

GOODHUE COUNTY EDUCATION DISTRICT BOARD AGENDA

Thursday, September 23, 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:**
- II. **Consent Agenda:**
 - A. Approval of August 26, 2021 Minutes

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GOODHUE COUNTY EDUCATION DISTRICT BOARD

AGENDA

Thursday, August 26, 2021 at 7:00 PM
River Bluff Education Center, Red Wing
395 Guernsey Ln
Red Wing, MN 55066

AGENDA

MEMBERS PRESENT: D. Balow; J. Wendt, J. Stehr, K. Anderson, H. Tauer

MEMBERS ABSENT: K. Lochner

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

I. Call to Order/Adoption of Agenda: D. Balow called the meeting to order. J. Wendt motioned to adopt the agenda. K. Anderson seconded, motion carried.

II. Consent Agenda: K. Anderson motioned to approve the consent agenda. J. Wendt seconded, motion carried.

A. Approval of July 22, 2021 Minutes

B. Approval of Claims: Dawn Balow

C. Staff Updates:

1. **Resignations:** *Naomi McCord, Paraprofessional — RBEC effective immediately; Suzanne Griffin, Instructional Coach — ZM effective immediately.*

2. **New Hire:** *Catherine Roath, 7-12 Social Studies Teacher — 5RO effective 2021-2022 school year; Elizabeth Runquist, Special Education Teacher — RBEC effective 2021-2022 school year; Emily Klapperich, EC Paraprofessional — ZM effective 2021-2022 school year; Jill Rohan, Coordinator — .4 GDH/.6 LC pending release from RW; Katherine Gadiant, ECSE Teacher — KW effective 2021-2022 school year; Nathan Weess 4-6/Math & 7/8 Math — 5RO effective 2021- 2022 school year; Paul Putt, EL Teacher — KW effective 2021-2022 school year; Sara Thompson, K-3 Teacher — 5RO effective 2021-2022 school year; Dan Marrs, K-12 Music Teacher — 5RO/REACH effective 2021-2022 school year pending RW board action; Sharp, Jennifer, Elementary Teacher — 5RO effective 2021-22.*

3. **Transfers:** *Heather Zeissler, EL Teacher — KW to 7-12 ELA Teacher — 5RO effective 2021-2022 school year.*

4. **Re-assignment:**

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

IV. Reports and Communication:

A. **Business Manager Report:** J. Paradis reported on the 2020-21 budget as of 6/30/2021. This is the second look at the 6/30/2021 budget. We have earned \$24,688,656 or 180.67% of the revised revenue budget. Without the COP

proceeds, we have received \$11,266,653 which is 62.45% of the revised budget. We have expended \$12,779,359 or 91.88% of the revised expense budget. There are many receivables and payables yet to be recognized before the 2020-21 audit. Some of these items include state and federal aids receivables, sub grant payment to member districts, and Goodhue County HHS. Update reports will be provided to the board in September. Cash flow is looking good, we are not looking at a cash flow shortage for 2021-22. H. Tauer questioned what would cause a cash flow shortage? J. Paradis replied that would happen if the state would start to meter the receivables or if a government shutdown would happen. Education Districts would need to reach out to the member districts for assistance because they are not allowed to borrow. The July bank reconciliation is included in the board packet for your information.

- B. Long COVID-19 as a Disability Area: C. Johnson shared the OCR fact sheet on Long COVID-19 under Section 504 and IDEA. In order to claim long COVID-19 as a disability, a note from a doctor to confirm would be needed.
- C. Update on 5RO Planning, Hiring and Enrollment: C. Johnson mentioned that currently 139 enrollment packets have been requested since July 4th. 75 packets have been returned and are currently enrolled. At this time we are fully staffed. Teachers will teach 5RO, Credit Recovery and Targeted Services. However we aren't able to cover every course possible. We are only billing districts for costs. C. Johnson mentioned there is a variety of reason why parents are moving towards online schooling. D. Balow asked for a report on what type of students are enrolling into 5RO. C. Johnson will get those demographics for the next board meeting. C. Johnson reminded the board that since GCED has been approved as an online school, so has all the member districts, so if a district has a COVID-19 outbreak and has a classroom that is quarantined, that teacher can still teach those students online. C. Johnson will create an agreement outlining this for member districts.

V. Old Business:

- A. Goodhue County Education District Strategic Plan: C. Johnson presented an overview of the GCED Strategic Plan that was developed in July and how this strategic plan differs from ones in the past. Priority #1 Teams focus on MTSS, want more structure. This has been our #1 Priority Area for the past strategic plan. Priority Area #2 Effective Networking Meetings, ownership of meeting/shared facilitation and communication. This strategic area is new and will include greater visibility and engagement in cohort, principal, leadership, superintendent and other meetings. Priority #3 Annual Onboarding for Member Districts' Administrators. In an attempt to increase engagement of district members, we want to increase understanding of the roles of an education district and the partnerships that are in place. This year all administrators in the county will attend the onboarding. In subsequent years, we would continue with new administrators. J. Wendt motioned to approve the GCED Strategic Plan. J. Stehr seconded, motion carried.
- B. Second Reading of Policy 503 Student Attendance: J. Wendt motioned to approve the second reading of Policy 503. J. Stehr seconded, motion carried.
- C. 5RO Enrollment — Reconsideration of Board Resolution on Enrollment: C. Johnson mentioned that since the startup of 5RO we have had several calls from parents from non-member districts asking to attend 5RO. Currently we have it opened only to students from our member districts. Member districts will be billed at cost. Reminder that the ADM for each student enrolled in 5RO goes to the resident district of the student. If a non-member district

student enrolls, the allowable ADM under statute would be billed. J. Stehr asked where would we cap the enrollment? C. Johnson replied we would have to look at staffing capacity, students currently enrolled from non-member districts would be able to stay, no new students would be able to enroll. K. Anderson motioned to approve opening up enrollment to districts outside of the member districts. J. Wendt seconded, motion carried.

VI. New Business:

- A. 2021-2022 River Bluff Student-Parent Handbook: C. Johnson mentioned there are no update except for policy 503. H. Tauer motioned to approve the 2021-2022 River Bluff Student-Parent Handbook. J. Stehr seconded, motion carried.
- B. 5RiversOnline 2021-2022 Handbook: C. Johnson presented the 5RiversOnline 2021-2022 Handbook. K. Anderson motioned to approve the 5RiversOnline 2021-2022 Handbook. H. Tauer seconded, motion carried.
- C. Restrictive Procedures Plan: C. Johnson mentioned that annually a school board must approve a plan to use restrictive procedures in schools. Each member district approved theirs at their board meetings. J. Wendt motioned to approve the Restrictive Procedures Plan for 2021-2022. J. Stehr seconded, motion carried.
- D. ECSE Preschool Services Tuition: C. Johnson mentioned that if a speech only child attends ECSE preschool, tuition should be covered. General education revenue received exceeds the cost of tuition. Tuition costs should be transferred from the general fund to the community education fund.
- E. Goodhue County Education District Safe Learning Plan and COVID-19 Guidance: C. Johnson commented students benefit from in-person learning, and safely returning to school in fall 2021 is a priority. GCED will use MDH's Best Practice Recommendations for COVID-19 Prevention in Schools for the 2021-22 School Year and CDC's Schools and Child Care Programs: Plan, Prepare, and Respond as the guiding resources during the 2021-2022 school year. We will also closely monitor community case rates of COVID-19 and community vaccination rates in our safe learning plan decisions. Although the recommendations specify K-12 guidance, because GCED services extend from birth through age 21, we will extend these recommendations to include all services offered birth to age 21. During August, Minnesota Superintendents and School Boards received letters from the Mayo Health System, the Minnesota Medical Association (MMA), the Minnesota Academy of Family Physicians (MAFP), and the Minnesota Chapter of the American Academy of Pediatrics (MNAAP), strongly urge school districts to require masks for all students, teachers, staff, and visitors to their K-12 schools, regardless of vaccination status. This recommendation is in accordance with recent guidance from the Centers for Disease Control and Prevention (CDC) and the Minnesota Department of Health (MDH) in response to the widely circulating and highly contagious Delta variant of COVID-19. Those letters are attached for reference as well. Choosing to not mask could impact FAPE for a student who is immunocompromised. The Board will review three options for masking during the 2021-22 school year: **Option A:** a mask requirement for all students ages 2 and up, staff and visitors regardless of vaccination status, daily cleaning and disinfecting of buildings, improved ventilation systems and maintenance, frequent handwashing, assigned seating and cohorting of students, contact tracing, exclusion of sick students and staff from school, and promotion of COVID-19 vaccination and testing. **Option B:** a mask recommendation for all students ages 2 and up, staff and visitors regardless of vaccination status,

daily cleaning and disinfecting of buildings, improved ventilation systems and maintenance, frequent handwashing, assigned seating and cohorting of students, contact tracing, exclusion of sick students and staff from school, and promotion of COVID-19 vaccination and testing. **Option C:** a mask requirement for students ages 2 to 12, staff and visitors regardless of vaccination status, daily cleaning and disinfecting of buildings, improved ventilation systems and maintenance, frequent handwashing, assigned seating and cohorting of students, contact tracing, exclusion of sick students and staff from school, and promotion of COVID-19 vaccination and testing. RBEC is a K-12 building and it would not be easy to only have half the building mask. We have many vulnerable students and many of the RBEC students do not do well distance learning. If the students are masked and we have a close contact, that student that was a close contact would not need to go home. 50% of the student population at RBEC comes from Red Wing School, their board recently approved their masking policy. We are continuing with the 3ft distancing and some students will be having lunch in their classroom. D. Balow feels that it should be up to the parents to promote vaccines and not the schools. C. Johnson mentioned that the language was copied from the MDH and the CDC. For vaccination clinics, we send information out to parents. If they were interested they were able to go over to the RWHS to receive it. D. Balow would like to have the vaccine references removed from the Safe Learning Plan and include a link to the references instead. We would continue with updates at every board meeting. J. Stehr commented that Option B likes the local control, make things flexible. K. Anderson commented he agrees that this is a parent decision in the member district, but this building is different with the types of students that attend. Leaning towards Option A. C. Johnson added that students who are at-risk for learning tended to have a difficult time engaging in distance learning. Keeping the students in the building is a top priority, masking is one way to keep us in person longer. H. Tauer commented she would choose Option A and review it monthly. H. Tauer motioned to approve Option A and remove the vaccine references and include a like to the reference in the COVID-19 Guidelines effective August 30, 2021. K. Anderson seconded, motion carried 4-1.

VII. Other:

VIII. Comments: Board/Director: C. Johnson commented that GCED In-Service day went well. D. Balow mentioned that the LC paraprofessionals have unionized. J. Stehr mentioned that Goodhue teacher contract has been settled. J. Wendt mentioned that ZM teacher contract has been settled.

IX. Next Meeting Date: September 23rd, 2021 at 7:00 PM at the River Bluff Education Center in Red Wing.

X. Adjournment: J. Stehr motioned to adjourn. J. Wendt seconded, motion carried.

B. Approval of Claims: Holly Tauer (please come in 15 minutes early to review the claims.)

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		35846		Wire	1	2216	KWIK TRIP EXTENDED NETWORK		No	Yes	No	08/27/2021	109.68
MERC		35847		Wire	1	3232	ENTERPRISE FM TRUST		No	Yes	No	08/27/2021	2,396.18
MERC		35876		Wire	1	04060	PERA-PUBLIC EMPLOYEES RETIREMT		No	Yes	No	08/31/2021	4,346.99
MERC		35877		Wire	1	04062	MN TEACHERS RETIREMENT ASSOC		No	Yes	No	08/31/2021	41,889.64
MERC		35878		Wire	1	2284	E. B. C., LLC /ACS		No	Yes	No	08/31/2021	13,190.31
MERC		35879		Wire	1	2392	US Dept of Treasury		No	Yes	No	08/31/2021	68,789.01
MERC		35880		Wire	1	2396	MN Dept of Revenue		No	Yes	No	08/31/2021	11,015.74
MERC		35881		Wire	1	2501	Merchants Bank		No	Yes	No	08/31/2021	2,499.50
MERC		35919		Wire	1	1280	DELTA DENTAL PLAN OF MN		No	No	No	09/10/2021	5,355.50
MERC		35920		Wire	1	2216	KWIK TRIP EXTENDED NETWORK		No	No	No	09/10/2021	181.27
MERC		35924		Wire	1	04060	PERA-PUBLIC EMPLOYEES RETIREMT		No	No	No	09/15/2021	5,636.52
MERC		35925		Wire	1	04062	MN TEACHERS RETIREMENT ASSOC		No	No	No	09/15/2021	42,146.67
MERC		35926		Wire	1	2284	E. B. C., LLC /ACS		No	No	No	09/15/2021	13,400.87
MERC		35927		Wire	1	2392	US Dept of Treasury		No	No	No	09/15/2021	69,791.56
MERC		35928		Wire	1	2396	MN Dept of Revenue		No	No	No	09/15/2021	11,887.21
MERC		35929		Wire	1	2501	Merchants Bank		No	No	No	09/15/2021	2,173.51
MERC		33175	17150	Check	1	3235	Goodhue Co Ed Dist Paraprofessional Unic		Yes	Yes	Yes	08/31/2021	(278.74)
MERC		33286	17248	Check	1	3235	Goodhue Co Ed Dist Paraprofessional Unic		Yes	Yes	Yes	08/31/2021	(278.74)
MERC		33347	17302	Check	1	3235	Goodhue Co Ed Dist Paraprofessional Unic		Yes	Yes	Yes	08/31/2021	(277.94)
MERC		34539	18294	Check	1	3235	Goodhue Co Ed Dist Paraprofessional Unic		Yes	Yes	Yes	08/31/2021	(259.32)
MERC		34586	18339	Check	1	3235	Goodhue Co Ed Dist Paraprofessional Unic		Yes	Yes	Yes	08/31/2021	(259.32)
MERC		35873	19374	Check	1	3415	AMAZON CAPITAL SERVICES		Yes	No	No	08/27/2021	789.78
MERC		35881	19375	Check	1	2495	CALEDONIA AREA PUBLIC SCHOOLS		Yes	No	No	08/27/2021	900.00
MERC		35849	19376	Check	1	01903	CANNON FALLS ISD #252		Yes	No	No	08/27/2021	78,850.08
MERC		35856	19377	Check	1	2290	CDW GOVERNMENT, INC.		Yes	No	No	08/27/2021	7,296.90
MERC		35866	19378	Check	1	2871	EMC Insurance Companies		Yes	No	No	08/27/2021	11,825.06
MERC		35864	19379	Check	1	2778	ESTR PUBLICATIONS		Yes	No	No	08/27/2021	529.00
MERC		35868	19380	Check	1	3126	FERNBROOK FAMILY CENTER		Yes	No	No	08/27/2021	1,007.90
MERC		35872	19381	Check	1	3300	FORUM COMMUNICATIONS CO.		Yes	Yes	No	08/27/2021	55.20
MERC		35863	19382	Check	1	2664	GOODHUE COUNTY HEALTH & HUMAN		Yes	No	No	08/27/2021	375,873.00
MERC		35850	19383	Check	1	01904	GOODHUE PUBLIC SCHOOL		Yes	No	No	08/27/2021	5,094.00
MERC		35854	19384	Check	1	09162	HILLYARD FLOOR CARE SUPPLY		Yes	No	No	08/27/2021	1,155.26
MERC		35869	19385	Check	1	3163	ILLUMINATE EDUCATION, INC		Yes	No	No	08/27/2021	39,875.00
MERC		35848	19386	Check	1	00367	KENYON-WANAMINGO PUBLIC SCHOC		Yes	No	No	08/27/2021	45,089.50
MERC		35871	19387	Check	1	3287	KREMER, MICHELE		Yes	No	No	08/27/2021	110.88
MERC		35855	19388	Check	1	1483	LAKE CITY PUBLIC SCHOOLS		Yes	No	No	08/27/2021	900.00
MERC		35859	19389	Check	1	2345	LEWISTON-ALTURA SCHOOLS		Yes	No	No	08/27/2021	1,151.50
MERC		35860	19390	Check	1	2369	MABEL-CANTON PUBLIC SCHOOLS		Yes	No	No	08/27/2021	900.00
MERC		35851	19391	Check	1	05403	MASE		Yes	No	No	08/27/2021	370.00

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		35865	19392	Check	1	2819	MIDWEST SPECIAL INSTRUMENTS		Yes	No	No	08/27/2021	305.00
MERC		35852	19393	Check	1	06510	PRO-ED, INC		Yes	No	No	08/27/2021	1,790.80
MERC		35875	19394	Check	1	3521	READING SIMPLIFIED	C Corporation	Yes	No	No	08/27/2021	347.00
MERC		35853	19395	Check	1	09129	RED WING IND SCHOOL DIST 256		Yes	No	No	08/27/2021	30,253.55
MERC		35874	19396	Check	1	3520	RUBIN EDUCATION		Yes	No	No	08/27/2021	4,500.00
MERC		35870	19397	Check	1	3207	SHERWIN-WILLIAMS CO.		Yes	No	No	08/27/2021	351.09
MERC		35862	19398	Check	1	2585	TEACHERS ON CALL		Yes	Yes	No	08/27/2021	639.88
MERC		35858	19399	Check	1	2324	TIERNEY BROTHERS, INC.		Yes	No	No	08/27/2021	1,433.50
MERC		35867	19400	Check	1	3011	U.S. BANK EQUIPMENT FINANCE		Yes	No	No	08/27/2021	290.00
MERC		35857	19401	Check	1	2315	WINONA PUBLIC SCHOOLS		Yes	Yes	No	08/27/2021	900.00
MERC		35883	19402	Check	1	1984	E. B. C., LLC/Flex		Yes	No	No	08/31/2021	828.07
MERC		35882	19403	Check	1	09118	EDUCATION MN - GCED		Yes	No	No	08/31/2021	2,466.35
MERC		35914	19404	Check	1	3421	ALBIN ACQUISITION CORP		Yes	No	No	09/10/2021	14.00
MERC		35912	19405	Check	1	3415	AMAZON CAPITAL SERVICES		Yes	No	No	09/10/2021	1,302.62
MERC		35891	19406	Check	1	09427	ARENDR, RENE		Yes	No	No	09/10/2021	146.72
MERC		35907	19407	Check	1	3249	BUCHAL, AMY		Yes	No	No	09/10/2021	293.44
MERC		35917	19408	Check	1	3505	CAPITAL ONE		Yes	No	No	09/10/2021	294.49
MERC		35910	19409	Check	1	3329	CHASE CARD SERVICES		Yes	No	No	09/10/2021	21,779.44
MERC		35886	19410	Check	1	00433	CITY OF RED WING		Yes	No	No	09/10/2021	460.71
MERC		35918	19411	Check	1	3522	CUSTOM ALARM		Yes	No	No	09/10/2021	130.00
MERC		35898	19412	Check	1	2284	E. B. C., LLC /ACS		Yes	No	No	09/10/2021	117.03
MERC		35909	19413	Check	1	3300	FORUM COMMUNICATIONS CO.		Yes	No	No	09/10/2021	110.40
MERC		35888	19414	Check	1	01904	GOODHUE PUBLIC SCHOOL		Yes	No	No	09/10/2021	26,514.00
MERC		35890	19415	Check	1	09162	HILLYARD FLOOR CARE SUPPLY		Yes	No	No	09/10/2021	1,163.26
MERC		35896	19416	Check	1	2174	INNOVATIVE OFFICE SOLUTIONS		Yes	No	No	09/10/2021	275.18
MERC		35902	19417	Check	1	2865	INTELLICENTS		Yes	No	No	09/10/2021	1,250.00
MERC		35885	19418	Check	1	00367	KENYON-WANAMINGO PUBLIC SCHOC		Yes	No	No	09/10/2021	1,500.00
MERC		35893	19419	Check	1	1483	LAKE CITY PUBLIC SCHOOLS		Yes	No	No	09/10/2021	900.00
MERC		35903	19420	Check	1	2960	LANGUAGE LINE SERVICES	C Corporation	Yes	No	No	09/10/2021	177.95
MERC		35899	19421	Check	1	2440	LIBERTY'S RESTAURANT		Yes	No	No	09/10/2021	546.23
MERC		35916	19422	Check	1	3493	MASP		Yes	No	No	09/10/2021	40.00
MERC		35908	19423	Check	1	3296	MUTUAL OF OMAHA		Yes	No	No	09/10/2021	2,531.45
MERC		35894	19424	Check	1	1784	NCS PEARSON, INC.		Yes	No	No	09/10/2021	3,968.01
MERC		35892	19425	Check	1	1247	PESTOP, INC.		Yes	No	No	09/10/2021	50.00
MERC		35897	19426	Check	1	2200	PETERSEN, LYNNE		Yes	No	No	09/10/2021	68.32
MERC		35884	19427	Check	1	00245	READ NATURALLY		Yes	No	No	09/10/2021	627.00
MERC		35887	19428	Check	1	00443	RED WING ACE HARDWARE		Yes	No	No	09/10/2021	29.88
MERC		35889	19429	Check	1	09129	RED WING IND SCHOOL DIST 256		Yes	No	No	09/10/2021	367,273.11
MERC		35911	19430	Check	1	3409	RIVERSIDE INSIGHTS		Yes	No	No	09/10/2021	10,384.12

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		35915	19431	Check	1 3474		SFGFII, LLC		Yes	No	No	09/10/2021	101.82
MERC		35913	19432	Check	1 3419		SFRC, LLC-TERRAFORM POWER		Yes	No	No	09/10/2021	4,886.00
MERC		35906	19433	Check	1 3207		SHERWIN-WILLIAMS CO.		Yes	No	No	09/10/2021	13.29
MERC		35905	19434	Check	1 3078		SHRED-N-GO	S Corporation	Yes	No	No	09/10/2021	55.75
MERC		35895	19435	Check	1 1855		TOM PARKER ELECTRIC		Yes	No	No	09/10/2021	605.94
MERC		35904	19436	Check	1 3011		U.S. BANK EQUIPMENT FINANCE		Yes	No	No	09/10/2021	689.00
MERC		35900	19437	Check	1 2591		WINSOR LEARNING, INC		Yes	No	No	09/10/2021	5,500.00
MERC		35901	19438	Check	1 2645		WPS PUBLISHING		Yes	No	No	09/10/2021	1,780.90
MERC		35922	19439	Check	1 1984		E. B. C., LLC/Flex		Yes	No	No	09/15/2021	828.07
MERC		35921	19440	Check	1 09118		EDUCATION MN - GCED		Yes	No	No	09/15/2021	2,690.07
MERC		35923	19441	Check	1 3235		Goodhue Co Ed Dist Paraprofessional Unic		Yes	No	No	09/15/2021	1,354.06

Bank Total:

\$1,369,786.66

Report Total:

\$1,369,786.66

C. Staff Updates:

1. **Resignations:** *Madeline Green, SLP-RW/SES*
2. **New Hire:** *Ashlyn Werner, SLP-RW; Sarah Nygaard, EC Paraprofessional - ZM; Stacey Hauschildt, SPED Teacher - SRO effective immediately*
3. **Transfers:**
4. **Re-assignment:**

III. **Public Comment:** Public comment for school board meetings may be made in person on the day of the scheduled meeting. This is an opportunity for parents, students and employees of the Education District to address the board. You must sign up in person at the board meeting. Members of the public will address their remarks with civility and respect. After being recognized by the chair, each individual will identify themselves and the group they represent, if any. Please state your reason for addressing the board. To ensure that all individuals have a chance to speak, speakers will be limited to one, three-minute presentation. This is not a time to debate an issue, but for the board to hear your comments. Public comment is not available at work sessions or closed sessions of the school board.

The Minnesota Government Data Practices Act prohibits comment about specific student or staff matters, even without naming them, in open session. This includes the public comment portion of our meeting. The board respects and values input, but when it relates to a specific student, staff or to a specific matter, such input must be heard by the appropriate personnel, such as the building principal or executive director, and not during an open meeting of the school board.

IV. **Reports and Communication:**

A. Business Manager Report

Monthly Bank Reconciliation
August 31, 2021

Bank Statement Date: 8/31/2021

MSDLAF	\$40.26
MSDMAX	\$526,014.32
MERCHANTS BANK - GENERAL	\$199,979.19
MERCHANTS BANK - PAYROLL	\$11,241.67
MERCHANTS BANK - SWEEP	\$755,349.90
U.S. BANK	\$0.00

Ending Balance from Bank Statement \$1,492,625.34

Add Deposits in Transit:

Deposit Date	Amount	Deposit Date	Amount
MSDLAF	\$0.00	TRANSFER TO SWP	\$527,721.89
MERCHANTS	\$0.00		\$0.00
	\$0.00		\$0.00

Total Deposits in Transit **\$527,721.89**

Subtotal **\$2,020,347.23**

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	\$1,873.50		
MERCHANTS - AP	\$620,105.74		
	\$0.00		

Total Outstanding Checks **\$621,979.24**

Computed Book Balance **\$1,398,367.99**

Balance per Your Books 1,398,367.99

Difference **\$0.00**

Business Manager Report 9-23-21

Budget 2020-21 as of 6/30/21

This is the third look at 6/30/21. We have earned \$24,688,656 or 180.67% of the revised revenue budget. Without the COP proceeds, we have received \$11,266,653 which is 82.45% of the revised budget. We have expended \$13,619,926 or 97.93% of the revised expense budget. There are many receivables and payables yet to be recognized before the 2020-21 audit is final. There are still a few items pending from member districts on the expenses end and then audit prep entries to be made. Our audit is scheduled for Oct 5-6.

Cash Flow

We are not looking at a cash flow shortage for 21-22.

Aug Bank Rec

For your information



**GOODHUE CO ED DISTRICT
2021-22 CASH FLOW**

AS OF 9-16-21

JULY

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
7/1/2021	-	-	-	-	-	1,948,010.49
7/1/2021	-	-	-	-	-	1,948,010.49
7/9/2021	-	-	-	-	-	1,948,010.49
7/15/2021	(557,877.25)	(255,126.70)	243,757.43	135,596.14	-	1,514,360.11
7/20/2021	(177,333.58)	-	56,602.50	-	-	1,393,629.03
7/31/2021	(131,915.22)	(178,002.35)	303,601.39	61,634.61	-	1,448,947.46
ENDING BALANCE	(867,126.05)	(433,129.05)	603,961.32	197,230.75	-	1,448,947.46

AUGUST

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
8/1/2021	-	-	-	-	-	1,448,947.46
8/4/2021	-	-	55,577.24	-	148,995.64	1,653,520.34
8/15/2021	(519,015.35)	(218,846.04)	-	234,211.51	-	1,149,870.46
8/17/2021	(615,089.74)	-	-	-	-	534,780.72
8/30/2021	(143,780.64)	(208,344.82)	795,540.51	420,172.22	-	1,398,367.99
ENDING BALANCE	(1,277,885.73)	(427,190.86)	851,117.75	654,383.73	148,995.64	1,398,367.99

SEPTEMBER

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
9/1/2021	(461,116.83)	-	3,998.26	-	269,930.05	1,211,179.47
9/15/2021	(149,908.54)	(202,777.06)	-	110,165.56	231,440.94	1,200,100.37
9/17/2021	(814,848.07)	-	94,394.95	-	-	479,647.25
9/30/2021	(333,718.01)	(212,790.55)	240,819.53	209,384.55	-	383,342.76
ENDING BALANCE	(1,759,591.45)	(415,567.61)	339,212.74	319,550.11	501,370.99	383,342.76

OCTOBER

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
10/1/2021	-	-	72,254.47	-	-	455,597.23
10/9/2021	-	-	-	-	-	455,597.23
10/15/2021	(335,148.63)	(206,534.31)	-	58,032.85	145,271.86	117,219.00
10/20/2021	-	-	271,280.07	-	4,248.25	392,747.32
10/31/2021	(350,510.11)	(204,035.44)	331,775.89	122,098.36	323,055.56	615,131.58
ENDING BALANCE	(685,658.74)	(410,569.74)	675,310.42	180,131.21	472,575.67	615,131.58

NOVEMBER

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
11/1/2021	-	-	-	-	-	615,131.58
11/5/2021	-	-	1,045.44	-	-	616,177.02
11/15/2021	(248,426.67)	(200,964.39)	620,038.40	72,541.05	-	859,365.41
11/20/2021	(36,468.12)	-	269,757.60	-	-	1,092,654.88
11/30/2021	(136,059.90)	(201,917.69)	75.34	116,065.70	-	870,818.33
ENDING BALANCE	(420,954.69)	(402,882.08)	890,916.77	188,606.75	-	870,818.33

DECEMBER

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
12/1/2021	-	-	-	-	206,672.09	1,077,490.42
12/8/2021	(71,351.28)	-	205,000.35	-	18,534.41	1,229,673.90
12/15/2021	(134,023.91)	(199,086.51)	112,124.41	159,590.32	4,479.17	1,172,757.39
12/20/2021	(100,170.59)	-	248,223.65	-	-	1,320,810.45
12/31/2021	(131,736.75)	(202,678.23)	84.33	87,049.27	-	1,073,529.06

ENDING BALANCE	(437,282.53)	(401,764.74)	-	565,432.74	246,639.59	229,685.67	1,073,529.06
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JANUARY

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
1/1/2022	(93,888.01)	-	-	-	-	979,641.05
1/8/2022	-	-	272,525.97	-	-	1,252,167.02
1/15/2022	(128,666.41)	(190,122.04)	-	145,082.12	-	1,078,460.69
1/20/2022	(704,215.65)	-	-	-	-	374,245.04
1/31/2022	(131,133.49)	(192,348.50)	268,090.04	116,065.69	-	434,918.78
ENDING BALANCE	(1,057,903.56)	(382,470.54)	-	540,616.01	261,147.81	434,918.78

FEBRUARY

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
2/1/2022	(71,617.72)	-	-	-	-	363,301.06
2/15/2022	(130,061.05)	(197,138.73)	181,393.92	120,963.31	-	338,458.51
2/20/2022	(117,827.43)	-	-	-	260,252.09	480,883.17
2/28/2022	(133,393.18)	(196,369.78)	484,473.97	145,082.11	-	780,676.30
ENDING BALANCE	(452,899.38)	(393,508.51)	-	665,867.89	266,045.42	780,676.30

MARCH

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
3/1/2022	(178,857.74)	-	-	-	-	601,818.56
3/15/2022	(134,364.74)	(203,222.97)	123,343.87	145,082.12	-	532,656.83
3/20/2022	(151,306.55)	-	276,329.96	-	-	657,680.24
3/31/2022	(32.95)	(193,133.70)	61.48	174,098.54	-	638,673.61
ENDING BALANCE	(464,561.98)	(396,356.67)	-	399,735.31	319,180.66	638,673.61

APRIL

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
4/9/2022	(198,171.27)	-	358,312.00	-	-	798,814.34
4/15/2022	(400,237.25)	(206,816.80)	221,719.07	116,065.69	-	529,545.05
4/20/2022	-	-	-	-	292,786.04	822,331.09
4/30/2022	(175,562.62)	(194,405.17)	120,428.38	265,800.87	-	838,592.55
ENDING BALANCE	(773,971.14)	(401,221.98)	-	700,459.45	381,866.56	838,592.55

MAY

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
5/1/2022	-	-	63,142.73	-	-	901,735.28
5/15/2022	(194,773.96)	(198,522.46)	-	145,082.12	-	653,520.99
5/20/2022	-	-	432,652.74	-	61,495.00	1,147,668.73
5/31/2022	(288,548.98)	(235,017.05)	56,115.71	145,082.11	-	825,300.52
ENDING BALANCE	(483,322.94)	(433,539.51)	-	551,911.19	290,164.23	825,300.52

JUNE

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
6/1/2022	(100,336.82)	-	163,978.76	-	-	888,942.46
6/15/2022	(137,491.76)	(203,692.43)	-	-	175,113.87	722,872.14
6/20/2022	(178,119.90)	-	293,501.51	145,082.12	2,058.04	985,393.91
6/30/2022	(141,319.75)	(206,896.28)	238,686.57	-	-	875,864.45
ENDING BALANCE	(557,268.23)	(410,588.71)	-	696,166.84	145,082.12	875,864.45

TOTALS	(9,238,426.42)	(4,908,790.00)	-	7,480,708.43	3,450,028.94	2,144,333.01	875,864.45
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REVENUE & EXPENDITURE SUMMARY BY SOURCE, OBJECT SERIES & PROGRAM SERIES

GOODHUE COUNTY ED DISTRICT | June 30, 2021

REVENUE CATEGORIES				June 30,	June 30,	June 30,				Current YTD vs. PYTD	June 30,	June 30,
	June 30, 2019	June 30, 2020	Revised Budget	2021	2020	2019	% of Budget Received	% of Actuals Received	% of Actuals Received		2020	2019
STATE	3,213,240	3,753,316	3,463,980	3,105,529	358,451	89.65%	100.00%	100.00%	(647,787)	3,753,316	3,213,240	
FEDERAL	1,770,360	1,842,614	2,004,402	1,326,210	678,192	66.16%	100.00%	100.00%	(516,405)	1,842,614	1,770,360	
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	8,671	13,769	(5,098)	158.80%	100.00%	100.00%	8,717	5,053	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	8,187,866	6,821,146	1,366,720	83.31%	100.00%	100.00%	(681,736)	7,502,882	7,127,507	
TOTALS	12,418,492	13,103,865	13,664,919	24,688,656	(11,023,737)	180.67%	100.00%	100.00%	11,584,791	13,103,865	12,418,492	

EXPENDITURES (OBJECT SERIES)				June 30,	June 30,	June 30,				Current YTD vs. PYTD	June 30,	June 30,
	June 30, 2019	June 30, 2020	Revised Budget	2021	2020	2019	% of Budget Expended	% of Actuals Expended	% of Actuals Expended		2020	2019
SALARIES & WAGES	5,919,959	6,337,951	6,726,926	6,937,882	(210,956)	103.14%	100.00%	100.00%	599,931	6,337,951	5,919,959	
EMPLOYEE BENEFITS	1,495,180	1,628,182	1,755,826	1,777,720	(21,894)	101.25%	100.00%	100.00%	149,538	1,628,182	1,495,180	
PURCHASED SERVICES	3,444,894	3,586,395	3,730,025	2,808,413	921,612	75.29%	100.00%	100.00%	(777,982)	3,586,395	3,444,894	
SUPPLIES	377,522	276,713	529,976	377,797	152,179	71.29%	100.00%	100.00%	101,084	276,713	377,522	
EQUIPMENT	1,057,823	1,105,035	1,140,720	1,690,813	(550,093)	148.22%	100.00%	100.00%	585,779	1,105,035	1,057,823	
DEBT SERVICE	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0	
OTHER EXPENDITURES	53,630	55,152	24,755	27,301	(2,546)	110.28%	100.00%	100.00%	(27,851)	55,152	53,630	
OTHER FINANCING USES	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0	
TOTALS	12,349,007	12,989,428	13,908,228	13,619,926	288,302	97.93%	100.00%	100.00%	630,498	12,989,428	12,349,007	

EXPENDITURES (PROGRAM SERIES)				June 30,	June 30,	June 30,				Current YTD vs. PYTD	June 30,	June 30,
	June 30, 2019	June 30, 2020	Revised Budget	2021	2020	2019	% of Budget Expended	% of Actuals Expended	% of Actuals Expended		2020	2019
SITE ADMINISTRATION	78,555	59,029	89,321	97,953	(8,632)	109.66%	100.00%	100.00%	38,924	59,029	78,555	
DISTRICT ADMINISTRATION	125,920	99,448	90,645	79,846	10,799	88.09%	100.00%	100.00%	(19,602)	99,448	125,920	
SUPPORT SERVICES	187,030	202,150	233,701	225,388	8,313	96.44%	100.00%	100.00%	23,238	202,150	187,030	
REGULAR INSTRUCTION	1,457,714	1,493,398	1,513,472	915,401	598,071	60.48%	100.00%	100.00%	(577,998)	1,493,398	1,457,714	
EXTRA-CURRICULAR ACTIVITIES	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0	
VOCATIONAL INSTRUCTION	295,462	308,496	330,803	327,195	3,608	98.91%	100.00%	100.00%	18,699	308,496	295,462	
SPECIAL EDUCATION	6,998,990	7,611,603	8,013,645	7,804,978	208,667	97.40%	100.00%	100.00%	193,375	7,611,603	6,998,990	
COMMUNITY SERVICES	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0	
INSTRUCTIONAL SUPPORT	460,906	364,829	439,480	448,170	(8,690)	101.98%	100.00%	100.00%	83,341	364,829	460,906	
PUPIL SUPPORT SERVICES	1,277,968	1,367,080	1,575,311	1,572,490	2,821	99.82%	100.00%	100.00%	205,410	1,367,080	1,277,968	
FACILITIES	1,466,464	1,483,396	1,621,850	2,148,506	(526,656)	132.47%	100.00%	100.00%	665,110	1,483,396	1,466,464	
OTHER FINANCING USES	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0	
TOTALS	12,349,007	12,989,428	13,908,228	13,619,926	288,302	97.93%	100.00%	100.00%	630,498	12,989,428	12,349,007	

SUMMARY - ALL FUNDS				June 30,	June 30,	June 30,				Current YTD vs. PYTD	June 30,	June 30,
	June 30, 2019	June 30, 2020	Revised Budget	2021	2020	2019	% of Budget Expended	% of Actuals Expended	% of Actuals Expended		2020	2019
SUMMARY												
REVENUE	12,418,492	13,103,865	13,664,919	24,688,656	(11,023,737)	180.67%	100.00%	100.00%	11,584,791	13,103,865	12,418,492	
EXPENDITURES	12,349,032	12,989,428	13,908,228	13,619,926	288,302	97.93%	100.00%	100.00%	630,498	12,989,428	12,349,032	
SPENDING VARIANCE	69,460	114,437	(243,309)	11,068,730	5	N/A	N/A	N/A	10,954,293	114,437	69,460	

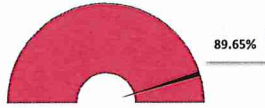
GENERAL FUND - REVENUE SUMMARY

GOODHUE COUNTY ED DISTRICT | June 30, 2021

DESCRIPTION	June 30, 2019	June 30, 2020	Current Budget	Revenue YTD	Budget Remaining	June 30,	June 30,	June 30,	Current YTD vs. Prior YTD	June 30, 2020	June 30, 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	7,437,782	6,189,010	1,248,772	83.21%	100.00%	100.00%	(630,668)	6,819,678	6,479,127
050 FEES FROM PATRONS	250	350	0	0	0	0.00%	100.00%	100.00%	(350)	350	250
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	3,643	3,357	52.05%	100.00%	100.00%	(6,899)	10,542	19,669
093 RENT	8,806	27,878	7,000	4,245	2,756	60.64%	100.00%	100.00%	(23,634)	27,878	8,806
096 GIFTS AND BEQUESTS	2,289	1,981	1,326	6,044	(4,718)	455.83%	100.00%	100.00%	4,063	1,981	2,289
099 MISCELLANEOUS REVENUE FROM LOCAL SOURCES	617,364	642,452	609,258	614,224	(4,966)	100.82%	100.00%	100.00%	(28,228)	642,452	617,364
Total LOCAL REVENUES	7,127,507	7,502,882	8,187,866	6,821,146	1,366,720	83.31%	100.00%	100.00%	(681,736)	7,502,882	7,127,507
STATE REVENUES											
211 GENERAL EDUCATION AID	100,251	149,608	122,885	111,184	11,701	90.48%	100.00%	100.00%	(38,424)	149,608	100,251
300 STATE AID RECEIVED FROM MN EDUCATION FOR WHICH A FINANC	189,851	204,001	204,001	147,161	56,840	72.14%	100.00%	100.00%	(56,840)	204,001	189,851
360 STATE AID FOR SPECIAL EDUCATION	2,859,014	3,356,875	3,136,594	2,847,184	289,410	90.77%	100.00%	100.00%	(509,691)	3,356,875	2,859,014
370 OTHER REVENUE FROM MN DEPT OF EDUCATION	29,285	7,459	500	0	500	0.00%	100.00%	100.00%	(7,459)	7,459	29,285
397 TRA AND PERA SPECIAL FUNDING SITUATIONS REVENUE	34,839	35,373	0	0	0	0.00%	100.00%	100.00%	(35,373)	35,373	34,839
Total STATE REVENUES	3,213,240	3,753,316	3,463,980	3,105,529	358,451	89.65%	100.00%	100.00%	(647,787)	3,753,316	3,213,240
FEDERAL REVENUES RECEIVED FROM STATE											
400 FEDERAL AIDS RECEIVED THROUGH MDE (EXCEPT AS NOTED FOR	1,770,360	1,842,614	2,004,402	1,326,210	678,192	66.16%	100.00%	100.00%	(516,405)	1,842,614	1,770,360
Total REVENUES RECEIVED FROM STATE	1,770,360	1,842,614	2,004,402	1,326,210	678,192	66.16%	100.00%	100.00%	(516,405)	1,842,614	1,770,360
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%	100.00%	0.00%	433	(433)	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	3,500	5,399	(1,899)	154.24%	100.00%	100.00%	4,877	522	143
624 Sale of Equipment	0	0	0	3,650	(3,650)	0.00%	0.00%	0.00%	3,650	0	0
625 INSURANCE RECOVERY	0	4,010	4,721	4,721	0	99.99%	100.00%	0.00%	710	4,010	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	8,671	13,769	(5,098)	158.80%	100.00%	100.00%	8,717	5,053	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	13,664,919	24,688,656	(11,023,737)	180.67%	100.00%	100.00%	11,584,791	13,103,865	12,418,492

YTD % Received vs. PYTD % Received

State Revenues YTD



Prior YTD State Revenues

100.00%

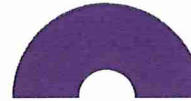
Federal Revenues YTD



Prior YTD Federal Revenues

100.00%

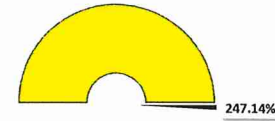
Property Taxes YTD



Prior Year to Date Property Taxes

#DIV/0!

Other Local YTD



Prior Year to Date Local Revenues

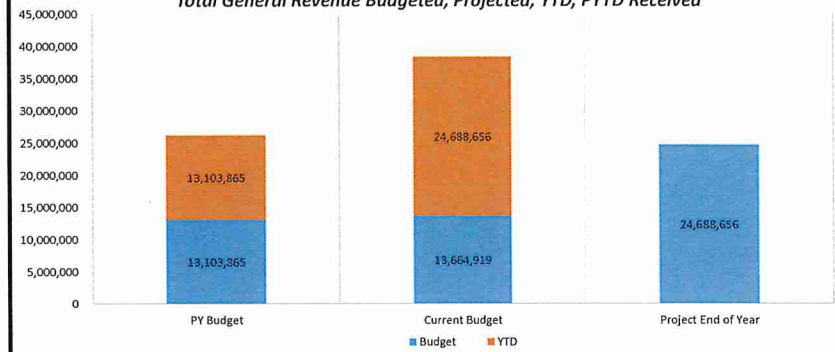
100.00%

Top 5 Revenues Received YTD by Source Code 3

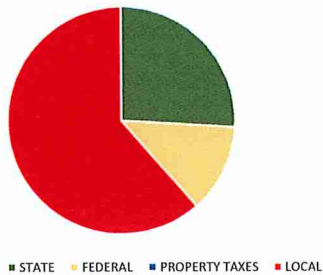
Variance from PYTD Received

	Current YTD	Variance vs. PYTD Received
1 GENERAL FUND TOTAL	\$24,688,656	\$11,584,791
2 Total SALE OF BONDS AND LC	\$13,422,003	\$13,422,003
3 Total LOCAL REVENUES	\$6,821,146	-\$681,736
4 TUITION & REIMBURSEMENT	\$6,189,010	-\$630,668
5 Total STATE REVENUES	\$3,105,529	-\$647,787

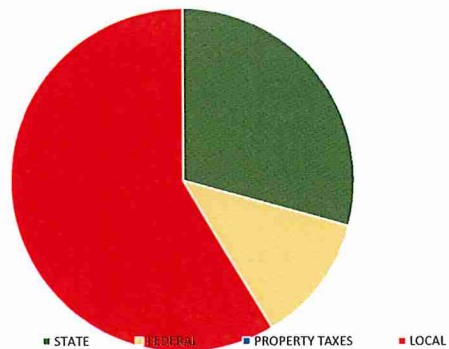
Total General Revenue Budgeted, Projected, YTD, PYTD Received



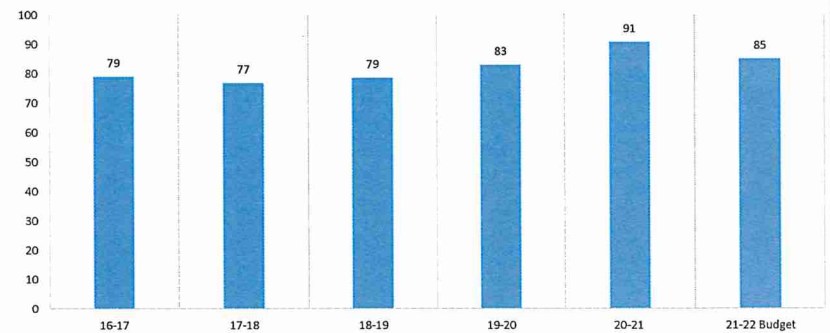
Current Year Revenue Budget



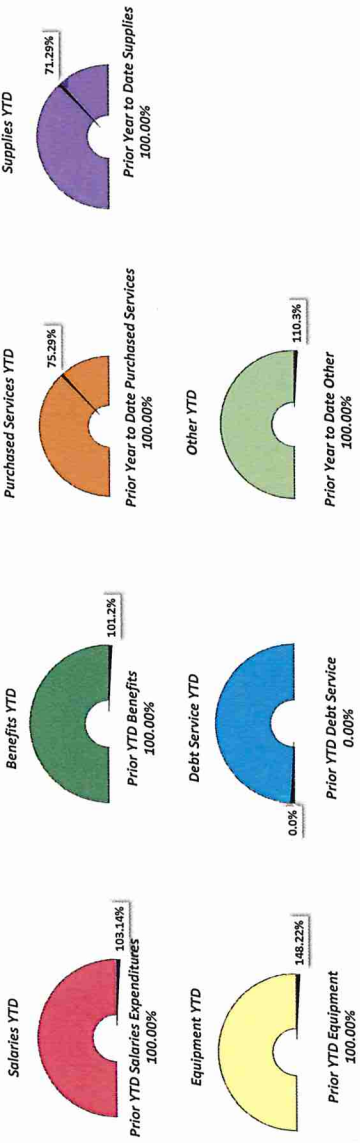
Prior Year Revenue Budget



End of Year ADM History



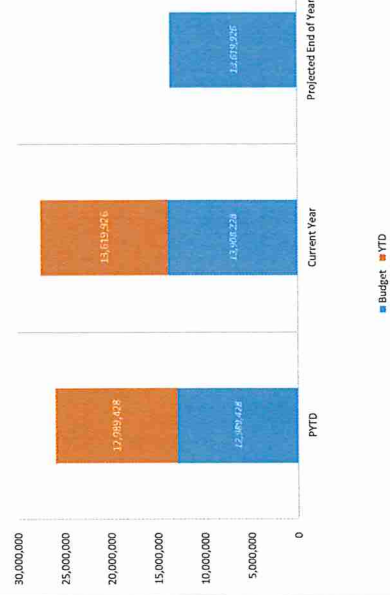
YTD % Expenditures vs. PYTD % Expenditures



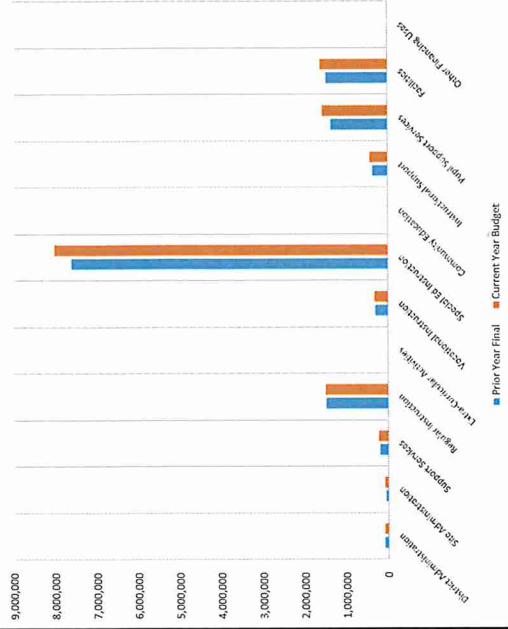
Top 10 Expenditures YTD by Object Code 3

	Variance vs. PYTD	Current YTD
1. TOTAL PURCHASED SERVICES	-\$777,982	\$2,808,413
2. LICENSED CLASSROOM TE/	\$75,733	\$2,216,042
3. TOTAL EMPLOYEE BENEFITS	\$149,538	\$1,777,720
4. TOTAL SUPPLIES & EQUIPMENT	\$585,779	\$1,690,813
5. PAYMENTS FOR EDUCATIONAL PURPOSI	-\$86,219	\$828,805
6. ADMINISTRATION/SUPERVISION	\$26,797	\$755,971
7. SCHOOL PSYCHOLOGIST	\$61,899	\$740,035
8. EDUCATIONAL/SPEECH LANG. PATHOLO	\$210,378	\$670,750
9. SCHOOL SOCIAL WORKER	\$63,216	\$623,452
10. FICA/MEDICARE	\$40,437	\$504,793

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



Prior Year Final and Current Budget by Program



Pie Graphs - Prior Year Final & Current Budget - by Object Level 1

Prior Year Final Exp Budget SERVICES

Current Year Exp Budget SERVICES

GENERAL FUND - EXPENDITURES BY OBJECT CODE

GOODHUE COUNTY ED DISTRICT | June 30, 2021

DESCRIPTION	June 30, 2019	June 30, 2020	Revised Budget	Expenses YTD	Budget Remaining	June 30, 2021	June 30, 2020	June 30, 2019	Current YTD vs. Prior YTD	June 30, 2020	June 30, 2019
						% of Budget Expended	% of Actuals Expended	% of Actuals Expended			
110 ADMINISTRATION/SUPERVISION	750,036	729,173	759,989	755,971	4,018	99.47%	100.00%	100.00%	26,797	729,173	750,036
140 LICENSED CLASSROOM TEACHER	1,933,673	2,140,310	2,198,066	2,216,042	(17,976)	100.82%	100.00%	100.00%	75,733	2,140,310	1,933,673
141 NON-LICENSED CLASSROOM PERSON	0	0	0	200	(200)	0.00%	0.00%	0.00%	200	0	0
143 LICENSED INSTRUCTIONAL SUPPORT	284,595	269,261	272,263	278,660	(6,397)	102.35%	100.00%	100.00%	9,399	269,261	284,595
145 SUBSTITUTE TEACHER SALARIES	191	0	0	0	0	0.00%	0.00%	100.00%	0	0	191
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	140,574	140,773	(199)	100.14%	100.00%	100.00%	2,703	138,070	132,992
151 OCCUPATIONAL THERAPIST	224,109	233,813	288,269	287,012	1,257	99.56%	100.00%	100.00%	53,199	233,813	224,109
152 EDUCATIONAL/SPEECH LANG. PATHO	413,643	460,372	657,201	670,750	(13,549)	102.06%	100.00%	100.00%	210,378	460,372	413,643
153 AUDIOLOGIST	62,475	64,500	65,850	65,850	0	100.00%	100.00%	100.00%	1,350	64,500	62,475
154 SCHOOL NURSE	105,756	110,204	168,563	162,557	6,006	96.44%	100.00%	100.00%	52,352	110,204	105,756
155 LICENSED NURSING SERVICES	21,407	27,433	25,472	27,571	(2,099)	108.24%	100.00%	100.00%	138	27,433	21,407
156 SCHOOL SOCIAL WORKER	502,660	560,237	620,329	623,452	(3,123)	100.50%	100.00%	100.00%	63,216	560,237	502,660
157 SCHOOL PSYCHOLOGIST	623,518	678,136	750,909	740,035	10,874	98.55%	100.00%	100.00%	61,899	678,136	623,518
161 CERT. PARA & PERSONAL CARE ASSI	368,703	368,768	314,365	411,293	(96,928)	130.83%	100.00%	100.00%	42,525	368,768	368,703
162 CERT. ONE-TO-ONE PARAPROFESSIO	20,664	55,433	61,061	46,080	14,981	75.47%	100.00%	100.00%	(9,353)	55,433	20,664
163 FOREIGN LANGUAGE INTERPRETER	0	142	0	0	0	0.00%	100.00%	0.00%	(142)	142	0
164 INTERPRETER FOR THE DEAF	58,534	58,315	44,613	60,081	(15,468)	134.67%	100.00%	100.00%	1,766	58,315	58,534
170 NON-INSTRUCTIONAL SUPPORT	178,162	178,355	173,617	174,504	(887)	100.51%	100.00%	100.00%	(3,852)	178,355	178,162
174 THERAPUTIC RECREATIONAL SERV. &	40,039	39,252	40,146	40,183	(37)	100.09%	100.00%	100.00%	931	39,252	40,039
185 OTHER SALARY PAYMENTS (LICENSE	152,706	182,692	139,586	193,401	(53,815)	138.55%	100.00%	100.00%	10,709	182,692	152,706
186 OTHER SALARY PAYMENTS (NON-LICI	46,097	43,484	6,053	43,468	(37,415)	718.13%	100.00%	100.00%	(16)	43,484	46,097
TOTAL SALARIES AND WAGES	5,919,959	6,337,951	6,726,926	6,937,882	(210,956)	103.14%	100.00%	100.00%	599,931	6,337,951	5,919,959
EMPLOYEE BENEFITS											
210 FICA/MEDICARE	432,024	464,356	500,669	504,793	(4,124)	100.82%	100.00%	100.00%	40,437	464,356	432,024
214 PERA (PUBLIC EMPLOYEE RETIREMEI	78,631	81,941	74,298	82,177	(7,879)	110.60%	100.00%	100.00%	236	81,941	78,631
218 TRA (TEACHERS RETIREMENT ASSOC	357,700	394,478	444,533	457,804	(13,271)	102.99%	100.00%	100.00%	63,326	394,478	357,700
220 HEALTH INSURANCE	435,380	464,042	498,768	490,202	8,566	98.28%	100.00%	100.00%	26,160	464,042	435,380
230 LIFE INSURANCE	7,070	8,626	10,127	10,118	9	99.91%	100.00%	100.00%	1,492	8,626	7,070
235 DENTAL INSURANCE	16,349	16,831	18,572	17,437	1,135	93.89%	100.00%	100.00%	605	16,831	16,349
240 LONG TERM DISABILITY INSURANCE	7,831	9,509	9,593	9,437	156	98.37%	100.00%	100.00%	(72)	9,509	7,831
250 TAX SHELTERED ANNUITIES/MN DEFE	68,848	88,920	105,333	107,559	(2,226)	102.11%	100.00%	100.00%	18,639	88,920	68,848
251 TAX ADVANTAGE EMPLOYER-SPONS	0	4,983	5,000	7,629	(2,629)	152.57%	100.00%	0.00%	2,646	4,983	0
270 WORKERS COMPENSATION	85,951	93,312	78,933	90,565	(11,632)	114.74%	100.00%	100.00%	(2,747)	93,312	85,951
280 UNEMPLOYMENT COMPENSATION	5,395	1,185	10,000	0	10,000	0.00%	100.00%	100.00%	(1,185)	1,185	5,395
TOTAL EMPLOYEE BENEFITS	1,495,180	1,628,182	1,755,826	1,777,720	(21,894)	101.25%	100.00%	100.00%	149,538	1,628,182	1,495,180
PURCHASED SERVICES											
303 FEDERAL SUB AWARDS AND SUB COI	424,033	418,739	427,962	458,252	(30,290)	107.08%	100.00%	100.00%	39,513	418,739	424,033
304 FEDERAL SUB AWARDS AND SUB COI	496,942	505,372	474,953	440,879	34,074	92.83%	100.00%	100.00%	(64,493)	505,372	496,942
305 CONSULTING FEES/FEES FOR SERVIC	204,595	181,059	248,890	294,467	(45,577)	118.31%	100.00%	100.00%	113,407	181,059	204,595
307 CONTRACTED SUBS FOR SPEC ED PF	34,924	38,237	39,242	9,168	30,074	23.36%	100.00%	100.00%	(29,069)	38,237	34,924
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	6,231	0	100.00%	100.00%	100.00%	229	6,002	4,439
320 COMMUNICATION SERVICES	18,215	18,669	1,359	23,558	(22,199)	1733.45%	100.00%	100.00%	4,888	18,669	18,215
329 POSTAGE AND PARCEL SERVICES	3,006	3,858	4,000	4,175	(175)	104.38%	100.00%	100.00%	318	3,858	3,006
330 UTILITY SERVICES	49,817	37,977	55,000	47,213	7,787	85.84%	100.00%	100.00%	9,237	37,977	49,817
340 INSURANCE	35,885	38,991	40,800	45,515	(4,715)	111.56%	100.00%	100.00%	6,523	38,991	35,885
350 REPAIRS AND MAINTENANCE	137,199	159,477	177,133	107,385	69,748	60.62%	100.00%	100.00%	(52,092)	159,477	137,199
360 TRANSPORTATION CONTRACTS WITH	5,795	765	6,323	643	5,680	10.17%	100.00%	100.00%	(122)	765	5,795
365 INTERDEPARTMENTAL TRANSPORTA	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0

DESCRIPTION	June 30, 2019	June 30, 2020	Revised Budget	Expenses YTD	Budget Remaining	June 30,	June 30,	June 30,	Current YTD vs. Prior YTD	June 30, 2020	June 30, 2019	
						2021 % of Budget Expended	2020 % of Actuals Expended	2019 % of Actuals Expended				
366 TRAVEL, CONVENTIONS, AND CONFERENCE	155,850	157,056	181,587	124,957	56,630	68.81%	100.00%	100.00%	(32,099)	157,056	155,850	
368 OUT-OF-STATE TRAVEL, FEDERAL REVENUE	4,395	4,148	0	0	0	0.00%	100.00%	100.00%	(4,148)	4,148	4,395	
370 OPERATING LEASES OR RENTALS	15,300	15,760	22,260	5,717	16,543	25.68%	100.00%	100.00%	(10,043)	15,760	15,300	
379 Qualified Mental Health Professional Services	0	0	9,418	9,418	(0)	100.00%	0.00%	0.00%	9,418	0	0	
389 STAFF TUITION AND OTHER REIMBURSEMENT	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0	
390 PAYMENTS FOR EDUCATIONAL PURPOSES	0	417	0	0	0	0.00%	100.00%	0.00%	(417)	417	0	
391 PAYMENTS TO MN ISD'S (COST SHARING)	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0	
393 SPECIAL EDUCATION AND TRANSITION SERVICES	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0	
394 PAYMENTS FOR EDUCATIONAL PURPOSES	823,072	915,023	936,495	828,805	107,690	88.50%	100.00%	100.00%	(86,219)	915,023	823,072	
396 SALARY PURCHASED FROM ANOTHER AGENCY	771,876	818,972	814,058	307,638	506,420	37.79%	100.00%	100.00%	(511,334)	818,972	771,876	
397 BENEFITS PURCHASED FROM ANOTHER AGENCY	259,551	265,873	277,458	94,394	183,064	34.02%	100.00%	100.00%	(171,479)	265,873	259,551	
TOTAL PURCHASED SERVICES	3,444,894	3,586,395	3,730,025	2,808,413	921,612	75.29%	100.00%	100.00%	(777,982)	3,586,395	3,444,894	
SUPPLIES												
401 SUPPLIES AND MATERIALS-NON INSTRUCTIONAL	51,335	34,380	94,847	88,227	6,620	93.02%	100.00%	100.00%	53,847	34,380	51,335	
405 NON INSTRUCTIONAL COMPUTER SOFTWARE	82,962	74,814	91,273	94,076	(2,803)	103.07%	100.00%	100.00%	19,262	74,814	82,962	
406 INSTRUCTIONAL SOFTWARE LICENSES	35,563	37,665	76,742	49,784	26,958	64.87%	100.00%	100.00%	12,119	37,665	35,563	
430 SUPPLIES AND MATERIALS-NON-INDIVIDUAL	13,934	10,842	11,491	4,563	6,928	39.71%	100.00%	100.00%	(6,280)	10,842	13,934	
433 SUPPLIES AND MATERIALS - INDIVIDUAL	84,500	45,123	118,398	82,070	36,328	69.32%	100.00%	100.00%	36,947	45,123	84,500	
440 FUELS	13,893	10,433	17,000	11,527	5,473	67.80%	100.00%	100.00%	1,094	10,433	13,893	
455 NON- INSTRUCTIONAL TECHNOLOGY	31,436	355	7,063	9,601	(2,538)	135.93%	100.00%	100.00%	9,246	355	31,436	
456 INSTRUCTIONAL TECHNOLOGY SUPPLIES	14,780	2,810	15,050	6,162	8,888	40.94%	100.00%	100.00%	3,351	2,810	14,780	
460 TEXTBOOKS AND WORKBOOKS	950	2,060	32,915	960	31,955	2.92%	100.00%	100.00%	(1,100)	2,060	950	
461 STANDARDIZED TESTS	36,620	39,680	40,180	396	39,785	0.98%	100.00%	100.00%	(39,285)	39,680	36,620	
465 NON- INSTRUCTIONAL TECHNOLOGY	714	0	2,872	6,166	(3,294)	214.69%	0.00%	100.00%	6,166	0	714	
466 INSTRUCTIONAL TECHNOLOGY DEVICES	3,666	12,983	15,245	23,447	(8,202)	153.80%	100.00%	100.00%	10,464	12,983	3,666	
490 FOOD	7,168	5,568	6,900	820	6,080	11.89%	100.00%	100.00%	(4,747)	5,568	7,168	
TOTAL SUPPLIES	377,522	276,713	529,976	377,797	152,179	71.29%	100.00%	100.00%	101,084	276,713	377,522	
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 CONSTRUCTION	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	12,922	44,308	22.58%	100.00%	100.00%	(37,524)	50,446	23,163	
533 OTHER EQUIP. PURCHASED FOR SPECIAL PURPOSES	0	0	2,312	2,014	298	87.10%	0.00%	0.00%	2,014	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 TECHNOLOGY	0	15,623	4,389	1,249	3,140	28.46%	100.00%	0.00%	(14,374)	15,623	0	
556 CAPITALIZED TECHNOLOGY HARDWARE	0	0	0	10,855	(10,855)	0.00%	0.00%	0.00%	10,855	0	0	
580 PRINCIPAL ON CAPITAL LEASE/INSTALLMENT	412,986	429,640	446,334	1,328,405	(882,071)	297.63%	100.00%	100.00%	898,765	429,640	412,986	
581 INTEREST ON CAPITAL LEASE/INSTALLMENT	618,774	603,320	583,626	330,868	252,758	56.69%	100.00%	100.00%	(272,452)	603,320	618,774	
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	1,690,813	(550,093)	148.22%	100.00%	100.00%	585,779	1,105,035	1,057,823	
OTHER EXPENDITURES												
810 JUDGMENTS AGAINST THE SCHOOL DISTRICT	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0	
820 DUES, MEMBERSHIP, LICENSE AND CONTRIBUTIONS	18,791	20,127	24,655	27,245	(2,590)	110.51%	100.00%	100.00%	7,118	20,127	18,791	
891 FEDERAL AND PERA SPECIAL FUNDING SUPPORT	34,839	35,373	0	0	0	0.00%	100.00%	100.00%	(35,373)	35,373	34,839	
895 FEDERAL AND NONPUBLIC INDIRECT COSTS	(0)	(0)	0	0	(0)	0.00%	100.00%	100.00%	0	(0)	(0)	
896 TAXES, SPECIAL ASSESSMENTS AND FEES	0	(348)	100	56	44	55.95%	100.00%	0.00%	404	(348)	0	
TOTAL OTHER EXPENDITURES	53,630	55,152	24,755	27,301	(2,546)	110.28%	100.00%	100.00%	(27,851)	55,152	53,630	
OTHER FINANCING USES												
910 PERMANENT TRANSFERS TO OTHER AGENCIES	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	13,908,228	13,619,926	288,302	97.93%	100.00%	100.00%	630,498	12,989,428	12,349,007	

GENERAL FUND - EXPENDITURES BY PROGRAM CODE

GOODHUE COUNTY ED DISTRICT | June 30, 2021

DESCRIPTION	June 30, 2019	June 30, 2020	Revised Budget	Expenses YTD	Budget Remaining	June 30,	June 30,	June 30,	Current YTD vs. Prior YTD	June 30, 2020	June 30, 2019
						2021	2020	2019			
						% of Budget Expended	% of Actuals Expended	% of Actuals Expended			
DISTRICT ADMINISTRATION											
010 BOARD OF EDUCATION	21,042	16,440	25,287	14,326	10,961	56.65%	100.00%	100.00%	(2,113)	16,440	21,042
030 INSTRUCTIONAL ADMINISTRATION	104,878	83,008	65,358	65,520	(162)	100.25%	100.00%	100.00%	(17,489)	83,008	104,878
TOTAL - DISTRICT ADMINISTRATION	125,920	99,448	90,645	79,846	10,799	88.09%	100.00%	100.00%	(19,602)	99,448	125,920
SITE ADMINISTRATION											
050 SCHOOL ADMINISTRATION	78,555	59,029	89,321	97,953	(8,632)	109.66%	100.00%	100.00%	38,924	59,029	78,555
TOTAL - SITE ADMINISTRATION	78,555	59,029	89,321	97,953	(8,632)	109.66%	100.00%	100.00%	38,924	59,029	78,555
SUPPORT SERVICES											
105 GENERAL ADMINISTRATIVE SUPPORT	80,606	85,805	99,092	104,737	(5,645)	105.70%	100.00%	100.00%	18,932	85,805	80,606
110 BUSINESS SUPPORT SERVICES	106,423	116,345	134,609	120,651	13,958	89.63%	100.00%	100.00%	4,306	116,345	106,423
TOTAL - SUPPORT SERVICES	187,030	202,150	233,701	225,388	8,313	96.44%	100.00%	100.00%	23,238	202,150	187,030
REGULAR INSTRUCTION											
203 EDUCATION - ELEMENTARY GENERAL	110,604	85,478	85,034	45,108	39,926	53.05%	100.00%	100.00%	(40,370)	85,478	110,604
205 TITLE III, PART A - ENGLISH LANGUAGE ACQUIS	16,477	14,929	19,574	18,052	1,522	92.23%	100.00%	100.00%	3,124	14,929	16,477
211 EDUCATION - SECONDARY GENERAL	651,218	657,881	656,101	77,275	578,826	11.78%	100.00%	100.00%	(580,606)	657,881	651,218
219 ENGLISH LEARNER	329,795	365,688	369,884	390,669	(20,785)	105.62%	100.00%	100.00%	24,981	365,688	329,795
220 ENGLISH (LANGUAGE ARTS)	60,325	63,448	66,068	66,007	61	99.91%	100.00%	100.00%	2,559	63,448	60,325
240 HEALTH, PHYSICAL EDUCATION AND RECREAT	6,055	6,126	6,421	6,833	(412)	106.41%	100.00%	100.00%	707	6,126	6,055
250 FAMILY LIVING SCIENCE	74,805	79,279	80,788	80,565	223	99.72%	100.00%	100.00%	1,286	79,279	74,805
255 INDUSTRIAL EDUCATION	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
256 MATHEMATICS	69,186	74,844	77,516	78,769	(1,253)	101.62%	100.00%	100.00%	3,926	74,844	69,186
260 NATURAL SCIENCES	77,398	80,887	83,327	83,491	(164)	100.20%	100.00%	100.00%	2,604	80,887	77,398
270 SOCIAL SCIENCES/SOCIAL STUDIES	61,850	64,840	68,759	68,633	126	99.82%	100.00%	100.00%	3,793	64,840	61,850
TOTAL - REGULAR INSTRUCTION	1,457,714	1,493,398	1,513,472	915,401	598,071	60.48%	100.00%	100.00%	(577,998)	1,493,398	1,457,714
VOCATIONAL INSTRUCTION											
380 SPECIAL NEEDS	231,496	240,432	258,220	255,640	2,580	99.00%	100.00%	100.00%	15,208	240,432	231,496
399 CAREER AND TECHNICAL - GENERAL	63,966	68,063	72,583	71,555	1,028	98.58%	100.00%	100.00%	3,491	68,063	63,966
TOTAL - VOCATIONAL INSTRUCTION	295,462	308,496	330,803	327,195	3,608	98.91%	100.00%	100.00%	18,699	308,496	295,462
SPECIAL ED INSTRUCTION											
400 GENERAL SPECIAL EDUCATION	108,471	110,607	83,579	81,203	2,376	97.16%	100.00%	100.00%	(29,403)	110,607	108,471
401 SPEECH/LANGUAGE IMPAIRED	653,387	756,820	1,033,245	1,045,790	(12,545)	101.21%	100.00%	100.00%	288,969	756,820	653,387
402 DEVELOPMENTAL COGNITIVE DISABILITIES: MII	111,947	118,134	114,668	86,123	28,545	75.11%	100.00%	100.00%	(32,010)	118,134	111,947
403 DEVELOPMENTAL COGNITIVE DISABILITIES: SE	4,915	20,524	12,320	11,140	1,180	90.42%	100.00%	100.00%	(9,384)	20,524	4,915
404 PHYSICALLY IMPAIRED	555,834	582,179	659,923	642,818	17,105	97.41%	100.00%	100.00%	60,639	582,179	555,834
405 DEAF/HARD-OF-HEARING	214,717	228,154	230,338	229,427	911	99.60%	100.00%	100.00%	1,273	228,154	214,717
406 VISUALLY IMPAIRED	78,174	81,877	93,227	90,681	2,546	97.27%	100.00%	100.00%	8,804	81,877	78,174
407 SPECIFIC LEARNING DISABILITY	112,797	272,073	139,238	192,351	(53,113)	138.15%	100.00%	100.00%	(79,723)	272,073	112,797
408 EMOTIONAL/BEHAVIORAL DISORDER	1,374,053	1,501,672	1,428,170	1,231,711	196,459	86.24%	100.00%	100.00%	(269,961)	1,501,672	1,374,053
410 OTHER HEALTH DISABILITIES	109,409	106,049	145,365	232,169	(86,804)	159.71%	100.00%	100.00%	126,120	106,049	109,409
411 AUTISTIC SPECTRUM DISORDERS	474,745	508,490	478,700	641,441	(162,741)	134.00%	100.00%	100.00%	132,951	508,490	474,745
412 DEVELOPMENTALLY DELAYED	886,360	870,576	853,108	895,578	(42,470)	104.98%	100.00%	100.00%	25,001	870,576	886,360
414 TRAUMATIC BRAIN INJURY	0	6,815	5,675	27,155	(21,480)	478.51%	100.00%	0.00%	20,340	6,815	0
416 SEVERELY MULTIPLY IMPAIRED	0	655	0	2,142	(2,142)	0.00%	100.00%	0.00%	1,487	655	0
420 SPECIAL EDUCATION - AGGREGATE (THREE OF	2,036,125	2,196,406	2,417,379	2,151,332	266,047	88.99%	100.00%	100.00%	(45,074)	2,196,406	2,036,125
422 SPECIAL EDUCATION-STUDENTS WITHOUT DIS	278,055	250,571	318,710	243,917	74,793	76.53%	100.00%	100.00%	(6,654)	250,571	278,055
TOTAL - SPECIAL ED INSTRUCTION	6,998,990	7,611,603	8,013,645	7,804,978	208,667	97.40%	100.00%	100.00%	193,375	7,611,603	6,998,990
INSTRUCTIONAL SUPPORT											
610 CURRICULUM CONSULTANT AND DEVELOPMEI	347,145	295,945	347,806	352,711	(4,905)	101.41%	100.00%	100.00%	56,766	295,945	347,145
630 INSTRUCTION-RELATED TECHNOLOGY	75,825	59,078	75,107	298,319	(18,212)	124.25%	100.00%	100.00%	34,241	59,078	75,825
640 STAFF DEVELOPMENT	37,936	9,806	16,567	2,140	14,427	12.92%	100.00%	100.00%	(7,666)	9,806	37,936
TOTAL - INSTRUCTIONAL SUPPORT	460,906	364,829	439,480	448,170	(8,690)	101.98%	100.00%	100.00%	83,341	364,829	460,906
PUPIL SUPPORT SERVICES											

DESCRIPTION	June 30, 2019	June 30, 2020	Revised Budget	Expenses YTD	Budget Remaining	June 30,	June 30,	June 30,	Current YTD vs. Prior YTD	June 30, 2020	June 30, 2019
						2021	2020	2019			
						% of Budget Expended	% of Actuals Expended	% of Actuals Expended			
720 HEALTH SERVICES	163,454	176,681	256,904	251,592	5,312	97.93%	100.00%	100.00%	74,910	176,681	163,454
730 PSYCHOLOGICAL AND MENTAL HEALTH SERVI	739,099	780,683	883,312	891,511	(8,199)	100.93%	100.00%	100.00%	110,829	780,683	739,099
740 SOCIAL WORK SERVICES	365,301	406,646	420,172	422,317	(2,145)	100.51%	100.00%	100.00%	15,671	406,646	365,301
760 PUPIL TRANSPORTATION	8,260	3,070	14,923	7,070	7,853	47.37%	100.00%	100.00%	4,000	3,070	8,260
790 OTHER PUPIL SUPPORT SERVICES	1,853	0	0	0	0	0.00%	0.00%	100.00%	0	0	1,853
TOTAL - PUPIL SUPPORT SERVICES	1,277,968	1,367,080	1,575,311	1,572,490	2,821	99.82%	100.00%	100.00%	205,410	1,367,080	1,277,968
FACILITIES											
810 OPERATIONS AND MAINTENANCE	324,480	294,452	381,904	257,957	123,947	67.54%	100.00%	100.00%	(36,496)	294,452	324,480
850 CAPITAL FACILITIES	1,057,012	1,087,154	1,131,178	1,819,554	(688,376)	160.85%	100.00%	100.00%	732,400	1,087,154	1,057,012
865 LONG-TERM FACILITIES MAINTENANCE	84,972	101,790	108,768	70,995	37,773	65.27%	100.00%	100.00%	(30,795)	101,790	84,972
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	1,621,850	2,148,506	(526,656)	132.47%	100.00%	100.00%	665,110	1,483,396	1,466,464
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	13,908,228	13,619,926	288,302	97.93%	100.00%	100.00%	630,498	12,989,428	12,349,007



Minnesota Department of Health

WEEKLY COVID-19 REPORT

9/16/2021

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This MDH Weekly COVID-19 Report presents data in an easy to interpret way and enhances the information provided in the daily Situation Update for COVID-19 web page with trends and situational insights as well as trends over time.

- [Minnesota Situation Update for Coronavirus Disease 2019 \(COVID-19\) \(https://www.health.state.mn.us/diseases/coronavirus/situation.html\)](https://www.health.state.mn.us/diseases/coronavirus/situation.html)
updated daily at 11 a.m.
- [Coronavirus Disease 2019 \(COVID-19\) \(https://www.cdc.gov/coronavirus/2019-nCoV/\)](https://www.cdc.gov/coronavirus/2019-nCoV/)
- Neighboring states' COVID-19 information:
 - [Wisconsin: COVID-19 \(Coronavirus Disease\) \(https://www.dhs.wisconsin.gov/covid-19/\)](https://www.dhs.wisconsin.gov/covid-19/)
 - [Iowa: Novel Coronavirus \(COVID-19\) \(https://idph.iowa.gov/Emerging-Health-Issues/Novel-Coronavirus\)](https://idph.iowa.gov/Emerging-Health-Issues/Novel-Coronavirus)
 - [North Dakota: Coronavirus \(https://www.health.nd.gov/diseases-conditions/coronavirus/\)](https://www.health.nd.gov/diseases-conditions/coronavirus/)
 - [South Dakota: Novel Coronavirus Updates and Information \(https://doh.sd.gov/news/Coronavirus.aspx\)](https://doh.sd.gov/news/Coronavirus.aspx)

About Minnesota COVID-19 Data

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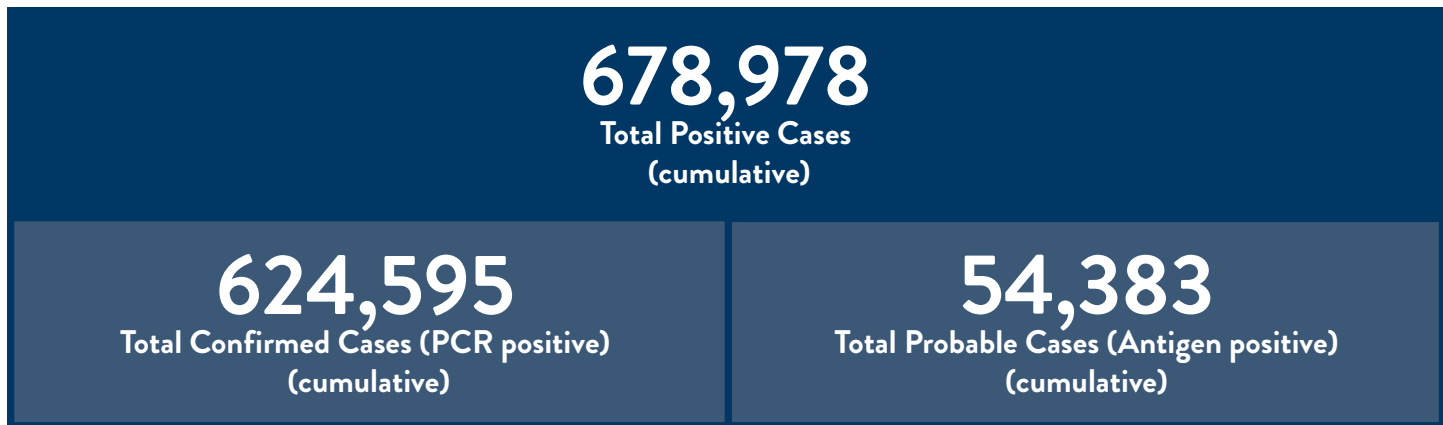
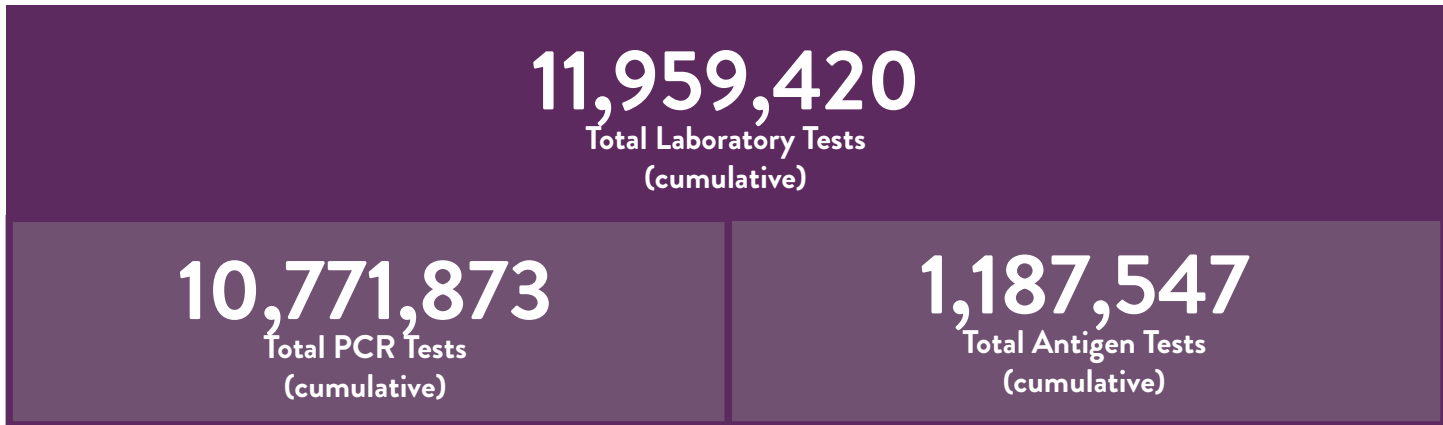
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- Data is for cases that were tested and returned positive. Many people with COVID-19 are not tested, so the cases in this report represent only a fraction of the total number of people in Minnesota who have had COVID-19.
 - The COVID-19 case definition now includes both polymerase chain reaction (PCR) testing and antigen testing. Positive PCR test results are considered confirmed cases. Positive antigen test results are considered probable cases.
- All data is preliminary and may change as cases are investigated.
 - Many data points are collected during case interviews. Data presented below is for all cases, regardless of interview status. Data for cases pending interview may be listed as “unknown/missing”.
- Weekly data is reported by MMWR week, which is the week of the year assigned by the National Notifiable Diseases Surveillance System for the purposes of disease reporting and publishing.
- Numbers listed as cumulative total are cumulative since Jan. 20, 2020 for confirmed (PCR) tests and cases, and since Sept. 1, 2020 for probable (antigen) tests and cases.

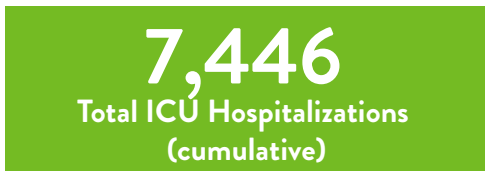


health.mn.gov/coronavirus

COVID-19 Overview Summary



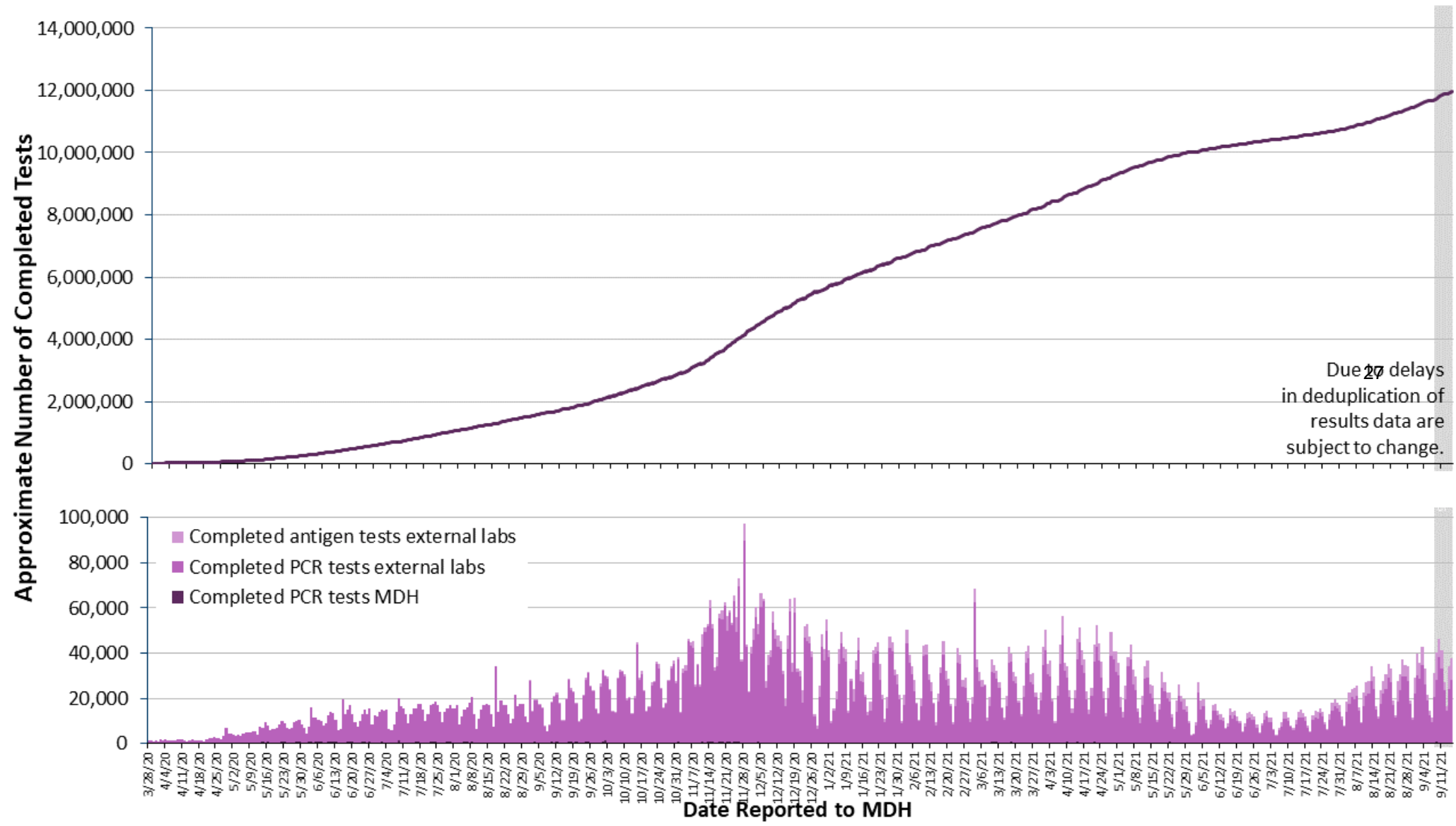
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Laboratory Tests for COVID-19

11,959,420
Total Laboratory Tests
(cumulative)

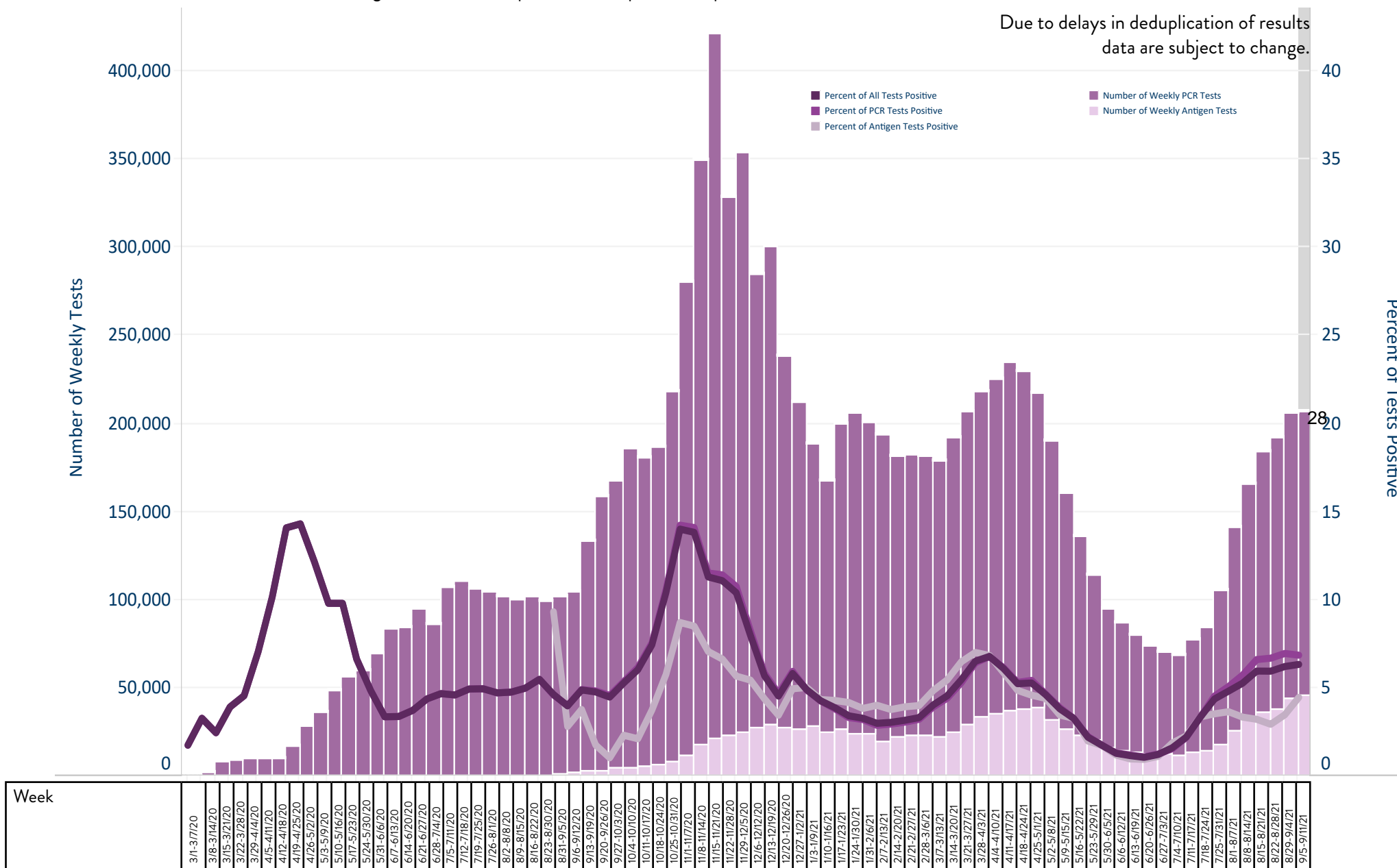
Testing numbers show how many total tests have been done for people who live in Minnesota. Some people get tested more than once. Tests are reported per test to account for changes in testing capacity and for individuals who are tested more than once over the course of the pandemic. Total laboratory tests includes both PCR and antigen tests. Tests are reported by the date the test was run in the laboratory.



Current data: [Minnesota Situation Update for Coronavirus Disease 2019 \(COVID-19\) \(https://www.health.state.mn.us/diseases/coronavirus/situation.html\)](https://www.health.state.mn.us/diseases/coronavirus/situation.html)

Number of Tests and Percent Positive by Week

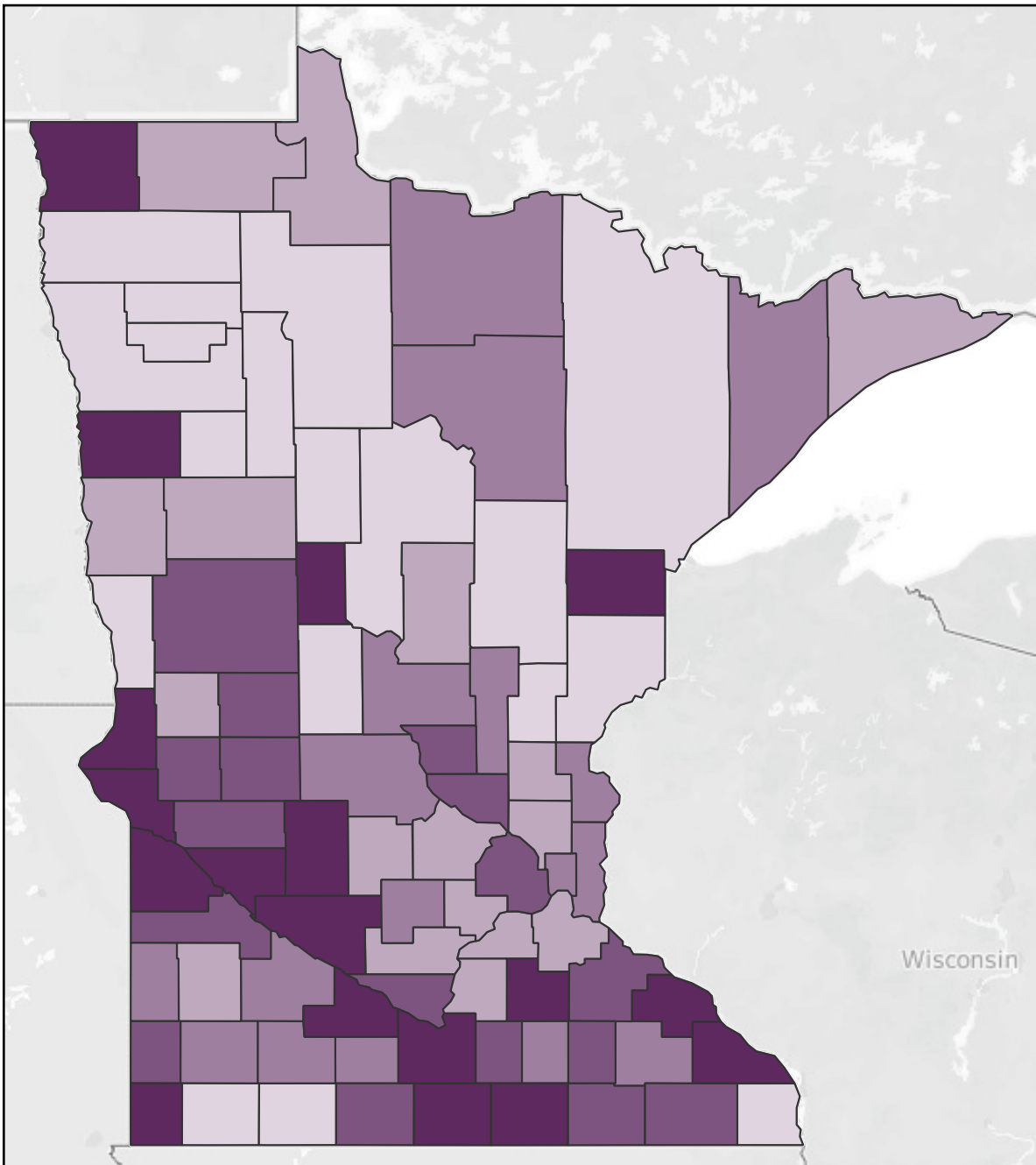
Number of tests and percentage positive by date of laboratory testing. Only tests reported by laboratories reporting both positive and negative results are included in positivity calculations. Numbers include both PCR and antigen tests. Percent positive is the percent of positive tests from the total number of tests.



Laboratory Test Rates by County of Residence

21,211
tests per 10,000 people statewide

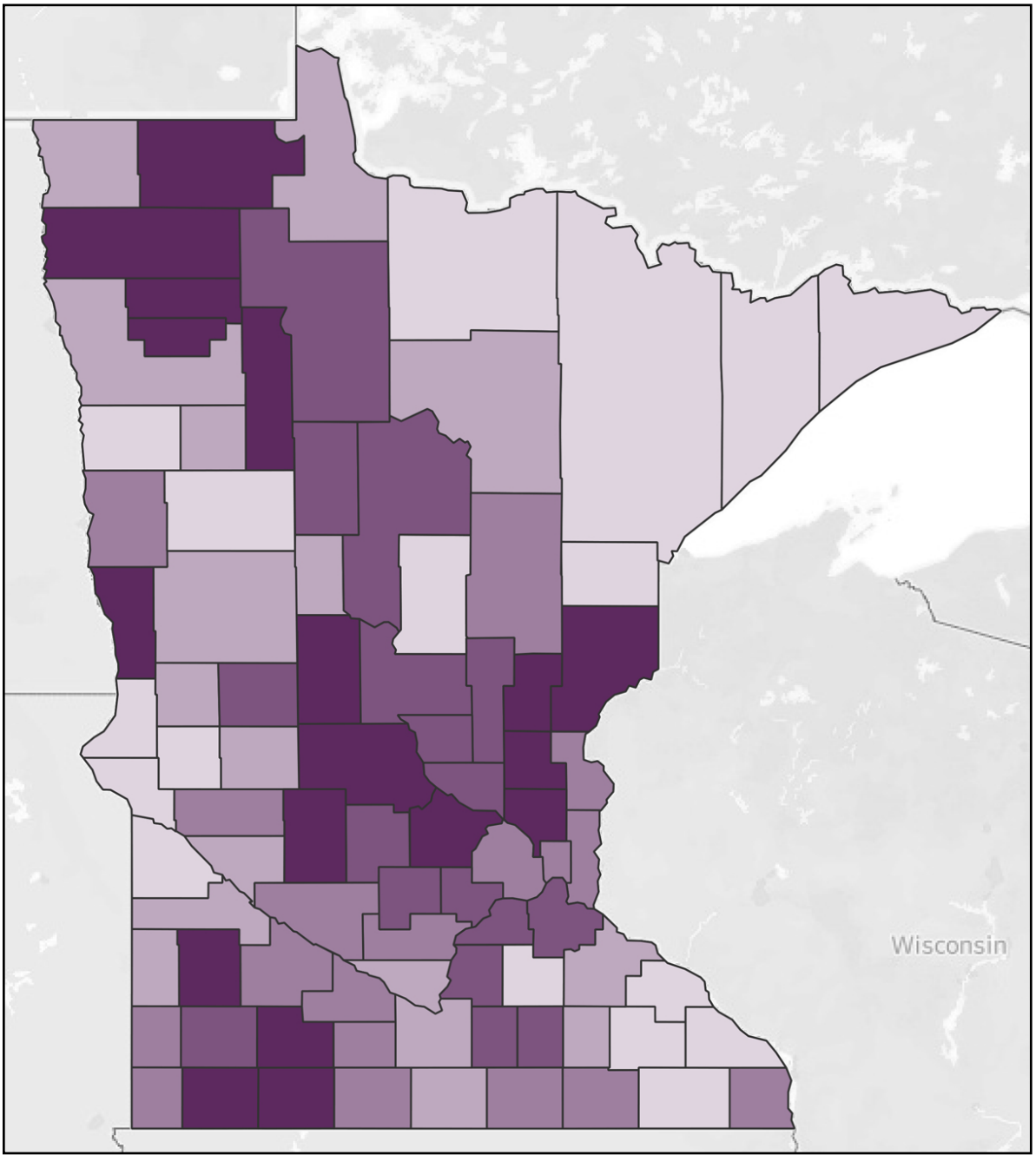
Cumulative rate of tests by county of residence per 10,000 people. Only tests reported by laboratories reporting both positive and negative results are included. Numbers include both PCR and antigen tests.



County	Number of Tests	Cumulative Rate	County	Number of Tests	Cumulative Rate
Aitkin	24,684	15,589	Martin	44,910	22,495
Anoka	634,666	18,267	McLeod	72,310	20,184
Becker	65,203	19,306	Meeker	43,811	18,983
Beltrami	72,318	15,681	Mille Lacs	51,589	20,052
Benton	89,144	22,410	Morrison	68,337	20,740
Big Stone	14,846	29,597	Mower	89,778	22,670
Blue Earth	151,805	22,889	Murray	16,663	19,949
Brown	62,499	24,790	Nicollet	73,479	21,750
Carlton	90,386	25,432	Nobles	34,464	15,781
Carver	177,098	17,636	Norman	15,280	23,296
Cass	37,795	13,023	Olmsted	317,142	20,719
Chippewa	30,054	25,024	Otter Tail	126,420	21,800
Chisago	110,066	20,112	Pennington	17,673	12,460
Clay	118,590	18,883	Pine	43,831	15,047
Clearwater	10,950	12,426	Pipestone	20,768	22,611
Cook	10,129	19,072	Polk	50,758	16,067
Cottonwood	22,794	20,044	Pope	23,454	21,361
Crow Wing	104,944	16,435	Ramsey	1,134,651	20,954
Dakota	816,972	19,535	Red Lake	4,691	11,704
Dodge	43,931	21,344	Redwood	30,171	19,680
Douglas	78,665	21,145	Renville	34,433	29
Faribault	35,025	25,205	Rice	208,437	31,694
Fillmore	46,026	22,035	Rock	22,020	23,393
Freeborn	74,174	24,299	Roseau	26,280	16,997
Goodhue	99,080	21,438	Scott	265,956	18,550
Grant	11,383	19,170	Sherburne	205,368	22,028
Hennepin	2,655,341	21,492	Sibley	27,580	18,495
Houston	24,231	12,983	St. Louis	430,013	21,492
Hubbard	23,444	11,238	Stearns	323,449	20,626
Isanti	64,259	16,488	Steele	75,410	20,561
Itasca	90,936	20,117	Stevens	22,282	22,774
Jackson	15,128	15,057	Swift	20,672	21,966
Kanabec	21,002	13,123	Todd	36,932	15,111
Kandiyohi	97,232	22,793	Traverse	7,744	23,206
Kittson	10,630	24,510	Wabasha	51,247	23,836
Koochiching	26,300	20,800	Wadena	35,919	26,322
Lac qui Parle	16,375	24,177	Waseca	39,552	21,028
Lake	21,994	20,810	Washington	528,756	20,873
Lake of the Woods	7,293	19,147	Watonwan	22,651	20,642
Le Sueur	48,816	17,445	Wilkin	9,097	14,342
Lincoln	11,777	20,636	Winona	120,502	23,699
Lyon	50,267	19,454	Wright	225,734	17,005
Mahnomen	7,946	14,432	Yellow Medicine	21,486	21,773
Marshall	11,307	12,039	Unknown/missing	444,758	

Percent of Tests Positive by County of Residence

Positive number of tests and positivity calculations include only tests reported by labs that report both positive and negative results. Percent positive is the percent of positive tests from the total number of tests by county of residence. Numbers include both PCR and antigen tests.

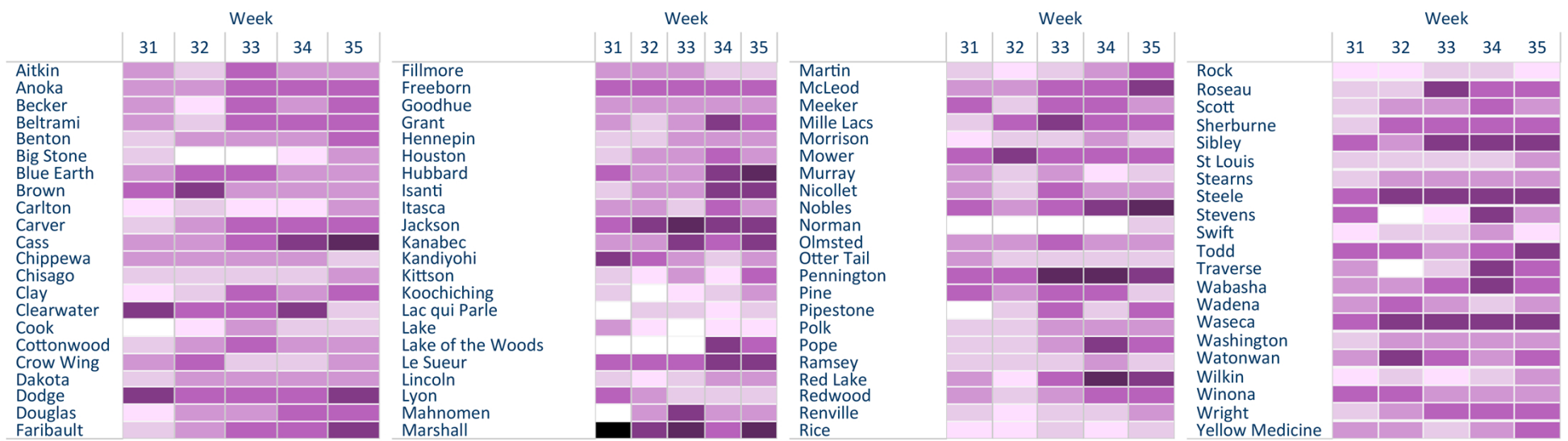
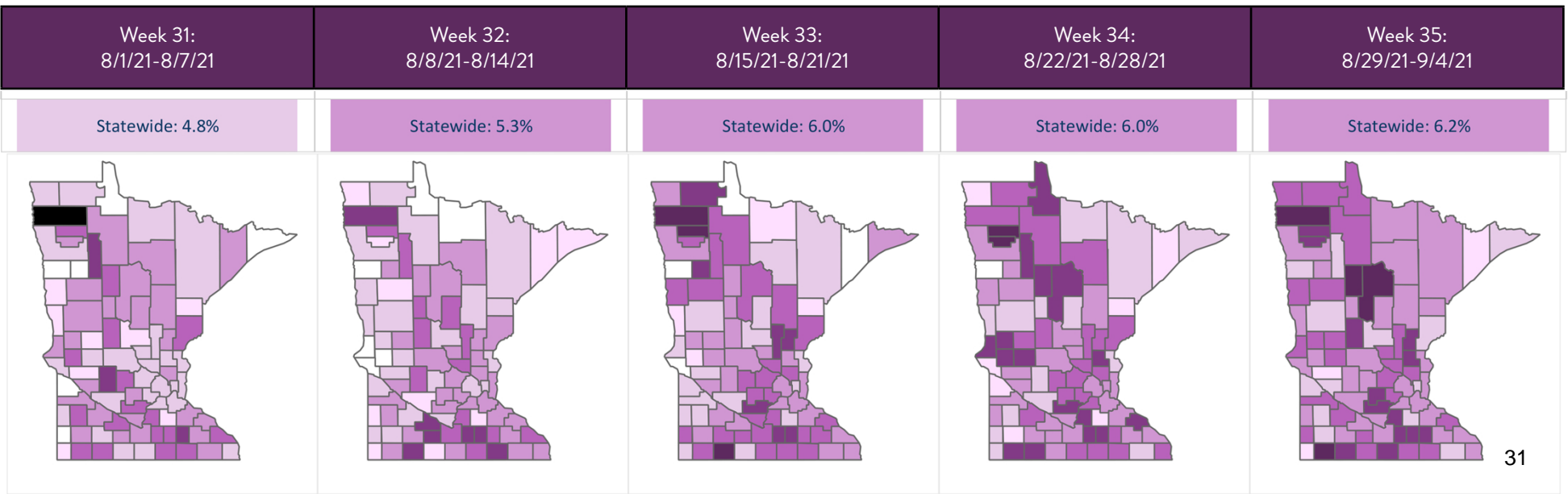


6.0%
% positive statewide (cumulative)

County	% Positive	County	% Positive
Aitkin	6.0%	Martin	5.8%
Anoka	7.8%	McLeod	7.1%
Becker	4.8%	Meeke	6.9%
Beltrami	6.6%	Mille Lacs	7.2%
Benton	7.0%	Morrison	6.6%
Big Stone	4.0%	Mower	6.2%
Blue Earth	5.6%	Murray	6.8%
Brown	5.7%	Nicollet	5.3%
Carlton	4.0%	Nobles	12.7%
Carver	6.8%	Norman	3.2%
Cass	7.0%	Olmsted	4.9%
Chippewa	5.6%	Otter Tail	5.0%
Chisago	6.4%	Pennington	8.2%
Clay	6.2%	Pine	7.4%
Clearwater	8.2%	Pipestone	5.9%
Cook	2.2%	Polk	5.2%
Cottonwood	7.6%	Pope	5.3%
Crow Wing	4.8%	Ramsey	5.7%
Dakota	6.7%	Red Lake	7.7%
Dodge	5.4%	Redwood	6.4%
Douglas	6.8%	Renville	30 5.7%
Faribault	5.2%	Rice	4.4%
Fillmore	4.2%	Rock	5.6%
Freeborn	5.9%	Roseau	8.9%
Goodhue	5.5%	Scott	7.3%
Grant	5.5%	Sherburne	7.1%
Hennepin	5.7%	Sibley	6.5%
Houston	5.9%	St. Louis	4.3%
Hubbard	6.5%	Stearns	7.5%
Isanti	7.6%	Steele	6.7%
Itasca	5.2%	Stevens	4.5%
Jackson	8.6%	Swift	5.9%
Kanabec	8.1%	Todd	8.0%
Kandiyohi	7.7%	Traverse	4.8%
Kittson	5.0%	Wabasha	4.8%
Koochiching	4.1%	Wadena	5.5%
Lac qui Parle	4.8%	Waseca	7.4%
Lake	4.2%	Washington	6.3%
Lake of the Woods	5.2%	Watonwan	6.4%
Le Sueur	6.7%	Wilkin	7.7%
Lincoln	5.1%	Winona	4.5%
Lyon	7.9%	Wright	7.8%
Mahnomen	5.6%	Yellow Medicine	5.5%
Marshall	8.6%	Unknown/missing	3.0%

Weekly Percent of Tests Positive by County of Residence

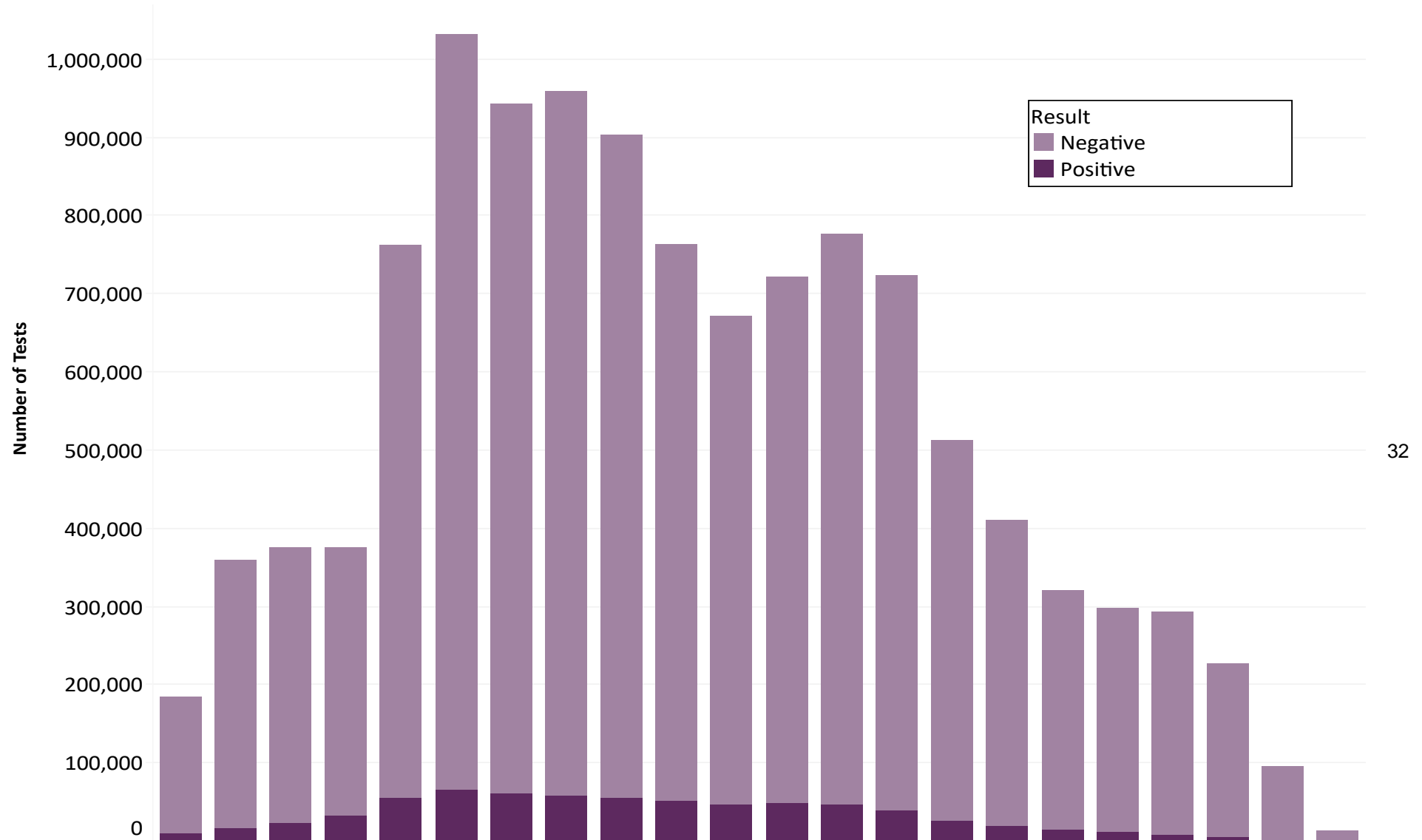
Percent of positive tests by county of residence in Minnesota by week of specimen collection. Only tests reported by laboratories reporting both positive and negative results are included in positivity calculations. Percent positive is the percent of positive tests from the total number of tests by county of residence. Numbers include both PCR and antigen tests.



Downloadable CSV file of current data for these maps is provided at: Minnesota COVID-19 Weekly Report (<https://www.health.state.mn.us/diseases/coronavirus/stats/index.html>)

Testing Demographics: Age

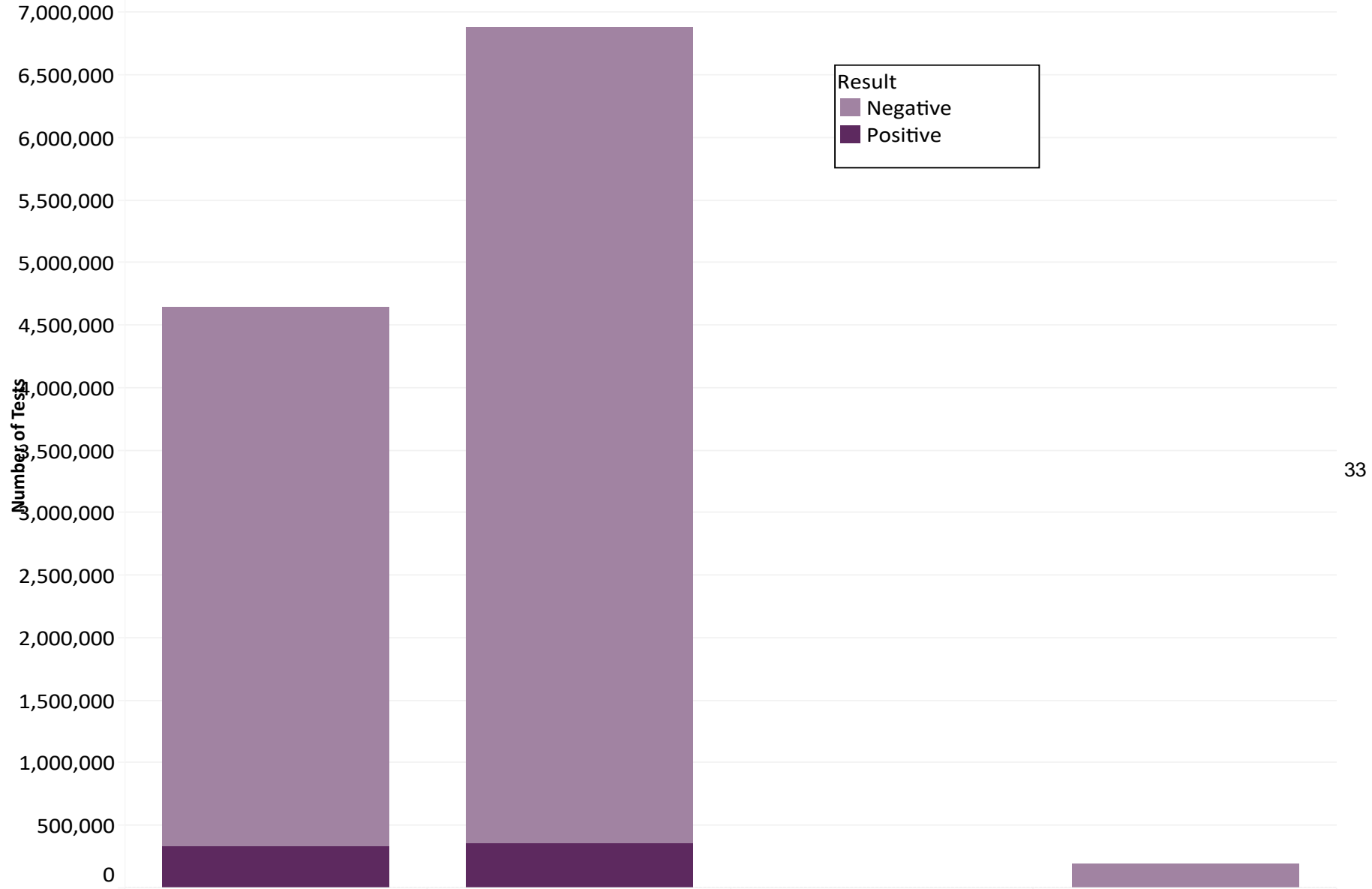
Number of positive and negative tests by age group. Only tests reported by laboratories reporting both positive and negative results are included in positivity calculations, inconclusive test results are not included (inconclusive test results are those that are not clearly positive or negative). Numbers include both PCR and antigen tests.



Age Group (in years)	Unk./missing	0-4	5-9	10-14	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65-69	70-74	75-79	80-84	85-89	90-94	95-99	100+	Total
Positive	9,669	16,925	23,382	32,749	55,025	66,885	62,262	58,956	55,607	51,294	47,125	47,975	47,078	39,345	26,255	19,185	13,806	10,816	8,415	5,423	2,153	248	700,578
Negative	174,401	342,123	351,337	342,417	706,718	965,343	880,076	899,985	847,835	712,895	623,474	673,926	729,313	683,878	485,815	391,161	307,133	286,409	284,424	221,084	92,986	12,125	11,014,858

Testing Demographics: Gender

Number of positive and negative tests by gender. Only tests reported by laboratories reporting both positive and negative results are included in positivity calculations, inconclusive test results are not included (inconclusive test results are those that are not clearly positive or negative). Numbers include both PCR and antigen tests.

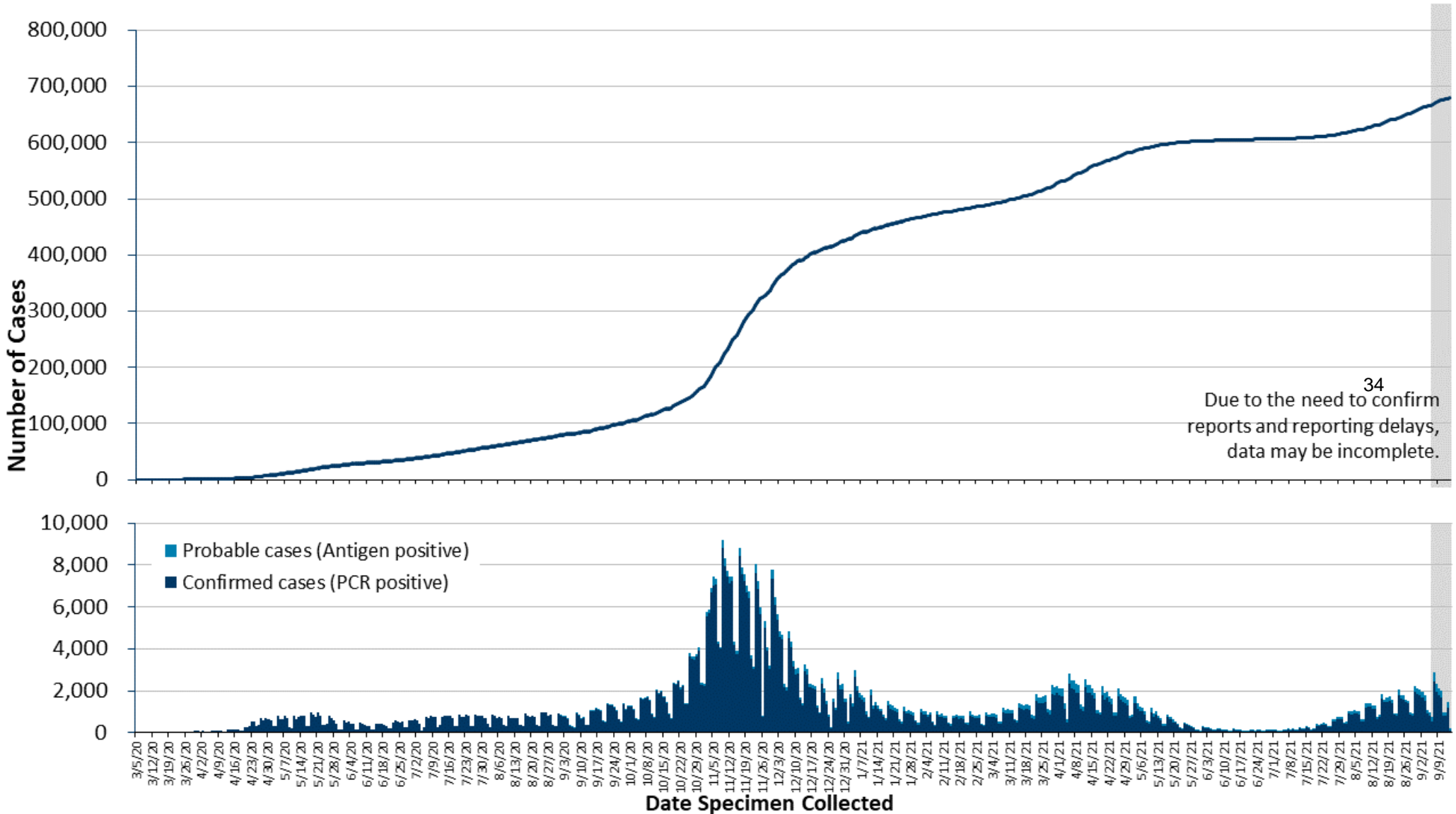


Gender	Male	Female	Other	Unk./missing	Total
Positive	340,436	356,101	15	4,026	700,578
Negative	4,300,286	6,528,762	36	185,774	11,014,858

Positive COVID-19 Cases

678,978
Total Positive Cases
(cumulative)

Cases are individual people who live in Minnesota that tested positive for COVID-19. Cases are represented by the initial date of positive specimen collection. Positive PCR test results are considered confirmed cases. Positive antigen test results are considered probable cases.



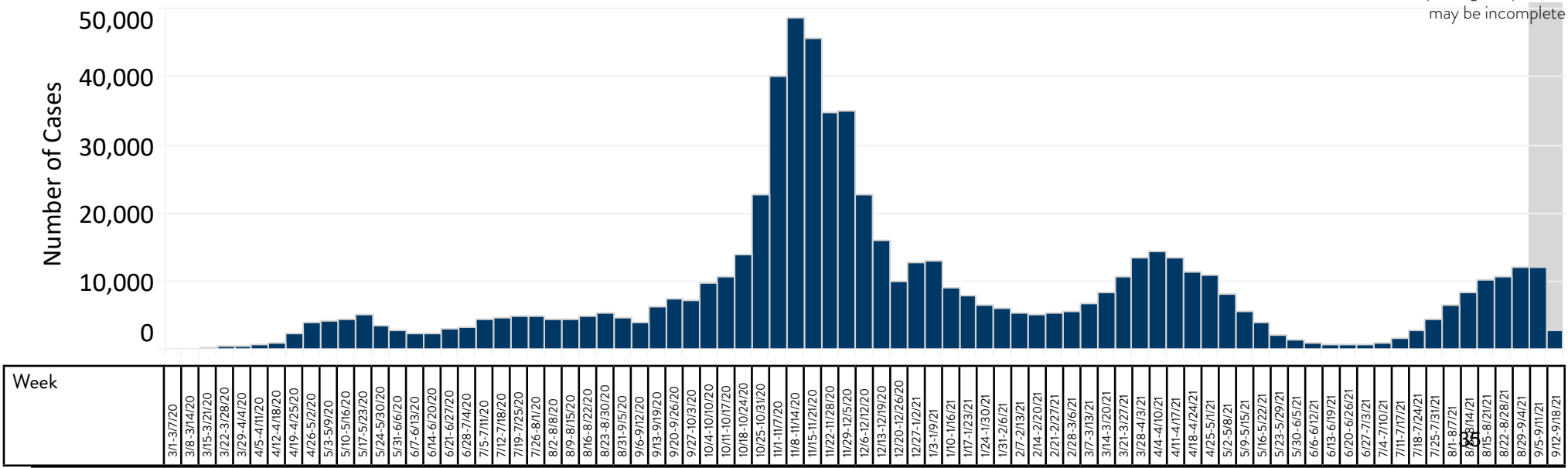
■ Tables of current data: [Minnesota Situation Update for Coronavirus Disease 2019 \(COVID-19\) \(https://www.health.state.mn.us/diseases/coronavirus/situation.html\)](https://www.health.state.mn.us/diseases/coronavirus/situation.html)

New Cases by Week, 7-Day Average

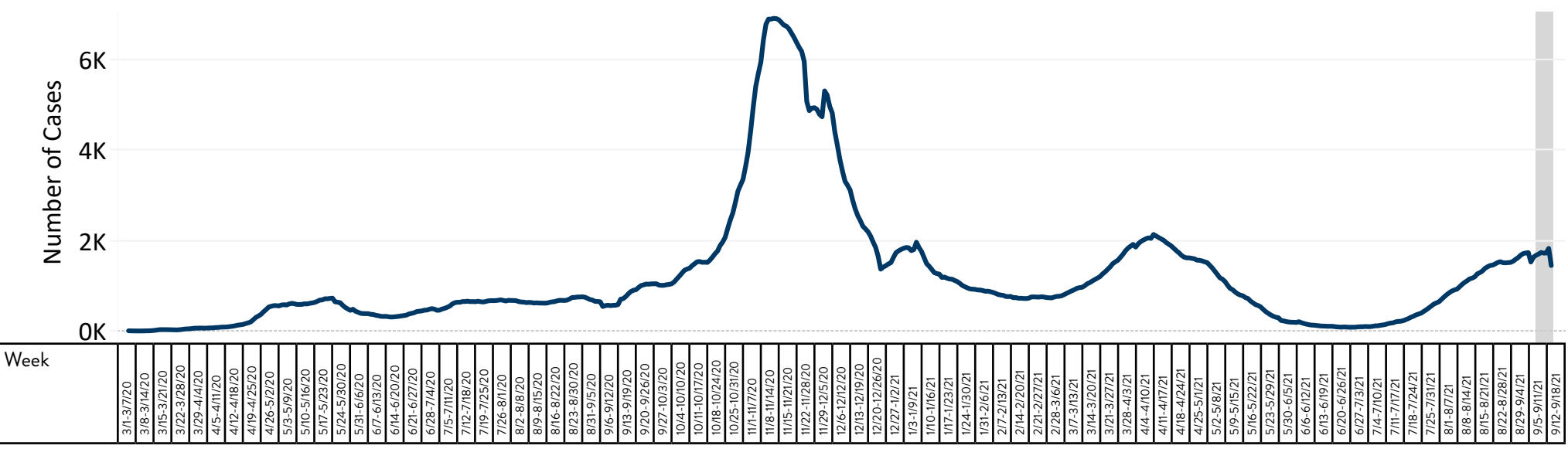
Cases by week of specimen collection date, and 7-day moving average of new cases. Numbers include confirmed and probable cases.

New Cases by Week of Specimen Collection

Due to the need to confirm reports and reporting delays, data may be incomplete

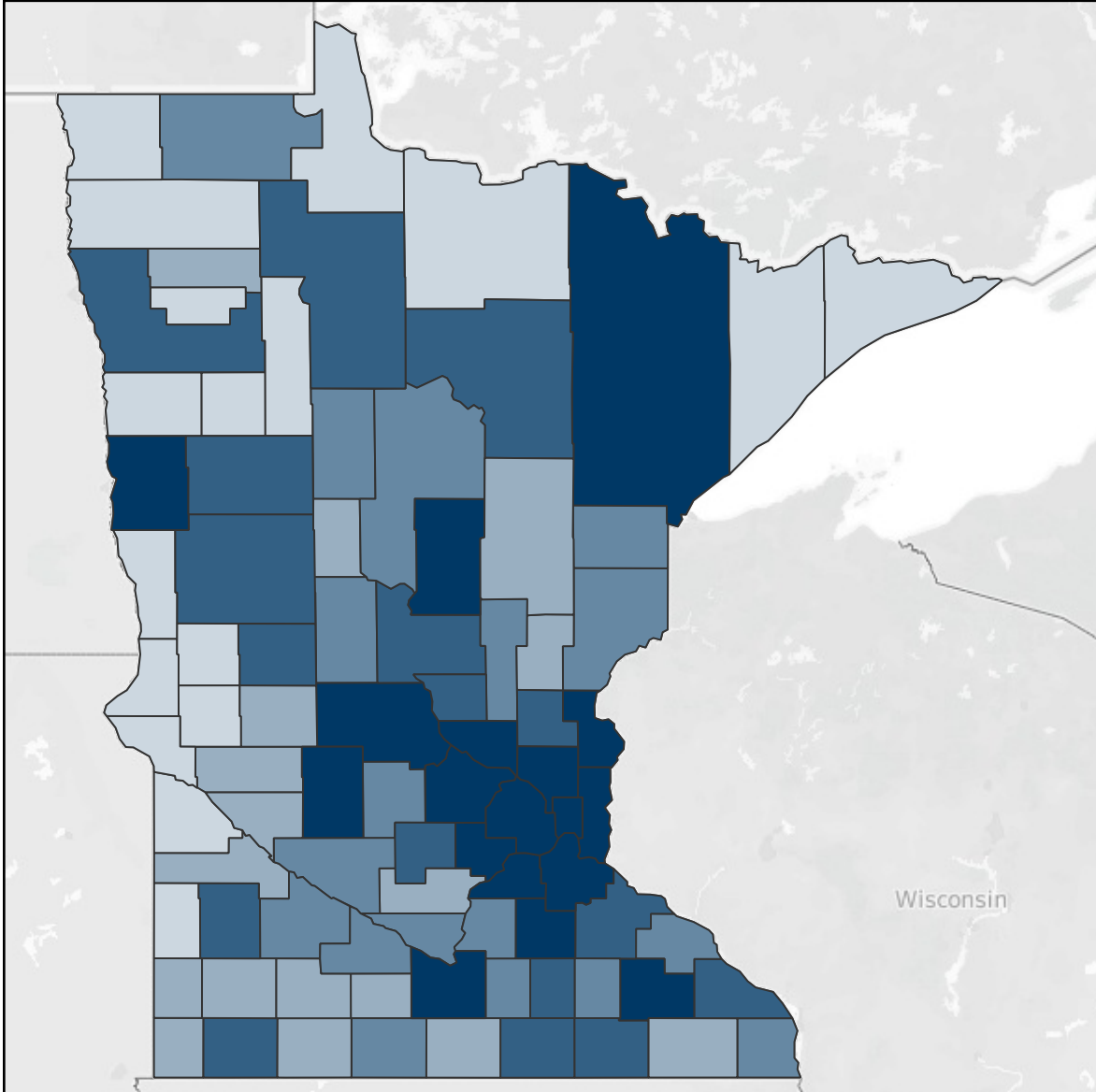


Seven Day Moving Average of New Cases



Cases by County of Residence

Cumulative number of positive cases by county of residence, patients no longer needing isolation. Patients no longer needing isolation represents individuals with COVID-19 who no longer need to self-isolate. MDH does not track cases over time to determine whether they have fully recovered. Numbers include confirmed and probable cases.



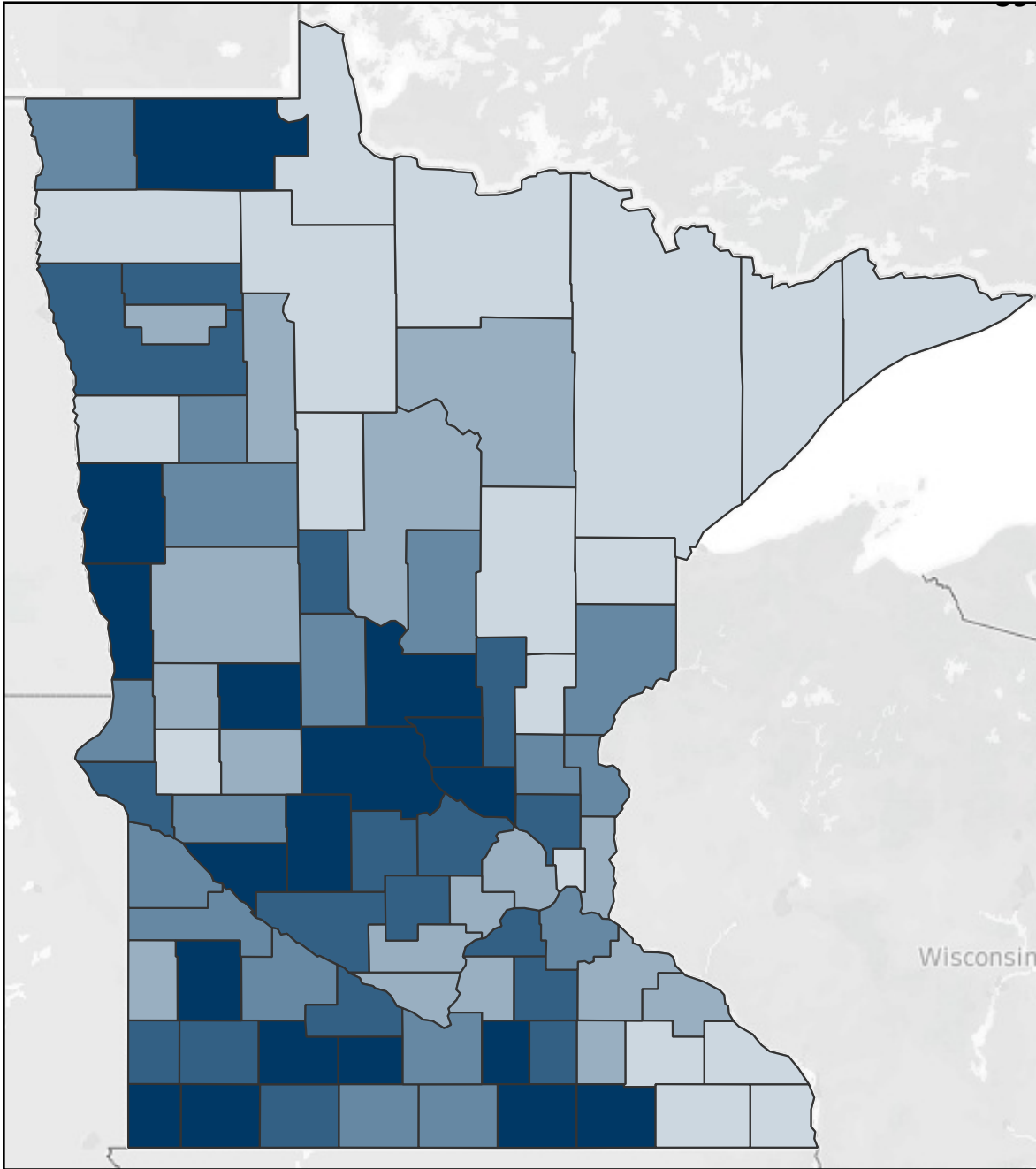
- Up to date data for this chart is provided in the Minnesota Situation Update for Coronavirus Disease 2019 (COVID-19) (<https://www.health.state.mn.us/diseases/coronavirus/situation.html>)
- Confirmed cases by USPS zip code of residence is available as a downloadable CSV file at: Minnesota COVID-19 Weekly Report (<https://www.health.state.mn.us/diseases/coronavirus/stats/index.html>)

678,978 Total Positive Cases (cumulative)			656,149 No Longer Needing Isolation (cumulative)		
County	Cases	Cases no longer needing isolation	County	Cases	Cases no longer needing isolation
Aitkin	1,542	1,480	Martin	2,602	2,493
Anoka	47,858	46,424	McLeod	4,983	4,752
Becker	4,316	4,098	Meeker	3,031	2,912
Beltrami	5,013	4,694	Mille Lacs	3,527	3,402
Benton	6,411	6,138	Morrison	4,658	4,510
Big Stone	678	649	Mower	5,538	5,337
Blue Earth	8,613	8,331	Murray	1,148	1,123
Brown	3,447	3,317	Nicollet	3,747	3,574
Carlton	3,882	3,747	Nobles	4,474	4,339
Carver	12,024	11,710	Norman	644	605
Cass	3,417	3,238	Olmsted	15,718	15,179
Chippewa	1,708	1,625	Otter Tail	6,631	6,369
Chisago	7,086	6,830	Pennington	1,895	1,801
Clay	9,120	8,753	Pine	3,724	3,639
Clearwater	1,010	961	Pipestone	1,246	1,198
Cook	211	203	Polk	4,313	4,119
Cottonwood	1,762	1,724	Pope	1,297	1,256
Crow Wing	7,764	7,454	Ramsey	58,358	56,466
Dakota	51,924	50,497	Red Lake	472	454
Dodge	2,396	2,308	Redwood	1,972	1,872
Douglas	5,334	5,117	Renville	1,987	1,905
Faribault	1,787	1,709	Rice	9,066	8,786
Fillmore	1,937	1,815	Rock	1,381	1,343
Freeborn	4,271	4,075	Roseau	2,315	2,242
Goodhue	5,478	5,292	Scott	19,550	18,968
Grant	667	635	Sherburne	13,465	13,019
Hennepin	139,999	135,829	Sibley	1,745	1,677
Houston	2,027	1,948	St. Louis	20,172	19,357
Hubbard	2,303	2,157	Stearns	24,750	24,012
Isanti	4,888	4,724	Steele	4,983	4,751
Itasca	5,151	4,957	Stevens	1,074	995
Jackson	1,342	1,317	Swift	1,168	1,140
Kanabec	1,634	1,571	Todd	3,203	3,083
Kandiyohi	7,426	7,216	Traverse	421	410
Kittson	532	495	Wabasha	2,414	2,323
Koochiching	1,143	1,045	Wadena	1,840	1,741
Lac qui Parle	848	809	Waseca	2,875	2,748
Lake	909	870	Washington	30,547	29,654
Lake of the Woods	387	370	Watonwan	1,545	1,487
Le Sueur	3,392	3,278	Wilkin	893	865
Lincoln	648	619	Winona	5,505	5,305
Lyon	3,923	3,779	Wright	18,427	17,850
Mahnomen	673	624	Yellow Medicine	1,244	1,196
Marshall	1,029	965	Unknown/missing	520	495

Cumulative Case Rate by County of Residence

1,228
cases per 10,000 people

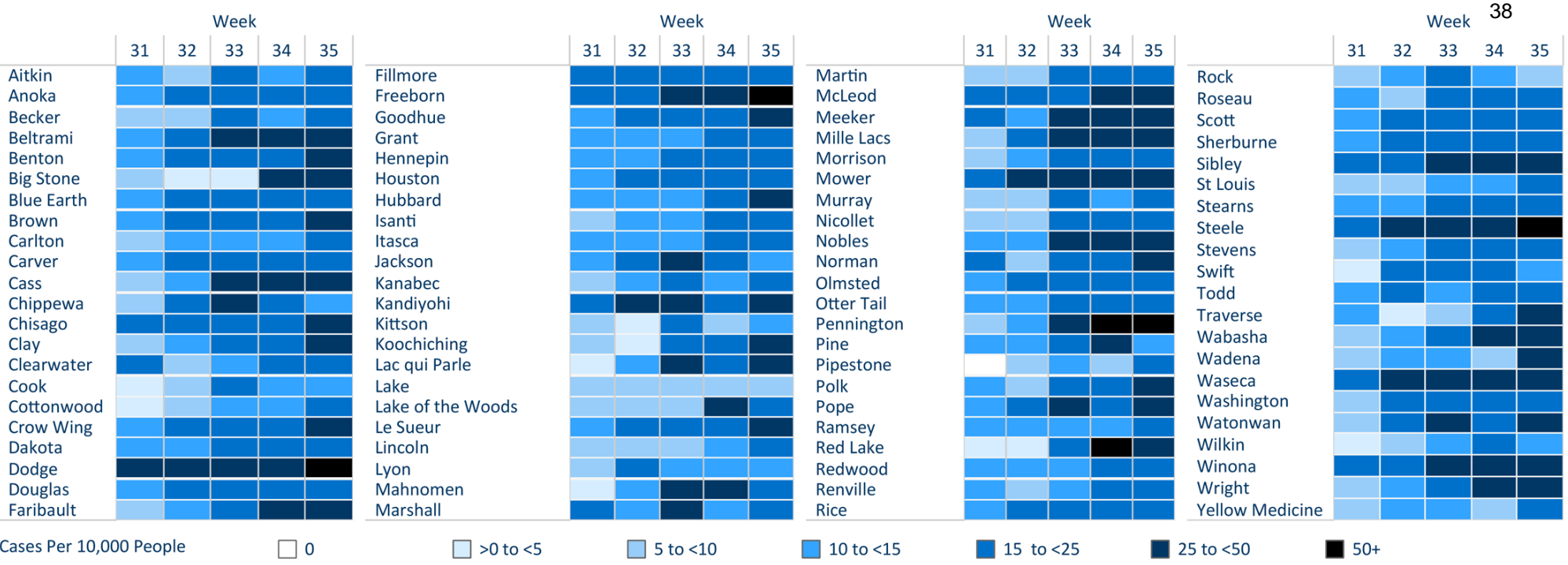
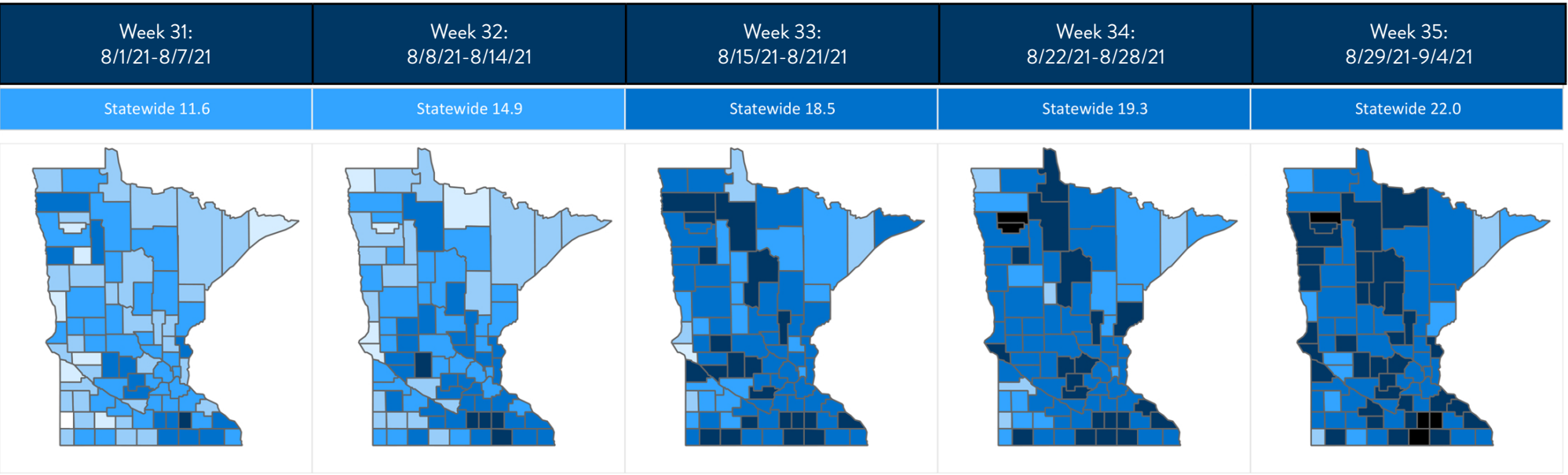
Cumulative number of cases by county of residence per 10,000 people. Numbers include confirmed and probable cases.



County	Cumulative Rate	County	Cumulative Rate
Aitkin	974	Martin	1,303
Anoka	1,377	McLeod	1,391
Becker	1,278	Meecker	1,313
Beltrami	1,087	Mille Lacs	1,371
Benton	1,612	Morrison	1,414
Big Stone	1,352	Mower	1,398
Blue Earth	1,299	Murray	1,374
Brown	1,367	Nicollet	1,109
Carlton	1,092	Nobles	2,049
Carver	1,197	Norman	982
Cass	1,177	Olmsted	1,027
Chippewa	1,422	Otter Tail	1,143
Chisago	1,295	Pennington	1,336
Clay	1,452	Pine	1,278
Clearwater	1,146	Pipestone	1,357
Cook	397	Polk	1,365
Cottonwood	1,549	Pope	1,181
Crow Wing	1,216	Ramsey	1,078
Dakota	1,242	Red Lake	1,178
Dodge	1,164	Redwood	1,286
Douglas	1,434	Renville	37 1,350
Faribault	1,286	Rice	1,379
Fillmore	927	Rock	1,467
Freeborn	1,399	Roseau	1,497
Goodhue	1,185	Scott	1,364
Grant	1,123	Sherburne	1,444
Hennepin	1,133	Sibley	1,170
Houston	1,086	St. Louis	1,008
Hubbard	1,104	Stearns	1,578
Isanti	1,254	Steele	1,359
Itasca	1,140	Stevens	1,098
Jackson	1,336	Swift	1,241
Kanabec	1,021	Todd	1,311
Kandiyohi	1,741	Traverse	1,262
Kittson	1,227	Wabasha	1,123
Koochiching	904	Wadena	1,348
Lac qui Parle	1,252	Waseca	1,529
Lake	860	Washington	1,206
Lake of the Woods	1,016	Watonwan	1,408
Le Sueur	1,212	Wilkin	1,408
Lincoln	1,135	Winona	1,083
Lyon	1,518	Wright	1,388
Mahnomen	1,222	Yellow Medicine	1,261
Marshall	1,096		

Weekly Case Rate by County of Residence

Number of cases by county of residence in Minnesota per 10,000 people by week of specimen collection. Numbers include confirmed and probable cases.



Cases Per 10,000 People 0 >0 to <5 5 to <10 10 to <15 15 to <25 25 to <50 50+

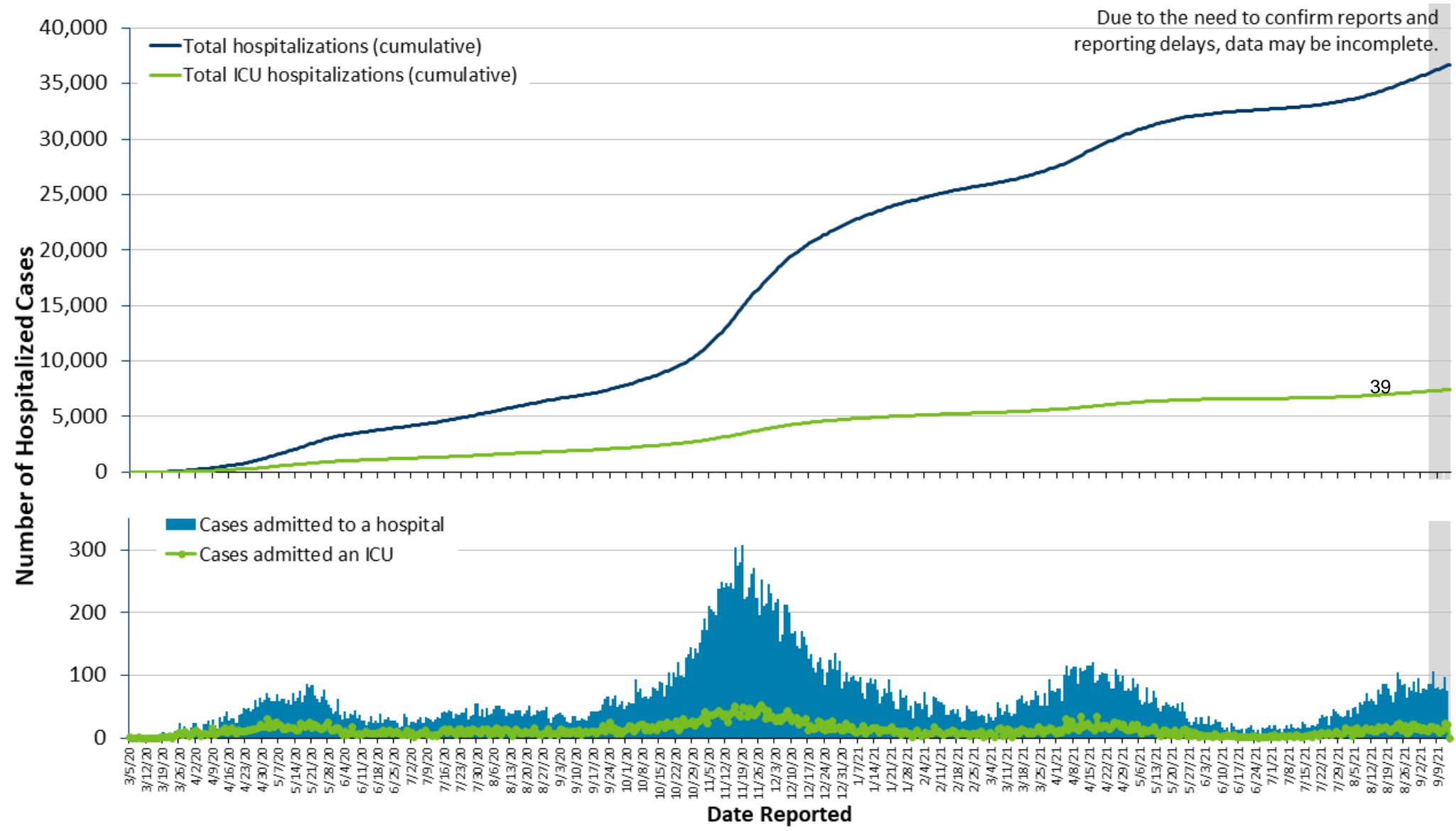
Downloadable CSV file of current data for these maps is provided at: Minnesota COVID-19 Weekly Report (<https://www.health.state.mn.us/diseases/coronavirus/stats/index.html>)

Hospitalizations, ICU Hospitalizations

36,645
Total Hospitalizations
(cumulative)

7,446
Total ICU Hospitalizations
(cumulative)

Hospitalization data show how many people required admission to a hospital and ICU. Admissions include all Minnesota cases regardless of location of hospitalization. Cases in residents of other states hospitalized in Minnesota are not included. Numbers include confirmed and probable cases.

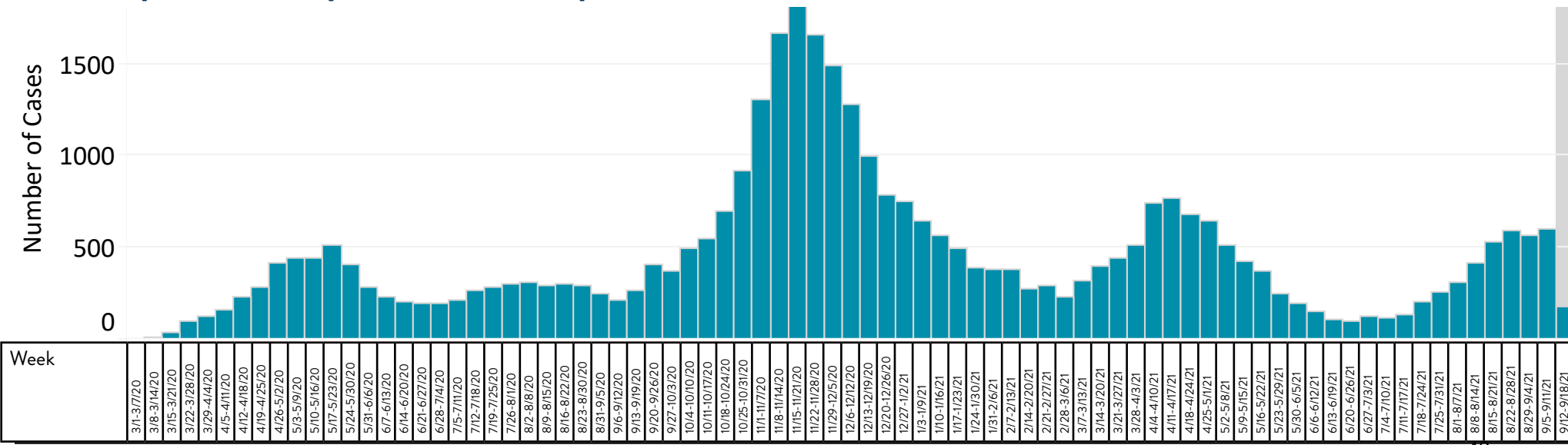


Tables of current data: [Minnesota Situation Update for Coronavirus Disease 2019 \(COVID-19\) \(https://www.health.state.mn.us/diseases/coronavirus/situation.html\)](https://www.health.state.mn.us/diseases/coronavirus/situation.html)

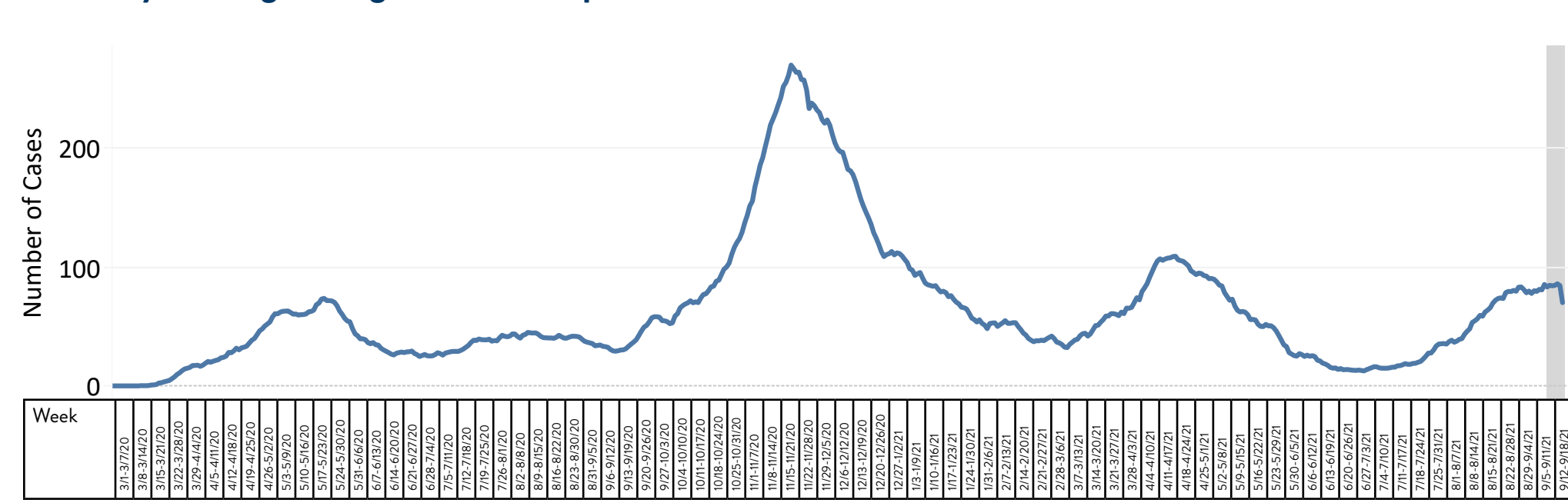
Hospitalizations by Week, 7-Day Average

Cases by week of initial hospitalization, and 7-day moving average of new hospitalizations. Numbers include confirmed and probable cases.

New Hospitalization by Week First Hospital Admission



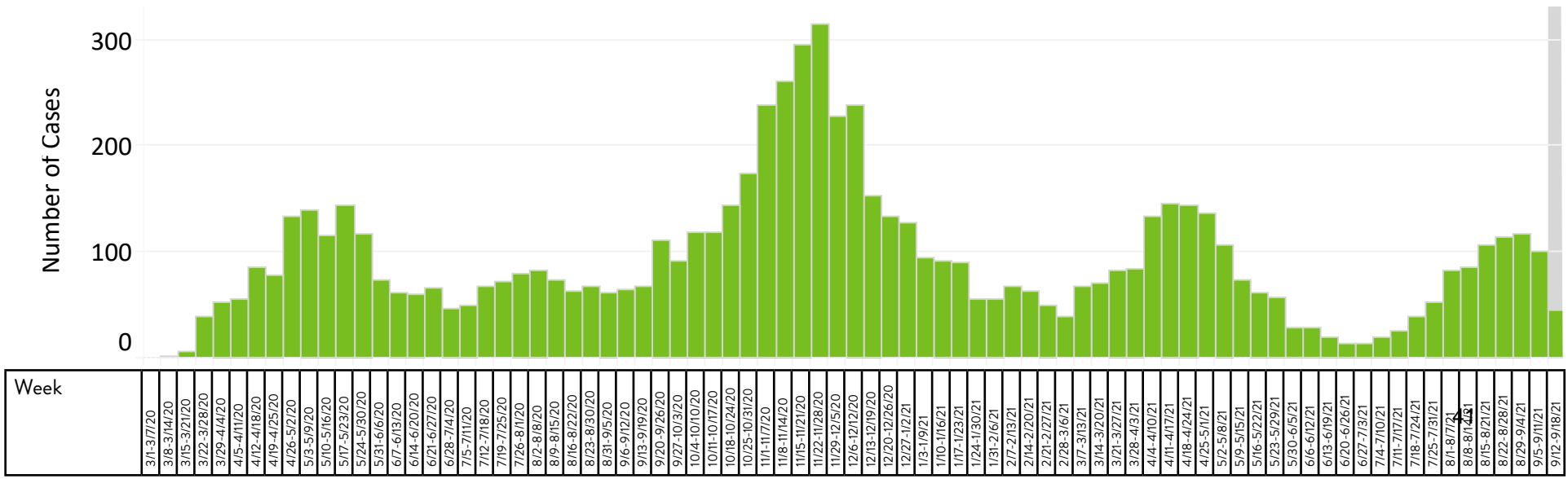
Seven Day Moving Average of New Hospitalizations



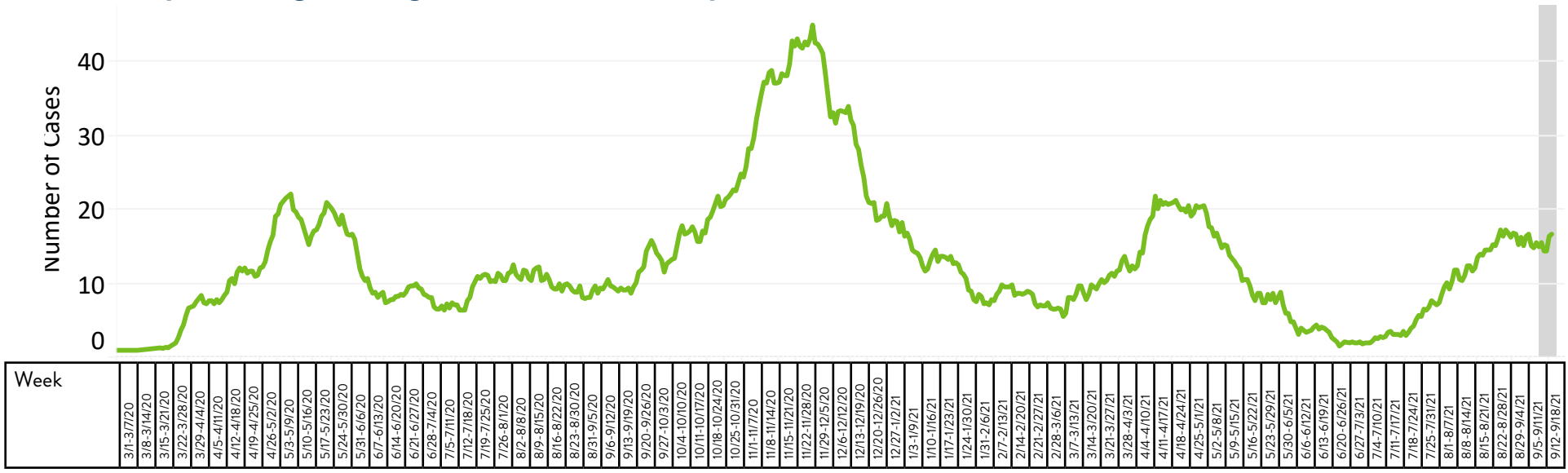
ICU Hospitalizations by Week, 7-Day Average

Cases by week of ICU hospital admission, and 7-day moving average of new ICU hospitalizations. Numbers include confirmed and probable cases.

New ICU Hospitalizations by Week of First ICU Hospital Admission



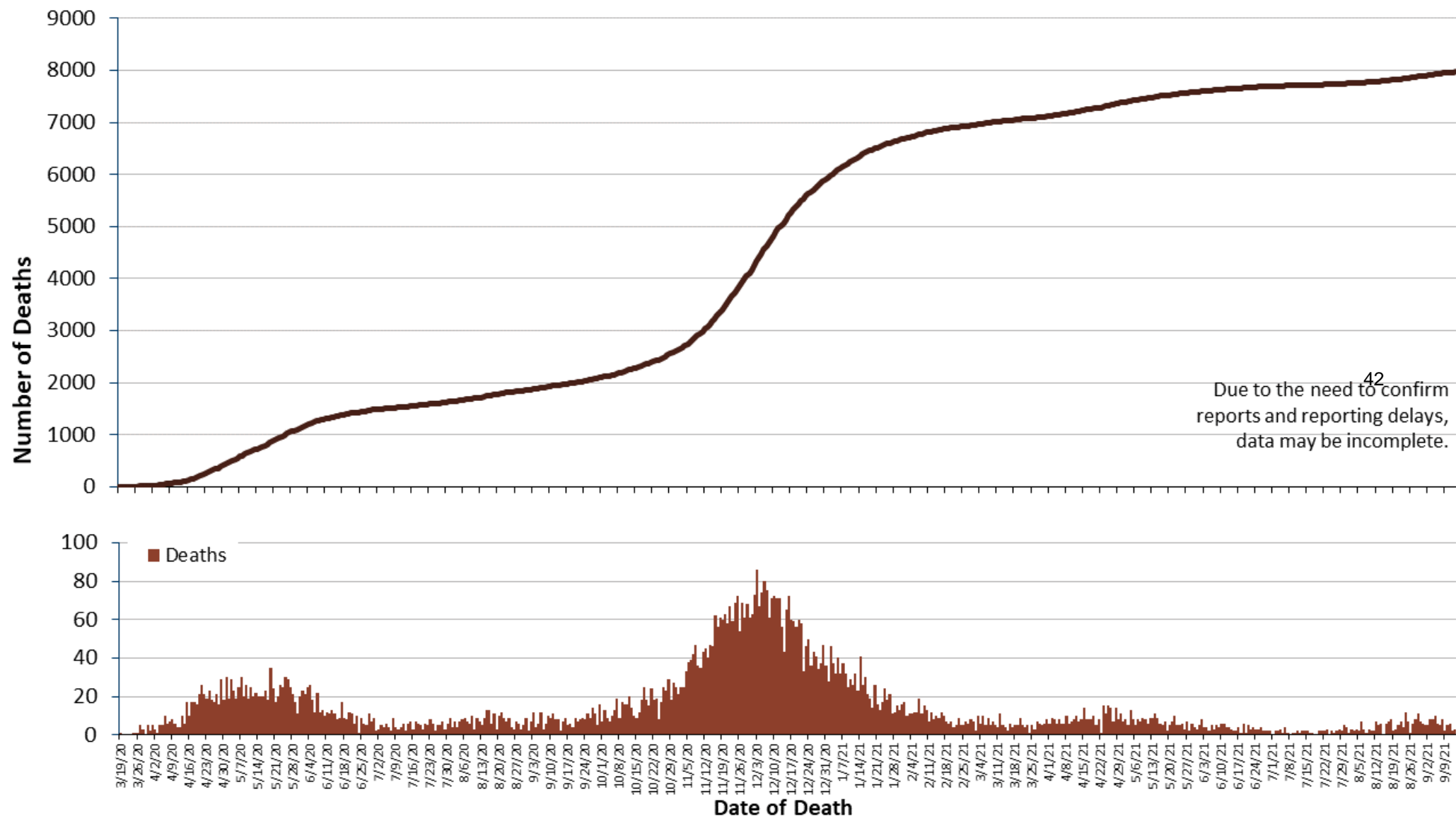
Seven Day Moving Average of New ICU Hospitalizations



COVID-19 Deaths

7,970
Total Deaths
(cumulative)

Total deaths (also known as total deaths with laboratory testing) are deaths due to COVID-19 with a positive PCR test (confirmed case) or antigen test (probable case) for SARS-CoV-2, and either COVID-19 is listed on the death certificate or clinical history/autopsy findings that provide evidence that the death is related to COVID-19 without an alternative cause (i.e. drowning, homicide, trauma, etc.).

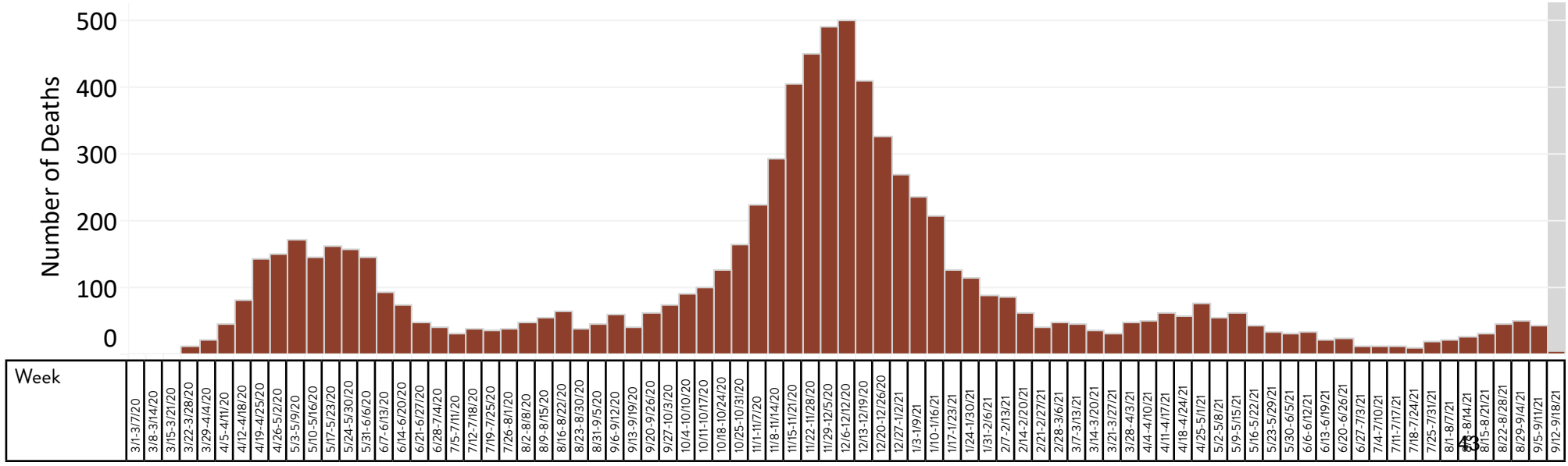


■ Tables of current data and more information about total deaths (also known as total deaths with laboratory testing) and non-laboratory-confirmed deaths: [Minnesota Situation Update for Coronavirus Disease 2019 \(COVID-19\) \(https://www.health.state.mn.us/diseases/coronavirus/situation.html\)](https://www.health.state.mn.us/diseases/coronavirus/situation.html)

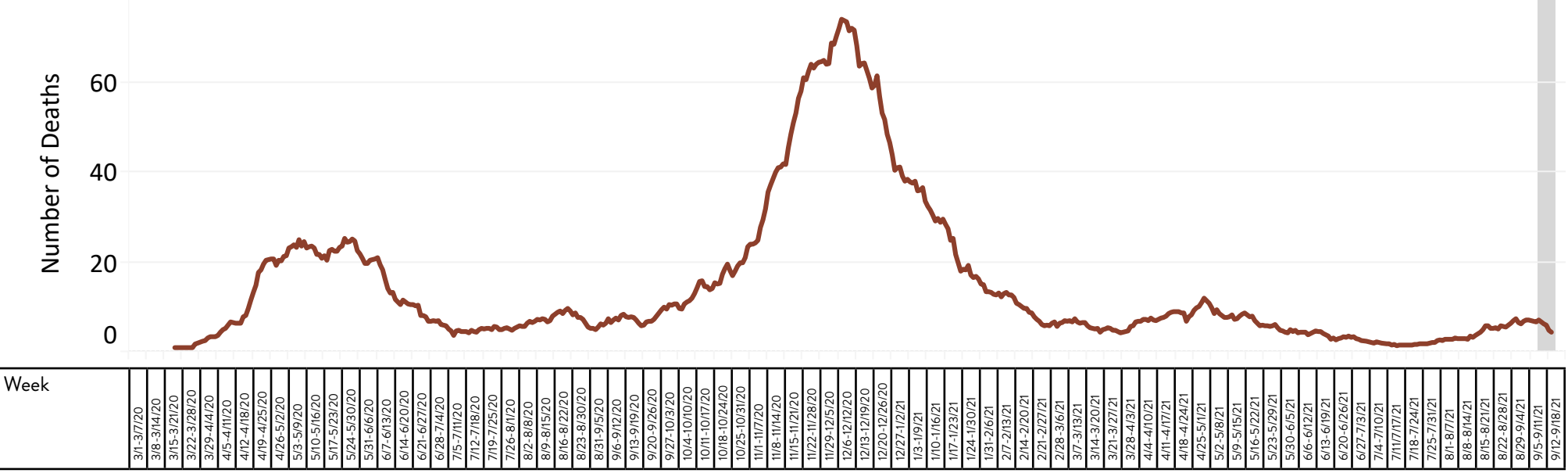
Deaths by Week, 7-Day Average

Cases by week of death, and 7-day moving average of deaths. Numbers include confirmed and probable cases.

Deaths by Week of Death



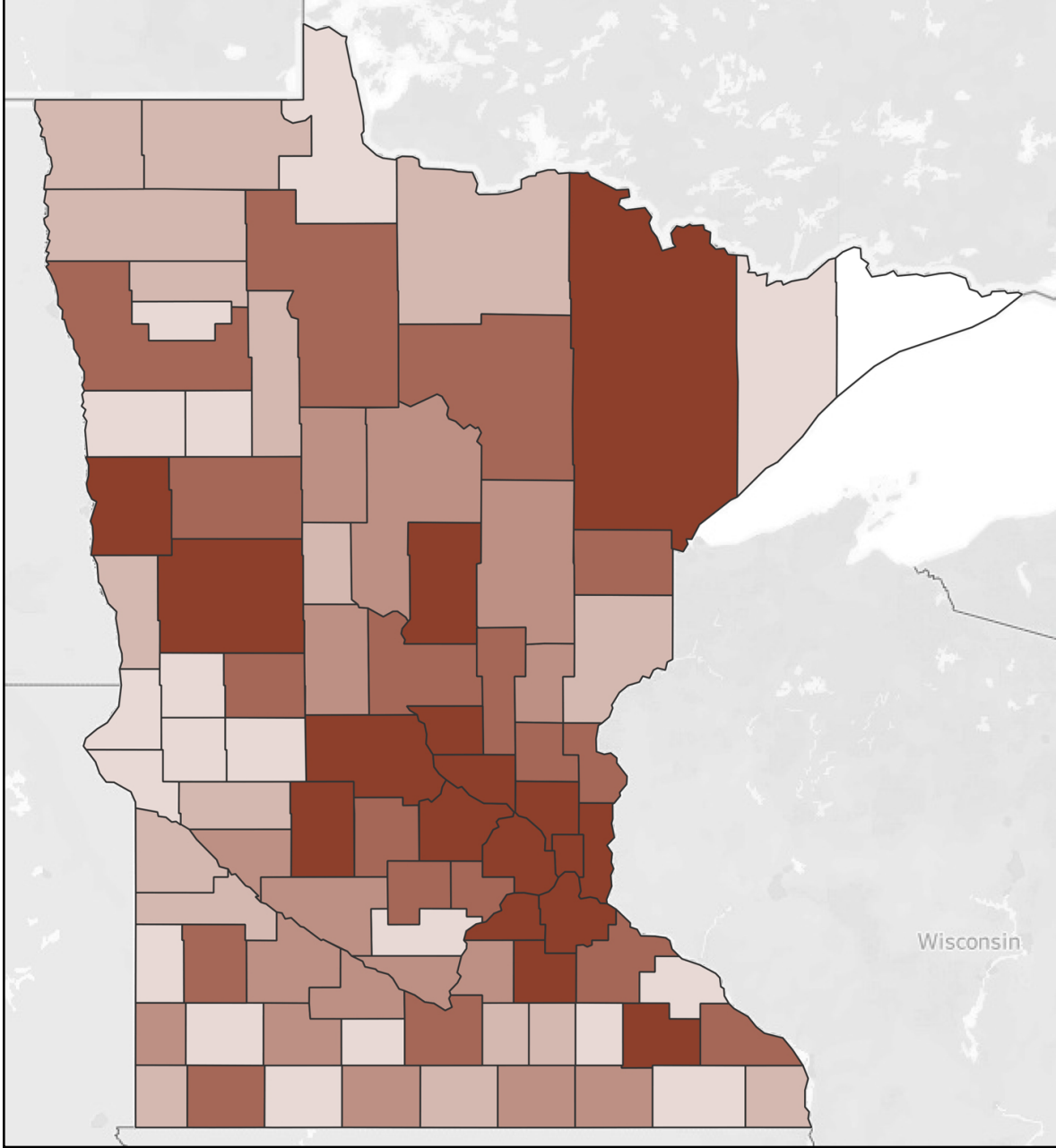
Seven Day Moving Average of Deaths



Deaths by County of Residence

7,970
Total Deaths (cumulative)

Cumulative number of deaths by county of residence. Numbers include confirmed and probable cases.



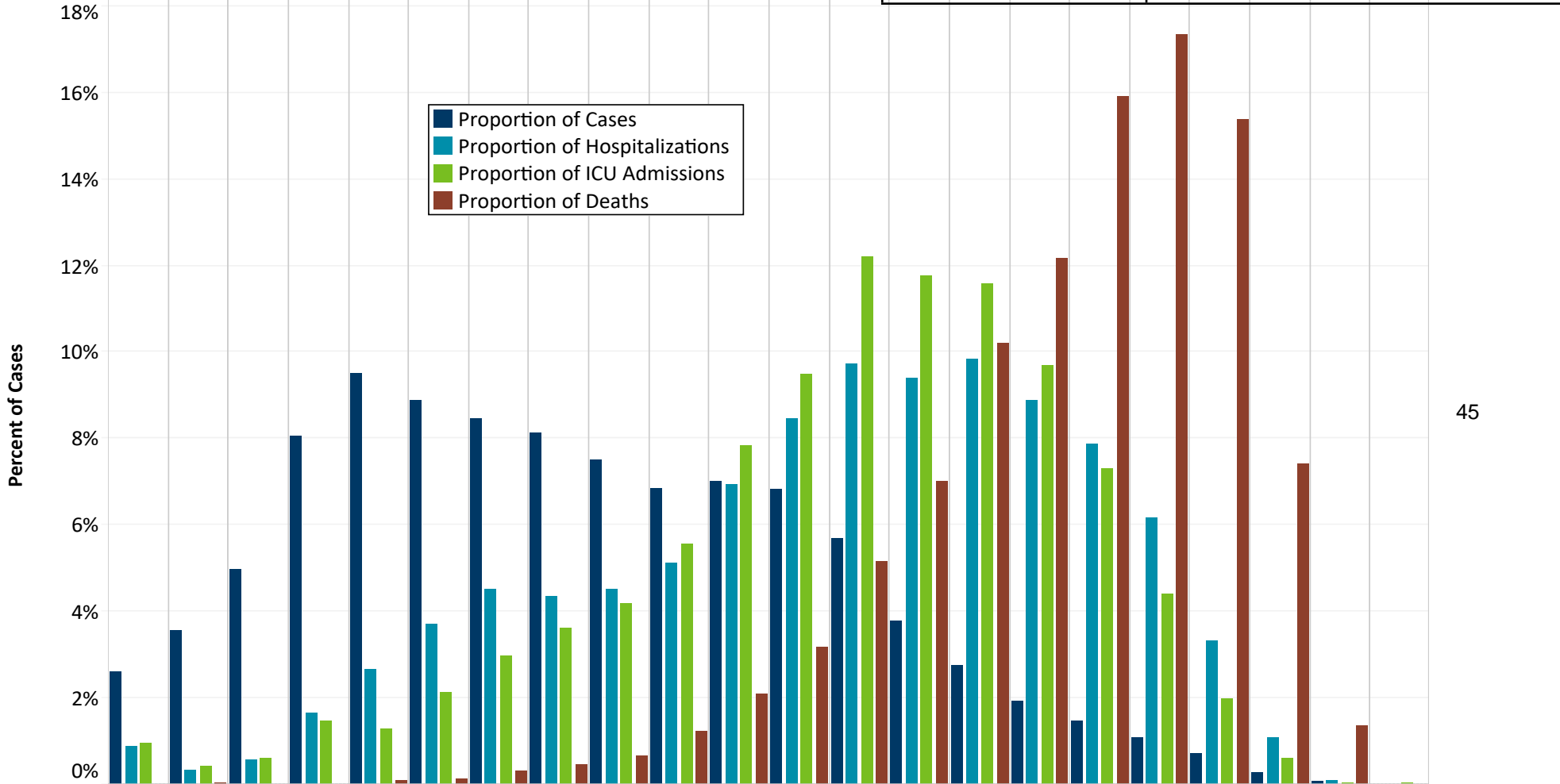
County	Deaths	County	Deaths
Aitkin	38	Martin	33
Anoka	478	McLeod	62
Becker	59	Meecker	49
Beltrami	72	Mille Lacs	60
Benton	100	Morrison	63
Big Stone	4	Mower	38
Blue Earth	47	Murray	10
Brown	43	Nicollet	47
Carlton	59	Nobles	50
Carver	52	Norman	9
Cass	35	Olmsted	110
Chippewa	39	Otter Tail	90
Chisago	57	Pennington	21
Clay	95	Pine	26
Clearwater	18	Pipestone	26
Cook	0	Polk	75
Cottonwood	24	Pope	8
Crow Wing	102	Ramsey	942
Dakota	496	Red Lake	7
Dodge	4	Redwood	42
Douglas	84	Renville	44
Faribault	25	Rice	119
Fillmore	10	Rock	19
Freeborn	38	Roseau	23
Goodhue	80	Scott	145
Grant	8	Sherburne	100
Hennepin	1,853	Sibley	10
Houston	16	St. Louis	335
Hubbard	41	Stearns	240
Isanti	70	Steele	21
Itasca	71	Stevens	11
Jackson	12	Swift	19
Kanabec	29	Todd	34
Kandiyohi	88	Traverse	5
Kittson	22	Wabasha	4
Koochiching	19	Wadena	25
Lac qui Parle	24	Waseca	25
Lake	21	Washington	309
Lake of the Woods	4	Watonwan	11
Le Sueur	29	Wilkin	14
Lincoln	4	Winona	52
Lyon	54	Wright	163
Mahnomen	9	Yellow Medicine	20
Marshall	18	Unknown/missing	0

Up to date data for this chart is provided in the [Minnesota Situation Update for Coronavirus Disease 2019 \(COVID-19\)](https://www.health.state.mn.us/diseases/coronavirus/situation.html) (<https://www.health.state.mn.us/diseases/coronavirus/situation.html>)

Demographics: Age

Age groups, median age, and range for confirmed and probable cases.

	Median Age (Range) in Years
All Cases	37 (<1 month - 110)
Non-Hospitalized Cases	36 (<1 month - 110)
Hospitalizations	63 (<1 month - 105)
ICU Hospitalizations	64 (<1 month - 105)
Deaths	82 (<1 - 109)



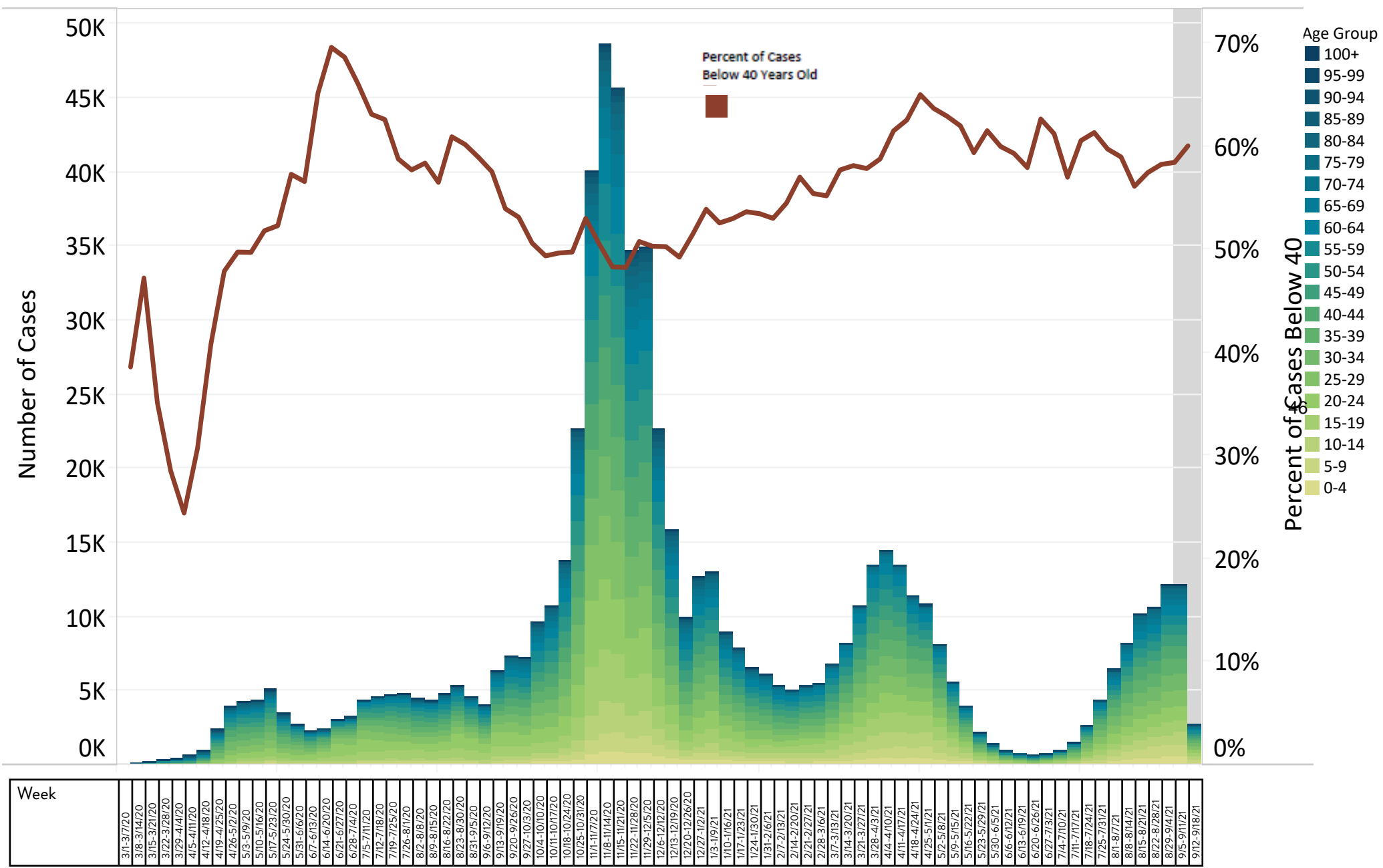
45

Age Group (in years)	0-4	5-9	10-14	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65-69	70-74	75-79	80-84	85-89	90-94	95-99	100+	Unk./missing	Total
All Cases	17,652	24,169	33,613	54,598	64,609	60,242	57,534	55,108	51,035	46,557	47,518	46,260	38,556	25,612	18,645	12,998	9,854	7,373	4,791	1,863	350	41	678,978
Hospitalizations	320	117	211	603	979	1,357	1,652	1,587	1,654	1,876	2,540	3,097	3,564	3,439	3,605	3,257	2,877	2,259	1,213	399	37	2	36,645
ICU Hospitalizations	71	32	44	109	96	157	221	270	312	415	583	705	907	874	861	721	544	328	148	44	2	2	7,446
Deaths	1	2	0	0	6	10	22	34	51	97	160	244	402	549	793	972	1,260	1,415	1,239	596	117	0	7,970

Cases by Age Group and Specimen Collection Date

Cases by age group by date of specimen collection in Minnesota. Numbers include confirmed and probable cases.

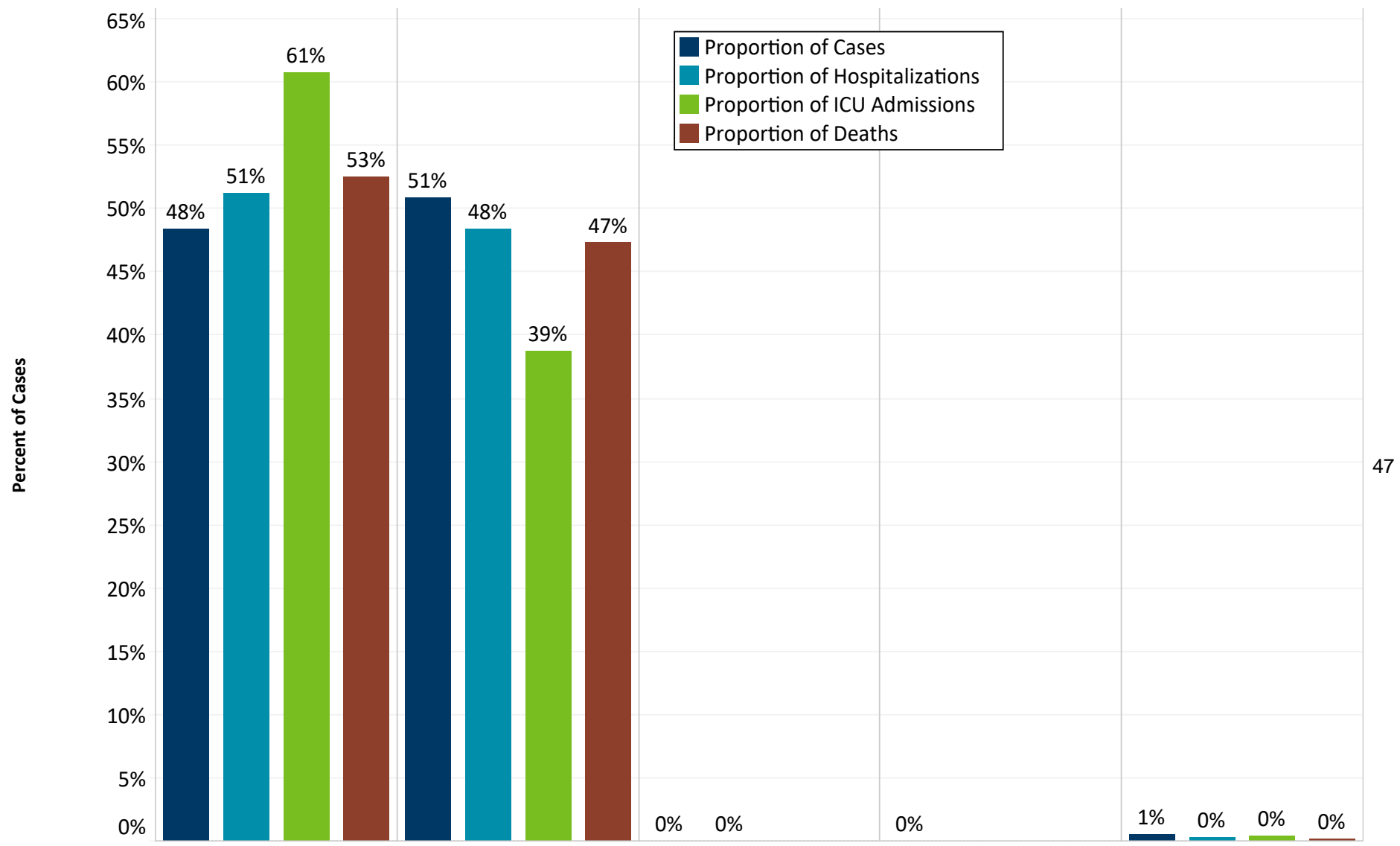
Due to the need to confirm reports and reporting delays, data may be incomplete



Downloadable CSV file of current data for this graph is provided at: [Minnesota COVID-19 Weekly Report \(https://www.health.state.mn.us/diseases/coronavirus/stats/index.html\)](https://www.health.state.mn.us/diseases/coronavirus/stats/index.html)

Demographics: Gender

Gender for confirmed and probable cases. Gender is collected during case interview and is self-reported.

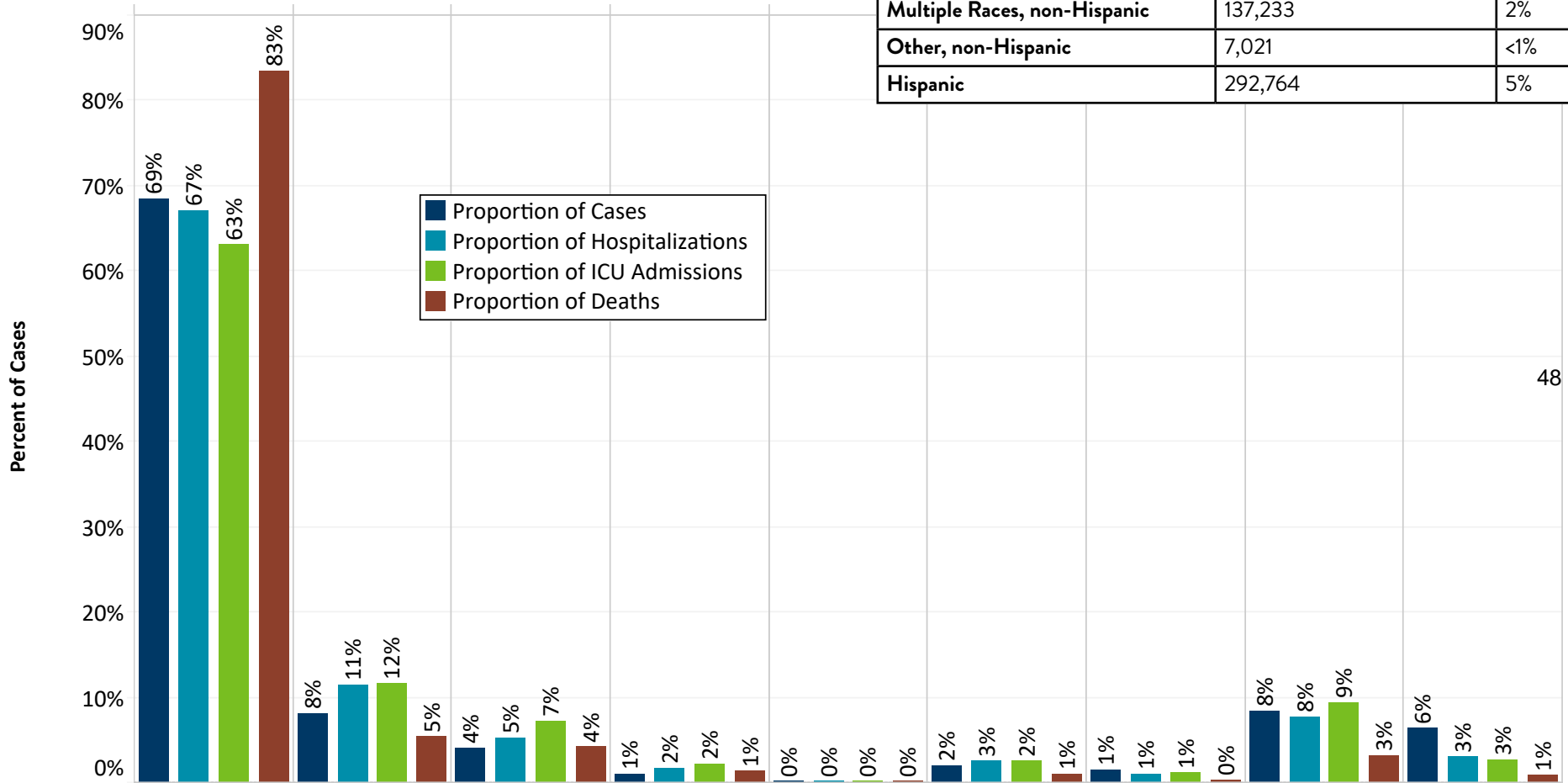


Gender	Male	Female	Other	Unk./missing	Total
All Cases	329,003	345,912	89	3,974	678,978
Hospitalizations	18,768	17,742	1	134	36,645
ICU Hospitalizations	4,526	2,888	0	32	7,446
Deaths	4,181	3,771	0	18	7,970

Demographics: Race & Ethnicity

Race and ethnicity for confirmed and probable cases. Race and ethnicity is reported during case interview. Individuals who report more than one race are categorized into the multiple race category.

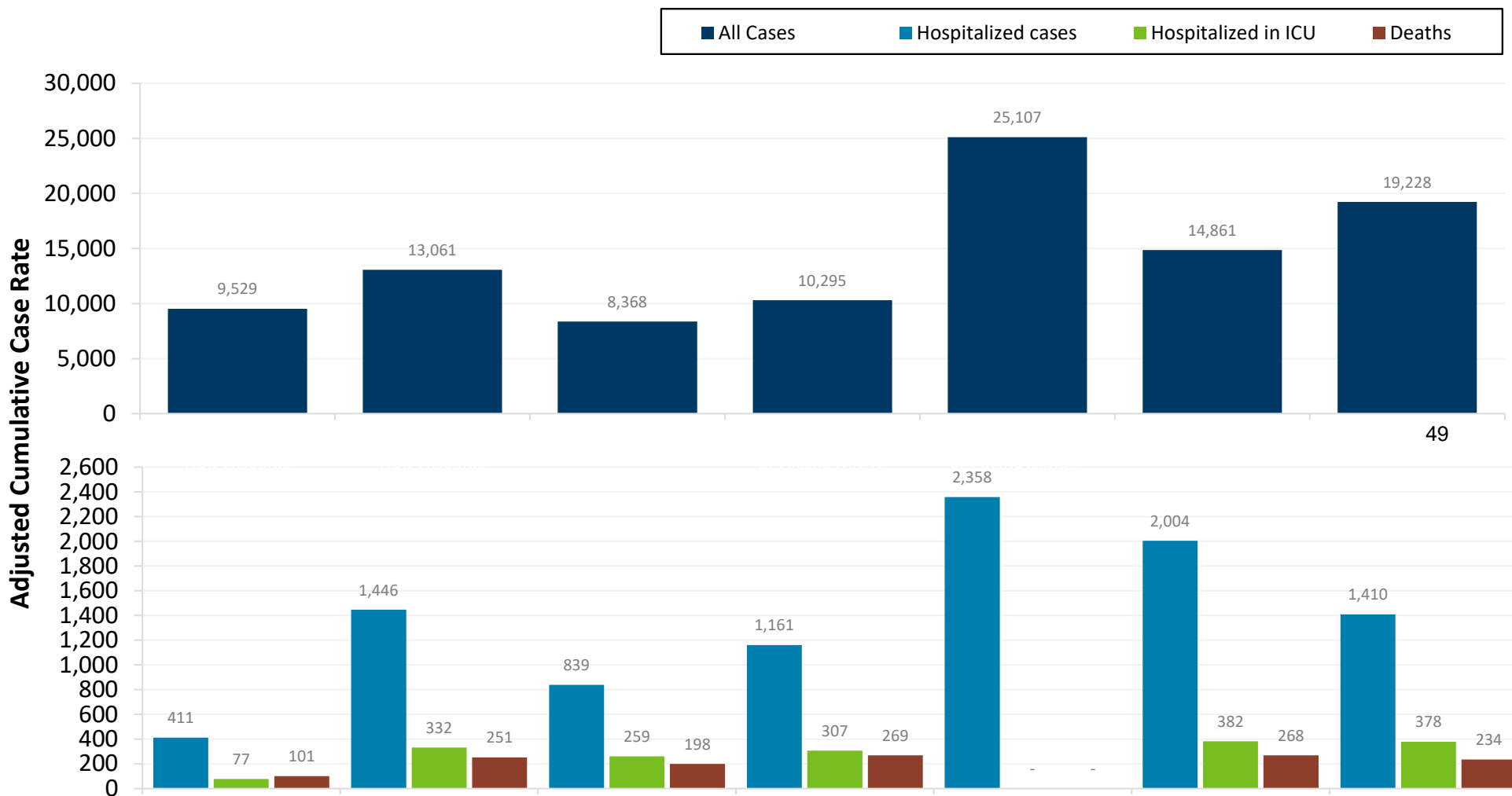
Race/Ethnicity	Minnesota Population (2018)	% of Population
White, non-Hispanic	4,438,071	80%
Black, non-Hispanic	336,505	6%
Asian, non-Hispanic	260,797	5%
American Indian/Alaska Native, non-Hispanic	53,168	1%
Native Hawaiian/Pacific Islander, non-Hispanic	1,799	<1%
Multiple Races, non-Hispanic	137,233	2%
Other, non-Hispanic	7,021	<1%
Hispanic	292,764	5%



Race/ethnicity	White, non-Hispanic	Black, non-Hispanic	Asian, non-Hispanic	Amer. Indian/AK Native, NH	Native HI/Pacific Isl., NH	Multiple Races, non-Hispanic	Other, non-Hispanic	Hispanic	Unknown/missing	Total
All Cases	465,218	54,326	27,840	7,009	815	13,464	10,152	56,751	43,403	678,978
Hospitalizations	24,617	4,198	1,881	636	57	929	365	2,862	1,100	36,645
ICU Hospitalizations	4,701	864	536	168	12	182	84	700	199	7,446
Deaths	6,689	412	317	111	11	81	24	252	73	7,970

Age-Adjusted Race & Ethnicity Rates

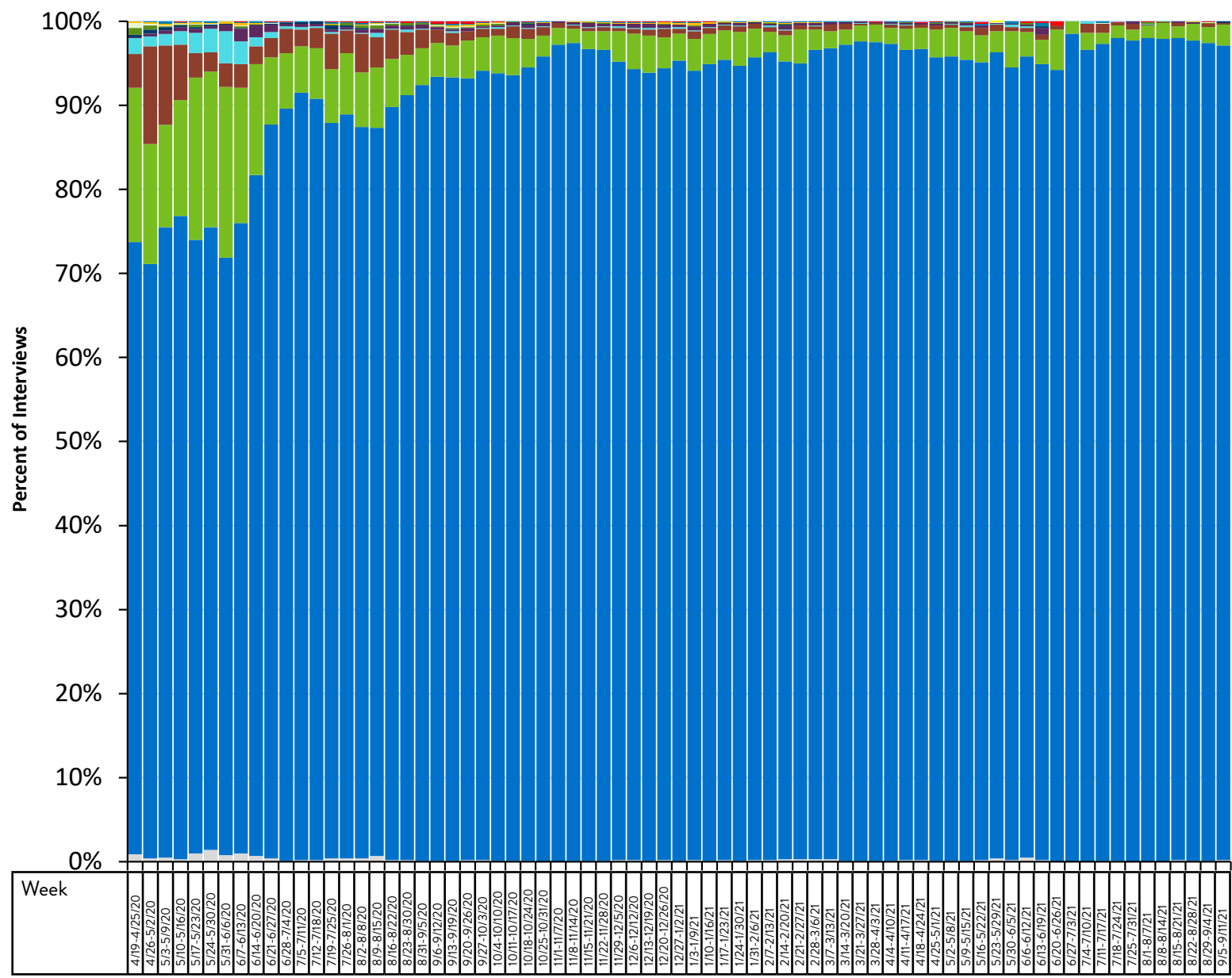
Age-adjusted rates allow us to compare rates for racial and ethnic groups that have very different age distributions in Minnesota; they essentially allow us to look at what the rates would be if the underlying population age distribution was the same for all races. Rates have been suppressed when total cases are less than 25. Cumulative case rate is the number of cases by race or ethnicity per 100,000 people in Minnesota. Numbers include confirmed and probable cases.



Age adjusted race/ethnicity	White, non-Hispanic	Black, non-Hispanic	Asian, non-Hispanic	American Indian/Alaskan Native, NH	Native Hawaiian/Pacific Islander, NH	Multiple Races, non-Hispanic	Hispanic
All Cases	9,529	13,061	8,368	10,295	25,107	14,861	19,228
Hospitalizations	411	1,446	839	1,161	2,358	2,004	1,410
ICU Hospitalizations	77	332	259	307	-	382	378
Deaths	101	251	198	269	-	268	234

Demographics: Interview Language

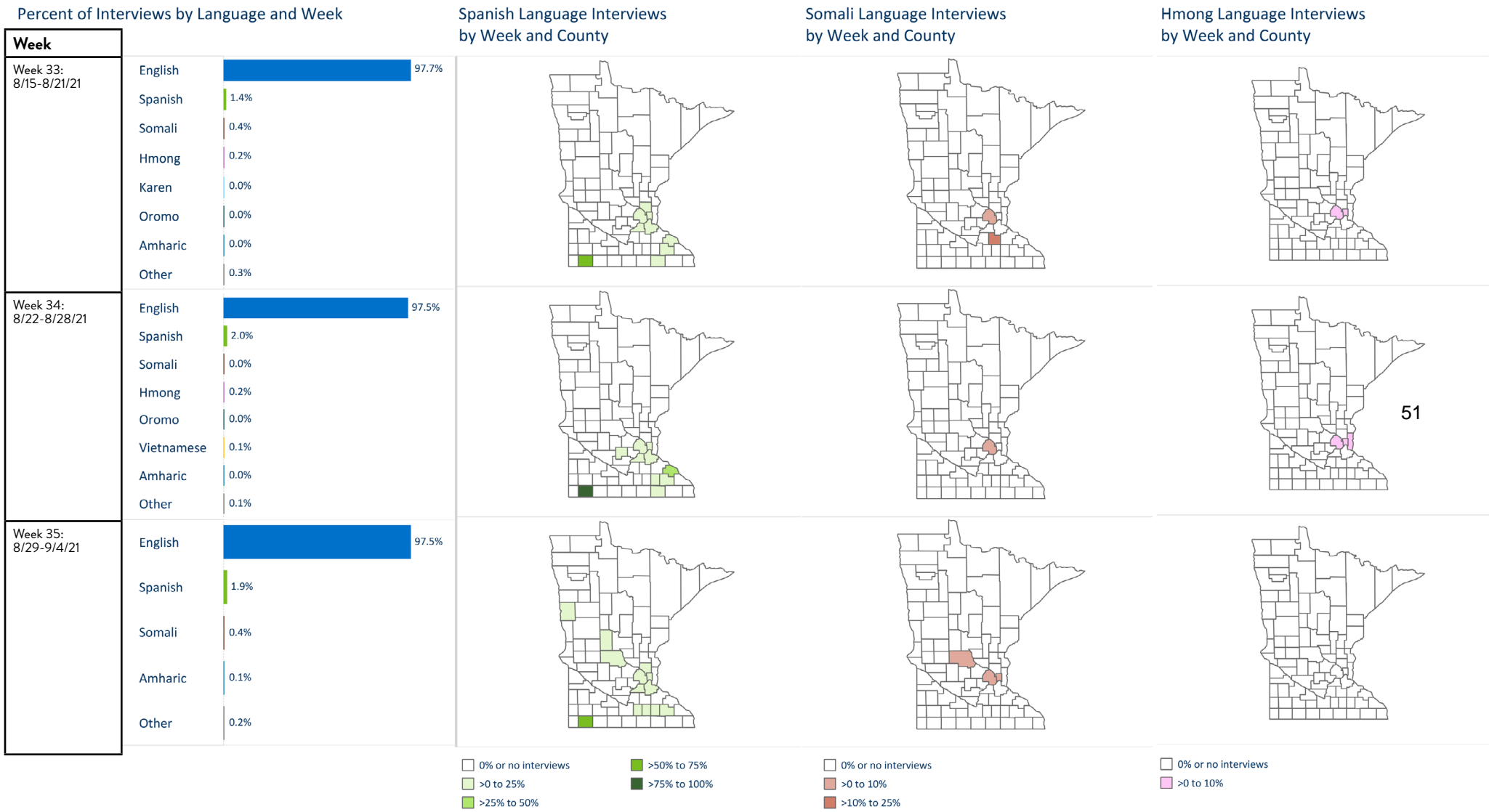
Language needs for cases interviewed by specimen collection date week. It is assumed that any interview recorded as not needing an interpreter was conducted in English.



Language	Total % of Interviews
Mandarin	<1%
Cantonese	<1%
Russian	<1%
Arabic	<1%
Vietnamese	<1%
Laotian	<1%
Amharic	<1%
Oromo	<1%
Hmong	<1%
Karen	<1%
Somali	1%
Spanish	4%
English	94%
Other	<1%

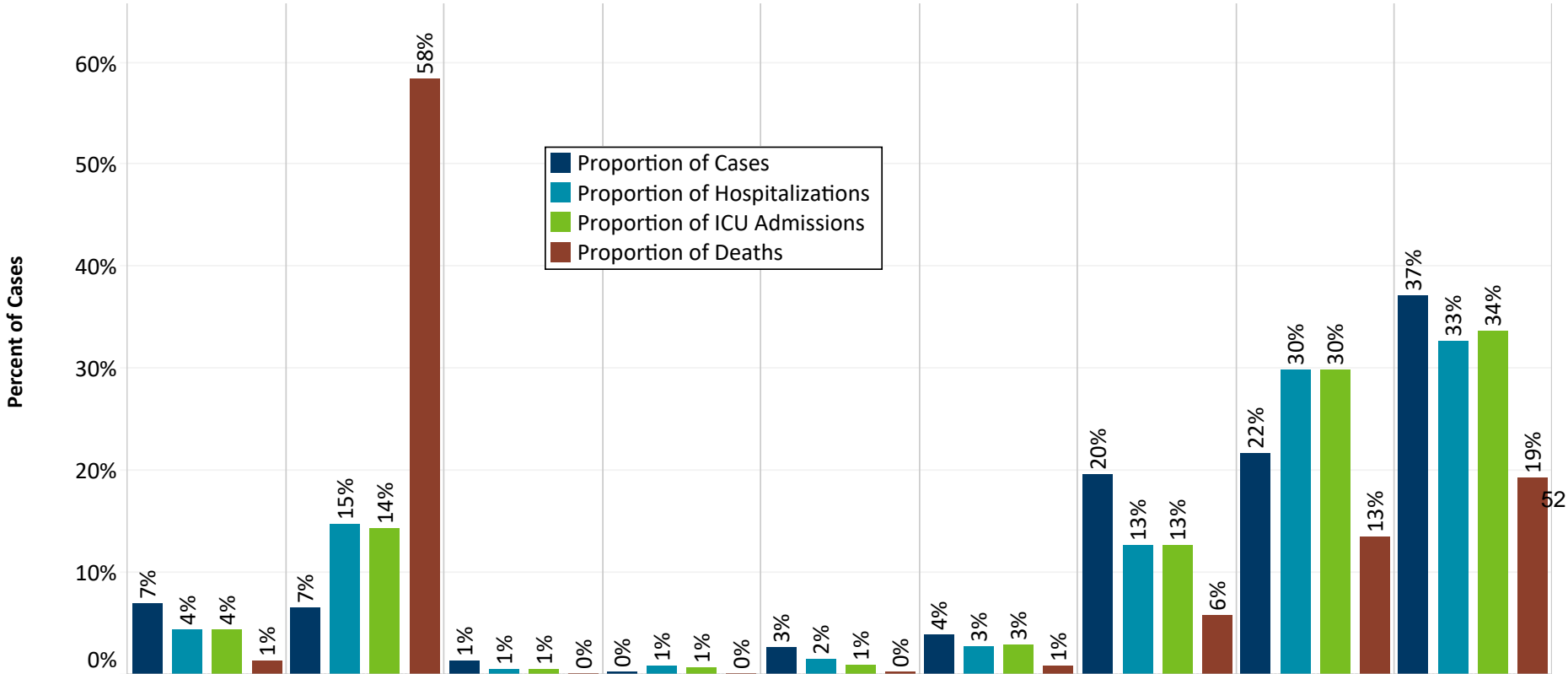
Interview Language by County of Residence

Percent of interviews by language and week of specimen collection by county of residence.



Likely Exposure

Likely exposure for confirmed and probable cases. Exposure data is collected at case interview. Cases are categorized according to a hierarchy following the order of exposure type: outbreak, travel, LTC staff and residents, corrections, homeless shelter, acute health care, community-exposure with known contact, community-no known exposure.



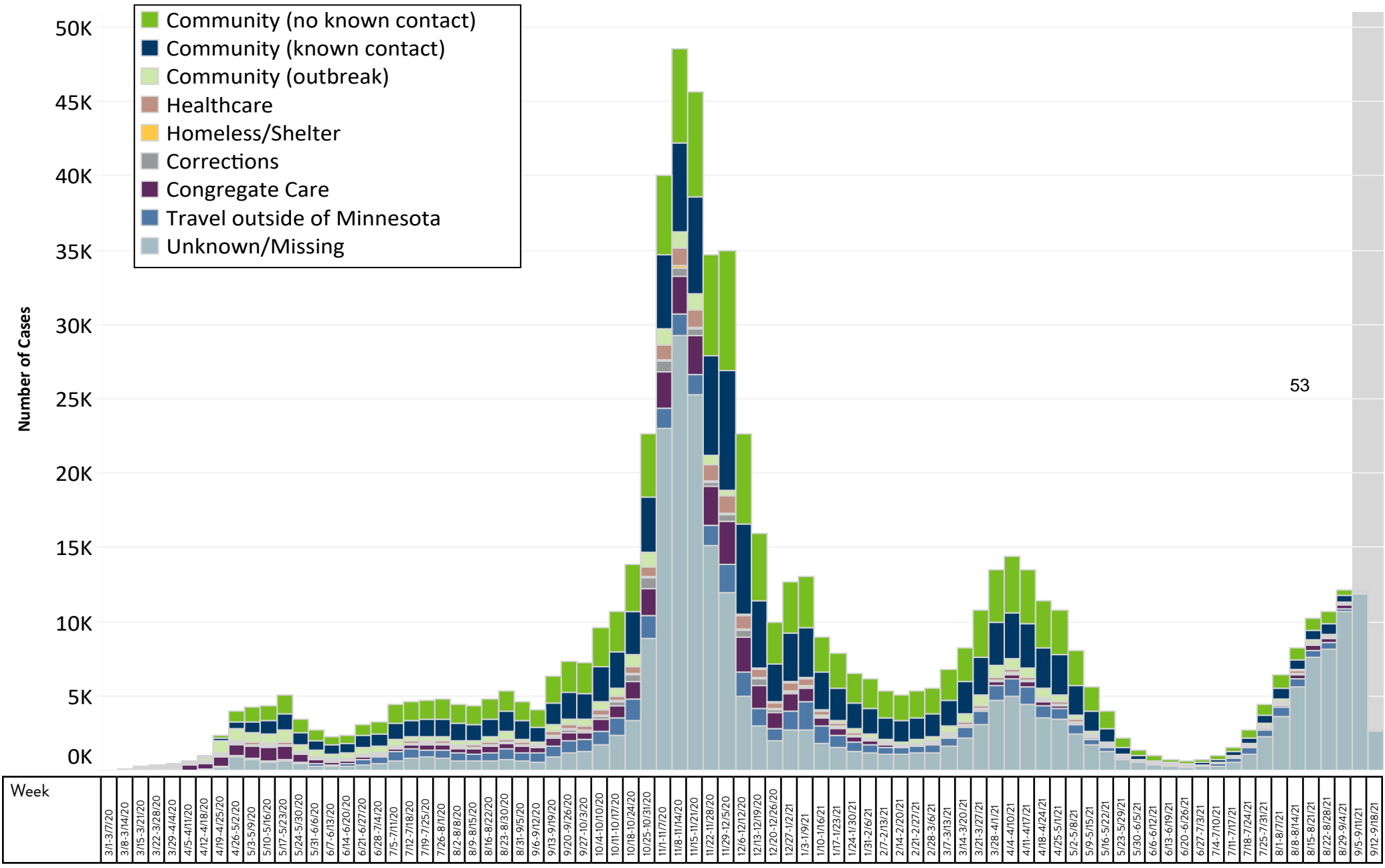
Likely Exposure	Travel (outside MN)	Congregate Care	Corrections	Homeless/Shelter	Health Care	Community (outbreak)	Community (known contact)	Community (no known contact)	Unk./missing	Total
All Cases	47,097	44,265	9,214	1,487	17,703	26,368	132,755	147,621	252,468	678,978
Hospitalizations	1,618	5,417	189	294	577	1,001	4,614	10,964	11,971	36,645
ICU Hospitalizations	328	1,069	45	47	76	214	943	2,222	2,502	7,446
Deaths	112	4,743	14	13	21	65	449	1,041	1,512	7,970

- Community (outbreak): Case was exposed to a known outbreak setting in Minnesota that is not also a congregate living setting (e.g., long-term care, corrections, shelter) or health care setting. This includes restaurant/bars, sports, worksites that are not living settings, etc.
- Travel: Case traveled outside of Minnesota in the 2 weeks before illness.
- Congregate Care Setting: Residents, and staff who are not part of a non-congregate care setting outbreak and did not have an exposure to a positive household member. Congregate care settings include long-term care facilities (LTCF), assisted living facilities, group homes, or residential behavioral health (RBH) facilities.
- Corrections: Inmates who were exposed while incarcerated, and staff of a jail/prison setting who are not part of a non-corrections outbreak and did not have an exposure to a positive household member.
- Homeless/Shelter: Residents/guests, and staff who are not part of a non-shelter outbreak and did not have an exposure to a positive household member.
- Health Care: Patients who were part of nosocomial outbreaks, and staff who are not part of a non-acute health care setting outbreak and did not have an exposure to a positive household member.
- Community (known contact with confirmed case): Case has a known exposure to a positive case and does not fit into any of the previous categories.
- Community (unknown contact with confirmed case): Case has no known exposure to a positive case and does not fit into any of the previous categories.

Cases by Likely Exposure and Specimen Collection Date

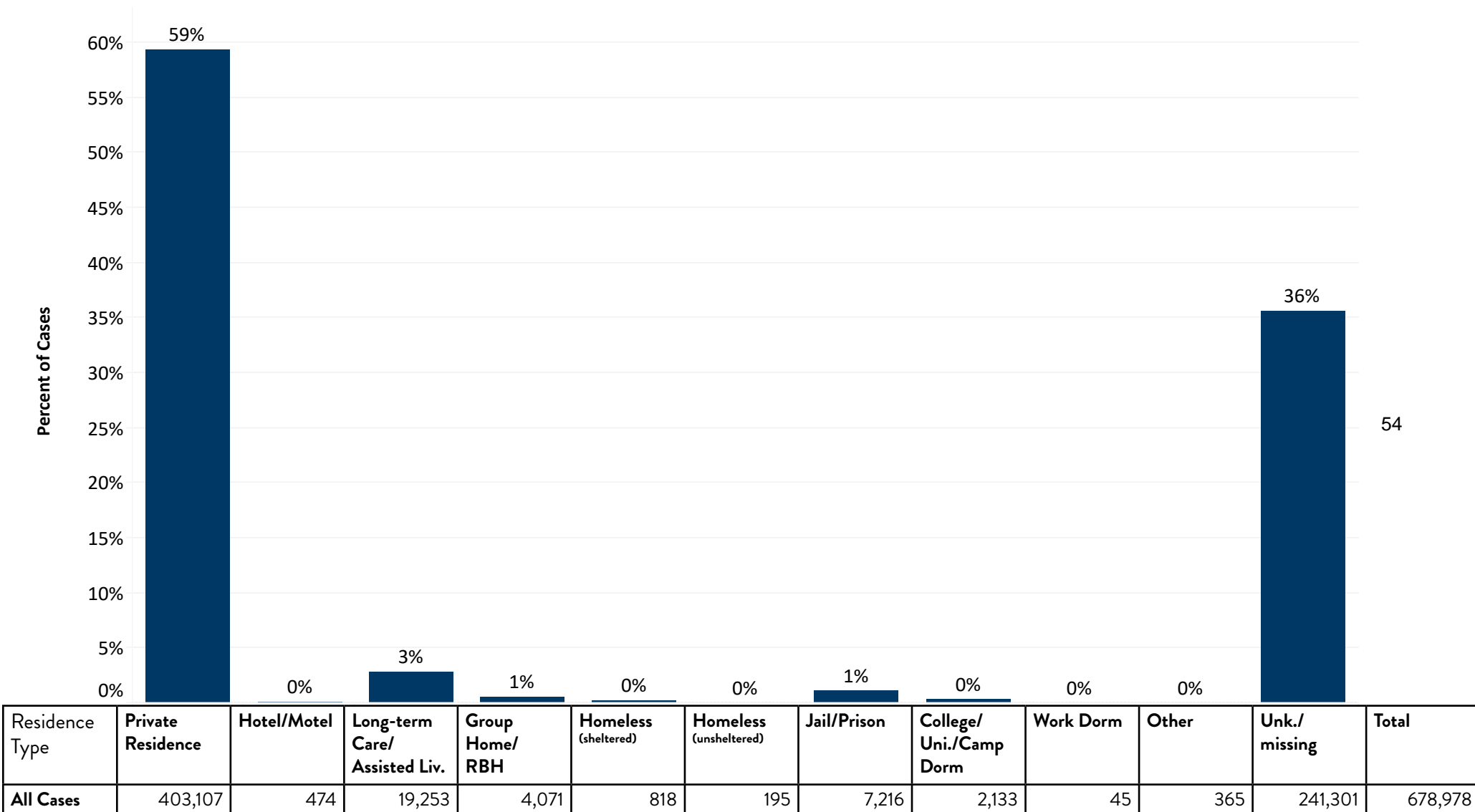
Cases by likely exposure by specimen collection date. This chart shows how exposure to COVID-19 has changed over time during the pandemic in Minnesota. Numbers include confirmed and probable cases.

Due to the need to confirm reports and reporting delays, data may be incomplete



Residence Type

Cases by residence type. Residence type is collected during case interview and is self-reported. Numbers include confirmed and probable cases.



Cases among Health Care Workers

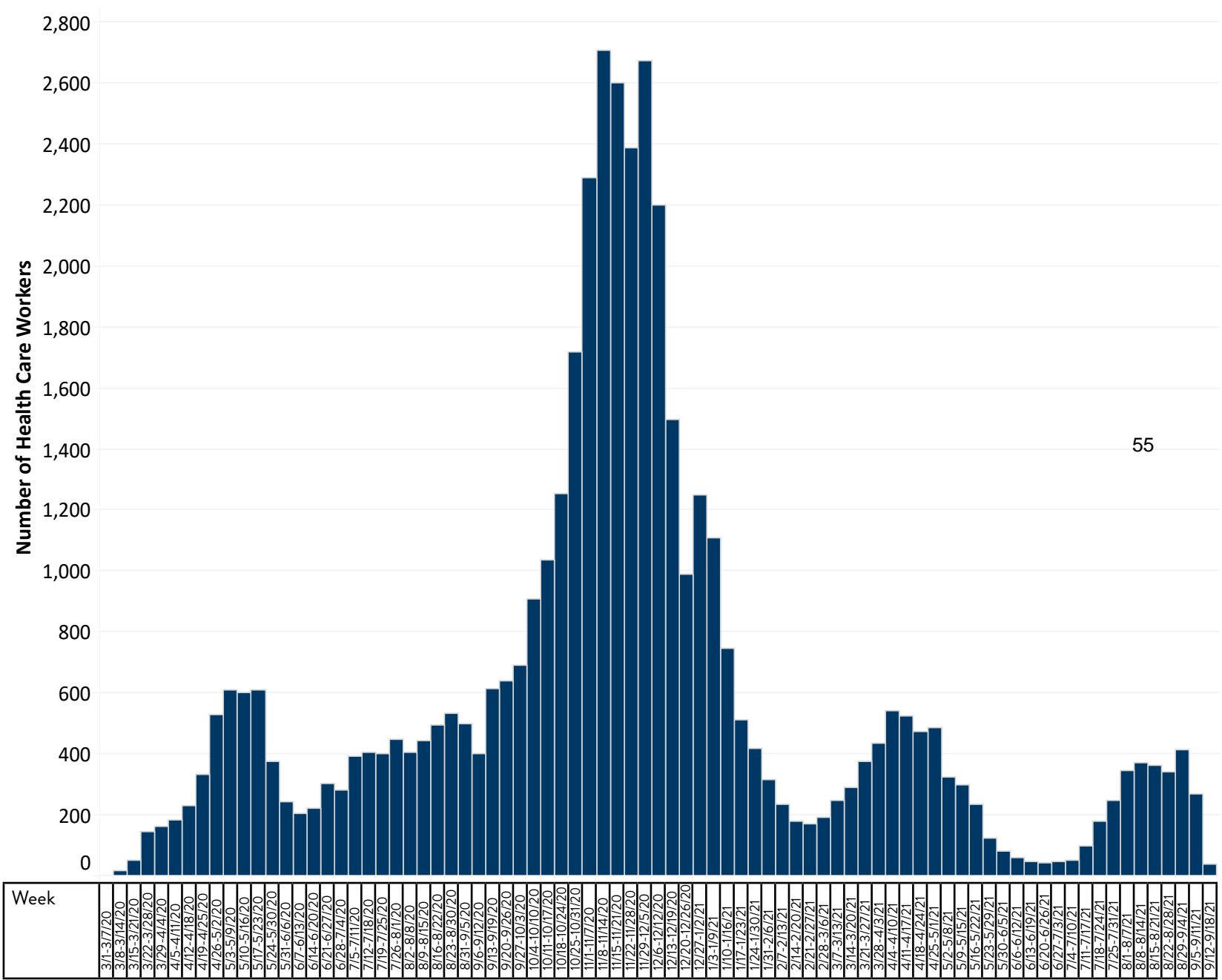
This data is for all cases who reported their occupation as health care staff in acute care or congregate care facilities. Not all cases who are health care workers were exposed at work. Numbers include confirmed and probable cases.

46,168
Total Health Care Workers
(cumulative)

1,196
Total Health Care Staff Hospitalized
(cumulative)

200
Total Health Care Staff Hospitalized in ICU
(cumulative)

40
Total Health Care Staff Deaths
(cumulative)

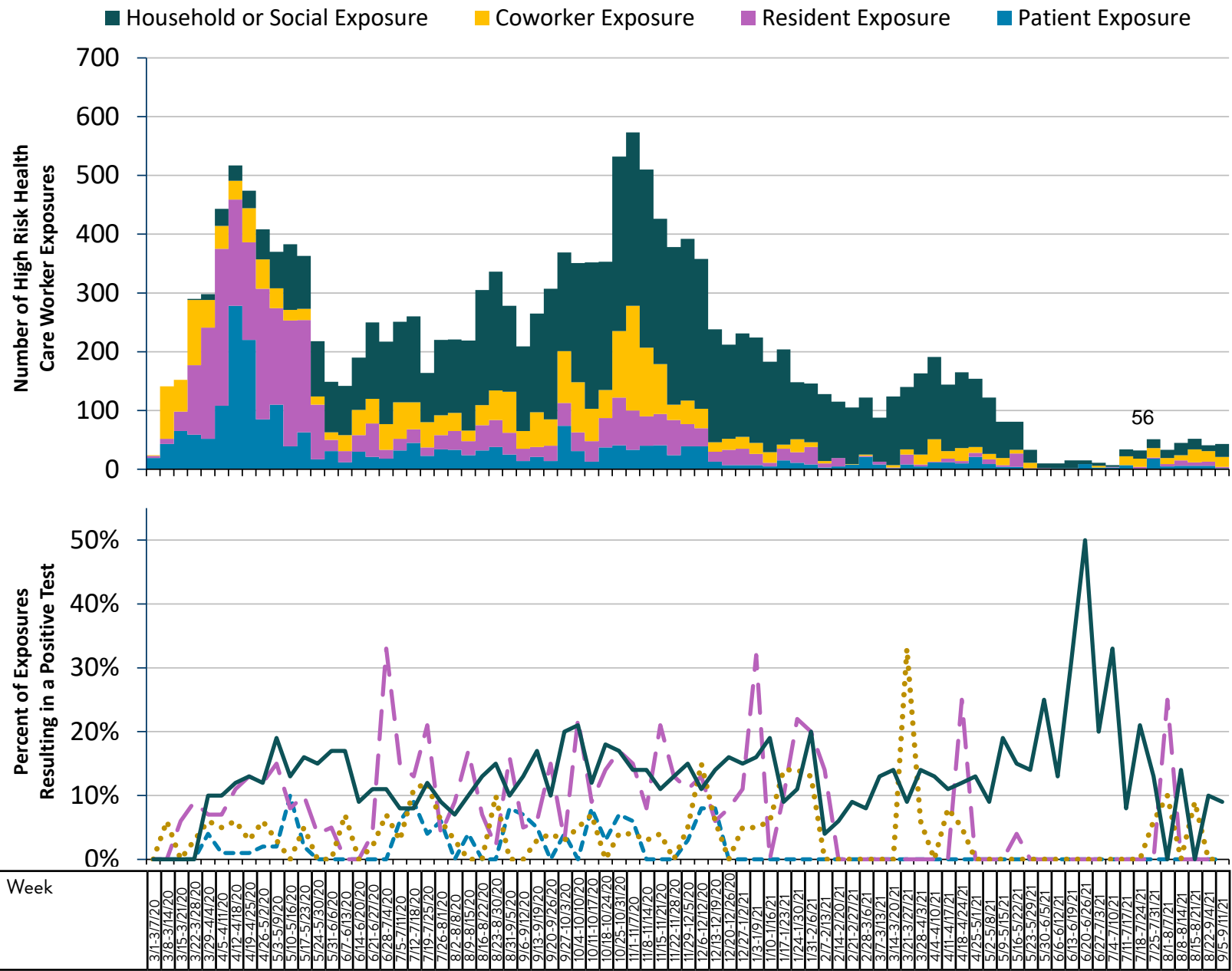


High Risk Exposures in Health Care Workers

MDH works with health care facilities to monitor health care workers who have had high-risk exposures with known positive patients/residents, co-workers, or social contacts. This data shows high-risk exposures experienced by health care workers in Minnesota who have been in contact with individuals with confirmed COVID-19 and the percent of exposures that lead to a positive test within 14 days of high-risk exposure (coworker, household/social, patient or resident). This data does not capture the exposures of all health care workers who become COVID-19 cases.

16,599
Total High Risk Health Care Worker Exposures (cumulative)

1,619
Total High Risk Health Care Worker Exposures Resulting in a Positive Test (cumulative)



Potential Exposure in Child Care Settings

Cases of COVID-19 with potential exposure in child care settings by specimen collection date. Cases include children and staff that attended a child care program while infectious, or who test positive and attended a child care program that reported a confirmed case in the past 28 days. Child care programs included: licensed child care centers, certified centers, summer day camps, and school-age care during peacetime emergency. Does not include in-home child cares. Cases by week are by specimen collection date. Numbers include confirmed and probable cases.

1,799 Total Child Care Programs (cumulative)		
Cases per program	Programs	Percent
1 case	639	36%
2-4 cases	618	34%
≥5 cases	542	30%

3,817
Total Child Care Staff (cumulative)

3,823
Total Child Care Attendees (cumulative)

82
Total Hospitalized Child Care-affiliated Staff Cases (cumulative)

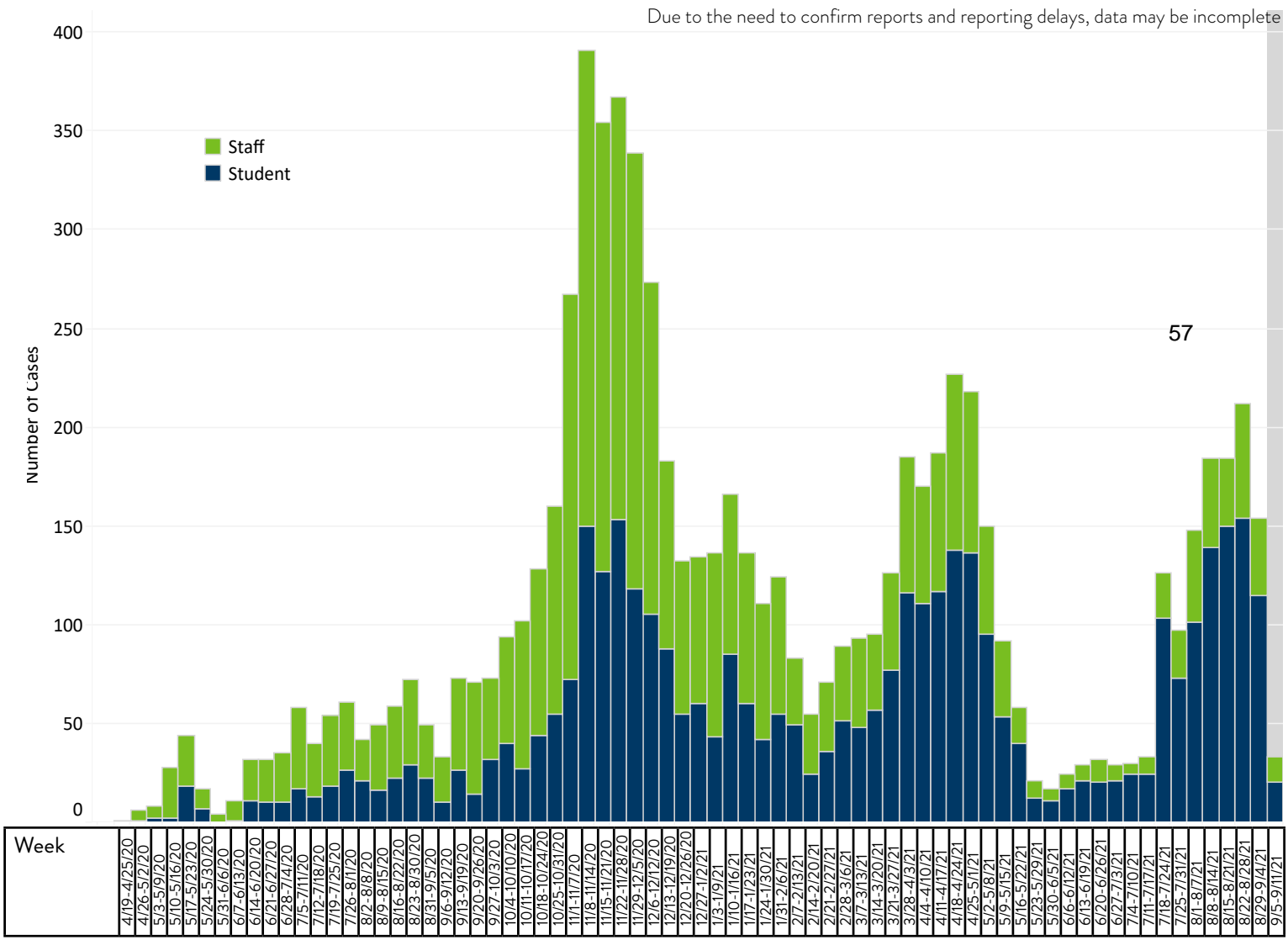
23
Total Hospitalized Child Care-affiliated Attendee Cases (cumulative)

6
Total ICU Hospitalized Child Care-affiliated Staff Cases (cumulative)

6
Total ICU Hospitalized Child Care-affiliated Attendee Cases (cumulative)

0
Total Child Care-affiliated Staff Deaths (cumulative)

0
Total Child Care-affiliated Attendee Deaths (cumulative)



Cases Associated with Pre-K through Grade 12 School Buildings

Cases of COVID-19 associated with school staff and students working or attending school at a prekindergarten through grade 12 building while they were able to spread COVID-19. These numbers include cases exposed in a school setting, cases exposed in other settings, and cases where the exposure setting was not confirmed. All Minnesota schools are represented including public, nonpublic, and tribal schools. Numbers include confirmed and probable cases.

Cases by week are by specimen collection date. Numbers listed as cumulative total are cumulative since Aug. 1, 2020.

27,835

Total PreK-12 School Building-associated Cases (cumulative)

9,320

Total PreK-12 School Staff Cases (cumulative)

18,515

Total PreK-12 Student Cases (cumulative)

176

Total Hospitalized PreK-12-affiliated Staff Cases (cumulative)

91

Total Hospitalized PreK-12-affiliated Student Cases (cumulative)

29

Total ICU Hospitalized PreK-12-affiliated Staff Cases (cumulative)

16

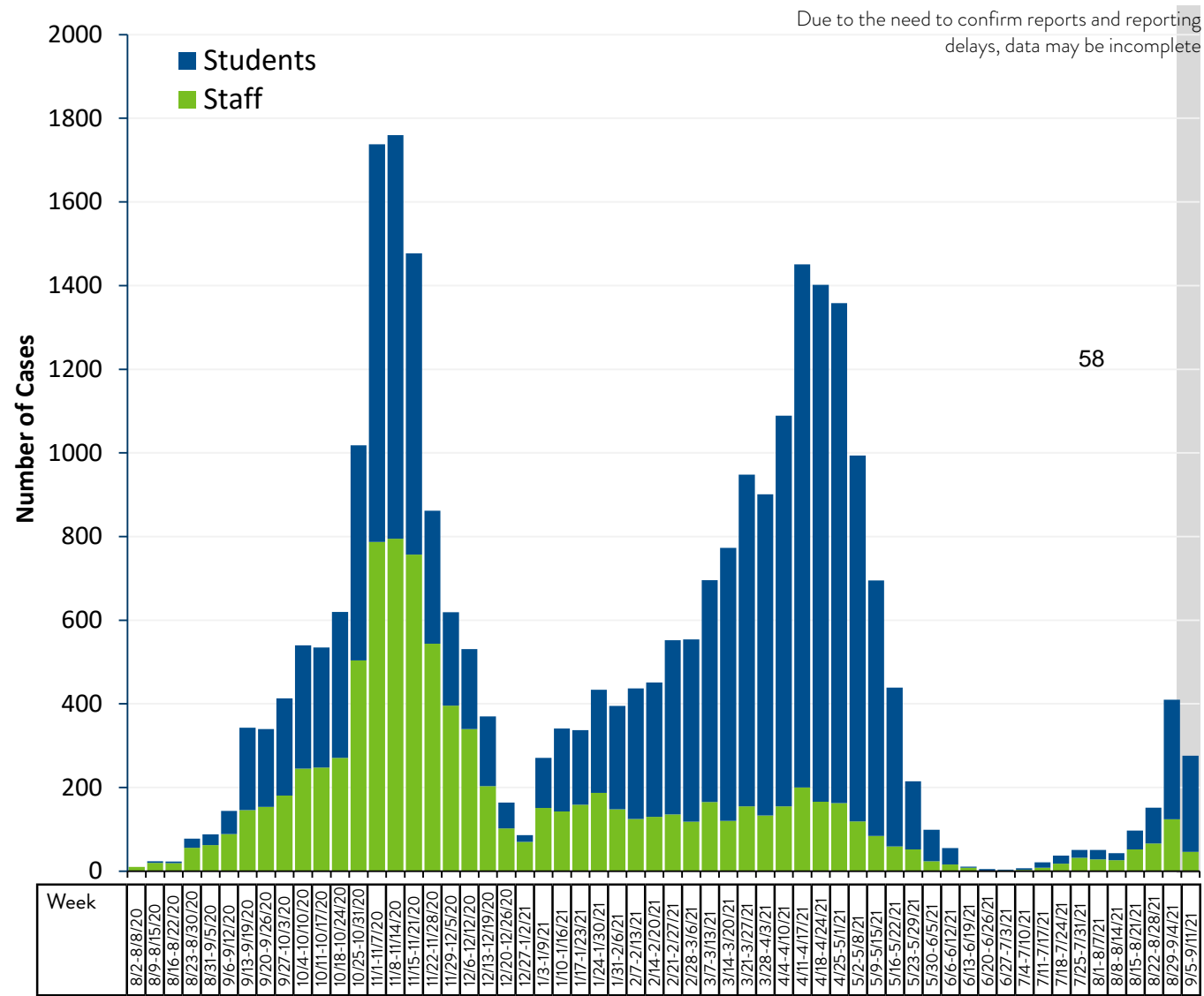
Total ICU Hospitalized PreK-12-affiliated Student Cases (cumulative)

8

Total PreK-12-affiliated Staff Deaths (cumulative)

1

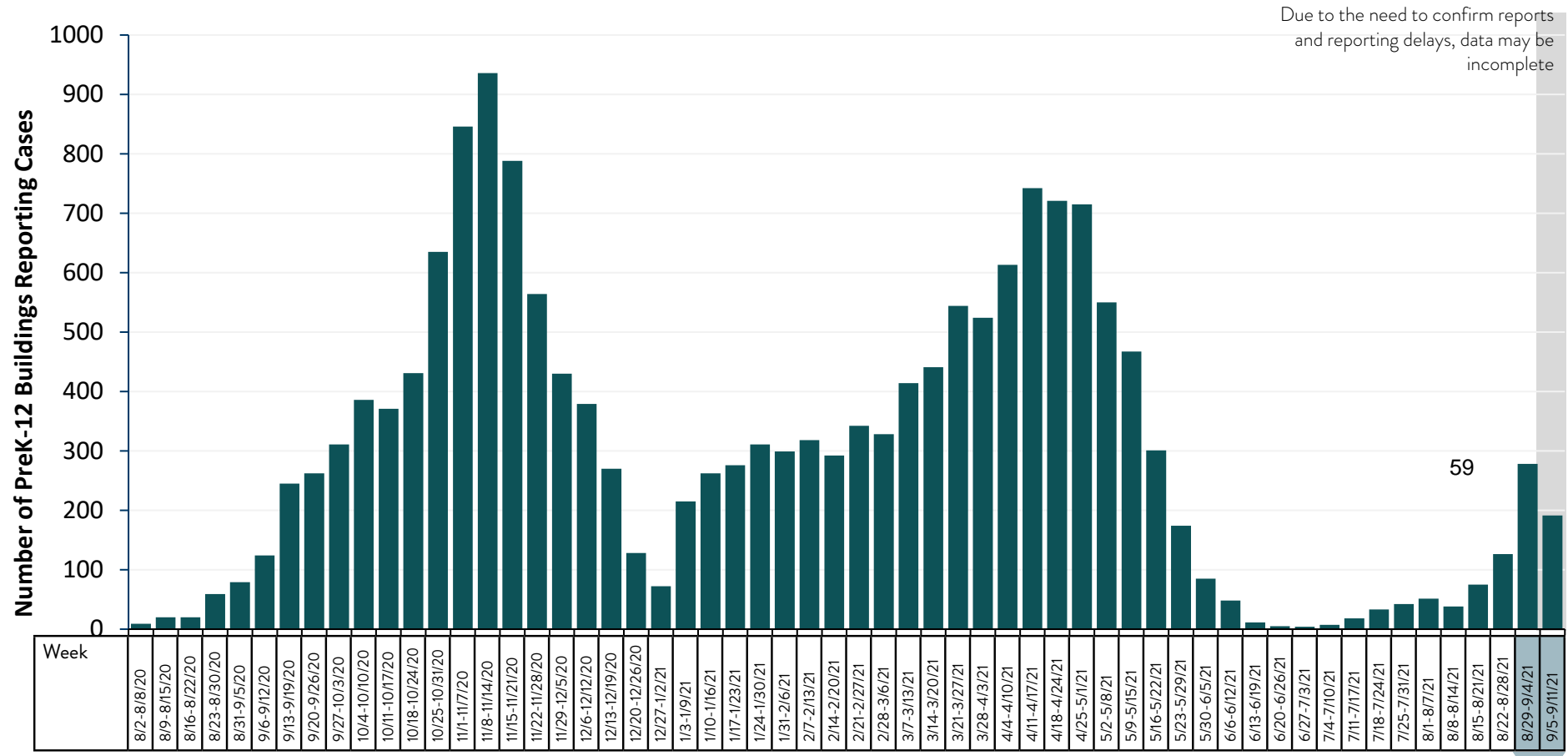
Total PreK-12-affiliated Student Deaths (cumulative)



PreK-12 School Buildings Reporting Cases

2,484
Total PreK-12 School Buildings Reporting Cases
(cumulative)

Schools included are public, non-public, and tribal schools. Number of school buildings reporting cases by week are by specimen collection date. Numbers listed as cumulative total are cumulative since Aug. 1, 2020. Numbers include confirmed and probable cases.



Cases per building	Number of buildings reporting cases 8/29 - 9/11/21
1 case	277
2-4 cases	113
≥5 cases	20
Total	410

■ A list of School buildings listed below reported 5 or more cases of COVID-19 in students or staff who were in the building while infectious during a two-week reporting period by county is available in the [Minnesota Situation Update for Coronavirus Disease 2019 \(https://www.health.state.mn.us/diseases/coronavirus/situation.html\)](https://www.health.state.mn.us/diseases/coronavirus/situation.html)

Cases that have an Affiliation with Institutes of Higher Education (IHE)

19,815 Total IHE-affiliated Cases (cumulative)	
Cases infectious while on campus (cumulative)	6,510
Cases living on campus (cumulative)	3,023

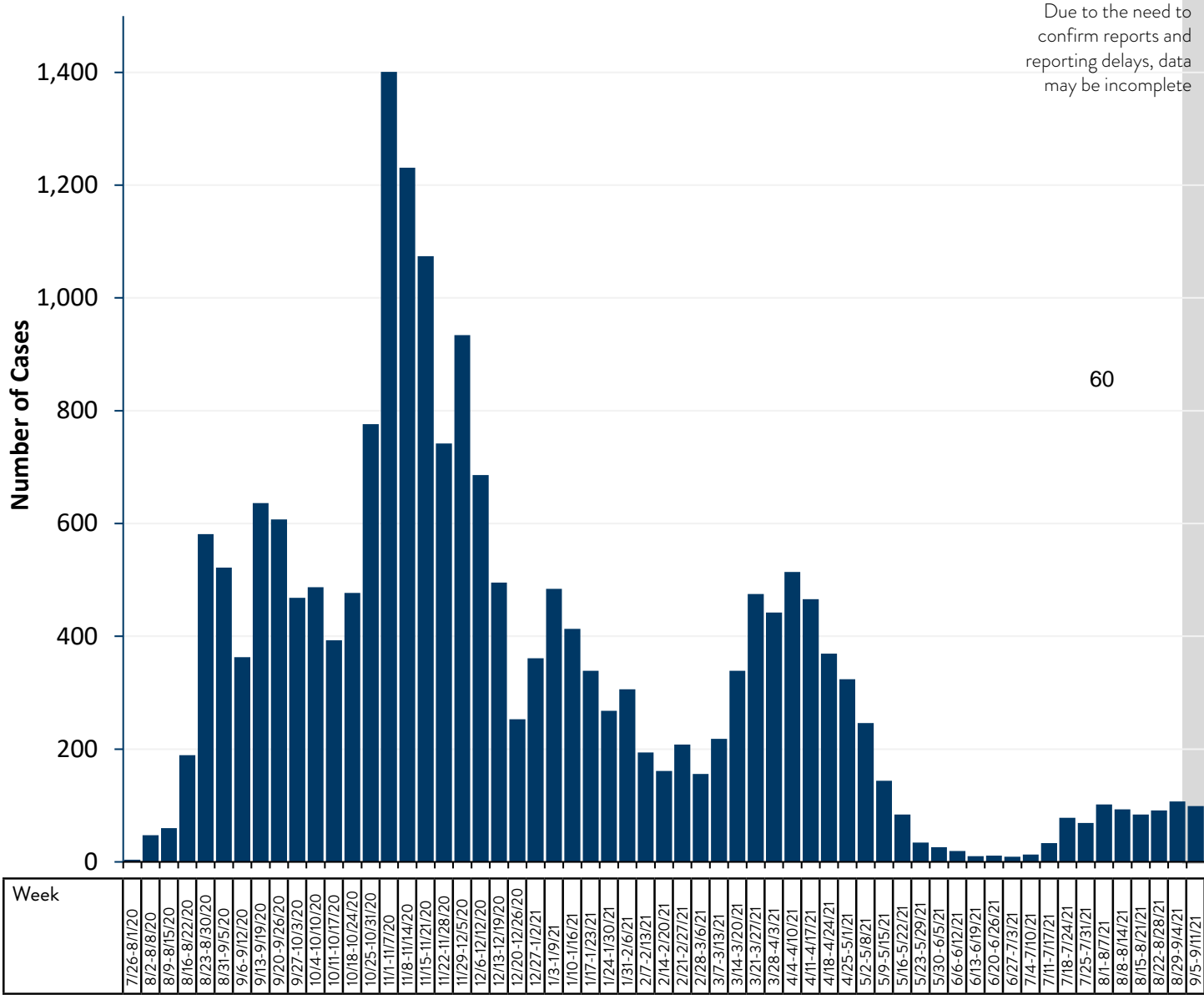
Cases of COVID-19 affiliated with faculty, staff, and students working or enrolled at a Minnesota Institute of Higher Education (IHE) while they were potentially exposed to or able to spread COVID-19. IHE include colleges, universities, and private career schools. Numbers include confirmed and probable cases.

Cases by week are by specimen collection date. Numbers listed as cumulative total are cumulative since Aug. 1, 2020.

175
Total Hospitalized IHE-affiliated Cases
(cumulative)

22
Total ICU Hospitalized IHE-affiliated Case
(cumulative)

7
Total IHE-affiliated Deaths
(cumulative)



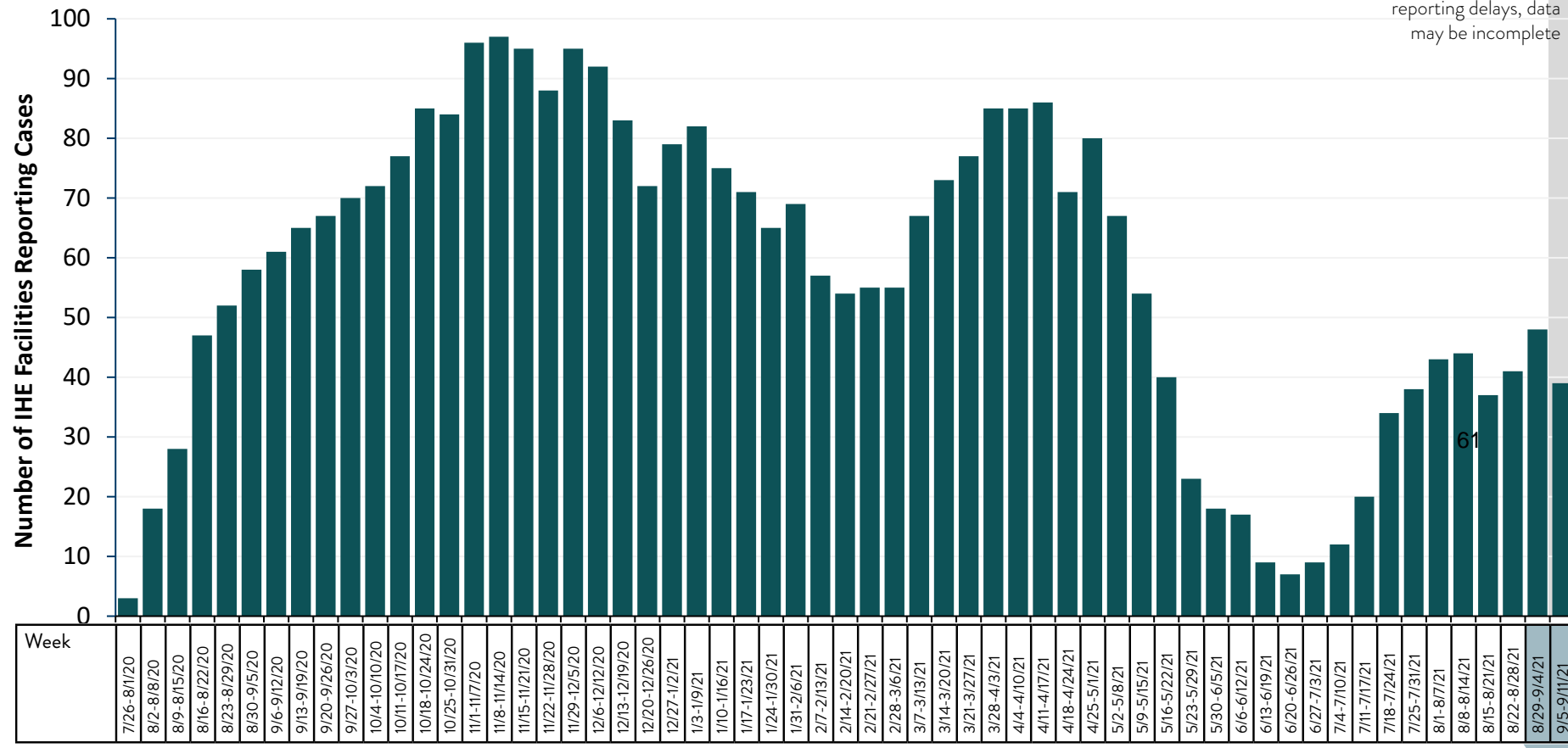
■ Cases were removed due to data cleaning from this week's report of cases that have an affiliation with IHE.

Minnesota IHE Facilities Reporting Cases

153
Total IHE Facilities that have Reported at Least One Case (cumulative)

Number of facilities that have had cases of COVID-19 in faculty, staff, and students working or enrolled at a Minnesota IHE while they were potentially exposed to or able to spread COVID-19. IHE include colleges, universities, and private career schools. Number of IHE Facilities reporting cases by week are by specimen collection date. Numbers listed as cumulative total are cumulative since Aug. 1, 2020. Numbers include confirmed and probable cases.

Due to the need to confirm reports and reporting delays, data may be incomplete



Cases per IHE facility	Number of IHEs reporting cases 8/29-9/11/21
1-10 cases	58
11-30 cases	2
31-99 cases	0
≥100 cases	0
Total	60

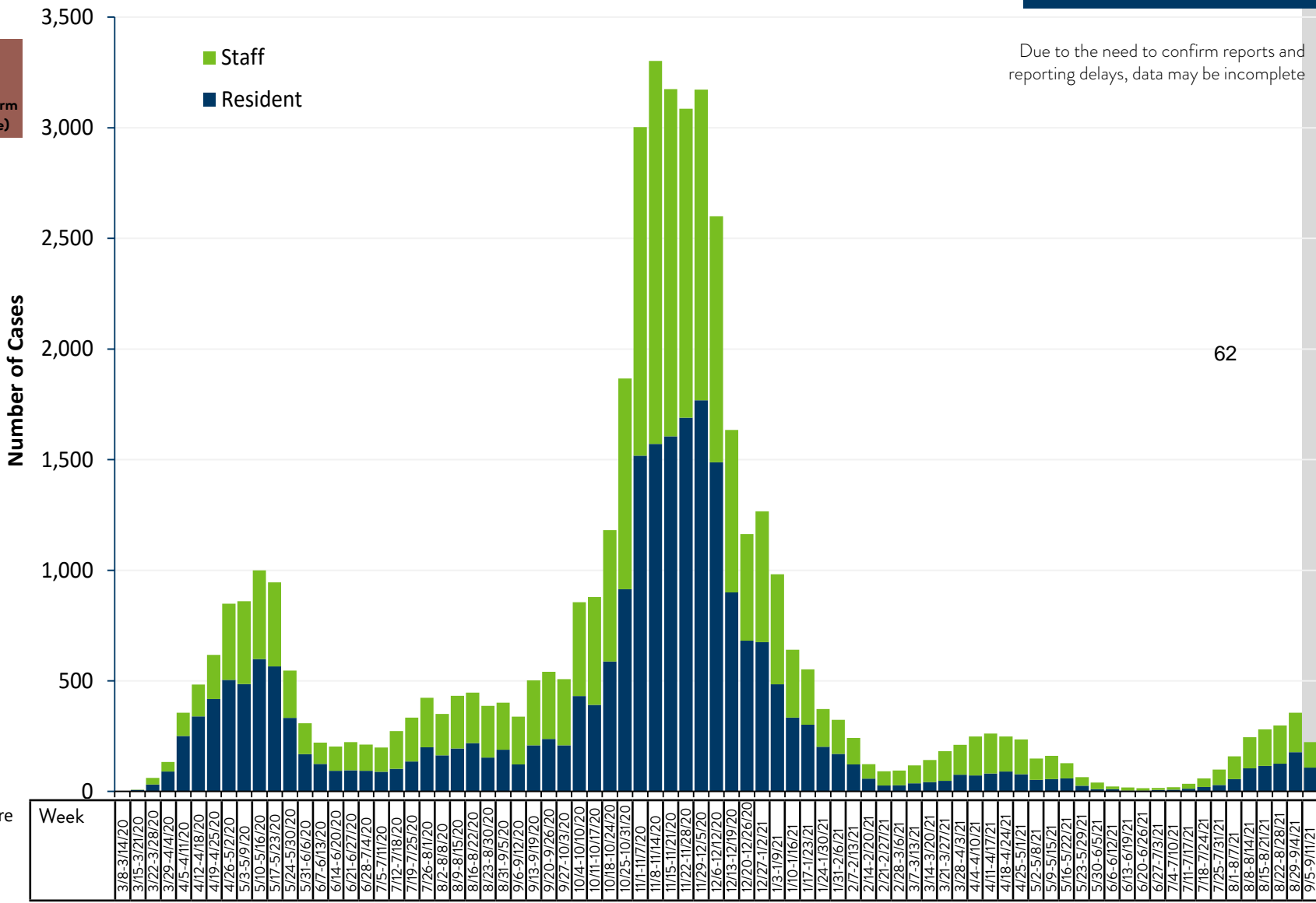
Cases Associated with Congregate Care Settings

22,920
Total Congregate Care Staff
(cumulative)

23,889
Total Congregate Care Residents
(cumulative)

Cases of COVID-19 associated with staff and residents living in congregate settings by specimen collection date. Congregate care settings include nursing homes, assisted living-type facilities, group homes, and other communal-living settings with a healthcare component. Numbers include confirmed and probable cases.

4,599
Deaths among cases that resided in long-term care or assisted living facilities (cumulative)



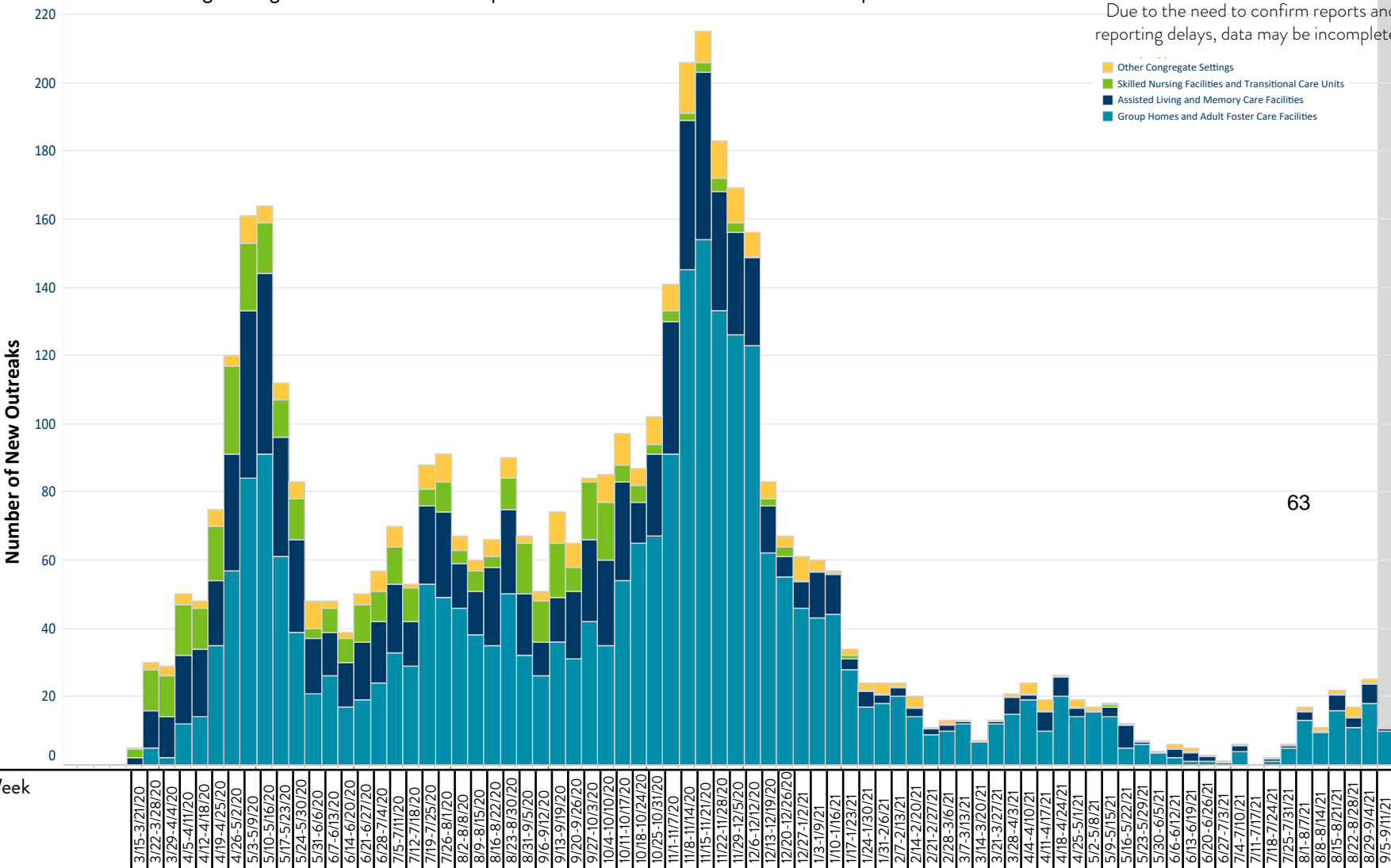
■ In this week's report congregate care staff cases were added due to data cleaning.

Congregate Care Facility Outbreaks

Congregate care facilities with confirmed cases in residents, staff, and visiting providers by specimen date. Congregate care settings include nursing homes, assisted living-type facilities, group homes, and other communal-living settings with a healthcare component. Numbers include confirmed and probable cases.

4,292
Total Congregate Care Facilities (cumulative)

Confirmed cases per facility	Number of facilities
1-2 case	1,933
3-20 cases	1,781
≥21 cases	578

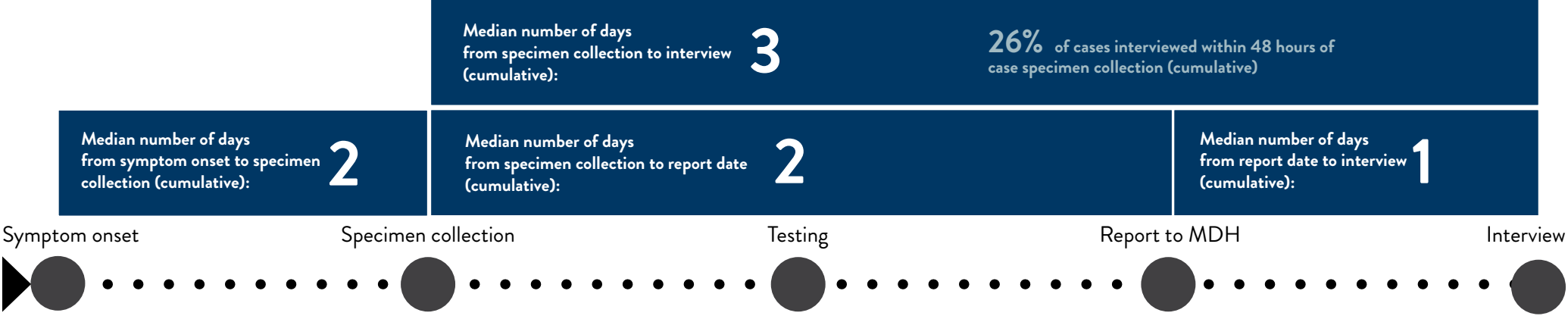


63

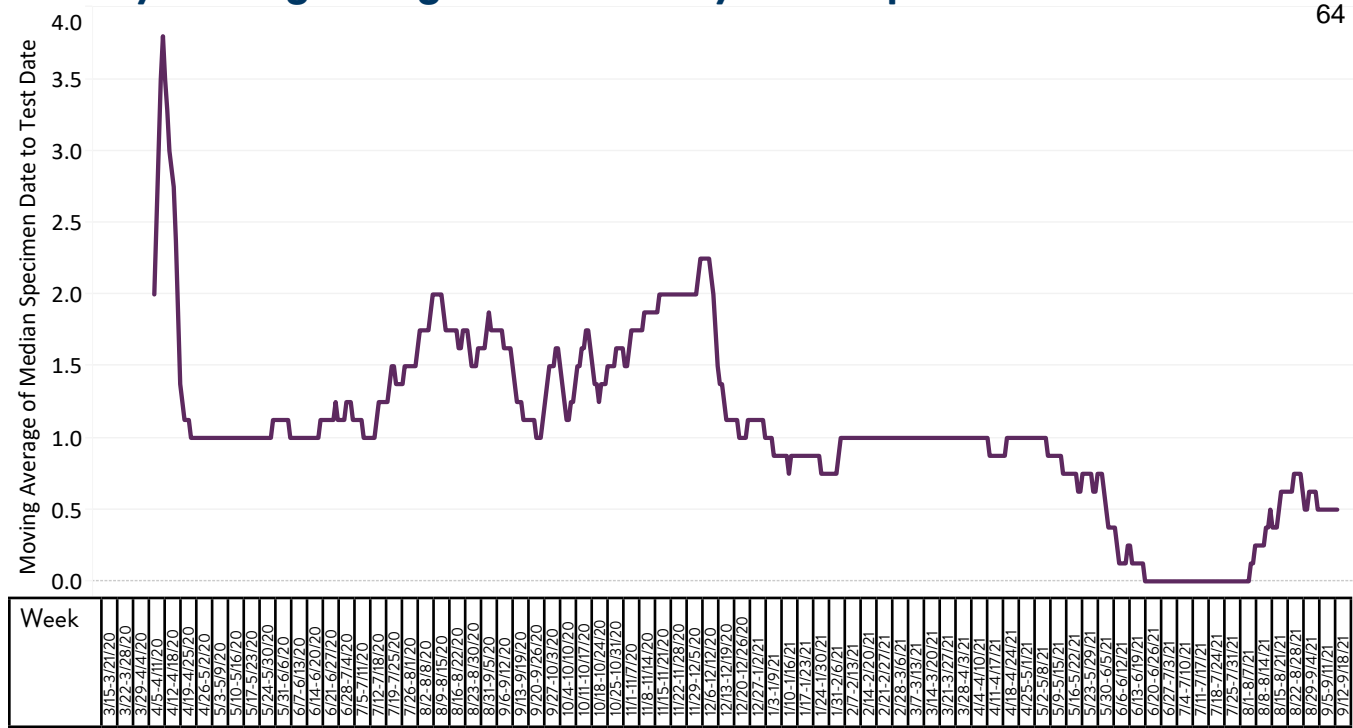
Type of facility	Number of outbreak facilities	Number of resident cases	Number of staff cases	Number of deaths in resident cases	Number of facilities with active outbreaks	Percent of outbreak facilities still experiencing an active outbreak
Skilled Nursing Facilities and Transitional Care Units	367	12,344	11,819	3,059	162	44%
Assisted Living and Memory Care Facilities	1,055	8,404	6,875	1,525	140	13%
Group Homes and Adult Foster Care Facilities	2,649	2,760	4,603	111	112	4%
Other Congregate Care Settings	264	1,554	1,419	21	47	18%

A list of congregated care facilities reporting an exposure in the last 28 days from a case in a resident, staff person, or visiting provider and a cumulative list of long-term care facilities reporting a case in a resident, staff person, or visiting service provider are available on: [Minnesota Situation Update for Coronavirus Disease 2019 \(https://www.health.state.mn.us/diseases/coronavirus/situation.html\)](https://www.health.state.mn.us/diseases/coronavirus/situation.html)

Response Metrics: Testing and Interview Timing



Seven day moving average of median days from specimen collection to testing



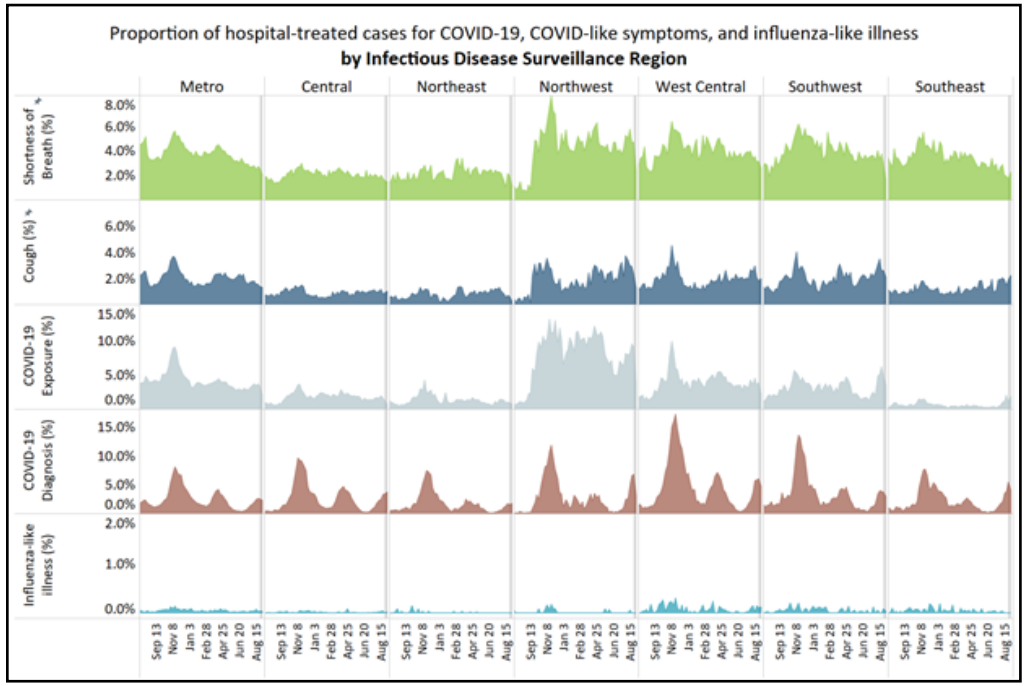
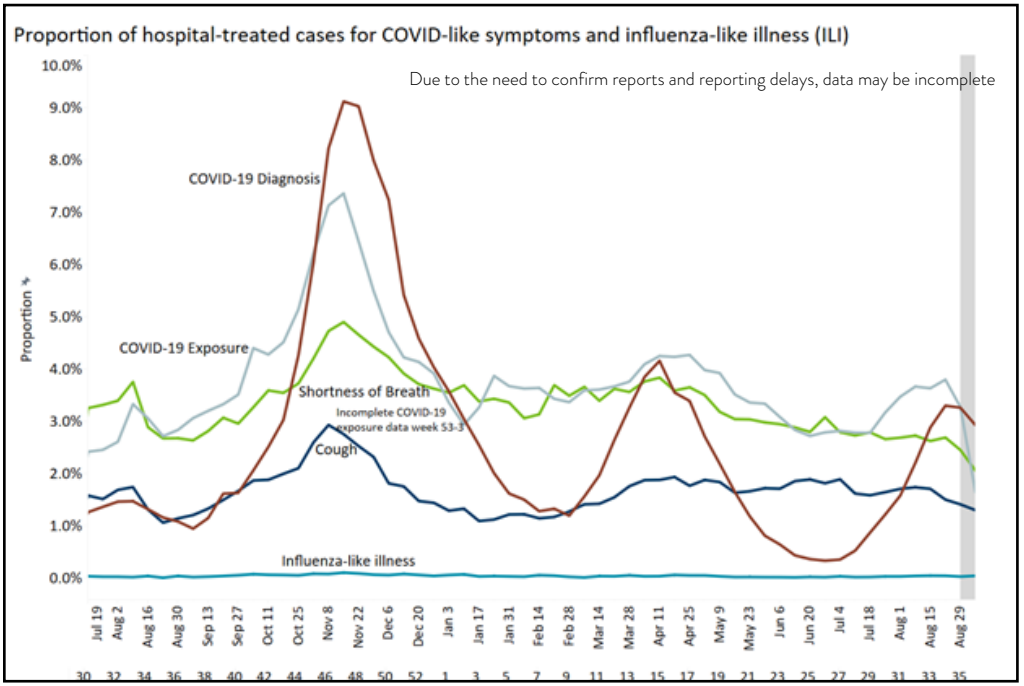
Syndromic Surveillance

These syndromic surveillance data come from the Encounter Alert Service (EAS), which is utilizing an existing service to support and leverage the development of this activity. These data provide situational awareness to help inform public health decision making, resource allocation, and other actions.

Syndromic surveillance is a type of public health surveillance that uses near real-time data to help identify unusual activity that might need further investigation. These data help public health officials detect, monitor, and respond quickly to local public health threats and events of public health importance. The Minnesota Department of Health is currently using data on COVID-19-related symptoms and chief complaints reported during emergency department and inpatient hospital visits to identify trends. This data can provide an early signal that something is happening in a community with the outbreak even if case counts are not increasing at that time.

Data include emergency-department and inpatient hospital visits for COVID-like illness through September 11, 2021. Categories are based upon discharge diagnosis codes. Beginning with the November 27, 2020 Weekly COVID-19 report, conditions are reported from week 30 (July 20, 2020) forward due to a transition in data sources. The gray bar indicates a one week lag period in the data.

Through September 11, 2021, these data represent all patients from about 130 hospitals in Minnesota, covering approximately 88% of the hospital beds statewide. Efforts are underway to expand hospitals to more fully represent the state.



Map of Counties and Infectious Disease Surveillance Regions can be found on: [Field Services Epidemiologists \(https://www.health.state.mn.us/about/org/idepc/epis.html\)](https://www.health.state.mn.us/about/org/idepc/epis.html)

CDC Recommended Prevention Strategies for K-12 Schools

Levels of Community Transmission

Prevention Strategies: GCED will follow CDC recommendations and alter plan as those recommendations change.

All schools implement 5 key prevention strategies:

- Universal and correct use of masks required
- Physical distancing
- Handwashing and respiratory etiquette
- Cleaning and maintaining healthy facilities
- Contact tracing in combination with isolation and quarantine

Prevention Strategies by Level of Community Transmission

Low Transmission ¹ Blue	Moderate Transmission Yellow	Substantial Transmission Orange	High Transmission Red
Elementary Schools Physical distancing: at least 3 feet between students in classrooms		Elementary Schools Physical distancing: at least 3 feet of distance between students in classrooms Cohorting ² recommended when possible	
Middle and High Schools Physical distancing: at least 3 feet between students in classrooms		Middle and High Schools Physical distancing: at least 3 feet of distance between students in classrooms Cohorting recommended when possible	Middle and High Schools Schools that can use cohorting: at least 3 feet of distance Schools that cannot use cohorting: at least 6 feet distance between students in classrooms ²

¹Levels of community transmission defined as total new cases per 100,000 persons in the past 7 days (low, 0-9; moderate, 10-49; substantial, 50-99; high, ≥100) and percentage of positive tests in the past 7 days (low, <5%; moderate, 5-7.9%; substantial, 8-9.9%; high, ≥10%).

²Cohorting involves creating groups of students that are separated from other groups by at least 6 feet throughout the entire day. Cohorting can be implemented in either full in-person instruction or hybrid instruction, or through other strategies.

³In middle and high schools, 6 feet is recommended in areas of high community transmission, unless they can implement cohorting. Schools may consider using reduced attendance, hybrid instruction, or other strategies to ensure 6 feet of physical distance between students in middle and high schools that do not use cohorting. Diagnostic testing for SARS-CoV-2 is intended to identify occurrence of SARS-CoV-2 infection at the individual level and is performed on individuals with or without suspected COVID-19 infection in accordance with the test's authorization and labeling.

⁴Middle and high schools in areas of high community transmission should implement cohorting if they use less than 6 feet between students in classrooms. If cohorting is not possible, 6 feet between students is recommended. Middle and high schools can use strategies such as reduced attendance (some students are virtual only at all times) or hybrid instruction to achieve 6 feet of distance.

⁵School officials should implement limits on spectators and attendees for sports, extracurricular activities, and events to ensure 6 feet of physical distance and require use of masks.

⁶Schools may consider using screening testing for student athletes and adults (e.g., coaches, trainers) who support these activities to facilitate safe participation and reduce risk of transmission. See screening testing section **66** Table 4 for additional details.



Services to Students with Disabilities

ie. at home during COVID-19

Agenda

01

Current Issue

Member Safe Learning Plans
Recovery Services Mandate

02

Office of Civil Rights

OCR Investigations
What This Means

03

Options for Continuing Service

Distance Learning
Homebound

04

Q & A

“Not liking the look of this,” tweeted Helen Branswell, science journalist for statnews, on January 2, 2020 after looking at initial COVID-19 data.

Current Issue

Local Control

- Seven different safe learning plans
- Seven different sets of resources

Recovery Services

- IEP Meetings for all SWDs
- Ongoing mandate

We need to work together to identify solutions in each district to stem any losses due to COVID-19.

Ongoing?

“school districts ... have an **ongoing responsibility** to ensure that a student’s IEP team reviews and revises the student’s IEP, as appropriate, to address any lack of expected progress.

02

Office of Civil Rights

Office of Civil Rights (OCR)

*We need to consider
FAPE in decisions
regarding learning
plans and understand
possible repercussions.*

OCR Investigations

- Multiple State Agencies are under investigation.
- Single Districts are now under investigation.

What this means.

- Raise awareness of FAPE mandate.
- Consider this information in planning.

Options

Homebound

Distance Learning



Q & A

- C. COVID-19 Healthcare Emergency Temporary Standard
- D. COVID-19 OSHA ETS for Vaccinations and Testing



What to Expect from OSHA on COVID-19 Vaccine and Testing Rules

By Lisa Nagele-Piazza, J.D., SHRM-SCP

September 12, 2021

Businesses with at least 100 employees will soon be required to mandate that employees get vaccinated against the coronavirus or submit to weekly testing. Employers are still waiting for the Occupational Safety and Health Administration (OSHA) to issue an emergency temporary standard (ETS), and some key questions have yet to be answered, but employers can take certain steps now to prepare.

Here's what employers need to know.

ETS Timing

President Joe Biden announced the six-part "Path Out of the Pandemic (<https://www.whitehouse.gov/covidplan/>)" on Sept. 9. "We're going to reduce the spread of COVID-19 by increasing the share of the workforce that is vaccinated in businesses all across America," he said.

Among other steps, the administration will require most federal employees and federal contractors to get the COVID-19 vaccine. Biden's order eliminated the option for such workers to opt for regular testing instead of vaccination. OSHA's pending ETS, however, will let private-sector employers alternatively allow "any workers who remain unvaccinated to produce a negative test result on at least a weekly basis before coming to work," according to the White House.

When will the rule take effect? "Although the timing of when the ETS requirement will go into effect is not clear, it will likely not be a long wait," said Keith Wilkes, an attorney with Hall Estill in Tulsa, Okla. The rule is expected to impact more than 80 million private-sector workers.

Ashley Brightwell, an attorney with Alston & Bird in Atlanta, said OSHA may not issue the ETS for another 30 to 60 days.

The ETS can remain in place for six months. "After that time, it must be replaced by a permanent OSHA standard, which must undergo a formal rulemaking process involving a typical notice-and-comment period," according to law firm Fisher Phillips.

FEATURED RESOURCE CENTER

COVID-19 Vaccination Resources (www.shrm.org/hr-today/news/hr-news/Pages/COVID-19-Vaccination-Resources.aspx)

Start Planning

In light of the news, Brightwell suggested that employers start encouraging all employees to get vaccinated to make compliance easier once the rule goes into effect.

Ian Carleton Schaefer, an attorney with Loeb and Loeb in New York City, said covered employers need to quickly ramp up their infrastructure in terms of policies, administration and tracking.

Employers also need to decide whether they will mandate vaccination or allow weekly testing as an alternative. "For some employers, collecting and tracking weekly test results may burden them such that they decide to adopt a mandatory vaccination policy," according to Fisher Phillips.

Notably, employers will be required to provide paid time off for workers to get vaccinated and recover from any side effects. Businesses will also have to consider the costs associated with confirming negative test results for unvaccinated employees.

"Regarding the tests themselves, while insurance may cover the cost of tests, several states have laws predating COVID-19 requiring employers to pay for mandatory medical tests or reimburse employees for any such testing," Fisher Phillips said.

Under the federal Fair Labor Standards Act, employers must pay nonexempt employees for the time spent undergoing testing during the workday. "This likely includes required testing occurring on employees' days off if such testing is necessary to perform their jobs safely and effectively during the pandemic," according to the firm.

Be Ready for Accommodation Requests

OSHA's rule will almost certainly affirm that employers must accommodate employees who refuse to be vaccinated based on a medical exemption or sincerely held religious belief, said Paula Ketcham, an attorney with Schiff Hardin in Chicago.

Erika Todd, an attorney with Sullivan & Worcester, noted that when an employee requests a medical exemption, an employer is entitled to require a reasonable amount of verification to confirm that the employee does have a bona fide medical reason not to be vaccinated. "At the same time, employers must maintain the confidentiality of any medical information they obtain when discussing an exemption," Todd added.

She said religious objections are protected even when they are not supported by a formal religious group, and employers should seek further verification only in rare circumstances if there is a specific reason to doubt that the employee's objection is religion-based. "Notably, political and philosophical objections are not protected by federal anti-discrimination law," she said.

Mixed Reactions to Rule

In addition to potential legal risks, the main concerns employers have had in 2021 regarding vaccine mandates include resistance from employees, the potential impact on company culture and employee morale, and the possibility of losing employees in a tight labor market, according to research from law firm Littler Mendelson.

"The administration's approach will help equalize the playing field and take some pressure off employers who have been concerned about moving too fast or too early in this important area," said Devjani Mishra, an attorney with Littler in New York City.

Schaefer also said the government mandate alleviates some issues surrounding vaccination policies for covered employers that are competing for talent.

Some people have raised concerns (www.shrm.org/resourcesandtools/legal-and-compliance/employment-law/pages/coronavirus-law-professor-sues-over-covid-19-policy.aspx) about requiring vaccination for those with natural immunity due to a past COVID-19 infection. The U.S. Centers for Disease Control and Prevention (CDC), however, is still urging people who already had the coronavirus to get vaccinated and pointed to the results of a recent study (<https://www.cdc.gov/media/releases/2021/s0806-vaccination-protection.html>) highlighting the

risk of reinfection. "The study of hundreds of Kentucky residents with previous infections through June 2021 found that those who were unvaccinated had 2.34 times the odds of reinfection compared with those who were fully vaccinated," the CDC said. "The findings suggest that among people who have had COVID-19 previously, getting fully vaccinated provides additional protection against reinfection."

Stephanie Gaston, an attorney with Bradley Arant Boult Cummings in Houston, noted that legal challenges are expected.

OSHA has the authority to issue emergency temporary standards only if it can show both of the following factors:

- Employees are exposed to grave danger from the hazard.
- The ETS is necessary to protect employees from that danger.

According to the Congressional Research Service (<https://sgp.fas.org/crs/misc/R46288.pdf>), "[I]n the nine times OSHA has issued an ETS [prior to its COVID-19 health care ETS (www.shrm.org/resourcesandtools/legal-and-compliance/employment-law/pages/what-employers-need-to-know-about-osh-covid-19-updates.aspx)], the courts have fully vacated or stayed the ETS in four cases and partially vacated the ETS in one case."

Questions Remain

"The details of what the ETS will include are scarce at this point, leaving many questions unanswered," Fisher Phillips said. How will the 100-employee threshold be counted? Will employers be required to collect proof of vaccination? What type of testing will be required? Will remote employees be covered?

Brightwell thinks it unlikely that the ETS will apply to remote workers under the "grave danger" requirement. If employees are not exposed to anyone in the workplace, the risk of contracting COVID-19 is not work-related.

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Feedback

5RiversOnline

How will the funding work?



5RiversOnline Funding

- The funding will work much like it currently does for our Alternative Education Programs
 - GCED reports MARSS
 - Aid flows to student's resident district
 - GCED will bill a share of the expenses to each participating district, based on enrollment



Current Full Time Enrollment

Breakdown of K-6 and 7-12

- 47 Elementary
- 94 Secondary
- 141 Total
- 159.80 pupil units

Breakdown by District

- Cannon Falls – 10
- Goodhue – 10
- Kenyon – Wanamingo – 18
- Lake City – 9
- Red Wing – 80
- Zumbrota – Mazeppa – 11
- Non GCED Residents – 3

Revenue Projections

Current formula allowance

$\$6,728 \times \text{Current PUs } 159.80 = \$1,075,134.40$

- General Education Revenue flows to the student's resident district
- Resident district also generates referendum revenue, local optional revenue, and other aids that use adjusted pupil unit as the base measure



Expense Projections

1.0 Principal – \$148,777.30

3.0 K-6 Teachers – \$194,706.78

2.64 Secondary Core Teachers – \$190,708.13

0.87 Specialists – \$68,028.53

Total Staff Expenses – \$602,220.74

Expense & Revenue Projections

Staffing - \$602,220.74

Supplies - \$61,880.47

Tech Devices - \$10,000

Edgenuity - \$5,600

Marketing - \$5,000

Total Expenses - \$699,701.21

Per Pupil Unit (PPU)

$\$699,701.21 \div 159.8 \text{ PU} = \$4,378.61 \text{ PPU}$

Revenue = \$6,728.00 PPU

Expense = \$4,378.61 PPU

Remaining in Resident District = \$2,349.39 PPU



So why are we doing this together? Not six separate online schools?

Let's take Red Wing's enrollment of 80 since it is the largest and run through revenue/expense projections.

Revenue - 80 students

Breakdown of K-6 and 7-12

- 25 Elementary Students
- 55 Secondary Students
- 80 Total Students, 91 PUs

Projected Revenue

$$91 \text{ PUs} \times \$6,728 = \$612,248$$



Expense Projection - 80 students

1.0 Principal - \$148,777.30

2.0 Elementary Teachers - \$129,804.52

2.64 Secondary Core Teachers - \$190,708.13

0.87 Specialists - \$68,028.53

Subtotal Staff Expense - \$537,318.48

Staff Expenses - \$537,318.48

Supplies - \$15,000

Curriculum - \$61,880.47

Tech Devices - \$10,000

Edgenuity - \$5,600

Marketing - \$5,000

Total Expenses - \$634,798.95

Revenue vs Expenses - 80 students

Revenue = \$612,248.00

Expenses = \$634,798.95

Revenue PPU = \$6,728.00

Expense PPU = \$6,975.81

Loss PPU = \$247.81

Non Monetary Benefits of Jointly Operating 5RiversOnline

- **One application** needed to be prepared vs six separate applications for approval to provide online instruction - Special Education, ELL, SAAP Services
- **GCED staff prepared the application** in conjunction with district leadership, instead of 6 districts each having to complete the application separately using internal and external staff.
- We would have been **competing with each** other for students due to proximity
- Because it is a program under the GCED umbrella, students can still be connected to their resident district for after school activities and some in person classes.

So will this result in additional revenue for member districts?

- Perhaps..... It depends on how student was included in the member's enrollment projections
 - Did the student attend school elsewhere in 2020-21?
 - Then more than likely this is new revenue for the member district
 - Did the student attend school with the member district in 2020-21?
 - Then more than likely it is not new revenue
 - The district more than likely staffed for the student to attend in person and is now under contract to keep those staff all school year
 - The unknown is if 5RiversOnline was not an option, would the student have gone to another online provider and the district would have lost the revenue and still generated the staff expense.

The 5RiversOnline application proposed many staffing positions that were not filled with the unknown of where enrollment would end up.

The application process with the MDE requires applicants to plan for when the Online School would be fully operational. Our staffing plan included 47.65 FTE and was based on an eventual enrollment of 650 students in future years.

Areas of need include:

- School Counselor/School Social Worker (Request for 1.0 FTE)
- EL Teacher (Request for .5 to 1.0 FTE)
- We will continue to monitor enrollment for changing staff needs
- MARSS - related but not direct cost to 5RO (Request for .5 to 1.0 FTE)

“Online learning is not the next big thing, it is the now big thing.”

- Donna J Abernathy

Looking Forward to 2022-23



Things we can do better:

- Plan to begin 2022-23 Enrollment in February.
- Provide enrollment projections to members to aid in their planning
- Request needed FTE early by subject area so districts can provide staff
 - District's may be able to reduce their staff to meet budget targets by scheduling⁹⁶ staff to teach with 5RiversOnline.



- V. **Old Business:**
 - A. 2021-22 Staffing Update
- VI. **New Business:**
 - A. Pathways Middle Level ALC

Minnesota Department of Education	School Improvement 1500 Highway 36 West Roseville, MN 55113-4266	PUBLIC ALP OR ALC PROGRAM APPLICATION (MIDDLE LEVEL)	ED-02087-08
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GENERAL INFORMATION AND INSTRUCTIONS: Area Learning Centers (ALCs) are required to serve secondary learners ages 12 through adult in accordance with Minnesota Statutes, sections 124C.45-49 and state policy. The information requested here is required for each middle level ALC/Alternative Learning Program. The following is also prerequisite to program approval:

- Each program will be judged separately. ALCs are required to provide at least one approved ALC middle level pull-out program or school within a school program to obtain overall ALC approval. A large district or cooperative district ALC providing services to a large geographical or heavily populated area must also have plans to meet the variety of needs of middle level, at-risk populations within its boundaries.
- The targeted service model is limited to ALCs already implementing a middle level pull-out, school within a school program or integrated model.
- Attach a copy of a continuous learning plan.

IDENTIFICATION INFORMATION		
Name of School District Goodhue County Education District	Name of ALC Pathways Program	Date 5/14/13
PROGRAM TYPE (CHECK ONE): <input type="checkbox"/> ALC Pull-Out Program <input type="checkbox"/> Integrated Model <input type="checkbox"/> ALC School Within A School Program Grade Levels: 6-7		
Name of Middle Level Program Site(s) Twin Bluff Middle Schools		
Site Address 2120 Twin Bluff Road	City Red Wing	Zip Code Minnesota
Name of Middle Level Program Contact Person Brian Cashman, Pathways Program Manager	Email bpcashman@redwing.k12.mn.us	Telephone Number 651-385-5949

CURRENT AND PROJECTED LEARNERS BY AT-RISK CATEGORIES		
<i>ALCs are required to serve a variety of learners at-risk. Enter the number of learners projected to be served during the first year of operation. Participant counts may be duplicated unless stated unduplicated.</i>		
AT-RISK CATEGORIES	PROJECTED NUMBER OF LEARNERS SERVED	
	Pull-Out	School Within A School
One Year Behind		8
Two Achievement Grade Levels Behind		2
Chemically Dependent		0
Pregnant or Parent		0
Victims of Physical or Sexual Abuse		4
Having Experienced Mental Health Problems		0
Having Experienced Homelessness During Last Six Months		0
Are or Were on an IEP		2

Expelled or Excluded		1
Speaks English as a Second Language or Has Limited English Proficiency		0
Referred by District(s)		1
Other (specify):		
Unduplicated Total Count		12

SCHOOL YEAR PROGRAM DESCRIPTION

Attach a description of the following areas of the center/program:

1. The composition of the Alternative Planning Team, such as teachers, parents, students, support staff, administrators and other agency staff.
2. The Program Mission as provided by the Alternative Planning Team with input from the community.
3. Eight to fifteen philosophy statements reflecting the program.
4. The plans for promoting to the whole community, the program description and the types of eligible learners to be served.
5. The intake procedures and methods for identifying learner needs.
6. The scheduling of learners, continual learning plan components and parent involvement activities.
7. How the center/program will have access to the district's regular education programs, technology, facilities and staff, and the benefits to the center/program learners.
8. Other agencies cooperating with center/program and how each agency will be providing assistance to learners.
9. How center/program will provide the support services for each of the following groups of learners (include assistance from the school district, other agencies and your staff. Combine where services are similar):
 - a. behind in academics,*
 - b. pregnant minors and minor parents,
 - c. assessed as chemically dependent,
 - d. experiencing mental health problems,
 - e. having been abused physically or sexually,
 - f. having experienced homelessness,
 - g. excluded or expelled from school,
 - h. experiencing physical health problems,
 - i. speaks English as a second language or has limited English proficiency,
 - j. having one or more disabilities, and
 - k. those in transition from school to school or work
10. How program learners will be encouraged to participate in regular school activities, a list of available activities and other activities developed specifically for this program.
11. The personal/social development program including methods to improve the self-concept of learners.
12. The facilities including square footage, program capacity, program funding sources, and the breakfast and lunch program.
13. Staffing for the program. Explain the number of FTEs and teacher areas of licensure in the program. Describe characteristics of the teachers that will support student success.
14. The academic program. Legislation requires that students be taught and assessed on the state standards (Language Arts, Mathematics, Science, Social Studies, and the Arts) and local standards (Physical Education, Health, Career and Technical Education, World Languages). Explain the process of aligning courses to local and state standards. Include methods to support remediation and acceleration.* Explain how the program will be evaluated.
15. Activities for exploring careers and learner talents.
16. Program integration of technology, community service, and vocational education.
17. Describe what is unique about the program for increasing student success and academic achievement.

*Items 9a and 14 may be combined together in one description under 9a.

Appendix A – Intake Process

Philosophy:

The recommendation of enrollment into an Alternative Learning Center program is one that is not to be taken lightly. The Pathways Program is designed to offer an alternative pathway to academic success and social maturity. As such, the program needs to be the right fit for the student and the student needs to be the right fit for the program. The Intake Process is very intentional in offering the student, their family, the referring school, and the Pathways Program multiple opportunities to ensure that this is the best option for the student. This is why for students without an IEP, there are three checkpoints (Referral Review; Intake Meeting; Continual Learning Plan Meeting). For students with an IEP, the IEP meeting procedures are followed so as to ensure an appropriate recommendation is made with respect to the level of support a student requires.

Intake Process Steps:

1. The referring school completes a Pathways Program referral form. This form is completed by the referring school administrator, or administrative designee, in collaboration with the student and the student’s family.
2. The referring school sends the completed referral, along with the student’s records, to the Pathways Program manager.
3. The Pathways Program manager reviews the application and the accompanying student records and determines which of the following process needs to be followed:

Process	Process A	Process B	Process C
Qualification	Student does not have an IEP; a spot is immediately available	Student has an IEP; a spot is immediately available	A spot is not immediately available
Steps	<ol style="list-style-type: none"> 1. Program Manager and Program Supervisor review referral. 2. If the student is deemed to be a potential good fit for the program, the program manager initiates an intake meeting.* 3. Following the intake meeting, a decision is made by the intake team** regarding the referral. 4. If the recommendation is inclusion into the Pathways Program and the student and family agree, then a Continual Learning Plan Meeting is held.*** 5. The student starts in the Pathways Program. 	<ol style="list-style-type: none"> 1. Program Manager and Program Supervisor review the referral. 2. The Program Supervisor initiates an IEP meeting. 3. If the IEP team determines that the Pathways Program is an appropriate setting, then the appropriate paperwork and communication is initiated and completed – including the amending of the IEP and completion of a Continual Learning Plan. 4. The student starts in the Pathways Program. 	<ol style="list-style-type: none"> 1. Program Manager and Program Supervisor review the referral. 2. The student is placed on the program waiting list. 3. When a spot opens up, either Process A or Process B is followed.

*The Intake Meeting will have the following format:

1. Introductions
2. Interview of Student and Family
3. Overview of Pathways Program
4. Tour of Pathways Program
5. Questions

**The Intake Team composition is recommended to be:

1. Student
2. Student's Family
3. Referring School Administrator or Administrative Designee
4. Pathways Program Manager
5. Pathways Program Supervisor
6. Pathways Program Teacher
7. Support Personnel as deemed necessary by the Pathways Program Manager

***The Continual Learning Plan Meeting will have the following format:

1. Completion of enrollment paperwork (if necessary)
2. Review of Pathways Program expectations and structure
3. Acceptance of the Pathways Program expectations and structure via signatures
4. Overview of the Pathways Program Continual Learning Plan
5. Completion of the Pathways Program Continual Learning Plan

Note: Please see Appendix B for a copy of the Referral Form.

Appendix B – Referral Form

Student Name (as appears in your Student Information System):

Address: _____ City: _____ State: _____ Zip: _____

Parent/Guardian: _____

Address (if different from above): _____

City: _____ City: _____ State: _____ Zip: _____

Home Phone _____ Work Phone _____ Cell Phone _____

Other Phone _____ E-mail _____

Resident District _____ Last School District Attended _____

Grade _____ Birthdate _____ MARSS # _____

IEP or 504 plan (if so, please list which one)? _____

If one, case manager: _____

*Note: The case manager must be aware of this referral, as there must be an IEP meeting to determine if the Pathways Program is an appropriate placement for the student.

Standardized Test Score History:

What is the reason for this referral?

Please check each Graduation Incentive Category that the student qualifies for ALC programming under:

Performs substantially below the performance level for pupils of the same age in a locally determined achievement test (ex: MCA)

Is behind in satisfactorily completing coursework

Is pregnant or is a parent

Has been assessed as chemically dependent

Has been excluded or expelled

Has been referred by a school district for enrollment in an eligible program

Is a victim of physical or sexual abuse

Has experienced mental health problems

Has experienced homelessness

Speaks English as a second language or has limited English proficiency

Has withdrawn from school or has been chronically truant

Is being treated in a hospital in the seven-county metropolitan area for cancer or other life-threatening illness or is the sibling of an eligible pupil who is currently being treated, and resides with the pupil's family at least 60 miles beyond the outside boundary of the seven-county metropolitan area

Behavioral History:

What is the student's attendance record for the last year? (attach attendance records if available)

Days present/total days _____ Tardies _____

What is the student's behavior record for the last year?

Number of Out-of-School Suspensions: _____

Reason(s): _____

Number of In-School Suspensions: _____

Reason(s): _____

Number of Behavior Referrals: _____

Reason(s): _____

School Official Name (Print)

School Official Signature

School Official's Position

1. The composition of the Alternative Planning Team, such as teachers, parents, students, support staff, administrators and other agency staff.

The composition of the Alternative Planning Team includes the following staff:

- * Brian Cashman: Principal, Tower View Alternative High School, GCED Alternative Learning Consultant
- * Cherie Johnson: Director, Goodhue County Education District
- * GCED Superintendents (Cannon Falls, Goodhue, Kenyon-Wanamingo, Red Wing, Zumbrota-Mazeppa)
- * GCED School Principals (Cannon Falls, Goodhue, Kenyon-Wanamingo, Red Wing, Zumbrota-Mazeppa)

2. The Program Mission as provided by the Alternative Planning Team with input from the community.

Vision:

The Pathways Program strives to provide flexible, creative, and personalized alternative learning opportunities through strong relationships and programming that will lead to success for all students.

Mission:

The Pathways Program exists to provide at-risk middle level students a non-traditional option for academic and social development.

3. Eight to fifteen philosophy statements reflecting the program.

- The Pathways Program places an emphasis on academic personalization and skill development.
- The Pathways Program allows students to participate in various exploratory programs and experiences, with a particular focus on Career and Technical Education.
- The Pathways Program supports student access to support services for physical and mental health, truancy and tardiness, peer pressure and relationships, and other important non-academic areas.
- The Pathways Program allows students to be integrated into academic and social situations with peers.
- The Pathways Program allows students and families the choice to continue in the program or transition to other school district or Goodhue County Education District programming.
- The Pathways Program places an emphasis on parent engagement.
- The Pathways Program is a safe, secure, and orderly environment where students are eager to learn.
- The Pathways Program requires all students to demonstrate appropriate academic growth and achievement.
- The Pathways Program selects, develops, and supports a competent and caring staff.

4. The plans for promoting to the whole community, the program description and the types of eligible learners to be served.

The Pathways Program will be promoted using the communication methods available in each GCED school district. In addition, GCED will support promotional efforts with paper communication and electronic communication, including the use of the GCED website, and media communication.

The Pathways Program description is as follows:

“The Pathways Program offers an opportunity for at-risk students in grades 6 and 7 to be part of a small learning community that emphasizes positive adult and peer relationships and creative, flexible, and personalized learning. The Pathways Program is open to any grade 6 or grade 7 student who is attending school in Cannon Falls, Goodhue, Kenyon-Wanamingo, Red Wing, or Zumbrota-Mazeppa and meets one or more ‘at-risk’ criteria. The Pathways Program is currently being housed at Twin Bluff Middle School in the Red Wing School District. The program is considered a ‘school-within-a-school’, meaning that Pathways Program students are together for about half of the day and are with their grade 6 and grade 7 peers for the other half of the day. Transportation to and from the Pathways Program is available free of charge for students.

For more information, please contact your building principal.”

5. The intake procedures and methods for identifying learner needs.

Please see Appendix A.

6. The scheduling of learners, continual learning plan components and parent involvement activities.

Pathways Program students will have the following schedule components as part of the School-Within-A-School Model:

Homebase: Pathways Program
English/Language Arts: Pathways Program
Career/Technical Education: Pathways Program
Exploratory/Social Skills: Pathways Program
Math: Regular Education
Science: Regular Education
Social Studies: Regular Education
Breakfast: Regular Education
Lunch: Regular Education

Please see Appendix C for a copy of a preliminary Continual Learning Plan to be used in the Pathways Program.

Parent involvement activities will include the following:

- * Fall and Spring Socials for Pathways Program families.
- * Fall and Spring Parent-Teacher Conferences.
- * Weekly phone call by the Pathways Program teacher home to report on progress.
- * Parent access to on-line grades and attendance.
- * Monthly newsletter produced by program manager.
- * Parent access to Program Manager, Program Supervisor, and Program Teacher via phone and e-mail.

7. How the center/program will have access to the district's regular education programs, technology, facilities and staff, and the benefits to the center/program learners.

The Pathways Program will operate as a "school-within-a-school" model. As such, Pathways Program students will access the regular education programs for math, social studies, and science. The Pathways Program classroom is an existing room within Twin Bluff Middle School and the Pathways Program students will share the same hallways, lockers, and lunch room as their grade level peers. The Pathways Program classroom will be equipped with curriculum materials, capital material (desks, chairs, etc.) and technology hardware that is at least equivalent to similar rooms at Twin Bluff Middle School. This will allow for continued peer relationship development, as well as contributing to a sense of being part of a larger community.

8. Other agencies cooperating with center/program and how each agency will be providing assistance to learners.

The Pathways Program is a Goodhue County Education District (GCED) program that is housed at Twin Bluff Middle School in the Red Wing School District. As such, students in the Pathways Program will have access to GCED supports (i.e. transportation), as well as Red Wing School District supports (i.e. tutoring/mentoring programs, during and after school activities, etc.).

9. How center/program will provide the support services for each of the following groups of learners (include assistance from the school district, other agencies and your staff. Combine where services are similar):

*a. behind in academics,**

The Pathways Program will provide extended time and expert instruction for students behind in reading and writing skill development. Students behind in math, social studies, and/or science will have access to the differentiation strategies and intervention supports that are also available to their regular education peers.

b. pregnant minors and minor parents,

The Pathways Program will have access to a parent educator who is based at the Colvill Family Center in the Red Wing School District. Pathways Program students will also have access to the school nurse and counseling/social work staff at Twin Bluff Middle School.

c. assessed as chemically dependent,

Pathways Program students will have access to the Goodhue County Chemical Health Initiative liaison, as well as the school nurse and counseling/social work staff at Twin Bluff Middle School.

d. experiencing mental health problems,

Pathways Program students will also have access to the counseling/social work staff at Twin Bluff Middle School. The Program Supervisor will also be able to refer families to appropriate county agencies for support outside of school.

e. having been abused physically or sexually,

Pathways Program students will also have access to the counseling/social work staff at Twin Bluff Middle School. The Program Supervisor will also be able to refer families to appropriate county agencies for support outside of school.

f. having experienced homelessness,

Pathways Program students will have access to the Red Wing School District homeless liaison. Students will also have access to the counseling/social work staff at Twin Bluff Middle School. The Program Supervisor will also be able to refer students to appropriate county agencies for support outside of school.

g. excluded or expelled from school,

The Pathways Program offers an opportunity for students excluded or expelled from school to resume their education. In the event that a student is excluded or expelled from the Pathways Program, the student has the option of returning to their home school. In some cases, students may be able to access homebound education services as well.

h. experiencing physical health problems,

Pathways Program students will also have access to the school nurse, as well as the counseling/social work staff at Twin Bluff Middle School. The Program Supervisor will also be able to refer families to appropriate county agencies for support outside of school. The Pathways Program is housed in a classroom and school that is ADA compliant. Appropriate physical health services (i.e. Occupational Therapy and Physical Therapy) can be accessed by Pathways Program students.

i. speaks English as a second language or has limited English proficiency,

Pathways Program students have access to GCED and Red Wing School District EL supports – including support for parent communication and student interventions.

j. having one or more disabilities, and

Pathways Program students have access to the full range of disability service support provided by GCED, the Red Wing School District, and Twin Bluff Middle School.

k. those in transition from school to school or work

The Pathways Program will place an emphasis on building student readiness for both college and career. This will be done through academic programming, expert instruction, as well as an emphasis on Career and Technical Education programming.

10. How program learners will be encouraged to participate in regular school activities, a list of available activities and other activities developed specifically for this program.

Pathways Program students will have access to regular school activities that occur during the day at Twin Bluff Middle School. This includes activities such as assemblies, academic competitions, social events such as dances, etc. Depending on individual transportation situations, individual Pathways Program students will also have access to after school programming in their home school district. This includes sports, academic activities, and visual/performing arts opportunities.

The Pathways Program will also have specific programming for the students – including family socials, guest speakers, and field trips, to name a few.

11. The personal/social development program including methods to improve the self-concept of learners.

The Pathways Program will place an emphasis on personal/social development through the use of a common, daily advisory. Included in the advisory program will be instruction on the use of a daily planner, as well as character development lessons that are aligned with the overall Twin Bluff Middle School character development program. Included in the personal/social development support will be the use of the Positive Behavioral Interventions and Supports (PBIS) framework in the Pathways Program, as well as at Twin Bluff Middle School.

12. The facilities including square footage, program capacity, program funding sources, and the breakfast and lunch program.

Please see Appendix D for the room dimensions. The capacity of the program will be 12 students and one full time staff member. The funding for this program will come from the Goodhue County Education District. The Pathways Program students will have access to the Red Wing School District breakfast and lunch program.

It is important to note that the vision of the Goodhue County Education District (GCED is to merge the Pathways Program with the outcome of their current facility study. More specifically, the Pathways Program will move into the new, or refurbished, GCED building when it is completed. Furthermore, the intention is for GCED to eventually house a 6-12 ALC program for students in Goodhue County.

13. Staffing for the program. Explain the number of FTEs and teacher areas of licensure in the program. Describe characteristics of the teachers that will support student success.

The Pathways Program will consist of the following staff:

A 1.0 Pathways Program Teacher – This teacher will have licensure that includes grades 5-8 (either a K-8 license or a 5-12 license). Preferably, the teacher will have a high level of expertise in Language Arts instruction. The teacher will employ a growth mindset and have skill set to work effectively with at-risk students. The teacher also needs to be willing to be both a risk-taker as well as someone who can work as part of a team.

Pathways Program Supervisor – This position will be filled by a licensed administrator that is on-site. Because the Pathways Program is a school-within-a-school and housed at Twin Bluff Middle School, the Pathways Program Supervisor will most likely be the Twin Bluff Middle School Assistant Principal. This position will provide support in student scheduling, teacher evaluation, and student discipline. This position will also facilitate communication with the building principal and the Program Manager regarding the effectiveness and needs of the Pathways Program.

Pathways Program Manager – This position will be under the contract of GCED. This person will be responsible for coordinating the intake process and for communication regarding program effectiveness and needs to the GCED Director, the GCED superintendents, and the GCED principals. This person will also be responsible for ensuring that the Pathways Program has adequate and appropriate materials. The Program Manager will work with the Program Supervisor to ensure that the mission and vision of the Pathways Program are being held to. The Pathways Program Manager will be responsible for recommending program adjustments and changes to the GCED Director. The Program Manager will be responsible for all necessary paperwork and materials that are required by federal, state, and GCED policy. Finally, the Pathways Program Manager will be responsible for ensuring appropriate and effective Targeted Services programming is occurring in each of the GCED school districts.

14. The academic program. Legislation requires that students be taught and assessed on the state standards (Language Arts, Mathematics, Science, Social Studies, and the Arts) and local standards (Physical Education, Health, Career and Technical Education, World Languages). Explain the process of aligning courses to local and state standards. Include methods to support remediation and acceleration.* Explain how the program will be evaluated.

The Pathways Program will include an extended block of time for Language Arts instruction. The instructional model used in this block will be a Balanced Literacy model that aligns with state standards and the Balanced Literacy instructional expectations of the Red Wing School District. Students in the Pathway Program will be part of a very strong Tier 1 Language Arts instructional program, with built-in differentiation for students needing remediation or acceleration.

Pathways Program students will be in the regular education math, science, and social studies courses. These courses adhere to the instructional and assessment mechanisms and expectations of the Red Wing School District.

Pathways Programs students will have courses in Career and Technical Education, as well as physical education. The Career and Technical Education courses will be part of the overall GCED Career and Technical Education programming while physical education will be as part of the regular education program.

15. Activities for exploring careers and learner talents.

Pathways Program students will have at least one daily class that focuses on Career and Technical Education. These courses will emphasize inventories and an overview of the Career pathways. Included in this programming will be an emphasis on the role of post-secondary education and options within post-secondary education.

16. Program integration of technology, community service, and vocational education.

Pathways Program technology integration will include hardware options such as a SMARTBoard and student desktop computers. In addition, Pathways Program students will have access to Industrial Technology classroom space for Career and Technical Education programming.

As part of the Pathways Program advisory program, students will participate in various community service projects. These projects will be designed in a collaboration of the students, the teacher, and the program supervisor.

17. Describe what is unique about the program for increasing student success and academic achievement.

The Pathways Program is unique in a few different ways:

1. Small Class Size (a maximum of 12 students at any one time).
2. An extended Language Arts block of 60-90 minutes that uses the Balanced Literacy approach to instruction.
3. The opportunity for Career and Technical Education courses that emphasize hands-on/experiential learning.
4. Regular physical education class, as well as other movement-based learning.

Pathway program
Continual Learning Plan Part 1: Student Information

Appendix C

Name: _____

Student MARRS #: _____

Parent/Guardian Name: _____

Student Address: _____

Telephone – Home: _____

Work: _____

Referring School: _____

Referring School Contact Person: _____

Telephone Number: _____

E-mail: _____

Goals	Assessments	Activities
<p>Where does the student want to go?</p> <p><u>Academic Goals</u></p> <p style="text-align: center;">1</p> <p>For the 2013-2014 school year, these are my academic goals:</p> <p><u>Personal Goals</u></p> <p>For the 2012-2013 school year, personal goals for me, with target dates, are:</p> <p>For the 2012-2013 school year, I am also taking classes/participating in activities at (list school and class/activity):</p>	<p>How and when will the student know they met the goal(s)?</p> <p><u>Academic Assessments</u></p> <ul style="list-style-type: none"> • Formative and Summative Assessment • Teacher/Staff Observation <p><u>Personal Goal Assessments</u></p> <ul style="list-style-type: none"> • Teacher/Staff Observation • Other (explain) 	<p>How will the student meet their goal(s)?</p> <p>Please check all that apply:</p> <p>___ Coursework – core year</p> <p>___ Coursework – summer school</p> <p>___ Increase attendance</p> <p>___ Increase participation</p> <p>___ Other (please explain):</p>

Parent/Guardian/Advocate Input: _____

Parent Signature _____

Student Signature _____

Date _____

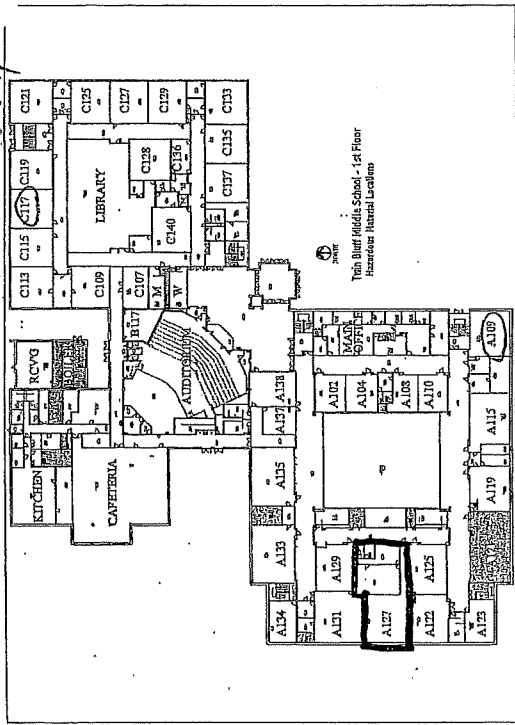
Continual Learning Plan Part 2: Student Status

Quarter 1 Goal Reflections	Quarter 2 Goal Reflections	Quarter 3 Goal Reflections	Quarter 4 Goal Reflections

Continual Learning Plan Part 4: Transition Checklist (to be done at the conclusion of the year or when a transition takes place)

Question	Answer	Staff Member Initials	Notes
<i>What school/program will the student attend next?</i>			
<i>What support does the student and family need in this transition?</i>			

Appendix D



Square footage:

- Classroom - 34 x 50 = 1700
- Computer Lab - 21 x 34 714
- Small Office - 14 x 18 252

2666 Total Sq. Feet

Description:

- 7 rectangular tables and chairs
- Smartboard
- 21 computers at this time, although these would not all stay. Computer access available
- Teacher desk, round table etc.

Dear Instructional Staff within the GCED Member School Districts:

My name is Brian Cashman and I work in the Red Wing School District as the principal at Tower View Alternative High School as well as coordinating gifted services throughout the district.

In addition to my work in the Red Wing School District, I was hired by the Goodhue County Education District (GCED) to serve as a short-term consultant with the purpose of recommending and helping to build additional programming that is designed to meet the needs of our students in Goodhue County. It is in this role that I am writing this letter. More specifically, I would like to offer you more information on a program that is designed to provide a learning option for students and families within Goodhue County.

GCED Middle Level ALC Program

Currently, plans are underway to create a GCED middle level ALC program. An ALC, or Alternative Learning Center, refers to educational services for students at the middle and/or high school level. This programming is specifically designed for at-risk students. For this particular program, the focus, at least initially, will be on serving students in grades 6 and 7.

There are two distinct advantages for GCED to offer a middle level ALC program:

1. The creation of a GCED middle level ALC program creates an option of non-traditional programming for grade 6 and grade 7 students in Goodhue County. To be sure, most of our students in grades 6 and 7 will be served appropriately within our individual school districts. This program is just another option for the rare student who may not be having their needs met in their home school district.
2. The creation of a GCED middle level ALC program creates an option of each individual school district offering Targeted Services programming in grades K through 8. Targeted Services is a subset of ALC programming that occurs for at-risk students on an extended day/year basis. Most often, this programming takes the form of after-school programs and summer school programming for our at-risk learners.

The Minnesota Department of Education (MDE) requires that a cooperative-based middle level ALC program be considered at least a 'school-within-a-school' (SWS) in order for individual school districts to access Targeted Services programming. To be considered a SWS, the students in the middle level ALC program need to spend at least 50% of the day in ALC programming while the other 50% can be spent with age and grade level peers.

Here are the details related to the GCED Middle Level ALC planning:

- The name of the program will be "Pathways Program".
- The Pathways Program will, in the short-term, be housed at Twin Bluff Middle School in the Red Wing School District. Once GCED determines their facility outcome and that facility is ready, the Pathways Program will move into that building.
- The Pathways Program will cater to at-risk students in grades 6 and 7.
- The Pathways Program will have a maximum student capacity of 12 students (12 total for grades 6 and 7). This will ensure a personalized learning environment.
- The Pathways Program will offer intensive instruction in reading and writing, as well as exploratory and project-based learning in Career and Technical Education.
- The Pathways Program will be staffed by a 1.0 GCED ALC teacher. Administratively, the Twin Bluff Middle School Assistant Principal will be in charge of teacher evaluation, student discipline, and other day-to-day logistics. GCED will provide general administrative support for student intake, curriculum materials, and overall program

guidance. When the Pathways Program shifts to the yet-to-be-determined GCED site, GCED will provide the day-to-day and overview administrative support.

The Pathways Program is accessible to any student in a GCED school district.

The intake process consists of a building referral to the GCED program manager and then a series of steps to ensure that the student is the right fit for the program and the program is the right fit for the student. Please note that the Pathways Program is not a special education program, is not a place to send students with whom school districts are continually frustrated with, and it is not an intervention or accommodation to be tried prior to a special education referral. The Pathways Program is a regular education program, with the possibility of special education services, for at-risk students who just need a non-traditional environment to succeed.

Logistically, here are a few details to be aware of:

- The GCED building principals and superintendents are in support of the Pathways Program.
- The GCED school board has approved the creation of a 1.0 ALC teaching position for 2013-2014. This position will be posted by May 17th. Current employees of GCED-members schools, who have the appropriate license, can apply for this position.
- The program application has been submitted to MDE for approval. All indications are that MDE will approve the application, thus putting the Pathways Program on track to start in the fall of 2013. This also means that individual school districts can offer Targeted Services programming starting in the 2013-2014 school year.

To re-cap, here are the key messages that are contained in this letter:

- GCED is moving to create a middle level ALC program, called the Pathways Program, for at-risk grade 6 and grade 7 students.
- The Pathways Program is designed to be an alternative learning option, or another pathway towards graduation, for students in Goodhue County.
- A 1.0 teaching position will be posted for and hired.
- The Pathways program will be a 'school-within-a-school' and housed, temporarily, at Twin Bluff Middle School in the Red Wing School District. Eventually, the Pathways Program will move to the yet-to-be-determined GCED site.

As you have questions and comments regarding the information in this letter, please feel free to contact myself, using the contact information below, or your building principal.

Thank you...

Brian Cashman

GCED Alternative Learning Consultant

bpcashman@redwign.k12.mn.us

651-764-0414

Pathways Program Job Description – Draft #2 (April 29, 2013)

Job Title: 1.0 Middle Level ALC Teacher

Job Location: The Pathways Program, a Goodhue County Education District Middle Level ALC housed at Twin Bluff Middle School in the Red Wing School District.

Position Description: Qualified applicants are encouraged to apply to be a full-time teacher in a brand new ALC program! The Goodhue County Education District is creating a new middle level ALC program, called the Pathways Program, for students in grades 6 and 7. This program will be a 'school-within-a-school' and will feature small class sizes, hands-on learning through Career and Technical Education programming, and intensive instruction in reading and writing.

Qualified applicants will hold a valid Minnesota teaching license that covers grades 5 through 8. This could be a K-8 license or a 5-12 license with a specialization in any content area. Preferred qualifications include a strong background in a Balanced Literacy approach to reading and writing instruction, as well as demonstrating a growth mindset and being able to work productively as part of a team. The Pathways Program is not a special education program but a special education endorsement, although not required, would be beneficial.

Salary & Benefits: In accordance with the Goodhue County Education District labor agreement

Start Date: August 2013

Application Deadline: June 1, 2013

Contact: Brian Cashman, GCED Alternative Learning Consultant, 651-764-0414

Red Wing Public Schools
2451 Eagle Ridge Drive
Red Wing, MN 55066



Phone 651.385.4500

www.redwing.k12.mn.us

Fax 651.385.4510

LEASE AGREEMENT

This lease agreement made and entered into by and between INDEPENDENT SCHOOL DISTRICT NO. 256, Red Wing, Minnesota, hereinafter referred to as "Lessor", and GOODHUE COUNTY EDUCATION DISTRICT, hereinafter referred to as "Lessee".

1. **Leased Premises:** The Lessor hereby leases to the Lessee, and the Lessee leases from the Lessor, square footage (approximately 2,666 sf) located in the Twin Bluff Middle School facility at 2120 Twin Bluff Road, Red Wing, Minnesota. The space allocated for the Goodhue County Education District for the purpose of targeted services includes two classrooms (#A109, A127 and #C117), specified furnishings including a Smartboard and some computers, and common space access (hallways, entrances, lavatories, parking lot). All utilities (other than phone), maintenance, sewer and water, and garbage cost will be those of the Lessor.
2. **Leased Services:** Copies will be billed to the Lessee in July at a rate not to exceed **\$1.10** per copy. Long distance calls, if any, will be billed back to the Lessee.
3. **Lease Term:** The term of this lease shall be for a period of two (2) years, commencing on July 1, 2019 and ending on June 30, 2021.
4. **Rent:** Lessee agrees to pay Lessor **\$15,760** annually. This payment will be due no later than May 31, 2020 and May 31, 2021.
5. **Insurance:** Lessor will be responsible for maintaining insurance covering damages relating to the structure of the property. Lessee will be responsible for maintaining liability and personal property insurance. A certificate of insurance shall be provided to the Lessor at commencement of the lease and thereafter, as to policy renewals, thirty (30) days prior to the expiration of the term of each such policy.
6. **Termination:** Either party can terminate the lease upon three months written notice.

Lessor: Red Wing Public Schools – ISD #256

Signature: _____

Date: _____

Position: _____

Lessee: Goodhue County Education District

Signature: _____

Date: _____

Position: _____

Red Wing Public Schools
2451 Eagle Ridge Drive
Red Wing, MN 55066



Phone 651.385.4500

www.redwing.k12.mn.us

Fax 651.385.4510

LEASE AGREEMENT

This lease agreement made and entered into by and between INDEPENDENT SCHOOL DISTRICT NO. 256, Red Wing, Minnesota, hereinafter referred to as "Lessor", and GOODHUE COUNTY EDUCATION DISTRICT, hereinafter referred to as "Lessee".

1. Leased Premises: The Lessor hereby leases to the Lessee, and the Lessee leases from the Lessor, square footage (approximately 382 sf) located in the Red Wing High School at 2451 Eagle Ridge Drive, Red Wing, Minnesota. The space allocated for the Goodhue County Education District for the purpose of targeted services includes one classroom (#1117), specified furnishings including a Smartboard and some computers, and common space access (hallways, entrances, lavatories, parking lot). All utilities (other than phone), maintenance, sewer and water, and garbage cost will be those of the Lessor.
2. Leased Services: Copies will be billed to the Lessee in July at a rate not to exceed **\$1.10** per copy. Long distance calls, if any, will be billed back to the Lessee.
3. Lease Term: The term of this lease shall be for a period of one (1) year, commencing on July 1, 2020 and ending on June 30, 2021.
4. Rent: Lessee agrees to pay Lessor **\$2,258** annually. This payment will be due no later than May 31, 2021.
5. Insurance: Lessor will be responsible for maintaining insurance covering damages relating to the structure of the property. Lessee will be responsible for maintaining liability and personal property insurance. A certificate of insurance shall be provided to the Lessor at commencement of the lease and thereafter, as to policy renewals, thirty (30) days prior to the expiration of the term of each such policy.
6. Termination: Either party can terminate the lease upon three months written notice.

Lessor: Red Wing Public Schools – ISD #256

Signature: _____

Date: _____

Position: _____

Lessee: Goodhue County Education District

Signature: _____

Date: _____

Position: _____

- B. Provision of Online and Blended Learning Agreement
- C. EDIAM



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

Education Identity and Access Management Board Resolution

The Minnesota Department of Education (MDE), Professional Educator Licensing Standards Board (PELSB), and Office of Higher Education (OHE) require annual designation of an Identified Official with Authority (IOwA) for each local educational agency that uses the Education Identity and Access Management (EDIAM) system. The IOwA is responsible for authorizing, reviewing, and recertifying user access for their local educational agency in accordance with the State of Minnesota Enterprise Identity and Access Management Standard, which states that all user access rights to Minnesota state systems must be reviewed and recertified at least annually. The IOwA will authorize user access to State of Minnesota Education secure systems in accordance with the user's assigned job duties, and will revoke that user's access when it is no longer needed to perform their job duties.

Your school board or equivalent governing board must designate an IOwA to authorize user access to State of Minnesota Education secure websites for your organization. This EDIAM board resolution must be completed and submitted to the Minnesota Department of Education annually, as well as any time there is a change in the assignment of the Identified Official with Authority.

It is strongly recommended that only one person at the local educational agency or organization (the superintendent or director) is designated as the IOwA. The IOwA will grant the IOwA Proxy role(s). Designation of the Identified Official with Authority for Education Identity and Access Management

Organization Name: Goodhue County Education District

6-Digit Organization Number: 6051-61

The Director recommends the Board authorize the below named individual(s) to act as the Identified Official with Authority (IOwA) for this organization:

Print Name: Cheryl L Johnson

Title: Executive Director

Board Member Signature: _____

Name: Dawn Balow, Goodhue County Board Chair

Date: September 23, 2021

Once the EDIAM Board Resolution is completed, scan and email it to: useraccess.mde@state.mn.us

- VII. **Other:**
- VIII. **Comments: Board/Director**
- IX. **Next Meeting Date: Wednesday, November 10, 2021 at 7:00 PM at the River Bluff Education Center in Red Wing.**
- X. **Adjournment**