

GOODHUE COUNTY EDUCATION DISTRICT BOARD AGENDA

Thursday, April 28, 2022 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 March 24, 2022 Minutes:

2

GOODHUE COUNTY EDUCATION DISTRICT BOARD MINUTES

Thursday, March 24, 2022 at 7:00 PM
River Bluff Education Center, Red Wing
395 Guernsey Ln
Red Wing, MN 55066

PRESENT: D. Balow, J. Wendt, K. Anderson, J. Stehr, H. Tauer, R. Peine (Alt.), C. Johnson

ABSENT: None

OTHERS: C. Luhman, J. Paradis, M. Walker, K. Cory, K. Johnson, J. Andrist, S. Rogers, J. Christiansen

- 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:** J. Stehr motioned to approve the consent agenda. H. Tauer seconded, motion carried.
 - A. Approval of February 24, 2022 Minutes
 - B. Approval of Claims: Holly Tauer (please come in 15 minutes early)
 - C. Staff Updates:
 1. **Resignations:** *Ashlyn Waters, ECFE Teacher - ZM*
 2. **New Hire:** *Kendra Holdorf, Social Worker - 5RO effective 4/25/2022.*
 3. **Transfers:**
 4. **Re-assignment:** *Annie Mittelstadt, SPED Teacher from 5RO to RBEC effective 2022-2023 school year.*
- III. Public Input:** The policy of the education district board is to encourage discussion by persons of subjects related to the management of the district at board meetings. The board shall, as a matter of policy, protect the legal rights to privacy and due process of employees and students. Persons who wish to have a subject discussed at a public board meeting must notify the executive director's office in advance of the board meeting. The person should provide his or her name, address, the name of the group represented (if any), and the subject to be covered or the issue to be addressed. The board retains the discretion to limit discussion of any agenda item to a reasonable period of time as determined by the board.
- IV. Reports and Communication:**
 - A. Business Manager Report:** J. Paradis reported on the 2021-22 budget as of 2/28/2022. We have received \$8,248,802 or 50.53% of the revised budget, compared to 77.21% at 2/28/21 and 49.48% at 2/29/20. We have expended \$8,035,738 or 48.56% of the proposed revised expense budget, compared to 28.27% at 2/28/21 and 50.64% at 2/29/20. We are not looking at a cash flow shortage for 21-22. The February bank reconciliation is included in the board packet for your information.
 - B. Tower View ALC Program at Tower View and the Anderson Center:** C. Johnson welcomed John Christiansen and Stephanie Rogers from the Anderson Center. The Anderson Center will be having some renovations over the next several years. They are planning to bring spaces together, remodel classrooms, add some private office spaces for administrators, caseworkers, and social workers. There are currently 70 students enrolled at Tower View. Red Wing Schools leases Tower View for \$45,000 a year and utilities are prorated. The Anderson Center is able to bring artists to the center to teach Art classes to the students who are able to receive an Art credit. Other spaces at the Anderson Center include art and music instruction at night and a photography space that does family portraits and senior portraits. There is gallery space along with a sculpture garden outside and they host several events during the summer. The Anderson center offers residency programs for artists from May - September where the artists are actually housed at the Anderson Center with all costs covered by the Anderson Center. They had 700 applicants and could only take 5% for the program. We will connect with the Anderson Center to schedule a board meeting there.
 - C. Special Education Recovery Services:** C. Johnson introduced Marcia Walker, Director of Special Education for Red Wing. She went over the timeline from when COVID-19 first appeared and the districts went into distance learning for the remainder of the 2019-2020 school year. ESY was also done via distance learning that summer. In 2020-2021, districts planned for three learning models, distance learning, In-person and Hybrid. In the fall, districts needed to complete Contingency Learning Plans (CLP) which outlined special education services for all three models. In the spring, districts had expanded summer programming for students with disabilities. During the 2021-2022 year, districts no longer needed to complete CLP's but were required to hold full IEP meetings for all students with disabilities aged E-Transition. Data and factors considered were services & supports provided to the student before

disruption to in-person learning; ability of the student to access services and supports; progress toward IEP goals; progress in general education curriculum; attendance; social emotional indicators, discipline records; report cards and other family considerations due to the pandemic. Special Education Recovery Services were provided before school, during the school day, after school, or during any school break. Services were predominantly provided by a special education licensed staff member. There were 1,195 full IEP meetings scheduled prior to December 1st, 2021 to determine any needed recovery services. We had 113 determinations for recovery services from the impact of COVID-19. Recovery services included additional related service sessions from OT, PT SLP staff; additional academic direct services (Reading, Math); social work services; determinations for ESY and for targeted services and credit recovery.

D. Old Business:

E. LED Lighting Replacement Proposal: C. Johnson welcomed Kevin Johnson, Building, Grounds and Technology at RW School and Jake Andrist from The Retrofit Company. J. Andrist explained how LED lighting can last for over 30 years where fluorescent lights need to be replaced after seven years. Some areas at RBEC already have LED lights and we are wanting to put LED lights in the remainder of the building and to add color changing LED lights to the Cannon and Jordan pods. Full-Color Tunable lighting in special education rooms provides sensory-sensitive students a learning environment that suits them. LED fixtures offer a flicker-free environment for students, teachers, and staff, reducing headaches and missed time away from the classroom. During the construction of River Bluff, LED lighting throughout the project was cut back to stay under budget and LEDs were only put in student areas. This building, unlike a K-12 building was designed to be therapeutic. This is an opportunity to return to that purpose and our original plans for lighting. This project would drop the energy savings by about 33%. Xcel Energy currently offers utility rebate programs and incentives to replace inefficient technology with LED. Estimated utility rebate on this project is \$9,195.43. Current annual energy costs are \$11,957, this project will reduce that annual energy cost to \$7,915. Total project investment would be \$73,500 before rebate. There is a five year warranty. Funding for this project would come from the funds we receive from the American Rescue Plan which GCED applied for through MDE. We could also use fund balance. Plan is to begin this summer. D. Balow motioned to approve the LED Lighting Replacement Proposal. H. Tauer seconded, motion passed 5-1.

F. Countywide Staffing Proposal - Psychologists: C. Johnson mentioned that this has been finalized with the superintendent council. The .6 School Psychologist will continue for LC, increase RW from 4.4 to 5.0 and increase .2 for the behavior team. H. Tauer motioned to approve the Countywide Staffing Proposal for School Psychologists. R. Peine seconded, motion carried.

V. New Business:

- A. 2022-23 Goodhue County Education District Calendar:** C. Johnson presented the GCED calendar for the 2022-23 school year. J. Wendt motioned to approve. J. Stehr seconded, motion carried.
- B. Organization Chart Proposal:** C. Johnson commented that after the strategic planning last summer and by adding 5RO growth has caused us to rethink about system support. C. Johnson shared a diagram that supports the districts. Still in progress and once completed will be brought back for approval.
- C. STOPit Program:** C. Johnson mentioned this program helps at-risk individuals, builds and sustains a prevention-driven culture, and extends staff's capacity using STOPit's team's resources and capabilities. This is done by providing safety technology, wellness training, and dedicated specialists. The Minnesota Service Cooperatives introduced this All-In-One Anonymous Reporting and SEL Programs at No Cost to help protect our schools. Funding was available on a first-come, first served basis. C. Johnson mentioned staff will be trained in the fall and will roll this out to students and parents next school year.
- D. Non-Renewals:** D. Balow introduced the non-renewal resolution for Teacher #1. D. Balow motioned to approve the non-renewal for Teacher #1. J. Wendt seconded, motion carried by roll call vote. H. Tauer-yes; J. Stehr-yes; D. Balow-yes; J. Wendt-yes; K. Anderson-yes; R. Peine-yes.
- D. Balow introduced the non-renewal resolution for Teacher #2. J. Wendt motioned to approve the non-renewal for Teacher #2. J. Stehr seconded, motion carried by roll call vote. J. Stehr-yes; D. Balow-yes; J. Wendt-yes; K. Anderson-yes; R. Peine-yes; H. Tauer-yes.
- D. Balow introduced the non-renewal resolution for Teacher #3. J. Stehr motioned to approve the non-renewal for Teacher #3. R. Peine seconded, motion carried by roll call vote. D. Balow-yes; J. Wendt-yes; K. Anderson-yes; R. Peine-yes; H. Tauer-yes; J. Stehr-yes.
- D. Balow introduced the non-renewal resolution for Teacher #4. J. Stehr motioned to approve the non-renewal for Teacher #4. H. Tauer seconded, motion carried by roll call vote. K. Anderson-yes; R. Peine-yes; H. Tauer-yes; J. Stehr-yes; D. Balow-yes; J. Wendt-yes.
- D. Balow introduced the non-renewal resolution for Teacher #5. K. Anderson motioned to approve the non-renewal for Teacher #5. J. Stehr seconded, motion carried by roll call vote. J. Wendt-yes; K. Anderson-yes; R. Peine-yes; H. Tauer-yes; J. Stehr-yes; D. Balow-yes.

D. Balow introduced the non-renewal resolution for Teacher #6. H. Tauer motioned to approve the non-renewal for Teacher #6. J. Wendt seconded, motion carried by roll call vote. J. Stehr-yes; D. Balow-yes; J. Wendt-yes; K. Anderson-yes; R. Peine-yes; H. Tauer-yes.

D. Balow introduced the non-renewal resolution for Teacher #7. K. Anderson motioned to approve the non-renewal for Teacher #7. J. Stehr seconded, motion carried by roll call vote. H. Tauer-yes; J. Stehr-yes; D. Balow-yes; J. Wendt-yes; K. Anderson-yes; R. Peine-yes.

D. Balow introduced the non-renewal resolution for Teacher #8. K. Anderson motioned to approve the non-renewal for Teacher #8. J. Stehr seconded, motion carried by roll call vote. J. Wendt-yes; K. Anderson-yes; R. Peine-yes; H. Tauer-yes; J. Stehr-yes; D. Balow-yes.

VI. Other:

VII. Comments: Board/Director: C. Johnson gave an update on 5RO enrollment.

VIII. Next Meeting Date: Thursday, April 28th at 7:00 PM at the River Bluff Education Center in Red Wing.

IX. Adjournment: H. Tauer motioned to adjourn. J. Stehr seconded, motion carried.

Goodhue County Ed District Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void Date	Amount
MERC		36632		Wire	1	2216	KWIK TRIP EXTENDED NETWORK		No	Yes	No	03/23/2022	678.67
MERC		36633		Wire	1	3232	ENTERPRISE FM TRUST		No	Yes	No	03/23/2022	3,078.94
MERC		36634		Wire	1	04060	PERA-PUBLIC EMPLOYEES RETIREMT		No	Yes	No	03/30/2022	6,847.76
MERC		36635		Wire	1	04062	MN TEACHERS RETIREMENT ASSOC		No	Yes	No	03/30/2022	44,344.12
MERC		36636		Wire	1	2284	E. B. C., LLC /ACS		No	Yes	No	03/30/2022	17,339.36
MERC		36637		Wire	1	2392	US Dept of Treasury		No	Yes	No	03/30/2022	72,665.62
MERC		36638		Wire	1	2396	MN Dept of Revenue		No	Yes	No	03/30/2022	12,278.92
MERC		36639		Wire	1	2501	Merchants Bank		No	Yes	No	03/30/2022	2,369.91
MERC		36686		Wire	1	1280	DELTA DENTAL PLAN OF MN		No	No	No	04/08/2022	6,228.50
MERC		36687		Wire	1	2216	KWIK TRIP EXTENDED NETWORK		No	No	No	04/08/2022	682.71
MERC		36688		Wire	1	03977	SOUTHEAST SERVICE COOPERATIVE		No	No	No	04/12/2022	73,513.37
MERC		36692		Wire	1	04060	PERA-PUBLIC EMPLOYEES RETIREMT		No	No	No	04/15/2022	6,437.27
MERC		36693		Wire	1	04062	MN TEACHERS RETIREMENT ASSOC		No	No	No	04/15/2022	43,840.03
MERC		36694		Wire	1	2284	E. B. C., LLC /ACS		No	No	No	04/15/2022	18,526.88
MERC		36695		Wire	1	2392	US Dept of Treasury		No	No	No	04/15/2022	71,980.56
MERC		36696		Wire	1	2396	MN Dept of Revenue		No	No	No	04/15/2022	12,093.65
MERC		36697		Wire	1	2501	Merchants Bank		No	No	No	04/15/2022	2,369.91
MERC		36739		Wire	1	2216	KWIK TRIP EXTENDED NETWORK		No	No	No	04/22/2022	449.97
MERC		36740		Wire	1	3232	ENTERPRISE FM TRUST		No	No	No	04/22/2022	2,889.33
MERC		36612	20011	Check	1	1326	AHERN, WENDY		Yes	Yes	No	03/23/2022	314.94
MERC		36610	20012	Check	1	09163	ALLEGRA		Yes	Yes	No	03/23/2022	102.85
MERC		36626	20013	Check	1	3415	AMAZON CAPITAL SERVICES		Yes	Yes	No	03/23/2022	1,169.24
MERC		36625	20014	Check	1	3347	ASL INTERPRETING SERVICES, INC		Yes	No	No	03/23/2022	2,223.25
MERC		36623	20015	Check	1	3277	BOOTH, LYNN		Yes	Yes	No	03/23/2022	184.63
MERC		36605	20016	Check	1	01903	CANNON FALLS ISD #252		Yes	No	No	03/23/2022	750.00
MERC		36619	20017	Check	1	3008	COCHLEAR AMERICAS		Yes	Yes	No	03/23/2022	35.00
MERC		36618	20018	Check	1	2871	EMC Insurance Companies		Yes	Yes	No	03/23/2022	12,927.08
MERC		36622	20019	Check	1	3126	FERNBROOK FAMILY CENTER	S Corporation	Yes	No	No	03/23/2022	31,141.48
MERC		36627	20020	Check	1	3528	GADIENT, KATHERINE		Yes	No	No	03/23/2022	77.22
MERC		36606	20021	Check	1	01904	GOODHUE PUBLIC SCHOOL		Yes	No	No	03/23/2022	225.00
MERC		36630	20022	Check	1	3559	INTEGRATIVE THERAPY LLC	LLC - S Corp	Yes	Yes	No	03/23/2022	2,494.84
MERC		36615	20023	Check	1	2197	JOHNSON, CHERYL		Yes	No	No	03/23/2022	2,415.11
MERC		36603	20024	Check	1	00367	KENYON-WANAMINGO PUBLIC SCHOC		Yes	No	No	03/23/2022	587.50
MERC		36613	20025	Check	1	1483	LAKE CITY PUBLIC SCHOOLS		Yes	Yes	No	03/23/2022	181.25
MERC		36617	20026	Check	1	2719	LUHMAN, CINDY		Yes	Yes	No	03/23/2022	230.82
MERC		36604	20027	Check	1	00707	MENARD'S RED WING		Yes	Yes	No	03/23/2022	60.27
MERC		36607	20028	Check	1	02672	METRO SALES, INC.		Yes	Yes	No	03/23/2022	187.61
MERC		36629	20029	Check	1	3547	NOLAN, REBECCA		Yes	Yes	No	03/23/2022	281.39
MERC		36631	20030	Check	1	3562	NOTABLE, INC	C Corporation	Yes	No	No	03/23/2022	495.00

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		36628	20031	Check	1	3544	OLSON, MEGAN		Yes	No	No	03/23/2022	84.24
MERC		36611	20032	Check	1	1150	PHONAK, LLC		Yes	Yes	No	03/23/2022	418.99
MERC		36624	20033	Check	1	3282	PRESENCE LEARNING, INC	C Corporation	Yes	Yes	No	03/23/2022	650.00
MERC		36609	20034	Check	1	09129	RED WING IND SCHOOL DIST 256		Yes	Yes	No	03/23/2022	2,056.25
MERC		36621	20035	Check	1	3078	SHRED-N-GO	S Corporation	Yes	Yes	No	03/23/2022	55.75
MERC		36616	20036	Check	1	2585	TEACHERS ON CALL	C Corporation	Yes	Yes	No	03/23/2022	5,134.50
MERC		36620	20037	Check	1	3011	U.S. BANK EQUIPMENT FINANCE		Yes	Yes	No	03/23/2022	290.00
MERC		36614	20038	Check	1	1789	UPS		Yes	Yes	No	03/23/2022	17.43
MERC		36608	20039	Check	1	04565	ZUMBROTA-MAZEPPA PUBLIC SCHOOL		Yes	No	No	03/23/2022	475.00
MERC		36641	20040	Check	1	1984	E. B. C., LLC/Flex		Yes	No	No	03/30/2022	1,164.59
MERC		36640	20041	Check	1	09118	EDUCATION MN - GCED		Yes	No	No	03/30/2022	2,979.65
MERC		36642	20042	Check	1	3235	Goodhue Co Ed Dist Paraprofessional Unic		Yes	No	No	03/30/2022	160.24
MERC		36676	20043	Check	1	3415	AMAZON CAPITAL SERVICES		Yes	No	No	04/08/2022	86.91
MERC		36685	20044	Check	1	3565	AMPION PBC		Yes	No	No	04/08/2022	2,401.62
MERC		36644	20045	Check	1	00510	ARNOLD'S SUPPLY & KLEENIT CO		Yes	No	No	04/08/2022	116.00
MERC		36675	20046	Check	1	3347	ASL INTERPRETING SERVICES, INC		Yes	No	No	04/08/2022	1,992.00
MERC		36653	20047	Check	1	1497	BODENHAMER, SUSAN		Yes	No	No	04/08/2022	100.62
MERC		36669	20048	Check	1	3249	BUCHAL, AMY		Yes	No	No	04/08/2022	149.76
MERC		36680	20049	Check	1	3505	CAPITAL ONE		Yes	No	No	04/08/2022	349.87
MERC		36673	20050	Check	1	3329	CHASE CARD SERVICES		Yes	No	No	04/08/2022	3,544.33
MERC		36643	20051	Check	1	00433	CITY OF RED WING		Yes	No	No	04/08/2022	644.92
MERC		36672	20052	Check	1	3297	DEL CARMEN POSADA JARAMILLO, MA	Ind/Sole Proprietor	Yes	No	No	04/08/2022	551.07
MERC		36661	20053	Check	1	2855	DODGE-BRAGE MOLLY		Yes	No	No	04/08/2022	41.54
MERC		36657	20054	Check	1	2284	E. B. C., LLC /ACS		Yes	No	No	04/08/2022	123.35
MERC		36666	20055	Check	1	3072	FRONTLINE TECHNOLOGIES GROUP, I	LLC - Partnership	Yes	No	No	04/08/2022	2,435.62
MERC		36658	20056	Check	1	2521	FUN AND FUNCTION		Yes	No	No	04/08/2022	307.83
MERC		36646	20057	Check	1	01904	GOODHUE PUBLIC SCHOOL		Yes	No	No	04/08/2022	400.00
MERC		36684	20058	Check	1	3563	IMAGINE LEARNING, LLC		Yes	No	No	04/08/2022	121,934.00
MERC		36656	20059	Check	1	2174	INNOVATIVE OFFICE SOLUTIONS		Yes	No	No	04/08/2022	42.45
MERC		36683	20060	Check	1	3559	INTEGRATIVE THERAPY LLC	LLC - S Corp	Yes	No	No	04/08/2022	1,500.33
MERC		36674	20061	Check	1	3337	KEVIN'S SERVICE	Ind/Sole Proprietor	Yes	No	No	04/08/2022	23.99
MERC		36670	20062	Check	1	3287	KREMER, MICHELE		Yes	No	No	04/08/2022	105.30
MERC		36652	20063	Check	1	1483	LAKE CITY PUBLIC SCHOOLS		Yes	No	No	04/08/2022	300.00
MERC		36651	20064	Check	1	09421	LAKESHORE LEARNING MATERIALS		Yes	No	No	04/08/2022	149.00
MERC		36663	20065	Check	1	2960	LANGUAGE LINE SERVICES	C Corporation	Yes	No	No	04/08/2022	317.99
MERC		36677	20066	Check	1	3417	LEMMON, KELSEY		Yes	No	No	04/08/2022	43.29
MERC		36649	20067	Check	1	05403	MASE		Yes	No	No	04/08/2022	2,552.00
MERC		36679	20068	Check	1	3467	MASSP		Yes	No	No	04/08/2022	160.00
MERC		36660	20069	Check	1	2809	MRI SOFTWARE, LLC	LLC - Partnership	Yes	No	No	04/08/2022	10.50

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		36671	20070	Check	1	3296	MUTUAL OF OMAHA		Yes	No	No	04/08/2022	2,951.69
MERC		36682	20071	Check	1	3544	OLSON, MEGAN		Yes	No	No	04/08/2022	49.14
MERC		36678	20072	Check	1	3448	OLYMPIC COMMUNICATIONS, INC		Yes	No	No	04/08/2022	275.00
MERC		36681	20073	Check	1	3536	PATITZ, KAREN	Ind/Sole Proprietor	Yes	No	No	04/08/2022	89.14
MERC		36667	20074	Check	1	3121	RED WING AREA CHAMBER OF COMMI		Yes	No	No	04/08/2022	650.00
MERC		36650	20075	Check	1	09129	RED WING IND SCHOOL DIST 256		Yes	No	No	04/08/2022	137,493.65
MERC		36648	20076	Check	1	03977	SOUTHEAST SERVICE COOPERATIVE		Yes	No	Yes	04/08/2022	73,513.37
MERC		36648	20076	Check	1	03977	SOUTHEAST SERVICE COOPERATIVE		Yes	No	Yes	04/12/2022	(73,513.37)
MERC		36645	20077	Check	1	00702	SOUTHPAW ENTERPRISES		Yes	No	No	04/08/2022	2,378.90
MERC		36659	20078	Check	1	2585	TEACHERS ON CALL	C Corporation	Yes	No	No	04/08/2022	986.22
MERC		36654	20079	Check	1	1617	THERAPY SHOPPE INC.		Yes	No	No	04/08/2022	44.98
MERC		36665	20080	Check	1	3049	TWIN CITY HARDWARE		Yes	No	No	04/08/2022	1,023.64
MERC		36664	20081	Check	1	3011	U.S. BANK EQUIPMENT FINANCE		Yes	No	No	04/08/2022	689.00
MERC		36655	20082	Check	1	1789	UPS		Yes	No	No	04/08/2022	1.05
MERC		36668	20083	Check	1	3236	WIGGIN, JODI		Yes	No	No	04/08/2022	598.46
MERC		36647	20084	Check	1	02880	XCEL ENERGY		Yes	No	No	04/08/2022	3,257.91
MERC		36662	20085	Check	1	2864	ZORN, ALICIA		Yes	No	No	04/08/2022	22.82
MERC		36690	20086	Check	1	1984	E. B. C., LLC/Flex		Yes	No	No	04/15/2022	1,164.59
MERC		36689	20087	Check	1	09118	EDUCATION MN - GCED		Yes	No	No	04/15/2022	2,979.65
MERC		36691	20088	Check	1	3235	Goodhue Co Ed Dist Paraprofessional Unic		Yes	No	No	04/15/2022	160.24
MERC		36702	20089	Check	1	09448	ABLE NET INC		Yes	No	No	04/22/2022	275.00
MERC		36701	20090	Check	1	09163	ALLEGRA		Yes	No	No	04/22/2022	5,134.38
MERC		36729	20091	Check	1	3415	AMAZON CAPITAL SERVICES		Yes	No	No	04/22/2022	1,254.00
MERC		36722	20092	Check	1	3162	AOTA		Yes	No	No	04/22/2022	220.00
MERC		36726	20093	Check	1	3347	ASL INTERPRETING SERVICES, INC		Yes	No	No	04/22/2022	652.00
MERC		36723	20094	Check	1	3277	BOOTH, LYNN		Yes	No	No	04/22/2022	208.90
MERC		36728	20095	Check	1	3414	COULSON, TESS		Yes	No	No	04/22/2022	52.65
MERC		36713	20096	Check	1	2554	GPI		Yes	No	No	04/22/2022	200.00
MERC		36725	20097	Check	1	3297	DEL CARMEN POSADA JARAMILLO, MA	Ind/Sole Proprietor	Yes	No	No	04/22/2022	133.38
MERC		36712	20098	Check	1	2376	DOVER-EYOTA		Yes	No	No	04/22/2022	7,547.19
MERC		36707	20099	Check	1	1984	E. B. C., LLC/Flex		Yes	No	No	04/22/2022	125.00
MERC		36716	20100	Check	1	2871	EMC Insurance Companies		Yes	No	No	04/22/2022	13,098.71
MERC		36733	20101	Check	1	3528	GADIENT, KATHERINE		Yes	No	No	04/22/2022	84.24
MERC		36737	20102	Check	1	3559	INTEGRATIVE THERAPY LLC	LLC - S Corp	Yes	No	No	04/22/2022	1,239.00
MERC		36731	20103	Check	1	3466	JACOBSON, DIANE		Yes	No	No	04/22/2022	270.27
MERC		36698	20104	Check	1	00367	KENYON-WANAMINGO PUBLIC SCHOC		Yes	No	No	04/22/2022	1,975.37
MERC		36730	20105	Check	1	3417	LEMMON, KELSEY		Yes	No	No	04/22/2022	38.03
MERC		36711	20106	Check	1	2369	MABEL-CANTON PUBLIC SCHOOLS		Yes	No	No	04/22/2022	99.90
MERC		36705	20107	Check	1	1278	MSC-SOUTHEAST TECHNICAL		Yes	No	No	04/22/2022	1,668.00

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		36736	20108	Check	1 3547		NOLAN, REBECCA		Yes	No	No	04/22/2022	274.37
MERC		36704	20109	Check	1 1247		PESTOP, INC.		Yes	No	No	04/22/2022	51.00
MERC		36708	20110	Check	1 2200		PETERSEN, LYNNE		Yes	No	No	04/22/2022	342.23
MERC		36714	20111	Check	1 2583		PLAINVIEW-ELGIN-MILLVILLE		Yes	No	No	04/22/2022	12,448.69
MERC		36724	20112	Check	1 3282		PRESENCE LEARNING, INC	C Corporation	Yes	No	No	04/22/2022	1,844.00
MERC		36734	20113	Check	1 3529		PUTT, PAUL		Yes	No	No	04/22/2022	287.82
MERC		36700	20114	Check	1 09129		RED WING IND SCHOOL DIST 256		Yes	No	No	04/22/2022	153,535.46
MERC		36699	20115	Check	1 03350		REGION V COMPUTER SERVICES		Yes	No	No	04/22/2022	1,557.75
MERC		36703	20116	Check	1 1223		RIFTON EQUIPMENT		Yes	No	No	04/22/2022	258.75
MERC		36727	20117	Check	1 3409		RIVERSIDE INSIGHTS		Yes	No	No	04/22/2022	171.00
MERC		36735	20118	Check	1 3545		ROHAN, JILL		Yes	No	No	04/22/2022	279.05
MERC		36710	20119	Check	1 2368		RUSHFORD-PETERSON DIST. #239		Yes	No	No	04/22/2022	992.47
MERC		36732	20120	Check	1 3504		SENECHALLE, MEGAN		Yes	No	No	04/22/2022	27.09
MERC		36717	20121	Check	1 2951		SHI		Yes	No	No	04/22/2022	1,670.00
MERC		36720	20122	Check	1 3078		SHRED-N-GO	S Corporation	Yes	No	No	04/22/2022	55.75
MERC		36738	20123	Check	1 3560		STRAND, MARLEY		Yes	No	No	04/22/2022	266.76
MERC		36715	20124	Check	1 2585		TEACHERS ON CALL		Yes	No	No	04/22/2022	1,367.10
MERC		36721	20125	Check	1 3159		TESTEN, MARY	C Corporation	Yes	No	No	04/22/2022	86.00
MERC		36719	20126	Check	1 3011		U.S. BANK EQUIPMENT FINANCE		Yes	No	No	04/22/2022	290.00
MERC		36706	20127	Check	1 1789		UPS		Yes	No	No	04/22/2022	60.99
MERC		36709	20128	Check	1 2303		WABASHA-KELLOGG PUBLIC SCHOOL		Yes	No	No	04/22/2022	747.40
MERC		36718	20129	Check	1 2986		YUSTY-ROJAS, JEIMMY		Yes	No	No	04/22/2022	159.71

Bank Total: \$974,436.38

Report Total: \$974,436.38

C. Staff Updates:

1. **Resignations:** *Kathryn Dunn, Industrial Tech Teacher - RBEC effective 6/6/2022.*
2. **New Hire:** *Alea Cekalla, Special Education Teacher - 5RO effective 2022-2023 SY; Alisha Dalsin, Special Education Coordinator - CF effective 7/1/2022; Amanda Ean, Grades 4-5 Elementary Education Teacher - 5RO effective 2022-2023 school year; Tonya Rowan, Setting IV Paraprofessional - RBEC effective 4/6/2022*
3. **Transfers:**
4. **Re-assignment:**
5. **Retirement:** *Janae Blakeslee, Social Worker - CF*

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

11

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

Goodhue County Ed District | March 31, 2022

REVENUE CATEGORIES			March 31,			March 31,			Current YTD vs. PYTD	March 31, 2021	March 31, 2020
	June 30, 2020	June 30, 2021	Revised Budget	Received YTD	Budget Remaining	% of Budget Received	% of Actuals Received	% of Actuals Received			
STATE	3,753,316	3,609,943	4,360,876	3,105,916	1,254,960	71.22%	63.48%	56.52%	814,375	2,291,542	2,121,237
FEDERAL	1,842,614	2,036,519	2,314,653	798,592	1,516,061	34.50%	39.13%	30.75%	1,777	798,815	566,584
PROPERTY TAXES	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
LOCAL SALES, INS RECOVERY & JUDGEMENTS	5,053	13,769	2,000	585	1,415	29.26%	59.70%	130.20%	(7,636)	8,221	6,579
SALE OF BONDS & LOANS	0	13,482,888	0	0	0	0.00%	99.55%	0.00%	(13,422,003)	13,422,003	0
INCOMING TRANSFERS FROM OTH FUNDS	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
LOCAL (FEES, INTEREST, ETC.)	7,502,882	7,804,973	9,647,101	5,287,123	4,359,978	54.81%	65.75%	62.05%	155,441	5,131,683	4,655,387
TOTALS	13,103,865	26,948,092	16,324,630	9,192,217	7,132,413	56.31%	80.34%	56.09%	(12,458,046)	21,650,263	7,349,786

EXPENDITURES (OBJECT SERIES)			March 31,			March 31,			Current YTD vs. PYTD	March 31, 2021	March 31, 2020
	June 30, 2020	June 30, 2021	Revised Budget	Expended YTD	Budget Remaining	% of Budget Expended	% of Actuals Expended	% of Actuals Expended			
SALARIES & WAGES	6,337,951	6,937,882	8,181,314	4,884,360	3,296,954	59.70%	61.08%	62.40%	646,709	4,237,651	3,955,148
EMPLOYEE BENEFITS	1,628,182	1,779,020	2,141,645	1,295,266	846,379	60.48%	62.18%	62.87%	189,109	1,106,156	1,023,697
PURCHASED SERVICES	3,586,395	16,797,588	4,200,317	1,069,288	3,131,029	25.46%	7.48%	34.92%	(186,379)	1,255,667	1,252,428
SUPPLIES	276,713	386,950	859,348	634,072	225,276	73.79%	87.99%	75.64%	293,606	340,466	209,298
EQUIPMENT	1,105,035	1,028,313	1,138,878	1,108,258	30,620	97.31%	164.23%	98.88%	(580,506)	1,688,765	1,092,703
DEBT SERVICE	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
OTHER EXPENDITURES	55,152	77,636	26,328	18,536	7,792	70.40%	33.02%	34.34%	(7,100)	25,636	18,937
OTHER FINANCING USES	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
TOTALS	12,989,428	27,007,389	16,547,830	9,009,779	7,538,051	54.45%	32.04%	58.14%	355,438	8,654,340	7,552,211

EXPENDITURES (PROGRAM SERIES)			March 31,			March 31,			Current YTD vs. PYTD	March 31, 2021	March 31, 2020
	June 30, 2020	June 30, 2021	Revised Budget	Expended YTD	Budget Remaining	% of Budget Expended	% of Actuals Expended	% of Actuals Expended			
SITE ADMINISTRATION	59,029	97,953	279,823	205,153	74,670	73.32%	65.89%	70.79%	140,608	64,545	41,786
DISTRICT ADMINISTRATION	99,448	79,846	78,995	52,191	26,804	66.07%	81.61%	72.69%	(12,968)	65,159	72,284
SUPPORT SERVICES	202,150	227,526	247,714	293,502	(45,788)	118.48%	116.44%	129.49%	28,564	264,938	261,768
REGULAR INSTRUCTION	1,493,398	1,438,628	2,632,199	923,980	1,708,219	35.10%	35.93%	33.33%	407,116	516,864	497,677
EXTRA-CURRICULAR ACTIVITIES	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
VOCATIONAL INSTRUCTION	308,496	327,195	363,574	139,485	224,089	38.37%	54.26%	56.82%	(38,050)	177,535	175,289
SPECIAL EDUCATION	7,611,603	7,977,265	8,977,044	4,740,352	4,236,692	52.81%	55.20%	55.53%	337,124	4,403,228	4,226,549
COMMUNITY SERVICES	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
INSTRUCTIONAL SUPPORT	364,829	448,170	636,967	476,288	160,679	74.77%	60.13%	59.20%	206,805	269,483	215,962
PUPIL SUPPORT SERVICES	1,367,080	1,586,429	1,805,947	991,195	814,752	54.89%	55.06%	57.27%	117,679	873,516	782,974
FACILITIES	1,483,396	1,502,112	1,525,567	1,187,633	337,934	77.85%	134.42%	86.15%	(831,440)	2,019,073	1,277,924
OTHER FINANCING USES	0	13,322,265	0	0	0	0.00%	0.00%	0.00%	0	0	0
TOTALS	12,989,428	27,007,389	16,547,830	9,009,779	7,538,051	54.45%	32.04%	58.14%	355,438	8,654,340	7,552,211

SUMMARY - ALL FUNDS			March 31,			March 31,			Current YTD vs. PYTD	March 31, 2021	March 31, 2020
	June 30, 2020	June 30, 2021	Revised Budget	YTD	Budget Remaining	% of Budget Expended	% of Actuals Expended	% of Actuals Expended			
SUMMARY REVENUE	13,103,865	26,948,092	16,324,630	9,192,217	7,132,413	56.31%	80.34%	56.09%	(12,458,046)	21,650,263	7,349,786
SUMMARY EXPENDITURES	12,989,428	27,007,389	16,547,830	9,009,779	7,538,051	54.45%	32.04%	58.14%	355,438	8,654,340	7,552,211
SUMMARY SPENDING VARIANCE	114,437	(59,297)	(223,200)	182,438	N/A	N/A	N/A	N/A	(12,813,484)	12,995,922	(202,425)

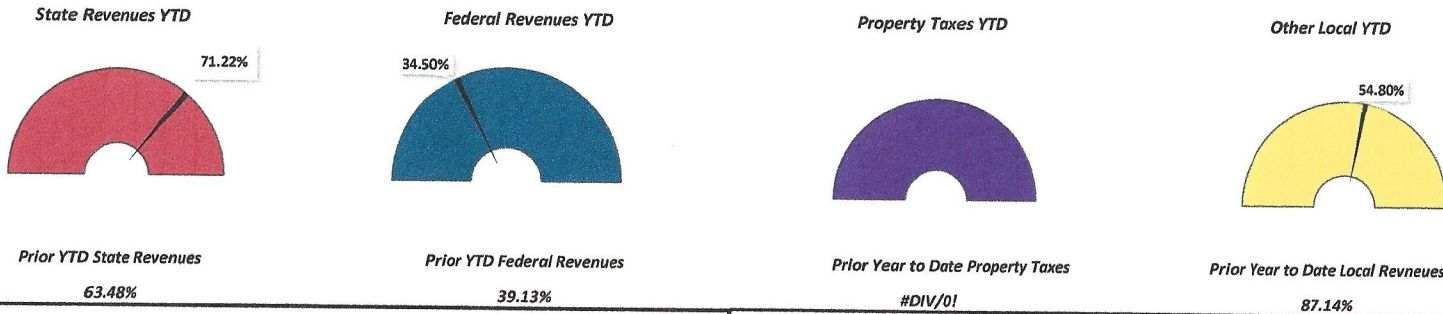
GENERAL FUND - REVENUE SUMMARY

Goodhue County Ed District | March 31, 2022



DESCRIPTION	Budget Management Analytics			Revenue YTD	Budget Remaining	March 31,	March 31,	March 31,	Current YTD vs. Prior YTD	March 31, 2021	March 31, 2020
	June 30, 2020	June 30, 2021	Revised Budget			2022 % of Budget Received	2021 % of Actuals Received	2020 % of Actuals Received			
LOCAL REVENUES											
021 TUITION/REIMB MN DISTRICTS	6,819,678	7,181,677	8,871,502	4,747,393	4,124,109	53.51%	63.79%	60.12%	166,542	4,580,851	4,099,967
050 FEES FROM PATRONS	350	0	0	0	0	0.00%	0.00%	100.00%	0	0	350
071 MA REV/DEPT OF HUMAN SVCS	0	3,979	125,000	0	125,000	0.00%	100.00%	0.00%	(3,979)	3,979	0
092 INTEREST EARNINGS	10,542	848	3,500	510	2,990	14.58%	403.30%	91.32%	(2,909)	3,420	9,627
093 RENT	27,878	4,245	7,000	0	7,000	0.00%	0.00%	0.00%	0	0	0
096 GIFTS AND BEQUESTS	1,981	1	500	7,964	(7,464)	1592.70%	#####	82.33%	1,920	6,044	1,631
099 MISC REV FROM LOCAL SOURCES	642,452	614,224	639,599	531,257	108,342	83.06%	87.49%	84.65%	(6,133)	537,390	543,812
Total LOCAL REVENUES	7,502,882	7,804,973	9,647,101	5,287,123	4,359,978	54.81%	65.75%	62.05%	165,441	5,131,683	4,655,387
STATE REVENUES											
211 GENERAL EDUCATION AID	149,608	123,538	105,152	70,596	34,558	67.14%	64.66%	65.00%	(9,279)	79,875	97,245
300 STATE AID (REQUIRES FIN CODE)	204,001	163,487	170,554	123,401	47,153	72.35%	0.07%	0.00%	123,294	107	(0)
360 STATE AID FOR SPECIAL EDUCATION	3,356,875	3,272,583	4,084,670	2,911,523	1,173,147	71.28%	67.58%	60.11%	699,964	2,211,559	2,017,713
370 OTHER, MN DEPT OF EDUCATION	7,459	0	500	396	105	79.10%	0.00%	84.18%	396	0	6,279
397 TRA & PERA SPEC SITUATIONS PENSION	35,373	50,335	0	0	0	0.00%	0.00%	0.00%	0	0	0
Total STATE REVENUES	3,753,316	3,609,943	4,360,876	3,105,916	1,254,960	71.22%	63.48%	56.52%	814,375	2,291,542	2,121,237
FEDERAL REVENUES RECEIVED FROM STATE											
400 FEDERAL AID/MDE (REQUIRES FIN)	1,842,614	2,036,519	2,314,653	798,592	1,516,061	34.50%	39.13%	30.75%	1,777	796,815	566,584
Total REVENUES RECEIVED FROM STATE	1,842,614	2,036,519	2,314,653	798,592	1,516,061	34.50%	39.13%	30.75%	1,777	796,815	566,584
FEDERAL REVENUES RECEIVED FROM FED SOURCES											
500 DIRECT FEDERAL AID (REQUIRES FIN)	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 MATERIALS/REV PROD (CONTRA)	(433)	0	0	(77)	77	0.00%	0.00%	94.02%	(77)	0	(408)
620 SALES/REV PRODUCING ACTIVITIES	954	0	0	287	(287)	0.00%	0.00%	100.00%	287	0	954
622 SALES OF MATERIALS (NET OF TX)	522	5,399	1,700	0	1,700	0.00%	64.83%	387.60%	(3,500)	3,500	2,022
624 SALE OF EQUIPMENT	0	3,650	300	375	(75)	125.00%	0.00%	0.00%	375	0	0
625 INSURANCE RECOVERY	4,010	4,721	0	0	0	0.00%	100.00%	100.00%	(4,721)	4,721	4,010
628 JUDGMENT FOR DISTRICT	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
Total LOCAL SALES, INSURANCE RECOVERY, AND JUDGEMENTS	5,053	13,769	2,000	585	1,415	29.26%	59.70%	130.20%	(7,636)	8,221	6,579
SALE OF BONDS AND LOANS											
635 CERTIFICATE OF PARTICIPATION	0	13,482,888	0	0	0	0.00%	99.55%	0.00%	(13,422,003)	13,422,003	0
Total SALE OF BONDS AND LOANS	0	13,482,888	0	0	0	0.00%	99.55%	0.00%	(13,422,003)	13,422,003	0
INCOMING TRANSFERS FROM OTHER FUNDS											
649 PERMANENT TRANSFERS/OTHER FUND	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	13,103,865	26,948,092	16,324,630	9,192,217	7,132,413	56.31%	80.34%	56.09%	(12,458,046)	21,650,263	7,349,786

YTD % Received vs. PYTD % Received

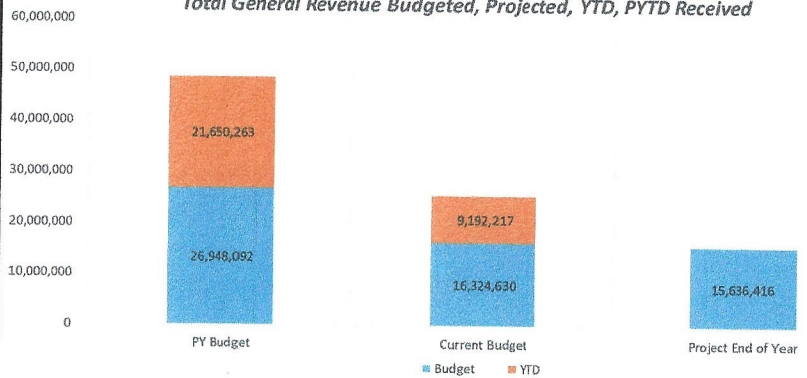


Top 5 Revenues Received YTD by Source Code 3

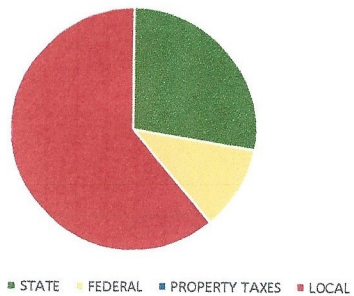
Variance from PYTD Received

	Current YTD	variance vs. PYTD Received
1 GENERAL FUND TOTAL	\$9,192,217	-\$12,458,046
2 Total LOCAL REVENUES	\$5,287,123	\$155,441
3 TUITION/REIMB MN DISTRICT	\$4,747,393	\$166,542
4 Total STATE REVENUES	\$3,105,916	\$814,375
5 STATE AID FOR SPECIAL EDL	\$2,911,523	\$699,964

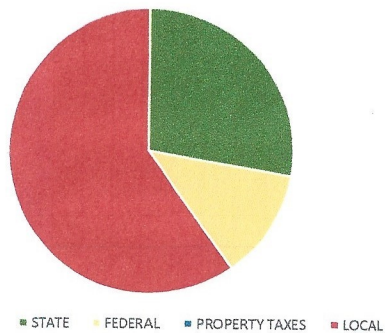
Total General Revenue Budgeted, Projected, YTD, PYTD Received



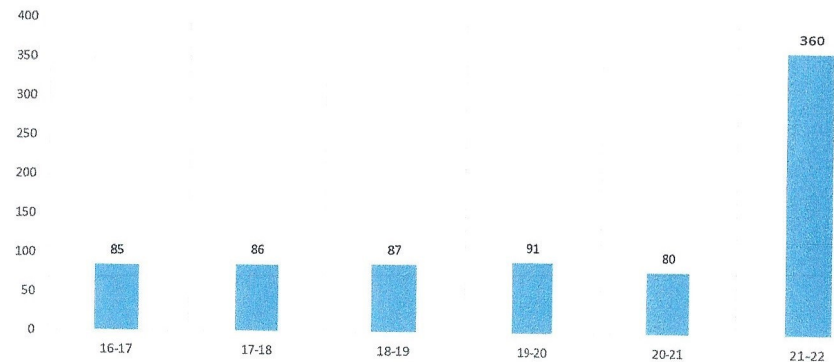
Current Year Revenue Budget



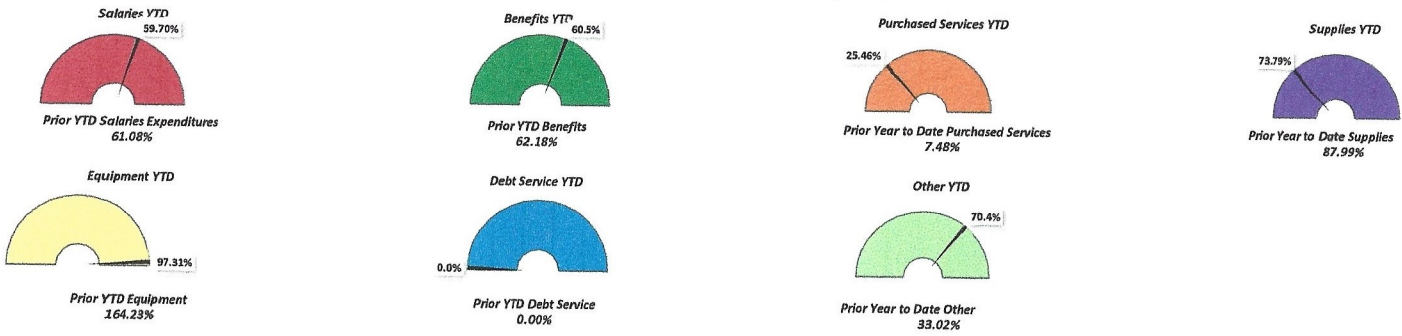
Prior Year Revenue Budget



End of Year ADM History



YTD % Expenditures vs. PYTD % Expenditures

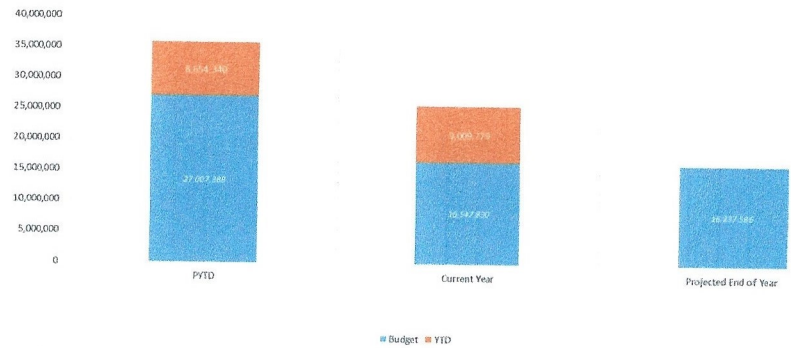


Top 10 Expenditures YTD by Object Code 3

Variance from PYTD Received

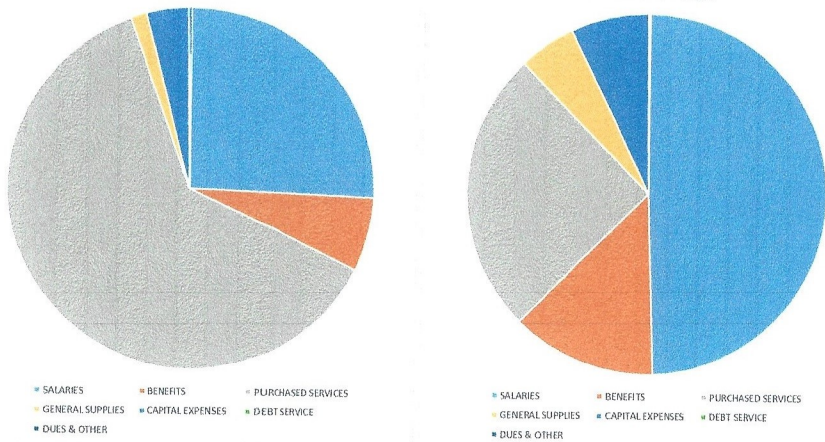
	Current YTD	Variance vs. PYTD Received
1 TOTAL SALARIES AND WAGES	\$4,884,360	\$646,709
2 LICENSED CLASSROOM TEACHER	\$1,557,681	\$231,852
3 TOTAL PURCHASED SERVICES	\$1,069,288	-\$186,379
4 PRIN ON BLDG/LAND LEASE	\$678,069	\$678,069
5 ADMINISTRATION/SUPERVISION	\$657,902	\$100,069
6 TOTAL SUPPLIES	\$634,072	\$293,606
7 SCHOOL PSYCHOLOGIST	\$484,379	\$56,524
8 SPEECH/LANGUAGE PATHOLOGIST	\$480,366	\$99,028
9 SOCIAL WORKER	\$373,747	\$35,424
10 FICA/MEDICARE	\$354,151	\$45,179

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

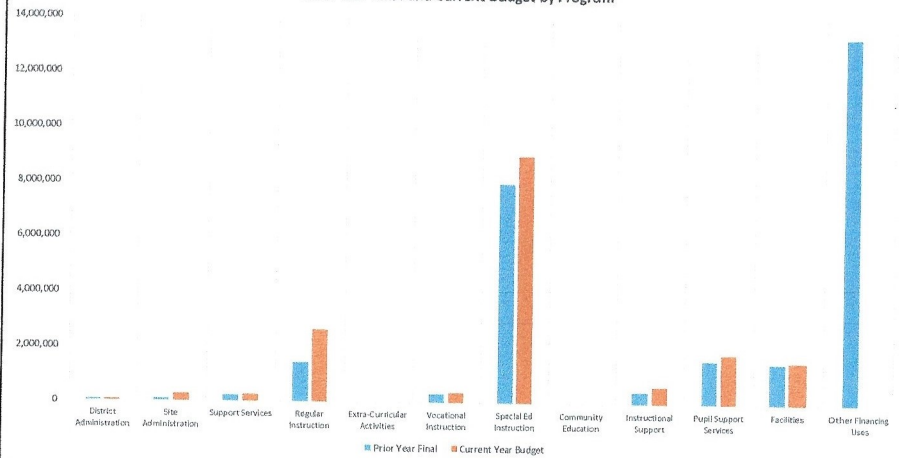


Prior Year Final

Current Year Budget



Prior Year Final and Current Budget by Program



GENERAL FUND - EXPENDITURES BY OBJECT CODE

Goodhue County Ed District | March 31, 2022



DESCRIPTION	June 30, 2020	June 30, 2021	Revised Budget	Expenses YTD	Budget Remaining	March 31, 2022	March 31, 2021	March 31, 2020	Current YTD vs. Prior YTD	March 31, 2021	March 31, 2020
						% of Budget Expended	% of Actuals Expended	% of Actuals Expended			
110 ADMINISTRATION/SUPERVISION	729,173	755,971	877,654	657,902	219,752	74.96%	73.79%	74.18%	100,069	557,832	540,901
140 LICENSED CLASSROOM TEACHER	2,140,310	2,260,065	2,732,689	1,557,681	1,175,008	57.00%	58.66%	58.51%	231,852	1,325,829	1,252,208
141 NON,LIC CLASSROOM PERSONNEL	0	200	0	0	0	0.00%	0.00%	0.00%	0	0	1,798
143 LICENSED INSTRUCTIONAL SUPPORT	269,261	278,660	397,627	275,849	121,778	69.37%	74.94%	75.00%	67,030	208,819	201,946
144 NON,LIC INSTRUCTIONAL SUPPORT	0	0	0	4,272	(4,272)	0.00%	0.00%	0.00%	4,272	0	0
145 SUBSTITUTE TEACHER,LICENSED	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
146 SUBSTITUTE NON,LIC CLASSROOM	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
150 PHYSICAL THERAPIST	138,070	140,773	141,849	94,554	47,295	66.66%	67.08%	69.25%	116	94,437	95,614
151 OCCUPATIONAL THERAPIST	233,813	287,012	282,381	157,611	124,770	55.81%	60.97%	57.98%	(17,372)	174,983	135,575
152 SPEECH/LANGUAGE PATHOLOGIST	460,372	670,750	837,728	480,366	357,362	57.34%	57.75%	57.64%	93,028	387,338	265,355
153 AUDIOLOGIST	64,500	65,850	67,125	38,413	28,713	57.23%	58.33%	58.33%	0	38,413	37,625
154 SCHOOL NURSE	110,204	162,557	173,509	101,314	72,195	58.39%	56.79%	58.05%	8,992	92,322	63,978
155 LICENSED NURSING SERVICES	27,433	27,571	25,472	18,471	7,002	72.51%	73.80%	72.05%	(1,876)	20,347	19,765
156 SOCIAL WORKER	560,237	579,429	666,842	373,747	293,095	56.05%	58.39%	58.05%	35,424	338,323	325,240
157 SCHOOL PSYCHOLOGIST	678,136	740,035	863,517	484,379	379,138	56.09%	57.82%	57.55%	56,524	427,855	390,258
161 CERTIFIED PARA/PCA	368,768	411,293	418,244	252,135	166,109	60.28%	62.80%	65.31%	(6,137)	258,272	240,832
162 CERTIFIED ONE ON ONE PARA	55,433	46,080	24,594	14,200	10,394	57.74%	90.78%	63.36%	(27,631)	41,831	35,123
163 FOREIGN LANGUAGE INTERPRETER	142	0	150	35	115	23.55%	0.00%	100.00%	35	0	142
164 INTERPRETER FOR THE DEAF	58,315	60,081	36,745	24,027	12,718	65.39%	67.15%	70.57%	(16,320)	40,347	41,153
165 SCHOOL COUNSELOR	0	0	53,810	26,905	26,905	50.00%	0.00%	0.00%	26,905	0	0
170 NON,INSTRUCTIONAL SUPPORT	178,355	174,504	235,241	175,090	60,151	74.43%	71.67%	72.61%	50,020	125,069	129,507
174 REC SERVICES/DAPE SPECIALIST	39,252	40,183	29,999	16,913	13,086	56.38%	58.32%	58.87%	(6,523)	23,436	23,110
185 OTHER LICENSED/CERTIFIED SALARY	182,692	187,357	234,726	90,244	144,482	38.45%	41.39%	61.37%	12,699	77,545	112,113
186 OTHER NON LICENSED SALARY	43,484	49,512	81,412	40,253	41,159	49.44%	9.40%	98.68%	35,601	4,652	42,908
TOTAL SALARIES AND WAGES	6,337,951	6,937,882	8,181,314	4,884,360	3,296,954	59.70%	61.08%	62.40%	646,709	4,237,651	3,955,148
EMPLOYEE BENEFITS											
210 FICA/MEDICARE	464,356	504,793	614,456	354,151	260,305	57.64%	61.21%	62.48%	45,179	308,971	290,119
214 PERA	81,941	82,177	83,864	52,980	30,884	63.17%	65.81%	65.10%	(1,100)	54,080	53,345
218 TRA	394,478	457,804	572,608	340,025	232,583	59.38%	60.18%	61.37%	64,530	275,495	242,077
220 HEALTH INSURANCE	464,042	491,503	608,902	353,625	255,277	58.08%	61.51%	60.50%	51,296	302,329	280,741
230 LIFE INSURANCE	8,626	10,118	11,830	7,243	4,587	61.22%	62.56%	47.42%	913	6,330	4,090
235 DENTAL INSURANCE	16,831	17,437	20,881	13,410	7,471	64.22%	61.89%	63.10%	2,618	10,792	10,620
240 LONG TERM DISABILITY INSURANCE	9,509	9,437	11,522	6,551	4,972	56.85%	62.00%	48.83%	700	5,851	4,643
250 TSA/DEFERRED COMP	88,920	107,559	132,494	81,598	50,896	61.59%	66.72%	66.35%	9,836	71,762	59,000
251 TAX ADVANTAGE EMPLOYER HLTH AI	4,983	7,629	5,000	3,713	1,287	74.26%	49.16%	25.09%	(37)	3,750	1,250
270 WORKERS COMPENSATION	93,312	90,565	80,088	74,939	5,149	93.57%	73.76%	82.16%	8,142	66,797	76,664
280 UNEMPLOYMENT COMPENSATION	1,185	0	0	7,032	(7,032)	0.00%	0.00%	96.82%	7,032	0	1,147
TOTAL EMPLOYEE BENEFITS	1,628,182	1,779,020	2,141,645	1,295,266	846,379	60.48%	62.18%	62.87%	189,109	1,106,156	1,023,697
PURCHASED SERVICES											
303 FEDERAL SUB AWARD <=\$25000	418,739	501,513	637,934	183,607	454,327	28.78%	30.45%	36.35%	30,878	152,729	152,195
304 FEDERAL SUB AWARD >\$25000	505,372	471,363	443,386	21,845	421,541	4.93%	13.38%	12.13%	(41,241)	63,086	61,299
305 CONSULTING FEES/FEES FOR SERVICE	181,059	13,646,680	253,260	156,391	96,869	61.75%	1.95%	73.63%	(110,332)	266,723	133,315
307 CONTRACT SUB FOR SPEC EDUCATION	38,237	9,168	41,379	18,943	22,436	45.78%	63.78%	100.74%	13,095	5,848	38,520
308 FEDERAL TUITION PAYMENT <=\$2500	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
309 FEDERAL TUITION PAYMENT >\$25000	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
315 REPAIRS & MAINT FOR TECHNOLOGY	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
316 SVC PURCH FROM MN JOINT POWER	6,002	6,231	6,231	4,673	1,558	75.00%	75.00%	75.00%	0	4,673	4,502
320 COMMUNICATION SERVICES	18,669	23,558	15,300	11,339	3,961	74.11%	66.06%	57.51%	(4,223)	15,562	10,738
329 POSTAGE & PARCEL SERVICES	3,858	4,175	4,220	2,935	1,285	69.55%	21.51%	53.80%	2,037	898	2,076
330 UTILITY SERVICES	37,977	47,213	55,000	28,702	26,298	52.19%	55.72%	65.75%	2,396	26,306	24,970
340 INSURANCE	38,991	45,515	55,619	44,319	11,300	79.68%	84.23%	83.50%	5,983	38,336	32,558
350 REPAIRS & MAINTENANCE	159,477	111,375	170,056	29,298	140,758	17.23%	83.99%	55.07%	(64,248)	93,546	87,822
360 TRANSPORT CONTR <=\$25,000	765	643	8,655	3,182	5,473	36.76%	0.00%	100.00%	3,182	0	765
365 INTERDEPART TRANSPORT (CHGBK)	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0

15

DESCRIPTION				March 31, 2022			March 31, 2021			March 31, 2020		
	June 30, 2020	June 30, 2021	Revised Budget	Expenses YTD	Budget Remaining	Budget Expended % of	Actuals Expended % of	Actuals Expended % of	Current YTD vs. Prior YTD	March 31, 2021	March 31, 2020	
366 TRAVEL CONVENTIONS/CONFERENCE	157,056	124,979	196,475	110,647	85,828	56.32%	57.60%	81.17%	38,662	71,984	127,488	
368 OUT OF STATE TRAVEL/FEDERAL REI	4,148	0	17,500	15,771	1,729	90.12%	0.00%	138.52%	15,771	0	5,746	
370 OPERATING LEASE/RENTAL	15,760	7,975	16,233	0	16,233	0.00%	58.84%	0.00%	(4,692)	4,692	0	
379 MENTAL HLTH PROFESSIONAL <=\$25I	0	9,418	0	0	0	0.00%	162.94%	0.00%	(15,346)	15,346	0	
389 STAFF TUITION REIMBURSEMENT	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0	
390 PYMT FOR ED PURPOSE TO MN DIST	417	0	0	0	0	0.00%	0.00%	0.00%	0	0	0	
391 PYMT TO MN SCHOOL (COST SHARE)	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0	
393 SPEC ED TRANSITION/CHILD W/DISAE	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0	
394 PYMT FOR ED TO OTHER AGENCY	915,023	888,913	991,480	348,855	642,625	35.19%	37.51%	39.03%	15,429	333,426	357,166	
396 SPEC ED SALARY/OTHER DISTRICT	818,972	675,300	978,631	67,856	910,775	6.93%	18.48%	19.53%	(56,931)	124,787	159,944	
397 SPEC ED BENEFITS/OTHER DISTRICT	265,873	223,571	308,958	20,925	288,033	6.77%	16.87%	20.06%	(16,800)	37,725	53,325	
TOTAL PURCHASED SERVICES	3,586,395	16,797,588	4,200,317	1,069,288	3,131,029	25.46%	7.48%	34.92%	(186,379)	1,255,667	1,252,428	
SUPPLIES												
401 SUPPLIES, NON INSTRUCTIONAL	34,380	90,507	111,240	81,779	29,461	73.52%	51.73%	74.11%	34,964	46,815	25,478	
405 NON, INSTRUCTIONAL SOFTWARE LIC	74,814	94,076	97,708	89,907	7,801	92.02%	82.59%	94.22%	12,208	77,699	70,487	
406 INSTRUCTIONAL SOFTWARE LICENSE	37,665	49,784	226,895	97,489	129,406	42.97%	165.86%	102.36%	14,916	82,573	38,553	
430 SUPPLIES & MATERIALS NON INDIV IN	10,842	6,111	18,784	12,817	5,967	68.23%	66.78%	30.49%	8,736	4,081	3,306	
433 SUPPLIES & MATERIALS INDIV INSTR	45,123	87,393	150,695	138,118	12,577	91.65%	85.48%	26.02%	63,414	74,703	11,742	
440 FUELS	10,433	11,527	17,300	17,551	(251)	101.45%	77.43%	80.10%	8,626	8,925	8,357	
455 NONINSTRUCTIONAL TECH SUPPLIES	355	9,601	35,543	35,543	0	100.00%	93.43%	136.61%	26,572	8,970	485	
456 INSTRUCTIONAL TECH SUPPLIES	2,810	6,162	12,944	5,782	7,162	44.67%	94.74%	100.00%	(55)	5,838	2,810	
460 TEXTBOOKS	2,060	960	87,345	523	86,822	0.60%	100.00%	100.00%	(437)	960	2,060	
461 STANDARDIZED TESTS	39,680	396	4,700	54,522	(49,822)	1160.05%	0.00%	97.03%	54,522	0	38,500	
465 NONINSTRUCTIONAL TECH DEVICES	0	6,166	1,244	1,244	0	99.99%	100.00%	0.00%	(4,922)	6,166	0	
466 INSTRUCTIONAL TECH DEVICES	12,983	23,447	89,700	92,205	(2,505)	102.79%	100.00%	15.89%	68,758	23,447	2,063	
490 FOOD	5,568	820	5,250	6,592	(1,342)	125.57%	35.28%	98.00%	6,303	289	5,457	
TOTAL SUPPLIES	276,713	386,950	859,348	634,072	225,276	73.79%	87.99%	75.64%	293,606	340,466	209,298	
SUPPLIES & EQUIPMENT												
510 SITE OR GROUNDS ACQUISITION	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0	
520 BUILDING ACQ OR CONSTRUCTION	760	0	27,829	16,909	10,920	60.76%	0.00%	100.00%	16,909	0	760	
530 OTHER EQUIPMENT PURCHASE	50,446	12,922	63,315	50,256	13,059	79.37%	99.73%	94.89%	37,369	12,887	47,869	
533 EQUIP SP ED DIRECT INSTRUCTION	0	2,014	2,000	0	2,000	0.00%	0.00%	0.00%	0	0	0	
535 CAPITAL LEASES	0	13,530,000	0	0	0	0.00%	0.00%	0.00%	0	0	0	
550 OTHER VEHICLES, PURCHASE	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0	
555 CAPITAL NONINSTR TECH HARDWAR	15,623	1,249	0	0	0	0.00%	100.00%	37.57%	(1,249)	1,249	5,869	
556 CAPITALIZED INSTR TECH HARDWAR	0	10,855	8,900	8,848	52	99.42%	100.00%	0.00%	(2,007)	10,855	0	
560 PRIN ON LONG TERM TECH	0	0	34,500	30,461	4,039	88.29%	0.00%	0.00%	30,461	0	0	
570 PRIN ON BLDG/LAND LEASE	0	0	678,069	678,069	(0)	100.00%	0.00%	0.00%	678,069	0	0	
571 INT ON BLDG/LAND LEASE	0	0	319,765	319,765	(0)	100.00%	0.00%	0.00%	319,765	0	0	
580 PRINCIPAL ON CAPITAL LEASE	429,640	666,334	0	0	0	0.00%	199.36%	99.62%	(1,328,405)	1,328,405	427,986	
581 INTEREST ON CAPITAL LEASE	603,320	330,439	0	0	0	0.00%	100.13%	100.27%	(330,868)	330,868	604,974	
589 LEASE TRANSACTIONS/INSTALL SALE	0	(13,530,000)	0	0	0	0.00%	0.00%	0.00%	0	0	0	
590 OTHER CAPITAL EXPENDITURES	5,246	4,500	4,500	3,950	550	87.78%	100.00%	100.00%	(550)	4,500	5,246	
TOTAL SUPPLIES & EQUIPMENT	1,105,035	1,028,313	1,138,878	1,108,258	30,620	97.31%	164.23%	98.88%	(580,506)	1,688,765	1,092,703	
OTHER EXPENDITURES												
810 JUDGMENTS AGAINST DISTRICT	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0	
820 DUES, MEMBERSHIP, LICENSE, FEES	20,127	27,245	26,228	18,496	7,732	70.52%	94.02%	93.59%	(7,121)	25,616	18,837	
891 TRA & PERA SPEC SITUATION PENSIC	35,373	50,335	0	0	0	0.00%	0.00%	0.00%	0	0	0	
895 FED/NONPUBLIC INDIRECT (CHGBK)	(0)	0	0	0	0	0.00%	0.00%	0.00%	0	0	0	
896 TAXES & SPECIAL ASSESSMENTS	(348)	56	100	40	60	40.19%	35.75%	-28.77%	20	20	100	
TOTAL OTHER EXPENDITURES	55,152	77,636	26,328	18,536	7,792	70.40%	33.02%	34.34%	(7,100)	25,636	18,937	
OTHER FINANCING USES												
910 PERMANENT TRANSFER/OTHER FUNI	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	12,989,428	27,007,389	16,547,830	9,009,779	7,538,051	54.45%	32.04%	58.14%	355,438	8,654,340	7,552,211	

GENERAL FUND - EXPENDITURES BY PROGRAM CODE

Goodhue County Ed District | March 31, 2022



DESCRIPTION	June 30, 2020	June 30, 2021	Revised Budget	Expenses YTD	Budget Remaining	March 31,	March 31,	March 31,	Current YTD vs. Prior YTD	March 31, 2021	March 31, 2020
						2022	2021	2020			
						% of Budget Expended	% of Actuals Expended	% of Actuals Expended			
DISTRICT ADMINISTRATION											
010 BOARD OF EDUCATION	16,440	14,326	26,771	12,782	13,989	47.74%	74.42%	64.00%	2,120	10,662	10,522
030 INSTRUCTIONAL ADMINISTRATION	83,008	65,520	52,224	39,410	12,814	75.46%	83.18%	74.41%	(15,088)	54,498	61,763
TOTAL - DISTRICT ADMINISTRATION	99,448	79,846	78,995	52,191	26,804	66.07%	81.61%	72.69%	(12,968)	65,159	72,284
SITE ADMINISTRATION											
050 SCHOOL ADMINISTRATION	59,029	97,953	279,823	205,153	74,670	73.32%	65.89%	70.79%	140,608	64,545	41,786
TOTAL - SITE ADMINISTRATION	59,029	97,953	279,823	205,153	74,670	73.32%	65.89%	70.79%	140,608	64,545	41,786
SUPPORT SERVICES											
105 GENERAL ADMINISTRATIVE SUPPORT	85,805	106,875	102,650	154,924	(52,274)	150.92%	132.87%	171.12%	12,918	142,006	146,829
110 BUSINESS SUPPORT SERVICES	116,345	120,651	145,064	138,577	6,487	95.53%	101.89%	98.79%	15,646	122,931	114,939
TOTAL - SUPPORT SERVICES	202,150	227,526	247,714	293,502	(45,788)	118.48%	116.44%	129.49%	28,564	264,938	261,768
REGULAR INSTRUCTION											
203 EDUCATION, ELEMENTARY GENERAL	85,478	99,611	449,580	178,011	271,569	39.60%	0.00%	0.00%	178,011	0	0
205 TITLE III, PART A LANGUAGE ACQUISITION	14,929	18,052	34,684	16,064	18,620	46.31%	79.06%	82.61%	1,792	14,271	12,332
211 EDUCATION, SECONDARY GENERAL	657,881	545,999	882,663	95,160	787,503	10.78%	8.23%	7.17%	50,236	44,924	47,185
212 VISUAL ART	0	0	75,842	42,151	33,691	55.58%	0.00%	0.00%	42,151	0	0
219 ENGLISH LEARNER	365,688	390,669	398,210	247,920	150,290	62.26%	60.55%	61.48%	11,351	236,569	224,822
220 ENGLISH, LANGUAGE ARTS	63,448	66,007	143,646	80,378	63,268	55.96%	58.02%	57.87%	42,083	38,295	36,717
230 FOREIGN/NATIVE LANGUAGE	0	0	34,270	0	34,270	0.00%	0.00%	0.00%	0	0	0
240 HEALTH, PHYSICAL ED & RECREATION	6,126	6,833	43,651	11,972	31,679	27.43%	50.06%	60.19%	8,551	3,421	3,687
250 FAMILY LIVING SCIENCE	79,279	80,565	92,231	49,635	42,596	53.82%	57.82%	57.54%	3,049	46,587	45,613
255 INDUSTRIAL EDUCATION	0	0	10,729	5,809	4,920	54.14%	0.00%	0.00%	5,809	0	0
256 MATHEMATICS	74,844	78,769	169,460	45,977	123,483	27.13%	56.94%	57.66%	1,129	44,849	43,153
258 MUSIC	0	0	41,000	16,988	24,012	41.43%	0.00%	0.00%	16,988	0	0
260 NATURAL SCIENCES	80,887	83,491	109,809	52,646	57,163	47.94%	57.92%	57.73%	4,291	48,355	46,697
270 SOCIAL SCIENCES/SOCIAL STUDIES	64,840	68,633	146,424	81,269	65,155	55.50%	57.69%	57.79%	41,675	39,594	37,469
TOTAL - REGULAR INSTRUCTION	1,493,398	1,438,628	2,632,199	923,980	1,708,219	35.10%	35.93%	33.33%	407,116	516,864	497,677
VOCATIONAL INSTRUCTION											
380 SPECIAL NEEDS	240,432	255,640	297,665	103,803	193,862	34.87%	53.23%	56.59%	(32,281)	136,084	136,051
399 CAREER & TECHNICAL GENERAL	68,063	71,555	65,909	35,682	30,227	54.14%	57.93%	57.65%	(5,769)	41,451	39,238
TOTAL - VOCATIONAL INSTRUCTION	308,496	327,195	363,574	139,485	224,089	38.37%	54.26%	56.82%	(38,050)	177,535	175,289
SPECIAL ED INSTRUCTION											
400 GENERAL SPECIAL EDUCATION	110,607	129,400	90,461	57,626	32,835	63.70%	41.95%	48.80%	3,341	54,285	53,978
401 SPEECH/LANGUAGE IMPAIRED	756,820	1,029,586	1,213,079	727,550	485,529	59.98%	62.65%	66.16%	82,464	645,086	500,704
402 MILD, MODERATE COGNITIVE DISAB	118,134	86,123	51,114	28,988	22,126	56.71%	78.41%	65.59%	(38,538)	67,525	77,488
403 SEVERE, PROFOUND COGNITIVE DISAB	20,524	14,407	11,622	3,582	8,040	30.82%	47.94%	58.32%	(3,324)	6,907	11,970
404 PHYSICALLY IMPAIRED	582,179	639,551	651,825	351,629	300,196	53.95%	55.04%	59.49%	(410)	352,039	346,365
405 DEAF, HARD OF HEARING	228,154	229,427	303,052	140,375	162,677	46.32%	49.24%	51.25%	27,409	112,966	116,933
406 VISUALLY IMPAIRED	81,877	90,681	50,998	43,059	54,222	56.07%	56.26%	56.26%	157	50,840	46,066
407 SPECIFIC LEARNING DISABILITY	272,073	164,476	235,383	100,263	135,120	42.60%	46.96%	41.69%	23,021	77,242	113,435
408 EMOTIONAL/BEHAVIORAL DISORDER	1,501,672	1,333,715	1,397,371	568,963	828,408	40.72%	51.83%	45.17%	(122,368)	691,331	678,268
410 OTHER HEALTH DISABILITIES	106,049	288,286	366,271	206,713	159,558	56.44%	32.62%	73.60%	112,663	94,050	78,050
411 AUTISTIC SPECTRUM DISORDERS	508,490	700,550	693,282	357,644	335,638	51.59%	39.60%	58.26%	80,198	277,446	296,242
412 DEVELOPMENTALLY DELAYED	870,576	895,693	835,771	423,982	411,789	50.73%	52.34%	54.80%	(44,864)	468,845	477,080
414 TRAUMATIC BRAIN INJURY	6,815	27,155	1,891	1,874	17	99.12%	13.23%	46.21%	(1,718)	3,592	3,150
416 SEVERELY MULTIPLY IMPAIRED	655	2,142	8,160	5,966	2,194	73.11%	0.00%	98.65%	5,966	0	646
420 SPECIAL ED, AGGREGATE 3+	2,196,406	2,102,156	2,714,639	1,560,157	1,154,482	57.47%	63.67%	59.64%	221,638	1,338,519	1,309,912
422 SPECIAL ED, STUDENTS W/O DISABILITIES	250,571	243,917	309,066	154,043	155,023	49.84%	66.64%	46.40%	(8,510)	162,553	116,263
TOTAL - SPECIAL ED INSTRUCTION	7,611,603	7,977,265	8,977,044	4,740,352	4,236,692	52.81%	55.20%	55.53%	337,124	4,403,228	4,226,549
INSTRUCTIONAL SUPPORT											
610 CURRICULUM CONSULT & DEV	295,945	352,711	358,637	257,181	101,456	71.71%	57.51%	61.88%	54,353	202,829	183,142
630 INSTRUCTION, RELATED TECHNOLOGY	59,078	93,319	239,030	213,042	25,988	89.13%	69.28%	39.16%	148,388	64,654	23,133
640 STAFF DEVELOPMENT	9,806	2,140	39,300	6,064	33,236	15.43%	93.45%	98.78%	4,064	2,000	9,687
TOTAL - INSTRUCTIONAL SUPPORT	364,829	448,170	636,967	476,288	160,679	74.77%	60.13%	59.20%	206,805	269,483	215,962
PUPIL SUPPORT SERVICES											
710 SECONDARY COUNSELING/GUIDANCE	0	0	70,889	33,602	37,287	47.40%	0.00%	0.00%	33,602	0	0

DESCRIPTION	June 30, 2020	June 30, 2021	Revised Budget	Expenses YTD	Budget Remaining	March 31,	March 31,	March 31,	Current YTD vs. Prior YTD	March 31, 2021	March 31, 2020
						2022	2021	2020			
						% of Budget Expended	% of Actuals Expended	% of Actuals Expended			
715 SCHOOL SECURITY	0	13,939	0	0	0	0.00%	0.00%	0.00%	0	0	0
720 HEALTH SERVICES	176,681	251,592	304,720	170,398	134,322	55.92%	58.59%	59.71%	22,987	147,411	105,491
730 PSYCHOLOGICAL AND HEALTH SERVICES	780,683	891,511	915,620	517,749	397,871	56.55%	54.33%	57.49%	33,398	484,351	448,803
740 SOCIAL WORK SERVICES	406,646	422,317	503,663	264,742	238,921	52.56%	56.00%	55.65%	28,260	236,482	226,285
760 PUPIL TRANSPORTATION	3,070	7,070	11,055	4,704	6,351	42.55%	74.57%	78.00%	(568)	5,272	2,394
790 OTHER PUPIL SUPPORT SERVICES	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
TOTAL - PUPIL SUPPORT SERVICES	1,367,080	1,586,429	1,805,947	991,195	814,752	54.89%	55.06%	57.27%	117,679	873,516	782,974
FACILITIES											
810 OPERATIONS & MAINTENANCE	294,452	260,215	327,598	104,803	222,795	31.99%	52.40%	49.34%	(31,553)	136,357	145,288
850 CAPITAL FACILITIES	1,087,154	1,170,901	1,080,163	1,062,558	17,605	98.37%	155.40%	99.76%	(756,996)	1,819,554	1,084,576
865 LTFM NOT PRO 866,867,868	101,790	70,995	117,806	20,273	97,534	17.21%	88.97%	47.21%	(42,890)	63,162	48,059
870 BUILDING CONSTRUCTION	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
TOTAL - FACILITIES	1,483,396	1,502,112	1,525,567	1,187,633	337,934	77.85%	134.42%	86.15%	(831,440)	2,019,073	1,277,924
OTHER FINANCING USES											
910 RETIRE LONG TERM OBLIGATIONS	0	13,322,265	0	0	0	0.00%	0.00%	0.00%	0	0	0
950 TRANSFERS	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
TOTAL - OTHER FINANCING USES	0	13,322,265	0	0	0	0.00%	0.00%	0.00%	0	0	0
GENERAL FUND TOTAL	12,989,428	27,007,389	16,547,830	9,009,779	7,538,051	54.45%	32.04%	58.14%	355,438	8,654,340	7,552,211

**Goodhue County Ed District
Reconciliation Worksheet Report
03/31/2022**

Audit No	Statement Date	Co	Bank Code	Bank Name/Description
1467	03/31/2022	6051	MERC	MERCHANTS BANK GENERAL

Worksheet has been Finalized

Statement Amount	1,243,383.25
Deposits in Transit	0.00
<u>Outstanding Payments</u>	
Checks	45,729.45
Wires	0.00
SHR - Payments	0.00
SHR - Third Party	0.00
Cash	0.00
ACH	0.00

Adjustment Amount (349.34)

Amount Per Bank 1,197,304.46

GL Account Balance 1,197,304.46

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

Difference 0.00

Adjustments

Manual	03/31/2022	JSP	Wire	231.12	KWIK TRIP RECORDED IN APRIL
Manual	03/31/2022	KT	Direct Pymt	(580.46)	TRANSFER FROM SWEEP

Business Manager Report 4-28-22

Budget 2021-22 as of 3/31/22

We have received \$9,192,217 or 56.31% of the revised budget, compared to 80.34% at 3/31/21 and 56.09% at 3/31/20. We have expended \$9,009,779 or 54.45% of the revised expense budget, compared to 32.04% at 3/31/21 and 58.14% at 3/31/20.

Cash Flow

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

Mar Bank Rec

For your information



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

AS OF 4-21-22

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	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	(157,365.78)	-	324,962.94	-	-	1,367,697.53
9/30/2021	(151,032.55)	(203,909.73)	98.89	142,203.89	-	1,155,058.03
ENDING BALANCE	(919,423.70)	(406,686.79)	-	329,060.09	252,369.45	501,370.99

OCTOBER

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
10/1/2021	-	-	-	-	-	1,155,058.03
10/9/2021	(252,426.10)	-	208,122.56	-	-	1,110,754.49
10/15/2021	(149,543.50)	(203,972.38)	-	58,032.85	-	815,271.46
10/20/2021	(360,372.99)	-	141,691.01	-	-	596,589.48
10/31/2021	(149,721.41)	(203,121.78)	17.14	121,920.14	59,944.03	425,627.60
ENDING BALANCE	(912,064.00)	(407,094.16)	-	349,830.71	179,952.99	59,944.03

NOVEMBER

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
11/1/2021	-	-	-	-	-	425,627.60
11/5/2021	(204,100.93)	-	454,239.14	-	-	675,765.81
11/15/2021	(153,970.99)	(210,931.55)	179,929.01	72,541.05	-	563,333.33
11/20/2021	(150,129.55)	-	603,139.59	-	-	1,016,343.37
11/30/2021	(151,576.67)	(204,058.73)	27.64	138,415.75	-	799,151.36
ENDING BALANCE	(659,778.14)	(414,990.28)	-	1,237,335.38	210,956.80	799,151.36

DECEMBER

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
12/1/2021	(79,687.42)	-	-	-	478,862.68	1,198,326.62
12/8/2021	-	-	-	-	51,297.00	1,249,623.62
12/15/2021	(157,350.70)	(213,546.74)	456,143.38	162,958.14	-	1,497,827.70
12/20/2021	(128,620.64)	-	187,207.88	-	-	1,556,414.94
12/31/2021	(216,632.85)	(215,814.75)	42.14	88,886.26	-	1,212,895.74

ENDING BALANCE	(582,291.61)	(429,361.49)	-	643,393.40	251,844.40	530,159.68	1,212,895.74
----------------	--------------	--------------	---	------------	------------	------------	--------------

JANUARY

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
1/1/2022	-	-	-	-	-	1,212,895.74
1/8/2022	-	-	175,013.91	-	-	1,387,909.65
1/15/2022	(1,060,799.19)	(211,433.42)	298,183.58	148,143.77	-	562,004.39
1/20/2022	(223,872.82)	-	-	-	-	338,131.57
1/31/2022	(3,455.60)	(212,391.62)	163,844.34	624,042.61	-	910,171.30
ENDING BALANCE	(1,288,127.61)	(423,825.04)	637,041.83	772,186.38	-	910,171.30

FEBRUARY

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
2/1/2022	(239,756.84)	-	-	-	268,432.49	938,846.95
2/15/2022	(159,440.83)	(215,671.82)	-	464,029.57	-	1,027,763.87
2/20/2022	-	-	292,935.75	-	-	1,320,699.62
2/28/2022	(243,162.25)	(214,197.57)	265,957.28	182,897.99	-	1,312,195.07
ENDING BALANCE	(642,359.92)	(429,869.39)	558,893.03	646,927.56	268,432.49	1,312,195.07

MARCH

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
3/1/2022	(160,305.36)	-	241,085.75	-	-	1,392,975.46
3/15/2022	(157,647.31)	(210,587.03)	222,732.57	177,929.50	-	1,425,403.19
3/20/2022	(69,024.25)	-	-	-	-	1,356,378.94
3/31/2022	(160,192.01)	(214,832.67)	132.02	215,818.18	-	1,197,304.46
ENDING BALANCE	(547,168.93)	(425,419.70)	463,950.34	393,747.68	-	1,197,304.46

APRIL

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
4/9/2022	(371,320.47)	-	332,762.11	-	-	1,158,746.10
4/15/2022	(159,552.78)	(213,346.38)	212,925.71	211,689.54	-	1,210,462.19
4/20/2022	-	-	1,061.91	-	-	1,211,524.10
4/30/2022	(175,562.62)	(194,405.17)	120,428.38	249,319.13	343,646.80	1,554,950.62
ENDING BALANCE	(706,435.87)	(407,751.55)	667,178.11	461,008.67	343,646.80	1,554,950.62

MAY

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
5/1/2022	-	-	63,142.73	-	-	1,618,093.35
5/15/2022	(194,773.96)	(198,522.46)	-	178,085.10	-	1,402,882.04
5/20/2022	-	-	432,652.74	-	61,495.00	1,897,029.78
5/31/2022	(288,548.98)	(235,017.05)	56,115.71	178,085.09	-	1,607,664.55
ENDING BALANCE	(483,322.94)	(433,539.51)	551,911.19	356,170.19	61,495.00	1,607,664.55

JUNE

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
6/1/2022	(100,336.82)	-	163,978.76	-	-	1,671,306.49
6/15/2022	(137,491.76)	(203,692.43)	-	-	175,113.87	1,505,236.17
6/20/2022	(178,119.90)	-	293,501.51	178,085.10	2,058.04	1,800,760.92
6/30/2022	(141,319.75)	(206,896.28)	238,686.57	-	-	1,691,231.46
ENDING BALANCE	(557,268.23)	(410,588.71)	696,166.84	178,085.10	177,171.91	1,691,231.46

TOTALS	(9,443,252.73)	(5,049,446.53)	-	7,589,839.99	4,554,863.70	2,091,216.54	1,691,231.46
--------	----------------	----------------	---	--------------	--------------	--------------	--------------

- V. **Old Business:**
 - A. Non-Renewal:

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

**RESOLUTION RELATING TO THE TERMINATION
AND NONRENEWAL OF THE TEACHING CONTRACT
OF MARLEY STRAND,
A PROBATIONARY TEACHER**

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

BE IT RESOLVED, by the Board of Education District No. 6051-61 that pursuant to Minnesota Statutes 122A.40, Subdivision 5, that the teaching contract of Marley Strand, a probationary teacher in Education District No. 6051-61, is hereby terminated at the close of the current 2021-2022 school year.

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

**NOTICE OF TERMINATION
AND NON-RENEWAL**

Marley Strand
9241 495th St.
Kenyon, MN 55946

Dear Ms. Strand:

You are hereby notified that at a school board meeting of the Board of Education District No. 6051-61 held on April 28, 2022 was adopted by a majority roll call vote to terminate your contract effective at the end of the current school year and not to renew your contract for the 2022-2023 school year. Said action of the Board is taken pursuant to M.S. 122A.40, Subd. 5.

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

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

- Lack of Pupils
- Financial Limitations
- Merger of Classes Caused by Consolidation
- Discontinuance of Position
- District Standards
- Lack of Appropriate Licensure

Yours very truly,

Goodhue County Education District Board of 6051-61

Officer of Business Affairs

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

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

and the following voted against the same: _____

where upon said resolution was declared duly passed and adopted.

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

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

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

BE IT RESOLVED, by the Board of Education District No. 6051-61 that pursuant to Minnesota Statutes 122A.40, Subdivision 5, that the teaching contract of Elizabeth Diggins, a probationary teacher in Education District No. 6051-61, is hereby terminated at the close of the current 2021-2022 school year.

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

**NOTICE OF TERMINATION
AND NON-RENEWAL**

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

Dear Ms. Diggins:

You are hereby notified that at a school board meeting of the Board of Education District No. 6051-61 held on March 24, 2022 was adopted by a majority roll call vote to terminate your contract effective at the end of the current school year and not to renew your contract for the 2022-2023 school year. Said action of the Board is taken pursuant to M.S. 122A.40, Subd. 5.

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

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

- Lack of Pupils
- Financial Limitations
- Merger of Classes Caused by Consolidation
- Discontinuance of Position
- District Standards
- Lack of Appropriate Licensure

Yours very truly,

Goodhue County Education District Board of 6051-61

Officer of Business Affairs

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

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

and the following voted against the same: _____ 25

where upon said resolution was declared duly passed and adopted.

VI. **New Business:**

A. Paraprofessional Notice of Desire to Negotiate.

27



Fwd: Notice of Desire to Negotiate

Patti Visconti <pvisconti@gced.k12.mn.us>

Tue, Mar 22, 2022 at 8:39 AM

To: Cherie Johnson <cjohnson@gced.k12.mn.us>

Cc: Cindy Luhman <cluhman@gced.k12.mn.us>, "Winge, Steven [MN]" <steven.winge@edmn.org>

----- Forwarded message -----

From: **MN BMS PETITIONS** <forms@formexperts.com>

Date: Mon, Mar 21, 2022 at 3:37 PM

Subject: Notice of Desire to Negotiate

To: <pvisconti@gced.k12.mn.us>

The Notice has been successfully submitted. Forward this e-mail to the other party(s). Do not reply to this e-mail. If you have questions, please contact the Bureau at 651-649-5421.

REMINDERS:

- 1) THE NOTICE HAS BEEN SUBMITTED ONLINE, DO **NOT** MAIL, FAX OR E-MAIL THE ORIGINAL.
- 2) PURSUANT TO MINNESOTA STATUTES 179.06 OR 179A.14, YOU ARE HEREBY NOTIFIED OF THE UNDERSIGNED'S DESIRE TO MEET AND NEGOTIATE AN INITIAL OR SUBSEQUENT AGREEMENT ESTABLISHING TERMS AND CONDITIONS OF EMPLOYMENT.
- 3) WHEN PROPERLY EXECUTED AND SERVED UPON THE COMMISSIONER AND THE OTHER PARTY, THIS NOTICE SATISFIES THE REQUIREMENTS OF MINN. STAT. 179.06 OR 179A.14. FAILURE TO PROVIDE TIMELY NOTICE MAY RESULT IN FINANCIAL PENALTY.

The following is a copy of the data submitted for your records:

IS THE EMPLOYER A PUBLIC OR PRIVATE ORGANIZATION? Public

NAME OF EMPLOYER: Goodhue County Education District

EMPLOYER ADDRESS: 395 Guernsey Lane

CITY: Red Wing **STATE:** MN **ZIP:** 55066

NAME OF CHIEF NEGOTIATOR/CONTACT: Patti Visconti Cherie Johnson

Check if the following information is the same as above: Yes

CHF NEG/CONTACT ADDRESS:

CITY: **STATE:** MN **ZIP:**

DAYTIME PHONE: 651-388-4441 **EXT.:**

CELL PHONE:

E-MAIL ADDRESS: cjohnson@gced.k12.mn.us

NAME OF EXCLUSIVE REP: Goodhue CountyEd. Dist. Paras

EXCLUSIVE REP ADDRESS: 395 Guernsey Lane

CITY: Red Wing **STATE:** MN **ZIP:** 55066

NAME OF CHIEF NEGOTIATOR/CONTACT: Patti Visconti

Check if the following information is the same as above: Yes

CHF NEG/CONTACT ADDRESS:

CITY: **STATE:** MN **ZIP:**

DAYTIME PHONE: 6513884441 **EXT.:**

CELL PHONE:

E-MAIL ADDRESS: pvisconti@gced.k12.mn.us

TYPE OF EMPLOYER: School District

TYPE OF BARGAINING UNIT: Teachers Aides/Paraprofessionals/Assistants

STATUS OF EMPLOYEES INVOLVED: ESSENTIAL? No

NUMBER OF EMPLOYEES IN UNIT: 17

EXPIRATION DATE OF CURRENT CONTRACT: 6/30/2022

FIRST CONTRACT? No

NOTICE INITIATED BY: Exclusive Representative

DATE OF NOTICE: 3/21/2022

DATE NOTICE COPY SENT TO OTHER PARTY ABOVE: 3/22/2022

NAME OF PERSON FILING THIS NOTICE: Patti Visconti

TITLE OF PERSON FILING THIS NOTICE: Local Pres.

E-MAIL ADDRESS OF PERSON FILING THIS NOTICE: pvisconti@gced.k12.mn.us

DIRECTOR OF EQUITY AND INSTRUCTIONAL SERVICES POSITION DESCRIPTION

Classification: Administrative

Location: RBEC

Reports to: GCED Executive Director

Part I: Position Summary

Provides leadership in coordinating, developing, implementing, and evaluating GCED instructional services & focused on ensuring the district has a highly effective curriculum and instruction in all educational programs. Provides leadership and strategic vision in coordinating, developing, implementing, and evaluating GCED and/or member district equity initiatives and related professional development.

Part II: Supervision and Controls over the Work

Serves under the broad guidance and administrative supervision of the Executive Director. Is responsible for reporting results in terms of effectiveness of planning, policies, programs, and achievement of district goals and objectives. Work is guided by, and must be in compliance with, federal and state law, policy direction of the School Board, and compliance with state and local regulatory agencies.

Part III: Major Duties and Responsibilities

1. **Planning and Programming:** Responsible for developing, monitoring, and evaluating the district's curriculum to ensure alignment with state standards and the school's educational programming. Stays abreast of research on the changing nature of the profession, the field of public education and changing national, regional and local trends that may impact program areas. Participates in discussions on evolving demands and expectations and the impact those demands and expectations will have on assigned programs. Uses forecasting tools and strategies to predict future needs. Anticipates and develops strategies that respond effectively to anticipated needs and the changing profession.
2. **Equity:** Plans, directs, coordinates, assists and is the internal consultant to the superintendent, executive leadership team, directors, and principals regarding equity, social justice and diversity matters concerning staff, students and families. Provides coordination, consultation, guidance, support, and assistance to schools, departments and teams in working with parents and families. Guides district decision making processes through a lens of equity.
3. **Professional Development:** Formulates and oversees the implementation of professional development activities for teachers and administrators within GCED.
4. **Program Direction and Staff:** Assures that functions are effectively structured and work coordination procedures are in place to achieve a high level of integration and synergy across program functions. Assesses, evaluates, and provides for training and professional development of staff. Creates communication, collaboration and coordination processes that assure all staff are timely and effectively informed of district policies, issues, and guidance that their programs are expected to support. Establishes an environment in which all staff members are comfortable and forthcoming in sharing their ideas, needs and concerns, and in which the staff collaboratively works together to seek solutions and resolutions.
5. **Program Evaluation, Analysis and Feedback:** Establishes a system of data collection and analysis that provides for continuous assessment of program effectiveness and/or changing needs. At least annually, conducts a comprehensive assessment review of all programs to determine their level of effectiveness and contribution to the mission of the district and to identify problem areas, areas of high success, and areas in need of change. Prepares structured presentations to relevant stakeholders to share the program evaluation results.
6. **Grant Writing:** Identify grant funding opportunities. Prepare proposals by writing, submitting, and managing grant applications.
7. Performs other duties as assigned.

Part IV: Minimum Qualifications

1. Successful experience in working with culturally diverse families and communities, and/or have otherwise demonstrated a commitment to equity and strengthening engagement of a diverse community and skill in communicating with a diverse population.
 2. Background in presentation, facilitation, and coaching skills.
 3. Proven ability to lead groups from discussion to action based results.
 4. Possess or ability to obtain Minnesota administrative license.
 5. Minimum of five years successful experience as a teacher or other school-based professional.
 6. Ability to remain calm, deliberate, and tactful in stressful and emotional situations.
 7. Strong analytical and problem solving skills, and understanding of “customer service” support and services.
 8. Excellent oral, written, and interpersonal communication skills.
 9. Ability to work both independently and cooperatively.
 10. Ability to organize work, set priorities, and meet deadlines. Ability to establish effective working relationships at all levels of the organization.
 11. Demonstrated leadership and supervisory ability.
-

Director of Equity & Instructional Services JOB POSTING

Position Type:
Administrative

Date Posted:
4/29/22

Location:
Goodhue County Education District

Date Available:
2022-2023 school year

Closing Date:
open until filled

Goodhue County Education District is a collaboration of six southeastern Minnesota school districts: Cannon Falls, Goodhue, Kenyon-Wanamingo, Lake City, Red Wing, and Zumbrota-Mazeppa. Our primary goal is to strive towards inclusive excellence in learning across the county.

Under the general supervision of the Executive Director, the Director of Equity & Instructional Services will provide leadership in coordinating, developing, implementing, and evaluating GCED instructional services and will focus on ensuring the district has highly effective curriculum and instruction in all educational programs. The position will also provide leadership and strategic vision in coordinating, developing, implementing, and evaluating GCED and/or member district equity initiatives and related professional development.

Professionalism, empathy, and a non-judgmental approach are essential when working with GCED staff and member districts to ensure our continued growth as a collaborative community. The Director of Equity & Instructional Services is a member of an administrative team environment, where collegiality, communication, and adaptability are key to the success of students and staff.

Position Description attached.

Salary/Benefits: In accordance with agreement

Application Procedure: Can be completed online at gced.k12.mn.us

Draft

Region 10 Behavioral and Emotional Success through Teaching (BEST) Project

Glossary	2
Project Overview	3
THE NEED	3
THE HOW	3
THE OUTCOMES	3
Authority to Affect Change	4
Team Members	4
Project Expectations	4
Process for Application	5
Deliverables	5
Quality Program Indicators Survey	5
Project Timelines	5
Activities	6
Added Benefits of connected statewide initiatives (not provided through this project)	6
The BEST Project Implementation Plan	7
ABA Based Approach to improve practices in intensive settings	7
*Resources	10
Quality Indicators	10
Project Authorizations Signature Page	11
Project Expectations	11
Signed	11
Title	11
Name	11
Signature	11
Gap Analysis Meeting (Agenda) - 1 day (May 6th)	12
Agenda	12
Action Planning	13
Monthly Resources	13
Process for Application	13

Glossary

- ❑ **Internal Coach** - Board Certified Behavior Analyst (BCBA), Prevent Teach Reinforce (PTR) trainer,
- ❑ **[Quality Program Indicators \(QPI\)](#)** - The EBD Program Indicators include six elements of effective programming. Each area is related separately, although in practice they form an interactive whole. Each area is briefly described, followed by a discussion of some issues that impact each area, and suggestions for how teachers and administrators might use them to develop new programs and/or improve existing ones.
 - ❑ Environmental management
 - ❑ Behavior management
 - ❑ Affective education
 - ❑ Individualization and personalization
 - ❑ Academic
 - ❑ Career/life skills/transitions
- ❑ **Region 10 Low Incidence Projects** are sponsored by two federal grants: Low Incidence (LI) & Regional Comprehensive System for Personnel Development (R-CSPD). The projects are fiscally hosted by the Zumbro Education District, and serve all districts in SE Minnesota. These schools are located in the following counties: Olmsted, Dodge, Steele, Freeborn, Rice, Goodhue, Winona, Wabasha, Houston, Fillmore, and Mower.
- ❑ **Registered Behavior Technician (RBT)** - is a paraprofessional who practices under the close, ongoing supervision of a BCaBA, BCBA, or BCBA-D. The RBT is primarily responsible for the direct implementation of behavior-analytic services. The RBT does not design intervention or assessment plans. It is the responsibility of the RBT Supervisor to determine which tasks an RBT may perform as a function of his or her training, experience, and competence. The BACB certificand supervising the RBT is responsible for the work performed by the RBT on the cases they are overseeing.
- ❑ **Safety Care** - [Safety-Care® Behavioral Safety Training program](#) provides the skills and competencies necessary to effectively prevent, minimize, and manage behavioral challenges with dignity, safety, and the possibility of change. Safety-Care provides the tools you need to be safe when working with behaviorally challenging individuals. Using up-to-date and effective technologies from Applied Behavior Analysis (ABA) and Positive Behavior Interventions & Supports (PBIS), the Safety-Care program will provide your staff with strategies for preventing and managing behavioral challenges teaching replacement behaviors.
- ❑ **Setting III** - Teachers or related service providers deliver special education services primarily within a special class. (Separate classroom more than 60 percent of the school day.)
- ❑ **Setting IV** - Teachers or related service providers deliver special education services in a public separate-day school facility. (Public separate day school facility greater than 50 percent of the school day.)

Project Overview

THE NEED

The Region 10 Setting III/IV Community of Practice, composed of district level, building level, and classroom level service providers, has identified a need to enhance programming in the setting III and IV classrooms. A [regional survey of the Quality Indicators of Progress](#) (QPI) indicated needs in multiple areas of:

- Environmental management
- Behavior management
- Affective education
- Individuation and personalization
- Academic
- Career/life skills/transitions

To address these areas of need, the Region 10 Low Incidence Projects has initiated a project using the [QPI](#) as a guide for exploring evidence-based practices, procedures, and professional development.

THE HOW

To address this need, we will be installing a program to help teams walk through the process of designing setting III/IV programs that utilize the Quality Program Indicators and have a consistently high fidelity in its implementation.

Through an application process and a needs assessment, teams will work together to:

- identify gaps
- develop action plans
- utilize and/or design data collection tools
- identify/create local/regional professional development opportunities
- implement best practices

THE OUTCOMES

The expected outcomes are that districts and programs will increase effectiveness for the provision of quality services for students with more intensive needs in more restrictive settings. The Region 10 BEST Project will utilize the [Quality Program Indicators](#) (QPI) for students with emotional behavioral disabilities as their framework.

Data points that we will use are:

- number of licensed teachers in the appropriate areas
- increase equity for students and provide a continuum of services
- increase in QPI Survey data that are “in place”
- completed program handbook
- increase in positive behavior data

Authority to Affect Change

As part of this project, your district special education director and building administrator provides the authority for the team to implement changes and will provide an appropriate allocation of resources to implement change within reasonable parameters identified in local team action plans.

Team Members

As part of the project, teams and districts will develop a team of support staff including but not limited to:

- *Special Education Director
- *Special Education Administrator (Assistant Director, Coordinator, etc)
- *Building Administrator
- *Classroom Teacher
- *Internal Coach
- Behavior Specialist (required if a part of the district)
- *Related Services
- Educational Assistants/Paraprofessionals

*indicates required members as part of decision making, other members are critical to the process and should be included and valued

Project Expectations

- Complete the Quality Progress Indicators by **each** team member (90 minutes), Completed annually in the spring of each year for continuous improvement and data.
- Conduct a Gap Analysis meeting review and identify priorities, professional development needs, and identify district/team goals (1/2 day)
- Complete Data Collection as decided upon by the team to meet goals. (less than 1 hour a week)
- Hold bi-weekly team meetings year 1, monthly team meetings year 2 (review progress on goals based on fidelity checklist) (2 hours a month)
- Minimally required staff participation includes at least 1 teacher, 1 paraprofessional, and 1 administrator to participate in the Aug 8-12 **Navigating Behavior: Figuring Out The Behavior Formula!** *How all the pieces fit together to make meaningful change for your students.* Based on the Registered Behavior Technician training requirements (5 days)
 - *Team day for returning teams (August 12th)*
- Attend appropriately identified professional development when offered through the year (approximately 1-2 days)
- Develop a Program Handbook

Process for Application

- Identify pilot site
- Identify the [team members](#).
- Complete the [Region 10 BEST Application](#) ([PDF Application Preview](#))
- Submit the [Signature Page](#) as part of the application.
- Once accepted, the Region will send your teams their [Team specific QPI Survey](#), [QPI survey \(PDF\)](#).

Deliverables

- Quality Program Indicators Survey to be completed by **April 29, 2022**
- Structured format for Gap Analysis on **May 6th** with the full team
- Registered Behavior Technician Training and follow up webinars
- Specific training related to the QPI and district action plans
- Resource Kit for all teams (provided Fall 2022)
 - [10 Critical Components for Success in the Special Education Classroom](#)
 - [High Leverage Practices Resources/laminated cards](#)
 - [Setting Up Classrooms](#)
- Fidelity Tool to measure progress - developed as needed
- Functional Behavioral Assessment (FBA) training
- Positive Behavioral Support Plan (PBSP) training
- Safety Care Training
- Self and Match

Quality Program Indicators Survey

The [EBD Program Indicators](#) include six elements of effective programming. Each area is related separately, although in practice they form an interactive whole. Each area is briefly described, followed by a discussion of some issues that impact each area, and suggestions for how teachers and administrators might use them to develop new programs and/or improve existing ones.

- Environmental management
- Behavior management
- Affective education
- Individuation and personalization
- Academic
- Career/life skills/transitions

Project Timelines

- **March 28th** - Applications Due
- **April 4th** - Notification to teams and QPI sent to the administrator
- **April 29th** - QPI Due [PDF of Region 10 EBD Quality Program Indicators Survey](#)
- **May 6th** - Teams meet to review and identify priorities and gap analysis to identify their goals and PD needs.
- **August 8-12** - **Navigating Behavior: Figuring Out The Behavior Formula!**
- **August 2022** - Implementation of Action Plans begin

- **September 2022 - June 2023** - Bi-monthly meetings with team

Activities

<u>Date</u>	<u>Action(s)</u>	<u>Completion Due Date</u>	<u>Outcomes</u>
February 22	Application sent to districts	March 28, 2022	Teams Apply to be a part of the BEST Project
April 4	<ul style="list-style-type: none"> ● Notification of Acceptance ● QPI Sent to teams ● Registration for May 14th sent to teams 	<ul style="list-style-type: none"> ● QPI Due April 29th ● Registration for May 6th due by April 29th 	<ul style="list-style-type: none"> ● QPI is completed by each team member
May 6th	Team gap analysis day	May 6th	Team review QPI data to develop an action plan
August 8-12	Navigating Behavior: Figuring Out The Behavior Formula! <i>How all the pieces fit together to make meaningful change for your students. Based on the Registered Behavior Technician training requirements (5 days)</i>	August 12th	Teams have a consistent understanding and common language along with tools and resources to use.
August 1-31	Let's Rally Region 10 Conference	August 31st	Focus on High Leverage Practices
August 2022	Implementation of action plan	On-going bi-monthly meetings	Monitor progress
September 2022 - June 2023	Bi-monthly meetings with team	June 2023	Continual monitoring of action plans and progress

Added Benefits of connected statewide initiatives (not provided through this project)

- Positive Behavior Intervention and Supports (PBIS) Cohort
- School Linked Mental Health

- Check and Connect

The BEST Project Implementation Plan

ABA Based Approach to improve practices in intensive settings

This plan increases sustainability to account for turnover for teams

Related Quality Indicator	Year 1	Year 2	Year 3	Year 4
Environment/Behavior	Navigating behaviors (annual) Day 5 Terms of Reference Effective teaming (Trust, Vulnerability, empowerment)	Navigating behaviors (annual) Day 5 Terms of Reference Effective teaming (Trust, Vulnerability, empowerment)	Navigating behaviors (annual) Day 5 Terms of Reference Effective teaming (Trust, Vulnerability, empowerment)	Navigating behaviors (annual) Day 5 Terms of Reference Effective teaming (Trust, Vulnerability, empowerment)
Teacher Mentoring	EBD Mentoring Programs	EBD Mentoring Programs	EBD Mentoring Programs	EBD Mentoring Programs
Environment	Setting up classroom structure & routines (*1,3)		Classroom visits (view model classroom)	Classroom visits (view model classroom)
Behavior	Self & Match (annually) (*4)	Self & Match (annually) (*4) Prevent Teach Reinforce (*5)	Self & Match (annually) (*4) Prevent Teach Reinforce (*5)	Self & Match (annually) (*4) Prevent Teach Reinforce (*5)
Environment/Behavior		Safety Care - initial train the trainer	Safety Care - initial train the trainer + Refresher	Safety Care - initial train the trainer + Refresher
Equity	Equity Training (annual)	Equity Training (annual)	Equity Training (annual)	Equity Training (annual)

Sustainability	1-2x/mo Program Team Meetings Weekly Core Team meeting (15 min)	At minimum 1x/mo team meetings Weekly Core Team meeting (15 min)	At minimum 1x/mo team meetings Weekly Core Team meeting (15 min)	At minimum 1x/mo team meetings Weekly Core Team meeting (15 min)
Sustainability	Coaching support weekly	Coaching support monthly	Coaching support quarterly	Coaching support as needed
Fidelity	Fidelity checks on Self & Match, routines, Classroom Setup **Internal/Regional staff fidelity checks (quarterly) Q1 - Environment Q2 - Behavior System Q3 - Team determination Q4 - Team determination	Fidelity checks on Self & Match, routines, Classroom Setup, FBA, PBSP (PTR), Safety Care **Internal/Regional staff fidelity checks (quarterly) Q1 - Environment Q2 - Behavior System Q3 - Team determination Q4 - Team determination	**Internal/Regional staff fidelity checks (quarterly) Q1 - Environment/Behavior System Q2 - Behavior System Q3 - Team determination Q4 - Team determination	**Internal/Regional staff fidelity checks (quarterly) Q1 - Environment Q2 - Behavior System Q3 - Team determination Q4 - Team determination
	Goals <ul style="list-style-type: none"> • Create common Language amongst staff • Term of Reference (ToR) • Identify program components • Building/strengthening your TEAM • Define program 	Goals <ul style="list-style-type: none"> • On-board new members • Increase effectiveness FBA/PBSP • Complete handbook/ToR • Refine core team meetings • Increase effectiveness of 	Goals <ul style="list-style-type: none"> • On-board new members • Increase effectiveness FBA/PBSP • Review handbook/ToR • Refine core team meetings • Refine program team (review) 	Goals <ul style="list-style-type: none"> • On-board new members • Increase effectiveness FBA/PBSP • Review handbook/ToR • Refine core team meetings • Refine program team (review)

	expectations <ul style="list-style-type: none"> • Increase teacher licensing and supports for new teachers • Set Core Team meeting format 	program team	frequency of need)	frequency of need)
--	---	--------------	--------------------	--------------------

Identify Coach (encourage attending coach/coachlike meeting)

- Work with internal coach to design core team meetings
- Help set core team agenda (15 min)
- Provide coaching feedback after each meeting/work on follow up

Quarterly Trainings (1-hour)

- 2 weeks before fidelity walkthroughs
- Q1 - Environment fidelity check (training and opportunity for teams to connect)
- Q2 - Behavior fidelity check (training and opportunity for teams to connect)
- Q3 - District choice fidelity (training and opportunity for teams to connect)
- Q4 - District choice fidelity (training and opportunity for teams to connect)

SAFETY CARE TRAINERS

- The Region will only be able to sustain one (1) Safety Care trainer per BEST team.
- As we onboard new teams we will only be able to support one (1) Safety Care trainer.
- The Region will continue to prioritize and support the recertification for trainers as long as the districts remain active in the BEST Teams (4 years)
- The Region will continue to pay for and support the re/certification for the specialists as long as the districts remain active in the BEST Teams (4 years)
- Districts will be responsible for the specialist fee (\$4) for all other specialists not associated with the BEST teams, either billed by the region or Safety Care depending on how this is invoiced.
- **Last year we had additional funds to pay for the staff time to be trained. We do not have the funds to be able to continue this practice.**
- Safety Care trainers are expected to train 24 hours a year (individually or in a group) to maintain certification. If this is not met and additional charges apply, the region may invoice districts for this fee.
- I will continue to collect the # of training hours, # specialists trained, and annual reports for restraints and seclusions (request later this spring)
- The Region will continue to coordinate the initial and refresher trainings through Safety Care (QBS)
- **If you are planning on adding a trainer this year, please let me know. We must have at least 6 people to host a training.**

45

*Resources

1. [10 Critical Components for Success in the Special Education Classroom](#)
2. [High Leverage Practices Resources/laminated cards](#)
3. [Setting Up Classroom Spaces](#)
4. [The Self & Match System: Systematic use of self-monitoring as a behavioral intervention](#)
5. [Prevent Teach Reinforce: The school-based model of individualized positive behavior support](#)
6. [Be Good People](#) (SCRED SEL Curriculum)

Quality Indicators

- A. Environmental management
- B. Behavior management

- C. Affective education
- D. Individualization and personalization
- E. Academic
- F. Career/life skills/transitions

Project Authorizations Signature Page

District: _____

School: _____

By signing this document I/we understand the expectations of the project and agree to participate in the following activities for the 2021-2022 school year:

Project Expectations

- Complete the Quality Progress Indicators by each team member (90 minutes)
- Conduct a Gap Analysis meeting review and identify priorities, professional development needs, and identify district/team goals (1 day)
- Complete Data Collection as decided upon by the team to meet goals. (less than 1 hour a week)
- Hold bi-weekly team meetings year 1, monthly team meetings year 2 (review progress on goals based on fidelity checklist) (2 hours a month)
- Minimally required (teacher, paraprofessional, 1 administrator) to participate in the Aug 9-13 **Navigating Behavior: Figuring Out The Behavior Formula!** *How all the pieces fit together to make meaningful change for your students. Based on the Registered Behavior Technician training requirements* (5 days)
- Attend appropriately identified professional development when offered through the year (approximately 1-2 days)
- Develop a Program Handbook over the course of the year 2021-2022 school year

Signed

<u>Title</u>	<u>Name</u>	<u>Signature</u>
*Special Education Director		
*Special Education Administrator (AD, Coord, etc)		
*Building Administrator		
*Classroom Teacher		
*Internal Coach		
Behavior Specialist (required if a part of the district)		
*Related Services		

Educational Assistants/Paraprofessionals		
--	--	--

Gap Analysis Meeting (Agenda) - 1 day (May 14th)

Location: Zoom (district teams meet together)

Session 1: 9 AM to 12:00 PM

OR

Session 2: 1:00 to 3:00 PM

Agenda

1. Overview of the process
2. Identify current state of your program - Breakout rooms
 - a. [BEST Facilitated Questions for QPI Discussion-May 14](#) - dedicated 20 minutes per section
 - b. Set [BEST Meeting Schedule](#) (2x/month for minimum of 1 hour per meeting starting in June. June being Action Plan Review with Micki.
3. Wrap up at the end of the session (11:55 & 3:25) whole group

Action Planning

[Draft Action Plan](#)

Goals and objects from Gap Analysis

- Action Step
- Timelines
- Who is responsible for the action step
- Data source
- Fidelity source aligned to QPI
- [Program handbook](#) (sample)
- Terms of Reference Document

Monthly Resources

- Data Tracking Tools - developed based on your action plans and/or goals
- [Bi-Weekly agenda's](#) (expected meeting length approximately 45 min)
- Fidelity tools - developed based on your action plans and/or goals

Process for Application

- Identify pilot site
- Identify the [team members](#).
- Complete the [Region 10 Behavior and Emotional Success through Teaching \(BEST\) Project Application](#) ([PDF Application Preview](#))
- Submit the [Signature Page](#) as part of the application.
- Once accepted, the Region will send your teams their [Team specific QPI Survey](#), [QPI survey \(PDF\)](#).

Outline: Red Wing Ignites - Congressionally Directed Spending grant – Piloting

Burke Murphy, Red Wing Ignite, Workforce Lead

Advancing Innovation and Improvement through Digital Inclusion with Youth Coding Leagues

in Goodhue County to prepare our youth with the future ready skills they need in a changing economy, Red Wing Ignite proposes piloting Youth Coding Leagues in the seven school districts of Goodhue County, targeting 5th through 8th grades. It is important to begin motivating youth at this early stage by introducing them to STEM learning activities that are fun, so in the long run, they develop digital skills and in turn, we develop a competitive digital workforce. As we “recover” from the COVID 19 pandemic, these skills are all the more critical for job security and sustaining businesses in the evolving technology dependent economy.

- RWI project coordinator designated
- Recruitment 20 students per middle schools (140 students)
- Recruitment for two rounds/ two semesters (280 total)
- After school program location and logistics coordinated
- Mentors recruited and trained to guide students through the progressive series of projects and challenges
- school program begins (two 8 week sessions)
- Final Competition event organized with all schools

51

Timeline:

Fall 2022 – stipend of \$600 for teacher/coach at each school

Program delivery semester 1: \$3,000 / school x 7 school districts / 20 students

Spring 2023 - stipend of \$600 for teacher/coach at each school

Program deliver semester 2: repeat

Goal to serve 140 students each semester – total of 280 students

Transportation costs are covered for after school bus transportation.





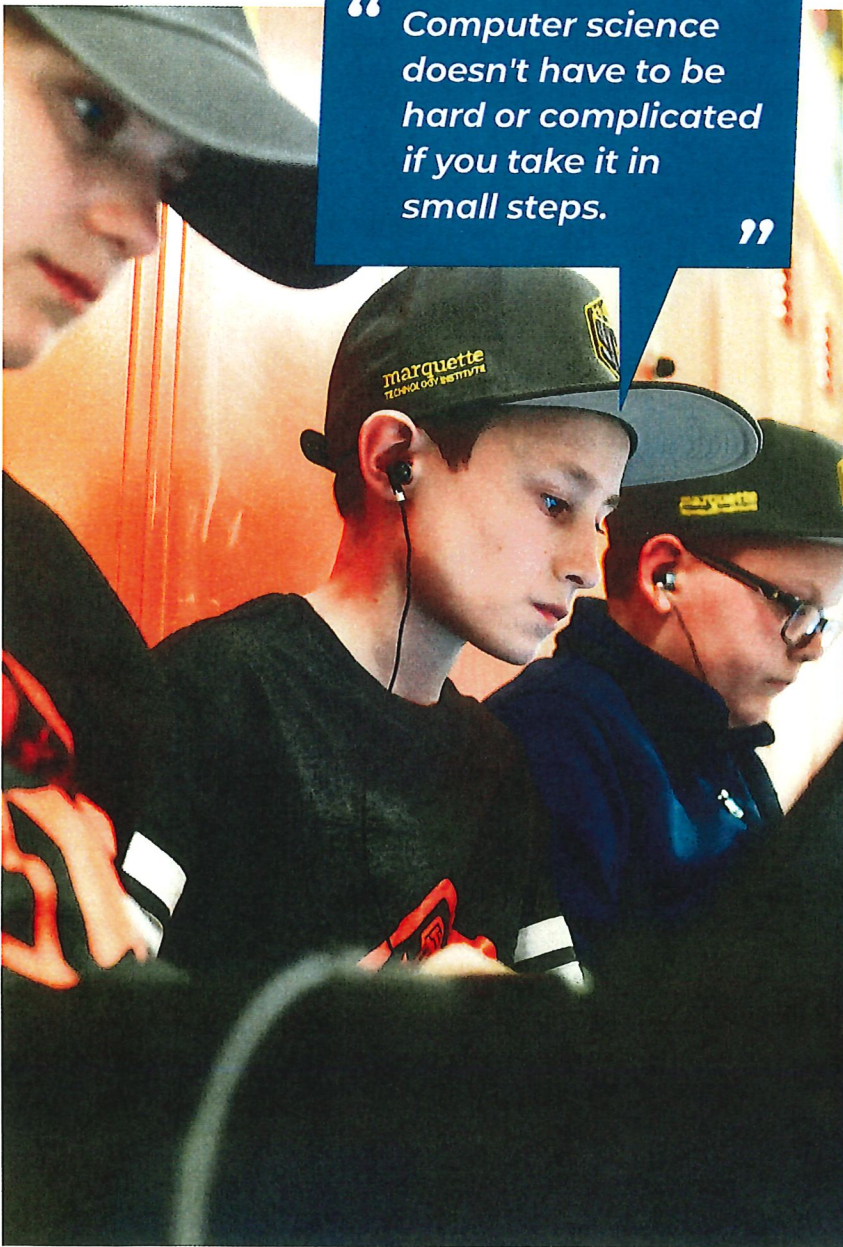
YCL
Youth
CODING
<LEAGUE>

**AN INNOVATIVE, PROJECT-BASED
INTRODUCTION TO COMPUTER SCIENCE
USING A YOUTH SPORTS MODEL**

What is the Youth Coding League?

The Youth Coding League is a fully packaged after-school program for grades 5-8 that introduces students to computer science in an innovative, project-based learning environment, using a youth sports model. Decked out in team gear, students can track their stats both individually or as a team at YouthCodingLeague.com and compete against other schools in a playoff series with big prizes on the line.

No coding experience is required for you or your students, and this program takes place in your schools with the full support of dedicated Youth Coding League staff.



“ Computer science doesn't have to be hard or complicated if you take it in small steps. ”

IMPACT

53

“I knew that if given a chance, my students could be successful not just at basketball, but with keeping up with the 21st century skills they so desperately need. I also knew that THIS opportunity could open doors for my students. It could inspire, motivate, challenge, and change students.”

I have students that I've barely heard their voices. Faces who just float in and out of school, doing well, but just going to the motions day to day. I have seen students with severe behavior and anger issues try and make good choices so they can stay in YCL. I've seen students who have had attendance issues WANT to come to school. I've seen students who barely smile burst into laughter! I've seen students who did not fit in find their niche. Students who were shy are more open and outgoing. Students who have had issues with their grades or keeping up with their work be proud of themselves because their grades have improved. Those are just some of the changes. Changes directly related to being in YCL.”

- Cristy Crites, teacher and Youth Coding League facilitator, Scott County Central Schools

Why Computer Science and Programming are Important to Grades 5-8

Computer programming jobs are one of the most needed, fastest growing, and highest paid occupations now and will be for the future. These skills are critically important to students and the jobs of the future. However, most schools in our region either don't teach these skills, or aren't able because of knowledge gaps, resources, accessibility, etc.

TELLING STATS



Rate of growth from 2018-2028, much higher than all other occupations.



Programming jobs are unfilled.



Annual mean wage for programmers, nearly double all other occupations.



They instill logical thinking and problem-solving skills, empowering kids to take part in the digital workplace of the future.



They help kids improve academically, empowering them to solve problems and set themselves up for future success with in-demand skills. 54



They are widely applicable, 21st-century skills that contribute to a well-rounded, academically comprehensive student.

“ Some things I learned about myself, by coding, was that I am really smart and can do things I thought I would never do. ”



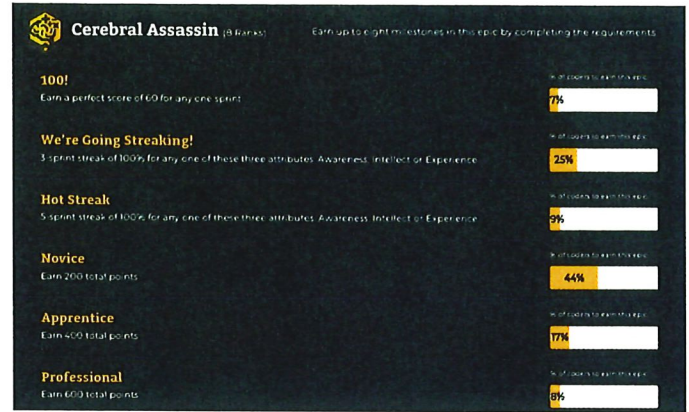
How the Youth Coding League Works

Regular Season Competition



The regular season is comprised of **8 sprints** from Google's CS First curriculum.

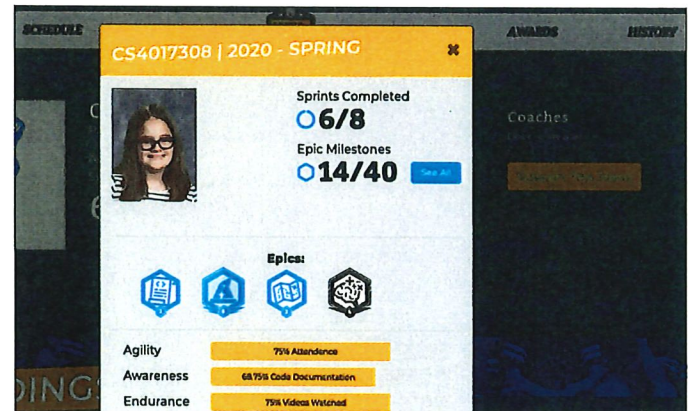
Coders can earn up to **60 points** per sprint and are scored on agility, endurance, speed, experience, intellect and awareness.



Epics present additional challenges for each sprint and give coders a chance to sharpen their skills and earn **badges**.



Individual and team stats are updated weekly at **YouthCodingLeague.com** by a dedicated team of scorers.



Coders have their own **profiles** where they can track their work and log their progress. The **top 10** individual coders are awarded at the conclusion of each season.

CURRICULUM

Each semester, Youth Coding League coders work through one of Google CS First's seven themes during the regular season, which is made up of eight sprints:



Story-telling



Music & Sound



Sports



Art



Friends



Fashion & Design



Game Design

How the Youth Coding League Works

Postseason Competition Series

After eight structured sprints in the regular season, coders move into groups and work on a project in Scratch using the provided guidelines. These projects represent everything coders have learned throughout the semester, and the projects are entered into the postseason competition series.

Projects are awarded for Technical Merit, where coding proficiency and skill is judged by a team of industry professionals. Projects also compete for the Community Favorite award based on voting from community members.

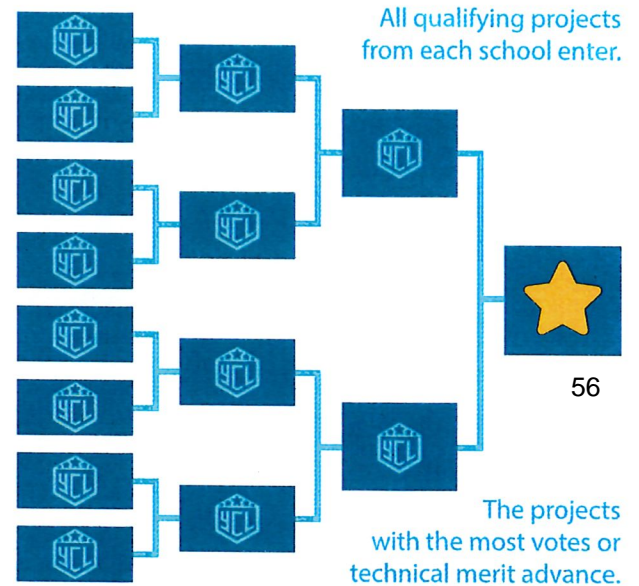
Each project from each school that follows the guidelines provided by the Youth Coding League is entered into a bracket-style playoff competition; the projects with the best coding proficiency or the most votes in each round move on to the next round in their respective categories until a winner is decided. Coders can continue refining their work throughout the playoffs to produce the best project possible.

INTERESTED?

Want to bring the Youth Coding League to your school? Contact Stacy Dohogne Lane:

STACY@YOUTHCODINGLEAGUE.COM
(573) 335-9675
YOUTHCODINGLEAGUE.COM

Postseason Structure



Award Categories



Technical Merit



Community Favorite



Individual Score



The Youth Coding League is a fully-packaged extracurricular program for grades 5-8 that introduces students to computer science in an innovative, project-based learning environment using a youth sports model that requires no coding skills to lead in schools or organizations.

For Students

- Team-based program similar to youth sports, with individualized/ school points and rankings
- Gain social and intellectual confidence unlike anything before
- YCL team gear and a shot at big prizes in the postseason
- Introduction to the digital workplace of the future

For Teachers

- Paid stipend and continued training each semester to your teachers who are coaches
- Daily, dedicated support from Youth Coding League staff
- Incredibly easy-to-use coach dashboard to manage your team
- Opportunity for students to engage in project-based learning

For Schools

- Address the lack of teachers on staff with coding knowledge without putting so much more demand on them
- Join an accessible program that has diversity and inclusivity as a top priority
- Launch a unique STEM program (in less time than you think)
- 50% of program costs are invested back into your school

“ Computer science doesn't have to be hard or complicated if you take it in small steps. ”



IMPACT

“I have students that I've barely heard their voices. Faces who just float in and out of school, doing well, but just going to the motions day to day. I have seen students with severe behavior and anger issues try and make good choices so they can stay in YCL. I've seen students who have had attendance issues WANT to come to school. I've seen students who barely smile burst into laughter! I've seen students who did not fit in find their niche. Students who were shy are more open and outgoing. Students who have had issues with their grades or keeping up with their work be proud of themselves because their grades have improved. Those are just some of the changes. Changes directly related to being in YCL.”

- Cristy Crites, teacher and YCL facilitator, Scott County Central Schools

AN INNOVATIVE, PROJECT-BASED INTRODUCTION TO COMPUTER SCIENCE USING A YOUTH SPORTS MODEL

How the Youth Coding League Works

No coding experience is required for you or your students, and this competitive program takes place in your schools with the full support of dedicated Youth Coding League staff.

Regular Season Competition

- The regular season is comprised of **8 sprints** from Google's CS First curriculum.
- Coders earn up to **80 points** per sprint, scored on intellect, reliability, collaboration, and more.
- Coders can complete **Epics** to sharpen their skills and earn **badges**.
- Coder **profiles** and **team stats** are updated weekly at YouthCodingLeague.com by our scoring team.

Curriculum

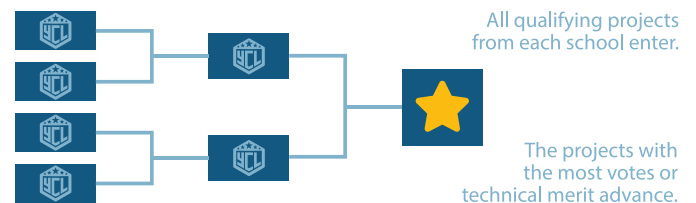
Each semester, coders work through one of Google CS First's seven themes during the regular season, comprised of eight sprints.



Postseason Competition Series

- At the end of the regular season, coders group up and work on projects that represent everything they learn throughout the semester. The projects then enter the postseason competition series.
- Projects can win in two tracks: 1) Technical Merit, which are reviewed by professional software developers and based on coding proficiency, and/or 2) Community Favorite, which is based on voting from your school and community.
- The projects with the best coding proficiency or the most votes in each round move on to the next round until a winner is decided. Coders can continue refining their work throughout the playoffs to produce the best project possible.

Postseason Structure



Award Categories



INTERESTED?

Bring the Youth Coding League to your school! Contact Stacy :
STACY@YOUTHCODINGLEAGUE.COM
YOUTHCODINGLEAGUE.COM

PRICING

Youth Coding League pricing starts at **\$2,500/semester** per team of up to 15 coders, with options for discounted pricing for multiple teams.



Youth CODING <LEAGUE>

Fall 2022 Regular Season Schedule

YCL responsibilities in italics
YCL Coach responsibilities in bold

Weeks of August 8 and 15

- 15-30 minute calls for new coach questions
- 15-minute calls with returning coaches, if requested

Week of August 22

- 15-30 minute calls for new coach questions
- 15-minute calls with returning coaches, if requested
- Preseason practice session

Week of August 29

- Preseason practice session

Week of September 5 (Labor Day)

- Sprint 1, part 1
- Rosters uploaded to YouthCodingLeague.com by Friday, September 9 at 5 p.m.

Week of September 12

- Sprint 1, Part 2 due Friday, September 16 at 5 p.m.

Week of September 19

- Sprint 2 due Friday, September 23 at 5 p.m.
- Sprint 1 is scored; scores are live Friday, September 23 by 12 p.m.

Week of September 26

- Sprint 3 due Friday, September 30 at 5 p.m.
- Sprint 2 is scored; scores are live Friday, September 30 by 12 p.m. / Scoring appeals for Sprint 1 due

Week of October 3

- Sprint 4 due Friday, October 7 at 5 p.m.
- Coder drops are due Friday, October 7 at 5 p.m.
- Sprint 3 is scored, scores are live Friday, October 7 by 12 p.m. / Scoring appeals for Sprint 2 due

Week of October 10 (Columbus Day/Indigenous Peoples' Day)

- Sprint 5 due Friday, October 14 at 5 p.m.
- Sprint 4 is scored, scores are live Friday, October 14 by 12 p.m. / Scoring appeals for Sprint 3 due

Week of October 17

- Sprint 6 due Friday, October 21 at 5 p.m.
- Sprint 5 is scored, scores are live Friday, October 21 by 12 p.m. / Scoring appeals for Sprint 4 due

Week of October 24

- Sprint 7 due Friday, October 28 at 5 p.m.
- Sprint 6 is scored, scores are live Friday, October 28 by 12 p.m. / Scoring appeals for Sprint 5 due

Week of October 31

- Sprint 8 due Friday, November 4 at 5 p.m.
- Sprint 7 is scored, scores are live Friday, November 4 by 12 p.m. / Scoring appeals for Sprint 6 due



Youth CODING <LEAGUE>

Fall 2022 Postseason Schedule

YCL responsibilities in *italics*
YCL Coach responsibilities in **bold**

Week of November 7

- Group work, week 1
- Prompt released Monday, November 7 by 12 p.m.
- Group work info is due to YCL coach dashboard Friday, November 11 at 5 p.m.
(*project names cannot change*)
- *Sprint 8 is scored, scores are live Friday, November 11 by 12 p.m. / Scoring appeals for Sprint 7 due*

Week of November 14

- Group work, week 2
- *Scoring appeals for Sprint 8 due Monday, November 14 at 5 p.m.*
- **Community Favorite Preliminary Round voting Friday, November 18 at 8 a.m. → Tuesday, November 22 at 8 a.m.**

Week of November 21 (Thanksgiving)

- **Community Favorite Preliminary Round voting Friday, November 18 at 8 a.m. → Tuesday, November 22 at 8 a.m.**
- *Vote check Tuesday, November 22, 8 a.m. - 12 p.m.*
- *Technical Merit preliminary round judging Friday, November 18 at 8 a.m. → Tuesday, November 22 at 8 a.m.*
- *Preliminary Round winners announced Wednesday, November 23 at 12 p.m.*
- **Community Favorite Semifinal voting Thursday, November 24 at 8 a.m. → Tuesday, November 29 at 8 a.m.**
- *Technical Merit Semifinal round judging Thursday, November 24 at 8 a.m. → Tuesday, November 29 at 8 a.m.*

Week of November 28

- **Community Favorite Semifinal voting Thursday, November 24 at 8 a.m. → Tuesday, November 29 at 8 a.m.**
- *Vote check Tuesday, November 29, 8 a.m. - 12 p.m.*
- *Technical Merit Semifinal round judging Thursday, November 24 at 8 a.m. → Tuesday, November 29 at 8 a.m.*
- *Semifinal winners announced Wednesday, November 30 at 12 p.m.*
- *Technical Merit finals judging Wednesday, November 30 at 12 p.m. → Monday, December 5 at 8 a.m.*
- **Community Favorite Finals voting Wednesday, November 30 at 12 p.m. → Monday, December 5 at 8 a.m.**

Week of December 5

- **Community Favorite Finals voting Wednesday, November 30 at 12 p.m. → Monday, December 5 at 8 a.m.**
- *Vote check Monday, December 5 at 8 a.m.*
- *Awards announcement video released Friday, December 9 at 12 p.m. or Monday, December 12 at 12 p.m.*
- **End of season surveys released**
- *Coach stipends are mailed/direct-deposited*

Week of December 12

- *Awards announcement video released Friday, December 9 at 12 p.m. or Monday, December 12 at 12 p.m.*



WHAT IS THE Youth Coding League?

The Youth Coding League is a fully-packaged extracurricular program for grades 5-8 that introduces students to computer science in an innovative, project-based learning environment using a youth sports model that requires no coding skills to lead in schools or organizations.

What You Think a YCL Coach Might Be:

- Computer Teacher
- Background in computer programming or software development
- Tons of experience implementing technology and STEM in the classroom

What a Successful YCL Coach Profile Actually Looks Like:

- Organized and communicative
- Lifelong learner
- Believer in the benefits of STEM
- Committed to providing access to the skillset to underserved youth
- Advocates for their students



What You Can Expect From the Youth Coding League:

- Dedicated training to make sure you feel empowered as the season starts
- Timely support if you have questions or run into a hiccup
- Networking with other Youth Coding League coaches
- Your feedback integrated into the program to make it better
- Scoring, gear orders, prizes, and more, handled by YCL staff— not you!
- \$250-\$750 stipend sent your way at the conclusion of the season

Just How Much Time Are We Talking, Here?

Getting Started

Your school has signed on for a Youth Coding League team—now what? We'll ask you to fill out an application with information about your school and sign a contract of participation that lays out what you can expect from us and what we need from you for a successful season.

How long will this take? ~10-30 minutes

(Continued on back)



Preseason Training

We'll email you a link to log in to your Youth Coding League dashboard, where you'll watch a 30-minute video that walks you through the curriculum in CS First, how to set up your roster, where to find materials for your students, the works. After you watch that video, you'll book a quick call with our Youth Coding League Coordinator Liza and she'll answer any questions you have and make sure you've got the hang of it.

How long will this take?

~30 minutes - 1 hour

After you're trained and ready to roll, you'll host a casual preseason training session to help recruit your team using a CS First activity to give your students a chance to see if the YCL is something they're interested in and ready to commit to. How you build your team is up to you, but we encourage you to make it available to all interested students.

How long will this take? ~1.5 hours

Now you've recruited your team and you're ready to load them in your roster! The information you load to your roster helps create the player profiles on YouthCodingLeague.com, where your coders get to track their progress and show off their hard work.

How long will this take? ~1 hour

Regular Season

Each week, your Youth Coding League team will meet for 1.5-2 hours at a time. Your coders are welcome to keep working in their own time and aren't restricted to only working during team meeting times. You'll get your coders their weekly Sprint checklists to work off of, make sure they're staying on task, answer any questions they have, and communicate with Liza if you have any questions. After those first few sprints and having gained confidence in what you're doing, take a step back and let your students grow and explore their new skills.

How long will this take? ~1.5-2.5 hours/week for 9 weeks

Postseason Competition

Your coders will group up and build a group project, and you'll upload that group information to the YCL dashboard. Coders are grouped up and working on their projects and typically need minimal guidance at this point in the season.

How long will this take?

~2 hours/week for 2-3 weeks

After your coders build out their group project, their work is entered into the virtual bracket-style competition. Think "March Madness." We'll send you and your school's leadership graphics and verbiage so you can support the coders in the postseason competition. Your coders are done with the bulk of their work, but are welcome to keep revising their project if they'd like. If you want to facilitate that additional work time, it's totally up to you!

How long will this take?

~0.5-1.5 hours/week for 2-3 weeks

Interested in more?

We are here to help!

62 STACY@YOUTHCODINGLEAGUE.COM

WWW.YOUTHCODINGLEAGUE.COM

- E. SPED Camp SE MN
- F. MTSS Summer Institute

17th Annual MTSS Summer Institute

June
21-23
2022



All Sessions Online

To register, visit
<http://www.kimgibbons.org>
or contact info@kimgibbons.org

Come with a team.
Leave with a plan.
Get ready for an in-person
school year.

About the Institute

Institute Description

Is your district or building implementing a Multi-Tiered System of Support (MTSS) or RtI framework but ready to refine your process and move implementation to the next level? Or, is your building exploring implementation of the framework? Regardless of where you are at in your implementation journey, send a team to take your building or district to the next level! The main focus of the institute will be to help your building and district teams build and sustain the infrastructure needed to support effective MTSS/RtI implementation. Your teams will have time to conduct an audit of your current needs and identify an action plan for moving forward.

Sessions have been specifically modified to help you prepare for the challenges of addressing learning gaps as we continue to bring students back to in-person learning. The agenda will include a mix of online presentation of new content, open Q&A, and time for your teams to collaborate (either online or in person, as your local conditions allow). Presenters will be available to check in with teams for specific questions, as well.

At the end of the 3-day institute, your teams will have the knowledge and skills needed to effectively identify at-risk students, use data to evaluate the effectiveness of core, supplemental, and intensive instruction, select from a repertoire of research-based interventions, set goals and monitor progress, and learn how to evaluate the fidelity of both interventions and the framework as a whole. In addition, your teams will have an action plan for continued implementation. We strongly encourage you to send teams that have balanced representation between general and special education staff along with a building administrator.

Speakers



Kim Gibbons, Ph.D., is a sought-after expert on implementation of an MTSS framework. She spent 20 years working at the St. Croix River Education District (SCRED), a group of six school districts that have received national recognition for their MTSS implementation efforts. Currently, she is the Director of the Center for Applied Research and Educational Improvement at the University of Minnesota. Dr. Gibbons has authored or co-authored four books on RtI/MTSS and has numerous other peer-reviewed publications. She has given numerous MTSS workshops across the nation.



Benjamin Silbergliitt, Ph.D., has been leading systems-level data-driven decision making efforts in education for nearly 20 years. He led implementation of a PreK-12 assessment system to support MTSS at SCRED, has directed and consulted with development of software systems for MTSS implementation, and served as the Executive Director of Research, Outcomes, and Implementation at Intermediate District 287. He is a nationally-recognized leader in the field, authoring or co-authoring numerous publications, presentations, and a book on the use of data within an MTSS framework.

Institute Schedule

TUESDAY, JUNE 21, 8:30-3:30

- Infrastructure needed for sustainability of MTSS including recent trends
- Assessments and data-based decision-making within an MTSS framework, including screening as we bring students back to in-person learning
- Quality components of universal instruction including: the science of reading; classwide interventions to address learning gaps; and SEL, student engagement, and relationships
- Teams needed for effective implementation including “team protocols”

WEDNESDAY, JUNE 22, 8:30 – 3:30

- Quality components of supplemental interventions (Tier 2) including scheduling and intervention logistics and resources
- Quality components of intensive interventions (Tier 3) including high-leverage practices
- Issues related to progress monitoring in academics and behavior including goal setting
- Effective Problem Solving Teams

THURSDAY, JUNE 23, 8:30 – 3:30

- Integrating academic and behavioral frameworks, including social-emotional learning
- Protocols for examining fidelity of implementation
- Tools for evaluating your MTSS practices, including equity analysis
- Implementation and Sustainability

Conference Location and Rates

Location and Rates

- Due to COVID-19, the summer institute will be virtual via Zoom. Content will be delivered live June 21-23, 2022. On demand access will be available July 1st to December 31st, 2022.
- \$300 per person for registrations.
- Payment must be received by June 17th in order to access the virtual conference.
- Cancellation Policy: **A refund of 85% of the registration fee will be issued up until June 11th, 2022. Substitutions are welcome by contacting info@kimgibbons.org**

Registration Procedures

- Acceptable forms of payment include personal check, district check, purchase order, or credit card.
- Register and pay online using a credit card at www.kimgibbons.org
- All checks should be made out to **Problem Solving Solutions**.
- Purchase Orders may be scanned to info@kimgibbons.org or mailed to:
Problem Solving Solutions
1750 Valerie Lane
New Brighton, MN 55112
- For more information, contact Aaron Gibbons via phone: 651-303-3202 or email: info@kimgibbons.org

Logistics and Materials

- Confirmation and an access code will be provided via e-mail to each participant.
- Participants will receive instructions on how to set up a breakout room for group discussions and activities.
- Each participant will receive a conference workbook, access to all conference materials, and additional resources and intervention tools.

- G. 504 Virtual Conference
- VII. **Other:** Board members are welcome to attend the RBEC graduation ceremony Friday May 27th, 2022 at 1:45 PM at RBEC.
- VIII. **Comments: Board/Director**
- IX. **Next Meeting Date: Thursday, May 26th, 2022 at 7:00 PM at the River Bluff Education Center in Red Wing.**
- X. **Adjournment**