

GOODHUE COUNTY EDUCATION DISTRICT BOARD AGENDA

Thursday, August 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

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		34689		Wire	1	04060	PERA-PUBLIC EMPLOYEES RETIREMT	No	Yes	No	USD	07/30/2020	4,173.65
6051	MERC		34690		Wire	1	04062	MN TEACHERS RETIREMENT ASSOC	No	Yes	No	USD	07/30/2020	31,964.91
6051	MERC		34691		Wire	1	2284	E. B. C., LLC /ACS	No	No	No	USD	07/30/2020	11,065.15
6051	MERC		34692		Wire	1	2392	US Dept of Treasury	No	Yes	No	USD	07/30/2020	54,053.62
6051	MERC		34693		Wire	1	2396	MN Dept of Revenue	No	Yes	No	USD	07/30/2020	8,881.56
6051	MERC		34694		Wire	1	2501	Merchants Bank	No	Yes	No	USD	07/30/2020	2,377.01
6051	MERC		34722		Wire	1	04062	MN TEACHERS RETIREMENT ASSOC	No	No	No	USD	08/05/2020	61.37
6051	MERC		34723		Wire	1	1280	DELTA DENTAL PLAN OF MN	No	No	No	USD	08/05/2020	4,574.30
6051	MERC		34724		Wire	1	2216	KWIK TRIP EXTENDED NETWORK	No	No	No	USD	08/05/2020	36.98
6051	MERC		34725		Wire	1	2392	US Dept of Treasury	No	No	No	USD	08/05/2020	60.06
6051	MERC		34728		Wire	1	04060	PERA-PUBLIC EMPLOYEES RETIREMT	No	No	No	USD	08/14/2020	4,641.56
6051	MERC		34729		Wire	1	04062	MN TEACHERS RETIREMENT ASSOC	No	No	No	USD	08/14/2020	38,951.71
6051	MERC		34730		Wire	1	2284	E. B. C., LLC /ACS	No	No	No	USD	08/14/2020	11,535.99
6051	MERC		34731		Wire	1	2392	US Dept of Treasury	No	No	No	USD	08/14/2020	64,515.97
6051	MERC		34732		Wire	1	2396	MN Dept of Revenue	No	No	No	USD	08/14/2020	10,429.32
6051	MERC		34733		Wire	1	2501	Merchants Bank	No	No	No	USD	08/14/2020	2,517.01
6051	MERC		34680	18387	Check	1	3415	AMAZON CAPITAL SERVICES	Yes	Yes	No	USD	07/23/2020	6,159.23
6051	MERC		34677	18388	Check	1	3399	ANDERSON, KEVIN	Yes	Yes	No	USD	07/23/2020	87.40
6051	MERC		34684	18389	Check	1	3453	AUTO VALUE RED WING	Yes	Yes	No	USD	07/23/2020	20.99
6051	MERC		34665	18390	Check	1	3010	BALOW, DAWN	Yes	Yes	No	USD	07/23/2020	46.00
6051	MERC		34676	18391	Check	1	3386	BERGHAMMER, SAMANTHA	Yes	Yes	No	USD	07/23/2020	42.55
6051	MERC		34657	18392	Check	1	08050	CANNON FALLS BEACON	Yes	Yes	No	USD	07/23/2020	76.80
6051	MERC		34678	18393	Check	1	3400	DIERCKS, ARLEN	Yes	No	No	USD	07/23/2020	3.45
6051	MERC		34661	18394	Check	1	1984	E. B. C., LLC/Flex	Yes	Yes	No	USD	07/23/2020	125.00
6051	MERC		34663	18395	Check	1	2871	EMC Insurance Companies	Yes	Yes	No	USD	07/23/2020	9,527.87
6051	MERC		34673	18396	Check	1	3232	ENTERPRISE FM TRUST	Yes	Yes	No	USD	07/23/2020	3,954.26
6051	MERC		34669	18397	Check	1	3133	FORECAST5 ANALYTICS, INC.	Yes	Yes	No	USD	07/23/2020	13,492.00
6051	MERC		34653	18398	Check	1	00367	KENYON-WANAMINGO PUBLIC SCHOC	Yes	No	No	USD	07/23/2020	136,097.91
6051	MERC		34660	18399	Check	1	1483	LAKE CITY PUBLIC SCHOOLS	Yes	Yes	No	USD	07/23/2020	3,242.25
6051	MERC		34683	18400	Check	1	3452	LAMINATION DEPOT	Yes	No	No	USD	07/23/2020	3,950.75
6051	MERC		34664	18401	Check	1	2960	LANGUAGE LINE SERVICES	Yes	Yes	No	USD	07/23/2020	26.91
6051	MERC		34675	18402	Check	1	3302	LOCHNER, KATIE	Yes	Yes	No	USD	07/23/2020	31.05
6051	MERC		34654	18403	Check	1	00707	MENARD'S RED WING	Yes	Yes	No	USD	07/23/2020	1,361.95
6051	MERC		34662	18404	Check	1	2711	MN PEIP	Yes	Yes	No	USD	07/23/2020	52,607.84
6051	MERC		34682	18405	Check	1	3450	PAPER 101	Yes	Yes	No	USD	07/23/2020	2,100.80
6051	MERC		34658	18406	Check	1	1247	PESTOP, INC.	Yes	No	No	USD	07/23/2020	50.00
6051	MERC		34674	18407	Check	1	3282	PRESENCE LEARNING, INC	Yes	Yes	No	USD	07/23/2020	770.00
6051	MERC		34655	18408	Check	1	03350	REGION V COMPUTER SERVICES	Yes	Yes	No	USD	07/23/2020	1,557.75
6051	MERC		34672	18409	Check	1	3231	ROL, JACK	Yes	No	No	USD	07/23/2020	90.00

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		34681	18410	Check	1	3419	SFRC, LLC-TERRAFORM POWER	Yes	Yes	No	USD	07/23/2020	4,439.41
6051	MERC		34671	18411	Check	1	3207	SHERWIN-WILLIAMS CO.	Yes	Yes	No	USD	07/23/2020	326.22
6051	MERC		34667	18412	Check	1	3078	SHRED-N-GO	Yes	Yes	No	USD	07/23/2020	49.29
6051	MERC		34679	18413	Check	1	3401	STEHR, JERRY	Yes	No	No	USD	07/23/2020	19.55
6051	MERC		34685	18414	Check	1	3454	TAUER, HOLLY	Yes	No	No	USD	07/23/2020	180.00
6051	MERC		34670	18415	Check	1	3179	TEAM SPORTING GOODS, INC	Yes	Yes	No	USD	07/23/2020	58.64
6051	MERC		34686	18416	Check	1	3455	THOMFORDE, JEROD	Yes	Yes	No	USD	07/23/2020	90.00
6051	MERC		34666	18417	Check	1	3011	U.S. BANK EQUIPMENT FINANCE	Yes	Yes	No	USD	07/23/2020	290.00
6051	MERC		34668	18418	Check	1	3079	US BANK - CM-9705	Yes	Yes	No	USD	07/23/2020	286,767.24
6051	MERC		34659	18419	Check	1	1344	WENDT, JIM	Yes	No	No	USD	07/23/2020	50.60
6051	MERC		34656	18420	Check	1	04565	ZUMBROTA-MAZEPPA PUBLIC SCHOOL	Yes	Yes	No	USD	07/23/2020	35,422.21
6051	MERC		34688	18421	Check	1	1984	E. B. C., LLC /Flex	Yes	No	No	USD	07/30/2020	930.16
6051	MERC		34687	18422	Check	1	09118	EDUCATION MN - GCED	Yes	No	No	USD	07/30/2020	2,403.65
6051	MERC		34719	18423	Check	1	3415	AMAZON CAPITAL SERVICES	Yes	No	No	USD	08/05/2020	79.90
6051	MERC		34718	18424	Check	1	3386	BERGHAMMER, SAMANTHA	Yes	No	No	USD	08/05/2020	27.03
6051	MERC		34706	18425	Check	1	2766	CASHMAN BRIAN	Yes	No	No	USD	08/05/2020	432.97
6051	MERC		34717	18426	Check	1	3329	CHASE CARD SERVICES	Yes	No	No	USD	08/05/2020	1,470.60
6051	MERC		34695	18427	Check	1	00433	CITY OF RED WING	Yes	No	No	USD	08/05/2020	395.24
6051	MERC		34714	18428	Check	1	3242	CORPORATE MECHANICAL	Yes	No	No	USD	08/05/2020	1,582.06
6051	MERC		34703	18429	Check	1	2554	CPI	Yes	No	No	USD	08/05/2020	10,350.00
6051	MERC		34700	18430	Check	1	2284	E. B. C., LLC /ACS	Yes	No	No	USD	08/05/2020	115.41
6051	MERC		34701	18431	Check	1	2377	HOUSTON PUBLIC SCHOOLS	Yes	No	No	USD	08/05/2020	2,186.45
6051	MERC		34709	18432	Check	1	3015	HUFOR, INC. - MINNESOTA	Yes	No	No	USD	08/05/2020	1,062.50
6051	MERC		34711	18433	Check	1	3163	ILLUMINATE EDUCATION, INC	Yes	No	No	USD	08/05/2020	38,500.00
6051	MERC		34707	18434	Check	1	2865	INTELLICENTS	Yes	No	No	USD	08/05/2020	1,250.00
6051	MERC		34705	18435	Check	1	2719	LUHMAN, CINDY	Yes	No	No	USD	08/05/2020	207.58
6051	MERC		34697	18436	Check	1	05403	MASE	Yes	No	No	USD	08/05/2020	5,348.00
6051	MERC		34696	18437	Check	1	02672	METRO SALES, INC.	Yes	No	No	USD	08/05/2020	794.50
6051	MERC		34716	18438	Check	1	3296	MUTUAL OF OMAHA	Yes	No	No	USD	08/05/2020	2,327.64
6051	MERC		34715	18439	Check	1	3267	NORTH RISK PARTNERS - C.O. BROWNF	Yes	No	No	USD	08/05/2020	3,659.98
6051	MERC		34699	18440	Check	1	1300	OAKTREE PRODUCTS, INC.	Yes	No	No	USD	08/05/2020	78.64
6051	MERC		34721	18441	Check	1	3456	RAMOS, VERONICA	Yes	No	No	USD	08/05/2020	120.50
6051	MERC		34710	18442	Check	1	3121	RED WING AREA CHAMBER OF COMMI	Yes	No	No	USD	08/05/2020	100.00
6051	MERC		34698	18443	Check	1	09129	RED WING IND SCHOOL DIST 256	Yes	No	No	USD	08/05/2020	28.19
6051	MERC		34720	18444	Check	1	3434	SCHOLASTIC	Yes	No	No	USD	08/05/2020	494.51
6051	MERC		34713	18445	Check	1	3207	SHERWIN-WILLIAMS CO.	Yes	No	No	USD	08/05/2020	11.58
6051	MERC		34712	18446	Check	1	3179	TEAM SPORTING GOODS, INC	Yes	No	No	USD	08/05/2020	57.81
6051	MERC		34708	18447	Check	1	3011	U.S. BANK EQUIPMENT FINANCE	Yes	No	No	USD	08/05/2020	477.00
6051	MERC		34704	18448	Check	1	2716	UCPGC INFINITEC MN GRANT	Yes	No	No	USD	08/05/2020	4,341.15

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		34702	18449	Check	1 2424		WAL-MART COMMUNITY	Yes	No	No	USD	08/05/2020	49.62
6051	MERC		34727	18450	Check	1 1984		E. B. C., LLC/Flex	Yes	No	No	USD	08/14/2020	863.50
6051	MERC		34726	18451	Check	1 09118		EDUCATION MN - GCED	Yes	No	No	USD	08/14/2020	2,439.36
6051	MERC		34749	18452	Check	1 1326		AHERN, WENDY	Yes	No	No	USD	08/19/2020	217.35
6051	MERC		34771	18453	Check	1 3415		AMAZON CAPITAL SERVICES	Yes	No	No	USD	08/19/2020	719.57
6051	MERC		34753	18454	Check	1 2495		CALEDONIA AREA PUBLIC SCHOOLS	Yes	No	No	USD	08/19/2020	899.00
6051	MERC		34737	18455	Check	1 01903		CANNON FALLS ISD #252	Yes	No	No	USD	08/19/2020	18,559.09
6051	MERC		34773	18456	Check	1 3457		DIVERSIONS SOLUTIONS	Yes	No	No	USD	08/19/2020	299.88
6051	MERC		34769	18457	Check	1 3371		DIVISION MECHANICAL SERVICES	Yes	No	No	USD	08/19/2020	151.75
6051	MERC		34758	18458	Check	1 2871		EMC Insurance Companies	Yes	No	No	USD	08/19/2020	9,685.48
6051	MERC		34765	18459	Check	1 3232		ENTERPRISE FM TRUST	Yes	No	No	USD	08/19/2020	2,021.92
6051	MERC		34756	18460	Check	1 2778		ESTR PUBLICATIONS	Yes	No	No	USD	08/19/2020	781.00
6051	MERC		34767	18461	Check	1 3300		FORUM COMMUNICATIONS CO.	Yes	No	No	USD	08/19/2020	96.60
6051	MERC		34754	18462	Check	1 2521		FUN AND FUNCTION	Yes	No	No	USD	08/19/2020	1,606.75
6051	MERC		34738	18463	Check	1 01904		GOODHUE PUBLIC SCHOOL	Yes	No	No	USD	08/19/2020	58,571.28
6051	MERC		34741	18464	Check	1 04580		GRIMSRUD PUBLISHING INC	Yes	No	No	USD	08/19/2020	87.70
6051	MERC		34752	18465	Check	1 2406		HAWTHORNE EDUCATION SERVICES	Yes	No	No	USD	08/19/2020	147.00
6051	MERC		34757	18466	Check	1 2780		HOUGHTON MIFFLIN HARCOURT PUBL	Yes	No	No	USD	08/19/2020	47,374.70
6051	MERC		34759	18467	Check	1 2879		INFINITE CAMPUS INC	Yes	No	No	USD	08/19/2020	6,687.50
6051	MERC		34750	18468	Check	1 2174		INNOVATIVE OFFICE SOLUTIONS	Yes	No	No	USD	08/19/2020	952.82
6051	MERC		34735	18469	Check	1 00367		KENYON-WANAMINGO PUBLIC SCHOC	Yes	No	No	USD	08/19/2020	9,339.50
6051	MERC		34760	18470	Check	1 2960		LANGUAGE LINE SERVICES	Yes	No	No	USD	08/19/2020	60.51
6051	MERC		34768	18471	Check	1 3358		LAPUS, LOUISE	Yes	No	No	USD	08/19/2020	223.50
6051	MERC		34742	18472	Check	1 05403		MASE	Yes	No	No	USD	08/19/2020	590.00
6051	MERC		34739	18473	Check	1 02672		METRO SALES, INC.	Yes	No	No	USD	08/19/2020	1,730.00
6051	MERC		34734	18474	Check	1 00131		MN DEPT OF LABOR & INDUSTRY	Yes	No	No	USD	08/19/2020	40.00
6051	MERC		34755	18475	Check	1 2711		MN PEIP	Yes	No	No	USD	08/19/2020	52,607.84
6051	MERC		34748	18476	Check	1 1300		OAKTREE PRODUCTS, INC.	Yes	No	No	USD	08/19/2020	317.49
6051	MERC		34746	18477	Check	1 1227		PAR, INC.	Yes	No	No	USD	08/19/2020	913.90
6051	MERC		34747	18478	Check	1 1247		PESTOP, INC.	Yes	No	No	USD	08/19/2020	50.00
6051	MERC		34745	18479	Check	1 1150		PHONAK, LLC	Yes	No	No	USD	08/19/2020	20.00
6051	MERC		34743	18480	Check	1 06510		PRO-ED, INC	Yes	No	No	USD	08/19/2020	687.50
6051	MERC		34736	18481	Check	1 00443		RED WING ACE HARDWARE	Yes	No	No	USD	08/19/2020	52.73
6051	MERC		34763	18482	Check	1 3165		RED WING CONSTRUCTION CO.	Yes	No	No	USD	08/19/2020	17,410.00
6051	MERC		34744	18483	Check	1 09129		RED WING IND SCHOOL DIST 256	Yes	No	No	USD	08/19/2020	28,867.50
6051	MERC		34772	18484	Check	1 3419		SFRC, LLC-TERRAFORM POWER	Yes	No	No	USD	08/19/2020	3,388.77
6051	MERC		34764	18485	Check	1 3207		SHERWIN-WILLIAMS CO.	Yes	No	No	USD	08/19/2020	24.82
6051	MERC		34762	18486	Check	1 3078		SHRED-N-GO	Yes	No	No	USD	08/19/2020	98.58
6051	MERC		34770	18487	Check	1 3394		SOUTHERN MINNESOTA INSPECTION	Yes	No	No	USD	08/19/2020	160.00

**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		34751	18488	Check	1 2234		SOUTHWEST/WST CENTRL SERV.COC	Yes	No	No	USD	08/19/2020	21,638.34
6051	MERC		34766	18489	Check	1 3257		STAR AUTISM SUPPORT	Yes	No	No	USD	08/19/2020	77.00
6051	MERC		34761	18490	Check	1 3011		U.S. BANK EQUIPMENT FINANCE	Yes	No	No	USD	08/19/2020	542.00
6051	MERC		34740	18491	Check	1 04565		ZUMBROTA-MAZEPPA PUBLIC SCHOOL	Yes	No	No	USD	08/19/2020	14,181.23

Bank Total: \$1,197,022.22

Report Total: \$1,197,022.22

B. Approval of August 13th, 2020 Minutes

Goodhue County Education District 6051-61

Red Wing, MN

Special Meeting

August 13, 2020

River Bluff Education Center – via Zoom

7:00 PM

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

MEMBERS ABSENT: None

OTHERS PRESENT: Cherie Johnson; Cindy Luhman

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

CONSENT AGENDA: Vice Chair Jim Wendt motioned to approve the Consent Agenda. Member Arlen Diercks seconded, motion carried by unanimous roll call. Jerry Stehr-yes; Jim Wendt-yes; Katie Lochner-yes; Kevin Anderson-yes; Dawn Balow-yes; Arlen Diercks-yes

Approval of July 23rd, 2020 minutes

Staff Updates:

1. **Resignations:**
2. **New Hires:** *Cortney Kasten, EBD Teacher – RBEC; Sally Rude, LSN - ZM*
3. **Transfers:**
4. **Retirement:**

Public Input:

Reports and Communication:

Old Business:

Student Handbook: C. Johnson presented the 2020-2021 RBEC Student Handbook. Member Jerry Stehr motioned to approve. Vice Chair Jim Wendt seconded, motion carried by roll call vote. Jim Wendt-yes; Kevin Anderson-yes; Katie Lochner-yes; Dawn Balow-yes; Arlen Diercks-yes; Jerry Stehr-yes

Consideration of Building Support Secretary Position or Administrative Assistant: C. Johnson mentioned during the 2014-15 school year, prior to moving to RBEC, the district employed 2 Administrative Assistants, 4 Building Support Secretaries, a .5 MARSS Coordinator and a .5 Third Party Billing Secretary. These positions combined to a 7.0 FTE. Over the past five years, reductions and combining of duties has resulted in 3.2 FTE remaining for building support comprised of 2 Administrative Assistants, 1 Building Support Secretary, and a .2 MARSS Coordinator. The reductions

over the past five years combined with the increased communication and planning to address COVID-19, MDE requirements and programming have put us in a position to request board approval for an additional support position. The funding for this position would not be split between all member districts. Vice Chair Jim Wendt motioned to approve the hiring of an addition Building Support Secretary. Member Jerry Stehr seconded, motion carried by roll call vote. Kevin Anderson-yes; Katie Lochner-yes; Dawn Balow-yes; Arlen Diercks-yes; Jerry Stehr-yes; Jim Wendt-yes

New Business:

Fall Opening 2020-2021 School Year: C. Johnson presented the plan for re-opening school at RBEC. We will implement the in-person scenario for K-6. These students will attend on site Monday, Tuesday, Thursday & Friday. Within this in-person model, six foot social distancing will be implemented. Our secondary students will start in the hybrid scenario. They are split into two groups. Group 1 includes RW and ZM students and Group 2 includes CF, GDH, KW, LC. Week 1 Group 1 will be in school M, T, TH, F while Group 2 is virtual. Week 2 Group 2 will be in school M, T, TH F and Group 1 will be virtual. Wednesdays will be virtual learning day for all students K-12. Tower View will be in the hybrid scenario and will follow the proposed RW secondary hybrid model. Vice Chair Jim Wendt motioned to approve the Fall Opening 2020-2021 plan. Chair Dawn Balow seconded, motion carried by roll call vote. Katie Lochner-yes; Dawn Balow-yes; Arlen Diercks-yes; Jerry Stehr-yes; Jim Wendt-yes; Kevin Anderson-yes

Masking Policy 808: This is the first reading of Policy 808.

Upcoming Meeting Format: C. Johnson solicited input from the board on the format of future board meetings. Currently, GDH is in person and also via Google meet; ZM is in person and also via ZOOM; RW is still in discussion; CF hasn't discussed at this time; KW will stay with ZOOM; LC will stay with ZOOM. It was discussed to stay via ZOOM for the August 27th meeting.

Other:

Comments: Board/Director:

Next Meeting Date: August 27, 2020 @ 7:00 PM via ZOOM

Adjournment: Clerk Katie Lochner motioned to adjourn. Member Arlen Diercks seconded. Motion carried.

C. Staff Updates:

1. **Resignations:**

2. **New Hire:**

3. **Transfers:**

4. **Re-assignment:**

III. **Public Input:**

IV. **Reports and Communication:**

A. Business Manager Report

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

GOODHUE COUNTY ED DISTRICT | June 30, 2020

REVENUE CATEGORIES				June 30, 2020			June 30, 2019			June 30, 2018		
	June 30, 2018	June 30, 2019	Revised Budget	Projected End Of Year	Received YTD	Budget Remaining	% of Budget Received	% of Actuals Received	% of Actuals Received	Current YTD vs. PYTD	June 30, 2019	June 30, 2018
	STATE	3,421,200	3,213,240	3,689,037	2,859,994	2,859,994	829,043	77.53%	100.00%	100.00%	(353,246)	3,213,240
FEDERAL	1,969,656	1,770,360	1,895,113	977,153	977,153	917,960	51.56%	100.00%	100.00%	(793,207)	1,770,360	1,969,656
PROPERTY TAXES	0	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
LOCAL SALES, INS RECOVERY & JUDGEMENTS	1,230	307,386	3,327	5,053	5,053	(1,726)	151.87%	100.00%	100.00%	(302,333)	307,386	1,230
SALE OF BONDS & LOANS	0	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
INCOMING TRANSFERS FROM OTH FUNDS	0	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
LOCAL (FEES, INTEREST, ETC.)	6,782,223	7,127,507	7,572,194	6,256,701	6,256,701	1,315,493	82.63%	100.00%	100.00%	(870,806)	7,127,507	6,782,223
TOTALS	12,174,308	12,418,492	13,159,671	10,098,900	10,098,900	3,060,771	76.74%	100.00%	100.00%	(2,319,592)	12,418,492	12,174,308

EXPENDITURES (OBJECT SERIES)				June 30, 2020			June 30, 2019			June 30, 2018		
	June 30, 2018	June 30, 2019	Revised Budget	Projected End Of Year	Expended YTD	Budget Remaining	% of Budget Expended	% of Actuals Expended	% of Actuals Expended	Current YTD vs. PYTD	June 30, 2019	June 30, 2018
	SALARIES & WAGES	5,626,092	5,919,959	6,393,250	6,337,951	6,337,951	55,299	99.14%	100.00%	100.00%	417,992	5,919,959
EMPLOYEE BENEFITS	1,412,416	1,495,180	1,666,307	1,617,678	1,617,678	48,629	97.08%	100.00%	100.00%	122,498	1,495,180	1,412,416
PURCHASED SERVICES	3,392,905	3,444,894	3,721,296	2,053,329	2,053,329	1,667,967	55.18%	100.00%	100.00%	(1,391,566)	3,444,894	3,392,905
SUPPLIES	411,013	377,522	444,208	228,460	228,460	215,748	51.43%	100.00%	100.00%	(149,061)	377,522	411,013
EQUIPMENT	1,034,238	1,057,823	1,190,091	1,113,648	1,113,648	76,443	93.58%	100.00%	100.00%	55,825	1,057,823	1,034,238
DEBT SERVICE	0	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
OTHER EXPENDITURES	41,782	53,630	21,159	19,779	19,779	1,380	93.48%	100.00%	100.00%	(33,851)	53,630	41,782
OTHER FINANCING USES	0	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
TOTALS	11,918,447	12,349,007	13,436,311	11,370,844	11,370,844	2,065,467	84.63%	100.00%	100.00%	(978,162)	12,349,007	11,918,447

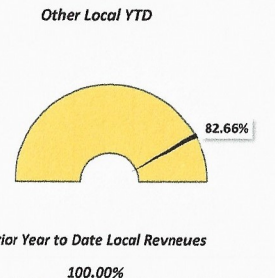
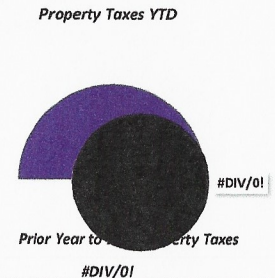
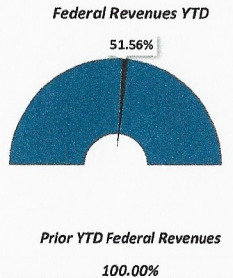
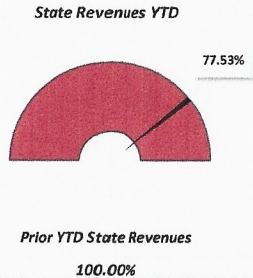
EXPENDITURES (PROGRAM SERIES)				June 30, 2020			June 30, 2019			June 30, 2018		
	June 30, 2018	June 30, 2019	Revised Budget	Projected End Of Year	Expended YTD	Budget Remaining	% of Budget Expended	% of Actuals Expended	% of Actuals Expended	Current YTD vs. PYTD	June 30, 2019	June 30, 2018
	SITE ADMINISTRATION	73,829	78,555	59,446	59,029	59,029	417	99.30%	100.00%	100.00%	(19,526)	78,555
DISTRICT ADMINISTRATION	124,308	125,920	112,225	99,448	99,448	12,777	88.61%	100.00%	100.00%	(26,472)	125,920	124,308
SUPPORT SERVICES	186,293	187,030	218,630	209,765	209,765	8,865	95.95%	100.00%	100.00%	22,736	187,030	186,293
REGULAR INSTRUCTION	1,460,269	1,457,714	1,534,281	827,496	827,496	706,785	53.93%	100.00%	100.00%	(630,218)	1,457,714	1,460,269
EXTRA-CURRICULAR ACTIVITIES	0	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
VOCATIONAL INSTRUCTION	298,845	295,462	313,508	298,650	298,650	14,858	95.26%	100.00%	100.00%	3,188	295,462	298,845
SPECIAL EDUCATION	6,860,327	6,998,990	7,717,900	6,752,885	6,752,885	965,015	87.50%	100.00%	100.00%	(246,105)	6,998,990	6,860,327
INSTRUCTIONAL SUPPORT	370,375	460,906	484,252	354,195	354,195	130,057	73.14%	100.00%	100.00%	(106,710)	460,906	370,375
PUPIL SUPPORT SERVICES	1,191,715	1,277,968	1,368,136	1,367,080	1,367,080	1,056	99.92%	100.00%	100.00%	89,112	1,277,968	1,191,715
FACILITIES	1,352,486	1,466,464	1,627,933	1,402,296	1,402,296	225,637	86.14%	100.00%	100.00%	(64,167)	1,466,464	1,352,486
OTHER FINANCING USES	0	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
TOTALS	11,918,447	12,349,007	13,436,311	11,370,844	11,370,844	2,065,467	84.63%	100.00%	100.00%	(978,162)	12,349,007	11,918,447

SUMMARY - ALL FUNDS				June 30, 2020			June 30, 2019			June 30, 2018		
	June 30, 2018	June 30, 2019	Revised Budget	Projected End Of Year	YTD	Budget Remaining	% of Budget Expended	% of Actuals Expended	% of Actuals Expended	Current YTD vs. PYTD	June 30, 2019	June 30, 2018
	SUMMARY											
REVENUE	12,174,308	12,418,492	13,159,671	10,098,900	10,098,900	3,060,771	76.74%	100.00%	100.00%	(2,319,592)	12,418,492	12,174,308
EXPENDITURES	11,918,447	12,349,032	13,436,311	11,370,844	11,370,844	2,065,467	84.63%	100.00%	100.00%	(978,167)	12,349,032	11,918,447
SPENDING VARIANCE	255,861	69,460	(276,640)	(1,271,944)	(1,271,944)	N/A	N/A	N/A	N/A	(1,341,404)	69,460	255,861

REVENUE SUMMARY
GOODHUE COUNTY ED DISTRICT | June 30, 2020

DESCRIPTION	June 30,	June 30,	Current	Revenue	Budget	June 30,	June 30,	June 30,	Current YTD	June 30,	June 30,
	2018	2019	Budget	YTD	Remaining	% of Budget Received	% of Actuals Received	% of Actuals Received	vs. Prior YTD	2019	2018
LOCAL REVENUES											
021 RECEIPTS/MN SCH DIST	6,135,475	6,479,127	6,810,618	5,694,694	1,115,924	83.61%	100.00%	100.00%	(784,433)	6,479,127	6,135,475
050 STUDENT FEES	300	250	350	350	0	100.00%	100.00%	100.00%	100	250	300
071 MED. ASSISTANCE	6,728	0	125,500	0	125,500	0.00%	0.00%	100.00%	0	0	6,728
092 EARNINGS FR TEMP DEP	12,816	19,669	11,000	10,542	458	95.84%	100.00%	100.00%	(9,127)	19,669	12,816
093 RENTAL PROCEEDS	6,396	8,806	7,000	0	7,000	0.00%	100.00%	100.00%	(8,806)	8,806	6,396
096 DONATIONS	1,981	2,289	2,546	1,981	565	77.81%	100.00%	100.00%	(308)	2,289	1,981
099 MISC REVENUE	618,528	617,364	615,180	549,133	66,047	89.26%	100.00%	100.00%	(68,231)	617,364	618,528
Total LOCAL REVENUES	6,782,223	7,127,507	7,672,194	6,266,701	1,315,493	82.63%	100.00%	100.00%	(870,806)	7,127,507	6,782,223
STATE REVENUES											
211 GENERAL EDUCATION AID	132,709	100,251	149,608	134,647	14,961	90.00%	100.00%	100.00%	34,396	100,251	132,709
300 STATE AID	191,808	189,851	204,001	183,601	20,400	90.00%	100.00%	100.00%	(6,250)	189,851	191,808
360 TRAN-CONTRACT/PUB	3,038,655	2,859,014	3,328,649	2,535,467	793,182	76.17%	100.00%	100.00%	(323,547)	2,859,014	3,038,655
370 MISC REV THRU MDE	30,514	29,285	6,779	6,279	500	92.63%	100.00%	100.00%	(23,006)	29,285	30,514
397 TRA/PERA PENSION REVENUE	27,514	34,839	0	0	0	0.00%	100.00%	100.00%	(34,839)	34,839	27,514
Total STATE REVENUES	3,421,200	3,213,240	3,689,037	2,859,994	829,043	77.53%	100.00%	100.00%	(353,246)	3,213,240	3,421,200
FEDERAL REVENUES RECEIVED FROM STATE											
400 FEDERAL AIDS & GRANT	1,969,656	1,770,360	1,895,113	977,153	917,960	51.56%	100.00%	100.00%	(793,207)	1,770,360	1,969,656
Total REVENUES RECEIVED FROM STATE	1,969,656	1,770,360	1,895,113	977,153	917,960	51.56%	100.00%	100.00%	(793,207)	1,770,360	1,969,656
FEDERAL REVENUES RECEIVED FROM FED SOURCES											
500 FED REV RECEIVED DIRECT	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
Total FEDERAL REVENUES RECEIVED FROM FED SOURCES	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
LOCAL SALES, INSURANCE RECOVERY, AND JUDGEMENTS											
619 Cost of Materials for Revenue Producing Activities	0	0	(500)	(433)	(67)	86.68%	0.00%	0.00%	(433)	0	0
620 RESALE	0	0	950	954	(4)	100.42%	0.00%	0.00%	954	0	0
622 SALE OF MATERIALS	1,230	143	2,000	522	1,478	26.08%	100.00%	100.00%	379	143	1,230
625 INSURANCE RECOVERY	0	0	877	4,010	(3,133)	457.29%	0.00%	0.00%	4,010	0	0
628 JUDGEMENTS FOR THE DISTRICT	0	307,243	0	0	0	0.00%	100.00%	0.00%	(307,243)	307,243	0
Total LOCAL SALES, INSURANCE RECOVERY, AND JUDGEMENTS	1,230	307,386	3,327	5,053	(1,726)	151.87%	100.00%	100.00%	(302,333)	307,386	1,230
SALE OF BONDS AND LOANS											
635 CERTIFICATS OF PARTIC. PROCEED	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
Total SALE OF BONDS AND LOANS	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
GENERAL FUND TOTAL	12,174,308	12,418,492	13,169,671	10,098,900	3,060,771	76.74%	100.00%	100.00%	(2,319,692)	12,418,492	12,174,308

YTD % Received vs. PYTD % Received

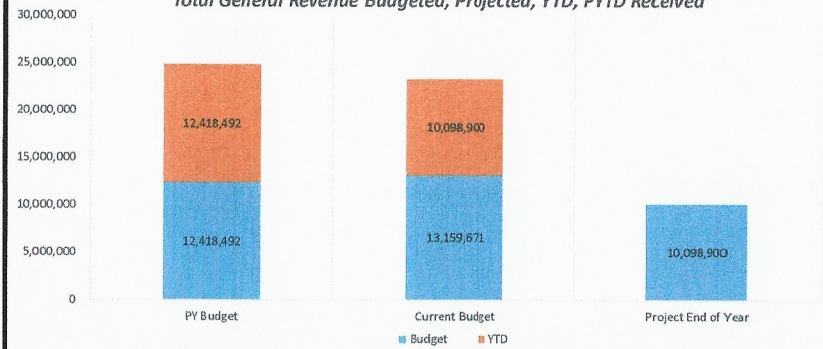


Top 5 Revenues Received YTD by Source Code 3

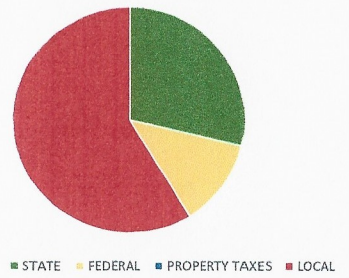
Variance from PYTD Received

	Current YTD	Variance vs. PYTD Received
1 GENERAL FUND TOTAL	\$10,098,900	-\$2,319,592
2 Total LOCAL REVENUES	\$6,256,701	-\$870,806
3 RECEIPTS/MN SCH DIST	\$5,694,694	-\$784,433
4 Total STATE REVENUES	\$2,859,994	-\$353,246
5 TRAN-CONTRACT/PUB	\$2,535,467	-\$323,547

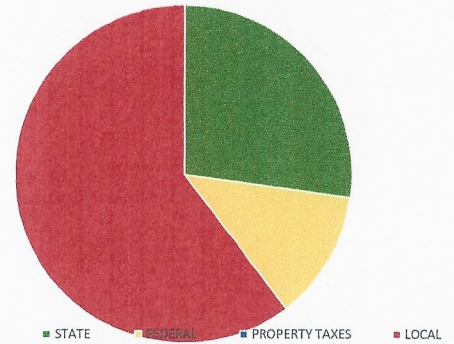
Total General Revenue Budgeted, Projected, YTD, PYTD Received



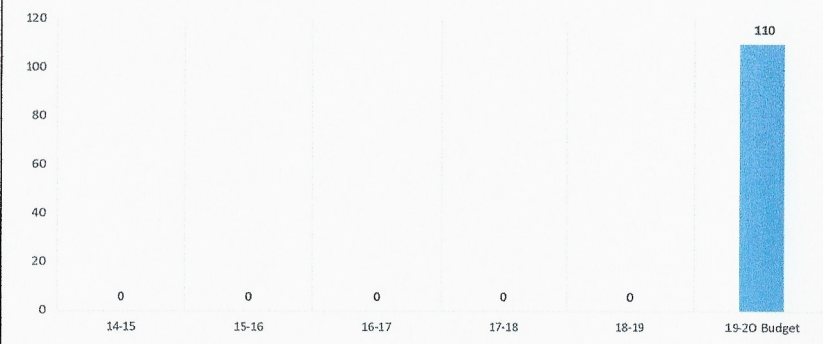
Current Year Revenue Budget



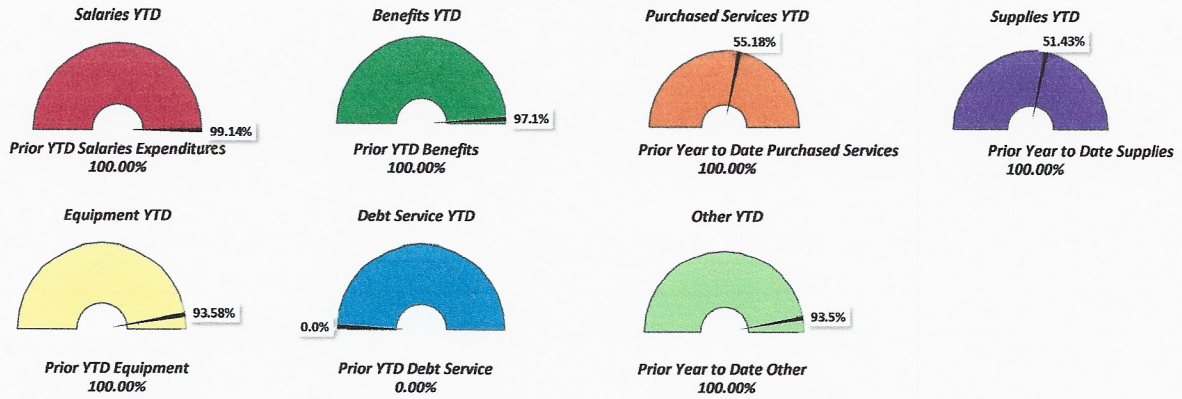
Prior Year Revenue Budget



End of Year ADM History



YTD % Expenditures vs. PYTD % Expenditures

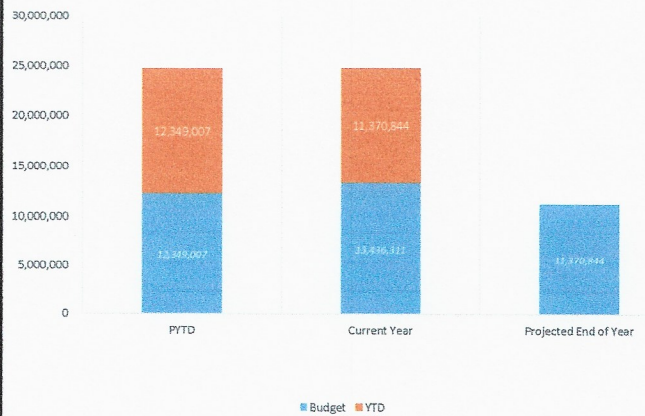


Top 10 Expenditures YTD by Object Code 3

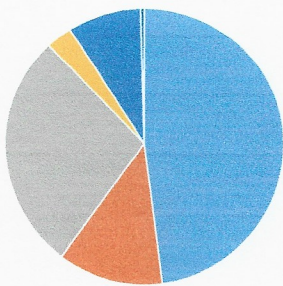
Variance from PYTD Received

	Current YTD	Variance vs. PYTD
1 LICENSED CLASSROOM TEACHE	\$2,140,310	\$206,636
2 TOTAL PURCHASED S	\$2,053,329	-\$1,391,566
3 TOTAL EMPLOYEE BENEFITS	\$1,617,678	\$122,498
4 ADMINISTRATION/SUPERVISIO	\$729,173	-\$20,863
5 SCHOOL PSYCHOLOGIST	\$678,136	\$54,618
6 SCHOOL SOCIAL WORKER	\$560,237	\$57,577
7 FICA/MEDICARE	\$464,356	\$32,332
8 EDUCATIONAL/SPEECH LANG. F	\$460,372	\$46,729
9 HEALTH INSURANCE	\$453,538	\$18,158
10 TRA (TEACHERS RETIREMENT A	\$394,478	\$36,777

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

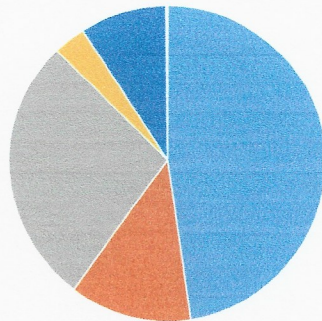


Prior Year Final Exp Budget



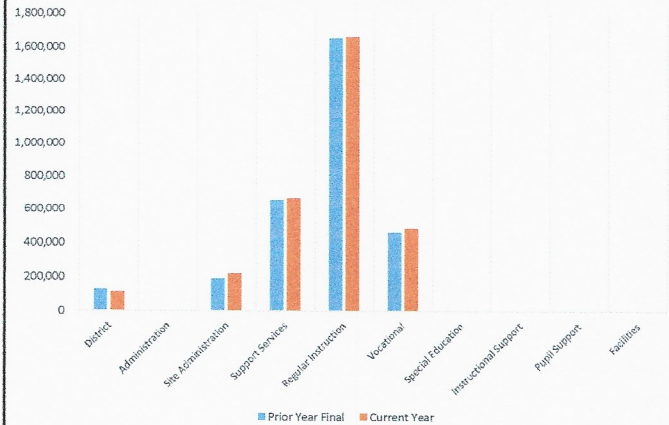
- SALARIES
- BENEFITS
- PURCHASED SERVICES
- GENERAL SUPPLIES
- CAPITAL EXPENSES
- DEBT SERVICE
- DUES & OTHER

Current Year Exp Budget



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

Prior Year Final and Current Expenditures by Program



EXPENDITURES BY OBJECT CODE
GOODHUE COUNTY ED DISTRICT | June 30, 2020

DESCRIPTION	June 30, 2018	June 30, 2019	Revised Budget	Expenses YTD	Budget Remaining	June 30,	June 30,	June 30,	Current YTD vs. Prior YTD	June 30, 2019	June 30, 2018
						% of Budget Expended	% of Actuals Expended	% of Actuals Expended			
110 ADMINISTRATION/SUPERVISION	666,866	750,036	726,048	729,173	(3,125)	100.43%	100.00%	100.00%	(20,863)	750,036	666,866
140 LICENSED CLASSROOM TEACHER	1,741,374	1,933,673	2,120,337	2,140,310	(19,973)	100.94%	100.00%	100.00%	206,636	1,933,673	1,741,374
141 NON-LICENSED CLASSROOM PERSONNEL	0	0	1,798	1,798	(0)	100.00%	0.00%	0.00%	1,798	0	0
143 LICENSED INSTRUCTIONAL SUPPORT	462,832	284,595	324,438	269,261	55,177	82.99%	100.00%	100.00%	(15,335)	284,595	462,832
145 SUBSTITUTE TEACHER SALARIES	7,165	191	1,000	0	1,000	0.00%	100.00%	100.00%	(191)	191	7,165
146 SUBSTITUTE NON-LICENSED CLASSROOM PERSONNEL	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
150 PHYSICAL THERAPIST	129,426	132,992	137,670	138,070	(400)	100.29%	100.00%	100.00%	5,078	132,992	129,426
151 OCCUPATIONAL THERAPIST	217,067	224,109	232,412	233,813	(1,401)	100.60%	100.00%	100.00%	9,704	224,109	217,067
152 EDUCATIONAL/SPEECH LANG. PATHC	273,597	413,643	456,512	460,372	(3,860)	100.85%	100.00%	100.00%	46,729	413,643	273,597
153 AUDIOLOGIST	61,026	62,475	64,500	64,500	(0)	100.00%	100.00%	100.00%	2,025	62,475	61,026
154 SCHOOL NURSE	101,989	105,756	109,505	110,204	(699)	100.64%	100.00%	100.00%	4,448	105,756	101,989
155 LICENSED NURSING SERVICES	21,741	21,407	24,439	27,433	(2,994)	112.25%	100.00%	100.00%	6,025	21,407	21,741
156 SCHOOL SOCIAL WORKER	443,050	502,660	557,995	560,237	(2,242)	100.40%	100.00%	100.00%	57,577	502,660	443,050
157 SCHOOL PSYCHOLOGIST	578,339	623,518	688,589	678,136	10,453	98.48%	100.00%	100.00%	54,618	623,518	578,339
161 CERT. PARA & PERSONAL CARE ASSISTANTS	312,478	368,703	373,783	366,970	6,813	98.18%	100.00%	100.00%	(1,732)	368,703	312,478
162 CERT. ONE-TO-ONE PARAPROFESSORIAL	101,949	20,664	75,855	55,433	20,422	73.08%	100.00%	100.00%	34,770	20,664	101,949
163 FOREIGN LANGUAGE INTERPRETER	0	0	0	142	(142)	0.00%	0.00%	0.00%	142	0	0
164 INTERPRETER FOR THE DEAF	59,295	58,534	58,888	58,315	573	99.03%	100.00%	100.00%	(218)	58,534	59,295
170 NON-INSTRUCTIONAL SUPPORT	195,831	178,162	175,085	178,355	(3,270)	101.87%	100.00%	100.00%	194	178,162	195,831
174 THERAPUTIC RECREATIONAL SERVICES	42,886	40,039	77,486	39,272	38,214	50.68%	100.00%	100.00%	(766)	40,039	42,886
185 OTHER SALARY PAYMENTS (LICENSED)	164,349	152,706	143,981	182,672	(38,691)	126.87%	100.00%	100.00%	29,966	152,706	164,349
186 OTHER SALARY PAYMENTS (NON-LICENSED)	44,832	46,097	42,929	43,484	(555)	101.29%	100.00%	100.00%	(2,613)	46,097	44,832
TOTAL SALARIES AND WAGES	5,626,092	5,919,959	6,393,250	6,337,951	55,299	99.14%	100.00%	100.00%	417,992	5,919,959	5,626,092
EMPLOYEE BENEFITS											
210 FICA/MEDICARE	408,271	432,024	480,532	464,356	16,176	96.63%	100.00%	100.00%	32,332	432,024	408,271
214 PERA (PUBLIC EMPLOYEE RETIREMENT)	81,649	78,631	83,817	81,941	1,876	97.76%	100.00%	100.00%	3,309	78,631	81,649
218 TRA (TEACHERS RETIREMENT ASSOCIATION)	328,540	357,700	396,908	394,478	2,430	99.39%	100.00%	100.00%	36,777	357,700	328,540
220 HEALTH INSURANCE	419,373	435,380	473,173	453,538	19,635	95.85%	100.00%	100.00%	19,635	435,380	419,373
230 LIFE INSURANCE	7,060	7,070	8,652	8,626	26	99.70%	100.00%	100.00%	1,556	7,070	7,060
235 DENTAL INSURANCE	16,274	16,349	18,284	16,831	1,453	92.05%	100.00%	100.00%	483	16,349	16,274
240 LONG TERM DISABILITY INSURANCE	9,977	7,831	8,050	9,509	(1,459)	118.12%	100.00%	100.00%	1,678	7,831	9,977
250 TAX SHELTERED ANNUITIES/MN DEFERRED	59,567	68,848	91,593	88,920	2,673	97.08%	100.00%	100.00%	20,072	68,848	59,567
251 - EMPLOYER SPONSORED HEALTH AND DENTAL	0	0	5,000	4,983	17	99.66%	0.00%	0.00%	4,983	0	0
270 WORKERS COMPENSATION	81,640	85,951	92,798	93,312	(514)	100.55%	100.00%	100.00%	7,361	85,951	81,640
280 UNEMPLOYMENT COMPENSATION	64	5,395	7,500	1,185	6,315	15.80%	100.00%	100.00%	(4,210)	5,395	64
TOTAL EMPLOYEE BENEFITS	1,412,416	1,495,180	1,666,307	1,617,678	48,629	97.08%	100.00%	100.00%	122,498	1,495,180	1,412,416
PURCHASED SERVICES											
303 FEDERAL SUB AWARDS AND SUB CONTRACTS	388,337	424,033	430,058	331,187	98,871	77.01%	100.00%	100.00%	(92,846)	424,033	388,337
304 FEDERAL SUB AWARDS AND SUB CONTRACTS	419,436	496,942	464,355	245,259	219,096	52.82%	100.00%	100.00%	(251,683)	496,942	419,436
305 CONSULTING FEES/FEES FOR SERVICES	203,252	204,595	225,527	148,374	77,153	65.79%	100.00%	100.00%	(56,221)	204,595	203,252
307 CONTRACTED SUBS FOR SPECIAL EDUCATION	62,995	34,924	43,800	38,237	5,563	87.30%	100.00%	100.00%	3,313	34,924	62,995
308 FEDERAL TUITION BILL PAYMENTS UNDER	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
309 FEDERAL TUITION BILL PAYMENTS IN	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
315 REPAIRS AND MAINTENANCE FOR CAPITAL	7,349	0	6,722	0	6,722	0.00%	0.00%	100.00%	0	0	7,349
316 SERVICES PURCHASED FROM OTHER	5,720	4,439	6,002	6,002	0	100.00%	100.00%	100.00%	1,564	4,439	5,720
320 COMMUNICATION SERVICES	18,516	18,215	22,000	17,875	4,125	81.25%	100.00%	100.00%	(339)	18,215	18,516
329 POSTAGE AND PARCEL SERVICES	4,209	3,006	4,000	3,858	142	96.44%	100.00%	100.00%	852	3,006	4,209
330 UTILITY SERVICES	43,826	49,817	55,000	37,977	17,023	69.05%	100.00%	100.00%	(11,841)	49,817	43,826
340 INSURANCE	32,807	35,885	40,000	38,991	1,009	97.48%	100.00%	100.00%	3,106	35,885	32,807
350 REPAIRS AND MAINTENANCE	90,300	137,199	150,641	136,122	14,519	90.36%	100.00%	100.00%	(1,077)	137,199	90,300
360 TRANSPORTATION CONTRACTS WITH	0	5,795	6,301	765	5,536	12.13%	100.00%	0.00%	(5,030)	5,795	0
365 INTERDEPARTMENTAL TRANSPORTATION	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
366 TRAVEL, CONVENTIONS, AND CONFERENCE	183,869	155,850	199,679	157,004	42,675	78.63%	100.00%	100.00%	1,154	155,850	183,869
368 OUT-OF-STATE TRAVEL, FEDERAL REVENUE	6,309	4,395	5,750	5,746	4	99.92%	100.00%	100.00%	1,351	4,395	6,309
370 OPERATING LEASES OR RENTALS	15,300	15,300	15,606	15,760	(154)	100.99%	100.00%	100.00%	460	15,300	15,300

DESCRIPTION	June 30, 2018	June 30, 2019	Revised Budget	Expenses YTD	Budget Remaining	June 30,	June 30,	June 30,	Current YTD vs. Prior YTD	June 30, 2019	June 30, 2018
						% of Budget Expended	% of Actuals Expended	% of Actuals Expended			
389 STAFF TUITION AND OTHER REIMBURSEMENT	1,134	0	0	0	0	0.00%	0.00%	100.00%	0	0	1,134
390 TUITION TO OTHER DISTRICTS	0	0	0	417	(417)	0.00%	0.00%	0.00%	417	0	0
391 PAYMENTS TO MN ISD'S (COST SHARE)	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
393 SPECIAL EDUCATION AND TRANSITION SERVICES	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
394 PAYMENTS FOR EDUCATIONAL PURPOSES	908,636	823,072	917,500	519,466	398,034	56.62%	100.00%	100.00%	(303,606)	823,072	908,636
396 SALARY PURCHASED FROM ANOTHER ENTITY	758,779	771,876	850,693	268,496	582,197	31.56%	100.00%	100.00%	(503,381)	771,876	758,779
397 BENEFITS PURCHASED FROM ANOTHER ENTITY	242,131	259,551	277,662	81,794	195,868	29.46%	100.00%	100.00%	(177,756)	259,551	242,131
TOTAL PURCHASED SERVICES	3,392,905	3,444,894	3,721,296	2,053,329	1,667,967	55.18%	100.00%	100.00%	(1,391,566)	3,444,894	3,392,905
SUPPLIES											
401 SUPPLIES AND MATERIALS-NON INSTRUCTIONAL	64,094	51,335	58,679	31,851	26,828	54.28%	100.00%	100.00%	(19,484)	51,335	64,094
405 NON INSTRUCTIONAL COMPUTER SOFTWARE	42,848	82,962	74,367	74,558	(191)	100.26%	100.00%	100.00%	(8,404)	82,962	42,848
406 INSTRUCTIONAL SOFTWARE LICENSE	77,524	35,563	73,315	37,665	35,650	51.37%	100.00%	100.00%	2,102	35,563	77,524
430 SUPPLIES AND MATERIALS-NON-INDIVIDUAL	14,511	13,934	11,095	3,331	7,764	30.02%	100.00%	100.00%	(10,604)	13,934	14,511
433 SUPPLIES AND MATERIALS - INDIVIDUAL	149,313	84,500	107,810	18,087	89,723	16.78%	100.00%	100.00%	(66,413)	84,500	149,313
440 FUELS	2,537	13,893	17,000	10,433	6,567	61.37%	100.00%	100.00%	(3,460)	13,893	2,537
455 NON- INSTRUCTIONAL TECHNOLOGY	1,981	31,436	3,500	355	3,145	10.14%	100.00%	100.00%	(31,081)	31,436	1,981
456 INSTRUCTIONAL TECHNOLOGY SUPPLIES	2,823	14,780	15,050	2,810	12,240	18.67%	100.00%	100.00%	(11,970)	14,780	2,823
460 TEXTBOOKS AND WORKBOOKS	4,683	950	33,313	2,060	31,253	6.18%	100.00%	100.00%	1,109	950	4,683
461 STANDARDIZED TESTS	37,733	36,620	40,180	39,680	500	98.76%	100.00%	100.00%	3,060	36,620	37,733
465 NON- INSTRUCTIONAL TECHNOLOGY	7,371	714	715	0	715	0.00%	100.00%	100.00%	(714)	714	7,371
466 INSTRUCTIONAL TECHNOLOGY DEVICE	0	3,666	2,284	2,063	221	90.34%	100.00%	0.00%	(1,603)	3,666	0
490 FOOD	5,595	7,168	6,900	5,568	1,332	80.69%	100.00%	100.00%	(1,600)	7,168	5,595
TOTAL SUPPLIES	411,013	377,522	444,208	228,460	215,748	51.43%	100.00%	100.00%	(149,061)	377,522	411,013
SUPPLIES & EQUIPMENT											
520 BUILDING ACQUISITION OR CONSTRUCTION	0	0	42,343	760	41,583	1.79%	0.00%	0.00%	760	0	0
530 OTHER EQUIPMENT PURCHASED	5,049	23,163	57,230	50,446	6,784	88.15%	100.00%	100.00%	27,283	23,163	5,049
533 OTHER EQUIP. PURCHASED FOR SPECIAL	0	0	2,312	0	2,312	0.00%	0.00%	0.00%	0	0	0
550 OTHER VEHICLES PURCHASED	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
555 CAPITALIZED NON-INSTRUCTIONAL TECHNOLOGY	(8,800)	0	50,000	13,316	36,684	26.63%	0.00%	100.00%	13,316	0	(8,800)
556 CAPITALIZED TECHNOLOGY HARDWARE	3,129	0	0	10,920	(10,920)	0.00%	0.00%	100.00%	10,920	0	3,129
580 PRINCIPAL ON CAPITAL LEASE/INSTALLATION	396,372	412,986	429,640	427,986	1,654	99.62%	100.00%	100.00%	15,000	412,986	396,372
581 INTEREST ON CAPITAL LEASE/INSTALLATION	633,588	618,774	603,320	604,974	(1,654)	100.27%	100.00%	100.00%	(13,800)	618,774	633,588
590 OTHER CAPITAL EXPENDITURES	4,900	2,900	5,246	5,246	0	100.00%	100.00%	100.00%	2,346	2,900	4,900
TOTAL SUPPLIES & EQUIPMENT	1,034,238	1,057,823	1,190,091	1,113,648	76,443	93.58%	100.00%	100.00%	55,825	1,057,823	1,034,238
OTHER EXPENDITURES											
810 JUDGMENTS AGAINST THE SCHOOL DISTRICT	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
820 DUES, MEMBERSHIP, LICENSE AND CONTINUING EDUCATION	14,268	18,791	21,655	20,127	1,528	92.94%	100.00%	100.00%	1,336	18,791	14,268
891 TRA AND PERA SPECIAL FUNDING SHARE	27,514	34,839	0	0	0	0.00%	100.00%	100.00%	(34,839)	34,839	27,514
895 FEDERAL AND NONPUBLIC INDIRECT COSTS	0	(0)	(596)	0	(596)	0.00%	100.00%	0.00%	0	(0)	0
896 TAXES, SPECIAL ASSESSMENTS AND FEES	0	0	100	(348)	448	-347.61%	0.00%	0.00%	(348)	0	0
TOTAL OTHER EXPENDITURES	41,782	53,630	21,159	19,779	1,380	93.48%	100.00%	100.00%	(33,851)	53,630	41,782
OTHER FINANCING USES											
910 PERMANENT TRANSFERS TO OTHER FUNDS	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
TOTAL OTHER FINANCING USES	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
GENERAL FUND TOTAL	11,918,447	12,349,007	13,436,311	11,370,844	2,065,467	84.63%	100.00%	100.00%	(978,162)	12,349,007	11,918,447

EXPENDITURES BY PROGRAM CODE

GOODHUE COUNTY ED DISTRICT | June 30, 2020

DESCRIPTION	June 30, 2018	June 30, 2019	Revised Budget	Expenses YTD	Budget Remaining	June 30,	June 30,	June 30,	Current YTD vs. Prior YTD	June 30, 2019	June 30, 2018
						% of Budget Expended	% of Actuals Expended	% of Actuals Expended			
DISTRICT ADMINISTRATION											
010 BOARD OF EDUCATION	21,171	21,042	25,822	16,440	9,382	63.67%	100.00%	100.00%	(4,602)	21,042	21,171
030 INSTRUCTIONAL ADMINISTRATION	103,137	104,878	86,403	83,008	3,395	96.07%	100.00%	100.00%	(21,869)	104,878	103,137
TOTAL - DISTRICT ADMINISTRATION	124,308	125,920	112,225	99,448	12,777	88.61%	100.00%	100.00%	(26,472)	125,920	124,308
SITE ADMINISTRATION											
050 SCHOOL ADMINISTRATION	73,829	78,555	59,446	59,029	417	99.30%	100.00%	100.00%	(19,526)	78,555	73,829
TOTAL - SITE ADMINISTRATION	73,829	78,555	59,446	59,029	417	99.30%	100.00%	100.00%	(19,526)	78,555	73,829
SUPPORT SERVICES											
105 GENERAL ADMINISTRATIVE SUPPORT	81,334	80,606	92,495	85,805	6,690	92.77%	100.00%	100.00%	5,198	80,606	81,334
110 BUSINESS SUPPORT SERVICES	104,959	106,423	126,135	123,961	2,174	98.28%	100.00%	100.00%	17,537	106,423	104,959
TOTAL - SUPPORT SERVICES	186,293	187,030	218,630	209,765	8,865	95.95%	100.00%	100.00%	22,736	187,030	186,293
REGULAR INSTRUCTION											
203 EDUCATION - ELEMENTARY GENERAL	140,896	110,604	111,616	0	111,616	0.00%	100.00%	100.00%	(110,604)	110,604	140,896
205 TITLE III, PART A - ENG. LNG. ACQU., LNG. ENH & AC	16,500	16,477	20,754	14,562	6,192	70.16%	100.00%	100.00%	(1,915)	16,477	16,500
211 EDUCATION - SECONDARY GENERAL	639,051	651,218	665,395	77,824	587,571	11.70%	100.00%	100.00%	(573,394)	651,218	639,051
219 ENGLISH LEARNER (EL)	313,457	329,795	339,713	365,688	(25,975)	107.65%	100.00%	100.00%	35,893	329,795	313,457
220 ENGLISH (LANGUAGE ARTS)	57,878	60,325	69,270	63,448	5,822	91.59%	100.00%	100.00%	3,123	60,325	57,878
240 HEALTH, PHYSICAL EDUCATION AND RECREA	8,112	6,055	6,254	6,126	128	97.96%	100.00%	100.00%	71	6,055	8,112
250 FAMILY LIVING SCIENCE	81,040	74,805	79,512	79,279	233	99.71%	100.00%	100.00%	4,474	74,805	81,040
255 INDUSTRIAL EDUCATION	0	0	0	0	0	0.00%	0.00%	100.00%	0	0	0
256 MATHEMATICS	68,296	69,186	74,313	74,844	(531)	100.71%	100.00%	100.00%	5,657	69,186	68,296
260 NATURAL SCIENCES	75,915	77,398	96,555	80,887	15,668	83.77%	100.00%	100.00%	3,488	77,398	75,915
270 SOCIAL SCIENCES/SOCIAL STUDIES	59,123	61,850	70,899	64,840	6,059	91.45%	100.00%	100.00%	2,990	61,850	59,123
TOTAL - REGULAR INSTRUCTION	1,460,269	1,457,714	1,534,281	827,496	706,785	53.93%	100.00%	100.00%	(630,218)	1,457,714	1,460,269
VOCATIONAL INSTRUCTION											
380 SPECIAL NEEDS	237,236	231,496	244,605	230,586	14,019	94.27%	100.00%	100.00%	(909)	231,496	237,236
399 CAREER AND TECHNICAL - GENERAL	61,608	63,966	68,903	68,063	840	98.78%	100.00%	100.00%	4,097	63,966	61,608
TOTAL - VOCATIONAL INSTRUCTION	298,845	295,462	313,508	298,650	14,858	95.26%	100.00%	100.00%	3,188	295,462	298,845
SPECIAL ED INSTRUCTION											
400 GENERAL SPECIAL EDUCATION	88,846	108,471	72,986	75,234	(2,248)	103.08%	100.00%	100.00%	(33,237)	108,471	88,846
401 SPEECH/LANGUAGE IMPAIRED	537,952	653,387	772,997	762,783	10,214	98.68%	100.00%	100.00%	109,396	653,387	537,952
402 DEVELOP. COGNITIVE DISAB.: MILD-MODERATE	115,442	111,947	148,410	118,134	30,276	79.60%	100.00%	100.00%	6,186	111,947	115,442
403 DEVELOP. COGNITIVE DISAB.: SEVERE-PROFOL	17,399	4,915	16,619	16,599	20	99.88%	100.00%	100.00%	11,684	4,915	17,399
404 PHYSICALLY IMPAIRED	575,874	555,834	590,345	582,179	8,166	98.62%	100.00%	100.00%	26,345	555,834	575,874
405 DEAF-HARD OF HEARING	201,701	214,717	219,798	193,393	26,405	87.99%	100.00%	100.00%	(21,324)	214,717	201,701
406 VISUALLY IMPAIRED	89,745	78,174	92,559	81,877	10,682	88.46%	100.00%	100.00%	3,703	78,174	89,745
407 SPECIFIC LEARNING DISABILITY	109,188	112,797	191,081	172,570	18,511	90.31%	100.00%	100.00%	59,773	112,797	109,188
408 EMOTIONAL/BEHAVIORAL DISORDER	1,189,567	1,374,053	1,409,577	1,107,189	302,388	78.55%	100.00%	100.00%	(266,864)	1,374,053	1,189,567
410 OTHER HEALTH DISABILITIES	0	109,409	169,433	138,307	31,126	81.63%	100.00%	0.00%	28,898	109,409	0
411 AUTISTIC SPECTRUM DISORDERS	504,102	474,745	567,896	476,724	91,172	83.95%	100.00%	100.00%	1,980	474,745	504,102
412 DEVELOPMENTALLY DELAYED	914,405	886,360	870,205	741,570	128,635	85.22%	100.00%	100.00%	(144,791)	886,360	914,405
414 - Traumatic Brain Injury	0	0	5,465	5,487	(22)	100.41%	0.00%	0.00%	5,487	0	0
416 SEVERELY MULTIPLY IMPAIRED	16,980	0	655	655	0	99.96%	0.00%	100.00%	655	0	16,980
420 SPECIAL EDUCATION - AGGREGATE	2,266,525	2,036,125	2,339,303	1,952,685	386,618	83.47%	100.00%	100.00%	(83,440)	2,036,125	2,266,525
422 SPECIAL EDUCATION-STUDENTS W/O DISABIL	232,601	278,055	250,571	327,499	(76,928)	130.70%	100.00%	100.00%	49,444	278,055	232,601
TOTAL - SPECIAL ED INSTRUCTION	6,860,327	6,998,990	7,717,900	6,752,885	965,015	87.50%	100.00%	100.00%	(246,105)	6,998,990	6,860,327
INSTRUCTIONAL SUPPORT											
605 GENERAL INSTRUCTIONAL SUPPORT	51,186	75,825	52,656	48,445	4,211	92.00%	100.00%	100.00%	(27,380)	75,825	51,186
610 CURRICULUM CONSULTANT AND DEVELOPME	285,298	347,145	402,028	295,945	106,083	73.61%	100.00%	100.00%	(51,201)	347,145	285,298
640 STAFF DEVELOPMENT	33,891	37,936	29,568	9,806	19,762	33.16%	100.00%	100.00%	(28,129)	37,936	33,891
TOTAL - INSTRUCTIONAL SUPPORT	370,375	460,906	484,252	354,195	130,057	73.14%	100.00%	100.00%	(106,710)	460,906	370,375
16											
PUPIL SUPPORT SERVICES											
720 HEALTH SERVICES	162,092	163,454	172,783	176,681	(3,898)	102.26%	100.00%	100.00%	13,227	163,454	162,092
730 PSYCHOLOGICAL AND MENTAL HEALTH SERVI	678,546	739,099	781,606	780,683	923	99.88%	100.00%	100.00%	41,583	739,099	678,546
740 SOCIAL WORK SERVICES	344,711	365,301	405,346	406,646	(1,300)	100.32%	100.00%	100.00%	41,345	365,301	344,711

DESCRIPTION	June 30, 2018	June 30, 2019	Revised Budget	Expenses YTD	Budget Remaining	June 30,	June 30,	June 30,	Current YTD vs. Prior YTD	June 30, 2019	June 30, 2018
						% of Budget Expended	% of Actuals Expended	% of Actuals Expended			
760 PUPIL TRANSPORTATION	2,158	8,260	8,401	3,070	5,331	36.54%	100.00%	100.00%	(5,190)	8,260	2,158
790 OTHER PUPIL SUPPORT SERVICES	4,209	1,853	0	0	0	0.00%	100.00%	100.00%	(1,853)	1,853	4,209
TOTAL - PUPIL SUPPORT SERVICES	1,191,715	1,277,968	1,368,136	1,367,080	1,056	99.92%	100.00%	100.00%	89,112	1,277,968	1,191,715
FACILITIES											
810 OPERATIONS AND MAINTENANCE	266,657	324,480	359,646	233,475	126,171	64.92%	100.00%	100.00%	(91,005)	324,480	266,657
850 CAPITAL FACILITIES	1,034,860	1,057,012	1,180,549	1,087,154	93,395	92.09%	100.00%	100.00%	30,142	1,057,012	1,034,860
865 ALTERNATIVE FACILITIES (HEALTH & SAFETY I	50,970	84,972	87,738	81,667	6,071	93.08%	100.00%	100.00%	(3,305)	84,972	50,970
TOTAL - FACILITIES	1,352,486	1,466,464	1,627,933	1,402,296	225,637	86.14%	100.00%	100.00%	(64,167)	1,466,464	1,352,486
OTHER FINANCING USES											
950 TRANSFERS	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
TOTAL - OTHER FINANCING USES	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
GENERAL FUND TOTAL	11,918,447	12,349,007	13,436,311	11,370,844	2,065,467	84.63%	100.00%	100.00%	(978,162)	12,349,007	11,918,447

Monthly Bank Reconciliation July 31, 2020

Bank Statement Date: 7/31/2020

MSDLAF	\$42.26
MSDMAX	\$169,887.94
MERCHANTS BANK - GENERAL	\$200,000.00
MERCHANTS BANK - PAYROLL	\$43,040.74
MERCHANTS BANK - SWEEP	\$166,798.59
U.S. BANK	\$0.00

Ending Balance from Bank Statement \$579,769.53

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 **\$579,769.53**

Subtract Outstanding Checks:

Account	Amount	Account	Amount
BANK OF ZUMBROTA	\$0.00	TRANSFER FRM SWEEP	\$88,134.69
U.S. BANK AP CHECKS	\$0.00		
MERCHANTS - PR	\$963.03		
MERCHANTS - AP	\$158,965.33		
	\$0.00		

Total Outstanding Checks \$248,063.05

Computed Book Balance **\$331,706.48**

Balance per Your Books 331,706.48

Difference \$0.00

Business Manager Report 8-27-20

Budget 2019-20 as of 6/30/20

We have earned \$10,098,900 or 76.74% of the revised revenue budget. We have expended \$11,370,844 or 84.63% of the revised expense budget. This an updated glance at the year end for 2019-20. There are still many receivables and payables to be booked before we have final numbers. The annual audit is scheduled for Oct 6-7.

Cash Flow

Cash Flow has improved but still has low spots for the school year. Cash flow for next year has many low spots in 2021. Many can be managed by holding a few vendor payments another week or so. This assumes the 90/10 aid shift continues into 2020-21

July Bank Rec

For your information



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

AS OF 8-21-20

JULY

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

AUGUST

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
8/1/2020	-	-	-	-	-	308,183.56
8/4/2020	(80,281.57)	-	56,602.50	-	-	284,504.49
8/15/2020	(135,894.42)	(194,940.82)	-	233,880.60	224,579.24	412,129.09
8/17/2020	(301,880.60)	-	120,972.75	-	-	231,221.24
8/30/2020	(163,818.18)	(158,905.16)	615,939.71	209,263.75	-	733,701.35
	(681,874.77)	(353,845.98)	-	793,514.96	443,144.35	224,579.24
						733,701.35

SEPTEMBER

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
9/1/2020	-	-	-	-	-	733,701.35
9/15/2020	(348,240.57)	(182,061.11)	113,571.96	59,219.17	300,000.00	676,190.81
9/17/2020	(672,920.30)	-	-	-	-	3,270.51
9/30/2020	(117,620.84)	(179,799.33)	298,512.80	177,810.23	-	182,173.37
ENDING BALANCE	(1,138,781.70)	(361,860.44)	-	412,084.76	237,029.40	300,000.00

OCTOBER

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
10/1/2020	-	-	-	-	170,512.42	352,685.79
10/9/2020	(214,224.30)	-	77,276.06	-	21,903.71	237,641.27
10/15/2020	-	(182,525.48)	-	47,375.33	4,395.07	106,886.19
10/20/2020	(213,563.88)	-	-	-	-	(106,677.68)
10/31/2020	(119,498.54)	(181,505.12)	896,671.88	101,662.91	-	590,653.44
ENDING BALANCE	(547,286.71)	(364,030.60)	-	973,947.94	149,038.24	196,811.20

NOVEMBER

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
11/1/2020	(77,294.75)	-	-	-	-	513,358.69
11/5/2020	-	-	-	-	296,160.40	809,519.09
11/15/2020	(271,351.32)	(184,997.04)	-	84,497.42	-	437,668.14
11/20/2020	-	-	244,572.69	-	-	682,240.83
11/30/2020	(114,879.61)	(179,726.61)	865.17	135,195.88	-	523,695.65
ENDING BALANCE	(463,525.69)	(364,723.66)	-	245,437.86	219,693.30	296,160.40

DECEMBER

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
12/1/2020	-	-	-	-	0.11	523,695.76
12/8/2020	(106,227.07)	-	250,048.98	-	-	667,517.67
12/15/2020	(117,506.04)	(183,210.50)	-	185,894.33	-	552,695.46
12/20/2020	(119,349.16)	-	485,701.04	-	-	919,047.34
12/31/2020	(116,479.46)	(180,466.39)	1,067.66	101,396.91	-	724,566.05

ENDING BALANCE	(459,561.73)	(363,676.89)	-	736,817.68	287,291.24	0.11	724,566.05
----------------	--------------	--------------	---	------------	------------	------	-------------------

JANUARY

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
1/1/2021	-	-	6,216.23	-	-	730,782.28
1/8/2021	(720,897.08)	-	-	-	-	9,885.21
1/15/2021	(113,417.81)	(172,676.32)	145,697.33	168,994.85	-	38,483.25
1/20/2021	(171,902.15)	-	-	-	-	(133,418.90)
1/31/2021	(118,124.45)	(178,415.67)	153,591.34	135,195.88	-	(141,171.79)
ENDING BALANCE	(1,124,341.48)	(351,091.98)	-	305,504.90	304,190.72	(141,171.79)

FEBRUARY

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
2/1/2021	(133,490.16)	-	-	-	270,423.21	(4,238.74)
2/15/2021	(123,399.14)	(184,024.98)	330,035.03	135,195.88	-	153,568.05
2/16/2021	-	-	-	-	-	153,568.05
2/20/2021	(82,273.08)	-	-	-	-	71,294.97
2/28/2021	(116,229.09)	(177,981.96)	139,872.35	168,994.85	-	85,951.11
ENDING BALANCE	(455,391.47)	(362,006.94)	-	469,907.38	304,190.72	85,951.11

MARCH

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
3/1/2021	(169,594.89)	-	179,380.04	-	-	95,736.26
3/15/2021	(118,735.81)	(181,961.20)	-	168,994.85	-	(35,965.91)
3/20/2021	(224,465.70)	-	288,295.51	-	-	27,863.91
3/31/2021	(172,406.70)	(275,044.15)	355,881.99	202,793.81	-	139,088.86
ENDING BALANCE	(685,203.11)	(457,005.35)	-	823,557.55	371,788.66	139,088.86

APRIL

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
4/9/2021	(11,051.81)	-	88,431.03	-	-	216,468.08
4/15/2021	(357,651.66)	(194,265.21)	-	135,195.88	-	(200,252.91)
4/20/2021	-	-	178.22	-	287,573.62	87,498.93
4/30/2021	(227,475.09)	(188,198.93)	467.57	291,928.38	122,995.74	87,216.60
ENDING BALANCE	(596,178.56)	(382,464.14)	-	89,076.81	427,124.26	87,216.60

MAY

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
5/1/2021	-	-	200,547.41	-	-	287,764.01
5/15/2021	(263,126.81)	(189,185.31)	-	168,994.85	-	4,446.74
5/20/2021	-	-	90,808.98	-	-	95,255.72
5/31/2021	(254,149.76)	(225,850.45)	274,249.08	168,994.85	-	58,499.43
ENDING BALANCE	(517,276.57)	(415,035.76)	-	565,605.46	337,989.69	58,499.43

JUNE

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
6/1/2021	-	-	169,318.16	-	-	227,817.59
6/15/2021	(209,994.02)	(192,205.72)	172,972.91	-	-	(1,409.25)
6/20/2021	(130,763.77)	-	223,333.96	168,994.85	-	260,155.79
6/30/2021	(125,607.90)	(182,976.11)	172,820.02	-	-	124,391.81
ENDING BALANCE	(466,365.69)	(375,181.83)	-	738,445.05	168,994.85	124,391.81

TOTALS	(8,123,483.76)	(4,479,977.48)	-	6,591,920.11	3,431,129.03	1,875,172.39	124,391.81
--------	----------------	----------------	---	--------------	--------------	--------------	------------

B. Contingency Learning Plans

Contingency Learning Plans

IEP Amendments for the 2020-21 School Year

SpEd Forms Updates

- COVID-19 Contingency Learning Plan form has been added to SpEd Forms
- The plan will describe how services would be delivered to each child under the three possible scenarios mandated by the Minnesota Department of Education and the Governor of Minnesota.



Information
Before
Beginning

Fields that auto-populate

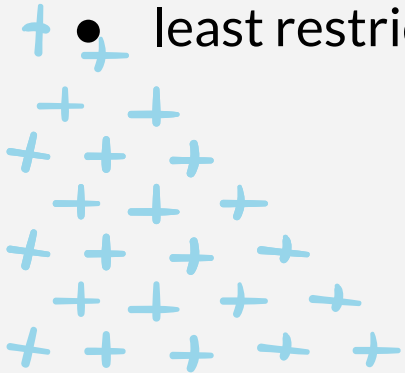
The COVID-19 Contingency Learning Plan form will auto-populate the following fields (allowing for a description of changes if needed):

- annual goals
- how progress toward the annual goals will be measured
- program modifications, supports and adaptations in general and special education

Fields needing to be completed

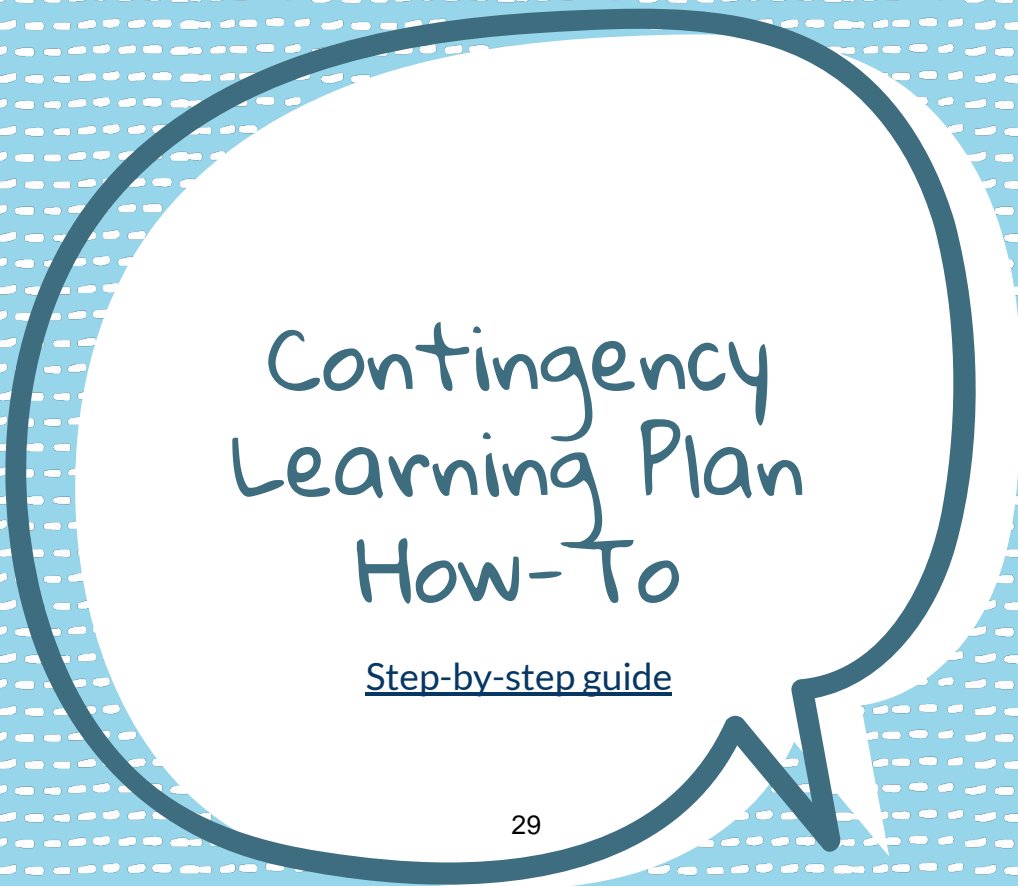
However, these additional fields will need to be completed by case managers:

- special education and related services
- service delivery methods
- child-specific paraprofessional support information
- least restrictive environment explanation



Sample Contingency Learning Plan

Use this [Sample Student Contingency Learning Plan](#) as a Reference



Contingency Learning Plan How-To

Step-by-step guide

Wording for PWN - Description

Description of the action that the District proposes or refuses to take:

The District is proposing to modify your child's IEP as stated in the attached Contingency Learning Plan.

Wording for PWN - Explanation

Explanation of why the District is proposing to take this action:

The Governor of Minnesota has issued an Executive Order requiring public school districts to be prepared to implement instruction in person, through a hybrid learning model, and through a distance learning model. The instructional model that is implemented at any given time will depend on a number of factors, including state and local criteria related to COVID-19. It may also depend, in part, on whether you choose distance learning during a period of time when the District is offering distance learning. Accordingly, the District is proposing to modify your child's IEP to indicate the type and quantity of special education services, related services, supports, and accommodations that your child will receive on days when instruction occurs in person, on days designated as hybrid learning days, and on days designated as distance learning days. The Contingency Learning Plan addresses each scenario and will become part of your child's IEP, unless you object in writing.

Wording for PWN - Sources

Description of each evaluation procedure, assessment, record, report, and other sources of information the District considered in deciding to propose the action:

The District considered data from your child's last agreed upon IEP, data from your child's most recent evaluation report, data from the distance learning period that occurred toward the end of the 2019-2020 school year, input from staff members who have worked with your child, and any input you have provided. The District also considered guidance from the U.S. Department of Education, the Minnesota Department of Education, the Minnesota Department of Health, and the Governor of Minnesota.

Wording for PWN - Other Options

Other options the District considered and why those options were refused:

The District considered whether it could implement your child's IEP in a hybrid model or distance learning model without making any further changes, but the school staff on the IEP team concluded that changes were necessary. No other options were considered.

Wording for PWN - Other Factors

Other relevant factors:

The District considered your child's unique educational needs and the instructional options that are available when instruction occurs in person, on days designated as hybrid learning days, and on days designated as distance learning days.

⇒ Script for Case Managers

Here is an optional script to use as you contact families.

- C. Reassigning Special Education Staff to Duties Outside Special Education
- D. Guidance for Delivering Direct Services: Staff Protective Equipment

Guidance for Delivering Direct Student Support Services: Staff Protective Equipment

This supplemental guidance builds on the 2020-2021 Planning Guide for Schools: Health Considerations for Navigating COVID-19 (see link below). It provides direction to school staff on the type of protective equipment that will be needed to reduce the risk of COVID-19 transmission when delivering direct student support services that require close, prolonged contact. This guidance applies to services delivered in kindergarten through 12th grade special and general education, pre-kindergarten programs including birth to three-part C under IDEA, and school-based child care programs. This guidance applies when planning for all scenarios in the 2020-2021 Planning Guide: Health Considerations for Navigating COVID-19.

References

- [2020-2021 Planning Guide for Schools: Health Considerations for Navigating COVID-19 \(PDF\) \(www.health.state.mn.us/diseases/coronavirus/schools/k12planguide.pdf\)](http://www.health.state.mn.us/diseases/coronavirus/schools/k12planguide.pdf)
- [Guidance for Direct Service Providers \(www.cdc.gov/coronavirus/2019-ncov/hcp/direct-service-providers.html\)](http://www.cdc.gov/coronavirus/2019-ncov/hcp/direct-service-providers.html)
- [COVID19 Planning Considerations: Guidance for School Re-entry \(https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/covid-19-planning-considerations-return-to-in-person-education-in-schools/\)](https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/covid-19-planning-considerations-return-to-in-person-education-in-schools/)

Schools must follow the 2020-2021 Planning Guide for Schools: Health Considerations for Navigating COVID-19. The guide includes information on:

- Health screening for all students, staff, and volunteers.
- Exclusion for students and staff who have COVID-19 symptoms, illness, or close exposure to someone with COVID-19.
- Cleaning and disinfecting.
- Wearing of face coverings.
- Social distancing and minimizing exposure.

Social distancing is an essential tool to mitigate the risk of transmission of disease, and school staff should evaluate all services to incorporate social distancing as much as possible. The Minnesota

Department of Health (MDH) and Minnesota Department of Education (MDE) recognize that a variety of educational programs and services require close, physical, and prolonged contact, and would be difficult to provide to students while still abiding by social distancing guidelines. These include: evaluation for service eligibility; screening for developmental or other health conditions; personal care services; and specialized instruction and related services for students with special health care needs or disabilities.

This guidance on staff protective equipment when delivering direct support services must be used as another measure to reduce the risk of COVID-19 transmission during the provision of these and other services that require close, physical, and prolonged contact.

Basic principles of infection control

Face coverings

As of July 25, 2020, people in Minnesota are required to wear a face covering in indoor businesses and indoor public settings, per Executive Order 20-81. Executive Order 20-81 establishes different or additional requirements, exceptions, and recommendations for kindergarten through grade 12 schools.

Under the Executive Order, face coverings are generally required for all students, staff, and other people present in any kindergarten through grade 12 school buildings, district offices, or riding on school transportation vehicles. To provide a consistent, safe environment for students and staff, this requirement applies equally to kindergarteners, even those aged 5 or under. Students and staff have increased flexibility to wear face shields in certain circumstances, all of which are detailed in the Executive Order found at [Executive Orders from Governor Walz \(mn.gov/governor/news/executiveorders.jsp\)](https://www.mn.gov/governor/news/executiveorders.jsp) and [2020-2021 Planning Guide for Schools \(www.health.state.mn.us/diseases/coronavirus/schools/k12planguide.pdf\)](https://www.health.state.mn.us/diseases/coronavirus/schools/k12planguide.pdf). As with other settings, children under 2 years or anyone with a medical, developmental, or behavioral condition that makes it unreasonable to wear a face covering must not wear a face covering.

When direct student support services are being provided to a student, the following measures are required regarding face coverings:

- Staff providing direct support services are required to wear a face covering and/or a face shield.
 - The same face covering or shield can be worn throughout the school day while working with multiple students unless the face covering becomes soiled, in which case it should be removed for laundering/cleaning and replaced with a new, clean one.
- Students are required to wear a face covering and/or a non-medical face shield when receiving direct close contact support services unless they are unable to tolerate a face covering due to developmental, medical, or behavioral health needs, or are a student in kindergarten through grade 8 and wearing a face covering is otherwise problematic for the student.

Additional Resources

- [How to Safely Wear and Take Off a Cloth Face Covering \(PDF\) \(www.cdc.gov/coronavirus/2019-ncov/downloads/cloth-face-covering.pdf\)](https://www.cdc.gov/coronavirus/2019-ncov/downloads/cloth-face-covering.pdf)
- [How to Safely Wear Your Mask \(PDF\) \(www.health.state.mn.us/diseases/coronavirus/materials/masksafely.pdf\)](https://www.health.state.mn.us/diseases/coronavirus/materials/masksafely.pdf)
- [Use of Cloth Face Coverings to Help Slow the Spread of COVID-19 \(www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html\)](https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html)
- [Best Practices for Masks: Considerations for People with Disabilities and Special Health Needs \(PDF\) \(www.health.state.mn.us/diseases/coronavirus/guidemasks.pdf\)](https://www.health.state.mn.us/diseases/coronavirus/guidemasks.pdf)

Additional infection control measures

- Staff providing direct student support services must clean hands using soap and water or hand sanitizer with at least 60% alcohol (soap and water are preferred when hands are visibly soiled) regularly and in the following circumstances:
 - Before and after working with a student.
 - Immediately after touching blood, body fluids, non-intact skin, mucous membranes, or contaminated items (even when gloves are worn during contact).
 - Immediately after removing gloves, after touching objects in the immediate student support vicinity, before eating, after using the restroom, and after coughing or sneezing into a tissue.
 - After incidental touching, providing hand-over-hand guidance with educational or technology materials, tactile American Sign Language, Print on Palm, Protractile Communication, or other similar points of touching.
- Follow the school's symptom screening process for staff providing and students receiving direct support services, as well as ongoing monitoring throughout the school day to help quickly identify signs of illness. If a student or staff member begins to display symptoms of illness during the day, follow the school's procedure for illness and stop and/or postpone any scheduled direct support services.
- Work with custodial staff to establish routine cleaning and disinfecting of high-touch surfaces and shared equipment (e.g., wheelchairs, scooters, oxygen tanks and tubing, and other assistive devices) between uses.

Additional Resource

- [Standard Precautions for All Patient Care \(www.cdc.gov/infectioncontrol/basics/standard-precautions.html\)](https://www.cdc.gov/infectioncontrol/basics/standard-precautions.html)

Personal protective equipment (PPE)

Standard precautions are the basic level of infection control that should be used to reduce the risk of transmission of illness if you anticipate you may have contact with blood, bodily fluids, secretions, and

GUIDANCE FOR DELIVERING DIRECT STUDENT SUPPORT SERVICES: STAFF PROTECTIVE EQUIPMENT

excretions (except sweat); non-intact skin; and mucous membranes. Personal protective equipment (PPE) includes a surgical mask, N95 respirator, eye protection, disposable gloves, and a gown (disposable or cloth).

Generally, PPE is worn for a specific support service for each student. PPE must be removed and properly disposed of, and hand washing be completed before interacting or working with another student. Cloth face coverings are not PPE.

Whether PPE must be worn by school staff members and what type of PPE is required should be based upon several factors: the type of service being provided (e.g., instruction, personal cares, behavior support); the anticipated risk of exposure to infectious body fluids; and the individual health factors of students and staff.

Using this guidance document, schools must develop a process to determine what type of PPE should be used by school staff when working with students and under what circumstances. The process should consider any current plans (e.g., Individual Family Service Plan, Individualized Healthcare Plan, Individualized Education Program, 504 Plan, or Behavior Intervention Plan) that are in place for the student, past experience in providing that service, and staff expertise (e.g., the school nurse, therapist, or teacher).

Appendix A lists some of the more common types of student support services and interactions provided in the school setting and indicates whether each type of PPE is required. Appendix A is not intended to be exhaustive. Schools should use the review process described above if the type of service is not identified in Appendix A to determine which PPE is needed. A school nurse is a good resource to help make these determinations.

It is important to provide consistency and uniform implementation of PPE for students who receive routine types of services. Schools should consider using Appendix A by circling the PPE to be used for the identified type of service for the specific student and share with other members of the team as needed. School districts are required to create a process for students, families, and staff to self-identify as high risk for illness due to COVID-19. Districts must have a plan in place to address requests for alternative learning arrangements or work reassignments.

The Centers for Disease Control and Prevention (CDC) provides guidance on people who need to take extra precautions and those at increased risk for severe illness. Schools should periodically consult this guidance as the COVID-19 pandemic continues to evolve.

- [People Who Need to Take Extra Precautions \(www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/index.html\)](https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/index.html)

Resources

- [Masks 101: A Guide for Children Who are Medically Complex \(complexchild.org/articles/covid/masks101/\)](https://complexchild.org/articles/covid/masks101/)
- [Cloth Face Covering for Children During COVID-19 \(www.healthychildren.org/English/health-issues/conditions/COVID-19/Pages/Cloth-Face-Coverings-for-Children-During-COVID-19.aspx\)](https://www.healthychildren.org/English/health-issues/conditions/COVID-19/Pages/Cloth-Face-Coverings-for-Children-During-COVID-19.aspx)
- This video was created by a school nurse to explain cloth face coverings: [ELC Nurse Note #3 \(www.youtube.com/watch?v=vtfP2x8kG8Y\)](https://www.youtube.com/watch?v=vtfP2x8kG8Y).

Surgical masks

Medical-grade facemasks (surgical masks) are FDA-regulated masks that are fluid resistant and provide the wearer protection against large droplets, splashes, or sprays of bodily or other hazardous fluids. These must be worn by health care staff or school staff (e.g., nurses, health assistants, or paraprofessionals) who are assessing students or staff for symptoms and providing health care procedures (e.g., nebulization treatments, during student use of a peak flow meter, oral or nasal suctioning). Tracheostomies that are set up with a **closed** or **in-line** suction system would not be aerosol-generating procedures (AGP) as the entire suctioning process is contained in a closed system and require a surgical mask and do not require an N95.

N95 respirators

An N95 respirator is a protective device designed to achieve a tight facial fit and efficient filtration of airborne particles. The “N95” designation means that when subjected to careful testing, the respirator blocks at least 95 percent of small (0.3 micron) test particles. Standard N95 respirators are required to control exposures to infections transmitted via the airborne route such as AGPs. Open suction of a tracheostomy where the caregiver is working on an open trach would be considered an AGP. See Appendix B: Considerations When Using an N95 Respirator for more details on requirements.

Eye protection (face shields or goggles)

Eye protection must be worn if there is a reasonable chance that a splash or spray of blood or body fluids may occur to the eyes, mouth, or nose. Eye protection should be removed and cleaned if it becomes visibly soiled or difficult to see through. Examples of services in which eye protection may be warranted include: feeding, suctioning, and assisting with medications that are difficult to swallow; and when working with students who have known to exhibit behaviors such as spitting or biting. **Eye protection must be worn when the situation requires that a staff member use a surgical mask or N95.**

Gloves (non-latex)

Gloves must be worn when there is reasonable expectation that the service provider may come in contact with blood, body fluids, non-intact skin, mucous membranes, and contaminated items. Hand washing must be performed before and after the use of gloves. Examples of services for which gloves are required include: toileting or diapering; feeding or providing oral care; assisting with personal

hygiene such as brushing teeth or wiping away secretions; some speech service interactions; and assisting with medications or other nursing treatments. Gloves must be removed and changed before making contact with clean spaces (e.g., medication cabinets) and medical equipment.

Gowns (disposable, smock, other clothes, or coverings)

Gowns or other covering are recommended when there is a reasonable expectation that saliva or other bodily fluids may come into contact with an employee's clothing. Reuse of disposable gowns is discouraged due to the high likelihood of contamination when removing and putting on a used gown. Cloth coverings can be used between multiple students as long as they are not visibly soiled. Cloth coverings should be laundered at least daily or more often if visibly soiled. Staff should consider wearing a gown when assisting students with personal cares (e.g., feeding, toileting, assisting with hygiene, or transferring). **A gown must be worn when the situation requires that a staff member wear a surgical mask or an N95 respirator.**

Staff training and education

Space should be designated for putting on (donning) and removing (doffing) protective equipment. Learning to correctly don and doff protective equipment is important to prevent self-contamination when using PPE. Any staff member using PPE should receive initial training with return demonstration and at least annually thereafter to ensure optimal benefit from the PPE use. School districts should consider having a designated staff member (such as the school nurse) who can help and assist staff as needed during the school day. Schools should consider placing signage as appropriate as a visual cue to guide staff on proper use and disposal of PPE.

Resources

- [Using Personal Protective Equipment \(PPE\) \(www.cdc.gov/coronavirus/2019-ncov/hcp/using-ppe.html\)](http://www.cdc.gov/coronavirus/2019-ncov/hcp/using-ppe.html)
- [Sequence for Donning and Doffing PPE \(PDF\) \(www.cdc.gov/coronavirus/2019-ncov/downloads/Appendix-5-proper-use-of-PPE.pdf\)](http://www.cdc.gov/coronavirus/2019-ncov/downloads/Appendix-5-proper-use-of-PPE.pdf)

Disposal and cleaning of face coverings and PPE

Used disposable PPE (gloves, gowns, or masks) can be put in a designated lined trash receptacle and removed in the usual manner for school garbage. Reuse of disposable gowns is discouraged due to the high likelihood of contamination when doffing and donning the used gown.

Gloves should be changed after providing care to each student, when ripped or torn, when soiled or contaminated, and when moving from a dirty to a clean procedure (i.e., cleaning up vomit, then preparing medicine).

Appendix B includes instructions on the limited reuse of N95 respirators.

Cloth coverings can be used between students as long as the coverings are not visibly soiled. Washable face coverings, gowns, and cloth coverings should be laundered at least daily or more often if visibly soiled. Staff may wish to bring additional face coverings or changes of clothing in case these become soiled during the day. Soiled clothing or face coverings should be placed into a plastic bag until they can be brought home and laundered.

Resources

- [How to Wash a Cloth Face Covering \(www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/how-to-wash-cloth-face-coverings.html\)](https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/how-to-wash-cloth-face-coverings.html)
- [Strategies for Optimizing the Supply of Isolation Gowns \(www.cdc.gov/coronavirus/2019-ncov/hcp/ppe-strategy/isolation-gowns.html\)](https://www.cdc.gov/coronavirus/2019-ncov/hcp/ppe-strategy/isolation-gowns.html)
- [Strategies for Optimizing for Supply of Disposable Medical Gloves \(www.cdc.gov/coronavirus/2019-ncov/hcp/ppe-strategy/gloves.html\)](https://www.cdc.gov/coronavirus/2019-ncov/hcp/ppe-strategy/gloves.html)
- [Strategies for Optimizing the Supply of Facemasks \(www.cdc.gov/coronavirus/2019-ncov/hcp/ppe-strategy/face-masks.html\)](https://www.cdc.gov/coronavirus/2019-ncov/hcp/ppe-strategy/face-masks.html)

Eye protection (face shields or goggles) should be cleaned and disinfected when visibly soiled or at least daily following manufacture's direction or CDC guidance.

- While wearing gloves, carefully wipe the inside followed by the outside of the face shield or goggles, using a clean cloth saturated with neutral detergent solution or a cleaning wipe.
- Carefully wipe the outside of the face shield or goggles using a wipe or clean cloth saturated with EPA-registered hospital disinfectant solution.
- Wipe the outside of face shield or goggles with clean water or alcohol to remove residue.
- Dry fully (air dry or use clean absorbent towels).
- Remove gloves and wash hands.

- [Strategies for Optimizing the Supply of Eye Protection \(www.cdc.gov/coronavirus/2019-ncov/hcp/ppe-strategy/eye-protection.html\)](https://www.cdc.gov/coronavirus/2019-ncov/hcp/ppe-strategy/eye-protection.html)

Staff member accidental exposure

School districts need to create a plan to respond if a staff member has an accidental exposure to respiratory secretions, blood, or body fluids. The plan should include:

- Identify leadership who can help guide the response and actions needed. Leadership should have knowledge of any applicable regulations, e.g., Occupational Safety and Health Administration and workers compensation.
- Provide clear instructions for the staff member about where and how to wash exposed skin with soap and water.

It is important to review and understand the circumstances related to each accidental exposure to inform any needed revisions in the delivery of the service or changes in the type of PPE. School staff should take care to avoid blaming or shaming of students or staff members when an accidental exposure occurs.

Should a student or staff member develop COVID-19, a contact investigation would be completed by MDH to determine which individuals were in close contact with the positive case during their infectious period, at which time additional instruction would be provided regarding quarantine and testing.

Considerations when using face coverings or PPE with students

Direct service providers should be mindful that seeing staff putting on PPE or being approached by staff wearing a face covering or PPE could cause unexpected reactions or anxiety in students. Use a student-centered approach and offer reassurance throughout interactions. Examples of helpful practices and useful resources include:

- Put a face covering or PPE on a favorite stuffed animal.
- Consider face coverings that have a child-friendly theme material.
- Show a student who you are without the face covering or PPE, then put on the face covering or PPE in front of them (make sure you are socially distant).
- Show pictures of others wearing face coverings or PPE.
- Use books to tell a story of wearing face coverings or PPE.

Specialized physical health care services

Specialized physical health care services are provided to students with special health care needs, which helps to ensure access to education in the school environment. The services listed here are not meant to be exhaustive, and schools may need to consider additional services. The use of PPE for some of these procedures may be consistent with how they were completed prior to the COVID-19 pandemic, but for others, additional PPE may be warranted.

Restrictive procedures: physical holding

- Physical Restraint and COVID-19: These guidelines are to be used in conjunction with Minnesota Statutes § 125A.0941 – 125A.0942, [Standards for Restrictive Procedures \(www.revisor.mn.gov/statutes/cite/125A.0942\)](http://www.revisor.mn.gov/statutes/cite/125A.0942)
- Limiting risk of infection prior to a physical hold:
 - Ensure that staff do not wear plastic protective gowns that can be easily ripped or torn; these gowns may become a hazard.
 - Ensure staff are wearing disposable gloves, cloth face coverings, face shields, and long sleeves to the maximum extent possible.

GUIDANCE FOR DELIVERING DIRECT STUDENT SUPPORT SERVICES: STAFF PROTECTIVE EQUIPMENT

- Ensure that only staff required for safely restraining a student are involved; one additional staff member should monitor and address protective equipment needs for those staff who are involved in the physical holding in the event that protective equipment needs to be altered or adjusted.
- Limiting risk of infection during a physical hold:
 - Keep hands clear of eyes, mouth, and nose of self and others.
 - Relieve first responders as soon as possible if they are not wearing appropriate protective equipment.
 - Avoid long and extended physical holds.
- Limiting risk of infection after a physical hold:
 - Remove and dispose of and/or clean protective equipment immediately after a physical hold.
 - Avoid touching your face and limit contact with hard surfaces before washing your hands.
- School staff participating in training to meet the requirements in Minn. Stat. Section 125A.0942 subd.5:
 - Ensure staff are wearing disposable gloves, cloth face coverings or face shield, and long sleeves when in close contact with another staff person or trainer.
 - Keep hands clear of eyes, mouth, and nose of self and others.
 - Avoid long and extended physical holds.

Respiratory conditions (e.g., asthma)

- For people with respiratory conditions, the continued use of regular preventive (controller) and rescue (albuterol) inhalers is critical.
- Students who regularly use a rescue inhaler with a spacer should be permitted to do so with minimal supervision.
- For students needing a rescue inhaler without a spacer, the child should be permitted to use the inhaler by removing the portion of the face covering over the mouth for the inhalation of the medication, re-covering the mouth/nose, and then permitting exhalation to avoid mixing air particles.
- CDC guidance states it is uncertain whether aerosols generated by nebulizer treatments are potentially infectious. For some people with asthma, using a peak flow meter can trigger a cough. But based on limited data, forceful exhalation is not considered an aerosol-generating procedure associated with increased risk of transmitting the virus that causes COVID-19.
- If nebulization or peak flow meter is used, schools must follow these protocols:
 - The nurse or school staff member must use PPE (surgical mask, eye protection, gloves, and gown). While not considered as high risk as other procedures, school staff could choose to use an N95 if available and not in short supply and a respiratory program is in place that includes initial fit testing for anyone using an N95.

GUIDANCE FOR DELIVERING DIRECT STUDENT SUPPORT SERVICES: STAFF PROTECTIVE EQUIPMENT

- The space should be separate with good ventilation and ability to close the door. Use of a portable HEPA filtration unit can provide additional protection and should be strongly considered.
 - If the student can use the nebulizer or peak flow meter independently, the nurse or school staff members should be 6 feet away from the student, if possible, during the procedure, or even step outside of the room if this can be done safely.
 - The room should undergo complete routine cleaning and wiping down of hard surfaces after the procedures are complete. When cleaning, staff members should wear PPE (surgical mask, eye protection, and gloves).
 - Current CDC guidance recommends switching patients from nebulizer treatments to an inhaler with spacer, as long as the patient can tolerate and have access to the inhaler. The school nurse should work with the student's health care provider and parents to switch to an inhaler with a spacer or a chamber, if possible.
- [K-12 Schools and Child Care Programs: FAQs for Administrators, Teachers, and Parents \(www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools-faq.html\)](https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools-faq.html)

Suctioning

- Aerosol-Generating Procedures (AGP) are those that are more likely to generate higher concentrations of infectious respiratory aerosols than coughing, sneezing, talking, or breathing. These procedures potentially put staff at increased risk for pathogen exposure and infection.
- Maintaining an open airway for students is an essential health care service, but has additional medical challenges due to the need for PPE, space, and space- cleaning requirements to ensure the safety of students and staff. School nurses, school staff, families, and medical providers should collaborate to develop a plan of care that seeks to avoid or minimize the opportunity for urgent procedures like suctioning.
- Oral or nasal suctioning is not considered an AGP if completed with a bulb syringe or mushroom adapter. Tracheostomies that are set up with a **closed** or **in-line** suction system would not be considered an AGP as the entire suctioning process is contained in a closed system. If those procedures are done, follow these protocols:
 - The nurse or school staff member must use PPE (surgical mask, eye protection, gloves, and a gown).
 - The space should be separate with good ventilation and ability to close the door. Use of a portable HEPA filtration unit can provide additional protection and should be strongly considered.
 - The room should undergo complete routine cleaning and wiping down of hard surfaces after the procedures are complete. When cleaning, staff members should wear PPE (surgical mask, eye protection, and gloves).
- Open suction of a tracheostomy where the caregiver is working on an open trach would be considered an AGP. If this procedure is done, staff must follow these protocols:

- The nurse or school staff member must use PPE (N95, eye protection, gloves, and a gown).
- The space should be separate with good ventilation and ability to close the door. Use of a portable HEPA filtration unit can provide additional protection and should be strongly considered.
- Limit the people in the room to the student and staff performing the procedure.
- When the procedure is completed, the room should be closed for at least 60 minutes to allow aerosolized particles to settle.
- The room should undergo complete cleaning and wiping down of hard surfaces after the procedures are done. When cleaning, staff members should wear PPE (N95, eye protection, gloves, and a gown).

Catheterization care

- Student and staff members must wear a face covering and/or non-medical face shield.
- Staff members are required to wear gloves to prevent fluid crossing from the student to the staff in the forms of drainage or splatter. A disposable gown or cloth covering is recommended.
- A disposable covering or diaper should be used under the buttocks before and during the procedure to catch any drainage, deposit supplies, and contain supplies once the procedure is done.
- Once the catheterization procedure is over, gloves need to be removed, hands washed, and new gloves reapplied before dressing or assisting with dressing the student.
- After assisting the student, gloves need to be removed, hands washed, and new gloves reapplied to clean and disinfect the area before use again.

Diabetes care

- Students and staff members must wear a face covering and/or non-medical face shield.
- Students with diabetes can often perform their own blood glucose monitoring, carbohydrate counting, and mild hypoglycemic and hyperglycemic care with little to no supervision. In the event that a child needs supervision and management by a member of the school health team, he or she should be cared for in an area not used to isolate sick students or staff.
- Insulin administration or management of the insulin pump and/or continuous blood glucose monitor can be done safely with minimal contact. Use gloves and wash hands when in contact with a student or supplies.

Gastrostomy tube (G-tube) feedings

- Students and staff members must wear a face covering.
- Gastrostomy feedings require gloves and face shields to prevent fluid crossing from the student to the provider in the forms of spillage, drainage, or splatter from feeding or gastric fluids. A disposable gown or cloth covering is recommended.

GUIDANCE FOR DELIVERING DIRECT STUDENT SUPPORT SERVICES: STAFF
PROTECTIVE EQUIPMENT

- All supplies used for the feeding (formula or nutritional feeding, tubes, syringes, etc.) can be managed with the staff member using gloves and by washing hands.
- Consider using a towel or a disposable covering around the stomach to catch any drainage, spilled feeding, or gastric contents.



Minnesota Department of Health | health.mn.gov | 651-201-5000
625 Robert Street North PO Box 64975, St. Paul, MN 55164-0975

Contact health.communications@state.mn.us to request an alternate format.

08/05/2020

Appendix A: Guide for Choosing Protective Equipment

Staff must wear a face covering and/or face shield when providing direct student support services. See the “Face coverings” section for details.

Types of Close Services	Eye Protection: Face Shield or Goggles	N95	Medical/Surgical Disposable Mask	Disposable Gloves (non-latex)	Disposable Gowns, Smock, Other Body Coverings
Activities such as special education assessments and early childhood and vision/hearing screenings.	Optional if unable to tolerate face covering	Not required	Not required	Required, if sharing materials	Not required
Transportation-related support (e.g., buckling/unbuckling, wheelchair lockdown).	Optional if unable to tolerate face covering	Not required	Not required	Required	Not required
Activities such as instruction, therapy, related services, and crisis/behavior response.	Optional if unable to tolerate face covering or if risk of splash	Not required	Not required	Required, if sharing materials	Optional
Speech therapy and articulation therapy services.	Required	Not required	Not required	Required, if sharing materials	Not required
Personal care (e.g., diapering, toileting, oral and G-tube feeding) that could expose staff to student’s bodily fluids.	Optional	Not required	Not required	Required	Optional
Direct care (e.g., first aid, medications, diabetes care) and monitoring of students unrelated to illness.	Optional	Not required	Not required	Required	Not required
Direct care and monitoring of staff/students for symptoms of illness in the health office.	Required	Not required	Required	Required	Required
Nebulization treatments, peak flow meter monitoring, oral/nasal suctioning, or closed trach system suctioning. Includes staff cleaning the room after these procedures.	Required	Optional	Required	Required	Required
Performing or are present during aerosol-generating procedures, including open trach suctioning and trach cares. Includes staff cleaning the room after these procedures.	Required	Required	Not required	Required	Required

Note: This resource is not intended to be exhaustive; schools and programs should evaluate additional scenarios based on type of service being provided and associated infection risks while taking into account an individual assessment of student/staff health considerations.

Appendix B: Considerations When Using an N95 Respirator

N95 respirator use by health care personnel should be done in the context of a comprehensive, written respiratory protection program that meets the requirements of OSHA's Respiratory Protection standards; the program should include medical evaluations, training, and fit testing.

Fit testing is a critical component whenever workers use tight-fitting respirators. OSHA requires an initial respirator fit test to identify the right model, style, and size respirator for each worker, as well as annual fit tests. Additionally, tight-fitting respirators, including the N95, require a user seal check each time one is put on. Facial hair at the sealing area of the respirator will cause it to leak.

Resources

- [Public Health Respiratory Protection Program Template \(www.health.state.mn.us/facilities/patientsafety/infectioncontrol/rpp/template/index.html\)](http://www.health.state.mn.us/facilities/patientsafety/infectioncontrol/rpp/template/index.html)
- [Proper N95 Respirator Use for Respiratory Protection Preparedness \(blogs.cdc.gov/niosh-science-blog/2020/03/16/n95-preparedness/\)](https://blogs.cdc.gov/niosh-science-blog/2020/03/16/n95-preparedness/)
- [Filtering out Confusion: Frequently Asked Questions about Respiratory Protection \(PDF\) \(www.cdc.gov/niosh/docs/2018-130/pdfs/2018-130.pdf\)](http://www.cdc.gov/niosh/docs/2018-130/pdfs/2018-130.pdf)
- [OSHA Respiratory Standards \(www.osha.gov/laws-regs/regulations/standardnumber/1910/1910.134\)](http://www.osha.gov/laws-regs/regulations/standardnumber/1910/1910.134)
- [Temporary Enforcement Guidance - Healthcare Respiratory Protection Annual Fit-Testing for N95 Filtering Facepieces During the COVID-19 Outbreak \(www.osha.gov/memos/2020-03-14/temporary-enforcement-guidance-healthcare-respiratory-protection-annual-fit\)](http://www.osha.gov/memos/2020-03-14/temporary-enforcement-guidance-healthcare-respiratory-protection-annual-fit)
- [Enforcement Guidance for Respiratory Protection and the N95 Shortage Due to the Coronavirus Disease 2019 \(COVID-19\) Pandemic \(www.osha.gov/memos/2020-04-03/enforcement-guidance-respiratory-protection-and-n95-shortage-due-coronavirus\)](http://www.osha.gov/memos/2020-04-03/enforcement-guidance-respiratory-protection-and-n95-shortage-due-coronavirus)
- [Enforcement Guidance for Use of Respiratory Protection Equipment Certified under Standards of Other Countries or Jurisdictions During the Coronavirus Disease 2019 \(COVID-19\) Pandemic \(www.osha.gov/memos/2020-04-03/enforcement-guidance-use-respiratory-protection-equipment-certified-under\)](http://www.osha.gov/memos/2020-04-03/enforcement-guidance-use-respiratory-protection-equipment-certified-under)

General considerations during extended use and reuse of PPE

- Extended use refers to wearing the same item of PPE for multiple patient encounters without removing the PPE between patients.
- Reuse refers to use of the same item of PPE for multiple patient encounters with removal and storage of the item between patients.
- Staff should perform diligent hand washing before and after putting on, removing, or adjusting any piece of PPE intended for extended use or reuse.

GUIDANCE FOR DELIVERING DIRECT STUDENT SUPPORT SERVICES: STAFF PROTECTIVE EQUIPMENT

- Staff should take extreme care not to inadvertently touch any piece of PPE worn on the head (N95, facemask, or eye protection) to avoid contamination.
- Any piece of PPE that is typically disposable but is being used for extended use or reuse should be restricted for use by one person and not be shared between staff.
- Any piece of PPE being used for extended use or reuse should be inspected prior to use for visible signs of soiling or damage and discarded if needed.
- Any piece of PPE that no longer fastens securely should be discarded.
- N95 respirators, facemasks, and eye protection should be carefully stored between uses in a clean, breathable storage container such as a paper bag or cardboard box.
- Staff should leave the patient care area before removing their PPE.
- Limited reuse of N95 respirators:
 - Wear gloves when performing a seal check on a previously used respirator and discard gloves afterward.
 - When removing an N95, wash hands and remove the respirator by the straps without touching the inside.
 - The respirator manufacturer should be contacted for recommendations on the maximum number of reuses for that particular N95 model. If no manufacturer guidance is available, data suggest no more than five reuses per device.
 - During both extended use and reuse of N95s, the mask should be removed if it becomes soiled, wet, damaged, or hard to breathe through.

N95 resources

- [Strategies for Optimizing the Supply of Personal Protective Equipment \(PDF\)](http://www.health.state.mn.us/diseases/coronavirus/hcp/optimizingppe.pdf)
(www.health.state.mn.us/diseases/coronavirus/hcp/optimizingppe.pdf)
- [NIOSH-Approved N95 Particulate Filtering Facepiece Respirators](http://www.cdc.gov/niosh/npptl/topics/respirators/disp_part/n95list1.html)
(www.cdc.gov/niosh/npptl/topics/respirators/disp_part/n95list1.html)

Alternate respirator resource

- [Strategies for Optimizing the Supply of N95 Respirators](http://www.cdc.gov/coronavirus/2019-ncov/hcp/respirators-strategy/index.html#contingency) (www.cdc.gov/coronavirus/2019-ncov/hcp/respirators-strategy/index.html#contingency)

Additional PPE resources

- [Guidance for Healthcare Personnel on the Use of Personal Protective Equipment \(PPE\) in Schools During COVID-19 \(PDF\)](https://higherlogicdownload.s3.amazonaws.com/NASN/3870c72d-fff9-4ed7-833f-215de278d256/UploadedImages/PDFs/Guidance-for-Healthcare-Personnel-on-PPE-Use-in-Schools.pdf) (higherlogicdownload.s3.amazonaws.com/NASN/3870c72d-fff9-4ed7-833f-215de278d256/UploadedImages/PDFs/Guidance-for-Healthcare-Personnel-on-PPE-Use-in-Schools.pdf)
- [Facemask Considerations for Healthcare Professionals in Schools \(PDF\)](https://higherlogicdownload.s3.amazonaws.com/NASN/3870c72d-fff9-4ed7-833f-215de278d256/UploadedImages/PDFs/03182020_NASN_Facemask_Considerations_for_Healthcare_Professionals_in_Schools.pdf) (higherlogicdownload.s3.amazonaws.com/NASN/3870c72d-fff9-4ed7-833f-215de278d256/UploadedImages/PDFs/03182020_NASN_Facemask_Considerations_for_Healthcare_Professionals_in_Schools.pdf)

E. Masking Exemptions

Special Education COVID-19 Resources

Special Education Due Process Guidance for the 2020-21 School Year— Related to the Safe Learning Plan for 2020-21, MDH Direct Services Guidance, and Executive Orders 20-81 and 20-82

August 17, 2020

In-School Direct Services

Question 1: Is there any situation where a district or charter school could not bring students into school for additional services?

Response: Yes. If the data indicates that a charter school or district implement a distance learning model for all grades and all students, it cannot bring in students for in-school services. As stated in the Minnesota Department of Education (MDE) [2020-21 Planning Guidance for Minnesota Public Schools](#), under the special education section, distance learning is implemented when the severity of infection risk is so significant that in-person contact between school service providers and students must be minimized as much as possible until the risk is reduced and schools are adequately prepared to provide a safe environment for both students and staff.

Question 2: If a district/charter school determines that at the beginning of the 2020-21 school year that it will provide hybrid instruction for elementary students and distance learning for secondary students, can students with disabilities from any grade receive in-person direct services, if needed, to make progress in the general education curriculum and on their Individualized Education Program (IEP) goals?

Response: For a district or charter school that chooses a hybrid model for all students or for elementary school students and distance learning for secondary school students, the MDE [2020-21 Planning Guidance for Minnesota Public Schools](#) under Instruction and Membership for hybrid learning models provides that students with special learning needs or situations could attend at the school site more frequently, up to full-time. When determining which students are in need of additional in-school services, district and charter school leaders can make that determination based on district, school-level and individual student level data collected which informs district leaders about which students were unsuccessful with distance learning; such as students with disabilities in setting three or four programs. District leaders can then provide additional in-school services for those students, as long as they are complying with public health guidelines, which includes Minnesota Department of Health (MDH) [2020-2021 Planning Guide for Schools](#), [the Safe Learning Plan for 2020-21](#) and [MDH Guidance for Delivering Direct Student Support Services](#).

It is up to school officials to determine the process to be used to review student and school-level data related to the provision of additional in-school services. That determination should be based on data collected at an individual student level or at a program/setting level. Data to be considered would include an individual student's progress reporting data, including whether a student was able to access distance learning during the 2019-20 school year, as well as data collected at a programming/setting level. See paragraph 32 of the [Minnesota Governor Executive Order 20-82 \(EO 82\)](#) for further guidance on determining the provision of additional in-school services.

Question 3: Based upon the public health parameters in the Safe Learning Plan for the 2020-21 school year, a charter school or school district has a learning model of either in-school learning instruction for all students or hybrid learning for some or all students. If district leaders choose to dial back to a distance learning for all students model when school

resumes for the 2020-21 school year, can some in-school services be provided to students with disabilities?

Response: The district leaders should first consult with MDE and MDH, and as of August 24, 2020, the designated regional support team, to ensure they are able to operationalize in-school direct services for students with disabilities by complying with public health guidelines, including the [2020-2021 MDH Guidelines](#), [the Safe Learning Plan for 2020-21](#) and [MDH Direct Services Guidance](#).

A charter school or school district that dials back to a distance learning model that is more restrictive than what is recommended by the Safe Learning Plan out of caution or to give themselves time to prepare for hybrid later in the year, as addressed in paragraphs 4 and 5 of the Governor’s Executive Order 20-82, must also be able to operationalize the public health guidelines. As outlined in paragraph 32 of [Minnesota Governor Executive Order 20-82](#), the school district may provide in-school direct services for students who are unable to access distance learning. This would be allowed as long as the parameters set out in [the Safe Learning Plan for 2020-21](#) and local health guidance provided through the regional support team do not recommend distance learning for all students.

Consistent with paragraph 32 of EO 82, the school/district, in consultation with its regional team, could expand in-school provision of activities and programming that it deems necessary and that can be operationalized in compliance with public health guidelines. This expansion of in-school activities must be for those services that cannot be provided through a distance learning model and where those services are needed to access that student’s distance learning instruction, provide supports or services schools can safely offer, and create opportunities for meaningful connections between students and teachers.

Face Masks and Face Coverings

Question 1: Can a school district or charter school require its students to wear face coverings?

Response. Under [Governor Walz’s Executive Order 20-81](#), all individuals inside K-12 schools over the age of 5 must comply with [face covering and face shield guidance](#).

Executive Order 20-81 provides that students in K-12 buildings may use face shields, in lieu of face covering, if they are “unable to tolerate a face covering due to a developmental, behavioral, or medical condition” or for students in kindergarten through grade 8, “when wearing a face covering is otherwise problematic for the student.”

Specifically, EO 20-81 provides exemptions to the face covering requirement in K-12 schools, as follows:

Individuals with a medical condition, mental health condition, or disability that makes it unreasonable for the individual to maintain a face covering. This includes, but is not limited to, individuals who have a medical condition that compromises their ability to breathe, and individuals who are unconscious, incapacitated, or otherwise unable to remove a face covering without assistance. These individuals should consider using alternatives to face coverings, including clear face shields, and staying at home as much as possible.

Question 2: Can a school district or charter school require students/parents to provide documentation that a student has a medical condition in order to exempt them from wearing a face covering?

Response. Consistent with the [Governor’s Executive Order 20-81](#) and [current MDH guidance](#), a school district or charter school can require documentation proving a medical condition or other health condition, disability, or mental health, developmental, or behavioral need that would make it difficult to tolerate wearing a face covering. This process would be similar to what is required under Section 504 of the Rehabilitation Act (located at 34 C.F.R. § 104.35), which would include reviewing information available, including medical documentation provided by the parent, to determine a plan to provide a free appropriate public education for the student.

Question 3: What learning options are available to students with a medical condition exception to wearing a face covering?

Response. For students with a medical or other health condition, disability, or mental health, developmental, or behavioral need that prevents those students from being able to tolerate wearing a face covering, all learning options offered by their school district or charter school are available. For students receiving services under the Individuals with Disabilities Education Act (IDEA), the student's IEP team should review and revise the student's IEP to address information provided to, or by, the parents related to the student's ability to wear a face covering, as well as address the student's anticipated needs and other matters related to the student's educational programming during the COVID-19 pandemic, including educational placement. As set forth in the [MDH 2020-2021 Planning Guide for Schools](#), school leaders should work with students who cannot tolerate face coverings due to legitimate health reasons (e.g., health conditions, disability) and work to create a school climate that will combat stigma and bullying of these students.

Question 4: What is the consequence for students who refuse to wear a face covering?

Response. For students without a medical or other health condition, disability, or mental health, developmental, or behavioral need that prevents them from being able to tolerate wearing a face covering, school districts and charter schools are encouraged to use positive behavioral strategies and supports (e.g., Positive Behavioral Interventions and Supports (PBIS)) to teach, model and change the cultural norm to reinforce the use of face coverings and/or face shields for students. See [MDH 2020-2021 Planning Guide for Schools](#).

In the event a student without a condition cited above continually refuses to wear a face covering, school districts or charter schools should consult normal discipline policies; however, the use of discipline prior to the implementation of positive behavioral strategies and supports is strongly discouraged. See [MDH 2020-2021 Planning Guide for Schools](#).

Question 5: What is MDE doing to ensure students who are deaf or hard of hearing and rely on lip reading are able to interact with their teachers and classmates?

Response. MDE is working with Minnesota Management and Budget and the Department of Administration to procure a shipment of clear face masks that can be used to control virus spread and allow a student who is deaf or hard of hearing to see the mouth. MDE will be communicating how these masks will be allotted and distributed in the future. School districts and charter schools may also use their federal Coronavirus Aid, Relief, and Economic Security (CARES) Act funding to procure their own shipment of clear face masks.

Initial Evaluations and Reevaluations

Question 1: What is the current federal guidance related to evaluation and reevaluation timelines?

Response: The Office of Civil Rights (OCR)/Office of Special Education and Rehabilitation Services (OSERS) supplemental fact sheet states: "As a general principle, during this unprecedented national emergency, public agencies are encouraged to work with parents to reach mutually agreeable extensions of time, as appropriate." However, keep in mind that all provisions of IDEA, including timelines, remain in effect during the COVID-19 pandemic. On April 27, 2020, Secretary DeVos recommended a timeline extension of Part C services for students turning age 3 and the district or charter school is unable to complete an initial Part B evaluation. Prior guidance related to initial and reevaluation timelines can be found at [Fall Guidance 2020-21: Special Education Due Process](#).

Question 2: Is there any situation where a district or charter school could not bring students into school to conduct an evaluation or reevaluation?

Response: Yes. If the data indicates that a charter school or district implement a distance learning model for all grades and all students, it cannot bring in students for evaluations or reevaluations. As stated in the MDE [2020-21 Planning Guidance for Minnesota Public Schools](#) under the special education section, distance learning is implemented when the severity of

infection risk is so significant that in-person contact between school service providers and students must be minimized as much as possible until the risk is reduced and schools are adequately prepared to provide a safe environment for both students and staff as described in the [Frequently Asked Questions on Collecting Progress Monitoring Data Virtually](#).

The National Center on Intensive Intervention at American Institutes for Research asked vendors with assessments appearing on its [Academic and Behavior Progress Monitoring Tools Charts](#) to share resources to support virtual administration. The table within the frequently asked questions document summarizes information from vendors and links to available resources to support implementation.

Question 3: If a district/charter school determines at the beginning of the 2020-21 school year that it will provide hybrid instruction for elementary students and distance learning for secondary students, can students with disabilities from any grade attend in-school in order to conduct an evaluation or reevaluation?

Response: For a district or charter school that chooses a hybrid model for all students or a hybrid model for elementary school students and distance learning for secondary school students, the MDE [2020-21 Planning Guidance for Minnesota Public Schools](#) under Instruction and Membership for hybrid learning models provides that students with special learning needs or situations could attend at the school site more frequently, up to full-time. District and charter school leaders can determine which students are in need of additional in-school services or activities based upon the need to complete initial evaluations and reevaluations in a timely manner. That could include students identified under the child find process for initial eligibility, students whose needs have changed and are in need of a reevaluation, students moving from Part C to Part B and in need of a Part B evaluation, or a student aging out under the developmental disability criteria and in need of evaluation to determine eligibility under other categories. District leaders can then provide additional in-school time for those students, as long as they are complying with public health guidelines, which includes Minnesota Department of Health (MDH) [2020-2021 Planning Guide for Schools](#), [the Safe Learning Plan for 2020-21](#) and [MDH Guidance for Delivering Direct Student Support Services](#).

Question 4: Based upon the public health parameters in the Safe Learning Plan for 2020-21, a charter school or school district has a learning model of either in-school learning instruction for all students or hybrid learning for some or all students. If district leaders choose to dial back to a distance learning for all students model when school resumes for the 2020-21 school year, can students with disabilities attend in-school in order to conduct an evaluation or reevaluation?

Response: The district leaders should first consult with MDE and MDH, and as of August 24, 2020, the designated regional support team, to ensure they are able to operationalize in-school direct services for students with disabilities by complying with public health guidelines, including the [2020-2021 MDH Guidelines](#), [the Safe Learning Plan for 2020-21](#) and [MDH Direct Services Guidance](#).

A charter school or school district that dials back to a distance learning model that is more restrictive than what is recommended by the Safe Learning Plan out of caution or to give themselves time to prepare for hybrid later in the year, as addressed in paragraphs 4 and 5 of the Governor's Executive Order 20-82, must also be able to operationalize the public health guidelines. As outlined in paragraph 32 of [Minnesota Governor Executive Order 20-82](#), the school district may provide in-school direct services for students who are unable to access distance learning. This would be allowed as long as the parameters set out in the Safe Learning Plan and local health guidance provided through the regional support team do not recommend distance learning for all students.

Consistent with paragraph 32 of EO 82, the school/district, in consultation with its regional team, could expand in-school activities that would include an initial evaluation or reevaluation that is unable to be completed virtually as described in the [Frequently Asked Questions on Collecting Progress Monitoring Data Virtually](#).

The National Center on Intensive Intervention at American Institutes for Research asked vendors with assessments appearing on its [Academic and Behavior Progress Monitoring Tools Charts](#) to share resources to support virtual administration. The table within the frequently asked questions document summarizes information from vendors and links to available resources to support implementation.

F. Fall Staff Development Plans

GCED Day
Thursday, August 27, 2020
We're all in this together, so Get your Zen on!
 Virtual PD



GCED Day is for all RBEC staff and Member Districts' Special Education Staff Members, and the EL Team
 If you have not yet done so, please [click here to register](#).
Note: you will receive an email with links to the event on Tuesday, August 25, 2020. This will include if you have been assigned to Group A or Group B if that pertains to you.
EL Team - you will be with Brian for the Breakout Sessions.

	<p align="center">GCED Day is for all RBEC staff and Member Districts' Special Education Staff Members, and the EL Team If you have not yet done so, please click here to register. <i>Note: you will receive an email with links to the event on Tuesday, August 25, 2020. This will include if you have been assigned to Group A or Group B if that pertains to you.</i> EL Team - you will be with Brian for the Breakout Sessions.</p>
<p align="center">8:00 - 9:30</p>	<p align="center">Welcome with Cherie Johnson, GCED Executive Director</p> <p align="center">Keynote with Dr. Ben Springer, School Psychologist and author of Happy Kids Don't Punch You in the Face</p>
<p align="center">9:30 - 9:45</p>	<p align="center">Break</p>
<p align="center">9:45 - 10:45</p>	<p align="center">District Check In EL Team Grant Writing</p>
<p align="center">10:45 - 11:00</p>	<p align="center">Break</p>
<p align="center">11:00 - 12:00</p>	<p align="center">Breakout Session #1 Group A with Ben Springer Group B with Sped Leadership Team EL Team Grant Writing</p>
<p align="center">12:00 - 12:30</p>	<p align="center">Lunch Break</p>
<p align="center">12:30 - 1:30</p>	<p align="center">Breakout Session #2 Group A with Sped Leadership Team Group B with Ben Springer EL Team Grant Writing</p>
<p align="center">1:30 - 1:45</p>	<p align="center">Break</p>
<p align="center">1:45 - 2:15</p>	<p align="center">Reflections; Q & A Cherie Johnson & Sped Leadership Team</p>
<p align="center">2:15 - 3:30</p>	<p align="center">District Team Meetings Sped Leadership Team</p>

*These may be unprecedented times, and **we've got this.***
Together, we will collaborate, problem solve, and shift our practices for the environment and students' needs.
Get your Zen on and have a great year everyone!





Welcome to the 2020-2021 academic school year! We hope that this finds you and your family healthy and that you have been enjoying a relaxing and rejuvenating summer.

First and foremost as we begin this uncharted year, please know that we have your safety and our students' safety at the forefront of all of our planning for the new school year. We have had a COVID-19 Incident Command Team working on preparations for the year following all guidance from the MN Department of Education, The MN Department of Health, and the Center for Disease Control. We are thankful to have Sheri Johnson (GCED School Nurse) serve as our COVID-19 Coordinator. Your safety is an ongoing priority for us.

As we prepare to support our students this year, we have work to do first. Our schedule for workshop week is included below. Please remember that GCED is a complex organization. Some of you serve in one location in one program. Some of you serve in one member district away from RBEC. Some of you serve in multiple districts and multiple programs. Thinking about your own context, please keep in mind the following as you review the schedule. After you do and you have any questions on where you should go and when, please contact Jillynne, jraymond@gced.k12.mn.us.

- **All non-designated time within your contracted day may be used for your individual and collaborative work as teachers and service providers.**
- If you are assigned to River Bluff Education Center, follow the full schedule below.
- If you are assigned to one or more member district, we understand the importance of your involvement in your assigned member districts' workshop week schedules. As such, we ask that you participate in your member district PD activities as appropriate, with the exception of the following **if** you are able to join us at RBEC:
 - Tuesday, September 1 - Join us for Policies & Procedures in the morning and for the Itinerant meeting in the afternoon. You will receive a Zoom link to attend virtually. RBEC will attend virtually as groups, using PLCs to define the groups. *You also have the option to cover the Policies & Procedures in your assigned district.*
 - Can't make it? Do not worry if you are not able to join us for Policies & Procedures; simply contact Cindy, cluhman@gced.k12.mn.us for necessary follow up.

Goodhue County Education District

2020-21 Workshop Week Schedule

We're all in this together!

Wednesday August 26, 2020 7:30-3:30	TLC - Teaching, Learning, and Compliance <i>This is for all new special education teachers. Impacted teachers would have received an invitation from their Special Education Coordinator or Director</i>
	Teaching, Learning, and Compliance for NEW licensed special education staff members.
Thursday August 27, 2020 7:30-3:30	<i>We're all in this together, so Get your Zen on!</i> Virtual PD We look forward to welcoming you back! Keynote: Dr. Ben Springer, author of <i>Happy Kids Don't Punch You in the Face</i>
	<i>GCED Day is for all RBEC staff and Member Districts' Special Education Staff Members, and the EL Team</i> <i>If you have not yet done so, please click here to register.</i> <i>Note: you will receive an email with links to the event on Tuesday, August 25, 2020. This will include if you have been assigned to Group A or Group B if that pertains to you.</i> <i>EL Team - you will be with Brian for the Breakout Sessions.</i>
8:00 - 9:30	<i>Welcome with Cherie Johnson</i> <i>Keynote with Dr. Ben Springer</i>

9:30 - 9:45	Break
9:45 - 10:45	District Check In <i>EL Team Grant Writing with Brian</i>
10:45 - 11:00	Break
11:00 - 12:00	Breakout Session #1 <i>Group A with Ben Springer</i> <i>Group B with Sped Leadership Team</i> <i>EL Team Grant Writing with Brian</i>
12:00 - 12:30	Lunch Break
12:30 - 1:30	Breakout Session #2 <i>Group A with Sped Leadership Team</i> <i>Group B with Ben Springer</i> <i>EL Team Grant Writing</i>
1:30 - 1:45	Break
1:45 - 2:15	Reflections; Q & A <i>Cherie & Sped Leadership Team</i>
2:15 - 3:30	District Team Meetings <i>Sped Leadership Team</i>
Friday August 28, 2020 7:30-3:30	GCED Licensed Staff
7:30 - 8:30	Welcome back! Safety Processes at RBEC Cherie & Sheri Location Details to Follow - Hybrid Model

<p>9:00 - 11:30</p>	<p align="center">RBEC Building Leadership Team Meeting Cafetorium 9:00 - 10:00 <i>Nicole, Jenny, Weston</i> 10:00 - 11:30 <i>Nicole, Weston, Jenny, PLC Leaders</i></p>
<p>11:30 - 12:30</p>	<p align="center">Lunch on your own</p>
<p>12:30 - 1:00</p>	<p align="center">Social Workers and BoysTown Summer Curriculum Writing Informal Presentations <i>Jillynne and Nicole, Cafetorium</i> <i>Our timing is new this year - please come together at 12:30, thank you!</i></p>
<p>12:30 - 3:30</p>	<p align="center">Work Time and/or Collaboration</p>
<p>1:00 - 2:00</p>	<p align="center">CTE Grant Meeting - Individuals will be Invited <i>Jillynne, Cafetorium</i></p>
<p align="center">Monday August 31, 2020</p> <p>7:30-3:30</p>	<p align="center">GCED Licensed Staff <i>Work in your rooms and/or collaborate with others when time is not scheduled.</i></p>
<p>8:00 - 11:30</p>	<p align="center">Connecting the Dots: MTSS/TDE/Q-Comp/WBWF</p> <p align="center"><i>Teaching & Learning with Jillynne and a District Lens</i> <i>Nicole, Jenny & Weston with a Site Lens</i> <i>PLC Leaders with PLCs</i> Location TBD</p>
<p>11:30 - 12:30</p>	<p align="center">Lunch on your own</p>
<p>12:30 - 3:30</p>	<p align="center">PLCs and Work on your Own 2:00 - 3:00 CLPs & 504s, <i>Nicole, Jenny and/or Brian</i>, Location TBD</p>

Tuesday September 1, 2020 7:30-3:30	GCED Licensed Staff and RBEC Paraprofessionals (FY21 1/4) <i>Work in your rooms and/or collaborate with others when time is not scheduled.</i>
8:30 - 11:30	GCED Policies & Procedures <ul style="list-style-type: none"> • We do not anticipate Zooming this entire time. We will move along as efficiently as possible with some of our required training. • You will receive an email with links to the event on Monday, August 31, 2020.
11:30 - 12:30	Lunch on your own
12:30 - 3:30	RBEC Meetings/Trainings <i>Nicole, Jenny , Cafetorium</i>
1:00 - 3:00	Itinerant Staff Members Meeting <i>Cherie, Jillynne, A115</i> Share Calendars/TDE/PLCs/Q & A
Wednesday September 2, 2020 7:30-3:30	GCED Licensed Staff & RBEC Paraprofessionals (FY21 2/4) <i>Work in your rooms and/or collaborate with others when time is not scheduled.</i>
	<i>Work time and/or site level meetings.</i> <i>Lunch on your own.</i> <i>Prep for Open House</i> <i>RBEC Student Deliveries Prepped for Tuesday</i>
5:00 - 7:00	RBEC Open House <i>Parents will schedule specific times to visit.</i>

<p>Thursday September 3, 2020</p> <p>7:30-3:30</p>	<p align="center">GCED Licensed Staff</p> <p align="center"><i>Work in your rooms and/or collaborate with others when time is not scheduled.</i></p>
<p>7:30 - 3:30</p>	<p align="center">Full Work Day Lunch on your own</p>
<p>Friday September 4, 2020</p>	<p align="center">NON DUTY DAY RBEC is Closed</p>
	<p>The GCED Office and RBEC Office are closed. Take the day off.</p> <p>We encourage you to celebrate the hard work you have done to prepare for students next week. Now, take this four day weekend for you and your family. Rest. Relax. We'll see you recharged on Tuesday.</p>



G. District COVID-19 Response Plan

Red Wing Public Schools and Goodhue County Education District COVID-19 Response Plan (Subject to Change)

Karsten Anderson, Superintendent ISD #256
Cherie Johnson, Executive Director GCED #6051

- Consult with local Public Health, MDH and MDE through the Regional Support Team when making the decision to transition to another learning model based on the impact of Covid-19 on the community and will communicate that decision with the school community
- Notify the education commissioner within 24 hours of beginning new and more restrictive learning model
- Work with the Regional Support Team to support implementation and ongoing evaluation of their learning model

Shanda Jorgensen, Health and Safety Consultant

- Assists District COVID-19 Response Coordinators in all duties.

DISTRICT COVID-19 RESPONSE COORDINATORS:

Dawn Wettren, Director of Community Education and Recreation - Community Education & Recreation, Kids Junction, Colvill Family Center, Facilities, Athletics & Activities

Joni Gorman, LSN - RWPS ISD #256

Sheri Johnson, RBEC School Nurse - Goodhue County Education District

Shanda Jorgensen, OSHA Consultant

- Work with Building COVID-19 Response Coordinators on following protocol and criteria for students and staff showing symptoms consistent with COVID-19
- Respond to confirmed positive cases of Covid-19 by working closely with Building COVID-19 Response Coordinator, local public officials, MDH and Regional Support Team
- Assist Regional Support team to investigate and identify close contacts of confirmed positive cases
- Notify those students identified as close contacts and transition to distance learning

- Consult with health officials to determine whether additional mitigation strategies are needed to protect the school community
- Work with Regional Support Team to implement a testing strategy if necessary

Building COVID-19 Response Coordinator:

RWHS - Jason Kjos, Assistant Principal

TBMS - Bobbi Seleski, Assistant Principal

BS - Kayla Bell, Student Support Coordinator

SS - Carley Seifert, Student Support Coordinator

Jefferson - Kim Cory - Dean

Tower View - Carianne Roschen, Building Secretary

RBEC - Sheri Johnson. River Bluff Education center School Nurse

Colvill - Min MartinOakes and Brittini Khuel, Colvill Family Center

Athletics & Activities - Paul Hartmann

Community Education & Recreation - Dawn Wettern

- Communicate concerns, challenges, lessons learned related to Covid-19 preventive activities as needed with staff, students, families, school and district leadership and local health officials as necessary
- Work with building nurse regarding ill students, isolation and transitioning students to distance learning (see COVID-19 Response Procedures)
- Work with staff responsible for attendance on calling back absent student and families to see if absence is related to COVID-19
- Help develop a tracking system with the District COVID-19 Response Coordinators for students transitioned to distance learning and communicate with student/families when a student can return to school (will share communication letter soon)
- Notify respective District COVID-19 Response Coordinator of any confirmed positive cases of COVID-19 and assist in investigating any possible close contacts.
- Communicates changes and other important information to staff, students, families and community members.
- Communicate with staff/families of positive cases within their school

COVID-19 Response Procedures

(Subject to change)

Screening and Procedures for individuals exhibiting signs and symptoms of COVID-19

Staff, students and visitors will be required to complete a self-assessment at home immediately before leaving for work, school or visiting any school building. If they are experiencing any symptoms of COVID-19 they will be required to remain home and should contact their healthcare professional. Staff needs to contact their supervisor and students need to contact the front office of their school. Staff and students may return to work when they meet the conditions outlined in the section *Returning to the Facility after Illness*.

Self-Assessment

Attached is the Employee, Student, and Visitor Health Screening Checklists that will need to be completed before anyone can enter any Red Wing Public Schools or Goodhue County Education District building.

Illness Assessment and Response:

Any individual showing any signs or symptoms of illness while on site will be asked to go home immediately and contact their healthcare professional.

Students:

If a student appears to be not feeling well by a teacher or staff member, they will be sent to the school's nurse's office immediately. The following steps will be taken:

1. The nurse will evaluate the student to determine if their symptoms are consistent with COVID-19.
2. If the nurse believes the student does have symptoms consistent with COVID-19, the student will be placed in an isolation room by themselves. The nurse will have visual contact with the student at all times.

3. The nurse will determine if the student has any siblings within the district and contact that school's nurse to inform them to send the siblings to their respective nurse's offices to await pick up.
4. The nurse will then contact the parent or guardian to inform them that the student and possible siblings need to be picked up as soon as possible.
Recommended time frame would be 20-30 minutes.
5. The nurse will generate a form to give to the parent/guardian informing them of the next steps to take and the dates the students and siblings could possibly return to school.
6. The nurse, or available staff will walk the student and siblings out to parent or guardian for pick up.
7. The nurse will share their spreadsheet tracking students with possible COVID-19 symptoms with the Building COVID-19 Coordinator and District COVID-19 Coordinator.
8. If a COVID-19 test comes back positive, the District COVID-19 Coordinator will be contacted. The District COVID-19 Coordinator will work with the Building COVID-19 Coordinator, Goodhue County Public Health and MDH to help to identify close contacts.
9. The District COVID-19 Coordinator will communicate with any identified close contacts to inform them of quarantine status.
10. The District COVID-19 Coordinator will communicate information to Building COVID-19 Coordinator about quarantine status.

Staff:

If a staff member comes down with symptoms consistent with COVID-19 while in the building, the following steps will be taken:

1. The staff member will notify their supervisor immediately. The supervisor will provide them with the form on what steps to take next.
2. The staff member will go home immediately. If they have any children or people that reside within their household in the district, they should notify their schools that they will be by to pick them up.

3. The supervisor will share their spreadsheet tracking staff with possible COVID-19 symptoms with the Building COVID-19 Coordinator and District COVID-19 Coordinator.
4. If a COVID-19 test comes back positive, the District COVID-19 Coordinator will be contacted. The District COVID-19 Coordinator will work with the Building COVID-19 Coordinator, Goodhue County Public Health and MDH to help to identify close contacts.
5. The District COVID-19 Coordinator will communicate with any identified close contacts to inform them of quarantine status.
6. The District COVID-19 Coordinator will communicate information to the Building COVID-19 Coordinator and the staff's supervisor about quarantine status.

Returning to the Facility after Illness

Student:

Any student sent home from school due to possible COVID-19 symptoms may return to school under the following conditions:

1. They have had no fever for 24 hours without the use of fever reducing medication example: Ibuprofen, Tylenol
2. Any symptoms have greatly improved and no new symptoms have occurred
3. It has been **10 calendar days** since the onset of symptoms

Or

4. The student can provide a doctor's note stating their symptoms are related to another diagnosis or connected to a pre-existing condition.

Any siblings that were sent home from school with a student that had possible COVID-19 related symptoms can return to school under the following conditions:

1. They have had no fever for 24 hours without the use of fever reducing medication example: Ibuprofen, Tylenol
2. Any symptoms that may have developed have greatly improved and no new symptoms have occurred
3. It has been **14 days** since they were sent home from school

Staff:

Any staff member that left school because of possible COVID-19 symptoms may return to school under the following conditions:

1. They have had no fever for 24 hours without the use of fever reducing medication example: Ibuprofen, Tylenol
2. Any symptoms have greatly improved and no new symptoms have occurred
3. It has been **10 days** since the onset of symptoms

Or

4. The staff member can provide a doctor's note stating their symptoms are related to another diagnosis or connected to a pre-existing condition.

Any children/household member of staff that were sent home with the symptomatic staff can return to school under the following conditions:

1. They have had no fever for 24 hours without the use of fever reducing medication example: Ibuprofen, Tylenol
2. Any symptoms that may have developed have greatly improved and no new symptoms have occurred
3. It has been **14 days** since they were sent home from school

Employee Health Screening Checklist:

Take your temperature every day

And

Answer the following questions:

1. Do I have a cough that has recently developed?
2. Do I have shortness of breath that has recently developed?
3. Do I have 2 of the following symptoms:
 - A fever of 100.4 or higher?
 - Body chills?
 - Muscle aches?
 - Sore throat?
 - Fatigue?
 - Congestion?
 - Loss of taste or smell?
 - Gastrointestinal symptoms (nausea, vomiting, diarrhea, etc)?

If you answered yes to **any** of the above questions, do not come to work. Call your supervisor and inform them that you are sick with possible COVID-19 symptoms.

Contact your health care provider to determine what your next steps should be.

Red Wing Public Schools

If you have any questions, contact Joni Gorman @ 651-380-6024 or Shanda Jorgensen @ 612-965-5142

Goodhue County Education District

If you have any questions, contact Sheri Johnson @ 612-987-1465 or Shanda Jorgensen @ 612-965-5142

Student Health Screening Checklist:

Take your temperature every day

And

Answer the following questions:

1. Do I have a cough that has recently developed?
2. Do I have shortness of breath that has recently developed?
3. Do I have 2 of the following symptoms:
 - A fever of 100.4 or higher?
 - Body chills?
 - Muscle aches?
 - Sore throat?
 - Loss of taste or smell?
 - Gastrointestinal symptoms (nausea, vomiting, diarrhea, etc)?
 - Fatigue?
 - Congestion?

If you answered yes to **any** of the above questions, do not come to school. Call your school office and inform them that you are sick with possible COVID-19 symptoms. Parents/guardians should also keep any siblings/household members home as well and contact their respective schools.

Contact your health care provider to determine what your next steps should be.

Red Wing Public Schools

If you have any questions, contact Joni Gorman @ 651-380-6024 or Shanda Jorgensen @ 612-965-5142

Goodhue County Education District

If you have any questions, contact Sheri Johnson @ 612-987-1465 or Shanda Jorgensen @ 612-965-5142

Parent & Visitor Health Screening Checklist:

Take your temperature every day

And

Answer the following questions:

7. Do I have a cough that has recently developed?
8. Do I have shortness of breath that has recently developed?
9. Do I have 2 of the following symptoms:
 - A fever of 100.4 or higher?
 - Body chills?
 - Muscle aches?
 - Fatigue?
 - Congestion?
 - Sore throat?
 - Loss of taste or smell?
 - Gastrointestinal symptoms (nausea, vomiting, diarrhea, etc)?

If you answered yes to **any** of the above questions, do not come to any school building. Contact the person you were there to meet to inform them that you will not be coming.

Contact your health care provider to determine what your next steps should be.

H. Return to School Plan Information for Parents

V. Old Business:

A. Second Reading of Policy 808

808 COVID-19 FACE COVERING POLICY

[Note: The Governor’s Emergency Executive Order 20-81 generally requires Minnesotans to wear a face covering in certain settings and circumstances, including in various education district settings. Emergency Executive Order 20-82 states that all Minnesota public schools must adhere to parameters determined by Minnesota Department of Health (“MDH”) in implementing or shifting between in-person learning, hybrid learning and distance learning. MDH’s Safe Learning Plan for 2020-21 and the 2020-2021 Planning Guide for Schools requires education district and charter schools to develop and implement a face covering policy that is clearly posted and communicated to students, staff, families, and potential visitors to the education district building. The provisions of this policy substantially reflect the requirements of the 2020-2021 Planning Guide for Schools, Executive Order 20-81, and Executive Order 20-82.]

I. PURPOSE

The purpose of this policy is to establish requirements for employees, students, and other persons (including visitors, guests, contractors, etc.) present on education district property to wear face coverings in classrooms, preschool, child care settings and other indoor areas, as well as outdoor areas where a physical distance of 6 feet cannot be maintained between persons, in order to minimize exposure to COVID-19.

II. GENERAL OF STATEMENT OF POLICY

- A. The policy of the education district is to comply with Executive Order 20-81, Executive Order 20-82, and applicable face covering requirements from the Minnesota Department of Health and the Minnesota Department of Education.
- B. Face coverings are meant to protect other people in case the wearer does not know they are infected.
- C. Unless an exception described in Part IV below applies, all students, staff, and other people present indoors in education district buildings and district offices or riding on education district transportation vehicles are required to wear a face covering.
- D. A violation of this policy occurs when any student, staff, or other person present in a education district building, in the education district office, or on a education district transportation vehicle fails to wear a face covering, unless an enumerated exception applies.

III. DEFINITION OF FACE COVERING

- A. A. A face covering must be worn to cover the nose and mouth completely, should not be overly tight or restrictive, and should feel comfortable to wear. The following are included in the definition of face covering:
 - 1. 1. Paper or disposable mask;
 - 1. 2. Cloth face mask;
 - 1. 3. Scarf;
 - 1. 4. Neck gaiter;
 - 1. 5. Bandana;
 - 1. 6. Religious face covering; and
 - 1. 7. Medical-grade masks and respirators
- A. B. A face shield is a clear plastic barrier that covers the face and allows visibility of facial expressions and lip movements for speech perception. A face shield should extend below the chin anteriorly, to the ears laterally, and there should be no exposed gap between the forehead and the shield's headpiece.
- A. C. Masks that incorporate a valve designed to facilitate easy exhaling, mesh masks, or masks with openings, holes, visible gaps in the design or material, or vents are not sufficient face coverings because they allow exhaled droplets to be released into the air.

IV. EXCEPTIONS AND ALTERNATIVES; TEMPORARY REMOVAL OF FACE COVERING

- A. Face coverings should not be placed on anyone under age 2, anyone who has trouble breathing or is unconscious, anyone who is incapacitated or otherwise unable to remove the face covering without assistance, or anyone who cannot tolerate a face covering due to a developmental, medical, or behavioral health condition.
- B. A face shield may be used as an alternative to a face covering in the following situations:
 - 1. 1. A student in grades kindergarten through eighth grade may wear a face shield when wearing a face covering is problematic.

1. 2. A teacher of any grade level may wear a face shield when wearing a face covering may impede the educational process.
1. 3. Staff, students, or visitors who cannot tolerate a face covering due to a developmental, medical, or behavioral health condition may wear a face shield instead of a face covering.
1. 4. Staff providing direct support student services may wear a face shield instead of a face covering when a face covering would impede the service being provided.

C. Staff, students, and other people present in education district buildings or in district offices may temporarily remove their face covering or face shield in the following situations:

1. 1. When engaging in classes or activities conducted outdoors, though people participating in these activities should maintain six feet of distance to the extent possible;
1. 2. When engaging in indoor physical activity where the level of exertion makes wearing a face covering difficult, though people participating in these activities should maintain six feet of distance to the extent possible;
1. 3. During activities, such as swimming or showering, where the face covering will get wet;
1. 4. While receiving a service, including nursing, medical, or personal care services, that cannot be performed or is difficult to perform when the individual receiving the service is wearing a face covering;
1. 5. Pre-kindergarten students age 5 years and younger participating in programming in a education district building or district office;
1. 6. When the wearer needs to remove their face covering to eat or drink, though care should be taken to maintain as much space as possible between people while doing so;
1. 7. During indoor practices or performances involving singing, acting, public speaking, or playing musical instruments where a face covering cannot be used while playing the instrument, though people participating in these activities should maintain six feet of distance to the extent possible;
1. 8. When required by education district staff for the purposes of identification;

1. 9. Staff working alone in their offices, classrooms, vehicles, or job locations that have no person-to-person interaction;
1. 10. Staff working in communal spaces that have barriers such as Plexiglas or cubicle walls between employees that are above face level; or
1. 11. When communicating with a person who is deaf or hard of hearing or has a disability, medical condition, or mental health condition that makes communication with a face covering difficult, provided that social distancing is maintained to the extent possible.

V. IMPLEMENTATION

- A. A. This policy will be conspicuously posted in each education district building and administrative office and communicated to students, staff, families, and potential visitors to the education district building.
- A. B. The education district will provide face coverings and/or face shields to employees and students. Employees and students may choose to wear their own face covering as long as it covers the nose and mouth. To the extent practicable, the education district will maintain an extra supply of face coverings for people who forget to bring their face covering.
- A. C. The education district will teach and reinforce the use of face coverings and/or face shields for students and staff throughout the education district day, including on transportation vehicles, inside education district buildings, and generally when on education district grounds.
- A. D. Individuals who cannot tolerate a face covering due to a medical condition or disability related condition may be permitted to utilize alternative options such as a face shield or other reasonable accommodation. The Executive Director or designee shall have discretion to determine whether an employee, parent, or community member qualifies for a reasonable accommodation and the accommodation to be provided. For a student with a medical condition or disability, the student's education team (i.e. IEP team, Section 504 team, health plan team) will determine whether the student qualifies for a reasonable accommodation and the accommodation to be provided. As a condition to granting a reasonable accommodation, the education district may require an individual to provide a physician's note and/or other relevant information or with respect to the condition or circumstance. Requests for reasonable accommodations from the face covering requirement shall be assessed on a case-by-case basis in accordance with applicable federal and state law.
- A. E. All face coverings shall meet the requirements of applicable dress code policies and/or codes of conduct. To the extent the face covering requirements

of this policy conflict with MSBA Model Policy 504 – Student Dress and Appearance, this Policy shall control.

- A. F. The education district will make available distance learning to its enrolled students who may be medically vulnerable or otherwise unwilling to return to in-person or hybrid learning.

VI. ENFORCEMENT; CONSEQUENCES FOR NON-COMPLIANCE

- A. In order to promote the health and safety of employees, students and members of the community, and make available a safe environment that is conducive to learning, compliance with this policy is necessary.
- B. Employees who fail or refuse to comply with this policy may be subject to discipline, as appropriate, up to and including the termination of employment.
- C. Students who fail or refuse to comply with this policy may be subject to discipline or removal from education district property. Students unwilling to participate in in-person or hybrid learning in compliance with this policy will be offered distance learning.
- D. The education district may, in its discretion, report violators of this policy to law enforcement. Any individual who willfully violates Emergency Executive Order 20-81 or 20-82 is guilty of a petty misdemeanor and upon conviction must be punished by a fine not to exceed \$100. (NOTE: This does not apply to: (1) children younger than 14 years old; or (2) students 14 years old and older who are enrolled in an education district identified in Paragraph 12 of Emergency Executive Order 20-81, and who are on the premises of the education district for educational purposes).

Legal References: Emergency Executive Order 20-81
Emergency Executive Order 20-82
Minn. Stat. § 12.45 (Governor's Orders and Rules, Effect)
Minn. Stat. § 12.45 (Violations; Penalties)

Cross References: MSBA/MASA Model Policy 807 (Health and Safety Policy)
MSBA/MASA Model Policy 504 (Student Dress and Appearance)

B. 2020-2021 GCED School Calendar Changes

Goodhue County Education District 2020-2021 Calendar

GCED Board Approved on _____

School Closed
Teacher PD/Work Day
Late Start/Tchr PLC RBEC
Conferences/Late Start/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/4 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

- 19 - TV teacher work day
- 26 - All County New Teacher Orientation
- 27 - All County PD Day
- 26, 27 - TV teacher workshop days
- 28-31 - GCED/RBEC Teacher PD/Work Days
- 28 - TV: non teacher work day

- 1-3 - GCED/RBEC/TV 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 Teacher PLC time 7:30 - 9:30
- 9, 16, 23, 30 - TV Late Starts

- 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 Teacher PLC Time 7:30 - 9:30
- 15-16 - No School (MEA Break)
- 7, 14, 21, 28 - TV Late Starts

- 6 - Last Day of Quarter 1
- 9 - GCED/RBEC Teacher PD/Work Day/No Students
- 9 - TV First Day of Quarter 2
- 10 - RBEC First Day of Quarter 2
- 11 - RBEC PLC Time 7:30 - 9:30
- 4, 11, 18, 25 - TV Late Starts
- 25-27 - GCED/RBEC No School
- 26, 27 - TV No School

- 9 - RBEC PLC Time 7:30 - 9:30
- 23-31 - No School GCED Winter Break
- 24-31 - No School TV Winter Break
- 2, 9, 16, 23 - TV Late Start

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/19 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 PLC Time 7:30 - 9:30
- 18 - GCED/RBEC/TV Teacher PD/Work Day/No Students
- 22 - Last Day of Semester 1/Quarter 2
- 25 - GCED/RBEC Teacher PD/Work Day/No Students
- 25 - TV is in Session with Students & Staff/2nd Semester Begins
- 26 -RBEC First Day of Semester 2/Quarter 3
- 6, 13, 20, 27 - TV Late Starts

- 9 - TV P-T Conf 3-7:15 pm
- 10 - RBEC PLC Time 7:30 - 9:30
- 11 - TV P-T Conf 1:15-7:15 pm
- 15 - GCED/RBEC Teacher PD/Work Day/No Students
- 15 - TV No staff or students
- 3, 10, 17, 24 - TV Late Starts

- 1-5 - TV Spring Break
- 8 - TV Teacher PD/Work Day
- 10 - RBEC Teacher PLC time 7:30 - 9:30
- 11 - RBEC P-T Conf 5-8 pm
- 10, 17, 24, 31 - TV Late Starts

- 1 - Last Day of Quarter 3
- 2 - School Closed
- 5 - School Closed
- 6 - RBEC/TV First Day of Quarter 4
- 14 - RBEC Teacher PLC time 7:30 - 9:30
- 7, 14, 21, 28 - TV Late Starts

- 12 - RBEC PLC Time 7:30 - 9:30
- 31 - School Closed
- 5, 12, 19, 26 - TV Late Starts

- 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

VI. New Business:
A. COP Refunding

\$13,630,000

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

Refunding Summary

Dated 11/15/2020 | Delivered 11/15/2020

Sources Of Funds

Par Amount of Bonds..... \$13,630,000.00

Total Sources..... \$13,630,000.00

Uses Of Funds

Deposit to Net Cash Escrow Fund..... 13,396,000.00

Total Underwriter's Discount (1.000%)..... 136,300.00

Costs of Issuance..... 95,000.00

Rounding Amount..... 2,700.00

Total Uses..... \$13,630,000.00

Flow of Funds Detail

State and Local Government Series (SLGS) rates for..... 8/04/2020

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

Total Cost of Investments..... \$13,396,000.00

Total Draws..... \$13,396,000.00

Issues Refunded And Call Dates

Prior Issue Call Price..... 100.00%

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

Savings Information

Net Present Value Benefit..... \$802,305.63

Total Cashflow Savings..... 973,596.14

Net PV Benefit / \$14,287,401.72 PV Refunded Debt Service..... 5.62%

Bond Statistics

Average Life..... 9.853 Years

Average Coupon..... 2.3748805%

Net Interest Cost (NIC)..... 2.4763717%

Bond Yield for Arbitrage Purposes..... -

True Interest Cost (TIC)..... 2.4730816%

All Inclusive Cost (AIC)..... 2.5563349%

VII. Other:

VIII. Comments: Board/Director

IX. Next Meeting Date: September 24, 2020 at 7:00 PM format to be determined.

X. Adjournment