

GOODHUE COUNTY EDUCATION DISTRICT BOARD AGENDA

Thursday, September 24, 2020 at 7:00 PM

River Bluff Education Center, Red Wing

395 Guernsey Ln

Red Wing, MN 55066

AGENDA

I. Call to Order/Adoption of Agenda: Action

II. Consent Agenda: Action

A. Approval of Claims: Arlen Diercks (please come in 15 minutes early)

Goodhue County Ed District Payment Reg by Bank and Check

Co	Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Print	Recon	Void	Curr	Pay/Void Date	Amount
6051	MERC		34776		Wire	1	04060	PERA-PUBLIC EMPLOYEES RETIREMT	No	Yes	No	USD	08/31/2020	4,688.50
6051	MERC		34777		Wire	1	04062	MN TEACHERS RETIREMENT ASSOC	No	Yes	No	USD	08/31/2020	34,509.70
6051	MERC		34778		Wire	1	2284	E. B. C., LLC /ACS	No	Yes	No	USD	08/31/2020	10,827.67
6051	MERC		34779		Wire	1	2392	US Dept of Treasury	No	Yes	No	USD	08/31/2020	58,471.47
6051	MERC		34780		Wire	1	2396	MN Dept of Revenue	No	Yes	No	USD	08/31/2020	9,587.58
6051	MERC		34781		Wire	1	2501	Merchants Bank	No	Yes	No	USD	08/31/2020	2,237.01
6051	MERC		34811		Wire	1	1280	DELTA DENTAL PLAN OF MN	No	No	No	USD	09/03/2020	4,574.30
6051	MERC		34812		Wire	1	2216	KWIK TRIP EXTENDED NETWORK	No	No	No	USD	09/03/2020	12.78
6051	MERC		34813		Wire	1	3460	UNIFIED CARRIER REGISTRATION	No	No	No	USD	09/03/2020	363.00
6051	MERC		34846		Wire	1	04060	PERA-PUBLIC EMPLOYEES RETIREMT	No	No	No	USD	09/16/2020	5,177.61
6051	MERC		34847		Wire	1	04062	MN TEACHERS RETIREMENT ASSOC	No	No	No	USD	09/16/2020	35,757.56
6051	MERC		34848		Wire	1	2216	KWIK TRIP EXTENDED NETWORK	No	No	No	USD	09/16/2020	34.73
6051	MERC		34849		Wire	1	2284	E. B. C., LLC /ACS	No	No	No	USD	09/16/2020	12,871.96
6051	MERC		34850		Wire	1	2392	US Dept of Treasury	No	No	No	USD	09/16/2020	61,833.34
6051	MERC		34851		Wire	1	2396	MN Dept of Revenue	No	No	No	USD	09/16/2020	10,199.04
6051	MERC		34852		Wire	1	2501	Merchants Bank	No	No	No	USD	09/16/2020	2,153.68
6051	MERC		34775	18492	Check	1	1984	E. B. C., LLC/Flex	Yes	No	No	USD	08/31/2020	896.83
6051	MERC		34774	18493	Check	1	09118	EDUCATION MN - GCED	Yes	No	No	USD	08/31/2020	2,354.02
6051	MERC		34788	18494	Check	1	09163	ALLEGRA	Yes	No	No	USD	09/03/2020	40.93
6051	MERC		34803	18495	Check	1	3284	ALLSTREAM	Yes	No	No	USD	09/03/2020	292.50
6051	MERC		34806	18496	Check	1	3415	AMAZON CAPITAL SERVICES	Yes	No	No	USD	09/03/2020	3,933.98
6051	MERC		34802	18497	Check	1	3230	CAREI	Yes	No	No	USD	09/03/2020	850.00
6051	MERC		34810	18498	Check	1	3459	CASE	Yes	No	No	USD	09/03/2020	200.00
6051	MERC		34805	18499	Check	1	3329	CHASE CARD SERVICES	Yes	No	No	USD	09/03/2020	7,415.66
6051	MERC		34791	18500	Check	1	2362	CHATFIELD PUBLIC SCHOOLS	Yes	No	No	USD	09/03/2020	2,252.36
6051	MERC		34784	18501	Check	1	00433	CITY OF RED WING	Yes	No	No	USD	09/03/2020	445.22
6051	MERC		34790	18502	Check	1	2284	E. B. C., LLC /ACS	Yes	No	No	USD	09/03/2020	115.41
6051	MERC		34809	18503	Check	1	3444	EDGENUITY INC	Yes	No	No	USD	09/03/2020	2,500.00
6051	MERC		34798	18504	Check	1	3117	EDMENTUM	Yes	No	No	USD	09/03/2020	532.00
6051	MERC		34799	18505	Check	1	3126	FERNBROOK FAMILY CENTER	Yes	No	No	USD	09/03/2020	11,530.07
6051	MERC		34787	18506	Check	1	09162	HILLYARD FLOOR CARE SUPPLY	Yes	No	No	USD	09/03/2020	1,280.78
6051	MERC		34795	18507	Check	1	2780	HOUGHTON MIFFLIN HARCOURT PUBL	Yes	No	No	USD	09/03/2020	5,600.00
6051	MERC		34789	18508	Check	1	2174	INNOVATIVE OFFICE SOLUTIONS	Yes	No	No	USD	09/03/2020	260.91
6051	MERC		34796	18509	Check	1	2865	INTELLICENTS	Yes	No	No	USD	09/03/2020	1,250.00
6051	MERC		34783	18510	Check	1	00367	KENYON-WANAMINGO PUBLIC SCHOC	Yes	No	No	USD	09/03/2020	1,589.36
6051	MERC		34793	18511	Check	1	2435	LEARNING A-Z	Yes	No	No	USD	09/03/2020	209.95
6051	MERC		34804	18512	Check	1	3296	MUTUAL OF OMAHA	Yes	No	No	USD	09/03/2020	2,403.07
6051	MERC		34801	18513	Check	1	3164	PARKER ELECTRIC	Yes	No	No	USD	09/03/2020	346.08
6051	MERC		34782	18514	Check	1	00245	READ NATURALLY	Yes	No	No	USD	09/03/2020	2,584.00

Goodhue County Ed District Payment Reg by Bank and Check

Co	Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Print	Recon	Void	Curr	Pay/Void Date	Amount
6051	MERC		34785	18515	Check	1	00443	RED WINGACE HARDWARE	Yes	No	No	USD	09/03/2020	5.66
6051	MERC		34786	18516	Check	1	09129	RED WING IND SCHOOL DIST 256	Yes	No	No	USD	09/03/2020	50,184.00
6051	MERC		34807	18517	Check	1	3419	SFRC, LLC-TERRAFORM POWER	Yes	No	No	USD	09/03/2020	4,862.41
6051	MERC		34808	18518	Check	1	3439	TOTEM PD	Yes	No	No	USD	09/03/2020	5,375.00
6051	MERC		34797	18519	Check	1	3011	U.S. BANK EQUIPMENT FINANCE	Yes	No	No	USD	09/03/2020	477.00
6051	MERC		34792	18520	Check	1	2424	WAL-MART COMMUNITY	Yes	No	No	USD	09/03/2020	567.99
6051	MERC		34800	18521	Check	1	3160	WOODARD, LINDSAY	Yes	No	No	USD	09/03/2020	75.00
6051	MERC		34794	18522	Check	1	2645	WPS PUBLISHING	Yes	No	No	USD	09/03/2020	415.80
6051	MERC		34841	18523	Check	1	3415	AMAZON CAPITAL SERVICES	Yes	No	No	USD	09/16/2020	1,529.43
6051	MERC		34814	18524	Check	1	00510	ARNOLD'S SUPPLY & KLEENIT CO	Yes	No	No	USD	09/16/2020	313.00
6051	MERC		34823	18525	Check	1	1984	E. B. C., LLC/Flex	Yes	No	No	USD	09/16/2020	771.83
6051	MERC		34831	18526	Check	1	2871	EMC Insurance Companies	Yes	No	No	USD	09/16/2020	9,685.47
6051	MERC		34843	18527	Check	1	3437	FIREFLY COMPUTERS	Yes	No	No	USD	09/16/2020	2,307.00
6051	MERC		34829	18528	Check	1	2664	GOODHUE COUNTY HEALTH & HUMAN	Yes	No	No	USD	09/16/2020	375,873.00
6051	MERC		34837	18529	Check	1	3108	GOVERNMENT LEASING & FINANCE, LP	Yes	No	No	USD	09/16/2020	39,979.82
6051	MERC		34839	18530	Check	1	3360	JACK, NICOLE	Yes	No	No	USD	09/16/2020	71.76
6051	MERC		34833	18531	Check	1	2960	LANGUAGE LINE SERVICES	Yes	No	No	USD	09/16/2020	30.04
6051	MERC		34826	18532	Check	1	2440	LIBERTY'S RESTAURANT	Yes	No	No	USD	09/16/2020	161.62
6051	MERC		34844	18533	Check	1	3461	LIMINEX, INC	Yes	No	No	USD	09/16/2020	500.00
6051	MERC		34817	18534	Check	1	06646	MASA	Yes	No	No	USD	09/16/2020	299.00
6051	MERC		34815	18535	Check	1	00707	MENARD'S RED WING	Yes	No	No	USD	09/16/2020	131.10
6051	MERC		34816	18536	Check	1	02672	METRO SALES, INC.	Yes	No	No	USD	09/16/2020	162.93
6051	MERC		34830	18537	Check	1	2711	MN PEIP	Yes	No	No	USD	09/16/2020	61,967.04
6051	MERC		34824	18538	Check	1	2204	NASN	Yes	No	No	USD	09/16/2020	150.00
6051	MERC		34821	18539	Check	1	1300	OAKTREE PRODUCTS, INC.	Yes	No	No	USD	09/16/2020	69.00
6051	MERC		34828	18540	Check	1	2648	OTICON	Yes	No	No	USD	09/16/2020	1,076.00
6051	MERC		34820	18541	Check	1	1247	PESTOP, INC.	Yes	No	No	USD	09/16/2020	50.00
6051	MERC		34819	18542	Check	1	1150	PHONAK, LLC	Yes	No	No	USD	09/16/2020	25.00
6051	MERC		34845	18543	Check	1	3462	PYRAMID EDUCATIONAL CONSULTANT	Yes	No	No	USD	09/16/2020	572.00
6051	MERC		34818	18544	Check	1	09129	RED WING IND SCHOOL DIST 256	Yes	No	No	USD	09/16/2020	330,327.72
6051	MERC		34838	18545	Check	1	3309	RESOUND	Yes	No	No	USD	09/16/2020	104.95
6051	MERC		34840	18546	Check	1	3409	RIVERSIDE INSIGHTS	Yes	No	No	USD	09/16/2020	4,704.16
6051	MERC		34822	18547	Check	1	1468	RYAN MECHANICAL	Yes	No	No	USD	09/16/2020	142.50
6051	MERC		34842	18548	Check	1	3434	SCHOLASTIC	Yes	No	No	USD	09/16/2020	644.78
6051	MERC		34835	18549	Check	1	3078	SHRED-N-GO	Yes	No	No	USD	09/16/2020	49.29
6051	MERC		34836	18550	Check	1	3107	SPARTAN STORES, LLC.	Yes	No	No	USD	09/16/2020	14.25
6051	MERC		34832	18551	Check	1	2878	TALENT ASSESSMENT, INC	Yes	No	No	USD	09/16/2020	765.00
6051	MERC		34825	18552	Check	1	2324	TIERNEY BROTHERS, INC.	Yes	No	No	USD	09/16/2020	1,836.00
6051	MERC		34834	18553	Check	1	3011	U.S. BANK EQUIPMENT FINANCE	Yes	No	No	USD	09/16/2020	252.00

Goodhue County Ed District Payment Reg by Bank and Check

Co	Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Print	Recon	Void	Curr	Pay/Void Date	Amount
6051	MERC		34827	18554	Check	1	2645	WPS PUBLISHING	Yes	No	No	USD	09/16/2020	2,163.00
													Bank Total:	\$1,200,874.61
													Report Total:	\$1,200,874.61

B. Approval of August 27, 2020 Minutes

Goodhue County Education District 6051-61

Red Wing, MN

Regular Meeting

August 27th, 2020

River Bluff Education Center – via Zoom

7:00 PM

MEMBERS PRESENT: Jerry Stehr; Dawn Balow; Kevin Anderson; Arlen Diercks, Jim Wendt

MEMBERS ABSENT: Katie Lochner

OTHERS PRESENT: Cherie Johnson; Cindy Luhman, Nicole Jack

CALL TO ORDER/ADOPT THE AGENDA: Chair Dawn Balow called the meeting to order. Vice Chair Jim Wendt motioned to adopt the consent agenda. Member Jerry Stehr seconded, motion carried unanimous roll call. Kevin Anderson-yes; Arlen Diercks-yes; Jim Wendt-yes; Jerry Stehr-yes; Dawn Balow-yes

CONSENT AGENDA: Member Kevin Anderson motioned to approve the Consent Agenda. Chair Dawn Balow seconded with the change to the August 13th, 2020 minutes to add that Lake City school board meetings are hybrid and not ZOOM, motion carried by unanimous roll call. Arlen Diercks-yes; Jim Wendt-yes; Jerry Stehr-yes; Dawn Balow-yes; Kevin Anderson-yes

Approval of August 27th, 2020 minutes

Staff Updates:

1. **Resignations:**
2. **New Hires:**
3. **Transfers:**
4. **Retirement:**

Public Input:

Reports and Communication:

Business Manager Report: J. Paradis report on the 2019-20 budget as of 6/30/2020. We have earned \$10,098,900 or 76.74% of the revised revenue budget. We have expended \$11,370,844 or 84.63% of the revised expense budget. This an updated glance at the year-end for 2019-20. There are still many receivables and payables to be booked before we have final numbers. The annual audit is scheduled for Oct. 6-7. Cash flow has improved but still has low spots for the school year. Cash flow for next year has many low spots in 2021. Many can be managed by holding a few vendor payments another week or so. This assumes the 90/10 aid shift continues into 2020-21. July Bank Rec is included in your packet. J. Paradis did mention GCED did receive some CARES Act funds – enough to cover expenses to date. If we have additional expenditures we could receive that from the county.

Contingency Learning Plans: C. Johnson commented that there is a brand new form. The Contingency Learning Plan (CLP) form has been added to SpEd Forms, our online vendor. The plan will describe how services would be delivered to each child under each of the three possible learning scenarios. The CLP form auto-populates the following fields (allowing for a description of changes if needed): annual goals, how progress toward the annual goals will be measured and program modification, supports and adaptations in general and special education. These additional fields are completed by case managers: special education and related services; service delivery methods; child-specific paraprofessional support information and least restrictive environment explanation. CLP's need to be completed for every SWD. All parent/student meeting are being scheduled.

Reassigning Special Education Staff to Duties Outside Special Education: C. Johnson reported that last Spring under EO 20-02, special education staff funded with state special education funds, could be reassigned to other duties such as food service or child care and continue to report their duties as if no change had occurred. Districts continued to code these staff to state special education funding, they were paid with state special education dollars and these amounts were calculated into each districts special education MOE. This Fall, under EO 20-82, special education staff funded with state special education funds, can still be reassigned to other duties such as food service or child care. Reassigned special education staff will now report their new duties, districts will continue to code these staff to state special education funding, and they will be paid with state special education dollars. The change this fall is that these amounts will not be calculated into each districts special education MOE. We will need to monitor this closely to adjust spending to balance any reductions to effort.

Guidance for Delivering Direct Services: Staff Protective Equipment: C. Johnson commented that there is 203 staff that we need to provide PPE to throughout the county. C. Johnson shared the Guide for Choosing Protective Equipment and went through some scenarios as to which staff is required and which staff would have the option to use. Gowns have been ordered and will be disseminated.

Masking Exemptions: Individuals with a medical condition, mental health condition, or disability that makes it unreasonable for the individual to maintain a face covering are able to wear an approved alternative or will be offered the accommodation of distance learning. This includes, but is not limited to, individuals who have a medical condition that compromises their ability to breathe, and individuals who are unconscious, incapacitated, or otherwise unable to remove a face covering without assistance. These individuals should consider using alternatives to face coverings, including clear face shields. C. Johnson reported that we will work through any requests on a case-by-case basis.

Fall Staff Development Plans: The professional development schedule for GCED staff is attached. In addition, the agenda for the GCED Back to School Event on August 27th is included. This event was for all licensed special education staff across the county. We had 163 staff attend via ZOOM. C. Johnson commented that we had Ben Springer as the keynote speaker. This was recorded for ZM staff as they were unable to attend this year. We also held our traditional TLC Day on August 26th.

District COVID-19 Response Plan: C. Johnson commented that because we share many services with Red Wing, the response plan is written in conjunction with Red

Wing. Every district must have a COVID-19 Preparedness Plan. The COVID-19 Preparedness Plan shall establish and explain the policies, practices and conditions the business will implement to meet the industry guidance for the school, plans must be communicated to staff and posted at the workplace in a manner that is accessible for staff to review. Our COVID-19 Preparedness Plan must include and describe how we will implement the following:

1. policies and procedures that assist in the identification of sick workers and ensure sick workers stay home;
2. implementation of engineering and administrative protocols for social distancing;
3. worker hygiene and source controls, including face coverings;
4. workplace building and ventilation protocols;
5. workplace cleaning and disinfecting protocols;
6. drop-off, pick-up and delivery protections and protocols; and
7. communications and training practices and protocols.

In addition to the above, the plan must also include protections and protocols included in specific industry guidance applicable to our district for circumstances that are typical, unique or specific to our school buildings, including the situations where exposure exists for staff, students and visitors. These additional protections and protocols include the following:

1. additional protections and protocols for staff, students and visitors;
2. additional protections and protocols for face coverings and personal protective equipment (PPE);
3. additional protections and protocol for access and assignment;
4. additional protections and protocol for sanitation and hygiene;
5. additional protections and protocols for work clothes and handwashing;
6. additional protections and protocol for distancing and barriers;
7. additional protections and protocols for managing occupancy; and
8. additional protocols to limit face-to-face interaction.

Return to School Plan Information for Parents: C. Johnson mentioned that information on our Return to School Plan has been mailed out to parents and put on our website. We want to share this information with the board and get feedback.

Old Business:

Second Reading of Policy 808: Vice Chair Jim Wendt motioned to approve Policy 808. Member Kevin Anderson seconded, motion carried by roll call vote. Jim Wendt-yes; Jerry Stehr-yes; Dawn Balow-yes; Kevin Anderson-yes; Arlen Diercks-yes

2020-2021 GCED School Calendar Changes: C. Johnson commented on the updates and changes on the 2020-2021 GCED school calendar were necessary due to implementation of the hybrid learning model at River Bluff and Tower View. Chair Dawn Balow motioned to approve the updated 2020-2021 GCED School Calendar. Member Arlen Diercks seconded, motion carried by roll call vote. Jerry Stehr-yes; Dawn Balow-yes; Kevin Anderson-yes; Arlen Diercks-yes; Jim Wendt-yes.

New Business:

COP Refunding: C. Johnson mentioned that due to historically low interest rates we are looking at refinancing our COPs. J. Paradis connected with BakerTilly and was able to get more information. With this reduced interest rate it could possibly save the taxpayers over an anticipated \$973,000. This does not need to go to all 7 board members for approval. Will need information from the districts

and business managers, early November. We are not committed to refinancing at this time, can pull out up until the sale date. J. Paradis will schedule a meeting with BakerTilly and will also need to meet with Moody's. We currently are at 5.62% interest rate and could reduce to 2.5% interest rate. If everything goes as planned a resolution authorizing the sale could possibly happen in September and then finalize in October.

Other:

Comments: Board/Director:

Next Meeting Date: September 24, 2020 @ 7:00 PM at River Bluff Education Center.

Adjournment: Vice Chair Jim Wendt motioned to adjourn. Member Kevin Anderson seconded. Motion carried.

C. Staff Updates:

1. **Resignations:** *Elizabeth Peterson, Paraprofessional - RBEC*
2. **New Hire:**
3. **Transfers:**
4. **Re-assignment:** *Melissa Carlson, ECSE Teacher - Colvill .15 overload Colvill Gen. Ed.*

III. **Public Input:**

IV. **Reports and Communication:**

- A. Business Manager Report

REVENUE & EXPENDITURE SUMMARY BY SOURCE, OBJECT SERIES & PROGRAM SERIES

GOODHUE COUNTY ED DISTRICT | June 30, 2020

REVENUE CATEGORIES	June 30,			Received YTD	Budget Remaining	% of Budget Received	% of Actuals Received	% of Actuals Received	Current YTD vs. PYTD	June 30, 2019	June 30, 2018
	June 30, 2018	June 30, 2019	Revised Budget								
STATE	3,421,200	3,213,240	3,689,037	2,859,994	829,043	77.53%	100.00%	100.00%	(353,246)	3,213,240	3,421,200
FEDERAL	1,969,656	1,770,360	1,895,113	977,153	917,960	51.56%	100.00%	100.00%	(793,207)	1,770,360	1,969,656
PROPERTY TAXES	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
LOCAL SALES, INS RECOVERY & JUDGEMENTS	1,230	307,386	3,327	5,053	(1,726)	151.87%	100.00%	100.00%	(302,333)	307,386	1,230
SALE OF BONDS & LOANS	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
INCOMING TRANSFERS FROM OTH FUNDS	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
LOCAL (FEES, INTEREST, ETC.)	6,782,223	7,127,507	7,572,194	6,351,301	1,220,893	83.88%	100.00%	100.00%	(776,205)	7,127,507	6,782,223
TOTALS	12,174,308	12,418,492	13,159,671	10,193,501	2,966,170	77.46%	100.00%	100.00%	(2,224,991)	12,418,492	12,174,308

EXPENDITURES (OBJECT SERIES)	June 30,			Expended YTD	Budget Remaining	% of Budget Expended	% of Actuals Expended	% of Actuals Expended	Current YTD vs. PYTD	June 30, 2019	June 30, 2018
	June 30, 2018	June 30, 2019	Revised Budget								
SALARIES & WAGES	5,626,092	5,919,959	6,393,250	6,337,951	55,299	99.14%	100.00%	100.00%	417,992	5,919,959	5,626,092
EMPLOYEE BENEFITS	1,412,416	1,495,180	1,666,307	1,617,678	48,629	97.08%	100.00%	100.00%	122,498	1,495,180	1,412,416
PURCHASED SERVICES	3,392,905	3,444,894	3,721,296	2,800,078	921,218	75.24%	100.00%	100.00%	(644,816)	3,444,894	3,392,905
SUPPLIES	411,013	377,522	444,208	228,874	215,334	51.52%	100.00%	100.00%	(148,648)	377,522	411,013
EQUIPMENT	1,034,238	1,057,823	1,190,091	1,115,955	74,136	93.77%	100.00%	100.00%	58,132	1,057,823	1,034,238
DEBT SERVICE	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
OTHER EXPENDITURES	41,782	53,630	21,159	19,779	1,380	93.48%	100.00%	100.00%	(33,851)	53,630	41,782
OTHER FINANCING USES	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
TOTALS	11,918,447	12,349,007	13,436,311	12,120,314	1,315,997	90.21%	100.00%	100.00%	(228,693)	12,349,007	11,918,447

EXPENDITURES (PROGRAM SERIES)	June 30,			Expended YTD	Budget Remaining	% of Budget Expended	% of Actuals Expended	% of Actuals Expended	Current YTD vs. PYTD	June 30, 2019	June 30, 2018
	June 30, 2018	June 30, 2019	Revised Budget								
SITE ADMINISTRATION	73,829	78,555	59,446	59,029	417	99.30%	100.00%	100.00%	(19,526)	78,555	73,829
DISTRICT ADMINISTRATION	124,308	125,920	112,225	99,448	12,777	88.61%	100.00%	100.00%	(26,472)	125,920	124,308
SUPPORT SERVICES	186,293	187,030	218,630	202,516	16,114	92.63%	100.00%	100.00%	15,487	187,030	186,293
REGULAR INSTRUCTION	1,460,269	1,457,714	1,534,281	827,496	706,785	53.93%	100.00%	100.00%	(630,218)	1,457,714	1,460,269
EXTRA-CURRICULAR ACTIVITIES	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
VOCATIONAL INSTRUCTION	298,845	295,462	313,508	308,151	5,357	98.29%	100.00%	100.00%	12,690	295,462	298,845
SPECIAL EDUCATION	6,860,327	6,998,990	7,717,900	7,410,459	307,441	96.02%	100.00%	100.00%	411,469	6,998,990	6,860,327
INSTRUCTIONAL SUPPORT	370,375	460,906	484,252	362,896	121,356	74.94%	100.00%	100.00%	(98,010)	460,906	370,375
PUPIL SUPPORT SERVICES	1,191,715	1,277,968	1,368,136	1,367,080	1,056	99.92%	100.00%	100.00%	89,112	1,277,968	1,191,715
FACILITIES	1,352,486	1,466,464	1,627,933	1,483,238	144,695	91.11%	100.00%	100.00%	16,775	1,466,464	1,352,486
OTHER FINANCING USES	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
TOTALS	11,918,447	12,349,007	13,436,311	12,120,314	1,315,997	90.21%	100.00%	100.00%	(228,693)	12,349,007	11,918,447

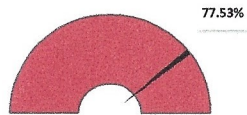
SUMMARY - ALL FUNDS	June 30,			YTD	Budget Remaining	% of Budget Expended	% of Actuals Expended	% of Actuals Expended	Current YTD vs. PYTD	June 30, 2019	June 30, 2018
	June 30, 2018	June 30, 2019	Revised Budget								
SUMMARY											
REVENUE	12,174,308	12,418,492	13,159,671	10,193,501	2,966,170	77.46%	100.00%	100.00%	(2,224,991)	12,418,492	12,174,308
EXPENDITURES	11,918,447	12,349,032	13,436,311	12,120,314	1,315,997	90.21%	100.00%	100.00%	(228,718)	12,349,032	11,918,447
SPENDING VARIANCE	255,861	69,460	(276,640)	(1,926,813)	N/A	N/A	N/A	N/A	(1,996,273)	69,460	255,861

REVENUE SUMMARY
GOODHUE COUNTY ED DISTRICT | June 30, 2020

DESCRIPTION		June 30,	June 30,	Current	Revenue	Budget	June 30,	June 30,	June 30,	Current YTD	June 30,	June 30,
		2018	2019	Budget	YTD	Remaining	% of Budget Received	% of Actuals Received	% of Actuals Received	vs. Prior YTD	2019	2018
LOCAL REVENUES												
021	RECEIPTS/MN SCH DIST	6,135,475	6,479,127	6,810,618	5,694,694	1,115,924	83.61%	100.00%	100.00%	(784,433)	6,479,127	6,135,475
050	STUDENT FEES	300	250	350	350	0	100.00%	100.00%	100.00%	100	250	300
071	MED. ASSISTANCE	6,728	0	125,500	0	125,500	0.00%	0.00%	100.00%	0	0	6,728
092	EARNINGS FR TEMP DEP	12,816	19,669	11,000	10,542	458	95.84%	100.00%	100.00%	(9,127)	19,669	12,816
093	RENTAL PROCEEDS	6,396	8,806	7,000	27,878	(20,878)	398.26%	100.00%	100.00%	19,072	8,806	6,396
096	DONATIONS	1,981	2,289	2,546	1,981	565	77.81%	100.00%	100.00%	(308)	2,289	1,981
099	MISC REVENUE	618,528	617,364	615,180	615,856	(676)	100.11%	100.00%	100.00%	(1,509)	617,364	618,528
Total LOCAL REVENUES		6,782,223	7,127,507	7,572,194	6,361,301	1,220,893	83.88%	100.00%	100.00%	(776,205)	7,127,507	6,782,223
STATE REVENUES												
211	GENERAL EDUCATION AID	132,709	100,251	149,608	134,647	14,961	90.00%	100.00%	100.00%	34,396	100,251	132,709
300	STATE AID	191,808	189,851	204,001	183,601	20,400	90.00%	100.00%	100.00%	(6,250)	189,851	191,808
360	TRAN-CONTRACT/PUB	3,038,655	2,859,014	3,328,649	2,535,467	793,182	76.17%	100.00%	100.00%	(323,547)	2,859,014	3,038,655
370	MISC REV THRU MDE	30,514	29,285	6,779	6,279	500	92.63%	100.00%	100.00%	(23,006)	29,285	30,514
397	TRA/PERA PENSION REVENUE	27,514	34,839	0	0	0	0.00%	100.00%	100.00%	(34,839)	34,839	27,514
Total STATE REVENUES		3,421,200	3,213,240	3,689,037	2,859,994	829,043	77.53%	100.00%	100.00%	(353,246)	3,213,240	3,421,200
FEDERAL REVENUES RECEIVED FROM STATE												
400	FEDERAL AIDS & GRANT	1,969,656	1,770,360	1,895,113	977,153	917,960	51.56%	100.00%	100.00%	(793,207)	1,770,360	1,969,656
Total REVENUES RECEIVED FROM STATE		1,969,656	1,770,360	1,895,113	977,153	917,960	51.56%	100.00%	100.00%	(793,207)	1,770,360	1,969,656
FEDERAL REVENUES RECEIVED FROM FED SOURCES												
500	FED REV RECEIVED DIRECT	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
Total FEDERAL REVENUES RECEIVED FROM FED SOURCES		0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
LOCAL SALES, INSURANCE RECOVERY, AND JUDGEMENTS												
619	Cost of Materials for Revenue Producing Activities	0	0	(500)	(433)	(67)	86.68%	0.00%	0.00%	(433)	0	0
620	RESALE	0	0	950	954	(4)	100.42%	0.00%	0.00%	954	0	0
622	SALE OF MATERIALS	1,230	143	2,000	522	1,478	26.08%	100.00%	100.00%	379	143	1,230
625	INSURANCE RECOVERY	0	0	877	4,010	(3,133)	457.29%	0.00%	0.00%	4,010	0	0
628	JUDGEMENTS FOR THE DISTRICT	0	307,243	0	0	0	0.00%	100.00%	0.00%	(307,243)	307,243	0
Total LOCAL SALES, INSURANCE RECOVERY, AND JUDGEMENTS		1,230	307,386	3,327	5,053	(1,726)	151.87%	100.00%	100.00%	(302,333)	307,386	1,230
SALE OF BONDS AND LOANS												
635	CERTIFICATS OF PARTIC. PROCEED	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
Total SALE OF BONDS AND LOANS		0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
GENERAL FUND TOTAL		12,174,308	12,418,492	13,159,671	10,193,501	2,966,170	77.48%	100.00%	100.00%	(2,224,991)	12,418,492	12,174,308

YTD % Received vs. PYTD % Received

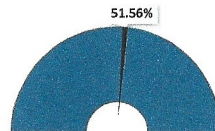
State Revenues YTD



Prior YTD State Revenues

100.00%

Federal Revenues YTD



Prior YTD Federal Revenues

100.00%

Property Taxes YTD



Prior Year to Date Property Taxes

#DIV/0!

Other Local YTD



Prior Year to Date Local Revenues

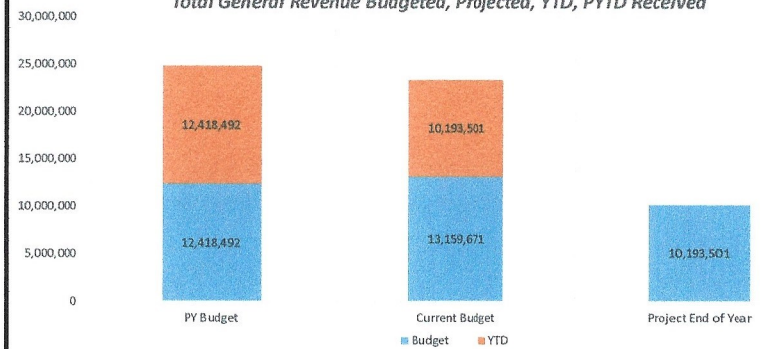
100.00%

Top 5 Revenues Received YTD by Source Code 3

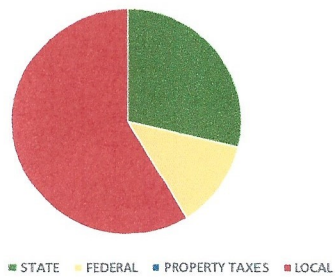
Variance from PYTD Received

	<i>Current YTD</i>	<i>Variance vs. PYTD Received</i>
1 GENERAL FUND TOTAL	\$10,193,501	-\$2,224,991
2 Total LOCAL REVENUES	\$6,351,301	-\$776,205
3 RECEIPTS/MN SCH DIST	\$5,694,694	-\$784,433
4 Total STATE REVENUES	\$2,859,994	-\$353,246
5 TRAN-CONTRACT/PUB	\$2,535,467	-\$323,547

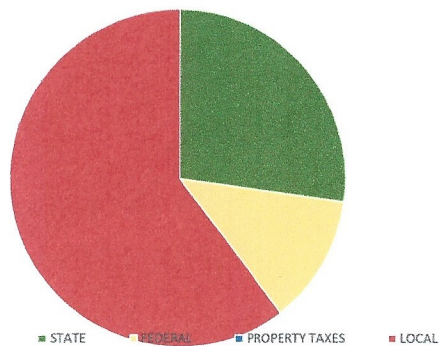
Total General Revenue Budgeted, Projected, YTD, PYTD Received



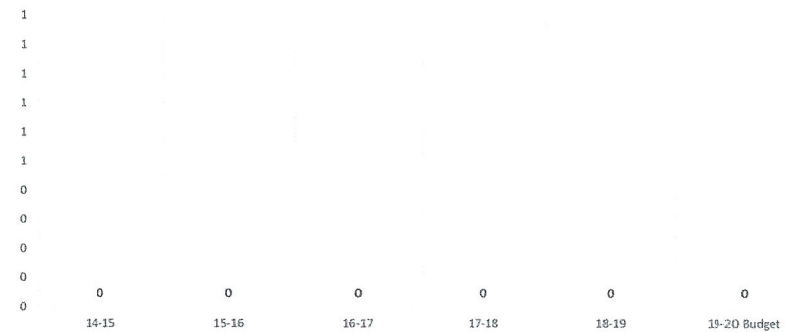
Current Year Revenue Budget



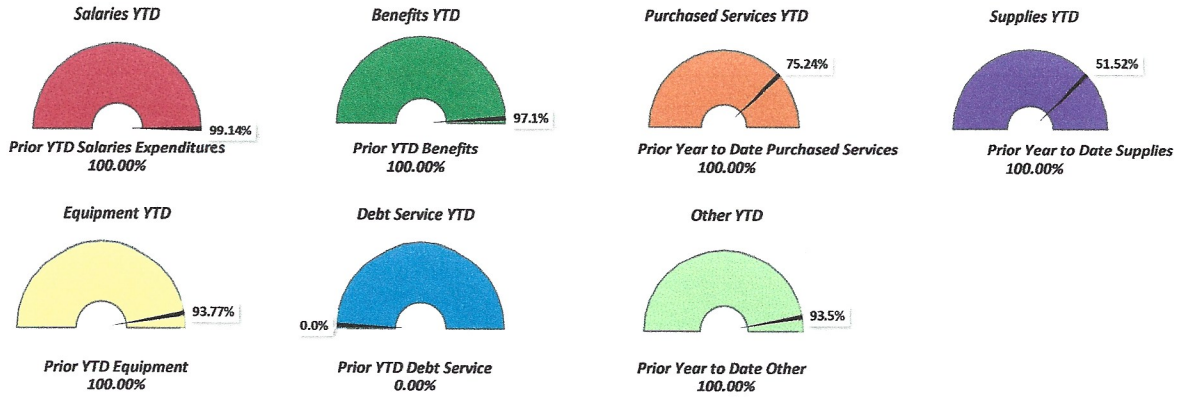
Prior Year Revenue Budget



End of Year ADM History



YTD % Expenditures vs. PYTD % Expenditures

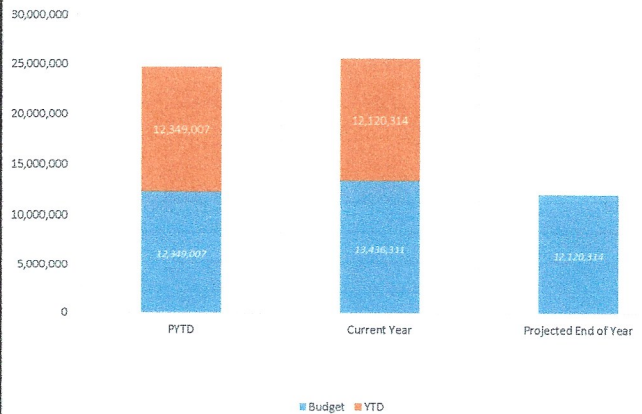


Top 10 Expenditures YTD by Object Code 3

Variance from PYTD Received

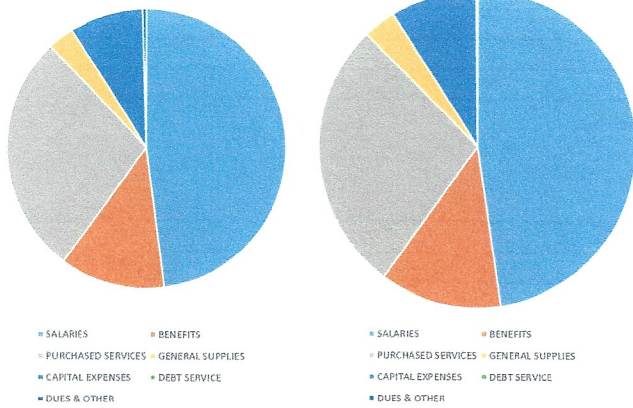
	Current YTD	Variance vs. PYTD
1 TOTAL PURCHASED SERVICES	\$2,800,078	-\$644,816
2 LICENSED CLASSROOM	\$2,140,310	\$206,636
3 TOTAL EMPLOYEE BENEFITS	\$1,617,678	\$122,498
4 ADMINISTRATION/SUPERVISIO	\$729,173	-\$20,863
5 SCHOOL PSYCHOLOGIST	\$678,136	\$54,618
6 SCHOOL SOCIAL WORKER	\$560,237	\$57,577
7 FICA/MEDICARE	\$464,356	\$32,332
8 EDUCATIONAL/SPEECH LANG. F	\$460,372	\$46,729
9 HEALTH INSURANCE	\$453,538	\$18,158
10 TRA (TEACHERS RETIREMENT A	\$394,478	\$36,777

Total General Expenditures Budgeted, Projected, YTD and , PYTD Expended

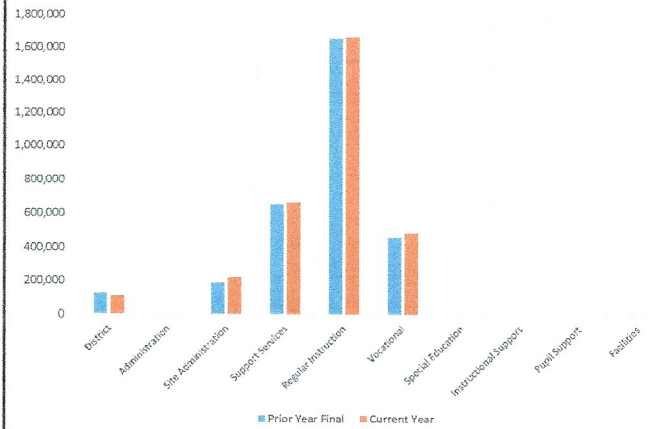


Prior Year Final Exp Budget

Current Year Exp Budget



Prior Year Final and Current Expenditures by Program



EXPENDITURES BY OBJECT CODE

GOODHUE COUNTY ED DISTRICT | June 30, 2020

DESCRIPTION	June 30, 2018	June 30, 2019	Revised Budget	Expenses YTD	Budget Remaining	June 30,	June 30,	June 30,	Current YTD vs. Prior YTD	June 30, 2019	June 30, 2018
						% of Budget Expended	% of Actuals Expended	% of Actuals Expended			
110 ADMINISTRATION/SUPERVISION	666,866	750,036	726,048	729,173	(3,125)	100.43%	100.00%	100.00%	(20,863)	750,036	666,866
140 LICENSED CLASSROOM TEACHER	1,741,374	1,933,673	2,120,337	2,140,310	(19,973)	100.94%	100.00%	100.00%	206,636	1,933,673	1,741,374
141 NON-LICENSED CLASSROOM PERSONNEL	0	0	1,798	0	1,798	0.00%	0.00%	0.00%	0	0	0
143 LICENSED INSTRUCTIONAL SUPPORT	462,832	284,595	324,438	269,261	55,177	82.99%	100.00%	100.00%	(15,335)	284,595	462,832
145 SUBSTITUTE TEACHER SALARIES	7,165	191	1,000	0	1,000	0.00%	100.00%	100.00%	(191)	191	7,165
146 SUBSTITUTE NON-LICENSED CLASSROOM	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
150 PHYSICAL THERAPIST	129,426	132,992	137,670	138,070	(400)	100.29%	100.00%	100.00%	5,078	132,992	129,426
151 OCCUPATIONAL THERAPIST	217,067	224,109	232,412	233,813	(1,401)	100.60%	100.00%	100.00%	9,704	224,109	217,067
152 EDUCATIONAL/SPEECH LANG. PATHOLOGIST	273,597	413,643	456,512	460,372	(3,860)	100.85%	100.00%	100.00%	46,729	413,643	273,597
153 AUDIOLOGIST	61,026	62,475	64,500	64,500	(0)	100.00%	100.00%	100.00%	2,025	62,475	61,026
154 SCHOOL NURSE	101,989	105,756	109,505	110,204	(699)	100.64%	100.00%	100.00%	4,448	105,756	101,989
155 LICENSED NURSING SERVICES	21,741	21,407	24,439	27,433	(2,994)	112.25%	100.00%	100.00%	6,025	21,407	21,741
156 SCHOOL SOCIAL WORKER	443,050	502,660	557,995	560,237	(2,242)	100.40%	100.00%	100.00%	57,577	502,660	443,050
157 SCHOOL PSYCHOLOGIST	578,339	623,518	688,589	678,136	10,453	98.48%	100.00%	100.00%	54,618	623,518	578,339
161 CERT. PARA & PERSONAL CARE ASSISTANTS	312,478	368,703	373,783	368,768	5,015	98.66%	100.00%	100.00%	66	368,703	312,478
162 CERT. ONE-TO-ONE PARAPROFESSIONALS	101,949	20,664	75,855	55,433	20,422	73.08%	100.00%	100.00%	34,770	20,664	101,949
163 FOREIGN LANGUAGE INTERPRETER	0	0	0	142	(142)	0.00%	0.00%	0.00%	142	0	0
164 INTERPRETER FOR THE DEAF	59,295	58,534	58,888	58,315	573	99.03%	100.00%	100.00%	(218)	58,534	59,295
170 NON-INSTRUCTIONAL SUPPORT	195,831	178,162	175,085	178,355	(3,270)	101.87%	100.00%	100.00%	194	178,162	195,831
174 THERAPUTIC RECREATIONAL SERVICES	42,886	40,039	77,486	39,272	38,214	50.68%	100.00%	100.00%	(786)	40,039	42,886
185 OTHER SALARY PAYMENTS (LICENSED)	164,349	152,706	143,981	182,672	(38,691)	126.87%	100.00%	100.00%	29,966	152,706	164,349
186 OTHER SALARY PAYMENTS (NON-LICENSED)	44,832	46,097	42,929	43,484	(555)	101.29%	100.00%	100.00%	(2,613)	46,097	44,832
TOTAL SALARIES AND WAGES	5,626,092	5,919,959	6,393,250	6,337,951	55,299	99.14%	100.00%	100.00%	417,992	5,919,959	5,626,092
EMPLOYEE BENEFITS											
210 FICA/MEDICARE	408,271	432,024	480,532	464,356	16,176	96.63%	100.00%	100.00%	32,332	432,024	408,271
214 PERA (PUBLIC EMPLOYEE RETIREMENT)	81,649	78,631	83,817	81,941	1,876	97.76%	100.00%	100.00%	3,309	78,631	81,649
218 TRA (TEACHERS RETIREMENT ASSOCIATION)	328,540	357,700	396,908	394,478	2,430	99.39%	100.00%	100.00%	36,777	357,700	328,540
220 HEALTH INSURANCE	419,373	435,380	473,173	453,538	19,635	95.85%	100.00%	100.00%	18,158	435,380	419,373
230 LIFE INSURANCE	7,060	7,070	8,652	8,626	26	99.70%	100.00%	100.00%	1,556	7,070	7,060
235 DENTAL INSURANCE	16,274	16,349	18,284	16,831	1,453	92.05%	100.00%	100.00%	483	16,349	16,274
240 LONG TERM DISABILITY INSURANCE	9,977	7,831	8,050	9,509	(1,459)	118.12%	100.00%	100.00%	1,678	7,831	9,977
250 TAX SHELTERED ANNUITIES/MN DEFERRED	59,567	68,848	91,593	88,920	2,673	97.08%	100.00%	100.00%	20,072	68,848	59,567
251 - EMPLOYER SPONSORED HEALTH AND DENTAL	0	0	5,000	4,983	17	99.66%	0.00%	0.00%	4,983	0	0
270 WORKERS COMPENSATION	81,640	85,951	92,798	93,312	(514)	100.55%	100.00%	100.00%	7,361	85,951	81,640
280 UNEMPLOYMENT COMPENSATION	64	5,395	7,500	1,185	6,315	15.80%	100.00%	100.00%	(4,210)	5,395	64
TOTAL EMPLOYEE BENEFITS	1,412,416	1,495,180	1,666,307	1,617,678	48,629	97.08%	100.00%	100.00%	122,498	1,495,180	1,412,416
PURCHASED SERVICES											
303 FEDERAL SUB AWARDS AND SUB CONTRACTS	388,337	424,033	430,058	349,324	80,734	81.23%	100.00%	100.00%	(74,710)	424,033	388,337
304 FEDERAL SUB AWARDS AND SUB CONTRACTS	419,436	496,942	464,355	442,441	21,914	95.28%	100.00%	100.00%	(54,501)	496,942	419,436
305 CONSULTING FEES/FEES FOR SERVICES	203,252	204,595	225,527	155,165	70,362	68.80%	100.00%	100.00%	(49,430)	204,595	203,252
307 CONTRACTED SUBS FOR SPECIAL EDUCATION	62,995	34,924	43,800	38,237	5,563	87.30%	100.00%	100.00%	3,313	34,924	62,995
308 FEDERAL TUITION BILL PAYMENTS	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
309 FEDERAL TUITION BILL PAYMENTS IN	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
315 REPAIRS AND MAINTENANCE FOR COMMUNITY	7,349	0	6,722	0	6,722	0.00%	0.00%	100.00%	0	0	7,349
316 SERVICES PURCHASED FROM OTHER AGENCIES	5,720	4,439	6,002	6,002	0	100.00%	100.00%	100.00%	1,564	4,439	5,720
320 COMMUNICATION SERVICES	18,516	18,215	22,000	18,564	3,436	84.38%	100.00%	100.00%	350	18,215	18,516
329 POSTAGE AND PARCEL SERVICES	4,209	3,006	4,000	3,858	142	96.44%	100.00%	100.00%	852	3,006	4,209
330 UTILITY SERVICES	43,826	49,817	55,000	37,977	17,023	69.05%	100.00%	100.00%	(11,841)	49,817	43,826
340 INSURANCE	32,807	35,885	40,000	38,991	1,009	97.48%	100.00%	100.00%	3,106	35,885	32,807
350 REPAIRS AND MAINTENANCE	90,300	137,199	150,641	157,963	(7,322)	104.86%	100.00%	100.00%	20,764	137,199	90,300
360 TRANSPORTATION CONTRACTS WITH	0	5,795	6,301	765	5,536	12.13%	100.00%	0.00%	(5,030)	5,795	0
365 INTERDEPARTMENTAL TRANSPORTATION	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
366 TRAVEL, CONVENTIONS, AND CONFERENCE	183,869	155,850	199,679	157,004	42,675	78.63%	100.00%	100.00%	1,154	155,850	183,869
368 OUT-OF-STATE TRAVEL, FEDERAL REVENUE	6,309	4,395	5,750	5,746	4	99.92%	100.00%	100.00%	1,351	4,395	6,309
370 OPERATING LEASES OR RENTALS	15,300	15,300	15,606	15,760	(154)	100.99%	100.00%	100.00%	460	15,300	15,300

DESCRIPTION	June 30, 2018	June 30, 2019	Revised Budget	Expenses YTD	Budget Remaining	June 30,	June 30,	June 30,	Current YTD vs. Prior YTD	June 30, 2019	June 30, 2018
						% of Budget Expended	% of Actuals Expended	% of Actuals Expended			
389 STAFF TUITION AND OTHER REIMBUR	1,134	0	0	0	0	0.00%	0.00%	100.00%	0	0	1,134
390 TUITION TO OTHER DISTRICTS	0	0	0	417	(417)	0.00%	0.00%	0.00%	417	0	0
391 PAYMENTS TO MN ISD'S (COST SHAR	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
393 SPECIAL EDUCATION AND TRANSITIO	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
394 PAYMENTS FOR EDUCATIONAL PURP	908,636	823,072	917,500	915,023	2,477	99.73%	100.00%	100.00%	91,951	823,072	908,636
396 SALARY PURCHASED FROM ANOTHEI	758,779	771,876	850,693	339,922	510,771	39.96%	100.00%	100.00%	(431,954)	771,876	758,779
397 BENEFITS PURCHASED FROM ANOTH-	242,131	259,551	277,662	116,920	160,742	42.11%	100.00%	100.00%	(142,630)	259,551	242,131
TOTAL PURCHASED SERVICES	3,392,905	3,444,894	3,721,296	2,800,078	921,218	75.24%	100.00%	100.00%	(644,816)	3,444,894	3,392,905
SUPPLIES											
401 SUPPLIES AND MATERIALS-NON INST	64,094	51,335	58,679	31,851	26,828	54.28%	100.00%	100.00%	(19,484)	51,335	64,094
405 NON INSTRUCTIONAL COMPUTER SO	42,848	82,962	74,367	74,972	(605)	100.81%	100.00%	100.00%	(7,991)	82,962	42,848
406 INSTRUCTIONAL SOFTWARE LICENSE	77,524	35,563	73,315	37,665	35,650	51.37%	100.00%	100.00%	2,102	35,563	77,524
430 SUPPLIES AND MATERIALS-NON-INDI'	14,511	13,934	11,095	3,331	7,764	30.02%	100.00%	100.00%	(10,604)	13,934	14,511
433 SUPPLIES AND MATERIALS - INDIVIDL	149,313	84,500	107,810	18,087	89,723	16.78%	100.00%	100.00%	(66,413)	84,500	149,313
440 FUELS	2,537	13,893	17,000	10,433	6,567	61.37%	100.00%	100.00%	(3,460)	13,893	2,537
455 NON- INSTRUCTIONAL TECHNOLOGY	1,981	31,436	3,500	355	3,145	10.14%	100.00%	100.00%	(31,081)	31,436	1,981
456 INSTRUCTIONAL TECHNOLOGY SUPP	2,823	14,780	15,050	2,810	12,240	18.67%	100.00%	100.00%	(11,970)	14,780	2,823
460 TEXTBOOKS AND WORKBOOKS	4,683	950	33,313	2,060	31,253	6.18%	100.00%	100.00%	1,109	950	4,683
461 STANDARDIZED TESTS	37,733	36,620	40,180	39,680	500	98.76%	100.00%	100.00%	3,060	36,620	37,733
465 NON- INSTRUCTIONAL TECHNOLOGY	7,371	714	715	0	715	0.00%	100.00%	100.00%	(714)	714	7,371
466 INSTRUCTIONAL TECHNOLGY DEVICE	0	3,666	2,284	2,063	221	90.34%	100.00%	0.00%	(1,603)	3,666	0
490 FOOD	5,595	7,168	6,900	5,568	1,332	80.69%	100.00%	100.00%	(1,600)	7,168	5,595
TOTAL SUPPLIES	411,013	377,522	444,208	228,874	215,334	51.52%	100.00%	100.00%	(148,648)	377,522	411,013
SUPPLIES & EQUIPMENT											
520 BUILDING ACQUISITION OR CONSTRL	0	0	42,343	760	41,583	1.79%	0.00%	0.00%	760	0	0
530 OTHER EQUIPMENT PURCHASED	5,049	23,163	57,230	50,446	6,784	88.15%	100.00%	100.00%	27,283	23,163	5,049
533 OTHER EQUIP. PURCHASED FOR SPE	0	0	2,312	0	2,312	0.00%	0.00%	0.00%	0	0	0
550 OTHER VEHICLES PURCHASED	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
555 CAPITALIZED NON-INSTRUCTIONAL T	(8,800)	0	50,000	15,623	34,377	31.25%	0.00%	100.00%	15,623	0	(8,800)
556 CAPATALIZED TECHNOLOGY HARDW.	3,129	0	0	10,920	(10,920)	0.00%	0.00%	100.00%	10,920	0	3,129
580 PRINCIPAL ON CAPITAL LEASE/INSTA	396,372	412,986	429,640	427,986	1,654	99.62%	100.00%	100.00%	15,000	412,986	396,372
581 INTEREST ON CAPITAL LEASE/INSTAL	633,588	618,774	603,320	604,974	(1,654)	100.27%	100.00%	100.00%	(13,800)	618,774	633,588
590 OTHER CAPITAL EXPENDITURES	4,900	2,900	5,246	5,246	0	100.00%	100.00%	100.00%	2,346	2,900	4,900
TOTAL SUPPLIES & EQUIPMENT	1,034,238	1,057,823	1,190,091	1,115,955	74,136	93.77%	100.00%	100.00%	58,132	1,057,823	1,034,238
OTHER EXPENDITURES											
810 JUDGMENTS AGAINST THE SCHOOL I	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
820 DUES, MEMBERSHIP, LICENSE AND C	14,268	18,791	21,655	20,127	1,528	92.94%	100.00%	100.00%	1,336	18,791	14,268
891 TRA AND PERA SPECIAL FUNDING SI	27,514	34,839	0	0	0	0.00%	100.00%	100.00%	(34,839)	34,839	27,514
895 FEDERAL AND NONPUBLIC INDIRECT	0	(0)	(596)	(0)	(596)	0.00%	100.00%	0.00%	0	(0)	0
896 TAXES, SPECIAL ASSESSMENTS AND	0	0	100	(348)	448	-347.61%	0.00%	0.00%	(348)	0	0
TOTAL OTHER EXPENDITURES	41,782	53,630	21,159	19,779	1,380	93.48%	100.00%	100.00%	(33,851)	53,630	41,782
OTHER FINANCING USES											
910 PERMANENT TRANSFERS TO OTHER	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
TOTAL OTHER FINANCING USES	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
GENERAL FUND TOTAL	11,918,447	12,349,007	13,436,311	12,120,314	1,315,997	90.21%	100.00%	100.00%	(228,693)	12,349,007	11,918,447

EXPENDITURES BY PROGRAM CODE

GOODHUE COUNTY ED DISTRICT | June 30, 2020

DESCRIPTION	June 30, 2018	June 30, 2019	Revised Budget	Expenses YTD	Budget Remaining	June 30,	June 30,	June 30,	Current YTD vs. Prior YTD	June 30, 2019	June 30, 2018
						% of Budget Expended	% of Actuals Expended	% of Actuals Expended			
DISTRICT ADMINISTRATION											
010 BOARD OF EDUCATION	21,171	21,042	25,822	16,440	9,382	63.67%	100.00%	100.00%	(4,602)	21,042	21,171
030 INSTRUCTIONAL ADMINISTRATION	103,137	104,878	86,403	83,008	3,395	96.07%	100.00%	100.00%	(21,869)	104,878	103,137
TOTAL - DISTRICT ADMINISTRATION	124,308	125,920	112,225	99,448	12,777	88.61%	100.00%	100.00%	(26,472)	125,920	124,308
SITE ADMINISTRATION											
050 SCHOOL ADMINISTRATION	73,829	78,555	59,446	59,029	417	99.30%	100.00%	100.00%	(19,526)	78,555	73,829
TOTAL - SITE ADMINISTRATION	73,829	78,555	59,446	59,029	417	99.30%	100.00%	100.00%	(19,526)	78,555	73,829
SUPPORT SERVICES											
105 GENERAL ADMINISTRATIVE SUPPORT	81,334	80,606	92,495	85,805	6,690	92.77%	100.00%	100.00%	5,198	80,606	81,334
110 BUSINESS SUPPORT SERVICES	104,959	106,423	126,135	116,712	9,423	92.53%	100.00%	100.00%	10,288	106,423	104,959
TOTAL - SUPPORT SERVICES	186,293	187,030	218,630	202,516	16,114	92.63%	100.00%	100.00%	15,487	187,030	186,293
REGULAR INSTRUCTION											
203 EDUCATION - ELEMENTARY GENERAL	140,896	110,604	111,616	0	111,616	0.00%	100.00%	100.00%	(110,604)	110,604	140,896
205 TITLE III, PART A - ENG. LNG. ACQU., LNG. ENH & ACQ.	16,500	16,477	20,754	14,562	6,192	70.16%	100.00%	100.00%	(1,915)	16,477	16,500
211 EDUCATION - SECONDARY GENERAL	639,051	651,218	665,395	77,824	587,571	11.70%	100.00%	100.00%	(573,394)	651,218	639,051
219 ENGLISH LEARNER (EL)	313,457	329,795	339,713	365,688	(25,975)	107.65%	100.00%	100.00%	35,893	329,795	313,457
220 ENGLISH (LANGUAGE ARTS)	57,878	60,325	69,270	63,448	5,822	91.59%	100.00%	100.00%	3,123	60,325	57,878
240 HEALTH, PHYSICAL EDUCATION AND RECREATION	8,112	6,055	6,254	6,126	128	97.96%	100.00%	100.00%	71	6,055	8,112
250 FAMILY LIVING SCIENCE	81,040	74,805	79,512	79,279	233	99.71%	100.00%	100.00%	4,474	74,805	81,040
255 INDUSTRIAL EDUCATION	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
256 MATHEMATICS	68,296	69,186	74,313	74,844	(531)	100.71%	100.00%	100.00%	5,657	69,186	68,296
260 NATURAL SCIENCES	75,915	77,398	96,555	80,887	15,668	83.77%	100.00%	100.00%	3,488	77,398	75,915
270 SOCIAL SCIENCES/SOCIAL STUDIES	59,123	61,850	70,899	64,840	6,059	91.45%	100.00%	100.00%	2,990	61,850	59,123
TOTAL - REGULAR INSTRUCTION	1,460,269	1,457,714	1,534,281	827,496	706,785	53.93%	100.00%	100.00%	(630,218)	1,457,714	1,460,269
VOCATIONAL INSTRUCTION											
380 SPECIAL NEEDS	237,236	231,496	244,605	240,088	4,517	98.15%	100.00%	100.00%	8,592	231,496	237,236
399 CAREER AND TECHNICAL - GENERAL	61,608	63,966	68,903	68,063	840	98.78%	100.00%	100.00%	4,097	63,966	61,608
TOTAL - VOCATIONAL INSTRUCTION	298,844	295,462	313,508	308,151	5,357	98.29%	100.00%	100.00%	12,690	295,462	298,844
SPECIAL ED INSTRUCTION											
400 GENERAL SPECIAL EDUCATION	88,846	108,471	72,986	75,234	(2,248)	103.08%	100.00%	100.00%	(33,237)	108,471	88,846
401 SPEECH/LANGUAGE IMPAIRED	537,952	653,387	772,997	770,311	2,686	99.65%	100.00%	100.00%	116,923	653,387	537,952
402 DEVELOP. COGNITIVE DISAB.: MILD-MODERATE	115,442	111,947	148,410	118,134	30,276	79.60%	100.00%	100.00%	6,186	111,947	115,442
403 DEVELOP. COGNITIVE DISAB.: SEVERE-PROFOUND	17,399	4,915	16,619	16,599	20	99.88%	100.00%	100.00%	11,684	4,915	17,399
404 PHYSICALLY IMPAIRED	575,874	555,834	590,345	582,179	8,166	98.62%	100.00%	100.00%	26,345	555,834	575,874
405 DEAF-HARD OF HEARING	201,701	214,717	219,798	228,154	(8,356)	103.80%	100.00%	100.00%	13,436	214,717	201,701
406 VISUALLY IMPAIRED	89,745	78,174	92,559	81,877	10,682	88.46%	100.00%	100.00%	3,703	78,174	89,745
407 SPECIFIC LEARNING DISABILITY	109,188	112,797	191,081	189,374	1,707	99.11%	100.00%	100.00%	76,577	112,797	109,188
408 EMOTIONAL/BEHAVIORAL DISORDER	1,189,567	1,374,053	1,409,577	1,392,189	17,388	98.77%	100.00%	100.00%	18,136	1,374,053	1,189,567
410 OTHER HEALTH DISABILITIES	0	109,409	169,433	138,307	31,126	81.63%	100.00%	0.00%	28,898	109,409	0
411 AUTISTIC SPECTRUM DISORDERS	504,102	474,745	567,896	509,243	58,653	89.67%	100.00%	100.00%	34,498	474,745	504,102
412 DEVELOPMENTALLY DELAYED	914,405	886,360	870,205	866,154	4,051	99.53%	100.00%	100.00%	(20,206)	886,360	914,405
414 - Traumatic Brain Injury	0	5,465	5,487	5,465	(22)	100.41%	0.00%	0.00%	5,487	0	0
416 SEVERELY MULTIPLY IMPAIRED	16,980	0	655	655	0	99.96%	0.00%	100.00%	655	0	16,980
420 SPECIAL EDUCATION - AGGREGATE	2,266,525	2,036,125	2,339,303	2,109,064	230,239	90.16%	100.00%	100.00%	72,939	2,036,125	2,266,525
422 SPECIAL EDUCATION-STUDENTS W/O DISABILITY	232,601	278,055	250,571	327,499	(76,928)	130.70%	100.00%	100.00%	49,444	278,055	232,601
TOTAL - SPECIAL ED INSTRUCTION	6,860,327	6,998,990	7,717,900	7,410,459	307,441	96.02%	100.00%	100.00%	411,469	6,998,990	6,860,327
INSTRUCTIONAL SUPPORT											
605 GENERAL INSTRUCTIONAL SUPPORT	51,186	75,825	52,656	57,145	(4,489)	108.53%	100.00%	100.00%	(18,680)	75,825	51,186
610 CURRICULUM CONSULTANT AND DEVELOPMENT	285,298	347,145	402,028	295,945	106,083	73.61%	100.00%	100.00%	(51,201)	347,145	285,298
640 STAFF DEVELOPMENT	33,891	37,936	29,568	9,806	19,762	33.16%	100.00%	100.00%	(28,129)	37,936	33,891
TOTAL - INSTRUCTIONAL SUPPORT	370,375	460,906	484,252	362,896	121,356	74.94%	100.00%	100.00%	(98,010)	460,906	370,375
17											
PUPIL SUPPORT SERVICES											
720 HEALTH SERVICES	162,092	163,454	172,783	176,681	(3,898)	102.26%	100.00%	100.00%	13,227	163,454	162,092
730 PSYCHOLOGICAL AND MENTAL HEALTH SERVICES	678,546	739,099	781,606	780,683	923	99.88%	100.00%	100.00%	41,583	739,099	678,546
740 SOCIAL WORK SERVICES	344,711	365,301	405,346	406,646	(1,300)	100.32%	100.00%	100.00%	41,345	365,301	344,711

DESCRIPTION	June 30, 2018	June 30, 2019	Revised Budget	Expenses YTD	Budget Remaining	June 30,	June 30,	June 30,	Current YTD vs. Prior YTD	June 30, 2019	June 30, 2018
						% of Budget Expended	% of Actuals Expended	% of Actuals Expended			
760 PUPIL TRANSPORTATION	2,158	8,260	8,401	3,070	5,331	36.54%	100.00%	100.00%	(5,190)	8,260	2,158
790 OTHER PUPIL SUPPORT SERVICES	4,209	1,853	0	0	0	0.00%	100.00%	100.00%	(1,853)	1,853	4,209
TOTAL - PUPIL SUPPORT SERVICES	1,191,715	1,277,968	1,368,136	1,367,080	1,056	99.92%	100.00%	100.00%	89,112	1,277,968	1,191,715
FACILITIES											
810 OPERATIONS AND MAINTENANCE	266,657	324,480	359,646	291,766	67,880	81.13%	100.00%	100.00%	(32,714)	324,480	266,657
850 CAPITAL FACILITIES	1,034,860	1,057,012	1,180,549	1,087,154	93,395	92.09%	100.00%	100.00%	30,142	1,057,012	1,034,860
865 ALTERNATIVE FACILITIES (HEALTH & SAFETY I	50,970	84,972	87,738	104,319	(16,581)	118.90%	100.00%	100.00%	19,346	84,972	50,970
TOTAL - FACILITIES	1,352,486	1,466,464	1,627,933	1,483,238	144,695	91.11%	100.00%	100.00%	16,775	1,466,464	1,352,486
OTHER FINANCING USES											
950 TRANSFERS	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
TOTAL - OTHER FINANCING USES	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
GENERAL FUND TOTAL	11,918,447	12,349,007	13,436,311	12,120,314	1,315,997	90.21%	100.00%	100.00%	(228,693)	12,349,007	11,918,447

REVENUE & EXPENDITURE SUMMARY BY SOURCE, OBJECT SERIES & PROGRAM SERIES

GOODHUE COUNTY ED DISTRICT | August 31, 2020

REVENUE CATEGORIES				August 31, 2020			August 31, 2019			August 31, 2018		
	June 30, 2019	June 30, 2020	Adopted Budget	Projected End Of Year	Received YTD	Budget Remaining	% of Budget Received	% of Actuals Received	% of Actuals Received	Current YTD vs. PYTD	August 31, 2019	August 31, 2018
	STATE	3,213,240	2,859,994	3,755,441	473,753	473,753	3,281,688	12.62%	0.94%	11.07%	446,824	26,929
FEDERAL	1,770,360	977,153	1,928,866	0	0	1,928,866	0.00%	0.00%	0.00%	0	0	0
LOCAL SALES, INS RECOVERY & JUDGEMENTS	307,386	5,053	1,450	3,500	3,500	(2,050)	241.38%	0.00%	33.32%	3,500	0	102,414
LOCAL (FEES, INTEREST, ETC.)	7,127,507	6,256,701	8,121,118	1,272,972	1,272,972	6,848,146	15.67%	18.95%	16.02%	87,033	1,185,940	1,142,035
TOTALS	12,418,492	10,098,900	13,806,875	1,750,226	1,750,226	12,056,649	12.68%	12.01%	12.88%	537,357	1,212,869	1,600,095

EXPENDITURES (OBJECT SERIES)				August 31, 2020			August 31, 2019			August 31, 2018		
	June 30, 2019	June 30, 2020	Adopted Budget	Projected End Of Year	Expended YTD	Budget Remaining	% of Budget Expended	% of Actuals Expended	% of Actuals Expended	Current YTD vs. PYTD	August 31, 2019	August 31, 2018
	SALARIES & WAGES	5,919,959	6,337,951	6,930,845	293,631	293,631	6,637,214	4.24%	5.29%	5.84%	(41,406)	335,037
EMPLOYEE BENEFITS	1,495,180	1,617,678	1,791,581	89,075	89,075	1,702,506	4.97%	5.27%	5.87%	3,855	85,219	87,747
PURCHASED SERVICES	3,444,894	2,053,329	3,744,921	148,852	148,852	3,596,069	3.97%	7.23%	3.01%	454	148,397	103,806
SUPPLIES	377,522	228,460	452,427	193,206	193,206	259,221	42.70%	53.27%	38.60%	71,503	121,702	145,740
EQUIPMENT	1,057,823	1,113,648	1,140,720	302,623	302,623	838,097	26.53%	26.68%	28.69%	5,515	297,108	303,532
OTHER EXPENDITURES	53,630	19,779	21,755	11,188	11,188	10,567	51.43%	127.00%	21.37%	(13,932)	25,120	11,463
TOTALS	12,349,007	11,370,844	14,082,249	1,038,574	1,038,574	13,043,675	7.38%	8.91%	8.08%	25,991	1,012,583	998,002

EXPENDITURES (PROGRAM SERIES)				August 31, 2020			August 31, 2019			August 31, 2018		
	June 30, 2019	June 30, 2020	Adopted Budget	Projected End Of Year	Expended YTD	Budget Remaining	% of Budget Expended	% of Actuals Expended	% of Actuals Expended	Current YTD vs. PYTD	August 31, 2019	August 31, 2018
	SITE ADMINISTRATION	78,555	59,029	61,238	9,280	9,280	51,958	15.15%	7.38%	6.27%	4,921	4,359
DISTRICT ADMINISTRATION	125,920	99,448	104,133	20,162	20,162	83,971	19.36%	29.91%	18.12%	(9,582)	29,744	22,817
SUPPORT SERVICES	187,030	209,765	233,419	102,880	102,880	130,539	44.08%	38.37%	41.66%	22,397	80,483	77,912
REGULAR INSTRUCTION	1,457,714	827,496	1,505,869	4,490	4,490	1,501,379	0.30%	0.56%	0.37%	(159)	4,649	5,451
EXTRA-CURRICULAR ACTIVITES	0	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
VOCATIONAL INSTRUCTION	295,462	298,650	330,239	7,353	7,353	322,886	2.23%	3.04%	2.85%	(1,728)	9,081	8,426
SPECIAL EDUCATION	6,998,990	6,752,885	8,284,486	467,158	467,158	7,817,328	5.64%	7.71%	6.53%	(53,231)	520,389	457,361
INSTRUCTIONAL SUPPORT	460,906	354,195	412,756	106,316	106,316	306,440	25.76%	17.31%	21.25%	45,010	61,307	97,959
PUPIL SUPPORT SERVICES	1,277,968	1,367,080	1,520,775	3,140	3,140	1,517,635	0.21%	0.00%	0.00%	3,140	0	37
FACILITIES	1,466,464	1,402,296	1,629,334	317,795	317,795	1,311,539	19.50%	21.58%	22.03%	15,224	302,571	323,116
OTHER FINANCING USES	0	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
TOTALS	12,349,007	11,370,844	14,082,249	1,038,574	1,038,574	13,043,675	7.38%	8.91%	8.08%	25,991	1,012,583	998,002

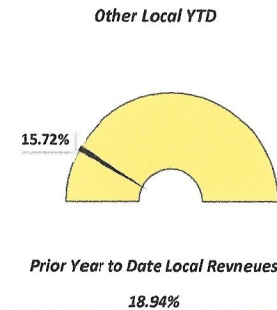
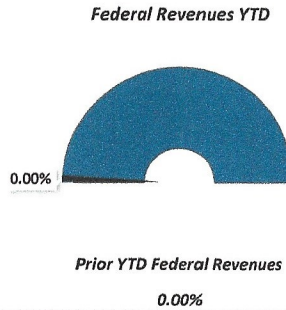
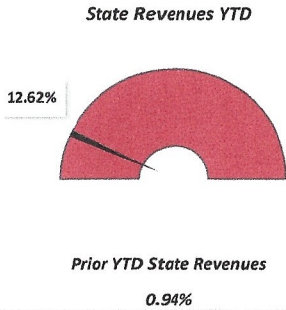
SUMMARY - ALL FUNDS				August 31, 2020			August 31, 2019			August 31, 2018		
	June 30, 2019	June 30, 2020	Adopted Budget	Projected End Of Year	YTD	Budget Remaining	% of Budget Expended	% of Actuals Expended	% of Actuals Expended	Current YTD vs. PYTD	August 31, 2019	August 31, 2018
	REVENUE	12,418,492	10,098,900	13,806,875	1,750,226	1,750,226	12,056,649	12.68%	12.01%	12.88%	537,357	1,212,869
EXPENDITURES	12,349,032	11,370,844	14,082,249	1,038,574	1,038,574	13,043,675	7.38%	8.91%	8.08%	25,991	1,012,583	998,002
SPENDING VARIANCE	69,460	(1,271,944)	(275,374)	711,652	711,652	N/A	N/A	N/A	N/A	511,366	200,286	602,092

REVENUE SUMMARY

GOODHUE COUNTY ED DISTRICT | August 31, 2020

DESCRIPTION	June 30, 2019	June 30, 2020	Current Budget	Revenue YTD	Budget Remaining	August 31,	August 31,	August 31,	Current YTD vs. Prior YTD	August 31, 2019	August 31, 2018
						% of Budget Received	% of Actuals Received	% of Actuals Received			
LOCAL REVENUES											
021 Receipts/Mn Sch Dist	6,479,127	5,694,694	7,370,684	1,001,543	6,369,141	13.59%	16.00%	13.42%	90,439	911,104	869,814
050 Student Fees	250	350	350	0	350	0.00%	0.00%	0.00%	0	0	0
071 Med. Assistance	0	0	125,500	0	125,500	0.00%	0.00%	0.00%	0	0	0
092 Earnings Fr Temp Dep	19,669	10,542	7,000	141	6,859	2.01%	27.51%	12.89%	(2,759)	2,900	2,536
093 Rental Proceeds	8,806	0	7,000	0	7,000	0.00%	0.00%	0.00%	0	0	0
096 Donations	2,289	1,981	1,326	0	1,326	0.00%	40.18%	91.09%	(796)	796	2,085
099 Misc Revenue	617,364	549,133	609,258	271,289	337,969	44.53%	49.38%	43.35%	149	271,140	267,600
Total LOCAL REVENUES	7,127,507	6,256,701	8,121,118	1,272,972	6,848,146	15.67%	18.95%	16.02%	87,033	1,185,940	1,142,035
STATE REVENUES											
211 General Education Aid	100,251	134,647	92,736	30,721	62,015	33.13%	20.00%	0.00%	3,792	26,929	0
300 State Aid	189,851	183,601	204,001	0	204,001	0.00%	0.00%	0.00%	0	0	0
360 Tran-Contract/Pub	2,859,014	2,535,467	3,458,204	443,032	3,015,172	12.81%	0.00%	12.44%	443,032	0	355,645
370 Misc Rev Thru Mde	29,285	6,279	500	0	500	0.00%	0.00%	0.00%	0	0	0
397 Tra/Pera Pension Revenue	34,839	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
Total STATE REVENUES	3,213,240	2,859,994	3,755,441	473,753	3,281,688	12.62%	0.94%	11.07%	446,824	26,929	355,645
FEDERAL REVENUES RECEIVED FROM STATE											
400 Federal Aids & Grant	1,770,360	977,153	1,928,866	0	1,928,866	0.00%	0.00%	0.00%	0	0	0
Total FEDERAL REVENUES RECEIVED FROM STATE	1,770,360	977,153	1,928,866	0	1,928,866	0.00%	0.00%	0.00%	0	0	0
FEDERAL REVENUES RECEIVED FROM FED SOURCES											
500 Fed Rev Received Direct	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
Total FEDERAL REVENUES RECEIVED FROM FED SOURCES	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
LOCAL SALES, INSURANCE RECOVERY, AND JUDGEMENTS											
619 Cost Of Materials For Resale	0	(433)	(500)	0	(500)	0.00%	0.00%	0.00%	0	0	0
620 Resale	0	954	950	0	950	0.00%	0.00%	0.00%	0	0	0
622 Sale Of Materials	143	522	1,000	3,500	(2,500)	350.00%	0.00%	0.00%	3,500	0	0
625 Insurance Recovery	0	4,010	0	0	0	0.00%	0.00%	0.00%	0	0	0
628 Judgements For The District	307,243	0	0	0	0	0.00%	0.00%	33.33%	0	0	102,414
Total LOCAL SALES, INSURANCE RECOVERY, AND JUDGEMENTS	307,386	5,053	1,450	3,500	(2,050)	241.38%	0.00%	33.32%	3,500	0	102,414
SALE OF BONDS AND LOANS											
635 Certificats Of Partic. Proceed	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
Total SALE OF BONDS AND LOANS	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
GENERAL FUND TOTAL	12,418,492	10,098,900	13,806,875	1,750,226	12,056,649	12.68%	12.01%	12.88%	537,357	1,212,869	1,600,095

YTD % Received vs. PYTD % Received

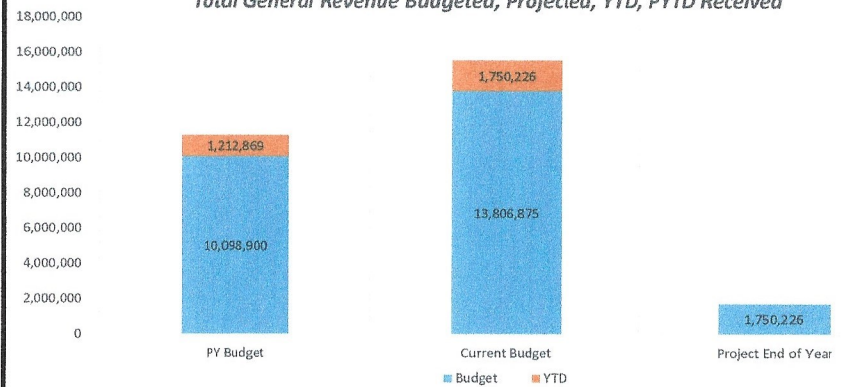


Top 5 Revenues Received YTD by Source Code 3

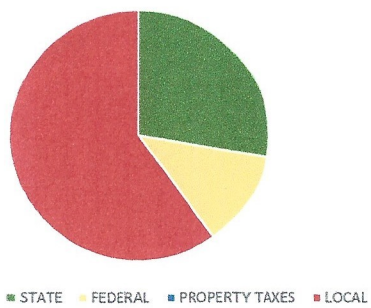
Variance from PYTD Received

	Current YTD	variance vs. PYTD
1 GENERAL FUND TOTAL	\$1,750,226	\$537,357
2 Total LOCAL REVENUES	\$1,272,972	\$87,033
3 Receipts/Mn Sch Dist	\$1,001,543	\$90,439
4 Total STATE REVENUES	\$473,753	\$446,824
5 Tran-Contract/Pub	\$443,032	\$443,032

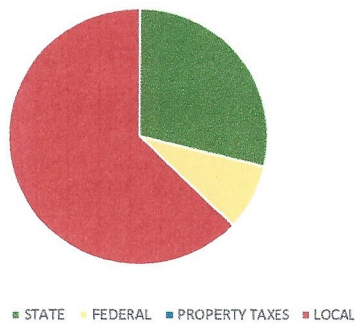
Total General Revenue Budgeted, Projected, YTD, PYTD Received



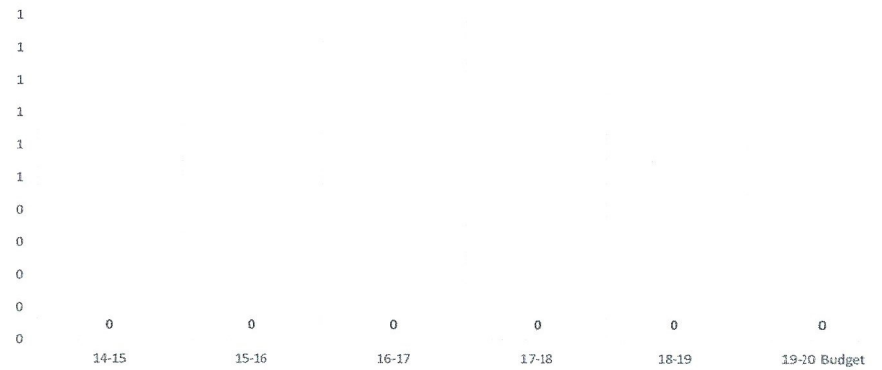
Current Year Revenue Budget



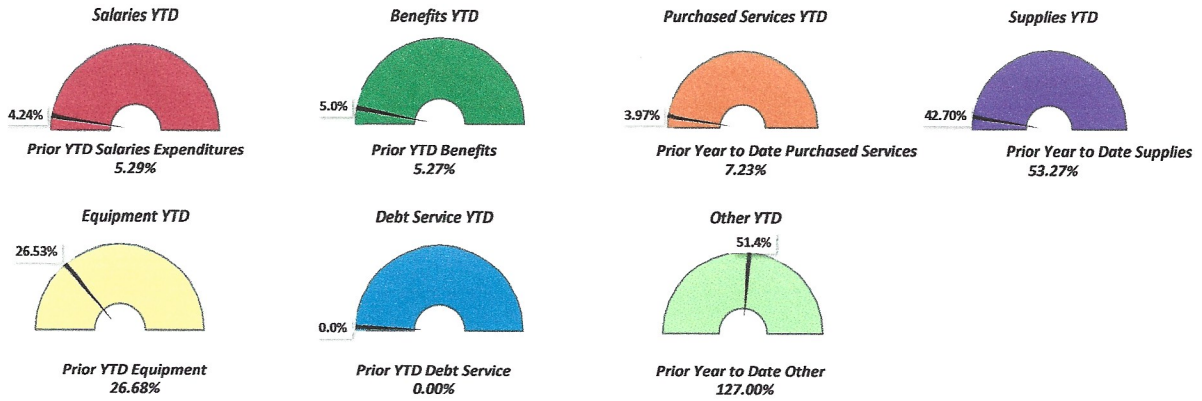
Prior Year Revenue Budget



End of Year ADM History



YTD % Expenditures vs. PYTD % Expenditures



Top 10 Expenditures YTD by Object Code 3

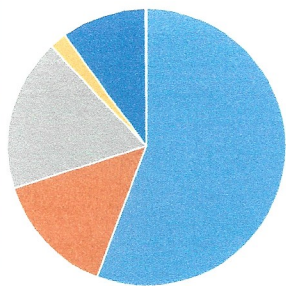
Variance from PYTD Received

	Current YTD	Variance vs. PYTD
1 TOTAL SUPPLIES	\$193,206	\$71,503
2 TOTAL PURCHASED S	\$148,852	\$454
3 ADMINISTRATION/SUPERVISIO	\$129,206	\$9,600
4 TOTAL EMPLOYEE BENEFITS	\$89,075	\$3,855
5 INSTRUCTIONAL SOFTWARE LIC	\$73,175	\$59,212
6 NON INSTRUCTIONAL COMPUT	\$70,740	\$17,671
7 OTHER SALARY PAYMENTS (LIC	\$60,285	-\$27,020
8 LICENSED INSTRUCTIONAL SUP	\$47,290	\$3,914
9 CONSULTING FEES/FEES FOR SE	\$42,189	\$518
10 SUPPLIES AND MATERIALS - INC	\$26,957	\$25,419

Total General Expenditures Budgeted, Projected, YTD and , PYTD Expended

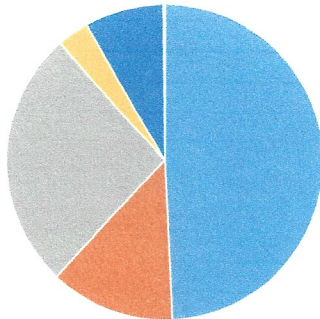


Prior Year Final Exp Budget



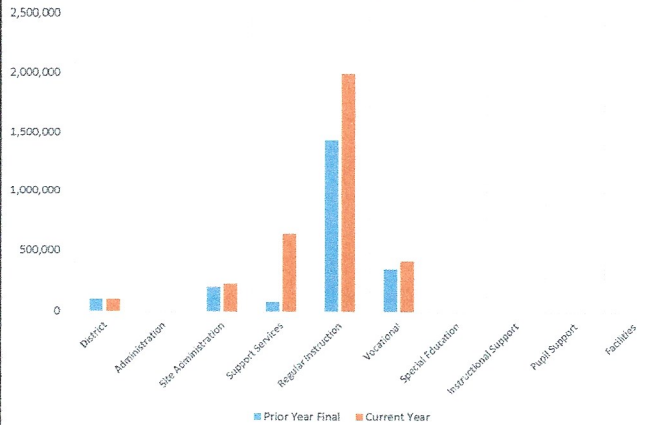
- SALARIES
- PURCHASED SERVICES
- CAPITAL EXPENSES
- DUES & OTHER
- BENEFITS
- GENERAL SUPPLIES
- DEBT SERVICE

Current Year Exp Budget



- SALARIES
- PURCHASED SERVICES
- CAPITAL EXPENSES
- DUES & OTHER
- BENEFITS
- GENERAL SUPPLIES
- DEBT SERVICE

Prior Year Final and Current Expenditures by Program



EXPENDITURES BY OBJECT CODE

GOODHUE COUNTY ED DISTRICT | August 31, 2020

DESCRIPTION	June 30, 2019	June 30, 2020	Adopted Budget	Expenses YTD	Budget Remaining	August 31,	August 31,	August 31,	Current YTD vs. Prior YTD	August 31, 2019	August 31, 2018
						% of Budget Expended	% of Actuals Expended	% of Actuals Expended			
110 ADMINISTRATION/SUPERVISION	750,036	729,173	767,435	129,206	638,229	16.84%	16.40%	16.53%	9,600	119,606	124,011
140 LICENSED CLASSROOM TEACHER	1,933,673	2,140,310	2,236,336	16,002	2,220,334	0.72%	0.45%	0.75%	6,363	9,638	14,432
141 NON-LICENSED CLASSROOM PERSONNEL	0	1,798	1,798	0	1,798	0.00%	0.00%	0.00%	0	0	42
143 LICENSED INSTRUCTIONAL SUPPORT	284,595	269,261	284,977	47,290	237,687	16.59%	16.11%	17.89%	3,914	43,377	50,922
145 SUBSTITUTE TEACHER SALARIES	191	0	1,000	0	1,000	0.00%	0.00%	0.00%	0	0	0
146 SUBSTITUTE NON-LICENSED CLASSROOM	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
150 PHYSICAL THERAPIST	132,992	138,070	140,374	12,278	128,096	8.75%	8.58%	8.73%	433	11,845	11,613
151 OCCUPATIONAL THERAPIST	224,109	233,813	270,961	5,490	265,471	2.03%	0.00%	0.04%	5,490	0	100
152 EDUCATIONAL/SPEECH LANG. PATHOLOGIST	413,643	460,372	627,934	0	627,934	0.00%	0.28%	1.93%	(1,275)	1,275	7,992
153 AUDIOLOGIST	62,475	64,500	65,750	0	65,750	0.00%	0.00%	0.00%	0	0	0
154 SCHOOL NURSE	105,756	110,204	110,160	0	110,160	0.00%	0.00%	0.00%	0	0	0
155 LICENSED NURSING SERVICES	21,407	27,433	25,976	0	25,976	0.00%	0.00%	0.00%	0	0	0
156 SCHOOL SOCIAL WORKER	502,660	560,237	619,732	0	619,732	0.00%	0.00%	0.00%	0	0	0
157 SCHOOL PSYCHOLOGIST	623,518	678,136	812,658	0	812,658	0.00%	0.00%	0.00%	0	0	0
161 CERT. PARA & PERSONAL CARE ASSISTANTS	368,703	366,970	405,257	0	405,257	0.00%	0.17%	0.14%	(615)	615	504
162 CERT. ONE-TO-ONE PARAPROFESSIONALS	20,664	55,433	77,000	0	77,000	0.00%	0.00%	0.00%	0	0	0
163 FOREIGN LANGUAGE INTERPRETER	0	142	912	0	912	0.00%	0.00%	0.00%	0	0	0
164 INTERPRETER FOR THE DEAF	58,534	58,315	60,060	483	59,577	0.80%	0.64%	2.18%	112	371	1,274
170 NON-INSTRUCTIONAL SUPPORT	178,162	178,355	179,190	18,444	160,746	10.29%	11.41%	11.28%	(1,913)	20,357	20,099
174 THERAPUTIC RECREATIONAL SERVICES	40,039	39,272	40,146	0	40,146	0.00%	0.00%	0.00%	0	0	0
185 OTHER SALARY PAYMENTS (LICENSED)	152,706	182,672	162,281	60,285	101,996	37.15%	47.79%	51.93%	(27,020)	87,305	79,298
186 OTHER SALARY PAYMENTS (NON-LICENSED)	46,097	43,484	40,908	4,152	36,756	10.15%	93.47%	76.85%	(36,494)	40,646	35,427
TOTAL SALARIES AND WAGES	5,919,959	6,337,951	6,930,845	293,631	6,637,214	4.24%	5.29%	5.84%	(41,406)	335,037	345,714
EMPLOYEE BENEFITS											
210 FICA/MEDICARE	432,024	464,356	523,163	21,857	501,306	4.18%	5.40%	5.99%	(3,208)	25,064	25,879
214 PERA (PUBLIC EMPLOYEE RETIREMENT)	78,631	81,941	85,907	2,905	83,002	3.38%	3.30%	3.50%	202	2,703	2,750
218 TRA (TEACHERS RETIREMENT ASSOCIATION)	357,700	394,478	443,688	19,332	424,356	4.36%	5.04%	5.70%	(568)	19,900	20,400
220 HEALTH INSURANCE	435,380	453,538	505,670	15,593	490,077	3.08%	2.90%	3.48%	2,441	13,152	15,170
230 LIFE INSURANCE	7,070	8,626	10,176	281	9,895	2.76%	3.07%	4.32%	16	265	305
235 DENTAL INSURANCE	16,349	16,831	18,008	805	17,203	4.47%	4.39%	4.67%	66	739	763
240 LONG TERM DISABILITY INSURANCE	7,831	9,509	9,268	240	9,028	2.59%	2.69%	3.76%	(16)	256	294
250 TAX SHELTERED ANNUITIES/MN DEFERRED	68,848	88,920	88,337	8,602	79,735	9.74%	8.85%	10.50%	733	7,868	7,232
251 TAX ADVANTAGE EMPLOYER-SPONSORED	0	4,983	0	833	(833)	0.00%	0.00%	0.00%	833	0	0
270 WORKERS COMPENSATION	85,951	93,312	97,364	18,627	78,737	19.13%	16.37%	17.40%	3,356	15,271	14,954
280 UNEMPLOYMENT COMPENSATION	5,395	1,185	10,000	0	10,000	0.00%	0.00%	0.00%	0	0	0
TOTAL EMPLOYEE BENEFITS	1,495,180	1,617,678	1,791,581	89,075	1,702,506	4.97%	5.27%	5.87%	3,855	85,219	87,747
PURCHASED SERVICES											
303 FEDERAL SUB AWARDS AND SUB CONTRACTS	424,033	331,187	452,602	26,055	426,547	5.76%	13.71%	3.54%	(19,345)	45,401	14,994
304 FEDERAL SUB AWARDS AND SUB CONTRACTS	496,942	245,259	508,180	0	508,180	0.00%	0.00%	0.00%	0	0	0
305 CONSULTING FEES/FEES FOR SERVICES	204,595	148,374	245,480	42,189	203,291	17.19%	28.08%	19.55%	518	41,670	39,991
307 CONTRACTED SUBS FOR SPECIAL EDUCATION	34,924	38,237	43,652	0	43,652	0.00%	0.00%	0.00%	0	0	0
308 FEDERAL TUITION BILL PAYMENTS UNIFORM	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
309 FEDERAL TUITION BILL PAYMENTS INDEMNITY	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
315 REPAIRS AND MAINTENANCE FOR COMMUNITY CENTER	0	0	6,856	0	6,856	0.00%	0.00%	0.00%	0	0	0
316 SERVICES PURCHASED FROM OTHER AGENCIES	4,439	6,002	6,231	1,558	4,673	25.00%	25.00%	0.00%	57	1,501	0
320 COMMUNICATION SERVICES	18,215	17,875	22,000	1,532	20,468	6.97%	8.53%	12.87%	7	1,525	2,345
329 POSTAGE AND PARCEL SERVICES	3,006	3,858	4,000	275	3,725	6.88%	0.00%	0.22%	275	0	7
330 UTILITY SERVICES	49,817	37,977	55,000	804	54,196	1.46%	0.18%	9.41%	736	68	4,689
340 INSURANCE	35,885	38,991	40,800	17,508	23,292	42.91%	25.81%	26.45%	7,445	10,063	9,492
350 REPAIRS AND MAINTENANCE	137,199	136,122	172,233	25,613	146,620	14.87%	5.72%	12.07%	17,830	7,783	16,554
360 TRANSPORTATION CONTRACTS WITH OTHER AGENCIES	5,795	765	6,323	0	6,323	0.00%	0.00%	0.00%	0	0	0
365 INTERDEPARTMENTAL TRANSPORTATION	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
366 TRAVEL, CONVENTIONS, AND CONFERENCE	155,850	157,004	183,621	13,142	170,479	7.16%	14.02%	8.54%	(8,871)	22,014	13,303
368 OUT-OF-STATE TRAVEL, FEDERAL REVENUE	4,395	5,746	0	0	0	0.00%	39.53%	55.34%	(2,271)	2,271	2,432
370 OPERATING LEASES OR RENTALS	15,300	15,760	15,760	2,526	13,234	16.03%	0.00%	0.00%	2,526	0	0

DESCRIPTION	June 30, 2019	June 30, 2020	Adopted Budget	Expenses YTD	Budget Remaining	August 31,	August 31,	August 31,	Current YTD vs. Prior YTD	August 31, 2019	August 31, 2018
						% of Budget Expended	% of Actuals Expended	% of Actuals Expended			
389 STAFF TUITION AND OTHER REIMBURSEMENTS	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
390 PAYMENTS FOR EDUCATIONAL PURPOSES	0	417	0	0	0	0.00%	0.00%	0.00%	0	0	0
391 PAYMENTS TO MN ISD'S (COST SHARING)	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
393 SPECIAL EDUCATION AND TRANSITION SERVICES	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
394 PAYMENTS FOR EDUCATIONAL PURPOSES	823,072	519,466	861,616	770	860,846	0.09%	0.00%	0.00%	770	0	0
396 SALARY PURCHASED FROM ANOTHER ENTITY	771,876	268,496	833,376	12,600	820,776	1.51%	4.48%	0.00%	584	12,016	0
397 BENEFITS PURCHASED FROM ANOTHER ENTITY	259,551	81,794	287,191	4,279	282,912	1.49%	4.99%	0.00%	194	4,085	0
TOTAL PURCHASED SERVICES	3,444,894	2,053,329	3,744,921	148,852	3,596,069	3.97%	7.23%	3.01%	454	148,397	103,806
SUPPLIES											
401 SUPPLIES AND MATERIALS-NON INSTRUCTIONAL	51,335	31,851	57,608	16,083	41,525	27.92%	42.90%	24.00%	2,420	13,663	12,321
405 NON INSTRUCTIONAL COMPUTER SOFTWARE	82,962	74,558	86,960	70,740	16,220	81.35%	71.18%	65.08%	17,671	53,069	53,989
406 INSTRUCTIONAL SOFTWARE LICENSES	35,563	37,665	73,315	73,175	140	99.81%	37.07%	108.43%	59,212	13,963	38,560
430 SUPPLIES AND MATERIALS-NON-INDIVIDUAL	13,934	3,331	11,095	330	10,765	2.97%	6.58%	7.59%	111	219	1,057
433 SUPPLIES AND MATERIALS - INDIVIDUAL	84,500	18,087	104,905	26,957	77,948	25.70%	8.50%	4.58%	25,419	1,538	3,872
440 FUELS	13,893	10,433	17,000	83	16,917	0.49%	0.96%	1.05%	(17)	100	146
455 NON- INSTRUCTIONAL TECHNOLOGY	31,436	355	3,500	0	3,500	0.00%	0.00%	0.00%	0	0	0
456 INSTRUCTIONAL TECHNOLOGY SUPPLIES	14,780	2,810	15,050	5,838	9,212	38.79%	0.00%	0.00%	5,838	0	0
460 TEXTBOOKS AND WORKBOOKS	950	2,060	32,915	0	32,915	0.00%	0.00%	0.00%	0	0	0
461 STANDARDIZED TESTS	36,620	39,680	40,180	0	40,180	0.00%	97.03%	97.62%	(38,500)	38,500	35,750
465 NON- INSTRUCTIONAL TECHNOLOGY	714	0	715	0	715	0.00%	0.00%	0.00%	0	0	0
466 INSTRUCTIONAL TECHNOLOGY DEVICES	3,666	2,063	2,284	0	2,284	0.00%	0.00%	0.00%	0	0	0
490 FOOD	7,168	5,568	6,900	0	6,900	0.00%	11.67%	0.63%	(650)	650	45
TOTAL SUPPLIES	377,522	228,460	452,427	193,206	259,221	42.70%	53.27%	38.60%	71,503	121,702	145,740
SUPPLIES & EQUIPMENT											
520 BUILDING ACQUISITION OR CONSTRUCTION	0	760	41,583	0	41,583	0.00%	0.00%	0.00%	0	0	0
530 OTHER EQUIPMENT PURCHASED	23,163	50,446	57,230	4,268	52,962	7.46%	1.11%	0.57%	3,706	562	132
533 OTHER EQUIP. PURCHASED FOR SPECIAL	0	0	2,312	0	2,312	0.00%	0.00%	0.00%	0	0	0
550 OTHER VEHICLES PURCHASED	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
555 CAPITALIZED NON-INSTRUCTIONAL TECHNOLOGY	0	13,316	4,389	0	4,389	0.00%	0.00%	0.00%	0	0	0
556 CAPITALIZED TECHNOLOGY HARDWARE	0	10,920	0	10,855	(10,855)	0.00%	0.00%	0.00%	10,855	0	0
580 PRINCIPAL ON CAPITAL LEASE/INSTALLATION	412,986	427,986	446,334	287,500	158,834	64.41%	0.00%	0.00%	287,500	0	0
581 INTEREST ON CAPITAL LEASE/INSTALLATION	618,774	604,974	583,626	0	583,626	0.00%	49.01%	49.03%	(296,500)	296,500	303,400
590 OTHER CAPITAL EXPENDITURES	2,900	5,246	5,246	0	5,246	0.00%	0.88%	0.00%	(46)	46	0
TOTAL SUPPLIES & EQUIPMENT	1,057,823	1,113,648	1,140,720	302,623	838,097	26.53%	26.68%	28.69%	5,515	297,108	303,532
OTHER EXPENDITURES											
810 JUDGMENTS AGAINST THE SCHOOL DISTRICT	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
820 DUES, MEMBERSHIP, LICENSE AND CONTRACTS	18,791	20,127	21,655	11,188	10,467	51.67%	124.31%	61.00%	(13,832)	25,020	11,463
891 TRA AND PERA SPECIAL FUNDING SHARE	34,839	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
895 FEDERAL AND NONPUBLIC INDIRECT COSTS	(0)	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
896 TAXES, SPECIAL ASSESSMENTS AND FEES	0	(348)	100	0	100	0.00%	-28.77%	0.00%	(100)	100	0
TOTAL OTHER EXPENDITURES	53,630	19,779	21,755	11,188	10,567	51.43%	127.00%	21.37%	(13,932)	25,120	11,463
OTHER FINANCING USES											
910 PERMANENT TRANSFERS TO OTHER FUNDS	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
TOTAL OTHER FINANCING USES	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
GENERAL FUND TOTAL	12,349,007	11,370,844	14,082,249	1,038,574	13,043,675	7.38%	8.91%	8.08%	25,991	1,012,583	998,002

EXPENDITURES BY PROGRAM CODE
GOODHUE COUNTY ED DISTRICT | August 31, 2020

DESCRIPTION	June 30, 2019	June 30, 2020	Adopted Budget	Expenses YTD	Budget Remaining	August 31,	August 31,	August 31,	Current YTD vs. Prior YTD	August 31, 2019	August 31, 2018
						% of Budget Expended	% of Actuals Expended	% of Actuals Expended			
DISTRICT ADMINISTRATION											
010 BOARD OF EDUCATION	21,042	16,440	25,287	7,249	18,038	28.67%	85.70%	26.31%	(6,839)	14,088	5,537
030 INSTRUCTIONAL ADMINISTRATION	104,878	83,008	78,846	12,913	65,933	16.38%	18.86%	16.48%	(2,743)	15,655	17,281
TOTAL - DISTRICT ADMINISTRATION	125,920	99,448	104,133	20,162	83,971	19.36%	29.91%	18.12%	(9,582)	29,744	22,817
SITE ADMINISTRATION											
050 SCHOOL ADMINISTRATION	78,555	59,029	61,238	9,280	51,958	15.15%	7.38%	6.27%	4,921	4,359	4,923
TOTAL - SITE ADMINISTRATION	78,555	59,029	61,238	9,280	51,958	15.15%	7.38%	6.27%	4,921	4,359	4,923
SUPPORT SERVICES											
105 GENERAL ADMINISTRATIVE SUPPORT	80,606	85,805	98,810	48,906	49,904	49.50%	44.32%	45.77%	10,874	38,032	36,895
110 BUSINESS SUPPORT SERVICES	106,423	123,961	134,609	53,974	80,635	40.10%	34.25%	38.54%	11,523	42,451	41,018
TOTAL - SUPPORT SERVICES	187,030	209,765	233,419	102,880	130,539	44.08%	38.37%	41.66%	22,397	80,483	77,912
REGULAR INSTRUCTION											
203 EDUCATION - ELEMENTARY GENERAL	110,604	0	112,988	0	112,988	0.00%	0.00%	0.00%	0	0	0
205 TITLE III, PART A - ENGLISH LANGUAGE ACQUI	16,477	14,562	19,583	121	19,463	0.62%	5.52%	3.16%	(684)	804	521
211 EDUCATION - SECONDARY GENERAL	651,218	77,824	638,917	330	638,587	0.05%	0.02%	0.18%	311	19	1,189
219 ENGLISH LEARNER	329,795	365,688	354,994	4,040	350,954	1.14%	1.05%	1.13%	213	3,826	3,741
220 ENGLISH (LANGUAGE ARTS)	60,325	63,448	64,903	0	64,903	0.00%	0.00%	0.00%	0	0	0
240 HEALTH, PHYSICAL EDUCATION AND RECREA'	6,055	6,126	6,439	0	6,439	0.00%	0.00%	0.00%	0	0	0
250 FAMILY LIVING SCIENCE	74,805	79,279	81,092	0	81,092	0.00%	0.00%	0.00%	0	0	0
255 INDUSTRIAL EDUCATION	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
256 MATHEMATICS	69,186	74,844	77,533	0	77,533	0.00%	0.00%	0.00%	0	0	0
260 NATURAL SCIENCES	77,398	80,887	82,264	0	82,264	0.00%	0.00%	0.00%	0	0	0
270 SOCIAL SCIENCES/SOCIAL STUDIES	61,850	64,840	67,156	0	67,156	0.00%	0.00%	0.00%	0	0	0
TOTAL - REGULAR INSTRUCTION	1,457,714	827,496	1,505,869	4,490	1,501,379	0.30%	0.56%	0.37%	(159)	4,649	5,451
VOCATIONAL INSTRUCTION											
380 SPECIAL NEEDS	231,496	230,586	259,163	7,353	251,810	2.84%	3.94%	3.64%	(1,728)	9,081	8,426
399 CAREER AND TECHNICAL - GENERAL	63,966	68,063	71,076	0	71,076	0.00%	0.00%	0.00%	0	0	0
TOTAL - VOCATIONAL INSTRUCTION	295,462	298,650	330,239	7,353	322,886	2.23%	3.04%	2.85%	(1,728)	9,081	8,426
SPECIAL ED INSTRUCTION											
400 GENERAL SPECIAL EDUCATION	108,471	75,234	74,686	9,819	64,867	13.15%	17.21%	9.45%	(3,129)	12,948	10,249
401 SPEECH/LANGUAGE IMPAIRED	653,387	762,783	924,147	5,069	919,078	0.55%	1.01%	2.30%	(2,670)	7,739	15,003
402 DEVELOPMENTAL COGNITIVE DISABILITIES: M	111,947	118,134	123,493	9,071	114,422	7.35%	14.22%	7.77%	(7,723)	16,794	8,698
403 DEVELOPMENTAL COGNITIVE DISABILITIES: SI	4,915	16,599	17,345	48	17,297	0.28%	28.43%	98.76%	(4,671)	4,719	4,854
404 PHYSICALLY IMPAIRED	555,834	582,179	642,003	24,740	617,263	3.85%	3.26%	3.30%	5,770	18,969	18,332
405 DEAF/HARD-OF-HEARING	214,717	193,393	229,357	3,243	226,114	1.41%	0.98%	0.41%	1,343	1,899	877
406 VISUALLY IMPAIRED	78,174	81,877	93,272	0	93,272	0.00%	0.00%	0.56%	0	0	435
407 SPECIFIC LEARNING DISABILITY	112,797	172,570	167,460	15,684	151,776	9.37%	26.15%	35.36%	(29,450)	45,134	39,890
408 EMOTIONAL/BEHAVIORAL DISORDER	1,374,053	1,107,189	1,557,996	31,519	1,526,477	2.02%	2.74%	0.03%	1,131	30,388	373
410 OTHER HEALTH DISABILITIES	109,409	138,307	155,550	3,274	152,276	2.10%	0.92%	2.21%	1,998	1,276	2,420
411 AUTISTIC SPECTRUM DISORDERS	474,745	476,724	539,474	15,244	524,230	2.83%	4.06%	4.51%	(4,118)	19,361	21,433
412 DEVELOPMENTALLY DELAYED	886,360	741,570	911,803	33,312	878,492	3.65%	5.79%	6.96%	(9,597)	42,908	61,648
414 TRAUMATIC BRAIN INJURY	0	5,487	5,686	49	5,637	0.86%	0.00%	0.00%	49	0	0
416 SEVERELY MULTIPLY IMPAIRED	0	655	654	0	654	0.00%	98.65%	0.00%	(646)	646	0
420 SPECIAL EDUCATION - AGGREGATE (THREE O	2,036,125	1,952,685	2,403,726	285,232	2,118,494	11.87%	15.02%	11.29%	(8,061)	293,294	229,962
422 SPECIAL EDUCATION-STUDENTS WITHOUT DI'	278,055	327,499	437,834	30,856	406,978	7.05%	7.42%	15.53%	6,542	24,314	43,187
TOTAL - SPECIAL ED INSTRUCTION	6,998,990	6,752,885	8,284,486	467,158	7,817,328	5.64%	7.71%	6.53%	(53,231)	520,389	457,361
INSTRUCTIONAL SUPPORT											
610 CURRICULUM CONSULTANT AND DEVELOPME	347,145	295,945	341,811	95,161	246,650	27.84%	19.97%	26.62%	36,073	59,088	92,399
630 INSTRUCTION-RELATED TECHNOLOGY	75,825	48,445	54,445	11,155	43,290	20.49%	0.00%	0.40%	11,155	0	300
640 STAFF DEVELOPMENT	0	9,806	16,500	0	16,500	0.00%	22.63%	13.87%	(2,219)	2,219	5,260
TOTAL - INSTRUCTIONAL SUPPORT	460,906	354,195	412,756	106,316	306,440	25.76%	17.31%	21.25%	45,010	61,307	97,959
25											
PUPIL SUPPORT SERVICES											
720 HEALTH SERVICES	163,454	176,681	175,205	614	174,591	0.35%	0.00%	0.00%	614	0	0
730 PSYCHOLOGICAL AND MENTAL HEALTH SERV	739,099	780,683	919,075	0	919,075	0.00%	0.00%	0.00%	0	0	0
740 SOCIAL WORK SERVICES	365,301	406,646	418,072	0	418,072	0.00%	0.00%	0.00%	0	0	0

DESCRIPTION	June 30, 2019	June 30, 2020	Adopted Budget	Expenses YTD	Budget Remaining	August 31,	August 31,	August 31,	Current YTD vs. Prior YTD	August 31, 2019	August 31, 2018
						% of Budget Expended	% of Actuals Expended	% of Actuals Expended			
760 PUPIL TRANSPORTATION	8,260	3,070	8,423	2,526	5,897	29.99%	0.00%	0.45%	2,526	0	37
790 OTHER PUPIL SUPPORT SERVICES	1,853	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
TOTAL - PUPIL SUPPORT SERVICES	1,277,968	1,367,080	1,520,775	3,140	1,517,635	0.21%	0.00%	0.00%	3,140	0	37
FACILITIES											
810 OPERATIONS AND MAINTENANCE	324,480	233,475	389,388	5,159	384,229	1.33%	1.52%	2.78%	1,603	3,557	9,028
850 CAPITAL FACILITIES	1,057,012	1,087,154	1,131,178	291,451	839,727	25.77%	27.29%	28.70%	(5,215)	296,666	303,400
865 LONG-TERM FACILITIES MAINTENANCE	84,972	81,667	108,768	21,185	87,583	19.48%	2.88%	12.58%	18,836	2,348	10,688
TOTAL - FACILITIES	1,466,464	1,402,296	1,629,334	317,795	1,311,539	19.50%	21.58%	22.03%	15,224	302,571	323,116
OTHER FINANCING USES											
950 TRANSFERS	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
TOTAL - OTHER FINANCING USES	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
GENERAL FUND TOTAL	12,349,007	11,370,844	14,082,249	1,038,574	13,043,675	7.38%	8.91%	8.08%	25,991	1,012,583	998,002

Monthly Bank Reconciliation
August 31, 2020

Bank Statement Date: 8/31/2020

MSDLAF	\$42.26
MSDMAX	\$625,716.20
MERCHANTS BANK - GENERAL	\$454,755.41
MERCHANTS BANK - PAYROLL	\$5,842.68
MERCHANTS BANK - SWEEP	\$363,314.28
U.S. BANK	\$0.00

Ending Balance from Bank Statement \$1,449,670.83

Add Deposits in Transit:

Deposit Date	Amount	Deposit Date	Amount
MSDLAF	\$0.00	TRANSFER TO SWP	\$0.00
MERCHANTS	\$0.00		\$0.00
	\$0.00		\$0.00
	\$0.00		\$0.00

Total Deposits in Transit **\$0.00**

Subtotal **\$1,449,670.83**

Subtract Outstanding Checks:

Account	Amount	Account	Amount
BANK OF ZUMBROTA	\$0.00	TRANSFER FRM SWEEP	\$906.25
U.S. BANK AP CHECKS	\$0.00		
MERCHANTS - PR	\$637.21		
MERCHANTS - AP	\$21,082.53		
	\$0.00		

Total Outstanding Checks **\$22,625.99**

Computed Book Balance **\$1,427,044.84**

Balance per Your Books 1,427,044.84

Difference **\$0.00**

Business Manager Report 9-24-20

Budget 2019-20 as of 6/30/20

We have earned \$10,193,501 or 77.46% of the revised revenue budget. We have expended \$12,120,314 or 90.21% of the revised expense budget. This an updated glance at the year end for 2019-20. There are still receivables and payables to be booked before we have final numbers. The annual audit is scheduled for Oct 6-7.

Budget 2020-21 as of 8/31/20

We have received \$1,750,226 or 12.68% of the adopted revenue budget, compared to 12.01% at 8/31/19 and 12.88% at 8/31/18. We have expended \$1,038,574 or 7.38% of the adopted expense budget, compared to 8.91% at 8/31/19 and 8.08% at 8/31/18

Cash Flow

Cash Flow has improved has improved and is looking good for 20-21 year. Our estimated state aid payments have increased in the last few weeks. This assumes the 90/10 aid shift continues for 2020-21

Aug Bank Rec

For your information



**GOODHUE CO ED DISTRICT
2020-21 CASH FLOW**

AS OF 9-17-20

JULY

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
7/1/2020	-	-	-	-	-	829,631.52
7/1/2020	-	-	-	-	-	829,631.52
7/9/2020	(191,147.21)	-	-	-	176,628.87	815,113.18
7/15/2020	(117,553.44)	(169,560.82)	200,477.47	124,199.36	-	852,675.75
7/20/2020	(563,115.92)	-	237,450.71	-	-	527,010.54
7/31/2020	(115,879.71)	(159,493.10)	91.58	56,454.25	-	308,183.56
ENDING BALANCE	(987,696.28)	(329,053.92)	-	438,019.76	180,653.61	176,628.87

AUGUST

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
8/1/2020	-	-	-	-	-	308,183.56
8/4/2020	(80,281.57)	-	281,440.96	-	-	509,342.95
8/15/2020	(135,894.42)	(194,940.82)	-	233,880.60	224,579.24	636,967.55
8/17/2020	(301,880.60)	-	120,972.75	-	-	456,059.70
8/30/2020	(123,616.67)	(174,273.43)	711,902.64	557,330.75	-	1,427,402.99
ENDING BALANCE	(641,673.26)	(369,214.25)	-	1,114,316.35	791,211.35	1,427,402.99

SEPTEMBER

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
9/1/2020	(112,545.22)	-	2,795.00	-	-	1,317,652.77
9/15/2020	(964,756.61)	(182,491.90)	139,256.65	125,813.75	-	435,474.66
9/17/2020	-	-	-	1,180.00	-	436,654.66
9/30/2020	(117,620.84)	(179,799.33)	298,512.80	177,810.23	300,000.00	915,557.52
ENDING BALANCE	(1,194,922.67)	(362,291.23)	-	440,564.45	304,803.98	300,000.00

OCTOBER

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
10/1/2020	-	-	-	-	170,512.42	1,086,069.94
10/9/2020	(214,224.30)	-	77,276.06	-	21,903.71	971,025.42
10/15/2020	-	(182,525.48)	-	47,375.33	4,395.07	840,270.34
10/20/2020	(213,563.88)	-	-	-	-	626,706.46
10/31/2020	(119,498.54)	(181,505.12)	896,671.88	101,662.91	-	1,324,037.59
ENDING BALANCE	(547,286.71)	(364,030.60)	-	973,947.94	149,038.24	196,811.20

NOVEMBER

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
11/1/2020	(77,294.75)	-	-	-	-	1,246,742.84
11/5/2020	-	-	-	-	296,160.40	1,542,903.24
11/15/2020	(271,351.32)	(184,997.04)	-	84,497.42	-	1,171,052.29
11/20/2020	-	-	244,572.69	-	-	1,415,624.98
11/30/2020	(114,879.61)	(179,726.61)	865.17	135,195.88	-	1,257,079.80
ENDING BALANCE	(463,525.69)	(364,723.66)	-	245,437.86	219,693.30	296,160.40

DECEMBER

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
12/1/2020	-	-	-	-	0.11	1,257,079.91
12/8/2020	(106,227.07)	-	250,048.98	-	-	1,400,901.82
12/15/2020	(117,506.04)	(183,210.50)	-	185,894.33	-	1,286,079.61
12/20/2020	(119,349.16)	-	485,701.04	-	-	1,652,431.49
12/31/2020	(116,479.46)	(180,466.39)	1,067.66	101,396.91	-	1,457,950.20

ENDING BALANCE	(459,561.73)	(363,676.89)	-	736,817.68	287,291.24	0.11	1,457,950.20
----------------	--------------	--------------	---	------------	------------	------	---------------------

JANUARY

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
1/1/2021	-	-	6,216.23	-	-	1,464,166.43
1/8/2021	(720,897.08)	-	-	-	-	743,269.36
1/15/2021	(113,417.81)	(172,676.32)	145,697.33	168,994.85	-	771,867.40
1/20/2021	(171,902.15)	-	-	-	-	599,965.25
1/31/2021	(118,124.45)	(178,415.67)	153,591.34	135,195.88	-	592,212.36
ENDING BALANCE	(1,124,341.48)	(351,091.98)	-	305,504.90	304,190.72	592,212.36

FEBRUARY

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
2/1/2021	(133,490.16)	-	-	-	270,423.21	729,145.41
2/15/2021	(123,399.14)	(184,024.98)	330,035.03	135,195.88	-	886,952.19
2/16/2021	-	-	-	-	-	886,952.19
2/20/2021	(82,273.08)	-	-	-	-	804,679.12
2/28/2021	(116,229.09)	(177,981.96)	139,872.35	168,994.85	-	819,335.26
ENDING BALANCE	(455,391.47)	(362,006.94)	-	469,907.38	304,190.72	819,335.26

MARCH

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
3/1/2021	(169,594.89)	-	179,380.04	-	-	829,120.41
3/15/2021	(118,735.81)	(181,961.20)	-	168,994.85	-	697,418.24
3/20/2021	(224,465.70)	-	288,295.51	-	-	761,248.06
3/31/2021	(172,406.70)	(275,044.15)	355,881.99	202,793.81	-	872,473.01
ENDING BALANCE	(685,203.11)	(457,005.35)	-	823,557.55	371,788.66	872,473.01

APRIL

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
4/9/2021	(11,051.81)	-	88,431.03	-	-	949,852.23
4/15/2021	(357,651.66)	(194,265.21)	-	135,195.88	-	533,131.24
4/20/2021	-	-	178.22	-	287,573.62	820,883.08
4/30/2021	(227,475.09)	(188,198.93)	467.57	291,928.38	122,995.74	820,600.75
ENDING BALANCE	(596,178.56)	(382,464.14)	-	89,076.81	427,124.26	820,600.75

MAY

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
5/1/2021	-	-	200,547.41	-	-	1,021,148.16
5/15/2021	(263,126.81)	(189,185.31)	-	168,994.85	-	737,830.89
5/20/2021	-	-	90,808.98	-	-	828,639.87
5/31/2021	(254,149.76)	(225,850.45)	274,249.08	168,994.85	-	791,883.58
ENDING BALANCE	(517,276.57)	(415,035.76)	-	565,605.46	337,989.69	791,883.58

JUNE

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
6/1/2021	-	-	169,318.16	-	-	961,201.73
6/15/2021	(209,994.02)	(192,205.72)	172,972.91	-	-	731,974.90
6/20/2021	(130,763.77)	-	223,333.96	168,994.85	-	993,539.94
6/30/2021	(125,607.90)	(182,976.11)	172,820.02	-	-	857,775.96
ENDING BALANCE	(466,365.69)	(375,181.83)	-	738,445.05	168,994.85	857,775.96

TOTALS	(8,139,423.22)	(4,495,776.54)	-	6,941,201.19	3,846,970.61	1,875,172.39	857,775.96
--------	----------------	----------------	---	--------------	--------------	--------------	------------

B. RBEC and TV Principal Report
C. SEMASA Mentoring

MASA Region 1 Mentoring Process and History

Process:

1. In July or August, the MASA Secretary will send to the MASA Region 1 membership a list of new superintendents eligible to be mentored (new as a superintendent or new to Minnesota), along with a form to volunteer to serve as a mentor, due back around August 8.
2. By August 10 the Chair and Chair-Elect and one other team member will match up the new superintendent's needs with a volunteer based on the information on the volunteer form. The Secretary will send the mentor and mentee the MASA Regional Mentoring Handbook.
3. The Secretary will send the chart of mentees and mentors to the state MASA office.
4. The state will send the \$500 stipend for each mentor to the Region 1 Treasurer.
5. The Secretary will provide the mentor and mentee with a log form that they are requested to complete and submit twice during the year, the first by December 31, and the second by June 30.
6. Quarterly the Chair and Chair-Elect will do a check-in with the mentor and mentee to ask how they're doing and if they need anything.
7. In early June, the Secretary will send a feedback form to the mentee and mentor (Appendix C of the MASA Regional Mentoring Handbook) – ideas for improving the mentoring program, reflections about the mentoring process. The Leadership team will review responses at their spring meeting.
8. In late June, the Treasurer will send the stipend to the mentor.

Considerations in Selecting a Mentor:

- Years of Experience as a Superintendent and as a MN School Administrator.
 - Location (it's suggested that this not be a neighboring superintendent).
 - Availability for regular meetings (phone, ITV, Skype, in person).
 - Areas of Expertise and Assistance needed by the mentee and which the mentor possesses.
- Personality and compatibility (to the extent we are able to and know the mentee's preferences).

2020-2021 Mentees	2020-2021 Mentors
Steve Sallee, SSC – Mentor Team Facilitator	
ssallee@ssc.coop Office 507.281-6673	Cell 507.258-0811
Jamie Goebel, Lyle JGoebel@lyle.k12.mn.us Office 507.325.2201 Cell 320.260.5307	Mike Harvey, Zumbrota-Mazeppa mikeh@zmsch.k12.mn.us Office 507.732.1400 Cell
Heath Olstad, Fillmore Central heath.olstad@isd2198.k12.mn.us Office 507.886.6464 Cell 507.696.2508	Tammy Champa, Pine Island tammy.champa@pineisland.k12.mn.us Office 507.356.4849 Cell 507.951.4378
Sarah McGuire, Cannon Valley SPED Coop smcguire@cannonvalleyspecialied.org Cell 507.276.8884	Dan Armagost, Southern MN Ed Consortium darmagost@smec.k12,mn.us Office 507.857.1160 Cell 507.438.5397
Year 2 Mentorships	
Steve Sallee, SSC – Mentor Team Facilitator	
ssallee@ssc.coop Office 507.281-6673	Cell 507.258-0811
Craig Schlichting, Triton schlich@triton.k12.mn.us Office 507.418.7520 Cell 507.273.4308	Gary Kuphal, Mabel-Canton gkuphal@mabelcanton.org Office (507) 895-6096 Cell 507.459.3535
Scott Hall, Southland Shall@isd500.k12.mn.us Office 507.582.3283 Cell 218.290.1172	Mark Matuska, Kasson-Mantorville m.matuska@komets.k12.mn.us Office 507.634.1100 Cell 612.747.3771
Sarah Knudsen, Winona Schools District Office Sarah.knudsen@winona.k12.mn.us Office 507.494.0841	Cherie Johnson, Goodhue County Ed District cjohnson@gced.k12.mn.us Office 651.388.4441 Cell 651.398.6355
Danielle Thies, Owatonna Schools District Office dtheis@isd761.org Office 507.444.8604	Cherie Johnson, Goodhue County Ed District cjohnson@gced.k12.mn.us Office 651.388.4441 Cell 651.398.6355

Year 2 Mentorships	
Chris Staloch, Blooming Prairie CStaloch@blossoms.k12.mn.us Office 507. 583-4426 x227 Cell 507.381.5265	David Krenz, Austin david.krenz@austin.k12.mn.us Office 507.460.1900 Cell 507.440.6181

2019-2020 Mentees	2019-2020 Mentors
Dave Thompson, Stewartville – Mentor Team Facilitator dthompson@ssc.coop Office 507.281.6663 Cell 507.250.5505	
Craig Schlichting, Triton schlich@triton.k12.mn.us Office 507.418.7520 Cell 507.273.4308	Gary Kuphal, Mabel-Canton gkuphal@mabelcanton.org Office (507) 895-6096 Cell 507.459.3535
Scott Hall, Southland Shall@isd500.k12.mn.us Office 507.582.3283 Cell 218.290.1172	Mark Matuska, Kasson-Mantorville m.matuska@komets.k12.mn.us Office 507.634.1100 Cell 612.747.3771
Sarah Knudsen, Winona Schools District Office Sarah.knudsen@winona.k12.mn.us Office 507.494.0841	Cherie Johnson, Goodhue County Ed District cjohnson@gced.k12.mn.us Office 651.388.4441 Cell 651.398.6355
Danielle Thies, Owatonna Schools District Office dtheis@isd761.org Office 507.444.8604	Cherie Johnson, Goodhue County Ed District cjohnson@gced.k12.mn.us Office 651.388.4441 Cell 651.398.6355
Jon Thompson, Rushford-Peterson jonthompson@r-pschools.com Office 507.864.7785 Cell 319.231.3921	Krin Abraham, Houston Krin.abraham@hps294.us Office 507.896-5323 x225 Cell 507.450.0706
Chris Staloch, Blooming Prairie CStaloch@blossoms.k12.mn.us Office 507. 583-4426 x227 Cell 507.381.5265	Jeff Pesta, Kenyon-Wanamingo jpesta@kw.k12.mn.us Office 507.824.2211 Cell 612.282.3700
YEAR 2 Mentorships	
Craig Ihrke, Caledonia craig_ihrke@cps.k12.mn.us Office 507.867.4521 Cell 507.421.5151	Rachel Udstuen, Spring Grove rachel.udstuen@springgrove.k12.mn.us Office 507.498.3221 x 104 Cell 507.450.7362

2018-2019 Mentees	2018-2019 Mentors
Dave Thompson, Stewartville – Mentor Team Facilitator dthompson@ssc.coop Office 507.281.6663 Cell 507.250.5505	
Craig Ihrke, Caledonia craig_ihrke@cps.k12.mn.us Office 507.867.4521 Cell 507.421.5151	Rachel Udstuen, Spring Grove rachel.udstuen@springgrove.k12.mn.us Office 507.498.3221 x 104 Cell 507.450.7362
YEAR 2 Mentorships	
Matt Hillmann, Northfield mhillmann@northfieldschools.org Office 507.663.0629 Cell 952.715.8737	Jeff Elstad, Owatonna jelstad@owatonna.k12.mn.us Office 507.444.8600 Cell 507.676.0411
Patrick Gordon, Zumbrota Ed District pgordon@zumbroed.org Office 507.775.2037 Cell 507.358.6503	Cherie Johnson, Goodhue County Ed District cjohnson@gced.k12.mn.us Office 651.388.4441 Cell 651.398.6355
Lynn Krominga, Cannon Valley Special Ed District lkrominga@cannonvalleyspecial.org Office 952.212.2977 Cell	Cherie Johnson, Goodhue County Ed District cjohnson@gced.k12.mn.us Office 651.388.4441 Cell 651.398.6355
Joey Page, Byron joey.page@byron.k12.mn.us	Mark Matuska, Kasson-Mantorville m.matuska@komets.k12.mn.us

2018-2019 Mentees	2018-2019 Mentors
Office 507.775.2383 Cell 507.604.8189	Office 507.634.1100 Cell 507.923.7604

2017-2018 Mentees	2017-2018 Mentors
Dave Thompson, Stewartville – Mentor Team Facilitator dthompson@ssc.coop Office 507.281.6663 Cell 507.250.5505	
Joey Page, Byron joey.page@byron.k12.mn.us Office 507.775.2383 Cell 507.604.8189	Mark Matuska, Kasson-Mantorville m.matuska@komets.k12.mn.us Office 507.634.1100 Cell 507.923.7604
Mark Ristau, Medford mristau@medfordtigers.org Office 507.214.6322 Cell 612.360.9924	Todd Sesker, Faribault tsesker@faribault.k12.mn.us Office 507.333.6016 Cell 507.298.1860
Gregg Slaathaug, Hayfield gslaathaug@hayfield.k12.mn.us Office 507.477.3235 Cell 507.360.9928	Barry Olson, Blooming Prairie bolson@blossoms.k12.mn.us Office 507.583.4426 Cell 507.456.7294
Jim Hecimovich, Kingsland hecimovich.james@kingsland2137.org Office 507.346.7276 Cell 507.696.8612	Ed Harris, Chatfield eharris@chatfield.k12.mn.us Office 507.867.4210 Cell 507.358.0941
Bryan Boysen, Lyle bboysen@lyle.k12.mn.us Office 507.325.2201 ext 3005 Cell 507.219.1585	Jeff Sampson, Southland/LeRoy-Ostrander jsampson@isd500.k12.mn.us Southland 507.582.3283 Cell 612.849.0289 LeRoy-Ostrander 507.324.5743
Patrick Gordon, Zumbrota Ed District pgordon@zumbroed.org Office 507.775.2037 Cell 507.358.6503	Cherie Johnson, Goodhue County Ed District cjohnson@gced.k12.mn.us Office 651.388.4441 Cell 651.398.6355
Lynn Krominga, Cannon Valley Special Ed District lkrominga@cannonvalleyspecial.ed.org Office 952.212.2977 Cell	Cherie Johnson, Goodhue County Ed District cjohnson@gced.k12.mn.us Office 651.388.4441 Cell 651.398.6355
Mike Harvey, Zumbrota-Mazeppa mikeh@zmsch.k12.mn.us Office 507.732.1400 Cell	Tammy Berg-Beniak, Pine Island tammyb@pineisland.k12.mn.us Office 507.356.4849 Cell 507.951.4378
Steve Sallee, Southeast Service Cooperative ISD921 Steve Sallee ssallee@isd2142.k12.mn.us Ssallee@ssc.coop Cell (218) 780-4689	Suzanne Riley, Southeast Service Cooperative Sriley@ssc.coop Office 507.281.6673 Cell 507.259.6244
YEAR 2 Mentorships	
Matt Hillman, Northfield mhillmann@northfieldschools.org Office 507.663.0629 Cell 952.715.8737	Jeff Elstad, Owatonna jelstad@owatonna.k12.mn.us Office 507.444.8600 Cell 507.676.0411
Deb Marcotte, Hiawatha Valley Education District dmarcotte@hved.org Office 507.474.6882 Cell 507.429.1721	Cherie Johnson, Goodhue County Ed District cjohnson@gced.k12.mn.us Office 651.388.4441 Cell 651.398.6355

2016-2017 Mentees	2016-2017 Mentors
Dave Thompson, Stewartville – Mentor Team Facilitator dthompson@ssd.k12.mn.us, mobile (507) 250-5505	
Bill Ihrke, Plainview-Elgin-Millville (Principal) b ihrke@isd2899.k12.mn.us	Jeff Apse, Lewiston japse@lewalt.k12.mn.us
Matt Hillman, Northfield (Dir of Admin Services) 34 mhillmann@northfieldschools.org	Jeff Elstad, Byron jeff.elstad@byron.k12.mn.us

2016-2017 Mentees	2016-2017 Mentors
Paul Besel, Grand Meadow (was principal there) pbesel@gm.k12.mn.us	David Krenz david.krenz@austin.k12.mn.us
Deb Marcotte, Hiawatha Valley Education District DMarcotte@hved.org	Cherie Johnson, Goodhue County Ed District CJohnson@gced.k12.mn.us
Matt Schultz, Lanesboro (from Red Wing) mattschultz@lanesboroschools.com	Mike Redmond, Goodhue mredmond@goodhue.k12.mn.us

2015-2016 Mentees	2015-2016 Mentors
Mike Carolan, Dover-Eyota mikecarolan@deschools.org	Ed Harris, Chatfield eharris@chatfield.k12.mn.us
Gary Anger, Zumbrota-Mazeppa Gary.Anger@district196.org	Beth Giese, Cannon Falls giese.beth@cf.k12.mn.us
Jeff Pesta, Kenyon-Wanamingo jpesta@kw.k12.mn.us	Mike Redmond, Goodhue mredmond@goodhue.k12.mn.us
Kevin Cardille, La Crescent 507-951-5654 kevin.cardille@ISD300.k12.mn.us	Ben Barton , Caledonia <u>Ben_Barton@cps.k12.mn.us</u> 507-725-3389
Regina Seabrook, Rochester reseabrook@rochester.k12.mn.us	Mike Munoz, Rochester mimunoz@rochester.k12.mn.us
Michelle Krell, Kasson-Mantorville m.krell@komets.k12.mn.us	Sheri Allen, Supt, Mankato Area Public Schools, 507-387-1868, sallen1@isd77.org
Kelly Halvorsen, Winona kelly.halvorsen@winona.k12.mn.us	To be determined

2014-2015 Mentees	2014-2015 Mentors
Brian Shanks, Alden-Conger (was principal there) bshanks@ac242.us	Brian Grenell, Interim/Retired bcgren65@yahoo.com
Krin Abraham, Houston krin.abraham@hps294.us	Eric Bartleson, Retired ejbartleson@gmail.com
Belinda Selfors, Hayfield bselfors@hayfield.k12.mn.us	Bruce Klaehn, Dover-Eyota bruceklaehn@desch.org
Brett Joyce bjoyce@triton.k12.mn.us	David Thompson, Stewartville <u>dthompson@ssd.k12.mn.us</u> (half-year 2013-14, continuing with full year 2014-15)
Jeff Sampson, LeRoy-Ostrander and Southland jsampson@isd500.k12.mn.us jsampson@leroy.k12.mn.us	Gary Kuphal, Plainview-Elgin-Millville gkuphal@isd2899.k12.mn.us
Stephen West, Winona Stephen.west@winona.k12.mn.us	Karsten Anderson, Red Wing klanderson@rwps.org
Erick Enger, Lake City eenger@lake-city.k12.mn.us	Jim Freihammer, Wabasha-Kellogg jfreihammer@wabasha-kellogg.k12.mn.us

Previous Years

2013-2014 Mentees	2013-2014 Mentors – Confirmed 7/8/2013
Jennifer Backer, Mabel-Canton and Lyle jbacker@lyle.k12.mn.us;jbacker@mabelcanton.org	Steve Sallee, Southland and LeRoy-Ostrander ssallee@leroy.k12.mn.us; ssallee@isd500.k12.mn.us
Michael Redmond, Goodhue mredmond@goodhue.k12.mn.us	Beth Giese, Cannon Falls giese.beth@cf.k12.mn.us
Rich Dahman, Medford rdahman@medford.k12.mn.us	Bruce Klaehn, Dover-Eyota bruceklaehn@desch.org
Brett Joyce bjoyce@triton.k12.mn.us	David Thompson, Stewartville dthompson@ssd.k12.mn.us

2012-2013 Mentees	2012-2013 Mentors
Jeff Elstad, Byron <u>Jeff.Elstad@byron.k12.mn.us</u>	Dave Thompson, Stewartville dthompson@ssd.k12.mn.us
Ben Barton, Caledonia <u>Ben_Barton@cps.k12.mn.us</u>	Gary Kuphal, Plainview-Elgin-Millville gkuphal@isd2899.k12.mn.us
Bradley Harper, Superintendent, MN State Academies, (507) 384-6601 <u>brad.harper@msa.state.mn.us</u>	Roger Worner (retired MASA member) rworner@yahoo.com Peggy Flathmann, Fridley peggy.flathmann@fridley.k12.mn.us
Tamara Berg-Beniak <u>tammyb@pineisland.k12.mn.us</u>	Bruce Klaehn, Dover-Eyota bruceklaehn@desch.org

2011-2012 Mentees	2011-2012 Mentors
Beth Giese, Cannon Falls	Gary Kuphal, Plainview-Elgin-Millville
Richard (Dick) Keith, Fillmore	Chuck Ehler, Rushford-Peterson
Mark Matuska, Kasson-Mantorville	Wendy Shannon, Byron
Jim Dusso, Lyle	Steve Sallee, Southland/LeRoy-Ostrander
Michael (Mike) Munoz, Rochester	Chris Richardson, Northfield
Tony Simons, Zumbrota-Mazeppa	Chris Bates, Pine Island
Jeff Apse, Lewiston-Altura	David Thompson, Stewartville
2010-2011 Mentees	2010-2011 Mentors
John McDonald	Myrna Luehmann
Rachel Udstuen	Gary Kuphal
Jean Broadwater	Ron Wilke
Scott Hannon	David Krenz
2009-2010 Mentees	2009-2010 Mentors
Craig Junker	Tom Ames
Ron Wilke	Gary Kuphal
2008-2009 Mentees	2008-2009 Mentors
Steve Sallee	Gary Kuphal
Mark Roubinek	Barry Olson

MASA Region 1 Mentoring Volunteer Form

Name:		School District:	
Phone (Work):		Email:	
Phone (Cell):			
# Years Experience as a Superintendent:		# Years as a Minnesota School Administrator:	
Name of new Superintendent for whom you think you could be a good mentor match:			
What tools technologies do you have available to use in connecting with your mentee:			
SmartPhone		ITV Interactive Videoconferencing	
Desk-to-desk video		Other:	
Please place an "X" next to each of the areas of expertise and assistance you feel comfortable providing OR you know someone you would refer your mentee to for additional assistance:			
I have expertise	Trusted resource	Area of Expertise or Administrative Function	
		Administrative Team/Cabinet – Relations, Management, Success	
		Board Relations and Board/Superintendent Roles	
		Budget Development and Budget Reduction	
		Building Referendum	
		Business Manager - Working with your Business Manager	
		Emergency Planning and Management	
		Facilities - Construction Projects	
		Facilities – Long Term Facility Maintenance (LTFM) planning	
		Finance	
		Foodservice management	
		Health and Safety	
		Insurance – Group Health, Property/Casualty, other coverages	
		Navigating a state or national conference – alone, with Board Members, and teams.	
		Negotiations	
		Operating Levy Election	
		Personnel – Hiring, Layoff, Termination, etc.	
		Principal Evaluation and Coaching	
		Public Relations/Communications	
		Safe Schools	
		School Climate	
		Special Education Issues	
		Strategic Planning	
		Strategic Problem Solving	
		Superintendent Evaluation	
		Technology in Education	
		Technology Management	
		World’s Best Work Force	

I agree to carry out the following duties if assigned a mentee:

1. Touch base with my mentee weekly the first two months.
2. Meet face to face at least once monthly.
3. Listen/observe carefully for clues to needs that the mentee may have but isn't expressing.
4. Follow the guidelines outlined in the MASA Regional Mentoring Handbook

Signature: _____ Date _____

D. Safe and Sound Protocol



MUSIC, MULTISENSORY INPUT & MOVEMENT



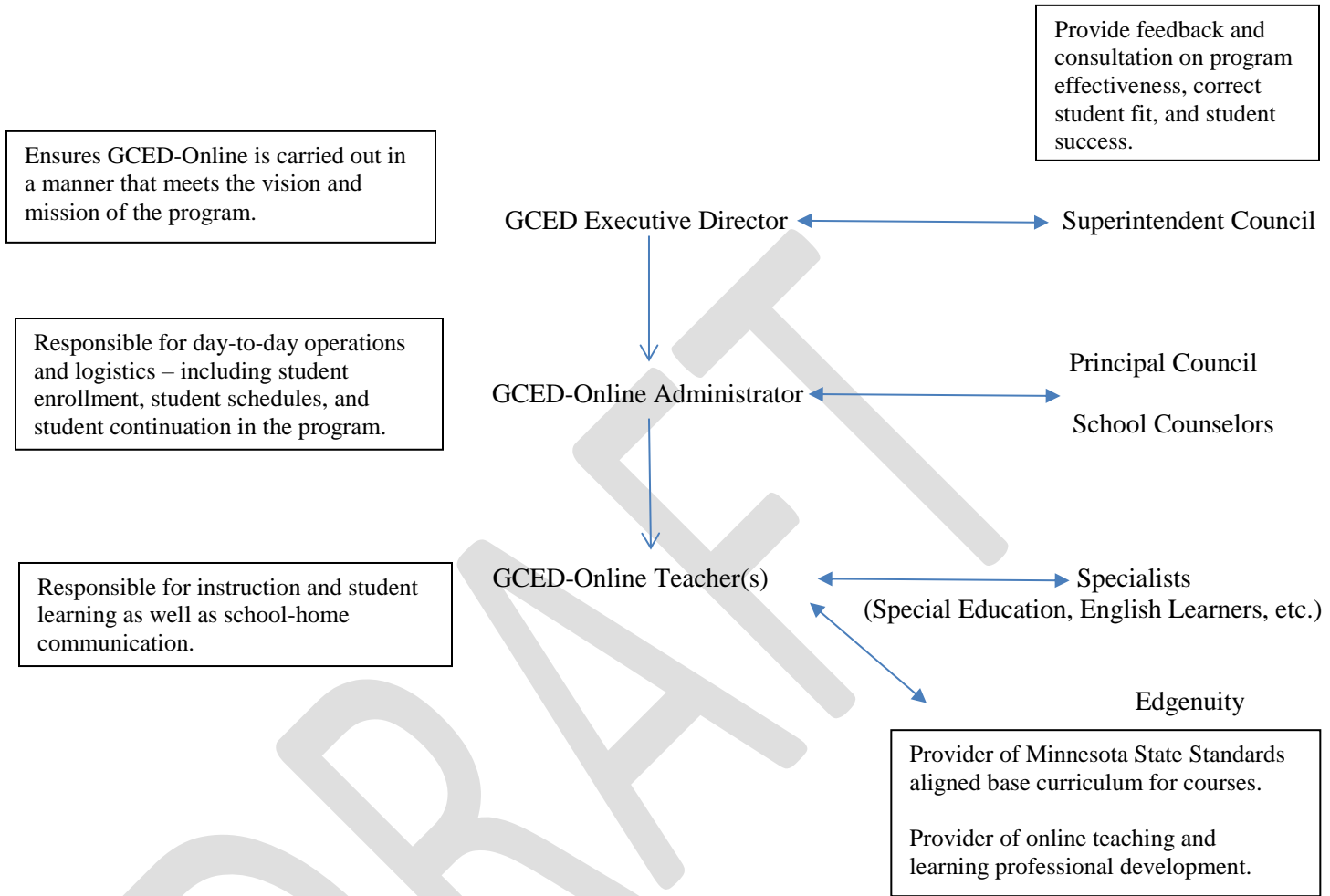
BRAIN & BODY ORGANIZATION



MY BEST SELF

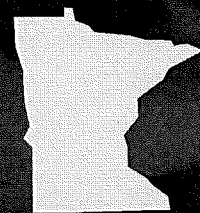
E. Designation as a State-approved Online Learning Provider

GCED-Online Organizational Chart (version 1.0)



Minnesota

2020 Course List



Minnesota

COURSE LIST



Ask us about our flexible,
affordable summer school options.

ENGLISH LANGUAGE ARTS

- English Language Arts 6
- English Language Arts 7
- English Language Arts 8
- English Language Arts 9 ^H
- English Language Arts 10 ^H
- English Language Arts 11 ^H
- English Language Arts 12 ^H
- Literacy & Comprehension I
- Literacy & Comprehension II
- Expository Reading and Writing
- Introduction to Communications & Speech
- Classic Novels & Author Studies**

MATHEMATICS

- Mathematics 6
- Mathematics 7
- Mathematics 8
- Pre-Algebra
- Algebra I with Quadratics ^H
- Geometry ^H
- Algebra II ^H
- Precalculus ^H
- Integrated Mathematics I
- Integrated Mathematics II
- Integrated Mathematics III
- Mathematical Models with Applications
- Financial Math
- Trigonometry*
- Statistics
- Concepts in Probability and Statistics

SCIENCE

- Science 6
- Science 7
- Science 8
- Biology
- Chemistry
- Physics
- Physical Science
- Earth Science
- Environmental Science

SOCIAL STUDIES

- Grade 7 U.S. Studies (1800-present)
- Grade 8 Global Studies
- U.S. History
- World History
- Geography*
- Citizenship and Government*
- Economics*

NATIONAL TEST PREPARATION

- | | |
|--------------------------------------|---|
| <input type="checkbox"/> ACCUPLACER® | <input type="checkbox"/> ACT WorkKeys® |
| <input type="checkbox"/> ACT® | <input type="checkbox"/> ASVAB® (Math, Verbal, Science) |
| <input type="checkbox"/> GED® | <input type="checkbox"/> HISET® |
| <input type="checkbox"/> PSAT® | <input type="checkbox"/> SAT® |

MINNESOTA TEST PREPARATION

- MCA Grade 6 Reading
- MCA Grade 7 Reading
- MCA Grade 8 Reading
- MCA Grade 10 Reading
- MCA Mathematics 6
- MCA Mathematics 7
- MCA Mathematics 8
- MCA Grade 11 Mathematics

WORLD LANGUAGES

Middle School

- Spanish 1
- Spanish 2
- French 1
- French 2
- Chinese 1
- Chinese 2
- German 1
- German 2
- Latin 1
- Latin 2

High School

- Spanish I
- Spanish II
- Spanish III
- French I
- French II
- French III
- Chinese I
- Chinese II
- German I
- German II
- Latin I
- Latin II



SOCIAL EMOTIONAL LEARNING by Purpose Prep

Purpose Prep SEL curriculum can be added to concurrent or site licenses for an additional cost. Purpose Prep K-2 and Purpose Prep 3-5 are also available on a separate platform.

Grade 6–12

- Character & Leadership Development
- Climate & Culture Transformation ^{NOV}
- College & Career Readiness
- Mental Health & Wellness
- Personal Development
- Restorative Practices and Principles ^{NOV}
- Social & Emotional Success
- Unlock Your Purpose
- Trauma-Informed Living ^{NOV}



COURSEWARE ELECTIVES

General Electives

- Art History I
- Computer Applications: Office® 2016
- Contemporary Health*
- Foundations of Personal Wellness
- Healthy Living (semester)*
- Healthy Living (full-year)
- Introduction to Art
- Introduction to Computer Science
- Keyboarding and Applications* ^{NOV}
- Lifetime Fitness (semester)*
- Lifetime Fitness (full-year)
- Online Learning & Digital Citizenship*
- Personal Finance*
- Psychology
- Sociology*
- Strategies for Academic Success*



ADVANCED PLACEMENT®

- Biology[†]
- Calculus AB
- English Language & Composition
- English Literature & Composition
- Environmental Science
- French Language & Culture
- Human Geography
- Psychology
- Spanish Language & Culture
- Statistics
- U.S. Government & Politics*
- U.S. History
- World History: Modern

Minnesota

COURSE LIST

CTE ELECTIVES

CTE Electives can be added to concurrent or site licenses for an additional cost.

CAREER READINESS

- Career Explorations I* NOV
- Career Explorations II* NOV
- Career Explorations III* NOV
- Career Explorations
- Career Management*
- Career Planning and Development

CAREER CLUSTERS

Agriculture, Food & Natural Resources

- Agribusiness Systems*
- Animal Systems* NOV
- Food Products and Processing Systems*
- Introduction to Agriculture, Food, & Natural Resources*
- Plant Systems* NOV
- Power, Structural, and Technical Systems*

Architecture & Construction

- Construction Careers* NOV
- Introduction to Careers in Architecture & Construction*

Arts, A/V Technology & Communications

- Fundamentals of Digital Media* NOV
- Introduction to Careers in Arts, A/V Technology & Communications*

Business Management & Administration

- Business Computer Information Systems
- Business Law*
- Introduction to Business
- Microsoft® Office® Specialist
- Small Business Entrepreneurship
- Technology and Business

Education & Training

- Introduction to Careers in Education & Training
- Introduction to Human Growth and Development*
- Teaching and Training Careers* NOV

Finance

- Banking Services Careers* NOV
- Introduction to Careers in Finance*

Government & Public Administration

- Introduction to Careers in Government & Public Administration*

Health Science

- Careers in Allied Health*
- Health, Safety and Ethics in the Health Environment* NOV
- Health Science Concepts
- Introduction to Careers in the Health Sciences*
- Introduction to Health Science
- Medical Terminology
- Nursing: Unlimited Possibilities & Unlimited Potential* NOV
- Nursing Assistant†
- Pharmacy Technician†
- Physicians, Pharmacists, Dentists, Veterinarians and Other Doctors* NOV
- Public Health: Discovering the Big Picture in Health Care* NOV
- Therapeutics: The Art of Restoring and Maintaining Wellness* NOV

Hospitality & Tourism

- Food Safety and Sanitation*
- Marketing and Sales for Tourism and Hospitality*
- Planning Meetings and Special Events* NOV
- Sustainable Service Management for Hospitality & Tourism*
- Transportation and Tours for the Traveler*

Human Services

- Family and Community Services* NOV
- Introduction to Consumer Services*
- Introduction to Human Services*
- Personal Care Services* NOV

Information Technology

- Fundamentals of Computer Systems* ^{NOV}
- Fundamentals of Programming & Software Development*
- Introduction to Coding*
- Introduction to Computer Science
- Introduction to Information Technology
- Introduction to Information Technology Support & Services*
- Introduction to Network Systems*
- Network System Design*
- New Applications: Web Development in the 21st Century*
- Software Development Tools*

Law, Public Safety, Corrections & Security

- Corrections: Policies and Procedures* ^{NOV}
- Fire & Emergency Services*
- Forensics: Using Science to Solve a Mystery* ^{NOV}
- Introduction to Law, Public Safety, Corrections, & Security*
- Law Enforcement Field Services*
- Legal Services* ^{NOV}
- Security and Protective Services* ^{NOV}

Marketing, Sales, and Service

- Careers in Marketing Research* ^{NOV}

Science, Technology, Engineering & Mathematics

- Engineering and Design*
- Engineering and Product Development*
- Introduction to STEM*
- Science and Mathematics in the Real World* ^{NOV}
- Scientific Discovery and Development* ^{NOV}
- Scientific Research* ^{NOV}
- STEM and Problem Solving* ^{NOV}

Transportation, Distribution & Logistics

- Careers in Logistics Planning and Management Services* ^{NOV}
- Introduction to Careers in Transportation, Distribution, and Logistics*

Subscription-based Electives

THESE ELECTIVES ARE PRICED SEPARATELY BY ENROLLMENT

CAREER AND ELECTIVE COURSES by eDynamic Learning

Edgenuity offers a suite of eDynamic Learning electives on a subscription basis, allowing students to pursue a large range of interests in language arts, creative arts, STEM, and CTE. These electives are priced separately by enrollment.

MIDDLE SCHOOL ELECTIVES

- Middle School 2D Studio Art 1A*
- Middle School 2D Studio Art 1B*
- Middle School Coding 1A*
- Middle School Coding 1B*
- Middle School Digital Art & Design 1A*
- Middle School Digital Art & Design 1B*
- Middle School Exploring Music 1A*
- Middle School Exploring Music 1B*
- Middle School Game Design 1A*
- Middle School Game Design 1B*
- Middle School Journalism 1A*
- Middle School Journalism 1B*
- Middle School Photography 1A*
- Middle School Photography 1B*

HIGH SCHOOL GENERAL ELECTIVES

- African-American History*
- American Sign Language 1A*
- American Sign Language 1B*
- American Sign Language 2A*
- American Sign Language 2B*
- Anthropology I:
Uncovering Human Mysteries*
- Anthropology II:
More Human Mysteries Uncovered*
- Archaeology: Detectives of the Past*
- Creative Writing*
- Gothic Literature: Monster Stories*
- History of the Holocaust*
- Mythology & Folklore: Legendary Tales*
- Philosophy: The Big Picture*
- Social Problems I: A World in Crisis*
- Social Problems II:
Crisis, Conflicts, & Challenges*
- World Religions: Exploring Diversity*

AGRICULTURE, FOOD, AND NATURAL RESOURCES

- Agriscience 1:
Introduction to Agriscience*
- Agriscience 2A: Sustaining Human Life*
- Agriscience 2B: Sustaining Human Life*
- Forestry & Natural Resources*

- Principles of Agriculture, Food, and Natural Resources*
- Veterinary Science: The Care of Animals*

ARTS, AUDIO/VIDEO TECHNOLOGY, AND COMMUNICATIONS

- Animation*
- Digital Photography 1A*
- Digital Photography 1B*
- Digital Photography II*
- Introduction to Social Media:
Our Connected World*
- Journalism 1A*
- Journalism 1B*
- Music Appreciation*
- Public Speaking 1A*
- Public Speaking 1B*

BUSINESS, MANAGEMENT, & ADMINISTRATION

- International Business:
Global Commerce in the 21st Century*

EDUCATION & TRAINING

- Early Childhood Education 1A*
- Early Childhood Education 1B*
- Real World Parenting*

ENERGY

- Renewable Technologies 1A*
- Renewable Technologies 1B*

HOSPITALITY & TOURISM

- Culinary Arts 1A*
- Culinary Arts 1B*
- Hospitality & Tourism 1:
Traveling the Globe*
- Hospitality & Tourism 2A:
Hotel & Restaurant Management*
- Hospitality & Tourism 2B:
Hotel & Restaurant Management*

HUMAN SERVICES

- Cosmetology 1: Cutting Edge Styles*
- Cosmetology 2:
The Business of Skin & Nail Care*

- Fashion & Interior Design*
- Nutrition & Wellness*
- Peer Counseling*

INFORMATION TECHNOLOGY

- Cybersecurity 1A*
- Cybersecurity 1B*
- Game Design 1A*
- Game Design 1B*

LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY

- Careers in Criminal Justice*
- Criminology: Inside the Criminal Mind*
- Introduction to Military Careers*
- Law & Order:
Introduction to Legal Studies*
- National Security*
- Principles of Public Service:
To Serve & Protect*

MANUFACTURING

- Introduction to Manufacturing:
Product Design & Innovation*

MARKETING

- Advertising and Sales Promotion*
- Sports and Entertainment Marketing*

SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS

- Astronomy: Exploring the Universe 1A*
- Astronomy: Exploring the Universe 1B*
- Biotechnology 1A*
- Biotechnology 1B*
- Concepts of Engineering & Technology*
- Forensic Science I: Secrets of the Dead*
- Forensic Science II:
More Secrets of the Dead*
- Great Minds in Science:
Ideas for a New Generation*
- Marine Science 1A*
- Marine Science 1B*



INSTRUCTIONAL SERVICES ELECTIVES Offered with Edgenuity teachers only

All electives can be taught through a district teacher or a highly qualified Edgenuity instructor. However, the following electives are offered only through Edgenuity's Instructional Services to help schools further expand their course offerings with Edgenuity's instructors.

- Adaptive PE*
- Advanced PE 1 & 2
- Anatomy*
- Comprehensive PE*
- Concepts in Fitness*
- Credit Recovery PE 1 & 2
- Drugs & Alcohol*
- Exercise Science*
- Family & Consumer Sciences*
- Family Living & Healthy Relationships*
- First Aid & Safety*
- Fitness Fundamentals 1 & 2
- Flexibility Training*
- Group Sports*
- Health & Personal Wellness*
- Health Careers*
- HOPE 1 & 2
- Individual Sports*
- Intro to Coaching*
- Life Skills*
- Middle School Fitness Basics 1 & 2
- Middle School Intro to Group Sports 1 & 2
- Middle School Health*
- Middle School Intro to Individual Sports 1 & 2
- Middle School Life Skills*
- Personal Health and Fitness*
- Personal Training*
- Personal Training Concepts*
- Physiology*
- Running*
- Sports Officiating*
- Strength Training*
- Walking Fitness*

* One-semester course

** Supplemental course

† Not available via Instructional Services

‡ Also available for honors

NOV Available for November 2020

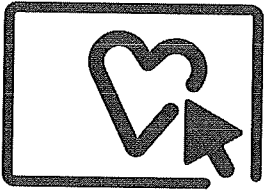
Notes

AP[®], Advanced Placement[®], SAT[®], PSAT[®] and ACCUPLACER[®] are registered trademarks of the College Board.

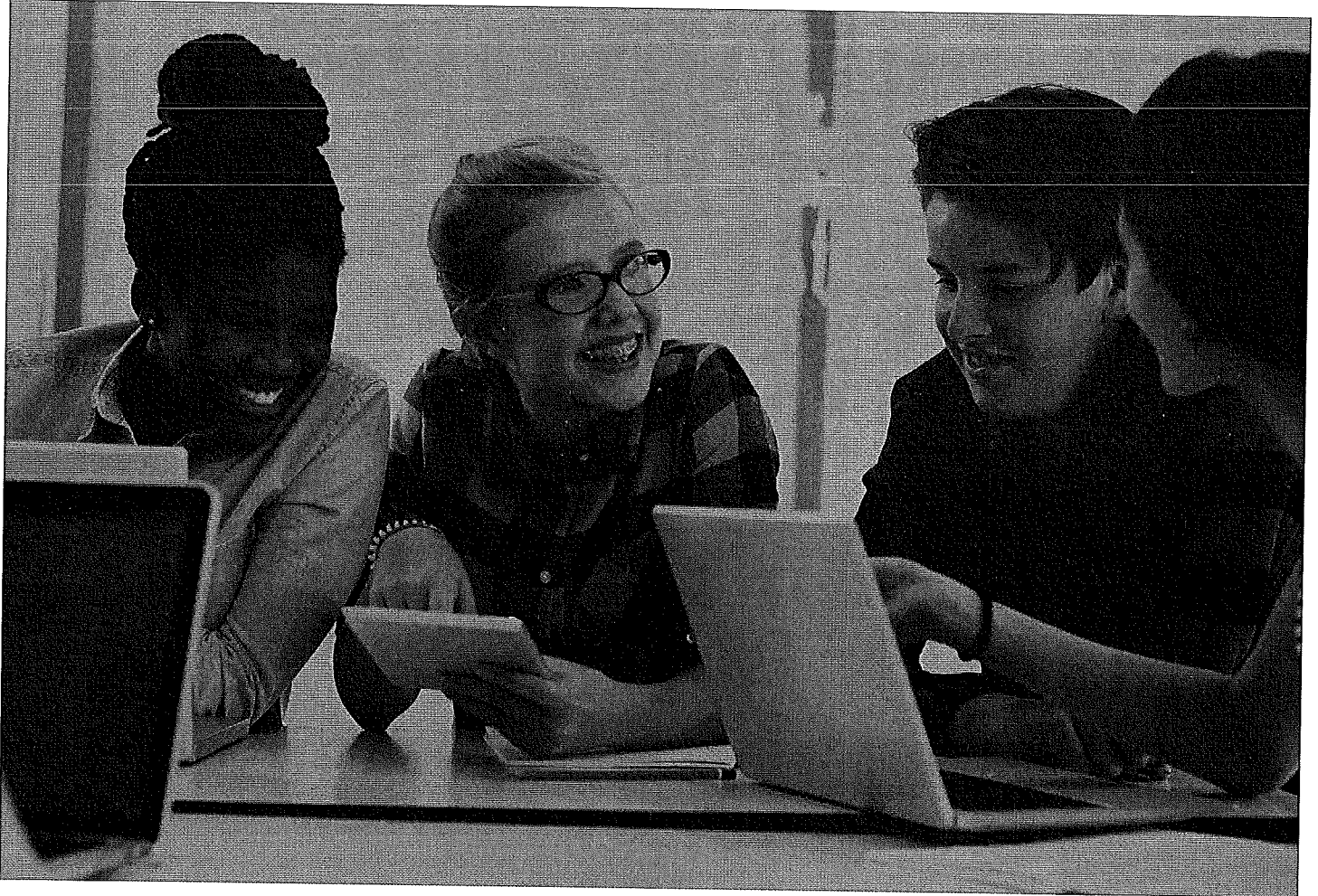
ACT[®] and ACT WorkKeys[®] are registered trademarks of ACT, Inc.

ASVAB (Armed Services Vocational Aptitude Battery) is a registered trademark of the United States Military Entrance Processing Command.

GED[®] is a registered trademark of the American Council on Education.



Flexible Social and Emotional Learning (SEL) Solutions for Today's Whole Learner



FOR STUDENTS



- + Multimedia course content designed by subject-matter experts from all over the world
- + A robust family involvement component
- + Discussion forums for students and teachers to receive and share feedback
- + Call-to-action assignments that encourage students to apply learning

FOR EDUCATORS



- + A comprehensive course overview and syllabus
- + An instructor manual and facilitation guide
- + Automated grading rubrics that clearly define success criteria
- + A dynamic user interface with embedded discussion questions for each lesson video
- + Assessments, learning targets, essential questions, and success criteria throughout the curriculum
- + Meaningful professional development options

FOR ADMINISTRATORS



- + No installation, setup, or complex learning curves required
- + Courses that can be used for initial credit or credit recovery
- + Transformational content designed to enhance school culture and support positive student behaviors and outcomes
- + Customizable and convertible content
- + Customized professional development to match your SEL program needs
- + Support for ESSA funding priorities

Standards Alignment For MN-Geometry

Select a state below to see the standards alignments for this course. You can then roll your mouse over the "State ID" to see the full text of that standard.

State: **MN** Document: **Minnesota Academic Standards - 2008**

Foundations of Euclidean Geometry

Lesson	Grade Level	State ID
Euclidean Geometry	10	9.3.2.1.
Defining Terms	10	9.3.2.1.
Measuring Length and Angles	10	9.3.1.5.
Introduction to Proof	10	9.3.2.4.
Linear Pairs and Vertical Angles	10	9.3.3.2.
Complementary and Supplementary Angles	10	9.3.3.2.
Conditional Statements and Equivalence	10	9.3.2.2.
Logic and Reasoning	10	9.3.2.3.
Performance Task: Constructions	10	9.3.2.5.
Unit Test		

Geometric Transformations

Lesson	Grade Level	State ID
Introduction to Transformations	10	9.3.4.6.
Reflections	10	9.3.4.6.
Translations	10	9.3.4.6.
Rotations	10	9.3.4.6.
Compositions	10	9.3.4.6.
Symmetry	10	9.3.4.6.
Unit Test		

Angles and Lines

Lesson	Grade Level	State ID
Parallel and Perpendicular Lines	10	9.3.3.1.
Lines Cut by a Transversal	10	9.3.3.1.
Proving Lines Parallel	10	9.3.2.3.
	10	9.3.2.4.
	10	9.3.3.1.
Slopes of Parallel and Perpendicular Lines	10	9.3.4.4.
Unit Test		

Triangles

50

Lesson	Grade Level	State ID
Triangle Angle Theorems	10	9.3.3.3.

Triangles and Their Side Lengths	10	9.3.3.3.
Triangle Inequalities	10	9.3.3.3.
Isosceles Triangles	10	9.3.3.3.
Centroid and Orthocenter	10	9.3.3.3.
Unit Test		

Triangle Congruence

Lesson	Grade Level	State ID
Congruent Figures	10	9.3.3.6.
Triangle Congruence: SAS	10	9.3.2.5.
	10	9.3.3.6.
	10	9.3.4.7.
Triangle Congruence: ASA and AAS	10	9.3.2.5.
	10	9.3.3.6.
	10	9.3.4.7.
Triangle Congruence: SSS and HL	10	9.3.2.5.
	10	9.3.3.6.
	10	9.3.4.7.
Using Triangle Congruence Theorems	10	9.3.2.5.
	10	9.3.3.6.
Performance Task: Congruency Proofs	10	9.3.3.6.
Unit Test		

Similarity Transformations

Lesson	Grade Level	State ID
Dilations	10	9.3.1.4.
	10	9.3.4.6.
Similar Figures	10	9.3.3.6.
	10	9.3.4.4.
Triangle Similarity: AA	10	9.3.2.5.
	10	9.3.3.6.
Triangle Similarity: SSS and SAS	10	9.3.2.5.
	10	9.3.3.6.
Using Triangle Similarity Theorems	10	9.3.2.5.
	10	9.3.3.6.
	10	9.3.4.7.
Right Triangle Similarity	10	9.3.3.4.
	10	9.3.3.6.
	10	9.3.4.7.
Directed Line Segments and Modeling	10	9.3.4.4.
Unit Test		

Right Triangle Relationships and Trigonometry

Lesson	Grade Level	State ID
Triangle Classification Theorems	10	9.3.2.5.
	10	9.3.3.4.
Special Right Triangles	10	9.3.3.5.
Trigonometric Ratios	10	9.3.3.2.
	10	9.3.3.5.
	10	9.3.3.6.
	10	9.3.4.1.

	10	9.3.4.3.
Solving for Side Lengths of Right Triangles	10	9.3.3.5.
Solving for Angle Measures of Right Triangles	10	9.3.3.5.
Law of Sines	10	9.3.3.2.
	10	9.3.4.2.
Law of Cosines	10	9.3.3.2.
	10	9.3.4.2.
Area and Perimeter of Triangles	10	9.3.4.2.
Unit Test		

Quadrilaterals and Coordinate Algebra

Lesson	Grade Level	State ID
Classifying Quadrilaterals	10	9.3.3.7.
Parallelograms	10	9.3.3.7.
Proving a Quadrilateral Is a Parallelogram	10	9.3.3.7.
Special Parallelograms	10	9.3.3.7.
Trapezoids and Kites	10	9.3.3.7.
	10	9.3.4.7.
Figures in the Coordinate Plane	10	9.3.4.4.
Unit Test		

Circles

Lesson	Grade Level	State ID
Introduction to Circles	10	9.3.3.8.
Central Angles	10	9.3.3.8.
Inscribed Angles	10	9.3.3.8.
Secants, Tangents, and Angles	10	9.3.3.8.
Special Segments	10	9.3.3.8.
Circumference and Arc Length	10	9.3.3.8.
Area of a Circle and a Sector	10	9.3.3.8.
Angle Relationships	10	9.3.3.8.
Performance Task: Circle Constructions	10	9.3.3.8.
Equation of a Circle	10	9.3.3.8.
	10	9.3.4.5.
Unit Test		

Geometric Modeling in Two Dimensions

Lesson	Grade Level	State ID
Area of Triangles and Parallelograms	10	9.3.1.2.
	10	9.3.3.7.
Perimeter and Area of Rhombi, Trapezoids, and Kites	10	9.3.1.2.
	10	9.3.3.7.
Angle Measures of Polygons	10	9.3.3.2.
Area of Regular Polygons	10	9.3.1.2.
	10	9.3.3.7.
Area of Composite Figures	10	9.3.1.2.
Unit Test		

Geometric Modeling in Three Dimensions

52

Lesson	Grade Level	State ID
Converting Measurements between Systems	10	9.3.1.3.

Surface Area	10	9.3.1.1.
	10	9.3.1.3.
Volume of Pyramids	10	9.3.1.1.
	10	9.3.1.3.
Volume of Cylinders, Cones, and Spheres	10	9.3.1.1.
	10	9.3.1.2.
	10	9.3.1.3.
Cavalieri's Principle and Volume of Composite Figures	10	9.3.1.2.
	10	9.3.1.3.
Changing Dimensions of 3-D Figures	10	9.3.1.3.
	10	9.3.1.4.
Unit Test		

Copyright © 2020 Edgenuity [About Us](#) | [Privacy Policy](#) | [Terms of Use](#)

[Courses](#)

[Reports](#)

[Communication](#)

[Administration](#)

[Support](#)

Standards by Course

Click on a course below to view its standards alignment.

Select by series: All 

Virtual Classroom

Electives

[Sociology - EL1120](#)

[Latin 1 - WL9641 A LMS](#)

[Spanish 1 - WL9601 B LMS](#)

[Latin I - WL9633 LMS](#)

[German 2 - WL9622 A LMS](#)

[Strategies for Academic Success - EL1087](#)

[Career Planning and Development - EL4222 CR](#)

[Career Planning and Development - EL4222 A](#)

[Career Planning and Development - EL4222 A-CR](#)

[French I - WL9613 A LMS](#)

[Chinese 2 - WL9632 LMS](#)

[Latin 1 - WL9641 LMS](#)

[German II - WL9624 A LMS](#)

[Latin I - WL9633 A LMS](#)

[Chinese 1 - WL9631 B LMS](#)

[AP Psychology - EL5180 A](#)

[French II - WL9614 A LMS](#)

[French II - WL9614 B LMS](#)

[Psychology - EL2084](#)

[Strategies for Academic Success - EL1087 CR](#)

[Psychology - EL2084 A](#)

[Psychology - EL2084 B](#)

[Psychology - EL2084 B-CR](#)

[German II - WL9624 B LMS](#)

[Nursing Assistant - EL3610 A](#)

[Nursing Assistant - EL3610 B](#)

[Chinese I - WL9643 LMS](#)

[German I - WL9623 A LMS](#)

[AP Spanish Language and Culture A](#)

[German 1 - WL9621 LMS](#)

Health Science Concepts - EL3602 B
Career Explorations - EL3401
Personal Finance - EL3403
Contemporary Health (semester) EL3404 IC
Contemporary Health (full year) EL3404 IC
Introduction to Coding - EL3702
Computer Applications - Office 2016 - EL3520 B
Microsoft Office Specialist - Office 2016 - EL3502 A
French 2 - WL9612 A LMS
AP Spanish Language and Culture B
French III - WL9615 A LMS
German II - WL9624 LMS
Career Planning and Development - EL4222
Career Planning and Development - EL4222 B-CR
Chinese II - WL9644 B LMS
Spanish 1 - WL9601 A LMS
Latin II - WL9634 A LMS
German I - WL9623 LMS
French I - WL9613 LMS
Spanish II - WL9604 A LMS
Latin 2 - WL9642 B LMS
German 2 - WL9622 B LMS
Spanish 2 - WL9602 B LMS
French II - WL9614 LMS
AP Psychology - EL5180
Career Explorations - EL3401 B
Chinese II - WL9644 A LMS
Contemporary Health (semester) EL3404 CR
Contemporary Health (full year) EL3404 A-IC
Introduction to Information Technology - EL3701
Introduction to Information Technology - EL3701 B
Microsoft Office Specialist - Office 2016 - EL3502 B
German 1 - WL9621 B LMS
Pharmacy Technician - EL3630 A
French 1 - WL9611 A LMS
French 1 - WL9611 B LMS
Spanish III - WL9605 LMS
Psychology - EL2084 CR
Career Planning and Development - EL4222 B
Psychology - EL2084 A-CR

Medical Terminology - EL3620
Nursing Assistant - EL3610
Chinese 2 - WL9632 A LMS
Spanish II - WL9604 LMS
German 2 - WL9622 LMS
Chinese 2 - WL9632 B LMS
Spanish I - WL9603 A LMS
Latin I - WL9633 B LMS
Chinese 1 - WL9631 LMS
Health Science Concepts - EL3602
Latin 2 - WL9642 A LMS
AP Psychology - EL5180 B
Computer Applications - Office 2016 - EL3520
Computer Applications - Office 2016 - EL3520 A
Lifetime Fitness (full year) EL2083
Lifetime Fitness (full year) EL2083 B
Healthy Living (full year) EL2081
Foundations of Personal Wellness - EL2082 A
Healthy Living (full year) EL2081 A
Art History I - EL4002 A
Art History I - EL4002 B-CR
Introduction to Art - EL1086 B
Introduction to Art - EL1086 A-CR
Spanish 2 - WL9602 LMS
Chinese II - WL9644 LMS
Lifetime Fitness (semester) EL2083
Foundations of Personal Wellness - EL2082 B
Art History I - EL4002 CR
Art History I - EL4002 A-CR
French 2 - WL9612 LMS
Latin II - WL9634 LMS
Latin 2 - WL9642 LMS
Introduction to Health Science - EL3601 A
Spanish 2 - WL9602 A LMS
Foundations of Personal Wellness - EL2082
Healthy Living (semester) EL2081
Healthy Living (full year) EL2081 B
Introduction to Business - EL3501
Introduction to Business - EL3501 A
Introduction to Business - EL3501 B

Art History I - EL4002 B

Introduction to Art - EL1086 B-CR

French I - WL9613 B LMS

French III - WL9615 LMS

Spanish II - WL9604 B LMS

French III - WL9615 B LMS

Pharmacy Technician - EL3630 B

Chinese 1 - WL9631 A LMS

Spanish III - WL9605 A LMS

Introduction to Health Science - EL3601 B

AP French Language and Culture A

German 1 - WL9621 A LMS

Spanish I - WL9603 B LMS

AP Spanish Language and Culture

Spanish 1 - WL9601 LMS

AP French Language and Culture

AP French Language and Culture B

Spanish III - WL9605 B LMS

French 2 - WL9612 B LMS

Latin 1 - WL9641 B LMS

Chinese I - WL9643 B LMS

Latin II - WL9634 B LMS

Career Explorations - EL3401 A

Online Learning and Digital Citizenship - EL3402

Contemporary Health (full year) EL3404 B-IC

Introduction to Information Technology - EL3701 A

Microsoft Office Specialist - Office 2016 - EL3502

Lifetime Fitness (full year) EL2083 A

Art History I - EL4002

Introduction to Art - EL1086

Introduction to Art - EL1086 CR

Introduction to Art - EL1086 A

Chinese I - WL9643 A LMS

Spanish I - WL9603 LMS

Health Science Concepts - EL3602 A

French 1 - WL9611 LMS

German I - WL9623 B LMS

Introduction to Health Science - EL3601

Pharmacy Technician - EL3630

Math

[AP Calculus AB - MA5186](#)

[AP Calculus AB - MA5186 A](#)

[AP Calculus AB - MA5186 B](#)

[Common Core Pre-Calculus](#)

[DEMO - Common Core Pre-Calculus](#)

[Common Core Pre-Calculus B-CR](#)

[MN-Mathematics 6 CR](#)

[Financial Math - MA2007 CR](#)

[Trigonometry - MA1403](#)

[Common Core Pre-Calculus B](#)

[Pre-Algebra - MA3119 CR](#)

[Trigonometry - MA1403 CR](#)

[Lake City - Trigonometry - CR](#)

[MN-Algebra I with Quadratics](#)

[MN-Algebra I with Quadratics A](#)

[MN-Geometry](#)

[MN-Algebra II A](#)

[MN-Algebra II A-CR](#)

[Rec Wing-Algebra II Sem 1-CR](#)

[MN-Algebra I with Quadratics CR](#)

[Lake City- Algebra I Sem 2 - CR](#)

[Lake City- Algebra I Sem 1- CR](#)

[Lake City- Algebra I - CR](#)

[MN-Algebra I with Quadratics B-CR](#)

[Red Wing Algebra I Sem 2-CR](#)

[Mathematical Models with Applications - MA4072 CR](#)

[Common Core Pre-Calculus CR](#)

[Common Core Pre-Calculus A](#)

[Common Core Pre-Calculus A-CR](#)

[Pre-Algebra - MA3119 A](#)

[Mathematical Models with Applications - MA4072](#)

[MN-Algebra I with Quadratics B](#)

[MN-Algebra I with Quadratics A-CR](#)

[Red Wing Algebra I Sem 1-CR](#)

[MN-Mathematics 6 A-CR](#)

[MN-Algebra II B](#)

[MN-Algebra II B-CR](#)

[Red Wing-Algebra II Sem 2-CR](#)

[MN-Geometry A](#)

[MN-Geometry A-CR](#)

[Red Wing Geometry Sem 1-CR](#)

[MN-Geometry B-CR](#)

[Red Wing Geometry Sem 2-CR](#)

[MN-Mathematics 7 B](#)

[MN-Mathematics 7 A-CR](#)

[MN-Mathematics 8 B-CR](#)

[Concepts in Probability and Statistics - MA3120 CR](#)

[Concepts in Probability and Statistics - MA3120 B-CR](#)

[Pre-Algebra - MA3119 B-CR](#)

[MN-Mathematics 7](#)

[MN-Mathematics 8](#)

[MN-Mathematics 7 B-CR](#)

[MN-Mathematics 8 B](#)

[Financial Math - MA2007 A](#)

[Financial Math - MA2007 B](#)

[Financial Math - MA2007 A-CR](#)

[Concepts in Probability and Statistics - MA3120 A-CR](#)

[MN-Mathematics 7 CR](#)

[MN-Mathematics 8 A](#)

[MN-Mathematics 8 A-CR](#)

[Pre-Algebra - MA3119 A-CR](#)

[MN-Mathematics 6 B-CR](#)

[MN-Mathematics 6 B](#)

[MN-Mathematics 6](#)

[MN-Mathematics 6 A](#)

[Pre-Algebra - MA3119](#)

[MN-Geometry CR](#)

[Lake City - Geometry Sem 1 CR](#)

[Lake City - Geometry Sem 2 CR](#)

[Lake City - Geometry CR](#)

[MN-Algebra II](#)

[MN-Algebra II CR](#)

[Lake City - Algebra II CR](#)

[Lake City - Algebra II Sem 2 CR](#)

[Lake City - Algebra II Sem 1 CR](#)

[MN-Geometry B](#)

[MN-Mathematics 8 CR](#)

[MN-Mathematics 7 A](#)

[Financial Math - MA2007 B-CR](#)

Concepts in Probability and Statistics - MA3120 IC
Concepts in Probability and Statistics - MA3120 A-IC
Concepts in Probability and Statistics - MA3120 B-IC
Financial Math - MA2007
Pre-Algebra - MA3119 B

Language Arts

CLN - The Three Musketeers - LA815
Common Core ELA 6 - ELA3006 B-IC
Common Core ELA 6 - ELA3006 IC
Common Core ELA 6 - ELA3006 A-CR
Common Core ELA 6 - ELA3006 B-CR
Expository Reading and Writing - ELA3013
Lake City - Writing - CR
Expository Reading and Writing - ELA3013 A
CLN - Jane Eyre - LA797
CLN - Macbeth - LA816
Common Core ELA 9 - ELA3009 IC
Common Core ELA 9 - ELA3009 CR
Introduction to Communications and Speech - LA1097 A
Language Arts 12 Honors - ELA3012H A
Language Arts 12 Honors - ELA3012H B
AP English Language and Composition - LA5179 B
Common Core ELA 7 - ELA3007 IC
Common Core ELA 8 - ELA3008 A-IC
Common Core ELA 8 - ELA3008 IC
Common Core ELA 8 - ELA3008 B-CR
Expository Reading and Writing - ELA3013 B
Common Core ELA 12 - ELA3012 CR
Common Core ELA 11 - ELA3011 A-IC
Common Core ELA 9 - ELA3009 B-IC
Language Arts 11 Honors - ELA3011H B
Introduction to Communications and Speech - LA1097 B
AP English Literature and Composition - LA5183 A
Language Arts 12 Honors - ELA3012H
Common Core ELA 6 - ELA3006 CR
Common Core ELA 7 - ELA3007 CR
Common Core ELA 8 - ELA3008 B-IC
Common Core ELA 8 - ELA3008 A-CR
Common Core ELA 8 - ELA3008 CR

CLN - Portrait of the Artist - LA807
Common Core ELA 11 - ELA3011 B-CR
Common Core ELA 12 - ELA3012 B-IC
Goodhue - English 12 Semester 2
Common Core ELA 9 - ELA3009 A-IC
Language Arts 9 Honors - ELA3009H A
Introduction to Communications and Speech - LA1097
Red Wing - Speech - CR
Lake City - Speech - CR
AP English Literature and Composition - LA5183
AP English Literature and Composition - LA5183 B
AP English Language and Composition - LA5179
CLN - Dr. Jekyll and Mr. Hyde - LA808
Common Core ELA 6 - ELA3006 A-IC
Common Core ELA 7 - ELA3007 A-IC
Common Core ELA 7 - ELA3007 B-IC
Common Core ELA 7 - ELA3007 A-CR
Common Core ELA 7 - ELA3007 B-CR
CLN - Mrs. Dalloway - LA809
Common Core ELA 11 - ELA3011 B-IC
Common Core ELA 12 - ELA3012 A-CR
Lake City - English 9 Sem 1- CR
Lake City - English 9 Sem 2- CR
Red Wing - English 9 Sem 2- CR
Red Wing - English 9 Sem 1- CR
Lake City - English 9 - CR
Common Core ELA 12 - ELA3012 IC
Common Core ELA 11 - ELA3011 IC
Common Core ELA 11 - ELA3011 CR
Lake City - English 11 Sem 2- CR
Red Wing - English 11 Sem 1- CR
Lake City - English 11 - CR
Red Wing - English 11 Sem 2- CR
Lake City - English 11 Sem 1- CR
Common Core ELA 11 - ELA3011 A-CR
Common Core ELA 9 - ELA3009 B-CR
Language Arts 11 Honors - ELA3011H A
Language Arts 10 Honors - ELA3010H
CLN - Call of the Wild - LA789
Common Core ELA 10 - ELA3010 IC

[Language Arts 10 Honors - ELA3010H A](#)
[Common Core ELA 10 - ELA3010 A-CR](#)
[Common Core ELA 10 - ELA3010 B-IC](#)
[Literacy and Comprehension II - ELA1096](#)
[Literacy and Comprehension II - ELA1096 B](#)
[Literacy and Comprehension I - ELA1095 A](#)
[CLN - Nineteen Eighty-four - LA791](#)
[CLN - Heart of Darkness - LA810](#)
[CLN - The House of Seven Gables - LA802](#)
[AP English Language and Composition - LA5179 A](#)
[Common Core ELA 10 - ELA3010 CR](#)
[Red Wing - English 10 Sem 2- CR](#)
[Lake City - English 10 Sem 1- CR](#)
[Red Wing - English 10 Sem 1- CR](#)
[Lake City - English 10 Sem 2- CR](#)
[Lake City - English 10 - CR](#)
[Literacy and Comprehension I - ELA1095](#)
[Literacy and Comprehension I - ELA1095 B](#)
[CLN - OConnor Author Study - LA818](#)
[CLN - Borges Author Study - LA817](#)
[CLN - The Red Badge of Courage - LA788](#)
[Common Core ELA 12 - ELA3012 B-CR](#)
[Common Core ELA 12 - ELA3012 A-IC](#)
[Common Core ELA 9 - ELA3009 A-CR](#)
[Language Arts 9 Honors - ELA3009H](#)
[Language Arts 9 Honors - ELA3009H B](#)
[Language Arts 11 Honors - ELA3011H](#)
[Language Arts 10 Honors - ELA3010H B](#)
[Common Core ELA 10 - ELA3010 B-CR](#)
[Common Core ELA 10 - ELA3010 A-IC](#)
[Literacy and Comprehension II - ELA1096 A](#)
[CLN - Robinson Crusoe - LA801](#)
[CLN - A Midsummer Night's Dream - LA805](#)
[CLN - Gulliver's Travels - LA796](#)

Social Studies

[MN-US History CR](#)
[Red Wing- US History Sem 2- CR](#)
[Lake City- US History Sem 2- CR](#)
[Lake City- US History- CR](#)

Lake City- US History Sem 1- CR
Red Wing- US History Sem 1- CR
AP US History - SS5185 A
AP Human Geography - SS5182 A
AP World History: Modern - SS5184 A
MN-World History
MN-US History
MN-Economics CR
Lake City-Economics CR
Red Wing-Econ CR
MN-Grade 8 Global Studies B
MN-US History B-CR
MN-World History A
AP US History - SS5185
MN-Citizenship and Government CR
Red Wing Government CR
AP World History: Modern - SS5184
AP World History: Modern - SS5184 B
MN-World History CR
Lake City - World History - CR
MN-Grade 8 Global Studies
MN-Grade 8 Global Studies A
MN-Grade 8 Global Studies A-CR
MN-World History B
AP Human Geography - SS5182
MN-Geography
Lake City - Geo Studies - CR
Lake City - Geo Studies Sem 2- CR
Red Wing Geography - CR
Lake City - Geo Studies Sem 1 - CR
MN-Economics
MN-Geography CR
MN-Grade 8 Global Studies CR
MN-Grade 8 Global Studies B-CR
MN-US History A
MN-US History B
MN-US History A-CR
MN-World History A-CR
Red Wing World History Sem 1- CR
MN-World History B-CR

[Red Wing-World History Sem 2-CR](#)

[AP Human Geography - SS5182 B](#)

[AP US History - SS5185 B](#)

[MN-Citizenship and Government](#)

[AP US Government and Politics - SS5187](#)

[MN-Grade 7 US Studies \(1800-present\)](#)

[MN-Grade 7 US Studies \(1800-present\) CR](#)

[MN-Grade 7 US Studies \(1800-present\) A-CR](#)

[MN-Grade 7 US Studies \(1800-present\) A](#)

[MN-Grade 7 US Studies \(1800-present\) B](#)

[MN-Grade 7 US Studies \(1800-present\) B-CR](#)

Science

[MN-Chemistry CR](#)

[Red Wing - Chemistry Sem 2 - CR](#)

[Lake City - Chemistry - CR](#)

[Red Wing - Chemistry Sem 1 - CR](#)

[Lake City - Chemistry Sem 1 - CR](#)

[Lake City - Chemistry Sem 2 - CR](#)

[MN-Biology CR](#)

[Lake City - Biology Sem 2- CR](#)

[Lake City - Biology - CR](#)

[Lake City - Biology Sem 1- CR](#)

[MN-Biology A-CR](#)

[Red Wing-Biology Sem 1-CR](#)

[MN-Biology B-CR](#)

[Red Wing-Biology Sem 2-CR](#)

[MN-Chemistry A](#)

[MN-Chemistry B](#)

[MN-Chemistry B-CR](#)

[MN-Environmental Science](#)

[MN-Physics](#)

[MN-Physics CR](#)

[MN-Environmental Science B](#)

[MN-Environmental Science A-CR](#)

[MN-Environmental Science B-CR](#)

[MN-Physics A](#)

[MN-Biology A](#)

[MN-Environmental Science CR](#)

[MN-Environmental Science A](#)

MN-Physics A-CR
AP Environmental Science - SC5181 B
MN-Biology
MN-Biology B
MN-Chemistry A-CR
MN-Physics B
MN-Physics B-CR
MN-Science 6
MN-Earth Science
AP Environmental Science - SC5181
AP Environmental Science - SC5181 A
MN-Chemistry
MN-Earth Science A
MN-Earth Science B
MN-Earth Science A-CR
MN-Earth Science B-CR
MN-Science 6 B
MN-Science 6 A-CR
MN-Science 8 A-CR
MN-Physical Science CR
Lake City - Physical Science - CR
Lake City - Physical Science Sem 2- CR
Lake City - Physical Science Sem 1- CR
MN-Physical Science B-CR
Red Wing-Physical Science Sem 2-CR
MN-Earth Science CR
MN-Science 7 A
MN-Science 7 B
MN-Science 8 B-CR
MN-Physical Science B
MN-Science 8 CR
MN-Science 6 A
MN-Science 7 A-CR
MN-Science 7 B-CR
MN-Science 8 B
MN-Physical Science
MN-Physical Science A-CR
Red Wing-Physical Science Sem 1-CR
MN-Science 6 CR
MN-Science 7

[MN-Science 7 CR](#)
[MN-Science 8](#)
[MN-Science 6 B-CR](#)
[MN-Science 8 A](#)
[MN-Physical Science A](#)

Virtual Tutor

Math

[VT-GED 2014 Mathematical Reasoning 1](#)
[VT-HiSET-Math: Measurement / Geometry](#)
[VT-HiSET-Math: Algebraic Concepts: Part One](#)
[VT-HiSET-Math: Algebraic Concepts: Part Two](#)
[VT-HiSET-Math: Algebraic Concepts: Part Three](#)
[VT-TASC-Math: Functions: Part One](#)
[VT-TASC-Math: Functions: Part Two](#)
[VT-SAT 2016 Math: Problem Solving and Data Analysis](#)
[VT-PSAT Math](#)
[VT-PSAT Math: Passport to Advanced Math](#)
[VT-ACCUPLACER-Math](#)
[VT-MN-MCA-Mathematics 8: Algebra](#)
[VT-MN-MCA-Mathematics 8: Geometry and Measurement](#)
[VT-MN-MCA-Mathematics 8: Data Analysis and Probability](#)
[VT-ASVAB Math: Arithmetic Reasoning: Part 1](#)
[VT-ASVAB Math: Mathematics Knowledge: Part 1](#)
[VT-ACCUPLACER-Math: Quantitative Reasoning, Algebra, and Statistics: Part One](#)
[VT-ACCUPLACER-Math: Advanced Algebra and Functions: Part One](#)
[VT-TASC-Math](#)
[VT-TASC-Math: Algebra: Part Two](#)
[VT-TASC-Math: Number and Quantity](#)
[VT-MN-MCA-Mathematics 8](#)
[VT-MN-MCA-Grade 11 Mathematics: Geometry and Measurement: Part Two](#)
[VT-MN-MCA-Mathematics 6: Algebra](#)
[VT-MN-MCA-Mathematics 7: Number and Operation](#)
[VT-MN-MCA-Mathematics 7: Geometry and Measurement](#)
[VT-ASVAB Math: Mathematics Knowledge: Part 2](#)
[VT-ACT 2018 Mathematics: Functions](#)
[VT-ACT 2018 Mathematics: Geometry: Part Two](#)

[VT-ACCUPLACER-Math: Arithmetic](#)

[VT-ACCUPLACER-Math: Advanced Algebra and Functions: Part Two](#)

[VT-ACCUPLACER-Math: Advanced Algebra and Functions: Part Three](#)

[VT-GED 2014 Mathematical Reasoning 4](#)

[VT-HiSET-Math: Numbers and Operations on Numbers](#)

[VT-HiSET-Math: Data Analysis / Probability / Statistics](#)

[VT-SAT 2016 Math](#)

[VT-PSAT Math: Problem Solving and Data Analysis](#)

[VT-MN-MCA-Mathematics 6](#)

[VT-MN-MCA-Grade 11 Mathematics](#)

[VT-MN-MCA-Grade 11 Mathematics: Algebra: Part One](#)

[VT-MN-MCA-Grade 11 Mathematics: Algebra: Part Two](#)

[VT-MN-MCA-Grade 11 Mathematics: Geometry and Measurement: Part One](#)

[VT-MN-MCA-Grade 11 Mathematics: Data Analysis and Probability](#)

[VT-MN-MCA-Mathematics 6: Data Analysis and Probability](#)

[VT-ASVAB Math: Arithmetic Reasoning: Part 2](#)

[VT-ACCUPLACER-Math: Quantitative Reasoning, Algebra, and Statistics: Part Two](#)

[VT-GED 2014 Mathematical Reasoning](#)

[VT-GED 2014 Mathematical Reasoning 2](#)

[VT-GED 2014 Mathematical Reasoning 3](#)

[VT-HiSET-Math](#)

[VT-TASC-Math: Algebra: Part One](#)

[VT-TASC-Math: Geometry](#)

[VT-TASC-Math: Statistics and Probability](#)

[VT-SAT 2016 Math: Heart of Algebra](#)

[VT-SAT 2016 Math: Passport to Advanced Mathematics](#)

[VT-SAT 2016 Math: Additional Topics in Math](#)

[VT-PSAT Math: Heart of Algebra](#)

[VT-MN-MCA-Mathematics 7](#)

[VT-MN-MCA-Mathematics 6: Number and Operation](#)

[VT-MN-MCA-Mathematics 6: Geometry and Measurement](#)

[VT-MN-MCA-Mathematics 7: Algebra](#)

[VT-MN-MCA-Mathematics 7: Data Analysis and Probability](#)

[VT-MN-MCA-Mathematics 8: Number and Operation](#)

[VT-ASVAB Math](#)

[VT-ACT 2018 Mathematics: Number and Quantity](#)

[VT-ACT 2018 Mathematics: Algebra: Part Two](#)

[VT-ACT 2018 Mathematics: Geometry: Part One](#)

[VT-ACT 2018 Mathematics: Statistics and Probability](#) 67

[VT-ACT 2018 Mathematics](#)

[VT-ACT 2018 Mathematics: Algebra: Part One](#)

VT-ACT 2018 Mathematics: Algebra and Functions

Science

VT-HiSET-Science: Physical Science: Part 1VT-TASC-Science: LS2: Ecosystems: Interactions, Energy, and DynamicsVT-TASC-Science: LS3: Heredity: Inheritance and Variation of TraitsVT-GED 2014 Science 3VT-ASVAB General ScienceVT-ASVAB General Science: Physical Science: Part 1VT-ACT 2018 Science: Interpretation of Data (IOD): Part 2VT-ACT 2018 Science: Scientific Investigation (SIN)VT-ACT 2018 Science: Evaluation of Models, Inferences, and Experimental Results (EMI): Part 1VT-HiSET-ScienceVT-HiSET-Science: Life Science: Part 2VT-TASC-Science: LS4: Biological Evolution: Unity and DiversityVT-TASC-Science: PS2: Motion and Stability: Forces and InteractionsVT-TASC-Science: PS3: EnergyVT-ASVAB General Science: Life Science: Part 1VT-ASVAB General Science: Life Science: Part 2VT-ACT 2018 ScienceVT-TASC-ScienceVT-HiSET-Science: Earth ScienceVT-HiSET-Science: Scientific Process: Interpret and ApplyVT-HiSET-Science: Scientific Process: AnalyzeVT-HiSET-Science: Scientific Process: Evaluate and GeneralizeVT-TASC-Science: ESS1: Earth's Place in the UniverseVT-TASC-Science: ESS2: Earth's SystemsVT-TASC-Science: ESS3: Earth and Human ActivityVT-TASC-Science: LS1: From Molecules to Organisms: Structures and ProcessesVT-GED 2014 Science 2VT-GED 2014 Science 4VT-GED 2014 Science 5VT-ASVAB General Science: Physical Science: Part 2VT-ACT 2018 Science: Interpretation of Data (IOD): Part 1VT-HiSET-Science: Life Science: Part 1VT-HiSET-Science: Physical Science: Part 2VT-TASC-Science: PS1: Matter and Its InteractionsVT-TASC-Science: PS4: Waves and Their Applications 6B. Technologies for Information TransferVT-GED 2014 ScienceVT-GED 2014 Science 1

VT-ASVAB General Science: Earth Science

VT-ACT 2018 Science: Evaluation of Models, Inferences, and Experimental Results (EMI): Part 2

Language Arts

VT-SAT 2016 Reading: Information and Ideas

VT-SAT 2016 Reading: Summarizing

VT-SAT 2016 Writing and Language: Standard English Conventions: Conventions of Usage

VT-SAT 2016 Writing and Language: Standard English Conventions: Sentence Structure and Mechanical Conventions

VT-PSAT Reading: Informational Text Analysis

VT-HiSET-Reading: Literary Text

VT-HiSET-Writing

VT-HiSET-Writing: Language Facility

VT-HiSET-Writing: Writing Conventions

VT-HiSET-Writing: Organization of Ideas

VT-GED 2014 Reasoning through Language Arts 3

VT-ACCUPLACER-Writing: Standard English Conventions: Conventions of Usage

VT-ACCUPLACER-Writing: Standard English Conventions: Sentence Structure and Conventions of Punctuation

VT-ACT 2018 Reading

VT-SAT 2016 Reading

VT-SAT 2016 Reading: Rhetoric

VT-SAT 2016 Writing and Language

VT-PSAT Reading

VT-PSAT Reading: Command of Evidence

VT-PSAT Reading: Words in Context

VT-TASC-Reading: Language

VT-TASC-Reading: Literary Text

VT-GED 2014 Reasoning through Language Arts

VT-GED 2014 Reasoning through Language Arts 2

VT-ACCUPLACER-Writing

VT-ASVAB Verbal: Word Knowledge

VT-ACT 2018 Reading: Relationships

VT-ACT 2018 Reading: Text Structure, Point of View, and Purpose

VT-ACCUPLACER-Reading

VT-ACCUPLACER-Reading: Information and Ideas

VT-ACCUPLACER-Reading: Rhetoric

VT-TASC-Writing

VT-TASC-Writing: Conventions of Standard English: Grammar and Usage

VT-TASC-Writing: Conventions of Standard English: Capitalization, Punctuation, and Spelling

VT-SAT 2016 Reading: Synthesis

[VT-SAT 2016 Writing and Language: Expression of Ideas](#)
[VT-PSAT Writing and Language: Standard English Conventions: Sentence Structure and Mechanical Conventions](#)
[VT-PSAT Writing and Language: Command of Evidence](#)
[VT-PSAT Writing and Language: Words in Context](#)
[VT-ASVAB Verbal: Paragraph Comprehension](#)
[VT-ACT 2018 English with Writing: English](#)
[VT-ACT 2018 English with Writing: Writing](#)
[VT-ACT 2018 Reading: Close Reading; Central Ideas and Summaries](#)
[VT-ACCUPLACER-Reading: Synthesis and Vocabulary](#)
[VT-TASC-Writing: Knowledge of Language](#)
[VT-TASC-Writing: Text Types and Purposes](#)
[VT-PSAT Writing and Language](#)
[VT-PSAT Writing and Language: Standard English Conventions: Conventions of Usage](#)
[VT-PSAT Writing and Language: Expression of Ideas](#)
[VT-HiSET-Reading: Informational Text](#)
[VT-TASC-Reading: Informational Text](#)
[VT-GED 2014 Reasoning through Language Arts 1](#)
[VT-ACCUPLACER-Writing: Expression of Ideas](#)
[VT-ASVAB Verbal](#)
[VT-ACT 2018 English with Writing](#)
[VT-ACT 2018 Reading: Word Meanings and Word Choice](#)
[VT-ACT 2018 Reading: Arguments and Multiple Texts](#)

Social Studies

[VT-GED 2014 Social Studies 4](#)
[VT-GED 2014 Social Studies 5](#)
[VT-GED 2014 Social Studies 6](#)
[VT-TASC-Social Studies: United States History](#)
[VT-TASC-Social Studies: Economics](#)
[VT-TASC-Social Studies: Geography](#)
[VT-TASC-Social Studies: World History](#)
[VT-GED 2014 Social Studies 3](#)
[VT-HiSET-Social Studies: History: U.S. History](#)
[VT-GED 2014 Social Studies 1](#)
[VT-GED 2014 Social Studies 2](#)
[VT-HiSET-Social Studies: History: Social Studies Skills](#)
[VT-HiSET-Social Studies: History: World History](#)
[VT-HiSET-Social Studies: Civics/Government](#)
[VT-HiSET-Social Studies: Economics](#)
[VT-HiSET-Social Studies: Geography](#)

[VT-TASC-Social Studies: Civics and Government](#)

[VT-GED 2014 Social Studies](#)

Electives

[VT-ACT WorkKeys: Applied Math](#)

[VT-ACT WorkKeys: Graphic Literacy](#)

[VT-ACT WorkKeys: Workplace Documents](#)

[VT-ACT WorkKeys](#)

New State-approved Online Learning Providers Application

I. Applicant Information

A. Program Name: Goodhue County Education District (GCED)

B. Organization Type (check one)

Independent District

Charter School

Intermediate District

Consortium of Districts under a Joint Powers Agreement
(list districts)

Cannon Falls School District, Goodhue School District, Kenyon-Wanamingo School District, Lake City School District, Red Wing School District, Zumbrota-Mazeppa School District

C. District or Charter Number: #6051

D. Street Address:

395 Guernsey Lane
Red Wing, MN 55066

E. Contact Name:

Brian Cashman
Coordinator of Alternative Programs
651-388-4441
bcashman@gced.k12.mn.us

II. Program Information

A. Program Type: (check one)

Comprehensive

Supplemental

Comprehensive & Supplemental

B. Grade Levels: Kindergarten – Grade 12

C. Enrollment Type: (check one)

fixed terms – (enter start dates of terms)

flexible or rolling enrollment – (please describe and list dates)

Potential students* are able to complete an enrollment form at any point in the calendar year. The enrollment steps are as follows:

1. Parent/Guardian completes and submits Google enrollment form.
2. Parent/Guardian supplies required enrollment documents.
3. The GCED-Online Intake Team reviews the enrollment request.
4. If approved, a representative of GCED-Online will contact the parent/guardian and agree upon a start date.
5. The GCED-Online Intake Team provides the family with the applicable information needed to start in the course(s). This includes a detailed and individualized learning plan.

* Student must be a student in a Goodhue County Education Member School District, be under the age of 21, and be in Grades K-12.

D. Management & Operations – indicate how services are delivered in the program.

Service	Local District	Contract (non-profit)	Contract (for-profit)	Other (describe)
Program Management	X			
IT Infrastructure (LMS)			X	
Student Technical Support	X		X	
Curriculum Assembly & Course Content			X	
Hiring Teachers	X			
Marketing	X			

Teacher Evaluation/ Training/ Professional	X			
---	---	--	--	--

III. Statutory Compliance

State-approved online learning providers are responsible to be aware, understand and implement current education statutes including, but not limited to the Online Learning Option Act. The applicant is responsible to annually review [Minnesota Statutes, Section 124D.095](#) and demonstrate understanding of the obligations and requirements of an Online Learning (OLL) Program provider as specified in law.

124D.095 ONLINE LEARNING OPTION.

Subdivision 1. Citation. This section may be cited as the "Online Learning Option Act."

Subd. 2. Definitions. For purposes of this section, the following terms have the meanings given them.

(a) "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.

(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) "Online learning" is a form of digital learning delivered by an approved online learning provider under paragraph (d).

(d) "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 the department to provide online learning courses.

(e) "Student" is a Minnesota resident enrolled in a school under section 120A.22, subdivision 4, in kindergarten through grade 12.

(f) "Online learning student" is a student enrolled in an online learning course or program delivered by an online learning provider under paragraph (d).

(g) "Enrolling district" means the school district or charter school in which a student is enrolled under section 120A.22, subdivision 4, for purposes of compulsory attendance.

(h) "Supplemental online learning" means an online learning course taken in place of a course period at a local district school.

(i) "Full-time online learning provider" means an enrolling school authorized by the department to deliver comprehensive public education at any or all of the elementary, middle, or high school levels.

(j) "Online learning course syllabus" is a written document that an online learning provider transmits to the enrolling district using a format prescribed by the commissioner to identify the state academic standards embedded in an online course, the course content outline, required course assessments, expectations for actual teacher contact time and other student-to-teacher communications, and the academic support available to the online learning student.

Subd. 3. Authorization; notice; limitations on enrollment.

(a) A student may apply for full-time enrollment in an approved online learning program under section 124D.03 or 124D.08 or chapter 124E. Notwithstanding sections 124D.03 and 124D.08 and chapter 124E, procedures for enrolling in supplemental online learning are as provided in this subdivision. A student age 17 or younger must have the written consent of a parent or guardian to apply. No school district or charter school may prohibit a student from applying to enroll in online learning. In order to enroll in online learning, the student and the student's parents must submit an application to the online learning provider and identify the student's reason for enrolling. An online learning provider that accepts a student under this section must notify the student and the enrolling district in writing within ten days if the enrolling district is not the online learning provider. The student and the student's parent must notify the online learning provider of the student's intent to enroll in online learning within

ten days of being accepted, at which time the student and the student's parent must sign a statement indicating that they have reviewed the online course or program and understand the expectations of enrolling in online learning. The online learning provider must use a form provided by the department to notify the enrolling district of the student's application to enroll in online learning.

(b) The supplemental online learning notice to the enrolling district when a student applies to the online learning provider will include the courses or program, credits to be awarded, and the start date of the online course or program. An online learning provider must make available the supplemental online course syllabus to the enrolling district. Within 15 days after the online learning provider makes information in this paragraph available to the enrolling district, the enrolling district must notify the online provider whether the student, the student's parent, and the enrolling district agree or disagree that the course meets the enrolling district's graduation requirements. A student may enroll in a supplemental online learning course up to the midpoint of the enrolling district's term. The enrolling district may waive this requirement for special circumstances and with the agreement of the online provider. An online learning course or program that meets or exceeds a graduation standard or the grade progression requirement of the enrolling district as described in the provider's online course syllabus meets the corresponding graduation requirements applicable to the student in the enrolling district. If the enrolling district does not agree that the course or program meets its graduation requirements, then: (1) the enrolling district must make available an explanation of its decision to the student, the student's parent, and the online provider; and (2) the online provider may make available a response to the enrolling district, showing how the course or program meets the graduation requirements of the enrolling district.

(c) An online learning provider must notify the commissioner that it is delivering online learning and report the number of online learning students it accepts and the online learning courses and programs it delivers.

(d) An online learning 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.

(e) An enrolling district may reduce an online learning student's regular classroom instructional membership in proportion to the student's membership in online learning courses.

(f) The online provider must report or make available information on an individual student's progress and accumulated credit to the student, the student's parent, and the enrolling district in a manner specified by the commissioner unless the enrolling district and the online provider agree to a different form of notice and notify the commissioner. The enrolling district must designate a contact person to help facilitate and monitor the student's academic progress and accumulated credits towards graduation.

Subd. 4. Online learning parameters.

(a) An online learning student must receive academic credit for completing the requirements of an online learning course or program. Secondary credits granted to an 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 online learning students, and must continue to provide nonacademic services to online learning students. If a student completes an online learning course or program that meets or exceeds a graduation standard or the grade progression requirement at the enrolling district, that standard or requirement is met. The enrolling district must use the same criteria for accepting online learning credits or courses as it does for accepting credits or courses for transfer students under section 124D.03, subdivision 9. The enrolling district may reduce the course schedule of an online learning student in proportion to the number of online learning courses the student takes from an online learning provider that is not the enrolling district.

(b) An online learning student may: (1) enroll in supplemental online learning courses equal to a maximum of 50 percent of the student's full schedule of courses per term during a single school year and the student may exceed the supplemental online learning registration limit if the enrolling district permits supplemental online learning enrollment above the limit, or if the enrolling district and the online learning provider agree to the instructional services; (2) complete course work at a grade level that is different from the student's current grade level; and (3) enroll in additional courses with the online learning provider under a separate agreement that includes terms for paying any tuition or course fees.

(c) An online learning student has the same access to the computer hardware and education software available in a school as all other students in the enrolling district. An online learning provider must assist an online learning student whose family qualifies for the education tax credit under section 290.0674 to acquire computer hardware and educational software for online learning purposes.

(d) An enrolling district may offer digital learning to its enrolled students. Such digital learning does not generate online learning funds under this section. An enrolling district that offers digital learning only to its enrolled students is not subject to the reporting requirements or review criteria under subdivision 7, unless the enrolling district is a full-time online learning provider. A teacher with a Minnesota license must assemble and deliver instruction to enrolled students receiving online learning from an enrolling district. The delivery of instruction occurs when the student interacts with the computer or the teacher and receives ongoing assistance and assessment of learning. The instruction may include curriculum developed by persons other than a teacher holding a Minnesota license.

(e) Both full-time and supplemental online learning providers are subject to the reporting requirements and review criteria under subdivision 7. A teacher holding a Minnesota license must assemble and deliver instruction to online learning students. The delivery of instruction occurs when the student interacts with the computer or the teacher and receives ongoing assistance and assessment of learning. The instruction may include curriculum developed by persons other than a teacher holding a Minnesota license. Unless the commissioner grants a waiver, a teacher providing online learning instruction must not instruct more than 40 students in any one online learning course or program.

(f) To enroll in more than 50 percent of the student's full schedule of courses per term in online learning, the student must qualify to exceed the supplemental online learning registration limit under paragraph (b) or apply to enroll in an approved full-time online learning program, consistent with subdivision 3, paragraph (a). Full-time online learning students may enroll in classes at a local school under a contract for instructional services between the online learning provider and the school district.

Subd. 5. Participation in extracurricular activities.

An online learning student may participate in the extracurricular activities of the enrolling district on the same basis as other enrolled students.

Subd. 6. Information.

School districts and charter schools must make available information about online learning to all interested people.

Subd. 7. Department of Education.

(a) The department must review and approve or disapprove online learning providers within 90 calendar days of receiving an online learning provider's completed application. The commissioner, using research-based standards of quality for online learning programs, must review all approved online learning providers on a cyclical three-year basis. Approved online learning providers annually must submit program data to, confirm statements of assurances for, and provide program updates including a current course list to the commissioner.

(b) The online learning courses and programs must be rigorous, aligned with state academic standards, and contribute to grade progression in a single subject. The online learning provider, other than a digital learning provider offering digital learning to its enrolled students only under subdivision 4, paragraph (d), must give the commissioner written assurance that: (1) all courses meet state academic standards; and (2) the online learning curriculum, instruction, and assessment, expectations for actual teacher-contact time or other student-to-teacher communication, and academic support meet nationally recognized professional standards and are described as such in an online learning course syllabus that meets the commissioner's requirements. Once an online learning provider is approved under this paragraph, all of its online learning course offerings are eligible for payment under this section unless a course is successfully challenged by an enrolling district or the department under paragraph (c).

(c) An enrolling district may challenge the validity of a course offered by an online learning provider. The department must review such challenges based on the approval procedures under paragraph (b). The department may initiate its own review of the validity of an online learning course offered by an online learning provider.

(d) The department may collect a fee not to exceed \$250 for approving online learning providers or \$50 per course for reviewing a challenge by an enrolling district.

(e) The department must develop, publish, and maintain a list of online learning providers that it has reviewed and approved.

(f) The department may review a complaint about an online learning provider, or a complaint about a provider based on the provider's response to notice of a violation. If the department determines that an online learning provider violated a law or rule, the department may: (1) create a compliance plan for the provider; or (2) withhold funds from the provider under sections 124D.095, 124E.25, and 127A.42. The department must notify an online learning provider in writing about withholding funds and provide detailed calculations.

Subd. 8. Financial arrangements.

(a) For a student enrolled in an online learning course, the department must calculate average daily membership and make payments according to this subdivision.

(b) The initial online learning average daily membership equals 1/12 for each semester course or a proportionate amount for courses of different lengths. The adjusted online learning average daily membership equals the initial online learning average daily membership times .88.

(c) No online learning average daily membership shall be generated if: (1) the student does not complete the online learning course, or (2) the student is enrolled in online learning provided by the enrolling district.

(d) Online learning average daily membership under this subdivision for a student currently enrolled in a Minnesota public school shall be used only for computing average daily membership according to section 126C.05, subdivision 19, paragraph (a), clause (2), and for computing online learning aid according to section 124D.096. Subd. 9.

Copyright © 2018 by the Revisor of Statutes, State of Minnesota. All Rights Reserved

IV. Program Narrative

A quality Online Learning (OLL) Program follows quality program standards. Please submit a program narrative with the following bold headings that answer the prompts in italics below. These standards are adapted from [iNACOL Quality Online Program Standards](#). These program standards are echoed in the three-year review process.

Institutional Standards

Mission Statement: A mission statement of a quality online program clearly conveys its purpose and goals. It serves as the basis for the program's day-to-day operations, as well as a guide for its strategic plans for the future. Everyone within the organization understands the mission statement and works to achieve it.

The mission of GCED-Online* is to provide innovative and personalized online learning programming leading to high levels of student engagement, student learning, and student success.

We will ensure that this mission statement is understood by our stakeholders through structured mechanisms - including our Goodhue County Education District Online Learning Task Force Team, our Principal Council, our Special Education Leadership Team, and our Superintendent Council and via communication loops - including in-person (when possible) presentations, virtual presentations, written communication, and 1:1 and small group/team discussions and messaging.

Outcome data that will be collected to inform us about the effectiveness of our mission statement include state and local standardized testing, student feedback, family feedback, staff feedback, and an on-going review of fidelity of implementation. Fidelity of implementation will be monitored by the Coordinator of Alternative Programs and include communication loops as described in the previous paragraph.

*Throughout this application, GCED-Online is used to identify the proposed school name. This name could change as feedback is gathered from various stakeholders.

Governance: Governance is provided by a Board of Directors, Advisory Board, or a School Board working with each other to develop policies for programming and staff.

Please see Appendix A for our organizational chart listing the key positions and people in those positions.

Please see Appendix B for local approval to this application.

Outcome data that will be collected to inform us about the effectiveness of our governance structure include state and local standardized testing, student feedback, family feedback, staff feedback, and an on-going review of fidelity of implementation. This outcome data will be synthesized, analyzed, and presented by the Coordinator of Alternative Programs to the GCED Executive Director, the GCED Superintendent Council, and the GCED School Board.

Leadership and Planning: Governance and leadership work hand-in-hand, developing operational policies for the program and its leadership and staff. Program policies and practice promote equity and support students' ability to access the program. Planning is managed by leadership and staff. Program uses strategic planning, long-range and operational planning along with annual goal setting including alignment with Minnesota Statute 120B.11 (World's Best Workforce).

The following outlines the key mechanisms supporting operational policies and practice that promote student success:

Component	Timing	Participants	Purpose	Facilitator
GCED-Online Staff Meetings	2x/Month	Online Learning Staff	Problem Solving	GCED Coordinator of Alternative Programs
GCED-Online Professional Learning Communities	1x/Month	Online Learning Staff	Instructional Practice; Student Success	TBD
GCED-Online Professional Development	TBD	Online Learning Staff	Improve effectiveness	GCED Assistant Director – System Development
GCED-Online Curriculum Alignment	August, January, June	Online Learning Staff	Alignment of digital curriculum with state and local standards.	GCED Assistant Director – System Development
GCED-Online Intake Procedures and Enrollment	Rolling Applications	Online Learning Intake Team	To ensure optimum communication and efficiency.	GCED Coordinator of Alternative Programs
Online Learning Advisory Team (formerly Online Learning Task Force)	1x/Month	Member District Personnel	To continually improve and meet school district need.	GCED Coordinator of Alternative Programs
Special Education Leadership Team	1x/Month	Member District Special Education Coordinators	To both strategically plan programming and problem-solve challenges.	GCED Executive Director
GCED Principal Council	Quarterly	Member District Site and District Administrators	To partner on strategic directions and decisions impacting county-wide operations.	GCED Assistant Director – System Development
GCED Superintendent Council	1x/Month	Member District Superintendents	To partner on strategic direction and decisions impacting county-wide operations.	GCED Executive Director
GCED School Board	1x/Month	(One) School Board Member from each Member District	Governance of the Goodhue County Education District	School Board Chair

Enrollment Policies and Guidelines

General Information

Student Enrollment Information and Process

Note: As a result of the U.S. Supreme Court Ruling, school personnel may not deny admission to a student during initial enrollment or any other time on the basis of undocumented status; or require parents or students to disclose their immigration status or social security numbers, which may expose undocumented status (458 U.S. 1131 {1982})

GCED-Online Enrollment Process

To be considered for enrollment the student must meet the following:

1. Must hold residency in Minnesota,
2. Must be a student in a GCED-member district, and
3. Students must be in grades K-12 and under the age of 21.

Enrollment steps are as follows:

1. Parent/Guardian completes and submits Google enrollment form.
2. Parent/Guardian supplies required enrollment documents.
3. The GCED-Online Intake Team reviews the enrollment request.
4. If approved, a representative of GCED-Online will contact the parent/guardian and agree upon a start date.
5. The GCED-Online Intake Team provides the student and family with the applicable information needed to start in the course(s). This includes a detailed and individualized learning plan.

To begin an enrollment review, a series of documentation is needed. These documents are listed below:

Enrollment packet includes:

- * Registration Forms
- * Emergency Contact Information
- * Attendance Agreement
- * Permission to release educational records

Required documents are:

- * Proof of residency
- * Student birth certificate

Requested documents include:

- * Transcript or academic record
- * Standardized test scores
- * Immunization records
- * Special education records
- * Application for Educational Benefits (Free and Reduced Lunch Form)

Outcome data that will be collected to inform us about the effectiveness of leadership and planning include state and local standardized testing, student feedback, family feedback, staff feedback, and an on-going review of fidelity of implementation.

Integrity and Accountability: In a quality online program, leadership is transparent in its management of the program, providing regular and timely information on progress towards attainment of goals, alignment with policies and standards, management of material, financial and human resources, and achievement of student learning outcomes. Data is shared with all stakeholders.

Like other school districts across Minnesota, the Goodhue County Education district is accountable to stakeholders in a variety of ways, including:

School Board – The Goodhue County Education District is governed by a school board which consists of one school board member from each of the Goodhue County Education District’s member districts. The School Board meets on a regular basis and like the member districts, reviews and approves of applicable school district policies and procedures. The meeting schedule and related agendas and minutes can be found at:

<http://gced.k12.mn.us/> (“About Us” < “Governance”)

Superintendent Council – The Executive Director of the Goodhue County Education District meets regularly with the member district Superintendents to review operations. In many cases, information is vetted at the Superintendent Council as feedback on an item prior to it proceeding to the School Board.

Principal Council – The Executive Director and the Assistant Director of System Development for the Goodhue County Education District plan and facilitate Principal meetings for site administrators in the member school districts.

Leadership Team – The Executive Director of the Goodhue County Education District meets regularly with the Special Education leaders in the member districts to review operations, procedures, and related topics.

Online Learning Task Force – The Coordinator of Alternative Programs for the Goodhue County Education District facilitates the meetings of the Online Learning Task Force. Composed of a representative of each member district, this Task Force is involved in monitoring the implementation of digital learning as well as the State-Approved Online Learning Program. Towards this end, this group will transition from a Task Force to an Advisory Team.

It is important to note that each one of these bodies are composed of representatives from each member school district and each body serves as accountability on Goodhue County Education District operations.

In addition to local level accountability, GCED-Online is accountable to the Minnesota Department of Education in the following manner:

Online Learning Program Approval – The process for becoming a State-Approved Online Learning Provider ensures that all the various facets of programming are considered and refined. This process also ensures that there is a written record of the programming that can be referenced when looking at fidelity of implementation.

Annual Public Report – The completion of an annual report on GCED-Online will serve as accountability to the mission and tenets of the program as laid out in the Program Approval application.

Annual Audit – Each year, the Goodhue County Education District goes through audit of the previous financial year.

Standards and Assessment – GCED-Online is subject to and accountable for implementing state academic standards and its students are required to take all mandated state tests and assessments.

It is important to note that the Goodhue County Education District is subject to the applicable federal and state laws and policies.

Finally, student attendance is an important part integrity and accountability. Regular school attendance – whether in a traditional setting or an on-line setting, is directly related to having a successful school experience. Attendance at GCED-Online is based on the student being actively engaged and making progress in each of their courses. Attendance will be tracked through system logins, system activity, and work submission.

Teaching & Learning Standards

Curriculum and Course Design: A quality online program will have a well-thought-out approach to its curriculum and course design whether it develops its own courses and/or licenses curriculum from other educational providers. The standard and its sub-sets of education goals, student learning, rigor, accommodation of learning styles, requirements for copyright, and accessibility of content are addressed.

The Goodhue County Education District-Online (GCED-Online) program offers the opportunity for students and families to have an additional educational option in Goodhue County. Up until now, there has not been a Comprehensive Online Learning solution in Goodhue County. There are students in the county who would find their niche and expedite their growth in an on-line program. With approval, these students, and future students, will be able to benefit from this option.

GCED-Online courses will be aligned with the Minnesota State Academic Standards. Students are required to meet state standards as prescribed in the area of Language Arts, Mathematics, Science, Social Studies, Fine Arts, and Health and Physical Education in order to ensure grade progression and graduation.

GCED-Online will be staffed by appropriately-licensed teachers. Teachers will be available during the school day and by appointment.

The GCED-Online staff will work with the GCED-member school district school counselors in supporting appropriate class selection and provide academic counseling. The goal of this partnership is to ensure that students enrolled in GCED-Online have an excellent experience – including academic growth and social-emotional growth as well as digital skills and ethical decision-making.

All curriculum will be accessible via Edgenuity (third-party online vendor). Instruction and targeted student support will be the responsibility of the licensed teacher.

The connection between GCED and its member districts will continue to strengthen as implementation of GCED-Online continues. For example, GCED-Online teachers are anticipated to also have teaching responsibilities in their member district. This connection point will serve to ensure that the student learning occurring online is standards and research-based and mirrors the learning outcomes being generated at the traditional/mainstream school. Another example of a connection point is that the student enrolling in GCED-Online will receive their high school diploma from their member district. The differentiation of planning to accomplish this is an example of the personalized learning that GCED-Online will emphasize.

There are a number of attributes that make the online courses clear, accessible, and engaging. Before diving into that, it is important to note that the GCED-Online teaching staff will have the opportunity to adapt and modify their courses to ensure alignment with Minnesota State Standards. The mechanism for doing this will be formal curriculum review/curriculum writing sessions before school starts (August), during the school year (at Professional Learning Communities as well as 1 curriculum writing day per quarter) and after the school year (June). In addition to creating time and space for curriculum work, the GCED-Online teaching staff will have the opportunity to participate in professional development designed to bolster their skill set in delivering a high-quality virtual learning experience. This will come in the form of our third-party vendor (Edgenuity) training as well as with different online learning-related conferences and workshops.

In terms of the online course content and clarity, accessibility, and engagement, please see the following attributes of Edgenuity's digital curriculum:

- Course content is designed and created by cross-functional teams of experienced educators and instructional designers with degrees in curriculum development, instructional design, instructional technology, and content-area education.
- Course content is created using principals of backward design – including big ideas, essential questions, and learning objectives.
- Concepts and skills build logically and purposefully throughout the course, with transitions to support development and understanding from skill to skill.
- Lesson format typically includes: (1) Warm-Up, (2) Instruction, (3) Summary, (4) Assignment, and (5) Assessment.
- Text is accessible to all students at their reading level, including advanced vocabulary for accelerated students and reading assistance for remedial students.
- Courses teach and use active learning strategies to engage students and foster deep understanding.
- Courses use a variety of media to give students multiple and varied experiences with a single concept or skill, inviting students to explore a concept or skill from angles.
- Media requires student engagement so that learners must actively participate in order to progress.
- Courses embed all levels of Marzano's taxonomy, including analysis and synthesis, critical thinking, and problem solving.
- Courses accommodate unique learning styles and various ability levels using scaffolding such as online support, audio assistance, note-taking, and study guides.

It is anticipated that the Edgenuity courses will be refined and aligned to local instructional priorities (i.e. Power Standards, Essential Outcomes, etc.) through creating time and space for GCED-Online personnel to engage in this work.

Within the Edgenuity courses, the following augments local refinement with features to accommodate individual student need:

- Policies and practices are in place that provide accommodations for students with disabilities.
- Instructional material is accurate, complete, and current. The curriculum is designed to be relevant for students in today's global society, and reflects multi-cultural education in the images and media, language and content, and selection of resources.
- Curriculum content is developed in accordance with state and national standards as well as in the quality standards from the Aurora Institute and is accredited, including by Cognia (formerly AdvancEdD). National and state standards correlation is verified by a third-party reviewer.
- The courses do not rely on external links that are not controlled or maintained by the publisher.

- Features and accommodations are provided to meet the needs of all students including addressing multiple learning styles, accommodations for assessments, video captions/transcripts, individualized and customizable assignment calendars, and read-aloud and translation tools.

- Content was developed with consideration of the W3C's Web Content Accessibility guidelines and the WCAG 2.1 AA requirements.

The evidence of continual improvement in the area of curriculum will be centered on work products, namely:

- Up-to-date and accurate alignment between the course content and state standards. This alignment will be accessible to both internal stakeholders and external stakeholders.

- Curriculum review session agendas, minutes, and products are recorded and retain as evidence of continuous improvement.

- Both standardized and local assessment data will be analyzed and reviewed to ensure that the curriculum and instructional practice is focused on state standards and prioritized standards within the broader state standards listing.

Minnesota K-12 Standards: Districts are required to put state standards into place so all students have access to high-quality content and instruction. Districts must develop local standards for subjects that do not have state standards. Providers must include information on how they meet or exceed Minnesota K-12 Standards.

GCED-Online will utilize the Minnesota State Standards-aligned Edgenuity courses at the K-12 level. Course offerings will also include courses that are aligned to national standards in the absence of state standards. Please see Attachment C for a detailed grades 6-12 course listing. Grades K-5 is represented below:

<i>Grade</i>	<i>Language Arts</i>	<i>Math</i>	<i>Science</i>	<i>Social Studies</i>	<i>Art</i>	<i>Health/PE</i>	<i>Music</i>	<i>Technology</i>
							<i>TBD (1 course)</i>	<i>TBD (2 courses)</i>
<i>K</i>	X	X	X	X	X	X		
<i>1</i>	X	X	X	X	X	X		
<i>2</i>	X	X	X	X	X	X		
<i>3</i>	X	X	X	X	X	X		
<i>4</i>	X	X	X	X	X	X		
<i>5</i>	X	X	X	X	X	X		

Instruction: A quality online program takes a comprehensive and integrated approach to ensuring excellent online teaching for its students. This process begins with promising practices but is equally committed to continuous improvement and adaptation to student learning needs through professional development. The standard and its subsets of instruction grounded in program mission, research, best practices, assessment, student learning styles and cultural differences, levels of interactions with stakeholders, limitations of time and place, requirements for faculty licensure and professional development, and academic integrity are addressed.

Teacher responsibilities in the GCED-Online program include:

Responsibilities to the Student

- Orient students to course and communicate course requirements
- Maintain office hours
- Conduct instructional sessions (regular class meetings, web meetings, tutoring)
- Check and respond to emails within 24 hours M-F
- Grade and provide feedback for instructor graded assignments within 72 hours (M-F)
- Provide individual and specific feedback on progress reports
- Maintain additional student communication requirements (i.e. one-to-one weekly contact)
- Set course completions deadlines for student work
- Individualize and differentiate instruction to help each student achieve curricular objectives
- Encourage student progress

Responsibilities to the Parent/Guardian

- Provide individual and specific feedback on progress reports
- Support parents with student curricular and instructional issues
- Track student academic progress and attendance
- Conduct conferences with students and parents/guardians as requested
- Document and communicate discipline concerns (ex. plagiarism, cheating, absenteeism)
- Maintain regular contact with students, families, and other key stakeholders

Responsibilities to the Classroom

- Learn the curriculum in its entirety for assigned courses and grade levels
- Communicate expectations and demonstrate an active interest in student achievement
- Validate course grades and make recommendations for promotion and retention if necessary
- Use a variety of resources to appropriately respond to the needs of all learners
- Utilize asynchronous and synchronous tools to expand course content according to prescribed policies and procedures
- Collaborate with peers
- Travel to and participate in staff meetings and professional development sessions as needed

Parent involvement is critical to the success of a student in GCED-Online. This includes supporting your student as they work through the curriculum, complete assignments, and review test material. Parents are vital partners to GCED-Online, especially in the following areas:

- Maintaining contact with teachers and staff with updates to phone number and e-mail address changes.
- Participate in quarterly parent sessions.
- Participate in quarterly parent-teacher conferences.
- Log-in to the Edgenuity parent account to monitor their student's progress.
- Monitor and maintain academic integrity.

Regarding student responsibilities and expectations, the following are important to know:

- Attendance is defined as continuous active engagement with the learning process and making continuous progress in each course in which the student is enrolled.
- Students need to login to the Edgenuity system on each school day.
- Students need to make regular and continuous progress in each course. Continuous progress means that the student is progressing in a course at a rate that keeps him or her on track for passing.
- Students need to consistently turn in course assignments.
- Students need to consistently engage in non-course work activities offered as part of the course and/or school.
- Students need to consistently revise work as requested or required by the classroom teacher.
- Maintain regular communication with the classroom teachers and other applicable school personnel. This includes:
 - Responding to e-mail, text, and/or phone messages from GCED-Online staff
 - Updating the appropriate GCED-Online staff if contact information changes
 - Making sure your parent/guardian reports any absences.

In an online learning program, each student is responsible for doing their own work. It is expected that students enrolled in GCED-Online will exhibit academic honesty and never plagiarize and/or otherwise complete assignments and/or tests not of their own original work. If a student does not comply with these expectations, consequences may include:

- Reduction of assignment/assessment value to 50%
- Reduction of assignment/assessment to 0%
- Failing grade of the course(s).

From the teacher lens, GCED-Online supports the incorporation of research-based practices, including strong student-teacher relationships, and multiple modalities to engage students through a robust teacher evaluation system. What follows describe the teacher evaluation/improvement process:

To determine a component rating for the teacher practice component, the assigned summative evaluator should collect all evidence from the three-year professional review cycle activities including:

- The documentation from observations conducted by the summative evaluator

- The teacher's formative self-assessments
- The peer reviewer's summaries or PLC documentation supporting effective practice
- The teacher's portfolio (optional)

The assigned summative evaluator reviews the body of evidence for the teacher practice component of the GCED TDE Plan. The evaluator looks for patterns in performance and trends over time and compares evidence to the Performance Standards for Teacher Practice Rubric. The evaluator interprets the evidence within the context of these benchmarks to draw conclusions about performance in each of the areas of planning, instruction, environment, and professionalism and to then determine a component rating for the teacher practice component.

A holistic approach is used by an assigned summative evaluator to determine a component rating for the teacher practice component. A holistic approach acknowledges that a summative evaluator uses professional judgment when combining evidence from multiple measures into a single rating.

Student learning is a main driver of an effective teacher's practices. A great teacher continually assesses student achievement against standards and uses results to modify his practice, to intervene when students struggle, and to differentiate instruction.

The use of student achievement data for the purposes of teacher evaluation is a new practice for many Minnesota teachers. Minnesota Statutes §122A.40 and §122A.41 require that a minimum of 35% of a teacher's evaluation be based on student growth.

A student learning goal is a measurable, long-term academic growth target that a teacher sets at the beginning of the year for all students or for subgroups of students. This process demonstrates a teacher's impact on student learning within a given interval of instruction based upon baseline data gathered at the beginning of the course. Each goal includes:

- The student population or sample included in the goal
- The standards with which the goal will align
- The assessments that will be used to measure student progress and goal attainment
- The period of time covered by the goal
- The expected student growth (or outcomes)
- The rationale for the expected student growth

The student learning goal process reinforces best teaching practices and encourages educators to ensure that their students are meeting grade level expectations and will be college- and career-ready. Teachers using best practices already follow an informal process: They set goals for their students, use data to assess student progress and adjust their instruction based upon that progress. Thus, the student learning goal process provides teachers with ways to formalize their teaching practice, and give input on how student learning will be measured and how a teacher will be evaluated.

A numeric, weighted method is used to determine an annual component rating for student learning and achievement. The weighting of different measures depends on the assigned

teacher group. During a summative evaluation, summative evaluators may have one to three years of student learning and achievement component ratings to synthesize into one component rating. Summative evaluators will synthesize the multiple years of ratings by averaging the years together to determine a final component rating.

Student engagement is an organizing framework for examining a student's commitment to and involvement in learning, which includes academic, behavioral, cognitive, and affective dimensions. It is influenced by the context of family, peers, community, and school. Within the classroom, a teacher can influence student engagement through relationships with students and the relevance and rigor of instruction.

All teachers identified as having student learners will complete the student engagement design question in iObservation.

Additional data gathered from evidence could include (but not be limited to) the samples listed below:

Teacher	Student
<ul style="list-style-type: none"> • Levels of rigor in classroom instruction and assignments • Strategies for connecting content to students' lives • Relationships with students • Frequency monitoring student behavior • Strategies for minimizing classroom disruptions and off-task behavior 	<ul style="list-style-type: none"> • Student responses to teacher interactions • Student attention to learning activities • Assignment completion rates • Levels at which students express ideas and pose questions relevant to learning • Levels at which students initiate and complete tasks

It is also important to note that the Goodhue County Education District employs Instructional Coaches who work alongside teaching staff to partner on implementing and refining high-quality research-based instructional practice.

In terms of outcome data, the teacher evaluation data will be aggregated and reviewed to identify areas of strength and opportunities for improvement.

Assessment: A quality online learning program values student academic performance and takes a comprehensive, integrated approach to measuring student achievement. This includes use of multiple assessment measures and strategies that align closely to both program and learner objectives with timely, relevant feedback to all stakeholders. The standard and its sub-sets of monitoring progress, adapting instruction to meet learner needs, multiple methods of assessment of student performance, feedback loops for instructional practice and course design are addressed.

The instructional design of the courses leverages the following practice to ensure timely and relevant feedback to the applicable stakeholders:

- Assessments are challenging, appropriate, and align to learning objectives.
- Assessments are designed to provide observable evidence of standards mastery.
- All assessment items are rigorously and tightly aligned with lesson objectives and instruction, which in turn are tightly aligned with state and national standards.

- The program uses multiple methods to assess the degree to what stated learning objectives are met. Methods include: (1) Diagnostic Assessment, (2) Formative Assessment, (3) Interim Assessments, and (4) Summative Assessments.
- A randomized test bank automatically provides a new test for each assessment attempt.
- Immediate, relevant, and varied feedback is embedded into interactive exercises and assessments.
- Students are provided formative “self-check” or practice assessments which include timely and relevant feedback and prepare the students for scored assessments.
- Student assessment is competency based.
- Formative assessments are included that provide data for targeted remediation or intervention when needed.

The data inputs from the assessment practices will be reviewed, analyzed, and acted upon based on the GCED Multi-Tiered System of Support (MTSS) framework. This framework calls for continual review of student learning data to ensure that Tier 1 instruction is being effective and that, if needed, Tier 2 and Tier 3 intervention protocols are matching the correct intervention to the correct skill area. More information on the GCED MTSS framework can be found on our website at: <http://gced.k12.mn.us/> (go to the “MTSS” heading on the GCED home page).

Furthermore, regarding differentiation, there are a number of components in place, including:

- The ability of students to self-pace through course material (within certain boundaries).
- Course accommodations to address unique learning styles and various ability levels using scaffolding such as online support, audio assistance, note-taking, and study guides.
- Courses are available in differentiated curricular pathways, including:
 - Core courses
 - Credit recovery courses
 - Honors courses
 - Advanced placement courses
- The option of using a mastery-based learning setting to help ensure that students master each learning objective before moving on.
- Courses provide a variety of activities that include options for in-depth learning through authentic problem-solving and experience.
- Courses as appropriate include opportunities for both asynchronous and synchronous learning.
- Courses contain content that aligns with appropriate learning standards and includes provisions for both intervention and accelerated learning opportunities.

Support

Faculty Support: A quality online program supports the faculty by providing opportunities for them to develop their professional skills, through mentoring, professional development, and technical assistance.

For many reasons, supporting the growth of professional skills is critical to a high-quality online learning program. Towards this end, there are two main categories of professional learning with GCED-Online:

1. Training specific to the curriculum tool (Edgenuity) and
2. Training specific to professional standards outside of Edgenuity.

Specific to Edgenuity, educators are provided initial assistance and training to develop an implementation plan and ensure understanding of the program. A variety of delivery models is used for this, including:

- Onsite training
- Virtual (via webinar) training
- Coaching
- On-Demand training resources

Specific to professional standards, educators will have the opportunity to participate in GCED-provided professional development as well as participate in a cohort consisting exclusively of online learning educators.

Another component of professional growth is a teacher evaluation protocol that enables productive conversation and reflection on continuous improvement. What follows is an outline of the basic expectations of all GCED employees, followed by information on the GCED teacher evaluation protocol. More detailed information on the GCED teacher evaluation protocol can be found in the “Instruction” section of the application.

Expectations for Employee

1. Be a team player. Bring a positive attitude to work every day. Communicate effectively with students and the members of your team. Get to know the responsibilities of all your team members. Attempt to resolve problems closest to the source of the issue.
2. Serve as a role model in your dress, speech, and actions. Dress and act appropriately for your role and personal safety. Always use respectful language. Avoid jokes, off-color remarks or attempts at humor that could be considered rude, inappropriate, disruptive or unprofessional. Do not talk about students or employee in a disrespectful or discourteous way.
3. Teachers and their assistants are responsible for the education and supervision of students at all times.
4. Set high expectations for behavior. Know and enforce the requirements of the District’s Student Handbook.
5. Maintain confidentiality at all times. Employees, students, and their families have a right to confidentiality and data privacy. You are accountable for what you say and for information you release. Do not speak about a student in front of another student or talk about a student to employee or others in or outside school except on a need to know basis. Respect other employee members’ confidentiality.
6. You are a mandatory reporter of suspected maltreatment of minors and vulnerable adults.
7. Maintain your personal and professional boundaries at all times. Personal information about your life outside of school is not appropriate and may not be appreciated by students. You are part of the school program and your job is to provide education, support, and guidance to students. Establishing “friendships” with students may create unrealistic expectations and interfere with sustaining appropriate boundaries.
8. Maintain a respectful and safe workplace. Inappropriate comments about race, color, religion, age, sex, sexual orientation, marital status, national origin, or other tasteless or improper remarks will not be tolerated. The Education District also has a

Harassment and Violence Policy that is on the district website. An important aspect of this policy is to report to your supervisor if you receive an unwelcome comment or feel threatened in any way. To the extent possible, we want you to feel safe and secure at all times.

9. Be dependable. You are responsible for maintaining good attendance. You are expected to report to work on time, adhere to the time periods established by the District for any breaks, and remain at the assigned work station throughout the scheduled work period or until properly relieved. Report any absences on Teachers on Call, our time and attendance reporting system.

10. In emergency situations, all employees are expected to follow the Crisis Plan. Review the plan for your location and know your role and responsibilities in each situation. First and foremost, you are responsible for your student’s and your personal safety.

11. Only use Education District vehicles when it becomes necessary to transport students as part of your job assignment.

12. You are responsible for reading and following all Education District policies and procedures.

In terms of professional review and growth, GCED uses the Teacher Development and Evaluation (TDE) protocol. TDE is based on the work of the Marzano Center for Learning Sciences International. Please see Attachment D for the points of emphasis in this model of teacher evaluation. One benefit of the TDE system is the fact that data is embedded into the evaluation process and can be packaged into a disaggregate level to pinpoint areas of strength and opportunities for improvement. Please see the narrative under “Instruction” for more detail on the GCED TDE system.

Staff and teacher workloads will be at the appropriate level based on the conditions of the most current Teacher Agreement/Contract as well as best practice in online learning.

Student Support: A quality online program has student support services to address the various needs of students at different levels within the organization. The levels of support are appropriate and adequate for a student's success.

Student Support

Support	Responsible Personnel	Notes
Student Advisor	Advisor	Collaborates with guidance personnel on promoting academic and social-emotional growth as well as post-high school planning.
English Learner Services	Classroom Teacher; English Learner Teacher	Student qualification dependent on state guidelines and procedures.
504 Plans	Classroom Teacher; 504 Coordinator	Student qualification dependent on state guidelines and procedures.
Special Education	Classroom Teacher; IEP Case Manager	Student qualification dependent on state guidelines and procedures.
Mental Health Support	Guidance Personnel	Point of Contact To Be Determined based on student need and availability.

Please see the links below for a detailed review of the GCED Multi-Tiered System of Support (MTSS).

<http://gced.k12.mn.us/assessments.html>

<http://gced.k12.mn.us/interventions.html>

Specific to Autism and in addition to the MTSS process, GCED employs an Autism Consultant. The Autism Consultant is a licensed autism teacher who supports teachers who work with individuals who meet educational criteria for autism. The consultant is available to assist with evaluations, individual education programs, program and family supports, strategies, behavior challenges, and general consultation.

Data is continuously being collected through our county-wide MTSS efforts. The same will hold true for GCED-Online. It is through this data collection and review that we can provide more intentional and effective support for students while also ensuring that our policies, procedures, and practices reinforce best practice in supporting student learning and growth.

Guidance Support: A quality online program has guidance services to support students and parents to ensure success of the online program. Depending on the program, these services are either directly provided by the program or a service provider, or in the case of supplemental programs these services may be provided by the local school.

GCED-Online will collaborate with guidance personnel from the enrolling school districts. Particular focus of guidance support will be:

- Academic scheduling and planning
 - Regular one-on-one meetings with guidance personnel to review progress toward academic goals.
 - Regular one-on-one meetings with teacher and/or advisor to review progress toward academic goals.
- Personal and social development
 - Student Support Groups based on student interest and availability.
 - Regular one-on-one meetings with guidance personnel to review personal and social development.
- Career and college planning
 - Regular one-on-one meetings with guidance personnel to review post-high school plans.
 - Regular one-on-one meetings with teacher and/or advisor to review post-high school plans.

Data reviewed and reflected on in order to continually provide the best guidance services possible include:

- Student satisfaction surveys
- Parent satisfaction surveys
- Student exit interview
- Parent exit interview
- Alumni career and college transition

Organizational Support: A quality online program has organizational support to oversee the instructional learning environment as it is conveyed through technology. Some organization support services may be distributed between the program and other entities, depending on the physical location where the students are taking their online course.

In order to promote a positive student and family experience, the following outlines technical support responsibilities as well as needed materials and hardware and software recommendations:

Technical Support

Online Textbook Access	Classroom Teacher
Broken Link	Classroom Teacher
Username/Password	GCED Coordinator of Alternative Programs
Technical Help	GCED Technology Specialist
Getting Online	Internet Service Provider

Students will need access to a computer system (including laptop computer, printer, and software). For students who do not have access to a computer system, GCED-Online will loan the computer system to the student. These computer systems are instructional property and must be returned at the end of each school or when the student leaves the school. Each family will need to secure their own Internet service provider. This access could be at the home or a public entity like the library.

Hardware and Software Recommendations

Desktop and Laptop Computers—for the most user-friendly experience

Operating System

- Windows 7 or later
- Mac OS 10.7 or later

Browsers—the latest versions of the following:

- Google Chrome
- Mozilla Firefox
- Internet Explorer 11 or newer
- Microsoft Edge (Windows 10 only)
- Safari (Mac only)

Plugins—the latest versions of the following:

- Adobe Flash Player
- Adobe Reader DC
- Adobe Air
- Adobe Connect
- Java
- VLC Media Player (Mac only)

Software

- Microsoft Office 2007 or newer
- Alternative: LibreOffice—a free productivity suite compatible with Microsoft Office file formats

Mobile Devices and Third-Party Curriculum

Many mobile devices may not be fully compatible with third-party curriculum platforms. These include: Chromebook, iPad, iPhone, iPod, Kindle, and Android phones & tablets.

Connectivity

Broadband connection *is required*.

Use the chart on the FCC Household Broadband Guide to assist in selecting the appropriate speed

For one student, a minimum download speed of 8Mbps should be requested from your ISP.

For two or more students, a minimum download speed of 25Mbps should be requested from your ISP.

NOTE: As you add more users/devices (e.g., computers, gaming consoles, streaming devices, etc.) the need for bandwidth increases. Therefore, if you use multiple devices, you should request a minimum download speed of 25Mbps.

NOTE: If you have a satellite connection, you may experience performance issues depending on outside weather conditions.

You can test your current Internet speeds at <http://www.speedtest.net>

Speeds less than those noted above may result in a less than optimum user experience

Data usage

The amount of data transferred over your Internet connection each month depends on what your student's courses and online activities are each day. Please contact your Internet Service Provider (ISP) to discuss the best option for your needs.

Data collected to inform our organizational support services will include:

- Number of loaned computer systems
- Number of technical assistance requests
- Parent feedback via survey
- Student feedback via survey
- Classroom teacher feedback via survey
- Technology Specialist feedback via regular conversations and communication with the Coordinator of Alternative Programs

Parent/Guardian Support: Parents/guardians play an integral part in their student's educational life. They work as a team with faculty, administrators, guidance services, and organizational support to ensure a quality educational experience for their students.

When teachers and parents/guardians work together to help students take responsibility for learning, students are more likely to have a positive online learning experience and make progress towards graduation. Online learning can also be a vehicle for strengthening student organizational skills, planning skills, confidence and discipline. At GCED-Online, parents/guardians have the following opportunities to be engaged in their students learning:

- Participate in the intake process alongside their student by engaging in the applicable phone calls, emails, and meetings. Learn as much as you can about online learning and GCED-Online.
- Attend the online parent/guardian meeting which occurs at the start of each quarter.
- Attend in the quarterly parent/teacher conferences.
- Check your email on a regular basis. Email is the primary communication tool between school and home. Information such as academic progress, attendance, and special events will come through via email.
- Read through the monthly GCED-Online newsletter. This publication will contain important resources and announcements.
- Monitor and maintain academic integrity.
- Create time on a regular basis to:
 - * Check in with your student on their computer organization. Are there desktop folders? Are they organized in a coherent manner?
 - * Review and discuss your student's attendance/work submitted, progress, and grade in each course.
 - * Review what they are learning, what's going well, and what could be going better.

The following data inputs will be used to gauge the effectiveness of our parent/guardian connection points:

- Attendance at quarterly parent/guardian sessions
- Attendance at quarterly parent/student conferences
- Parent/guardian feedback via survey

Please see the narrative in the "Instruction" section of the application for additional notes on parent/guardian responsibility.

Evaluation

Program Evaluation: Evaluation efforts are utilized to both verify the program is meeting its intended purposes and identify where improvements can be made. Continuous improvement processes (CIP) across all aspects of the organization ensure the program is focused on accomplishing its mission and vision. CIP linked to the education program, support services connected to stakeholders, and operational planning are addressed.

GCED-Online will be evaluated based on both quantitative and qualitative measurements. Quantitative measures will include:

- Standardized Test Performance
- Grade/Course Completion and/or Credits Earned

- Grade/Course Enrollment
- Student Drops
- Time On Learning

Qualitative measures will include:

- Student Feedback
- Parent/Guardian Feedback
- Teacher Feedback
- School Counselor Feedback
- Administrator Feedback

These data sources will be used in the continuous improvement/program improvement structure described below.

Program Improvement: A quality online program establishes a culture of continual program improvement. It fosters continuous improvement across all aspects of the organization and ensures the program is focused on accomplishing its mission and vision. Program improvement, and its sub-sets of strategic planning, data driven decision making, advancing the program mission and vision, along with internal and external evaluation of its practices, are addressed.

As mentioned in the Accountability narratives, there are a number of mechanisms that provide a feedback loop as a means to program improvement. Although each of these mechanisms is important, the main catalyst for program improvement will be come via the Online Learning Advisory Team. This team will be responsible for engaging in an intentional continuous improvement cycle using the primary tools laid out by the Minnesota Department of Education (<https://education.mn.gov/MDE/dse/cimp/>).

In particular, the Online Learning Advisory Team will engage in working through the following steps and answer the applicable questions at each step:

Step 1: Establish a Leadership Team

Who will be involved in the process? How will we engage them meaningfully?

Step 2: Assess Needs And Set Priorities

Where are we now? How did we get where we are? Where do we want to be?

Step 3: Select Strategies and Create a Plan

How are we going to get to where we want to be? How will we inform implementation?

Step 4: Implement the Plan and Get Better

How's it going, and what's next?

Step 5: Reassess Needs, Priorities and Strategies

Should we reassess our team, needs, and strategies?

Addendum:

Supplemental (Part-Time) Online Learning Enrollments

Students enrolled full-time in a GCED-member school district may elect to enroll in online courses not to exceed 50% of their total enrollments through an approved online learning provider.

Successful students in the supplemental online learning program at GCED-Online spend a portion of their time each school day to their online supplemental course(s). Students are expected to make adequate progress each week in order to ensure successful

course completion and full-credit earning (when applicable). The Coordinator of Alternative Programs will submit progress reports to the member school contact person on a regular basis. Semester and final grades are submitted to the member school counselor within 10 days of the end of the term. Credit conversions and graduation requirements are in accordance with the member school policies.

DRAFT

V. Statement of Assurances

All boxes must be checked and the provider must sign below indicating that all of the following items have been met.

- Submit annual program information in the requested format to the Minnesota Department of Education by July 15th.
- Submit the final organizational chart or list of key personnel that includes its administrators, director of program, faculty and support staff prior to the start of the school year.
- Comply with all other federal, state, and local public school program policies, including, but not limited to, the Americans with Disabilities Act (ADA) guidelines for website accessibility, and local school district policies relating to Internet Safety and Acceptable Use.
- Provide fair access to public education for Special Education students and follow due process requirements for all special education students participating in online learning.
- Provide Minnesota licensed teachers to assemble curriculum and deliver instruction to online learning students enrolled by the provider and to document its licensed online teaching faculty in the annual STAR report.
- Ensure a teacher teaching an online program will not instruct more than 40 students in any online learning course unless the provider has a waiver from the Commissioner of Education.
- Align all online courses to “meet or exceed state academic standards” for Language Arts, Mathematics, Science and Social Studies.
- Use only the approved enrollment forms provided by the Minnesota Department of Education.
- Obtain parental consent for students under the age of 17 who seek enrollment in online learning. This consent includes a signoff for parent and/or student as verification online course, program, and student expectations are understood.
- Record and maintain student membership and course grades completed in the online learning program. Records will be maintained and available to auditors for three years after the end of each school year.
- Notify students/parents of acceptance into the online course/program and obtain the MARSS state reporting number from the student’s enrolling district within 10 days of receiving the completed application for enrollment.

Supplemental Programs Only

- Identify enrolling district Online Learning Liaison and obtain his/her contact information.
- Submit supplemental online learning notice of registration to the enrolling district upon student application in the online learning program. Include the courses or program credits to be awarded, MN Standards met, and the start date of online enrollment.
- Provide a course syllabus and confirm that the course(s) will meet the student's graduation plan at the enrolling district. After acceptance, enrollment status and student grades are provided to the student home district in a timely manner.
- Submit supplemental online learning notice of course completion to the enrolling district in a timely manner.
- Submit supplemental online learning notice of course completion to the enrolling district in a timely manner.

I authorize that this online learning program meets all items in the list above in accordance with Minnesota Statutes, Section 124D.095 and applicable state and federal education statutes.

The \$250 application fee (payable to Minnesota Department of Education) is included with our signed forms.

Signature of Superintendent

Date

F. In-school and In-Home Direct Services

V. Old Business:

A. RBEC Learning Plan Update

Data for K-12 Schools: 14-day COVID-19 Case Rate by County

Updated 9/17/2020

This document includes data that can be used by schools in making decisions about their safe learning model. It shows the number of cases by county of residence in Minnesota over 14 days, per 10,000 people by the date of specimen collection (when a person was tested). County population is based on the U.S. Census Bureau American Community Survey 2018 5-year estimates.

Any increase in case incidence can represent a greater risk, but schools may consider a 14-day case rate of 10 or more cases per 10,000 to be an elevated risk of disease transmission within the local community, especially when the level of cases per week is sustained or increasing over time.

Recommended policy options based on 14-day case rate range

Policy Option	Range (14-day case rate per 10,000 people)
In-person learning for all students	0 to less than 10
Elementary in-person, Middle/high school hybrid	10 to less than 20
Both hybrid	20 to less than 30
Elementary hybrid, Middle/high school distance	30 to less than 50
Both distance	50 or more

Number of counties in each range

Date	0 to less than 10	10 to less than 20	20 to less than 30	30 to less than 50	50 or more
7/12 to 7/25	46	0	0	0	0
7/19 to 8/1	48	27	10	2	0
7/26 to 8/8	50	26	11	0	0
8/2 to 8/15	48	28	10	1	0
8/9 to 8/22	47	29	8	3	0
8/16 to 8/29	35	37	5	9	1
8/23 to 9/5	24	48	6	3	6

14-day case rate per 10,000 people by date of specimen collection

County Name	7/12 - 7/25	7/19 - 8/1	7/26 - 8/8	8/2 - 8/15	8/9 - 8/22	8/16 - 8/29	8/23 - 9/5
Dakota	21.23	23.15	22.24	21.38	22.55	23.91	21.19
Dodge	9.72	5.34	4.37	6.80	9.23	9.23	6.80
Goodhue	3.89	5.19	8.44	9.30	8.87	8.87	7.36
Olmsted	14.83	13.59	13.92	13.46	11.56	12.81	12.74
Steele	14.72	12.27	11.18	10.91	12.81	16.36	19.09
Wabasha	13.02	11.16	9.77	10.23	9.30	9.30	9.77

VI. New Business:
A. Parameters Resolution

Goodhue County Education District, Red Wing, Minnesota
Taxable Advance Refunding Certificates of Participation, Series 2020A
September 18, 2020

August 2020							September 2020							October 2020						
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
						1			1	2	3	4	5					1	2	3
2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24
23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31
30	31																			

November 2020							December 2020							January 2021						
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
1	2	3	4	5	6	7			1	2	3	4	5						1	2
8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9
15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16
22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23
29	30						27	28	29	30	31			24	25	26	27	28	29	30
														31						

Schedule of Events		
Date	Event	Responsible Party
August 26, 2020	Request for Official Statement Information sent to District Staff.	Baker Tilly
August 21, 2020	Request for Proposals distributed to prospective underwriters.	Baker Tilly
September 10, 2020	Request for Proposals due.	Baker Tilly
September 11, 2020	Information forwarded to Baker Tilly for preparation of the Preliminary Official Statement.	District Staff
September 14, 2020	Selection of Underwriter.	Baker Tilly District Staff
September 16, 2020	Organizational call to discuss schedule of events, amortization structure, Preliminary Official Statement, and related legal documents.	All Parties
September 17, 2020	Finalize Certificate structure.	Baker Tilly
September 18, 2020	Term Sheet and Parameters Resolution delivered to District.	Baker Tilly Knutson, Flynn & Deans
September 24, 2020	District Board considers Resolution authorizing the parameters for sale and award of the Certificates, and designating a pricing committee to award the Certificates.	District Staff
September 25, 2020	First rough draft of Preliminary Official Statement sent out to District Staff and Knutson, Flynn & Deans and Underwriter for review.	Baker Tilly

Schedule of Events		
Date	Event	Responsible Party
September 30, 2020	Drafting call to discuss first draft of Preliminary Official Statement and legal documents.	District Staff Baker Tilly Knutson, Flynn & Deans Collier Securities
October 2, 2020	Second rough draft of Preliminary Official Statement sent out to District Staff and Knutson, Flynn & Deans and Underwriter for review.	Baker Tilly
October 6, 2020	Final comments to Baker Tilly on Preliminary Official Statement draft.	District Staff Knutson, Flynn & Deans
October 15, 2020	Draft of Award Resolution provided to Baker Tilly (to be included in the information sent to the rating agency.)	Knutson, Flynn & Deans
October 16, 2020	Posting of Preliminary Official Statement and application for rating forwarded to rating agency.	Baker Tilly
Week of October 12, 2020	Rating conference conducted and due diligence activities completed.	Moody's District Staff Baker Tilly Colliers Securities
Est. October 15, 2020	Receipt of rating.	Moody's
October 21, 2020	Form of Award Resolution delivered to the District.	Knutson, Flynn & Deans
Week of October 26, 2020	Sale and consideration of award of the Certificates by District Staff with authority delegated by Parameters Resolution.	District Staff Baker Tilly Colliers Securities
November 5, 2020	Draft closing documents are circulated for review.	Knutson, Flynn & Deans
November 12, 2020	District Board ratifies final amounts for the Certificates.	District Staff
November 18, 2020	Distribution of Final Official Statement.	Baker Tilly
December 3, 2020	Settlement of the Certificates; receipt of Certificate proceeds.	All Parties
December 4, 2020	Notice of Redemption and Defeasance for 2014A Certificates sent to Trustee.	Baker Tilly

Baker Tilly Municipal Advisors, LLC is a registered municipal advisor and wholly-owned subsidiary of Baker Tilly US, LLP, an accounting firm. Baker Tilly US, LLP trading as Baker Tilly is a member of the global network of Baker Tilly International Ltd., the members of which are separate and independent legal entities. © 2020 Baker Tilly Municipal Advisors, LLC

SUMMARY OF TERMS

September 18, 2020

\$13,500,000*

**Goodhue County Education District, Red Wing, Minnesota
Taxable Refunding Certificates of Participation, Series 2020A**

Participants: Municipal Advisor: Baker Tilly Municipal Advisors will serve as the municipal advisor to the District.

Bond Counsel: Knutson, Flynn and Deans will serve as bond counsel to the District and will prepare certain legal documents.

Underwriter: Colliers Securities will serve as Underwriter.

Underwriter's Counsel: Ballard Spahr will serve as underwriter's counsel.

Trustee: The Trustee has yet to be selected.

Dated Date: The date of delivery is estimated to be December 3, 2020.

Rating: An application will be made to Moody's Investor Service for a rating on the Certificates. The District's appropriation-backed debt is currently rated "A3" by Moody's Investors Service.

The Certificates are not eligible to be enrolled in the Minnesota School District Credit Enhancement Program.

Pricing and Award: A parameters resolution will be considered by the District Board on September 24, 2020 that will provide authorization for the execution of a Certificate Purchase Agreement as long as the principal amount of the Certificates does not exceed \$14,000,000 and the true interest cost (TIC) does not exceed 3.67%.

The determination of whether the conditions are satisfied shall be made by the Pricing Committee, which is composed of the District's Executive Director and Business Manager. The pricing and award of the Certificates is expected during the week of October 26, 2020, subject to market conditions and consultation with the Underwriter.

Purpose: Proceeds of the Certificates will be used to advance refund, on a taxable basis, the February 1, 2021 through February 1, 2039 maturities and interest of the District's Certificates of Participation, Series 2014A, dated September 10, 2014 (the "2014A Certificates") and pay the associated costs of issuance. The purpose of this transaction is to achieve interest cost savings.

Proceeds of the 2014A Certificates were used to finance a new facility to house the District's special educational programming for each member's students; and the consolidation of staff, resources, and students from other sites; and reuse of that space for other purposes (the "Premises").

Authority: The Certificates are being issued pursuant to Minnesota Statutes, Sections 123B.51, 136D.24, and 465.71.

The Tax Cuts and Jobs Act of 2017 (Public Law 115-97) repealed the exclusion from gross income for interest on municipal bonds and certificates issued to advance refund another municipal bond or certificate after December 31, 2017. Since then, municipalities have been unable to advance refund any existing bond or certificate issue on a tax-exempt basis. The Certificates are being issued as taxable obligations to comply with federal law.

Security for the Certificates: Principal and interest payments for the Certificates will be payable solely from lease payments made by the District pursuant to the terms of the Lease Agreement between the Trustee and the District. The Lease is not a general obligation of the District or its Member Districts, and the full faith and credit and ad valorem taxing powers of the Member Districts are not pledged to the payment of the lease payments. No provision of the Lease shall be construed or interpreted as creating a general obligation or other indebtedness of the District within the meaning of any constitutional or statutory debt limitation. The District has no taxing power. The District has the right, under the lease, to make the decision not to appropriate the lease payments in any year.

Structuring Summary: The Certificates are structured over a term mirroring the 2014A Certificates to achieve level annual savings. The issuance of the Certificates is being conducted as a full net advance refunding in which the proceeds of the Certificates will be placed in an escrow account with a major bank and invested in permitted securities. These investments and their earnings are structured to pay the semiannual interest payments and annual principal payments due on the 2014A Certificates through and including February 1, 2024 (the first optional call date of the 2014A Bonds), at which time the escrow account will redeem the remaining principal amount of the 2014A Certificates.

The 2014A Certificates will be deemed defeased as of closing on December 3, 2020 and the District will commence making debt service payments on the Certificates beginning with the February 1, 2021 principal and interest payment. Principal will be repaid annually on February 1, commencing February 1, 2021 and continuing through February 1, 2039. Interest will be payable semi-annually each February 1 and August 1.

Based on current pricing estimates, this refunding transaction is estimated to result in future value savings of approximately \$793,413. with a net present value benefit to the District of approximately \$643,061. These estimates are net of the costs associated with the refunding.

Source of Payment:

The lease payments will be made from payments to the District from each Member District. Each Member District is authorized, but not obligated, to raise revenue for its share of the lease payments through a capital tax levy of up to \$212 per adjusted pupil unit (APU) that can only be used for District lease payments under Minnesota Statutes, Section 126C.40. The table below summarize the revenue available from member districts:

District No.	Name	\$212 Lease Levy Reveue (\$212/APU)	Existing Obligations	Available
252	Cannon Falls	255,842	(143,843)	111,999
253	Goodhue	164,088	(90,311)	73,777
256	Red Wing	607,634	(376,775)	230,859
813	Lake City	272,335	(150,939)	121,396
2172	Kenyon-Wanamingo	169,642	(94,952)	74,690
2805	Zumbrota Mazeppa	307,442	(212,647)	94,795
	Total	1,776,984	(1,069,467)	707,517

The District has previously collected lease payments from Member Districts to make the February 1, 2021 principal and interest payment on the 2014A Certificates. The District will use those funds to make the first principal and interest payment on the Certificates. Thereafter, each year's first-half collection of lease revenues will be used to pay the interest payment due August 1 in the year of collection. Second-half collections of lease revenues plus surplus first-half collections will be used to pay the February 1 principal and interest payment due in the following year.

Right to Non-Appropriation:

The District's obligation to make lease payments under the Lease for the Certificates shall be subject to the District's annual right to terminate the Lease at the end of any Fiscal Year, by failure of the District Board to appropriate monies to pay the lease payments due under the Lease. The Lease does not directly or indirectly obligate the District to make any payments beyond those duly budgeted and appropriated by the District in the then-current Fiscal Year. The District shall be under no obligation whatsoever to exercise its option to purchase the Premises. No provision of the Lease shall constitute a pledge of or create a lien on any taxes or any other class or source of District monies.

Prepayment Provisions:

The District may elect on February 1, 2028, and on any day thereafter, to redeem Certificates due on or after February 1, 2029. Redemption may be in whole or in part and if in part at the option of the District and in such manner as the District shall determine. All redemptions shall be at a price of par plus accrued interest.

Tax Status:

Interest on the Certificates is included with gross income for federal income tax purposes and for the State of Minnesota income tax purposes.

Arbitrage Compliance and Continuing Disclosure:

The Certificates will be subject to secondary disclosure which requires the District provide ongoing information to investors under a continuing disclosure agreement.

Baker Tilly MA and the District have entered into an Agreement for Municipal Advisor Services under which Baker Tilly MA will continuing disclosure services to the District and will be amended to include the Certificates.

Official Statement: The Preliminary Official Statement will be prepared by Baker Tilly MA for the offering of the Certificates. Final Official Statements will be delivered to the Underwriter no more than seven business days after the date of award of the Certificates.

Attachments: Attachment A: Schedules including a refunding summary, a debt service comparison, the debt service the maturity and to call for 2014A Certificates, the estimated debt service for the Certificates, reflecting the initial pricing based on current market conditions provided by the Underwriter, and the escrow fund cashflow.

Attachment A

\$13,500,000

Goodhue County Education District, Minnesota
Taxable Refunding Certificates of Participation, Series 2020A
Full Net Advance Refunding of Series 2014A

Refunding Summary

Dated 12/03/2020 | Delivered 12/03/2020

Sources Of Funds

Par Amount of Bonds..... \$13,500,000.00

Total Sources..... \$13,500,000.00

Uses Of Funds

Deposit to Net Cash Escrow Fund..... 13,341,275.68

Costs of Issuance..... 94,130.00

Total Underwriter's Discount (0.450%)..... 60,750.00

Rounding Amount..... 3,844.32

Total Uses..... \$13,500,000.00

Flow of Funds Detail

State and Local Government Series (SLGS) rates for..... 9/16/2020

Net Cash Escrow Fund Solution Method..... Net Funded

Total Cost of Investments..... \$13,341,275.68

Interest Earnings @ 0.148%..... 54,724.32

Total Draw s..... \$13,396,000.00

Issues Refunded And Call Dates

Prior Issue Call Price..... 100.00%

Prior Issue Call Date..... 2/01/2024

Savings Information

Net Present Value Benefit..... \$643,060.69

Total Cashflow Savings..... 789,569.12

Bond Statistics

Average Life..... 9.839 Years

Average Coupon..... 2.6377284%

Net Interest Cost (NIC)..... 2.6834670%

True Interest Cost (TIC)..... 2.6688487%

2020 Tax Ref COPs (14) Co | SINGLE PURPOSE | 9/16/2020 | 2:42 PM

\$13,500,000

Goodhue County Education District, Minnesota
Taxable Refunding Certificates of Participation, Series 2020A
Full Net Advance Refunding of Series 2014A

Debt Service Comparison

Date	Total P+I	Net New D/S	Old Net D/S	Savings
02/01/2021	619,383.38	619,383.38	662,500.00	43,116.62
02/01/2022	912,242.50	912,242.50	951,250.00	39,007.50
02/01/2023	911,752.50	911,752.50	951,500.00	39,747.50
02/01/2024	909,372.50	909,372.50	950,750.00	41,377.50
02/01/2025	910,072.50	910,072.50	954,000.00	43,927.50
02/01/2026	909,047.50	909,047.50	951,000.00	41,952.50
02/01/2027	912,207.50	912,207.50	952,000.00	39,792.50
02/01/2028	909,107.50	909,107.50	951,750.00	42,642.50
02/01/2029	910,142.50	910,142.50	950,250.00	40,107.50
02/01/2030	910,182.50	910,182.50	952,500.00	42,317.50
02/01/2031	914,197.50	914,197.50	953,250.00	39,052.50
02/01/2032	912,037.50	912,037.50	952,500.00	40,462.50
02/01/2033	908,787.50	908,787.50	950,250.00	41,462.50
02/01/2034	909,417.50	909,417.50	951,500.00	42,082.50
02/01/2035	908,380.00	908,380.00	951,000.00	42,620.00
02/01/2036	911,400.00	911,400.00	953,750.00	42,350.00
02/01/2037	907,100.00	907,100.00	949,500.00	42,400.00
02/01/2038	912,200.00	912,200.00	953,500.00	41,300.00
02/01/2039	906,400.00	906,400.00	950,250.00	43,850.00
Total	\$17,003,430.88	\$17,003,430.88	\$17,793,000.00	\$789,569.12

PV Analysis Summary (Net to Net)

Net FV Cashflow Savings.....	789,569.12
Gross PV Debt Service Savings.....	639,216.37
Net PV Cashflow Savings @ 2.669%(TIC).....	639,216.37
Contingency or Rounding Amount.....	3,844.32
Net Future Value Benefit.....	\$793,413.44
Net Present Value Benefit.....	\$643,060.69
Net PV Benefit / \$5,307,844.40 PV Refunded Interest.....	12.115%
Net PV Benefit / \$14,078,466.37 PV Refunded Debt Service.....	4.568%
Net PV Benefit / \$11,500,000 Refunded Principal.....	5.592%
Net PV Benefit / \$13,500,000 Refunding Principal.....	4.763%

Refunding Bond Information

Refunding Dated Date.....	12/03/2020
Refunding Delivery Date.....	12/03/2020

\$12,995,000

Goodhue County Education District, Minnesota
Certificates of Participation, Series 2014A

Debt Service To Maturity And To Call

Date	Refunded Bonds	Refunded Interest	D/S To Call	Principal	Coupon	Interest	Refunded D/S
12/03/2020	-	-	-	-	-	-	-
02/01/2021	375,000.00	287,500.00	662,500.00	375,000.00	5.000%	287,500.00	662,500.00
08/01/2021	-	278,125.00	278,125.00	-	-	278,125.00	278,125.00
02/01/2022	395,000.00	278,125.00	673,125.00	395,000.00	5.000%	278,125.00	673,125.00
08/01/2022	-	268,250.00	268,250.00	-	-	268,250.00	268,250.00
02/01/2023	415,000.00	268,250.00	683,250.00	415,000.00	5.000%	268,250.00	683,250.00
08/01/2023	-	257,875.00	257,875.00	-	-	257,875.00	257,875.00
02/01/2024	10,315,000.00	257,875.00	10,572,875.00	435,000.00	5.000%	257,875.00	692,875.00
08/01/2024	-	-	-	-	-	247,000.00	247,000.00
02/01/2025	-	-	-	460,000.00	5.000%	247,000.00	707,000.00
08/01/2025	-	-	-	-	-	235,500.00	235,500.00
02/01/2026	-	-	-	480,000.00	5.000%	235,500.00	715,500.00
08/01/2026	-	-	-	-	-	223,500.00	223,500.00
02/01/2027	-	-	-	505,000.00	5.000%	223,500.00	728,500.00
08/01/2027	-	-	-	-	-	210,875.00	210,875.00
02/01/2028	-	-	-	530,000.00	5.000%	210,875.00	740,875.00
08/01/2028	-	-	-	-	-	197,625.00	197,625.00
02/01/2029	-	-	-	555,000.00	5.000%	197,625.00	752,625.00
08/01/2029	-	-	-	-	-	183,750.00	183,750.00
02/01/2030	-	-	-	585,000.00	5.000%	183,750.00	768,750.00
08/01/2030	-	-	-	-	-	169,125.00	169,125.00
02/01/2031	-	-	-	615,000.00	5.000%	169,125.00	784,125.00
08/01/2031	-	-	-	-	-	153,750.00	153,750.00
02/01/2032	-	-	-	645,000.00	5.000%	153,750.00	798,750.00
08/01/2032	-	-	-	-	-	137,625.00	137,625.00
02/01/2033	-	-	-	675,000.00	5.000%	137,625.00	812,625.00
08/01/2033	-	-	-	-	-	120,750.00	120,750.00
02/01/2034	-	-	-	710,000.00	5.000%	120,750.00	830,750.00
08/01/2034	-	-	-	-	-	103,000.00	103,000.00
02/01/2035	-	-	-	745,000.00	5.000%	103,000.00	848,000.00
08/01/2035	-	-	-	-	-	84,375.00	84,375.00
02/01/2036	-	-	-	785,000.00	5.000%	84,375.00	869,375.00
08/01/2036	-	-	-	-	-	64,750.00	64,750.00
02/01/2037	-	-	-	820,000.00	5.000%	64,750.00	884,750.00
08/01/2037	-	-	-	-	-	44,250.00	44,250.00
02/01/2038	-	-	-	865,000.00	5.000%	44,250.00	909,250.00
08/01/2038	-	-	-	-	-	22,625.00	22,625.00
02/01/2039	-	-	-	905,000.00	5.000%	22,625.00	927,625.00
Total	\$11,500,000.00	\$1,896,000.00	\$13,396,000.00	\$11,500,000.00	-	\$6,293,000.00	\$17,793,000.00

Yield Statistics

Base date for Avg. Life & Avg. Coupon Calculation.....	12/03/2020
Average Life.....	10.605 Years
Average Coupon.....	5.000000%
Weighted Average Maturity (Par Basis).....	10.605 Years
Weighted Average Maturity (Original Price Basis).....	10.477 Years

Refunding Bond Information

Refunding Dated Date.....	12/03/2020
Refunding Delivery Date.....	12/03/2020

2014 COPs - PS | SINGLE PURPOSE | 9/16/2020 | 2:42 PM

\$13,500,000

Goodhue County Education District, Minnesota
Taxable Refunding Certificates of Participation, Series 2020
Full Net Advance Refunding of Series 2014A

Debt Service Schedule

Date	Principal	Coupon	Interest	Total P+I
02/01/2021	570,000.00	0.750%	49,383.38	619,383.38
02/01/2022	610,000.00	0.900%	302,242.50	912,242.50
02/01/2023	615,000.00	1.200%	296,752.50	911,752.50
02/01/2024	620,000.00	1.500%	289,372.50	909,372.50
02/01/2025	630,000.00	1.750%	280,072.50	910,072.50
02/01/2026	640,000.00	1.850%	269,047.50	909,047.50
02/01/2027	655,000.00	2.000%	257,207.50	912,207.50
02/01/2028	665,000.00	2.100%	244,107.50	909,107.50
02/01/2029	680,000.00	2.200%	230,142.50	910,142.50
02/01/2030	695,000.00	2.300%	215,182.50	910,182.50
02/01/2031	715,000.00	2.400%	199,197.50	914,197.50
02/01/2032	730,000.00	2.500%	182,037.50	912,037.50
02/01/2033	745,000.00	2.600%	163,787.50	908,787.50
02/01/2034	765,000.00	2.750%	144,417.50	909,417.50
02/01/2035	785,000.00	2.800%	123,380.00	908,380.00
02/01/2036	810,000.00	3.000%	101,400.00	911,400.00
02/01/2037	830,000.00	3.000%	77,100.00	907,100.00
02/01/2038	860,000.00	3.000%	52,200.00	912,200.00
02/01/2039	880,000.00	3.000%	26,400.00	906,400.00
Total	\$13,500,000.00	-	\$3,503,430.88	\$17,003,430.88

Yield Statistics

Bond Year Dollars.....	\$132,820.00
Average Life.....	9.839 Years
Average Coupon.....	2.6377284%
Net Interest Cost (NIC).....	2.6834670%
True Interest Cost (TIC).....	2.6688487%
Bond Yield for Arbitrage Purposes.....	-
All Inclusive Cost (AIC).....	2.7529122%

IRS Form 8038

Net Interest Cost.....	2.6377284%
Weighted Average Maturity.....	9.839 Years

\$13,500,000

Goodhue County Education District, Minnesota
 Taxable Refunding Certificates of Participation, Series 2020
 Full Net Advance Refunding of Series 2014A

Escrow Fund Cashflow

Date	Principal	Rate	Interest	Receipts	Disbursements	Cash Balance
12/03/2020	-	-	-	0.68	-	0.68
02/01/2021	659,444.00	0.080%	3,055.46	662,499.46	662,500.00	0.14
08/01/2021	268,826.00	0.110%	9,299.46	278,125.46	278,125.00	0.60
02/01/2022	664,021.00	0.120%	9,104.22	673,125.22	673,125.00	0.82
08/01/2022	259,544.00	0.130%	8,705.81	268,249.81	268,250.00	0.63
02/01/2023	674,713.00	0.130%	8,537.11	683,250.11	683,250.00	0.74
08/01/2023	249,776.00	0.140%	8,098.55	257,874.55	257,875.00	0.29
02/01/2024	10,564,951.00	0.150%	7,923.71	10,572,874.71	10,572,875.00	-
Total	\$13,341,275.00	-	\$54,724.32	\$13,396,000.00	\$13,396,000.00	-

Investment Parameters

Investment Model [PV, GIC, or Securities].....	Securities
Default investment yield target.....	Bond Yield
Cash Deposit.....	0.68
Cost of Investments Purchased w ith Bond Proceeds.....	13,341,275.00
Total Cost of Investments.....	\$13,341,275.68
Target Cost of Investments at bond yield.....	\$12,213,405.87
Actual positive or (negative) arbitrage.....	(1,127,869.81)
Yield to Receipt.....	0.1478798%
Yield for Arbitrage Purposes.....	-
State and Local Government Series (SLGS) rates for.....	9/16/2020

CERTIFICATION OF MINUTES
RELATING TO
TAXABLE REFUNDING CERTIFICATES OF PARTICIPATION, SERIES 2020A

ISSUER: GOODHUE COUNTY EDUCATION DISTRICT NO. 6051
RED WING, MINNESOTA

BODY: EDUCATION DISTRICT BOARD

KIND, DATE, TIME AND PLACE OF MEETING:

A _____ meeting held on September 24, 2020, at _____ o'clock p.m., in the Education District.

MEMBERS PRESENT:

MEMBERS ABSENT:

Documents Attached: Extract of Minutes of said meeting.

**RESOLUTION STATING THE INTENTION OF THE EDUCATION DISTRICT
BOARD TO ENTER INTO A LEASE-PURCHASE FINANCING AND
TO ISSUE TAXABLE REFUNDING CERTIFICATES OF PARTICIPATION,
SERIES 2020A;**

I, the undersigned, being the duly qualified and acting recording officer of the public corporation issuing the obligations referred to in the title of this certificate, certify that the documents attached hereto, as described above, have been carefully compared with the original records of said corporation in my legal custody, from which they have been transcribed; that said documents are a correct and complete transcript of the minutes of a meeting of the governing body of said corporation, and correct and complete copies of all resolutions and other actions taken and of all documents approved by the governing body at said meeting, so far as they relate to said obligations; and that said meeting was duly held by the governing body at the time and place and was attended throughout by the members indicated above, pursuant to call and notice of such meeting given as required by law.

WITNESS MY HAND officially as such recording officer this ___ day of September, 2020.

Education District Clerk

EXTRACT OF MINUTES OF A MEETING
OF THE EDUCATION DISTRICT BOARD OF
GOODHUE COUNTY EDUCATION DISTRICT NO. 6051
STATE OF MINNESOTA

HELD: SEPTEMBER 24, 2020

Pursuant to due call and notice thereof, a _____ meeting of the Education District Board of Goodhue County Education District No. 6051, Red Wing, Minnesota, was duly held on September 24, 2020, at _____ o'clock p.m.

Member _____ introduced the following resolution and moved its adoption:

RESOLUTION STATING THE INTENTION OF THE EDUCATION DISTRICT BOARD TO ENTER INTO A LEASE-PURCHASE FINANCING AND TO ISSUE TAXABLE REFUNDING CERTIFICATES OF PARTICIPATION, SERIES 2020A;

BE IT RESOLVED by the Education District Board of Goodhue County Education District No. 6051, State of Minnesota, as follows:

1. **Authorization.** The Education District Board hereby finds and declares that it is necessary and expedient for Goodhue County Education District No. 6051 (the "District") to enter into a Refunding Lease Agreement, a Trust Agreement, and a Ground Lease Agreement and to sell and issue its Taxable Refunding Certificates of Participation, Series 2020A Evidencing the Proportionate Interest of the Registered Owners thereof in Lease Payments to be made by the District pursuant to the Refunding Lease Agreement (the "Refunding Certificates") in the total aggregate principal amount of approximately \$13,500,000. The proceeds of the Refunding Certificates, together with other available funds of the District, shall provide funds to refund, through a full net advance refunding, the Lease-Purchase Agreement dated as of September 10, 2014, by and between U.S. Bank National Association and the Education District, maturing in the years 2021 through 2039 and aggregating \$11,500,000 in principal amount. The Refunded Lease has not previously been refunded.

2. **Sale.** The Governing Board desires to proceed with the sale of the Certificates by direct negotiation to Colliers Securities, LLC (herein, "Colliers"). Colliers will purchase the Certificates in an arm's-length commercial transaction with the District.

3. **Approval of Sale of the Bonds.** The District's Executive Director and Director of Finance are hereby authorized to approve the sale of the Refunding Certificates in an aggregate principal amount of not to exceed \$14,000,000 and to execute a Certificate Purchase Agreement with Colliers for the purchase of the Refunding Certificates, provided the True Interest Cost does not exceed 3.67% and a favorable recommendation to accept the proposal is received from BTMA.

4. **Adoption of Approving Resolutions.** Upon approval of the sale of the Certificates by the Executive Director and Director of Finance, the Governing Board will take action at its next regularly scheduled meeting thereafter to adopt the necessary approving resolution as prepared by Bond Counsel.

5. **Official Statement.** Baker Tilly Municipal Advisors, LLC is authorized to prepare and distribute an Official Statement related to the sale of the Certificates.

The motion for the adoption of the foregoing resolution was duly seconded by Member _____, and upon vote being taken thereon, the following voted in favor thereof:

and the following voted against the same:

Whereupon said resolution was declared duly passed and adopted.

- B. GCED Vehicles
- C. First Reading of Policy 722 - Public Data Requests

Adopted: _____

MSBA/MASA Model Policy 722
Orig. 2017

Revised: _____

722 PUBLIC DATA REQUESTS

[Note: School districts are required by statute to establish procedures consistent with the Minnesota Government Data Practices Act for public data requests.]

I. PURPOSE

The school district recognizes its responsibility relative to the collection, maintenance, and dissemination of public data as provided in state statutes.

II. GENERAL STATEMENT OF POLICY

The school district will comply with the requirements of the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13 (MGDPA), and Minn. Rules Parts 1205.0100-1205.2000 in responding to requests for public data.

III. DEFINITIONS

A. Government Data

“Government data” means all recorded information that the school district has, including paper, email, flash drives, CDs, DVDs, photographs, etc.

B. Inspection

“Inspection” means the visual inspection of paper and similar types of government data. Inspection does not include printing copies by the school district, unless printing a copy is the only method to provide for inspection of the data. For data stored in electronic form and made available in electronic form on a remote access basis to the public by the school district, inspection includes remote access to the data by the public and the ability to print copies of or download the data on the public’s own computer equipment.

C. Public Data

“Public data” means all government data collected, created, received, maintained, or disseminated by the school district, unless classified by statute, temporary classification pursuant to statute, or federal law, as nonpublic or protected nonpublic; or, with respect to data on individuals, as private or confidential.

D. Responsible Authority

“Responsible authority” means the individual designated by the school board as the individual responsible for the collection, use, and dissemination of any set of data on individuals, government data, or summary data, unless otherwise provided by state law. Until an individual is designated by the school board, the responsible authority is the superintendent.

E. Summary Data

“Summary data” means statistical records and reports derived from data on individuals but in which individuals are not identified and from which neither their identities nor any other characteristic that could uniquely identify an individual is ascertainable.

IV. REQUESTS FOR PUBLIC DATA

A. All requests for public data must be made in writing directed to the responsible authority.

1. A request for public data must include the following information:

- a. Date the request is made;
- b. A clear description of the data requested;
- c. Identification of the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and
- d. Method to contact the requestor (such as phone number, address, or email address).

2. A requestor is not required to explain the reason for the data request.

3. The identity of the requestor is public, if provided, but cannot be required by the government entity.

4. The responsible authority may seek clarification from the requestor if the request is not clear before providing a response to the data request.

B. The responsible authority will respond to a data request at reasonable times and places as follows:

1. The responsible authority will notify the requestor in writing as follows:

- a. The requested data does not exist; or
 - b. The requested data does exist but either all or a portion of the data is not accessible to the requestor; or
 - (1) If the responsible authority determines that the requested data is classified so that access to the requestor is denied, the responsible authority will inform the requestor of the determination in writing, as soon thereafter as possible, and shall cite the specific statutory section, temporary classification, or specific provision of federal law on which the determination is based.
 - (2) Upon the request of a requestor who is denied access to data, the responsible authority shall certify in writing that the request has been denied and cite the specific statutory section, temporary classification, or specific provision of federal law upon which the denial was based.
 - c. The requested data does exist and provide arrangements for inspection of the data, identify when the data will be available for pick-up, or indicate that the data will be sent by mail. If the requestor does not appear at the time and place established for inspection of the data or the data is not picked up within ten (10) business days after the requestor is notified, the school district will conclude that the data is no longer wanted and will consider the request closed.
2. The school district's response time may be affected by the size and complexity of the particular request, including necessary redactions of the data, and also by the number of requests made within a particular period of time.
 3. The school district will provide an explanation of technical terminology, abbreviations, or acronyms contained in the responsive data on request.
 4. The school district is not required by the MGDPA to create or collect new data in response to a data request, or to provide responsive data in a specific form or arrangement if the school district does not keep the data in that form or arrangement.
 5. The school district is not required to respond to questions that are not about a particular data request or requests for data in general.

V. REQUEST FOR SUMMARY DATA

- A. A request for the preparation of summary data shall be made in writing directed to the responsible authority.
 - 1. A request for the preparation of summary data must include the following information:
 - a. Date the request is made;
 - b. A clear description of the data requested;
 - c. Identify the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and
 - d. Method to contact requestor (phone number, address, or email address).
- B. The responsible authority will respond within ten (10) business days of the receipt of a request to prepare summary data and inform the requestor of the following:
 - 1. The estimated costs of preparing the summary data, if any; and
 - 2. The summary data requested; or
 - 3. A written statement describing a time schedule for preparing the requested summary data, including reasons for any time delays; or
 - 4. A written statement describing the reasons why the responsible authority has determined that the requestor's access would compromise the private or confidential data.
- C. The school district may require the requestor to pre-pay all or a portion of the cost of creating the summary data before the school district begins to prepare the summary data.

VI. COSTS

- A. Public Data
 - 1. The school district will charge for copies provided as follows:
 - a. 100 or fewer pages of black and white, letter or legal sized paper copies will be charged at 25 cents for a one-sided copy or 50 cents for a two-sided copy.

b. More than 100 pages or copies on other materials are charged based upon the actual cost of searching for and retrieving the data and making the copies or electronically sending the data, unless the cost is specifically set by statute or rule.

(1) The actual cost of making copies includes employee time, the cost of the materials onto which the data is copied (paper, CD, DVD, etc.), and mailing costs (if any).

(2) Also, if the school district does not have the capacity to make the copies, e.g., photographs, the actual cost paid by the school district to an outside vendor will be charged.

2. All charges must be paid for in cash in advance of receiving the copies.

B. Summary Data

1. Any costs incurred in the preparation of summary data shall be paid by the requestor prior to preparing or supplying the summary data.

2. The school district may assess costs associated with the preparation of summary data as follows:

a. The cost of materials, including paper, the cost of the labor required to prepare the copies, any schedule of standard copying charges established by the school district, any special costs necessary to produce such copies from a machine-based record-keeping system, including computers and microfilm systems;

b. The school district may consider the reasonable value of the summary data prepared and, where appropriate, reduce the costs assessed to the requestor.

Data Practices Contacts

Responsible Authority:

[Name]

[Location]

[Phone number; email address]

Data Practices Compliance Official:

[Name]

[Location]

[Phone number; email address]

Data Practices Designee(s):

[Name]

[Location]

[Phone number; email address]

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)

Cross References: MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil
Records)

INDEPENDENT SCHOOL DISTRICT NO. ____
PUBLIC DATA REQUEST FORM

TO BE COMPLETED BY THE REQUESTOR

REQUESTOR NAME (NOT REQUIRED):	PHONE NUMBER:*
ADDRESS:*	EMAIL ADDRESS:*
DATE OF REQUEST:	
DESCRIPTION OF THE INFORMATION REQUESTED: (attach additional page if necessary)	
<p>MANNER IN WHICH RESPONSIVE DATA IS TO BE PROVIDED:</p> <p>INSPECTION ONLY _____ COPIES ONLY** _____ BOTH INSPECTION AND COPIES _____ **</p> <p>**Inspection is free, but there is a charge for copies. Payment must be received before copies will be provided.</p>	

FOR OFFICE USE ONLY

DATE REQUEST RECEIVED:	REQUEST RECEIVED BY:
DATE OF RESPONSE:	RESPONSE PROVIDED BY:

* Requestor's name is optional. However, contact information is necessary to mail/email the data. Also, contact information is needed if the school district does not understand the request. We will not work on such a request until clarified.

VII. Other:

VIII. Comments: Board/Director

IX. Next Meeting Date: November 12, 2020 location to be determined.

X. Adjournment