

GOODHUE COUNTY EDUCATION DISTRICT BOARD AGENDA

Thursday, February 27, 2020 at 7:00 PM
River Bluff Education Center, Red Wing
395 Guernsey Ln
Red Wing, MN 55066

AGENDA

- I. **Call to Order/Adoption of Agenda:** Action
- II. **Consent Agenda:** Action
 - A. Approval of Claims: Katie Lochner (Please come in 15 minutes early)

2

Goodhue County Ed District Payment Reg by Bank and Check

Co	Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Print	Recon	Void	Curr	Pay/Void Date	Amount
6051	MERC		34151		Wire	1	2216	KWIK TRIP EXTENDED NETWORK	No	Yes	No	USD	01/23/2020	680.46
6051	MERC		34152		Wire	1	04060	PERA-PUBLIC EMPLOYEES RETIREMT	No	Yes	No	USD	01/30/2020	6,965.72
6051	MERC		34153		Wire	1	04062	MN TEACHERS RETIREMENT ASSOC	No	Yes	No	USD	01/30/2020	29,225.07
6051	MERC		34154		Wire	1	2284	E. B. C., LLC /ACS	No	No	No	USD	01/30/2020	9,471.87
6051	MERC		34155		Wire	1	2392	US Dept of Treasury	No	Yes	No	USD	01/30/2020	54,323.58
6051	MERC		34156		Wire	1	2396	MN Dept of Revenue	No	Yes	No	USD	01/30/2020	8,761.23
6051	MERC		34157		Wire	1	2501	Merchants Bank	No	Yes	No	USD	01/30/2020	2,414.16
6051	MERC		34194		Wire	1	1280	DELTA DENTAL PLAN OF MN	No	No	No	USD	02/05/2020	4,397.60
6051	MERC		34195		Wire	1	2396	MN Dept of Revenue	No	No	No	USD	02/05/2020	71.00
6051	MERC		34196		Wire	1	04060	PERA-PUBLIC EMPLOYEES RETIREMT	No	No	No	USD	02/14/2020	6,972.90
6051	MERC		34197		Wire	1	04062	MN TEACHERS RETIREMENT ASSOC	No	No	No	USD	02/14/2020	30,074.43
6051	MERC		34198		Wire	1	2284	E. B. C., LLC /ACS	No	No	No	USD	02/14/2020	11,546.87
6051	MERC		34199		Wire	1	2392	US Dept of Treasury	No	No	No	USD	02/14/2020	56,471.30
6051	MERC		34200		Wire	1	2396	MN Dept of Revenue	No	No	No	USD	02/14/2020	9,156.75
6051	MERC		34201		Wire	1	2501	Merchants Bank	No	No	No	USD	02/14/2020	2,861.96
6051	MERC		34251		Wire	1	2216	KWIK TRIP EXTENDED NETWORK	No	No	No	USD	02/19/2020	893.47
6051	MERC		34148	17947	Check	1	3415	AMAZON CAPITAL SERVICES	Yes	Yes	No	USD	01/23/2020	185.54
6051	MERC		34149	17948	Check	1	3428	ASPEN EQUIPMENT CO.	Yes	Yes	No	USD	01/23/2020	924.66
6051	MERC		34143	17949	Check	1	3365	BETCHER, KIM	Yes	Yes	No	USD	01/23/2020	78.71
6051	MERC		34150	17950	Check	1	3432	BLB CONSULTING, LLC	Yes	Yes	No	USD	01/23/2020	400.00
6051	MERC		34137	17951	Check	1	3155	BREDEMUS HARDWARE COMPANY, INI	Yes	Yes	No	USD	01/23/2020	238.00
6051	MERC		34141	17952	Check	1	3242	CORPORATE MECHANICAL	Yes	Yes	No	USD	01/23/2020	656.00
6051	MERC		34121	17953	Check	1	2554	CPI	Yes	Yes	No	USD	01/23/2020	150.00
6051	MERC		34144	17954	Check	1	3371	DIVISION MECHANICAL SERVICES	Yes	Yes	No	USD	01/23/2020	149.50
6051	MERC		34129	17955	Check	1	2855	DODGE-BRAGE MOLLY	Yes	Yes	No	USD	01/23/2020	47.15
6051	MERC		34115	17956	Check	1	1984	E. B. C., LLC/Flex	Yes	Yes	No	USD	01/23/2020	125.00
6051	MERC		34130	17957	Check	1	2871	EMC Insurance Companies	Yes	Yes	No	USD	01/23/2020	11,540.37
6051	MERC		34140	17958	Check	1	3232	ENTERPRISE FM TRUST	Yes	No	No	USD	01/23/2020	2,335.27
6051	MERC		34127	17959	Check	1	2778	ESTR PUBLICATIONS	Yes	No	No	USD	01/23/2020	46.00
6051	MERC		34135	17960	Check	1	3126	FERNBROOK FAMILY CENTER	Yes	No	No	USD	01/23/2020	29,781.13
6051	MERC		34146	17961	Check	1	3410	GERDES, BECKY	Yes	No	No	USD	01/23/2020	15.53
6051	MERC		34131	17962	Check	1	2899	HILLTOP COMMUNICATIONS, INC	Yes	Yes	No	USD	01/23/2020	17.00
6051	MERC		34119	17963	Check	1	2377	HOUSTON PUBLIC SCHOOLS	Yes	No	No	USD	01/23/2020	4,145.30
6051	MERC		34116	17964	Check	1	2174	INNOVATIVE OFFICE SOLUTIONS	Yes	Yes	No	USD	01/23/2020	267.89
6051	MERC		34117	17965	Check	1	2197	JOHNSON, CHERYL	Yes	No	No	USD	01/23/2020	506.51
6051	MERC		34114	17966	Check	1	1063	KNUTSON, FLYNN, DEANS	Yes	Yes	No	USD	01/23/2020	385.00
6051	MERC		34125	17967	Check	1	2719	LUHMAN, CINDY	Yes	Yes	No	USD	01/23/2020	142.97
6051	MERC		34136	17968	Check	1	3145	MARQUARDT, JENNIFER	Yes	No	No	USD	01/23/2020	68.15
6051	MERC		34147	17969	Check	1	3414	MATTSON, TESS	Yes	No	No	USD	01/23/2020	301.02

**Goodhue County Ed District
Payment Reg by Bank and Check**

Co	Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Print	Recon	Void	Curr	Pay/Void Date	Amount
6051	MERC		34139	17970	Check	1	3184	MCLAREN, ARLIE	Yes	No	No	USD	01/23/2020	323.15
6051	MERC		34110	17971	Check	1	02672	METRO SALES, INC.	Yes	Yes	No	USD	01/23/2020	1,181.00
6051	MERC		34124	17972	Check	1	2711	MN PEIP	Yes	No	No	USD	01/23/2020	51,352.54
6051	MERC		34138	17973	Check	1	3164	PARKER ELECTRIC	Yes	Yes	No	USD	01/23/2020	491.61
6051	MERC		34142	17974	Check	1	3282	PRESENCE LEARNING, INC	Yes	Yes	No	USD	01/23/2020	1,500.00
6051	MERC		34112	17975	Check	1	06510	PRO-ED, INC	Yes	Yes	No	USD	01/23/2020	634.70
6051	MERC		34134	17976	Check	1	3121	RED WING AREA CHAMBER OF COMMI	Yes	No	No	USD	01/23/2020	275.00
6051	MERC		34113	17977	Check	1	09129	RED WING IND SCHOOL DIST 256	Yes	Yes	No	USD	01/23/2020	51,112.29
6051	MERC		34111	17978	Check	1	03350	REGION V COMPUTER SERVICES	Yes	Yes	No	USD	01/23/2020	1,500.50
6051	MERC		34145	17979	Check	1	3409	RIVERSIDE INSIGHTS	Yes	Yes	No	USD	01/23/2020	217.33
6051	MERC		34132	17980	Check	1	2951	SHI	Yes	Yes	No	USD	01/23/2020	50.00
6051	MERC		34120	17981	Check	1	2395	STEAK SHOP	Yes	Yes	No	USD	01/23/2020	85.91
6051	MERC		34126	17982	Check	1	2733	SWENTIK VALERIE	Yes	Yes	No	USD	01/23/2020	6.90
6051	MERC		34122	17983	Check	1	2585	TEACHERS ON CALL	Yes	Yes	No	USD	01/23/2020	3,254.58
6051	MERC		34128	17984	Check	1	2799	TLOUGAN JESSICA	Yes	No	No	USD	01/23/2020	646.12
6051	MERC		34133	17985	Check	1	3011	U.S. BANK EQUIPMENT FINANCE	Yes	Yes	No	USD	01/23/2020	252.00
6051	MERC		34118	17986	Check	1	2303	WABASHA-KELLOGG PUBLIC SCHOOL	Yes	Yes	No	USD	01/23/2020	3,073.19
6051	MERC		34123	17987	Check	1	2645	WPS PUBLISHING	Yes	Yes	No	USD	01/23/2020	68.00
6051	MERC		34159	17988	Check	1	1984	E. B. C., LLC/Flex	Yes	No	No	USD	01/30/2020	687.50
6051	MERC		34158	17989	Check	1	09118	EDUCATION MN - GCED	Yes	No	No	USD	01/30/2020	2,398.15
6051	MERC		34160	17990	Check	1	3235	Goodhue Co Ed Dist Paraprofessional Unic	Yes	No	No	USD	01/30/2020	181.70
6051	MERC		34170	17991	Check	1	1326	AHERN, WENDY	Yes	No	No	USD	02/05/2020	480.58
6051	MERC		34193	17992	Check	1	3415	AMAZON CAPITAL SERVICES	Yes	No	No	USD	02/05/2020	71.50
6051	MERC		34168	17993	Check	1	09427	ARENDDT, RENE	Yes	No	No	USD	02/05/2020	386.40
6051	MERC		34171	17994	Check	1	1497	BODENHAMER, SUSAN	Yes	No	No	USD	02/05/2020	207.35
6051	MERC		34188	17995	Check	1	3249	BUCHAL, AMY	Yes	No	No	USD	02/05/2020	354.20
6051	MERC		34176	17996	Check	1	2437	BURVEE, LAURA	Yes	No	No	USD	02/05/2020	13.23
6051	MERC		34177	17997	Check	1	2495	CALEDONIA AREA PUBLIC SCHOOLS	Yes	No	No	USD	02/05/2020	438.64
6051	MERC		34190	17998	Check	1	3329	CHASE CARD SERVICES	Yes	No	No	USD	02/05/2020	4,218.26
6051	MERC		34162	17999	Check	1	00433	CITY OF RED WING	Yes	No	No	USD	02/05/2020	570.41
6051	MERC		34172	18000	Check	1	1890	DAHLING, SARA	Yes	No	No	USD	02/05/2020	48.30
6051	MERC		34182	18001	Check	1	2855	DODGE-BRAGE MOLLY	Yes	No	No	USD	02/05/2020	54.05
6051	MERC		34173	18002	Check	1	2284	E. B. C., LLC /ACS	Yes	No	No	USD	02/05/2020	115.41
6051	MERC		34178	18003	Check	1	2531	FIRST STUDENT	Yes	No	No	USD	02/05/2020	163.68
6051	MERC		34184	18004	Check	1	2899	HILLTOP COMMUNICATIONS, INC	Yes	No	No	USD	02/05/2020	570.00
6051	MERC		34183	18005	Check	1	2865	INTELLICENTS	Yes	No	No	USD	02/05/2020	1,250.00
6051	MERC		34161	18006	Check	1	00367	KENYON-WANAMINGO PUBLIC SCHOC	Yes	No	No	USD	02/05/2020	3,246.14
6051	MERC		34187	18007	Check	1	3145	MARQUARDT, JENNIFER	Yes	No	No	USD	02/05/2020	68.15
6051	MERC		34166	18008	Check	1	05403	MASE	Yes	No	No	USD	02/05/2020	329.00

Goodhue County Ed District Payment Reg by Bank and Check

Co	Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Print	Recon	Void	Curr	Pay/Void Date	Amount
6051	MERC		34192	18009	Check	1	3414	MATTSON, TESS	Yes	No	No	USD	02/05/2020	151.80
6051	MERC		34191	18010	Check	1	3362	MCNALLIE, LAURIE	Yes	No	No	USD	02/05/2020	70.96
6051	MERC		34163	18011	Check	1	00707	MENARD'S RED WING	Yes	No	No	USD	02/05/2020	90.85
6051	MERC		34181	18012	Check	1	2655	MITCHELL HEIDI	Yes	No	No	USD	02/05/2020	344.54
6051	MERC		34189	18013	Check	1	3296	MUTUAL OF OMAHA	Yes	No	No	USD	02/05/2020	2,082.96
6051	MERC		34169	18014	Check	1	1150	PHONAK, LLC	Yes	No	No	USD	02/05/2020	4,819.75
6051	MERC		34167	18015	Check	1	09129	RED WING IND SCHOOL DIST 256	Yes	No	No	USD	02/05/2020	88,877.21
6051	MERC		34186	18016	Check	1	3078	SHRED-N-GO	Yes	No	No	USD	02/05/2020	43.73
6051	MERC		34179	18017	Check	1	2585	TEACHERS ON CALL	Yes	No	No	USD	02/05/2020	3,970.89
6051	MERC		34185	18018	Check	1	3011	U.S. BANK EQUIPMENT FINANCE	Yes	No	No	USD	02/05/2020	781.00
6051	MERC		34174	18019	Check	1	2303	WABASHA-KELLOGG PUBLIC SCHOOL	Yes	No	No	USD	02/05/2020	730.74
6051	MERC		34175	18020	Check	1	2424	WAL-MART COMMUNITY	Yes	No	No	USD	02/05/2020	424.11
6051	MERC		34180	18021	Check	1	2591	WINSOR LEARNING, INC	Yes	No	No	USD	02/05/2020	2,750.00
6051	MERC		34164	18022	Check	1	02880	XCEL ENERGY	Yes	No	No	USD	02/05/2020	1,790.15
6051	MERC		34165	18023	Check	1	04565	ZUMBROTA-MAZEPPA PUBLIC SCHOOL	Yes	No	No	USD	02/05/2020	6,890.12
6051	MERC		34203	18024	Check	1	1984	E. B. C., LLC/Flex	Yes	No	No	USD	02/14/2020	1,315.49
6051	MERC		34202	18025	Check	1	09118	EDUCATION MN - GCED	Yes	No	No	USD	02/14/2020	2,398.15
6051	MERC		34204	18026	Check	1	3235	Goodhue Co Ed Dist Paraprofessional Unic	Yes	No	No	USD	02/14/2020	181.70
6051	MERC		34246	18027	Check	1	3421	ALBIN ACQUISITION CORP	Yes	No	No	USD	02/19/2020	10.50
6051	MERC		34243	18028	Check	1	3415	AMAZON CAPITAL SERVICES	Yes	No	No	USD	02/19/2020	72.02
6051	MERC		34212	18029	Check	1	1046	ASCD	Yes	No	No	USD	02/19/2020	139.00
6051	MERC		34210	18030	Check	1	09251	CAPRA, MONICA	Yes	No	No	USD	02/19/2020	32.01
6051	MERC		34225	18031	Check	1	2766	CASHMAN BRIAN	Yes	No	No	USD	02/19/2020	16.88
6051	MERC		34226	18032	Check	1	2871	EMC Insurance Companies	Yes	No	No	USD	02/19/2020	11,540.42
6051	MERC		34239	18033	Check	1	3232	ENTERPRISE FM TRUST	Yes	No	No	USD	02/19/2020	1,990.44
6051	MERC		34206	18034	Check	1	01904	GOODHUE PUBLIC SCHOOL	Yes	No	No	USD	02/19/2020	2,630.61
6051	MERC		34208	18035	Check	1	04580	GRIMSRUD PUBLISHING INC	Yes	No	No	USD	02/19/2020	129.75
6051	MERC		34233	18036	Check	1	3088	HILLYARD/HUTCHINSON	Yes	No	No	USD	02/19/2020	1,561.83
6051	MERC		34231	18037	Check	1	3015	HUFCOR, INC. - MINNESOTA	Yes	No	No	USD	02/19/2020	4,921.99
6051	MERC		34217	18038	Check	1	2174	INNOVATIVE OFFICE SOLUTIONS	Yes	No	No	USD	02/19/2020	774.77
6051	MERC		34224	18039	Check	1	2763	JOBS HQ	Yes	No	No	USD	02/19/2020	334.50
6051	MERC		34241	18040	Check	1	3337	KEVIN'S SERVICE	Yes	No	No	USD	02/19/2020	587.27
6051	MERC		34227	18041	Check	1	2960	LANGUAGE LINE SERVICES	Yes	No	No	USD	02/19/2020	115.68
6051	MERC		34244	18042	Check	1	3417	LEMMON, KELSEY	Yes	No	No	USD	02/19/2020	184.58
6051	MERC		34220	18043	Check	1	2440	LIBERTY'S RESTAURANT	Yes	No	No	USD	02/19/2020	222.02
6051	MERC		34236	18044	Check	1	3184	MCLAREN, ARLIE	Yes	No	No	USD	02/19/2020	302.45
6051	MERC		34205	18045	Check	1	00707	MENARD'S RED WING	Yes	No	No	USD	02/19/2020	65.86
6051	MERC		34207	18046	Check	1	02672	METRO SALES, INC.	Yes	No	No	USD	02/19/2020	1,572.32
6051	MERC		34229	18047	Check	1	3002	MOLDE-BOEDING, JAYNE	Yes	No	No	USD	02/19/2020	289.15

Goodhue County Ed District Payment Reg by Bank and Check

Co	Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Print	Recon	Void	Curr	Pay/Void Date	Amount
6051	MERC		34216	18048	Check	1	1784	NCS PEARSON, INC.	Yes	No	No	USD	02/19/2020	522.58
6051	MERC		34214	18049	Check	1	1247	PESTOP, INC.	Yes	No	No	USD	02/19/2020	50.00
6051	MERC		34213	18050	Check	1	1150	PHONAK, LLC	Yes	No	No	USD	02/19/2020	200.00
6051	MERC		34240	18051	Check	1	3282	PRESENCE LEARNING, INC	Yes	No	No	USD	02/19/2020	1,875.00
6051	MERC		34209	18052	Check	1	09129	RED WING IND SCHOOL DIST 256	Yes	No	No	USD	02/19/2020	5,979.34
6051	MERC		34242	18053	Check	1	3359	ROME, CANDIS	Yes	No	No	USD	02/19/2020	84.53
6051	MERC		34248	18054	Check	1	3434	SCHOLASTIC	Yes	No	No	USD	02/19/2020	164.73
6051	MERC		34247	18055	Check	1	3433	SCIENTIFIC LEARNING	Yes	No	No	USD	02/19/2020	4,666.00
6051	MERC		34245	18056	Check	1	3419	SFRC, LLC-TERRAFORM POWER	Yes	No	No	USD	02/19/2020	2,617.91
6051	MERC		34223	18057	Check	1	2758	SOCIAL THINKING	Yes	No	No	USD	02/19/2020	71.26
6051	MERC		34218	18058	Check	1	2234	SOUTHWEST/WST CENTRL SERV.COC	Yes	No	No	USD	02/19/2020	21,007.99
6051	MERC		34234	18059	Check	1	3107	SPARTAN STORES, LLC.	Yes	No	No	USD	02/19/2020	10.47
6051	MERC		34237	18060	Check	1	3222	SPERGER, SARAH	Yes	No	No	USD	02/19/2020	728.20
6051	MERC		34219	18061	Check	1	2395	STEAK SHOP	Yes	No	No	USD	02/19/2020	210.02
6051	MERC		34250	18062	Check	1	3436	STUDIO 24/JASON FRICKSON	Yes	No	No	USD	02/19/2020	1,198.00
6051	MERC		34221	18063	Check	1	2585	TEACHERS ON CALL	Yes	No	No	USD	02/19/2020	3,853.08
6051	MERC		34235	18064	Check	1	3159	TESTEN, MARY	Yes	No	No	USD	02/19/2020	158.66
6051	MERC		34249	18065	Check	1	3435	THE FAST FOOD KKART	Yes	No	No	USD	02/19/2020	69.26
6051	MERC		34215	18066	Check	1	1617	THERAPY SHOPPE INC.	Yes	No	No	USD	02/19/2020	32.48
6051	MERC		34211	18067	Check	1	1015	THREE RIVERS COMMUNITY ACTION	Yes	No	No	USD	02/19/2020	250.00
6051	MERC		34232	18068	Check	1	3049	TWIN CITY HARDWARE	Yes	No	No	USD	02/19/2020	4,979.30
6051	MERC		34230	18069	Check	1	3011	U.S. BANK EQUIPMENT FINANCE	Yes	No	No	USD	02/19/2020	252.00
6051	MERC		34222	18070	Check	1	2591	WINSOR LEARNING, INC	Yes	No	No	USD	02/19/2020	2,750.00
6051	MERC		34228	18071	Check	1	2986	YUSTY-ROJAS, JEIMMY	Yes	No	No	USD	02/19/2020	423.81
6051	MERC		34238	18072	Check	1	3223	ZEISSLER, HEATHER	Yes	No	No	USD	02/19/2020	117.74

Bank Total: \$616,153.10

Report Total: \$616,153.10

Goodhue County Ed District Payment Reg by Bank and Check

Co	Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Print	Recon	Void	Curr	Pay/Void Date	Amount
6051	MERC		34151		Wire	1	2216	KWIK TRIP EXTENDED NETWORK	No	Yes	No	USD	01/23/2020	680.46
6051	MERC		34152		Wire	1	04060	PERA-PUBLIC EMPLOYEES RETIREMT	No	Yes	No	USD	01/30/2020	6,965.72
6051	MERC		34153		Wire	1	04062	MN TEACHERS RETIREMENT ASSOC	No	Yes	No	USD	01/30/2020	29,225.07
6051	MERC		34154		Wire	1	2284	E. B. C., LLC /ACS	No	No	No	USD	01/30/2020	9,471.87
6051	MERC		34155		Wire	1	2392	US Dept of Treasury	No	Yes	No	USD	01/30/2020	54,323.58
6051	MERC		34156		Wire	1	2396	MN Dept of Revenue	No	Yes	No	USD	01/30/2020	8,761.23
6051	MERC		34157		Wire	1	2501	Merchants Bank	No	Yes	No	USD	01/30/2020	2,414.16
6051	MERC		34194		Wire	1	1280	DELTA DENTAL PLAN OF MN	No	No	No	USD	02/05/2020	4,397.60
6051	MERC		34195		Wire	1	2396	MN Dept of Revenue	No	No	No	USD	02/05/2020	71.00
6051	MERC		34196		Wire	1	04060	PERA-PUBLIC EMPLOYEES RETIREMT	No	No	No	USD	02/14/2020	6,972.90
6051	MERC		34197		Wire	1	04062	MN TEACHERS RETIREMENT ASSOC	No	No	No	USD	02/14/2020	30,074.43
6051	MERC		34198		Wire	1	2284	E. B. C., LLC /ACS	No	No	No	USD	02/14/2020	11,546.87
6051	MERC		34199		Wire	1	2392	US Dept of Treasury	No	No	No	USD	02/14/2020	56,471.30
6051	MERC		34200		Wire	1	2396	MN Dept of Revenue	No	No	No	USD	02/14/2020	9,156.75
6051	MERC		34201		Wire	1	2501	Merchants Bank	No	No	No	USD	02/14/2020	2,861.96
6051	MERC		34251		Wire	1	2216	KWIK TRIP EXTENDED NETWORK	No	No	No	USD	02/19/2020	893.47
6051	MERC		34148	17947	Check	1	3415	AMAZON CAPITAL SERVICES	Yes	Yes	No	USD	01/23/2020	185.54
6051	MERC		34149	17948	Check	1	3428	ASPEN EQUIPMENT CO.	Yes	Yes	No	USD	01/23/2020	924.66
6051	MERC		34143	17949	Check	1	3365	BETCHER, KIM	Yes	Yes	No	USD	01/23/2020	78.71
6051	MERC		34150	17950	Check	1	3432	BLB CONSULTING, LLC	Yes	Yes	No	USD	01/23/2020	400.00
6051	MERC		34137	17951	Check	1	3155	BREDEMUS HARDWARE COMPANY, INC	Yes	Yes	No	USD	01/23/2020	238.00
6051	MERC		34141	17952	Check	1	3242	CORPORATE MECHANICAL	Yes	Yes	No	USD	01/23/2020	656.00
6051	MERC		34121	17953	Check	1	2554	CPI	Yes	Yes	No	USD	01/23/2020	150.00
6051	MERC		34144	17954	Check	1	3371	DIVISION MECHANICAL SERVICES	Yes	Yes	No	USD	01/23/2020	149.50
6051	MERC		34129	17955	Check	1	2855	DODGE-BRAGE MOLLY	Yes	Yes	No	USD	01/23/2020	47.15
6051	MERC		34115	17956	Check	1	1984	E. B. C., LLC/Flex	Yes	Yes	No	USD	01/23/2020	125.00
6051	MERC		34130	17957	Check	1	2871	EMC Insurance Companies	Yes	Yes	No	USD	01/23/2020	11,540.37
6051	MERC		34140	17958	Check	1	3232	ENTERPRISE FM TRUST	Yes	No	No	USD	01/23/2020	2,335.27
6051	MERC		34127	17959	Check	1	2778	ESTR PUBLICATIONS	Yes	No	No	USD	01/23/2020	46.00
6051	MERC		34135	17960	Check	1	3126	FERNBROOK FAMILY CENTER	Yes	No	No	USD	01/23/2020	29,781.13
6051	MERC		34146	17961	Check	1	3410	GERDES, BECKY	Yes	No	No	USD	01/23/2020	15.53
6051	MERC		34131	17962	Check	1	2899	HILLTOP COMMUNICATIONS, INC	Yes	Yes	No	USD	01/23/2020	17.00
6051	MERC		34119	17963	Check	1	2377	HOUSTON PUBLIC SCHOOLS	Yes	No	No	USD	01/23/2020	4,145.30
6051	MERC		34116	17964	Check	1	2174	INNOVATIVE OFFICE SOLUTIONS	Yes	Yes	No	USD	01/23/2020	267.89
6051	MERC		34117	17965	Check	1	2197	JOHNSON, CHERYL	Yes	No	No	USD	01/23/2020	506.51
6051	MERC		34114	17966	Check	1	1063	KNUTSON, FLYNN, DEANS	Yes	Yes	No	USD	01/23/2020	385.00
6051	MERC		34125	17967	Check	1	2719	LUHMAN, CINDY	Yes	Yes	No	USD	01/23/2020	142.97
6051	MERC		34136	17968	Check	1	3145	MARQUARDT, JENNIFER	Yes	No	No	USD	01/23/2020	68.15
6051	MERC		34147	17969	Check	1	3414	MATTSON, TESS	Yes	No	No	USD	01/23/2020	301.02

Goodhue County Ed District Payment Reg by Bank and Check

Co	Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Print	Recon	Void	Curr	Pay/Void Date	Amount
6051	MERC		34139	17970	Check	1	3184	MCLAREN, ARLIE	Yes	No	No	USD	01/23/2020	323.15
6051	MERC		34110	17971	Check	1	02672	METRO SALES, INC.	Yes	Yes	No	USD	01/23/2020	1,181.00
6051	MERC		34124	17972	Check	1	2711	MN PEIP	Yes	No	No	USD	01/23/2020	51,352.54
6051	MERC		34138	17973	Check	1	3164	PARKER ELECTRIC	Yes	Yes	No	USD	01/23/2020	491.61
6051	MERC		34142	17974	Check	1	3282	PRESENCE LEARNING, INC	Yes	Yes	No	USD	01/23/2020	1,500.00
6051	MERC		34112	17975	Check	1	06510	PRO-ED, INC	Yes	Yes	No	USD	01/23/2020	634.70
6051	MERC		34134	17976	Check	1	3121	RED WING AREA CHAMBER OF COMMI	Yes	No	No	USD	01/23/2020	275.00
6051	MERC		34113	17977	Check	1	09129	RED WING IND SCHOOL DIST 256	Yes	Yes	No	USD	01/23/2020	51,112.29
6051	MERC		34111	17978	Check	1	03350	REGION V COMPUTER SERVICES	Yes	Yes	No	USD	01/23/2020	1,500.50
6051	MERC		34145	17979	Check	1	3409	RIVERSIDE INSIGHTS	Yes	Yes	No	USD	01/23/2020	217.33
6051	MERC		34132	17980	Check	1	2951	SHI	Yes	Yes	No	USD	01/23/2020	50.00
6051	MERC		34120	17981	Check	1	2395	STEAK SHOP	Yes	Yes	No	USD	01/23/2020	85.91
6051	MERC		34126	17982	Check	1	2733	SWENTIK VALERIE	Yes	Yes	No	USD	01/23/2020	6.90
6051	MERC		34122	17983	Check	1	2585	TEACHERS ON CALL	Yes	Yes	No	USD	01/23/2020	3,254.58
6051	MERC		34128	17984	Check	1	2799	TLOUGAN JESSICA	Yes	No	No	USD	01/23/2020	646.12
6051	MERC		34133	17985	Check	1	3011	U.S. BANK EQUIPMENT FINANCE	Yes	Yes	No	USD	01/23/2020	252.00
6051	MERC		34118	17986	Check	1	2303	WABASHA-KELLOGG PUBLIC SCHOOL	Yes	Yes	No	USD	01/23/2020	3,073.19
6051	MERC		34123	17987	Check	1	2645	WPS PUBLISHING	Yes	Yes	No	USD	01/23/2020	68.00
6051	MERC		34159	17988	Check	1	1984	E. B. C., LLC/Flex	Yes	No	No	USD	01/30/2020	687.50
6051	MERC		34158	17989	Check	1	09118	EDUCATION MN - GCED	Yes	No	No	USD	01/30/2020	2,398.15
6051	MERC		34160	17990	Check	1	3235	Goodhue Co Ed Dist Paraprofessional Unic	Yes	No	No	USD	01/30/2020	181.70
6051	MERC		34170	17991	Check	1	1326	AHERN, WENDY	Yes	No	No	USD	02/05/2020	480.58
6051	MERC		34193	17992	Check	1	3415	AMAZON CAPITAL SERVICES	Yes	No	No	USD	02/05/2020	71.50
6051	MERC		34168	17993	Check	1	09427	ARENDDT, RENE	Yes	No	No	USD	02/05/2020	386.40
6051	MERC		34171	17994	Check	1	1497	BODENHAMER, SUSAN	Yes	No	No	USD	02/05/2020	207.35
6051	MERC		34188	17995	Check	1	3249	BUCHAL, AMY	Yes	No	No	USD	02/05/2020	354.20
6051	MERC		34176	17996	Check	1	2437	BURVEE, LAURA	Yes	No	No	USD	02/05/2020	13.23
6051	MERC		34177	17997	Check	1	2495	CALEDONIA AREA PUBLIC SCHOOLS	Yes	No	No	USD	02/05/2020	438.64
6051	MERC		34190	17998	Check	1	3329	CHASE CARD SERVICES	Yes	No	No	USD	02/05/2020	4,218.26
6051	MERC		34162	17999	Check	1	00433	CITY OF RED WING	Yes	No	No	USD	02/05/2020	570.41
6051	MERC		34172	18000	Check	1	1890	DAHLING, SARA	Yes	No	No	USD	02/05/2020	48.30
6051	MERC		34182	18001	Check	1	2855	DODGE-BRAGE MOLLY	Yes	No	No	USD	02/05/2020	54.05
6051	MERC		34173	18002	Check	1	2284	E. B. C., LLC /ACS	Yes	No	No	USD	02/05/2020	115.41
6051	MERC		34178	18003	Check	1	2531	FIRST STUDENT	Yes	No	No	USD	02/05/2020	163.68
6051	MERC		34184	18004	Check	1	2899	HILLTOP COMMUNICATIONS, INC	Yes	No	No	USD	02/05/2020	570.00
6051	MERC		34183	18005	Check	1	2865	INTELLICENTS	Yes	No	No	USD	02/05/2020	1,250.00
6051	MERC		34161	18006	Check	1	00367	KENYON-WANAMINGO PUBLIC SCHOC	Yes	No	No	USD	02/05/2020	3,246.14
6051	MERC		34187	18007	Check	1	3145	MARQUARDT, JENNIFER	Yes	No	No	USD	02/05/2020	68.15
6051	MERC		34166	18008	Check	1	05403	MASE	Yes	No	No	USD	02/05/2020	329.00

Goodhue County Ed District Payment Reg by Bank and Check

Co	Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Print	Recon	Void	Curr	Pay/Void Date	Amount
6051	MERC		34192	18009	Check	1	3414	MATTSON, TESS	Yes	No	No	USD	02/05/2020	151.80
6051	MERC		34191	18010	Check	1	3362	MCNALLIE, LAURIE	Yes	No	No	USD	02/05/2020	70.96
6051	MERC		34163	18011	Check	1	00707	MENARD'S RED WING	Yes	No	No	USD	02/05/2020	90.85
6051	MERC		34181	18012	Check	1	2655	MITCHELL HEIDI	Yes	No	No	USD	02/05/2020	344.54
6051	MERC		34189	18013	Check	1	3296	MUTUAL OF OMAHA	Yes	No	No	USD	02/05/2020	2,082.96
6051	MERC		34169	18014	Check	1	1150	PHONAK, LLC	Yes	No	No	USD	02/05/2020	4,819.75
6051	MERC		34167	18015	Check	1	09129	RED WING IND SCHOOL DIST 256	Yes	No	No	USD	02/05/2020	88,877.21
6051	MERC		34186	18016	Check	1	3078	SHRED-N-GO	Yes	No	No	USD	02/05/2020	43.73
6051	MERC		34179	18017	Check	1	2585	TEACHERS ON CALL	Yes	No	No	USD	02/05/2020	3,970.89
6051	MERC		34185	18018	Check	1	3011	U.S. BANK EQUIPMENT FINANCE	Yes	No	No	USD	02/05/2020	781.00
6051	MERC		34174	18019	Check	1	2303	WABASHA-KELLOGG PUBLIC SCHOOL	Yes	No	No	USD	02/05/2020	730.74
6051	MERC		34175	18020	Check	1	2424	WAL-MART COMMUNITY	Yes	No	No	USD	02/05/2020	424.11
6051	MERC		34180	18021	Check	1	2591	WINSOR LEARNING, INC	Yes	No	No	USD	02/05/2020	2,750.00
6051	MERC		34164	18022	Check	1	02880	XCEL ENERGY	Yes	No	No	USD	02/05/2020	1,790.15
6051	MERC		34165	18023	Check	1	04565	ZUMBROTA-MAZEPPA PUBLIC SCHOOL	Yes	No	No	USD	02/05/2020	6,890.12
6051	MERC		34203	18024	Check	1	1984	E. B. C., LLC/Flex	Yes	No	No	USD	02/14/2020	1,315.49
6051	MERC		34202	18025	Check	1	09118	EDUCATION MN - GCED	Yes	No	No	USD	02/14/2020	2,398.15
6051	MERC		34204	18026	Check	1	3235	Goodhue Co Ed Dist Paraprofessional Unic	Yes	No	No	USD	02/14/2020	181.70
6051	MERC		34246	18027	Check	1	3421	ALBIN ACQUISITION CORP	Yes	No	No	USD	02/19/2020	10.50
6051	MERC		34243	18028	Check	1	3415	AMAZON CAPITAL SERVICES	Yes	No	No	USD	02/19/2020	72.02
6051	MERC		34212	18029	Check	1	1046	ASCD	Yes	No	No	USD	02/19/2020	139.00
6051	MERC		34210	18030	Check	1	09251	CAPRA, MONICA	Yes	No	No	USD	02/19/2020	32.01
6051	MERC		34225	18031	Check	1	2766	CASHMAN BRIAN	Yes	No	No	USD	02/19/2020	16.88
6051	MERC		34226	18032	Check	1	2871	EMC Insurance Companies	Yes	No	No	USD	02/19/2020	11,540.42
6051	MERC		34239	18033	Check	1	3232	ENTERPRISE FM TRUST	Yes	No	No	USD	02/19/2020	1,990.44
6051	MERC		34206	18034	Check	1	01904	GOODHUE PUBLIC SCHOOL	Yes	No	No	USD	02/19/2020	2,630.61
6051	MERC		34208	18035	Check	1	04580	GRIMSRUD PUBLISHING INC	Yes	No	No	USD	02/19/2020	129.75
6051	MERC		34233	18036	Check	1	3088	HILLYARD/HUTCHINSON	Yes	No	No	USD	02/19/2020	1,561.83
6051	MERC		34231	18037	Check	1	3015	HUFCOR, INC. - MINNESOTA	Yes	No	No	USD	02/19/2020	4,921.99
6051	MERC		34217	18038	Check	1	2174	INNOVATIVE OFFICE SOLUTIONS	Yes	No	No	USD	02/19/2020	774.77
6051	MERC		34224	18039	Check	1	2763	JOBS HQ	Yes	No	No	USD	02/19/2020	334.50
6051	MERC		34241	18040	Check	1	3337	KEVIN'S SERVICE	Yes	No	No	USD	02/19/2020	587.27
6051	MERC		34227	18041	Check	1	2960	LANGUAGE LINE SERVICES	Yes	No	No	USD	02/19/2020	115.68
6051	MERC		34244	18042	Check	1	3417	LEMMON, KELSEY	Yes	No	No	USD	02/19/2020	184.58
6051	MERC		34220	18043	Check	1	2440	LIBERTY'S RESTAURANT	Yes	No	No	USD	02/19/2020	222.02
6051	MERC		34236	18044	Check	1	3184	MCLAREN, ARLIE	Yes	No	No	USD	02/19/2020	302.45
6051	MERC		34205	18045	Check	1	00707	MENARD'S RED WING	Yes	No	No	USD	02/19/2020	65.86
6051	MERC		34207	18046	Check	1	02672	METRO SALES, INC.	Yes	No	No	USD	02/19/2020	1,572.32
6051	MERC		34229	18047	Check	1	3002	MOLDE-BOEDING, JAYNE	Yes	No	No	USD	02/19/2020	289.15

Goodhue County Ed District Payment Reg by Bank and Check

Co	Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Print	Recon	Void	Curr	Pay/Void Date	Amount
6051	MERC		34216	18048	Check	1	1784	NCS PEARSON, INC.	Yes	No	No	USD	02/19/2020	522.58
6051	MERC		34214	18049	Check	1	1247	PESTOP, INC.	Yes	No	No	USD	02/19/2020	50.00
6051	MERC		34213	18050	Check	1	1150	PHONAK, LLC	Yes	No	No	USD	02/19/2020	200.00
6051	MERC		34240	18051	Check	1	3282	PRESENCE LEARNING, INC	Yes	No	No	USD	02/19/2020	1,875.00
6051	MERC		34209	18052	Check	1	09129	RED WING IND SCHOOL DIST 256	Yes	No	No	USD	02/19/2020	5,979.34
6051	MERC		34242	18053	Check	1	3359	ROME, CANDIS	Yes	No	No	USD	02/19/2020	84.53
6051	MERC		34248	18054	Check	1	3434	SCHOLASTIC	Yes	No	No	USD	02/19/2020	164.73
6051	MERC		34247	18055	Check	1	3433	SCIENTIFIC LEARNING	Yes	No	No	USD	02/19/2020	4,666.00
6051	MERC		34245	18056	Check	1	3419	SFRC, LLC-TERRAFORM POWER	Yes	No	No	USD	02/19/2020	2,617.91
6051	MERC		34223	18057	Check	1	2758	SOCIAL THINKING	Yes	No	No	USD	02/19/2020	71.26
6051	MERC		34218	18058	Check	1	2234	SOUTHWEST/WST CENTRL SERV.COC	Yes	No	No	USD	02/19/2020	21,007.99
6051	MERC		34234	18059	Check	1	3107	SPARTAN STORES, LLC.	Yes	No	No	USD	02/19/2020	10.47
6051	MERC		34237	18060	Check	1	3222	SPERGER, SARAH	Yes	No	No	USD	02/19/2020	728.20
6051	MERC		34219	18061	Check	1	2395	STEAK SHOP	Yes	No	No	USD	02/19/2020	210.02
6051	MERC		34250	18062	Check	1	3436	STUDIO 24/JASON FRICKSON	Yes	No	No	USD	02/19/2020	1,198.00
6051	MERC		34221	18063	Check	1	2585	TEACHERS ON CALL	Yes	No	No	USD	02/19/2020	3,853.08
6051	MERC		34235	18064	Check	1	3159	TESTEN, MARY	Yes	No	No	USD	02/19/2020	158.66
6051	MERC		34249	18065	Check	1	3435	THE FAST FOOD KKART	Yes	No	No	USD	02/19/2020	69.26
6051	MERC		34215	18066	Check	1	1617	THERAPY SHOPPE INC.	Yes	No	No	USD	02/19/2020	32.48
6051	MERC		34211	18067	Check	1	1015	THREE RIVERS COMMUNITY ACTION	Yes	No	No	USD	02/19/2020	250.00
6051	MERC		34232	18068	Check	1	3049	TWIN CITY HARDWARE	Yes	No	No	USD	02/19/2020	4,979.30
6051	MERC		34230	18069	Check	1	3011	U.S. BANK EQUIPMENT FINANCE	Yes	No	No	USD	02/19/2020	252.00
6051	MERC		34222	18070	Check	1	2591	WINSOR LEARNING, INC	Yes	No	No	USD	02/19/2020	2,750.00
6051	MERC		34228	18071	Check	1	2986	YUSTY-ROJAS, JEIMMY	Yes	No	No	USD	02/19/2020	423.81
6051	MERC		34238	18072	Check	1	3223	ZEISSLER, HEATHER	Yes	No	No	USD	02/19/2020	117.74

Bank Total: \$616,153.10

Report Total: \$616,153.10

Goodhue County Education District 6051-61

Red Wing, MN

Regular Meeting

Thursday, January 23, 2020

River Bluff Education Center

7:00 PM

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

MEMBERS ABSENT: None

OTHERS PRESENT: Cherie Johnson; Jackie Paradis; Jillynne Raymond

CALL TO ORDER/ADOPT THE CONSENT AGENDA: The regular meeting was called to order by Chairperson Jim Wendt. Dawn Balow motioned to adopt the agenda. Kevin Anderson seconded, motion passed 6-0.

ANNUAL REORGANIZATION:

Board Officers: Chair, Vice Chair, Clerk-Treasurer

(Elected Chair and Clerk-Treasurer will need to sign SMART Signature Form)

Arlen Diercks nominated Dawn Balow for Chair. No other nominations were made. Katie Lochner seconded the nomination of Dawn Balow for Chair, motion passed 6-0. Arlen Diercks nominated Jim Wendt for Vice Chair. No other nominations were made. Cast unanimous ballot passes 6-0. Jim Wendt nominated Katie Lochner for Clerk-Treasurer. No other nominations were made. Cast unanimous ballot, passes 6-0.

Board Salaries: Current \$90 regular meetings, \$75 negotiations meetings, \$60 special board meetings. Current mileage rate is \$.575 per mile effective 1/1/2020. Jerry Stehr motioned to change mileage rate language to IRS mileage rate. Arlen Diercks seconded, motion passed 6-0. Jim Wendt motioned to leave board pay as is. Kevin Anderson seconded, motion passed 6-0.

Official Newspaper: Currently Red Wing Republican Eagle: Arlen Diercks motioned to keep the Red Wing Republican Eagle as the official newspaper. Katie Lochner seconded, motion passed 6-0.

Official Depository: Merchants Bank in Red Wing, and MSDLAF: Jim Wendt motioned to keep Merchants Bank in Red Wing and MSDLAF as the official depositories. Kevin Anderson seconded, motion passed 6-0.

Board Meeting Calendar: January - December 2020: Change March meeting to March 18th. Arlen Diercks motioned to approve the Board Meeting Calendar. Jim Wendt seconded, motion passed 6-0.

Meet and Confer Committee: Current Representative is Dawn Balow. Parties need to be available to meet at least three times a year. Jim Wendt motioned to approve Jerry Stehr as the representative for the Meet and Confer Committee. Katie Lochner seconded, motion passed 6-0.

Policies Committee: Current Representatives are Kevin Anderson and Katie Lochner. Jim Wendt motioned to keep Kevin Anderson and Katie Lochner as the representatives of the Policies Committee. Katie Lochner seconded, motion passed 6-0.

Insurance Committee: Current Representative Katie Lochner. Jim Wendt motioned to keep Katie Lochner as the representative of the Insurance Committee. Katie Lochner seconded, motion passed 6-0.

Negotiations Committee: Current Representatives are Amber Lohman and Jim Wendt. Jim Wendt motioned to approve Dawn Balow and Jim Wendt as the representatives on the Negotiations Committee. Katie Lochner seconded, motion passed 6-0.

Technology Committee: Current Representative was Arlen Diercks. Jim Wendt motioned to keep Arlen Diercks as the representative for the Technology Committee. Katie Lochner seconded, motion passed 6-0.

Resolution Memberships: Jerry Stehr motioned to approve the MN School Board Association (MSBA), MSBA Policy Continuation, MREA and Southeast Service Cooperative resolution memberships. Katie Lochner seconded, motion passed 6-0.

MN School Board Association (MSBA)

MSBA Policy Continuation

MREA

Southeast Service Cooperative

Authorization to invest surplus funds/wire transfers within funds: Jim Wendt motioned to approve the Authorizations for Cherie Johnson and Jackie Paradis to invest surplus funds/wire transfers within funds. Jerry Stehr seconded, motion passed 6-0.

Other:

Consent Agenda: Jim Wendt motioned to approve the consent agenda. Jerry Stehr seconded, motion passed 6-0.

Approval of December 4th, 2019 Minutes

Approval of Claims: Dawn Balow (Please come in 15 minutes early)

Staff Updates:

1. **Resignations:** *Kaylee Hakseth, Paraprofessional - RBEC*
2. **New Hire:** *Hailey Pottinger, Paraprofessional - RBEC*
3. **Transfers:**
4. **Re-assignment:**

Public Input:

Reports and Communication:

Business Manager Report- J. Paradis reported on the 2019-20 budget as of 12/31/19. We have received \$4,456,171 or 35% of the adopted revenue budget, compared to 35% at 12/31/18 and 36% at 12/31/17. We have expended \$4,260,820 or 32% of the adopted expense budget, compared to

34% at 12/31/18 and 34% at 12/31/17. Cash flow has improved and is looking good for the school year. November and December bank recs have been included in your packet for your information.

Old Business:

Second reading of Policies 601,613,617. Jim Wendt motioned to approve. Kevin Anderson seconded, motion passed 6-0.

New Business:

Southeast Service Coop Grant – Shared Position Career Navigator: Jillynne Raymond presented information on a grant from SSC for a Career Navigator. Dylan Macray will be shared with Pine Island, Cannon Falls, GCED, and Zumbrota-Mazeppa. Dylan will be housed out of SSC and spend one day per week at each district for career exploration. This grant is for 18 months. Jim Wendt asked if this would be the same as ProAct and ABC, Jillynne commented not exactly, are able to help students whose abilities are beyond what would be provided there. This will help improve and expand current relationships with local businesses for student work opportunities. Arlen Diercks questioned how we will sustain after the grant. Jillynne replied that four districts are currently brainstorming how to do this long term, bridge with Perkins funding. Cherie Johnson explained how this ties with Olmsted Act. Dawn Balow asked how districts were chosen. Cherie Johnson replied that SSC announced availability and districts were asked to express interest. Katie Lochner motioned to approve the Career Navigator grant. Jim Wendt seconded, motion passed 6-0.

Licensed Staff Seniority List: Katie Lochner motioned to approve the Licensed Staff Seniority List. Kevin Anderson seconded, motion passed 6-0.

Paraprofessional Seniority List: Jim Wendt motioned to approve the Paraprofessional Seniority List. Katie Lochner seconded, motion passed 6-0.

Resolution to Reduce Programs: Jim Wendt introduced the Resolution to Reduce Programs and moved to adopt. Katie Lochner seconded and the following voted in favor: Jerry Stehr, Kevin Anderson, Katie Lochner, Jim Wendt, Arlen Diercks, Dawn Balow. Motion passed 6-0.

Red Wing Collectors Society Lease Agreement: Cherie Johnson mentioned GCED has signed a three year agreement to host the Pottery Convention at River Bluff Education Center.

GCED Credit Requirements: Cherie Johnson presented all the different credit requirements for member districts and what is required by the state. RBEC is aligned to state requirements. RBEC would be set at 24 credits similar to CF and LC as well as Tower View. Kevin Anderson motioned to set RBEC graduation requirements at 24 credits. Katie Lochner seconded, motion passed 6-0.

Director Contract 2019-2022: Cherie Johnson shared evaluation survey results done by the special education leadership. Jerry Stehr asked if the board helps set goals for the Director. Cherie Johnson shared she uses goals from strategic

plan. Will look at setting board/director goals this summer with strategic plan. Need to develop an evaluation plan for Cherie Johnson. Jerry Stehr motioned to approve the Director Contract 2019-2022. Jim Wendt seconded, motion passed 5-1.

Other: RBEC is co-hosting an event with the League of Women Voters – New Voices, New Ideas. This will take place Saturday, January 25th at 9:30 AM.

Comments: Board/Director Jerry Stehr asked do we want to set a deadline of when to come back with ideas for goals for Cherie/board? Deadline was set for April board meeting.

Next Meeting Date: Thursday, February 27, 2020 at 7:00 PM at the River Bluff Education Center in Red Wing.

Adjournment: Jim Wendt motioned to adjourn. Arlen Diercks seconded. Meeting adjourned at 8:16 pm.

C. Staff Updates:

1. **New Hire:** *Nicole Yusten, OT - District Wide; Katee Spaeth, OT - District Wide*
2. **Transfer:** *Hailey Pottinger, Lake City Special Education Teacher (remaining on paraprofessional contract until license clears)*
3. **Resignations:**
4. **Retirements:** *Barb Kittelson, OT District Wide*
5. **Leave of Absence:**

III. **Public Input:**

IV. **Reports and Communication:**

- A. Business Manager Report

16

GOODHUE CO ED DISTRICT
 GENERAL FUND REVENUE & EXPENDITURES - ANALYSIS
 FOR THE FISCAL YEAR ENDING JUNE 30, 2020

GENERAL FUND

REVENUE

REVENUE CATEGORIES	2nd Prior Year Final	Prior Year	Adopted Budget 2019-20	Received YTD	N/A	Budget Remaining	Current Year % of Budget Received	FY 18-19 % of Actuals Received	FY 17-18 % of Actuals Received
STATE	3,393,686	3,178,401	3,505,921	1,411,504	-	2,094,417	40%	42%	38%
FEDERAL	1,970,149	1,770,360	1,869,469	296,161	-	1,573,308	16%	32%	40%
TUITION	6,047,019	6,395,867	6,559,894	3,188,863	-	3,371,031	49%	48%	49%
LOCAL (FEES, INTEREST, ETC.)	735,941	1,039,025	856,146	289,269	-	566,877	34%	58%	39%
TOTALS	12,146,794	12,383,653	12,791,430	5,185,797	-	7,605,633	41%	45%	44%

EXPENDITURES - BY OBJECT

OBJECT SERIES	2nd Prior Year Final	Prior Year	Adopted Budget 2019-20	Expenses YTD	Encumb YTD	Budget Remaining	Current Year % of Budget Expended	FY 18-19 % of Actuals Expended	FY 17-18 % of Actuals Expended
SALARIES & WAGES	5,626,092	5,919,959	6,316,068	2,843,079	-	3,472,989	45%	47%	47%
EMPLOYEE BENEFITS	1,412,416	1,495,180	1,654,025	726,671	-	927,354	44%	47%	47%
PURCHASED SERVICES	3,392,905	3,444,894	3,491,930	873,128	-	2,618,802	25%	24%	26%
SUPPLIES	411,013	377,522	476,252	180,175	-	296,077	38%	68%	64%
EQUIPMENT	1,034,238	1,057,823	1,189,195	1,038,850	-	150,345	87%	96%	96%
OTHER EXPENDITURES	14,268	18,791	16,876	17,916	-	(1,040)	106%	79%	136%
TOTALS	11,890,933	12,314,168	13,144,346	5,679,818	-	7,464,528	43%	46%	46%

EXPENDITURES - BY PROGRAM

PROGRAM SERIES	2nd Prior Year Final	Prior Year	Adopted Budget 2019-20	Expenses YTD	Encumb YTD	Budget Remaining	Current Year % of Budget Expended	FY 18-19 % of Actuals Expended	FY 17-18 % of Actuals Expended
SITE ADMINISTRATION	73,829	78,555	61,087	31,518	-	29,569	52%	41%	61%
DISTRICT ADMINISTRATION	124,308	125,920	118,001	58,339	-	59,662	49%	59%	59%
SUPPORT SERVICES	186,293	187,030	208,955	227,107	-	(18,152)	109%	107%	104%
REGULAR INSTRUCTION	1,460,269	1,457,714	1,507,778	348,019	-	1,159,759	23%	23%	21%
VOCATIONAL INSTRUCTION	298,845	295,462	301,487	110,774	-	190,713	37%	38%	37%
SPECIAL EDUCATION	6,832,813	6,964,151	7,512,964	3,044,655	-	4,468,309	41%	42%	44%
INSTRUCTIONAL SUPPORT	370,375	460,906	458,607	172,465	-	286,142	38%	44%	46%
PUPIL SUPPORT SERVICES	1,191,715	1,277,968	1,353,872	537,569	-	816,303	40%	43%	41%
FACILITIES	1,352,486	1,466,464	1,621,595	1,149,372	-	472,223	71%	80%	79%
OTHER FINANCING USES	-	-	-	-	-	-	0%	0%	0%
TOTALS	11,890,933	12,314,168	13,144,346	5,679,818	-	7,464,528	43%	46%	46%

NET GAIN/LOSS TO FUND BAL 255,861 69,485 (352,916) (494,021)

ENDING FUND BALANCE 1,296,265 1,365,750 1,012,834

AS A PERCENT OF EXP 10.90% 11.49% 8.22%

GOODHUE CO ED DISTRICT
 GENERAL FUND REVENUE - BY SOURCE
 FOR THE FISCAL YEAR ENDING JUNE 30, 2020

JANUARY 31, 2020

	2nd Prior Year	Prior Year	Adopted Budget 2019-20	Received YTD	Budget Remaining	Current Year % Budget Received	FY 18-19 % Actual Received	FY 17-18 % Actual Received
STATE AID								
211	132,709	100,251	127,521	59,843	67,678	46.93%	32.51%	40.00%
211	29,519	28,854		6,279	(6,279)	200.00%	0.00%	16.31%
300	191,808	189,851	189,659	(5,690)	195,349	-3.00%	56.57%	0.00%
319			-		-	100.00%	0.00%	0.00%
360	3,038,655	2,859,014	3,188,241	1,351,072	1,837,169	42.38%	41.43%	40.80%
370	995	431	500		500	0.00%	100.00%	100.00%
TOTAL STATE AID	3,393,686	3,178,401	3,505,921	1,411,504	2,094,417	40.26%	41.69%	38.27%
FEDERAL								
421	728		-		-	100.00%	0.00%	0.00%
417	16,500	16,477	18,325	6,429	11,896	35.08%	50.49%	37.08%
419	1,420,238	1,206,282	1,323,494	261,532	1,061,962	19.76%	34.15%	41.48%
420	100,960	71,922	84,180		84,180	0.00%	30.01%	22.77%
422	36,135	34,325	34,325	7,897	26,428	23.01%	37.11%	37.47%
428	141,916	140,749	138,140	13,081	125,059	9.47%	33.75%	33.32%
599					-	100.00%	0.00%	0.00%
475	21,070	22,550	21,638	7,221	14,417	33.37%	8.25%	27.50%
425	232,601	278,055	-		-	100.00%	22.74%	48.12%
429			249,367		249,367	0.00%	0.00%	0.00%
TOTAL FEDERAL	1,970,149	1,770,360	1,869,469	296,161	1,573,308	15.84%	32.04%	40.44%
LOCAL - TUITION, FEES, ADMISSIONS, GIFTS & OTHER								
021	4,798,846	5,041,671	5,150,220	3,188,863	1,961,357	61.92%	60.26%	61.49%
021	989,740	1,048,246	1,095,835		1,095,835	0.00%	0.00%	-0.03%
050	300	250	250	350	(100)	140.00%	60.00%	100.00%
071	6,728		125,500		125,500	0.00%	0.00%	100.00%
092	12,816	19,669	17,000	8,046	8,954	47.33%	46.03%	44.59%
093	6,396	8,806	3,500		3,500	0.00%	0.00%	0.00%
096	1,981	2,289	3,000	1,631	1,369	54.37%	91.09%	129.55%
099	15,215	6,529		6,122	(6,122)	200.00%	0.00%	0.00%
099	70,715	78,965	87,188	5,526	81,662	6.34%	22.39%	11.41%
099	88,456	83,260	87,738		87,738	0.00%	0.00%	0.00%
106	531,870	531,870	531,870	265,935	265,935	50.00%	50.00%	50.00%
107	235		-		-	100.00%	0.00%	0.00%
108	258,433	305,950	313,839		313,839	0.00%	0.00%	0.00%
096			-		-	100.00%	0.00%	0.00%
620			-	667	(667)	200.00%	0.00%	0.00%
622	1,230	143	100	115	(15)	114.89%	100.00%	85.77%
625			-	877	(877)	200.00%	0.00%	0.00%
628		307,243	-		-	100.00%	100.00%	0.00%
799			-		-	100.00%	0.00%	0.00%
TOTAL - LOCAL	6,782,960	7,434,892	7,416,040	3,478,133	3,937,908	46.90%	48.97%	47.78%
GENERAL FUND TOTAL	12,146,794	12,383,653	12,791,430	5,185,797	7,605,633	40.54%	44.68%	43.93%

18

GOODHUE CO ED DISTRICT
 GENERAL FUND EXPENDITURES - BY OBJECT
 FOR THE FISCAL YEAR ENDING JUNE 30, 2020

GENERAL FUND

JANUARY 31, 2020

		2nd Prior	Prior Year	Adopted	Expenses	Encumb	Budget	Current Year	FY 18-19	FY 17-18
		Year Final	Final	Budget	YTD	YTD	Remaining	% of Budget	% of	% of
				2019-20				Expended	Actuals	Actuals
									Expended	Expended
OBJ	SALARIES AND WAGES									
110	ADMINISTRATION	666,866	750,036	728,328	416,618	-	311,710	57.20%	57.09%	60.49%
140	LICENSED INSTRUCTION SALARIES	1,741,374	1,933,673	2,153,412	852,332	-	1,301,080	39.58%	43.20%	43.70%
141	NON LICENSED CLASSROOM	-	-	-	1,798	-	(1,798)	0.00%	0.00%	0.00%
143	LICENSED NON INSTRUCTION SALARIES	462,832	284,595	320,295	157,069	-	163,226	49.04%	60.93%	36.60%
144	NON LICENSED CLASSROOM	-	-	-	-	-	-	0.00%	0.00%	0.00%
145	LICENSED SUB	7,165	191	1,000	-	-	1,000	0.00%	68.63%	0.00%
146	NON-LICENSED SUB	-	-	-	-	-	-	0.00%	0.00%	0.00%
150	PHYSICAL THERAPIST	129,426	132,992	134,840	66,927	-	67,913	49.63%	50.15%	49.40%
151	OCCUPATIONAL THERAPIST	217,067	224,109	230,052	93,095	-	136,957	40.47%	41.78%	41.57%
152	SPEECH PATHOLOGIST	273,597	413,643	455,901	185,478	-	270,423	40.68%	43.32%	42.66%
153	AUDIOLOGIST	61,026	62,475	63,548	25,969	-	37,579	40.86%	41.57%	40.80%
154	LICENSED SCHOOL NURSE	101,989	105,756	106,949	44,333	-	62,616	41.45%	41.41%	40.29%
155	LICENSED NURSE	21,741	21,407	24,703	13,750	-	10,953	55.66%	51.80%	46.41%
156	SOCIAL WORKER	443,050	502,660	499,185	223,419	-	275,766	44.76%	37.93%	40.58%
157	SCHOOL PSYCHOLOGIST	578,339	623,518	681,500	266,962	-	414,538	39.17%	44.35%	42.93%
158	QUALIFIED MENTAL HEALTH PRACT	-	-	-	-	-	-	0.00%	0.00%	0.00%
160	MENTAL HEALTH PRACT	-	-	-	-	-	-	0.00%	0.00%	0.00%
161	HIGHLY QUALIFIED PARA	312,478	368,703	386,363	174,712	-	211,651	45.22%	49.21%	58.98%
162	ONE TO ONE PARA	101,949	20,664	23,802	27,177	-	(3,375)	114.18%	46.48%	19.78%
163	FOREIGN LANGUAGE INTERPRETER	-	-	-	142	-	(142)	0.00%	0.00%	0.00%
164	ASL INTERPRETER	59,295	58,534	61,753	30,453	-	31,301	49.31%	53.71%	47.98%
169	ALCOHOL & CHEM DEPENDANCY COUNS.	-	-	-	-	-	-	0.00%	0.00%	0.00%
170	NON LICENSED SUPPORT	195,831	178,162	179,491	99,203	-	80,288	55.27%	57.21%	58.21%
174	ADAPPE TEACHER	42,886	40,039	77,391	15,637	-	61,754	20.20%	41.13%	39.85%
185	OTHER WAGES - LIC STAFF	164,349	152,706	148,910	105,260	-	43,650	70.69%	63.11%	65.94%
186	OTHER WAGES - NON LIC STAFF	44,832	46,097	38,645	42,746	-	(4,101)	110.61%	79.45%	84.68%
191	SEVERANCE	-	-	-	-	-	-	0.00%	0.00%	0.00%
195	SALARY & WAGES CHARGEBACK	-	-	-	-	-	-	0.00%	0.00%	0.00%
	TOTAL SALARIES AND WAGES	5,626,092	5,919,959	6,316,068	2,843,079	-	3,472,989	45.01%	47.27%	46.55%
	EMPLOYEE BENEFITS									
210	NON-LICENSED FICA	408,271	432,024	475,823	207,761	-	268,062	43.66%	47.42%	46.49%
214	PERA	81,649	78,631	81,338	38,586	-	42,752	47.44%	48.89%	48.71%
218	TRA	328,540	357,700	396,472	173,105	-	223,367	43.66%	46.64%	45.91%
220	HEALTH INSURANCE	419,373	435,380	480,523	194,671	-	285,852	40.51%	44.41%	46.01%
230	LIFE INSURANCE	7,060	7,070	7,526	3,000	-	4,526	39.86%	47.16%	45.94%
235	DENTAL INSURANCE	16,274	16,349	17,624	7,762	-	9,862	44.04%	47.18%	45.65%
240	LTD INSURANCE	9,977	7,831	8,790	3,396	-	5,394	38.63%	47.11%	56.01%
250	TAX SHELTERED ACCOUNT	59,567	68,848	71,303	37,227	-	34,076	52.21%	51.70%	50.17%
251	HEALTH REIMBURSEMENT	-	-	-	-	-	-	0.00%	0.00%	0.00%
270	WORKERS COMP	81,640	85,951	107,126	60,016	-	47,110	56.02%	62.88%	45.63%
280	REEMPLOYMENT INS	64	5,395	7,500	1,147	-	6,353	15.29%	0.00%	72.49%
291	RETIREE INSURANCE	-	-	-	-	-	-	0.00%	0.00%	0.00%
295	BENEFITS CHARGE BACK	-	-	-	-	-	-	0.00%	0.00%	0.00%
299	OTHER BENEFITS	-	-	-	-	-	-	0.00%	0.00%	0.00%
	TOTAL EMPLOYEE BENEFITS	1,412,416	1,495,180	1,654,025	726,671	-	927,354	43.93%	47.35%	46.50%
	PURCHASED SERVICES									
301	FEDERAL SUB GRANTS <\$25 K MED ASSIST	-	-	-	-	-	-	0.00%	0.00%	0.00%
302	FEDERAL SUB GRANTS >\$25 K MED ASSIST	-	-	-	-	-	-	0.00%	0.00%	0.00%
303	FEDERAL SUB GRANTS < \$25,000	388,337	424,033	397,411	114,250	-	283,161	28.75%	23.06%	30.00%
304	FEDERAL SUB GRANTS > \$25,000	419,436	496,942	464,429	61,299	-	403,130	13.20%	12.19%	14.01%
305	FEES FOR SERVICES	192,858	194,084	209,603	117,436	-	92,167	56.03%	54.66%	60.50%
306	CONTRACTED SERV	4,675	3,797	8,000	1,600	-	6,400	20.00%	76.82%	36.47%
307	CONTRACTED SUBSTITUTES	62,995	34,924	35,525	24,647	-	10,878	69.38%	36.46%	58.73%
308	FED TUITION PMTS < \$25,000	-	-	-	-	-	-	0.00%	0.00%	0.00%
309	FED TUITION PMTS > \$25,000	-	-	-	-	-	-	0.00%	0.00%	0.00%
315	TECH REPAIR & MAINTENANCE	7,349	-	6,722	-	-	6,722	0.00%	0.00%	0.00%
316	SERVICES PURCH FROM COOP/JNT POWERS	5,720	4,439	5,918	4,502	-	1,417	76.06%	66.67%	75.00%
319	COMPUTER/TECH SERVICES	5,719	6,714	8,000	3,226	-	4,774	40.33%	35.57%	22.79%
320	COMMUNICATION SERVICES	18,516	18,215	22,000	7,770	-	14,230	35.32%	51.86%	48.94%
321	MAINT. AGREEMENTS	-	590	8,000	449	-	7,552	5.61%	0.00%	0.00%
329	POSTAGE AND EXPRESS	4,209	3,006	4,000	2,076	-	1,924	51.89%	14.23%	65.34%
330	UTILITIES	43,826	49,817	55,000	15,965	-	39,035	29.03%	46.82%	31.56%
340	PROPERTY INSURANCE	32,807	35,885	35,000	26,125	-	8,875	74.64%	67.08%	87.61%
350	REPAIR & MAINT	90,300	136,609	132,247	54,984	-	77,263	41.58%	39.00%	29.86%
360	STUDENT TRANSPORTATION	-	5,795	6,000	296	-	5,704	4.93%	96.40%	0.00%
366	TRAVEL	183,869	155,850	165,299	90,946	-	74,353	55.02%	44.72%	52.93%
367	CONFERENCES	-	-	-	-	-	-	0.00%	0.00%	0.00%
368	OUT OF STATE TRAVEL	6,309	4,395	8,194	3,510	-	4,684	42.83%	91.64%	25.67%
369	ENTRY FEES	-	-	-	-	-	-	0.00%	0.00%	0.00%
370	RENTS & LEASES	15,300	15,300	15,606	-	-	15,606	0.00%	0.00%	0.00%
377	CONTRACTED SCHOOL SOCIAL WORKER	-	-	-	-	-	-	0.00%	0.00%	0.00%
378	CONTRACTED SCHOOL PSYCH	-	-	-	-	-	-	0.00%	0.00%	0.00%
389	STAFF TUITION REIMB	1,134	-	-	-	-	-	0.00%	0.00%	100.00%
390	PMTS TO OTHER MN DISTRICTS	-	-	-	-	-	-	0.00%	0.00%	0.00%
391	PMTS TO MN DISTRICTS / COST SHARE	-	-	-	-	-	-	0.00%	0.00%	0.00%

20

GOODHUE CO ED DISTRICT
 GENERAL FUND EXPENDITURES - BY OBJECT
 FOR THE FISCAL YEAR ENDING JUNE 30, 2020

GENERAL FUND

JANUARY 31, 2020

	2nd Prior Year Final	Prior Year Final	Adopted Budget 2019-20	Expenses YTD	Encumb YTD	Budget Remaining	Current Year % of Budget Expended	FY 18-19 % of Actuals Expended	FY 17-18 % of Actuals Expended
392 TUITION OUT OF STATE DISTRICTS	-	-	-	-	-	-	0.00%	0.00%	0.00%
393 SP ED CONTRACTED SERVICES	-	-	-	-	-	-	0.00%	0.00%	0.00%
394 PMTS TO OTHER AGENCIES	908,636	823,072	843,394	230,481	-	612,913	27.33%	25.12%	33.21%
395 CLERICAL PURCH FRM PUBLIC HEALTH	-	-	-	-	-	-	0.00%	0.00%	0.00%
396 SPECIAL ED SALARY PURCH F/ANOTHER DIST	758,779	771,876	806,406	85,493	-	720,913	10.60%	14.05%	7.34%
397 SPECIAL ED BENEFITS PURCH F/ANOTHER DIST	242,131	259,551	255,176	28,073	-	227,103	11.00%	13.98%	8.02%
398 CHARGE BACK	-	-	-	-	-	-	0.00%	0.00%	0.00%
TOTAL PURCHASED SERVICES	3,392,905	3,444,894	3,491,930	873,128	-	2,618,802	25.00%	24.00%	26.36%
SUPPLIES									
401 GENERAL SUPPLIES	63,950	51,335	69,730	18,064	-	51,666	25.91%	63.34%	47.44%
405 NON INSTR TECH LICENSES	42,848	82,962	71,140	65,406	-	5,734	91.94%	77.16%	81.02%
406 INSTRUCTIONAL TECH LICENSES	77,524	35,563	55,889	38,987	-	16,902	69.76%	103.45%	31.55%
430 INSTRUCTIONAL SUPPLIES	14,511	13,934	17,559	2,662	-	14,897	15.16%	40.23%	10.50%
433 INDIV INSTRUCTIONAL SUPPLIES	149,313	84,500	122,058	(41)	-	122,099	-0.03%	58.05%	80.90%
440 FUEL FOR BUILDINGS	2,537	13,893	17,000	4,581	-	12,419	26.95%	38.07%	175.30%
445 UNIFORMS	144	-	100	-	-	100	0.00%	0.00%	0.00%
455 NON CAP NON INSTRUCT TECH SUPPLIES	1,981	31,436	3,500	225	-	3,275	6.43%	11.13%	2.89%
456 NON CAPITALIZED INSTRUCT TECH	2,823	14,780	15,050	2,810	-	12,240	18.67%	100.00%	19.22%
460 TEXTBOOKS	4,683	950	51,797	2,060	-	49,737	3.98%	37.18%	94.99%
461 ASSESSMENTS	37,733	36,620	40,180	38,500	-	1,680	95.82%	97.62%	97.00%
465 NON CAPITALIZED NON INSTRUCT TECH	7,371	714	715	-	-	715	0.00%	100.00%	0.00%
466 NON CAPITALIZED INSTRUCT TECH	-	3,666	2,284	2,063	-	221	90.34%	99.43%	0.00%
490 FOOD	5,595	7,168	9,250	4,858	-	4,392	52.51%	64.19%	57.20%
499 BUDGET ALLOCATION ADJ.	-	-	-	-	-	-	0.00%	0.00%	0.00%
TOTAL SUPPLIES	411,013	377,522	476,252	180,175	-	296,077	37.83%	67.97%	63.53%
EQUIPMENT									
530 EQUIPMENT	5,049	23,163	56,680	41,889	-	14,791	73.90%	107.51%	100.00%
533 EQUIPMENT FOR SP ED INSTRUCTION	-	-	2,312	-	-	2,312	0.00%	0.00%	0.00%
535 EQUIPMENT - LEASED	-	-	-	-	-	-	0.00%	0.00%	0.00%
550 VEHICLES - PURCHASED	-	-	-	-	-	-	0.00%	0.00%	0.00%
555 TECHNOLOGY EQUIPMENT	(8,800)	-	50,000	(2,025)	-	52,025	-4.05%	0.00%	87.07%
556 TECHNOLOGY EQUIPMENT FOR INSTRUCTION	3,129	-	-	-	-	-	0.00%	0.00%	100.00%
580 CAPITAL LEASE - PRINCIPAL	396,372	412,986	429,640	394,197	-	35,443	91.75%	91.72%	91.58%
581 CAPITAL LEASE - INTEREST	633,588	618,774	603,320	598,783	-	4,538	99.25%	99.07%	98.96%
589 CAPITAL LEASE	-	-	-	-	-	-	0.00%	0.00%	0.00%
590 OTHER CAPITAL EXPENDITURES	4,900	2,900	4,900	5,246	-	(346)	107.06%	72.41%	38.78%
TOTAL EQUIPMENT	1,034,238	1,057,823	1,189,195	1,038,850	-	150,345	87.36%	96.31%	96.00%
TOTAL SUPPLIES & EQUIPMENT	1,445,251	1,435,344	1,665,447	1,219,025	-	446,422	73.20%	88.86%	86.77%
OTHER EXPENDITURES									
820 DUES & MEMBERSHIPS	14,268	18,791	17,472	17,816	-	(344)	101.97%	78.59%	135.54%
895 INDIRECT COST	-	(0)	(596)	-	-	(596)	0.00%	0.00%	0.00%
910 TRANSFERS	-	-	-	-	-	-	0.00%	0.00%	0.00%
TOTAL OTHER EXPENDITURES	14,268	18,791	16,876	17,916	-	(1,040)	106.16%	78.59%	135.54%
GENERAL FUND TOTAL	11,890,933	12,314,168	13,144,346	5,679,818	-	7,464,528	43.21%	45.67%	45.78%

22

GOODHUE CO ED DISTRICT
 GENERAL FUND EXPENDITURES - BY PROGRAM
 FOR THE FISCAL YEAR ENDING JUNE 30, 2020

JANUARY 31, 2020

		2nd Prior	Prior Year	Adopted	Expenses	Encumb	Budget	Current Year	FY 18-19	FY 17-18
		Year Final	Final	Budget	YTD	YTD	Remaining	% of Budget	% of	% of
				2019-20				Expended	Actuals	Actuals
									Expended	Expended
010	SCHOOL BOARD	21,171	21,042	25,822	10,509	-	15,313	40.70%	68.15%	64.08%
030	DIRECTORS	103,137	104,878	92,179	47,831	-	44,348	51.89%	57.73%	57.69%
	TOTAL - DISTRICT ADMINISTRATION	124,308	125,920	118,001	58,339	-	59,662	49.44%	59.47%	58.77%
	SITE ADMINISTRATION									
050	PRINCIPAL	73,829	78,555	61,087	31,518	-	29,569	51.59%	41.17%	60.97%
	TOTAL - SITE ADMINISTRATION	73,829	78,555	61,087	31,518	-	29,569	51.59%	41.17%	60.97%
	SUPPORT SERVICES									
105	GENERAL ADMINISTRATION	81,334	80,606	88,388	114,657	-	(26,269)	129.72%	130.28%	114.75%
110	BUSINESS SUPPORT SERVICES	104,959	106,423	120,567	112,450	-	8,117	93.27%	88.64%	95.62%
	TOTAL - SUPPORT SERVICES	186,293	187,030	208,955	227,107	-	(18,152)	108.69%	106.58%	103.97%
	REGULAR INSTRUCTION									
203	ELEMENTARY INSTRUCTION	140,896	110,604	140,896	-	-	140,896	0.00%	0.00%	0.00%
205	TITLE III	16,500	16,477	20,754	11,286	-	9,468	54.38%	63.38%	52.38%
211	SECONDARY INSTRUCTION	639,051	651,218	645,097	32,071	-	613,026	4.97%	5.81%	4.88%
219	LEP	313,457	329,795	337,356	159,994	-	177,362	47.43%	43.79%	42.41%
220	LANGUAGE ARTS	57,878	60,325	62,276	24,975	-	37,301	40.10%	41.78%	39.97%
240	HEALTH/PHYSICAL ED	8,112	6,055	6,200	2,606	-	3,594	42.04%	41.38%	43.03%
256	MATHEMATICS	68,296	69,186	71,878	28,584	-	43,294	39.77%	41.29%	38.38%
260	NATURAL SCIENCE	75,915	77,398	79,457	32,013	-	47,444	40.29%	41.18%	40.34%
270	SOCIAL SCIENCE	59,123	61,850	64,408	25,647	-	38,761	39.82%	41.07%	39.54%
	TOTAL - REGULAR INSTRUCTION	1,460,269	1,457,714	1,507,778	348,019	-	1,159,759	23.08%	23.12%	21.34%
	VOCATIONAL INSTRUCTION									
380	SPECIAL NEEDS VOCATION HANDICAPPED	237,236	231,496	234,115	84,376	-	149,739	36.04%	36.71%	35.51%
399	SECONDARY VOCATION - GENERAL	61,608	63,966	67,372	26,398	-	40,974	39.18%	41.24%	40.47%
	TOTAL - VOCATIONAL INSTRUCTION	298,844	295,462	301,487	110,774	-	190,713	36.74%	37.69%	36.54%
	SPECIAL ED INSTRUCTION									
400	NON REIMB SP ED	61,332	73,632	79,946	42,240	-	37,706	52.84%	57.13%	60.93%
401	SPEECH	537,952	653,387	692,431	325,470	-	366,961	47.00%	51.36%	58.93%
402	MMI	115,442	111,947	134,639	57,826	-	76,813	42.95%	40.01%	39.35%
403	MSMI	17,399	4,915	4,924	9,493	-	(4,569)	192.79%	98.76%	60.75%
404	PHYSICALLY IMPAIRED	575,874	555,834	578,387	242,654	-	335,733	41.95%	43.32%	45.37%
405	DEAF HEARING IMPAIRED	201,701	214,717	215,374	87,990	-	127,384	40.85%	38.18%	40.04%
406	VISUALLY IMPAIRED	89,745	78,174	89,048	30,114	-	58,934	33.82%	43.91%	41.86%
407	SLD	109,188	112,797	243,264	82,678	-	160,586	33.99%	53.83%	42.25%
408	EBD	1,189,567	1,374,053	1,390,814	460,525	-	930,290	33.11%	29.96%	32.89%
410	OTHER HEALTH IMPAIRED	-	109,409	107,120	52,479	-	54,641	48.99%	2.21%	0.00%
411	AUTISTIC	504,102	474,745	463,938	220,688	-	243,250	47.57%	52.54%	44.92%
412	ECSE	914,405	886,360	933,016	350,802	-	582,214	37.60%	41.41%	40.90%
414	TRAUMATIC BRAIN INJURY	-	-	-	2,168	-	(2,168)	0.00%	0.00%	0.00%
416	SMI	16,980	-	-	646	-	(646)	0.00%	0.00%	0.00%
420	SPECIAL ED - GENERAL	2,266,525	2,036,125	2,330,696	991,570	-	1,339,126	42.54%	47.51%	45.77%
422	SPECIAL ED - EARLY INTERVENTION	232,601	278,055	249,367	87,313	-	162,054	35.01%	37.70%	48.15%
	TOTAL - SPECIAL ED INSTRUCTION	6,832,813	6,964,151	7,512,964	3,044,655	-	4,468,309	40.53%	42.33%	43.57%
	INSTRUCTIONAL SUPPORT									
613	TECHNOLOGY	51,186	75,825	57,087	9,223	-	47,864	16.16%	40.34%	17.63%
610	CURRICULUM DEVELOPMENT	285,298	347,145	371,952	153,555	-	218,397	41.28%	46.75%	52.54%
640	STAFF DEVELOPMENT	33,891	37,936	29,568	9,687	-	19,881	32.76%	21.88%	31.82%
	TOTAL - INSTRUCTIONAL SUPPORT	370,375	460,906	458,607	172,465	-	286,142	37.61%	43.65%	45.82%
	PUPIL SUPPORT SERVICES									
720	HEALTH SERVICES	162,092	163,454	169,975	72,858	-	97,117	42.86%	42.39%	41.82%
730	PSYCHOLOGICAL	678,546	739,099	779,533	308,436	-	471,097	39.57%	43.85%	42.37%
740	SOCIAL WORKER	344,711	365,301	396,264	154,799	-	241,465	39.06%	39.71%	38.87%
760	TRANSPORTATION	2,158	8,260	8,100	1,475	-	6,625	18.21%	81.95%	50.07%
790	PUPIL SUPPORT	4,209	1,853	-	-	-	-	0.00%	98.76%	54.74%
	TOTAL - PUPIL SUPPORT SERVICES	1,191,715	1,277,968	1,353,872	537,569	-	816,303	39.71%	42.81%	41.34%
	FACILITIES									
810	OPERATIONS & MAINTENANCE	266,657	324,480	353,654	82,648	-	271,006	23.37%	36.15%	27.09%
850	FACILITIES	1,034,860	1,057,012	1,180,203	1,038,617	-	141,586	88.00%	96.33%	95.85%
865	LONG TERM FACILITIES MAINT.	50,970	84,972	87,738	28,106	-	59,632	32.03%	41.81%	14.61%
	TOTAL - FACILITIES	1,352,486	1,466,464	1,621,595	1,149,372	-	472,223	70.88%	79.86%	79.23%
	OTHER FINANCING USES									
950	PERMANENT FUND TRANSFERS	-	-	-	-	-	-	0.00%	0.00%	0.00%
	TOTAL - OTHER FINANCING USES	-	-	-	-	-	-	0.00%	0.00%	0.00%

24

GOODHUE CO ED DISTRICT
 GENERAL FUND EXPENDITURES - BY PROGRAM
 FOR THE FISCAL YEAR ENDING JUNE 30, 2020

JANUARY 31, 2020

	2nd Prior Year Final	Prior Year Final	Adopted Budget 2019-20	Expenses YTD	Encumb YTD	Budget Remaining	Current Year	FY 18-19	FY 17-18
							% of Budget Expended	% of Actuals Expended	% of Actuals Expended
GENERAL FUND TOTAL	11,890,933	12,314,168	13,144,346	5,679,818	-	7,464,528	43.21%	45.66%	45.78%

Monthly Bank Reconciliation
January 31, 2020

Bank Statement Date: 1/31/2020

MSDLAF	\$3,432.34
MSDMAX	\$339,652.11
MERCHANTS BANK - GENERAL	\$199,361.16
MERCHANTS BANK - PAYROLL	\$10,883.98
MERCHANTS BANK - SWEEP	\$51,778.25
U.S. BANK	\$0.00

Ending Balance from Bank Statement \$605,107.84

Add Deposits in Transit:

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

Total Deposits in Transit **\$0.00**

Subtotal **\$605,107.84**

Subtract Outstanding Checks:

Account	Amount	Account	Amount
BANK OF ZUMBROTA	\$0.00	TRANSFER FRM SWEEP	\$577.22
U.S. BANK AP CHECKS	\$0.00		
MERCHANTS - PR	\$0.00		
MERCHANTS - AP	\$106,876.50		
	\$0.00		

Total Outstanding Checks **\$107,453.72**

Computed Book Balance **\$497,654.12**

Balance per Your Books 497,654.12

Difference **\$0.00**



**GOODHUE CO ED DISTRICT
2019-20 CASH FLOW**

AS OF 2-20-20

JULY

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
7/1/2019	-	-	-	-	-	1,434,138.75
7/1/2019	(43,029.38)	-	-	-	-	1,391,109.37
7/9/2019	-	-	236,837.68	-	-	1,627,947.05
7/15/2019	(637,362.45)	(164,129.04)	-	-	-	826,455.56
7/20/2019	-	-	227,521.46	-	-	1,053,977.02
7/31/2019	(476,693.88)	(144,145.56)	239,884.63	-	-	673,022.21
ENDING BALANCE	(1,157,085.71)	(308,274.60)	704,243.77	-	-	673,022.21

AUGUST

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
8/1/2019	-	-	-	-	-	673,022.21
8/4/2019	-	-	-	24,380.10	-	697,402.31
8/15/2019	(297,252.41)	(231,078.61)	-	-	-	169,071.29
8/17/2019	(304,998.31)	-	152,538.43	-	514,808.32	531,419.73
8/30/2019	(160,606.06)	(147,134.41)	622,161.32	387,976.98	-	1,233,817.56
ENDING BALANCE	(762,856.78)	(378,213.02)	774,699.75	412,357.08	514,808.32	1,233,817.56

SEPTEMBER

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
9/1/2019	-	-	-	-	-	1,233,817.56
9/15/2019	(341,412.32)	(168,575.10)	114,719.15	555,804.73	-	1,394,354.02
9/17/2019	(659,725.78)	-	-	-	-	734,628.24
9/30/2019	(115,314.55)	(166,480.86)	301,528.08	128,058.92	-	882,419.83
ENDING BALANCE	(1,116,452.65)	(335,055.96)	416,247.23	683,863.65	-	882,419.83

OCTOBER

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
10/1/2019	-	-	-	-	170,512.42	1,052,932.25
10/9/2019	(210,023.82)	-	78,056.63	-	21,903.71	942,868.77
10/15/2019	-	(169,005.07)	-	51,798.58	4,395.07	830,057.35
10/20/2019	(209,376.35)	-	-	-	-	620,681.00
10/31/2019	(117,155.43)	(168,060.30)	905,729.17	158,715.94	-	1,399,910.38
ENDING BALANCE	(536,555.60)	(337,065.37)	983,785.80	210,514.52	196,811.20	1,399,910.38

NOVEMBER

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
11/1/2019	(75,779.17)	-	-	-	-	1,324,131.21
11/5/2019	-	-	-	-	296,160.40	1,620,291.61
11/15/2019	(266,030.71)	(171,293.56)	-	64,748.24	-	1,247,715.58
11/20/2019	-	-	247,043.12	-	-	1,494,758.70
11/30/2019	(112,627.07)	(166,413.53)	873.91	-	-	1,216,592.01
ENDING BALANCE	(454,436.95)	(337,707.09)	247,917.03	64,748.24	296,160.40	1,216,592.01

DECEMBER

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
12/1/2019	-	-	-	-	0.11	1,216,592.12
12/8/2019	(104,144.19)	-	252,574.73	-	-	1,365,022.66
12/15/2019	(115,202.00)	(169,639.35)	-	110,332.49	-	1,190,513.80
12/20/2019	(117,008.98)	-	490,607.11	-	-	1,564,111.93
12/31/2019	(114,195.55)	(167,098.51)	1,078.44	68,004.25	-	1,351,900.56

ENDING BALANCE	(450,550.72)	(336,737.86)	-	744,260.28	178,336.74	0.11	1,351,900.56
----------------	--------------	--------------	---	------------	------------	------	--------------

JANUARY

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
1/1/2020	-	-	6,279.02	-	-	1,358,179.58
1/8/2020	(706,761.84)	-	-	-	-	651,417.74
1/15/2020	(111,193.93)	(159,885.48)	147,169.02	113,340.43	-	640,847.78
1/20/2020	(168,531.52)	-	-	-	-	472,316.26
1/31/2020	(115,808.28)	(165,199.69)	155,142.77	151,203.06	-	497,654.12
ENDING BALANCE	(1,102,295.57)	(325,085.17)	308,590.81	264,543.49	-	497,654.12

FEBRUARY

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
2/1/2020	(130,872.71)	-	-	-	270,423.21	637,204.62
2/15/2020	(120,979.55)	(170,393.50)	333,368.72	181,609.08	-	860,809.37
2/16/2020	-	-	-	-	-	860,809.37
2/20/2020	(80,659.88)	-	-	-	-	780,149.49
2/28/2020	(192,317.02)	(170,888.61)	130,405.84	126,869.56	118,352.79	792,572.05
ENDING BALANCE	(524,829.16)	(341,282.11)	463,774.56	308,478.64	388,776.00	792,572.05

MARCH

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
3/1/2020	-	-	-	-	-	792,572.05
3/15/2020	(262,875.78)	(169,549.47)	201,607.57	121,179.80	-	682,934.18
3/20/2020	-	-	389,429.89	-	-	1,072,364.07
3/31/2020	(174,549.56)	(170,989.08)	3,026.89	145,415.75	-	875,268.07
ENDING BALANCE	(437,425.33)	(340,538.55)	594,064.35	266,595.55	-	875,268.07

APRIL

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
4/9/2020	-	-	-	-	-	875,268.07
4/15/2020	(349,847.26)	(171,166.48)	152,958.01	96,943.84	-	604,156.19
4/20/2020	(109,696.97)	-	214,839.25	-	-	709,298.47
4/30/2020	(117,677.96)	(175,074.88)	2,885.38	229,062.73	-	648,493.74
ENDING BALANCE	(577,222.19)	(346,241.36)	370,682.64	326,006.57	-	648,493.74

MAY

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
5/1/2020	(60,565.08)	-	-	-	202,313.78	790,242.43
5/15/2020	(115,513.11)	(171,798.63)	169,780.52	121,179.80	-	793,891.00
5/20/2020	(129,801.18)	-	340,037.29	-	0.36	1,004,127.48
5/31/2020	(118,493.64)	(177,004.80)	186,518.10	121,179.79	-	1,016,326.93
ENDING BALANCE	(424,373.01)	(348,803.43)	696,335.90	242,359.59	202,314.14	1,016,326.93

JUNE

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
6/1/2020	-	-	-	-	-	1,016,326.93
6/15/2020	(189,164.78)	(176,924.91)	-	-	-	650,237.24
6/20/2020	(178,951.82)	-	-	121,179.80	-	592,465.22
6/30/2020	(149,424.31)	(188,265.01)	172,772.33	-	146,298.92	573,847.15
ENDING BALANCE	(517,540.92)	(365,189.91)	172,772.33	121,179.80	146,298.92	573,847.15

TOTALS	(8,061,624.58)	(4,100,194.43)	-	6,477,374.46	3,078,983.87	1,745,169.08	573,847.15
--------	----------------	----------------	---	--------------	--------------	--------------	------------

Business Manager Report 2-20-20

Budget 2019-20 as of 1/31/20

We have received \$5,185,797 or 41% of the adopted revenue budget, compared to 45% at 1/31/19 and 44% at 1/31/18. There is a federal aid payment for January that was deposited in early Feb. This will bring revenue to date to 43%. We have expended \$5,679,818 or 43% of the adopted expense budget, compared to 46% at 1/31/19 and 46% at 1/31/18.

Cash Flow

Cash Flow has improved and is looking good for the school year.

Jan Bank Recs

For your information

GOODHUE CO ED DISTRICT
GENERAL FUND REVENUE & EXPENDITURES - ANALYSIS
FOR THE FISCAL YEAR ENDING JUNE 30, 2020

GENERAL FUND

REVENUE

REVENUE CATEGORIES	2nd Prior Year Final	Prior Year	Adopted Budget 2019-20	Received YTD	Encumb YTD	Budget Remaining	Current Year % of Budget Received	FY 18-19 % of Actuals Received	FY 17-18 % of Actuals Received
STATE	3,393,686	3,178,401	3,505,921	1,411,504	-	2,094,417	40%	42%	38%
FEDERAL	1,970,149	1,770,360	1,869,469	296,161	-	1,573,308	16%	32%	40%
TUITION	6,047,019	6,395,867	6,559,894	3,188,863	-	3,371,031	49%	48%	49%
LOCAL (FEES, INTEREST, ETC.)	735,941	1,039,025	856,146	289,269	-	566,877	34%	58%	39%
TOTALS	12,146,794	12,383,653	12,791,430	5,185,797	-	7,605,633	41%	45%	44%

EXPENDITURES - BY OBJECT

OBJECT SERIES	2nd Prior Year Final	Prior Year	Adopted Budget 2019-20	Expenses YTD	Encumb YTD	Budget Remaining	Current Year % of Budget Expended	FY 18-19 % of Actuals Expended	FY 17-18 % of Actuals Expended
SALARIES & WAGES	5,626,092	5,919,959	6,316,068	2,843,079	-	3,472,989	45%	47%	47%
EMPLOYEE BENEFITS	1,412,416	1,495,180	1,654,025	726,671	-	927,354	44%	47%	47%
PURCHASED SERVICES	3,392,905	3,444,894	3,491,930	873,128	-	2,618,802	25%	24%	26%
SUPPLIES	411,013	377,522	476,252	180,175	-	296,077	38%	68%	64%
EQUIPMENT	1,034,238	1,057,823	1,189,195	1,038,850	-	150,345	87%	96%	96%
OTHER EXPENDITURES	14,268	18,791	16,876	17,916	-	(1,040)	106%	79%	136%
TOTALS	11,890,933	12,314,168	13,144,346	5,679,818	-	7,464,528	43%	46%	46%

EXPENDITURES - BY PROGRAM

PROGRAM SERIES	2nd Prior Year Final	Prior Year	Adopted Budget 2019-20	Expenses YTD	Encumb YTD	Budget Remaining	Current Year % of Budget Expended	FY 18-19 % of Actuals Expended	FY 17-18 % of Actuals Expended
SITE ADMINISTRATION	73,829	78,555	61,087	31,518	-	29,569	52%	41%	61%
DISTRICT ADMINISTRATION	124,308	125,920	118,001	58,339	-	59,662	49%	59%	59%
SUPPORT SERVICES	186,293	187,030	208,955	227,107	-	(18,152)	109%	107%	104%
REGULAR INSTRUCTION	1,460,269	1,457,714	1,507,778	348,019	-	1,159,759	23%	23%	21%
VOCATIONAL INSTRUCTION	298,845	295,462	301,487	110,774	-	190,713	37%	38%	37%
SPECIAL EDUCATION	6,832,813	6,964,151	7,512,964	3,044,655	-	4,468,309	41%	42%	44%
INSTRUCTIONAL SUPPORT	370,375	460,906	458,607	172,465	-	286,142	38%	44%	46%
PUPIL SUPPORT SERVICES	1,191,715	1,277,968	1,353,872	537,569	-	816,303	40%	43%	41%
FACILITIES	1,352,486	1,466,464	1,621,595	1,149,372	-	472,223	71%	80%	79%
OTHER FINANCING USES	-	-	-	-	-	-	0%	0%	0%
TOTALS	11,890,933	12,314,168	13,144,346	5,679,818	-	7,464,528	43%	46%	46%

NET GAIN/LOSS TO FUND BAL 255,861 69,485 (352,916) (494,021)

ENDING FUND BALANCE 1,296,265 1,365,750 1,012,834

AS A PERCENT OF EXP 10.90% 11.49% 8.22%

GOODHUE CO ED DISTRICT
 GENERAL FUND REVENUE - BY SOURCE
 FOR THE FISCAL YEAR ENDING JUNE 30, 2020

JANUARY 31, 2020

	2nd Prior Year	Prior Year	Adopted Budget 2019-20	Received YTD	Budget Remaining	Current Year % Budget Received	FY 18-19 % Actual Received	FY 17-18 % Actual Received
STATE AID								
211	132,709	100,251	127,521	59,843	67,678	46.93%	32.51%	40.00%
211	29,519	28,854		6,279	(6,279)	200.00%	0.00%	16.31%
300	191,808	189,851	189,659	(5,690)	195,349	-3.00%	56.57%	0.00%
319			-		-	100.00%	0.00%	0.00%
360	3,038,655	2,859,014	3,188,241	1,351,072	1,837,169	42.38%	41.43%	40.80%
370	995	431	500		500	0.00%	100.00%	100.00%
TOTAL STATE AID	3,393,686	3,178,401	3,505,921	1,411,504	2,094,417	40.26%	41.69%	38.27%
FEDERAL								
421	728		-		-	100.00%	0.00%	0.00%
417	16,500	16,477	18,325	6,429	11,896	35.08%	50.49%	37.08%
419	1,420,238	1,206,282	1,323,494	261,532	1,061,962	19.76%	34.15%	41.48%
420	100,960	71,922	84,180		84,180	0.00%	30.01%	22.77%
422	36,135	34,325	34,325	7,897	26,428	23.01%	37.11%	37.47%
428	141,916	140,749	138,140	13,081	125,059	9.47%	33.75%	33.32%
599					-	100.00%	0.00%	0.00%
475	21,070	22,550	21,638	7,221	14,417	33.37%	8.25%	27.50%
425	232,601	278,055	-		-	100.00%	22.74%	48.12%
429			249,367		249,367	0.00%	0.00%	0.00%
TOTAL FEDERAL	1,970,149	1,770,360	1,869,469	296,161	1,573,308	15.84%	32.04%	40.44%
LOCAL - TUITION, FEES, ADMISSIONS, GIFTS & OTHER								
021	4,798,846	5,041,671	5,150,220	3,188,863	1,961,357	61.92%	60.26%	61.49%
021	989,740	1,048,246	1,095,835		1,095,835	0.00%	0.00%	-0.03%
050	300	250	250	350	(100)	140.00%	60.00%	100.00%
071	6,728		125,500		125,500	0.00%	0.00%	100.00%
092	12,816	19,669	17,000	8,046	8,954	47.33%	46.03%	44.59%
093	6,396	8,806	3,500		3,500	0.00%	0.00%	0.00%
096	1,981	2,289	3,000	1,631	1,369	54.37%	91.09%	129.55%
099	15,215	6,529		6,122	(6,122)	200.00%	0.00%	0.00%
099	70,715	78,965	87,188	5,526	81,662	6.34%	22.39%	11.41%
099	88,456	83,260	87,738		87,738	0.00%	0.00%	0.00%
106	531,870	531,870	531,870	265,935	265,935	50.00%	50.00%	50.00%
107	235		-		-	100.00%	0.00%	0.00%
108	258,433	305,950	313,839		313,839	0.00%	0.00%	0.00%
096			-		-	100.00%	0.00%	0.00%
620			-	667	(667)	200.00%	0.00%	0.00%
622	1,230	143	100	115	(15)	114.89%	100.00%	85.77%
625			-	877	(877)	200.00%	0.00%	0.00%
628		307,243	-		-	100.00%	100.00%	0.00%
799			-		-	100.00%	0.00%	0.00%
TOTAL - LOCAL	6,782,960	7,434,892	7,416,040	3,478,133	3,937,908	46.90%	48.97%	47.78%
GENERAL FUND TOTAL	12,146,794	12,383,653	12,791,430	5,185,797	7,605,633	40.54%	44.68%	43.93%

34

GOODHUE CO ED DISTRICT
 GENERAL FUND EXPENDITURES - BY OBJECT
 FOR THE FISCAL YEAR ENDING JUNE 30, 2020

GENERAL FUND

JANUARY 31, 2020

		2nd Prior	Prior Year	Adopted	Expenses	Encumb	Budget	Current Year	FY 18-19	FY 17-18
		Year Final	Final	Budget	YTD	YTD	Remaining	% of Budget	% of	% of
				2019-20				Expended	Actuals	Actuals
									Expended	Expended
OBJ	SALARIES AND WAGES									
110	ADMINISTRATION	666,866	750,036	728,328	416,618	-	311,710	57.20%	57.09%	60.49%
140	LICENSED INSTRUCTION SALARIES	1,741,374	1,933,673	2,153,412	852,332	-	1,301,080	39.58%	43.20%	43.70%
141	NON LICENSED CLASSROOM	-	-	-	1,798	-	(1,798)	0.00%	0.00%	0.00%
143	LICENSED NON INSTRUCTION SALARIES	462,832	284,595	320,295	157,069	-	163,226	49.04%	60.93%	36.60%
144	NON LICENSED CLASSROOM	-	-	-	-	-	-	0.00%	0.00%	0.00%
145	LICENSED SUB	7,165	191	1,000	-	-	1,000	0.00%	68.63%	0.00%
146	NON-LICENSED SUB	-	-	-	-	-	-	0.00%	0.00%	0.00%
150	PHYSICAL THERAPIST	129,426	132,992	134,840	66,927	-	67,913	49.63%	50.15%	49.40%
151	OCCUPATIONAL THERAPIST	217,067	224,109	230,052	93,095	-	136,957	40.47%	41.78%	41.57%
152	SPEECH PATHOLOGIST	273,597	413,643	455,901	185,478	-	270,423	40.68%	43.32%	42.66%
153	AUDIOLOGIST	61,026	62,475	63,548	25,969	-	37,579	40.86%	41.57%	40.80%
154	LICENSED SCHOOL NURSE	101,989	105,756	106,949	44,333	-	62,616	41.45%	41.41%	40.29%
155	LICENSED NURSE	21,741	21,407	24,703	13,750	-	10,953	55.66%	51.80%	46.41%
156	SOCIAL WORKER	443,050	502,660	499,185	223,419	-	275,766	44.76%	37.93%	40.58%
157	SCHOOL PSYCHOLOGIST	578,339	623,518	681,500	266,962	-	414,538	39.17%	44.35%	42.93%
158	QUALIFIED MENTAL HEALTH PRACT	-	-	-	-	-	-	0.00%	0.00%	0.00%
160	MENTAL HEALTH PRACT	-	-	-	-	-	-	0.00%	0.00%	0.00%
161	HIGHLY QUALIFIED PARA	312,478	368,703	386,363	174,712	-	211,651	45.22%	49.21%	58.98%
162	ONE TO ONE PARA	101,949	20,664	23,802	27,177	-	(3,375)	114.18%	46.48%	19.78%
163	FOREIGN LANGUAGE INTERPRETER	-	-	-	142	-	(142)	0.00%	0.00%	0.00%
164	ASL INTERPRETER	59,295	58,534	61,753	30,453	-	31,301	49.31%	53.71%	47.98%
169	ALCOHOL & CHEM DEPENDANCY COUNS.	-	-	-	-	-	-	0.00%	0.00%	0.00%
170	NON LICENSED SUPPORT	195,831	178,162	179,491	99,203	-	80,288	55.27%	57.21%	58.21%
174	ADAPTE PE TEACHER	42,886	40,039	77,391	15,637	-	61,754	20.20%	41.13%	39.85%
185	OTHER WAGES - LIC STAFF	164,349	152,706	148,910	105,260	-	43,650	70.69%	63.11%	65.94%
186	OTHER WAGES - NON LIC STAFF	44,832	46,097	38,645	42,746	-	(4,101)	110.61%	79.45%	84.68%
191	SEVERANCE	-	-	-	-	-	-	0.00%	0.00%	0.00%
195	SALARY & WAGES CHARGEBACK	-	-	-	-	-	-	0.00%	0.00%	0.00%
	TOTAL SALARIES AND WAGES	5,626,092	5,919,959	6,316,068	2,843,079	-	3,472,989	45.01%	47.27%	46.55%
	EMPLOYEE BENEFITS									
210	NON-LICENSED FICA	408,271	432,024	475,823	207,761	-	268,062	43.66%	47.42%	46.49%
214	PERA	81,649	78,631	81,338	38,586	-	42,752	47.44%	48.89%	48.71%
218	TRA	328,540	357,700	396,472	173,105	-	223,367	43.66%	46.64%	45.91%
220	HEALTH INSURANCE	419,373	435,380	480,523	194,671	-	285,852	40.51%	44.41%	46.01%
230	LIFE INSURANCE	7,060	7,070	7,526	3,000	-	4,526	39.86%	47.16%	45.94%
235	DENTAL INSURANCE	16,274	16,349	17,624	7,762	-	9,862	44.04%	47.18%	45.65%
240	LTD INSURANCE	9,977	7,831	8,790	3,396	-	5,394	38.63%	47.11%	56.01%
250	TAX SHELTERED ACCOUNT	59,567	68,848	71,303	37,227	-	34,076	52.21%	51.70%	50.17%
251	HEALTH REIMBURSEMENT	-	-	-	-	-	-	0.00%	0.00%	0.00%
270	WORKERS COMP	81,640	85,951	107,126	60,016	-	47,110	56.02%	62.88%	45.63%
280	REEMPLOYMENT INS	64	5,395	7,500	1,147	-	6,353	15.29%	0.00%	72.49%
291	RETIREE INSURANCE	-	-	-	-	-	-	0.00%	0.00%	0.00%
295	BENEFITS CHARGE BACK	-	-	-	-	-	-	0.00%	0.00%	0.00%
299	OTHER BENEFITS	-	-	-	-	-	-	0.00%	0.00%	0.00%
	TOTAL EMPLOYEE BENEFITS	1,412,416	1,495,180	1,654,025	726,671	-	927,354	43.93%	47.35%	46.50%
	PURCHASED SERVICES									
301	FEDERAL SUB GRANTS <\$25 K MED ASSIST	-	-	-	-	-	-	0.00%	0.00%	0.00%
302	FEDERAL SUB GRANTS >\$25 K MED ASSIST	-	-	-	-	-	-	0.00%	0.00%	0.00%
303	FEDERAL SUB GRANTS < \$25,000	388,337	424,033	397,411	114,250	-	283,161	28.75%	23.06%	30.00%
304	FEDERAL SUB GRANTS > \$25,000	419,436	496,942	464,429	61,299	-	403,130	13.20%	12.19%	14.01%
305	FEES FOR SERVICES	192,858	194,084	209,603	117,436	-	92,167	56.03%	54.66%	60.50%
306	CONTRACTED SERV	4,675	3,797	8,000	1,600	-	6,400	20.00%	76.82%	36.47%
307	CONTRACTED SUBSTITUTES	62,995	34,924	35,525	24,647	-	10,878	69.38%	36.46%	58.73%
308	FED TUITION PMTS < \$25,000	-	-	-	-	-	-	0.00%	0.00%	0.00%
309	FED TUITION PMTS > \$25,000	-	-	-	-	-	-	0.00%	0.00%	0.00%
315	TECH REPAIR & MAINTENANCE	7,349	-	6,722	-	-	6,722	0.00%	0.00%	0.00%
316	SERVICES PURCH FROM COOP/JNT POWERS	5,720	4,439	5,918	4,502	-	1,417	76.06%	66.67%	75.00%
319	COMPUTER/TECH SERVICES	5,719	6,714	8,000	3,226	-	4,774	40.33%	35.57%	22.79%
320	COMMUNICATION SERVICES	18,516	18,215	22,000	7,770	-	14,230	35.32%	51.86%	48.94%
321	MAINT. AGREEMENTS	-	590	8,000	449	-	7,552	5.61%	0.00%	0.00%
329	POSTAGE AND EXPRESS	4,209	3,006	4,000	2,076	-	1,924	51.89%	14.23%	65.34%
330	UTILITIES	43,826	49,817	55,000	15,965	-	39,035	29.03%	46.82%	31.56%
340	PROPERTY INSURANCE	32,807	35,885	35,000	26,125	-	8,875	74.64%	67.08%	87.61%
350	REPAIR & MAINT	90,300	136,609	132,247	54,984	-	77,263	41.58%	39.00%	29.86%
360	STUDENT TRANSPORTATION	-	5,795	6,000	296	-	5,704	4.93%	96.40%	0.00%
366	TRAVEL	183,869	155,850	165,299	90,946	-	74,353	55.02%	44.72%	52.93%
367	CONFERENCES	-	-	-	-	-	-	0.00%	0.00%	0.00%
368	OUT OF STATE TRAVEL	6,309	4,395	8,194	3,510	-	4,684	42.83%	91.64%	25.67%
369	ENTRY FEES	-	-	-	-	-	-	0.00%	0.00%	0.00%
370	RENTS & LEASES	15,300	15,300	15,606	-	-	15,606	0.00%	0.00%	0.00%
377	CONTRACTED SCHOOL SOCIAL WORKER	-	-	-	-	-	-	0.00%	0.00%	0.00%
378	CONTRACTED SCHOOL PSYCH	-	-	-	-	-	-	0.00%	0.00%	0.00%
389	STAFF TUITION REIMB	1,134	-	-	-	-	-	0.00%	0.00%	100.00%
390	PMTS TO OTHER MN DISTRICTS	-	-	-	-	-	-	0.00%	0.00%	0.00%
391	PMTS TO MN DISTRICTS / COST SHARE	-	-	-	-	-	-	0.00%	0.00%	0.00%

36

GOODHUE CO ED DISTRICT
 GENERAL FUND EXPENDITURES - BY OBJECT
 FOR THE FISCAL YEAR ENDING JUNE 30, 2020

GENERAL FUND

JANUARY 31, 2020

	2nd Prior Year Final	Prior Year Final	Adopted Budget 2019-20	Expenses YTD	Encumb YTD	Budget Remaining	Current Year % of Budget Expended	FY 18-19 % of Actuals Expended	FY 17-18 % of Actuals Expended
392 TUITION OUT OF STATE DISTRICTS	-	-	-	-	-	-	0.00%	0.00%	0.00%
393 SP ED CONTRACTED SERVICES	-	-	-	-	-	-	0.00%	0.00%	0.00%
394 PMTS TO OTHER AGENCIES	908,636	823,072	843,394	230,481	-	612,913	27.33%	25.12%	33.21%
395 CLERICAL PURCH FRM PUBLIC HEALTH	-	-	-	-	-	-	0.00%	0.00%	0.00%
396 SPECIAL ED SALARY PURCH F/ANOTHER DIST	758,779	771,876	806,406	85,493	-	720,913	10.60%	14.05%	7.34%
397 SPECIAL ED BENEFITS PURCH F/ANOTHER DIST	242,131	259,551	255,176	28,073	-	227,103	11.00%	13.98%	8.02%
398 CHARGE BACK	-	-	-	-	-	-	0.00%	0.00%	0.00%
TOTAL PURCHASED SERVICES	3,392,905	3,444,894	3,491,930	873,128	-	2,618,802	25.00%	24.00%	26.36%
SUPPLIES									
401 GENERAL SUPPLIES	63,950	51,335	69,730	18,064	-	51,666	25.91%	63.34%	47.44%
405 NON INSTR TECH LICENSES	42,848	82,962	71,140	65,406	-	5,734	91.94%	77.16%	81.02%
406 INSTRUCTIONAL TECH LICENSES	77,524	35,563	55,889	38,987	-	16,902	69.76%	103.45%	31.55%
430 INSTRUCTIONAL SUPPLIES	14,511	13,934	17,559	2,662	-	14,897	15.16%	40.23%	10.50%
433 INDIV INSTRUCTIONAL SUPPLIES	149,313	84,500	122,058	(41)	-	122,099	-0.03%	58.05%	80.90%
440 FUEL FOR BUILDINGS	2,537	13,893	17,000	4,581	-	12,419	26.95%	38.07%	175.30%
445 UNIFORMS	144	-	100	-	-	100	0.00%	0.00%	0.00%
455 NON CAP NON INSTRUCT TECH SUPPLIES	1,981	31,436	3,500	225	-	3,275	6.43%	11.13%	2.89%
456 NON CAPITALIZED INSTRUCT TECH	2,823	14,780	15,050	2,810	-	12,240	18.67%	100.00%	19.22%
460 TEXTBOOKS	4,683	950	51,797	2,060	-	49,737	3.98%	37.18%	94.99%
461 ASSESSMENTS	37,733	36,620	40,180	38,500	-	1,680	95.82%	97.62%	97.00%
465 NON CAPITALIZED NON INSTRUCT TECH	7,371	714	715	-	-	715	0.00%	100.00%	0.00%
466 NON CAPITALIZED INSTRUCT TECH	-	3,666	2,284	2,063	-	221	90.34%	99.43%	0.00%
490 FOOD	5,595	7,168	9,250	4,858	-	4,392	52.51%	64.19%	57.20%
499 BUDGET ALLOCATION ADJ.	-	-	-	-	-	-	0.00%	0.00%	0.00%
TOTAL SUPPLIES	411,013	377,522	476,252	180,175	-	296,077	37.83%	67.97%	63.53%
EQUIPMENT									
530 EQUIPMENT	5,049	23,163	56,680	41,889	-	14,791	73.90%	107.51%	100.00%
533 EQUIPMENT FOR SP ED INSTRUCTION	-	-	2,312	-	-	2,312	0.00%	0.00%	0.00%
535 EQUIPMENT - LEASED	-	-	-	-	-	-	0.00%	0.00%	0.00%
550 VEHICLES - PURCHASED	-	-	-	-	-	-	0.00%	0.00%	0.00%
555 TECHNOLOGY EQUIPMENT	(8,800)	-	50,000	(2,025)	-	52,025	-4.05%	0.00%	87.07%
556 TECHNOLOGY EQUIPMENT FOR INSTRUCTION	3,129	-	-	-	-	-	0.00%	0.00%	100.00%
580 CAPITAL LEASE - PRINCIPAL	396,372	412,986	429,640	394,197	-	35,443	91.75%	91.72%	91.58%
581 CAPITAL LEASE - INTEREST	633,588	618,774	603,320	598,783	-	4,538	99.25%	99.07%	98.96%
589 CAPITAL LEASE	-	-	-	-	-	-	0.00%	0.00%	0.00%
590 OTHER CAPITAL EXPENDITURES	4,900	2,900	4,900	5,246	-	(346)	107.06%	72.41%	38.78%
TOTAL EQUIPMENT	1,034,238	1,057,823	1,189,195	1,038,850	-	150,345	87.36%	96.31%	96.00%
TOTAL SUPPLIES & EQUIPMENT	1,445,251	1,435,344	1,665,447	1,219,025	-	446,422	73.20%	88.86%	86.77%
OTHER EXPENDITURES									
820 DUES & MEMBERSHIPS	14,268	18,791	17,472	17,816	-	(344)	101.97%	78.59%	135.54%
895 INDIRECT COST	-	(0)	(596)	-	-	(596)	0.00%	0.00%	0.00%
910 TRANSFERS	-	-	-	-	-	-	0.00%	0.00%	0.00%
TOTAL OTHER EXPENDITURES	14,268	18,791	16,876	17,916	-	(1,040)	106.16%	78.59%	135.54%
GENERAL FUND TOTAL	11,890,933	12,314,168	13,144,346	5,679,818	-	7,464,528	43.21%	45.67%	45.78%

38

GOODHUE CO ED DISTRICT
 GENERAL FUND EXPENDITURES - BY PROGRAM
 FOR THE FISCAL YEAR ENDING JUNE 30, 2020

JANUARY 31, 2020

		2nd Prior	Prior Year	Adopted	Expenses	Encumb	Budget	Current Year	FY 18-19	FY 17-18
		Year Final	Final	Budget	YTD	YTD	Remaining	% of Budget	% of	% of
				2019-20				Expended	Actuals	Actuals
									Expended	Expended
010	SCHOOL BOARD	21,171	21,042	25,822	10,509	-	15,313	40.70%	68.15%	64.08%
030	DIRECTORS	103,137	104,878	92,179	47,831	-	44,348	51.89%	57.73%	57.69%
	TOTAL - DISTRICT ADMINISTRATION	124,308	125,920	118,001	58,339	-	59,662	49.44%	59.47%	58.77%
	SITE ADMINISTRATION									
050	PRINCIPAL	73,829	78,555	61,087	31,518	-	29,569	51.59%	41.17%	60.97%
	TOTAL - SITE ADMINISTRATION	73,829	78,555	61,087	31,518	-	29,569	51.59%	41.17%	60.97%
	SUPPORT SERVICES									
105	GENERAL ADMINISTRATION	81,334	80,606	88,388	114,657	-	(26,269)	129.72%	130.28%	114.75%
110	BUSINESS SUPPORT SERVICES	104,959	106,423	120,567	112,450	-	8,117	93.27%	88.64%	95.62%
	TOTAL - SUPPORT SERVICES	186,293	187,030	208,955	227,107	-	(18,152)	108.69%	106.58%	103.97%
	REGULAR INSTRUCTION									
203	ELEMENTARY INSTRUCTION	140,896	110,604	140,896	-	-	140,896	0.00%	0.00%	0.00%
205	TITLE III	16,500	16,477	20,754	11,286	-	9,468	54.38%	63.38%	52.38%
211	SECONDARY INSTRUCTION	639,051	651,218	645,097	32,071	-	613,026	4.97%	5.81%	4.88%
219	LEP	313,457	329,795	337,356	159,994	-	177,362	47.43%	43.79%	42.41%
220	LANGUAGE ARTS	57,878	60,325	62,276	24,975	-	37,301	40.10%	41.78%	39.97%
240	HEALTH/PHYSICAL ED	8,112	6,055	6,200	2,606	-	3,594	42.04%	41.38%	43.03%
256	MATHEMATICS	68,296	69,186	71,878	28,584	-	43,294	39.77%	41.29%	38.38%
260	NATURAL SCIENCE	75,915	77,398	79,457	32,013	-	47,444	40.29%	41.18%	40.34%
270	SOCIAL SCIENCE	59,123	61,850	64,408	25,647	-	38,761	39.82%	41.07%	39.54%
	TOTAL - REGULAR INSTRUCTION	1,460,269	1,457,714	1,507,778	348,019	-	1,159,759	23.08%	23.12%	21.34%
	VOCATIONAL INSTRUCTION									
380	SPECIAL NEEDS VOCATION HANDICAPPED	237,236	231,496	234,115	84,376	-	149,739	36.04%	36.71%	35.51%
399	SECONDARY VOCATION - GENERAL	61,608	63,966	67,372	26,398	-	40,974	39.18%	41.24%	40.47%
	TOTAL - VOCATIONAL INSTRUCTION	298,845	295,462	301,487	110,774	-	190,713	36.74%	37.69%	36.54%
	SPECIAL ED INSTRUCTION									
400	NON REIMB SP ED	61,332	73,632	79,946	42,240	-	37,706	52.84%	57.13%	60.93%
401	SPEECH	537,952	653,387	692,431	325,470	-	366,961	47.00%	51.36%	58.93%
402	MMI	115,442	111,947	134,639	57,826	-	76,813	42.95%	40.01%	39.35%
403	MSMI	17,399	4,915	4,924	9,493	-	(4,569)	192.79%	98.76%	60.75%
404	PHYSICALLY IMPAIRED	575,874	555,834	578,387	242,654	-	335,733	41.95%	43.32%	45.37%
405	DEAF HEARING IMPAIRED	201,701	214,717	215,374	87,990	-	127,384	40.85%	38.18%	40.04%
406	VISUALLY IMPAIRED	89,745	78,174	89,048	30,114	-	58,934	33.82%	43.91%	41.86%
407	SLD	109,188	112,797	243,264	82,678	-	160,586	33.99%	53.83%	42.25%
408	EBD	1,189,567	1,374,053	1,390,814	460,525	-	930,290	33.11%	29.96%	32.89%
410	OTHER HEALTH IMPAIRED	-	109,409	107,120	52,479	-	54,641	48.99%	2.21%	0.00%
411	AUTISTIC	504,102	474,745	463,938	220,688	-	243,250	47.57%	52.54%	44.92%
412	ECSE	914,405	886,360	933,016	350,802	-	582,214	37.60%	41.41%	40.90%
414	TRAUMATIC BRAIN INJURY	-	-	-	2,168	-	(2,168)	0.00%	0.00%	0.00%
416	SMI	16,980	-	-	646	-	(646)	0.00%	0.00%	0.00%
420	SPECIAL ED - GENERAL	2,266,525	2,036,125	2,330,696	991,570	-	1,339,126	42.54%	47.51%	45.77%
422	SPECIAL ED - EARLY INTERVENTION	232,601	278,055	249,367	87,313	-	162,054	35.01%	37.70%	48.15%
	TOTAL - SPECIAL ED INSTRUCTION	6,832,813	6,964,151	7,512,964	3,044,655	-	4,468,309	40.53%	42.33%	43.57%
	INSTRUCTIONAL SUPPORT									
613	TECHNOLOGY	51,186	75,825	57,087	9,223	-	47,864	16.16%	40.34%	17.63%
610	CURRICULUM DEVELOPMENT	285,298	347,145	371,952	153,555	-	218,397	41.28%	46.75%	52.54%
640	STAFF DEVELOPMENT	33,891	37,936	29,568	9,687	-	19,881	32.76%	21.88%	31.82%
	TOTAL - INSTRUCTIONAL SUPPORT	370,375	460,906	458,607	172,465	-	286,142	37.61%	43.65%	45.82%
	PUPIL SUPPORT SERVICES									
720	HEALTH SERVICES	162,092	163,454	169,975	72,858	-	97,117	42.86%	42.39%	41.82%
730	PSYCHOLOGICAL	678,546	739,099	779,533	308,436	-	471,097	39.57%	43.85%	42.37%
740	SOCIAL WORKER	344,711	365,301	396,264	154,799	-	241,465	39.06%	39.71%	38.87%
760	TRANSPORTATION	2,158	8,260	8,100	1,475	-	6,625	18.21%	81.95%	50.07%
790	PUPIL SUPPORT	4,209	1,853	-	-	-	-	0.00%	98.76%	54.74%
	TOTAL - PUPIL SUPPORT SERVICES	1,191,715	1,277,968	1,353,872	537,569	-	816,303	39.71%	42.81%	41.34%
	FACILITIES									
810	OPERATIONS & MAINTENANCE	266,657	324,480	353,654	82,648	-	271,006	23.37%	36.15%	27.09%
850	FACILITIES	1,034,860	1,057,012	1,180,203	1,038,617	-	141,586	88.00%	96.33%	95.85%
865	LONG TERM FACILITIES MAINT.	50,970	84,972	87,738	28,106	-	59,632	32.03%	41.81%	14.61%
	TOTAL - FACILITIES	1,352,486	1,466,464	1,621,595	1,149,372	-	472,223	70.88%	79.86%	79.23%
	OTHER FINANCING USES									
950	PERMANENT FUND TRANSFERS	-	-	-	-	-	-	0.00%	0.00%	0.00%
	TOTAL - OTHER FINANCING USES	-	-	-	-	-	-	0.00%	0.00%	0.00%

40

GOODHUE CO ED DISTRICT
 GENERAL FUND EXPENDITURES - BY PROGRAM
 FOR THE FISCAL YEAR ENDING JUNE 30, 2020

JANUARY 31, 2020

	2nd Prior Year Final	Prior Year Final	Adopted Budget 2019-20	Expenses YTD	Encumb YTD	Budget Remaining	Current Year	FY 18-19	FY 17-18
							% of Budget Expended	% of Actuals Expended	% of Actuals Expended
GENERAL FUND TOTAL	11,890,933	12,314,168	13,144,346	5,679,818	-	7,464,528	43.21%	45.66%	45.78%



**GOODHUE CO ED DISTRICT
2019-20 CASH FLOW**

AS OF 2-20-20

JULY

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
7/1/2019	-	-	-	-	-	1,434,138.75
7/1/2019	(43,029.38)	-	-	-	-	1,391,109.37
7/9/2019	-	-	236,837.68	-	-	1,627,947.05
7/15/2019	(637,362.45)	(164,129.04)	-	-	-	826,455.56
7/20/2019	-	-	227,521.46	-	-	1,053,977.02
7/31/2019	(476,693.88)	(144,145.56)	239,884.63	-	-	673,022.21
ENDING BALANCE	(1,157,085.71)	(308,274.60)	704,243.77	-	-	673,022.21

AUGUST

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
8/1/2019	-	-	-	-	-	673,022.21
8/4/2019	-	-	-	24,380.10	-	697,402.31
8/15/2019	(297,252.41)	(231,078.61)	-	-	-	169,071.29
8/17/2019	(304,998.31)	-	152,538.43	-	514,808.32	531,419.73
8/30/2019	(160,606.06)	(147,134.41)	622,161.32	387,976.98	-	1,233,817.56
ENDING BALANCE	(762,856.78)	(378,213.02)	774,699.75	412,357.08	514,808.32	1,233,817.56

SEPTEMBER

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
9/1/2019	-	-	-	-	-	1,233,817.56
9/15/2019	(341,412.32)	(168,575.10)	114,719.15	555,804.73	-	1,394,354.02
9/17/2019	(659,725.78)	-	-	-	-	734,628.24
9/30/2019	(115,314.55)	(166,480.86)	301,528.08	128,058.92	-	882,419.83
ENDING BALANCE	(1,116,452.65)	(335,055.96)	416,247.23	683,863.65	-	882,419.83

OCTOBER

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
10/1/2019	-	-	-	-	170,512.42	1,052,932.25
10/9/2019	(210,023.82)	-	78,056.63	-	21,903.71	942,868.77
10/15/2019	-	(169,005.07)	-	51,798.58	4,395.07	830,057.35
10/20/2019	(209,376.35)	-	-	-	-	620,681.00
10/31/2019	(117,155.43)	(168,060.30)	905,729.17	158,715.94	-	1,399,910.38
ENDING BALANCE	(536,555.60)	(337,065.37)	983,785.80	210,514.52	196,811.20	1,399,910.38

NOVEMBER

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
11/1/2019	(75,779.17)	-	-	-	-	1,324,131.21
11/5/2019	-	-	-	-	296,160.40	1,620,291.61
11/15/2019	(266,030.71)	(171,293.56)	-	64,748.24	-	1,247,715.58
11/20/2019	-	-	247,043.12	-	-	1,494,758.70
11/30/2019	(112,627.07)	(166,413.53)	873.91	-	-	1,216,592.01
ENDING BALANCE	(454,436.95)	(337,707.09)	247,917.03	64,748.24	296,160.40	1,216,592.01

DECEMBER

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
12/1/2019	-	-	-	-	0.11	1,216,592.12
12/8/2019	(104,144.19)	-	252,574.73	-	-	1,365,022.66
12/15/2019	(115,202.00)	(169,639.35)	-	110,332.49	-	1,190,513.80
12/20/2019	(117,008.98)	-	490,607.11	-	-	1,564,111.93
12/31/2019	(114,195.55)	(167,098.51)	1,078.44	68,004.25	-	1,351,900.56

ENDING BALANCE	(450,550.72)	(336,737.86)	-	744,260.28	178,336.74	0.11	1,351,900.56
----------------	--------------	--------------	---	------------	------------	------	--------------

JANUARY

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
1/1/2020	-	-	6,279.02	-	-	1,358,179.58
1/8/2020	(706,761.84)	-	-	-	-	651,417.74
1/15/2020	(111,193.93)	(159,885.48)	147,169.02	113,340.43	-	640,847.78
1/20/2020	(168,531.52)	-	-	-	-	472,316.26
1/31/2020	(115,808.28)	(165,199.69)	155,142.77	151,203.06	-	497,654.12
ENDING BALANCE	(1,102,295.57)	(325,085.17)	308,590.81	264,543.49	-	497,654.12

FEBRUARY

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
2/1/2020	(130,872.71)	-	-	-	270,423.21	637,204.62
2/15/2020	(120,979.55)	(170,393.50)	333,368.72	181,609.08	-	860,809.37
2/16/2020	-	-	-	-	-	860,809.37
2/20/2020	(80,659.88)	-	-	-	-	780,149.49
2/28/2020	(192,317.02)	(170,888.61)	130,405.84	126,869.56	118,352.79	792,572.05
ENDING BALANCE	(524,829.16)	(341,282.11)	463,774.56	308,478.64	388,776.00	792,572.05

MARCH

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
3/1/2020	-	-	-	-	-	792,572.05
3/15/2020	(262,875.78)	(169,549.47)	201,607.57	121,179.80	-	682,934.18
3/20/2020	-	-	389,429.89	-	-	1,072,364.07
3/31/2020	(174,549.56)	(170,989.08)	3,026.89	145,415.75	-	875,268.07
ENDING BALANCE	(437,425.33)	(340,538.55)	594,064.35	266,595.55	-	875,268.07

APRIL

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
4/9/2020	-	-	-	-	-	875,268.07
4/15/2020	(349,847.26)	(171,166.48)	152,958.01	96,943.84	-	604,156.19
4/20/2020	(109,696.97)	-	214,839.25	-	-	709,298.47
4/30/2020	(117,677.96)	(175,074.88)	2,885.38	229,062.73	-	648,493.74
ENDING BALANCE	(577,222.19)	(346,241.36)	370,682.64	326,006.57	-	648,493.74

MAY

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
5/1/2020	(60,565.08)	-	-	-	202,313.78	790,242.43
5/15/2020	(115,513.11)	(171,798.63)	169,780.52	121,179.80	-	793,891.00
5/20/2020	(129,801.18)	-	340,037.29	-	0.36	1,004,127.48
5/31/2020	(118,493.64)	(177,004.80)	186,518.10	121,179.79	-	1,016,326.93
ENDING BALANCE	(424,373.01)	(348,803.43)	696,335.90	242,359.59	202,314.14	1,016,326.93

JUNE

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
6/1/2020	-	-	-	-	-	1,016,326.93
6/15/2020	(189,164.78)	(176,924.91)	-	-	-	650,237.24
6/20/2020	(178,951.82)	-	-	121,179.80	-	592,465.22
6/30/2020	(149,424.31)	(188,265.01)	172,772.33	-	146,298.92	573,847.15
ENDING BALANCE	(517,540.92)	(365,189.91)	172,772.33	121,179.80	146,298.92	573,847.15

TOTALS	(8,061,624.58)	(4,100,194.43)	-	6,477,374.46	3,078,983.87	1,745,169.08	573,847.15
--------	----------------	----------------	---	--------------	--------------	--------------	------------

Monthly Bank Reconciliation
January 31, 2020

Bank Statement Date: 1/31/2020

MSDLAF	\$3,432.34
MSDMAX	\$339,652.11
MERCHANTS BANK - GENERAL	\$199,361.16
MERCHANTS BANK - PAYROLL	\$10,883.98
MERCHANTS BANK - SWEEP	\$51,778.25
U.S. BANK	\$0.00

Ending Balance from Bank Statement \$605,107.84

Add Deposits in Transit:

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

Total Deposits in Transit **\$0.00**

Subtotal **\$605,107.84**

Subtract Outstanding Checks:

Account	Amount	Account	Amount
BANK OF ZUMBROTA	\$0.00	TRANSFER FRM SWEEP	\$577.22
U.S. BANK AP CHECKS	\$0.00		
MERCHANTS - PR	\$0.00		
MERCHANTS - AP	\$106,876.50		
	\$0.00		

Total Outstanding Checks **\$107,453.72**

Computed Book Balance **\$497,654.12**

Balance per Your Books 497,654.12

Difference **\$0.00**

Business Manager Report 2-20-20

Budget 2019-20 as of 1/31/20

We have received \$5,185,797 or 41% of the adopted revenue budget, compared to 45% at 1/31/19 and 44% at 1/31/18. There is a federal aid payment for January that was deposited in early Feb. This will bring revenue to date to 43%. We have expended \$5,679,818 or 43% of the adopted expense budget, compared to 46% at 1/31/19 and 46% at 1/31/18.

Cash Flow

Cash Flow has improved and is looking good for the school year.

Jan Bank Recs

For your information

- V. **Old Business:**
 - A. GCED Strategic Planning Update

MISSION

Cannon Falls Area Schools, partnering with families and community, will provide a safe, nurturing, challenging, and inspiring environment to educate ALL individuals to be lifelong learners and responsible, productive citizens.

VISION

Inspire learners to reach their potential, now and in the future.



STRATEGIC PRIORITIES

Develop and implement a comprehensive communications plan.

Increase fund balance to ensure that the district is financially stable and within Board policy.

Develop a long-range facilities plan and budget that includes a maintenance program.

Develop a safety plan that includes mental wellness and secure facilities.

Develop onsite credit offerings and improve learning environments and opportunities.

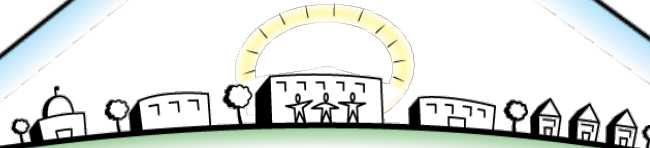
Cannon Falls Context Map

EDUCATIONAL TRENDS

- Individualized learning
- Standards-based focus
- Technology-based – WETC and ITV
- Social emotional learning – whole child
- Non traditional learning environments (flexible seating, flexible learning, flipped classrooms, etc.)
- Career and Technical Education (CTE)
- PSEO, College in the School, CLEP
- Concurrent enrollment
- AP classes
- Collaboration amongst districts
- Extra-curricular activities
- Standardized testing
- Professional learning communities
- Safety and security (bullying, ALICE)
- PBIS and Responsive Classroom
- Data-driven decisions
- Mental health supports
- RTI and MTSS
- Cultural competency

TECHNOLOGY FACTORS

- 1:1 technology initiative
- Updating devices (students and staff)
- Updating infrastructure (wiring, access points, filtering)
- Teacher technology goals framed by SAMR model
- Resources to fund needed technology
- Resources to fund new and innovative technologies – AR/VR
- Connections to careers
- Informing families of digital tools
- Assisting families in technology management – screen time balance; purposeful learning vs mindless use
- Academic integrity
- Inappropriate use
- Schoology
- Lack of connectivity and rural broadband efforts by state
- Online learning
- What is the next big thing to plan for



UNCERTAINTIES

- Enrollment
- School board changes
- Staffing Teacher licensing
- Economics – state, local, federal
- Free and reduced lunch costs
- Inflation – costs of goods (electricity, fuel, water)
- Special education costs/needs
- Insurance costs
- State and federal mandates
- Legislative updates/court rulings
- Referendums
- Technology
- Workforce changes
- Unexpected facilities and transportation costs
- Community support
- Snow days
- Funding formula
- Housing

ECONOMIC CLIMATE

- Fund balance
- Competitive staff wages
- Facility maintenance and upkeep
- Classroom funding (supplies, curriculum, furniture, etc.)
- Family and community economic status
- Business and employment opportunities
- Community tax base
- Trade war with China
- Looming economic crash
- Interest rates
- Workforce shortage
- School funding formula (rural vs. metro)

POLITICS

- Unfunded mandates
- School board election
- LGBTQ+ policies
- Changes to Minnesota academic standards
- Economic development
- Teacher licensure changes
- Changing demographics and aging community
- Referendums
- Tax increases
- Partisan political environment
- Bargaining units and negotiations
- Political advocacy



Southeast Service Cooperative

210 Wood Lake Drive SE
 Rochester, MN 55904
 Phone: 507-288-1282
 Fax: 507-288-7663
www.ssc.coop



Facilitating Agency: Southeast Service Cooperative		Contracting Agency: Goodhue County Education District	
Chief Contact: Amy Grover, Director of Planning		Chief Contact: Jillynne Raymond, Assistant Director	
Description	Facilitation of a strategic visioning process with key stakeholders of GCED to determine 5 year priorities.		
Dates	June 2020		
Room Needs	Room with projector and large screen and speakers. Table for facilitator laptop and speakers. Tables for 5 people each, enough tables for all attendees with seats facing the screen. Superintendent will send names, positions, and seating assignments. SSC will provide copies, printed nametags for participants, easels, markers, post-its, etc.		
Consulting	<p>Pre-Planning Session</p> <ul style="list-style-type: none"> Amy Grover will meet with GCED leaders to review draft content and finalize details. <p>Stakeholder Listening Session – Approximately Four Hours</p> <ul style="list-style-type: none"> High Level Priority Setting: Through facilitated dialogue and a World Café process, discuss overarching themes of Staffing & Engagement, Environment & Facilities, Academics & Curriculum, Non-Academic Opportunities, Processes & Practices, and Community Involvement. From these discussions, identify successes/barriers/ideas for each, and then determine priority areas for planning. Develop Context Map: Establish collective sense of the district’s current opportunities and challenges, explore external and internal influences, prepare thinking to develop top priority areas and summarize trends, influences, needs, and key factors. <p>Board/Staff Work Day – Approximately Six Hours</p> <ul style="list-style-type: none"> Vision, Mission, Values: Review the district’s existing vision, mission, values, and goals to ensure that each still represents a common pathway for the present and future. Refine as necessary to set the foundation for next steps in the process. Develop Big Questions: Develop 3-5 overarching questions related to issues so significant that a response is necessary for future success. Develop Bold Steps: Develop 3-5 bold steps related to focus areas, priorities, or projects that will generate significant momentum to propel the district toward future success and accomplishment of the mission and values. Ensure that these align well with existing initiatives and district, building, and classroom goals. <p>Post-Session Deliverables</p> <ul style="list-style-type: none"> Summarization of World Café data; creation of a graphic summary of mission, vision, values, big questions, and bold steps; documentation of all dialogue, strategic ideas, etc. 		
Fee	<p>Fee includes pre-session planning and preparation, session facilitation, session information synthesis and reporting, materials, travel time and expense, and follow-up communications. Additional facilitation requested will be added as an addendum or separate contract. Payment due thirty (30) days after satisfactory completion of consulting.</p> <p>Total fee = \$5,625 less 15% member discount = \$4,780</p>		

Strategic Visioning Services

Southeast Service Cooperative staff use a human-centered design model of strategic planning, which offers fresh thinking and a new perspective. We work with a group of your key stakeholders (administrators, staff, board, community) to implement a tailored process that meets your specific needs. You'll learn an iterative process to inform, support, and expand your strategic focus. This leads to intentional change and meaningful impact. Our proven model includes problem framing and the synthesis of insights into solution concepts. Below are six components that can be integrated to customize your experience. The graphical representations produced lead naturally into staff action planning.



Vision

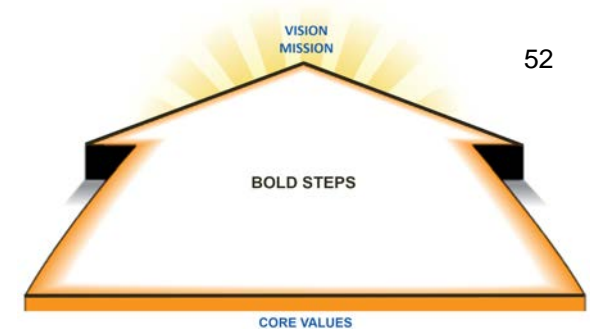
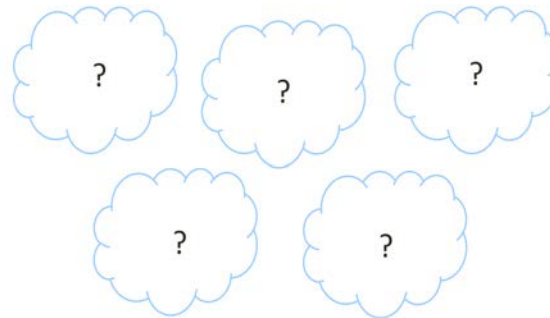
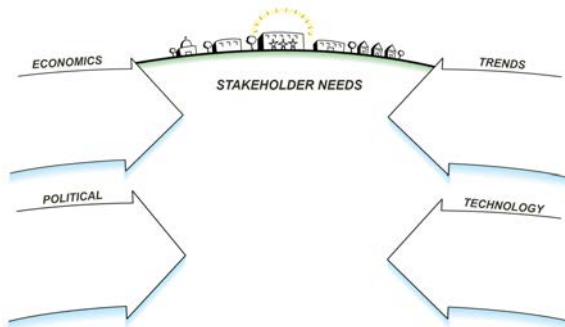
Why do you exist? What impact do you want to have? How do you want to be perceived? Your vision is your desired future state and should convey a greater sense of purpose and promise.

Mission

What do you do? What is your overall function? How will you achieve your vision? Your mission should drive the way that you implement your strategies and the daily operations of your agency.

Values

How do you carry out your mission? What are your foundational expectations? Core values form the guiding principles upon which your work is conducted and decisions are made.



Context Mapping

Before looking inward, it is vital to consider external factors and trends that impact the work that you do. This process creates a snapshot of the present environment and allows the group to acknowledge what cannot be controlled so that the visioning process can focus on what can.

Big Questions

Some questions are so essential that attention is necessary for ongoing success. These should be addressed as part of any comprehensive planning process to help you focus on the development and implementation of "good-to-great" solutions that will make a difference at multiple levels.

Bold Steps

Grounding your vision in specific and immediate initiatives offers a springboard for action planning. Developing commitment around ideas drives creative innovations that take you beyond daily objectives. This process identifies high impact actions that tackle significant problems.



For More Information Contact:
Amy Grover, Director of Planning
507-281-6693, agrover@ssc.coop



How can we better support our students and families so that all students reach their full potential?

MISSION

To empower our students by providing a quality education to ensure lifelong success in an ever-changing world.

What resources are needed to provide all students with a personalized learning plan?

VISION

Providing Educational Excellence for Life

How will our district prepare responsible digital citizens ready for changing technologies and emerging workforce needs?

How do we create positive school and community culture that engages all stakeholders?

BOLD STEPS

Create opportunities to experiment and demonstrate innovation in teaching and learning.

Strengthen individual student awareness about various pathways for college and career options.

Cultivate an environment where each student has ownership in his/her learning.

Determine ways to assess students for critical life skills, beginning with problem-solving.

CORE VALUES

Inspiring **Innovation**

Nurturing **Respect**

Valuing **Community**

TRENDS

- Anti-Bullying
- Personalized learning
- Multi-cultural growth
- Nutrition and health (farm-to-school)
- Physical education and sports changes
- Growth in community
- Different learning environments
- Community/family involvement & support
- Paperless and school recycling
- Project based learning
- Internships with businesses
- Virtual field trips
- Research-based decision making
- Reverse classroom (flipped learning)
- Staff longevity
- Scheduling options

POLITICS

- Reauthorization of ESSA
- Assessment requirements
- USDA impacts on meals
- Early childhood legislation
- Dual credit; concurrent enrollment
- Reduction in farm taxes
- Unfunded mandates
- Teacher evaluation
- Assessment requirements
- Presidential/congressional elections
- Continued support from local gov't
- Mental health services
- Impact of DMC
- Open enrollment
- Transgender issues
- Teacher shortages

NEEDS

- Passion for learning
- Families invested in education
- Positive working environment
- Safe environment to foster learning
- Quality personnel
- Strong schools = prosperous communities
- Strong communities = teacher recruitment
- Effective two way communication
- Facilities conducive to learning and working
- Accessible, affordable housing
- Small class size
- Focus on what's best for kids
- Financial stability

UNCERTAINTIES

- Funding
- How DMC will affect us?
- Economy fluctuations and/or inflation
- Finding appropriate licensed/unlicensed staff (teacher shortage)
- Consistent community support
- Keeping up with rapid technology changes
- What type of careers are we preparing our students for when they graduate?
- Enrollment increase/decrease
- Staff morale

ECONOMIC CLIMATE

- DMC expansion
- Community growth
- State budget
- Community investment
- Keeping community members engaged when they don't have students in school
- Teacher shortage
- Tax law changes (agriculture)
- Grant uncertainty and sustainability
- Searching for grants (teacher induction funds, reading program funds, etc.)
- Volunteerism
- Workforce needs
- Rising health insurance costs

TECHNOLOGY FACTORS

- Concerns about overuse
- Financial implications
- Sustainability and keeping up
- 1:1 expansion
- Software skills changing
- BYOD & cell phone use
- Impact on instructional practices to use meaningfully and with impact
- Speed of change
- Technology gap & equity
- Supports for staff learning



- VI. **New Business:**
 - A. World's Best Work Force Report
 - B. Dissemination of Board Minutes

123B.09 BOARDS OF INDEPENDENT SCHOOL DISTRICTS.

Subdivision 1. **School board membership.** The care, management, and control of independent districts is vested in a board of directors, to be known as the school board. The term of office of a member shall be four years commencing on the first Monday in January and until a successor qualifies. The membership of the board shall consist of six elected directors together with such ex officio member as may be provided by law. The board may submit to the electors at any school election the question whether the board shall consist of seven members. If a majority of those voting on the proposition favor a seven-member board, a seventh member shall be elected at the next election of directors for a four-year term and thereafter the board shall consist of seven members.

Those districts with a seven-member board may submit to the electors at any school election at least 150 days before the next election of three members of the board the question whether the board shall consist of six members. If a majority of those voting on the proposition favor a six-member board instead of a seven-member board, three members instead of four members shall be elected at the next election of the board of directors and thereafter the board shall consist of six members.

Subd. 1a. **Sex offender school board ineligibility.** A sex offender who has been convicted of an offense for which registration under section 243.166 is required is ineligible to become a candidate for the office of school board member, as defined in subdivision 1. Ineligibility is determined by the registration requirements in effect at the time the offender files for office, not by the registration requirements, if any, that were in effect at the time the offender was convicted.

Subd. 2. **School board member training.** A member shall receive training in school finance and management developed in consultation with the Minnesota School Boards Association and consistent with section 127A.19. The School Boards Association must make available to each newly elected school board member training in school finance and management consistent with section 127A.19 within 180 days of that member taking office. The program shall be developed in consultation with the department and appropriate representatives of higher education.

Subd. 3. **Causes for school board member vacancy.** A vacancy in any board occurs when a member (a) dies, (b) resigns, (c) ceases to be a resident of the district, or (d) is unable to serve on such board and attend its meetings for not less than 90 days because of illness or prolonged absence from the district.

Subd. 4. **Ill or absent member.** A vacancy caused by a member being unable to serve on such board and attend its meetings for not less than 90 days because of illness or prolonged absence from the district, may, after the board has by resolution declared such vacancy to exist, be filled by the board at any regular or special meeting thereof for the remainder of the unexpired term, or until such ill or absent member is again able to resume duties as a member of such board, whichever date is earliest. When the ill or absent member is able to resume duties as a member of the board, the board must by resolution so determine and declare such person to be again a member of the board, and the member appointed by the board to be no longer a member thereof.

Subd. 5. [Repealed, 2015 c 70 art 1 s 63]

Subd. 5a. [Repealed, 2016 c 161 art 2 s 2]

Subd. 5b. **Appointments to fill vacancies; special elections.** (a) Any vacancy on the board, other than a vacancy described in subdivision 4, must be filled by board appointment at a regular or special meeting. The appointment shall be evidenced by a resolution entered in the minutes and shall be effective 30 days following adoption of the resolution, subject to paragraph (b). If the appointment becomes effective, it shall

continue until an election is held under this subdivision. All elections to fill vacancies shall be for the unexpired term. A special election to fill the vacancy must be held no later than the first Tuesday after the first Monday in November following the vacancy. If the vacancy occurs less than 90 days prior to the first Tuesday after the first Monday in November in the year in which the vacancy occurs, the special election must be held no later than the first Tuesday after the first Monday in November of the following calendar year. If the vacancy occurs less than 90 days prior to the first Tuesday after the first Monday in November in the third year of the term, no special election is required. If the vacancy is filled by a special election, the person elected at that election for the ensuing term shall take office immediately after receiving the certificate of election, filing the bond, and taking the oath of office.

(b) An appointment made under paragraph (a) shall not be effective if a petition to reject the appointee is filed with the school district clerk. To be valid, a petition to reject an appointee must be signed by a number of eligible voters residing in the district equal to at least five percent of the total number of voters voting in the district at the most recent state general election, and must be filed within 30 days of the board's adoption of the resolution making the appointment. If a valid petition is filed according to the requirements of this paragraph, the appointment by the school board is ineffective and the board must name a new appointee as provided in paragraph (a).

Subd. 6. **Meetings.** A majority of the voting members of the board shall constitute a quorum. No contract shall be made or authorized, except at a regular meeting of the board or at a special meeting at which all members are present or of which all members have had notice. Special meetings may be called by the chair or clerk or any three members upon notice mailed to each member at least three days prior thereto.

Subd. 7. **Policy making.** The board shall make, and when deemed advisable, change or repeal rules relating to the organization and management of the board and the duties of its officers.

Subd. 8. **Duties.** The board must superintend and manage the schools of the district; adopt rules for their organization, government, and instruction; keep registers; and prescribe textbooks and courses of study. The board may enter into an agreement with a postsecondary institution for secondary or postsecondary nonsectarian courses to be taught at a secondary school, nonsectarian postsecondary institution, or another location.

Subd. 9. **Removing board members.** The board may remove, for proper cause, any member or officer of the board and fill the vacancy; but such removal must be by a concurrent vote of at least four members, at a meeting of whose time, place, and object the charged member has been duly notified, with the reasons for such proposed removal and after an opportunity to be heard in defense against the removal.

Subd. 10. **Publishing proceedings.** The board must cause its official proceedings to be published once in the official newspaper of the district. Such publication shall be made within 30 days of the meeting at which such proceedings occurred. If the board determines that publication of a summary of the proceedings would adequately inform the public of the substance of the proceedings, the board may direct that only a summary be published, conforming to the requirements of section 331A.01, subdivision 10.

Subd. 11. **Mailing summary of proceedings.** If a board of a district that has no newspaper with its known office of issue or a secondary office located within the boundaries of the district and no newspaper that is distributed to more than one-third of the residences in the district determines that mailing a summary of its proceedings would be more economical than publication of the proceedings and that it would adequately inform the public, it may mail a summary of its proceedings to each residence in the district that can be identified as a homestead from the property tax records and to each other residence in the district that the board can identify. The county must make the property tax records available to the board for this purpose.

The board must keep a copy of the summary of the proceedings as part of its records. The decision of a board to mail summaries, rather than publish the proceedings under this subdivision shall be presumed valid, subject to challenge by a court action.

Subd. 12. **Board to fix compensation.** The clerk, treasurer, and superintendent of any district shall receive such compensation as may be fixed by the board. Unless otherwise provided by law, the other members of the board shall also receive such compensation as may be fixed by the board. All members of the board may receive reimbursement for transportation at the rate provided for in section 471.665. No board member or school district employee shall receive any compensation or benefits based on incentives or other money provided to the school district by or from a source of group insurance coverage referenced in section 471.6161, subdivision 1, except for a refund provided under section 123B.75, subdivision 10, or a wellness plan that is mutually agreed upon by the district and the exclusive representatives of employees.

History: *Ex1959 c 71 art 4 s 15; 1965 c 434 s 1; 1967 c 176 s 2; 1967 c 713 s 1; 1973 c 263 s 1,2; 1973 c 690 s 1; 1974 c 82 s 1,2; 1975 c 162 s 24; 1983 c 314 art 7 s 16,17; 1984 c 543 s 6; 1985 c 122 s 1; 1986 c 444; 1987 c 42 s 1; 1987 c 266 art 2 s 9; 1989 c 329 art 9 s 7; 1990 c 562 art 7 s 3; art 8 s 20; 1992 c 499 art 9 s 2; 1993 c 224 art 7 s 6; 1993 c 374 s 17; 1994 c 646 s 2; 1Sp1995 c 3 art 16 s 13; 1998 c 397 art 6 s 45-53,124; art 11 s 3; 1999 c 101 s 1; 2000 c 467 s 4; 2014 c 279 s 3; 2015 c 70 art 1 s 1,2; 2016 c 161 art 2 s 1; 2017 c 92 art 1 s 8*

331A.01 DEFINITIONS.

Subdivision 1. **Scope.** As used in sections 331A.01 to 331A.11, the terms defined have the meanings given them except as otherwise expressly provided or indicated by the context.

Subd. 2. **Known office of issue.** "Known office of issue" means the newspaper's principal office devoted primarily to business related to the newspaper, whether or not printing or any other operations of the newspaper are conducted at or from the office. A newspaper may have only one known office of issue.

Subd. 3. **Political subdivision.** "Political subdivision" means a county, municipality, school district, or any other local political subdivision or local or area district, commission, board, or authority.

Subd. 4. **Municipality.** "Municipality" means a home rule charter or statutory city or town.

Subd. 5. [Repealed, 2004 c 182 s 33]

Subd. 6. **Proceedings.** "Proceedings" means the substance of all official actions taken by the governing body of a political subdivision at any regular or special meeting, and at minimum includes the subject matter of a motion, the persons making and seconding a motion, the roll call vote on a motion, the character of resolutions or ordinances offered, including a brief description of their subject matter, and whether defeated or adopted.

Subd. 7. **Public notice.** "Public notice" means every notice required or authorized by law or by order of a court to be published by a qualified newspaper, and includes:

(1) every publication of laws, ordinances, resolutions, financial information, and proceedings intended to give notice in a particular area;

(2) every notice and certificate of election, facsimile ballot, notice of referendum, notice of public hearing before a governmental body, and notice of meetings of private and public bodies required by law;

(3) every summons, order, citation, notice of sale or other notice which is intended to inform a person that the person may or shall do an act or exercise a right within a designated period or upon or by a designated date; and

(4) this subdivision contains no independent requirement for the publication of any public notice.

Subd. 8. **Qualified newspaper.** "Qualified newspaper" means a newspaper which complies with all of the provisions of section 331A.02. The following terms, when found in laws referring to the publication of a public notice, shall be taken to mean a qualified newspaper: "qualified legal newspaper," "legal newspaper," "official newspaper," "newspaper," and "medium of official and legal publication."

Subd. 9. **Secondary office.** "Secondary office" means an office established by a newspaper in a community other than that in which its known office of issue is located, in the same or an adjoining county, open on a regular basis to gather news and sell advertisements and subscriptions, whether or not printing or any other operations of the newspaper are conducted at or from the office.

Subd. 10. **Summary.** "Summary" means an accurate and intelligible abstract or synopsis of the essential elements of proceedings, ordinances, resolutions, financial statements, and other official actions. It shall be written in a clear and coherent manner, and shall, to the extent possible, avoid the use of technical or legal terms not generally familiar to the public. When a summary is published, the publication shall clearly indicate that the published material is only a summary and that the full text is available for public inspection at a designated location or by standard or electronic mail. A summary published in conformity with this section

shall be deemed to fulfill all legal publication requirements as completely as if the entire matter which was summarized had been published. No liability shall be asserted against a political subdivision in connection with the publication of a summary or agenda.

Subd. 11. **Recognized industry trade journal.** "Recognized industry trade journal" means a printed or digital publication or website that contains building and construction news of interest to contractors in this state, or that publishes project advertisements and bids for review by contractors or other interested bidders in its regular course of business.

History: *1984 c 543 s 20; 1986 c 444; 2004 c 182 s 3-7; 2013 c 46 s 1*

GOODHUE COUNTY EDUCATION DISTRICT

BY-LAWS

Goodhue County Education District
395 Guernsey Lane
Red Wing, MN 55066
651-388-4441

Adopted: October 8, 1990

Revised: September 18, 1997

Revised: July 21, 1998

Revised: March 27, 2003

Revised: February 24, 2004

Revised: September 12, 2006

Revised: December 6, 2007

Revised: May 27, 2010

Revised: August 27, 2015

BY-LAWS
of the
GOODHUE COUNTY EDUCATION DISTRICT

ARTICLE I
NAME

The name of the organization shall be the Goodhue County Education District.

ARTICLE II
AUTHORIZATION

The establishment of this organization is provided for under Minn. Stat. 123A.15-123A.19, Education District Establishment. The powers and responsibilities, which are delegated to the Education District are those embodied in the Agreement for the Goodhue County Education District dated June 27, 1990.

ARTICLE III
MEMBERSHIP

The membership of the Education District shall consist of one (1) elected member of the school board of each member district. A vacancy shall be filled by appointment from the local school board. In the event of a temporary absence, a Goodhue County Education District Board Member may appoint a designee from his/her Board for that meeting. Each Goodhue County Education District Board Member shall have one (1) vote.

ARTICLE IV
OFFICERS

Section 1 The officers of the Education District shall be those provided for in the Agreement:

- a. Chair**
- b. Vice Chair**
- c. Treasurer-Clerk**

Section 2 Board officers shall have the parliamentary duties usually ascribed to such offices as well as those specifically assigned below.

- a. The Chair conducts the meetings, executes undertakings ordered and directed by the board and is the official representative of the board in all matters relating to the Goodhue County Education District.**
- b. The Vice Chair acts in the absence of the Chair and has all the powers of the chair during the latter's absence.**
- c. The Treasurer-Clerk is to receive and disburse all funds of the Goodhue County Education District and keep records as required by law.**

- Section 3** **The duties of the Executive Director of the Education District include:**
- a.** **To prepare, together with the Chair, an agenda for each meeting of the Education District Board which shall be shared with Superintendents and Board Members at least five days prior to the meeting.**
 - b.** **Within five days of each meeting of the Education District Board, minutes of the meeting will be made available to each Superintendent of Schools and the representative of each school board.**

**ARTICLE V
ELECTION OF OFFICERS**

- Section 1** **An annual organizational meeting shall be held in January. The Education District shall elect its officers for the year as one of the items of business and said officers shall assume their duties immediately.**
- Section 2** **Nominations for officers shall be made from the floor at the annual organizational meeting at which officers are to be elected and the election of the officers shall follow immediately.**
- Section 3** **A candidate receiving a majority vote of those present at the annual meeting shall be declared elected and shall serve for the year or until his/her successor is qualified.**
- Section 4** **Vacancies shall be filled by appointment by the school board of the member district whose seat is vacant.**

**ARTICLE VI
MEETINGS**

- Section 1** **Date, time and place of regularly scheduled meetings shall be determined at the annual meeting held in January. In the event of a conflict with holidays or other events, a majority at any meeting may change the date and /or place of such meetings.**
- Section 2** **A quorum shall consist of four (4) of the full voting memberships of the Education District and members must be present at the meeting to vote. When a quorum is present an unanimous vote is required for any authority for the action of the Education District. In all other situations, a simple majority of the members present will be required for any action of the Education District. In the event that a simple majority or a quorum is not present, the members present will be allowed to decide to take action on specific items pending a subsequent phone call approval made to absent Board members.**
- Section 3** **Special meetings of the Education District may be called by the chair, or by representatives of two (2) member districts acting together, for a specified purpose. In such event, the Executive Director must give at least three (3) days notice by email of the special meeting, which notice shall state the purpose, the time and the place of the meeting. The receipt of such notice shall be acknowledged or the member's school district shall be contacted.**

- Section 4** **Emergency meetings of the Education District may be called because of circumstances that, in the judgement of the school board, require immediate consideration. If matters not directly related to the emergency are discussed or acted upon, the minutes of the meeting shall include a specific description of those matters. Notice of the emergency meeting shall be given by telephone or any other method used to notify the members of the school board. Public notice should be attempted after school board members have been informed. Published notices are not required.**
- Section 4** **No change of By-laws, or hearing on charges for removal of a board officer, or a proposal for filling a vacancy in the Education District Board's office shall be in order at any meeting, regular or special, unless notice that such matter to be considered, is placed on agenda for a specified meeting and is emailed to each member at least five (5) days prior to such meeting. No action on Section 4 items may be taken at any meeting, regular or special, unless all members are represented and such representatives agree to act.**
- Section 5** **All meetings at which official action is taken shall be open to the general public per the Open Meeting Law.**
- Section 6** **Roberts Rule of Order shall govern the proceedings of meetings of the Education District, unless a specific directive appears in the Agreement or in these By-laws.**

**ARTICLE VII
ORDER OF BUSINESS**

- Section 1** **The order of business at regular meetings shall be:**
- a. Roll Call**
 - b. Approval of minutes of previous meeting**
 - c. Approval /revision of agenda**
 - d. Public comments limited to five minutes per person**
 - e. Approval of bills**
 - f. Reports and communications**
 - g. Old business**
 - h. New business**
 - i. Comments from the Board and/or Director**
 - j. Adjournment**

**ARTICLE VIII
FISCAL AFFAIRS**

- Section 1** **Any district appointed as fiscal agent shall handle all fiscal affairs of the Education District and reports shall be made by them at the discretion of the Education District.**
- Section 2** **The cost of services by the Education District staff will be billed monthly in advance to member schools if necessary as determined by the Education District Board of the Education District.**
- Section 3** **All special state and federal aids earned by the operation of the Education District shall be paid to the Education District. All such aids shall be credited to the program for which they were earned and shall be used of reduce the user's pro rata cost, if any.**
- Section 4** **Capital purchases exceeding 10% ~~of~~ the Education District revenue collected in that school year must have board approval.**

- Section 5** An inventory of all non-consumable items purchased by the Education District shall be kept and updated annually.
- Section 6** A depreciated Fixed Asset Inventory shall be established to determine the entry cost for new members. Items costing over \$1,500 shall be included on the inventory. These items shall be depreciated over their useful life using the straight line method and the half year convention.
- Section 7** Travel expenses incurred when an Education District staff member travels from his/her assigned building to a member district shall be paid by the Education District at a mileage rate to be set by the Education District.
- Section 8** The Education District shall pay to any Fiscal Agent a sum agreed upon by the Education District and the Fiscal Agent for administrative costs.
- Section 9** The Executive Director of the Education District shall prepare for the May meeting of the Education District a preliminary annual operating budget for the upcoming fiscal year. Such budget shall be presented to the Education District for its adoption no later than the June Education District Board meeting.
- Section 10** If a member of a district wishes to terminate or decrease services, that district would need to notify the Education District Board by December 30th of the preceding year.
- Section 11** Education District Board members will receive reimbursement for travel expenses.

ARTICLE IX HIRING

- Section 1** Hiring of personnel by the Education District will follow this procedure:
- a. All positions will be approved by the Education District.
 - b. The Executive Director and/or other District personnel will recruit and interview prospective candidates.
 - c. Interviews with Superintendents and/or other district personnel may be arranged.
 - d. All employment contracts will be issued by the Education District after approval by the Education District.
- Section 2** All certified and non-certified personnel employed by the Education District shall be employed under the terms of any master contracts or agreements in force in the Education District.
- Section 3** The assistance of the supervisors and directors employed by the Education District shall be available to all members of the Education District for administration, including the preparation and filing of reports, in such areas as such supervisors and directors may qualify and that the Education District shall direct.

Section 4 The Education District shall hire employees in a manner prescribed by statute for independent school districts.

**ARTICLE X
AMENDMENTS**

These By-laws may be amended by a majority vote of the entire Education District.

Written notice of a proposed Bylaw change, including the specific language of the proposed change, shall be sent to all board members of the Education District reasonably in advance of any meeting where a proposed revision to the Bylaws will be presented for a vote.

IN WITNESS WHEREOF, the parties through their representation to the Education District Board have caused this instrument to be executed pursuant to the authority of the Education District as stated in the Education District Agreement.

Adopted this date: October 8th, 1990

**Revised: September 18, 1997
July 21, 1998
March 27, 2003
February 24, 2004
September 12, 2006
December 6, 2007
May 27, 2010
August 27, 2015**

**Vice Chair
Goodhue County Education District Board**

**Chair
Goodhue County Education District Board**

LEADER

Inside

▪ *What you need to know about 403(b) contribution limits*

Page 2

▪ *Learning opportunities: MSBA Officers' Workshop, "Harassment" webinar, and Superintendent Evaluation Workshop*

Page 3

Calendar

February 7: Superintendent Evaluation Workshop (St. Peter)

February 13: Officers' Workshop (St. Peter)

February 19-23: School Board Recognition Week

February 23: Officers' Workshop (Bemidji)

February 27: Officers' Workshop (Maple Grove)

Meeting Management

School boards are required to record meeting minutes of official activities

Every Minnesota school board must take and maintain meeting minutes that provide "full and accurate knowledge" of the board's official activities (**M.S. 15.17, Subd. 1**). The minutes should include the subject matter of motions, the persons making and seconding a motion, the roll call vote, the character of resolutions and their subject matter, and whether a motion was defeated or adopted. The minutes need not record discussions of board members and others or the clerk's opinion. A full and complete record of the minutes should be kept in the school district offices.

The meeting minutes must be published within 30 days of the meeting "in the official newspaper of the district" (**M.S. 123B.09, Subd. 10**). If the board meets just once a month, the minutes must be published within 10 days after the board has approved the proceedings.



Terry Morrow

Associate Director of Management and Policy Services

tmorrow@mnmsba.org

A school board may choose to publish a summary of a board meeting rather than the entire minutes.

The summary must be accurate, clear, coherent, and include the "essential elements" of resolutions, financial statements, and other official actions.

In addition, the summary should include who attended the meeting, the meeting's place and time (starting and ending times), and the votes on action items.

The summary must indicate that a full text of the minutes is available for public inspection at a designated location or by mail (**M.S. 331A.01, Subd. 10**).

Celebrate Minnesota School Board Recognition Week in February

Honor your school board members during **Minnesota School Board Recognition Week**, set for **February 19-23**. Visit <http://www.mnmsba.org/SchoolBoardRecognitionWeek> to access recognition certificates and a **Recognition Week Kit**. This kit includes a tip sheet with ideas for recognition activities, a sample news release, and much more.



✓ Clean ✓ Efficient ✓ Proven ✓ Renewable ✓ Available ✓ Affordable

CLEAN DIESEL the "NEW" alternative fuel



www.TelinGroup.com 866.287.7278 or 952.435.9060



Finances

What you need to know about 403(b) contribution limits

M.S. 356.24 Subd. 1. states in pertinent part, “It is unlawful for a school district ... to levy taxes for or to contribute public funds to a supplemental pension or deferred compensation plan that is established, maintained, and operated in addition to a primary pension program for the benefit of the governmental subdivision employee other than ...

(5) ... in an amount matching employee contribution on a dollar for dollar basis, but not to exceed an employer contribution of one-half of the available elective deferral permitted per year, under the Internal Revenue Code:



Joel Stencel
Director of
Association Finance
jstencel@mnmsba.org

(ii) ... in payment of the applicable portion of the contribution made to any investment eligible under section 403(b) of the Internal Revenue Code, if the employing unit has complied with any applicable pension plan provisions of the Internal Revenue Code with respect to the tax-sheltered annuity program during the preceding calendar year.”

What does this mean for the school district?

If the school district provides a matching contribution, the dollar for dollar match cannot exceed the employee’s contribution or one-half of the limit defined in the Internal Revenue Code.

The following examples use the 2018 employee limit of \$18,500. The examples assume no 403(b) limits have been addressed in the applicable labor agreement and assumes the employee is under 50 years of age and has not been at the school district for 15 years or more.

<u>Example 1</u>	<u>Example 2</u>	<u>Example 3</u>	<u>Example 4</u>
▪ Employee contribution: \$18,500	▪ Employee contribution: \$10,000	▪ Employee contribution: \$5,000	▪ Employee contribution: \$0
▪ Maximum District Contribution: \$9,250	▪ Maximum District Contribution: \$9,250	▪ Maximum District Contribution: \$5,000	▪ Maximum District Contribution: \$0

For employees who are age 50 or older and/or who have been with the school district for more than 15 years, other special provisions may apply and should be addressed in the school district’s 403(b) plan document.

If you have additional questions relative to 403(b) plans, please contact MSBA or your plan administrator.

School districts: Please be aware of W-2 phishing scam during tax season

As tax season is upon us, MSBA would like to remind school districts that phishing scams involving employee W-2 information may resurface. See <http://bit.ly/2m5ISMj> to access a news release issued last year by the IRS regarding a dangerous W-2 phishing scam. Visit <https://www.irs.gov/privacy-disclosure/report-phishing> for information on how to help identify phishing email messages and what to do if a suspicious communication is received.

Minnesota State High School League

High School League Board makes number of changes to golf regulations

During its February 1 meeting, the **Minnesota State High School League (MSHSL) Board of Directors** approved an employment agreement with **Erich Martens**, who will officially become executive director on March 1, 2018.

The MSHSL Board also OK’d a number of action items related to high school golf, including:

- Language that the use of communications/electronic devices by golfers will result in two-stroke penalty rather than immediate disqualification.
- Rules and policy language to include the state golf tournament is a minimum of 18 holes, plus holes-in-common.

See <https://www.mshsl.org/mshsl/upload/MSHSL20314489NOPSIS%20---%20Feb.%201,%202018.pdf> to view the complete board meeting synopsis. The MSHSL Board is scheduled to meet next on March 29 in Brooklyn Park.

Learning

Learn about the responsibilities of board officers at MSBA’s Officers’ Workshop

Learn about the roles and responsibilities of school board officers at **MSBA’s Officers’ Workshop for Board Chairs/Vice-Chairs, Clerks and Treasurers.**

This workshop focuses on board officers’ responsibilities and basics/fundamentals of laws affecting school boards.

Elected board officers, superintendents, staff who support the board, and all interested school board members are encouraged to attend.

See www.mnmsba.org/OfficersWorkshop for more information and to access online registration. See box below for schedule.



Officers’ Workshop

- Tuesday, February 13 — MSBA office, St. Peter (advance registration is closed; walk-ins are welcome)
- Friday, February 23 — Hampton Inn & Suites, Bemidji (advance registration closes February 16)
- Tuesday, February 27 — Holiday Inn & Suites, Maple Grove (advance registration closes February 20)
- Saturday, March 3 — Best Western Plus Kelly Inn, St. Cloud (advance registration closes February 23)

On the web: www.mnmsba.org/OfficersWorkshop

Recording of MSBA’s “harassment” webinar available online

If you missed MSBA’s “**Harassment: What School Boards and Administrators Need to Know**” webinar (which aired originally January 31), you can access a recording at www.mnmsba.org/Webinars (you will be required to log in).

The webinar — presented by **Knutson, Flynn & Deans** school law attorney **Michelle Kenney** — provides participants with an overview of what harassment is, what one should do if he/she receives a complaint of harassment, what triggers an investigation, and more.

Walk-ins welcome for today’s Superintendent Evaluation Workshop

Walk-in registrants are welcome to attend the **Superintendent Evaluation Workshop** slated for 5:30 p.m. today (Wednesday, February 7) at the **MSBA office in St. Peter.**

Leadership is important and evaluation can be a powerful tool for growth and professional development. Evaluating the superintendent’s performance is one of the school board’s most important duties. School board-superintendent teams are encouraged to attend this workshop together.

For more information and to access online registration, visit www.mnmsba.org/SuperintendentEvaluationWorkshop.

Superintendent Evaluation Workshop

- 5:30 p.m. today (Wednesday, February 7) in St. Peter

On the web: www.mnmsba.org/SuperintendentEvaluationWorkshop

Save the date for the MSBA Day at the Capitol on Monday, March 19, 2018!
Check www.mnmsba.org/DayAtTheCapitol for updates over the next two months.

Sign up for MSBA Advocate Weekly to learn what's happening at the Capitol

Stay current on news from the state Capitol by subscribing to **The MSBA Advocate Weekly** email. Each Monday morning during the legislative session, the MSBA Government Relations staff sends The MSBA Advocate Weekly to get members caught up with the latest legislative news and to provide a look forward to what is happening at the Capitol.



Subscribe

Subscribe to **The MSBA Advocate Weekly** email by contacting Bruce Lombard at blombard@mnmsba.org and include "Advocate Weekly" in the subject line.

Get notifications in your inbox via Advocate update

In addition to the Weekly Advocate, members can sign up for **The MSBA Advocate** update to receive notifications in your email inbox. Subscribing is easy:

1. Visit <https://msbaadvocate.com>.
2. Enter your email address in the "Follow The MSBA Advocate via email" box.
3. Click on "Follow."

REGISTER TODAY

www.nsba.org/conference



SAN ANTONIO

April 7-9, 2018

Be EXTRAORDINARY

THE CONFERENCE FOR PUBLIC EDUCATION LEADERS

General Session Speakers



SATURDAY, APRIL 7
Terry Bradshaw

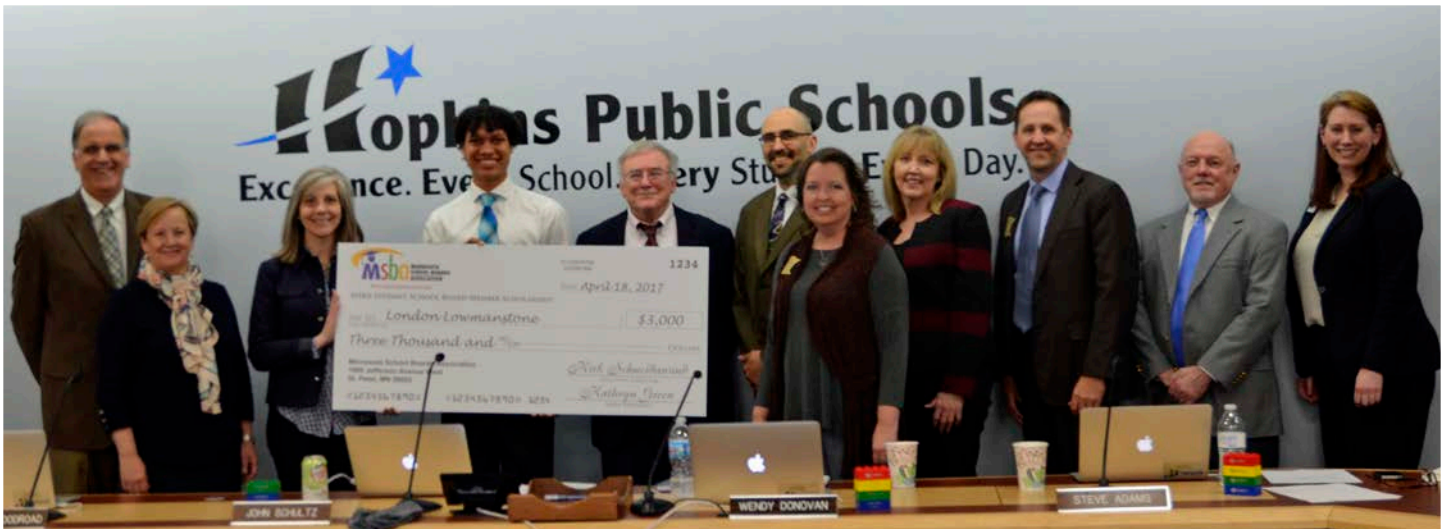


SUNDAY, APRIL 8
Ann Compton



MONDAY, APRIL 9
Julián Castro

Recognition



Senior student school board members eligible for \$3,000 MSBA scholarship

Do you have a senior high school student serving on your school board as a student representative? Please encourage him/her to apply for the **MSBA Student School Board Member Scholarship**. Each spring, MSBA awards \$3,000 scholarships to two Minnesota students. To qualify for the 2018 scholarship: (1) the student’s school board must be a member of MSBA; (2) the student must be a high school senior graduating after the spring 2018 semester; (3) the student’s service as a school board member must be during his/her senior year; and (4) the student will be a full-time postsecondary student in fall 2018.

MSBA Student School Board Member Scholarship

Visit <http://www.mnmsba.org/MSBAScholarship> to access application materials. Scholarship application materials are due to MSBA by noon Monday, March 19. Direct scholarship questions to MSBA’s Greg Abbott at gabbott@mnmsba.org.

Association of Minnesota Counties hosting free census webinar series

Census Day is April 1, 2020, and counties and local governments need to begin organizing to ensure that everybody in their jurisdictions gets counted. The **Association of Minnesota Counties (AMC)** — along with **MSBA**, the **League of Minnesota Cities**, the **Minnesota Association of Townships**, and **service cooperatives across the state** — have scheduled a series of regional seminars that covers what local governments need to do to ensure a complete count.

The “**What You Need to Know for the 2020 Census: Organizing for a Complete Count**” seminars will feature **Minnesota State Demographer Susan Brower**. These seminars are free, but advance registration is required through AMC. Please visit www.mncounties.org/meetings_and_education/census_2020-prep_for_cities_and_counties_state_demographer.php for more information and registration.

Upcoming workshops are scheduled for March 7 (Thief River Falls), March 8 (Fergus Falls), March 21 (Mountain Iron), April 11 (Marshall), and April 12 (Mankato).

The contents of this newsletter are provided for informational use only and are not to be construed as legal advice. If you need legal advice, consult your attorney.

Training in the law—to fit your lifestyle

Mitchell Hamline School of Law offers working professionals intensive, practice-based certificates taught by experts in the field.



Human Resources Compliance Certificate

Practice-based training for human resources professionals and their advisors. Learn to identify and evaluate compliance requirements, while also being able to work with stakeholders to effectively implement compliance programs within organizations.

- **Online**
- **12 weeks**
- **Register by Mar. 26, 2018**



Cybersecurity and Privacy Law Certificate

Learn to effectively manage cybersecurity risks and to quickly and decisively respond to threats. Taught by some of the nation's foremost cybersecurity experts.

- **Online**
- **13 weeks**
- **Register by Feb. 26, 2018 or June 4, 2018**



Conflict Resolution Certificate

Proactive conflict management, creative problem-solving, and state-of-the-art dispute resolution are critical for all organizations. Thankfully, effectively managing conflict is a science that can be learned.

- **Online or on campus**
- **Complete in as little as 12 months**
- **Begin anytime**

MH

MITCHELL | HAMLINE
School of Law

MITCHELLHAMLINE.EDU
ST. PAUL, MINN.

651-695-7669⁷³ ple@mitchellhamline.edu

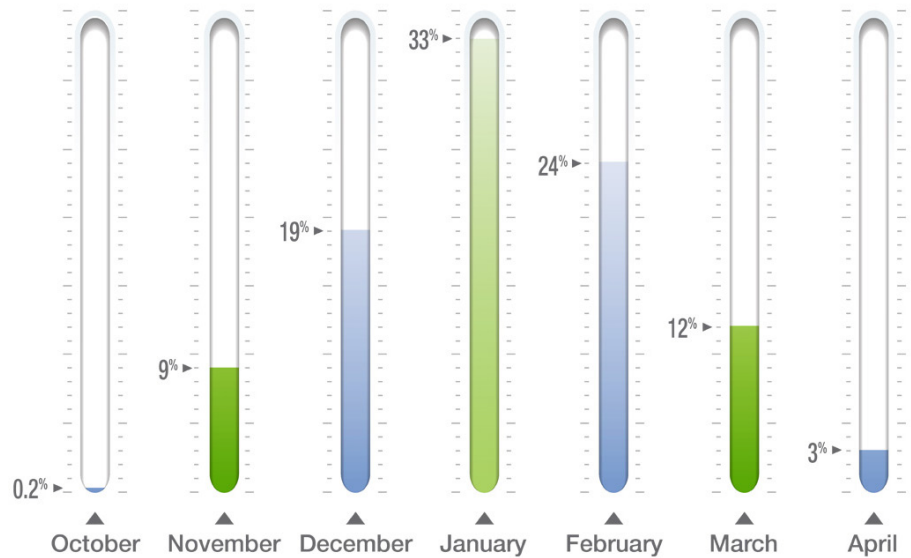
Discounts available for Minnesota School Board Association members.

MSBAIT Matters

Be on guard for slips and falls all winter long

Submitted by SFM

Percentage of slip-and-fall claims due to ice and snow by month for 2013-2017



Midwesterners don't have the luxury of staying inside when the temperature drops below zero or there's a foot of fresh-fallen snow on the ground.

It's easy to get into a routine — bundle up in your parka, boots, hat, gloves and scarf before heading out the door. This routine may protect you from the wind chill, but don't get too comfortable. With the increased risk of slips and falls in the winter, you need to stay on your guard every time you step outside.

Snow and ice in parking lots, on driveways and sidewalks can cause severe injuries at any time throughout the long winter season, which lasts from October through April.

Each year, hundreds of workers insured by SFM report slipping and falling because of snow and ice — it's one of the most common causes of injuries.

Keep outdoor safety in mind:

Injuries come with the first snowfall, peak when winter weather is at its worst, and continue into spring.

When the first severe weather arrives in October or November, people may exercise more caution when walking and driving. These same precautions need to be taken throughout winter.

A new risk emerges as winter winds down. More slip-and-fall injuries are reported in March and April than October and November. That's when warmer days and colder nights



www.mnmsba.org/MSBAIT

See Page 9 to learn more about MSBAIT.

cause the snow to melt and then refreeze. This can create dangerous icy patches on sidewalks and in parking lots. The ice can catch some people by surprise because the temperature is rising.

Share the winter safety message:

To keep your workers from getting too comfortable and letting their guard down, it's important to keep reminding

them about winter safety. They can't hear the safety message too many times. That's why SFM offers so many different winter safety resources with unique messages to motivate employees to take it slow in the snow. See our winter safety materials.

And, of course, these numbers reflect only the slip-and-fall injuries caused by ice or snow. People can slip, trip or fall all year round, even indoors and in stairwells. We have safety materials for that as well.

Visit <https://www.sfmic.com> to learn more about SFM. SFM is a participating insurer in the MSBAIT Risk Protection Program. See <http://www.mnmsba.org/MSBAIT-RiskProtectionProgram> for details.

Set your school district's direction with MSBA's Strategic Planning Services

Do you want to get everyone on the same page? Does your school board-superintendent team believe improvement is important? If so, check out **MSBA's Strategic Planning Services**. MSBA's experience and knowledge can help you

put your district's strategic plan on the right course. See www.mnmsba.org/StrategicPlanningServices or contact MSBA's Jeff Olson at jolson@mnmsba.org or 800-324-4459 for more information.

MSBA Charter School Board Workshop scheduled for March 10

The MSBA Charter School Board Workshop — which offers all three state-required training components for charter school board members — is scheduled for 8:30 a.m. Saturday, March 10, at the MSBA office in St. Peter. For details, please visit <http://www.mnmsba.org/CharterSchoolBoardTraining>. Registration for this workshop will be available soon.

Find your next school leader with MSBA's Executive Search Service

The MSBA Executive Search Service provides a collaborative and efficient search process that supports school boards in fulfilling one of their most important school board responsibilities — hiring a superintendent. For details, please visit www.mnmsba.org/ExecutiveSearchService or contact Sandy Gundlach at sgundlach@mnmsba.org.

Job Openings

Superintendents

- Bemidji Area — superintendent (application deadline: April 9)
- Clearbrook-Gonvick — superintendent (application deadline: March 5)
- Clinton-Graceville-Beardsley — superintendent (application deadline: March 16)
- Fridley — superintendent (application deadline: February 28)
- Intermediate School District 917 — superintendent (application deadline: February 28)
- Le Sueur-Henderson — full-time superintendent (application deadline: February 23)
- Monticello — superintendent (application deadline: March 2)
- Moorhead Area — superintendent (application deadline: March 9)
- Rush City — superintendent (application deadline: February 16)
- Russell-Tyler-Ruthon (RTR) — superintendent (application deadline: February 21)
- St. Anthony-New Brighton — superintendent (application deadline: February 12)
- St. Louis County — superintendent (application deadline: February 10)

Principals

- Buffalo-Hanover-Montrose — elementary school principal (application deadline: open until filled)
- Minnetonka — elementary school principal (application deadline: March 5)
- Orono — high school principal (application deadline: February 25)
- St. Cloud Area — high school principal (application deadline: February 8)
- St. Cloud Area — area learning center principal (application deadline: February 8)

Other Administrators

- Pine Island — activities director (application deadline: open until filled)

Visit www.mnmsba.org/DistrictJobOpenings for application information.



Protection assurance when you need it.



Group Term Life
Long-Term Disability
General Liability
Excess Liability

Property, Inland Marine, and Crime
Workers' Compensation
School Leaders' Legal Liability
Automobile

The **Minnesota School Boards Association Insurance Trust (MSBAIT)** endorses companies with a proven record of service.

MSBAIT endorses ...

Marsh & McLennan Agency LCC
for property, casualty, and workers' compensation insurance and risk management products and services.

National Insurance Services
for its group long-term disability and group term life insurance plans for school employees.



Denise Drill
ddrill@mnmsba.org

Quality Coverage and Service Tailor-Made for School Districts

Find out what MSBAIT can do for your district.

Call **800-324-4459** or email one of your MSBAIT representatives today.

www.mnmsba.org/MSBAIT



Gary Lee
glee@mnmsba.org

District/Position	19-20 Staff	20-21 Staff	Total Change	Comments
Speech				
CF 3-21	0.4	0.4		0.4 LB (CF maintains 1.0 FTE)
KW 3-21	1.0	1.0		1.0 LL
LC 3-21	2.0	2.0		1.0 RN; 1.0 SW
RW 3-21	2.6	3.6		0.6 LB; 1.0 KZ; 1.0 SS; 1.0 PresenceLearning or TBH (RW maintains 2.0 FTE)
ZM 3-21	2.0	2.0		1.0 MC; 1.0 PresenceLearning or TBH
RBEC 5-21	0.2	0.2		0.2 RS
GCED B-3	1.0	1.0		1.0 LW
Totals	8.8	9.8	1.0	1.0 increase due to retirement
Psychology/Intervention				
CF	1.0	1.0		1.0 KK
Gdh	0.4	0.4		0.4 MH
KW	0.8	0.8		0.8 KL
LC	1.6	1.6		1.0 BL; 0.6 MH
RW	3.0	3.0		1.0 MP; 1.0 CH; 1.0 CF
ZM	1.0	1.0		1.0 AB
GCED	1.2	1.2		0.2 KL; 1.0 TM (Behavior Team)
Instructional Coach(es)	6.6	6.6		1.0 RBEC; 1.0 CF; 1.0 GDH; 1.0 KW; 0.6 LC; 1.0 RW; 1.0 ZM
Totals	15.6	15.6	0.0	
Itinerants				
PHD Consultant	1.0	1.0		1.0 MC**
ASD Consultant	1.0	1.0		1.0 LP**
BCBA Behavior Intervention	0.5	0.5		0.5 HA**
Physical Therapy	2.8	2.8		1.0 TA; 1.0 JB; 0.8 GM**
Occupational Therapy	4.0	5.0		1.0 AH; 1.0 AM; 1.0 MT; 1.0 NY; 1.0 KS
COTA	1.0	0.0		retirement and shift to OT
Vision/O&M	1.0	1.0		1.0 JT
Audiology	1.0	1.0		1.0 JW
Hearing	2.6	2.6		1.0 AD**; 0.4 JW
Totals	14.9	14.9	0.0	
Early Childhood Programs				
Coordinator	0.5	0.5		0.5 MMO
ECSE SW	1.0	1.0		TBH
ECSE B-3	3.5	3.5		0.5 SB; 1.0 NM; 1.0 SS, 1.0 TBH
At Risk/ECSE Tchr(s) GCED	0.5	0.5		0.5 SB
ECSE Teacher(s) CF	1.0	1.0		1.0 SC
ECSE Teacher(s) GDH	0.5	0.5		0.5 SB
ECSE Teacher(s) KW	1.0	1.0		1.0 KA
ECSE Teacher(s) ZM	1.0	1.0		1.0 AZ
ECSE Teacher(s) RW	1.0	1.0		1.0 MC (RW maintains 6.0 on own contract)
Totals	10.0	10.0	0.0	
Social Workers				
CF	2.0	2.0		JB; LB
Gdh	1.0	1.0		1.0 CT
RW	2.0	2.0		1.0 KT; 1.0 MN
Totals	5.0	5.0	0.0	
English Language Learners				
EL Support Staff	1.0	1.0		
EL Teacher(s)	4.0	5.0		CB; MH; AH; HZ; TBH if approved by Local Districts (LC & RW maintain 1.0 each on own contract)
Totals	5.0	6.0	1.0	
Total Staffing	59.3	61.3	2.0	
Additions				
Reductions				

- D. 2020-21 River Bluff Education Center Staffing
- E. Speech Language Pathologist Shortage



Solving the SLP Shortage





Solving the SLP Shortage

Prepared by:

Howard Goode

COO, Global Teletherapy

Solving the SLP Shortage



Index

Executive Summary	4
The Problem.....	5
Attempted Solutions	7
The Optimal Solution	9
Key Takeaways.....	13
About Global Teletherapy	14





Executive Summary

The growing SLP shortage means higher caseloads for district therapists. This leads to SLP burnout on an unprecedented scale, unexpected recruiting and turnover expenses, and students making slower—or no—progress against their IEP goals. As the national shortage worsens, particularly in rural areas, schools are unable to adequately provide services. Inflated costs press upon overstrained budgets, and school personnel are forced to devote inordinate amounts of time and effort searching for and managing scarce SLPs.

In response, several alternatives have been suggested and tried. Unfortunately, each of these solutions has serious drawbacks. The complexity of the problem demands a more systematic solution.

Online Speech Therapy, or “Teletherapy”, is an innovative, cost effective solution that offers maximum flexibility by overcoming barriers of distance, unavailability of specialists, and impaired mobility.

By extending top-quality clinical services to remote, rural, and underserved populations, Telepractice may hold the key to significantly reducing SLP shortages, guaranteeing children needed services, and alleviating severely strained school budgets. As a result, administrators and SpEd Directors can be free to focus upon other critical educational priorities.





The Problem

Not Enough SLPs

Consider the following:

A discouraged Rural SpEd Director recently lamented that it is “very difficult to find SLPs in the entire state of Minnesota. It got to point that parents were threatening to call the state because schools did not have SLPs.”¹

Carol Edmiston, MA, CCC-SLP, of Virginia, has a caseload of 90 students, 22 more than the recommended state limit. Her large caseload only allows Edmiston to see most of her students for about 20 minutes, once or twice a week. “Large caseloads directly affect the quality of service school clinicians are able to provide”, she notes.²

Jennifer Pierce, MSc, CCC-SLP, of Montana has a caseload in the mid-60s. “Staffing shortages create larger caseloads for speech-language pathologists,” Pierce states. “As a result, I can’t provide the service the child needs... Our caseload size determines how much time we can offer. We’re all good at what we do, but it’s hard for students to make gains when you see them for 30 minutes one time a week.”³

As reported by The U.S. Bureau of Labor Statistics, “there is a considerable national shortage of SLPs projected over next 5 years. An additional 28,800 SLPs will be needed to fill the demand between 2010 and 2020—a 23% increase in job openings.”⁴

These shortages are exacerbated in rural areas.⁵ 80% of rural schools have shortages in special education teachers and staff, leaving them far behind their urban counterparts.⁶ When those SLPs surveyed were asked what kind of impact the shortage had on them, 77% said that the result was a larger caseload.⁷

Not Enough Money

Let's suppose for a moment that there was no SLP shortage. Let's even imagine that there was a healthy surplus. Would that make the problem disappear? The answer is no! That's because of an equally imposing hurdle-- money, or not enough of it. As the SpEd Director of a rural school complained, "Rural schools can't afford to have their own SLPs." And it's not only budget cuts, which affect everyone.⁸

Rural districts often have less to spend because of inadequate tax revenues... special education is even more problematic. Very small districts spend more per pupil than larger districts due to [the] necessary infrastructure, and [also due to] increased transportation expenses.⁹

Add to this the higher recruitment fees charged by staffing agencies to find "distant and elusive" SLPs, and the heartbreaking reality is this: there is less money available to provide the children the services they need.

Rural Districts: Not Enough to Attract or Hold SLPs

Recruiting and retaining staff serving students with disabilities is particularly difficult in rural areas. Salaries are not competitive, and rural areas are far from urban cultural centers and universities, which restrict teachers from participating in training and development programs that would enhance them professionally. They feel "left behind" and unable to learn new teaching strategies.¹⁰

This is a real problem. "Attrition of speech therapists in rural districts can be two to three times the national average. Turnover is especially acute among professionals who travel long distances from site to site, on an itinerant basis, to serve students with disabilities."¹¹

Ultimately, being an SLP in a rural area can be challenging, and unfortunately, some SLPs don't stick it out. "A study of rural teacher turnover in Kansas indicated that 20.9% of teachers in the study sample did not return the next year. Of those who did not return, 70.7% accepted positions in larger school districts. Many teachers reportedly resigned because of the isolation of their social and cultural lives."

Attempted Solutions

SLP Assistants Instead of SLPs

In seeking to solve this problem a number of alternatives have been implemented; however, each has its own drawback. Some rural districts have turned to hiring Speech Language Pathologist Assistants (SLPAs) or Speech Language Assistants (SLAs) as “almost” SLPs.¹²

However, it has been noted that “speech language assistants are not qualified to provide speech language therapy. Schools attempt to justify the use of ‘speech therapy assistants’ by claiming that students are ‘just rehearsing’ material learned from the Speech Language Pathologist. In reality, many speech language assistants are providing speech therapy, not practice reinforcement.”¹³

Transport Children to a Regional Facility

Others have arranged for students to receive services far from their districts, or “in regional programs, cooperatives, or intermediate education units.” Does this work? “While providing needed services, these placements may require long hours of travel each day,”¹⁴ which invariably adversely impact the students.



Co-Ops: Itinerant SLPs

In this spirit of regional cooperation, some districts have created a resource cooperative (Co-Op). For example, the Missoula co-op says as follows: “Many of our small district schools cannot afford SLPs so we employ and rotate them as needed. We service 17 school districts over a four-county area with a combined enrollment of 3,770 students. Our funding comes from federal grants and state allocated money. Individual schools cover the shortfall.”¹⁵

Co-ops are a credible response to the shortage. Notwithstanding the resourcefulness of this option, though, there are two problems. First, the schools are often far away from each other, which means additional expenses charged by SLPs for travel time and car mileage. Secondly, its dependence upon public funding leaves implementation vulnerable.

Traditional Staffing Agencies

The most popular option for frustrated districts is to turn to traditional staffing agencies to find therapists. However, top-quality clinicians generally find students closer to home, and it is often less-experienced therapists who are willing to travel longer distances to meet with students onsite. And these SLPs often command a premium “finder’s fee” from the staffing agency in compensation for the agency’s time and efforts.

Despite the creativity and sincerely dedicated efforts evidenced in these solutions, there are inherent inadequacies in each that require a new paradigm of thought to solve this chronic problem in a more systematic and sustainable fashion.

The Optimal Solution

Telepractice to the Rescue

Online speech therapy, or telepractice, is a research-based solution to the shortage.¹⁶ In many ways telepractice is just like face-to-face therapy, but instead of sitting in the same room, the therapist and student(s) and/or family communicate via high-resolution, live videoconferencing.

During therapy sessions, the student and therapist can see, hear, and interact with one another in real time, using webcams, headsets, and a live, synchronous online learning environment.

Licensed speech language therapists use traditional speech therapy techniques and activities through innovative software and tools, and have the technology literally at their fingertips to plan and deliver high quality services. For example, the therapist can share her screen as she interacts in speech language activities with her students, or use a whiteboard or other appropriate instructional tools. Children born into technology are easily engaged in this medium.

DISCOVER GLOBAL TELE THERAPY WITH A FREE DEMO ►

Solving the Staffing Shortage

The implementation of telepractice has been proven to be a viable, evidence-based and cost-effective practice for schools.¹⁷ These schools can now secure top-quality therapists for a reasonable price, and maintain consistency with their students by eliminating traditional barriers of distance, mobility, and time. What's more, by implementing telepractice, schools are positioned to reduce complaints, mediation and due process hearings, and be in full compliance with The Individuals with Disabilities Education Act (IDEA). While IDEA does not dictate specific service delivery methods, the research to date on this topic which is both extensive and peerreviewed clearly shows that teletherapy meets IDEA requirements.¹⁸

Flexibility

By eliminating geographic and logistical barriers, school administrators, students, and their families enjoy flexibility regarding where and when therapy sessions take place – whether at home, at school, or some other facility. While onsite contractors control timing and may lock schools into rigid schedules, the network of therapists and the online delivery model allows for therapy to be provided when it's convenient for the school and the students; even if that's before or after school hours.

No Compromise on Quality

Best of all, there is no compromise needed when it comes to quality. Telepractice affords schools access to top-notch SLPs, as they are no longer limited to locally-based SLPs, but can draw from a nationwide network of highly qualified, certified therapists. Telepractice clinicians must meet the requirements for speech language pathologists as defined by the American Speech Language Hearing Association (ASHA) and hold ASHA's CCC-SLP certification.

Management Benefits

With telepractice, districts no longer have to recruit, screen, train or manage SLPs, pay transportation expenses, or worry about interruptions in therapy when SLPs are absent, on leave, or no longer in the district. Telepractice can provide all of this while helping to ensure uninterrupted service, thus freeing up staff time for other educational priorities. This guarantees fewer headaches from dealing with SLP attrition and the resulting need to fill vacancies.

Students benefit as well; since the attrition rate of therapists is often directly related to distance and travel time, eliminating travel results in a marked rise in that therapist's consistency.

What's more, schools can better access culturally and linguistically diverse therapists. Finally, telepractice affords the option to match students with therapists based upon their specialties, allowing more targeted, effective treatment and enhanced outcomes.

Administrative Control

Telepractice relieves schools of other administrative issues and expenses as well by streamlining scheduling, easing tracking and reporting, simplifying, auditing and organizing accurate instantly retrievable records through the digital services provided. This ability to access critical information instantly, all in real time, minimizes risk of compliance issues. What's more, the technology provides the capacity to remotely log in and observe the session in real time allowing the parents or members of the child's "team" to see the child's progress for themselves.

Proven Effective and Endorsed by Experts

Telepractice has been used successfully since the late 1990's in hundreds of thousands of therapy sessions across the United States, according to leading telepractice providers. It has been found to be an effective and appropriate therapeutic delivery mode in 20 years of research by over 40 academic published studies¹⁹ beginning with a landmark paper by the Mayo Clinic in 1997 which stated, "Telemedicine evaluations can be reliable, beneficial, and acceptable to patients with a variety of acquired speech and language disorders, both in rural settings and within large multidisciplinary medical settings."²⁰

In addition, ASHA gave its endorsement in 2005. "Based on the strong body of peer-reviewed research supporting telepractice... ASHA recognizes telepractice as a valid means of service delivery."²¹ The effectiveness of telepractice was corroborated by a 2011 study by Kent State University researchers comparing students receiving traditional in-person therapy and those receiving telepractice in public school settings. They found that the outcomes for the telepractice group were equal or better than the in-person group, stating that "Students in both service models made significant improvements with students in the telepractice group demonstrating a greater mastery of their Individual Education Plan (IEP) goals."²²

Benefits for Therapists

Telepractice is a dream come true for therapists, as it offers the opportunity to be one's own boss and flexible convenient hours with no need to travel. They can serve schools and children nationwide, work either part-time or full-time, and grow their career all while working from the comfort of their own homes. It promotes productivity, allows managing caseload and workload more efficiently, and allows the therapist to spend more time working with kids and less time in the car.

Kids Love It

By utilizing fun and engaging technology, telepractice is kid friendly. Today's children are comfortable with computers, and love game-based activities such as video interactions and computerized learning. As technology advances, and children are exposed to, and become increasingly more adept with, computers at a young age, the familiar experience of being motivated by the computer; the monitor, games, and images will provide a natural bridge into telepractice. In this rapidly developing technological world of ours, the digital dimensions of online speech therapy have become very natural, almost expected. The computer provides other benefits as well. Aside from an ever expanding array of engaging and motivating materials, telepractice utilizes a virtual backpack for homework, which augments the student's experience, facilitates greater involvement by the interested parties, and increases the likelihood of success.

Save Money

Telepractice has exceptional value and is affordable. There is a mistaken perception that telepractice is more costly than traditional onsite therapy due to the additional expenses associated with clinical services, equipment, adding a paraprofessional and technology. In actuality, the opposite is true. The telepractice provider, save for the computer, generally covers technology-related costs and, even if factoring in a paraprofessional, can be less expensive than what a traditional staffing agency would charge due to three factors. First, the fee for a telepractice therapist is comparable to that of an onsite therapist. Secondly, traveling expenses are eliminated. And finally, traditional staffing agencies often charge a premium fee to find a therapist who will travel, which of course with telepractice is irrelevant.

Benefits for Parents

Many children who are shy or more reserved find the experience of speech therapy at home less intimidating than the face-to-face contact of traditional speech therapy. And the home environment provides more comfort, which may encourage any child, regardless of nature, to more fully participate in the therapeutic process. But either way, the undeniable benefit to the parents is that online sessions conducted at home or in school eliminate the need to ever travel to another session, and worry about babysitting for the other children.

Key Takeaways

Administrators and SpEd Directors

- Eliminates transportation expenses and staffing agency premiums to find “distant” therapists
- Provides access to national network of top-quality therapists, perhaps for less money
- Alleviates recruiting, screening, training, and managing SLPs
- Frees up time for other critical educational priorities.
- IDEA compliance reduces complaints, mediation and due process hearings.
- Streamlines administrative functions and tasks through the digital services provided
- Maximum flexibility regarding when and where therapy sessions take place
- Easier to find culturally and linguistically diverse therapists when necessary
- More effective treatment by matching special needs students with specialty therapists

Kids

- Eliminating barriers of distance and mobility increases consistency with therapist
- Enjoyment of computerized learning, games and video interactions enhances success
- Home environment provides more comfort that may increase child’s participation
- Less intimidating than the face-to-face therapy for shy, more reserved children Parents

Option to monitor sessions in real time

Eliminates hassle of finding babysitters for other children when therapy received at home

DISCOVER GLOBAL TELE THERAPY WITH A FREE DEMO ►

About Global Teletherapy

Global Teletherapy poised to help reduce the SLP shortage

Global Teletherapy, through its full array of telepractice services, is poised to play a pivotal role in alleviating the SLP shortage. We recruit, screen, contract, and manage top-quality SLPs.

We provide highly qualified, ASHA's CCC-SLP certified therapists. We ensure that they are properly licensed and/or credentialed in the school district's state, and assure that they are available when needed. Additionally, subsequent performance is monitored, ensuring the very best care. Every child is assigned to a particular clinician, who assumes responsibility for that child's therapy. This arrangement promotes continuity and a trusting and consistent relationship between the online therapist, child, parents, and teacher.

Initial Evaluation and Assessments

The initial evaluation is typically conducted by an onsite therapist working for the school district's assessment team prior to beginning therapy. Subsequent evaluations of the student's progress will be completed either by the remote therapist or by an onsite therapist at the discretion of the district. We monitor progress by recording data from every session. The data can be extracted at any time, be divided by IEP objective, and seen in graph form. For triennial evaluations, our therapists use therapy data, parent/teacher questionnaires, standardized evaluations with electronic stimuli, and any other tools the therapist deems helpful.

Therapists Communication with Teachers and Parents

SLPs establish initial contact with parents and teachers at the beginning of the year and exchange contact information. Therapists send teachers monthly emails, at minimum, to discuss targets, progress, and needs in the classroom/curriculum. The SLPs communicate with parents in the same way an onsite therapist would. Homework as well as notes are "sent-home" through a virtual backpack. Clinicians deliver IEP progress reports and participate in IEP meetings via videoconference. Global Teletherapy encourages close collaboration among teachers, school resource professionals, administrators and parents.

Session Supervision

An onsite paraprofessional supervises and handles any hands-on requirements, especially for younger students. Some older students may not require supervision, depending on the policy of the school. Typically the paraprofessional's responsibility consists of bringing the children to and from the room where the therapy takes place and initiating the session (getting the children seated, adjusting the webcam, etc). Once the session has begun, the children are interacting with the SLP online, and the paraprofessional supervises the session. A single paraprofessional can supervise several students participating in separate simultaneous sessions or one session together.

Technical Assistance

The initial setup is simple and straightforward. A Global Teletherapy representative will walk you through the process and provide any necessary support. All that is required is a computer with an Internet connection, a webcam, and an audio headset. If needed, we provide webcams and headsets at no extra charge. Our web-based platform is built on a powerful platform used around the world and host to over 40 million online meetings per year.

Option for Multiple Session Participants

More than one child can participate in a session led by the therapist. Typically two and possibly even three children could be serviced together. Multipoint videoconferencing allows kids to participate from different locations, all with one therapist, and opens up new possibilities for providing service to students in multiple schools and facilities simultaneously. Multiple sessions can be held concurrently in same facility (such as a classroom, library, or lab).

Accountability and Privacy

We ensure best practices by following all the general industry standards. The use of telepractice does not remove any existing responsibilities in delivering services, including adherence to the Code of Ethics, Scope of Practice, ASHA policy documents on professional practices, and state and federal laws (e.g., licensure). Session privacy, student data and information is protected as our system is secure, encrypted, HIPAA, FERPA and COPPA compliant.

endnotes

- ¹ Interview between Alan Goode, CEO Global Teletherapy, and Rural SpEd Director, January 2015
- ² <http://speech-language-pathology-audiology.advanceweb.com/Article/Into-the-Trenches.aspx>
- ³ <http://speech-language-pathology-audiology.advanceweb.com/Article/Into-the-Trenches.aspx>
- ⁴ <http://www.asha.org/uploadedFiles/2014-SLP-Supply-Demand.pdf>
- ⁵ <http://ncdae.org/resources/articles/personnevedev.php>
- ⁶ <http://www.asha.org/uploadedFiles/2014-SLP-Supply-Demand.pdf>
- ⁷ <http://www.asha.org/uploadedFiles/2014-Schools-Survey-SLP-Workforce-Trends.pdf>
- ⁸ Interview between Alan Goode, CEO Global Teletherapy, and Rural SpEd Director, January 2015
- ⁹ <https://www2.ed.gov/pubs/OSEP95AnlRpt/ch7c.html>
- ¹⁰ <http://www2.ed.gov/pubs/OSEP95AnlRpt/ch7c.html>
- ¹¹ <http://www2.ed.gov/pubs/OSEP95AnlRpt/ch7c.html>
- ¹² <http://www.asha.org/Publications/leader/2003/031118/031118e.htm>
- ¹³ <http://www.wrightslaw.com/blog/?p=129>
- ¹⁴ <http://www2.ed.gov/pubs/OSEP95AnlRpt/ch7c.html>
- ¹⁵ <http://www.co.missoula.mt.us/supschools/MAECoop/index.htm>
- ¹⁶ http://www.asha.org/PRPSpecificTopic.aspx?folderid=8589934956§ion=Key_Issues
- ¹⁷ http://www.umass.edu/sphhs/Winter2012_Newsletter/Winter2012_Telepractice.html
- ¹⁸ <http://telerehab.pitt.edu/ojs/index.php/Telerehab/article/download/6102/6398f>
- ¹⁹ http://www.telepractice.net/Effectiveness_of_Telepractice.aspx
- ²⁰ <http://www.ncbi.nlm.nih.gov/pubmed/9413290>
- ²¹ <http://www.asha.org/>
- ²² <http://telerehab.pitt.edu/ojs/index.php/telerehab> ; <http://jtt.sagepub.com/content/16/3/134.short>



*DISCOVER GLOBAL TELETHERAPY
WITH A FREE DEMO ►*

For more information about Global Teletherapy,
please call (888) 511-9395

*Addressing the Shortage of Speech-Language Pathologists
in School Settings*

**Katie Squires, M.S., CCC-SLP
Utah State University**

Abstract

There is a shortage of speech-language pathologists (SLPs) in this country. This shortage is due, in part, to the limited number of openings in graduate programs and the increased need for SLPs as their scope of practice widens, the autism rate grows, and the population ages. Schools are feeling this shortage the most. There are several reasons school districts have a hard time attracting and retaining SLPs. This paper will offer possible solutions to attract more candidates to the field including expanding graduate school options. It will also address options to fill positions such as using teletherapy services or speech-language assistants. School speech-language pathologists (SLPs) are typically licensed by a health board in the state in which they are employed, are sometimes also licensed by their state's Department of Education, are usually certified by the American Speech-Language Hearing Association, and hold Master's degrees in communicative disorders. While there are 257 academic institutions that grant Master's degrees, there is still a nationwide shortage of qualified SLPs, with New York, California, Illinois, Florida and Texas having the greatest unmet need (Wolfgang, 2011). In 10 years time, there is predicted to be a 27% increase in job openings and employment for SLPs is expected to grow faster than the average for all other occupations (Edgar & Rosa-Lugo, 2007). This scarcity of SLPs is a nationwide concern because most SLPs are employed in school settings, and when schools cannot employ enough qualified individuals the students' needs either go unmet, or students are served by untrained persons.

*Addressing the Shortage of Speech-Language Pathologists
in School Settings*

Although there is a documented need for SLPs, there is little literature available to address this shortage. What literature is available consists of a potpourri of opinions, ideas, and survey results offering solutions to the problem. Edgar & Rosa-Lugo (2007) conducted a survey analysis to obtain the perspectives of SLPs currently working in school districts regarding factors that either contribute to or hinder retention and issues that contribute to recruitment. They found that SLPs are satisfied with the population they work with, the school schedule, and being employed in an educational setting. They are dissatisfied with the workload (all of the indirect services an SLP performs in addition to providing therapy), role ambiguity, salary, and caseload size (the number of students an SLP serves).

The Problem

Children are feeling the greatest impact of the national shortage of school SLPs because speech-language services are sometimes performed by uncertified personnel or not at all (Edgar & Rosa-Lugo, 2007). And the problem is expected to grow worse. It was estimated that 26,000 additional SLPs would be needed between the years of 2002 and 2012 just to meet current demand (Edgar & Rosa-Lugo, 2007). There are several reasons that schools have such a difficult time recruiting and retaining qualified SLPs.

Salary is one factor that plays into recruitment. Speech-language pathologists in the schools are sometimes on a teacher pay scale and represented by the teachers' union. This hinders school districts from offering competitive wages when hiring SLPs. On the other hand, skilled nursing facilities, private clinics, hospitals, universities, and staffing agencies have more flexibility in negotiating salary when recruiting the limited number of SLPs on the job market. Surveys from the American Speech-Language-Hearing Association report the median salary of an academic SLP was \$58,000 in 2010 (Brook, 2010) compared to \$70,000 in 2011 for those working in the healthcare field (Brook, 2011). It is worth noting that the majority of school-based SLPs work nine to ten months, compared to healthcare SLPs who typically work 12 months.

Another reason schools have such a large number of positions to fill is the high turnover rate of SLPs due to job dissatisfaction. This includes stress from growing workloads, lack of resources, lack of recognition, few opportunities for promotion, professional isolation, and not having input on decisions (Edgar & Roas-Lugo, 2007).

One reason SLPs may have larger caseloads and workloads is because their scope of practice continues to grow. According to ASHA (2007), SLPs evaluate and treat communication disorders and swallowing in the following areas: speech sound production (articulation, apraxia of speech, dysarthria, ataxia, dyskinesia), resonance (hypernasality, hyponasality, cul-de-sac resonance, mixed resonance), voice (phonation quality, pitch, loudness, respiration), fluency (stuttering, cluttering), language (comprehension and expression: phonology, morphology, syntax, semantics, pragmatics, literacy, reading, writing, spelling, prelinguistic communication, paralinguistic communication), cognition (attention, memory, sequencing, problem solving, executive functioning), feeding and swallowing (oral, pharyngeal, laryngeal, esophageal, orofacial mycology, tongue thrust, oral-motor functions). In the school setting, one SLP often must treat many of these conditions, sometimes at the same time while students work in groups, a challenging task at best.

School SLPs are usually assigned to work with children who have autism. Recent news articles reported that the Centers for Disease Control and Prevention released a study that suggests a 23% increase in autism cases from 2006 to 2008. One in 88 American children are now on the autism spectrum (Weintraub, 2012). This is just one area where the demand for SLPs is climbing dramatically.

In addition to a growing need for SLPs, Flahive & Wright (2006) predicted that 50% of school SLPs will be eligible for retirement by 2021. Unless the number of new SLPs increases substantially, the shortage will widen further.

As 77 million Baby Boomers age, the need for care in skilled nursing facilities, hospitals, home care, and rehabilitation clinics will increase. This will create a bigger demand for SLPs in these settings, which may come at the expense of filling SLP positions in schools. As mentioned earlier, health settings tend to pay higher wages than schools and are often able to offer financial incentives to attract personnel. The need for SLPs is not just in the United States. U.S. firms must compete with their counterparts overseas when trying to attract qualified workers. The job advertisements in the *ASHA Leader* and *Advance*, two publications directed toward SLPs, continuously advertise openings in other countries.

When it comes to training future SLPs, university graduate programs are limited on how many students they can accept. The number of students applying far outnumbers the available slots. There could be a number of reasons for this. But one reason is that these programs are accredited by ASHA, which sets a low faculty/student ratio that precludes many training programs from expanding and prevents others from starting (Rosa-Lugo, Rivera, McKeown, 1998).

Possible Solutions

Training on the Job

To address the shortage of school SLPs, school districts, universities, and state agencies may have to get more creative. In Florida, for example, a shortage of SLPs encouraged several school districts and a nearby university to form a consortium that created a graduate cohort program for SLPs (Edgar & Rosa-Lugo, 2007). The university provided the training, sometimes in the evening, while the school districts agreed to give students time off so they could attend classes and engage in clinical requirements. Some districts even allowed their employees to continue to receive healthcare benefits, seniority, and – in some cases – salary. In return, the SLP students agreed to continue working in the public school setting for a certain number of years (Edgar & Rosa-Lugo, 2007).

While this option seems reasonable, it is not a quick fix. To complete a master's degree while maintaining a full-time job takes several years. In the meantime, huge caseload sizes are burning out SLPs already in the workforce. Many states, such as Indiana, do not limit the number of students an SLP can have on a caseload.

SLP Assistants

Many suggestions have been offered to alleviate the burden on school SLPs. One suggestion is to use support personnel such as speech-language assistants (SLAs) to help with the SLP's workload. However, ASHA guidelines limit the role of support personnel and also impose specific supervisory standards. As a result, the SLP's additional supervisory load may not result in a total decrease in the workload and, in the meantime, students may be subjected to compromised quality of care (Breakey, 1993).

The requirements of speech assistants vary by state. Indiana, for example has three levels of assistants, with requirements ranging from a high school degree to a bachelor's degree. In some states, speech assistants can perform direct therapy even if the SLP is not in the room. This raises the question of how well a person who may or may not even have a bachelor's degree can perform direct therapy that is otherwise performed by a SLP who graduated with a master's degree, clocked clinical hours, passed a national exam, and was supervised for a fellowship year by another SLP. It could also lead cash-strapped school districts to eliminate SLP jobs in favor of hiring more assistants (Breakey, 1993).

Teletherapy

Another possible solution is teletherapy, which is also called telepractice. ASHA believes that if done properly, teletherapy has the potential to improve access to speech-language services (ASHA, 2010) for children who live in high-need areas. Teletherapy allows an SLP to work with a student using a webcam and high-speed Internet connection. The SLP and student can see each other on their computer screens. Software also allows interaction between therapist and student as they perform tasks using the computer. Sometimes an assistant is in the room to help the student. As technology advances and the Internet gets faster, many school districts are turning to teletherapy as a way to provide services to their students.

Some school districts are discovering benefits with the teletherapy approach. First, by excluding travel time, it allows the district to pay the SLP only when his or her services are used. Second, it could allow the district to find SLPs who specialize in specific areas such as stuttering. Third, it allows districts to hire an SLP who does not live in the immediate area of the school, which widens the talent pool.

There are some limitations to teletherapy, however. First, the SLP must be licensed in the state where the student is located. This means if he or she is performing teletherapy for another state, the SLP will need more than one license. In some states this might require a state board license and a department of education license. Also, it is difficult to perform some evaluations and perform therapy via teletherapy. Children with oral motor problems, for example, require an oral mechanism exam, which needs to be performed in person. There are also children who benefit from tactile stimulation (i.e., tongue depressors) when learning how to coordinate their articulators (mouth, lips, tongue). Providing therapy over a computer precludes that intervention.

Financial Incentives

Some states and school districts have found success by offering scholarships, extra stipends, and loan forgiveness to attract school SLPs. The State of Washington, for example, offers loan forgiveness to those working in Title I schools (Office of Superintendent of Public Instruction, n.d.). In Nevada, SLPs could qualify for a 5% salary supplement above the annual salary (Nevada Speech Language Hearing Association, n.d.b) and student loan forgiveness (Nevada Speech Language Hearing Association, n.d.a).

Bachelor's Level SLPs

In order to make up for the short supply of SLPs, some have suggested licensing bachelor level therapists. In fact, Nevada allows professionals with only a bachelor's degree to work in the public schools.

One serious problem with this is that undergraduate training in communication disorders is limited because it is expected that students will go on to earn a master's degree. Students with a bachelor's degree in communication disorders lack coursework in assessment and evaluation, treatment, educational impact, and supervised clinical experience (Indiana Speech Language Hearing Association, n.d.).

Further, therapy provided by a bachelor's level therapist does not qualify for Medicaid reimbursement under current laws. In addition, it creates a two-tiered system of therapy, with a lower level of therapy being offered in public schools and a higher level in hospitals and skilled nursing facilities (Indiana Speech Language Hearing Association, n.d.). Using therapists who are not fully trained may lead to over-identification or misidentification of students with special needs (Indiana Speech Language Hearing Association, n.d.). In the end, students may not get the proper therapy, which could unnecessarily extend therapy and cost even more money.

5-Year Masters Degree Programs

Instead of certifying and licensing SLPs with only a bachelors degree, a better solution may be a five-year master's program. This allows students to enter the job market quicker while shaving off a year of college expenses. Marywood University in Scranton, Pa., The University of Texas at El Paso, LaSalle University in Philadelphia, Pa., and Calvin College in Grand Rapids, Mich., are a few schools offering a five-year program. In this five-year period, students take undergraduate and graduate classes and gain experience in clinical work. In addition to taking a year off a traditional program, a five-year program allows students to continue into the master's phase without having to complete a bachelor's degree and then reapply for a limited number of spots in a master's program.

Conclusion

While there is a documented shortage of SLPs in school settings, many locales are pursuing options to alleviate the shortage. Offering five-year programs that include a Master's degree, employing speech-language assistants to decrease the burden on SLPs, competing with health care settings by offering stipends and tuition reimbursements, and providing teletherapy to areas unable to attract SLPs are all being explored to address the SLP shortage. Continuing innovations with sound evaluation will be necessary to identify the most effective, practical approaches to this chronic SLP shortage; approaches that will also protect the integrity of the therapy provided to students in K-12 schools.

References

- American Speech-Language-Hearing Association. (2010). *Schools Survey report: SLP salary trends 2004-2010*. Retrieved from: www.asha.org
- American Speech-Language-Hearing Association. (2010). *Professional Issues in Telepractice for Speech-Language Pathologists* [Professional Issues Statement]. Retrieved from: www.asha.org/policy
- American Speech-Language-Hearing Association. (2007). *Scope of practice in Speech-Language Pathology* [Scope of Practice]. Retrieved from: www.asha.org/policy
- Breakey, L.K. (1993). Support personnel: Times change. *American Journal of Speech-Language Pathology*, 2, 13-16.
- Calvin College (n.d.) *Twenty most frequently asked questions*. Retrieved from: <http://www.calvin.edu/academic/cas/academics/speech-pathology/faqs/twenty-most-frequently-asked-questions.4.13.12.pdf>
- Edgar, D.L. & Rosa-Lugo, L.I. (2007). The critical shortage of speech-language pathologists in the public school setting: Features of the work environment that affect recruitment and retention. *Language Speech, and Hearing Services in Schools*, 38, 31-46.
- Flahive, L. & Wright, C. (2006). *Moving forward: Addressing the shortage of SLPs in the schools*. Seminar presented at the American Speech-Language-Hearing Association annual convention.
- Indiana Speech Language Hearing Association. (n.d.) *Talking points: Maintaining standards for SLPs*. Retrieved from: <http://www.islha.org/resources/Documents/TalkingPointsLoweringofStandards.pdf>
- La Salle University. (n.d.) *Speech-Language Hearing Science*. Retrieved from: <http://www.lasalle.edu/schools/snhs/slh/>
- Marywood University. (n.d.). *Graduate Catalog: Speech-Language Pathology Program*. Retrieved from: <http://www.marywood.edu/academics/gradcatalog/ehd/speech.html>
- Mosheim, J. (n.d.) Results of the 2011 annual salary survey. *Advance for Speech-Language Pathologists & Audiologists*. Retrieved from: <http://speech-language-pathology-audiology.advanceweb.com/Salary-Information/Salary-Survey/Results-of-the-2011-Annual-Salary-Survey.aspx>
- Nevada Speech Language Hearing Association. (n.d.a). *Designated teacher shortage areas for Nevada and Information about student loan forgiveness, deferments, and reduction opportunities for teachers with certain types of student loans*. Retrieved from: http://www.nvsha.org/Loan_Forgiveness.html
- Nevada Speech Language Hearing Association. (n.d.b) *School-Based 5% Salary Supplement Information*. Retrieved from: http://www.nvsha.org/5_Supplement.html
- Office of Superintendent of Public Instruction. (n.d.). *Teacher loan forgiveness*. Retrieved from: <http://www.k12.wa.us/Title1/Title1/LoanForgiveness.aspx>
- Rosa-Lugo, L.I., Rivera, E.A., & McKeown, S.W. (1998). Meeting the critical shortage

- of speech-language pathologists to serve the public schools – collaborative rewards. *Language Speech, and Hearing Services in Schools*, 29, 232-242.
- The University of Texas at El Paso. (n.d.) *About the program*. Retrieved from: http://chs.utep.edu/speechlanguagepathology/about-the-program/about_the_program.php
- Weintraub, K. (2012) CDC: Autism is more common than previously thought. *Special for USA TODAY*. Retrieved from: <http://yourlife.usatoday.com/health/story/2012-03-29/CDC-Autism-is-more-common-than-previously-thought/53856542/1>
- Wolfgang, K. (2011). Job outlook: Strong demand: A promise of growth, high earnings, and endless opportunities. *Trends in Speech-Language Pathology and Audiology: Special Employment Guide*.

About the Author

Katie Squires, MS, CCC-SLP is a former elementary and junior high teacher who is a certified speech-language pathologist working on her Ph.D. in Evidence-Based Language and Literacy Disability Studies at Utah State University.

es/Issue-Archives)
/Articles/Current-Issue/Issue-21-2-2019-Fall)
les/Issue-Archives)
ticles)
ie.us/Articles/Article-Categories)
rectory)
ues/RSS-Feeds)
pecial-Features/Product-Reviews)
s/Resources/Industry-Links)
.us/Resources/Advertiser-Links)
s/Buyers-Guide)
s/Resources/Book-Reviews)
/Resources/White-Papers)
/Conferences)
e.us/Special-Features/Company-Profiles)
ie.us/Special-Features/Company-Profiles)
enmagazine.us/Special-Features/Product-Reviews)
enmagazine.us/Special-Features/Product-Reviews/Volume-131-Product-Reviews)
enmagazine.us/Special-Features/Product-Reviews/Volume-123-Product-Reviews)
enmagazine.us/Special-Features/Product-Reviews/Volume-122-Product-Reviews)
enmagazine.us/Special-Features/Product-Reviews/Volume-121-Product-Reviews)
enmagazine.us/Special-Features/Product-Reviews/Volume-113-Product-Reviews)
enmagazine.us/Special-Features/Product-Reviews/Volume-112-Product-Reviews)
ie.us/Special-Features/Health-Wellness)
enmagazine.us/Special-Features/Education-Travel)

re.com/articles/cid/7/Outdoor-Adventure.aspx)
ative.com/articles/cid/8/Museums-for-Learning.aspx)
reative.com/articles/cid/9/Educational-Destinations.aspx)
t)
bout)
About/Testimonials)
gazine.us/Subscription/Subscribe)
ontact-Us)
zine.us/Contact-Us/General-Information)
tact-Us/Advertise)
ie.us/Contact-Us)



Earn your degree 100% online
from the accredited, nationally-
recognized University of Memphis.



(https://www.seenmagazine.us:443/DesktopModules/SmokeRanch.BannerDisplay/SmokeFsrc=1214_1632).

SPEECH LANGUAGE PATHOLOGY A REWARDING PROFESSION FILLED WITH SHORTAGES

01/07/2018 | By Regina Lemmon Bush

SOCIAL AND EMOTIONAL LEARNING

Speech-language pathology is a wonderful profession filled with an awesome responsibility to change people's lives by improving their communication skills and abilities. Communication and cognitive ability are the most important variables that separate humans from other species.

Effective communication can break down barriers between people, help to improve community relationships, household relationships, explain occurrences to avoid jail sentences, advocate for the under-privileged/ underserved, conduct business transactions and express words of affection to those that we love.

Effective communication is extremely important to establishing and maintaining a successful life. Without effective communication, there are misunderstandings, violence, decreased in learning and education, which may lead to a decreased in socio-economic status. At the most basic level, effective communication is the glue that keeps families, communities and societies operating in a peaceful



Schools nationwide are facing a severe shortage of SLPs with school districts reporting 48 percent more job openings than seekers. (ASHA Schools Survey, 2014)

manner.

Speech-language pathologists diagnose and treat individuals who have communication impairments to improve their communication skills and abilities. Communication impairments are defined as disorders related to hearing, language, articulation, voice and fluency, language (Owens, 2015). Speech-language pathologists' Scope of Practice also includes swallowing, cognition and literacy disorders. Hearing is the sense through which every individual processes sound in the brain. Without hearing, a person is unable to effectively communicate with others. If an individual has some residual hearing, an audiologist may be able to fit the person with hearing aids or recommend a cochlear implant for sound amplification. Once amplification occurs, sound is processed as words and sentences that convey a shared meaning that has been established within a specific language. Communication requires good receptive and expressive language skills. Receptive language is the ability to understand and process sounds. Expressive language is the ability to use words to state wants, needs and desires. Articulation is one's ability to rapidly move the articulators — lips, teeth, tongue and jaw — to say words and sentences. Voicing is the usage of the larynx — e.g. voice box — to produce sound. Fluency is the ability to say words and sentences without repeating portions or exhibiting secondary disfluency

characteristics — e.g. tension in neck, lips, eye blinking etc. In most humans, these five processes work harmoniously together for an individual to communicate their most basic needs and desires in life. However, 7.7 percent of U.S. children has had a speech-language disorder in the past 12 months making it difficult to effectively communicate (Black, Vahratian and Hoffman, 2012). Speech-language pathologists are professionals who work with individuals with disorders to improve their communication abilities.

As a speech-language pathologist, I have had the utter joy to provide speech-language therapy services in a vast array of settings — pre-schools, public as well as private schools, hospitals, clinics, nursing homes, home healthcare, travelling therapy and private practice. Each setting has been a rewarding experience because I've used my four years of undergraduate training and two years of graduate education to positively impact the lives of others, especially children. I entered this profession at the urging of my mother, who was an educator for over 35 years. Her classroom was across the hall from the speech-language pathologists. She urged me to shadow the speech-language pathologists during my high school Teacher Cadet practica experiences. From that day to the present, providing high-quality speech-language therapy to children with special needs has been my calling. As a speech-language pathology professor, educating the next generation of speech-language pathologists provides me with joy and opportunity to share my knowledge with students who are handworkers, bright, eager learners and possess the essential skills to become a speech-language pathologist. In my classes students are taught didactically. They learn theory as well as speech-language content knowledge along with the practical application to provide treatment to children using scenario-based learning — e.g. problem-based learning. Therefore, students begin to learn the intricate thought process and rationale that it requires to address communication disorders. This training is carried over to clinical practica experiences where students work with speech-language pathologists to learn additional therapeutic strategies and implement them with individuals in a supervised environment.

Schools nationwide are facing a severe shortage of SLPs with school districts reporting 48 percent more job openings than seekers (ASHA Schools Survey, 2014). ASHA Schools Survey 2000-2014 reported that this shortage has been

consistent from 2000. The Bureau of Labor and Statistics Occupational Outlook Handbook (2016) projects the demand for, “employment of speech-language pathologists is projected to grow 21 percent from 2014 to 2024, much faster than the average for all occupations.” Additionally, Speech Language Pathology is ranked 19th in Best Health Care jobs (U.S. News and World Report Ranking, 2015). It is ranked 28th among the U.S. News and World Reports 2015 list of “The 100 Best Jobs.” All of these statistics translates to a demand for SLPs that will continue beyond the upcoming decade.

The shortage in speech-language pathology therapy service provides may be due to the increase in the number of children identified with autism spectrum disorders and premature infants who live as a result of the advancement in medical science. This national trend of increased need for speech-language therapy service will requires that school-based SLPs have specific training to address the needs of the changing demographics of children enrolled in special education services. The data clearly shows that implicit need for additional SLPs, while the changing demographics of children with special needs show a need for school-based SLPs with a strong background in evidence-based practices and knowledge with these etiologies that affect speech-language development.

Another factor that affects the shortage of SLPs in schools is the training required to become a SLP (Roth and Robertson, 2012). Due to the rigorous educational and training requirements to become a speech-language pathologist, graduate schools can only accept a limited number of students to adequately educate students and provide enough clinical practica sites for all of the students in the program. SLPs must have a master’s degree in speech-language pathology and complete a Clinical Fellow experience which takes a minimum of nine months of full-time employment under the supervision of an SLP with a Certificate of Clinical Competence (CCC). Earning a master’s degree in speech-language pathology requires didactic education consisting of theoretical learning and clinical education. The theoretical aspect of learning includes normal and disordered aspects of human communication across the lifespan from birth to death (geriatrics). Specifically, students must acquire classroom-based knowledge and competency across nine areas including articulation, fluency, voice/resonance, language, hearing, swallowing, cognitive aspects of communication, social aspects

of communication and communication modalities. The clinical education component requires students to obtain 400 hours of direct clinical experience with clients under the supervision of an American Speech-Language Hearing Association (ASHA) certified SLP. Specifically, the clinical education must occur in a minimum of three different practice settings — example: school, clinic and skilled nursing home or hospital. Because of these stringent educational requirements, it is very time intensive to educate speech-language pathology students; therefore, master’s programs can only accept a small number of students to ensure that each student receives a high-quality education in order to pass the National Examination in Speech-Language Pathology. Ultimately, the educational requirements lead to professionals who are competent with providing speech-language therapy services to individuals of varying ages who have a variety of communication disorders.

If you are interested in learning more about the field of speech-language pathology and programs in Speech-Language Pathology — many programs referred to as Communication Sciences & Disorders, visit:

American Speech-Language Hearing Association at www.asha.org/students (<http://www.asha.org/students>).

National Student Speech Language Hearing Association at www.asha.org/nsslha/ (<http://www.asha.org/nsslha/>).

Regina Lemmon Bush is an Associate Professor and Program Coordinator at Columbia College of South Carolina. She is the a past member of the American Speech-Language Hearing Association Advisory Board in Speech-Language Pathology. Dr. Lemmon is also a past President of the South Carolina Speech-Language Hearing Association. She is the ASHA SMAC representative for South Carolina and actively engaged in the profession, her community and with her family. She may be contacted at rlemmon@columbiasc.edu (<mailto:rlemmon@columbiasc.edu>).

[Return \(https://www.google.com/\)](https://www.google.com/).

Comments & Ratings



Comments

There is no comment.

Share

Tweet

Pin

Email

Share

Telepractice and the shortage of speech pathologists

Monday, February 13, 2017



According to the School Board News, schools all over the United States are experiencing severe shortages of speech pathologists. Public schools struggle not only with new hires but also with retention of current speech pathologists. There are more and more speech pathologists leaving school settings due to high caseloads and excessive non-therapy work.

According to the U.S. Department of Labor's Bureau of Labor Statistics (BLS), which monitors the supply and demand for more than 800 occupations, in occupational projection estimates for 2004–2014, speech-language pathology ranked 17th out of the 110 large-growth occupations that usually require a master's, doctoral or first-professional

degree. The profession is expected to demonstrate average growth (reflecting an increase of 7% to 13%) through the year 2016. By 2012, there are expected to be 59,000 unfilled positions.

In addition, there are not enough younger speech pathologists to replace those who are ready to retire. It is estimated that approximately 50% of speech pathologists, age 45 and older, will retire over the next 15 years.

The shortage of speech pathologists will continue to grow not only because there are not enough graduates, but also because the number of children diagnosed with communicative disorders will continue to increase.

The National Association of State Directors of Special Education (2003) reported that the number of disabled students is growing at a rate almost three times greater than the overall student population.

The American Speech-Language-Hearing Association (ASHA) has estimated that by 2025, there will be approximately 9.7 million Hispanic American children with some type of communication disorder.

Moreover, children and schools that suffer the most shortages of speech pathologists are located in rural or remote geographic locations. According to a 2008 ASHA survey, the largest needs are found in the Pacific and mountain regions. Some rural schools note that they are lucky if they have one applicant a year.

Given the severe shortage of speech pathologists, telepractice is rapidly becoming not only an alternative method of delivery but the ultimate solution for schools, which for years could not supply their students with speech services (ASHA 2010).

Kentucky, Maine, Minnesota, Ohio and West Virginia are among the states that have already turned to telepractice.

Goodhue County Education District 2020-2021 Calendar

GCED Board Approved on

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

July 2020

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

GCED - 0 Student/0 Staff Day
TV - 0 Student/0 Staff Day

August 2020

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

GCED - 0 Student/3 Staff Day
TV - 0 Student/3 Staff Day

September 2020

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

GCED - 17 Student/20 Staff Days
TV - 17 Student/20 Staff Day

October 2020

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

GCED - 20 Student/20 Staff Days
TV - 20 Student/20 Staff Day

November 2020

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

GCED - 17 Student/18 Staff Days
TV - 19 Student/19 Staff Day

December 2020

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

GCED - 16 Student/16 Staff Days
TV - 17 Student/17 Staff Day

January 2021

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

GCED - 18 Student/20 Staff Days
TV - 19 Student/20 Staff Day

February 2021

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

GCED - 19 Student/20 Staff Days
TV - 19 Student/20 Staff Day

March 2021

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

GCED - 23 Student/23 Staff Days
TV - 17 Student/18 Staff Day

April 2021

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

GCED - 20 Student/20 Staff Days
TV - 20 Student/20 Staff Day

May 2021

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

GCED & TV - 20 Student/20 Staff

June 2021

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12

GCED - 3 Student/4 Staff Day
TV - 3 Student/4 Staff Day

- 1 - No School (New Year's Day)
- 13 - RBEC Late Start
- 18 - Teacher PD/Work Day/No Students
- 22 - Last Day of Semester 1/Quarter 2
- 25 - GCED Teacher PD/Work Day/No Students
- 25 - TV is in Session with Students & Staff
- 26 - First Day of Semester 2/Quarter 3
- 8, 15, 22, 29 - TV Early Releases

- 9 - TV P-T Conf 3-7:15 pm
- 10 - RBEC Late Start
- 11 - TV P-T Conf 1:15-7:15 pm
- 15 - Teacher PD/Work Day/No Students
- 5, 12, 19, 26 - TV Early Releases

- 1-5 - TV Spring Break
- 8 - TV Teacher PD/Work Day
- 10 - RBEC Late Start
- 11 - RBEC P-T Conf 5-8 pm
- 12, 19, 26 - TV Early Releases

- 1 - Last Day of Quarter 3
- 2 - School Closed
- 5 - School Closed
- 6 - First Day of Quarter 4
- 14 - RBEC Late Start
- 9, 16, 23, 30 - TV Early Releases

- 12 - RBEC Late Start
- 31 - School Closed
- 7, 14, 21, 28 - TV Early Releases

- 3 - Last Student Day All Programs
- 4 Teacher PD/Work Days

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

Student Days - RBEC 172/TV 171
Staff Days - RBEC 186/TV 190
RBEC Staff = 173 Student + 11 PD + 1 Conf/Open House + 1 RP
TV Staff = 171 Student + 48 Hrs PD + 48 Hrs Work Time + 26 Hrs Conf/Open House

- 26 - All County New Teacher Orientation
- 27 - All County PD Day
- 28-31 - GCED Teacher PD/Work Days
- 28 - TV Only No School

- 1-3 - GCED Teacher PD/Work Days
- 1 - TV Open House 5-7 pm
- 2 - RBEC Open House 5-7 pm
- 7 - No School (Labor Day)
- 8 - First Student Day
- 16 - RBEC Late Start
- 11, 18, 25 - TV Early Releases

- 8 - TV P-T Conf 1:15-7:15 pm
- 13 - TV P-T Conf 1:15-7:15 pm
- 13 - RBEC P-T Conf 5-8 pm
- 14 - RBEC Late Start
- 15-16 - No School (MEA Break)
- 2, 8, 9, 13, 14, 23, 30 - TV Early Releases

- 6 - Last Day of Quarter 1
- 9 - GCED Teacher PD/Work Day/No Students
- 10 - First Day of Quarter 2
- 11 - RBEC Late Start
- 25-27 - No School
- 6, 13, 20, 25 - TV Early Release

- 9 - RBEC Late Start
- 23-31 - No School GCED Winter Break
- 24-31 - No School TV Winter Break
- 4, 11, 18, 23 - TV Early Release

- VII. **Other:**
- VIII. **Comments: Board/Director**
- IX. **Next Meeting Date:** Wednesday, March 25, 2020 5:00 PM at River Bluff Education Center.
- X. **Adjournment**