

GOODHUE COUNTY EDUCATION DISTRICT BOARD AGENDA

Thursday, September 28, 2023 at 7:00 PM

River Bluff Education Center, Red Wing

395 Guernsey Ln

Red Wing, MN 55066

AGENDA

- I. **Call to Order/Adoption of Agenda:**
- II. **Consent Agenda:**
 - A. Approval of August 24, 2023 Minutes

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**GOODHUE COUNTY EDUCATION DISTRICT BOARD
MINUTES**

Thursday, August 24, 2023 at 7:00 PM

**River Bluff Education Center
395 Guernsey Ln.
Red Wing, MN 55066**

MEMBERS PRESENT: J. Lohmann, M. Syverson, D. Balow, B. Brintnall, T. Bjornstad, A. Dicke (Alt.)

MEMBERS ABSENT: J. Stehr

OTHERS: C. Johnson, J. Paradis, C. Luhman

- I. Call to Order/Adoption of Agenda:** D. Balow called the meeting to order. T. Bjornstad motioned to adopt the agenda. J. Lohmann seconded, motion carried.
- II. Consent Agenda:** B. Brintnall motioned to approve the consent agenda. J. Lohmann seconded, motion carried.
 - A.** Approval of July 27, 2023 Minutes
 - B.** Approval of Claims: Bob Brintnall (please come in early to review the claims)
 - C.** Staff Updates:
 - 1. Resignations:** *Joni Schake, Setting IV Paraprofessional - RBEC effective immediately; Riley Anderson, Setting IV Paraprofessional - RBEC effective immediately; Todd Avery, Setting IV Paraprofessional - RBEC effective immediately.*
 - 2. New Hire:** *Bonnie Mirsberger, Setting IV Paraprofessional - RBEC effective 2023-2024 School Year; Emily Klapperich, ECSE Teacher - ZM effective 2023-2024 School Year; Jace Rohloff - Setting IV Paraprofessional - RBEC effective 2023-2024 School Year; Jessica Reyes, American Sign Language Interpreter - Goodhue effective 2023-2024 School Year; Sara Sorenson, Building Support Specialist - Tower View effective 8/14/2023*
 - 3. Transfers:**
 - 4. Re-assignment:** *Carrie Hansen, RW SPED Coordinator to RW Assistant SPED Director.*
- III. Public Input:** The policy of the education district board is to encourage discussion by persons of subjects related to the management of the district at board meetings. The board shall, as a matter of policy, protect the legal rights to privacy and due process of employees and students. Persons who wish to have a subject discussed at a public board meeting must notify the executive director's office in advance of the board meeting. The person should provide his or her name, address, the name of the group represented (if any), and the subject to be covered or the issue to be addressed. The board retains the discretion to limit discussion of any agenda item to a reasonable period of time as determined by the board.
- IV. Reports and Communication:**
 - A. Business Manager Report:** J. Paradis reported on the 2022-2023 budget as of 6/30/23. This is our second look at year end 6/30/23. We have received \$14,387,259 or 79.79% of the revised budget. We have expended \$16,362,718 or 89.88% of the revised budget. There are still many receivables and payable to be booked before the audit. Our audit is scheduled for early October. The cash flow information along with the bank reconciliation are included in the packet for your information.
 - B. Member District and County Staffing Update:** C. Johnson mentioned that we have contracted for the final open School Psychologist position (Red Wing) and for the open Blind Vision Impaired (Countywide) position. Still open is the O & M piece. Have a couple of staff interested in getting this additional license. Need a supervisor for the speech language pathologist assistant as we were not able to hire a licensed speech language pathologist. SLPA can provide the services just not able to evaluate the student. We are still three teachers short in the member districts.
 - C. Safety & Emergency Action Plan Update:** C. Johnson mentioned that last year we mentioned that we worked with the Red Wing Public Schools, the Red Wing Police Department, the Goodhue County Sheriff's Department and the Red Wing Fire Department to develop safety and emergency plans that cross educational sites and are coordinated. We are continuing the basic structure this year. In June, Emergency Services invited us to Standard Response Protocol Reunification Training. Since then, we have been working with personnel from the area emergency departments to incorporate what we learned into the plan this year. C. Johnson shared SRP protocol with the Board.
- V. Old Business:**
 - A. Teachers on Call End of Year Report and Area Rates:** C. Johnson shared the member district substitution rates through Teachers on Call (TOC). D. Balow mentioned that Lake City doesn't contract

with TOC. The consensus of the board was to keep the rate the same at this time to stay consistent with the other member districts. Bring back to the superintendents council to discuss having the same rate across all districts.

VI. New Business:

- A.** Data Sharing Agreement with RiseUp Red Wing: M. Syverson motioned to approve the Data Sharing Agreement with RiseUp Red Wing. J. Lohmann seconded, motion carried.
- B.** Data Sharing Agreement with Prairie Island Indian Community: B. Brintnall motioned to approve the Data Sharing Agreement with Prairie Island Indian Community. M. Syverson seconded, motion carried.

VII. Other:

VIII. Comments: Board/Director: C. Johnson mentioned that GCED Day was a great success. Dr. Heidi Hahn joined us as the keynote speaker. The new SPED teachers from all the member districts joined us the day before.

IX. Next Meeting Date: Thursday, September 28, 2023 at 7:00 PM at the River Bluff Education Center in Red Wing.

X. Adjournment: A. Dicke motioned to adjourn. J. Lohmann 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		38494		Direct Pymt	1	00345	ANGELL, MICHELE		Yes	No	No	08/31/2023	77.29
MERC		38495		Direct Pymt	1	02672	METRO SALES, INC.		Yes	No	No	08/31/2023	1,038.00
MERC		38496		Direct Pymt	1	03977	SOUTHEAST SERVICE COOPERATIVE		Yes	No	No	08/31/2023	1,750.00
MERC		38497		Direct Pymt	1	04565	ZUMBROTA-MAZEPPA PUBLIC SCHOOL		Yes	No	No	08/31/2023	55,995.38
MERC		38498		Direct Pymt	1	09129	RED WING IND SCHOOL DIST 256		Yes	No	No	08/31/2023	191,168.76
MERC		38499		Direct Pymt	1	09270	CRISIS PREVENTION INST., INC.		Yes	No	No	08/31/2023	850.00
MERC		38500		Direct Pymt	1	1235	BOYS TOWN PRESS		Yes	No	No	08/31/2023	290.75
MERC		38501		Direct Pymt	1	1483	LAKE CITY PUBLIC SCHOOLS		Yes	No	No	08/31/2023	81,680.68
MERC		38502		Direct Pymt	1	1984	E. B. C., LLC/Flex Contributions		Yes	No	No	08/31/2023	835.84
MERC		38503		Direct Pymt	1	2386	HANSEN, CARRIE		Yes	No	No	08/31/2023	205.06
MERC		38504		Direct Pymt	1	2766	CASHMAN BRIAN		Yes	No	No	08/31/2023	273.79
MERC		38505		Direct Pymt	1	2780	HOUGHTON MIFFLIN HARCOURT PUBL		Yes	No	No	08/31/2023	11,943.75
MERC		38506		Direct Pymt	1	2799	TLOUGAN JESSICA		Yes	No	No	08/31/2023	268.61
MERC		38507		Direct Pymt	1	3415	AMAZON CAPITAL SERVICES		Yes	No	No	08/31/2023	1,679.44
MERC		38508		Direct Pymt	1	3468	YUSTEN, NIKKI		Yes	No	No	08/31/2023	194.58
MERC		38509		Direct Pymt	1	3587	ENOME, INC	C Corporation	Yes	No	No	08/31/2023	93,563.75
MERC	01	38510		Direct Pymt	1	3628	AMPION PBC C/O DEPT. 8121		Yes	No	No	08/31/2023	5,973.04
MERC		38511		Wire	1	03977	SOUTHEAST SERVICE COOPERATIVE		No	No	No	08/31/2023	88,615.75
MERC		38512		Wire	1	04060	PERA-PUBLIC EMPLOYEES RETIREMT		No	Yes	No	08/31/2023	7,348.76
MERC		38513		Wire	1	04062	MN TEACHERS RETIREMENT ASSOC		No	Yes	No	08/31/2023	56,796.16
MERC		38514		Wire	1	1280	DELTA DENTAL PLAN OF MN		No	No	No	08/31/2023	6,408.26
MERC		38515		Wire	1	2216	KWIK TRIP EXTENDED NETWORK		No	Yes	No	08/31/2023	162.41
MERC		38516		Wire	1	2284	E. B. C., LLC /ACS		No	Yes	No	08/31/2023	17,484.77
MERC		38517		Wire	1	2392	US DEPT. OF TREASURY		No	Yes	No	08/31/2023	90,494.73
MERC		38518		Wire	1	2396	MN Dept of Revenue		No	Yes	No	08/31/2023	15,744.07
MERC		38519		Wire	1	2501	Merchants Bank		No	Yes	No	08/31/2023	2,392.84
MERC		38546		Direct Pymt	1	3490	RASKIN CANDACE	Ind/Sole Proprietor	Yes	No	No	09/05/2023	38,400.00
MERC		38547		Direct Pymt	1	00707	MENARD'S RED WING		Yes	No	No	09/14/2023	667.65
MERC		38548		Direct Pymt	1	09129	RED WING IND SCHOOL DIST 256		Yes	No	No	09/14/2023	36,724.20
MERC		38549		Direct Pymt	1	1497	BODENHAMER, SUSAN		Yes	No	No	09/14/2023	64.52
MERC		38550		Direct Pymt	1	1984	E. B. C., LLC/Flex Contributions		Yes	No	No	09/14/2023	794.17
MERC		38551		Direct Pymt	1	2284	E. B. C., LLC /ACS		Yes	No	No	09/14/2023	133.46
MERC		38552		Direct Pymt	1	2440	LIBERTY'S RESTAURANT		Yes	No	No	09/14/2023	1,082.33
MERC		38553		Direct Pymt	1	2528	SUNBELT STAFFING		Yes	No	No	09/14/2023	850.00
MERC		38554		Direct Pymt	1	2865	INTELLICENTS		Yes	No	No	09/14/2023	1,250.00
MERC		38555		Direct Pymt	1	3222	BAUER, SARAH		Yes	No	No	09/14/2023	572.17
MERC		38556		Direct Pymt	1	3236	WIGGIN, JODI		Yes	No	No	09/14/2023	174.00
MERC		38557		Direct Pymt	1	3249	BUCHAL, AMY		Yes	No	No	09/14/2023	414.55
MERC		38558		Direct Pymt	1	3287	KREMER, MICHELE		Yes	No	No	09/14/2023	23.58

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		38559		Direct Pymt	1	3415	AMAZON CAPITAL SERVICES		Yes	No	No	09/14/2023	745.47
MERC		38560		Direct Pymt	1	3616	PRICE, MORGAN		Yes	No	No	09/14/2023	125.76
MERC		38561		Direct Pymt	1	3628	AMPION PBC C/O DEPT. 8121		Yes	No	No	09/14/2023	6,292.25
MERC		38562		Direct Pymt	1	3663	REYES, JESSICA		Yes	No	No	09/14/2023	13.10
MERC		38563		Direct Pymt	1	3664	WILLIAMS, ALEXA		Yes	No	No	09/14/2023	17.69
MERC		38564		Wire	1	04060	PERA-PUBLIC EMPLOYEES RETIREMT		No	No	No	09/14/2023	7,314.27
MERC		38585		Wire	1	04062	MN TEACHERS RETIREMENT ASSOC		No	No	No	09/14/2023	52,336.38
MERC		38586		Wire	1	2216	KWIK TRIP EXTENDED NETWORK		No	No	No	09/14/2023	209.77
MERC		38587		Wire	1	2284	E. B. C., LLC /ACS		No	No	No	09/14/2023	18,301.04
MERC		38588		Wire	1	2392	US DEPT. OF TREASURY		No	No	No	09/14/2023	83,955.61
MERC		38589		Wire	1	2396	MN Dept of Revenue		No	No	No	09/14/2023	14,824.56
MERC		38590		Wire	1	2501	Merchants Bank		No	No	No	09/14/2023	2,482.84
MERC		38591		Wire	1	3191	TEACHERS RETIREMENT ASSOCIATIO		No	No	No	09/14/2023	1,935.46
MERC		38592		Wire	1	3329	CHASE CARD SERVICES		No	No	No	09/14/2023	11,710.49
MERC		38593		Wire	1	3505	CAPITAL ONE		No	No	No	09/14/2023	530.14
MERC		38545	20957	Check	1	3660	BIG DAWG'S MEAT MARKET & DELI		Yes	No	No	08/31/2023	2,211.00
MERC		38522	20958	Check	1	01903	CANNON FALLS ISD #252		Yes	No	No	08/31/2023	11,174.64
MERC		38535	20959	Check	1	3195	CEC		Yes	No	No	08/31/2023	165.00
MERC		38544	20960	Check	1	3659	CESO COMMUNICATIONS, LLC	LLC - S Corp	Yes	No	No	08/31/2023	3,800.00
MERC		38526	20961	Check	1	09118	EDUCATION MN - GCED		Yes	No	No	08/31/2023	3,134.11
MERC		38542	20962	Check	1	3641	EMPLOYERS PREFERRED INS. CO		Yes	No	No	08/31/2023	2,031.20
MERC		38534	20963	Check	1	2664	GOODHUE COUNTY HEALTH & HUMAN		Yes	No	No	08/31/2023	384,330.00
MERC		38523	20964	Check	1	01904	GOODHUE PUBLIC SCHOOL		Yes	No	No	08/31/2023	7,754.79
MERC		38543	20965	Check	1	3658	HAHN ED.D. HEIDI	Ind/Sole Proprietor	Yes	No	No	08/31/2023	724.02
MERC		38527	20966	Check	1	09162	HILLYARD FLOOR CARE SUPPLY		Yes	No	No	08/31/2023	1,336.83
MERC		38528	20967	Check	1	1031	INFOBASE	C Corporation	Yes	No	No	08/31/2023	3,527.91
MERC		38531	20968	Check	1	2174	INNOVATIVE OFFICE SOLUTIONS		Yes	No	No	08/31/2023	328.89
MERC		38521	20969	Check	1	00367	KENYON-WANAMINGO PUBLIC SCHOC		Yes	No	No	08/31/2023	21,292.81
MERC		38525	20970	Check	1	06646	MASA		Yes	No	No	08/31/2023	578.00
MERC		38539	20971	Check	1	3493	MASP		Yes	No	No	08/31/2023	40.00
MERC		38538	20972	Check	1	3467	MASSP		Yes	No	No	08/31/2023	350.00
MERC		38537	20973	Check	1	3408	MN STATE COMMUNITY AND TECH COI		Yes	No	No	08/31/2023	300.00
MERC		38524	20974	Check	1	02620	MSBA		Yes	No	No	08/31/2023	335.00
MERC		38540	20975	Check	1	3495	O'ROURKE MEDIA GROUP		Yes	No	No	08/31/2023	102.20
MERC		38529	20976	Check	1	1150	PHONAK, LLC		Yes	No	No	08/31/2023	3,696.76
MERC		38541	20977	Check	1	3517	Q MEDIA GROUP LLC	LLC - Partnership	Yes	No	No	08/31/2023	500.00
MERC		38536	20978	Check	1	3234	RITEWAY		Yes	No	No	08/31/2023	100.11
MERC		38530	20979	Check	1	1468	RYAN MECHANICAL		Yes	No	No	08/31/2023	461.00
MERC		38532	20980	Check	1	2234	SOUTHWESTWST CENTRL SERV.COC		Yes	No	No	08/31/2023	47,120.27

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		38533	20981	Check	1 2591		WINSOR LEARNING, INC	S Corporation	Yes	No	No	08/31/2023	7,600.00
MERC		38520	20982	Check	1 00231		ZUMBRO EDUCATION DISTRICT		Yes	No	No	08/31/2023	600.00
MERC		38581	20983	Check	1 3640		BUSINESS ESSENTIALS		Yes	No	No	09/14/2023	1,500.00
MERC		38564	20984	Check	1 00433		CITY OF RED WING		Yes	No	No	09/14/2023	1,804.65
MERC		38569	20985	Check	1 2376		DOVER-EYOTA		Yes	No	No	09/14/2023	863.20
MERC		38566	20986	Check	1 09118		EDUCATION MN - GCED		Yes	No	No	09/14/2023	3,079.18
MERC		38570	20987	Check	1 2531		FIRST STUDENT		Yes	No	No	09/14/2023	206.15
MERC		38575	20988	Check	1 3108		GOVERNMENT LEASING & FINANCE, IN		Yes	No	No	09/14/2023	39,979.82
MERC		38583	20989	Check	1 3662		GRAFTON SCHOOL, INC	Other	Yes	No	No	09/14/2023	1,889.48
MERC		38567	20990	Check	1 09162		HILLYARD FLOOR CARE SUPPLY		Yes	No	No	09/14/2023	115.90
MERC		38574	20991	Check	1 3081		MARZANO EVALUATION CENTER	S Corporation	Yes	No	No	09/14/2023	2,228.00
MERC		38571	20992	Check	1 2960		LANGUAGE LINE SERVICES	C Corporation	Yes	No	No	09/14/2023	230.42
MERC		38565	20993	Check	1 05403		MASE		Yes	No	No	09/14/2023	2,115.00
MERC		38577	20994	Check	1 3408		MN STATE COMMUNITY AND TECH COI		Yes	No	No	09/14/2023	50.00
MERC		38576	20995	Check	1 3296		MUTUAL OF OMAHA		Yes	No	No	09/14/2023	3,168.06
MERC		38578	20996	Check	1 3495		O'ROURKE MEDIA GROUP		Yes	No	No	09/14/2023	5,417.98
MERC		38579	20997	Check	1 3517		Q MEDIA GROUP LLC	LLC - Partnership	Yes	No	No	09/14/2023	500.00
MERC		38582	20998	Check	1 3661		RMT TECH LLC	LLC - Partnership	Yes	No	No	09/14/2023	3,750.00
MERC		38573	20999	Check	1 3078		SHRED-N-GO	S Corporation	Yes	No	No	09/14/2023	73.89
MERC		38572	21000	Check	1 3011		U.S. BANK EQUIPMENT FINANCE		Yes	No	No	09/14/2023	689.00
MERC		38568	21001	Check	1 1789		UPS		Yes	No	No	09/14/2023	113.08
MERC		38580	21002	Check	1 3590		WORKFORCE DEVELOPMENT, INC	C Corporation	Yes	No	No	09/14/2023	11,744.25

Bank Total: \$1,598,294.53

Report Total: \$1,598,294.53

C. Staff Updates:

1. **Resignations:**

2. **New Hire:** *Crystal Peters, Paraprofessional - RBEC effective 9/15/2023; Lauren Aagesen, School Social Worker - SRO effective 8/31/2023; Tara Barrett, SLPA - RW Colvill effective 9/7/2023*

3. **Transfers:**

4. **Re-assignment:**

III. **Public Input:** The policy of the education district board is to encourage discussion by persons of subjects related to the management of the district at board meetings. The board shall, as a matter of policy, protect the legal rights to privacy and due process of employees and students. Persons who wish to have a subject discussed at a public board meeting must notify the executive director's office in advance of the board meeting. The person should provide his or her name, address, the name of group represented (if any), and the subject to be covered or the issue to be addressed. The board retains the discretion to limit discussion of any agenda item to a reasonable period of time as determined by the board.

IV. **Reports and Communication:**

A. Business Manager Report

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**GOODHUE CO ED DISTRICT
2023-24 CASH FLOW**

AS OF 9-22-23

JULY

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
7/1/2023	-	-	1,603.57	-	-	1,003,056.61
7/1/2023	-	-	-	-	-	1,003,056.61
7/9/2023	-	-	-	-	-	1,003,056.61
7/15/2023	(271,391.34)	(277,664.68)	67,837.20	314,930.30	-	836,768.09
7/20/2023	(308,213.95)	-	1,090.37	-	-	529,644.51
7/31/2023	(178,383.28)	(240,492.18)	276,079.02	77,677.55	61,780.51	526,306.13
ENDING BALANCE	(757,988.57)	(518,156.86)	346,610.16	392,607.85	61,780.51	526,306.13

AUGUST

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
8/1/2023	(453,695.56)	-	151,257.20	-	212,697.05	436,564.82
8/4/2023	-	-	-	-	-	436,564.82
8/15/2023	(214,977.22)	(318,114.24)	1,090.37	370,141.37	-	274,705.10
8/17/2023	(357,589.07)	-	454,841.60	-	113,877.73	485,835.36
8/30/2023	(1,198,597.93)	(269,155.08)	907,932.32	573,071.30	183,809.99	682,895.96
ENDING BALANCE	(2,224,859.78)	(587,269.32)	1,515,121.49	943,212.67	510,384.77	682,895.96

SEPTEMBER

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
9/1/2023	(38,400.00)	-	29,566.64	-	-	674,062.60
9/15/2023	(323,063.52)	(248,185.80)	-	107,402.03	-	210,215.31
9/17/2023	-	-	411,569.35	-	-	621,784.66
9/30/2023	(485,272.20)	(277,708.31)	131,703.40	299,025.05	-	289,532.61
ENDING BALANCE	(846,735.72)	(525,894.11)	572,839.39	406,427.08	-	289,532.61

OCTOBER

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
10/1/2023	-	-	372,873.42	-	286.66	662,692.69
10/9/2023	(270,530.68)	-	265,653.65	-	41,708.80	699,524.46
10/15/2023	(192,515.96)	(268,142.31)	415,034.82	72,234.23	-	726,135.23
10/20/2023	(289,542.52)	-	215,468.36	-	-	652,061.07
10/31/2023	(189,847.05)	(267,164.42)	1,719.27	156,994.85	-	353,763.73
ENDING BALANCE	(942,436.22)	(535,306.73)	1,270,749.53	229,229.08	41,995.46	353,763.73

NOVEMBER

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
11/1/2023	(149,275.40)	-	-	-	-	204,488.33
11/5/2023	-	-	304,514.00	-	8,112.06	517,114.39
11/15/2023	(291,320.16)	(275,242.82)	-	90,292.78	-	40,844.19
11/20/2023	-	-	279,966.57	-	572,888.12	893,698.88
11/30/2023	(194,871.27)	(274,325.97)	1,413.86	144,468.46	-	570,383.97
ENDING BALANCE	(635,466.82)	(549,568.79)	585,894.43	234,761.24	581,000.18	570,383.97

DECEMBER

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
12/1/2023	(219,349.34)	-	200,911.20	-	-	551,945.83
12/8/2023	-	-	-	-	-	551,945.83
12/15/2023	(250,497.73)	(277,166.89)	162,078.57	198,644.12	-	385,003.89
12/20/2023	-	-	190,157.97	-	-	575,161.87
12/31/2023	(213,545.88)	(275,250.59)	2,919.06	108,351.34	-	197,635.80
ENDING BALANCE	(683,392.95)	(552,417.48)	556,066.81	306,995.46	-	197,635.80

JANUARY

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
1/1/2024	-	(1,682.11)	-	-	-	195,953.69
1/8/2024	(326,791.08)	-	166,211.46	-	-	35,374.06
1/15/2024	(982,352.01)	(255,474.21)	213,382.30	261,219.20	-	(727,850.66)
1/20/2024	-	-	269,697.23	-	244,075.28	(214,078.15)
1/31/2024	(181,560.52)	(264,091.43)	2,012.50	208,975.36	-	(448,742.25)
ENDING BALANCE	(1,490,703.61)	(521,247.75)	-	651,303.49	470,194.55	244,075.28

FEBRUARY

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
2/1/2024	(116,959.54)	-	345,682.58	-	-	(220,019.21)
2/15/2024	(426,339.87)	(265,973.28)	246,237.98	208,975.36	-	(457,119.03)
2/20/2024	-	-	14,327.70	-	-	(442,791.34)
2/28/2024	(186,923.57)	(266,872.80)	270,194.10	261,219.20	-	(365,174.41)
ENDING BALANCE	(730,222.98)	(532,846.08)	-	876,442.35	470,194.55	-

MARCH

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
3/1/2024	(288,674.79)	-	336,146.24	-	151,490.33	(166,212.62)
3/15/2024	(295,519.40)	(264,021.67)	246,204.30	261,219.20	6,913.65	(211,416.55)
3/20/2024	-	-	478,592.70	-	-	267,176.15
3/31/2024	(362,618.84)	(273,372.60)	1,386.63	313,463.03	-	(53,965.63)
ENDING BALANCE	(946,813.03)	(537,394.27)	-	1,062,329.88	574,682.23	158,403.98

APRIL

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
4/9/2024	-	-	125,236.15	-	-	71,270.52
4/15/2024	(488,259.53)	(261,480.11)	225,072.05	208,975.36	-	(244,421.71)
4/20/2024	-	-	93,363.06	-	-	(151,058.65)
4/30/2024	(355,976.51)	(259,263.26)	329,833.43	416,424.47	-	(20,040.52)
ENDING BALANCE	(844,236.04)	(520,743.37)	-	773,504.69	625,399.83	-

MAY

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
5/1/2024	-	-	291,994.34	-	382,388.63	654,342.45
5/15/2024	(288,502.97)	(268,058.67)	283,996.76	261,219.20	-	642,996.76
5/20/2024	(147,703.02)	-	-	-	-	495,293.74
5/31/2024	(186,948.50)	(262,635.26)	263,483.51	261,219.20	-	570,412.69
ENDING BALANCE	(623,154.49)	(530,693.93)	-	839,474.61	522,438.39	382,388.63

JUNE

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
6/1/2024	(347,246.70)	-	-	-	-	223,165.99
6/15/2024	(220,134.69)	(312,365.26)	10.07	-	3,130.49	(306,193.39)
6/20/2024	(41,332.37)	-	331,882.75	261,219.20	-	245,576.18
6/30/2024	(200,925.38)	(277,724.64)	228,403.71	-	211,220.84	206,550.70
ENDING BALANCE	(809,639.14)	(590,089.90)	-	560,296.53	261,219.20	214,351.33

TOTALS	(11,535,649.35)	(6,501,628.60)	-	9,610,633.34	5,437,362.13	2,194,380.14	206,550.70
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**Goodhue County Ed District
Reconciliation Worksheet Report
08/31/2023**

Audit No	Statement Date	Co	Bank Code	Bank Name/Description
1518	08/31/2023	6051	MERC	MERCHANTS BANK GENERAL

Worksheet has been Finalized

Statement Amount	1,867,520.27
Deposits in Transit	0.00
<u>Outstanding Payments</u>	
Checks	660,474.78
Wires	95,303.18
SHR - Payments	0.00
SHR - Third Party	0.00
Cash	0.00
ACH	447,788.72
Adjustment Amount	18,942.37
Amount Per Bank	682,895.96
GL Account Balance	682,895.96
Difference	0.00

Co	L	Fd	Org	Pro	Crs	Fin	O/S	Ty
6051	B	01	101	000				F

		Adjustments			
Manual	08/31/2023	KT	Wire	122.02	KT RECORDED IN SEPT
Manual	08/31/2023	SWEEP	Deposit	18,820.35	TO SWEEP

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

Goodhue Co Ed District | June 30, 2023

REVENUE CATEGORIES						June 30, 2023	June 30, 2022	June 30, 2021	Current YTD vs. PYTD	June 30, 2022	June 30, 2021
	June 30, 2021	June 30, 2022	Revised Budget	Received YTD	Budget Remaining	% of Budget Received	% of Actuals Received	% of Actuals Received		June 30, 2022	June 30, 2021
STATE	3,609,943	4,813,151	5,071,764	4,280,530	791,234	84.40%	100.00%	100.00%	(532,621)	4,813,151	3,609,943
FEDERAL	2,036,519	2,251,202	2,550,560	1,774,734	775,826	69.58%	100.00%	100.00%	(476,468)	2,251,202	2,036,519
PROPERTY TAXES	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
LOCAL SALES, INS RECOVERY & JUDGEMENTS	13,769	685	2,000	(38)	2,038	-1.91%	100.00%	100.00%	(723)	685	13,769
SALE OF BONDS & LOANS	13,482,888	0	0	0	0	0.00%	0.00%	100.00%	0	0	13,482,888
INCOMING TRANSFERS FROM OTH FUNDS	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
LOCAL (FEES, INTEREST, ETC.)	7,804,973	9,223,672	10,407,571	9,656,036	751,535	92.78%	100.00%	100.00%	432,364	9,223,672	7,804,973
TOTALS	26,948,092	16,288,710	18,031,895	15,711,262	2,320,633	87.13%	100.00%	100.00%	(577,448)	16,288,710	26,948,092

EXPENDITURES (OBJECT SERIES)						June 30, 2023	June 30, 2022	June 30, 2021	Current YTD vs. PYTD	June 30, 2022	June 30, 2021
	June 30, 2021	June 30, 2022	Revised Budget	Expended YTD	Budget Remaining	% of Budget Expended	% of Actuals Expended	% of Actuals Expended		June 30, 2022	June 30, 2021
SALARIES & WAGES	6,937,882	8,344,468	9,357,757	9,460,185	(102,428)	101.09%	100.00%	100.00%	1,115,717	8,344,468	6,937,882
EMPLOYEE BENEFITS	1,779,020	2,223,951	2,524,945	2,505,021	19,924	99.21%	100.00%	100.00%	281,070	2,223,951	1,779,020
PURCHASED SERVICES	16,797,588	3,795,640	4,393,463	3,201,229	1,192,234	72.86%	100.00%	100.00%	(594,410)	3,795,640	16,797,588
SUPPLIES	386,950	890,342	750,603	722,374	28,229	96.24%	100.00%	100.00%	(167,968)	890,342	386,950
EQUIPMENT	1,028,313	1,128,431	1,159,045	1,124,909	34,136	97.05%	100.00%	100.00%	(3,522)	1,128,431	1,028,313
DEBT SERVICE	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
OTHER EXPENDITURES	77,636	21,215	19,190	23,891	(4,701)	124.50%	100.00%	100.00%	2,675	21,215	77,636
OTHER FINANCING USES	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
TOTALS	27,007,389	16,404,047	18,205,003	17,037,608	1,167,395	93.59%	100.00%	100.00%	633,562	16,404,047	27,007,389

EXPENDITURES (PROGRAM SERIES)						June 30, 2023	June 30, 2022	June 30, 2021	Current YTD vs. PYTD	June 30, 2022	June 30, 2021
	June 30, 2021	June 30, 2022	Revised Budget	Expended YTD	Budget Remaining	% of Budget Expended	% of Actuals Expended	% of Actuals Expended		June 30, 2022	June 30, 2021
SITE ADMINISTRATION	97,953	287,209	331,650	320,461	11,189	96.63%	100.00%	100.00%	33,252	287,209	97,953
DISTRICT ADMINISTRATION	79,846	69,508	74,533	68,996	5,537	92.57%	100.00%	100.00%	(512)	69,508	79,846
SUPPORT SERVICES	227,526	245,155	258,749	286,176	(27,427)	110.60%	100.00%	100.00%	41,021	245,155	227,526
REGULAR INSTRUCTION	1,438,628	2,522,391	2,870,775	2,175,830	694,944	75.79%	100.00%	100.00%	(346,560)	2,522,391	1,438,628
EXTRA-CURRICULAR ACTIVITIES	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
VOCATIONAL INSTRUCTION	327,195	351,614	292,187	301,243	(9,056)	103.10%	100.00%	100.00%	(50,371)	351,614	327,195
SPECIAL EDUCATION	7,977,265	9,014,155	10,257,108	9,943,802	313,306	96.95%	100.00%	100.00%	929,647	9,014,155	7,977,265
COMMUNITY SERVICES	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
INSTRUCTIONAL SUPPORT	448,170	698,392	584,806	582,961	1,845	99.68%	100.00%	100.00%	(115,431)	698,392	448,170
PUPIL SUPPORT SERVICES	1,586,429	1,800,017	2,051,663	1,980,588	71,075	96.54%	100.00%	100.00%	180,571	1,800,017	1,586,429
FACILITIES	1,502,112	1,415,606	1,483,532	1,377,550	105,982	92.86%	100.00%	100.00%	(38,056)	1,415,606	1,502,112
OTHER FINANCING USES	13,322,265	0	0	0	0	0.00%	0.00%	100.00%	0	0	13,322,265
TOTALS	27,007,389	16,404,047	18,205,003	17,037,608	1,167,395	93.59%	100.00%	100.00%	633,562	16,404,047	27,007,389

SUMMARY - ALL FUNDS						2023	2022	2021	Current YTD vs. PYTD	June 30, 2022	June 30, 2021
	June 30, 2021	June 30, 2022	Revised Budget	YTD	Budget Remaining	% of Budget Expended	% of Actuals Expended	% of Actuals Expended		June 30, 2022	June 30, 2021
SUMMARY											
REVENUE	26,948,092	16,288,710	18,031,895	15,711,262	2,320,633	87.13%	100.00%	100.00%	(577,448)	16,288,710	26,948,092
EXPENDITURES	27,007,389	16,404,047	18,205,003	17,037,608	1,167,395	93.59%	100.00%	100.00%	633,562	16,404,047	27,007,389
SPENDING VARIANCE	(59,297)	(115,336)	(173,108)	(1,326,347)	N/A	N/A	N/A	N/A	(1,211,010)	(115,336)	(59,297)

Business Manager Report 9-28-23

Budget 2022-23 as of 6/30/23

This is our third look at year end 6-30-23. We have earned \$15,711,262 or 87.13% of the revised budget. We have expended \$17,037,608 or 93.59% of the revised budget. There are still a few entries that need to be made before our audit. Most notably state and federal receivables and a few sub grants to members still pending. The audit is scheduled to start Oct 3.

Cash Flow

For your information. It is still very low in late winter, but there are some aids that we are entitled to that are still not showing up on our state aid reports, which is not unusual for this time of year. Examples would be Q-comp and the new Setting IV aid.

Aug Bank Rec

For your information

REACH and Pathways Update

Pathways Enrollment 33

REACH Enrollment 49

The school year started out smoothly and without any hiccups. Since that time, we've seen a significant increase in aggression and dysregulated behavior from students mainly in grades K - 5, Cannon Pod. As always, the RBEC staff have been doing an excellent job of managing student behaviors and working to keep students and staff safe.

In November, some REACH staff will be trained in [Ukeru](#) which we are hopeful will reduce the number of restrictive procedures and the use of the seclusion room. We already have the UKERU mats and are letting the students get used to seeing them around the pods and classrooms.

We are enjoying having Mr. Mike Harvey in the industrial technology classroom! It's great to hear the saws and other machinery running in the building again. As we know, hands-on classes like Mr. Harvey's may be the key to keeping some students in school and realizing their full potential.

Please contact me if you have any questions regarding the Pathways or REACH programs.

I apologize for not being able to be there in person this evening.

Nicole Bolduan, Principal/Director of Special Education

Mentoring 100 Cohort Dates

Dates are subject to change. The Cohort will meet from 4:00 - 7:00 p.m.
Snacks/Dinner will be provided.

Locations will be announced prior to the meeting.

You will be paid your hourly rate.

September 19, 2023

October 17, 2023

November 20, 2023

December 19, 2023

January 16, 2023

February 20, 2023

March 19, 2023

April 16, 2023

May 21, 2023

September Agenda

01 Five Critical Emotional Needs of Children

02 The IEP and Goals

03 Curriculum and IEP Goals

04 Data, Data, Data...

05 SpEd Forms Reporting

06 Juggling Everything



Special Education Teacher Pipeline Grant Information Session for FY24

Tyler Livingston, Supervisor of Educator Workforce Programs

- Provide an overview of the SPED Teacher Pipeline Program.
- Create space for questions and answers.
- Note: Most answers will be reserved for a published Q&A document
- Share general information about grant application process.

Questions are welcome!

- Use chat to submit written questions
- Use “Raise Hand” for spoken questions
- All questions will be added to a Question and Answer document which will be shared alongside the grant opportunity.
- This session is being recorded.

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Vision: Ensure every student benefits from diverse and excellent educators

Workforce

- *Diversify* the teacher workforce to ensure professional staff reflect the racial and ethnic diversity of Minnesota.
- *Increase* the teacher workforce to address shortage areas (e.g., regional, license area, demographic).
- *Support, develop and retain* current educators, particularly teachers of color and American Indian teachers.
- *Create* culturally responsive and sustaining learning and work environments for all students, families, and staff.

Student Access

- *Ensure* students of color, American Indian students, and students from low-income families have equitable access to experienced, in-field, and effective teachers, and that all students have access to a diverse and excellent workforce.

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SPED Teacher Pipeline Program: Similar to Grow Your Own (GYO)

“Grow Your Own (GYO) is a teacher preparation strategy focused on developing and retaining teachers from the local community. GYO is often used to address teacher shortages and increase the diversity of the teacher workforce.” ~ [New America](#)

GYO Programs:

- Reduce/eliminate financial barrier of teacher preparation
- Recognize community and cultural assets
- Provide career counseling and other support services while obtaining license
- Provide student teaching/residency placement while maintaining current job

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SPED Teacher Pipeline Program: Similar to Grow Your Own (GYO) Cont.

GYO Participants Often Include:

- Paraprofessionals
- Community/Cultural liaisons
- Adults working with youth in after school or wrap-around programs
- Recent high school graduates
- Secondary students

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More Information About GYO Approaches

GYO Educators: A Toolkit for Program Design and Development --
<https://www.newamerica.org/education-policy/reports/grow-your-own-toolkit/>

GYO Educators: Opportunities and Challenges for Strengthening Teacher Preparation -- <https://www.newamerica.org/education-policy/events/grow-your-own-educators-opportunities-and-challenges-for-strengthening-teacher-preparation/> [Webinar conducted on 11/10/2022]

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SPED Teacher Pipeline Program: Eligible Participants

The goal of the program is to develop a pipeline of trained, licensed Tier 3 or 4 special education teachers.

Eligible Participants

- Employees who are
 - Teachers with Tier 1 or Tier 2 licenses (*priority*)
 - Paraprofessionals or other unlicensed staff
- Demonstrate a willingness to be a SPED teacher after completing the program

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SPED Teacher Pipeline Program: Funding Uses

Funding Uses

- Tuition assistance or stipends
- Supports for participants, including mentoring, licensure test preparation, and technology support
- Participant recruitment

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SPED Teacher Pipeline Program: Eligible Applicants & Priorities

This grant is open to any school district, charter school, intermediate district or service/education cooperative (“eligible districts/programs”).

- Applications from eligible districts that seek to serve entire regions of Minnesota are strongly encouraged.
- Multiple eligible districts may apply jointly for a grant.
 - One entity must serve as fiscal host
 - Joint applicants may not apply separately
- Districts that are larger in size (defined loosely as those employing enough eligible participants to run a full cohort for a teacher preparation program) are not expected to identify joint partners.

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SPED Teacher Pipeline Program: Requirements

- Grantees **must** partner with at least one of the following:
 - A [PELSB-approved](#) teacher preparation program (and/or an institution with an articulated transfer pathway)
 - A [Council for Accreditation of Educator Prep](#)-accredited program from a private, not for profit, institute of higher education
- Grantees **must** use at least 80% of funds for tuition scholarships or stipends for eligible participants who wish to be special education teachers.
 - Up to 5% of funds for administrative expenses
 - Remaining funds for programmatic support for eligible participants

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SPED Teacher Pipeline Program: Grantmaking Priorities

MDE must:

- Prioritize funding for eligible participants holding Tier 1 or 2 special education licenses to obtain a Tier 3 license. Consequently, paraprofessionals and other nonlicensed staff are in second position for funds.
- Award an equal number of grants between greater Minnesota and metropolitan area [To the extent there are sufficient applications and to extent practicable].

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SPED Teacher Pipeline Program: Reporting

- Regular financial reporting (at least quarterly) is required. [Note: This grant operates as a reimbursement model.]
- Annual program report to MDE about the number of participants and how grant funds were used, and MDE must publish an annual report across all grant recipients.
- (NEW requirement for ALL state education grants) Within 180 days of the end of the grant period, each grant recipient must compile a report detailing the effectiveness of the strategies.
 - This report must be submitted to MDE and to the chairs and ranking minority members of the legislative committees with jurisdiction over pre-K-12 education.
 - We will provide you with a template to complete this task.

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SPED Teacher Pipeline Program: Additional Info

- Most grant awards will not exceed \$750,000 per request; however, there is no maximum award amount.
- Multiple competitions
 - September for ~ \$10M. *Anticipated* start date = December 1, 2023
 - Spring (Mar/Apr) for remaining \$20M to start July 1, 2024
- Grants will be made for five-year terms.
- MDE is hiring a point person for this program (and another for GYO).

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Question and Answer Period

- The program contact for this grant is bette.benson@state.mn.us or 651-582-8889.
 - NOTE: This is a change in practice from previous grant competitions. All questions during the application period must be directed to Bette. Tyler is unable to assist you with questions about this grant during this time.
- A Q&A will be published from today's webinar in the next few weeks.
- We will continue to collect questions between now and throughout the application period. The question and answer period will close at a date to be advertised, though it will be approximately 2-3 weeks before the close of the grant. The final question and answer document will be posted approximately 1-2 weeks before the application deadline.

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Minnesota Education Grants System (MEGS)

MDE is moving to a fully online Competitive Grant Application portal, Minnesota Education Grants System (MEGS).

This will be the first competitive grant posted in the new system.

- Application and budget will be submitted in MEGS
- It's a new system, plan on early submission to allow for troubleshooting!
- MDE will host a webinar on how to access MEGS and submit a competitive grant once this opportunity is posted
- For assistance with questions, contact Bette.Benson@state.mn.us or 651-582-8889.

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Grant Review Phases

- Phase 1 – Screening
- Phase 2 – Application Components Scored
 - Each application reviewed independently by 2 reviewers using a common rubric
 - Scoring discrepancies are discussed and resolved
 - Reviewer scores are averaged, then priority points are added for a final score
- Phase 3 – Review of Outcomes and Notification to Applicants
- Phase 4 – Pre-Award Risk Assessment and Review of Prior Performance
- Phase 5 – Execution of Official Grant Award Notification (OGAN) or Other Grant Documentation

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Thank You!

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Tyler Livingston



GOODHUE COUNTY EDUCATION DISTRICT #6051

395 Guernsey Lane, Red Wing, MN 55066 • Phone 651.388.4441 • Fax 651.388.9557

Member Districts:

- Cannon Falls #252 • Goodhue #253 • Kenyon Wanamingo #2172
- Lake City #813 • Red Wing #256 • Zumbrota Mazeppa #2805

Translation and Interpretation Update

1. Translation and Interpretation Options (from EL Handbook) (Brian)
2. Translation and Interpretation Flowcharts (by District) (Brian)
3. Interpretation – Conferences, Open Houses, etc. (Jeimmy)
4. Testimonials (Jeimmy)
5. Q & A
6. ReachMyTeach (Brian)

English Learner Staff and Administrative Handbook

TRANSLATION AND INTERPRETATION OPTIONS

In light of federal guidance indicating that every school district is required to ensure that communication (both written and oral) is accessible to all families, as well as the desire to provide a high-level of support to students and families, the Goodhue County Education District is taking the following steps to support Limited English Proficiency / Multilingual families in Goodhue County:

1. The implementation of two Cultural Liaison positions focused on translation, interpretation, and family and community relationships.
2. The continued education of school staff in the use of tools such as Google Translate and LanguageLine to ensure all families are receiving information in their primary language.
3. A continued emphasis on ensuring that all multilingual families engaged in the special education process receive information in their primary language.

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In regard to the Cultural Liaisons, here is the breakdown of their assigned school districts:

Jeimmy Yusty-Rojas

Goodhue County Education District (Reach, STEP, Pathways, Tower View, 5RO)

Red Wing (Colvill, Twin Bluff Middle School, Red Wing High School, District Office)

Iliana Espiricueta

Cannon Falls

Goodhue

Kenyon-Wanamingo

Lake City

Zumbrota-Mazeppa

Please reference the following website for Member District Translation & Interpretation

Flowcharts: <https://www.gced.k12.mn.us/english-learners>



COMMUNICATION WITH ENGLISH LEARNERS FAMILIES/STUDENTS (LEP) CANNON FALLS SCHOOL DISTRICT



Translation (Written)

Interpretation (Spoken)

- Teacher Emails - GT
- Classroom News - GT
- Urgent comm. - TP
- Reminders - TP

- Sp. Ed. Due Process -PWN
- Legal documents
- Policies/handbooks
- Superintendent comm.
- District Surveys, etc.



Use this note at the end of the documents:
Traducción automatizada.
 Para obtener información en español por favor contáctenos al 320-420-4093
 (Automatic translation. For information in Spanish please contact us at 320-420-4093)
 GT= Google Translate
 TP= Talking Points - Txt messages.

* Return times may vary. First to come first to serve.
 * If you need something urgent please contact Iliana Espiricueta.
Only original documents (no images/pictures, paper, etc.)

- Check in with parents
- Schedule appt. for conferences
- Reminders
- Health



* **Look at the back side for instructions on how to use Language Line.**
Tips to work with an interpreter:
 * Introduce yourself and the interpreter to the parent.
 * State information in short, concise sentences.
 * The interpreter may sometimes ask for repetitions or clarification.

* Email Iliana Espiricueta to schedule a meeting or contact IMAA/UMTIA.
 * Schedule the meeting with time.
 * **DO NOT use family member, friend or student.**

How to use:



Over-the-Phone Interpreter

1. Dial [redacted] 866-874-3972
2. Provide Client ID: [redacted] 509313
3. Select the language you need
 - a) Press 1 for Spanish
 - b) Press 2 for all other languages & state the name of the desired language
4. Provide your School Code: [redacted] 0252
5. Summarize to the interpreter why you are calling:
Parent teacher conferences
6. Ask the interpreter to dial the parent number or place the interpreter on hold and conference in the parent
7. Say "End of Call" to the interpreter when your call is completed

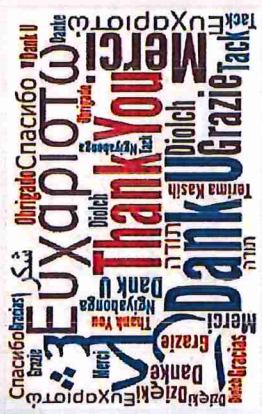
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**** The language line service is only for school use. Please do not share the number or codes.**

Other Resources

1. Intercultural Mutual Assistance Association (IMAA) - Regional organization that provides trained interpreters. (507)-289-5960 ext. 131, Languageservices@imaa.net, <http://imaa.net/service-programs/interpreting-translating>.
2. Upper Midwest Translators & Interpreters Association <https://umtia.org/directory>
3. Contact Iliana Espiricueta GCED Cultural Liaison for assistance on these or other resources.

4.



Do you want to learn more about communications with English Language Learners Families/students?

Schedule a meeting with Iliana Espiricueta for a staff training at iepiricueta@rwps.org

COMMUNICATION WITH ENGLISH LEARNERS FAMILIES/STUDENTS (LEP)

GOODHUE SCHOOL DISTRICT



Translation (Written)

- Teacher Emails - GT
- Classroom News - GT
- Urgent comm. - TP
- Reminders - TP



Use this note at the end of the documents:
Traducción automatizada.
 Para obtener información en español por favor ~~contáctenos~~ **táctenos** al 651-345-4607 (Automatic translation. For information in Spanish please contact us at 651-345-4607)
 GT= Google Translate

- Sp. Ed. Due Process -PWN
- Legal documents
- Policies/handbooks
- Superintendent comm.
- District Surveys, etc.

Viviana Hernandez
 vhermandez@goodhue.k12.mn.us
 Iliana Espiricueta (SPED, Policies, Legal)
 iespiricueta@gced.k12.mn.us

* Return times may vary.
 First to come first to serve.
 * If you need something urgent please contact Viviana Hernandez.
Only original documents (no images/pictures, paper, etc.)

Interpretation (Spoken)

- Check in with parents
- Schedule appt. for conferences
- Reminders
- Health



* **Look at the back side for instructions on how to use Language Line.**
Tips to work with an interpreter:
 * Introduce yourself and the interpreter to the parent.
 * State information in short, concise sentences.
 * The interpreter may sometimes ask for repetitions or clarification. ⁴

- Special Ed. Due Process
- Behavior meetings
- Academic meetings
- Conferences

Viviana Hernandez
 vhermandez@goodhue.k12.mn.us
 Iliana Espiricueta (SPED)
 iespiricueta@gced.k12.mn.us

* Email Iliana Espiricueta to schedule a meeting or contact IMAA/UMTIA.
 * Schedule the meeting with time.
 * **DO NOT use family member, friend or student.**

How to use:



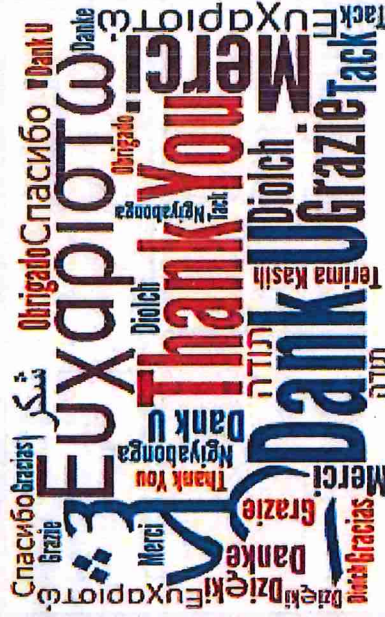
1. Dial **866-874-3972**
2. Provide Client ID: **509313**
3. Select the language you need
 - a) Press 1 for Spanish
 - b) Press 2 for all other languages & state the name of the desired language
4. Provide your School Code: **1253**
5. Summarize to the interpreter why are you calling: *Parent teacher conferences*
6. Ask the interpreter to dial the parent number or place the interpreter on hold and conference in the parent.
7. Say "End of Call" to the interpreter when your call is completed

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**** The language line service is only for school use.
Please do not share the number or codes.**

Other Resources

1. Intercultural Mutual Assistance Association (IMAA) - Regional organization that provides trained interpreters. (507)-289-5960 ext. 131, Languageservices@imaa.net, <http://imaa.net/service-programs/interpreting-translating>.
2. Upper Midwest Translators & Interpreters Association <https://umtia.org/directory>
3. Contact Iliana Espiricueta GCED Cultural Liaison for assistance on these and other resources.



Do you want to learn more about communications with English Language Learners Families/students?

Schedule a meeting with Iliana Espiricueta for a staff training at iespiricueta@gced.k12.mn.us

**COMMUNICATION WITH ENGLISH LEARNERS FAMILIES/STUDENTS (LEP)
GOODHUE COUNTY EDUCATION DISTRICT (REACH, STEP, PATHWAYS, TOWER VIEW, 5RO)**



- Teacher Emails - GT
- Classroom News - GT
- Urgent comm. - TP
- Reminders - TP



- Sp. Ed. Due Process -PWN
- Legal documents
- Policies/handbooks
- Superintendent comm.
- District Surveys, etc.



- Check in with parents
- Schedule appt. for conferences
- Reminders
- Health



- Special Ed. Due Process
- Behavior meetings
- Academic meetings
- Conferences



Use this note at the end of the documents:
Traducción automatizada.
Para obtener información en español por favor contactenos al 651-345-4607 (Automatic translation. For information in Spanish please contact us at 651-345-4607)
GT= Google Translate

* Return times may vary.
First to come first to serve.
* If you need something urgent please contact Jimmy Yusty-Rojas.
Only original documents (no images/pictures, paper, etc.)

* Look at the back side for instructions on how to use Language Line.
Tips to work with an interpreter:
* Introduce yourself and the interpreter to the parent.
* State information in short, concise sentences.
* The interpreter may sometimes ask for repetitions or clarification.

* Email Jimmy Yusty-Rojas to schedule a meeting or contact IMAA/UMTIA.
* Schedule the meeting with time.
* **DO NOT use family member, friend or student.**

How to use:



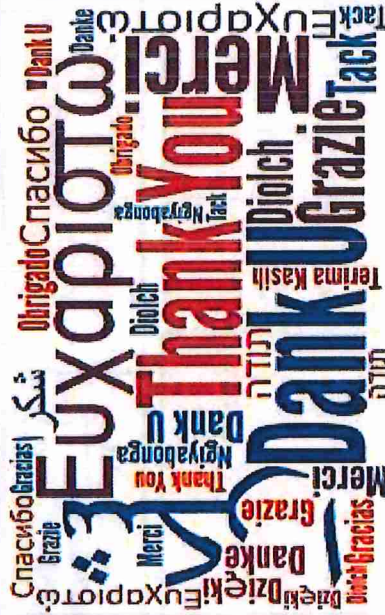
1. Dial - 866-874-3972
2. Provide Client ID 509313
3. Select the language you need
 - a) Press 1 for Spanish
 - b) Press 2 for all other languages & state the name of the desired language
4. Provide your School Code: 0051
5. Summarize to the interpreter why you are calling: *Parent teacher conferences*
6. Ask the interpreter to dial the parent number or place the interpreter on hold and conference in the parent.
7. Say "End of Call" to the interpreter when your call is completed

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Please do not share the number or codes.**

Other Resources

1. Intercultural Mutual Assistance Association (IMAA) - Regional organization that provides trained interpreters. (507)-289-5960 ext. 131, Languageservices@imaa.net, <http://imaa.net/service-programs/interpreting-translating>.
2. Upper Midwest Translators & Interpreters Association <https://umtia.org/directory>
3. Contact Jeimmy Yusty-Rojas GCED Cultural Liaison for assistance on these and other resources.



Do you want to learn more about communications with English Language Learners Families/students?

Schedule a meeting with Jeimmy Yusty-Rojas for a staff training at jyusty-rojas@rwps.org



COMMUNICATION WITH ENGLISH LEARNERS FAMILIES/STUDENTS (LEP) KENYON-WANAMINGO SCHOOL DISTRICT



Translation (Written)



Interpretation (Spoken)

- Teacher Emails - GT
- Classroom News - GT
- Urgent comm. - TP
- Reminders - TP



- Sp. Ed. Due Process -PWN
- Legal documents
- Policies/handbooks
- Superintendent comm.
- District Surveys, etc.

Iliana Espiricueta
iespiricueta@gced.k12.mn.us

- Check in with parents
- Schedule appt. for conferences
- Reminders
- Health



- Special Ed. Due Process
- Behavior meetings
- Academic meetings
- Conferences

Iliana Espiricueta
iespiricueta@gced.k12.mn.us

Use this note at the end of the documents:
Traducción automatizada.
Para obtener información en español por favor contáctenos al NUMBER
(Automatic translation. For information in Spanish please contact us at **NUMBER**)
GT= Google Translate
TP= Talking Points - Txt messages.

- * Return times may vary. First to come first to serve.
 - * If you need something urgent please contact Iliana Espiricueta.
- Only original documents (no images/pictures, paper, etc.)**

*** Look at the back side for instructions on how to use Language Line.**
Tips to work with an interpreter:

- * Introduce yourself and the interpreter to the parent.
- * State information in short, concise sentences.
- * The interpreter may sometimes ask for repetitions or clarification

- * Email Iliana Espiricueta to schedule a meeting or contact IMAA/UMTIA.
- * Schedule the meeting with time.
- * **DO NOT use family member, friend or student.**

How to use:



Over-the-Phone Interpreter

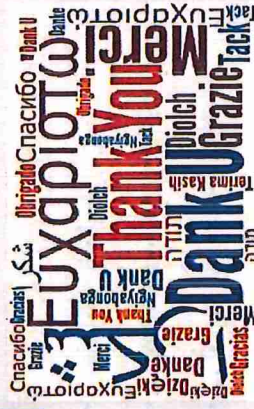
1. Dial **866-874-3912**
2. Provide Client ID: **509315**
3. Select the language you need
 - a) Press 1 for Spanish
 - b) Press 2 for all other languages & state the name of the desired language
4. Provide your School Code: **2172**
5. Summarize to the interpreter why are you calling:
Parent teacher conferences
6. Ask the interpreter to dial the parent number or place the interpreter on hold and conference in the parent
7. Say "End of Call" to the interpreter when your call is completed

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Other Resources

1. Intercultural Mutual Assistance Association (IMAA) - Regional organization that provides trained interpreters. (507)-289-5960 ext. 131, Languageservices@imaa.net, <http://imaa.net/service-programs/interpreting-translating>.
2. Upper Midwest Translators & Interpreters Association <https://umtia.org/directory>
3. Contact Iliana Espiricueta GCED Cultural Liaison for assistance on these or other resources.
- 4.



Do you want to learn more about communications with English Language Learners Families/students?

Schedule a meeting with Iliana Espiricueta for a staff training at iespiricueta@gced.k12.mn.us

COMMUNICATION WITH ENGLISH LEARNERS FAMILIES/STUDENTS (LEP) LAKE CITY (EARLY CHILDHOOD-GRADE 6)

Translation (Written)

- Teacher Emails - GT
- Classroom News - GT
- Urgent comm. - TP
- Reminders - TP

Google Translate
TalkingPoints

- Sp. Ed. Due Process -PWN
- Legal documents
- Policies/handbooks
- Superintendent comm.
- District Surveys, etc.

Iliana Espiricueta
iespiricueta@gced.k12.mn.us

Interpretation (Spoken)

- Check in with parents
- Schedule appt. for conferences
- Reminders
- Health

LANGUAGE LINE
LanguageLine Solutions

- Special Ed. Due Process
- Behavior meetings
- Academic meetings
- Conferences

Iliana Espiricueta
iespiricueta@gced.k12.mn.us

Use this note at the end of the documents:
Traducción automatizada. Para obtener información en español por favor contáctenos al 651-345-4607 (Automatic translation. For information in Spanish please contact us at 651-345-4607)
GT= Google Translate

* Return times may vary. First to come first to serve.
* If you need something urgent please contact Iliana Espiricueta.
Only original documents (no images/pictures, paper, etc.)

* **Look at the back side for instructions on how to use Language Line.**
Tips to work with an interpreter:
* Introduce yourself and the interpreter to the parent.
* State information in short, concise sentences.
* The interpreter may sometimes ask for repetitions or clarification.

* Email Iliana Espiricueta to schedule a meeting or contact IMAA/UMTIA.
* Schedule the meeting with time.
* **DO NOT use family member, friend or student.**

How to use:



1. Dial **1-866-874-3972**
2. Provide Client ID **17509313**
3. Select the language you need
 - a) Press 1 for Spanish
 - b) Press 2 for all other languages & state the name of the desired language
4. Provide your School Code **0813**
5. Summarize to the interpreter why are you calling: *Parent teacher conferences*
6. Ask the interpreter to dial the parent number or place the interpreter on hold and conference in the parent.
7. Say "End of Call" to the interpreter when your call is completed

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Other Resources

1. Intercultural Mutual Assistance Association (IMAA) - Regional organization that provides trained interpreters. (507)-289-5960 ext. 131, Languageservices@imaa.net, <http://imaa.net/service-programs/interpreting-translating>.
2. Upper Midwest Translators & Interpreters Association <https://umtia.org/directory>
3. Contact Iliana Espiricueta GCED Cultural Liaison for assistance on these and other resources.



Do you want to learn more about communications with English Language Learners Families/students?
Schedule a meeting with Iliana Espiricueta for a staff training at iespiricueta@gced.k12.mn.us

COMMUNICATION WITH ENGLISH LEARNERS FAMILIES/STUDENTS (LEP)

LAKE CITY (GRADES 7-12) *Needs to be updated

Dr. [Signature]

Translation (Written)

- Teacher Emails - GT
- Classroom News - GT
- Urgent comm. - TP
- Reminders - TP



Use this note at the end of the documents:
 Traducción automatizada.
 Para obtener información en español por favor contáctenos al 651-345-4607 (Automatic translation. For information in Spanish please contact us at 651-345-4607)
 GT= Google Translate

- Sp. Ed. Due Process -PWN
- Legal documents
- Policies/handbooks
- Superintendent comm.
- District Surveys, etc.

Dalila Loyo
 Jimmy Yusty-Rojas (SPED)

* Return times may vary. First to come first to serve.
 * If you need something urgent please contact Dalila Loyo or Jimmy Yusty-Rojas (SPED).
Only original documents (no images/pictures, paper, etc.)

Interpretation (Spoken)

- Check in with parents
- Schedule appt. for conferences
- Reminders
- Health



* **Look at the back side for instructions on how to use Language Line.**
Tips to work with an interpreter:
 * Introduce yourself and the interpreter to the parent.
 * State information in short, concise sentences.
 * The interpreter may sometimes ask for repetitions or clarification^{gs}

- Special Ed. Due Process
- Behavior meetings
- Academic meetings
- Conferences

Dalila Loyo
 Jimmy Yusty-Rojas (SPED)

* Email Jimmy Yusty-Rojas to schedule a meeting or contact IMAA/UMTIA.
 * Schedule the meeting with time.
 * **DO NOT use family member, friend or student.**

How to use:



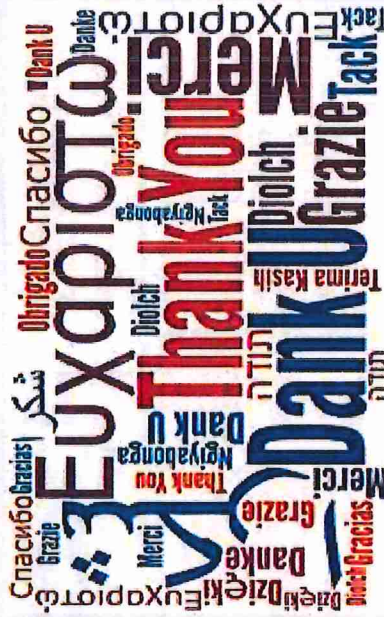
1. Dial **866-874-3972**
2. Provide Client ID: **09313**
3. Select the language you need
 - a) Press 1 for Spanish
 - b) Press 2 for all other languages & state the name of the desired language
4. Provide your School Code: **1013**
5. Summarize to the interpreter why are you calling: *Parent teacher conferences*
6. Ask the interpreter to dial the parent number or place the interpreter on hold and conference in the parent.
7. Say "End of Call" to the interpreter when your call is completed

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**** The language line service is only for school use. Please do not share the number or codes.**

Other Resources

1. Intercultural Mutual Assistance Association (IMAA) - Regional organization that provides trained interpreters. (507)-289-5960 ext. 131, Languageservices@imaa.net, <http://imaa.net/service-programs/interpreting-translating>.
2. Upper Midwest Translators & Interpreters Association <https://umtia.org/directory>
3. Contact Jeimmy Yusty-Rojas GCED Cultural Liaison for assistance on these and other resources.



Do you want to learn more about communications with English Language Learners Families/students?

Schedule a meeting with Jeimmy Yusty-Rojas for a staff training at jyusty-rojas@rwps.org

COMMUNICATION WITH ENGLISH LEARNERS FAMILIES/STUDENTS (LEP)

RED WING (K-4)

Translation (Written)

- Teacher Emails
- Classroom News**
- Reminders**



- Sp. Ed. Due Process -PWN
- Urgent communications
- K-4 Policies & handbooks

Kelly Hassemer
kahassemmer@rwps.org

Use this note at the end of the documents:
 Traducción automatizada.
 Para obtener información en español por favor contáctenos al 651-385-2857 o 651385-2959 (*Automatic translation.*
For information in Spanish please contact us at 651-385-2857 o 651385-2959)
 ** For newsletters and reminders use Google Translate as much as possible, but you can send to Kelly to proof read.

Return times may vary.
 First to come first to serve.
 If you need something urgent please contact Kelly Hassemer at kahassemmer@rwps.org or call 651-385-2857 o 651385-2959
Only original documents (no images/pictures, paper, etc.)

Interpretation (Spoken)

- Special Education Due Process
 - Check in with parents, behavior or academic meetings, conferences, health, etc.
- Note:
 If Kelly Hassamer is not available please use Language Line

Kelly Hassemer
kahassemmer@rwps.org



* Email Kelly Hassemer to schedule a meeting.
 * **DO NOT use family member, friend or student.**

Look at the back side for instructions on how to use Language Line.
Tips to work with an interpreter:
 * Introduce yourself and the interpreter to the parent.
 * State information in short, concise sentences.
 * The interpreter may sometimes ask for repetitions or clarification.



COMMUNICATION WITH ENGLISH LEARNERS FAMILIES/STUDENTS (LEP) RED WING (COLVILL-TBMS-RWHS-DISTRICT OFFICE)



Translation (Written)

- Teacher Emails - GT
- Classroom News - GT
- Urgent comm. - TP
- Reminders - TP



Jeimmy Yusty-Rojas
jyusty-rojas@rwps.org

Use this note at the end of the documents:
Traducción automatizada.
 Para obtener información en español por favor contáctenos al xxx-xxx-xxxx
 (Automatic translation. For information in Spanish please contact us at xxxxxxxxx)
 GT= Google Translate
 TP= Talking Points - Txt messages.

Interpretation (Spoken)

- Check in with parents
- Schedule appt. for conferences
- Reminders
- Health



Jeimmy Yusty-Rojas
jyusty-rojas@rwps.org

- Special Ed. Due Process
- Behavior meetings
- Academic meetings
- Conferences

* **Look at the back side for instructions on how to use Language Line.**
Tips to work with an interpreter:
 * Introduce yourself and the interpreter to the parent.
 * State information in short, concise sentences.
 * The interpreter may sometimes ask for repetitions or clarification of

* Return times may vary. First to come first to serve.
 * If you need something urgent please contact Jeimmy Yusty-Rojas.
Only original documents (no images/pictures, paper, etc.)

* Email Jeimmy Yusty-Rojas to schedule a meeting or contact IMAA/UMTIA.
 * Schedule the meeting with time.
 * **DO NOT use family member, friend or student.**



COMMUNICATION WITH ENGLISH LEARNERS FAMILIES/STUDENTS (LEP) ZUMBROTA-MAZEPPA SCHOOL DISTRICT



Translation (Written)

- Teacher Emails - GT
- Classroom News - GT
- Urgent comm. - TP
- Reminders - TP



- Sp. Ed. Due Process -PWN
- Legal documents
- Policies/handbooks
- Superintendent comm.
- District Surveys, etc.

Iliana Espiricueta
iespiricueta@gced.k12.mn.us

Interpretation (Spoken)

- Check in with parents
- Schedule appt. for conferences
- Reminders
- Health

LANGUAGE LINE
LanguageLine Solutions

- Special Ed. Due Process
- Behavior meetings
- Academic meetings
- Conferences

Iliana Espiricueta
iespiricueta@gced.k12.mn.us

Use this note at the end of the documents:
Traducción automatizada.
Para obtener información en español por favor contáctenos al 320-420-4093
(Automatic translation. For information in Spanish please contact us at 320-420-4093)
GT= Google Translate
TP= Talking Points - Txt messages.

* Return times may vary. First to come first to serve.
* If you need something urgent please contact Iliana Espiricueta.
Only original documents (no images/pictures, paper, etc.)

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Tips to work with an interpreter:
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* The interpreter may sometimes ask for repetitions or clarification.

* Email Iliana Espiricueta to schedule a meeting or contact IMAA/UMTIA.
* Schedule the meeting with time.
* **DO NOT use family member, friend or student.**

How to use:

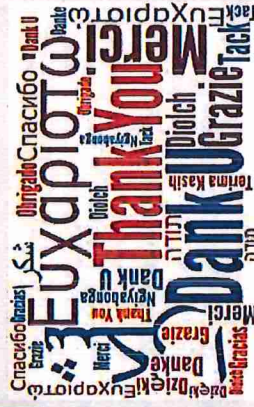
Over-the-Phone Interpreter

1. Dial **1-866-874-3972**
2. Provide Client ID: **509313**
3. Select the language you need
 - a) Press **1** for Spanish
 - b) Press **2** for all other languages & state the name of the desired language
4. Provide your School Code: **2805**
5. Summarize to the interpreter why are you calling:
Parent teacher conferences
6. Ask the interpreter to dial the parent number or place the interpreter on hold and conference in the parent
7. Say "End of Call" to the interpreter when your call is completed

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Other Resources

1. Intercultural Mutual Assistance Association (IMAA) - Regional organization that provides trained interpreters. (507)-289-5960 ext. 131, Languageservices@imaa.net, <http://imaa.net/service-programs/interpreting-translating>.
2. Upper Midwest Translators & Interpreters Association <https://umtia.org/directory>
3. Contact Iliana Espiricueta GCED Cultural Liaison for assistance on these or other resources.



Do you want to learn more about communications with English Language Learners Families/students?

Schedule a meeting with Iliana Espiricueta for a staff training at iespiricueta@gced.k12.mn.us

Testimonies:

- As a special education teacher, I have found it to be immensely helpful to have an interpreter at meetings with families who do not speak English as their primary language. Families appear to feel so much more comfortable. They know that all their concerns and questions are reviewed and discussed, and that problems are solved. Meetings run smoothly and the interpreter stops for clarification when it is necessary.
Case Manager – RWPS
- Interpreters and Liaisons help create an environment that welcomes all students. They make it possible to involve all stakeholders in the school. They ensure the accuracy of the information that is being shared. Assistant Director SpEd.
- Our experience overall has been great. Working alongside interpreters to assist Spanish-speaking families has proven to improve communication and understanding between the school and families. At our school, we utilize interpreter assistance for Meet the Teacher, fall and spring Conferences as well as Early Childhood screenings and more. We have between 20-25 families who request interpretation assistance for various things. When I schedule conference times and coordinate both the families as well as interpreters schedules we have noticed the high demand as multiple schools can compete for booking any given day and time. We appreciate all the time, work our interpreters do, and hope to continue a great working relationship. Administrative Assistant. 60
- Working with interpreters has been a great experience and a huge help when it comes to connecting with families. I have had the majority of my interactions with our Night and Summer School programming. Our Interpreter has been very helpful contacting families of students needing to make up credits and explaining the process. Credit Recovery Coordinator
- Using an interpreter is so helpful because he/she/they understand the cultural context and how to convey a message so it is understood clearly. It's like insurance that your message will be conveyed as you want it to be conveyed. EL Teacher
- Interpreters are essential pieces to accurately communicating your thoughts and ideas with parents. Our interpreters here at school are always willing to help out with tasks-whether that be testing, communicating with parents, or giving insight into cultural or language differences that may impact students in the classrooms. SLP
- I think interpreters are vital in the school setting. They allow parents to truly understand and ask questions to school staff about their child's education. School Counselor
- When someone who does not speak English, or English is their second language, comes to our department and needs assistance my mind immediately goes to the Cultural Liaison/Interpreter. I am extremely relieved that just by one phone call to her that I can help the person with very little frustration on their part. This service will make that person more likely to come to us again, and leave with a positive experience at RWPS. It will also make it more likely that they will tell others that they know This service is critical to the service we are trying to provide to students and families in our community. Community Ed. RW



Tuition Billing

Overview for Board Members



Tuition Billing

Tuition Billing occurs when a **district other than the resident district (where a student's parents reside) provides education to a special education student.**

Effective SFY 2007, **MDE assumed the responsibility** for calculating state special education aid adjustments for students with IEPs that are served in school districts other than their resident district (Minn. Stat. §§ 125A.11 and 127A.47). ⁶⁴



Tuition Billing

For fiscal year 2021 and later, the tuition adjustment for open enrolled students equals **80% of the unreimbursed costs.**

In other words the **serving district is responsible for 20% of the unreimbursed costs.**

Disability Rate

*** SECTION C
REGULAR SCHOOL YEAR

DISABILITY	OLD FORMULA EDRS 'A'	UFARS NON-FEDERAL	TOTAL EXPENDITURE	SPED AID = EXP * RATIO 1	UNREIMBURSED COST
401 SPEECH OR LANGUAGE IMPAIRMENT	392,052.94	120,634.23	512,687.17	356,840.81	155,846.36
Service Hours					7,094.30
Unreimbursed Cost/Service Hours					21.97

Special Ed. Service Hours

Disability Rate

Your Disability Rate is used to generate tuition bills for each student⁶⁶



Task List

Update and Align Systems

1. Send out **Tuition Acknowledgements**
2. Complete **Disability Disbursement** for any staff member coded to special education finance.
3. **Update Special Education Data Reporting Application (SEDRA)**
4. **Update Payroll - Uniform Accounting & Financial Standards (UFARS)**
5. **Verification of accurate student⁶⁷ data in the Minnesota Automated Reporting Student System (MARSS)**

Audio/Visual Instructions and Troubleshooting

When you logged into the webinar, a box should have automatically appeared which asked how you wanted to connect your audio. You had the option to join via your computer or to use the phone. If the box did not automatically open please click on the Audio/Communicate tab on the top navigation bar.

If you log in via the temporary web application and it does not launch, please log in using the web browser option. Logging in via the web browser requires connecting to audio via your phone. There should be a pop-up offering the information needed to connect. This information is also in the automatically generated email from WebEx from when you registered. You will call in using the information below but will need your ID number which was included in the automated email.

If you connect audio via your computer, make sure your speakers are on and volume is not muted. You may need to unmute from the audio box within the webinar. If you have a slow internet connection or a shared network you may experience vocal choppiness, buffering or static, in which case you may wish to phone in for the audio portion.

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You also have the option to phone in. To receive a call back, provide your phone number when you join (this only works if you have a direct line – the call back feature does not recognize extensions). Or you can call (this is not toll-free): 1-415-655-0003 using access code 2499 537 4462.

If you have connection issues (connection icon continues to spin without connecting) please try a new browser and/or clear your browser cache. If you continue to have issues please call WebEx at 877-812-4501 while you are experiencing the issue, as we have not yet found a consistent reason for this issue and will not be able to address it from MDE.

If you lose audio while connected via your computer, please check the audio box to make sure it says “play,” not “pause.” You may need to close other applications that are taking away bandwidth needed for the audio. You may also phone in or try logging in again.



Maintenance of Effort

Denise Berger and Mary Acosta | Special Education Funding and Data

February 15, 2023

Acronyms

- **ACTE-SPED** – Access to Career Technical Education for Students with a Disability
- **ADM** – Average Daily Membership
- **ADMWE** – Average Daily Membership Web Estimates
- **ADSI** – Alternative Delivery of Specialized Instructional Services
- **CEIS** – Coordinated Early Intervening Services
- **C.F.R.** – Code of Federal Regulations
- **DCD** – Developmental Cognitive Disabilities
- **DHS** – Department of Health Services
- **EBD** – Emotional Behavior Disorder
- **EC** – Early Childhood
- **ESY** – Extended School Year
- **FAPE** – Free Appropriate Public Education
- **FIN** – Finance Code
- **FFY** – Federal Fiscal Year
- **FSC** – Funding Source Code
- **FTE** – Full-Time Equivalent
- **GenEd** – General Education
- **IDEA** – Individuals with Disabilities Education Act
- **IEP** – Individualized Education Program
- **IFSP** – Individualized Family Service Plan
- **IOwA** – Identified Official with Authority
- **LEA** – Local Educational Agency
- **MA** – Medical Assistance
- **MARSS** – Minnesota Automated Reporting Standards System
- **MDE** – Minnesota Department of Education
- **MFR** – Minnesota Funding Reports
- **MOE** – Maintenance of Effort
- **PTC** – Personnel Type Code
- **RSY** – Regular School Year
- **SEA** – State Education Agency
- **SEDRA** – Special Education Data Reporting Application
- **SERVS** – State Educational Record View and Submission
- **SFIN** – SERVS Financial
- **SFY** – State Fiscal Year
- **SLD** – Specific Learning Disabilities
- **SpEd** – Special Education
- **UFARS** – Uniform Financial Accounting and Reporting Standards

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- Definition
- Eligibility standard
- Compliance standards
- Allowable Exceptions
- Consequences
- Reports

Definition

- The term **Maintenance of Effort**, often shortened to **MOE**, refers to the requirement placed upon many federally funded grant programs, that a recipient demonstrate the level of local funding for a particular program remain constant from year-to-year.
- The local MOE requirement obligates any LEA receiving IDEA Part B funds to budget and spend at least the same amount of local – or state and local – funds for the education of children with disabilities on a year-to-year basis. The intent behind the MOE requirement is to help ensure that the SEA and LEAs are expending at least a certain level of non-federal funds for the education of students with disabilities. The required MOE levels for budgeting and spending are referred to, respectively, as the “eligibility standard” and the “compliant standard.”
- Failure to meet MOE requirements may result in the LEA losing eligibility to receive federal funding, or a reduction in the amount the LEA would receive, or a repayment of funds.

MOE – Eligibility and Compliance Tests

Eligibility Test

- LEA budget amounts compared to prior closed year actual expenditures
- Determines whether an LEA is “eligible” to receive the IDEA entitlement grants
- Completed at beginning of state fiscal year

Compliance Test

- LEA actual expenditures two-year comparison
- Determines whether an LEA is in final compliance with the MOE requirement₇₄
- Completed after final close of state fiscal year

Minnesota Statutes 2022, section 125A.75, subdivision 4

As part of the program and aid approval for special education, Minnesota Statutes 2022, section 125A.75, subdivision 4, states:

“Before June 1 of each year, each district providing special instruction and services to children with a disability...must submit to the commissioner an application for approval of these programs and their budgets for the next fiscal year.”

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- Eligibility (initial) MOE is part of the new year budget process.

34 C.F.R., section 300.203, Maintenance of Effort

- a) Eligibility standard. (1) For purposes of establishing the LEA's eligibility for an award for a fiscal year, the SEA must determine that the LEA budgets, for the education of children with disabilities, at least the same amount, from at least one of the following sources, as the LEA spent for that purpose from the same source for the most recent fiscal year for which information is available:
- i. Local funds only;
 - ii. The combination of state and local funds;
 - iii. Local funds only on a per capita basis; or
 - iv. The combination of state and local funds on a per capita basis.

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Initial MOE Eligibility Calculation

- Completed at the beginning of the state fiscal year—typically in June
- The comparison looks at new year SEDRA data vs. SEDRA data from the most recent closed fiscal period
- The comparison looks at direct student service lines that have been retained in SEDRA
- For SFY 2024 the date will be compared to SFY 2022

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Initial MOE Eligibility Calculation (2)

The following expenditure data will be reviewed for initial MOE:

- Funding Source Code A – State Special Education Program Aid – Regular Year
 - Service Code A – Payroll
 - Service Code U – Purchase of Services
 - Service Code X – To be Hired

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Failure to Meet Eligibility MOE Standards

- If the LEA fails to meet eligibility MOE, the LEA will be notified of the findings and given an opportunity to respond.
- Until eligibility MOE is met, your federal budgets will not be released. This means the budgets will not pull into SERVS making these funds unavailable for you to draw.
- The LEA will still be awarded a federal allocation, but will not be able to access these funds until eligibility MOE has been met.

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Failure to Meet Eligibility MOE Standards (2)

- If you feel that you will not meet eligibility MOE, please draft a memo stating the reasons why, signed by the special education director, and send it to MDE Division of School Finance.
- Providing a memo will release the federal budget to SERVS. However, this does not mean that you have met compliance maintenance of effort (calculated at the end of the year). If you do not meet compliance MOE, you will need to provide further justification and documentation.
- Providing a memo for eligibility MOE does not reduce your MOE threshold.

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MOE Compliance Standard

34 C.F.R., section 300.203(b)

- Establish compliance for an award for previous fiscal year
- Did not spend less than the preceding fiscal year from one of four sources:
 - ✓ Total amount of local funds
 - ✓ Total amount of state and local funds
 - ✓ Per capita (e.g., per child with disability) amount of local funds
 - ✓ Per capital amount of state and local funds

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Local and State Special Education Data

MOE compliance is determined through an analysis of SEDRA, UFARS and other data collected by MDE.

State and Local Expenditures – PTC 21 and Service Code 9 are not included for SFY 2021.

SpEd Expenditures from District	SEDRA FSC A, E, M and U Expense Amount for lines not in error
SpEd Expenditures from Coop/Host	Tuition billing Initial Total Cost divided by (1 - Aid Ratio)
SpEd Transportation Expenditures	Total UFARS expense under FIN 723
SpEd Benefits from District	SEDRA FSC little “a” Expense Amount for lines not in error
ACTE-SpEd Expenditures from District	ACTE-Sped total Expense Amount for lines not in error
ACTE-SpEd Expenditures from Coop/Host	ACTE-Sped total Expense Amount allocated using participation percentages

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Unduplicated Child Count

This totals all SpEd students served for a given year by pulling valid end of year MARSS records, SpEd status of 4, 6 or 9, state aid category < 29 and student grade level NOT = “PS”

MOE Report Example

RUN DATE 09/11/18		MINNESOTA DEPARTMENT OF EDUCATION SPECIAL EDUCATION MAINTENANCE OF EFFORT	
DISTRICT 0001-03 Minneapolis Public School District			
STATE AND LOCAL EXPENDITURES	15-16	16-17	
SPECIAL EDUCATION EXPENDITURES FROM DISTRICT	75,034,259.23	74,913,571.62	
SPECIAL EDUCATION EXPENDITURES FROM COOP/HOST	4,975,100.23	5,343,118.26	
SPECIAL EDUCATION TRANSPORTATION EXPENDITURES	15,439,369.80	14,539,860.21	
SPECIAL EDUCATION BENEFITS FROM DISTRICT	26,487,917.36	26,869,704.24	
ACTE-SPED EXPENDITURES FROM DISTRICT	1,047,902.23	835,131.36	
ACTE-SPED EXPENDITURES FROM COOP/HOST	0.00	97,040.72	
MDE ADJUSTMENT	0.00	0.00	
TOTAL EXPENDITURES	122,984,548.85	122,598,426.41	
STUDENTS WITH IEP'S SERVED BIRTH - AGE 21	8,336	8,231	
DISTRICT AVERAGE	14,753.42	14,894.72	
STATE AID			
REGULAR SPECIAL EDUCATION	79,284,043.95	85,358,667.73	
TOTAL ADSIS COSTS NOT ELIGIBLE FOR MOE	0.00	0.00	
TOTAL FINANCE 728 COST	6,846,166.88	8,316,706.37	
TUITION BILLING REIMBURSEMENT RATIO	0.57	0.59	
PRORATION FACTOR	1.00	1.00	
TOTAL AID NOT ELIGIBLE FOR MOE	6,846,166.88	8,316,706.37	
SPECIAL PUPIL	12,109.83	37,918.82	
HOME BASED TRAVEL	45,635.79	39,809.23	
COURT PLACED	0.00	0.00	
OUT-OF-STATE	108,103.59	140,672.79	
COOP AID	2,859,228.03	2,857,689.05	
COOP ACTE-SPED AID	0.00	57,839.39	
TOTAL STATE AID	75,462,954.31	80,175,890.64	
LOCAL EXPENDITURES (TOTAL EXP LESS TOTAL STATE AID)	47,521,594.54	42,422,535.77	
MDE ADJUSTMENT	0.00	0.00	
DISTRICT LOCAL AVERAGE	5,700.77	5,154.00	

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Start at the [MDE homepage](https://education.mn.gov) (https://education.mn.gov)

MDE > Data Center > Data Reports and Analytics > School Finance Reports:
Minnesota Funding Reports (MFR)

- Select your LEA
- Select Category: Special Education Maintenance of Effort
- Select Year: (SFY) xx-xx
- Select Report: Special Education Maintenance of Effort

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MOE MFR Report

The MOE report is located on the MDE Data Center under MFR (choose your district information).

The screenshot shows the Minnesota Department of Education's website for Minnesota Funding Reports (MFR). The header includes the MDE logo and navigation links: Home, About, Students and Families, Licensing, Districts, Schools and Educators, and Data Center. The breadcrumb trail is MDE > Data Center > Data Reports and Analytics. The main heading is "Minnesota Funding Reports (MFR)".

Below the heading is an introductory paragraph: "The Minnesota Department of Education (MDE) Program Finance area created the Minnesota Funding Reports (MFR) to provide state, district, school and program level funding information. An interactive search for MFR reports is available by school district, category, year and report. [Read the help document.](#)"

The search interface is titled "Use the Drop Downs to identify the report of interest". It includes the following controls:

- Sort District list by:** Radio buttons for Name (selected), Number, and Co-Ops.
- List District Types:** Radio buttons for All (selected), Standard, and Co-Ops.
- District:** A dropdown menu set to "STATEWIDE (9999-99)".
- View reports added in the last:** A dropdown menu set to "All Reports".
- Category:** A dropdown menu set to "Special Education Maintenance of Effort".
- Year:** A dropdown menu set to "20-21".
- Report:** A dropdown menu set to "ALL".
- or enter up to 5 districts:** Five empty text input fields for manual district entry.
- Buttons:** "List Reports" and "Reset".

At the bottom, a table displays the search results:

District	Fiscal Year	Report Name	Category	Run Date
9999-99	FY 20-21	Special Education Maintenance of Effort	Special Education Maintenance of Effort	01/18/2022 2:53PM

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34 C.F.R. section 300.203(c)

If an LEA fails to meet MOE requirements, the level of expenditures required of the LEA for the fiscal year subsequent to the year of the failure, is the amount that would have been required under the combination of state and local funds, or the combination of state and local funds, on a per capita basis in the absence of that failure, not the LEAs reduced level of expenditures.

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Compliance Calculation

- *Compliance standard.* (1) Except as provided in 34 C.F.R. sections 300.204 and 300.205, funds provided to an LEA under Part B of the Act must not be used to reduce the level of expenditures for the education of children with disabilities made by the LEA from local funds below the level of those expenditures for the preceding fiscal year.
- The compliance calculation verifies adequate spending occurred from one fiscal year to the next.
- The calculation will continue to go back to SFY 2016 forward to determine the LEA's "all time high" to maintain adequate spending.

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MOE SFY 2016 Funding Formula Reset

Each district's MOE reset in SFY 2016 due to the funding formula change. As a result, we will need to continue to go back to SFY 2016 to determine a district's "all time high." Once the "all time high" has been set, district's need to spend at least the same amount in that year going forward.

- Example:

SFY 2021 Maintenance of Effort (MOE) Interactive Spreadsheet						
*District Number:	1					
*District Type:	3					
* If, after typing your district number and type, you see "#N/A," your cooperative or education district is evaluated for MOE and not your specific LEA.						
* Pay particular attention to what is entered in the District Type cell (B4); otherwise, you will see "N/A" as well.						
	Minneapolis Public School District					Criteria to Meet MOE in SFY 2021
		SFY 2016	SFY 2017	SFY 2018	SFY 2019	SFY 2020
	Total SPED Expenditures	\$ 122,984,548.85	\$ 122,598,426.41	\$ 118,000,279.72	\$ 116,805,981.63	\$ 116,979,411.91
	Average Total SPED Expenditures	\$ 14,753.42	\$ 14,894.72	\$ 14,645.68	\$ 14,858.92	\$ 15,555.77
	Local SPED Expenditures	\$ 47,521,594.54	\$ 42,422,535.77	\$ 37,926,169.78	\$ 37,291,946.59	\$ 37,081,543.88
	Average Local SPED Expenditures	\$ 5,700.77	\$ 5,154.00	\$ 4,707.23	\$ 4,743.92	\$ 4,931.06
	Students Served with IEP's (Birth to 21)	\$ 8,336	\$ 8,231	\$ 8,057	\$ 7,861	\$ 7,520
						N/A
** If you see earlier years with blank cells, it means that your organizational structure changed such that your MOE was reset. This most commonly happens when an LEA joins or leaves a fiscal host arrangement.						
End of Worksheet						

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MOE Interactive Spreadsheet

Start at the [MDE homepage](https://education.mn.gov) (https://education.mn.gov)

MDE > Data Center > Data Reports and Analytics > School Finance Spreadsheets > Special Education

- Select Category: Special Education
- Select Subcategory: MOE Interactive Spreadsheets
- Select Year: 2021 (2022 will be posted once updated)
- Click on List Files

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MOE Interactive Spreadsheet (2)



Home About ▾ Students and Families ▾ Licensing ▾ Districts, Schools and Educators ▾ Data Center ▾

[MDE](#) > [Data Center](#) > Data Reports and Analytics

Special Education

The spreadsheets available here provide information on state and federal special education funding, including CEIS @ MOE limits, cross subsidy reports, excess cost aid projection models, and allocations to local education agencies for various federal programs.

Use the Drop Downs to identify the files of interest

Category	<input type="text" value="Special Education"/>	<input type="button" value="List files"/>
Subcategory	<input type="text" value="MOE Interactive Spreadsheets"/>	<input type="button" value="Reset"/>
Year	<input type="text" value="2021"/>	

Available Files

Category	Subcategory	Year	Document	Data Files	Help Files
Special Education	MOE Interactive Spreadsheets	2021	MOE Interactive Spreadsheet	xls	

Compliance Test Results

- The most favorable result will be used.
- If the LEA passes at least **one** of the four tests, the LEA is deemed compliant.
- If the LEA fails all four tests, the LEA will be notified of the findings and given an opportunity to respond with allowable exceptions.

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Allowed Exceptions to Maintaining Local Effort

Notwithstanding the restriction in 34 C.F.R. section 300.203(b), an LEA may reduce the level of expenditures made by the LEA under Part B of the Act, below the level of those expenditures for the preceding fiscal year if the reduction is attributable to any of the following:

- The voluntary departure, by retirement or otherwise, or departure for just cause, of special education or related services personnel.
- A decrease in the enrollment of children with disabilities.
- The termination of the obligation of the agency, consistent with this part, to provide a program of special education to a particular child with a disability that is an exceptionally costly program, as determined by the SEA, because the child:
 - Has left the jurisdiction of the agency;
 - Has reached the age at which the obligation of the agency to provide FAPE to the child has terminated; or
 - No longer needs the program of special education.
- The termination of costly expenditures for long-term purchases, such as the acquisition of equipment per unit cost > \$5000, bus purchase, or the construction of school facilities.

Voluntary Departure

- An LEA may reduce its level of maintenance of effort if the reduction is due to special education staff, previously funded with non-grant dollars, who leave special education through such means as transferring employment or retirement.
- The amount eligible as an exception is dependent on whether or not the position was refilled. If the position was not refilled, then the full amount of the salary and benefits of the former employee qualifies.
- If the position was filled, the exception amount is the net difference in salary and benefits between the former and replacement individual.

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Voluntary Departure Examples

- **Allowable reasons** – Retirement; resignation; employee does not renew contract; leave of absence (employee elected); dismissal for misconduct; dismissal for breach of contract; not filling vacant positions; filling vacant positions with lower paid staff.
 - Example: A special education teacher paid with state funds retired in 2020-21, and was replaced with a special education teacher in 2021-22, who was paid with a lower amount of state funds. The difference between the two salaries and benefits combined is an allowable exception to MOE in 2021-22.
 - Example: A paraprofessional paid with local funds resigned in 2020-21, and the LEA did not fill the position in the 2021-22 school year. The total salary and benefits for the paraprofessional is an allowable exception to MOE in 2021-22. ⁹⁴
- **Unallowable reasons** – Forced transfer; reduction in force (RIF); layoffs; eliminating positions; leave of absence (due to disciplinary action); across the board reductions; dismissal or LEA not renewing contract.

Voluntary Departure Example

Example of how to submit MOE justification (2-year comparison):

School Year	Departing Staff Name	Position	Salary	Benefits	Total Paid	Reason for Leaving	School Year	New Staff	Position	Salary	Benefits	Total Paid	Difference	
18-19	Fred Rogers	Teacher	\$ 60,000.00	\$ 20,000.00	\$ 80,000.00	Retired	19-20	Valerie Frizzle	Teacher	\$ 50,000.00	\$ 10,000.00	\$ 60,000.00	\$ 20,000.00	
18-19	Gabe Kotter	Paraprofessional	\$ 25,000.00	\$ 5,000.00	\$ 30,000.00	Resigned	19-20	Did not replace					\$ 30,000.00	
													\$ 50,000.00	Total MOE Exception

Example of how to submit MOE justification (3-year comparison):

School Year	Departing Staff Name	Position	Salary	Benefits	Total Paid	Reason for Leaving	School Year	New Staff	Position	Salary	Benefits	Total Paid	Difference	
18-19	Fred Rogers	Teacher	\$ 60,000.00	\$ 20,000.00	\$ 80,000.00	Retired	19-20	Valerie Frizzle	Teacher	\$ 50,000.00	\$ 10,000.00	\$ 60,000.00	\$ 20,000.00	
18-19	Gabe Kotter	Paraprofessional	\$ 25,000.00	\$ 5,000.00	\$ 30,000.00	Resigned	19-20	Did not replace					\$ 30,000.00	
													\$ 7,000.00	Total MOE Exception

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End of Worksheet

Decrease in Enrollment Example

- **Allowable reasons** – A decrease in child count must be tied to specific special education expenditures paid with state and/or local funds. The LEA must describe the type and cost of the specific services that were reduced/consolidated due to a decrease in child count.
 - Example: During the 2020-21 school year, a special education-only bus route transported 10 IEP students. Seven of the students moved out of the district and the remaining three students were₉₇ moved to a non-special education bus route in 2021-22. The driver's salary and benefits, the gasoline and other transportation costs for that bus, paid with state and/or local funds in 2020-21, is an allowable exception to MOE in 2021-22, if it meets the district's average threshold.
- **Unallowable reasons** – A decrease in child count that does not cause a reduction of cost or cannot be tied to a specific special education cost reduction.

Simplistic Example of Decrease in Enrollment

2020-21	Total Amount	2021-22	Total Drop of Students Served from 2020-21 to 2021-2022	Amount for District Average Cost Decreased Spending in SFY 2022
The number of students with disabilities in 2020-21 was 120. District average spend = \$7,500	\$900,000	The number of students with disabilities in 2021-22 was 109.	$120 - 109 = 11$ drop in students with disabilities served in 2021-22	\$82,500 (11 drop in students served x \$7,500 district average spend in 2020-21)

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If the district also had voluntary departures or other allowable exceptions, they would need to be subtracted from the total expenditures for the prior year before using a decrease in enrollment exception. A new district average cost would need to be calculated to multiply by the total number of students who departed, graduated or aged out.

Termination of Obligation

High Cost Student Leaves LEA, Graduates or Ages Out

- An LEA may reduce its level of maintenance of effort if the reduction is due to the termination of the LEA's obligation to provide an exceptionally costly program of special education to a particular student.
- The reason for ending the services is because the student moved out of the LEA's jurisdiction, graduated or reached the age of 21 without completing high school.
- If the LEA has expenditures that would qualify, the LEA will need the MARSS number and the reason the expenditures no longer exists.
- For each student, the LEA will need to provide the expenditures and accounts identifying the costs as well as a short description of those costs.

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Termination of Obligation Example

High Cost Student leaves LEA, Graduates or Ages Out

- **Allowable reasons** – Any personal services (i.e., personal teacher, one-to-one paraprofessional, personal nurse, therapies, transportation, contracted services) necessary for a child with an IEP, that is no longer needed due to one of the following reasons: student has left the jurisdiction of the LEA; student has reached the age of no FAPE; student no longer needs the program of special education due to improvement or changes in the IEP.
 - Example: In 2020-21, a special education student required a one-to-one paraprofessional who was paid with state funds. The student left the jurisdiction of the LEA at the end of the 2020-21 school year. The one-to-one paraprofessional's salary and benefits paid with state funds, in the 2020-21 school year, is an allowable exception to MOE in the 2021-22 school year. This would be allowable, as long as the drop in cost met the district's average threshold, since the student left the jurisdiction of the LEA and the LEA did not pay these expenditures during the 2021-22 school year.
- **Unallowable reasons** – A costly obligation for a child that did not decrease between the prior and current school years.

Simplistic Example of High Cost Student Departure

2020-21	2021-22	Amount of Exception for Decreased Spending in SFY 2022
Student was placed full-time in a care and treatment program for the 2020-21 school year. Educational services paid with state special education funds cost \$50,110.66.	Student graduated May 2020. The average cost for student is \$11,949.	\$38,161.66 (difference between the care and treatment cost and the district's average cost per student).

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**The district average cost for this example meets the 150% or 2.5x district average spend threshold to meet the definition of a high cost student departure. This amount would be an allowed exception.

Termination of Costly Expenditures Reduction in Services

- An LEA may reduce its level of maintenance of effort if the reduction is due to the termination of the LEA's obligation to provide an exceptionally costly program of special education to a particular student due to a service change in the student's IEP.
- Any changes to a student's IEP must also be driven by the needs of the student, not by administrative convenience.
- If an LEA wishes to use this exception, the LEA must submit the portion of the student's original IEP and the portion of the revised IEP that reflect the change in services. The entire IEP is not required, only the page(s) that reflect the service that changed between school years.
- **The definition of a costly expenditure needs to meet the additional 150% threshold (2.5x the district average cost), i.e., if the district average cost is \$10,000 then the additional 150% threshold would need to be equal to or greater than \$25,000.

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Costly Program Services Examples

Examples of costly program services include, but are not limited to:

- One-to-one paraprofessional or attendant care aide
- Specialized transportation
- Private or public placement (by the IEP team)
- Educational interpreter
- Hearing impaired teacher
- Visually impaired teacher

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Termination of Costly Expenditures Example

Reduction in Services

- **Allowable reasons** – Any personal services (i.e., personal teacher, personal paraprofessional, personal nurse, therapies, transportation, contracted services) necessary for a child with an IEP, that is no longer needed due to one of the following reasons: student has left the jurisdiction of the LEA; student has reached the age of no FAPE; student no longer needs the program of special education due to improvement or changes in the IEP.
 - Example: In 2020-21 a special education student required a contracted D/HH interpreter who was paid for with state funds. The student left the jurisdiction of the LEA at the end of the 2020-21 school year. The contracted interpreter's salary and benefits paid with state funds in the 2020-21 school year is an allowable exception to MOE in the 2021-22 school year. This is allowable, as long as the drop in cost met the district's average threshold, because the student left the jurisdiction of the LEA and the LEA did not pay these expenditures during the 2021-22 school year.
- **Unallowable reasons** – A costly obligation for a child that was decreased due to administrative convenience or not driven by the needs of the student between the prior and current school years.

Simplistic Example of Cost Program Services

2020-21	2021-22	Amount of Exception for Decreased Spending in SFY 2022
<p>Student receives special services that include a one-to-one contracted D/HH interpreter that cost \$34,816.53, paid for with state special education funds.</p>	<p>Student received cochlear implant and no longer needs educational interpreter. Other services in the IEP remain the same.</p> <p>District average spend = \$10,500</p>	<p>\$34,816.53</p>

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**The district average cost for this example meets the 150% or 2.5x district average spend threshold to meet the costly expenditure related to a reduction in services. This amount would be an allowed exception.

Termination of Costly Expenditures Capital Outlay

- The termination of a costly obligation for long-term purchases includes equipment, construction and buses paid with state and/or local funds.
- The definition of “long-term” is one school year.
- Equipment must have a per unit cost of \$5,000 or more to qualify.
- An LEA may reduce its level of maintenance of effort if the reduction is due to a purchase of costly equipment or remodeling/construction for special education that was paid in the prior year.

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Termination of Costly Expenditures Example

Capital Outlay

- **Allowable reasons** – Pay-off of a lease-purchase for a bus or modular/facility; completion of a contracted service; equipment purchase pay-off; loan pay-off; completion of a rent-to-own agreement.
 - Example: During the 2020-21 school year, a district/LEA paid off a loan for a special education bus which was purchased with state funds. Since the LEA no longer had a special education bus payment in 2021-22, the amount of state funds paid for the special education bus in 2020-21 is an allowable exception to MOE in the 2021-22 school year. 107
- **Unallowable reason** – Change in expenses/fees from a cooperative fiscal agent.

Simplistic Example of Capital Outlay

2020-21	2021-22	Amount of Exception for Decreased Spending in SFY 2022
LEA purchases a patient lift that costs \$6,000 from the state special education fund.	The item was not purchased again in 2021-22. Equipment purchased in 2020-21 was an article of nonexpendable, tangible personal property having a useful life of more than one year and an acquisition cost that equals or exceeds \$5,000 or the LEA's established capitalization level, whichever is less.	\$6,000

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Voluntary Reduction vs. Exceptions Commonly Called the 50 Percent Rule

- Exceptions are applicable when LEA spending decreases due to circumstances beyond LEA control.
- Voluntary reduction is an optional decision to intentionally reduce LEA special education spending level. To voluntarily reduce spending level, the LEA must meet all three criteria:
 - Have an increase in special education federal formula entitlement
 - Have a determination for “Meets MOE Requirements”
 - Not identified by MDE with a significant disproportionality based on race or ethnicity

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Voluntary Reduction Amount

- If the LEA chooses to exercise the option to voluntarily reduce MOE level for the current year, the LEA needs to determine the reduction amount.
 1. Determine the amount of the **increase** in the federal formula entitlement.
 2. Divide this amount in half.
 3. The result is the amount the LEA may reduce the state/local spending for special education.
- If the LEA reserves up to 15 percent of Section 611 and 619 funds for CEIS, the voluntary or mandatory reduction amount must be adjusted.

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Voluntary Reduction and Exceptions

- An LEA may reduce their MOE level simultaneously with applicable exceptions and with voluntary reduction.
- Only a voluntary reduction will establish a new lower MOE base level to meet in the subsequent years, until such time that the LEA increases spending.
- Exceptions will not change the MOE base in the succeeding year.
- LEAs are not restricted to using only one of these methods in a fiscal year for reducing MOE.
- LEA must provide documentation to support the voluntary reduction and exceptions.

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Cost Savings Are Not Allowed as Exceptions

- Employee contributions
- Switching health insurance programs
- Changing OPEB contribution
- Converting to HRA systems
- Position eliminations
- Withdrawal from shared programs
- Savings due to contract rebids, such as transportation
- Changes in contracted services which created a cost savings

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Failure to Meet Compliance Standards

- If, after efforts to resolve a MOE failure, it is determined that there has been an unallowable reduction, MDE will recover those funds.
- If the LEA fails all four tests, the amount recovered will be the shortfall of total expense minus any allowable justifications.
- The LEA must repay the shortfall from the previous year's expenditures from state and local funds. The maximum amount possible is the LEA's IDEA allocation for the year of the shortfall.
- The MOE amount is not reduced.
- The MOE level for that year, and in the succeeding year, will be reset to the higher amount that the LEA should have met.

113

Understand Why Effort Was Reduced

- Plan ahead – understand the “why” if local costs are going to decrease.
- If the “why” does not include allowable exceptions, develop long-term plans:
 - Move special education costs from federal funds to state special education funds to boost level to required amount.
 - Use the freed-up federal funds on one-time, non-recurring expenditures to fulfill student needs listed in IEPs, such as:
 - Vehicle or equipment purchases
 - Remodeling/construction
 - Professional development

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Failure to Meet Compliance Standard

MDE must reduce the amount of funds under the federal special education program in any fiscal year in the exact proportion by which the LEA fails to maintain effort.

MDE will work with the LEA on recovery of funds.

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- LEA must spend at least the same amount for special education from the general fund as spent in the most recent fiscal year that was compliant with MOE (subsequent years rule), with the particular test method (alternative methods unless the LEA qualifies for exceptions and/or adjustments).
- LEA must submit applicable supporting documentation to justify exceptions claimed.
- LEAs that fail to maintain MOE will either be denied access to federal special education funds or be required to repay the federal funds previously received.

116

COVID-19 and LEA MOE

- **Question:** Will an LEA increase its MOE obligation for future years if it uses CARES Act or ARP funding to provide special education services?
- **Answer:** No. Only state and local funds are included when calculating LEA MOE. Because CARES Act and ARP funds are federal funds, LEAs may use them to provide special education and related services without increasing their MOE threshold.

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COVID-19 and LEA MOE (2)

- **Question:** May an LEA use CARES Act or ARP funds to reduce its MOE spending threshold?
- **Answer:** No. Because these recovery funds do not represent an increase to an LEA's IDEA allocation, they cannot be used to reduce the LEA's MOE threshold.

118

COVID-19 and LEA MOE (3)

- **Questions:** Will there be MOE waivers if an LEA does not spend enough this year to meet its MOE threshold?
- If an LEA spends more this year and raises its MOE threshold, will there be waivers in future years if it does not spend that amount?
- Will there be MOE waivers granted to LEAs given the economic downturn?

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COVID-19 and LEA MOE (4)

- **Answers:** There have been no waivers or safe harbor flexibilities announced by the US Department of Education.
- States do not have authority to waive this requirement, but do have flexibility to pay an MOE penalty on behalf of an LEA and not require repayment from the LEA.
- LEAs who are concerned they may not meet their MOE threshold should consider whether any of the available exceptions apply:
 - voluntary or for-cause departure of special education staff,
 - decrease in enrollment of IDEA eligible children,
 - termination of an exceptionally costly program for a particular child, under certain circumstances,
 - termination of costly expenditures for long-term purchases.

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Special Education Funding and Data Team Contacts

To Be Hired

SEDRA/Federal Allocation/Application Approval/Eligibility MOE

Mary Acosta

Tuition Billing/SERVS Allocation Adjustments

Jill Bemis

ACTE-SPED/ADSIS/Contracted placements/Special Pupils/State Aid

Denise Berger

SERVS/Compliance MOE/State Aid Calculations/CEIS

121

Special Education Funding and Data Team Contacts (2)

David Lobejko

Data Analytics/Tuition Billing/Construction, Equipment & Vehicle Purchases

Carisa Ricci

Listserv Distribution/Nonpublic Fall Reports/Administrative Support

Paul Ferrin

Supervisor

Please remember to send all emails to the [Special Education Funding and Data Team](mailto:mde.spedfunding@state.mn.us) unless otherwise directed (mde.spedfunding@state.mn.us).

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Questions

If you have questions, please contact the [Special Education Funding and Data Team](mailto:mde.spedfunding@state.mn.us) (mde.spedfunding@state.mn.us).



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Thank you!

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Special Education Data and Funding Team

mde.spedfunding@state.mn.us

651-582-8611



SFY 2022 Compliance Maintenance of Effort

1 message

Berger, Denise (MDE) <Denise.Berger@state.mn.us>
To: "cjohnson@gced.k12.mn.us" <cjohnson@gced.k12.mn.us>

Mon, Feb 13, 2023 at 10:10 AM



Maintenance of Effort (MOE) for Special Education Programs

(Via e-mail delivery)

February 13, 2023

Cheryl Johnson, Director of Special Education
Goodhue County Education District #6051-61

Dear Director Cheryl Johnson,

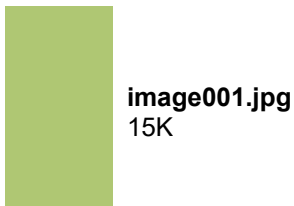
This letter serves as official notice that your Local Educational Agency (LEA) has maintained effort for State Fiscal Year (SFY) 2022.

A MOE webinar will be held on Wednesday, February 15, 2023 at 10am. You can register for this training on the MDE website under Special Education > Training: Special Education Funding, then click on the Special Education Funding and Data Training Webinars document. Or you can always refer to the PowerPoint presentation posted. Both the training and PowerPoint presentations can be found on the [Special Education Funding training page](#) and Section 6 Maintenance of Effort can be found on the [Special Education Funding Guide webpage](#).


MOE Report


The report is posted to the [MDE Website \(https://education.mn.gov\)](https://education.mn.gov) under Data Center > Data Reports and Analytics > School Finance Reports: Minnesota Funding Reports (MFR) > Select your district > Select Category: Special Education Maintenance of Effort > Select year: SFY 21-22 > Select Report: Special Education Maintenance of Effort. District reports will include expenditures from cooperative. Cooperative reports will not include expenditures allocated to districts.

Questions related to this memorandum may be directed to the [Special Education Funding and Data Team](#).



- V. **Old Business:**
- VI. **New Business:**
 - A. LTFM Mid-Year Revision

 Division of School Finance 400 NE Stinson Blvd Minneapolis, MN 55413		Long-Term Facility Maintenance Ten-Year Expenditure Application (LTFM) - Fund 01 and Fund							
Instructions: Enter estimated, allowable LTFM expenditures (Fund 01 and/or Fund 06 only) under Minnesota Statutes 2021, section 123B.595, subd. 10. Enter by Uniform Financial and Accounting Reporting Standards (UFARS) finance code and by fiscal year in									
District Info.	Enter Information	District Info.	Enter Information						
District Name:	Goodhue County Education District	Date:	9/22/2023						
District Number:	6051	Email:	avpaylor@rwps.org						
District Contact Name:	Alan Gaylor								
Contact Phone #	651-385-4254								
Expenditure Categories		Fiscal Year (FY) Ending June 30							
		2023 (base year)	2024	2025	2026	2027	2028	2029	2030
Health and Safety - this section excludes project costs in Category 2 of \$100,000 or more for which additional revenue is requested for Finance Codes 358, 363 and 366.									
Finance Code	Category (1)								
347	Physical Hazards	\$6,752	\$6,000	\$6,180	\$6,365	\$6,556	\$6,753	\$6,956	\$7,164
349	Other Hazardous Materials	\$1,808	\$1,800	\$1,854	\$1,910	\$1,967	\$2,026	\$2,087	\$2,149
352	Environmental Health and Safety Management	\$4,581	\$4,500	\$4,635	\$4,774	\$4,917	\$5,065	\$5,217	\$5,373
358	Asbestos Removal and Encapsulation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
363	Fire Safety	\$7,982	\$7,000	\$7,210	\$7,426	\$7,649	\$7,879	\$8,115	\$8,358
366	Indoor Air Quality	\$1,206	\$1,200	\$1,236	\$1,273	\$1,311	\$1,351	\$1,391	\$1,433
Total Health and Safety Capital Projects		\$22,329	\$20,500	\$21,115	\$21,748	\$22,401	\$23,073	\$23,765	\$24,478
Health and Safety - Projects Costing \$100,000 or more per Project/Site/Year									
Finance Code	Category (2)								
358	Asbestos Removal and Encapsulation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
363	Fire Safety	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
366	Indoor Air Quality	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Health and Safety Capital Projects \$100,000 or More		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Remodeling for Approved Voluntary Pre-K under Minnesota Statutes, section 124D.151									
Finance Code	Category 3 (a)								
355	Remodeling for prekindergarten (Pre-K) instruction approved by the commissioner.	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Remodeling for Approved Voluntary Pre-K Projects		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Remodeling for Gender-Neutral Single-User Restrooms									
Finance Code	Category 3 (b) LTFM REVENUE EFFECTIVE FY 2025								
UFARS Coding Pending	Remodeling for gender-neutral single user restroom per site.	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Remodeling for Gender-Neutral Single User Projects		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Accessibility									
Finance Code	Category (4)								
367	Accessibility	\$1,200	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Accessibility Projects		\$1,200	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Deferred Capital Expenditures and Maintenance Projects									
Finance Code	Category (5)								
368	Building Envelope	\$500	\$500	\$515	\$530	\$546	\$563	\$580	\$597
369	Building Hardware and Equipment	\$8,118	\$8,118	\$8,362	\$8,612	\$8,871	\$9,137	\$9,411	\$9,693
370	Electrical	\$4,080	\$5,000	\$5,150	\$5,305	\$5,464	\$5,628	\$5,796	\$5,970
379	Interior Surfaces	\$16,391	\$17,000	\$17,510	\$18,035	\$18,576	\$19,134	\$19,708	\$20,299
380	Mechanical Systems	\$9,645	\$9,000	\$9,270	\$9,548	\$9,835	\$10,130	\$10,433	\$10,746
381	Plumbing	\$5,464	\$5,500	\$5,665	\$5,835	\$6,010	\$6,190	\$6,376	\$6,567
382	Professional Services and Salary	\$2,411	\$2,500	\$2,575	\$2,652	\$2,732	\$2,814	\$2,898	\$2,985
383	Roof Systems	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
384	Site Projects	\$22,000	\$22,000	\$22,000	\$22,660	\$23,340	\$24,040	\$24,761	\$25,504
Total Deferred Capital Expense and Maintenance		\$68,609	\$69,618	\$71,047	\$73,178	\$75,373	\$77,634	\$79,964	\$82,362
Total Annual 10-Year Plan Expenditures		\$92,138	\$90,118	\$92,162	\$94,926	\$97,774	\$100,707	\$103,729	\$106,840

		Division of School Finance 400 NE Stinson Blvd Minneapolis, MN 55413		06 Projects Only		ED - 02478-09	
Instructions: Enter estimated, allowable LTFM expenditures (Fund 01 and/or Fund 06 only) under Minnesota cells provided.							
District Info.		Enter Information					
District Name:		Goodhue County Education District					
District Number:		6051					
District Contact Name:		Alan Gaylor					
Contact Phone #		651-385-4254					
Expenditure Categories							
		2031		2032		2033	
Health and Safety - this section excludes project costs in Category 2 of \$100,000 or more for which additional revenue is requested for Finance Codes 358, 363 and 366.							
Finance Code		Category (1)					
347		Physical Hazards					
349		Other Hazardous Materials					
352		Environmental Health and Safety Management					
358		Asbestos Removal and Encapsulation					
363		Fire Safety					
366		Indoor Air Quality					
		Total Health and Safety Capital Projects					
Health and Safety - Projects Costing \$100,000 or more per Project/Site/Year							
Finance Code		Category (2)					
358		Asbestos Removal and Encapsulation					
363		Fire Safety					
366		Indoor Air Quality					
		Total Health and Safety Capital Projects \$100,000 or More					
Remodeling for Approved Voluntary Pre-K under Minnesota Statutes, section 124D.151							
Finance Code		Category 3 (a)					
355		Remodeling for prekindergarten (Pre-K) instruction approved by the commissioner.					
		Total Remodeling for Approved Voluntary Pre-K Projects					
Remodeling for Gender-Neutral Single-User Restrooms							
Finance Code		Category 3 (b) LTFM REVENUE EFFECTIVE FY 2025					
UFARS Coding Pending		Remodeling for gender-neutral single user restroom per site.					
		Total Remodeling for Gender-Neutral Single User Projects					
Accessibility							
Finance Code		Category (4)					
367		Accessibility					
		Total Accessibility Projects					
Deferred Capital Expenditures and Maintenance Projects							
Finance Code		Category (5)					
368		Building Envelope					
369		Building Hardware and Equipment					
370		Electrical					
379		Interior Surfaces					
380		Mechanical Systems					
381		Plumbing					
382		Professional Services and Salary					
383		Roof Systems					
384		Site Projects					
		Total Deferred Capital Expense and Maintenance					
		Total Annual 10-Year Plan Expenditures					

EXTRACT OF MINUTES OF MEETING
SCHOOL BOARD OF SCHOOL DISTRICT ISD 6051
STATE OF MINNESOTA

Pursuant to due call and notice thereof, a School Board meeting of School District No. 6051, State of Minnesota, was held on September 28, 2023 at 7:00 PM., for the purpose, in part, of approving the Education District's Long-Term Facility Maintenance budget.

_____ introduced the following resolution and moved its adoption:

RESOLUTION APPROVING SCHOOL DISTRICT NO. 6051 LONG-TERM FACILITY MAINTENANCE TEN YEAR PLAN

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

The School Board of School District 6051 has approved the Long-Term Facility Maintenance Ten Year Plan for the Goodhue County Education District #6051 facilities for 2023-2033. The various components of this plan are attached.

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

And the following voted against the same:

Whereupon said resolution was declared duly passed and adopted.

STATE OF MINNESOTA

COUNTY OF Goodhue

I, the undersigned, being the duly qualified and acting Clerk of School District No. 6051, State of Minnesota, hereby certify that I have carefully compared the attached and foregoing extract of minutes of a meeting of School District No. 6051, held on the date therein indicated, with the original of said minutes on file in my office, and the same is a full, true and complete transcript insofar as the same relates to the approval of School District No. 6051's Long-Term Facility Maintenance Ten Year Plan.

WITNESS MY HAND officially as such Clerk this _____ day of _____, 2023.

Clerk

School District No. 6051

- B. Learn & Earn Program
- C. Staffing at 5RiversOnline
- VII. **Other:**
- VIII. **Comments: Board/Director**
- IX. **Next Meeting Date: November 2, 2023 at 7:00 PM at the River Bluff Education Center in Red Wing.**
- X. **Adjournment**