

GOODHUE COUNTY EDUCATION DISTRICT BOARD AGENDA

Thursday, March 18, 2021 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:**
 - A. Approval of February 24, 2021 Minutes

2

Goodhue County Education District 6051-61

Red Wing, MN

Regular Meeting

Wednesday, February 24th, 2021

Via ZOOM

7:00 PM

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

MEMBERS ABSENT: None

OTHERS PRESENT: Cherie Johnson; Jackie Paradis; Cindy Luhman

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

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

Approval of January 27th, 2021 Minutes

Approval of Claims: Katie Lochner

Staff Updates:

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

Public Input:

Reports and Communication:

Business Manager Report: J. Paradis reported on the 2020-21 budget as of 1/31/2021. We have received \$19,193,790 or 139.02% of the revised revenue budget, compared to 39.57% at 1/31/20 and 44.55% at 1/31/19. We have expended \$6,166,314 or 43.79% of the revised expense budget, compared to 43.73% at 1/31/20 and 45.54% at 1/31/19. Revenue collections are ahead due to the receipt of the COP proceeds.

Cash flow has improved. We are not looking at a cash flow shortage for the remainder of 20-21. Jan Bank Rec has been included in your packet for your information.

Learning Model Update: C. Johnson mentioned that on Monday, February 22, all students in grades K - 12 returned to school every Monday, Tuesday, Thursday and Friday keeping Wednesday as a virtual day. In January, the middle school was added every week and now grades 9 - 12+ (including STEP) will return on a weekly basis. Previously, the students had been in the building for one week and then on distance learning for the next week. This was on a rotating basis. We will be able to maintain our 6 feet of social distancing in this model. Our planning day will be March 8th, 2021. If at any time our transmission rate would reach 5%, which estimates to approximately 8 staff or students with exposure, we will then consider the move to hybrid or distance learning pending consultation with the Regional Support Team.

LCTS Grant Agreement: The GCED School LCTS Partners (Cannon Falls, Goodhue, Kenyon-Wanamingo and Red Wing) were again awarded grant funding from the Goodhue County Child & Family Collaborative. The amount remains unchanged for the current year. Our grant initiative is Strengthening Student's Resilience through Learning and Whole Student Supports. This initiative supports school social workers, the use of Sanford Harmony, an SEL Curriculum and the Check and Connect Intervention Program.

Open Enrollment Transportation: This topic was discussed last fall. This is a reminder that open enrollment transportation for students on IEPs beyond the open enrolling district border is no longer eligible for special education funding after this current fiscal year. This goes back to the Osseo Court decision. The letter that was shared with district's last fall is attached again for your information.

Old Business:

Education Minnesota-Educational Support Paraprofessionals Local No. 7371 for 2020-2021 and 2021-2022: Attached in your packet is the red line version of the Education Minnesota-Educational Support Paraprofessional Local No. 7371 Tentative Agreement for 2020-2021 and 2021-2022.

Changes of Note:

Longevity increase of .25 for each of the categories

Extended School Year pay to match Regular School Year pay rate

Personal Days language to match teachers

Addition of e-learning and distance learning day expectations

Addition of 403B language in lieu of requested severance

Health Insurance increase

Salary 2.25 in Year 1 and 2.0 in Year 2

Jim Wendt motioned to approve the contract. Kevin Anderson seconded, motion carried by roll call vote. Arlen Diercks-yes; Dawn Balow-yes; Katie Lochner-yes; Kevin Anderson-yes; Jerry Stehr-yes; Jim Wendt-yes.

Online Learning Application: C. Johnson mentioned that MDE sent us three further questions to answer. We will submit the final response next

Wednesday, March 3rd, 2021 and then MDE has 30 days to submit their response back to us. The Online Learning program will be for grades K-12 with different schedules for K-6 and 7-12. K-6 will be using curriculum aligned to state standards. C. Johnson has a video from Brian Cashman explaining the program and will share that with the board members.

New Business:

Resolution to Reduce Programs: Jim Wendt presented the Resolution to Reduce Programs document and motioned to approve. Jerry Stehr seconded and motion carried by roll call vote. Dawn Balow-yes; Katie Lochner-yes; Kevin Anderson-yes; Jerry Stehr-yes; Jim Wendt-yes; Arlen Diercks-yes.

2021-2022 GCED School Calendar: C. Johnson presented the 2021-2022 GCED School Calendar. One change from this year's calendar to next year's calendar is a spring break. Adding that in forces the last school day into the 2nd week of June. C. Johnson commented that we have 174 student days whereas most of our member districts are less than 174 days. C. Johnson will check into the number of days for each district and have that information at our next meeting. Jerry Stehr motioned to approve the 2021-2022 GCED School Calendar. Katie Lochner seconded, motion carried by roll call vote. Katie Lochner-yes; Kevin Anderson-yes; Jerry Stehr-yes; Jim Wendt-yes; Arlen Diercks-yes; Dawn Balow-yes.

Other: Dawn Balow mentioned she is still working on superintendent evaluations. Since there won't be an All County Board Meeting at this time, would like to move the March meeting back to Thursday, March 18th at 7:00 PM. C. Johnson mentioned that we are looking at something different for the All County Board Meeting and trying to focus on the new board members. Dawn Balow asked if the board would like to continue using zoom for the meetings or start to come in-person. All the members agreed to keep meeting with zoom. Dawn Balow congratulated C. Johnson for being selected the 2021 MASE Special Education Administrator of the year.

Comments: Board/Director: C. Johnson that this week is School Board Appreciation Week and thanked all the board members for their time on our school board.

Next Meeting Date: Thursday, March 18th, 2021 at 7:00 PM via Zoom

Adjournment: Jim Wendt motioned to adjourn. Dawn Balow seconded. Motion carried.

Goodhue County Ed District Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void Date	Amount
MERC		35299		Wire	1	04060	PERA-PUBLIC EMPLOYEES RETIREMT		No	Yes	No	02/25/2021	6,707.74
MERC		35300		Wire	1	04062	MIN TEACHERS RETIREMENT ASSOC		No	Yes	No	02/25/2021	35,108.81
MERC		35301		Wire	1	2284	E. B. C., LLC /ACS		No	No	No	02/25/2021	12,892.23
MERC		35302		Wire	1	2392	US Dept of Treasury		No	Yes	No	02/25/2021	62,478.84
MERC		35303		Wire	1	2396	MN Dept of Revenue		No	No	No	02/25/2021	10,192.11
MERC		35304		Wire	1	2501	Merchants Bank		No	Yes	No	02/25/2021	2,417.50
MERC		35332		Wire	1	1280	DELTA DENTAL PLAN OF MN		No	No	No	03/03/2021	4,711.80
MERC		35333		Wire	1	2216	KWIK TRIP EXTENDED NETWORK		No	No	No	03/03/2021	96.50
MERC		35334		Wire	1	2871	EMC Insurance Companies		No	No	No	03/03/2021	9,700.52
MERC		35297	18918	Check	1	1984	E. B. C., LLC/Flex		Yes	No	No	02/25/2021	828.07
MERC		35296	18919	Check	1	09118	EDUCATION MN - GCED		Yes	No	No	02/25/2021	2,468.65
MERC		35298	18920	Check	1	3235	Goodhue Co Ed Dist Paraprofessional Unic		Yes	No	No	02/25/2021	262.11
MERC		35327	18921	Check	1	3415	AMAZON CAPITAL SERVICES		Yes	No	No	03/03/2021	207.94
MERC		35309	18922	Check	1	09427	ARENDR, RENE		Yes	No	No	03/03/2021	194.32
MERC		35311	18923	Check	1	1497	BODENHAMER, SUSAN		Yes	No	No	03/03/2021	135.86
MERC		35323	18924	Check	1	3249	BUCHAL, AMY		Yes	No	No	03/03/2021	40.32
MERC		35318	18925	Check	1	2495	CALEDONIA AREA PUBLIC SCHOOLS		Yes	No	No	03/03/2021	5,521.71
MERC		35325	18926	Check	1	3329	CHASE CARD SERVICES		Yes	No	No	03/03/2021	4,268.04
MERC		35305	18927	Check	1	00433	CITY OF RED WING		Yes	No	No	03/03/2021	503.46
MERC		35326	18928	Check	1	3414	COULSON, TESS		Yes	No	No	03/03/2021	52.64
MERC		35313	18929	Check	1	2284	E. B. C., LLC /ACS		Yes	No	No	03/03/2021	117.03
MERC		35307	18930	Check	1	04580	GRIMSRUD PUBLISHING INC		Yes	No	No	03/03/2021	37.40
MERC		35331	18931	Check	1	3483	HUMANWARE USA, INC		Yes	No	No	03/03/2021	37.00
MERC		35312	18932	Check	1	2251	KENNEDY & GRAVEN		Yes	No	No	03/03/2021	67.50
MERC		35310	18933	Check	1	1063	KNUTSON, FLYNN, DEANS		Yes	No	No	03/03/2021	110.00
MERC		35316	18934	Check	1	2330	LaCRESCENT-HOKAH PUBLIC SCHOOL		Yes	No	No	03/03/2021	2,618.83
MERC		35320	18935	Check	1	2719	LUHMAN, CINDY		Yes	No	No	03/03/2021	159.04
MERC		35306	18936	Check	1	02672	METRO SALES, INC.		Yes	No	No	03/03/2021	817.00
MERC		35324	18937	Check	1	3296	MUTUAL OF OMAHA		Yes	No	No	03/03/2021	2,362.03
MERC		35328	18938	Check	1	3418	PEOPLE INCORPORATED TRAINING IN		Yes	No	No	03/03/2021	810.00
MERC		35308	18939	Check	1	09129	RED WING IND SCHOOL DIST 256		Yes	No	No	03/03/2021	141,091.45
MERC		35315	18940	Check	1	2316	ST. CHARLES PUBLIC SCHOOLS		Yes	No	No	03/03/2021	2,229.82
MERC		35319	18941	Check	1	2585	TEACHERS ON CALL		Yes	No	No	03/03/2021	982.80
MERC		35330	18942	Check	1	3469	TIPP-TOPP DETAILING		Yes	No	No	03/03/2021	50.00
MERC		35322	18943	Check	1	3011	U.S. BANK EQUIPMENT FINANCE		Yes	No	No	03/03/2021	477.00
MERC		35314	18944	Check	1	2303	WABASHA-KELLOGG PUBLIC SCHOOL		Yes	No	No	03/03/2021	1,130.95
MERC		35317	18945	Check	1	2424	WAL-MART COMMUNITY		Yes	No	No	03/03/2021	125.74
MERC		35329	18946	Check	1	3468	YUSTEN, NIKKI		Yes	No	No	03/03/2021	151.76

Goodhue County Ed District Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Date	Pay/Void	Amount
MERC		35321	18947	18947	Check	1 2986		YUSTY-ROJAS, JEIMMY		Yes	No	No	03/03/2021		49.28
														Bank Total:	\$312,213.80
														Report Total:	\$312,213.80

C. Staff Updates:

1. **Resignations:**

2. **New Hire:** *Alexis Ebert, School Psychologist-RW 2021-2022*

3. **Transfers:** *Booth, Lynn, SPL from .6 ZM to .6 Goodhue 2021-2022*

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 | February 28, 2021

REVENUE CATEGORIES			2021			2020			2019		
	June 30, 2019	June 30, 2020	Revised Budget	Received YTD	Budget Remaining	% of Budget Received	% of Actuals Received	% of Actuals Received	Current YTD vs. PYTD	February 28, 2020	February 28, 2019
	STATE	3,213,240	3,753,316	3,755,441	1,809,731	1,945,710	48.19%	45.67%	53.18%	95,438	1,714,293
FEDERAL	1,770,360	1,842,614	1,928,866	796,815	1,132,051	41.31%	30.75%	39.08%	230,231	566,584	691,780
PROPERTY TAXES	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
LOCAL SALES, INS RECOVERY & JUDGEMENTS	307,386	5,053	1,450	8,221	(6,771)	566.95%	69.16%	100.00%	4,726	3,495	307,386
SALE OF BONDS & LOANS	0	0	0	13,422,003	(13,422,003)	0.00%	0.00%	0.00%	13,422,003	0	0
INCOMING TRANSFERS FROM OTH FUNDS	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
LOCAL (FEES, INTEREST, ETC.)	7,127,507	7,502,882	8,121,118	4,598,867	3,522,251	56.63%	55.97%	56.70%	399,854	4,199,013	4,041,151
TOTALS	12,418,492	13,103,865	13,806,875	20,635,636	(6,828,761)	149.46%	49.48%	54.35%	14,152,252	6,483,384	6,748,970

EXPENDITURES (OBJECT SERIES)			2021			2020			2019		
	June 30, 2019	June 30, 2020	Revised Budget	Expended YTD	Budget Remaining	% of Budget Expended	% of Actuals Expended	% of Actuals Expended	Current YTD vs. PYTD	February 28, 2020	February 28, 2019
	SALARIES & WAGES	5,919,959	6,337,951	6,930,845	3,679,216	3,251,629	53.08%	52.85%	55.34%	329,840	3,349,376
EMPLOYEE BENEFITS	1,495,180	1,628,182	1,791,581	952,197	839,384	53.15%	52.60%	55.51%	95,717	856,480	830,037
PURCHASED SERVICES	3,444,894	3,586,395	3,744,921	1,006,206	2,738,715	26.87%	31.12%	26.83%	(109,761)	1,115,966	924,341
SUPPLIES	377,522	276,713	452,427	325,758	126,669	72.00%	69.58%	73.67%	133,224	192,534	278,114
EQUIPMENT	1,057,823	1,105,035	1,140,720	1,648,305	(507,585)	144.50%	94.55%	96.38%	603,475	1,044,829	1,019,582
DEBT SERVICE	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
OTHER EXPENDITURES	53,630	55,152	21,755	24,741	(2,986)	113.73%	33.66%	28.37%	6,180	18,562	15,217
OTHER FINANCING USES	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
TOTALS	12,349,007	12,989,428	14,082,249	7,636,424	6,445,825	54.23%	50.64%	51.37%	1,058,676	6,577,748	6,343,493

EXPENDITURES (PROGRAM SERIES)			2021			2020			2019		
	June 30, 2019	June 30, 2020	Revised Budget	Expended YTD	Budget Remaining	% of Budget Expended	% of Actuals Expended	% of Actuals Expended	Current YTD vs. PYTD	February 28, 2020	February 28, 2019
	SITE ADMINISTRATION	78,555	59,029	61,238	57,561	3,677	94.00%	62.76%	59.72%	20,516	37,045
DISTRICT ADMINISTRATION	125,920	99,448	104,133	60,073	44,060	57.69%	65.79%	66.38%	(5,350)	65,423	83,586
SUPPORT SERVICES	187,030	202,150	233,419	237,643	(4,224)	101.81%	120.14%	115.00%	(5,214)	242,858	215,078
REGULAR INSTRUCTION	1,457,714	1,493,398	1,505,869	445,981	1,059,888	29.62%	27.67%	27.45%	32,719	413,262	400,151
EXTRA-CURRICULAR ACTIVITES	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
VOCATIONAL INSTRUCTION	295,462	308,496	330,239	137,273	192,966	41.57%	43.38%	47.58%	3,437	133,836	140,575
SPECIAL EDUCATION	6,998,990	7,611,603	8,284,486	3,779,955	4,504,531	45.63%	47.59%	48.29%	157,577	3,622,378	3,379,493
COMMUNITY SERVICES	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
INSTRUCTIONAL SUPPORT	460,906	364,829	412,756	244,899	167,857	59.33%	52.89%	50.03%	51,938	192,962	230,584
PUPIL SUPPORT SERVICES	1,277,968	1,367,080	1,520,775	746,152	774,623	49.06%	47.26%	50.97%	100,065	646,086	651,376
FACILITIES	1,466,464	1,483,396	1,629,334	1,926,887	(297,553)	118.26%	82.51%	81.54%	702,989	1,223,898	1,195,738
OTHER FINANCING USES	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
TOTALS	12,349,007	12,989,428	14,082,249	7,636,424	6,445,825	54.23%	50.64%	51.37%	1,058,676	6,577,748	6,343,493

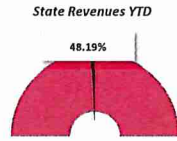
SUMMARY - ALL FUNDS			2021			2020			2019		
	June 30, 2019	June 30, 2020	Revised Budget	YTD	Budget Remaining	% of Budget Expended	% of Actuals Expended	% of Actuals Expended	Current YTD vs. PYTD	February 28, 2020	February 28, 2019
	REVENUE	12,418,492	13,103,865	13,806,875	20,635,636	(6,828,761)	149.46%	49.48%	54.35%	14,152,252	6,483,384
EXPENDITURES	12,349,032	12,989,428	14,082,249	7,636,424	6,445,825	54.23%	50.64%	51.37%	1,058,676	6,577,748	6,343,493
SPENDING VARIANCE	69,460	114,437	(275,374)	12,999,212	N/A	N/A	N/A	N/A	13,093,576	(94,364)	405,477

GENERAL FUND - REVENUE SUMMARY

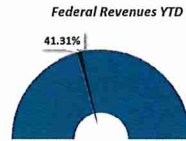
GOODHUE COUNTY ED DISTRICT | February 28, 2021

DESCRIPTION	June 30, 2019	June 30, 2020	Current Budget	Revenue YTD	Budget Remaining	February	February	February	Current YTD vs. Prior YTD	February 28, 2020	February 28, 2019
						% of Budget Received	% of Actuals Received	% of Actuals Received			
LOCAL REVENUES											
021 TUITION & REIMBURSEMENTS FROM MN SCHOOL DISTRICTS	6,479,127	6,819,678	7,370,684	4,054,141	3,316,543	55.00%	53.44%	53.59%	409,725	3,644,415	3,471,977
050 FEES FROM PATRONS	250	350	350	0	350	0.00%	100.00%	80.00%	(350)	350	200
071 MEDICAL ASSISTANCE REV RECEIVED FROM MN DEPT OF HUMAN	0	0	125,500	3,979	121,521	3.17%	0.00%	0.00%	3,979	0	0
092 INTEREST EARNINGS	19,669	10,542	7,000	3,357	3,643	47.96%	86.31%	54.23%	(5,742)	9,099	10,666
093 RENT	8,806	27,878	7,000	0	7,000	0.00%	0.00%	0.00%	0	0	0
096 GIFTS AND BEQUESTS	2,289	1,981	1,326	0	1,326	0.00%	82.33%	134.77%	(1,631)	1,631	3,085
099 MISCELLANEOUS REVENUE FROM LOCAL SOURCES	617,364	642,452	609,258	537,390	71,868	88.20%	84.60%	89.93%	(6,128)	543,518	555,223
Total LOCAL REVENUES	7,127,507	7,502,882	8,121,118	4,598,867	3,522,251	56.63%	55.97%	56.70%	399,854	4,199,013	4,041,151
STATE REVENUES											
211 GENERAL EDUCATION AID	100,251	149,608	92,736	79,875	12,861	86.13%	65.00%	60.63%	(17,369)	97,245	60,782
300 STATE AID RECEIVED FROM MN EDUCATION FOR WHICH A FINANC	189,851	204,001	204,001	0	204,001	0.00%	-2.79%	59.60%	5,690	(5,690)	113,156
360 STATE AID FOR SPECIAL EDUCATION	2,859,014	3,356,875	3,458,204	1,729,855	1,728,349	50.02%	48.15%	53.66%	113,397	1,616,459	1,534,285
370 OTHER REVENUE FROM MN DEPT OF EDUCATION	29,285	7,459	500	0	500	0.00%	84.18%	1.47%	(6,279)	6,279	431
397 TRA AND PERA SPECIAL FUNDING SITUATIONS REVENUE	34,839	35,373	0	0	0	0.00%	0.00%	0.00%	0	0	0
Total STATE REVENUES	3,213,240	3,753,316	3,755,441	1,809,731	1,945,710	48.19%	45.67%	53.18%	95,438	1,714,293	1,708,654
FEDERAL REVENUES RECEIVED FROM STATE											
400 FEDERAL AIDS RECEIVED THROUGH MDE (EXCEPT AS NOTED FOR	1,770,360	1,842,614	1,928,866	796,815	1,132,051	41.31%	30.75%	39.08%	230,231	566,584	691,780
Total REVENUES RECEIVED FROM STATE	1,770,360	1,842,614	1,928,866	796,815	1,132,051	41.31%	30.75%	39.08%	230,231	566,584	691,780
FEDERAL REVENUES RECEIVED FROM FED SOURCES											
500 FEDERAL AID RECEIVED FROM FEDERAL SOURCES FOR WHICH A	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
Total FEDERAL REVENUES RECEIVED FROM FED SOURCES	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
LOCAL SALES, INSURANCE RECOVERY, AND JUDGEMENTS											
619 COST OF MATERIALS FOR FUND RAISERS (CONTRA REVENUE)	0	(433)	(500)	0	(500)	0.00%	82.62%	0.00%	358	(358)	0
620 SALES OF MATERIALS FROM REVENUE PRODUCING ACTIVITIES	0	954	950	0	950	0.00%	100.00%	0.00%	(954)	954	0
622 SALE OF MATERIALS (NET OF TAX)	143	522	1,000	3,500	(2,500)	350.00%	387.60%	100.00%	1,478	2,022	143
625 INSURANCE RECOVERY	0	4,010	0	4,721	(4,721)	0.00%	21.87%	0.00%	3,844	877	0
628 JUDGMENTS FOR THE SCHOOL DISTRICT	307,243	0	0	0	0	0.00%	0.00%	100.00%	0	0	307,243
Total LOCAL SALES, INSURANCE RECOVERY, AND JUDGEMENTS	307,386	5,053	1,450	8,221	(6,771)	566.95%	69.16%	100.00%	4,726	3,495	307,386
SALE OF BONDS AND LOANS											
635 CERTIFICATES OF PARTICIPATION (LEASE-PURCHASE)	0	0	0	13,422,003	(13,422,003)	0.00%	0.00%	0.00%	13,422,003	0	0
Total SALE OF BONDS AND LOANS	0	0	0	13,422,003	(13,422,003)	0.00%	0.00%	0.00%	13,422,003	0	0
INCOMING TRANSFERS FROM OTHER FUNDS											
649 PERMANENT TRANSFERS FROM OTHER FUNDS	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
Total INCOMING TRANSFERS FROM OTHER FUNDS	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
GENERAL FUND TOTAL	12,418,492	13,103,865	13,806,875	20,635,636	(6,828,761)	149.46%	49.48%	54.35%	14,152,252	6,483,384	6,748,970

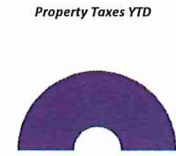
YTD % Received vs. PYTD % Received



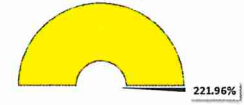
Prior YTD State Revenues
45.67%



Prior YTD Federal Revenues
30.75%



Prior Year to Date Property Taxes
#DIV/0!



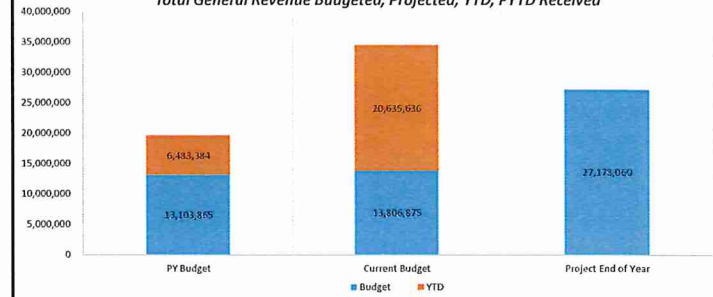
Prior Year to Date Local Revenues
55.97%

Top 5 Revenues Received YTD by Source Code 3

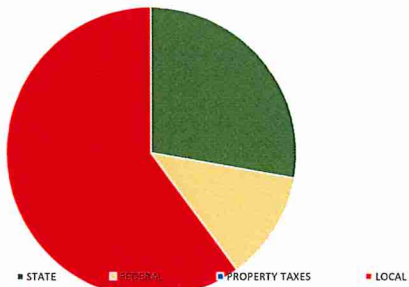
Variance from PYTD Received

	Current YTD	Variance vs. PYTD Received
1 GENERAL FUND TOTAL	\$20,635,636	\$14,152,252
2 CERTIFICATES OF PARTICIPATION (LEASE-PURCHASE)	\$13,422,003	\$13,422,003
3 Total LOCAL REVENUES	\$4,598,867	\$399,854
4 TUITION & REIMBURSEMENTS FROM MN SCHOOL DISTRICTS	\$4,054,141	\$409,725
5 Total STATE REVENUES	\$1,809,731	\$95,438

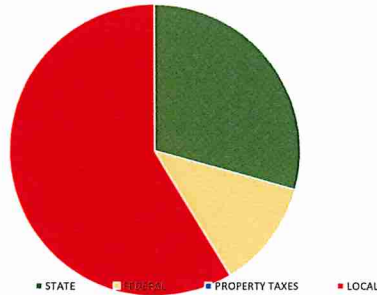
Total General Revenue Budgeted, Projected, YTD, PYTD Received



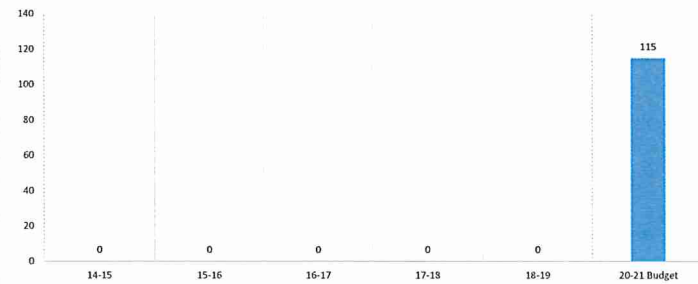
Current Year Revenue Budget



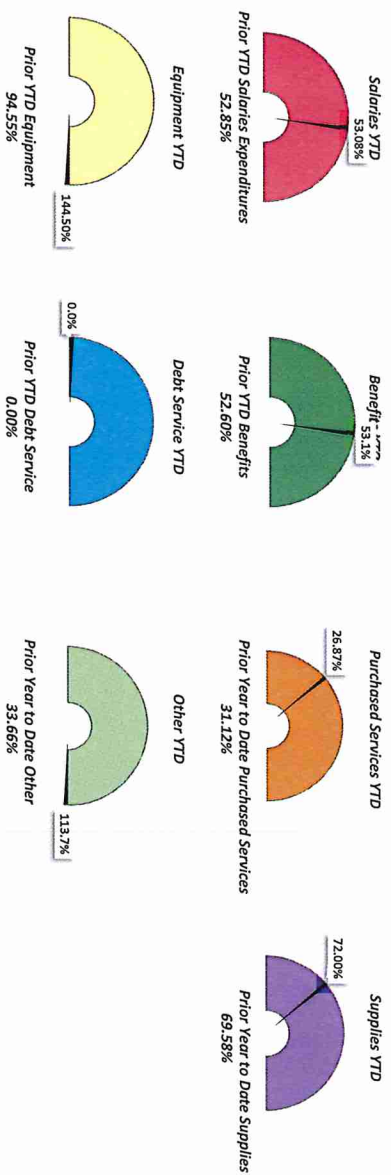
Prior Year Revenue Budget



End of Year ADM History



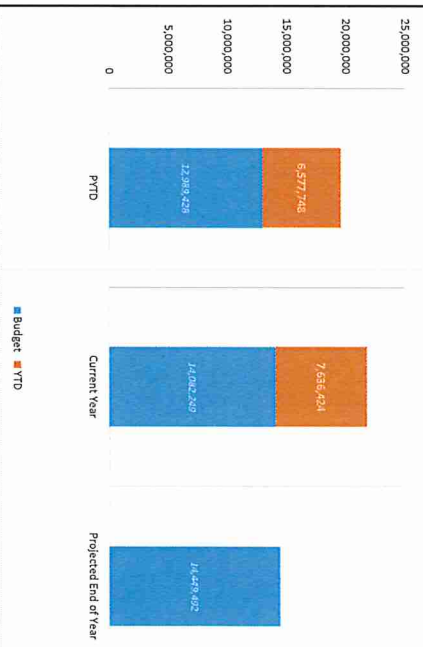
YTD % Expenditures vs. PYTD % Expenditures



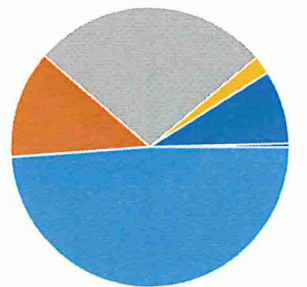
Top 10 Expenditures YTD by Object Code 3

Object Code	Current YTD	Variance from PYTD Received	PYTD
1 TOTAL SUPPLIES & EQUIPMENT	\$1,648,305	\$603,475	\$603,475
2 LICENSED CLASSROOM	\$1,141,095	\$115,162	\$115,162
3 TOTAL PURCHASED SERVICES	\$1,006,206	-\$109,761	\$1,006,206
4 TOTAL EMPLOYEE BENEFITS	\$952,197	\$95,717	\$95,717
5 ADMINISTRATION/SUPERVISION	\$505,640	\$25,996	\$25,996
6 SCHOOL PSYCHOLOGIST	\$365,625	\$43,306	\$43,306
7 EDUCATIONAL/SPEECH LANG. P.	\$332,104	\$111,693	\$111,693
8 TOTAL SUPPLIES	\$325,758	\$133,224	\$133,224
9 SCHOOL SOCIAL WORKER	\$288,384	\$20,281	\$20,281
10 PAYMENTS FOR EDUCATIONAL I	\$279,931	-\$15,064	\$279,931

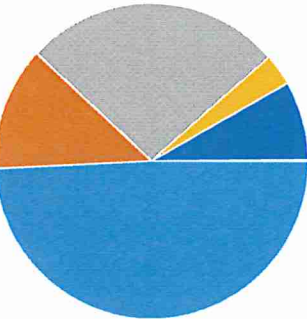
Total General Expenditures Budgeted, Projected, YTD and, PYTD Expended



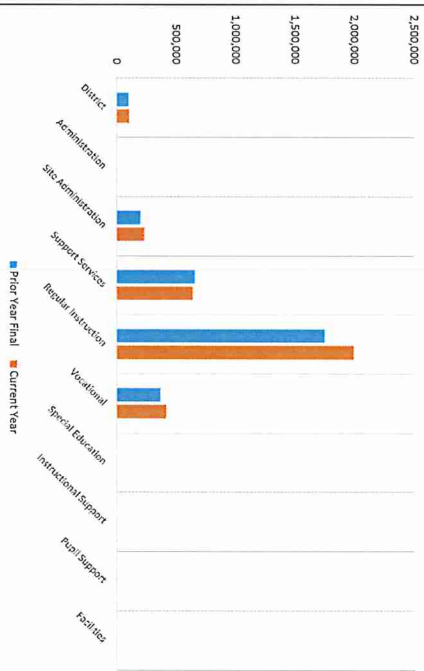
Prior Year Final Exp Budget



Current Year Exp Budget



Prior Year Final and Current Expenditures by Program



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

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

- Prior Year Final
- Current Year

GENERAL FUND - EXPENDITURES BY OBJECT CODE

GOODHUE COUNTY ED DISTRICT | February 28, 2021

DESCRIPTION	June 30, 2019	June 30, 2020	Revised Budget	Expenses YTD	Budget Remaining	February	February	February	Current YTD vs. Prior YTD	February 28, 2020	February 28, 2019
						% of Budget Expended	% of Actuals Expended	% of Actuals Expended			
110 ADMINISTRATION/SUPERVISION	750,036	729,173	767,435	505,640	261,795	65.89%	65.78%	66.25%	25,996	479,644	496,900
140 LICENSED CLASSROOM TEACHER	1,933,673	2,140,310	2,236,336	1,141,095	1,095,241	51.03%	47.93%	51.62%	115,162	1,025,933	998,187
141 NON-LICENSED CLASSROOM PERSON	0	0	1,798	0	1,798	0.00%	0.00%	0.00%	(1,798)	1,798	42
143 LICENSED INSTRUCTIONAL SUPPORT	284,595	269,261	284,977	187,805	97,172	65.90%	66.67%	68.74%	8,297	179,507	195,635
145 SUBSTITUE TEACHER SALARIES	191	0	1,000	0	1,000	0.00%	0.00%	68.63%	0	0	131
146 SUBSTITUTE NON-LICENSED CLASSR	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
150 PHYSICAL THERAPIST	132,992	138,070	140,374	82,689	57,685	58.91%	56.45%	58.43%	4,746	77,943	77,711
151 OCCUPATIONAL THERAPIST	224,109	233,813	270,961	152,790	118,171	56.39%	47.78%	50.11%	41,075	111,714	112,295
152 EDUCATIONAL/SPEECH LANG. PATHO	413,643	460,372	627,934	332,104	295,830	52.89%	47.88%	51.22%	111,693	220,411	211,853
153 AUDIOLOGIST	62,475	64,500	65,750	32,925	32,825	50.08%	48.31%	49.88%	1,762	31,163	31,163
154 SCHOOL NURSE	105,756	110,204	110,160	78,275	31,885	71.06%	48.27%	49.73%	25,075	53,200	52,590
155 LICENSED NURSING SERVICES	21,407	27,433	25,976	17,273	8,703	66.49%	63.19%	59.37%	(61)	17,334	12,709
156 SCHOOL SOCIAL WORKER	502,660	560,237	619,732	288,384	331,348	46.53%	47.86%	45.52%	20,281	268,103	228,797
157 SCHOOL PSYCHOLOGIST	623,518	678,136	812,658	365,625	447,033	44.99%	47.53%	52.89%	43,306	322,319	329,762
161 CERT. PARA & PERSONAL CARE ASSI	368,703	368,768	405,257	214,027	191,230	52.81%	56.98%	57.05%	3,887	210,140	210,332
162 CERT. ONE-TO-ONE PARAPROFESSIO	20,664	55,433	77,000	33,820	43,180	43.92%	57.16%	57.23%	2,132	31,688	11,826
163 FOREIGN LANGUAGE INTERPRETER	0	142	912	0	912	0.00%	100.00%	0.00%	(142)	142	0
164 INTERPRETER FOR THE DEAF	58,534	58,315	60,060	32,999	27,061	54.94%	62.32%	60.85%	(3,340)	36,340	35,615
170 NON-INSTRUCTIONAL SUPPORT	178,162	178,355	179,190	112,594	66,596	62.83%	64.49%	65.31%	(2,420)	115,013	116,351
174 THERAPUTIC RECREATIONAL SERV. &	40,039	39,252	40,146	20,091	20,055	50.04%	47.82%	49.34%	1,318	18,772	19,756
185 OTHER SALARY PAYMENTS (LICENSE	152,706	182,692	162,281	76,430	85,851	47.10%	57.73%	63.11%	(29,037)	105,467	96,375
186 OTHER SALARY PAYMENTS (NON-LICI	46,097	43,484	40,908	4,652	36,256	11.37%	98.30%	82.81%	(38,094)	42,746	38,172
TOTAL SALARIES AND WAGES	5,919,959	6,337,951	6,930,845	3,679,216	3,251,629	53.08%	52.85%	55.34%	329,840	3,349,376	3,276,202
EMPLOYEE BENEFITS											
210 FICA/MEDICARE	432,024	464,356	523,163	268,288	254,875	51.28%	52.67%	55.47%	23,696	244,592	239,654
214 PERA (PUBLIC EMPLOYEE RETIREMEI	78,631	81,941	85,907	46,298	39,609	53.89%	55.95%	57.08%	450	45,848	44,883
218 TRA (TEACHERS RETIREMENT ASSOC	357,700	394,478	443,688	239,661	204,027	54.02%	51.67%	54.63%	35,833	203,828	195,413
220 HEALTH INSURANCE	435,380	464,042	505,670	257,692	247,979	50.96%	49.56%	52.62%	27,696	229,995	229,082
230 LIFE INSURANCE	7,070	8,626	10,176	5,482	4,694	53.88%	41.07%	55.89%	1,939	3,543	3,952
235 DENTAL INSURANCE	16,349	16,831	18,008	9,360	8,648	51.98%	54.50%	55.38%	187	9,173	9,054
240 LONG TERM DISABILITY INSURANCE	7,831	9,509	9,268	5,062	4,206	54.62%	42.27%	55.68%	1,043	4,020	4,360
250 TAX SHELTERED ANNUITIES/MN DEFE	68,848	88,920	88,337	62,642	25,695	70.91%	50.79%	60.45%	17,480	45,162	41,616
251 TAX ADVANTAGE EMPLOYER-SPONSC	0	4,983	0	3,333	(3,333)	0.00%	16.72%	0.00%	2,500	833	0
270 WORKERS COMPENSATION	85,951	93,312	97,364	54,379	42,985	55.85%	73.24%	72.16%	(13,961)	68,340	62,024
280 UNEMPLOYMENT COMPENSATION	5,395	1,185	10,000	0	10,000	0.00%	96.82%	0.00%	(1,147)	1,147	0
TOTAL EMPLOYEE BENEFITS	1,495,180	1,628,182	1,791,581	952,197	839,384	53.15%	52.60%	55.51%	95,717	856,480	830,037
PURCHASED SERVICES											
303 FEDERAL SUB AWARDS AND SUB COI	424,033	418,739	452,602	117,361	335,241	25.93%	30.65%	27.03%	(10,986)	128,347	114,618
304 FEDERAL SUB AWARDS AND SUB COI	496,942	505,372	508,180	21,187	486,993	4.17%	12.13%	12.19%	(40,113)	61,299	60,591
305 CONSULTING FEES/FEES FOR SERVIC	204,595	181,059	245,480	256,304	(10,824)	104.41%	71.78%	56.38%	126,340	129,964	115,351
307 CONTRACTED SUBS FOR SPEC ED PF	34,924	38,237	43,652	4,695	38,957	10.75%	82.76%	45.13%	(26,951)	31,646	15,761
308 FEDERAL TUITION BILL PAYMENTS UF	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
309 FEDERAL TUITION BILL PAYMENTS IN	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
315 REPAIRS AND MAINTENANCE FOR CO	0	0	6,856	0	6,856	0.00%	0.00%	0.00%	0	0	0
316 SERVICES PURCHASED FROM OTHER	4,439	6,002	6,231	4,673	1,558	75.00%	75.00%	66.67%	172	4,502	2,959
320 COMMUNICATION SERVICES	18,215	18,669	22,000	13,791	8,209	62.68%	51.01%	58.39%	4,268	9,523	10,636
329 POSTAGE AND PARCEL SERVICES	3,006	3,858	4,000	623	3,377	15.58%	53.80%	90.70%	(1,452)	2,076	2,726
330 UTILITY SERVICES	49,817	37,977	55,000	21,361	33,639	38.84%	55.33%	58.61%	346	21,014	29,196
340 INSURANCE	35,885	38,991	40,800	31,231	9,569	76.55%	75.25%	75.20%	1,889	29,342	26,987
350 REPAIRS AND MAINTENANCE	137,199	159,477	172,233	80,402	91,831	46.68%	49.60%	50.77%	1,295	79,107	69,655
360 TRANSPORTATION CONTRACTS WITH	5,795	765	6,323	0	6,323	0.00%	60.08%	96.40%	(459)	459	5,586
365 INTERDEPARTMENTAL TRANSPORTA'	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
366 TRAVEL, CONVENTIONS, AND CONFEE	155,850	157,056	183,621	60,810	122,811	33.12%	67.75%	50.34%	(45,599)	106,409	78,453

DESCRIPTION	June 30, 2019	June 30, 2020	Revised Budget	Expenses YTD	Budget Remaining	February	February	February	Current YTD vs. Prior YTD	February 28, 2020	February 28, 2019
						% of Budget Expended	% of Actuals Expended	% of Actuals Expended			
368 OUT-OF-STATE TRAVEL, FEDERAL RE	4,395	4,148	0	0	0	0.00%	96.76%	91.64%	(4,014)	4,014	4,028
370 OPERATING LEASES OR RENTALS	15,300	15,760	15,760	4,339	11,421	27.53%	0.00%	0.00%	4,339	0	0
379 Qualified Mental Health Professional Serv	0	0	0	14,320	(14,320)	0.00%	0.00%	0.00%	14,320	0	0
389 STAFF TUITION AND OTHER REIMBUR	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
390 PAYMENTS FOR EDUCATIONAL PURP	0	417	0	0	0	0.00%	0.00%	0.00%	0	0	0
391 PAYMENTS TO MN ISD'S (COST SHARI	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
393 SPECIAL EDUCATION AND TRANSITIO	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
394 PAYMENTS FOR EDUCATIONAL PURP	823,072	915,023	861,616	279,931	581,685	32.49%	32.24%	28.74%	(15,064)	294,996	236,576
396 SALARY PURCHASED FROM ANOTHE	771,876	818,972	833,376	72,285	761,091	8.67%	19.53%	14.74%	(87,659)	159,944	113,802
397 BENEFITS PURCHASED FROM ANOTH	259,551	265,873	287,191	22,895	264,296	7.97%	20.06%	14.42%	(30,430)	53,325	37,415
TOTAL PURCHASED SERVICES	3,444,894	3,586,395	3,744,921	1,006,206	2,738,715	26.87%	31.12%	26.83%	(109,761)	1,115,966	924,341
SUPPLIES											
401 SUPPLIES AND MATERIALS-NON INSTI	51,335	34,380	57,608	44,369	13,239	77.02%	59.73%	67.67%	23,835	20,534	34,738
405 NON INSTRUCTIONAL COMPUTER SOI	82,962	74,814	86,960	74,808	12,152	86.03%	88.37%	77.30%	8,699	66,110	64,132
406 INSTRUCTIONAL SOFTWARE LICENSE	35,563	37,665	73,315	82,573	(9,258)	112.63%	103.51%	150.36%	43,586	38,987	53,473
430 SUPPLIES AND MATERIALS-NON-INDIV	13,934	10,842	11,095	3,946	7,149	35.56%	27.42%	40.52%	973	2,972	5,646
433 SUPPLIES AND MATERIALS - INDIVIDU	84,500	45,123	104,905	72,908	31,997	69.50%	14.20%	59.89%	66,500	6,409	50,603
440 FUELS	13,893	10,433	17,000	6,610	10,390	38.88%	63.08%	57.06%	29	6,581	7,927
455 NON- INSTRUCTIONAL TECHNOLOGY	31,436	355	3,500	3,845	(345)	109.85%	63.39%	11.13%	3,620	225	3,500
456 INSTRUCTIONAL TECHNOLOGY SUPPI	14,780	2,810	15,050	5,838	9,212	38.79%	100.00%	100.00%	3,027	2,810	14,780
460 TEXTBOOKS AND WORKBOOKS	950	2,060	32,915	960	31,955	2.92%	100.00%	37.18%	(1,100)	2,060	353
461 STANDARDIZED TESTS	36,620	39,680	40,180	0	40,180	0.00%	97.03%	97.62%	(38,500)	38,500	35,750
465 NON- INSTRUCTIONAL TECHNOLOGY	714	0	715	6,166	(5,451)	862.36%	0.00%	100.00%	6,166	0	714
466 INSTRUCTIONAL TECHNOLOGY DEVICE	3,666	12,983	2,284	23,447	(21,163)	1026.58%	15.89%	100.00%	21,384	2,063	3,666
490 FOOD	7,168	5,568	6,900	289	6,611	4.19%	94.90%	39.50%	(4,995)	5,284	2,831
TOTAL SUPPLIES	377,522	276,713	452,427	325,758	126,669	72.00%	69.58%	73.67%	133,224	192,534	278,114
SUPPLIES & EQUIPMENT											
510 SITE OR GROUNDS ACQUISITION	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
520 BUILDING ACQUISITION OR CONSTRU	0	760	41,583	0	41,583	0.00%	100.00%	0.00%	(760)	760	0
530 OTHER EQUIPMENT PURCHASED	23,163	50,446	57,230	12,407	44,823	21.68%	94.89%	107.51%	(35,462)	47,869	24,902
533 OTHER EQUIP. PURCHASED FOR SPE	0	0	2,312	0	2,312	0.00%	0.00%	0.00%	0	0	0
535 CAPITAL LEASES	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
550 OTHER VEHICLES PURCHASED	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
555 CAPITALIZED NON-INSTRUCTIONAL TI	0	15,623	4,389	1,249	3,140	28.46%	-12.96%	0.00%	3,274	(2,025)	0
556 CAPATALIZED TECHNOLOGY HARDW/	0	0	0	10,855	(10,855)	0.00%	0.00%	0.00%	10,855	0	0
580 PRINCIPAL ON CAPITAL LEASE/INSTAL	412,986	429,640	446,334	1,292,953	(846,619)	289.68%	91.75%	91.72%	898,755	394,197	378,789
581 INTEREST ON CAPITAL LEASE/INSTAL	618,774	603,320	583,626	326,341	257,285	55.92%	99.25%	99.07%	(272,442)	598,783	612,991
589 LEASE TRANSACTIONS/INSTALLMENT	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
590 OTHER CAPITAL EXPENDITURES	2,900	5,246	5,246	4,500	746	85.78%	100.00%	100.00%	(746)	5,246	2,900
TOTAL SUPPLIES & EQUIPMENT	1,057,823	1,105,035	1,140,720	1,648,305	(507,585)	144.50%	94.55%	96.38%	603,475	1,044,829	1,019,582
OTHER EXPENDITURES											
810 JUDGMENTS AGAINST THE SCHOOL I	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
820 DUES, MEMBERSHIP, LICENSE AND CI	18,791	20,127	21,655	24,741	(3,086)	114.25%	91.73%	80.98%	6,280	18,462	15,217
891 TRA AND PERA SPECIAL FUNDING SIT	34,839	35,373	0	0	0	0.00%	0.00%	0.00%	0	0	0
895 FEDERAL AND NONPUBLIC INDIRECT	(0)	(0)	0	0	0	0.00%	0.00%	0.00%	0	0	0
896 TAXES, SPECIAL ASSESSMENTS AND	0	(348)	100	0	100	0.00%	-28.77%	0.00%	(100)	100	0
TOTAL OTHER EXPENDITURES	53,630	55,152	21,755	24,741	(2,986)	113.73%	33.66%	28.37%	6,180	18,562	15,217
OTHER FINANCING USES											
910 PERMANENT TRANSFERS TO OTHER	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
TOTAL OTHER FINANCING USES	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
GENERAL FUND TOTAL	12,349,007	12,989,428	14,082,249	7,636,424	6,445,825	54.23%	50.64%	51.37%	1,058,676	6,577,748	6,343,493

GENERAL FUND - EXPENDITURES BY PROGRAM CODE

GOODHUE COUNTY ED DISTRICT | February 28, 2021

DESCRIPTION	June 30, 2019	June 30, 2020	Revised Budget	Expenses YTD	Budget Remaining	February	February	February	Current YTD vs. Prior YTD	February 28, 2020	February 28, 2019
						% of Budget Expended	% of Actuals Expended	% of Actuals Expended			
DISTRICT ADMINISTRATION											
010 BOARD OF EDUCATION	21,042	16,440	25,287	10,662	14,625	42.16%	64.00%	68.28%	140	10,522	14,367
030 INSTRUCTIONAL ADMINISTRATION	104,878	83,008	78,846	49,411	29,435	62.67%	66.14%	66.00%	(5,490)	54,901	69,219
TOTAL - DISTRICT ADMINISTRATION	125,920	99,448	104,133	60,073	44,060	57.69%	65.79%	66.38%	(5,350)	65,423	83,586
SITE ADMINISTRATION											
050 SCHOOL ADMINISTRATION	78,555	59,029	61,238	57,561	3,677	94.00%	62.76%	59.72%	20,516	37,045	46,913
TOTAL - SITE ADMINISTRATION	78,555	59,029	61,238	57,561	3,677	94.00%	62.76%	59.72%	20,516	37,045	46,913
SUPPORT SERVICES											
105 GENERAL ADMINISTRATIVE SUPPORT	80,606	85,805	98,810	116,610	(17,800)	118.01%	150.94%	147.29%	(12,907)	129,517	118,727
110 BUSINESS SUPPORT SERVICES	106,423	116,345	134,609	121,033	13,576	89.91%	97.42%	90.54%	7,693	113,341	96,352
TOTAL - SUPPORT SERVICES	187,030	202,150	233,419	237,643	(4,224)	101.81%	120.14%	115.00%	(5,214)	242,858	215,078
REGULAR INSTRUCTION											
203 EDUCATION - ELEMENTARY GENERAL	110,604	85,478	112,988	0	112,988	0.00%	0.00%	0.00%	0	0	0
205 TITLE III, PART A - ENGLISH LANGUAGE ACQUISITION	16,477	14,929	19,583	13,412	6,171	68.49%	79.23%	66.22%	1,584	11,828	10,912
211 EDUCATION - SECONDARY GENERAL	651,218	657,881	638,917	38,319	600,598	6.00%	5.93%	6.81%	(683)	39,002	44,369
219 ENGLISH LEARNER	329,795	365,688	354,994	204,672	150,322	57.66%	51.63%	52.10%	15,851	188,821	171,820
220 ENGLISH (LANGUAGE ARTS)	60,325	63,448	64,903	32,854	32,049	50.62%	47.29%	49.95%	2,847	30,007	30,130
240 HEALTH, PHYSICAL EDUCATION AND RECREATION	6,055	6,126	6,439	2,933	3,506	45.55%	49.90%	49.18%	(124)	3,057	2,978
250 FAMILY LIVING SCIENCE	74,805	79,279	81,092	39,942	41,150	49.25%	46.69%	49.44%	2,925	37,017	36,985
255 INDUSTRIAL EDUCATION	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
256 MATHEMATICS	69,186	74,844	77,533	38,439	39,094	49.58%	45.86%	49.47%	4,118	34,322	34,229
260 NATURAL SCIENCES	77,398	80,887	82,264	41,482	40,782	50.43%	47.47%	49.42%	3,087	38,395	38,248
270 SOCIAL SCIENCES/SOCIAL STUDIES	61,850	64,840	67,156	33,928	33,228	50.52%	47.52%	49.28%	3,114	30,814	30,481
TOTAL - REGULAR INSTRUCTION	1,457,714	1,493,398	1,505,869	445,981	1,059,888	29.62%	27.67%	27.45%	32,719	413,262	400,151
VOCATIONAL INSTRUCTION											
380 SPECIAL NEEDS	231,496	240,432	259,163	101,714	157,449	39.25%	42.49%	47.05%	(450)	102,164	108,926
399 CAREER AND TECHNICAL - GENERAL	63,966	68,063	71,076	35,559	35,517	50.03%	46.53%	49.48%	3,887	31,672	31,649
TOTAL - VOCATIONAL INSTRUCTION	295,462	308,496	330,239	137,273	192,966	41.57%	43.38%	47.58%	3,437	133,836	140,575
SPECIAL ED INSTRUCTION											
400 GENERAL SPECIAL EDUCATION	108,471	110,607	74,686	47,681	27,005	63.84%	43.34%	44.63%	(251)	47,932	48,413
401 SPEECH/LANGUAGE IMPAIRED	653,387	756,820	924,147	570,540	353,607	61.74%	58.02%	57.99%	131,441	439,099	378,884
402 DEVELOPMENTAL COGNITIVE DISABILITIES: MILD	111,947	118,134	123,493	59,255	64,238	47.98%	55.47%	46.43%	(6,278)	65,532	51,981
403 DEVELOPMENTAL COGNITIVE DISABILITIES: SEVERE	4,915	20,524	17,345	6,158	11,187	35.51%	51.01%	98.76%	(4,311)	10,470	4,854
404 PHYSICALLY IMPAIRED	555,834	582,179	642,003	306,881	335,122	47.80%	49.55%	51.49%	18,422	288,458	286,225
405 DEAF/HARD-OF-HEARING	214,717	228,154	229,357	78,959	150,398	34.43%	44.95%	42.65%	(23,607)	102,565	91,583
406 VISUALLY IMPAIRED	78,174	81,877	93,272	42,851	50,421	45.94%	44.98%	53.18%	6,023	36,828	41,574
407 SPECIFIC LEARNING DISABILITY	112,797	272,073	167,460	58,559	108,901	34.97%	37.22%	56.19%	(42,698)	101,257	63,378
408 EMOTIONAL/BEHAVIORAL DISORDER	1,374,053	1,501,672	1,557,996	603,175	954,821	38.71%	37.89%	35.75%	34,224	568,951	491,238
410 OTHER HEALTH DISABILITIES	109,409	106,049	155,550	78,294	77,256	50.33%	60.16%	2.21%	14,493	63,801	2,420
411 AUTISTIC SPECTRUM DISORDERS	474,745	508,490	539,474	211,959	327,515	39.29%	50.15%	60.14%	(43,067)	255,025	285,503
412 DEVELOPMENTALLY DELAYED	886,360	870,576	911,803	399,254	512,549	43.79%	46.75%	47.83%	(7,743)	406,997	423,920
414 TRAUMATIC BRAIN INJURY	0	6,815	5,686	2,858	2,828	50.26%	38.17%	0.00%	256	2,601	0
416 SEVERELY MULTIPLY IMPAIRED	0	655	654	0	654	0.00%	98.65%	0.00%	(646)	646	0
420 SPECIAL EDUCATION - AGGREGATE (THREE OR MORE)	2,036,125	2,196,406	2,403,726	1,168,622	1,235,104	48.62%	51.59%	53.95%	35,546	1,133,076	1,098,399
422 SPECIAL EDUCATION-STUDENTS WITHOUT DISABILITIES	278,055	250,571	437,834	144,910	292,924	33.10%	39.57%	39.96%	45,771	99,139	111,121
TOTAL - SPECIAL ED INSTRUCTION	6,998,990	7,611,603	8,284,486	3,779,955	4,504,531	45.63%	47.59%	48.29%	157,577	3,622,378	3,379,493
INSTRUCTIONAL SUPPORT											
610 CURRICULUM CONSULTANT AND DEVELOPMENT	347,145	295,945	341,811	188,270	153,541	55.08%	56.87%	54.70%	19,974	168,296	189,883
630 INSTRUCTION-RELATED TECHNOLOGY	75,825	59,078	54,445	54,629	(184)	100.34%	25.35%	40.34%	39,651	14,979	30,586
640 STAFF DEVELOPMENT	37,936	9,806	16,500	2,000	14,500	12.12%	98.78%	26.66%	(7,687)	9,687	10,115
TOTAL - INSTRUCTIONAL SUPPORT	460,906	364,829	412,756	244,900	167,857	59.33%	52.89%	50.03%	51,938	192,962	230,584
PUPIL SUPPORT SERVICES											
720 HEALTH SERVICES	163,454	176,681	175,205	125,266	49,939	71.50%	50.02%	50.45%	36,890	88,376	82,465

DESCRIPTION	June 30, 2019	June 30, 2020	Revised Budget	Expenses YTD	Budget Remaining	February	February	February	Current YTD vs. Prior YTD	February 28, 2020	February 28, 2019
						% of Budget Expended	% of Actuals Expended	% of Actuals Expended			
730 PSYCHOLOGICAL AND MENTAL HEALTH SERVI	739,099	780,683	919,075	413,326	505,749	44.97%	47.40%	52.29%	43,267	370,060	386,444
740 SOCIAL WORK SERVICES	365,301	406,646	418,072	202,726	215,346	48.49%	45.68%	47.56%	16,974	185,752	173,720
760 PUPIL TRANSPORTATION	8,260	3,070	8,423	4,834	3,589	57.38%	61.85%	83.74%	2,935	1,899	6,917
790 OTHER PUPIL SUPPORT SERVICES	1,853	0	0	0	0	0.00%	0.00%	98.76%	0	0	1,830
TOTAL - PUPIL SUPPORT SERVICES	1,277,968	1,367,080	1,520,775	746,152	774,623	49.06%	47.26%	50.97%	100,065	646,086	651,376
FACILITIES											
810 OPERATIONS AND MAINTENANCE	324,480	294,452	389,388	93,289	296,099	23.96%	46.72%	39.64%	(44,269)	137,558	128,633
850 CAPITAL FACILITIES	1,057,012	1,087,154	1,131,178	1,779,094	(647,916)	157.28%	96.09%	96.41%	734,498	1,044,596	1,019,055
865 LONG-TERM FACILITIES MAINTENANCE	84,972	101,790	108,768	54,504	54,264	50.11%	41.01%	56.55%	12,760	41,744	48,049
870 BUILDING CONSTRUCTION	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
TOTAL - FACILITIES	1,466,464	1,483,396	1,629,334	1,926,887	(297,553)	118.26%	82.51%	81.54%	702,989	1,223,898	1,195,738
OTHER FINANCING USES											
950 TRANSFERS	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
TOTAL - OTHER FINANCING USES	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
GENERAL FUND TOTAL	12,349,007	12,989,428	14,082,249	7,636,424	6,445,825	54.23%	50.64%	51.37%	1,058,676	6,577,748	6,343,493

Monthly Bank Reconciliation
February 28, 2021

Bank Statement Date: 2/28/2021

MSDLAF	\$42.26
MSDMAX	\$1,201,318.76
MERCHANTS BANK - GENERAL	\$423,153.55
MERCHANTS BANK - PAYROLL	\$32,624.19
MERCHANTS BANK - SWEEP	\$88,926.63
U.S. BANK	\$0.00

Ending Balance from Bank Statement \$1,746,065.39

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 **\$1,746,065.39**

Subtract Outstanding Checks:

Account	Amount	Account	Amount
BANK OF ZUMBROTA	\$0.00	TRANSFER FRM SWEEP	\$0.00
U.S. BANK AP CHECKS	\$0.00		
MERCHANTS - PR	\$0.00		
MERCHANTS - AP	\$32,251.72		
	\$0.00		

Total Outstanding Checks **\$32,251.72**

Computed Book Balance **\$1,713,813.67**

Balance per Your Books 1,713,813.67

Difference **\$0.00**

Business Manager Report 3-18-21

Budget 2020-21 as of 2/28/21

We have received \$20,635,636 or 149.46% of the revised revenue budget, compared to 49.48% at 2/29/20 and 54.35% at 2/28/19. We have expended \$7,636,424 or 54.23% of the revised expense budget, compared to 50.64% at 2/29/20 and 51.37% at 2/28/19. Revenue collections are way ahead due to the receipt of the COP proceeds.

Cash Flow

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

Feb Bank Rec

For your information



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

AS OF 3-11-21

JULY

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

AUGUST

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

SEPTEMBER

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
9/1/2020	(112,545.22)	-	2,795.00	-	-	1,317,652.77
9/15/2020	(964,756.61)	(182,491.90)	141,740.35	125,813.75	-	437,958.36
9/17/2020	-	-	95,348.43	1,180.00	296,198.88	830,685.67
9/30/2020	(333,718.01)	(197,028.29)	243,252.05	200,757.21	-	743,948.63
ENDING BALANCE	(1,411,019.84)	(379,520.19)	-	483,135.83	327,750.96	296,198.88

OCTOBER

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

NOVEMBER

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

DECEMBER

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

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

JANUARY

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

FEBRUARY

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
2/1/2021	(71,617.72)	-	-	-	-	1,134,542.72
2/15/2021	(130,061.05)	(182,535.86)	183,226.18	248,458.12	-	1,253,630.11
2/20/2021	(117,827.43)	-	-	-	260,252.09	1,396,054.77
2/28/2021	(133,393.18)	(181,823.87)	489,367.65	143,629.43	-	1,713,834.80
ENDING BALANCE	(452,899.38)	(364,359.73)	672,593.83	392,087.55	260,252.09	1,713,834.80

MARCH

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
3/1/2021	(178,857.74)	-	-	-	-	1,534,977.06
3/15/2021	(118,735.81)	(188,169.42)	-	143,629.43	-	1,371,701.26
3/20/2021	(224,465.70)	-	288,295.51	-	-	1,435,531.07
3/31/2021	(172,406.70)	(275,044.15)	355,881.99	172,355.31	-	1,516,317.52
ENDING BALANCE	(694,465.96)	(463,213.57)	644,177.51	315,984.74	-	1,516,317.52

APRIL

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
4/9/2021	(11,051.81)	-	88,431.03	-	-	1,593,696.74
4/15/2021	(357,651.66)	(194,265.21)	-	114,903.55	-	1,156,683.42
4/20/2021	-	-	178.22	-	287,573.62	1,444,435.26
4/30/2021	(227,475.09)	(188,198.93)	467.57	267,940.28	122,995.74	1,420,164.83
ENDING BALANCE	(596,178.56)	(382,464.14)	89,076.81	382,843.83	410,569.36	1,420,164.83

MAY

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
5/1/2021	-	-	200,547.41	-	-	1,620,712.24
5/15/2021	(263,126.81)	(189,185.31)	-	143,629.43	-	1,312,029.56
5/20/2021	-	-	90,808.98	-	-	1,402,838.53
5/31/2021	(254,149.76)	(225,850.45)	274,249.08	143,629.43	-	1,340,716.83
ENDING BALANCE	(517,276.57)	(415,035.76)	565,605.46	287,258.86	-	1,340,716.83

JUNE

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
6/1/2021	-	-	169,318.16	-	-	1,510,034.98
6/15/2021	(209,994.02)	(192,205.72)	172,972.91	-	-	1,280,808.15
6/20/2021	(130,763.77)	-	223,333.96	143,629.43	-	1,517,007.78
6/30/2021	(125,607.90)	(182,976.11)	172,820.02	-	-	1,381,243.80
ENDING BALANCE	(466,365.69)	(375,181.83)	738,445.05	143,629.43	-	1,381,243.80

TOTALS	(8,369,375.04)	(4,557,383.29)	-	7,444,639.23	3,963,241.60	2,070,489.78	1,381,243.80
--------	----------------	----------------	---	--------------	--------------	--------------	--------------

- B. Learning Model Update:
- C. MDE Guidance on Recovery Services:

Guide to Addressing the Impact of the COVID-19 Pandemic on Students with Disabilities

February 2021

This document is intended to assist school districts, charter schools and parents/guardians in making equitable and individualized determinations of appropriate extended school year (ESY) services, general education recovery services, revised individualized education program (IEP) services and COVID-19 compensatory services for students with disabilities related to their disrupted education or inability to access appropriate special education and related services during the COVID-19 pandemic. The information in this document is based on existing law and federal guidance and does not impose new or additional obligations on school districts and charter schools.¹ The Minnesota Department of Education (MDE) recognizes that current public health and safety needs may change, and the U.S. Department of Education (ED) could release additional guidance that may require MDE to update this document.² MDE continues to encourage school districts and charter schools and parents/guardians to frequently visit the [Centers for Disease Control and Prevention \(CDC\) website](#) and the [Minnesota Department of Health \(MDH\) website](#) for updates on public health and safety guidance.³

As school districts and charter schools plan to reopen for in-person learning while continuing to meet the needs of distance learners, school districts and charter schools must continue to prioritize equity, think creatively, collaborate with parents/guardians and other education partners, and remain flexible to respond to students' emerging needs. As stated in *Preparing to Reopen: Six Principles that Put Equity at the Core*, "We must prepare in a way that is flexible enough to respond to an uncertain future under COVID-19, yet robust enough that all students—including students with disabilities—have an equal opportunity to succeed over the long term. Doing so can help ensure that equity is built into the foundation of a new era of education."⁴

¹ The document was developed, in part, following review of Massachusetts, California, Indiana, Louisiana and Colorado state educational agency guidance.

² In February 2021, the U.S. Department of Education, Office of Planning, Evaluation and Policy Development, released its [ED COVID-19 Handbook, Volume 1: Strategies for Safely Reopening Elementary and Secondary Schools](#). The document indicated that future volumes of the ED COVID-19 Handbook may include "research-based and practitioner informed strategies and examples" on topics such as "meeting the social, emotional, mental health, and academic needs of students" and "addressing lost instructional time for students."

³ See, e.g., [CDC, Operational Strategy for K-12 Schools through Phased Mitigation](#) (updated February 12, 2021).

⁴ Eric Tucker and Lindsay Kruse (May 20, 2020), available at: <https://www.gettingsmart.com/2020/05/preparing-to-reopen-six-principles-that-put-equity-at-the-core/>.

Equity, FAPE, Creativity, Collaboration, and Flexibility Remain Critical in Meeting the Needs of Students with Disabilities

Each school district and charter school must continue to ensure equitable programming for all students under the three learning models identified in [Minnesota's Safe Learning Plan](#): in-person learning, hybrid learning and distance learning. School districts and charter schools must ensure that students with disabilities have equal access to the same opportunities, while taking into consideration the health, safety and well-being of all their students and staff.⁵ Further, the U.S. Department of Education and MDE expect that programming in all learning models will continue to be designed and implemented by school districts and charter schools to provide the full benefit of educational opportunities for all students and will meet the requirements of federal civil rights laws, including Section 504 of the Rehabilitation Act of 1973 (Section 504)⁶ and Title II of the Americans with Disabilities Act (ADA).⁷

School districts and charter schools must continue to make available to each eligible student a free appropriate public education (FAPE), consisting of special education and related services that are provided in conformity with the student's IEP, individualized distance learning plan (IDL) and/or individualized contingency learning plan (CLP),⁸ or Section 504 Plan,⁹ even when the school district or charter school is operating in a distance or hybrid learning model or when the student's family has opted for the student to receive distance learning instruction.¹⁰ Further, school districts and charter schools operating in a distance or hybrid learning model that are providing in-person services in accordance with public health guidelines must prioritize providing in-person instruction and services to students with disabilities whose IEP calls for intensive services that cannot be provided in a distance learning model.¹¹

The U.S. Department of Education and MDE encourage parents/guardians, educators, and administrators to collaborate and think creatively to continue to meet the unique needs of students with disabilities, to ensure that students are able to access instruction, and to ensure that delivery of instruction is effective.¹² MDE recommends that school districts and charter schools focus on authentic engagement of students with

⁵ See U.S. Dept. of Ed., Office for Civil Rights (OCR), [Questions and Answers for K-12 Public Schools In the Current COVID-19 Environment](#) (September 28, 2020), and U.S. Dept. of Ed., Office of Special Education and Rehabilitative Services (OSERS), Office of Special Education Programs (OSEP), [Individuals with Disabilities Education Act \(IDEA\) Part B Service Provision](#) (September 28, 2020).

⁶ 34 C.F.R. §§ 104.4 and 104.33. Section 504 is a federal civil rights statute protecting students with an impairment that substantially limits one or more major life activities.

⁷ 28 C.F.R. § 35.130. Title II of the Americans with Disabilities Act (ADA) applies to State and local government entities and protects qualified individuals with disabilities from discrimination on the basis of disability in services, programs and activities provided by state and local government entities. See also OCR, [Questions and Answers for K-12 Public Schools](#) (Sept. 28, 2020).

⁸ 34 C.F.R. §§ 300.17 and 300.101; Minn. Stat. § 125A.08(b)(1).

⁹ 34 C.F.R. § 104.33.

¹⁰ OSERS, [IDEA Part B Service Provision](#) (September 28, 2020).

¹¹ [Minn. Exec. Order No. 20-94](#) (November 5, 2020).

¹² OSERS and OCR, [Supplemental Fact Sheet Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities](#) (March 21, 2020).

disabilities and their families in determining students' need for services and support in order to mitigate the impact of extended school facilities closures related to COVID-19 on their learning. These determinations will require school districts and charter schools to encourage and fully consider information provided by parents/guardians regarding their student's ability to access remote learning and the student's progress during periods of distance learning.

To meet the needs of students during and after the COVID-19 pandemic, school districts and charter schools should consider providing students with disabilities some or all of the following types of services, as part of the ongoing responsibility to provide a free appropriate public education:

Extended School Year Services

Extended school year (ESY) services are special education instruction and related services for students with disabilities who demonstrate the need for continued service on days when school is not in session for all students, as a necessary component of a free appropriate public education (FAPE).¹³ School districts and charter schools must ensure that ESY services are available if a student's IEP team determines, on an individual basis, that the services are necessary for the provision of FAPE to the student.¹⁴ Further, the school district or charter school may not limit ESY services to particular categories of disability or unilaterally limit the type, amount, or duration of ESY services.¹⁵ The federal comments to IDEA emphasize that a student's need for ESY services must be an individualized determination.¹⁶

Further, the federal comments to IDEA grant IEP teams flexibility to determine when ESY services are appropriate, depending on the circumstances of the individual student, and ESY services may be provided during times other than summer, such as before and after regular school hours or during other breaks in instruction.¹⁷ Further, a student's entitlement to ESY services continues to apply even if school districts and charter schools are closed to in-person instruction due to COVID-19.¹⁸

[Minnesota Rules, part 3525.0755](#) requires the student's IEP team to, at least annually, determine a student's need for ESY services if the student meets the conditions of either: A) there will be significant regression of a skill or acquired knowledge from the student's level of performance on an annual goal (regression); B) services are necessary for the student to attain and maintain self-sufficiency because of the critical nature of the skill addressed by an annual goal (self-sufficiency); or C) the IEP team otherwise determines, given the student's unique needs, that ESY services are necessary to ensure the student receives a FAPE (unique needs). While IEP

¹³ [Minn. R. 3525.0210, subp. 19](#). See also 34 C.F.R. § 300.106(b) (Extended school year (ESY) services are defined by 34 C.F.R. § 300.106(b) as special education and related services that are provided to a student with a disability beyond the normal school year, in accordance with the student's IEP, at no cost to the parents/guardians of the student, and meet the standards of the state education agency (SEA).)

¹⁴ 34 C.F.R. § 300.106(a)(1) and (2).

¹⁵ 34 C.F.R. § 300.106(a)(3).

¹⁶ See 71 Fed. Reg. 46582. See also, OSERS, [IDEA Part B Service Provision](#) (September 28, 2020).

¹⁷ See 71 Fed. Reg. 46582.

¹⁸ See OSERS, [IDEA Part B Service Provision](#) (September 28, 2020).

team determinations regarding ESY services are prospective and not intended to make up for past denials of FAPE, unique needs that emerged due to disruptions to the student's education and other circumstances that occurred during the COVID-19 pandemic could be considered by the student's IEP team when determining whether the student demonstrates a need for ESY services.¹⁹

The IEP team must determine ESY eligibility using information including: prior observation of the student's regression and recoupment over the summer, observation of the student's tendency to regress over extended breaks in instruction during the school year and experience with other students with similar instructional needs.²⁰ Further, the following factors must also be considered by the IEP team where relevant: the student's progress and maintenance of skills during the regular school year, the student's degree of impairment, the student's rate of progress, the student's behavioral or physical problems, the availability of alternative resources, the student's ability and need to interact with nondisabled peers, the areas of the student's curriculum which need continuous attention, or the student's vocational needs.²¹

ESY services are not general education recovery services or COVID-19 compensatory services. A student's need for ESY services is a separate and individualized determination that must be made by the student's IEP team, at least annually, in order to ensure the provision of FAPE to a student. The determination of a student's need for ESY services should not be delayed even if the school district or charter school is closed to in-person instruction.²²

General Education Recovery Services

As schools reopen to in-person learning, students will need help to recover and catch up on learning. School districts and charter schools will need to address the needs of all students, including students with and without disabilities, who return to in-person learning with signs of regression, gaps in their learning, or indicators of trauma as a result of the closure of schools to in-person learning and other impacts of the COVID-19 pandemic. Some general education recovery services may be provided to students through core instruction in general education classes, while other general education recovery services may be provided through the district or school's multi-tiered system of support (MTSS) or other framework to direct more intensive services to students who demonstrate a greater need. Access to general education recovery services does not need to be provided through a student's IEP team and instead should be available to students with and without disabilities in the same way. General education recovery services do not take the place of ESY services, revised IEP services, or COVID-19 compensatory services for students with disabilities but may be provided in addition to those services.

General education recovery services should focus not only on educational gaps in students' learning but also on social-emotional wellbeing and new mental health needs that students may have when they return to school. As stated in Executive Order 20-94, "Student access to mental health services is all the more critical during this pandemic. At a time when many Minnesotans are experiencing increased trauma and challenges to mental well-

¹⁹ See OSERS, [IDEA Part B Service Provision](#) (September 28, 2020).

²⁰ [Minn. R. 3525.0755, subp. 4.](#)

²¹ [Minn. R. 3525.0755, subp. 5.](#)

²² 34 C.F.R. § 300.106.

being due to isolation, worries about the health of family and friends, racial trauma or injustice, economic struggles, and other concerns, access to mental health services is more complex than before.”²³

Executive Order 20-94 prioritizes student mental health needs by directing school districts and charter schools to implement the [MDE 2020-21 Planning Guidance for Minnesota Public Schools](#) on mental health and well-being, school climate, trauma-informed practices and social-emotional learning.²⁴ In order to provide appropriate supports to students, school districts and charter schools must continue to think creatively and collaborate with parents/guardians and other education partners, communicating openly regarding the scope, frequency, and type of general education recovery support needed by students.

General education recovery services may include:

- Summer programming, including partnerships with community organizations and neighborhood programs.
- Tutoring or other small group instruction models, such as after-school homework help.
- High-quality core curricular materials and instruction.
- Culturally-responsive practices and teaching.
- Multi-Tiered System of Support (MTSS).
- Social and emotional learning (SEL) programs.
- Behavior plans, counseling, school social work services, and other social-emotional support.
- Resources and support for staff in implementing trauma-informed practices, restorative practices, relationship building, and providing instruction for children with adverse childhood experiences.
- Continuity of care with school-linked mental health or collaboration with community organizations to streamline referrals and resources for students in need of mental health supports.
- Information and resources for students and families on mental health and available mental health services and supports.
- Resources and support for school teachers and staff in identifying signs of mental health distress and options for supporting student mental wellbeing and access to supports.
- Wraparound services.
- Support for following current health and safety protocols (e.g., face coverings, handwashing, social distancing, etc.).
- Other evidence-based interventions (including, for example, academic interventions and behavioral strategies) and other strategies to engage learners and address factors that impact student learning.

Revised IEP Services

During and after the COVID-19 pandemic, the student’s IEP team must ensure the student has access to all special education and related services necessary for the student to receive FAPE. IEP teams are required to meet to review and revise, as appropriate, a student’s IEP to address the results of any reevaluation; information provided to, or by, the parents/guardians; the student’s anticipated needs; or other matters.²⁵ IEP teams must

²³ [Minn. Exec. Order No. 20-94](#) (November 5, 2020), p. 3.

²⁴ [2020-21 Planning Guidance for Minnesota Public Schools](#) is also available at MDE’s COVID-19 website.

²⁵ 34 C.F.R. § 300.324(b).

continue to monitor students' educational progress and to review and revise a student's IEP, as appropriate, to address any lack of expected progress toward the student's annual goals and in the general education curriculum.²⁶ Additionally, a parent/guardian or school staff person may request an IEP team meeting at any time to review and revise a student's IEP to address any disability-related needs, including new areas of need or areas of regression.²⁷

Students may have new disability-related needs, areas of regression, or social-emotional needs due to the impact of the COVID-19 pandemic that will require new or increased services and supports necessary for the student to receive a FAPE. This may include new or increased specially designed instruction and academic supports, positive behavioral interventions and other supports for a student whose behavior impedes learning,²⁸ and other "supportive services as are required to assist a child with a disability to benefit from special education," such as counseling, parent/guardian counseling and training, psychological services, school health services and school nurse services, and social work services.²⁹ Any new or increased amounts of services must be documented in the student's IEP,³⁰ and parents/guardians must be provided prior written notice prior to any change in the provision of FAPE to their student.³¹

In making changes to a student's IEP outside of the annual IEP team meeting, the parent/guardian and school district or charter school may agree not to convene an IEP team meeting for the purpose of making changes and instead may develop a written document to amend or modify the student's current IEP.³² However, the school district or charter school must ensure that due process procedures are followed when amending a student's IEP, including providing parents/guardians with prior written notice, informing the student's IEP team of any changes to the IEP and providing parents/guardians with a copy of the amended IEP upon request.³³ Remember that an amendment to a student's IEP cannot take the place of an annual IEP team meeting.

The student's IEP team needs to ensure that the student's present levels of academic achievement and functional performance are up-to-date in order to inform appropriate programming and placement.³⁴ This could mean that once a student with a disability returns to an in-person learning model, the IEP team may decide that additional data is needed to determine the student's current educational or related services needs or the student's present levels of academic achievement and functional performance. If that occurs, or the parent/guardian requests a reevaluation, the school district or charter school must conduct a reevaluation of the

²⁶ 34 C.F.R. § 300.324(b).

²⁷ See, generally, 34 C.F.R. §§ 300.320 through 300.324.

²⁸ 34 C.F.R. § 300.324(a)(2).

²⁹ 34 C.F.R. § 300.34.

³⁰ 34 C.F.R. § 300.320.

³¹ 34 C.F.R. § 300.503(a).

³² 34 C.F.R. § 300.324(a)(4)(i). See also OSERS, [IDEA Part B Service Provision](#) (September 28, 2020).

³³ 34 C.F.R. §§ 300.324(a)(4), 300.324(a)(6), and 300.503.

³⁴ 34 C.F.R. § 300.320(a).

student, including identifying all of the student’s special education and related service needs, whether or not commonly linked to the disability area in which the student’s eligibility has been classified.³⁵

COVID-19 Compensatory Services

“Compensatory services” is a term used in IDEA regulations to refer to remedies in resolving a complaint³⁶ or a due process hearing³⁷ in which a failure to provide appropriate services has been found. Compensatory services are independent of any current right to FAPE.³⁸ The purpose of compensatory services is to remedy the failure to provide the services that the student should have received. Compensatory services must be the type of educational and related services that are part of elementary and secondary school education.³⁹ There is no universal formula for determining the amount of compensatory services to be awarded to a student who was denied appropriate services.⁴⁰

Compensatory services as a remedy for the failure to provide appropriate services is available even after the right to FAPE has terminated. Therefore, compensatory services may be awarded to students who have reached the age at which the right to FAPE ends or who have graduated with a regular high school diploma.⁴¹

The term compensatory services is also used by the U.S. Department of Education in its COVID-19 related guidance to describe the obligation of school districts and charter schools to address the needs of a student who did not receive services as a result of school facilities closures and other exceptional circumstances related to the COVID-19 pandemic.⁴² Specifically, the U.S. Department of Education stated:

“The Department understands there may be exceptional circumstances that could affect how a particular service is provided. If a child does not receive services during a closure, a child’s IEP team (or appropriate personnel under Section 504) must make an individualized determination whether and to what extent compensatory services may be needed, consistent with applicable requirements, including to make up for any skills that may have been lost.”⁴³

³⁵ 34 C.F.R. §§ 300.303 through 300.305. See also MDE’s [Q&A: Reevaluations under Part B of the Individuals with Disabilities Education Act \(IDEA\)](#) (December 17, 2020).

³⁶ 34 C.F.R. § 300.151.

³⁷ 34 C.F.R. § 300.513.

³⁸ OSERS, [Letter to Riffel](#) (August 22, 2000).

³⁹ OSERS, [Letter to Riffel](#) (August 22, 2000).

⁴⁰ *Reid v. District of Columbia*, 401 F.3d 516, 524 (D.C. Cir. 2005) (finding in every case the inquiry must be fact-specific and, to accomplish IDEA’s purposes, the ultimate award must be reasonably calculated to provide the educational benefits that likely would have accrued from special education services the school district should have supplied in the first place).

⁴¹ OSERS, [Letter to Riffel](#) (August 22, 2000) (finding because the basis of compensatory services remedy is the past denial of educational and related services that were not originally provided, compensatory services as a remedy is available even after the right to FAPE has terminated).

⁴² [Questions and Answers on Providing Services to Children with Disabilities During the Coronavirus Disease 2019 Outbreak](#) (March 12, 2020).

⁴³ *Id.* at p. 4.

In subsequent guidance, OSERS clarified:

“These exceptional circumstances may affect how all educational and related services and supports are provided, and the Department will offer flexibility where possible. . .The Department understands that during this national emergency, schools may not be able to provide all services in the same manner they are typically provided. . .[F]ederal disability law allows for flexibility in determining how to meet the individual needs of students with disabilities. The determination of how FAPE is to be provided may need to be different in this time of unprecedented national emergency. . .FAPE may be provided consistent with the need to protect the health and safety of students with disabilities and those individuals providing special education and related services to students. Where, due to the global pandemic and resulting closures of schools, there has been an inevitable delay in providing services—or even making decisions about how to provide services—IEP teams. . .must make an individualized determination whether and to what extent compensatory services may be needed when schools resume normal operations.”⁴⁴

Due to delays in providing services or the inability to provide some IEP services due to the emergency closure of school facilities and other exceptional circumstances related to the COVID-19 pandemic, school districts and charter schools may not have been able to provide all special education and related services described in students’ IEPs. Also, despite efforts by school districts and charter schools to develop and implement individualized distance learning plans (IDLPs) and contingency learning plans (CLPs) to adapt the special education and related services provided to students with disabilities during the different learning models, some students may not have been able to access the special education and related services necessary for them to make effective progress toward their IEP annual goals or in the general education curriculum.

COVID-19 compensatory services awarded by students’ IEP teams, as directed by the U.S. Department of Education in its COVID-19 related guidance, should seek to make up for any loss in a student’s skills, including academic, functional, or behavioral skills, and any lack of expected progress in the general education curriculum or toward the student’s IEP annual goals, that resulted from the school district’s or charter school’s delay or inability to provide IEP services, or the student’s inability to access appropriate IEP services, during the COVID-19 pandemic.⁴⁵ COVID-19 compensatory services are based on a student’s need to make up for lost skills and to regain progress, regardless of the specific cause for the delay or disruption to the student’s IEP services.⁴⁶

The student’s IEP team is responsible for determining COVID-19 compensatory services.⁴⁷ Just like ESY services, school districts and charter schools may not unilaterally limit the type, amount, or duration of COVID-19 compensatory services. IEP teams must exercise flexibility to determine when it is most appropriate to provide

⁴⁴ [Supplemental Fact Sheet](#) (March 21, 2020).

⁴⁵ U.S. Dept. of Ed., [Questions and Answers on Providing Services to Children with Disabilities During the Coronavirus Disease 2019 Outbreak](#) (March 12, 2020).

⁴⁶ *Id.*

⁴⁷ *Id.*

COVID-19 compensatory services, depending on the circumstances of the individual student, including during summer, other school breaks or vacation periods and/or before or after school.⁴⁸

COVID-19 compensatory services may be provided in many different ways, including but not limited to additional special education and related services, small group or individual tutoring (including reimbursement to parents/guardians for outside tutoring or programs, when agreed to by the school district or charter school), or additional academic or enrichment services necessary to compensate for the student's loss of skills or lack of progress. The nature and amount of the special education and related services that are to be provided as COVID-19 compensatory services is an individualized determination made by the student's IEP team.⁴⁹

COVID-19 compensatory services are in addition to the special education and related services provided by a student's IEP. Just as there is no universal formula for determining the amount of compensatory services to be awarded to a student who was denied appropriate services, there is no universal formula for an IEP team to determine the amount of COVID-19 compensatory services.⁵⁰ COVID-19 compensatory services should be documented in the student's IEP, along with a description of the type of services to be provided and the frequency, location and duration of the services.⁵¹

Consistent with Executive Order 20-94, school districts and charter schools should prioritize determining the need for COVID-19 compensatory services to students with disabilities whose IEP calls for intensive services that were not provided when alternative learning models were in place.⁵² Other students with disabilities who did not receive or had difficulty accessing special education services during the suspension of in-person education are likely to require COVID-19 compensatory services and should also be prioritized, including students from communities disproportionately impacted by distance and hybrid learning, students in historically underserved communities, students with disabilities who are also English learners, students experiencing homelessness, students in foster care and students with post-secondary transition needs.⁵³

Although COVID-19 compensatory services may be most appropriately determined when schools return to normal operations, MDE recommends that a student's need for such services be considered as school buildings begin to re-open and as school districts' and charter schools' capacity to provide additional services increases. In

⁴⁸ See, e.g., 34 C.F.R. § 300.106. See also, OCR, [Questions and Answers for K-12 Public Schools In the Current COVID-19 Environment](#) (September 28, 2020) (Section 504 requires individual decision-making regarding the type, frequency and manner in which special education and related services will be provided to students with disabilities. As such, state-wide or district-wide policies that reduce or limit services specifically for students with disabilities in a particular jurisdiction, without regard to any reasonable modifications, or services that may be necessary to meet the individualized needs of those students, run afoul of Section 504. See, 34 C.F.R. §§ 104.33 – 104.35.).

⁴⁹ 34 C.F.R. §§ 300.320-300.324.

⁵⁰ See, e.g., *Reid v. District of Columbia*, 401 F.3d 516, 524 (D.C. Cir. 2005) (in every case the inquiry must be fact-specific and, to accomplish IDEA's purposes, the ultimate award must be reasonably calculated to provide the educational benefits that likely would have accrued from special education services the school district should have supplied in the first place).

⁵¹ 34 C.F.R. § 300.320(a)(7).

⁵² [Minn. Exec. Order No. 20-94](#) (November 5, 2020).

⁵³ See [Minnesota's Safe Learning Plan](#) for the 2020-21 School Year (updated February 17, 2021); U.S. Department of Education, Office of Planning, Evaluation and Policy Development, [ED COVID-19 Handbook, Volume 1: Strategies for Safely Reopening Elementary and Secondary Schools](#) (February 2021).

addition, school districts and charter schools should continue to respond to students' needs and flexibly provide services during COVID-19-related disruptions in order to mitigate or decrease the student's eventual need for COVID-19 compensatory services.

However, MDE understands for some students it may be most appropriate for the IEP team to determine a student's need for COVID-19 compensatory services after the student returns to in-person learning and receives services as set forth in their IEP for a period of time, and after general education recovery services and revised IEP services have been determined, in order to give the student an opportunity to recoup lost skills and to allow the student's IEP team to gather data about the student's progress toward IEP annual goals and in the general education curriculum. For other students, the determination of COVID-19 compensatory services may need to occur immediately upon, or even before, the student's return to in-person learning in order to facilitate the student's transition back into the school building and to provide the student with an appropriate level of IEP services.

While IEP teams may consider a variety of sources of information in determining COVID-19 compensatory services, the sample questions below may assist IEP teams in determining whether and to what extent a student needs COVID-19 compensatory services:⁵⁴

- What services did the student receive while the school district or charter school was operating in alternative learning models due to the COVID-19 pandemic?
- Were there services in the student's IEP, IDLP, or CLP that the student did not receive, regardless of the cause, during the COVID-19 pandemic?
- How do the student's current levels of academic and functional performance compare to the student's levels of performance on all IEP annual goals prior to the mandatory school facility closures?
- To what extent has the student experienced a loss in skills—including academic, functional, or behavioral skills—while the school district or charter school was operating in alternative learning models due to the COVID-19 pandemic?
- What does data collected through progress monitoring, progress reports, report cards, classwork, and informal and formal assessments and screenings show about the student's progress toward IEP annual goals and in the general education curriculum?
- Did the student make expected progress toward each of the student's annual goals and in the general education curriculum?
- What did teachers, related services providers, parents/guardians, caregivers and other family members observe about the student's attendance, engagement, attention, behavior, progress and home experience during the COVID-19 pandemic?
- Is the student receiving general education recovery support that will address the student's loss of skills or lack of progress, or the impact on the student's emotional well-being, caused by the suspension of in-person education and other circumstances that occurred concurrently with the COVID-19 pandemic, such as racial trauma or injustice, economic struggles and other concerns?
- How are new disability-related needs, areas of regression, or social-emotional needs due to the impact of the COVID-19 pandemic addressed in the student's current IEP?

⁵⁴ See also Massachusetts Department of Elementary and Secondary Education, [Coronavirus \(COVID-19\) Special Education Technical Assistance Advisory 2021-1: COVID-19 Compensatory Services and Recovery Support for Students with IEPs](#) (last updated September 3, 2020).

- What information is available from previous school years about the student’s ability to recoup lost skills or make effective progress after extended breaks in instruction, such as following summer break?
- What would be the most appropriate and effective way to make up for lost skills and address gaps in the student’s knowledge or to accelerate the student’s progress in areas in which the student regressed or did not progress as expected?
- Are there other unique needs of the student or other sources of information to consider in determining the student’s need for COVID-19 compensatory services?

Not all students are entitled to COVID-19 compensatory services; whether, and to what extent, a student needs COVID-19 compensatory services is an individual determination made for each student with a disability whose IEP services were impacted by the COVID-19 pandemic.⁵⁵ If an IEP team decides not to provide COVID-19 compensatory services to a student with a disability and the parent/guardian believes that his or her child is entitled to those services, or if the parent/guardian disagrees with the type or amount of COVID-19 compensatory services proposed by the school district or charter school, the parent/guardian may pursue dispute resolution options provided under Part B of the IDEA and [Minnesota Statutes, section 125A.091](#), including requesting a conciliation conference, mediation, or facilitated team meeting or initiating a due process complaint or a special education state complaint.⁵⁶

School districts and charter schools may use funds made available through the Coronavirus Aid, Relief, and Economic Security (CARES) Act, Elementary and Secondary School Emergency Relief Department Fund (ESSER), for general education recovery services, IEP services and COVID-19 compensatory services as necessary and may be able to use round 2/ESSER II funds to help provide these services.

Questions: For questions related to the guidance, please contact MDE’s Compliance and Assistance, Dispute Resolution Team by emailing mde.compliance-assistance@state.mn.us or by calling 651-582-8689. For more guidance and information related to special education during the COVID-19 pandemic, please [visit MDE’s webpage](#).

⁵⁵ See, e.g., OSERS, [Letter to Pergament](#) (December 20, 2013) (stating that “the decision to provide ‘make up’ or compensatory education when there is a disruption in the provision of educational services, and the nature and amount of the special education and related services that are to be provided as compensatory education, is an individualized determination made by the [IEP] Team”).

⁵⁶ 34. C.F.R. §§ 300.151 - 300.153 (state complaint procedures); 34 C.F.R. § 300.506 (mediation); 34 C.F.R. §§ 300.507 - 300.518 (due process complaints and hearings); [Minn. Stat. § 125A.091](#) (alternative dispute resolution and due process hearings).

- D. Orientation to GCED for new Board Members:
- E. GCED All-County Board Meeting:
- F. Staff Mental Health:

Ben Time!



GCED is happy to offer you a little break with BEN TIME! We are hosting two sessions of inspiration and resilience with Dr. Ben Springer of Totem PD. You will remember him from GCED Day in August. He understands what you are going through and can offer us all hope for the future.

Join us for a time that works for you:

[Monday, January 18, 2021 10:00 to 11:00 am](#)

[Monday, January 25, 2021 9:00 to 10:00 am](#)

The Zoom links to each session can be found above and on the GCED Professional Development Calendar.

If you have any questions, check with your special ed administrator or Jillynne.

- V. **Old Business:**
 - A. Online Learning Application:

Application for Online Learning - GCED: Updated

1. Teaching and Learning Standards:

Reviewers are looking for a little more detail on how instruction will be provided for elementary grades. What will instruction look like? How will the student's day be scheduled? How will students navigate the independent, self-paced curriculum while engaging in synchronous offerings? Are there opportunities for peer engagement designed into the learning?

GCED Response:

Thank you for this opportunity to amend our application for our online school. In planning for this response, our team has gone into a much deeper discussion of our overall application, with a specific focus on the elementary grades. Your questions were important to us as we had the same questions, knowing they would need to be addressed.

As with most of our work in public education, our problem solving processes help guide our work. The same is true for this application. As a result, we would like to update our application to include grades K - 12, rather than our original 4 - 12 grade offerings. Our original intent was to begin with grade 4 and then to build the lower grades in the upcoming year(s). With a more K-6 integrated approach with our online school, we will be better able to meet the needs and interests of our member districts and their families.

In planning for the 2021-2022 initial school year for GCED Online, we will allocate and plan for an estimated 50 students per grade level.

K - 6	50/grade level	350 Students Elementary
7 - 8	50/grade level	100 Students Middle School
9 - 12	50/grade level	200 Students High School
		650 Estimated Enrollment

Our staffing plan will be:

2021-2022 47.65 FTE

1. 2.0 Kindergarten Online Teachers
2. 2.0 Grade 1 Online Teachers
3. 2.0 Grade 2 Online Teachers
4. 2.0 Grade 3 Online Teachers
5. 2.0 Grade 4 Online Teachers
6. 2.0 Grade 5 Online Teachers
7. 2.0 Grade 6 Online Teachers
8. 6.0 Grade 7-12 Online Teachers (1.5 FTE per English, Math, Science, & Social Studies)

9. 1.8 Online Art Teacher K-12
10. 2.0 Online Physical Education / Health Teacher K-12
11. 1.4 Online Music Teacher K-12
12. 1.4 Online STEM Teacher K-6
13. 1.0 Online Health Teacher
14. 1.0 Online World Languages
15. 4.0 Grade 7-12 Online CTE Teachers
 - a. Agriculture (1.0)
 - b. Business (1.0)
 - c. Family Consumer Science (1.0)
 - d. Trade & Industry (1.0)
16. 3.0 Special Education Teachers
17. 1.0 English Learner Teacher (K-12)
18. 1.0 Elementary School Counselor
19. 1.0 MS/HS School Counselor
20. .80 - Grade K-6 Online Social Worker
21. .80 Grade 7-12 Online Social Worker
22. 2.0 Grade K-12 Online Interventionists/Parent Coaches
23. .50 Grade K-6 Online Coordinator
24. .50 Grade 7-12 Online Coordinator
25. .50 Principal of Record
26. .50 Special Education Coordinator
27. .25 MARSS Coordinator
28. 2 Instructional Coaches
29. 1.0 School Psychologist
30. .2 District Assessment Coordinator (DAC)

Learning Theory: We begin our system with a learning theory. In a virtual learning environment our teachers will guide and coach our students in the learning process; the students construct their own learning with the support of teacher and peer interactions.

Constructivist Learning Theory: Knowledge is constructed, rather than innate, or passively absorbed

Constructivism's central idea is that human learning is constructed, that learners build new knowledge upon the foundation of previous learning. This prior knowledge influences what new or modified knowledge an individual will construct from new learning experiences (Phillips, 1995).

Standards: Our standards inform our curriculum resources; we teach to the standards. It is with the standards and curriculum resources alignment that we create opportunities for our students to construct their own knowledge.

K - 6 Attendance, Engagement, Progress

There will be three main anchors at the K - 6 level that are designed to keep the student engaged, supported, and learning no matter how they design their workflow each day. Each anchor will include consistent synchronous learning opportunities that serve to embed peer to peer interactions into learning.

Anchor 1: Morning Meeting

Each K - 6 student will virtually attend a morning meeting each day. This time is used to build a sense of community and trust among the online learners. This meeting will be a regular routine of greeting students, time for students to share, and morning messages. Transitioning to the upper elementary grades, as relationships are developed and routines established, the morning meeting teacher will also introduce goal setting and study skills. Teachers will help students work on goals and to progress monitor their own goals. The intent is to teach them the importance of metacognition. The students need to be aware of their own learning for their success and react to that awareness. This will build their stamina, confidence and independence for their current education, for completing high school and for lifelong learning.

Anchor 2: ELA

Each student will virtually attend ELA on a daily basis. During this time there will be synchronous learning opportunities, as well as flexible breakout rooms for peer interaction with the learning. This will be time for the teacher to provide synchronous learning opportunities that connect the students' asynchronous learning, connecting the ELA content area standards.

Anchor 3: WINN or What I Need Now

Students will be able to access necessary interventionists/service providers on a daily basis, as needed. We will place an emphasis on reading and math for interventions. With targeted reading interventions as needed, we will best be able to ensure all 3rd grade students will read well. The foundational reading skills will be imperative for success in a virtual learning environment. For our K - 3 students, time is blocked off for students to have recess or additional WINN time in the day. We certainly want our students to have recess. With the flexibility of the schedule, though we recognize the potential need for additional WINN time in the early elementary grades.

Students not meeting adequate academic progress with completion of work will have access to an additional layer of support, based on their need.

Depending on students' interest, this is also a time for enrichment opportunities. For examples:

- a. A student or group of students may develop a personal learning plan to cover an area of interest and study together. A teacher can guide their learning.

- b. A group of students may wish to start an extracurricular group such as a photography club.

Our K - 6 student and staff schedules follow below; see Appendix A for K - 6 Staff Schedule. Please consider the following as you review:

1. Our teachers will need time to collaborate with team members on standards and curriculum resource alignment, instructional practices and in order to build a strong sense of community. Please see Appendices B and C for further details. We will use a variety of resources for this adult learning and collaboration, including:
 - a. [CASEL, Council for Academic and Social Emotional Learning: SEL Framework](#)
 - b. Strategies to Support Deep Learning in Virtual Environments (Tighe, Silver, Perini, 2020) will help guide our work:
 - i. Make Every Unit a “Study In” a Big Idea
 - ii. Use Essential Questions to Promote Exploration of Big Ideas
 - iii. Begin Units with a “Pile of Words”
 - iv. Engage Students in Active Reading
 - v. Use Empathy to Make Learning Personal
 - c. Marzano Focused Teacher Evaluation Model
 - d. MDE’s Professional Learning Community (PLC) Roadmap
2. Our schedule is set up to accommodate opportunities for synchronous and asynchronous learning.
 - a. The 3 anchors that students will attend virtually for synchronous learning opportunities:
 - i. Morning Meeting
 - ii. ELA/English Language Arts
 - iii. WINN or What I Need Now
 - b. The remaining schedule allows for a placeholder for students and families to consider while the students engage in their asynchronous learning. It also allows students and parents to have a schedule for contacting teachers.
 - c. Within the schedule teacher expectations are:
 - i. Meet synchronously with their students for Morning Meeting and ELA.
 - ii. Meet synchronously with their students assigned for WINN.
 - iii. Post daily and weekly content and assignments by Thursday of the preceding week.
 - iv. Take attendance daily (student log-in/time in class) and weekly (student progress).
 - v. Ensure that assessment feedback is provided to students within 24 hours of a completed assignment/test/etc.
 - vi. Maintain regular communication with families and students - including student well-being and connectedness in addition to academic learning and course progression and completion.
 - vii. Ensure that any communication that is initiated by students and/or parents is responded to within 24 hours.

3. Lunch = to best accommodate our families with children in multiple grade levels, we maintained a consistent lunch period in grades K through 6.
4. ELA: for the case of the schedule we have simply stated ELA. With the use of the Wonders curriculum in grades K - 6 we will teach the MN ELA Standards in a Reading/Writing Workshop type of format. Through Wonders, we will also work on the ELA standards in the content areas. Please see the “Elementary Curriculum” section for more information.
5. Science/Social Studies are both listed at the same time in the schedule for grades K - 5. The intention is to work on both subjects while allowing teachers freedom in the use of time with assignments. Our Wonders curriculum is designed to build background knowledge in science and social studies. Please see the “Elementary Curriculum” section for more information.
6. Science/Math are both listed at the same time in the schedule for grade 6. The intention is to allow teachers freedom in the use of time and in connecting the two subjects as well with their assignments. Our STEM teacher should also be a key resource here for projects. Please see the “Elementary Curriculum” section for more information.
7. Professional Learning Communities (PLCs): We have daily time for K - 6 PLCs in our initial schedule. This is important to us as we work on implementing a new online school. This can ensure our overarching goal of using data to inform instruction to improve student and system outcomes.
8. K - 6 Specials to be offered:
 - a. Art
 - b. Music
 - c. STEM
 - d. PE
9. Multi-Tiered System of Support (MTSS): We operate under an MTSS framework. We will work with our staff on data literacy, accessing the Center for Academic Research and Educational Improvements (CAREI) resources. Teams need to understand and use assessment for the correct purposes. This is an essential foundation for our MTSS Framework. In any learning environment our formative assessments drive our instruction, this is especially important in a virtual environment.

Assessments Types & Purposes	Individual/Group of Students	System
Screening	Identify students or groups that may need additional support.	Identify specific programs and practices that may need additional supports.

Progress Monitoring	Monitor the current impact of instruction and interventions.	Monitor the implementation of a specific program or action plan activities.
Diagnostic	Identify specific skill, curriculum, instructional, or environmental needs.	Use data to identify why a specific program or practice is not successful.
Systems Outcomes	Identify the success of instruction and/or intervention.	Identify the results of a plan.

10. Special Education Services are included in our MTSS framework; please see [“Multi-Tiered System of Support”](#) for details on special education services.
11. English Learner Services also fall under our [MTSS](#) and will be provided for students who qualify. Services will be offered virtually, with synchronous and asynchronous options available based on student need.
12. Please note that qualifying students enrolled in GCED Online will have access to Targeted Services programming to provide differentiated student learning and growth support.

K - 6 Online School - Student Schedule				
	K - 1	2 - 3	4 - 5	6
8:00 - 8:20	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
8:20 - 9:20	Specials	ELA	WINN, as needed	ELA
9:20 - 9:50	ELA	ELA	WINN, as needed	ELA
9:50 - 10:50	ELA	Specials	ELA	WINN, as needed
10:50 - 11:20	Recess	Recess	ELA	Recess
11:20 - 11:50	Lunch	Lunch	Lunch	Lunch
11:50 - 12:50	Math	WINN, as needed	Specials	Science/Math
12:50 - 1:20	Recess Or	Recess OR	Recess	Science/Math

	WINN	WINN		
1:20 - 2:20	WINN, as needed	Math	Science Social Studies	Specials
2:20 - 3:30		Science Social Studies	Math	WINN, as needed
KEY	Synchronous Learning; Students will log on to class for attendance and lesson.			
	Asynchronous Learning; Time is flexible; the schedule provides parents with an idea of time for student learning. Teachers are available for student and parent support. Student conferences may be scheduled.			
	WINN driven by student data and interest; math/reading interventions; special education services; enrichment opportunities			

K - 6 Online School - Staff Schedule <i>Specialists' schedule included in 7 - 12</i>				
	K - 1	2 - 3	4 - 5	6
7:30 - 8:00	Prep	Prep	Prep	Prep
8:00 - 8:20	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
8:20 - 9:20	Prep	ELA	WINN	ELA
9:20 - 9:50	ELA	ELA	WINN	ELA
9:50 - 10:50	ELA	Prep	ELA	Social Studies
10:50 - 11:20	K - 1 PLC	2 - 3 PLC	ELA	6 PLC
11:20 - 11:50	Lunch	Lunch	Lunch	Lunch
11:50 - 12:50	Math	WINN	Prep	Science/Math
12:50 - 1:20	WINN	WINN	4 - 5 PLC	Science/Math
1:20 - 2:20	WINN	Math	Science/ Social Studies	Prep
2:20 - 3:30	Science Social Studies	Science Social Studies	Math	WINN Office Hours
KEY	Synchronous Learning; Students will log on to class for attendance and lesson.			

	Asynchronous Learning ; Time is flexible; the schedule provides parents with an idea of time for student learning. Teachers are available for student and parent support. Student conferences may be scheduled.
	WINN driven by student data and interest; math/reading interventions; special education services; enrichment opportunities
	PLC Teacher collaboration time; data-driven by district to improve system and student outcomes

Elementary Curriculum (please see Appendices A, B, and C for additional information)

K - 6 English Language Arts (ELA) and Social Emotional Learning (SEL)

[Wonders: A Comprehensive PreK–6 Literacy Curriculum](#) is designed to reach all learners. A wealth of research-based print and digital resources provide unmatched support for building strong literacy foundations, accessing complex fiction and nonfiction texts, writing to sources, and building social emotional learning skills. Whether in the core classroom, an English language learner, or benefiting from intervention support, Wonders provides students equity of access to rich texts and rigorous instruction.

Wonders and McGraw Hill collaborate with [Sesame Workshop](#), the nonprofit educational organization, to provide an integrated approach to social and emotional learning (SEL) competencies within the Wonders curriculum. Positive SEL provides young learners the critical competencies to experience success in school and life with understanding, flexibility, support, and resiliency.

In Wonders, students engage in daily writing practice and learn to develop habits of writing that will equip them to communicate their thoughts and beliefs in writing clearly and effectively. Students write about reading, building skills as they go, and follow the writing process, developing a strong routine that will impact their use of the written word throughout their lives.

The interactive student edition ensures that students read with pencil in hand, talk productively with partners, and write whenever they read. Students master the close reading routine, respond to the shared read, apply skills and strategies, talk, cite text evidence, and write.

K - 6 Math

We will use [McGraw Hill’s My Math](#) curriculum grades K through 6. My Math This curriculum includes tiered help for students not meeting grade level standards.

K - 6 Science

Our ELA curriculum, [Wonders](#), builds content area knowledge with the College and Career Readiness Anchor Standards for Reading. “By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas.” (mde.state.mn.us)

In addition to reading about Science, our students need to be involved with experiential learning in science. A teacher team will develop and roll out experiential projects in science that are standards aligned and aligned with Wonder.

K - 6 Social Studies

[Wonders](#) also intertwines Social Studies content area knowledge with the ELA standards. A teacher team will develop and roll out experiential projects in social studies.

K - 6 STEM

STEM education provides intentionally designed and linked learning experiences for students to develop and apply understandings of science, technology, engineering, and mathematics concepts and processes. Integrated STEM education exemplifies standards-based, best practice instruction from each field to explore relevant questions and problems based in the natural and designed world. (<https://education.mn.gov/MDE/dse/stds/stem/>)

A STEM teacher and/or teacher team will develop and roll out experiential projects for STEM.

GRADES 7-12

Our Grade 7-12 student and staff schedules follow below. Please consider the following as you review:

1. The secondary (grade 7-12) school day runs from 8:00am to 3:30pm. Although the schedule below is structured like a traditional high school day, the students enrolled in GCED Online have the ability to flex their schedule in a way that allows them to best learn their course material and progress through each class. Just as in a traditional school setting, regular attendance and consistent course progression is essential. GCED Online teachers will take daily attendance with full-time GCED Online students being expected to be engaged in active learning for at least 6 hours a day as evidenced by time on task and work completion. When, where, and how this happens can be flexible. With the exception of certain scheduled meetings, lessons, or school events, students have the flexibility to design an asynchronous schedule that works for them.
2. There are three main anchors at the 7-12 level that are designed to keep the student engaged, supported, and learning no matter how they design their workflow each day:

Anchor 1: Advisor

Each student will be assigned an advisor and an advisory cohort. Advisors will be paired with their advisory student and cohort for two year bands: 7-8, 9-10, and 11-12. Students and Advisors will be expected to meet synchronously in a 1:1 virtual format once a week during the school year, with the option of adding in more synchronous time as needed. In addition, the Advisory Cohort will meet synchronously twice a month in a virtual format. The student's advisor will work to support the student in being an engaged and active learner. This work will include the advisory being the first link in the school to home connection, as well

an option for the student and family in connecting with needed resources and opportunities. The advisor will monitor the student's attendance and course progression and will have regular check-ins with the student and family. In addition, the advisor will be a resource in course selection and the formation of a Personal Learning Plan for each student, which will include - especially at the 9-12 level - next steps after graduation.

Anchor 2: Class Time

Each student will be expected to log-in to each class at least once a day. Realizing that logging-in does not automatically equate to work completion and course progression, it is nevertheless an important guardrail. In most instances, students will have the option of determining when to click into their classes each day. When the student logs-in to their class, they will be able to see the day's assignment, related resources, and their course progression. The classroom teacher will take attendance in part off of the log-in times. Teachers may ask students to participate in synchronous learning as an individual or a small group as needed in order to sustain learning and course progression.

Anchor #3: Work Completion

Students are expected to maintain an appropriate pacing of work completion on a daily basis. The classroom teacher will take attendance in part based on the student's daily and weekly work completion. Teachers may ask students to participate in synchronous learning as an individual or a small group as needed in order to sustain learning and course progression.

3. More details about the secondary schedule and structure:
 - a. Allied Courses / Elective Courses
 - i. The K-6 and 7-12 schedules are constructed in such a way as to accommodate K-12 instruction in Allied/Elective courses. At the 7-12 level, access to graduation requirements will occur in both content areas and allied/elective courses.
 - b. Instruction
 - i. Each course will be taught by an appropriately licensed Minnesota teacher. Assuming an enrollment of 50 students per grade, staffing will include full and partial FTEs.
 - ii. Please note that this includes special education and English Learner Program instructors.
 - iii. Teachers will be expected to articulate their availability to students during asynchronous learning windows.
 - c. Curriculum
 - i. Please see Appendix B for a listing of the base curriculum resources. It is important to note that standards alignment work will be completed prior to the start of the 2021-2022 school year and will continue in regular

intervals throughout the calendar year, each year. Please see Appendices D and E for more information.

- d. Special Education Services
 - i. Please see our response labeled “Multi-Tiered System of Support” for details on special education services. It is important to note that service related to a student’s IEP may require synchronous meetings and learning sessions.
- e. English Learner (EL) Services
 - i. Please note that English Learner services will be provided for students who qualify. It is important to note that individual or small group EL instruction may require synchronous meetings and learning sessions.
- f. Professional Learning Communities (PLCs)
 - i. There will be weekly PLC meetings for staff serving students in grades 7-12. These PLC meetings will rotate between content-specific PLCs and grade level PLCs. An emphasis will be placed on the 4 Questions of a PLC, as well as ensuring student connectedness and success.
- g. Courses, Grades 7-8
 - i. Students in grades 7 and 8 will have courses in the four core content areas (English, Math, Science, Social Studies) as well as allied/specials (Art, Music, Physical Education) and introductory courses in Career and Technical Education (CTE).
- h. Graduation Requirements, Grades 9-12
 - i. High School students will need to earn a minimum of 30 credits to graduate from GCED Online. This includes ensuring that students meet the state-required course completions and also have access to elective courses throughout their high school career.

Graduation Requirement: 30 Credits (grades 9-12)

Language Arts: 4 Credits

English 9 (1 credit), English 10 (1 credit), English 11 (1 credit), English 12 (1 credit)

Mathematics: 3 Credits

Intermediate Algebra (1 credit), Geometry (1 credit), Algebra II (1 credit)

Science: 3 Credits

Physical Science (1 credit), Biology (1 credit), Chemistry (1 credit) or Physics (1 credit)

Social Sciences: 3.5 Credits

World History (1 credit), U.S. History (1 credit), Economics (.5 credit), Geography (.5 credit), U.S. Government (.5 credit)

Art: 1 Credit

Introduction to Art (1 credit), or Foundations of Digital Media (.5 credit), or Music Appreciation (.5 credit)

Health: .5 Credit

Contemporary Health (.5 credit)

Physical Education: .5 Credit

Lifetime Fitness (.5 credit)

Required Courses Needed: 15.5 credits

Electives: Needed: 14.5, Available: 31

Any combination of courses listed below that are in addition to the required courses listed above.

Agriculture (2.5 elective credits available)

Agriscience 1 (.5 credit), Agriscience 2 (.5 credit), Forestry & Natural Resources (.5 credit), Principles of Agriculture, Food, & Natural Resources (.5 credit), Veterinary Science (.5 credit)

Art (2.5 elective credits available in addition to required course)

Art History I (1 credit), Introduction to Art II (1 credit), Introduction to Social Media (.5 credit)

Business (3.5 elective credits credits available)

Introduction to Information Technology (1 credit), Introduction to Business (1 credit), Microsoft Office Specialist (1 credit), Personal Finance (.5 credit)

English Language Arts (4 elective credits available in addition to required courses)

Introduction to Communication and Speech (1 credit), Expository Reading and Writing (1 credit), Literacy and Comprehension I (1 credit), Literacy and Comprehension II (1 credit)

Family Consumer Science (1.5 elective credits available)

Culinary Arts 1A (.5 credit), Culinary Arts 1B (.5 credit), Fashion & Interior Design (.5 credit)

Health (.5 elective credit available in addition to required course)

Nutrition & Wellness (.5 credit)

Mathematics (5.5 elective credits available in addition to required courses)

Concepts in Probability & Statistics (1 credit), Financial Math (1 credit), Pre-Algebra (1 credit), Pre-Calculus (1 credit), Statistics (1 credit), Trigonometry (.5 credit)

Physical Education (1 elective credit available in addition to required course)

Advanced Physical Education I (.5 credit), Advanced Physical Education II (.5 credit)

Science (2 elective credits available in addition to required courses)

Earth Science (1 credit), Environmental Science (1 credit), and/or Physics (1 credit) or Chemistry (1 credit)

Social Sciences (2 elective credits available in addition to required courses)

African-American History (.5 credit), Psychology (1 credit), Sociology (.5 credit)

Trade & Industry (2 elective credits available)

Career Explorations I (.5 credit), Career Explorations II (.5 credit), Introduction to Careers in Architecture and Construction (.5 credit), Introduction to Manufacturing, Product Design, and Innovation (.5 credit)

World Languages (4 elective credits available)

Spanish I (1 credit), Spanish II (1 credit), Spanish III (1 credit), Spanish IV (1 credit)

credit)

Grades 7 - 12 Online School - Student Schedule		
8:00 - 8:15	0 Hour	Advisor Meeting (1x/week synchronous, 1:1 Format) Advisory Cohort (2x/month synchronous, entire Advisory Class Format)
8:20 - 9:05	Period 1	Core (grades 7-8); Core/Elective (grades 9-12) (primarily asynchronous) Support Services (7-12) (TBD based on IEP, 504, WIDA Level, etc.)
9:10 - 9:55	Period 2	Core (grades 7-8); Core/Elective (grades 9-12) (primarily asynchronous) Support Services (7-12) (TBD based on IEP, 504, WIDA Level, etc.)
10:00 - 10:45	Period 3	Core (grades 7-8); Core/Elective (grades 9-12) (primarily asynchronous) Support Services (7-12) (TBD based on IEP, 504, WIDA Level, etc.)
10:50 - 11:35	Period 4	Core (grades 7-8); Core/Elective (grades 9-12) (primarily asynchronous) Support Services (7-12) (TBD based on IEP, 504, WIDA Level, etc.)
11:40 - 12:10	Lunch	Lunch (Asynchronous)
12:15 - 1:00	Period 5	Career and Technical Education (grades 7-8); Core/Elective (grades 9-12) (primarily asynchronous) Support Services (7-12) (TBD based on IEP, 504, WIDA Level, etc.)
1:05 - 1:50	Period 6	Allied/Specials (grades 7-8); Core/Elective (grades 9-12) (primarily asynchronous) Support Services (7-12) (TBD based on IEP, 504, WIDA Level, etc.)
1:55 - 2:40	Period 7	Allied/Specials (grades 7-8); Core/Elective (grades 9-12) (primarily asynchronous) Support Services (7-12) (TBD based on IEP, 504, WIDA Level, etc.)
2:45 - 3:30	Period 8	Career and Technical Education (grades 7-8); Core/Elective (grades 9-12) (primarily asynchronous) Support Services (7-12) (TBD based on IEP, 504, WIDA Level, etc.)

KEY	Synchronous Learning ; Students attend class at a predetermined day and time for instruction/support.
	Asynchronous Learning ; Time is flexible; the schedule provides students and parents with an idea of time for student learning. Teachers are available for student and parent support. Teachers may also ask individuals or small groups to meet in a synchronous setting at various points in order to support student learning and course progression.
	Student Support encompasses special education services, 504 services, English Learner services, counselor services, social work services, etc.

Grades 7 - 12 Online School - Staff Schedule

Please see Appendix C. Please note that the schedule is meant to serve as a baseline of course offerings and teacher availability. Depending on the course content, course enrollment, and related factors, actual teacher schedules may vary. Please see Appendix F for a detailed description of staff expectations.

2. Minnesota K-12 Standards:

It looks like the curriculum mapping and development work timeline extends into 2022. What will the program do in the meantime to ensure curriculum alignment with the academic standards at the time of beginning instruction (fall 2021)? How will PE and Arts be offered at all grade levels? (Arts mentioned Art and Art History only – must offer courses from three areas). Suggest consulting with MDE’s PE and Arts specialists

GCED Response

We were able to connect with Dr. Thissen-Milder and Alina Campana. They were both generous with their time and feedback.

Also, with the addition of earlier elementary grades and the thoughts generated by your questions, we have reconsidered this work. Whereas in our original application we front loaded curriculum alignment work in August 2021, upon acceptance of this application, we plan to begin this work in July/August of 2021. Our intention is to bring teachers together for multiple days for curriculum mapping and alignment, building our scope and sequence, and developing syllabi for any course that does not currently have a syllabus. We will begin with an MDE training resource:

[Mapping the Journey from Standards to Lessons Modules](#)

The modules available below are designed to guide educators, both individuals and teams, through a process for implementing a set of standards, from understanding the standards to examining student work. A module may include a protocol, discussion guide, video classroom demonstration or a link to resources. Each module is self-paced and can be completed in 30 to 45 minutes.

- Understanding Learning Targets - 1/9/20
- Learn the importance of using learning targets by watching two classroom demonstrations. Identify an audience and purpose for a learning target and write one for a classroom lesson or unit.
- The Speaking, Viewing, Listening and Media Literacy ELA Standards - 1/9/20
- Demystifying Text Complexity Module - 1/7/20
- Learn about why text complexity is important and a process for evaluating the complexity of texts.
- 2010 Minnesota English Language Arts Standards: Origin and Structure Module - 1/7/20
- Get an introduction to Minnesota’s K-12 English Language Arts Standards and Benchmarks.
- The English Language Arts - Writing Standards - 1/7/20

Also to support this alignment work, we In addition to front loading this alignment work, we have intentionally scheduled daily PLC time for grade level bands to plan. This time is focused on the four essential questions in education:

1. What do we want our students to know or be able to do?
 - a. Start with grade level state standards.
 - b. PD time interacting with the standards, including reviewing descriptors used for MCAs.
 - c. While we are responsible for all standards, our teams will need to prioritize.
2. How will we know if they know it or are able to do it?
 - a. Universal screening in reading and math 3 times a year
 - b. CBM included with curriculum
 - c. Common formative assessments
3. How will we respond if they do not know it or are not able to do it?
 - a. Classroom wide interventions, if data warrants it
 - b. Tier 2, small group standardized treatment interventions
 - c. Tier 3, intensive and individualized interventions
4. How will we respond if they already know it or already are able to do it?
 - a. We anticipate that we will have students that already have mastered grade level learning targets, based on the standards. In such cases, our teams will design enrichment activities to support the student's growth and interest.
 - b. Possible enrichment activities: student/teacher designed project; elective Edgenuity, student club

The logistics in ensuring that we have standards-aligned instruction and courses are outlined in Appendices B, D, and E. What follows are key messages with each Appendix:

Appendix B: GCED Online Teaching and Learning Content/Courses

Appendix B lays out each content area/course in Grades Kindergarten through Grade 12. Next to each content area/course are columns highlighting where we are at with the foundational pieces of standards alignment. A few items to note:

Curriculum Source - Our base curriculum resources are Wonders, MyMath, and Edgenuity. We are not conflating the curriculum resource with the standards. Although each curriculum resource is standards-based, we will work through our internal standards alignment process to ensure that the appropriate Minnesota state standards are included, mapped, prioritized, and specified.

For example, the base curriculum source for Grade 8 English is Edgenuity. The Grade 8 course has been aligned by Edgenuity with the 2010 Minnesota State Standards. Two main issues with this: (1) our internal team didn't do the alignment and (2) the alignment is based on outdated standards. We propose to remedy these two concerns during Summer 2021. Another example is the 9-12 English Language Arts elective courses of Literacy and Comprehension I and Literacy and Comprehension II. While there is a course syllabi and scope and sequence for these two courses, they have not been aligned to Minnesota State Standards. We plan to remedy this in Summer 2021.

Generally speaking, scope and sequence and standards alignment is strong with the K-6 curriculum sources of Wonders and MyMath. This said, K-6 will participate in standards-alignment work in Summer 2021.

Also, please note that Art, Music, and Physical Education/Health scope & sequence, syllabi (secondary courses), and standards alignment will occur during Summer 2021 and will rely primarily on current distance learning instructional units being integrated into GCED Online. This integration assumes the presence of standards-aligned teaching and learning resources developed in part by the applicable educators.

Appendix D: Standard and Curriculum Resource Alignment Work

Appendix D lays out specific days, times, and agenda that will work in concert to ensure all content areas and courses are standards-aligned for the 2021-2022 school year. Please note that we will engage in 33 hours of intensive standards-alignment and instructional practice work over a period of 9 days in July and August 2021. Please also know that this summer work will be the base from which we will launch our integrated systems to not only maintain standards-alignment but to innovate instructional practices based on the most up-to-date standards and online teaching and learning strategies. Infrastructure that will enable this to happen will include Professional Development days, regular Professional Learning Community meetings and work sessions, a Site Leadership Team, a Guiding Coalition, and the presence of a fidelity of implementation metric system as we launch GCED Online.

Appendix E: GCED Online Timeline/Action Steps

Appendix E lays out the timeline and action steps from now (March 2021) to the first day of school (September 7, 2021) and through the 2021-2022 school year. Although not exhaustive, the main highlights are there and include:

- The implementation of a Guiding Coalition - termed "PLUS Team" (Planning, Logistics, Understanding, Support Team).
- A monthly focus area:
 - February 2021: OLL Application
 - March 2021: Infrastructure and Communication
 - April 2021: Staffing
 - May - June 2021: Enrollment
 - July - August 2021: Teaching and Learning, Community Building
 - September 2021 through June 2022: Student Success!

These monthly themes will not discontinue the various work that needs to be done in multiple categories. For the purposes of this application, it is a guiding framework for the work that needs to get done.

Finally, please note that the inclusion of the appropriate Art and Music courses are included in Appendix B and are integrated into the K-6 and 7-12 student and teacher schedules found in this addendum.

3. Student Support:

Clarify what special education case management will look like for both elementary and secondary students. Provide more detail of how students will receive special education service (online, in-person, combo) and how this will be coordinated so that there are coherent practices.

GCED Response

Multi-Tiered System of Support

The Goodhue County Education District has partnered with its member school districts over a significant period of time in providing special education services to students in Goodhue County. This work would continue with the GCED Online program.

Specifically:

1. GCED Online students will participate in screening and benchmark assessments with their grade level peers (FastBridge Assessments, MCAs, etc.).
2. GCED Online teachers will analyze screening and benchmark assessments in conjunction with formative and summative classroom assessments in order to determine targeted support for students. In the cases where there are more than one grade level teacher (elementary) or department teachers (high school), those personnel will have regular Professional Learning Community (PLC) meetings. These PLC meetings will be the venue to review the four PLC essential questions as a means of continually monitoring and adjusting instruction and student support strategies. In the situation where there are not multiple grade level teachers or department teachers, GCED Online teachers will meet as grade bands (i.e., K-3, 4-6, 7-8, 9-12).
3. GCED Online will use a Program Student Support Team to ensure fidelity of implementation of the MTSS Framework with tiered supports, along with the mechanism for referrals for special education services.
 - a. Prior to a referral for special education services, we must intervene with the students needing help when they need it. The Program Student Support Team will follow the MTSS process, offering more intensive support as needed.
 - b. Tiers of Support: The Program Student Support Team will follow the MTSS Protocol, specifically the [problem solving process](#) when a student or group of students are not mastering the identified learning objectives.
 - c. With the particular importance of parent involvement with an online learning model, as a part of our continuum of supports we will offer literacy interventions and parent coaching for the early readers. At this point, we will offer this support through [aLearnlab](#), the work of one of our literacy experts and instructional coaches.

4. When appropriate, the GCED Online Student Support Team will facilitate a special education evaluation led by the GCED Online School Psychologist. Results and recommendations will be shared by the GCED Online Evaluation Determination Team with the parent(s).
 - a. If an Individualized Education Plan (IEP) is needed, the IEP Team will work in conjunction with the parent(s) to determine appropriate support for the student and ensure appropriate specialists are involved in the creation and implementation of the IEP.
 - b. If an Individualized Education Plan is not needed, the GCED-Online Student Support Team will continue to work to provide appropriate Tier I, II, and/or III supports to the student.

Steps #1-4 (above) are laid out to speak to the fact that each GCED Online student will:

- a. Have access to county-wide screening and benchmark testing.
- b. Have a teacher, or teachers, who have regular grade level or department or grade band meetings to review their learning.
- c. Have access to the special education evaluation process using personnel who are a part of GCED Online (ex., School Psychologist).
- d. Have access, if eligible, to an Individualized Education Plan supported by a team that includes their classroom/department teacher, their special education case manager, and access to related service providers. Please see the list below for a summary of related services providers, under the next section of Special Education.

Special Education

In order to provide the necessary special education services as necessary, GCED Online will adhere to the following:

1. GCED Online special education instructor/case manager Full-Time Equivalent (FTE) will be on a rolling basis and as needed. The FTE will be a part of the staffing levels assessment and proposal completed each year by the Goodhue County Education District. Depending on student need, the special education personnel could be full-time with GCED Online or share time between/among GCED Online and GCED-member districts. Likewise, initial staffing could be done with existing GCED special education instructors or the FTE could be posted if additional personnel are needed. Staffing will follow GCED Board Policy #50, Case Load Size in Special Education.
2. GCED Online will have an assigned Coordinator of Special Education who will provide day-to-day support to special/general education staff and administrators regarding State/Federal Due process laws and procedures, special education programs and services, and collaborative efforts between GCED and other State and Federal agencies in Goodhue County. This coordinator will have oversight to ensure that:

- a. Students working with an Individualized Education Program (IEP) will have an appropriately licensed special education case manager. The case manager will be a part of GCED Online and will ensure the fidelity of implementation of the IEP and communicate with the Student Support Team members (parent(s), school psychologist, GCED Online administrator or administrator representation, school counselor and/or school social worker, and applicable instructional personnel) as needed in order to be responsive to student need and adhere to federal, state, and local requirements.
- b. The case manager will provide direct and/or indirect service as stated in the student's IEP.
- c. Direct and indirect instruction by the special education case manager will typically happen online and in a synchronous format. Minutes of service as stated in the IEP will be adhered to by the case manager and related service providers.
- d. IEP-related meetings and communication will be facilitated by the case manager. Meetings will typically happen virtually and communication will be multi-faceted (electronic, phone, mail, etc.) depending on the characteristics of the communication.
- e. Secondary transition planning is the process of preparing students for life after high school and includes planning for postsecondary education or training, employment and independent living.

By 9th grade, students served in special education will have two transition goals, one related to education and one related to future employment. Generally speaking, the closer a student moves towards graduation, the more there will be an emphasis on supporting students with their post-high school plans - including education and/or career pathways. The special education case manager will work with the student, family, Student Support Team, and related personnel to support this work.

Goodhue County Education District Related Special Education Services:

- **Autism Consultant:** Licensed autism teacher/consultant supports teachers who work with individuals who meet educational criteria for autism. The consultant is available to assist with evaluations, individual education programs, program and family supports, strategies, behavior challenges and general consultation.
- **Blind/Visual Impairment:** Provide functional vision assessment; direct specialized skills teacher, adaptation of classroom materials, and consultation to parents, students and teachers.
- **Educational Audiology:** Provide support to staff and students to ensure optimal use of hearing in the educational environment; provide consultation and inservice on hearing impairment, intervention strategies and use of amplification.
- **Emotional/Behavioral Disorders:** Provide education for students with emotional or behavioral difficulties. Assist in program planning, inservice and student assessment, intervention, and consultation services provided to students, parents, and teachers.
- **Nursing Services:** Promote the physical, mental, emotional and social well-being of students by providing comprehensive health services.

- **Occupational Therapy:** Provide assessment and services that prevent or minimize disability; relieve pain; develop and improve sensory and motor function, controls, postural deviations; and establish and maintain maximum performance within the student's capabilities.
- **Physical and Health Disabilities (PHD) Assistive Technology (AT):** Provide assessment, consultation, and direct services to building teams and students who have special education or special equipment needs due to physical handicaps and/or health problems.
- **Physical Therapy:** Provide evaluation and services that prevent or minimize disability, relieve pain, develop and improve sensory motor function, control postural deviations, and establish and maintain maximum performance with the student's capabilities.
- **School Psychology:** Assessment, intervention, and consultation services provided to special education programs of member school districts.
- **Speech/Language Therapy:** Identify student communication needs and develop and implement programs to remediate and/or prevent communication disorders.



GOODHUE COUNTY EDUCATION DISTRICT #6051

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

Member Districts:

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

Appendix A: K - 6 Staff Schedule

K - 6 Online School - Staff Schedule <i>Specialists' schedule included in 7 - 12</i>				
	K - 1	2 - 3	4 - 5	6
7:30 - 8:00	Prep	Prep	Prep	Prep
8:00 - 8:20	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
8:20 - 9:20	Prep	ELA	WINN	ELA
9:20 - 9:50	ELA	ELA	WINN	ELA
9:50 - 10:50	ELA	Prep	ELA	Social Studies
10:50 - 11:20	K - 1 PLC	2 - 3 PLC	ELA	6 PLC
11:20 - 11:50	Lunch	Lunch	Lunch	Lunch
11:50 - 12:50	Math	WINN	Prep	Science/Math
12:50 - 1:20	WINN	WINN	4 - 5 PLC	Science/Math

1:20 - 2:20	WINN	Math	Science/ Social Studies	Prep
2:20 - 3:30	Science Social Studies	Science Social Studies	Math	WINN Office Hours
KEY	Synchronous Learning; Students will log on to class for attendance and lesson.			
	Asynchronous Learning; Time is flexible; the schedule provides parents with an idea of time for student learning. Teachers are available for student and parent support. Student conferences may be scheduled.			
	WINN: Synchronous and Asynchronous Learning; Time is driven by student data and interest; math/reading interventions; special education services; enrichment opportunities.			
	PLC: Collaboration time; data-driven to improve system/student outcomes			



GOODHUE COUNTY EDUCATION DISTRICT #6051

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

Member Districts:

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

Appendix B: GCED Online Teaching and Learning Content/Courses

English Language Arts	Required / Elective (9-12)	Syllabus	Scope & Sequence	Curriculum Source	Standards Alignment	Instruction
Grade Kindergarten	----	----	Yes	Wonders	Yes	GCED Online Instructor
Grade 1	----	----	Yes	Wonders	Yes	GCED Online Instructor
Grade 2	----	----	Yes	Wonders	Yes	GCED Online Instructor
Grade 3	----	----	Yes	Wonders	Yes	GCED Online Instructor
Grade 4	----	----	Yes	Wonders	Yes	GCED Online Instructor
Grade 5	----	----	Yes	Wonders	Yes	GCED Online Instructor
Grade 6	----	----	Yes	Wonders	Yes	GCED Online Instructor
English Language Arts 7	----	Yes	Yes	Edgenuity	Yes, needs updating	GCED Online Instructor
English Language Arts 8	----	Yes	Yes	Edgenuity	Yes, needs updating	GCED Online Instructor
English Language Arts 9	Required	Yes	Yes	Edgenuity	Yes, needs updating	GCED Online Instructor
English Language Arts 10	Required	Yes	Yes	Edgenuity	Yes, needs updating	GCED Online Instructor
English Language Arts 11	Required	Yes	Yes	Edgenuity	Yes, needs updating	GCED Online Instructor
English Language Arts 12	Required	Yes	Yes	Edgenuity	Yes, needs updating	GCED Online Instructor
Expository Reading & Writing (1 credit)	Elective	Yes	Yes	Edgenuity	Yes, needs updating	GCED Online Instructor
Intro. to Communication & Speech (1 credit)	Elective	Yes	Yes	Edgenuity	Yes, needs updating	GCED Online Instructor
Literacy and Comprehension I (1 credit)	Elective	Yes	Yes	Edgenuity	No	GCED Online Instructor
Literacy and Comprehension II (1 credit)	Elective	Yes	Yes	Edgenuity	No	GCED Online Instructor

Mathematics	Required / Elective (9-12)	Syllabus	Scope & Sequence	Curriculum Source	Standards Alignment	Instruction
Grade Kindergarten	----	----	Yes	MyMath	Yes, needs updating	GCED Online Instructor
Grade 1	----	----	Yes	MyMath	Yes, needs updating	GCED Online Instructor
Grade 2	----	----	Yes	MyMath	Yes, needs updating	GCED Online Instructor
Grade 3	----	----	Yes	MyMath	Yes, needs updating	GCED Online Instructor
Grade 4	----	----	Yes	MyMath	Yes, needs updating	GCED Online Instructor
Grade 5	----	----	Yes	MyMath	Yes, needs updating	GCED Online Instructor
Math 6	----	Yes	Yes	MyMath	Yes, needs updating	GCED Online Instructor
Math 7	----	Yes	Yes	Edgenuity	Yes, needs updating	GCED Online Instructor
Math 8	----	Yes	Yes	Edgenuity	Yes, needs updating	GCED Online Instructor
Algebra I (1 credit)	Required	Yes	Yes	Edgenuity	Yes, needs updating	GCED Online Instructor
Geometry (1 credit)	Required	Yes	Yes	Edgenuity	Yes, needs updating	GCED Online Instructor
Algebra II (1 credit)	Required	Yes	Yes	Edgenuity	Yes, needs updating	GCED Online Instructor
Financial Math (1 credit)	Elective	Yes	Yes	Edgenuity	No	GCED Online Instructor
Pre-Algebra (1 credit)	Elective	Yes	Yes	Edgenuity	Yes, needs updating	GCED Online Instructor
Pre-Calculus (1 credit)	Elective	Yes	Yes	Edgenuity	Yes, needs updating	GCED Online Instructor
Concepts in Probability & Statistics (1 credit)	Elective	Yes	Yes	Edgenuity	No	GCED Online Instructor
Statistics (1 credit)	Elective	Yes	Yes	Edgenuity	No	GCED Online Instructor
Trigonometry (.5 credit)	Elective	Yes	No	Edgenuity	No	GCED Online Instructor
Science	Required / Elective (9-12)	Syllabus	Scope & Sequence	Curriculum Source	Standards Alignment	Instruction
Grade Kindergarten	----	----	Yes	Wonders	Yes, needs updating	GCED Online Instructor
Grade 1	----	----	Yes	Wonders	Yes, needs updating	GCED Online Instructor
Grade 2	----	----	Yes	Wonders	Yes, needs updating	GCED Online Instructor
Grade 3	----	----	Yes	Wonders	Yes, needs updating	GCED Online Instructor

Grade 4	----	----	Yes	Wonders	Yes, needs updating	GCED Online Instructor
Grade 5	----	----	Yes	Wonders	Yes, needs updating	GCED Online Instructor
Science 6	----	Yes	Yes	Wonders	Yes, needs updating	GCED Online Instructor
Science 7	----	Yes	Yes	Edgenuity	Yes, needs updating	GCED Online Instructor
Science 8	----	Yes	Yes	Edgenuity	Yes, needs updating	GCED Online Instructor
Physical Science (1 credit)	Required	Yes	Yes	Edgenuity	Yes, needs updating	GCED Online Instructor
Biology (1 credit)	Required	Yes	Yes	Edgenuity	Yes, needs updating	GCED Online Instructor
Chemistry (1 credit) or Physics (1 credit)	One Required	Yes	Yes	Edgenuity	Yes, needs updating	GCED Online Instructor
Chemistry (1 credit) or Physics (1 credit)	One Elective	Yes	Yes	Edgenuity	Yes, needs updating	GCED Online Instructor
Earth Science (1 credit)	Elective	Yes	Yes	Edgenuity	Yes, needs updating	GCED Online Instructor
Environmental Science (1 credit)	Elective	Yes	Yes	Edgenuity	Yes, needs updating	GCED-Online Instructor
Social Studies	Required / Elective (9-12)	Syllabus	Scope & Sequence	Curriculum Source	Standards Alignment	Instruction
Grade Kindergarten	----	----	Yes	Wonders	Yes, needs updating	GCED Online Instructor
Grade 1	----	----	Yes	Wonders	Yes, needs updating	GCED Online Instructor
Grade 2	----	----	Yes	Wonders	Yes, needs updating	GCED Online Instructor
Grade 3	----	----	Yes	Wonders	Yes, needs updating	GCED Online Instructor
Grade 4	----	----	Yes	Wonders	Yes, needs updating	GCED Online Instructor
Grade 5	----	----	Yes	Wonders	Yes, needs updating	GCED Online Instructor
Grade 6	----	Yes	Yes	Wonders	Yes, needs updating	GCED Online Instructor
Grade 7 U.S.History	----	Yes	Yes	Edgenuity	Yes, needs updating	GCED Online Instructor
Grade 8 World Cultures and Geography	----	Yes	Yes	Edgenuity	Yes, needs updating	GCED Online Instructor
World History (1 credit)	Required	Yes	Yes	Edgenuity	Yes, needs updating	GCED Online Instructor
U.S. History (1 credit)	Required	Yes	Yes	Edgenuity	Yes, needs updating	GCED Online Instructor
Economics (.5 credit)	Required	Yes	Yes	Edgenuity	Yes, needs updating	GCED Online Instructor

Geography (.5 credit)	Required	Yes	Yes	Edgenuity	Yes, needs updating	GCED Online Instructor
U.S. Government (.5 credit)	Required	Yes	Yes	Edgenuity	Yes, needs updating	GCED Online Instructor
African-American History (.5 credit)	Elective	No	Yes	Edgenuity	No	GCED-Online Instructor
Psychology (.5 credit)	Elective	Yes	Yes	Edgenuity	No	GCED-Online Instructor
Sociology (.5 credit)	Elective	Yes	Yes	Edgenuity	No	GCED-Online Instructor

Art / Music	Required / Elective (9-12)	Syllabus	Scope & Sequence	Curriculum Source	Standards Alignment	Instruction
Grade Kindergarten		----		Teacher Sourced	Forthcoming	GCED Online Instructor
Grade 1				Teacher Sourced	Forthcoming	
Grade 2		----		Teacher Sourced	Forthcoming	GCED Online Instructor
Grade 3		----		Teacher Sourced	Forthcoming	GCED Online Instructor
Grade 4				Teacher Sourced	Forthcoming	
Grade 5				Teacher Sourced	Forthcoming	
Grade 6 Digital Art & Design I		No	Yes	Edgenuity	Forthcoming	GCED Online Instructor
Grade 6 Exploring Music I		No	Yes	Edgenuity	Forthcoming	GCED Online Instructor
Grade 7 Studio Art I		No	Yes	Edgenuity	Forthcoming	GCED Online Instructor
Grade 7 Exploring Music II		No	No	Edgenuity	Forthcoming	GCED Online Instructor
Grade 8 Digital Art & Design II		No	No	Edgenuity	Forthcoming	GCED Online Instructor
Grade 8 Studio Art II		No	No	Edgenuity	Forthcoming	GCED Online Instructor
Introduction to Art (1 credit)	*	Yes	Yes	Edgenuity	Forthcoming	GCED Online Instructor
Foundations of Digital Media (.5 credit)	*	Yes	No	Edgenuity	Forthcoming	GCED Online Instructor
Music Appreciation (.5 credit)	*	No	Yes	Edgenuity	Forthcoming	GCED Online Instructor
*9-12 students need to earn a .5 credit from one of the three courses. Anything above .5 counts as elective credit.						

English Learner Program* (K-12)	Required / Elective (9-12)	Syllabus	Scope & Sequence	Curriculum Source	Standards Alignment	Instruction
--	-----------------------------------	-----------------	-----------------------------	--------------------------	----------------------------	--------------------

	----	No	Yes	Nat. Geographic / Cengage	Yes	GCED Online Instructor
Physical Education / Health						
Physical Education / Health	Required / Elective (9-12)	Syllabus	Scope & Sequence	Curriculum Source	Standards Alignment	Instruction
Grade Kindergarten	----	----	Yes	Teacher Sourced	Forthcoming	GCED Online Instructor
Grade 1				Teacher Sourced	Forthcoming	GCED Online Instructor
Grade 2	----	----	Yes	Teacher Sourced	Forthcoming	GCED Online Instructor
Grade 3				Teacher Sourced	Forthcoming	GCED Online Instructor
Grade 4	----	----	Yes	Teacher Sourced	Forthcoming	GCED Online Instructor
Grade 5				Teacher Sourced	Forthcoming	GCED Online Instructor
Grade 6 - Fitness Basics I	----	----	No	Edgenuity	No	GCED Online Instructor
Grade 7 - Fitness Basics II	----	Yes	No	Edgenuity	No	GCED Online Instructor
Grade 8 - Intro. to Group Sports	----	Yes	No	Edgenuity	No	GCED Online Instructor
Contemporary Health (.5 credit)	Required	Yes	Yes	Edgenuity	No	GCED Online Instructor
Lifetime Fitness (.5 credit)	Required	Yes	Yes	Edgenuity	No	GCED Online Instructor
Nutrition & Wellness (.5 credit)	Elective	No	Yes	Edgenuity	No	GCED Online Instructor
Advanced Physical Education I (.5 credit)	Elective	Yes	No	Edgenuity	No	GCED Online Instructor
Advanced Physical Education II (.5 credit)	Elective	Yes	No	Edgenuity	No	GCED Online Instructor
Department / Course(s)						
Department / Course(s)	Required / Elective (9-12)	Syllabus	Scope & Sequence	Curriculum Source	Standards Alignment	Instruction
Agriculture / Agriscience I				Edgenuity		GCED Online Instructor
Agriculture / Agriscience II				Edgenuity		GCED Online Instructor
Agriculture / Forestry & Nat. Resources				Edgenuity		GCED Online Instructor
Agriculture / Principles of A, F, & NR				Edgenuity		GCED Online Instructor
Agriculture / Veterinary Science				Edgenuity		GCED Online Instructor
Art / Art History	Elective	Yes	Yes	Edgenuity	No	GCED-Online Instructor

Art / Foundations of Digital Media				Edgenuity		
Art / Introduction to Art I				Edgenuity		
Art / Introduction to Art II				Edgenuity		
Art / Introduction to Social Media				Edgenuity		
Business / Introduction to Business	Elective	Yes	Yes	Edgenuity	No	GCED Online Instructor
Business / Intro. to Information Technology				Edgenuity		GCED Online Instructor
Business / Microsoft Office Specialist				Edgenuity		GCED Online Instructor
Business / Personal Finance				Edgenuity		GCED Online Instructor
FCS / Culinary Arts IA	Elective	No	Yes	Edgenuity	No	GCED Online Instructor
FCS / Culinary Art IB				Edgenuity		GCED Online Instructor
FCS / Fashion & Interior Design				Edgenuity		GCED Online Instructor
Music - Please see above						
Physical Education / Health - Please see above						
Science - Please see above						
Social Studies - Please see above						
Trade & Industry / Career Explorations I	Elective	Yes	No	Edgenuity	No	GCED Online Instructor
Trade & Industry / Career Explorations II				Edgenuity		GCED Online Instructor
Trade & Industry / Intro. to Careers in Architecture & Construction				Edgenuity		GCED Online Instructor
Trade & Industry / Intro to Manufacturing				Edgenuity		GCED Online Instructor
World Languages / Spanish I (1 credit)	Elective	No	Yes	Edgenuity	No	GCED Online Instructor
World Languages / Spanish II (1 credit)	Elective	No	Yes	Edgenuity	No	GCED Online Instructor
World Languages / Spanish III (1 credit)	Elective	No	Yes	Edgenuity	No	GCED Online Instructor
World Languages / Spanish IV (1 credit)	Elective	No	Yes	Edgenuity	No	GCED Online Instructor



GOODHUE COUNTY EDUCATION DISTRICT #6051

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

Member Districts:

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

Appendix C: Grades 7 – 12 Online School – Staff Schedule

	7:30 - 8:00	8:00 - 8:15	8:20 - 9:05	9:10 - 9:55	10:00 - 10:45	10:50 - 11:35	11:40 - 12:10	12:15 - 1:00	1:05 - 1:50	1:55 - 2:40	2:45 - 3:30
Period	0 Hour	Advisory	Period 1	Period 2	Period 3	Period 4	Lunch	Period 5	Period 6	Period 7	Period 8
English	Prep/PL C	Advisory	English 7 (A)	English 7 (B)	English 9-12 a	English 9-12 c	Lunch	Prep	English 9-12 e	English 9-12 f	English 9-12 g
English	Prep/PL C	Advisory	English 8 (A)	English 8 (B)	English 9-12 b	English 9-12 d	----	----	----	----	----
Math	Prep/PL C	Advisory	Math 7 (B)	Math 7 (A)	Math 9-12 a	Math 9-12 c	Lunch	Math 9-12 e	Math 9-12 f	Prep	Math 9-12 g
Math	Prep/PL C	Advisory	Math 8 (B)	Math 8 (A)	Math 9-12 b	Math 9-12 d	----	----	----	----	Prep
Science	Prep/PL C	Advisory	Science 9-12 a	Science 9-12 c	Science 7 (A)	Science 7 (B)	Lunch	Prep	Science 9-12 e	Science 9-12 f	Science 9-12 g
Science	Prep/PL C	Advisory	Science 9-12 b	Science 9-12 d	Science 8 (A)	Science 8 (B)	----	----	----	----	----
Social Studies	Prep/PL C	Advisory	Soc. Studies 9-12 a	Social Stud. 9-12c	Soc. Stud.7 (B)	Soc. Stud. 7 (A)	Lunch	Soc. Stud. 9-12 e	Soc. Stud. 9-12 f	Prep	Soc. Stud. 9-12 g
Social Studies	Prep/PL C	Advisory	Soc. Stud. 9-12 b	Soc. Stud. 9-12 d	Soc. Stud. 8 (B)	Soc. Stud. 8 (A)	----	----	----	----	----
Art	Prep/PL C	Advisory	Grades K-1	Prep	Grades 2-3	Prep	Lunch	Grades 4-5	Art 7 (B)	Art 8 (A)	Art 9-12 e
Art	Prep/PL C	Advisory	Art 9-12 a	Art 9-12 b	Art 9-12 c	Art 9-12 d	Lunch	----	----	----	----
Music	Prep/PL C	Advisory	Grades K-1	Prep	Grades 2-3	Prep	Lunch	Grades 4-5	Music 7 (A)	Music 8 (B)	Music 9-12 b
Music	Prep/PL C	Advisory	----	----	----	----	----	Music 9-12 a			----
Phy. Ed.	Prep/PL C	Advisory	Phy. Ed. 9-12 a	Phy. Ed. b	Phy. Ed. c	Phy. Ed. d	Lunch	Prep	Phy. Ed. 8 (A)	Phy. Ed. 7 (B)	Phy. Ed. 9-12 e
Phy. Ed.	Prep/PL C	Advisory	Grades K-1	Prep	Grades 2-3	Prep	Lunch	Grades 4-5	Phy. Ed. 8 (B)	Phy. Ed. 7 (A)	Phy. Ed. 9-12 f
STEM	Prep/PL C	Advisory	Grades K-1	Prep	Grades 2-3	Prep	Lunch	Grades 4-5			
Health	Prep/PL C	Advisory	Health 9-12 a	Prep	Health 9-12 b	Prep	Lunch	Health 9-12 c			
CTE	Prep/PL C	Advisory	CTE 9-12	CTE 9-12	CTE 9-12	CTE 9-12	Lunch	CTE 7-8	CTE 9-12 / Prep	CTE 9-12 / Prep	CTE 7-8
World Languages	Prep/PL C	Advisory	Spanish 9-12	Spanish 9-12	Spanish 9-12	Spanish 9-12	Lunch	Spanish 9-12	Spanish 9-12	Spanish 9-12	Prep

*Lower-case letters next to 9-12 courses indicates that the course will be within that department (i.e. Math) and the exact course offering will be determined based on student enrollment and registration. Multiple letters indicates the ability to accommodate multiple courses within a department.



GOODHUE COUNTY EDUCATION DISTRICT #6051

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

Member Districts:

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

Appendix D: Standards and Curriculum Resource Alignment Work

Date	Time	Topic	Plan/Facilitators
July- August Day 1	8:00 - 4:00		
	8:00 - 11:00	Creating our Culture	<ul style="list-style-type: none"> • Welcome • Team Building Activities • Mission/Vision/Values
	11:00 - 12:00	Lunch	Need - write grant for lunch; food/community research Activity of mini-key note as part of each lunch First lunch - introductory questions for the table
	12:00 - 12:30		Overarching WHY Review Mission/Vision/Values from morning Connect to PLC groups <i>Equity Centered MTSS - Definition/Legislation</i> System Lens - MTSS & Connecting the Dots ESSA>North Star Accountability>WBWF/Q-Comp/TDE
	12:30 - 1:15	Marzano Focused	TDE - Marzano Framework Standards - Elements with Standards Based Planning
	1:15 - 1:45	PLCs	Making sense of the Why as a collaborative group
	1:15 - 2:00	Break	Food Grant - Cookies/Coffee or Dilly bar Create food/community opportunities
	2:00 - 3:30	PLCs	K - 6: By grade bands per PLC schedule -

			Wonders/Standards 7 - 12: By subject
	3:30 - 4:00	Reflection/Exit Tickets	Have a specific end of day reflection activity that is bridging the learning to their practical application . Connecting the why and what
July- August Day 2	8:00 - 8:30	Welcome	<ul style="list-style-type: none"> • Welcome • Mission/Vision/Values - today we're starting with the agreements from yesterday • Connecting yesterday's reflections to this morning message
	8:30 - 11:30	PLCs	Standard Alignment Activities with ELA Content Area Connections K - 6: Wonders 7 - 12: Literacy Standards, Before/During/After reading toolkit Scope and Sequence of Goals = RBEC's unpacked standards (Weston What other coaches do you want for this training? Weston = FAST, Reading Foundational Skills Courtney = K - 6 Literacy Cathy = Morning Meetings Weston/Laura = Data Literacy
	11:30 - 12:30	Lunch + Inspiration	Food Grant! Mini Keynote/guided lunch conversation Could we have a Mini Key Note speech for part of lunch; inspirational and connected to our SEL > focus on adults' SEL (this will be a time to review where we are at with current GCED/RBEC staff on the previous 5 years' focus on it) Ben Springer? POSITIVE PSYCHOLOGY Resources for the sped staff AND gen - check that lens
	12:30 - 3:30	Content Area Standards	Math > MDE PD - interacting with the MCA test item descriptors; <i>not teaching to the test - teaching to the standards and helping teachers '/parents' /students' understanding of that.</i> Prioritization activities: Standards/Shuffle cards/Piles Highlighting Implementation Goal - move to PBL learning. Project Foundry > I would love to at least pilot at 6th, 7th and/or 8th
	3:30 - 4:00	Reflection/Exit	Connecting standards work

		Tickets	
July- August Day 3	8:00 - 4:00		
	8:00 - 8:30	Welcome	Welcome Mission/Vision/Values - we're starting with the agreements from yesterday Connect yesterday's Standards reflections
	8:30 - 9:00	Connecting the Dots	We know the <i>why</i> . We know the <i>what</i> . Now is the time for the <i>how</i> .
	9:00 - 11:30	PLCs Instructional Practices	The Art & Science of Teaching Learning Theory Lesson Design - Intentional Thinking Map Formative Assessment - Scale Template Resources: CAREI, Marzano/iObservation, MDE, Testing 1 2 3, Totem PD, Wonders, GCED Instructional Coaches
	11:30 - 12:30	Lunch + Inspiration	Food Grant/Mini Key Note OR "guided" table conversation

	12:30 - 3:30	PLCs Aligning Resources and Practices	Work session with resources, instructional coaches, coordinators, social workers
	3:30 - 4:00	Reflection/Exit Tickets	
July-August Day 4	8:00 - 4:00	PBIS and/or CASEL	Megan Gruis; Refresher Training/Team Time Reflection activity about messages for families/students. Then use to connect tomorrow's opening activity on communication.
July-August Day 5	8:00 - 4:00		
	8:00 - 8:30	Welcome	<ul style="list-style-type: none"> • Welcome • Mission/Vision/Values - we're starting with the agreements from yesterday
	8:30 - 9:00	Connecting the Dots	<p>We know the <i>why</i>. We know the <i>what</i>. We know the <i>how</i>. We know that we are continually improving the how. With that said, we ended yesterday with a reflection on communication.</p> <ul style="list-style-type: none"> • Share responses • Have developed rubric ready • Schoolwide Messages • Grade level communication <ul style="list-style-type: none"> ○ template/consistency ○
	9:00 - 11:30	PLCs Work Session	<p>Team Communication</p> <ol style="list-style-type: none"> 1. Grade Level Parent Letter 2. Newsletter 3. Other
	11:30 - 12:30	Lunch + Inspiration	Food Grant + Mini Key Note OR "guided" table conversation
	12:30 - 3:30	PLCs Scope & Sequence	Work session with resources, instructional coaches, coordinators

			Wonders and My Math Trainers/Coordinators?
	3:30 - 4:00	Reflection/Exit Tickets	Reflection activity: write your future self a letter, include: (1) <i>your</i> significant learning from this week that you will apply in your practice and (2) describe one thing that you will do for yourself this coming school year for self-care.
July-August Day 6	8:00 - 4:00	Problem Solving PD	
			CAREI training: 4 modules to scatter throughout, here and plan into fall End Result - Clear Continuum of Resources Intervention Training needed Tier 1, 2, and 3 Tier 1 differentiation Best Practices in School Psych: Solve the Problem at the Right Level
July-August Day 7	8:00 - 4:00	Problem Solving PD ICEL/RIOT Matrix	
July-August Days 8, 9	8:00 - 4:00 or alternative	PLC Work Sessions	
		PLCs Work Sessions	Checklist for PLCs prepared; preparing to apply the curriculum to the registered students <ol style="list-style-type: none"> 1. FAST Session with Instructional Coach <ol style="list-style-type: none"> a. Review existing data of students b. GCED FAST Assessment Framework c. Benchmarking - Why/How/When d. Data use in PLCs 2. Continuum of Supports <i>Gen and Sped</i> 3. Lesson Planning/Standards Alignment <ol style="list-style-type: none"> a. Minimum 1st Semester b. Syllabi c. tight/loose plan?
August		GCED New	Who from online school to attend? All?

24, 2021		Teacher Day	
August 25, 2021		GCED T, L, C New Sped Teachers	Who from online school to attend?
August 27, 30, 31 September 1, 2		GCED Workshop Week	Online school members' PD
2021-2022		Ongoing PLC Time	Expectations with Standard and Curriculum Resource Alignment



GOODHUE COUNTY EDUCATION DISTRICT #6051

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

Member Districts:

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

Appendix E: GCED Online Timeline/Action Steps

Dates	Emphasis	Action Item	Notes
February 2021	OLL Application	Update application based on MDE feedback, re-submit	<i>Resubmission - March 3, 2021</i>
March 2021	Infrastructure and Communication	Develop the PLUS* Team *Planning, Logistics, Understanding, Support Team Implement PLUS Team <ul style="list-style-type: none"> ● School Community and Connectedness ● School Policies and Procedures ● School Forms ● School Handbook ● Site-Based Teams and Infrastructure ● Student/Family Interest ● Staffing (Posting, Hiring, Onboarding) ● Communication and Marketing ● Grant Search: Food/community building expenses for Standard and Curriculum Resource Alignment work with Staff in Summer 2021 + beyond ● Detailed planning of time for Standard and Curriculum Resource Alignment in July/August and PLC times throughout the school year ● Review CASEL (Collaboration for Academic, Social, and Emotional Learning) Guide to Schoolwide SEL and use for SEL implementation plan : <ul style="list-style-type: none"> ○ 1A Build Awareness, Commitment, Ownership ○ 1B Create a Shared Plan ○ 2A Strengthen Adult SEL Competencies and Capacity 	<i>Representation from GCED and member districts</i> <i>Foundational work for these categories to take place during March. PLUS Team will facilitate the implementation of small work teams to accomplish the tasks necessary for each of these areas.</i>

		<ul style="list-style-type: none"> ○ 3 Promote SEL for Students ○ 4 Practice Continuous Improvement 	
April 2021	Staffing	Enrollment Projections / Preliminary Staffing Needs Staffing (Posting, Interviewing, Hiring)	<i>Based on March communication</i>
May-June 2021	Enrollment	Enrollment opens	<i>May 1, 2021</i>
July-August 2021	Teaching & Learning Community Building	<p>Standard and Curriculum Resource Alignment Work</p> <ul style="list-style-type: none"> ● 8 Team Days ● Collaborative Community Building ● Standard Alignment ● Curriculum/Resources Alignment ● Instructional Practices <p>Multiple opportunities and methods to connect school with families and students and families and students with each other.</p>	<p><i>See Appendix D, Plan in Process</i></p> <p><i>To be guided by the PLUS Team.</i></p>
September 7, 2021	Student Success	First Day of School!	<i>Yay!</i>
2021-2022 School Year	Student Success	<p>Implementation of the school’s vision, mission, and strategies in order to provide each online learning student the support they need to be a successful learner during the 2021-2022 school year.</p> <p>Implement Site-Based Teams</p> <ul style="list-style-type: none"> ● School Implementation Team <ul style="list-style-type: none"> ○ Fidelity of Implementation, continuation of the PLUS Team work ● Professional Learning Communities <ul style="list-style-type: none"> ○ 4 Essential Questions ● Program Student Support Team <ul style="list-style-type: none"> ○ Support the full implementation of MTSS <p>PLUS Team Quarterly Meetings</p>	<p><i>Nothing is more important than student success.</i></p> <p><i>Infrastructure to ensure high-quality programming.</i></p> <p><i>Infrastructure to ensure alignment of vision and mission with student and family experience.</i></p>



GOODHUE COUNTY EDUCATION DISTRICT #6051

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

Member Districts:

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

Appendix F: Staff Expectations

It is our intent to build a collaborative culture focused on continuous improvement; our intent is to improve student and system learning outcomes. To accomplish this and to ensure success for all, we have the following staff expectations:

1. Engage in a Growth Mindset for Yourself and Your Students
2. Embrace and Engage in Professional Development Assignments
3. Attend to Synchronous Learning
 - a. K - 6
 - i. All Students for Morning Meeting
 - ii. All Students for ELA
 - iii. Assigned Students for WINN
 - b. 7 - 12
 - i. Meet synchronously with each of their Advisory students in a 1:1 format at least once per week.
 - ii. Meet synchronously with their Advisory Cohort at least twice a month.
4. Content and Assignments - Post daily and weekly content and assignments by Thursday of the preceding week.
5. Take attendance daily (student log-in/time in class) and weekly (student progress).
6. Ensure that assessment feedback is provided to students within 24 hours of a completed assignment/test/etc.
7. Maintain regular communication with families and students - including student well-being and connectedness in addition to academic learning and course progression and completion.
8. Ensure that any communication that is initiated by students and/or parents is responded to within 24 hours.
9. Follow the MTSS Protocol when a student is not progressing as expected.

2020-2021 School Calendar

Cannon Falls Area Schools

BOMBERS

820 E. Minnesota Street
507 263-6800 (fax) 507 263-2515
Cannon Falls, MN 55009

August 2020						
S	M	T	W	T	F	S
						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					
September 2020						
S	M	T	W	T	F	S
		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			
October 2020						
S	M	T	W	T	F	S
				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
November 2020						
S	M	T	W	T	F	S
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					
December 2020						
S	M	T	W	T	F	S
		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		
January 2021						
S	M	T	W	T	F	S
					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						

September 1-2-3	NO SCHOOL - Teacher Workshop
September 8	First Day of School for Grades 6-12 ONLY
September 10	First Day of School for Grades K-5
September 18	1:00 Early Release
October 9	1:00 Early Release
October 12-13	Conferences - ALL Buildings
October 15-16	NO SCHOOL - Education MN Break
November 9	NO SCHOOL - Teacher Workshop
November 13	1:00 Early Release
November 25-26-27	NO SCHOOL - Fall Break
December 7	MS/HS Conferences
December 11	1:00 Early Release
December 23 - January 1	NO SCHOOL - Winter Break
January 15	1:00 Early Release
January 25	NO SCHOOL - Teacher Workshop
February 12	1:00 Early Release
February 15	NO SCHOOL - President's Day
February 22	MS/HS Conferences
March 12	NO SCHOOL - Teacher Workshop
March 16 and 18	Elem Conferences
March 19	1:00 Early Release
April 2	NO SCHOOL - Break
April 16	1:00 Early Release
May 14	1:00 Early Release
May 28	GRADUATION and last day for Seniors!
May 31	NO SCHOOL - Memorial Day
June 3	Last Day of School
June 4	NO SCHOOL - Teacher Workshop

Category of Events

Aug 6 New Student Registration

Preschool through 5th grade (parents and students) will meet individually with your teachers on September 8th and 9th. Your First Day of School is on September 10th. Parents will receive an email in Mid-August from PTCFast with a link to sign up for your conference time on either September 8th or 9th.

MS/HS	Elementary
Q1 (Nov 6) = 42 Days	T1 (Dec 3) = 57 Days
Q2 (Jan 22) = 43 Days	T2 (Mar 12) = 60 Days
Q3 (Mar 26) = 42 Days	T3 (June 4) = 57 Days
Q4 (June 3) = 47 Days	76

February 2021						
S	M	T	W	T	F	S
	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						
March 2021						
S	M	T	W	T	F	S
	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			
April 2021						
S	M	T	W	T	F	S
				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	
May 2021						
S	M	T	W	T	F	S
						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					
June 2021						
S	M	T	W	T	F	S
		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			
July 2021						

- NO School
- 1:00 Early Release
- Parent Teacher Conferences
- Teacher Workshop - NO School for Students
- First Day and Last Day of School

This calendar reflects 174 scheduled student days and 183 + 8)One-hour sessions for a total of 10 teacher staff development days

2020-2021 School Calendar

Cannon Falls Area Schools

BOMBERS

820 E. Minnesota Street
507 263-6800 (fax) 507 263-2515
Cannon Falls, MN 55009

August 2020						
S	M	T	W	T	F	S
						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					
September 2020						
S	M	T	W	T	F	S
		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			
October 2020						
S	M	T	W	T	F	S
				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
November 2020						
S	M	T	W	T	F	S
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					
December 2020						
S	M	T	W	T	F	S
		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		
January 2021						
S	M	T	W	T	F	S
					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						

September 1-2-3	NO SCHOOL - Teacher Workshop
September 8	First Day of School for Grades 6-12 ONLY
September 10	First Day of School for Grades K-5
September 18	1:00 Early Release
October 9	1:00 Early Release
October 12-13	Conferences - ALL Buildings
October 15-16	NO SCHOOL - Education MN Break
November 9	NO SCHOOL - Teacher Workshop
November 13	1:00 Early Release
November 25-26-27	NO SCHOOL - Fall Break
December 7	MS/HS Conferences
December 11	1:00 Early Release
December 23 - January 1	NO SCHOOL - Winter Break
January 15	1:00 Early Release
January 25	NO SCHOOL - Teacher Workshop
February 12	1:00 Early Release
February 15	NO SCHOOL - President's Day
February 22	MS/HS Conferences
March 12	NO SCHOOL - Teacher Workshop
March 16 and 18	Elem Conferences
March 19	1:00 Early Release
April 2	NO SCHOOL - Break
April 16	1:00 Early Release
May 14	1:00 Early Release
May 28	GRADUATION and last day for Seniors!
May 31	NO SCHOOL - Memorial Day
June 3	Last Day of School
June 4	NO SCHOOL - Teacher Workshop

Category of Events

Aug 6 New Student Registration

Preschool through 5th grade (parents and students) will meet individually with your teachers on September 8th and 9th. Your First Day of School is on September 10th. Parents will receive an email in Mid-August from PTCFast with a link to sign up for your conference time on either September 8th or 9th.

MS/HS	Elementary
Q1 (Nov 6) = 42 Days	T1 (Dec 3) = 57 Days
Q2 (Jan 22) = 43 Days	T2 (Mar 12) = 60 Days
Q3 (Mar 26) = 42 Days	T3 (June 4) = 57 Days
Q4 (June 3) = 47 Days	77

February 2021						
S	M	T	W	T	F	S
	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						
March 2021						
S	M	T	W	T	F	S
	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			
April 2021						
S	M	T	W	T	F	S
				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	
May 2021						
S	M	T	W	T	F	S
						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					
June 2021						
S	M	T	W	T	F	S
		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			
July 2021						

- NO School
- 1:00 Early Release
- Parent Teacher Conferences
- Teacher Workshop - NO School for Students
- First Day and Last Day of School

This calendar reflects 174 scheduled student days and 183 + 8)One-hour sessions for a total of 10 teacher staff development days

Official Kenyon-Wanamingo 2020-2021 School Year Calendar

July 2020						
Su	M	Tu	W	Th	F	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	

July	
X	Holiday/Non-Work Day
□	Comp Day
□	Teacher Inservice/Work Day/Staff Development
△	Parent Teacher Conferences

August 2020						
Su	M	Tu	W	Th	F	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					

August	
27	New Teacher Orientation
31-9/3	Teacher Inservice
0 Student Days 1Teacher Days	

September 2020						
Su	M	Tu	W	Th	F	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			

September	
2	7-12 Orientation/Open House
7	Labor Day - No School
8	First Day of School Grades 7-12
8-9	K-6 Get Acquainted Conferences
10	First Day of School Grades K-6
17 Student Days 20 Teacher Days	

October 2020						
Su	M	Tu	W	Th	F	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

October	
15-16	Fall Break - No School
20 Student Days 20 Teacher Days	

November 2020						
Su	M	Tu	W	Th	F	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					

November	
6	End of Quarter 1
9	No School - Staff Development
9	K-12 Conferences
9-12	K-4 Conferences
25	No School - Teacher Comp Day
26-27	Holiday - No School
17 Student Days 19 Teacher Days	

December 2020						
Su	M	Tu	W	Th	F	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		

December	
24-31	Winter Break - No School
17 Student Days 17 Teacher Days	

January 2021						
Su	M	Tu	W	Th	F	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						

January	
1	New Year's Day - No School
4	School Resumes
18	No School - MLK Staff Development
22	End of Semester I
25	Start of Semester II
19 Student Days 20 Teacher Days	

February 2021						
Su	M	Tu	W	Th	F	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						

February	
15	President's Day - No School
19 Student Days 19 Teacher Days	

March 2021						
Su	M	Tu	W	Th	F	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			

March	
25/29	K-4 Conferences
29	K-12 Conferences
30	End of Quarter 3
31	No School - Staff Development
22 Student Days 23 Teacher Days	

April 2021						
Su	M	Tu	W	Th	F	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	

April	
1	No School - Teacher Comp Day
2	Holiday - No School
20 Student Days 21 Teacher Days	

May 2021						
Su	M	Tu	W	Th	F	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					

May	
31	Holiday - No School
20 Student Days 20 Teacher Days	

June 2021						
Su	M	Tu	W	Th	F	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			

June	
3	Last Day of School
4	Teacher Work Day
6	Graduation
3 Student Days 4 Teacher Days	

Semester I = 85 Days Semester II = 89 Days
 Student Days = 174
 Teacher Days = 184 (174 + 8 Work/Professional Development Days + 2 comp days)
 Weather Make-up = Distance Learning Days

Lake City Public Schools 2020-21 School Calendar (Amended 8-17-20)

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					

24th New Teacher Day
31st - 2nd - Staff Development

Staff Development- NO SCHOOL
No school
Late Start
First day of the quarter
Last day of the quarter
Parent-Teacher conferences

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			

17 Student/20 Staff

8th & 9th Conf. at BV / Orientations at LHS
10th 1st day K-12

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						

19 Student/19 Staff

9th - 2-Hour Late Start

15th No School

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

20 Student/20 Staff+conf

15th-16th - No School (MEA)
Invite only P/T Conf LHS 7-12

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			

23 Student/23 Staff

9th - 2-Hour Late Start

8th P/T Conf LHS

15th P/T Conf LHS / 18th P/T Conf BV

23rd P/T Conf BV

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					

19 Student/19 Staff+conf

10th - BV P/T Conf 12th BV P/T Conf
16th - LHS P/T Conf
17th - BV P/T Conf
17th - LHS P/T Conf 19th P/T LHS & BV
19th P/T LHS & BV

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	

18 Student/18 Staff

1st - 6th No School

13th - 2-Hour Late Start

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		

16 Student/16 Staff

26th-27th - No School (Thanksgiving)

23rd-1st No School

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					

20 Student/20 Staff

11th - 2-Hour Late Start

31st No School

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						

19 Student/19 Staff

1st No School

25th No School / Staff Dev.

June 2021

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6						

3 Student/6 Staff * see notes

3rd last student day/4th last teacher day

6th - Commencement at 2:00PM

T1 T2 T3

184 Staff Contract Days

174 Student Contact Days

5 Planned Staff Development Days

5 (HS has 18 hours of conferences and 22 hours of Personalized PD)

5 (BV has 22 hours of conferences and 18 hours of Personalized PD)

174 Student/184 Staff Days

Q1 43 Q2 44 Q3 43 Q4 44

S1 S2

RED WING SCHOOL DISTRICT | 2021-2022 CALENDAR

Approved by the School Board on February 1, 2021. Subject to Change.

AUGUST 2021						
S	M	T	W	Th	F	S
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				

FEBRUARY 2022						
S	M	T	W	Th	F	S
		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					

21 No School: Students

7 Grades 1-12 First Day
8&9 Kindergarten First Day
9 Pre-K First Day

SEPTEMBER 2021						
S	M	T	W	Th	F	S
			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		

MARCH 2022						
S	M	T	W	Th	F	S
		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		

24 End of 3rd Quarter (42 Days)
25 No School: Students
Mar 28-Apr 1 No School for Students/Staff

20 Early Release
21&22 No School: Students/Staff

OCTOBER 2021						
S	M	T	W	Th	F	S
					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						

APRIL 2022						
S	M	T	W	Th	F	S
					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

14 No School: Students
15 No School: Students/Staff

5 End of 1st Quarter (42 Days)
24 Early Release
25&26 No School: Students/Staff

NOVEMBER 2021						
S	M	T	W	Th	F	S
	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				

MAY 2022						
S	M	T	W	Th	F	S
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				

27 Last Day of Preschool
30 No School: Students/Staff

Dec 23-Jan 2: No school: Students/Staff

DECEMBER 2021						
S	M	T	W	Th	F	S
			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	

JUNE 2022						
S	M	T	W	Th	F	S
			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		

2 End of 4th Quarter (41 days)
2 End of 2nd Semester (83 days)
2 End of Year (170 days)
3 No School: Students
3 Graduation, 7 pm

17 No School: Students
21 End of 2nd Quarter (45 days)
21 End of 1st Semester (87 days)
24 No School: Students

JANUARY 2022						
S	M	T	W	Th	F	S
						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					

KEY	
	Student Day
*	Student Day with Late Start or Early Release
	No School for Students Teachers Not on Duty
	No School for Students Teacher Duty Day

Goodhue County Education District 2021 - 2022 Calendar

GCED Board Approved on February 24, 2021

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

July 2021

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

GCED - 0 Student/0 Staff Day

January 2022

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

GCED -20 Student/21 Staff Days

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

August 2021

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

GCED - 0 Student/4 Staff Day

February 2022

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

GCED - 19 Student/19 Staff Days

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

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

September 2021

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

GCED - 18 Student/20 Staff Days

March 2022

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

GCED - 18 Student/19 Staff Days

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

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

October 2021

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

GCED - 19 Student/19 Staff Days

April 2022

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

GCED - 19 Student/19 Staff Days

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

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

November 2021

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

GCED - 19 Student/20 Staff Days

May 2022

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

GCED - 21 Student/21 Staff Days

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

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

December 2021

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

GCED - 16 Student/16 Staff Days

June 2022

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

GCED - 5 Student/6 Staff Day

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

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

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

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

Number of Student Days on District Calendars

District	Student Days	Staff Days	Other	Total
Cannon Falls	174	184	0	184
Goodhue	173	185	0	185
Kenyon Wanamingo	174	184	0	184
Lake City	174	184	0	184
Red Wing	170	187	6	193
Zumbrota Mazeppa	173	184	0	184
GCED	174	186	0	186

- VI. **New Business:**
 - A. Countywide Staffing FY22:

District/Position	20-21 Staff	21-22 Staff	Total Change	Comments
Speech				
CF 3-21	0.4	0.4		0.4 LB (CF maintains 1.0 FTE)
Gdh	1.0	1.0		1.0 TBH (GCED position beginning November 2020)
KW 3-21	1.0	1.0		1.0 TBH
LC 3-21	2.0	2.0		1.0 RN; 1.0 SW
RW B-21	5.0	5.0		1.0 CP; 1.0 MS; 1.0 SS; 1.0 KZ; 1.0 TBH (RW maintains 1.0 FTE)
ZM 3-21	2.0	2.0		1.0 MC; 0.6 LB
RBEC 5-21	0.2	0.2		0.2 RS
GCED B-3	1.0	1.0		1.0 LW
Totals	11.2	11.2	0.0	
Psychology/Intervention				
CF	1.0	1.0		1.0 KK
Gdh	0.4	0.4		0.4 MH
KW	0.8	0.8		0.8 KL
LC	1.6	1.6		1.0 BL; 0.6 TBH
RW	4.0	4.0		1.0 LE; 1.0 CF; 1.0 MP; 1.0 CR
ZM	1.0	1.0		1.0 AB
GCED	1.2	1.6		0.2 KL; 1.0 TM; 0.4 TBH (Behavior Team)
Instructional Coach(es)	6.6	7.0		1.0 RBEC; 1.0 CF; 1.0 GDH; 1.0 KW; 1.0 LC*; 1.0 RW; 1.0 ZM
Totals	16.6	17.4	0.8	
Itinerants				
PHD Consultant	1.0	1.0		1.0 MC**
ASD Consultant	1.0	1.0		1.0 LP**
BCBA Behavior Intervention	0.5	0.5		0.5 SS**
Physical Therapy	2.8	2.8		1.0 TA; 1.0 JB; 0.8 GM**
Occupational Therapy	5.0	5.0		1.0 AH; 1.0 AM; 1.0 MT; 1.0 NY; 1.0 KS
Vision/O&M	1.0	1.0		1.0 JT
Audiology	1.0	1.0		1.0 JW
Hearing	2.6	2.6		1.0 AD**; 0.6 JW
Totals	14.9	14.9	0.0	
Early Childhood Programs				
B-3 Coordinator all Districts	0.3	0.3		0.3 TBH
3-5 Coordinator RW	0.4	0.4		0.4 TBH
ECSE SW	1.0	1.0		1.0 TBH
ECSE B-3	3.0	3.0		1.0 NM; 1.0 SS, 1.0 TBH
At Risk/ECSE Tchr(s) GCED	0.5	0.5		0.5 SB
ECSE Teacher(s) CF	1.0	1.0		1.0 SC
ECSE Teacher(s) GDH	0.5	0.5		0.5 SB
ECSE Teacher(s) KW	1.0	1.0		1.0 KA
ECSE Teacher(s) ZM	1.0	1.0		1.0 AZ
ECSE Teacher(s) RW	1.0	1.0		1.0 MC (RW maintains 7.0 on own contract)
Totals	9.7	9.7	0.0	
Social Workers				
CF	2.0	2.0		1.0 JB; 1.0 LB
Gdh	1.0	1.0		1.0 KL
RW	2.0	2.0		1.0 AN; 1.0 KT
Totals	5.0	5.0	0.0	
English Language Learners				
EL Support Staff	1.0	1.0		
EL Teacher(s)	5.0	5.0		1.0 CB; 1.0 AH; 1.0 HZ; 1.0 DJ (LC & RW maintain 1.0 each)
Totals	6.0	6.0	0.0	
Total Staffing	63.4	64.2	0.8	
Additions				
Reductions				

Member _____ introduced the following resolution _____ moved its adoption:

**RESOLUTION RELATING TO THE TERMINATION
AND NONRENEWAL OF THE TEACHING CONTRACT
OF JULIE BRAFORD,
A PROBATIONARY TEACHER.**

WHEREAS, Julie Braford is a probationary teacher in Goodhue County Education District No. 6051-61.

BE IT RESOLVED, by the Board of Education District No. 6051-61 that pursuant to Minnesota Statutes 122A.40, Subdivision 5, that the teaching contract of Julie Braford, a probationary teacher in Education District No. 6051-61, is hereby terminated at the close of the current 2020-2021 school year.

BE IT FURTHER RESOLVED that written notice be sent to said teacher regarding termination and non-renewal of contract as provided by law, and that said notice shall be in substantially the following form:

**NOTICE OF TERMINATION
AND NON-RENEWAL**

Julie Braford
1743 W. 5th St.
Red Wing, MN 55066

Dear Ms. Braford:

You are hereby notified that at a school board meeting of the Board of Education District No. 6051-61 held on March 18, 2021, a resolution was adopted by a majority roll call vote to terminate your contract effective at the end of the current school year and not to renew your contract for the 2021-2022 school year. Said action of the Board is taken pursuant to M.S. 122A.40, Subd. 5.

You may officially request that the Education District Board give its reasons for the non-renewal of your teaching contract. However, such request should be received within ten days after the receipt of this notice.

For your information, this action is taken because of one of the following reasons listed below:

- Lack of appropriate licensure
- Discontinuance of position
- Lack of students
- Financial Limitations
- District Standards

Yours very truly,

Goodhue County Education District Board of 6051-61

Officer of Business Affairs

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

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

and the following voted against the same: _____

where upon said resolution was declared duly passed and adopted.

Member _____ introduced the following resolution and _____ moved its adoption:

**RESOLUTION RELATING TO THE TERMINATION
AND NONRENEWAL OF THE TEACHING CONTRACT
OF ELIZABETH DIGGINS,
A PROBATIONARY TEACHER**

WHEREAS, Elizabeth Diggins is a probationary teacher in Goodhue County Education District No. 6051-61.

BE IT RESOLVED, by the Board of Education District No. 6051-61 that pursuant to Minnesota Statutes 122A.40, Subdivision 5, that the teaching contract of Elizabeth Diggins, a probationary teacher in Education District No. 6051-61, is hereby terminated at the close of the current 2020-2021 school year.

BE IT FURTHER RESOLVED that written notice be sent to said teacher regarding termination and non-renewal of contract as provided by law, and that said notice shall be in substantially the following form:

**NOTICE OF TERMINATION
AND NON-RENEWAL**

Elizabeth Diggins
22726 293rd St.
Red Wing, MN 55066

Dear Ms. Diggins:

You are hereby notified that at a school board meeting of the Board of Education District No. 6051-61 held on March 18, 2021 was adopted by a majority roll call vote to terminate your contract effective at the end of the current school year and not to renew your contract for the 2021-2022 school year. Said action of the Board is taken pursuant to M.S. 122A.40, Subd. 5.

You may officially request that the Education District Board give its reasons for the non-renewal of your teaching contract. However, such request should be received within ten days after the receipt of this notice.

For your information, this action is taken because of one of the following reasons listed below:

- Lack of appropriate licensure
- Discontinuance of position
- Lack of students
- Financial Limitations
- District Standards

Yours very truly,

Goodhue County Education District Board of 6051-61

Officer of Business Affairs

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

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

and the following voted against the same: _____

where upon said resolution was declared duly passed and adopted.

Member _____ introduced the following resolution and _____ moved its adoption:

**RESOLUTION RELATING TO THE TERMINATION
AND NONRENEWAL OF THE TEACHING CONTRACT
OF CORTNEY KASTEN,
A PROBATIONARY TEACHER**

WHEREAS, Cortney Kasten is a probationary teacher in Goodhue County Education District No. 6051-61.

BE IT RESOLVED, by the Board of Education District No. 6051-61 that pursuant to Minnesota Statutes 122A.40, Subdivision 5, that the teaching contract of Cortney Kasten, a probationary teacher in Education District No. 6051-61, is hereby terminated at the close of the current 2020-2021 school year.

BE IT FURTHER RESOLVED that written notice be sent to said teacher regarding termination and non-renewal of contract as provided by law, and that said notice shall be in substantially the following form:

**NOTICE OF TERMINATION
AND NON-RENEWAL**

Cortney Kasten
306 2nd St. SW
Pine Island, MN 55963

Dear Ms. Kasten:

You are hereby notified that at a school board meeting of the Board of Education District No. 6051-61 held on March 18, 2021 was adopted by a majority roll call vote to terminate your contract effective at the end of the current school year and not to renew your contract for the 2021-2022 school year. Said action of the Board is taken pursuant to M.S. 122A.40, Subd. 5.

You may officially request that the Education District Board give its reasons for the non-renewal of your teaching contract. However, such request should be received within ten days after the receipt of this notice.

For your information, this action is taken because of one of the following reasons listed below:

- Lack of appropriate licensure
- Discontinuance of position
- Lack of students
- Financial Limitations
- District Standards

Yours very truly,

Goodhue County Education District Board of 6051-61

Officer of Business Affairs

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

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

and the following voted against the same: _____

where upon said resolution was declared duly passed and adopted.

Member _____ introduced the following resolution and _____ moved its adoption:

**RESOLUTION RELATING TO THE TERMINATION
AND NONRENEWAL OF THE TEACHING CONTRACT
OF RYAN PAULSON,
A PROBATIONARY TEACHER**

WHEREAS, Ryan Paulson is a probationary teacher in Goodhue County Education District No. 6051-61.

BE IT RESOLVED, by the Board of Education District No. 6051-61 that pursuant to Minnesota Statutes 122A.40, Subdivision 5, that the teaching contract of Ryan Paulson, a probationary teacher in Education District No. 6051-61, is hereby terminated at the close of the current 2020-2021 school year.

BE IT FURTHER RESOLVED that written notice be sent to said teacher regarding termination and non-renewal of contract as provided by law, and that said notice shall be in substantially the following form:

**NOTICE OF TERMINATION
AND NON-RENEWAL**

Ryan Paulson
113 S. 9th St.
River Falls, WI 54022

Dear Mr. Paulson:

You are hereby notified that at a school board meeting of the Board of Education District No. 6051-61 held on March 18, 2021 was adopted by a majority roll call vote to terminate your contract effective at the end of the current school year and not to renew your contract for the 2021-2022 school year. Said action of the Board is taken pursuant to M.S. 122A.40, Subd. 5.

You may officially request that the Education District Board give its reasons for the non-renewal of your teaching contract. However, such request should be received within ten days after the receipt of this notice.

For your information, this action is taken because of one of the following reasons listed below:

Lack of appropriate licensure
Discontinuance of position
Lack of students
Financial Limitations
District Standards

Yours very truly,

Goodhue County Education District Board of 6051-61

Officer of Business Affairs

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

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

and the following voted against the same: _____

Member _____ introduced the following resolution and _____ moved its adoption:

**RESOLUTION RELATING TO THE TERMINATION
AND NONRENEWAL OF THE TEACHING CONTRACT
OF JONI SCHAKE,
A PROBATIONARY TEACHER.**

WHEREAS, Joni Schake is a probationary teacher in Goodhue County Education District No. 6051-61.

BE IT RESOLVED, by the Board of Education District No. 6051-61 that pursuant to Minnesota Statutes 122A.40, Subdivision 5, that the teaching contract of Joni Schake, a probationary teacher in Education District No. 6051-61, is hereby terminated at the close of the current 2020-2021 school year.

BE IT FURTHER RESOLVED that written notice be sent to said teacher regarding termination and non-renewal of contract as provided by law, and that said notice shall be in substantially the following form:

**NOTICE OF TERMINATION
AND NON-RENEWAL**

Joni Schake
1107 N. Prairie St.
Lake City, MN 55041

Dear Ms. Schake:

You are hereby notified that at a school board meeting of the Board of Education District No. 6051-61 held on March 18, 2021, a resolution was adopted by a majority roll call vote to terminate your contract effective at the end of the current school year and not to renew your contract for the 2021-2022 school year. Said action of the Board is taken pursuant to M.S. 122A.40, Subd. 5.

You may officially request that the Education District Board give its reasons for the non-renewal of your teaching contract. However, such request should be received within ten days after the receipt of this notice.

For your information, this action is taken because of one of the following reasons listed below:

- Lack of appropriate licensure
- Discontinuance of position
- Lack of students
- Financial Limitations
- District Standards

Yours very truly,

Goodhue County Education District Board of 6051-61

Officer of Business Affairs

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

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

and the following voted against the same: _____

where upon said resolution was declared duly passed and adopted.

Member _____ introduced the following resolution and _____ moved its adoption:

**RESOLUTION RELATING TO THE TERMINATION
AND NONRENEWAL OF THE TEACHING CONTRACT
OF STEPHANIE SCHILTZ,
A PROBATIONARY TEACHER.**

WHEREAS, Stephanie Schiltz is a probationary teacher in Goodhue County Education District No. 6051-61.

BE IT RESOLVED, by the Board of Education District No. 6051-61 that pursuant to Minnesota Statutes 122A.40, Subdivision 5, that the teaching contract of Stephanie Schiltz, a probationary teacher in Education District No. 6051-61, is hereby terminated at the close of the current 2020-2021 school year.

BE IT FURTHER RESOLVED that written notice be sent to said teacher regarding termination and non-renewal of contract as provided by law, and that said notice shall be in substantially the following form:

**NOTICE OF TERMINATION
AND NON-RENEWAL**

Stephanie Schiltz
26396 Ferndale Rd.
Lewiston, MN 55952

Dear Ms. Schiltz:

You are hereby notified that at a school board meeting of the Board of Education District No. 6051-61 held on March 18, 2021, a resolution was adopted by a majority roll call vote to terminate your contract effective at the end of the current school year and not to renew your contract for the 2021-2022 school year. Said action of the Board is taken pursuant to M.S. 122A.40, Subd. 5.

You may officially request that the Education District Board give its reasons for the non-renewal of your teaching contract. However, such request should be received within ten days after the receipt of this notice.

For your information, this action is taken because of one of the following reasons listed below:

- Lack of appropriate licensure
- Discontinuance of position
- Lack of students
- Financial Limitations
- District Standards

Yours very truly,

Goodhue County Education District Board of 6051-61

Officer of Business Affairs

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

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

and the following voted against the same: _____

where upon said resolution was declared duly passed and adopted.

Member _____ introduced the following resolution and _____ moved its adoption:

**RESOLUTION RELATING TO THE TERMINATION
AND NONRENEWAL OF THE TEACHING CONTRACT
OF CRAIG WALTHER,
A PROBATIONARY TEACHER**

WHEREAS, Craig Walther is a probationary teacher in Goodhue County Education District No. 6051-61.

BE IT RESOLVED, by the Board of Education District No. 6051-61 that pursuant to Minnesota Statutes 122A.40, Subdivision 5, that the teaching contract of Craig Walther, a probationary teacher in Education District No. 6051-61, is hereby terminated at the close of the current 2020-2021 school year.

BE IT FURTHER RESOLVED that written notice be sent to said teacher regarding termination and non-renewal of contract as provided by law, and that said notice shall be in substantially the following form:

**NOTICE OF TERMINATION
AND NON-RENEWAL**

Craig Walther
910 East Ave.
Red Wing, MN 55066

Dear Mr. Walther:

You are hereby notified that at a school board meeting of the Board of Education District No. 6051-61 held on March 18, 2021 was adopted by a majority roll call vote to terminate your contract effective at the end of the current school year and not to renew your contract for the 2021-2022 school year. Said action of the Board is taken pursuant to M.S. 122A.40, Subd. 5.

You may officially request that the Education District Board give its reasons for the non-renewal of your teaching contract. However, such request should be received within ten days after the receipt of this notice.

For your information, this action is taken because of one of the following reasons listed below:

- Lack of appropriate licensure
- Discontinuance of position
- Lack of students
- Financial Limitations
- District Standards

Yours very truly,

Goodhue County Education District Board of 6051-61

Officer of Business Affairs

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

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

and the following voted against the same: _____

where upon said resolution was declared duly passed and adopted.

- VII. **Other:**
- VIII. **Comments: Board/Director**
- IX. **Next Meeting Date: April 22nd, 2021 Location TBD.**
- X. **Adjournment**