who knowingly or recklessly makes a false report under the provisions of applicable Minnesota law or this policy shall be liable in a civil suit for any actual damages suffered by the person or persons so reported and for any punitive damages set by the court or jury, plus costs and reasonable attorney fees. Knowingly or recklessly making a false report also may result in discipline.

***[Note: The Minnesota Department of Education (MDE) is responsible for assessing or investigating allegations of child maltreatment in schools. Although a report may be made to any of the agencies listed in Section IV. A., above, and there is no requirement to file more than one report, if the initial report is not made to MDE, it would be helpful to MDE if schools also report to MDE.]***

## **V. INVESTIGATION**

- A. The responsibility for assessing or investigating reports of suspected maltreatment rests with the appropriate state, county, or local agency or agencies. The agency responsible for assessing or investigating reports of maltreatment has the authority to interview the child, the person or persons responsible for the child's care, the alleged offender, and any other person with knowledge of the maltreatment for the purpose of gathering facts, assessing safety and risk to the child, and formulating a plan. The investigating agency may interview the child at school. The interview may take place outside the presence of the alleged offender or parent, legal guardian, or school official. The investigating agency, not the school, is responsible for either notifying or withholding notification of the interview to the parent, guardian, or person responsible for the child's care. School officials may not disclose to the parent, legal custodian, or guardian the contents of the notification or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation or assessment has been concluded.
- B. When the investigating agency determines that an interview should take place on school property, written notification of intent to interview the child on school property must be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct an interview on school property.
- C. Except where the alleged offender is believed to be a school official or employee, the time and place, and manner of the interview on school premises shall be within the discretion of school officials, but the local welfare or law enforcement agency shall have the exclusive authority to determine who may attend the interview. The conditions as to time, place, and manner of the interview set by the school officials shall be reasonable, and the interview shall be conducted not more than 24 hours after the receipt of the notification unless another time is considered necessary by agreement between the school officials and the local welfare or law enforcement agency. Every effort must be made to reduce the disruption of the educational program of the child, other students, or school employees when an interview is conducted on school premises.
- D. Where the alleged offender is believed to be a school official or employee, the school district shall conduct its own investigation independent of MDE and, if involved, the local welfare or law enforcement agency.

- E. Upon request by MDE, the school district shall provide all requested data that are relevant to a report of maltreatment and are in the possession of a school facility, pursuant to an assessment or investigation of a maltreatment report of a student in school. The school district shall provide the requested data in accordance with the requirements of the Minnesota Government Data Practices Act, Minnesota Statutes chapter 13, and the Family Educational Rights and Privacy Act, 20 United States Code section 1232g.

## **VI. MAINTENANCE OF SCHOOL RECORDS CONCERNING ABUSE OR POTENTIAL ABUSE**

- A. When a local welfare or local law enforcement agency determines that a potentially abused or abused child should be interviewed on school property, written notification of the agency's intent to interview on school property must be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct the interview. The notification shall be private data. School officials may not disclose to the parent, legal custodian, or guardian the contents of the notice or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation has been concluded.
- B. All records regarding a report of maltreatment, including any notification of intent to interview which was received by the school as described above in Paragraph A., shall be destroyed by the school only when ordered by the agency conducting the investigation or by a court of competent jurisdiction.

## **VII. PHYSICAL OR SEXUAL ABUSE AS SEXUAL HARASSMENT OR VIOLENCE**

Under certain circumstances, alleged physical or sexual abuse may also be sexual harassment or violence under Minnesota law. If so, the duties relating to the reporting and investigation of such harassment or violence may be applicable.

## **VIII. DISSEMINATION OF POLICY AND TRAINING**

- A. This policy shall appear in school personnel handbooks.
- B. The school district will develop a method of discussing this policy with school personnel.
- C. This policy shall be reviewed at least annually for compliance with state law.

**Legal References:** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. § 121A.58 (Corporal Punishment)  
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)  
Minn. Stat. § 125A.0942 (Standards for Restrictive Procedures)  
Minn. Stat. § 243.166, Subd. 1b(a)(b) (Registration of Predatory Offenders)  
Minn. Stat. § 245.825 (Use of Aversive or Deprivation Procedures)  
Minn. Stat. § 260C.007, Subd. 6, Clause (5) (Child in Need of Protection)  
Minn. Stat. § 260C.451 (Foster Care Benefits Past Age 18)  
Minn. Stat. Ch. 260D (Child in Voluntary Foster Care for Treatment)  
Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)  
Minn. Stat. § 609.02, Subd. 6 (Definitions – Dangerous Weapon)  
Minn. Stat. § 609.341, Subd. 10 (Definitions – Position of Authority)  
Minn. Stat. § 609.341, Subd. 15 (Definitions – Significant Relationship)  
Minn. Stat. § 609.379 (Reasonable Force)



20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)

**Cross References:** MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 415

Orig. 1995

Revised: \_\_\_\_\_

Rev. 2022

## **415 MANDATED REPORTING OF MALTREATMENT OF VULNERABLE ADULTS**

***[Note: This policy reflects the mandatory law regarding reporting maltreatment of vulnerable adults and is not discretionary in nature.]***

### **I. PURPOSE**

The purpose of this policy is to make clear the statutory requirements of school personnel to report suspected maltreatment of vulnerable adults.

### **II. GENERAL STATEMENT OF POLICY**

- A. The policy of the school district is to comply fully with Minnesota Statutes section 626.557 requiring school personnel to report suspected maltreatment of vulnerable adults.
- B. A violation of this policy occurs when any school personnel fails to report suspected maltreatment of vulnerable adults when the school personnel has reason to believe that a vulnerable adult is being or has been maltreated, or has knowledge that a vulnerable adult has sustained a physical injury which is not reasonably explained.

### **III. DEFINITIONS**

- A. "Abuse" means:
  - 1. An act against a vulnerable adult that constitutes a violation of, an attempt to violate, or aiding and abetting a violation of: (1) assault in the first through fifth degrees as defined in Minnesota Statutes sections 609.221 to 609.224; (2) the use of drugs to injure or facilitate crime as defined in Minnesota Statutes section 609.235; (3) the solicitation, inducement, and promotion of prostitution as defined in Minnesota Statutes section 609.322; and (4) criminal sexual conduct in the first through fifth degrees as defined in Minnesota Statutes sections 609.342 to 609.3451. A violation includes any action that meets the elements of the crime, regardless of whether there is a criminal proceeding or conviction.
  - 2. Conduct which is not an accident or therapeutic conduct as defined in Minnesota Statutes section 626.5572 which produces or could reasonably be expected to produce physical pain or injury or emotional distress including, but not limited to, the following: (1) hitting, slapping, kicking, pinching, biting, or corporal punishment of a vulnerable adult; (2) use of repeated or malicious oral, written, or gestured language toward a vulnerable adult or the treatment of a vulnerable adult which would be considered by a reasonable person to be disparaging, derogatory, humiliating, harassing, or threatening; (3) use of any aversive or deprivation procedure, unreasonable confinement, or involuntary seclusion, including the forced separation of the vulnerable adult from other persons against the will of the vulnerable adult or the legal representative of the vulnerable adult; and (4) use of any aversive or deprivation procedures for persons with developmental disabilities or related conditions not authorized under Minnesota Statutes section 245.825.

3. Any sexual contact or penetration as defined in Minn. Stat. § 609.341 between a facility staff person or a person providing services in the facility and a resident, patient, or client of that facility.

4. The act of forcing, compelling, coercing, or enticing a vulnerable adult against the vulnerable adult's will to perform services for the advantage of another.

Abuse does not include actions specifically excluded by Minnesota Statutes section 626.5572, Subd. 2.

- B. "Caregiver" means an individual or facility who has responsibility for the care of a vulnerable adult as a result of a family relationship, or who has assumed responsibility for all or a portion of the care of a vulnerable adult voluntarily, by contract, or by agreement.
- C. "Common entry point" means the entity responsible for receiving reports of alleged or suspected maltreatment of a vulnerable adult and designated by the Commissioner of the Minnesota Department of Human Services as the MN Adult Abuse Reporting Center (MAARC).
- D. "Financial Exploitation" means a breach of a fiduciary duty by an actor's unauthorized expenditure of funds entrusted to the actor for the benefit of the vulnerable adult or by an actor's failure to provide food, clothing, shelter, health care, therapeutic conduct or supervision, the failure of which results or is likely to result in detriment to the vulnerable adult. Financial exploitation also includes: the willful use, withholding or disposal of funds or property of a vulnerable adult; the obtaining of services for wrongful profit or advantage which results in detriment to the vulnerable adult; the acquisition of a vulnerable adult's funds or property through undue influence, harassment, duress, deception or fraud; and the use of force, coercion, or enticement to cause a vulnerable adult to perform services against the vulnerable adult's will for the profit or advantage of another.
- E. "Immediately" means as soon as possible, but no longer than 24 hours from the time initial knowledge that the incident occurred has been received.
- F. "Mandated reporter" means a professional or professional's delegate while engaged in education.
- G. "Maltreatment" means the neglect, abuse, or financial exploitation of a vulnerable adult.
- H. "Neglect" means the failure or omission by a caregiver to supply a vulnerable adult with care or services, including but not limited to, food, clothing, shelter, health care, or supervision which is: (1) reasonable and necessary to obtain or maintain the vulnerable adult's physical or mental health or safety, considering the physical and mental capacity or dysfunction of the vulnerable adult; and (2) which is not the result of an accident or therapeutic conduct.
- I. Neglect also means the absence or likelihood of absence of care or services, including but not limited to, food, clothing, shelter, health care, or supervision necessary to maintain the physical and mental health of the vulnerable adult which a reasonable person would deem essential to obtain or maintain the vulnerable adult's health, safety, or comfort considering the physical or mental capacity or dysfunction of the vulnerable adult. Neglect does not include actions specifically excluded by Minnesota Statutes

section 626.5572, Subd. 17.

- J. "School personnel" means professional employees or their delegates of the school district engaged in providing health, educational, social, psychological, law enforcement, or other caretaking services of vulnerable adults.
- K. "Vulnerable adult" means any person 18 years of age or older who: (1) is a resident or inpatient of a facility; (2) receives services required to be licensed under Minnesota Statutes chapter 245A, except as excluded under Minnesota Statutes section 626.5572, Subd. 21(a)(2); (3) receives services from a licensed home care provider or person or organization that offers, provides, or arranges for personal care assistance services under the medical assistance program; or (4) regardless of residence or whether any type of service is received, possesses a physical or mental infirmity or other physical, mental, or emotional dysfunction that impairs the individual's ability to provide adequately for the individual's own care without assistance or supervision and, because of the dysfunction or infirmity and need for care or services, has an impaired ability to protect the individual's self from maltreatment.

#### **IV. REPORTING PROCEDURES**

- A. A mandated reporter as defined herein shall immediately report the suspected maltreatment to the common entry point responsible for receiving reports.
- B. Whenever a mandated reporter, as defined herein, knows or has reason to believe that an individual made an error in the provision of therapeutic conduct to a vulnerable adult which results in injury or harm, which reasonably requires the care of a physician, such information shall be reported immediately to the designated county agency. The mandated reporter also may report a belief that the error did not constitute neglect and why the error does not constitute neglect.
- C. The report shall, to the extent possible, identify the vulnerable adult, the caregiver, the nature and extent of the suspected maltreatment, any evidence of previous maltreatment, the name and address of the reporter, the time, date, and location of the incident, and any other information that the reporter believes might be helpful in investigating the suspected abuse or neglect. A mandated reporter may disclose not public data, as defined under Minnesota Statutes section 13.02, to the extent necessary to comply with the above reporting requirements.
- D. A person mandated to report suspected maltreatment of a vulnerable adult who negligently or intentionally fails to report is liable for damages caused by the failure. A negligent or intentional failure to report may result in discipline. A mandatory reporter who intentionally fails to make a report, who knowingly provides false or misleading information in reporting, or who intentionally fails to provide all the material circumstances surrounding the reported incident may be guilty of a misdemeanor.
- E. Retaliation against a person who makes a good faith report under Minnesota law and this policy, or against vulnerable adult who is named in a report is prohibited.
- F. Any person who intentionally makes a false report under the provisions of applicable Minnesota law or this policy shall be liable in a civil suit for any actual damages suffered by the person or persons so reported and for any punitive damages set by the court or jury. The intentional making of a false report may result in discipline.

## **V. INVESTIGATION**

The responsibility for investigating reports of suspected maltreatment of a vulnerable adult rests with the entity designated by the county for receiving reports.

## **VI. DISSEMINATION OF POLICY AND TRAINING**

- A. This policy should appear in school personnel handbooks as appropriate.
- B. The school district will develop a method of discussing this policy with employees as appropriate.
- C. This policy should be reviewed at least annually for compliance with state law.

**Legal References:** Minn. Stat. § 13.02 (Government Data Practices; Definitions)  
Minn. Stat. Ch. 245A (Human Services Licensing)  
Minn. Stat. § 245.825 (Aversive and Deprivation Procedures; Licensed Facilities and Services)  
Minn. Stat. §§ 609.221-609.224 (Assault)  
Minn. Stat. § 609.232 (Crimes Against Vulnerable Adults; Definitions)  
Minn. Stat. § 609.235 (Use of Drugs to Injure or Facilitate Crime)  
Minn. Stat. § 609.322 (Solicitation, Inducement, and Promotion of Prostitution; Sex Trafficking)  
Minn. Stat. § 609.341 (Definitions)  
Minn. Stat. §§ 609.342-609.3451 (Criminal Sexual Conduct)  
Minn. Stat. § 626.557 (Reporting of Maltreatment of Vulnerable Adults)  
Minn. Stat. § 626.5572 (Definitions)  
*In re Kleven*, 736 N.W.2d 707 (Minn. App. 2007)

**Cross References:** MSBA/MASA Model Policy 103 (Complaints – Students, Employees, Parents, Other Persons)  
MSBA/MASA Model Policy 211 (Criminal or Civil Action Against School District, School Board Member, Employee, or Student)  
MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)  
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)  
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 535  
Orig. 2019

Revised: \_\_\_\_\_

## **535 SERVICE ANIMALS IN SCHOOLS**

### **I. PURPOSE**

The purpose of this policy is to establish parameters for the use of service animals by students, employees, and visitors within school buildings and on school grounds.

### **II. GENERAL STATEMENT OF POLICY**

Individuals with disabilities shall be permitted to bring their service animals into school buildings or on school grounds in accordance with, and subject to, this policy.

### **III. DEFINITIONS**

#### **A. Service Animal**

A "service animal" is a dog (regardless of breed or size) or miniature horse that is individually trained to perform "work or tasks" for the benefit of an individual with a disability, including an individual with a physical, sensory, psychiatric, intellectual, or mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals. Service animals are working animals that perform valuable functions; they are not pets. The work or tasks performed by the service animal must be directly related to the individual's disability. An animal accompanying an individual for the sole purpose of providing emotional support, therapy, comfort, or companionship is not a service animal.

#### **B. Handler**

A "handler" is an individual with a disability who uses a service animal. In the case of an individual who is unable to care for and supervise the service animal for reasons such as age or disability, "handler" means the person who cares for and supervises the animal on that individual's behalf. School district personnel are not responsible for the care, supervision, or handling responsibilities of a service animal.

#### **C. Work or Tasks**

1. "Work or tasks" are those functions performed by a service animal.
2. Examples of "work or tasks" include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.

3. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship are not "work or tasks" for the purposes of this policy.

D. Trainer

A "trainer" is a person who is training a service animal and is affiliated with a recognized training program for service animals.

#### **IV. ACCESS TO PROGRAMS AND ACTIVITIES; PERMITTED INQUIRIES**

- A. In general, handlers (i.e., individuals with disabilities or trainers) are permitted to be accompanied by their service animals in all areas of school district properties where members of the public, students, and employees are allowed to go. A handler has the right to be accompanied by a service animal whenever and to the same extent that the handler has the right: (a) to be present on school district property or in school district facilities; (b) to attend or participate in a school- sponsored event, activity, or program; or (c) to be transported in a vehicle that is operated by or on behalf of the school district.
- B. When an individual with a disability brings a service animal to a school district property, school district employees shall not ask about the nature or extent of a person's disability, but may make the following two inquiries to determine whether the animal qualifies as a service animal:
  1. Is the service animal required because of a disability; and
  2. What work or tasks is the service animal trained to perform.
- C. School district employees shall not make these inquiries of an individual with a disability bringing a service animal to school district property when it is readily apparent that an animal is trained to do work or perform tasks for an individual with a disability. However, school district employees may inquire whether the individual with a disability has completed and submitted the request form described in Part VI., below.
- D. An individual with a disability may not be required to provide documentation such as proof that the animal has been certified, trained, or licensed as a service animal.

#### **V. REQUIREMENTS FOR ALL SERVICE ANIMALS**

- A. The service animal must be required for the individual with a disability.
- B. The service animal must be individually trained to do work or tasks for the benefit of the individual with a disability.
- C. A service animal must have a harness, leash, or other tether, unless either the handler is unable, because of a disability, to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case, the service animal must be otherwise under the handler's control (e.g., voice control, signals, or other effective means).
- D. The service animal must be housebroken.

- E. The service animal must be under the control of its handler at all times. The handler is responsible for the care and supervision of a service animal, including walking the service animal, feeding the service animal, grooming the service animal, providing veterinary care to the service animal, and responding to the service animal's need to relieve itself, including the proper disposal of the service animal's waste.
- F. The school district is not responsible for providing a staff member to walk the service animal or to provide any other care or assistance to the animal.
- G. In the case of a student who is unable to care for and/or supervise his or her service animal, the student's parent/guardian is responsible for arranging for such care and supervision. In the case of an employee or other individual who is unable to care for and/or supervise his or her service animal, the employee or other individual's authorized representative is responsible for arranging for a service animal's care and supervision.
- H. The service animal must be properly licensed and vaccinated in accordance with applicable state laws and local ordinances.

## **VI. REQUESTING THE USE OF A SERVICE ANIMAL AT SCHOOL**

- A. Students with a disability seeking to be accompanied by a service animal are requested to submit the Approval Request Form to the building principal of the school the student attends. The principal will notify the superintendent or the administrator designated with responsibility to address such requests. School district employees seeking to be accompanied by a service animal are requested to submit the Approval Request Form to the superintendent or the administrator designated with responsibility to address such requests.
- B. Students or employees seeking to bring a service animal onto district premises are requested to identify whether the need for the service animal is required because of a disability and to describe the work or tasks that the service animal is trained to perform.
- C. The owner of the service animal shall provide written evidence that the service animal has received all vaccinations required by state law or local ordinance.

## **VII. REMOVAL OR EXCLUSION OF A SERVICE ANIMAL**

- A. A school official may require a handler to remove a service animal from school district property, a school building, or a school-sponsored program or activity, if:
  - 1. Any of the requirements described in Part V., above, are not met.
  - 2. The service animal is out of control and/or the handler does not effectively control the animal's behavior;
  - 3. The presence of the service animal would fundamentally alter the nature of a service, program or activity; or
  - 4. The service animal behaves in a way that poses a direct threat to the health or safety of others, has a history of such behavior, or otherwise poses a significant health or safety risk to others that cannot be eliminated by reasonable accommodations.



- B. If the service animal is properly excluded, the school district shall give the individual with a disability the opportunity to participate in the service, program, or activity without the service animal, unless such individual has violated a law or school rule or regulation that would warrant the removal of the individual.

#### **VIII. ADDITIONAL LIMITATIONS FOR MINIATURE HORSES**

In assessing whether a miniature horse may be permitted in a school building or on school grounds as a service animal, the following factors shall be considered:

- A. The type, size, and weight of the miniature horse and whether the facility can accommodate these features;
- B. Whether the handler has sufficient control of the miniature horse;
- C. Whether the miniature horse is housebroken; and
- D. Whether the miniature horse's presence in a specific building or on school grounds compromises legitimate health and safety requirements.

#### **IX. ALLERGIES; FEAR OF ANIMALS**

If a student or employee notifies the school district that he or she is allergic to a service animal, the school district will balance the rights of the individuals involved. In general, allergies that are not life threatening are not a valid reason for prohibiting the presence of a service animal. Fear of animals is generally not a valid reason for prohibiting the presence of a service animal.

#### **X. NON-SERVICE ANIMALS FOR STUDENTS WITH INDIVIDUALIZED EDUCATION PROGRAMS (IEPS) OR SECTION 504 PLANS**

If a special education student or a student with a Section 504 plan seeks to bring an animal onto school property that is not a service animal, the request shall be referred to the student's IEP team or Section 504 team, as appropriate, to determine whether the animal is necessary for the student to receive a free appropriate public education (FAPE) or, in the case of a Section 504 student, to reasonably accommodate the student's access to the school district's programs and activities.

#### **XI. NON-SERVICE ANIMAL AS AN ACCOMMODATION FOR EMPLOYEES**

If an employee seeks to bring an animal onto school property that is not a service animal, the request shall be referred to the superintendent or the administrator designated to handle such requests. A school district employee who is a qualified individual with a disability will be allowed to bring such animal onto school property when it is determined that such use is required to enable the employee to perform the essential functions of his or her position or to enjoy the benefits of employment in a manner comparable to those similarly situated non-disabled employees.

#### **XII. LIABILITY**

- A. The owner of the service animal or non-service animal is responsible for any harm or injury to an individual and for any property damage caused by the service animal while on school district property.

- B. An individual who, directly or indirectly through statements or conduct, intentionally misrepresents an animal in that person's possession as a service animal may be subject to criminal liability.

**Legal References:** Section 504 of the Rehabilitation Act of 1973  
28 C.F.R. § 35.104, 28 C.F.R. § 35.130(b)(7), and 28 C.F.R. § 35.136 (ADA Regulations)  
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Act)  
Minn. Stat. § 256C.02 (Public Accommodations)  
Minn. Stat. § 363A.19 (Discrimination Against Blind, Deaf, or Other Persons with Physical or Sensory Disabilities Prohibited)  
Minn. Stat. § 609.226 (Harm Caused by Dog)  
Minn. Stat. § 609.833 (Misrepresentation of Service Animal)

**Cross References:** MSBA/MASA Policy 402 (Disability Nondiscrimination Policy)  
MSBA/MASA Policy 521 (Student Disability Nondiscrimination)

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 605

Orig. 1999

Revised: \_\_\_\_\_

Rev. 2022

## **605 ALTERNATIVE EDUCATIONAL SERVICES**

### **I. PURPOSE**

The purpose of this policy is to recognize the need for alternative educational services for some school district students.

### **II. GENERAL STATEMENT OF POLICY**

The school board recognizes the importance of alternative educational services for some students. Circumstances may be such that some students are put at risk of being able to continue or to complete their education programs. It is the policy of the school district that options shall be made available for some students to select educational alternatives that will enhance their opportunity to complete their education programs, recognizing that some students may become successful learners if given an opportunity to learn in a different environment and through a different learning style.

### **III. RESPONSIBILITY**

- A. Any student who is 17 years old who seeks to withdraw from school, and the student's parent or guardian must attend a meeting with school personnel to discuss the educational opportunities available to the student, including alternative educational opportunities and sign a written election to withdraw from school.
- B. It shall be the responsibility of the superintendent to identify alternative educational opportunities to be made available to students who may be at risk, to recommend such alternative programs to the school board for approval, and to familiarize students and parents with the availability of such alternative educational services. The superintendent shall, through cooperative efforts with other schools, agencies, and organizations, periodically recommend additional or modified alternative educational services to the school board.
- C. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to alternative programs.

**Legal References:** Minn. Stat. § 120A.22, Subd. 8 (Compulsory Instruction)  
Minn. Stat. § 121A.41, Subd. 11 (Definitions – Alternative Educational Services)  
Minn. Stat. § 121A.45, Subd. 1 (Grounds for Dismissal)  
Minn. Stat. § 123A.06 (State-Approved Alternative Programs and Services)  
Minn. Stat. § 124D.66 (Assurance of Mastery Programs)  
Minn. Stat. § 124D.68 (Graduation Incentives Programs)  
Minn. Stat. § 124D.74 (American Indian Language and Cultural Educational Programs)  
Minn. Stat. § 125A.50 (Alternative Delivery of Specialized Instructional Services)

**Cross References:** MSBA/MASA Model Policy 603 (Curriculum Development)  
MSBA/MASA Model Policy 604 (Instructional Curriculum)

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 608

Orig. 1995

Revised: \_\_\_\_\_

Rev. 2022

## **608 INSTRUCTIONAL SERVICES – SPECIAL EDUCATION**

***[Note: The provisions of this policy substantially reflect statutory and regulatory requirements.]***

### **I. PURPOSE**

The purpose of this policy is to set forth the position of the school board on the need to provide special educational services to some students in the school district.

### **II. GENERAL STATEMENT OF POLICY**

The school board recognizes that some students need special education and further recognizes the importance of providing a free appropriate public education and delivery system for students in need of special education.

### **III. RESPONSIBILITIES**

- A. The school board accepts its responsibility to identify, evaluate, and provide special education and related services for disabled children who are properly the responsibility of the school district and who meet the criteria to qualify for special education and related services as set forth in Minnesota and federal law.
- B. The school district shall ensure that all qualified children with a disability are provided special education and related services that are appropriate to their educational needs.
- C. When such services require or result from interagency cooperation, the school district shall participate in such interagency activities in compliance with applicable federal and state law.

**Legal References:** Minn. Stat. § 124D.03 (Enrollment Options Program)  
Minn. Stat. § 125A.02 (Child with a Disability Defined)  
Minn. Stat. § 125A.027 (Rulemaking)  
Minn. Stat. § 125A.03 (Special Instruction for Children with a Disability)  
Minn. Stat. § 125A.08 (Individualized Education Programs)  
Minn. Stat. § 125A.15 (Placement in Another District; Responsibility)  
Minn. Stat. § 125A.29 (Responsibilities of County Boards and School Boards))  
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Act)

**Cross References:** MSBA/MASA Model Policy 402 (Disability Nondiscrimination Policy)  
MSBA/MASA Model Policy 508 (Extended School Year for Certain Students with Individualized Education Programs)  
MSBA/MASA Model Policy 509 (Enrollment of Nonresident Students)  
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 516.5

Orig. 2023

Revised:

Rev: June 2023

## **516.5 OVERDOSE MEDICATION**

***[Note: The 2023 Minnesota legislature enacted legislation requiring school districts to maintain a supply of opiate antagonists. School districts and their employees are legally permitted to purchase, store, and administer Naloxone (Narcan) in response to an opiate overdose in schools and those who do assist with such administration are immune from civil liability as well as exempt from criminal prosecution from possession, use, etc. of medication. The provisions of this policy outline the requirements of the law with respect to the use of Naloxone (Narcan) in schools.]***

### **I. PURPOSE**

As a means of enhancing the health and safety of its students, staff and visitors, the school district will acquire, administer, and store doses of an opiate antagonist, specifically Naloxone (Narcan), and administration devices or kits for emergency use to assist a student, staff member, or other individual believed or suspected to be experiencing an opioid overdose on school district property during the school day or at school district activities.

### **II. GENERAL STATEMENT OF POLICY**

The school board authorizes school district administration to obtain and possess opioid overdose reversal medication, such as Naloxone, to be maintained and administered to a student or other individual by trained school staff if the staff member determines in good faith that the person to whom the medication is administered is experiencing an opioid overdose. Authorization for obtaining, possessing and administering Naloxone or similar permissible medications under this policy are contingent upon: 1) the continued validity of state and federal law that permit a person who is not a healthcare professional to dispense an opiate antagonist to the school district and its employees by law; 2) that the school district and its staff are immune from criminal prosecution and not otherwise liable for civil damages for administering the opiate antagonist to another person who the staff member believes in good faith to be suffering from a drug overdose; and 3) the availability of funding either from outside sources or as approved by the school board to obtain and administer opioid overdose reversal medication.

### **III. DEFINITIONS**

- A. **"Drug-related overdose"** means an acute condition, including mania, hysteria, extreme physical illness, respiratory depression or coma, resulting from the consumption or use of a controlled substance, or another substance with which a controlled substance was combined, and that a layperson would reasonably believe to be a drug overdose that requires immediate medical assistance.
- B. **"Naloxone Coordinator"** is a school district staff person or administrator appointed to monitor adherence to protocols outlined in this policy and referenced procedures. The Naloxone Coordinator is responsible for building-level administration and management of Opiate Antagonist medications and supplies. The school district's Naloxone Coordinator is [insert title of staff person appointed as coordinator].
- C. **"Opiate"** means any dangerous substance having an addiction forming or addiction sustaining liability similar to morphine or being capable of conversion into a drug having

such addiction forming or addiction sustaining liability.

- D. **"Opiate Antagonist"** means naloxone hydrochloride ("Naloxone") or any similarly acting drug approved by the federal Food and Drug Administration for the treatment of a drug overdose.
- E. **"Standing Order"** means directions from the school district's medical provider that sets forth how to house and administer Naloxone or other Opiate Antagonist medications to students, staff members or other individuals believed or suspected to be experiencing an opioid overdose. This Standing Order should include the following information:
  - 1. Administration type
  - 2. Dosage
  - 3. Date of issuance
  - 4. Signature of the authorized provider

#### **IV. GENERAL STATEMENT OF POLICY AND RESPONSIBILITIES**

- A. The school district must maintain a supply of opiate antagonists at each school site to be administered in compliance with Minnesota law. Each school building must have two doses of nasal naloxone available on-site.

**[Note: The Minnesota Department of Education offered guidance regarding the meaning of "school site." If a school site includes multiple buildings, the two-dose requirement applies to buildings used for instruction. It does not apply to administrative buildings, facility buildings, ice arenas, and similar buildings not used for instruction.]**

- B. A licensed physician, a licensed advanced practice registered nurse authorized to prescribe drugs pursuant to Minnesota Statutes, section 148.235, or a licensed physician assistant may authorize a nurse or other personnel employed by, or under contract with, a public school may be authorized to administer opiate antagonists as defined under Minnesota Statutes, section 604A.04, subdivision 1.
- C. A licensed practical nurse is authorized to possess and administer an opiate antagonist in a school setting notwithstanding Minnesota Statutes, 148.235, subdivisions 8 and 9.
- D. District Collaborative Planning and Implementation Team

To the extent Naloxone is obtained for use consistent with this policy, the school district will establish a district-wide collaborative planning and implementation team ("District Planning Team") who will oversee the general development and operations related to the use of opiate antagonist Naloxone and regularly report to the school board as to its activities.

- 1. The District Planning Team will include the Naloxone Coordinator and may include the superintendent (or designee), school nurse, public health experts, first responders, student or family representatives, and community partners who will be assigned to the Team by the superintendent or designee or solicited as volunteers by the superintendent.

2. The District Planning Team, through the Naloxone Coordinator, will obtain a protocol or Standing Order from a licensed medical prescriber for the use of Naloxone or other Opiate Antagonist by school district staff in all school facilities and activities and will update or renew the protocol or Standing Order annually or as otherwise required. A copy of the protocol or Standing Order will be maintained in the office of the Naloxone Coordinator.
3. The District Planning Team will develop district-wide guidelines and procedures and determine the form(s) of Naloxone to be used within the school district (nasal, auto injector, manual injector) and the method and manner of arranging for the financing and purchasing, storage and use of Naloxone to be approved by the school board. Once approved by the school board, these guidelines and procedures will be attached and incorporated into this policy. At a minimum, these guidelines and procedures will:
  - a. Ensure that when Naloxone is administered, school district employees must activate the community emergency response system (911) to ensure additional medical support due to the limited temporary effect of Naloxone and the continued need of recipients of additional medical care;
  - b. Require school district employees to contact a school district healthcare professional to obtain medical assistance for the recipient of the Naloxone, if possible, pending arrival of emergency personnel;
  - c. Direct school district employees to make immediate attempts to determine if the recipient is a minor and, if so, locate the identity of the parent or guardian of the minor and ensure contact with that parent or guardian is made as soon as possible after administration of the Naloxone for the purpose of informing the parent or guardian of the actions that have been taken; and
  - d. Require school district staff to inform the building administrator or other administrator overseeing an event or activity of the administration of Naloxone, as well as the Naloxone Coordinator, after taking necessary immediate emergency steps.
4. The District Planning Team will determine the type and method of annual training, identify staff members at each school site to be trained and coordinate the implementation of the training with the assistance of the Naloxone Coordinator.

E. Site Planning Teams

1. In consultation with the District Planning Team, the administrator at each school site may establish, in the manner the superintendent or Naloxone Coordinator deems appropriate, a Site Planning Team within the school site.
2. The Site Planning Team will be responsible for the coordination and implementation of this policy, district-wide guidelines and procedures within the school site and will develop and implement any specific guidelines and procedure for the storage and use of Naloxone within the school site in a manner consistent with this policy and district wide procedures and guidelines.

F. School District Staff

School district staff members will be responsible for attending all required training pertaining to the policy, procedures and guidelines for the storage and use of Naloxone and performing any assigned responsibilities pursuant to the guidelines and procedures.

## **V. NALOXONE STORAGE**

- A. The Site Planning Team will select numerous Naloxone storage locations within the school site and outside the school site when activities are conducted off school grounds (i.e., transportation services, field trips, etc.).

***[Note: School districts may decide that Naloxone will not be sent on field trips, transportation or activities that occur outside of the typical school day or off school property and may modify this statement accordingly. If Naloxone is provided during these auxiliary activities, schools should ensure that it is only provided if there is an available trained staff member to administer it and that the medication can be safely and legally stored and transported.]***

- B. The selected storage locations of Naloxone will be classified as non-public "security information" as the school board has determined that the disclosure of this data to the general public would be likely to substantially jeopardize the security of the medication that could be subject to theft, tampering, and improper use. Therefore, the identity of the storage locations will be shared only with those school district staff members whom the District Planning Team or Site Team have determined need access to this information to aid public health and safety as determined in the procedures and guidelines.
- C. Stock Naloxone will be clearly labeled, monitored for expiration dates, and stored in a secured location that is accessible by trained staff as set forth in paragraph V.B.

## **VI. Privacy Protections**

The school district will maintain the privacy of students and staff related to the administration of Naloxone as required by law.

**Legal References:** Minn. Stat. § 13.32 (Educational Data)  
Minn. Stat. § 13.43 (Personnel Data)  
Minn. Stat. § 13.37 (General Nonpublic Data)  
Minn. Stat. § 121A.21 (School Health Services)  
Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)  
Minn. Stat. § 121A.224 (Opiate Antagonists)  
Minn. Stat. § 144.344 (Emergency Treatment)  
Minn. Stat. § 148.235 (Prescribing Drugs and Therapeutic Devices)  
Minn. Stat. § 151.37 (Legend Drugs; Who May Prescribe, Possess)  
Minn. Stat. § 152.01 (Definitions)  
Minn. Stat. § 152.02 (Schedules of Controlled Substances)  
Minn. Stat. § 604A.01 (Good Samaritan Law)  
Minn. Stat. § 604A.015 (School Bus Driver Immunity from Liability)  
Minn. Stat. § 604A.04 (Good Samaritan Overdose Prevention)  
Minn. Stat. § 604A.05 (Good Samaritan Overdose Medical Assistance)  
Minn. R. Pt. 6800.4220 (Schedule II Controlled Substances)  
20 U.S.C. § 1232g (Family Educational and Privacy Rights)

**Cross Reference:** MSBA/MASA Model Policy 516 (Student Medication)  
Minnesota Department of Health Toolkit on the Administration of Naloxone  
516.5-4



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<sup>i</sup> Naloxone is the medication that reverses an opioid overdose. Narcan® is the brand name for the intranasal applicator (nasal spray) form of naloxone. Naloxone usually refers to an intramuscular (IM) naloxone form that comes in a vial and is administered with a syringe, normally dispensed as an "IM kit."