

GOODHUE COUNTY EDUCATION DISTRICT BOARD AGENDA
Wednesday, February 24, 2021 at 7:00 PM
Via ZOOM

AGENDA

- I. **Call to Order/Adoption of Agenda:** Action
- II. **Consent Agenda:**
 - A. Approval of January 27th, 2021 Minutes:

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Goodhue County Education District 6051-61

Red Wing, MN

Regular Meeting

Wednesday, January 27, 2021

Via ZOOM

7:00 PM

MEMBERS PRESENT: Katie Lochner; Jerry Stehr; Dawn Balow; Kevin Anderson; Holly Tauer, Jim Wendt

MEMBERS ABSENT: None

OTHERS PRESENT: Cherie Johnson; Jackie Paradis; Cindy Luhman

CALL TO ORDER/ADOPT THE CONSENT AGENDA: The regular meeting was called to order by Chairperson Dawn Balow. Vice Chair Jim Wendt motioned to adopt the agenda. Jerry Stehr seconded, motion carried by roll call vote. Jim Wendt-yes; Jerry Stehr-yes; Dawn Balow-yes; Kevin Anderson-yes; Katie Lochner-yes; Holly Tauer-yes.

ANNUAL REORGANIZATION:

Board Officers: Chair, Vice Chair, Officer of Business Affairs

Officer of Business Affairs Resolution: Chair Dawn Balow presented the resolution. This resolution would combine the Clerk and Treasurer position into one position. Vice Chair Jim Wendt motioned to approve the Office of Business Affairs Resolution. Clerk Katie Lochner seconded, motion carried by roll call vote. Jerry Stehr-yes; Dawn Balow-yes; Kevin Anderson-yes; Katie Lochner-yes; Holly Tauer-yes; Jim Wendt-yes.

(Elected Chair and Officer of Business Affairs will need to sign SMART Signature Form)

Jim Wendt nominated Dawn Balow for Chair. No other nominations were made. Kevin Anderson seconded the nomination of Dawn Balow for Chair, motion carried by roll call vote. Dawn Balow-yes; Kevin Anderson-yes; Katie Lochner-yes; Holly Tauer-yes; Jim Wendt-yes; Jerry Stehr-yes. Jerry Stehr nominated Jim Wendt for Vice Chair. No other nominations were made. Holly Tauer seconded, motion carried by roll call vote. Kevin, Anderson-yes; Katie Lochner-yes; Holly Tauer-yes; Jim Wendt-yes; Jerry Stehr-yes; Dawn Balow-yes. Dawn Balow nominated Katie Lochner for Officer of Business Affairs. No other nominations were made. Jim Wendt seconded, motion carried by roll call vote. Katie Lochner-yes; Holly Tauer-yes; Jim Wendt-yes; Jerry Stehr-yes; Dawn Balow-yes; Kevin Anderson-yes.

Board Salaries: Current \$90 regular meetings, \$75 negotiations meetings, \$60 special board meetings. Mileage is set at the current Federal Reimbursement Rate. Vice Chair Jim Wendt motioned to keep board salaries as is and mileage at current Federal Reimbursement Rate. Officer of Business Affairs Katie Lochner seconded, motion carried by roll call vote. Holly Tauer-yes; Jim Wendt-yes; Jerry Stehr-yes; Dawn Balow-yes; Kevin Anderson-yes; Katie Lochner-yes.

Official Newspaper: Currently Red Wing Republican Eagle: Kevin Anderson motioned to keep the Red Wing Republican Eagle as the official newspaper. Officer of Business Affairs Katie Lochner seconded, motion carried by roll call vote. Jim Wendt-yes; Jerry Stehr-yes; Dawn Balow-yes; Kevin Anderson-yes; Katie Lochner-yes; Holly Tauer-yes.

Official Depository: Merchants Bank in Red Wing, and MSDLAF: Jerry Stehr motioned to keep Merchants Bank in Red Wing and MSDLAF as the official depositories. Holly Tauer seconded, motion carried by roll call vote. Jerry Stehr-yes; Dawn Balow-yes; Kevin Anderson-yes; Katie Lochner-yes; Holly Tauer-yes; Jim Wendt-yes.

Official Legal Advisor: Currently Knutson, Flynn & Deans, P.A. C. Johnson commented that the attorney we have dealt with at Knutson, Flynn & Deans, P.A. has left and was hired at Kennedy & Graven, he is very familiar our school and special education. Knutson, Flynn & Deans, P.A. is phasing their special education practice out. Jerry Stehr asked if their fees are comparable, C. Johnson replied yes, most of the member district use Kennedy & Graven. Vice Chair Jim Wendt motioned to approve Kennedy & Graven as the official legal advisor. Kevin Anderson seconded, motion carried by roll call vote. Dawn Balow-yes; Kevin Anderson-yes; Katie Lochner-yes; Holly Tauer-yes; Jim Wendt-yes; Jerry Stehr-yes.

Board Meeting Calendar: January - December 2021: Jerry Stehr motioned to approve the Board Meeting Calendar. Vice Chair Jim Wendt seconded, motion carried by roll call vote. Kevin Anderson-yes; Katie Lochner-yes; Holly Tauer-yes; Jim Wendt-yes; Jerry Stehr-yes; Dawn Balow-yes.

Meet and Confer Committee: Current Representative is Jerry Stehr. Parties need to be available to meet at least three times a year. Vice Chair Jim Wendt motioned to approve Jerry Stehr as the representative for the Meet and Confer Committee. Officer of Business Affairs Katie Lochner seconded, motion carried by roll call vote. Katie Lochner-yes; Holly Tauer-yes; Jim Wendt-yes; Jerry Stehr-yes; Dawn Balow-yes; Kevin Anderson-yes.

Policies Committee: Current Representatives are Kevin Anderson and Katie Lochner. Vice Chair Jim Wendt motioned to approve Kevin Anderson and Katie Lochner as the representatives of the Policies Committee. Officer of Business Affairs Katie Lochner seconded, motion carried by roll call vote. Katie Lochner-yes; Holly Tauer-yes; Jim Wendt-yes; Jerry Stehr-yes; Dawn Balow-yes; Kevin Anderson-yes.

Insurance Committee: Current Representative Katie Lochner. Vice Chair Jim Wendt motioned to approve Katie Lochner as the representative of the Insurance Committee. Officer of Business Affairs Katie Lochner seconded, motion carried by roll call vote. Katie Lochner-yes; Holly Tauer-yes; Jim Wendt-yes; Jerry Stehr-yes; Dawn Balow-yes; Kevin Anderson-yes.

Negotiations Committee: Current Representatives are Dawn Balow and Jim Wendt. Vice Chair Jim Wendt motioned to approve Dawn Balow and Jim Wendt as the representatives on the Negotiations Committee. Officer of Business Affairs Katie Lochner seconded, motion carried by roll call vote. Katie Lochner-yes; Holly Tauer-yes; Jim Wendt-yes; Jerry Stehr-yes; Dawn Balow-yes; Kevin Anderson-yes.

Technology Committee: Current Representative was Arlen Diercks. C. Johnson mentioned that since GCED has the technology through Red Wing, traditionally the Red Wing Board Representative has chosen to be on this committee. Vice Chair Jim Wendt motioned to approve Holly Tauer as the representative for the Technology Committee. Officer of Business Affairs Katie Lochner seconded, motion carried by roll call vote. Katie Lochner-yes; Holly Tauer-yes; Jim Wendt-yes; Jerry Stehr-yes; Dawn Balow-yes; Kevin Anderson-yes.

Resolution Memberships:

MN School Board Association (MSBA)

MSBA Policy Continuation

MREA

Southeast Service Cooperative

Jerry Stehr motioned to approve the MN School Board Association (MSBA), MSBA Policy Continuation, MREA and Southeast Service Cooperative resolution memberships. Kevin Anderson seconded, motion carried by roll call vote. Holly Tauer-yes; Jim Wendt-yes; Jerry Stehr-yes; Dawn Balow-yes; Kevin Anderson-yes; Katie Lochner-yes.

Authorization to invest surplus funds/wire transfers within funds: Vice Chair Jim Wendt motioned to approve the Authorizations for Cherie Johnson and Jackie Paradis to invest surplus funds/wire transfers within funds. Officer of Business Affairs Katie Lochner seconded, motion carried by roll call vote. Jim Wendt-yes; Jerry Stehr-yes; Dawn Balow-yes; Kevin Anderson-yes; Katie Lochner-yes; Holly Tauer-yes.

Other:

Consent Agenda: Chair Dawn Balow motioned to approve the Consent Agenda.

Jerry Stehr seconded, motion carried by roll call vote. Jerry Stehr-yes; Dawn Balow-yes; Kevin Anderson-yes; Katie Lochner-yes; Holly Tauer-yes; Jim Wendt-yes.

Approval of December 2nd, 2020 Minutes

Approval of December 16th, 2020 Minutes

Approval of Claims: Dawn Balow

Staff Updates:

1. **Resignations:** *Amber Rasmussen, Building Support Secretary-RBEC; Mary Jo Arndt, ECFE Parent Educator-GDH end of 20-21 school year; Sonia Smith, Director of Special Education-RW*
2. **New Hire:**
3. **Transfers:**
4. **Re-assignment:** *Megan Carlson, SLP-ZM .1 overage; Megan Senechalle, SLP-RW; from Twin Bluff to Colvill; Nicole Bolduan, Director of Special Education/Principal-RBEC/TV; Jenny Marquardt, RBEC Coordinator/GDH Coordinator*

Public Input:

Reports and Communication:

Business Manager Report- J. Paradis reported on the 2020-21 budget as of 12/31/2020. We have received \$5,027,422 or 36.41% of the adopted revenue budget, compared to 34.01% at 12/31/19 and 34.73% at 12/31/18. We have expended \$4,645,631 or 32.99% of the adopted expense budget, compared to 32.8% at 12/31/19 and 33.59% at 12/31/18. Cash flow has improved. We are not looking at a cash flow shortage for the remainder of 20-21. November

and Decembers bank rec have been included in the packet for your information.

Old Business:

Budget Revision: J. Paradis presented the 20-21 revised budget and commented that the revised budget does improve the fund balance. C. Johnson overviewed the monthly district bills. The lease amount on each member district bills is calculated by ADM for all students' not just SPED students. LTFM is calculated the same way. Admin and operating fees are charged every year, then GCED takes that amount out of federal grant and sub-grants the same amount back to the districts. Operating fees are for building items that can't be included in special education costs or lease i.e. custodian, day to day building cost but not necessarily for repairs. Vice Chair Jim Wendt motioned to approve. Jerry Stehr seconded, motion carried by roll call vote. Dawn Balow-yes; Kevin Anderson-yes; Katie Lochner-yes; Holly Tauer-yes; Jim Wendt-yes; Jerry Stehr-yes.

Policy 808 COVID-19 Face Covering Policy Revision: Officer of Business Affairs Katie Lochner motioned to approve Policy 808 COVID-19 Face Covering Policy Revision. Kevin Anderson seconded, motion carried by roll call vote. Kevin Anderson-yes; Katie Lochner-yes; Holly Tauer-yes; Jim Wendt-yes; Jerry Stehr-yes; Dawn Balow-yes.

New Business:

Licensed Staff Seniority List: C. Johnson mentioned this is completed each year on December 1st. Staff receive ten days to verify information is correct after it is posted at RBEC. Kevin Anderson motioned to approve the Licensed Staff Seniority List. Officer of Business Affairs Katie Lochner seconded, motion carried by roll call vote. Katie Lochner-yes; Holly Tauer-yes; Jim Wendt-yes; Jerry Stehr-yes; Dawn Balow-yes; Kevin Anderson-yes.

Paraprofessional Seniority List: C. Johnson mentioned this is completed each year on December 1st. Staff receive ten days to verify information is correct after it is posted at RBEC. Vice Chair Jim Wendt motioned to approve the Paraprofessional Seniority List. Kevin Anderson seconded, motion carried by roll call vote. Holly Tauer-yes; Jim Wendt-yes; Jerry Stehr-yes; Dawn Balow-yes; Kevin Anderson-yes; Katie Lochner-yes.

Extending COVID-19 Sick Leave Resolution: C. Johnson presented the Extend Deadline for Leaves Granted by the Families First Coronavirus Recovery Act Resolution. This resolution extends the leave which previously ended December 31, 2020 through March 31, 2021. Kevin Anderson motioned to approve the Extending COVID-19 Sick Leave Resolution. Jerry Stehr seconded, motion carried by roll call vote. Jim Wendt-yes; Jerry Stehr-yes; Dawn Balow-yes; Kevin Anderson-yes; Katie Lochner-yes; Holly Tauer-yes.

Education Minnesota Notice of Intent to Negotiate 2021-2022 Contract: C. Johnson commented she received an email from Matt Rodgers, ED MN Union President that they are ready to begin negotiations.

FY20 GCED Annual Report: C. Johnson briefly discussed the annual report. This report is required under statute for annual submission to the Commissioner. The complete copy has been included in the board packet to view.

Other: C. Johnson mentioned that the elementary students at RBEC are in-person on Mondays, Tuesdays, Thursdays and Fridays and are distance learning on Wednesdays. Secondary students are in-person every other Monday, Tuesday, Thursday and Friday and are distance learning on Wednesdays. Vaccination roll out has started. We also started twice a month saliva testing for those staff that wish to do so. Have connected with Bruce Miles regarding the Strategic plan which will be completed over the summer. Chair Dawn Balow mentioned she attended a MSBA virtual session on superintendent evaluations and will bring back more information at the next meeting.

Comments: Board/Director

Next Meeting Date: Wednesday, February 24, 2021 at 7:00 PM via Zoom

Adjournment: Kevin Anderson motioned to adjourn. Jerry Stehr seconded. Motion carried.

Goodhue County Ed District Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void Date	Amount
MERC		35215		Wire	1	04060	PERA-PUBLIC EMPLOYEES RETIREMT		No	Yes	No	01/28/2021	6,674.55
MERC		35216		Wire	1	04062	MIN TEACHERS RETIREMENT ASSOC		No	Yes	No	01/28/2021	34,628.97
MERC		35217		Wire	1	2284	E. B. C., LLC /ACS		No	No	No	01/28/2021	12,892.23
MERC		35218		Wire	1	2392	US Dept of Treasury		No	Yes	No	01/28/2021	60,690.42
MERC		35219		Wire	1	2396	MN Dept of Revenue		No	No	No	01/28/2021	9,847.99
MERC		35220		Wire	1	2501	Merchants Bank		No	Yes	No	01/28/2021	2,717.50
MERC		35251		Wire	1	04062	MN TEACHERS RETIREMENT ASSOC		No	No	No	02/04/2021	1,366.59
MERC		35252		Wire	1	1280	DELTA DENTAL PLAN OF MN		No	No	No	02/04/2021	4,844.70
MERC		35253		Wire	1	2216	KWIK TRIP EXTENDED NETWORK		No	No	No	02/04/2021	454.43
MERC		35254		Wire	1	2392	US Dept of Treasury		No	No	No	02/04/2021	2,796.24
MERC		35255		Wire	1	2396	MN Dept of Revenue		No	No	No	02/04/2021	552.97
MERC		35259		Wire	1	04060	PERA-PUBLIC EMPLOYEES RETIREMT		No	No	No	02/11/2021	6,426.37
MERC		35260		Wire	1	04062	MN TEACHERS RETIREMENT ASSOC		No	No	No	02/11/2021	35,821.82
MERC		35261		Wire	1	2284	E. B. C., LLC /ACS		No	No	No	02/11/2021	12,892.23
MERC		35262		Wire	1	2392	US Dept of Treasury		No	No	No	02/11/2021	63,005.86
MERC		35263		Wire	1	2396	MN Dept of Revenue		No	No	No	02/11/2021	10,325.44
MERC		35264		Wire	1	2501	Merchants Bank		No	No	No	02/11/2021	2,417.50
MERC		35295		Wire	1	2216	KWIK TRIP EXTENDED NETWORK		No	No	No	02/19/2021	210.92
MERC		35222	18855	Check	1	1984	E. B. C., LLC/Flex		Yes	No	No	01/28/2021	815.57
MERC		35221	18856	Check	1	09118	EDUCATION MN - GCED		Yes	No	No	01/28/2021	2,572.24
MERC		35223	18857	Check	1	3235	Goodhue Co Ed Dist Paraprofessional Unio		Yes	No	No	01/28/2021	262.11
MERC		35249	18858	Check	1	3415	AMAZON CAPITAL SERVICES		Yes	No	No	02/04/2021	703.09
MERC		35226	18859	Check	1	09427	ARENDT, RENE		Yes	No	No	02/04/2021	177.52
MERC		35229	18860	Check	1	1497	BODENHAMER, SUSAN		Yes	No	No	02/04/2021	222.88
MERC		35247	18861	Check	1	3360	BOLDUAN, NICOLE		Yes	No	No	02/04/2021	159.31
MERC		35245	18862	Check	1	3329	CHASE CARD SERVICES		Yes	No	No	02/04/2021	2,491.52
MERC		35224	18863	Check	1	00433	CITY OF RED WING		Yes	No	No	02/04/2021	381.90
MERC		35248	18864	Check	1	3371	DIVISION MECHANICAL SERVICES	S Corporation	Yes	No	No	02/04/2021	151.75
MERC		35232	18865	Check	1	1984	E. B. C., LLC/Flex		Yes	No	No	02/04/2021	125.00
MERC		35238	18866	Check	1	2871	EMC Insurance Companies		Yes	No	No	02/04/2021	9,685.46
MERC		35243	18867	Check	1	3232	ENTERPRISE FM TRUST		Yes	No	No	02/04/2021	2,920.70
MERC		35242	18868	Check	1	3126	FERNBROOK FAMILY CENTER		Yes	No	No	02/04/2021	30,559.92
MERC		35241	18869	Check	1	3082	GRAINGER		Yes	No	No	02/04/2021	597.64
MERC		35225	18870	Check	1	09162	HILLYARD FLOOR CARE SUPPLY		Yes	No	No	02/04/2021	4,076.06
MERC		35233	18871	Check	1	2174	INNOVATIVE OFFICE SOLUTIONS		Yes	No	No	02/04/2021	264.55
MERC		35237	18872	Check	1	2865	INTELLIGENTS		Yes	No	No	02/04/2021	1,250.00
MERC		35246	18873	Check	1	3345	K-LOG, INC.		Yes	No	No	02/04/2021	1,139.56
MERC		35227	18874	Check	1	1063	KNUTSON, FLYNN, DEANS		Yes	No	No	02/04/2021	330.00
MERC		35230	18875	Check	1	1536	KRAFT, ANNETTE		Yes	No	No	02/04/2021	13.44

Goodhue County Ed District Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void Date	Amount
MERC		35239	18876	Check	1	3002	MOLDE-BOEDING, JAYNE		Yes	No	No	02/04/2021	336.40
MERC		35244	18877	Check	1	3296	MUTUAL OF OMAHA		Yes	No	No	02/04/2021	2,430.63
MERC		35231	18878	Check	1	1784	NCS PEARSON, INC.		Yes	No	No	02/04/2021	384.09
MERC		35236	18879	Check	1	2648	OTICON		Yes	No	No	02/04/2021	1,248.00
MERC		35228	18880	Check	1	1115	RODGERS, MATT		Yes	No	No	02/04/2021	13.04
MERC		35235	18881	Check	1	2585	TEACHERS ON CALL		Yes	No	No	02/04/2021	352.80
MERC		35240	18882	Check	1	3011	U.S. BANK EQUIPMENT FINANCE		Yes	No	No	02/04/2021	767.00
MERC		35234	18883	Check	1	2424	WAL-MART COMMUNITY		Yes	No	No	02/04/2021	134.27
MERC		35250	18884	Check	1	3482	ZOOM VIDEO COMMUNICATIONS, INC		Yes	No	No	02/04/2021	1,015.06
MERC		35257	18885	Check	1	1984	E. B. C., LLC/Flex		Yes	No	No	02/11/2021	828.07
MERC		35256	18886	Check	1	09118	EDUCATION MN - GCED		Yes	No	No	02/11/2021	2,468.65
MERC		35258	18887	Check	1	3235	Goodhue Co Ed Dist Paraprofessional Unic		Yes	No	No	02/11/2021	262.11
MERC		35293	18888	Check	1	3484	ADAMS, KAREN		Yes	No	No	02/19/2021	529.32
MERC		35290	18889	Check	1	3415	AMAZON CAPITAL SERVICES		Yes	No	No	02/19/2021	198.60
MERC		35272	18890	Check	1	1890	DAHILING, SARA		Yes	No	No	02/19/2021	80.64
MERC		35276	18891	Check	1	2284	E. B. C., LLC /ACS		Yes	No	No	02/19/2021	117.03
MERC		35287	18892	Check	1	3232	ENTERPRISE FM TRUST		Yes	No	No	02/19/2021	2,122.28
MERC		35279	18893	Check	1	2778	ESTR PUBLICATIONS		Yes	No	No	02/19/2021	88.00
MERC		35285	18894	Check	1	3126	FERNBROOK FAMILY CENTER		Yes	No	No	02/19/2021	2,028.88
MERC		35280	18895	Check	1	2780	HOUGHTON MIFFLIN HARCOURT PUBL		Yes	No	No	02/19/2021	2,400.00
MERC		35273	18896	Check	1	2174	INNOVATIVE OFFICE SOLUTIONS		Yes	No	No	02/19/2021	38.28
MERC		35283	18897	Check	1	3040	INTEREUM		Yes	No	No	02/19/2021	722.48
MERC		35289	18898	Check	1	3337	KEVIN'S SERVICE	Ind/Sole Proprietor	Yes	No	No	02/19/2021	223.70
MERC		35281	18899	Check	1	2960	LANGUAGE LINE SERVICES	C Corporation	Yes	No	No	02/19/2021	247.03
MERC		35265	18900	Check	1	00141	METRO ECSU-REGION 11 ISD 920		Yes	No	No	02/19/2021	160.00
MERC		35266	18901	Check	1	02672	METRO SALES, INC.		Yes	No	No	02/19/2021	913.00
MERC		35278	18902	Check	1	2711	MN PEIP		Yes	No	No	02/19/2021	58,390.00
MERC		35271	18903	Check	1	1784	NCS PEARSON, INC.		Yes	No	No	02/19/2021	708.46
MERC		35270	18904	Check	1	1300	OAKTREE PRODUCTS, INC.		Yes	No	No	02/19/2021	127.91
MERC		35269	18905	Check	1	1247	PESTOP, INC.		Yes	No	No	02/19/2021	50.00
MERC		35274	18906	Check	1	2200	PETERSEN, LYNNE		Yes	No	No	02/19/2021	163.04
MERC		35288	18907	Check	1	3282	PRESENCE LEARNING, INC		Yes	No	No	02/19/2021	20,841.48
MERC		35294	18908	Check	1	3485	RED WING BICYCLE CO.		Yes	No	No	02/19/2021	2,455.37
MERC		35267	18909	Check	1	03350	REGION V COMPUTER SERVICES		Yes	No	No	02/19/2021	62.00
MERC		35292	18910	Check	1	3474	SFGFII, LLC		Yes	No	No	02/19/2021	46.86
MERC		35291	18911	Check	1	3419	SFRC, LLC-TERRAFORM POWER		Yes	No	No	02/19/2021	1,691.77
MERC		35284	18912	Check	1	3078	SHRED-N-GO	S Corporation	Yes	No	No	02/19/2021	49.29
MERC		35275	18913	Check	1	2234	SOUTHWESTWST CENTRAL SERV.COC		Yes	No	No	02/19/2021	21,638.34
MERC		35277	18914	Check	1	2585	TEACHERS ON CALL		Yes	No	No	02/19/2021	604.80

Goodhue County Ed District Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Date	Pay/Void	Amount
MERC		35268	18915	Check	1 1124		THERAPRO, INC.		Yes	No	No	02/19/2021		18.75
MERC		35282	18916	Check	1 3011		U.S. BANK EQUIPMENT FINANCE		Yes	No	No	02/19/2021		832.00
MERC		35286	18917	Check	1 3223		ZEISSLER, HEATHER		Yes	No	No	02/19/2021		67.20
Bank Total:													\$455,323.58	
Report Total:													\$455,323.58	

C. Staff Updates:

1. **Resignations:** *Kimberly Betcher, Instructional Coach - LC end of 20-21 school year.*
2. **New Hire:** *Cori Pelletier, SLP 2021-2022 SY; Marcia Walker, Director of Special Education - RW*
3. **Leave of Absence Request:** *Sara Dahling, School Nurse - KW*
4. **Re-assignment:**

III. **Public Input:**

IV. **Reports and Communication:**

- A. Business Manager Report

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Monthly Bank Reconciliation
January 31, 2021

Bank Statement Date: 1/31/2021

MSDLAF	\$42.26
MSDMAX	\$548,955.53
MERCHANTS BANK - GENERAL	\$470,494.30
MERCHANTS BANK - PAYROLL	\$27,656.25
MERCHANTS BANK - SWEEP	\$190,391.49
U.S. BANK	\$0.00

Ending Balance from Bank Statement \$1,237,539.83

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 **\$1,237,539.83**

Subtract Outstanding Checks:

Account	Amount	Account	Amount
BANK OF ZUMBROTA	\$0.00	TRANSFER FRM SWEEP	\$1,519.00
U.S. BANK AP CHECKS	\$0.00		
MERCHANTS - PR	\$0.00		
MERCHANTS - AP	\$30,156.59		
	\$0.00		

Total Outstanding Checks **\$31,675.59**

Computed Book Balance **\$1,205,864.24**

Balance per Your Books 1,205,864.24

Difference **\$0.00**

Business Manager Report 2-24-21

Budget 2020-21 as of 1/31/21

We have received \$19,193,790 or 139.02% of the revised revenue budget, compared to 39.57% at 1/31/20 and 44.55% at 1/31/19. We have expended \$6,166,314 or 43.79% of the revised expense budget, compared to 43.73% at 1/31/20 and 45.54% at 1/31/19. Revenue collections are way ahead due to the receipt of the COP proceeds.

Cash Flow

Cash flow has improved. We are not looking at a cash flow shortage for the remainder of 20-21.

Jan Bank Rec

For your information



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

AS OF 2-19-21

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	224,579.24

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)	141,740.35	125,813.75	-	437,958.36
9/17/2020	-	-	95,348.43	1,180.00	296,198.88	830,685.67
9/30/2020	(333,718.01)	(197,028.29)	243,252.05	200,757.21	-	743,948.63
ENDING BALANCE	(1,411,019.84)	(379,520.19)	-	483,135.83	327,750.96	296,198.88

OCTOBER

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
10/1/2020	-	-	72,984.31	-	-	816,932.94
10/9/2020	-	-	-	-	-	816,932.94
10/15/2020	(335,148.63)	(191,235.47)	-	53,294.85	145,271.86	489,115.55
10/20/2020	-	-	274,020.27	-	4,248.25	767,384.07
10/31/2020	(350,510.11)	(188,921.70)	335,127.16	219,312.04	323,055.56	1,105,447.02
ENDING BALANCE	(685,658.74)	(380,157.17)	-	682,131.74	272,606.89	472,575.67

NOVEMBER

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
11/1/2020	-	-	-	-	-	1,105,447.02
11/5/2020	-	-	1,056.00	-	-	1,106,503.02
11/15/2020	(248,426.67)	(186,078.14)	626,301.41	66,618.57	-	1,364,918.19
11/20/2020	(36,468.12)	-	272,482.42	-	-	1,600,932.49
11/30/2020	(136,059.90)	(186,960.82)	76.10	96,317.71	-	1,374,305.58
ENDING BALANCE	(420,954.69)	(373,038.96)	-	899,915.93	162,936.28	-

DECEMBER

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
12/1/2020	-	-	-	-	206,672.09	1,580,977.67
12/8/2020	(71,351.28)	-	207,071.06	-	18,534.41	1,735,231.86
12/15/2020	(134,023.91)	(184,339.36)	113,256.98	145,013.02	4,479.17	1,679,617.76
12/20/2020	(100,170.59)	-	250,730.96	-	-	1,830,178.13
12/31/2020	(131,736.75)	(187,665.03)	85.18	79,098.01	-	1,589,959.54

ENDING BALANCE	(437,282.53)	(372,004.39)	-	571,144.18	224,111.03	229,685.67	1,589,959.54
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JANUARY

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
1/1/2021	(93,888.01)	-	-	-	-	1,496,071.53
1/8/2021	-	-	275,278.76	-	-	1,771,350.29
1/15/2021	(128,666.41)	(176,038.93)	-	131,830.02	-	1,598,474.97
1/20/2021	(704,215.65)	-	-	-	-	894,259.32
1/31/2021	(131,133.49)	(178,100.46)	270,798.02	350,337.05	-	1,206,160.44
ENDING BALANCE	(1,057,903.56)	(354,139.39)	546,076.78	482,167.07	-	1,206,160.44

FEBRUARY

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
2/1/2021	(71,946.52)	-	-	-	-	1,134,213.92
2/15/2021	(134,448.05)	(182,535.81)	183,226.18	248,458.12	-	1,248,914.36
2/20/2021	(117,827.43)	-	-	-	-	1,131,086.93
2/28/2021	(116,229.09)	(177,981.96)	139,872.35	143,629.43	-	1,120,377.66
ENDING BALANCE	(440,451.09)	(360,517.77)	323,098.53	392,087.55	-	1,120,377.66

MARCH

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
3/1/2021	(169,594.89)	-	179,380.04	-	-	1,130,162.81
3/15/2021	(118,735.81)	(181,961.20)	-	143,629.43	-	973,095.23
3/20/2021	(224,465.70)	-	288,295.51	-	-	1,036,925.04
3/31/2021	(172,406.70)	(275,044.15)	355,881.99	172,355.31	-	1,117,711.49
ENDING BALANCE	(685,203.11)	(457,005.35)	823,557.55	315,984.74	-	1,117,711.49

APRIL

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
4/9/2021	(11,051.81)	-	88,431.03	-	-	1,195,090.71
4/15/2021	(357,651.66)	(194,265.21)	-	114,903.55	-	758,077.39
4/20/2021	-	-	178.22	-	287,573.62	1,045,829.23
4/30/2021	(227,475.09)	(188,198.93)	467.57	26,940.28	122,995.74	780,558.80
ENDING BALANCE	(596,178.56)	(382,464.14)	89,076.81	141,843.83	410,569.36	780,558.80

MAY

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
5/1/2021	-	-	200,547.41	-	-	981,106.21
5/15/2021	(263,126.81)	(189,185.31)	-	143,629.43	-	672,423.53
5/20/2021	-	-	90,808.98	-	-	763,232.50
5/31/2021	(254,149.76)	(225,850.45)	274,249.08	143,629.43	-	701,110.80
ENDING BALANCE	(517,276.57)	(415,035.76)	565,605.46	287,258.86	-	701,110.80

JUNE

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
6/1/2021	-	-	169,318.16	-	-	870,428.95
6/15/2021	(209,994.02)	(192,205.72)	172,972.91	-	-	641,202.12
6/20/2021	(130,763.77)	-	223,333.96	143,629.43	-	877,401.75
6/30/2021	(125,607.90)	(182,976.11)	172,820.02	-	-	741,637.77
ENDING BALANCE	(466,365.69)	(375,181.83)	738,445.05	143,629.43	-	741,637.77

TOTALS	(8,347,663.91)	(4,547,333.11)	-	7,274,523.97	3,722,241.60	1,810,237.69	741,637.77
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REVENUE & EXPENDITURE SUMMARY BY SOURCE, OBJECT SERIES & PROGRAM SERIES

GOODHUE COUNTY ED DISTRICT | January 31, 2021

REVENUE CATEGORIES			2021			2020		2019		Current YTD vs. PYTD	January 31, 2020	January 31, 2019
	June 30, 2019	June 30, 2020	Revised Budget	Received YTD	Budget Remaining	% of Budget Received	% of Actuals Received	% of Actuals Received				
STATE	3,213,240	3,753,316	3,755,441	1,423,764	2,331,677	37.91%	37.61%	41.23%	12,260	1,411,504	1,324,949	
FEDERAL	1,770,360	1,842,614	1,928,866	536,563	1,392,303	27.82%	16.07%	32.04%	240,402	296,161	567,198	
PROPERTY TAXES	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0	
LOCAL SALES, INS RECOVERY & JUDGEMENTS	307,386	5,053	1,450	8,221	(6,771)	566.95%	32.83%	100.00%	6,562	1,659	307,386	
SALE OF BONDS & LOANS	0	0	0	13,422,003	(13,422,003)	0.00%	0.00%	0.00%	13,422,003	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.)	7,127,507	7,502,882	8,121,118	3,803,239	4,317,879	46.83%	46.34%	46.77%	326,766	3,476,474	3,333,189	
TOTALS	12,418,492	13,103,865	13,806,875	19,193,790	(5,386,915)	139.02%	39.57%	44.55%	14,007,993	5,185,797	5,532,722	

EXPENDITURES (OBJECT SERIES)			2021			2020		2019		Current YTD vs. PYTD	January 31, 2020	January 31, 2019
	June 30, 2019	June 30, 2020	Revised Budget	Expended YTD	Budget Remaining	% of Budget Expended	% of Actuals Expended	% of Actuals Expended				
SALARIES & WAGES	5,919,959	6,337,951	6,930,845	3,127,744	3,803,102	45.13%	44.86%	47.27%	284,664	2,843,079	2,798,428	
EMPLOYEE BENEFITS	1,495,180	1,628,182	1,791,581	812,280	979,301	45.34%	44.63%	47.35%	85,609	726,671	707,908	
PURCHASED SERVICES	3,444,894	3,586,395	3,744,921	903,980	2,840,941	24.14%	24.35%	24.00%	30,853	873,128	826,815	
SUPPLIES	377,522	276,713	452,427	313,478	138,949	69.29%	65.11%	67.97%	133,303	180,175	256,611	
EQUIPMENT	1,057,823	1,105,035	1,140,720	984,954	155,766	86.34%	94.01%	96.31%	(53,896)	1,038,850	1,018,782	
DEBT SERVICE	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0	
OTHER EXPENDITURES	53,630	55,152	21,755	23,878	(2,123)	109.76%	32.48%	27.54%	5,963	17,916	14,767	
OTHER FINANCING USES	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0	
TOTALS	12,349,007	12,989,428	14,082,249	6,166,314	7,915,935	43.79%	43.73%	45.54%	486,497	5,679,818	5,623,311	

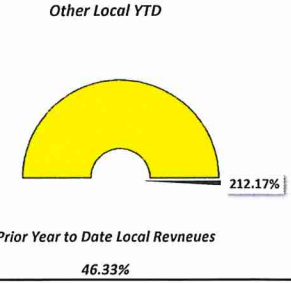
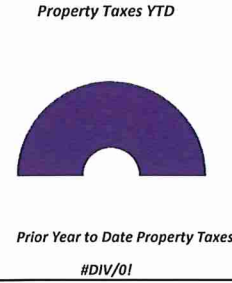
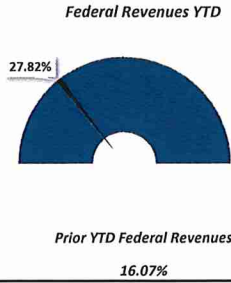
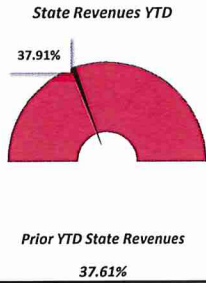
EXPENDITURES (PROGRAM SERIES)			2021			2020		2019		Current YTD vs. PYTD	January 31, 2020	January 31, 2019
	June 30, 2019	June 30, 2020	Revised Budget	Expended YTD	Budget Remaining	% of Budget Expended	% of Actuals Expended	% of Actuals Expended				
SITE ADMINISTRATION	78,555	59,029	61,238	49,025	12,213	80.06%	53.39%	41.17%	17,507	31,518	32,338	
DISTRICT ADMINISTRATION	125,920	99,448	104,133	54,868	49,265	52.69%	58.66%	59.47%	(3,471)	58,339	74,889	
SUPPORT SERVICES	187,030	202,150	233,419	223,135	10,284	95.59%	112.35%	106.58%	(3,972)	227,107	199,345	
REGULAR INSTRUCTION	1,457,714	1,493,398	1,505,869	374,255	1,131,614	24.85%	23.30%	23.12%	26,236	348,019	337,072	
EXTRA-CURRICULAR ACTIVITIES	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0	
VOCATIONAL INSTRUCTION	295,462	308,496	330,239	122,719	207,520	37.16%	35.91%	37.69%	11,944	110,774	111,352	
SPECIAL EDUCATION	6,998,990	7,611,603	8,284,486	3,239,150	5,045,336	39.10%	40.00%	42.13%	194,495	3,044,655	2,948,983	
COMMUNITY SERVICES	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0	
INSTRUCTIONAL SUPPORT	460,906	364,829	412,756	230,341	182,415	55.81%	47.27%	43.65%	57,876	172,465	201,193	
PUPIL SUPPORT SERVICES	1,277,968	1,367,080	1,520,775	619,760	901,015	40.75%	39.32%	42.81%	82,191	537,569	547,072	
FACILITIES	1,466,464	1,483,396	1,629,334	1,253,061	376,273	76.91%	77.48%	79.86%	103,690	1,149,372	1,171,067	
OTHER FINANCING USES	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0	
TOTALS	12,349,007	12,989,428	14,082,249	6,166,314	7,915,935	43.79%	43.73%	45.54%	486,497	5,679,818	5,623,311	

SUMMARY - ALL FUNDS			2021			2020		2019		Current YTD vs. PYTD	January 31, 2020	January 31, 2019
	June 30, 2019	June 30, 2020	Revised Budget	YTD	Budget Remaining	% of Budget Expended	% of Actuals Expended	% of Actuals Expended				
REVENUE	12,418,492	13,103,865	13,806,875	19,193,790	(5,386,915)	139.02%	39.57%	44.55%	14,007,993	5,185,797	5,532,722	
EXPENDITURES	12,349,032	12,989,428	14,082,249	6,166,314	7,915,935	43.79%	43.73%	45.54%	486,497	5,679,818	5,623,311	
SPENDING VARIANCE	69,460	114,437	(275,374)	13,027,475	N/A	N/A	N/A	N/A	13,521,496	(494,021)	(90,589)	

GENERAL FUND - REVENUE SUMMARY
GOODHUE COUNTY ED DISTRICT | January 31, 2021

DESCRIPTION	June 30,	June 30,	Current	Revenue	Budget	January 31,	January 31,	January 31,	Current YTD	January 31,	January 31,
	2019	2020	Budget	YTD	Remaining	% of Budget Received	% of Actuals Received	% of Actuals Received	vs. Prior YTD	2020	2019
LOCAL REVENUES											
021 TUITION & REIMBURSEMENTS FROM MN SCHOOL DISTRICTS	6,479,127	6,819,678	7,370,684	3,527,430	3,843,254	47.86%	46.76%	46.89%	338,567	3,188,863	3,038,283
050 FEES FROM PATRONS	250	350	350	0	350	0.00%	100.00%	60.00%	(350)	350	150
071 MEDICAL ASSISTANCE REV RECEIVED FROM MN DEPT OF HUMAN	0	0	125,500	3,979	121,521	3.17%	0.00%	0.00%	3,979	0	0
092 INTEREST EARNINGS	19,669	10,542	7,000	515	6,485	7.36%	76.32%	46.03%	(7,531)	8,046	9,054
093 RENT	8,806	27,878	7,000	0	7,000	0.00%	0.00%	0.00%	0	0	0
096 GIFTS AND BEQUESTS	2,289	1,981	1,326	0	1,326	0.00%	82.33%	91.09%	(1,631)	1,631	2,085
099 MISCELLANEOUS REVENUE FROM LOCAL SOURCES	617,364	642,452	609,258	271,315	337,943	44.53%	43.21%	45.94%	(6,268)	277,583	283,616
Total LOCAL REVENUES	7,127,507	7,502,882	8,121,118	3,803,239	4,317,879	46.83%	46.34%	46.77%	326,766	3,476,474	3,333,189
STATE REVENUES											
211 GENERAL EDUCATION AID	100,251	149,608	92,736	49,154	43,582	53.00%	40.00%	32.51%	(10,689)	59,843	32,590
300 STATE AID RECEIVED FROM MN EDUCATION FOR WHICH A FINANC	189,851	204,001	204,001	0	204,001	0.00%	-2.79%	56.57%	5,690	(5,690)	107,396
360 STATE AID FOR SPECIAL EDUCATION	2,859,014	3,356,875	3,458,204	1,374,610	2,083,594	39.75%	40.25%	41.43%	23,538	1,351,072	1,184,532
370 OTHER REVENUE FROM MN DEPT OF EDUCATION	29,285	7,459	500	0	500	0.00%	84.18%	1.47%	(6,279)	6,279	431
397 TRA AND PERA SPECIAL FUNDING SITUATIONS REVENUE	34,839	35,373	0	0	0	0.00%	0.00%	0.00%	0	0	0
Total STATE REVENUES	3,213,240	3,753,316	3,755,441	1,423,764	2,331,677	37.91%	37.61%	41.23%	12,260	1,411,504	1,324,949
FEDERAL REVENUES RECEIVED FROM STATE											
400 FEDERAL AIDS RECEIVED THROUGH MDE (EXCEPT AS NOTED FOR	1,770,360	1,842,614	1,928,866	536,563	1,392,303	27.82%	16.07%	32.04%	240,402	296,161	567,198
Total FEDERAL REVENUES RECEIVED FROM STATE	1,770,360	1,842,614	1,928,866	536,563	1,392,303	27.82%	16.07%	32.04%	240,402	296,161	567,198
FEDERAL REVENUES RECEIVED FROM FED SOURCES											
500 FEDERAL AID RECEIVED FROM FEDERAL SOURCES FOR WHICH A	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 FUND RAISERS (CONTRA REVENUE)	0	(433)	(500)	0	(500)	0.00%	82.62%	0.00%	358	(358)	0
620 SALES OF MATERIALS FROM REVENUE PRODUCING ACTIVITIES	0	954	950	0	950	0.00%	107.44%	0.00%	(1,025)	1,025	0
622 SALE OF MATERIALS (NET OF TAX)	143	522	1,000	3,500	(2,500)	350.00%	22.03%	100.00%	3,385	115	143
625 INSURANCE RECOVERY	0	4,010	0	4,721	(4,721)	0.00%	21.87%	0.00%	3,844	877	0
628 JUDGMENTS FOR THE SCHOOL DISTRICT	307,243	0	0	0	0	0.00%	0.00%	100.00%	0	0	307,243
Total LOCAL SALES, INSURANCE RECOVERY, AND JUDGEMENTS	307,386	5,053	1,450	8,221	(6,771)	566.95%	32.83%	100.00%	6,562	1,659	307,386
SALE OF BONDS AND LOANS											
635 CERTIFICATES OF PARTICIPATION (LEASE-PURCHASE)	0	0	0	13,422,003	(13,422,003)	0.00%	0.00%	0.00%	13,422,003	0	0
Total SALE OF BONDS AND LOANS	0	0	0	13,422,003	(13,422,003)	0.00%	0.00%	0.00%	13,422,003	0	0
INCOMING TRANSFERS FROM OTHER FUNDS											
649 PERMANENT TRANSFERS FROM OTHER FUNDS	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
Total INCOMING TRANSFERS FROM OTHER FUNDS	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
GENERAL FUND TOTAL	12,418,492	13,103,865	13,806,875	19,193,790	(5,386,915)	139.02%	39.57%	44.55%	14,007,993	5,185,797	5,532,722

YTD % Received vs. PYTD % Received

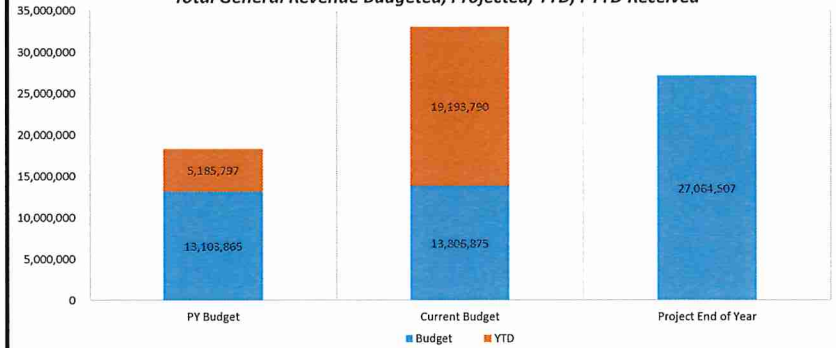


Top 5 Revenues Received YTD by Source Code 3

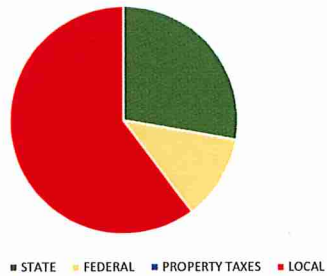
Variance from PYTD Received

	Current YTD	Variance vs. PYTD Received
1 GENERAL FUND TOTAL	\$19,193,790	\$14,007,993
2 CERTIFICATES OF PARTICIPAT	\$13,422,003	\$13,422,003
3 Total LOCAL REVENUES	\$3,803,239	\$326,766
4 TUITION & REIMBURSEMENT	\$3,527,430	\$338,567
5 Total STATE REVENUES	\$1,423,764	\$12,260

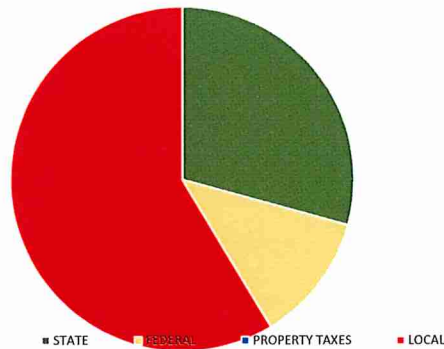
Total General Revenue Budgeted, Projected, YTD, PYTD Received



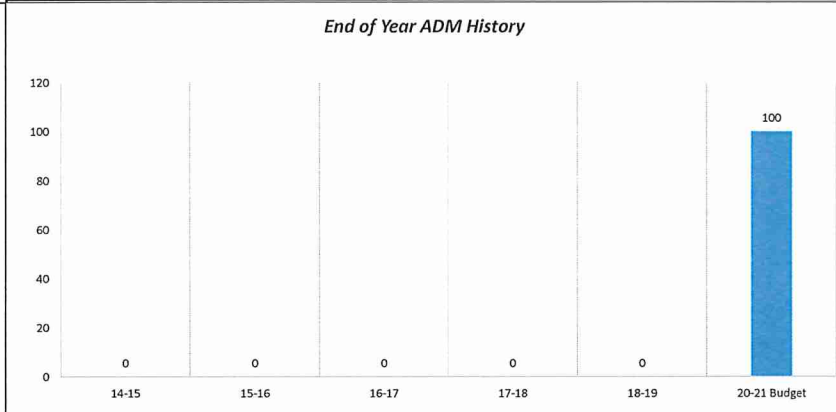
Current Year Revenue Budget



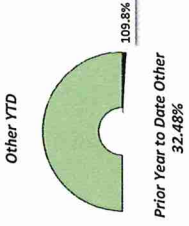
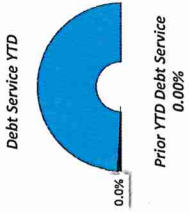
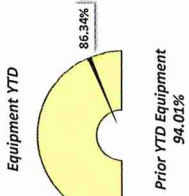
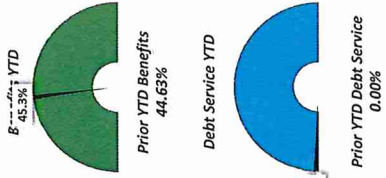
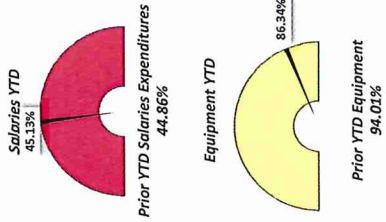
Prior Year Revenue Budget



End of Year ADM History



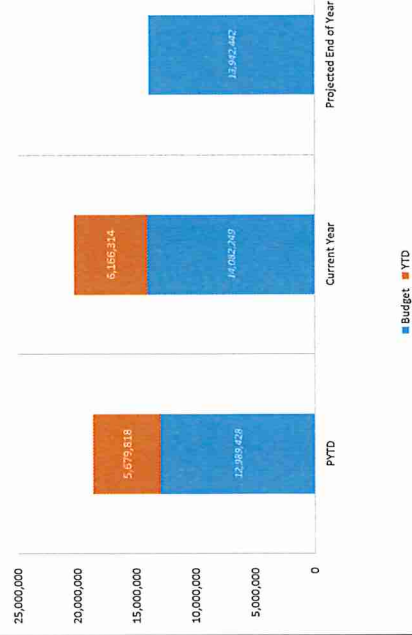
YTD % Expenditures vs. PYTD % Expenditures



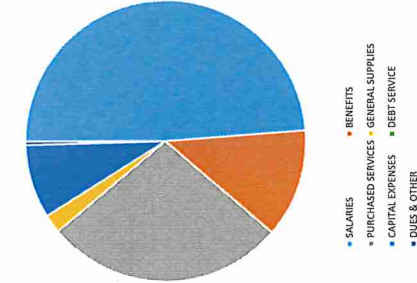
Top 10 Expenditures YTD by Object Code 3

	Current YTD	Variance vs. PYTD
1. TOTAL SUPPLIES & EQUIPMENT	\$984,954	-\$53,896
2. LICENSED CLASSROOM	\$954,138	\$101,807
3. TOTAL PURCHASED SERVICES	\$903,980	\$30,853
4. TOTAL EMPLOYEE BENEFITS	\$812,280	\$85,609
5. ADMINISTRATION/SUPERVISION	\$453,350	\$36,732
6. TOTAL SUPPLIES	\$313,478	\$133,303
7. SCHOOL PSYCHOLOGIST	\$303,348	\$36,385
8. EDUCATIONAL/SPEECH LANG. P.	\$276,292	\$90,814
9. CONSULTING FEES/FEES FOR SE	\$253,980	\$131,717
10. SCHOOL SOCIAL WORKER	\$240,358	\$16,939

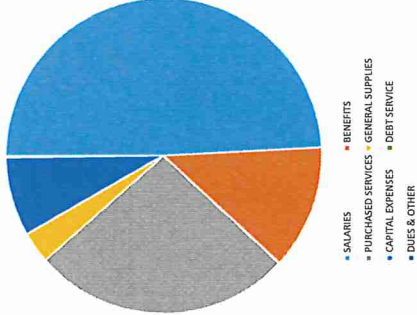
Total General Expenditures Budgeted, Projected, YTD and , PYTD Expended



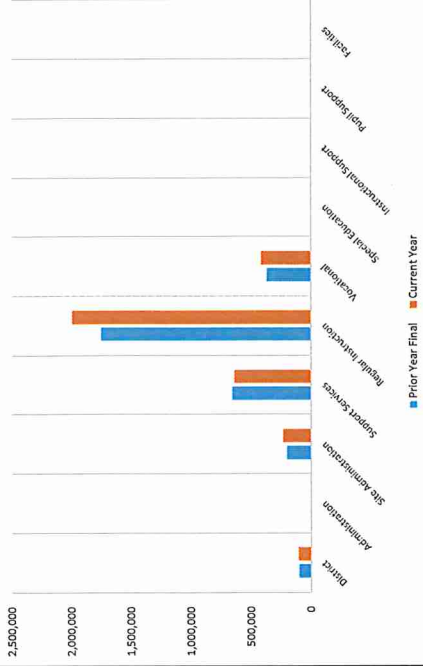
Prior Year Final Exp Budget



Current Year Exp Budget



Prior Year Final and Current Expenditures by Program



GENERAL FUND - EXPENDITURES BY OBJECT CODE

GOODHUE COUNTY ED DISTRICT | January 31, 2021

DESCRIPTION	June 30, 2019	June 30, 2020	Revised Budget	Expenses YTD	Budget Remaining	January 31,	January 31,	January 31,	Current YTD vs. Prior YTD	January 31, 2020	January 31, 2019
						% of Budget Expended	% of Actuals Expended	% of Actuals Expended			
110 ADMINISTRATION/SUPERVISION	750,036	729,173	767,435	453,350	314,085	59.07%	57.14%	57.09%	36,732	416,618	428,159
140 LICENSED CLASSROOM TEACHER	1,933,673	2,140,310	2,236,336	954,138	1,282,198	42.67%	39.82%	43.20%	101,807	852,332	835,314
141 NON-LICENSED CLASSROOM PERSON	0	0	1,798	0	1,798	0.00%	0.00%	0.00%	(1,798)	1,798	42
143 LICENSED INSTRUCTIONAL SUPPORT	284,595	269,261	284,977	163,406	121,571	57.34%	58.33%	60.93%	6,337	157,069	173,395
145 SUBSTITUE TEACHER SALARIES	191	0	1,000	0	1,000	0.00%	0.00%	68.63%	0	0	131
146 SUBSTITUTE NON-LICENSED CLASSR	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
150 PHYSICAL THERAPIST	132,992	138,070	140,374	70,941	69,433	50.54%	48.47%	50.15%	4,014	66,927	66,695
151 OCCUPATIONAL THERAPIST	224,109	233,813	270,961	129,439	141,522	47.77%	39.82%	41.78%	36,344	93,095	93,626
152 EDUCATIONAL/SPEECH LANG. PATHO	413,643	460,372	627,934	276,292	351,643	44.00%	40.29%	43.32%	90,814	185,478	179,175
153 AUDIOLOGIST	62,475	64,500	65,750	27,438	38,313	41.73%	40.26%	41.57%	1,469	25,969	25,969
154 SCHOOL NURSE	105,756	110,204	110,160	64,228	45,932	58.30%	40.23%	41.41%	19,895	44,333	43,789
155 LICENSED NURSING SERVICES	21,407	27,433	25,976	14,384	11,592	55.37%	50.12%	51.80%	634	13,750	11,088
156 SCHOOL SOCIAL WORKER	502,660	560,237	619,732	240,358	379,374	38.78%	39.88%	37.93%	16,939	223,419	190,634
157 SCHOOL PSYCHOLOGIST	623,518	678,136	812,658	303,348	509,310	37.33%	39.37%	44.35%	36,385	266,962	276,529
161 CERT. PARA & PERSONAL CARE ASSI	368,703	368,768	405,257	179,848	225,409	44.38%	47.38%	49.21%	5,137	174,712	181,447
162 CERT. ONE-TO-ONE PARAPROFESSIO	20,664	55,433	77,000	28,010	48,990	36.38%	49.03%	46.48%	834	27,177	9,605
163 FOREIGN LANGUAGE INTERPRETER	0	142	912	0	912	0.00%	100.00%	0.00%	(142)	142	0
164 INTERPRETER FOR THE DEAF	58,534	58,315	60,060	27,417	32,643	45.65%	52.22%	53.71%	(3,036)	30,453	31,438
170 NON-INSTRUCTIONAL SUPPORT	178,162	178,355	179,190	97,430	81,760	54.37%	55.62%	57.21%	(1,773)	99,203	101,928
174 THERAPUTIC RECREATIONAL SERV. &	40,039	39,252	40,146	16,745	23,401	41.71%	39.84%	41.13%	1,108	15,637	16,467
185 OTHER SALARY PAYMENTS (LICENSE	152,706	182,692	162,281	76,318	85,963	47.03%	57.62%	63.11%	(28,943)	105,260	96,375
186 OTHER SALARY PAYMENTS (NON-LICI	46,097	43,484	40,908	4,652	36,256	11.37%	98.30%	79.45%	(38,094)	42,746	36,624
TOTAL SALARIES AND WAGES	5,919,959	6,337,951	6,930,845	3,127,744	3,803,102	45.13%	44.86%	47.27%	284,664	2,843,079	2,798,428
EMPLOYEE BENEFITS											
210 FICA/MEDICARE	432,024	464,356	523,163	228,297	294,866	43.64%	44.74%	47.42%	20,536	207,761	204,883
214 PERA (PUBLIC EMPLOYEE RETIREMEI	78,631	81,941	85,907	39,262	46,645	45.70%	47.09%	48.89%	676	38,586	38,444
218 TRA (TEACHERS RETIREMENT ASSOC	357,700	394,478	443,688	203,477	240,211	45.86%	43.88%	46.64%	30,372	173,105	166,840
220 HEALTH INSURANCE	435,380	464,042	505,670	219,784	285,886	43.46%	41.95%	44.41%	25,113	194,671	193,364
230 LIFE INSURANCE	7,070	8,626	10,176	4,633	5,543	45.53%	34.78%	47.16%	1,633	3,000	3,335
235 DENTAL INSURANCE	16,349	16,831	18,008	7,920	10,088	43.98%	46.12%	47.18%	158	7,762	7,714
240 LONG TERM DISABILITY INSURANCE	7,831	9,509	9,268	4,269	4,999	46.07%	35.71%	47.11%	874	3,396	3,689
250 TAX SHELTERED ANNUITIES/MN DEFE	68,848	88,920	88,337	53,551	34,786	60.62%	41.87%	51.70%	16,324	37,227	35,592
251 TAX ADVANTAGE EMPLOYER-SPONSC	0	4,983	0	2,917	(2,917)	0.00%	0.00%	0.00%	2,917	0	0
270 WORKERS COMPENSATION	85,951	93,312	97,364	48,170	49,194	49.47%	64.32%	62.88%	(11,846)	60,016	54,048
280 UNEMPLOYMENT COMPENSATION	5,395	1,185	10,000	0	10,000	0.00%	96.82%	0.00%	(1,147)	1,147	0
TOTAL EMPLOYEE BENEFITS	1,495,180	1,628,182	1,791,581	812,280	979,301	45.34%	44.63%	47.35%	85,609	726,671	707,908
PURCHASED SERVICES											
303 FEDERAL SUB AWARDS AND SUB COI	424,033	418,739	452,602	117,114	335,488	25.88%	27.28%	23.06%	2,863	114,250	97,794
304 FEDERAL SUB AWARDS AND SUB COI	496,942	505,372	508,180	21,187	486,993	4.17%	12.13%	12.19%	(40,113)	61,299	60,591
305 CONSULTING FEES/FEES FOR SERVIC	204,595	181,059	245,480	253,980	(8,500)	103.46%	67.53%	54.45%	131,717	122,262	111,399
307 CONTRACTED SUBS FOR SPEC ED PF	34,924	38,237	43,652	4,002	39,650	9.17%	64.46%	36.46%	(20,645)	24,647	12,732
308 FEDERAL TUITION BILL PAYMENTS UF	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 CO	0	0	6,856	0	6,856	0.00%	0.00%	0.00%	0	0	0
316 SERVICES PURCHASED FROM OTHER	4,439	6,002	6,231	4,673	1,558	75.00%	75.00%	66.67%	172	4,502	2,959
320 COMMUNICATION SERVICES	18,215	18,669	22,000	12,383	9,617	56.29%	41.62%	51.86%	4,613	7,770	9,446
329 POSTAGE AND PARCEL SERVICES	3,006	3,858	4,000	623	3,377	15.58%	53.80%	14.23%	(1,452)	2,076	428
330 UTILITY SERVICES	49,817	37,977	55,000	18,374	36,626	33.41%	42.04%	46.82%	2,409	15,965	23,323
340 INSURANCE	35,885	38,991	40,800	27,750	13,046	68.02%	67.00%	67.08%	1,629	26,125	24,071
350 REPAIRS AND MAINTENANCE	137,199	159,477	172,233	75,336	96,897	43.74%	34.76%	38.83%	19,903	55,433	53,276
360 TRANSPORTATION CONTRACTS WITH	5,795	765	6,323	0	6,323	0.00%	38.67%	96.40%	(296)	296	5,586
365 INTERDEPARTMENTAL TRANSPORTA'	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
366 TRAVEL, CONVENTIONS, AND CONFEE	155,850	157,056	183,621	45,778	137,843	24.93%	57.91%	44.72%	(45,167)	90,946	69,695

DESCRIPTION	June 30, 2019	June 30, 2020	Revised Budget	Expenses YTD	Budget Remaining	January 31,	January 31,	January 31,	Current YTD vs. Prior YTD	January 31, 2020	January 31, 2019
						% of Budget Expended	% of Actuals Expended	% of Actuals Expended			
368 OUT-OF-STATE TRAVEL, FEDERAL RE	4,395	4,148	0	0	0	0.00%	84.62%	91.64%	(3,510)	3,510	4,028
370 OPERATING LEASES OR RENTALS	15,300	15,760	15,760	3,626	12,134	23.01%	0.00%	0.00%	3,626	0	0
379 Qualified Mental Health Professional Serv	0	0	0	12,291	(12,291)	0.00%	0.00%	0.00%	12,291	0	0
389 STAFF TUITION AND OTHER REIMBUR	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
390 PAYMENTS FOR EDUCATIONAL PURP	0	417	0	0	0	0.00%	0.00%	0.00%	0	0	0
391 PAYMENTS TO MN ISD'S (COST SHARI	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	823,072	915,023	861,616	228,530	633,086	26.52%	25.19%	25.12%	(1,951)	230,481	206,795
396 SALARY PURCHASED FROM ANOTHE	771,876	818,972	833,376	59,710	773,666	7.16%	10.44%	14.05%	(25,783)	85,493	108,420
397 BENEFITS PURCHASED FROM ANOTH	259,551	265,873	287,191	18,619	268,572	6.48%	10.56%	13.98%	(9,453)	28,073	36,273
TOTAL PURCHASED SERVICES	3,444,894	3,586,395	3,744,921	903,980	2,840,941	24.14%	24.35%	24.00%	30,853	873,128	826,815
SUPPLIES											
401 SUPPLIES AND MATERIALS-NON INSTI	51,335	34,380	57,608	39,627	17,981	68.79%	52.54%	63.34%	21,563	18,064	32,513
405 NON INSTRUCTIONAL COMPUTER SOI	82,962	74,814	86,960	73,754	13,206	84.81%	87.43%	77.16%	8,348	65,406	64,017
406 INSTRUCTIONAL SOFTWARE LICENSE	35,563	37,665	73,315	82,573	(9,258)	112.63%	103.51%	103.45%	43,586	38,987	36,789
430 SUPPLIES AND MATERIALS-NON-INDI	13,934	10,842	11,095	3,626	7,469	32.69%	24.55%	40.23%	965	2,662	5,606
433 SUPPLIES AND MATERIALS - INDIVIDU	84,500	45,123	104,905	68,759	36,146	65.54%	-0.09%	58.05%	68,799	(41)	49,053
440 FUELS	13,893	10,433	17,000	4,594	12,406	27.02%	43.91%	38.07%	13	4,581	5,289
455 NON- INSTRUCTIONAL TECHNOLOGY	31,436	355	3,500	3,845	(345)	109.85%	63.39%	11.13%	3,620	225	3,500
456 INSTRUCTIONAL TECHNOLOGY SUPPI	14,780	2,810	15,050	5,838	9,212	38.79%	100.00%	100.00%	3,027	2,810	14,780
460 TEXTBOOKS AND WORKBOOKS	950	2,060	32,915	960	31,955	2.92%	100.00%	37.18%	(1,100)	2,060	353
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	6,166	(5,451)	862.36%	0.00%	100.00%	6,166	0	714
466 INSTRUCTIONAL TECHNOLOGY DEVICE	3,666	12,983	2,284	23,447	(21,163)	1026.58%	15.89%	99.43%	21,384	2,063	3,645
490 FOOD	7,168	5,568	6,900	289	6,611	4.19%	87.24%	64.19%	(4,568)	4,858	4,601
TOTAL SUPPLIES	377,522	276,713	452,427	313,478	138,949	69.29%	65.11%	67.97%	133,303	180,175	256,611
SUPPLIES & EQUIPMENT											
510 SITE OR GROUNDS ACQUISITION	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
520 BUILDING ACQUISITION OR CONSTRU	0	760	41,583	0	41,583	0.00%	100.00%	0.00%	(760)	760	0
530 OTHER EQUIPMENT PURCHASED	23,163	50,446	57,230	11,557	45,674	20.19%	83.04%	107.51%	(30,333)	41,889	24,902
533 OTHER EQUIP. PURCHASED FOR SPE	0	0	2,312	0	2,312	0.00%	0.00%	0.00%	0	0	0
535 CAPITAL LEASES	0	0	0	0	0	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 TI	0	15,623	4,389	1,249	3,140	28.46%	-12.96%	0.00%	3,274	(2,025)	0
556 CAPATALIZED TECHNOLOGY HARDW/	0	0	0	10,855	(10,855)	0.00%	0.00%	0.00%	10,855	0	0
580 PRINCIPAL ON CAPITAL LEASE/INSTAI	412,986	429,640	446,334	917,953	(471,619)	205.66%	91.75%	91.72%	523,755	394,197	378,789
581 INTEREST ON CAPITAL LEASE/INSTAL	618,774	603,320	583,626	38,841	544,785	6.66%	99.25%	99.07%	(559,942)	598,783	612,991
589 LEASE TRANSACTIONS/INSTALLMENT	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
590 OTHER CAPITAL EXPENDITURES	2,900	5,246	5,246	4,500	746	85.78%	100.00%	72.41%	(746)	5,246	2,100
TOTAL SUPPLIES & EQUIPMENT	1,057,823	1,105,035	1,140,720	984,954	155,766	86.34%	94.01%	96.31%	(53,896)	1,038,850	1,018,782
OTHER EXPENDITURES											
810 JUDGMENTS AGAINST THE SCHOOL E	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
820 DUES, MEMBERSHIP, LICENSE AND CI	18,791	20,127	21,655	23,878	(2,223)	110.27%	88.52%	78.59%	6,063	17,816	14,767
891 TRA AND PERA SPECIAL FUNDING SIT	34,839	35,373	0	0	0	0.00%	0.00%	0.00%	0	0	0
895 FEDERAL AND NONPUBLIC INDIRECT	(0)	(0)	0	0	0	0.00%	0.00%	0.00%	0	0	0
896 TAXES, SPECIAL ASSESSMENTS AND	0	(348)	100	0	100	0.00%	-28.77%	0.00%	(100)	100	0
TOTAL OTHER EXPENDITURES	53,630	55,152	21,755	23,878	(2,123)	109.76%	32.48%	27.54%	5,963	17,916	14,767
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	12,349,007	12,989,428	14,082,249	6,166,314	7,915,935	43.79%	43.73%	45.54%	486,497	5,679,818	5,623,311

GENERAL FUND - EXPENDITURES BY PROGRAM CODE

GOODHUE COUNTY ED DISTRICT | January 31, 2021

DESCRIPTION	June 30, 2019	June 30, 2020	Revised Budget	Expenses YTD	Budget Remaining	January 31,	January 31,	January 31,	Current YTD vs. Prior YTD	January 31, 2020	January 31, 2019
						% of Budget Expended	% of Actuals Expended	% of Actuals Expended			
DISTRICT ADMINISTRATION											
010 BOARD OF EDUCATION	21,042	16,440	25,287	10,662	14,625	42.16%	63.92%	68.15%	153	10,509	14,341
030 INSTRUCTIONAL ADMINISTRATION	104,878	83,008	78,846	44,206	34,640	56.07%	57.62%	57.73%	(3,624)	47,831	60,548
TOTAL - DISTRICT ADMINISTRATION	125,920	99,448	104,133	54,868	49,265	52.69%	58.66%	59.47%	(3,471)	58,339	74,889
SITE ADMINISTRATION											
050 SCHOOL ADMINISTRATION	78,555	59,029	61,238	49,025	12,213	80.06%	53.39%	41.17%	17,507	31,518	32,338
TOTAL - SITE ADMINISTRATION	78,555	59,029	61,238	49,025	12,213	80.06%	53.39%	41.17%	17,507	31,518	32,338
SUPPORT SERVICES											
105 GENERAL ADMINISTRATIVE SUPPORT	80,606	85,805	98,810	103,805	(4,995)	105.06%	133.63%	130.28%	(10,852)	114,657	105,012
110 BUSINESS SUPPORT SERVICES	106,423	116,345	134,609	119,330	15,279	88.65%	96.65%	88.64%	6,880	112,450	94,333
TOTAL - SUPPORT SERVICES	187,030	202,150	233,419	223,135	10,284	95.59%	112.35%	106.58%	(3,972)	227,107	199,345
REGULAR INSTRUCTION											
203 EDUCATION - ELEMENTARY GENERAL	110,604	85,478	112,988	0	112,988	0.00%	0.00%	0.00%	0	0	0
205 TITLE III, PART A - ENGLISH LANGUAGE ACQUISITION	16,477	14,929	19,583	12,668	6,915	64.69%	75.60%	63.38%	1,382	11,286	10,442
211 EDUCATION - SECONDARY GENERAL	651,218	657,881	638,917	31,960	606,957	5.00%	4.87%	5.81%	(111)	32,071	37,819
219 ENGLISH LEARNER	329,795	365,688	354,994	171,536	183,458	48.32%	43.75%	43.79%	11,542	159,994	144,428
220 ENGLISH (LANGUAGE ARTS)	60,325	63,448	64,903	27,425	37,478	42.26%	39.36%	41.78%	2,450	24,975	25,203
240 HEALTH, PHYSICAL EDUCATION AND RECREATION	6,055	6,126	6,439	2,445	3,994	37.97%	42.54%	41.38%	(161)	2,606	2,505
250 FAMILY LIVING SCIENCE	74,805	79,279	81,092	33,297	47,795	41.06%	38.90%	41.21%	2,455	30,842	30,828
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	32,053	45,480	41.34%	38.19%	41.29%	3,470	28,584	28,567
260 NATURAL SCIENCES	77,398	80,887	82,264	34,609	47,655	42.07%	39.58%	41.18%	2,596	32,013	31,874
270 SOCIAL SCIENCES/SOCIAL STUDIES	61,850	64,840	67,156	28,262	38,894	42.08%	39.55%	41.07%	2,615	25,647	25,405
TOTAL - REGULAR INSTRUCTION	1,457,714	1,493,398	1,505,869	374,255	1,131,614	24.85%	23.30%	23.12%	26,236	348,019	337,072
VOCATIONAL INSTRUCTION											
380 SPECIAL NEEDS	231,496	240,432	259,163	93,060	166,103	35.91%	35.09%	36.71%	8,684	84,376	84,974
399 CAREER AND TECHNICAL - GENERAL	63,966	68,063	71,076	29,659	41,417	41.73%	38.78%	41.24%	3,261	26,398	26,377
TOTAL - VOCATIONAL INSTRUCTION	295,462	308,496	330,239	122,719	207,520	37.16%	35.91%	37.69%	11,944	110,774	111,352
SPECIAL ED INSTRUCTION											
400 GENERAL SPECIAL EDUCATION	108,471	110,607	74,686	41,218	33,468	55.19%	38.19%	38.78%	(1,022)	42,240	42,067
401 SPEECH/LANGUAGE IMPAIRED	653,387	756,820	924,147	478,980	445,167	51.83%	43.00%	51.36%	153,510	325,470	335,610
402 DEVELOPMENTAL COGNITIVE DISABILITIES: MILD	111,947	118,134	123,493	50,876	72,617	41.20%	48.95%	40.01%	(6,950)	57,826	44,793
403 DEVELOPMENTAL COGNITIVE DISABILITIES: SEVERE	4,915	20,524	17,345	5,127	12,218	29.56%	46.25%	98.76%	(4,366)	9,493	4,854
404 PHYSICALLY IMPAIRED	555,834	582,179	642,003	260,070	381,933	40.51%	41.68%	43.32%	17,416	242,654	240,774
405 DEAF/HARD-OF-HEARING	214,717	228,154	229,357	66,268	163,089	28.89%	38.57%	38.18%	(21,722)	87,990	81,982
406 VISUALLY IMPAIRED	78,174	81,877	93,272	35,761	57,511	38.34%	36.78%	43.91%	5,647	30,114	34,328
407 SPECIFIC LEARNING DISABILITY	112,797	272,073	167,460	52,504	114,956	31.35%	30.39%	53.83%	(30,174)	82,678	60,722
408 EMOTIONAL/BEHAVIORAL DISORDER	1,374,053	1,501,672	1,557,996	492,653	1,065,343	31.62%	30.67%	29.96%	32,128	460,525	411,625
410 OTHER HEALTH DISABILITIES	109,409	106,049	155,550	65,898	89,652	42.36%	49.49%	2.21%	13,419	52,479	2,420
411 AUTISTIC SPECTRUM DISORDERS	474,745	508,490	539,474	180,803	358,671	33.51%	43.40%	52.54%	(39,884)	220,688	249,448
412 DEVELOPMENTALLY DELAYED	886,360	870,576	911,803	343,658	568,145	37.69%	40.30%	41.41%	(7,145)	350,802	367,001
414 TRAUMATIC BRAIN INJURY	0	6,815	5,686	2,390	3,296	42.03%	31.81%	0.00%	222	2,168	0
416 SEVERELY MULTIPLY IMPAIRED	0	655	654	0	654	0.00%	98.65%	0.00%	(646)	646	0
420 SPECIAL EDUCATION - AGGREGATE (THREE OF ABOVE)	2,036,125	2,196,406	2,403,726	1,037,044	1,366,682	43.14%	45.15%	47.57%	45,474	991,570	968,537
422 SPECIAL EDUCATION-STUDENTS WITHOUT DISABILITIES	278,055	250,571	437,834	125,901	311,933	28.76%	34.85%	37.70%	38,587	87,313	104,820
TOTAL - SPECIAL ED INSTRUCTION	6,998,990	7,611,603	8,284,486	3,239,150	5,045,336	39.10%	40.00%	42.13%	194,495	3,044,655	2,948,983
INSTRUCTIONAL SUPPORT											
610 CURRICULUM CONSULTANT AND DEVELOPMENT	347,145	295,945	341,811	173,712	168,099	50.82%	51.89%	46.75%	20,157	153,555	162,306
630 INSTRUCTION-RELATED TECHNOLOGY	75,825	59,078	54,445	54,629	(184)	100.34%	15.61%	40.34%	45,406	9,223	30,586
640 STAFF DEVELOPMENT	37,936	9,806	16,500	2,000	14,500	12.12%	98.78%	21.88%	(7,687)	9,687	8,301
TOTAL - INSTRUCTIONAL SUPPORT	460,906	364,829	412,756	230,341	182,415	55.81%	47.27%	43.65%	57,876	172,465	201,193
PUPIL SUPPORT SERVICES											
720 HEALTH SERVICES	163,454	176,681	175,205	103,332	71,873	58.98%	41.24%	42.39%	30,474	72,858	69,292

DESCRIPTION	June 30, 2019	June 30, 2020	Revised Budget	Expenses YTD	Budget Remaining	January 31,	January 31,	January 31,	Current YTD vs. Prior YTD	January 31,	January 31,
						% of Budget Expended	% of Actuals Expended	% of Actuals Expended		2020	2019
730 PSYCHOLOGICAL AND MENTAL HEALTH SERVICES	739,099	780,683	919,075	343,522	575,553	37.38%	39.51%	43.85%	35,086	308,436	324,120
740 SOCIAL WORK SERVICES	365,301	406,646	418,072	168,970	249,102	40.42%	38.07%	39.71%	14,171	154,799	145,060
760 PUPIL TRANSPORTATION	8,260	3,070	8,423	3,936	4,487	46.72%	48.06%	81.95%	2,460	1,475	6,770
790 OTHER PUPIL SUPPORT SERVICES	1,853	0	0	0	0	0.00%	0.00%	98.76%	0	0	1,830
TOTAL - PUPIL SUPPORT SERVICES	1,277,968	1,367,080	1,520,775	619,760	901,015	40.75%	39.32%	42.81%	82,191	537,569	547,072
FACILITIES											
810 OPERATIONS AND MAINTENANCE	324,480	294,452	389,388	83,284	306,104	21.39%	28.07%	36.15%	635	82,648	117,287
850 CAPITAL FACILITIES	1,057,012	1,087,154	1,131,178	1,115,872	15,306	98.65%	95.54%	96.33%	77,255	1,038,617	1,018,255
865 LONG-TERM FACILITIES MAINTENANCE	84,972	101,790	108,768	53,906	54,862	49.56%	27.61%	41.81%	25,800	28,106	35,524
870 BUILDING CONSTRUCTION	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
TOTAL - FACILITIES	1,466,464	1,483,396	1,629,334	1,253,061	376,273	76.91%	77.48%	79.86%	103,690	1,149,372	1,171,067
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	12,989,428	14,082,249	6,166,314	7,915,935	43.79%	43.73%	45.54%	486,497	5,679,818	5,623,311

- B. Learning Model Update:
- C. LCTS Grant Agreement:



LCTS Grant Agreement

Date of Agreement: 1/28/2021

Grantee: Goodhue County Education District

Purpose of Grant: Strengthening Students' Resilience through Learning and Whole Student Supports

Grant Amount: \$113,205

Grant Period: July 1st, 2021- June 30th, 2022

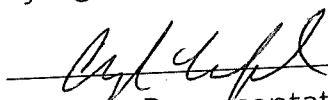
Payment Schedule: \$56,602.50 in July/August 2021 and \$56,602.50 in April/May 2022 (dependent on when we receive the LCTS funds from the State of Minnesota)

The mission of the Goodhue County Child & Family Collaborative is to work in partnership to build strong families and resilient children.

This grant is subject to your agreement to:

- Use the grant funds only as specified in the approved grant proposal
- Maintain your records to show and account for the use of grant fund
- Repay any portion of the funds not used for the specified purposes
- Cooperate with any efforts of GCCFC to publicize the grant award
- Present at a GCCFC Board Meeting about the funded project and its impact
- Submit a grant report by July 30th, 2022

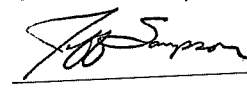
By signing below, we are bound by the agreement above:



Grantee Representative



Date



Goodhue County Child & Family Collaborative Chair

1/28/2021

Date

Working in partnership to build strong families and resilient children



Grant Application for FY2022

(July 1, 2021- June 30, 2022)

Organization Name: Goodhue County Child & Family Collaborative Partner School Districts: Cannon Falls School District, Goodhue School District, Kenyon Wanamingo School District and Red Wing School District.	
Organization Address: Goodhue County Education District, 395 Guernsey Lane, Red Wing, MN 55066	
Title of Project/Initiative: Strengthening Students' Resilience through Learning and Whole Student Supports	
Primary Contact: Cheryl Johnson	Email: cjohnson@gced.k12.mn.us
Phone: 651-398-6355	Amount Requested: \$143,090

Protective Factor

Please check which protective factor your proposal supports or strengthens.

- Parental resilience
- Social connections
- Concrete support
- Knowledge of parenting and child development
- Social and emotional competence in children
- Nurturing and attachment

Project Summary

Please provide a brief summary of the specific initiative for which you plan to use Goodhue County Child and Family Collaborative funds.

<p>In order to strengthen our students' resilience during this global pandemic and its aftermath, we are taking a multi-prong approach to this grant application, which includes:</p> <ol style="list-style-type: none"> 1. Prong #1 = Fund partnering school district social workers Protective Factors Positively Impacted = Parental Resilience, Social Connections, Concrete Support, Social and Emotional Competence in Children, Nurturing and Attachment 2. Prong #2 = Fund Check & Connect Training for Licensed and/or Non-Licensed Staff, such as Paraprofessionals Protective Factors Positively Impacted = Social Connections, Concrete Support, Social and Emotional Competence in Children, Nurturing and Attachment 3. Prong #3 = Fund Literacy Coaching Support for Parents of Kindergarten and 1st grade students

Protective Factors Positively Impacted = Parental Resilience, Concrete Support, Knowledge of Parenting and Child Development, Social and Emotional Competence in Children, Nurturing and Attachment

Prong #1:

Partnering School District Social Workers request funds from the Goodhue County Child & Family Collaborative to support their efforts in both SW-PBIS and small group focused social and emotional (SEL) initiatives.

School social workers serve an integral role in SW-PBIS Leadership Teams by attending training, developing approaches, evaluating programs, supporting teachers and directly interacting with students. The school social workers have attended multi-day SW-PBIS training with their school implementation teams and have used the knowledge gained to support the learning of all staff in their buildings during the implementation of the program, as well as for program sustainability. The social workers have supported the implementation of school-wide expectations, assisted in the development of school-wide matrices, worked to model and reteach expectations, educated parents on PBIS practices, and have worked directly with individual students on skill-building. In addition, the school social workers have helped with the creation of school-wide celebrations, the creation of individual student celebrations, and provided coaching to teachers within the PBIS Framework.

The elementary school social workers plan to further support current practices by continuing their piloting of the Sanford Harmony curriculum in small group settings. (We need to continue this work that has been disrupted with COVID-19.) This curriculum will be utilized in supporting elementary grade students that struggle with social and emotional skills. The elementary programs in the four participating districts will focus their efforts on supporting second grade students identified by student assistance teams as requiring intensive intervention. The groups will consist of 4 to 6 students and will run for 10 consecutive weeks. The social workers will complete 3 10-week sessions by the end of the school year. The Sanford Harmony curriculum focuses on five areas of social and emotional development: diversity and inclusion, empathy and critical thinking, communication, problem solving, and peer relationships. Note: these areas align with this grant's purpose to strengthen one or more protective factors; this grant impacts (1) nurturing and attachment, (2) concrete support, (3) social connections, and (4) social & emotional competence in children.

The protective factors related to parenting may also be impacted. Social workers will also continue to provide positive parent phone calls and notes which are an integral part of SW-PBIS. The nurturing of this parent connection helps strengthen home and school relationships which in turn lead to better outcomes for students.

Prong #2:

Student engagement is mandatory for successful learning. Distance learning has brought on additional challenges to engage students. *Check & Connect* (C & C) is an intervention used with K-12 students who show warning signs of disengagement with school and who are at risk of dropping out. At the core of *Check & Connect* is a trusting relationship between the student and a caring, trained mentor who both advocates for and challenges the student to keep education salient. Students are referred to *Check & Connect* when they show warning signs of disengaging from school, such as poor attendance, behavioral issues, and/or low grades.

Check & Connect has two main components: "Check" and "Connect." The Check component is designed to

continually monitor student performance and progress (including the student’s attendance, incidence of suspensions, course grades, and credits). The Connect component involves program staff giving individualized attention to students, in partnership with other school staff, family members, and community service organizations. The components are implemented by the Check & Connect “monitor,” who functions as the student’s mentor and case worker. Monitors provide basic intervention for all students on their caseload, as well as intensive intervention for students as needed. Basic interventions involve regular structured discussions between the monitor and student—at least weekly for elementary and middle school students and twice a month for high school students—about their progress in school and about how to resolve conflicts and cope with challenges. Intensive interventions are tailored to the specific circumstances of students and their families and the available resources of the school and program. Intensive interventions focus on problem solving (including mediation and social skills development), academic support (through homework assistance, schedule changes, and tutoring), and recreational and community service activities. The program also focuses on family outreach, with monitors expected to have frequent contact with family members.

We request grant funds to expand our use of C & C to help ensure students are engaged in their learning and education. We will offer a C & C training for our participating districts during the summer of 2021. Districts may select who to send to the training; some districts may wish to consider using paraprofessionals as C & C Mentors. The C & C app is a web-based application that helps C & C mentors document, monitor, and report on student progress.

Note: *Check & Connect* aligns with this grant’s purpose to strengthen one or more protective factors; this grant impacts (1) concrete support, (2) social & emotional competence in children, and (3) nurturing and attachment.

The protective factors related to parenting may also be impacted as C & C mentors also provide positive parent phone calls and notes (also an integral part of SW-PBIS in Prong #1). The nurturing of this parent connection helps strengthen home and school relationships which in turn lead to better outcomes for students.

Prong #3:

Following a global pandemic we anticipate that young students will need basic reading support beyond the school hours. Basic reading skills are the foundation of everything that children do in school; it is imperative that we ensure all students can read well. It will help keep students engaged in learning. Parents often would like to help their children at home, but lack the specific knowledge on how to help their child with foundational reading skills. We will offer our participating districts literacy coaching help for parents of at-risk kindergarten or 1st grade students through aLEARNcoach.

aLEARNcoach LLC partners with parents (and guardians) to develop effective practices and provide on-going support for learning at home. As an extension of a multi-tiered system of support efforts by schools, parents are provided a learning coach to implement a supplemental tier 2 reading intervention at home. (This does not supplant school-based efforts.) By supporting parents, learning can be accelerated with on-going coaching support all year long. Since parents provide the direct services, supports are (a) at a lower cost and (b) more frequent to increase learning. Parents are provided instructional material, online training, and on-going support.

Note: Prong #3 aligns with this grant’s purpose to strengthen one or more protective factors; this grant impacts (1) parental resilience, (2) concrete support, (3) knowledge of parenting and child development, (4) social & emotional competence in children, and (5) nurturing and attachment.

Evidence

Priority is given to evidence-based projects that improve one or more of the protective factors or the mental well-being and school success of children. Please state the evidence and data that support your proposed project.

Prong #1:

SW-PBIS is an evidence-based framework for preventing problem behavior, providing instruction and support for positive and prosocial behaviors, and supporting social, emotional, and behavioral outcomes for all students.

The Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015, includes specific language supporting state and local educational agencies in implementing SW-PBIS. "SW-PBIS is an evidence-based, data-driven framework proven to reduce disciplinary incidents, increase a school's sense of safety, and support improved academic outcomes," all of which address ESSA requirements (Horner et al., 2009; Sprague & Horner, 2007). Over 23,000 U.S. schools are implementing SW-PBIS and saving hours of annual instructional time otherwise lost to school discipline. Implementing SW-PBIS improves school climate and helps keep students and teachers in safe and productive classrooms.

Schools adopting a SW-PBIS framework apply a multi-tiered approach to prevention that focuses on teaching expectations, recognizing and rewarding positive student behavior, and monitoring disciplinary data. Rooted in the principles of behavior analysis, SW-PBIS emphasizes school-wide, targeted, and individualized interventions and supports to create a coherent social climate to benefit all students. Research supports that use of PBIS. A growing body of empirical evidence demonstrates that schools implementing SW-PBIS to criterion are more likely to experience positive outcomes (e.g., lower rates of problem behavior, higher achievement, higher emotional regulation) (Bradshaw, Waasdorp, & Leaf, 2012; Flannery, Fenning, Kato, & McIntosh, 2014). SW-PBIS is built on research that indicates the number of positive statements a child needs to hear to overcome a negative statement. All children benefit with a 5:1 ratio of positive to negative statements. This research is important to keep in mind for the healthy development of *all* children. It is especially impactful when thinking of our students that have faced trauma or are currently facing trauma as they try to learn. Some students need *more*. We must support their social emotional learning in order for them to be able to access academic learning.

Sanford Harmony is a social emotional learning (SEL) program being used in schools and organizations across the United States. The program was developed and initially evaluated at Arizona State University (ASU) prior to its migration to National University for the purposes of continued development, dissemination, and evaluation.

Three rigorous evaluations of Sanford Harmony's components have been conducted since the program's inception in 2008. Two studies focused on fifth grade students participating in relationship-building activities and the other study evaluated the impact of the "Buddy Up" everyday activities on preschool peer relations. All three studies utilized quasi-experimental design and found the Sanford Harmony components to have a positive impact on children's peer relations when compared to control groups.

In the first evaluation of 631 fifth graders from six different elementary schools, students participating in Sanford Harmony reported significantly more diverse friends than did those from control groups. Furthermore, these peer influences were related to improved writing and math performance in classrooms using Sanford Harmony, but not in control classrooms (DeLay, et al., 2016).

A second study compared the social and academic behaviors of 368 fifth graders participating in Sanford Harmony's relationship building activities to 259 fifth graders in control classrooms (Miller, et al., 2017). And, the third evaluation found that preschool children who participated in the "Buddy Up" everyday activities had more peer interactions and

were more likely to engage in play with a wider array of peers than did children in the control classrooms (Martin et al., 2017).

Together these studies suggest that students participating in both the relationship building activities and everyday activities of Sanford Harmony benefit both socially and academically. The studies reveal promising gains in both social emotional development and academic performance over those in control groups. *Students participating in the Sanford Harmony curriculum have a greater likelihood of improved overall mental well-being and a greater likelihood of experiencing academic success at school.*

While each of these types of activities were evaluated separately, in different grades, other researchers have suggested that the combination of skill building (relationship building activities) and changing the classroom contexts and opportunities (everyday activities) will lead to even greater social and academic benefits (Meyer et al., 2014). In addition to these empirical results, it is worth noting that the rapid adoption of the program across multiple states provides anecdotal evidence of both perceived value and relevance of the approach as assessed by teachers and administrators.

Prong #2

The What Works Clearinghouse (WWC) reviews the existing research on different programs, products, practices, and policies in education. Their goal is to provide educators with the information they need to make evidence-based decisions, focusing on the results from high-quality research to answer the question “What works in education?”

[The research behind Check & Connect is strong and demonstrates its effectiveness.](#) It is the only student dropout prevention intervention with over 25 years of evidence according to What Works Clearinghouse. *Check & Connect* is specifically used at Sumner Elementary School in Austin, MN. The data from their first year of implementation, as compared to the year prior, shows significant changes. Although attendance/tardy metrics remained the same (no change at 89%), behavior referrals decreased (425%), and course performance levels increased as follows: MONDO reading levels increased (78%), Dibels fluency reading levels increased (57%), Math Unit Test scores increased (10%), standardized reading test scores increased (204 points), and standardized math test scores increased (188 points).

Prong #3

Programs that use parents as tutors are promising (Fishel & Ramirez, 2005) and voluntary parent engagement has been shown to increase when a student shows higher risk (Smolkowski et al., 2017; Stormshak et al., 2009). Parent tutoring at home can be used to capitalize on 23% participation in voluntary interventions for at-risk and high risk families (Stormshak et al., 2009). Support exists for more specific parent involvement as tutors (Erion, 2006; Kim & Quinn, 2013; Sénéchal & Young, 2008) with specific experimental studies supporting the effectiveness of parent tutoring (Faires et al., 2000; Gang & Poche, 1982; Mehran & White, 1988; Mitchell & Begeny, 2014; Rasinski & Stevenson, 2005). As an alternative to tutoring in schools, parent tutoring at home is desirable for three reasons (Gang & Poche, 1982). First, parents are less expensive than hiring tutors (p. 212). Second, in-home tutoring is a convenience that does not require transportation considerations (p. 212). Third, a parent’s tutoring skills can be used to support other children in the family (p. 212).

aLEARNcoach LLC’s evidence base includes a case study and a dissertation study (Johnson, 2020). The case study found that an incoming kindergarten student taught with aLEARNcoach’s reading lessons over the summer accelerated their reading achievement to the 90th %ile compared to national peers and accelerated their foundational reading skills to 1.5 years above grade level expectations. The dissertation study found that relative reading growth was 10% higher for the treatment group ($p = .241$.) and Some Risk students in the treatment group demonstrated better absolute reading growth to address achievement gaps ($p = .236$).

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Equity

Please describe how your program addresses inequities to help improve outcomes for all children and families.

Equity is an issue in Minnesota and in our participating member districts.

The achievement gap, more aptly referred to as the “opportunity gap,” has been observed across the U.S. for decades. In recent years, Minnesota has been highlighted as having one of, if not *the* worst gap in achievement test scores between White students and students of color. Furthermore, we face staggering disproportionality in the use of exclusionary discipline, which limits educational access and puts students at risk for very troubling outcomes throughout their lives. (MN Collective for Educational Equity, 2020)

The challenges that we face are not uncommon from our fellow educators across the state. The problem is complex and it is messy. In public education, we have had multiple “initiatives” over the years intended to be a silver bullet to serve all children. The reality is that problem solving is a tenuous process. We work with limited resources, the least of which is time. It is imperative that we operate as efficiently as possible beginning with our system.

Our system framework is a Multi-Tiered System of Support (MTSS), which includes 3 essential components:

1. Multi-Tiered Supports
 - a. Tier 1: Core, Viable Curriculum - Content Subjects *and* Social Emotional Learning
This includes the first best classroom instruction and the teachers’ differentiation to
 - b. Tier 2: Standard Treatments - Targeted interventions for small groups of students needing *additional* support; these interventions may happen in or out of the classroom.
 - c. Tier 3: Intensive, targeted interventions on an individual basis depending on the need(s).
2. Assessment Framework
 - a. Universal Screening - We screen all K - 8 students to detect early learning concerns in reading and math. This includes detecting individual student concerns and classroom or grade level concerns. *This is so important for efficiency. If a large percentage of students are struggling with a concept, then a classroom wide intervention can be most effective.*
 - b. Diagnostic Assessment - We dig deeper when we detect an issue. This takes time but ensures that we intervene on the correct issue.
 - c. Progress Monitoring - When we intervene, we monitor the progress for each student.

3. Schoolwide Problem-Solving

Note: Think of a problem not as a “gotcha,” but rather the difference between what we expected to happen and what actually happened. What can we learn from solving this problem?

- a. Teachers are the first problem solvers when they work with students that are struggling to understand the intended learning targets.
- b. Teachers are able to bring problems to their Professional Learning Communities (PLCs) for further problem solving.
- c. Schoolwide Teams of problem solvers provide the strategic focus of following our MTSS protocol, built around a 5 step problem solving process.

Focusing on these three essential components of our MTSS Framework is all about equity. Equity is the WHY of our MTSS. It is a framework designed to not allow any student to “fall through the cracks” through an intensive problem solving model. When we get to the root cause we learn. A student may need a social worker that understands she is worried about her dad going through chemo treatment and may need some one on one time. Students may need coaching on how to pay attention to their education; they need a Check & Connect mentor to guide them through. Parents may be a bit overwhelmed at home; they may want to help their early readers develop their foundational reading skills, but just do not know how.

Your investment with this grant is an investment equity within our MTSS framework, which has immediate and long term benefits:

The fiscal benefits of implementing MTSS extend beyond the figures illustrated in the aforementioned studies. By enacting evidence-based programs and resources within a supportive framework, schools are no longer jumping between costly innovations. Instead, they are able to effectively engage in best practices with less of a fiscal burden, not to mention an increase in satisfaction from both the staff and the communities that they serve. Additionally, it is important to acknowledge the long-term fiscal benefits to society at large as preventatively contributing to student achievement will predictably result in less of a need for social resources (housing, transportation, etc.) later in life. (MN Collective for Educational Equity, 2020)

Evaluation

Please describe how the success of the project will be evaluated, including any data that will be collected and reported.

Prong #1

The Social Worker initiative will be evaluated using student referral data, intervention data and the Social, Academic, Emotional Behavior Risk Screener (SAEBRS) tool. This tool (SAEBRS) is a brief and efficient tool for universal screening of student risk for social-emotional and behavioral problems for students in Grades K through 12. Behavior and academic success are intimately connected and need to be addressed together. The SAEBS is grounded in this conceptual model, which specifies that school success is predicted not just upon academic achievement, but also success within multiple inter-related behavioral domains. As a whole building, we will review behavioral data on all students. This includes the number of referrals, locations of referrals, demographics of students, and current interventions in place. This data is summarized each month and reviewed by the leadership team. As a team we are looking at trends, areas of need, and areas of improvement. With the school-wide implementation of PBIS, it is our goal that we will see a decrease in the number of referrals. This process will allow us to better understand areas of strength and areas of need within our buildings.

In addition, we will use the SAEBS to evaluate students that are participating in our pilot program based upon the Sanford Harmony curriculum. The SAEBS, housed in the FASTbridge program, evaluates students in the areas of

social, academic, and emotional development. The classroom teacher and the student would complete the assessment prior to beginning our small group sessions. The assessment is completed on the computer and provides specific areas of concern. At the conclusion of our 10 week group, the students and teachers will again complete the SAEBS. The outcomes of the assessments will be compared and will be used as a means of evaluating the Sanford Harmony curriculum.

Prong #2

Check & Connect has two main components: “Check” and “Connect.” The Check component is designed to continually monitor student performance and progress (including the student’s attendance, incidence of suspensions, course grades, and credits). The Connect component involves program staff giving individualized attention to students, in partnership with other school staff, family members, and community service organizations. The components are implemented by the Check & Connect “monitor,” who functions as the student’s mentor and case worker. Monitors provide basic intervention for all students on their caseload, as well as intensive intervention for students as needed. Basic interventions involve regular structured discussions between the monitor and student—at least weekly for elementary and middle school students and twice a month for high school students—about their progress in school and about how to resolve conflicts and cope with challenges. Intensive interventions are tailored to the specific circumstances of students and their families and the available resources of the school and program. Intensive interventions focus on problem solving (including mediation and social skills development), academic support (through homework assistance, schedule changes, and tutoring), and recreational and community service activities. The program also focuses on family outreach, with monitors expected to have frequent contact with family members.

We will evaluate its success by analyzing student data. We will compare the previous year’s student data to the current year with C & C implementation. We will examine each student’s ABCs - attendance, behavior incidents, and course completion.

Prong #3

aLEARNcoach LLC’s support for learning at home will be evaluated in several ways. First, coaching notes are used to monitor fidelity of implementation. This includes distribution of instructional material, dosage (i.e., average completion of reading lessons per week), and continuation with the program. Second, district assessments will be utilized to evaluate the programs outcomes. This will result in a pretest-posttest design study or a posttest design study depending on the availability of district assessment data. Third, a survey is conducted to collect parent perspectives about the program. The questionnaire includes items regarding overall satisfaction, observed learning during the program, observed outcomes, and their experience with a learning coach.

Population Served

Who will be served by your proposed project?

Prong #1:

The PBIS initiatives at schools impact *all* students. Currently there are 630 second grade elementary students in the four participating districts. All students will be part of the continuing efforts of SW-PBIS. The school social workers are important members of the implementation and on-going work of SW-PBIS. Each elementary will pilot the Sanford

Harmony Curriculum with at least one grade level over three 10 week sessions. Each of the three 10 week sessions will include 12 to 20 students. The information gleaned from this pilot will determine if this is a viable intensive SEL intervention.

Prong #2:

Each of our participating school districts will receive a Check & Connect app, which comes with unlimited licenses. The districts may also send whom they wish to the Check & Connect training. These are the adults using the training and tool, the ultimate population that this prong serves is ANY student at risk of graduating on time.

Prong #3:

Participating districts use FASTbridge Learning Assessments in Reading to universally screen all students in the Fall, Winter, and Spring. If awarded this prong of the grant, parents of kindergarten and first grade students that are in the reading high-risk category as measured by FASTbridge Learning Assessments will be offered and encouraged to use coaching support.

Budget

Please attach a detailed budget on how Collaborative funds will be used for this project. Clearly outline the revenue and expenses for the proposed initiative. If there are additional funders beyond the Collaborative, please list those in the revenue section and indicate whether their funding commitment is secured or pending.

Budget Narrative/Justification

Please briefly explain the expenses in your budget and provide justification for program relevance.

The overall financial need to implement the SW-PBIS framework exceeds \$500,000 across the four partner districts. This application requests \$143,090 to continue and expand the work of social worker team members, to purchase Check & Connect apps and training, and to purchase parenting literacy coaching support.

Type of Expense	Requested Amount	Description/Rational
Prong #1 Supplies & Materials	\$ 500	Sanford Harmony Support
Prong #1 Personnel	\$121,775	Partial support of social workers in implementing intensive interventions/teaming for SW-PBIS
Prong #2 Check & Connect Apps	\$2565	Check & Connect App (5 total) with unlimited licenses per participating site and GCED.
Prong #2 Check & Connect Training	\$10,000	Check & Connect Training through UMN
Prong #2 Check & Connect Training	\$500	Supplies for Check & Connect Training
Prong #3 Contracted Coach	\$7500	Parent Literacy Coaching through aLEARNlab
Prong #3 Coaching Materials	\$250	Printed coaching materials for parents/students
Total	\$143,090	

Your District Letterhead

{Parent(s)/Guardian(s)}

{Address}

{Date}

Re: Discontinuation of Transportation of Open-Enrolled Students

Dear Parent or Guardian:

The School District has been providing transportation from home to school for your student who is open-enrolled in the {District}.

The District will not be providing transportation outside of its border after {Date}. If your student remains open-enrolled to the District, you must provide transportation to a District bus-stop within the District OR you may choose to transport your student from home to school.¹

After careful consideration of the state and federal law and the costs and other factors regarding out of district transportation, the District has determined that they must follow the open enrollment law and transport non-resident students only within its borders.²

If you have questions or need assistance, please contact:

{Name}

{Position}

{email/ address/phone}

¹ The District will reimburse you for transportation from your home to the District border if your family income is at or below the federal poverty level. Reimbursement is limited to 15 cents per mile for a maximum of 250 miles per week. See Minn. Stat. § 124D.03 subd. 8.

² See Minn. Stat. § 124D.03, subd. 8 (stating that the non-resident district is not responsible to transport open enrolled students outside its boundaries); see also *Osseo Area Public Schools v. M.N.B.*, 2020 WL 4342263 (8th Cir. 2020) (holding that federal law does not require transportation of special education students outside of the resident district boundaries).

V. **Old Business:**

- A. Education Minnesota-Educational Support Paraprofessionals Local No. 7371 for 2020-2021 and 2021-2022

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AGREEMENT

between

GOODHUE COUNTY EDUCATION DISTRICT

DISTRICT NO. 6051-61

and

EDUCATION MINNESOTA – EDUCATIONAL SUPPORT PARAPROFESSIONALS

LOCAL NO. 7371

for

~~2018-2019~~**2020-2021** and ~~2019-2020~~**2021-2022**

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ARTICLE I

PURPOSE

SECTION 1. PARTIES: This Agreement is entered into between Goodhue County Education District, Red Wing, Minnesota, hereinafter referred to as the Education District, and the Education Minnesota - Educational Support Professionals, Local No. 7371, hereinafter referred to as exclusive representative, pursuant to and in compliance with the Public Employment Labor Relations Act of 1971, as amended, hereinafter referred to as the PELRA, to provide the terms and conditions of employment for paraprofessionals.

ARTICLE II

RECOGNITION OF EXCLUSIVE REPRESENTATIVE

SECTION 1. RECOGNITION: In accordance with the PELRA, the Education District recognizes Education Minnesota - Educational Support Professionals, Local No. 7371, as the exclusive representative of paraprofessionals employed by the Education District, which exclusive representative shall have those rights and duties as prescribed by the PELRA and as described in this Agreement.

SECTION 2. APPROPRIATE UNIT: The exclusive representative shall represent all the paraprofessionals of the Education District as defined in this Agreement and in the PELRA.

ARTICLE III

DEFINITIONS

SECTION 1. TERMS AND CONDITIONS OF EMPLOYMENT: The term, “terms and conditions of employment,” means the hours of employment, the compensation therefore including fringe benefits, except retirement contributions or benefits, and the Education District’s personnel policies affecting the working conditions of the employees.

SECTION 2. PARAPROFESSIONAL: The word, “paraprofessional,” shall mean all persons in the appropriate unit employed by the Education District, who are public employees within the meaning of Minn. Stat. 179A.03, subd. 14, excluding supervisory, confidential and all other employees excluded by law.

SECTION 3. EDUCATION DISTRICT: For purposes of administering this Agreement, the term, “Education District,” shall mean the Education District Board or its designated representative(s).

SECTION 4. DIRECTOR: The word, “Director,” shall mean the Education District Executive Director who is the chief administrative officer.

SECTION 5. OTHER TERMS: Terms not defined in this Agreement shall have those meanings as defined by the PELRA.

ARTICLE IV

EDUCATION DISTRICT RIGHTS

SECTION 1. INHERENT MANAGERIAL RIGHTS: The exclusive representative recognizes that the Education District is not required to meet and negotiate on matters of inherent managerial policy, which include, but are not limited to, such areas of discretion or policy as the functions and programs of the Education District, its overall budget, utilization of technology, the organizational structure, and selection and direction and number of personnel.

SECTION 2. EDUCATION DISTRICT BOARD RESPONSIBILITIES: The exclusive representative recognizes the right and obligation of the Education District Board to efficiently manage and conduct the operation of the Education District within its legal limitations and with its primary obligation to provide educational opportunity for the students of its member school districts.

SECTION 3. EFFECT OF LAWS, RULES, AND REGULATIONS: The exclusive representative recognizes that all paraprofessionals covered by this Agreement shall perform the services prescribed by the Education District Board and shall be governed by the laws of the State of Minnesota, and by Education District Board rules, regulations, directives, and orders issued by properly designated officials of the Education District. The exclusive representative also recognizes the right, obligation, and duty of the Education District Board and its duly designated officials to promulgate rules, regulations, and directives, from time to time, as deemed necessary by the Education District Board insofar as such rules, regulations, and directives, are not inconsistent with the terms of this Agreement. The exclusive representative also recognizes that the Education District, all paraprofessionals covered by this Agreement, and all provisions of this Agreement are subject to the laws of the State of Minnesota, Federal laws,

rules and regulations of the State Department of Education, and valid rules, regulations, and orders of State and Federal governmental agencies. Any provision of this Agreement found to be in violation of any such laws, rules, regulations, and directives, or orders, shall be null and void and without force and effect.

SECTION 4. RESERVATION OF MANAGERIAL RIGHTS: The foregoing enumeration of rights and duties shall not be deemed to exclude other inherent managerial rights and managerial functions, and all managerial rights and managerial functions not expressly delegated in this Agreement are reserved to the Education District.

ARTICLE V

PARAPROFESSIONAL RIGHTS

SECTION 1. RIGHT TO VIEWS: Pursuant to the PELRA, nothing contained in this Agreement shall be construed to limit, impair, or affect the right of any paraprofessional or his/her representative to the expression or communication of a view, grievance, complaint, or opinion on any matter related to the conditions or compensation of public employment or their betterment, so long as the same is not designed to and does not interfere with the full, faithful, and proper performance of the duties of employment or circumvent the rights of the exclusive representative.

SECTION 2. RIGHT TO JOIN: Pursuant to the PELRA, paraprofessionals shall have the right to form and join labor or employee organizations and shall have the right not to form and join such organizations. Paraprofessionals in an appropriate unit shall have the right, by secret ballot, to designate an exclusive representative for the purpose of negotiating grievance procedures and the terms and conditions of employment for such paraprofessionals.

SECTION 3. REQUEST FOR DUES CHECK OFF: The exclusive representative shall be allowed dues check off for its members, provided that dues check off and the proceeds thereof shall not be allowed to any exclusive representative that has lost its right to dues check off pursuant to the PELRA. Upon receipt of a properly executed authorization card of the paraprofessional involved, the Education District will deduct from the paraprofessional's paycheck the dues that the paraprofessional has agreed to pay to the paraprofessional's organization.

SECTION 4. FAIR SHARE FEE: In accordance with the PELRA, any paraprofessional included in the appropriate unit who is not a member of the exclusive representative may be required by the exclusive representative to contribute a fair share fee for services rendered as exclusive representative. The fair share fee for any paraprofessional shall not exceed his/her pro rata share of the specific expenses incurred for services rendered by the Exclusive Representative in relation to negotiations and administration of grievance procedures for paraprofessionals in the appropriate unit.

The exclusive representative shall provide written notice of the amount of the fair share fee assessment and the name of each paraprofessional to be assessed to the Education District and the written notice of the amount to each paraprofessional to be assessed the fair share fee.

A challenge by a paraprofessional or by a person aggrieved by the assessment shall be filed in writing with the Commissioner of the Minnesota Bureau of Mediation Services (BMS), the Education District, and the exclusive representative within 30 days after receipt of the written notice. All challenges shall specify those portions of the assessment challenged and the reasons therefore, but the burden of proof relating to the amount of the fair share fee shall be on the exclusive representative. The Education District shall deduct the fee from the earnings of the paraprofessional and transmit the fee to the exclusive representative within 30 days after the written notice was provided, or, in the event a challenge is filed, the deductions for a fair share fee shall be held in escrow by the Education District pending a decision by the Commissioner or Court. Any fair share challenge shall not be subject to the grievance procedure.

The exclusive representative hereby warrants and covenants that it will defend, indemnify, and save the Education District harmless from any and all actions, suits, claims, damages, judgments, and executions or other forms of liability, liquidated or unliquidated, which any person may have or claim to have, now or in the future, arising out of or by reason of the deduction of the fair share fee specified by the exclusive representative as provided in this Agreement.

SECTION 5. PERSONNEL FILES: All evaluations and files relating to each individual paraprofessional shall be available during regular Education District business hours to each individual paraprofessional upon his/her written request. The paraprofessional shall have the right to reproduce any of the contents of the file at the paraprofessional's expense and to submit for inclusion in the file written information in response to any material contained in it.

However, the Education District may destroy such files as provided by law. The paraprofessional shall be notified upon the placement in his/her file of material and/or information which reflects upon his/her professional performance.

SECTION 6. EXCLUSIVE REPRESENTATIVE LEAVE: Four exclusive representative leave days shall be granted with pay per contract period to be used as designated by the exclusive representative for duties in regard to the exclusive representative's organizational needs. Substitute costs will be reimbursed by the exclusive representative. All notifications of use shall be in writing to the Director at least 5 days prior to the absence and shall include names and amount of time off required.

SECTION 7. COMMUNICATING WITH MEMBERS: The Education District agrees to allow the exclusive representative use of its facilities and resources for the purpose of communicating with its members. The Education District's resources include, but are not limited to, the use of email, Education District mailboxes (so long as the union physically distributes the communication in the mailbox), a designated bulletin board for the exclusive representative, and the telephone system. The exclusive representative agrees that it will not use such resources to disturb or interfere with the educational process.

ARTICLE VI

BASIC SCHEDULES AND RATES OF PAY

SECTION 1. BASIC COMPENSATION:

Subd. 1. ~~2018-2019~~2020-2021 Rates of Pay: The ~~2018-2019~~2020-2021 rates of pay shall be according to SCHEDULE B attached, and the paraprofessional shall advance 1 increment on the salary schedule per SECTION 5. below.

Subd. 2. ~~2019-2020~~2021-2022 Rates of Pay: The ~~2019-2020~~2021-2022 rates of pay shall be according to SCHEDULE B attached, and the paraprofessional shall advance 1 increment on the salary schedule per SECTION 5. below.

Subd. 3. Pay Schedule: Paraprofessionals shall be paid twice per month on the 15th and 30th, except in February when the second payment will be made on the last day of that month. Paraprofessionals may choose either 18 or 24 pay periods. For paraprofessionals that choose 24 pay periods, salary will be estimated by multiplying daily hours times days to be

worked. The Education District will true the final salary up prior to June 30th pay period. September 15th shall be the initial payroll date of each school year.

Subd. 4. Longevity: Longevity increases will be given as described below:

5-9 years of service in the Education District	.75/hour
\$.50/hour	
10 –14 years of service	\$1.00/hour \$.75/hour
15+ years of service	\$1.25/hour \$1.00/hour

Longevity will be paid out in 18 or 24 pay periods.

Subd. 5. Reimbursement for Broken Personal Items: The Education District, upon proper documentation, such as receipts, will reimburse employees up to \$250 annually for expenses not covered by Education District insurance incurred in repairing or replacing personal items broken by students while the employees are performing their assigned duties. These items may include, but are not limited to: eyeglasses, hearing aids, clothing and communication devices. A written report of the incident must be provided to the Executive Director within 24 hours. Requests for reimbursement must be made to the Executive Director within one month of the incident. The Education District reserves the right to provide uniform clothing that must be worn.

SECTION 2. SALARY SCHEDULES:

Subd. 1. Status of Salary Schedule: The salary schedule shall not be construed as a part of a paraprofessional’s contract. In the event a successor Agreement is not entered into prior to the expiration date of this Agreement, a paraprofessional shall be compensated according to the previous year’s compensation until such time that a successor Agreement is fully ratified.

Subd. 2. Withholding of Salary Increase: An individual paraprofessional’s advancement is subject to the right of the Education District to withhold increments, lane changes, or other salary increases for good and sufficient grounds. An action withholding a salary increase shall be subject to the grievance procedure.

SECTION 3. NEW PARAPROFESSIONAL: A new paraprofessional shall be placed on such step of the salary schedule as agreed between the Education District and the paraprofessional.

SECTION 4. EDUCATION DISTRICT DISCRETION: The Education District may, in its sole discretion, compensate paraprofessionals above the salary schedule. The

Exclusive Representative and Director will meet on or before June 1 of each year to review situations that vary from the salary schedule.

SECTION 5. INCREMENT STEP: A paraprofessional must work at least 50% or more of the scheduled work year to be eligible for the next step of the wage schedule the following year.

SECTION 6. PAY DEDUCTIONS: Whenever pay deduction is made for a paraprofessional's absence, the hourly salary shall be deducted for each hour absent.

SECTION 7. PAYMENT FOR SUMMER WORK: ~~All paraprofessionals working extended school year programs shall be paid. Pay rate is: 0-1 years' experience - \$14/hr; 2-9 years' experience - \$15/hr; 10+ years' experience - \$16/hr.~~ All paraprofessionals, employed by the GCED or one of the GCED's member districts, working extended school year programs shall be paid the hourly paraprofessional wage established during the previous school year. If no hourly wage was established during the previous year, or the paraprofessional has not worked for the GCED or one of the GCED's member districts during the previous school year, the paraprofessional will be placed on the GCED Paraprofessional Salary Grid in Schedule B based on experience.

SECTION 8. INCENTIVE POLICY: The Incentive Policy encourages paraprofessionals to pursue job-related training and education, and provides incentive pay to be added to the individual's base rate of pay. To be eligible for incentive credit, the activity has to meet an approval process and be pursued on the employee's time and at the employee's expense. It is understood that the District also at times provides training and education on the District's time and at the District's expense. These activities would not be eligible for incentive credit. The Incentive Program is described below:

Subd. 1. Increments: Thirty (30) hours are required to receive the 10 cents increase to a maximum of 150 hours. Incentive training could earn an employee an additional 50 cents per hour in addition to base pay.

Subd. 2. Start of Policy: Incentive training must have been obtained after July 1, 2017, in order to qualify for incentive pay.

Subd. 3. Preapproval: Incentive pay experience must be pre-approved by members of the incentive committee which shall be made up of the Assistant Director/Principal and Executive Director. Once properly documented and submitted to the Executive Director the pay adjustment will be made. Credits submitted to the committee must be submitted to the Executive Director prior to September 1st and/or February 1st. Credits submitted by September 1st and approved will result in a salary change for the entire school year. Those submitted by

February 1st and approved will result in a one-half (1/2) year salary change. There are no time limits on putting the thirty (30) hours together.

ARTICLE VII
GROUP INSURANCE

SECTION 1. SELECTION: The selection of the insurance carrier and policy shall be made by the Education District as provided by law subsequent to the Education District Board's review of the insurance committee input.

SECTION 2. HEALTH, HOSPITALIZATION, DENTAL, LONG-TERM DISABILITY (LTD), AND LIFE INSURANCE:

Subd. 1. Single or Family Coverage: The Education District shall contribute the sum as reflected in SCHEDULE A, attached hereto, toward the premium for individual coverage for each paraprofessional working at least 6 hours per day and 175 days per year. If the actual premium is less than the stated amount, the contribution difference shall be retained by the Education District Board.

Subd. 2. LTD Insurance: Long Term Disability shall be available for paraprofessionals working a minimum of 5 hours a day and 175 days per year. The Education District shall contribute the full premium for said coverage for paraprofessionals working this minimum.

Subd. 3. Life Insurance: The Education District will contribute the full cost of the premium for a \$25,000 life insurance policy for those paraprofessionals working at least 5 hours per day and 175 days per year.

SECTION 3. CLAIMS AGAINST THE EDUCATION DISTRICT: The eligibility of the employee, or the employee's dependents or beneficiary for insurance benefits shall be governed by the terms of the insurance policies purchased by the Education District pursuant to this section. It is understood that the District's only obligation is to purchase the insurance policies described herein, and no claim shall be made against the District as a result of denial of insurance benefits by an insurance carrier if the District has purchased the policies and paid the premiums described herein.

ARTICLE VIII
LEAVES OF ABSENCE

SECTION 1. SICK LEAVE:

Subd. 1. Earning: Employees must work at least 20 hours a week to qualify for sick leave benefit. Days are interpreted as the length of your regularly scheduled workday. For example, if you normally work six hours per day, three days of leave is interpreted to mean three days that are six hours in length, which is 18 hours. A 9 month paraprofessional shall earn sick leave at the rate of 9 days each year of service in the employ of the Education District. Annual sick leave shall accrue monthly as it is earned on a proportionate basis to the paraprofessional's work year.

Subd. 2. Accumulation: Unused sick leave days may accumulate to a maximum of 130 days of sick leave per paraprofessional.

Subd. 3. Use: Sick leave use is defined in MN Statute 181.9413. A paraprofessional may use sick leave provided by the Education District for absences due to an illness or injury to the paraprofessional's child, including a stepchild and a biological, adopted, and foster child, under the age of 18 or an individual under 20 who is still attending secondary school, adult child, spouse, sibling, parent, grandparent, or stepparent, for reasonable periods of time as paraprofessional attendance may be necessary, on the same terms upon which paraprofessional is able to use sick leave benefits for paraprofessionals own illness or injury.

The Education District may limit the use of sick leave benefits provided by the employer for absences due to an illness of or injury to the paraprofessional's adult child, spouse, sibling, parent, grandparent, or stepparent to no less than 160 hours in any 12-month period. This paragraph does not apply to absences due to the illness or injury of a child, including a stepchild and a biological, adopted, and foster child, under the age of 18 or an individual under 20 who is still attending secondary school.

A paraprofessional may use sick leave as allowed under this section for safety leave, whether or not the paraprofessional's employer allows use of sick leave for that purpose for such reasonable periods of time as may be necessary. Safety leave may be used for assistance to the

paraprofessional or assistance to the relatives described in paragraph (a). For the purpose of this section, "safety leave" is leave for the purpose of providing or receiving assistance because of sexual assault, domestic abuse, or stalking as defined in MN Statute 181.9413.

This section does not prevent the Education District from providing greater sick leave benefits than are provided for under this section. Sick leave with pay shall be allowed whenever a paraprofessional's absence is found to have been due to his/her illness and/or disability which prevented attendance at school and performances of duties on that day or days.

Subd. 4. Medical Certificate: The Education District may require an employee to furnish a medical certificate from a qualified physician or clinical psychologist authorized to practice, and performing within the scope of their practice, under state law as evidence of illness, indicating such absence was due to illness, in order to qualify for sick leave pay. However, the final determination as to the eligibility of a paraprofessional for sick leave is reserved to the Education District. In the event that a medical certificate will be required, the paraprofessional will be so advised.

Subd. 5. Deductions: Sick leave allowed shall be deducted from the accrued sick leave days earned by the paraprofessional. Hourly increments can be available in special circumstances with approval from the Executive Director or Designee.

Subd. 6. Approval: Sick leave pay shall be approved only upon following sick leave procedures in the Education District Staff Handbook.

SECTION 2. WORKERS' COMPENSATION: Pursuant to M.S. chapter 176, an employee injured on the job in the service of the Education District and collecting workers' compensation insurance may draw sick leave and receive full salary from the Education District, the salary to be reduced by an amount equal to the insurance payments, and only that fraction of the days not covered by insurance will be deducted from accrued sick leave. In addition, the Education District, through its workers' compensation insurance carrier, is responsible for the cost of the injured employee's medical treatment and supplies, including but not limited to psychological, chiropractic, podiatric, surgical, and hospital treatment as required by law.

SECTION 3. BEREAVEMENT LEAVE: Bereavement leave shall be granted up to a total of five days per incident for the death(s) of a spouse, child, stepchild, ward, or parent/guardian, grandchild, grandparent, sister, brother, aunt, uncle, niece, nephew, first cousin and the same in-laws. No deduction will be made for the first 2 days; however, the next 3 days

shall be deducted from accrued sick leave days. The Director, at his or her discretion, may grant that up to 2 sick days may be used for the illness, disability or death of a close friend or other relative not specified in the subdivision above.

SECTION 4. PERSONAL LEAVE:

Subd. 1. Use: Paraprofessionals must work at least 20 hours a week to qualify for personal leave benefits. Days are interpreted as the length of your regularly scheduled workday. For example, if you normally work six hours per day, three days of leave is interpreted to mean three days that are six hours in length, which is 18 hours. To request one day of leave, your request form would show that you plan to use six hour of leave. Personal leave may be granted to paraprofessionals working pursuant to a letter of appointment at the discretion of the Director of no more than 3 days per year, noncumulative, for business or critical personal situations that arise which cannot be attended to when school is not in session. Personal leave will be prorated for paraprofessionals starting after the first day of school. Any unused personal leave at the end of the school year may be rolled over to the next school year for a maximum of 5 days.

Subd. 2. Requests: Requests for personal leave must be made in writing to the Director at least 3 days in advance. The Education District reserves the right to refuse to grant such leave if, under the circumstances involved, such leave should not be granted. All leaves must have prior, written approval.

Subd. 3. Limitation: A personal leave day shall not be granted for the first and last days of the school year or on professional development days. Any exception shall be subject to the written approval of the Director. At any time, no more than 1 employee per program can be out on a personal leave with a limit for 2 total for the Education District. The limit of 2 total does not include those employees for whom substitutes are normally not hired.

Subd. 4. Pay for Unused Personal Leave: Paraprofessionals who have unused Personal Leave at the end of the contracted year reserve the right to receive payment at at their hourly rate or have the option to roll up to 2 days into the next year's Personal Leave for a maximum of 5 personal days in any one year or have the option to roll all or some of the unused personal leave days into sick leave. This applies to full or half days

of unused personal leave and is not meant to be prorated in hourly increments. Paraprofessionals will submit the request by the last student contact day. If paraprofessionals do not submit a request for payment or request to roll personal leave into next year's personal leave unused personal leave will be rolled into sick leave.

SECTION 5. FAMILY MEDICAL LEAVE:

Subd. 1. Purpose: Pursuant to the Family Medical Leave Act, 29 U.S.C. 2601 et. seq., an eligible paraprofessional shall be granted, upon written request, up to a total of 12 weeks of unpaid leave per 12-month period in connection with: (1) the birth and first-year care of a child, (2) the adoption or foster placement of a child, (3) the serious health condition of a paraprofessional's spouse, child, or parent, and (4) the paraprofessional's own serious health condition.

Subd. 2. Requests: Requests for leave shall be made to the Director. Paraprofessionals must give 30 days' written notice of a leave of absence when practicable. Paraprofessionals are expected to make reasonable effort to schedule leaves resulting from planned medical treatment so as not to disrupt unduly the operations of the Education District subject to and in coordination with the health care provider. Paid leave must be exhausted before unpaid leave may be used.

SECTION 6. JURY SERVICE: A paraprofessional who serves on jury duty shall be granted the day(s) necessary as stipulated by the court to discharge this responsibility without any salary deduction or loss of basic leave allowance. The compensation received for jury duty service shall be remitted to the Education District.

SECTION 7 MILITARY LEAVE: Military leave shall be granted pursuant to applicable law.

SECTION 8 MEDICAL LEAVE:

Subd. 1. Eligibility: A paraprofessional who is unable to work because of illness or injury and who has exhausted all sick leave credit available or has become eligible for LTD insurance shall, upon request, be granted a medical leave of absence, without pay, for up to 1 year. The Education District Board may, in its discretion, renew such a leave.

Subd. 2. Request: A request for leave of absence or renewal thereof under this section shall be accompanied by a qualified physicians or clinical psychologists, authorized to practice, and performing within the scope of their practice, under state law, written statement outlining the condition of health and estimated time by which the paraprofessional is expected to be able to assume normal responsibilities.

SECTION 9: HOLIDAY PAY: Paraprofessionals must work at least 20 hours a week to qualify for holiday pay. Paraprofessionals working a minimum of 20 hours per week and 50 days per year over a 9 month school calendar will receive holiday pay for Labor Day, Thanksgiving Day, Thanksgiving Friday, Christmas Eve, Christmas Day, New Year’s Eve Day, New Year’s Day and Memorial Day. They must submit on their timecard the number of hours equal to a normal work day for the holiday and timely submit said timecard to the District.

SECTION 10. GENERAL LEAVES OF ABSENCE:

Subd. 1. Application: Paraprofessionals with a minimum of 3 years of service in the Education District may apply in writing for an unpaid leave of absence subject to the provisions of this section. The granting of such leave shall be at the sole discretion of the Education District Board.

Subd 2. Notification: A paraprofessional on such leave shall notify the Education District Board in writing of their intent to return by April 1 of the final leave year. . The granting of an extension shall be at the sole discretion of the Education District Board. The Education District Board may also, at its sole discretion, waive the April 1 notice date if it determines special circumstances are involved.

SECTION 11. SICK LEAVE BANK:

Subd. 1. Significant Illness: A “significant illness” is defined as a medical or psychological condition that causes the teacher to be absent from his/her teaching duties for 30 or more continuous contract days. Certification of “significant illness” by a qualified physician or clinical psychologist authorized to practice, and performing within the scope of their practice, under state law is required.

Subd. 2. Donation: The sick leave bank will be created as the result of each paraprofessional, on a voluntary basis, donating 1 of his/her paid sick days each school year. In order to be eligible to donate, a paraprofessional must have at least 20 days of accrued accumulated sick leave.

Subd. 3. Use: All paraprofessionals will have 1 opportunity at the beginning of every school year to donate to the sick leave bank. The number of donated accumulated sick leave days which a paraprofessional may receive is limited to the number of sick leave days donated, but may not continue beyond the paraprofessional's eligibility for long-term disability.

Subd. 4. Administration: The sick leave bank will be administered by a committee of 2 representatives from the Education District, 1 of whom shall be the Director or his/her designee, and 2 representatives from the exclusive representative, 1 of whom shall be the president or his/her designee. Among its duties, this committee will be responsible for explaining the sick leave bank to paraprofessionals and providing them with sufficient advance notice and opportunity to determine whether to participate in the bank. All paraprofessionals will notify the Education District in writing of their decision to either participate or not participate in the bank. Sick leave benefits from the bank will be awarded in increments of 1 day; provided, however, that the paraprofessional may return to work sooner, and the unused days will be returned to the bank. A paraprofessional may not receive more than 60 days from the sick leave bank during any rolling 5-year period.

ARTICLE IX HOURS OF SERVICE

SECTION 1. BASIC WORK YEAR: The paraprofessional's work schedule will be determined by the Director or designee, taking the requirements of the position into consideration. Hours worked in excess of 40 hours per week will be paid at time and a half time the paraprofessional's hourly rate and shall be approved by the Director or designee in advance. In case of an emergency, the Director shall be notified during the next working day after the overtime is worked provided no prior approval can be given. All hours worked on Sunday shall be paid at double time rates. Recognized holidays, if worked, shall be paid at time and one-half rate. The paraprofessional's work schedule may be modified in the event of school closures either at the member district or education district level.

SECTION 2. BUILDING HOURS: The specific hours at an individual building may vary according to the needs of the educational program of the school district to which the

paraprofessional is assigned. The specific hours for the paraprofessional will be designated by the Director.

SECTION 3. ADDITIONAL ACTIVITIES: In addition to the basic day, paraprofessionals shall be required to reasonably participate in Education District activities beyond the paraprofessional's basic day as authorized by the Director. The normal duties for paraprofessionals include a reasonable share of training and supervisory activities.

SECTION 4. EMERGENCY DAYS: Snow Days: In the event that school is closed for any emergency and the district designates the day as a distance learning day, an e-learning day or a snow day, ~~the paraprofessionals will be paid for normal hours worked for the first 2 days provided they complete on-line professional development that will be provided by the Executive Director prior to the start of each school year~~ contacted by the Executive Director or designee and provided assignments. If provided professional development activities, these ~~Professional development activities~~ must be completed within 5 school days. If a paraprofessional is in attendance at school and paraprofessionals are sent home by the Executive Director or designee due to an emergency, inclement weather, or other unforeseen circumstances, the paraprofessional will be paid for hours worked. Paraprofessionals may use a personal leave day for the absence or make-up the absence with supervisor approval. Paraprofessionals shall be released once all students are safely accounted for and accommodated.

ARTICLE X

LENGTH OF THE SCHOOL YEAR

SECTION 1. ESTABLISHED CALENDAR: Paraprofessional Duty Days: Prior to June 1 of each school year, the Education District Board shall establish the number of school days and paraprofessional duty days for the next school year. The paraprofessional shall perform services on those days as determined by the Education District Board, including those legal holidays on which the Education District Board is authorized to conduct school and, pursuant to such authority, has determined to conduct school. The school year shall consist of a ~~minimum of~~ 178 duty days and a ~~minimum of~~ 174 student contact days.

SECTION 2. MODIFICATION IN CALENDAR, LENGTH OF SCHOOL DAY:

Subd. 1. Calendar Modifications: In the event of energy shortage, severe weather, or other emergency condition, the Education District reserves the right to modify the Education District calendar, and, if school is closed on a normal duty day(s), the

paraprofessional shall perform duties on such other day(s) in lieu thereof as the Education District shall determine. However, the paraprofessional's duty days shall not exceed their contracted year.

Subd. 2. Other Modifications: In the event of energy shortage, severe weather, or other emergency condition, the Education District may modify the duty day or duty week, but with the understanding that the total number of hours shall not be increased, i.e., a 4-day week with increased hours per day but the total weekly hours not more than the regular 40 hour week.

Subd. 3. Meet and Confer: Prior to adjusting the calendar, duty day, or duty week, the Education District shall afford the exclusive representative the opportunity to meet and confer on such matters.

ARTICLE XI

VACANCIES

SECTION 1. VACANCIES: A qualified paraprofessional may apply for any vacancy that occurs within the Education District.

Subd. 1. Length of Posting: During the school year, open positions will be posted for a minimum of 5 working days on the Education District website, at River Bluff Education Center, and by notifying the exclusive representative. Positions that become open during summer months will be posted on the Education District website and at River Bluff Education Center. The exclusive representative will be notified, within one working day, of all open positions.

Subd. 2. Assignments: As soon as practicable, the Director shall deliver to each paraprofessional a Letter of Assignment for the following school year. The Exclusive Representative will also receive monthly Education District Board minutes through Boardbook.

ARTICLE XII

SENIORITY AGREEMENT

SECTION 1. SENIORITY AGREEMENT:

Subd. 1. Preparation: The Education District Board shall annually, by December 1, cause a seniority list which includes name, date employed, position/location and years worked (by name and date of employment) to be prepared from its records. ~~It shall~~

~~thereupon post such a list at River Bluff Education Center.~~ The prepared Seniority List will be emailed to each member's school email address. Seniority will be determined by date of employment.

Subd. 2. Request for Change: Any person whose name appears on such a list and who may disagree with the findings of the Education District and the order of seniority in said list shall have 10 days from the date of posting to supply written documentation, proof, and request for seniority change to the Education District.

Subd. 3. Final List: Within 10 days thereafter, the Education District shall evaluate any and all such written communications regarding the order of seniority contained in said list and may make such changes the Education District deems warranted. A final seniority list shall thereupon be prepared by the Education District, which list, as revised, shall be binding on the Education District and any paraprofessional. Each year thereafter, the Education District shall cause such a seniority list to be updated to reflect any addition or deletion of personnel caused by retirement, death, resignation, other cessation of services, or new employees. Paraprofessionals shall acquire seniority upon completion of the six (6) month probationary period and, upon acquiring seniority, the seniority date shall relate back to the first date of service. If more than one (1) ~~employee~~ paraprofessional commences work on the same date, seniority ranking shall be determined by granting the higher seniority ranking to the ~~employee~~ paraprofessional with the ~~higher numerical last four (4) of his/her social security number~~ earliest signature on their initial Notice of Assignment for that role.. A ~~M.S. 179A.20~~ paraprofessional who is properly discharged or who resigns shall forfeit accrued seniority. In the event of reemployment, seniority accrual shall begin as of the date of re-employment.

SECTION 2. REDUCTION OF WORKFORCE: A reduction of the work force shall be defined as the elimination of a job position or positions or the reduction of the yearly hours of a job position or positions by more than an hour per day. Upon receipt of a notice of layoff, an employee shall retain their seniority and right to recall within their classification in seniority order for a period of 2 calendar years, beginning with the effective date of layoff. In the event the Education District reduces the paraprofessional work force within the Education District, such layoff shall occur in reverse seniority order.

Subd. 1. Notification: The Education District shall identify the position(s) being terminated and/or reduced by more than 1 hour per day. Notice of such layoffs or reduction in hours shall be given to the employees affected, on or before June 15 of each year. The designated Union representative will be notified by the Education District with the names of any paraprofessionals whose jobs are eliminated or have hours reduced by more than 1 hour per day within 10 calendar days of the action.

Subd. 2. Right to Position: An employee whose position is affected by a reduction as discussed above shall have the right to replace any less senior employee in the same classification provided the employee is qualified for the position selected, as determined by the Education District. The replacement procedure shall be repeated until the employee with the least seniority is laid off or an employee waives their right of seniority in writing.

SECTION 3. RECALL: Employees shall be recalled in inverse order of seniority within classification. Only employees who have completed their probationary period are eligible for recall. Employees who choose not to return shall be terminated from their employment in the respective classification, with no right of recall.

Subd. 1. Notice of Recall: If school is in session, notice of recall shall be hand delivered to the employee. If school is not in session, notice of recall shall be by certified mail to the address on record in the employee personnel file. Response to the notice of recall must be made in writing to the Education District main office within 7 calendar days, excluding legal holidays, after receipt of such notice. If the notice of recall cannot be delivered to the address on record, the employment of the employee may be terminated after 7 calendar days, excluding legal holidays, following the attempted delivery.

Subd. 2. Seniority Status: Upon returning to the Education District position, the employee shall be credited with the same number of years of service as at the time of layoff and shall be given credit on the seniority list for all years worked in the Education District prior to the layoff. If an employee is recalled, the employee will be credited for the accumulated sick leave and vacation leave that the employee had when placed on layoff.

ARTICLE XIII

MISCELLANEOUS PROVISIONS

SECTION 1. Meet and Confer: The Director or designee, Education District Board Representatives, and up to three (3) paraprofessionals appointed by the Exclusive Representative

will meet for the purpose of reviewing the administration of the Agreement, and to resolve problems of interpretation and administration that may arise as needed.

Subd. 1: Agenda. Each party will submit to the other, at least forty-eight (48) hours prior to the meeting, an agenda of the items discussed.

Subd. 2: Meetings. All meetings will be scheduled to take place at a mutually agreed upon times when the representatives involved are free from assigned work responsibilities. Meetings are not intended to bypass the grievance procedures.

ARTICLE XIV GRIEVANCE PROCEDURE

SECTION 1. GRIEVANCE DEFINITION: A "grievance" shall mean an allegation by a paraprofessional, group of paraprofessionals, and/or the exclusive representative resulting in a dispute or disagreement between the paraprofessional, group of paraprofessionals and/or the exclusive representative and the Education District as to the interpretation of the application or terms and conditions contained in this Agreement.

SECTION 2. REPRESENTATION: The paraprofessional or group of paraprofessionals, may represent themselves during the informal level and Levels I, II, and III of the Grievance Procedure or may be represented by the Exclusive Representative. Only the Exclusive Representative has the right to pursue a grievance to arbitration. The administrator or Education District may be represented during any step of the procedure by any person or agent designated by such party to act on the party's behalf.

SECTION 3. DEFINITIONS AND INTERPRETATIONS:

Subd. 1. Extension: Time limits specified in this Agreement may be extended by mutual written agreement.

Subd. 2. Days: Reference to "days" regarding time periods in this procedure shall refer to working days. A "working day" is defined as all week days not designated as holidays by state law.

Subd. 3. Computation of Time: In computing any period of time prescribed or allowed by procedures in this article, the date of the act, event, or default for which the designated period of time begins to run shall not be included. The last day of the period so

computed shall be counted, unless it is a Saturday, a Sunday, or a legal holiday designated by state law, in which event, the period runs until the end of the next day which is not a Saturday, a Sunday, or a legal holiday designated by state law.

Subd. 4. Filing and Postmark: The filing or service of any notice or document required by this Agreement shall be timely if it is personally served or if it bears a certified postmark of the United States Postal Service within the time period.

SECTION 4. TIME LIMITATION AND WAIVER: A grievance shall not be valid for consideration unless the grievance is submitted in writing to the Education District's designee, setting forth the facts and the specific provision(s) of the Agreement allegedly violated and the particular relief sought within 20 days after the date of the first event giving rise to the grievance occurred. Failure to file any grievance within such period shall be deemed a waiver thereof. Failure to appeal a grievance from one level to another within the time periods hereafter provided shall constitute a waiver of the grievance. An effort shall first be made to adjust an alleged grievance informally between the paraprofessional and the Education District's designee.

SECTION 5. ADJUSTMENT OF GRIEVANCE: The Education District and the paraprofessional, group of paraprofessionals, and/or exclusive representative shall attempt to resolve all grievances which may arise during the course of employment through informal discussion in the following manner:

Subd. 1. Level I: If the grievance is not resolved through informal discussions, the Education District's designee shall give a written decision on the grievance to the parties involved within 10 days after receipt of the written grievance.

Subd. 2. Level II: In the event the grievance is not resolved in Level I, the decision rendered may be appealed to the Director provided such appeal is made in writing within 5 days after receipt of the decision in Level I. If a grievance is properly appealed to the Director, the Director or his/her designee shall set a time to meet regarding the grievance within 15 days after receipt of the appeal. Within 10 days after the meeting, the Director or his/her designee shall issue a decision in writing to the parties involved.

Subd. 3. Level III: In the event the grievance is not resolved in Level II, the decision rendered may be appealed to the Education District Board, provided such appeal is made in writing within 5 days after receipt of the decision in Level II. If a grievance is properly appealed to the Education District Board, the Education District Board shall set a time to hear the

grievance within 20 days after the meeting. The Education District Board shall issue its decision in writing to the parties involved. At the option of the Education District Board, a committee or representative(s) of the Education District Board may be designated by the Education District Board to hear the appeal at this level and report the findings and recommendations to the Education District Board. The Education District Board shall then render its decision.

SECTION 6. EDUCATION DISTRICT BOARD REVIEW: The Education District Board reserves the right to review any decision issued under Level I or Level II of this procedure provided the Education District Board or its representative(s) notifies the parties of the intention to review within 10 days after the decision has been rendered. In the event the Education District Board reviews a grievance under this section, the Education District Board reserves the right to reverse or modify such decision.

SECTION 7. DENIAL OF GRIEVANCE: Failure by the Education District Board or its representative(s) to issue a decision within the time periods provided in this article shall constitute a denial of the grievance, and the paraprofessional may appeal it to the next level.

SECTION 8. ARBITRATION PROCEDURES: In the event that the Exclusive Representative and the Education District are unable to resolve any grievance, the grievance may be submitted to arbitration by the Exclusive Representative as defined in this article:

Subd. 1. Request: A request to submit a grievance to arbitration must be in writing signed by the Exclusive Representative, and such request must be filed in the office of the Director within 10 days following the decision in Level III above.

Subd. 2. Prior Procedure Required: No grievance shall be considered by the arbitrator which has not been first duly processed in accordance with the grievance procedure and appeal provisions.

Subd. 3. Selection of Arbitrator: Upon the proper submission of a grievance under the terms of this procedure, the parties shall, within 10 days after the request to arbitrate, attempt to agree upon the selection of an arbitrator. If no agreement on an arbitrator is reached, either party may request the BMS to appoint an arbitrator, providing such request is made within 20 days after request for arbitration. The request shall ask that the appointment be made within 30 days after the receipt of said request.

Subd. 4. Submission of Grievance Information: Upon appointment of the arbitrator, the appealing party shall, within 5 days after notice of appointment, forward to the

arbitrator, with a copy to the Director, the submission of the grievance which shall include the following:

- (1) the issues involved,
- (2) statement of the facts,
- (3) position of the grievant,
- (4) the written information relating to Section 5. above.

The Education District may make a similar submission of information relating to the grievance either before or at the time of the hearing.

Subd. 5. Hearing: The grievance shall be heard by a single arbitrator, and both parties may be represented by such person or persons as they may choose and designate, and the parties shall have the right to a hearing at which time both parties will have the opportunity to submit evidence, offer testimony, and make oral or written arguments relating to the issues before the arbitrator. The proceeding before the arbitrator shall be a hearing de novo.

Subd. 6. Decision: The decision by the arbitrator shall be rendered within 30 days after the close of the hearing. The decision by the arbitrator in cases properly before him/her shall be final and binding upon the parties, subject, however, to the limitations of arbitration decisions as provided in the PELRA. The arbitrator shall issue a written decision and order, including findings of fact which shall be based upon substantial and competent evidence presented at the hearing. All witnesses shall be sworn upon oath by the arbitrator.

Subd. 7. Expenses: Each party shall bear its own expenses in connection with arbitration including expenses relating to the party's representatives, witnesses, and any other expenses which the party incurs in connection with presenting its case in arbitration. A transcript or recording, if requested by either or both parties, and any other expenses which the parties mutually agree are necessary for the conduct of the arbitration shall be paid for equally.

Subd. 8. Jurisdiction: The arbitrator shall have jurisdiction over disputes or disagreements relating to grievances properly before him/her pursuant to the terms of this procedure. The jurisdiction of the arbitrator shall not extend to proposed changes in terms and conditions of employment as contained in this written Agreement; nor shall an arbitrator have jurisdiction over any grievance which has not been submitted to arbitration in compliance with the terms of the grievance and arbitration procedure as outlined in this article; nor shall the jurisdiction of the arbitrator extend to matters of inherent managerial policy, which shall include,

but are not limited to, such areas of discretion or policy as the functions and programs of the Education District, its overall budget, utilization of technology, the organizational structure, and selection and direction and number of personnel. In considering any issue in dispute, in his/her order, the arbitrator shall give due consideration to the statutory rights and obligation of the Education District to efficiently manage and conduct its operation within the legal limitations surrounding the financing of such operations.

SECTION 9. ELECTION OF REMEDIES AND WAIVER: A party instituting any action, proceeding, or complaint in a federal or state court of law or before an administrative tribunal, federal agency, state agency, or seeking relief through any statutory process for which relief may be granted, the subject matter of which may constitute a grievance under this Agreement, shall immediately thereupon waive any and all rights to pursue a grievance under this article. Upon instituting a proceeding in another forum as outlined in this Agreement, the paraprofessional shall waive the right to initiate a grievance pursuant to this article, or, if the grievance is pending in the grievance procedure, the right to pursue it further shall be immediately waived. This section shall not apply to actions to compel arbitration as provided in this Agreement or to enforce the award of an arbitrator.

ARTICLE XV SUSPENSION WITHOUT PAY

SECTION 1. DISCIPLINE, SUSPENSION, AND DISMISSAL OF SCHOOL DISTRICT EMPLOYEES: Progressive discipline procedures are covered in Education District Policy 403.

SECTION 1. WITHOUT PAY: A paraprofessional may be suspended without pay for reasons addressed in Education District Policy 403.

SECTION 2. NOTICE: Suspension shall take effect upon the paraprofessional's receipt of written notification from the Director, stating the grounds for suspension together with a statement that the paraprofessional may make a written request within 5 work days after receipt of such notification for a hearing before the Education District Board to review the suspension. If no hearing is requested within such 5-work-day period, the paraprofessional shall be deemed to have acquiesced to the suspension.

SECTION 3. HEARING: If the paraprofessional requests a hearing within the 5-work-day period, the hearing shall take place within 10 work days after receipt of the request for hearing. At the option of the Education District Board, the hearing may be by a committee or a designated representative of the Education District Board. The Education District Board reserves the right to affirm, reduce, or reverse the suspension action. In the event the suspension is reversed or reduced, the paraprofessional shall be compensated appropriately for any salary loss during the period of the suspension not affirmed by the Education District Board. The paraprofessional shall be notified of the date, time, and place of the hearing, and the Education District Board shall issue its decision within 10 work days after the conclusion of the hearing.

SECTION 4. GRIEVANCE: The decision of the Education District Board shall be subject to the grievance procedure commencing at the arbitration level, provided written notification requesting arbitration is received by the Director within 5 work days after receipt of the Education District Board's decision.

ARTICLE XVI

DURATION

SECTION 1. TERMS AND REOPENING NEGOTIATIONS: The Agreement shall remain in full force and effect for period commencing upon the date of its execution through June 30, ~~2020~~2022, and thereafter as provided by the PELRA. If the exclusive representative desires to modify or amend this Agreement commencing on July 1, ~~2018~~2020, it shall give written notice of such intent to the other party no later than May 1, ~~2020~~2022. If such notice is not timely served, the Education District shall not be required to negotiate any terms of employment for the following school year. Unless otherwise mutually agreed, the parties shall not commence negotiations more than 120 days prior to the expiration of this Agreement.

SECTION 2. EFFECT: This Agreement constitutes the full and complete Agreement between the Education District and the exclusive representative. The provisions of this Agreement relating to terms and conditions of employment supersede any and all prior

Agreements, resolutions, practices, and Education District policies, rules, or regulations concerning terms and conditions of employment inconsistent with these provisions. Nothing in this Agreement shall be construed to obligate the Education District to continue or discontinue existing or past practices or prohibit the Education District from exercising all management rights and prerogatives, except insofar as this exercise would be in express violation of any term or terms of this Agreement.

SECTION 3. FINALITY: Pursuant to M.S. 179A.20, Subd. 3., any matters relating to the current Agreement term, whether or not referred to in this Agreement, shall not be open for negotiation during the term of this Agreement.

SECTION 4. SEVERABILITY: The provisions of this Agreement shall be severable, and if any provision or the application of any such provision under any circumstances is held invalid, it shall not affect any other provisions of the application of any provision of the Agreement.

IN WITNESS WHEREOF, the parties have executed this Agreement as follows:

For: The Education District Board:

Education District Board Chair

Education District Board Clerk

Date

Date

For: The Exclusive Representative:

President

Chair, Negotiation’s Committee

Date

Date

SCHEDULE A

INSURANCE PAYMENTS

The Education District will contribute:

- A. (1) for ~~2018-19~~2020-2021: \$ ~~400.00~~ \$500.00 per month to pay health-hospitalization insurance for paraprofessionals working at least 6 hours per day and 9 months per year for ~~2019-20~~2021-2022: \$ ~~400.00~~ \$500.00 per month to pay health-hospitalization insurance for paraprofessionals working at least 6 hours per day and 9 months per year.

SCHEDULE B

**SALARY SCHEDULE
2018-20192020-2021**

Step	Reg. Ed. Para	EC/SPED Para	Setting IV Para
1	12.85 13.40	13.32 13.90	13.90 14.50
2	13.29 13.87	13.77 14.37	14.34 14.96
3	13.75 14.35	14.22 14.83	14.80 15.44
4	14.19 14.80	14.66 15.29	15.24 15.89
5	14.64 15.27	15.11 15.76	15.69 16.36
6	15.08 15.73	15.56 16.23	16.13 16.82
7	15.53 16.20	16.00 16.69	16.59 17.30
8	15.97 16.66	16.44 17.15	17.02 17.75
9	16.41 17.12	16.89 17.62	17.46 18.21
10	16.87 17.60	17.34 18.09	17.92 18.69
11	17.31 18.06	17.78 18.55	18.36 19.15

**SALARY SCHEDULE
~~2019-2020~~2021-2022**

Step	Reg. Ed. Para	EC/SPED Para	Setting IV Para
1	13.11 13.67	13.59 14.17	14.18 14.79
2	13.56 14.14	14.05 14.65	14.63 15.26
3	14.03 14.63	14.50 15.12	15.10 15.75
4	14.47 15.09	14.95 15.59	15.54 16.21
5	14.93 15.57	15.41 16.07	16.00 16.69
6	15.38 16.04	15.87 16.55	16.45 17.16
7	15.84 16.52	16.32 17.02	16.92 17.65
8	16.29 16.99	16.77 17.49	17.36 18.11
9	16.74 17.46	17.23 17.97	17.81 18.57
10	17.21 17.95	17.69 18.45	18.28 19.07
11	17.66 18.42	18.14 18.92	18.73 19.53

~~2018-2019~~2020-2021 salary will increase one (1) step. ~~2019-2020~~2021-2022 salary will increase one (1) step.

In the second year after reaching Step 11, a paraprofessional successfully completing a school year will receive a \$200.00 stipend for that year and each subsequent year.

The steps listed above do not necessarily correspond to years employed. Initial placement on the salary schedule will be determined by the District dependent on relevant experience in the field.

Schedule C

TAX-DEFERRED, MATCHING-CONTRIBUTION PLAN:

1. The Education District shall contribute an amount equal to the ~~teacher's~~ paraprofessional's contribution in a tax-deferred, matching-contribution plan, subject to the schedule below:
2. All paraprofessionals hired after July 1, 2021 will be automatically enrolled in a voluntary 403(b) plan. Fifty (\$50.00) dollars will be deducted from each paycheck and contributed into a Target Date Fund (TDF) as the default investment managed by EFS Advisors. EFS Advisors will be the responsible Fiduciary of the default investments. A paraprofessional can opt out of the plan within 90 days and withdrawals will be returned to the school and added back into the paraprofessional's paycheck. Paraprofessionals may transfer the account to any of the qualified investment companies listed in the Employer 403(b) Plan Document Adoption Agreement. Paraprofessionals that worked at least 90 days during the 2020-2021 school year and that enroll in this 403(b) plan beginning in the 2021-2022 school year will have \$500 contributed to their account once they transfer the initial account to any of the qualified investment companies listed in the Employer 403(b) Plan Document Adoption Agreement.

<u>Years of Service in the Education District</u>	<u>Education District Match</u>
0-3	\$500
4-10	\$1000
11-20	\$1250
21+	\$1500

- B. Online Learning Application
- VI. **New Business:**
 - A. Resolution to Reduce Programs:

Member _____ introduced the following resolution and moved its adoption:

**RESOLUTION DIRECTING THE ADMINISTRATION
TO MAKE RECOMMENDATIONS FOR REDUCTIONS
IN PROGRAMS AND POSITIONS AND REASONS
THEREFORE.**

WHEREAS, there may be a reduction in requests for program services, and

WHEREAS, the financial condition of the Education District dictates that the Board may need to reduce expenditures, and

WHEREAS, this need for reduction in expenditures and possible decrease in program services requests will result in discontinuance of positions and discontinuance or curtailment of programs, and

WHEREAS, a determination must be made as to which teachers' contracts must be terminated and not renewed and which teachers may be placed on unrequested leave of absence without pay or fringe benefits in effecting discontinuance of positions,

BE IT RESOLVED, by the Board of Goodhue County Education District #6051-61 as follows:

That the Board hereby directs the Education District Director and administration to consider the discontinuance of programs or positions as a result of a reduction in program services and, to effectuate economies in the Education District and reduce expenditures, make recommendations to the Board for the discontinuance of programs, curtailment of programs, discontinuance of positions or curtailment of positions.

The motion for the adoption of the foregoing resolution was duly seconded by

Member _____ upon vote being taken thereon, the following voted in favor thereof:

the following voted against the same:

Where upon said resolution was declared duly passed and adopted.

Goodhue County Education District 2021 - 2022 Calendar

GCED Board Approved on

School Closed
Teacher PD/Work Day
Late Start/Tchr PLC RBEC
Conferences
First/Last Day of Quarter
New Teacher Orientation

July 2021

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

GCED - 0 Student/0 Staff Day

January 2022

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

GCED -20 Student/21 Staff Days

- 3 - Return from Winter Break
- 12 - RBEC PLC Late Start 7:30 - 9:30
- 21 - Last Day of Semester 1/Quarter 2
- 24 - Teacher PD/Work Day/No Students
- 25 -RBEC First Day of Semester 2/Quarter 3

- 24 - GCED New Teacher Day
- 25 - All County New Teacher Orientation
- 26 - All County PD Day
- 27 - GCED PD/Work Day
- 30, 31 - GCED Teacher PD/Work Days

August 2021

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

GCED - 0 Student/4 Staff Day

February 2022

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

GCED - 19 Student/19 Staff Days

- 9 - RBEC PLC Late Start 7:30 - 9:30
- 21 - No School/No Teachers

- 1,2 - GCED/RBEC/PD/Work Days
- 1 - RBEC Open House 4:30-6:30 pm
- 6 - No School (Labor Day)
- 7 - First Student Day
- 15 - RBEC Teacher PLC Late Start 7:30 - 9:30

September 2021

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

GCED - 18 Student/20 Staff Days

March 2022

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

GCED - 18 Student/19 Staff Days

- 9 - RBEC PLC Late Start 7:30 - 9:30
- 10 - RBEC P-T Conf 4:00 - 7:00
- 24 - End of quarter
- 25 - Teacher PD Day / No Students
- 28-31 Spring Break

- 12 - RBEC P-T Conf 5-8 pm
- 13 - RBEC Teacher PLC Late Start 7:30 - 9:30
- 21 - 22 - No School (MEA Break)

October 2021

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
25	25	26	27	28	29	30
31						

GCED - 19 Student/19 Staff Days

April 2022

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

GCED - 19 Student/19 Staff Days

- 1 - Spring Break
- 4 - First day of 4th Quarter
- 13 - RBEC PLC Late Start 7:30 - 9:30
- 15 - No School/No Teachers

- 5 - Last Day of Quarter 1
- 8 - GCED/RBEC Teacher PD/Work Day/No Students
- 9 - RBEC First Day of Quarter 2
- 10 - RBEC Teacher PLC Late Start 7:30 - 9:30
- 25-26 - GCED/RBEC No School

November 2021

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

GCED - 19 Student/20 Staff Days

May 2022

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

GCED - 21 Student/21 Staff Days

- 11 - RBEC PLC Late Start 7:30 - 9:30
- 30 - Memorial Day/School Closed

- 8 - RBEC Teacher PLC Late Start 7:30 - 9:30
- 23-31 - No School GCED Winter Break

December 2021

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

GCED - 16 Student/16 Staff Days

June 2022

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

GCED - 5 Student/6 Staff Day

- 7 - Last Student Day
- 8 - Teacher PD/Work Day

***The calendar may be adjusted due to school closures or other circumstances**

Student Days - RBEC 174
 Staff Days - RBEC 186 = 184 + 1 PCM DAY + 1 Open houses
 RBEC Staff = 174 Student + 12 PD + 1 Conf/Open House + 1 PCM

- VII. **Other:**
- VIII. **Comments: Board/Director**
- IX. **Next Meeting Date: March 17th, 2021 Location TBD.**
- X. **Adjournment**