

GOODHUE COUNTY EDUCATION DISTRICT BOARD AGENDA

Thursday, July 27, 2023 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 June 21, 2023 Minutes

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**GOODHUE COUNTY EDUCATION DISTRICT BOARD
MINUTES**

Wednesday, June 21, 2023 at 7:00 PM

**River Bluff Education Center
395 Guernsey Ln.
Red Wing, MN 55066**

MEMBERS PRESENT: D. Balow, B. Brintnall, J. Stehr, J. Lohmann, M. Syverson, T. Bjornstad

MEMBERS ABSENT:

OTHERS: C. Johnson, J. Paradis, J. Whitcomb

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

II. Consent Agenda: J. Lohmann motioned to approve the consent agenda. T. Bjornstad seconded, motion carried.

A. Approval of May 25, 2023 Minutes

B. Approval of Claims: Marilyn Syverson (please come early to view claims)

C. Staff Updates:

1. **Resignations:** *Karly Zyskowski, SLP - Colvill effective June 2, 2023*

2. **New Hire:** *Madasyne Austin, Speech/Language Pathologist - CF effective 2023-2024 SY; Madelyn Green, Speech/Language Pathologist - ZM effective 2023-2024 SY; Marissa Behrens, ECSE Teacher - CF effective 2023-2024 SY; Sarah Christensen, School Nurse - KW effective 2023-2024 SY; Tara Lodermeier, School Social Worker - GDH effective 2023-2024.*

3. **Transfers:** *Barb Calley, Building Support Specialist - Burnside Elementary to River Bluff Education Center effective August 14, 2023;*

4. **Re-assignment:** *Joni Schake, EBD Teacher - RBEC to Setting IV Paraprofessional - RBEC effective 2023-2024 School Year; Korissa Atkinson, Instructional Coach - LC to School Social Worker - LC effective 2023-2024 School Year; Lisa Banks, Building Support Specialist - 5RO to Administrative Assistant - 5RO/Director of Equity and Instructional Services/Coordinator of Alternate Programs effective 7/1/2023.*

5. **Leave Of Absence:** *Alicia Zorn, ECSE Teacher - ZM for the 2023-2024 SY.*

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

IV. Reports and Communication:

A. **Business Manager Report:** J. Paradis reported we have received \$13,322,024 or 73.88% of the adopted budget, compared to 70.38% at May 31, 2022 and 88.09% at May 31, 2021. We have expended \$13,180,182 or 72.40% of the adopted expense budget, compared to 71.31% at May 31, 2022 and 38.83% at May 31, 2021. Cash flow looks good for the remainder of the month. May bank reconciliations are included in your packet for your information.

B. **Reading Center Update:** J. Whitcomb presented the results of Year One of the Reading Center work. At the pilot site in KW, 47% more students were proficient than last year with 62% of students at proficiency and risk for dyslexia below national levels. During year two, the KW pilot will expand to Grade 1 and Special Education teachers countywide will begin implementation of this intervention.

C. **Social Worker Fund:** C. Johnson reported that Goodhue County Health and Human Services (GCHHS) has allocated \$36,976 to our districts to reduce barriers children face to participate in healthy activities. Funds can be used through December 31, 2024. This money is part of the American Rescue Funds that the GCHHS received. C. Johnson will work with your social workers on logistics.

D. **Summer Unemployment Insurance Update:** C. Johnson provided board members an update on summer unemployment insurance.

- V. Old Business:**
- A. Unpaid Lunch Balance Challenge: C. Johnson mentioned that Unpaid lunch balance strategies are being worked on and will be finalized at the July Board meeting.
- VI. New Business:**
- A. Preliminary Budget for FY24: J. Paradis presented the FY24 Budget and Preliminary Bills. M. Syverson motion to approve the Preliminary Budget for FY24. B. Brintnall seconded, motion carried.
- B. Goodhue County Health and Human Services (GCHHS) and Goodhue County Education District (GCED) contracts for FY24: C. Johnson reviewed the Goodhue County Health and Human Services and Goodhue County Education District contracts for FY24. J. Stehr motioned to approve the Goodhue County Health and Human Services (GCHHS) and Goodhue County Education District (GCED) contracts for FY24. M. Syverson seconded the motion, motion carried.
- C. 2023-2024 Fernbrook Contract: C. Johnson presented the FY24 Fernbrook contract. B. Brintnall motioned to approve the 2023-2024 Fernbrook Contract. J. Lohman seconded the motion, motion carried.
- D. Education Identity and Access Management Board Resolution (IOwA): C. Johnson presented the Education Identity and Access Management Board Resolution (IOwA). T. Bjornstad motioned to approve the Education Identity and Access Management Board Resolution. M. Syverson seconded, motion carried by roll call vote. J. Lohman-yes; M. Syverson-yes; J. Stehr-yes; T. Bjornstad-yes; B. Brintnall-yes; D. Balow-yes.
- E. Restrictive Procedures Manual: C. Johnson presented the FY24 GCED Restrictive Procedures Manual. Updated district manuals will be sent to districts shortly for board review and approval. M. Syverson motioned to approve the Restrictive Procedures Manual. T. Bjornstad seconded, motion carried.
- F. Policy Updates: C. Johnson presented policies 418, 419, 424, 425, 506, 507, 509, 513, 514, 516.5, 524, 532, 534, 601, 602, 603, 604, 613, 616, 617, 618, 620, 621, 624, 708, 709, 806 that were impacted by the legislative session. The Board asked to have policies 102 and 504 brought back to the July Board Meeting for a Second Reading. D. Balow motioned to approve the policies as presented except Policy 102 and 504 and to have those two policies brought back to the July Board meeting for a second reading. M. Syverson seconded, motion carried.
- VII. Other:**
- VIII. Comments: Board/Director**
- IX. Next Meeting Date: Thursday, July 27, 2023 at 7:00 PM at the River Bluff Education Center in Red Wing.**
- X. Adjournment:** T. Bjornstad motioned to adjourn. B. Brintnall 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		38280		Wire	1	04060	PERA-PUBLIC EMPLOYEES RETIREMT		No	Yes	No	06/15/2023	10,088.18
MERC		38281		Wire	1	04062	MIN TEACHERS RETIREMENT ASSOC		No	Yes	No	06/15/2023	59,656.86
MERC		38282		Wire	1	2284	E. B. C., LLC /ACS		No	Yes	No	06/15/2023	18,164.39
MERC		38283		Wire	1	2392	US Dept of Treasury		No	Yes	No	06/15/2023	102,332.10
MERC		38284		Wire	1	2396	MN Dept of Revenue		No	Yes	No	06/15/2023	18,646.11
MERC		38285		Wire	1	2501	Merchants Bank		No	Yes	No	06/15/2023	2,592.90
MERC		38286		Direct Pymt	1	1984	E. B. C., LLC/Flex Contributions		Yes	Yes	No	06/15/2023	835.84
MERC		38296		Wire	1	2216	KWIK TRIP EXTENDED NETWORK		No	Yes	No	06/23/2023	116.22
MERC		38297		Wire	1	3232	ENTERPRISE FM TRUST		No	No	No	06/23/2023	4,079.42
MERC		38298		Direct Pymt	1	2585	TEACHERS ON CALL	C Corporation	Yes	Yes	No	06/23/2023	329.60
MERC		38299		Direct Pymt	1	3362	MCNALLIE, LAURIE		Yes	Yes	No	06/23/2023	682.83
MERC		38300		Direct Pymt	1	3421	ALBIN ACQUISITION CORP		Yes	Yes	No	06/23/2023	24.50
MERC		38301		Direct Pymt	1	3522	CUSTOM ALARM	S Corporation	Yes	Yes	No	06/23/2023	420.00
MERC		38302		Direct Pymt	1	3601	ESPIRICUETA VALDEZ, ILIANA		Yes	Yes	No	06/23/2023	170.30
MERC		38303		Direct Pymt	1	3618	SOLIANI		Yes	Yes	No	06/23/2023	1,631.25
MERC		38304		Direct Pymt	1	3638	DEFINED LEARNING, LLC	LLC - S Corp	Yes	Yes	No	06/23/2023	9,620.00
MERC	01	38305		Direct Pymt	1	1984	E. B. C., LLC/Flex Contributions		Yes	No	No	06/30/2023	835.84
MERC		38307		Wire	1	04060	PERA-PUBLIC EMPLOYEES RETIREMT		No	Yes	No	06/30/2023	8,694.85
MERC		38308		Wire	1	04062	MIN TEACHERS RETIREMENT ASSOC		No	Yes	No	06/30/2023	50,856.39
MERC		38309		Wire	1	2284	E. B. C., LLC /ACS		No	No	No	06/30/2023	17,301.73
MERC		38310		Wire	1	2392	US Dept of Treasury		No	Yes	No	06/30/2023	89,747.63
MERC		38311		Wire	1	2396	MN Dept of Revenue		No	No	No	06/30/2023	15,734.32
MERC		38312		Wire	1	2501	Merchants Bank		No	Yes	No	06/30/2023	10,062.40
MERC		38313		Wire	1	2216	KWIK TRIP EXTENDED NETWORK		No	Yes	No	06/30/2023	93.90
MERC		38314		Wire	1	2216	KWIK TRIP EXTENDED NETWORK		No	Yes	No	06/30/2023	352.58
MERC		38315		Wire	1	04060	PERA-PUBLIC EMPLOYEES RETIREMT		No	No	No	07/14/2023	6,500.38
MERC		38316		Wire	1	04062	MIN TEACHERS RETIREMENT ASSOC		No	No	No	07/14/2023	57,482.03
MERC		38317		Wire	1	2216	KWIK TRIP EXTENDED NETWORK		No	No	No	07/14/2023	100.98
MERC		38318		Wire	1	2284	E. B. C., LLC /ACS		No	No	No	07/14/2023	17,729.82
MERC		38319		Wire	1	2392	US Dept of Treasury		No	No	No	07/14/2023	92,182.75
MERC		38320		Wire	1	2396	MN Dept of Revenue		No	No	No	07/14/2023	16,460.75
MERC		38321		Wire	1	2501	Merchants Bank		No	No	No	07/14/2023	2,392.84
MERC		38322		Wire	1	3329	CHASE CARD SERVICES		No	No	No	07/14/2023	2,648.38
MERC		38323		Wire	1	3505	CAPITAL ONE		No	No	No	07/14/2023	429.03
MERC		38337		Direct Pymt	1	1313	SpEd FORMS, LLC	Ind/Sole Proprietor	Yes	No	No	07/14/2023	21,405.47
MERC		38338		Direct Pymt	1	1984	E. B. C., LLC/Flex Contributions		Yes	No	No	07/14/2023	835.84
MERC		38339		Direct Pymt	1	2197	JOHNSON, CHERYL		Yes	No	No	07/14/2023	897.35
MERC		38340		Direct Pymt	1	2780	HOUGHTON MIFFLIN HARCOURT PUBL		Yes	No	No	07/14/2023	9,525.00
MERC		38341		Direct Pymt	1	3282	PRESENCE LEARNING, INC	C Corporation	Yes	No	No	07/14/2023	2,116.00

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		38342		Direct Pymt	1	3415	AMAZON CAPITAL SERVICES		Yes	No	No	07/14/2023	472.68
MERC		38359		Wire	1	00563	SOUTH CENTRAL SERVICE COOP		No	No	No	07/20/2023	88,615.75
MERC		38360		Wire	1	1280	DELTA DENTAL PLAN OF MN		No	No	No	07/20/2023	6,543.40
MERC		38361		Direct Pymt	1	00345	ANGELL, MICHELE		Yes	No	No	07/20/2023	60.45
MERC		38362		Direct Pymt	1	02672	METRO SALES, INC.		Yes	No	No	07/20/2023	228.23
MERC		38363		Direct Pymt	1	1213	BRINTNALL, BOB		Yes	No	No	07/20/2023	30.13
MERC		38364		Direct Pymt	1	1361	NOBLE, SHARON		Yes	No	No	07/20/2023	254.14
MERC		38365		Direct Pymt	1	1497	BODENHAMER, SUSAN		Yes	No	No	07/20/2023	87.70
MERC		38366		Direct Pymt	1	1536	KRAFT, ANNETTE		Yes	No	No	07/20/2023	39.30
MERC		38367		Direct Pymt	1	2284	E. B. C., LLC /ACS		Yes	No	No	07/20/2023	133.46
MERC		38368		Direct Pymt	1	2386	HANSEN, CARRIE		Yes	No	No	07/20/2023	301.12
MERC		38369		Direct Pymt	1	2440	LIBERTY'S RESTAURANT		Yes	No	No	07/20/2023	1,120.19
MERC		38370		Direct Pymt	1	2476	GNOTKE, NICOLE		Yes	No	No	07/20/2023	194.88
MERC		38371		Direct Pymt	1	2761	DALSIN ALISHA		Yes	No	No	07/20/2023	570.89
MERC		38372		Direct Pymt	1	2799	TLOUGAN JESSICA		Yes	No	No	07/20/2023	1,816.05
MERC		38373		Direct Pymt	1	2865	INTELLICENTS		Yes	No	No	07/20/2023	1,250.00
MERC		38374		Direct Pymt	1	3002	MOLDE-BOEDING, JAYNE		Yes	No	No	07/20/2023	749.32
MERC		38375		Direct Pymt	1	3010	BALOW, DAWN		Yes	No	No	07/20/2023	117.90
MERC		38376		Direct Pymt	1	3072	FRONTLINE TECHNOLOGIES GROUP, I. LLC - Partnership		Yes	No	No	07/20/2023	17,076.83
MERC		38377		Direct Pymt	1	3163	ILLUMINATE EDUCATION, INC	C Corporation	Yes	No	No	07/20/2023	2,421.50
MERC		38378		Direct Pymt	1	3184	MCLAREN, ARLIE		Yes	No	No	07/20/2023	483.85
MERC		38379		Direct Pymt	1	3233	O'DONNELL, CASEY		Yes	No	No	07/20/2023	214.19
MERC		38380		Direct Pymt	1	3249	BUCHAL, AMY		Yes	No	No	07/20/2023	275.10
MERC		38381		Direct Pymt	1	3401	STEHR, JERRY		Yes	No	No	07/20/2023	23.58
MERC		38382		Direct Pymt	1	3440	KING, BRANDON		Yes	No	No	07/20/2023	83.37
MERC		38383		Direct Pymt	1	3480	UMB BANK, N.A.		Yes	No	No	07/20/2023	150,813.75
MERC		38384		Direct Pymt	1	3545	ROHAN, JILL		Yes	No	No	07/20/2023	362.22
MERC		38385		Direct Pymt	1	3601	ESPIRICUETA VALDEZ, ILIANA		Yes	No	No	07/20/2023	15.72
MERC		38386		Direct Pymt	1	3628	AMPION PBC C/O DEPT. 8121		Yes	No	No	07/20/2023	7,048.36
MERC		38387		Direct Pymt	1	3643	AWOLOPE, KAYLA		Yes	No	No	07/20/2023	1,469.05
MERC		38388		Direct Pymt	1	3644	BANKS, LISA		Yes	No	No	07/20/2023	10.00
MERC		38389		Direct Pymt	1	3646	LOHMANN, JASON		Yes	No	No	07/20/2023	150.65
MERC		38390		Direct Pymt	1	3647	STRUSZ, SARA		Yes	No	No	07/20/2023	141.09
MERC		38391		Direct Pymt	1	3648	SYVERSON, MARILYN		Yes	No	No	07/20/2023	169.65
MERC		38278	20868	Check	1	09118	EDUCATION MN - GCED		Yes	No	No	06/15/2023	3,181.03
MERC		38279	20869	Check	1	3235	Goodhue Co Ed Dist Paraprofessional Unic		Yes	Yes	No	06/15/2023	320.91
MERC		38294	20870	Check	1	3611	ARROW BUILDING CENTER		Yes	Yes	No	06/23/2023	1,161.00
MERC		38293	20871	Check	1	3347	ASL INTERPRETING SERVICES, INC		Yes	No	No	06/23/2023	291.00
MERC		38290	20872	Check	1	2495	CALEDONIA AREA PUBLIC SCHOOLS		Yes	Yes	No	06/23/2023	6,450.00

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		38291	20873	Check	1	2871	EMC Insurance Companies		Yes	Yes	No	06/23/2023	10,578.97
MERC		38288	20874	Check	1	2289	FOLLETT SCHOOL SOLUTIONS, LLC		Yes	Yes	No	06/23/2023	1,299.00
MERC		38295	20875	Check	1	3639	JOHNSON, CARISA M.	Ind/Sole Proprietor	Yes	Yes	No	06/23/2023	750.00
MERC		38292	20876	Check	1	3258	SOMMERNESS, JENNIFER ED.S		Yes	No	No	06/23/2023	2,400.00
MERC		38287	20877	Check	1	1789	UPS		Yes	Yes	No	06/23/2023	22.87
MERC		38289	20878	Check	1	2303	WABASHA-KELLOGG PUBLIC SCHOOL		Yes	Yes	No	06/23/2023	494.97
MERC		38306	20879	Check	1	09118	EDUCATION MN - GCED		Yes	No	No	06/30/2023	3,181.03
MERC		38324	20880	Check	1	00433	CITY OF RED WING		Yes	No	No	07/14/2023	1,969.25
MERC		38329	20881	Check	1	3008	COCHLEAR AMERICAS		Yes	No	No	07/14/2023	70.00
MERC		38325	20882	Check	1	09118	EDUCATION MN - GCED		Yes	No	No	07/14/2023	3,181.03
MERC		38336	20883	Check	1	3641	EMPLOYERS PREFERRED INS. CO		Yes	No	No	07/14/2023	2,970.20
MERC		38331	20884	Check	1	3126	FERNBROOK FAMILY CENTER	S Corporation	Yes	No	No	07/14/2023	22,645.08
MERC		38333	20885	Check	1	3244	GENERAL PARTS LLC	LLC - Partnership	Yes	No	No	07/14/2023	2,481.78
MERC		38335	20886	Check	1	3337	KEVIN'S SERVICE	Ind/Sole Proprietor	Yes	No	No	07/14/2023	15.00
MERC		38326	20887	Check	1	1278	MSC-SOUTHEAST TECHNICAL		Yes	No	No	07/14/2023	2,500.00
MERC		38334	20888	Check	1	3296	MUTUAL OF OMAHA		Yes	No	No	07/14/2023	3,168.06
MERC		38332	20889	Check	1	3207	SHERWIN-WILLIAMS CO.		Yes	No	No	07/14/2023	40.23
MERC		38328	20890	Check	1	1855	TOM PARKER ELECTRIC		Yes	No	No	07/14/2023	164.26
MERC		38330	20891	Check	1	3011	U.S. BANK EQUIPMENT FINANCE	S Corporation	Yes	No	No	07/14/2023	979.00
MERC		38327	20892	Check	1	1789	UPS		Yes	No	No	07/14/2023	28.15
MERC		38347	20893	Check	1	09163	ALLEGRA		Yes	No	No	07/20/2023	202.76
MERC		38357	20894	Check	1	3642	ATKINSON, JACOB		Yes	No	No	07/20/2023	117.51
MERC		38355	20895	Check	1	3591	BLUE, JEFFREY		Yes	No	No	07/20/2023	1,400.00
MERC		38356	20896	Check	1	3641	EMPLOYERS PREFERRED INS. CO		Yes	No	No	07/20/2023	2,031.20
MERC		38349	20897	Check	1	2664	GOODHUE COUNTY HEALTH & HUMAN		Yes	No	No	07/20/2023	50.00
MERC		38348	20898	Check	1	2251	KENNEDY & GRAVEN		Yes	No	No	07/20/2023	1,527.50
MERC		38351	20899	Check	1	2960	LANGUAGE LINE SERVICES		Yes	No	No	07/20/2023	37.66
MERC		38346	20900	Check	1	05403	MASE	C Corporation	Yes	No	No	07/20/2023	2,652.00
MERC		38350	20901	Check	1	2699	MESPA		Yes	No	No	07/20/2023	713.00
MERC		38352	20902	Check	1	3023	MINNESOTA RURAL EDUCATION ASSO		Yes	No	No	07/20/2023	11,000.00
MERC		38345	20903	Check	1	02620	MSBA		Yes	No	No	07/20/2023	4,375.00
MERC		38354	20904	Check	1	3514	NILSSEN'S FOODS		Yes	No	No	07/20/2023	17.17
MERC		38358	20905	Check	1	3649	PLAY TO YOUR STRENGTHS	Other	Yes	No	No	07/20/2023	1,000.00
MERC		38343	20906	Check	1	00443	RED WING ACE HARDWARE		Yes	No	No	07/20/2023	26.93
MERC		38344	20907	Check	1	01024	ROTH, JEAN		Yes	No	No	07/20/2023	117.51
MERC		38353	20908	Check	1	3078	SHRED-N-GO	S Corporation	Yes	No	No	07/20/2023	73.89

Bank Total: \$1,032,806.21

Report Total: \$1,032,806.21

C. Staff Updates:

1. **Resignations:** *Kendra Holdorf, School Social Worker - 5RO*
2. **New Hire:**
3. **Transfers:**
4. **Re-assignment:**
5. **Retirement:** *Patti Visconti, Paraprofessional - RBEC effective 7/31/2023.*

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

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**GOODHUE CO ED DISTRICT
2023-24 CASH FLOW
AS OF 7-21-23**

JULY

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
7/1/2023	-	-	1,603.57	-	-	1,003,056.61
7/1/2023	-	-	-	-	-	1,003,056.61
7/9/2023	-	-	-	-	-	1,003,056.61
7/15/2023	(271,391.34)	(277,664.68)	67,837.20	314,930.30	-	836,768.09
7/20/2023	(308,213.95)	-	-	-	-	528,554.14
7/31/2023	(271,391.34)	(237,827.76)	1,000.00	77,677.55	61,780.51	159,793.10
ENDING BALANCE	(850,996.63)	(515,492.44)	70,440.77	392,607.85	61,780.51	159,793.10

AUGUST

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
8/1/2023	-	-	10,147.50	-	-	169,940.60
8/4/2023	-	(4,596.56)	-	-	-	165,344.03
8/15/2023	(858,517.30)	(296,253.71)	570,037.05	295,174.69	260,098.46	135,883.23
8/17/2023	-	-	308,694.51	-	341,992.07	786,569.81
8/30/2023	(763,053.65)	(293,571.85)	269,409.61	324,844.54	-	324,198.47
ENDING BALANCE	(1,621,570.95)	(594,422.13)	1,158,288.67	620,019.23	602,090.54	324,198.47

SEPTEMBER

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
9/1/2023	(177,417.16)	-	90,235.63	-	-	237,016.94
9/15/2023	(193,842.39)	(279,887.27)	-	77,677.55	184,879.06	25,843.90
9/17/2023	(726,217.27)	-	757,123.29	-	-	56,749.91
9/30/2023	(197,991.06)	(277,708.31)	131,703.40	276,113.88	-	(11,132.17)
ENDING BALANCE	(1,295,467.88)	(557,595.57)	979,062.32	353,791.43	184,879.06	(11,132.17)

OCTOBER

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
10/1/2023	-	-	372,873.42	-	286.66	362,027.92
10/9/2023	(270,530.68)	-	265,653.65	-	41,708.80	398,859.68
10/15/2023	(192,515.96)	(268,142.31)	415,034.82	104,487.68	-	457,723.91
10/20/2023	(289,542.52)	-	215,468.36	-	-	383,649.74
10/31/2023	(189,847.05)	(267,164.42)	1,719.27	308,884.32	-	237,241.87
ENDING BALANCE	(942,436.22)	(535,306.73)	1,270,749.53	413,372.00	41,995.46	237,241.87

NOVEMBER

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
11/1/2023	(149,275.40)	-	-	-	-	87,966.47
11/5/2023	-	-	304,514.00	-	8,112.06	400,592.53
11/15/2023	(291,320.16)	(275,242.82)	-	130,609.60	-	(35,360.85)
11/20/2023	-	-	279,966.57	-	572,888.12	817,493.84
11/30/2023	(194,871.27)	(274,325.97)	1,413.86	208,975.36	-	558,685.82
ENDING BALANCE	(635,466.82)	(549,568.79)	585,894.43	339,584.95	581,000.18	558,685.82

DECEMBER

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
12/1/2023	(219,349.34)	-	200,911.20	-	-	540,247.68
12/8/2023	-	-	-	-	-	540,247.68
12/15/2023	(250,497.73)	(277,166.89)	162,078.57	287,341.11	-	462,002.74
12/20/2023	-	-	190,157.97	-	-	652,160.71
12/31/2023	(213,545.88)	(275,250.59)	2,919.06	156,731.52	-	323,014.82
ENDING BALANCE	(683,392.95)	(552,417.48)	556,066.81	444,072.63	-	323,014.82

JANUARY

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
1/1/2024	-	(1,682.11)	-	-	-	321,332.71
1/8/2024	(326,791.08)	-	166,211.46	-	-	160,753.09
1/15/2024	(982,352.01)	(255,474.21)	213,382.30	261,219.20	-	(602,471.64)
1/20/2024	-	-	269,697.23	-	244,075.28	(88,699.13)
1/31/2024	(181,560.52)	(264,091.43)	2,012.50	208,975.36	-	(323,363.22)
ENDING BALANCE	(1,490,703.61)	(521,247.75)	-	651,303.49	470,194.55	244,075.28

FEBRUARY

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
2/1/2024	(116,959.54)	-	345,682.58	-	-	(94,640.19)
2/15/2024	(426,339.87)	(265,973.28)	246,237.98	208,975.36	-	(331,740.01)
2/20/2024	-	-	14,327.70	-	-	(317,412.31)
2/28/2024	(186,923.57)	(266,872.80)	270,194.10	261,219.20	-	(239,795.39)
ENDING BALANCE	(730,222.98)	(532,846.08)	-	876,442.35	470,194.55	-

MARCH

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
3/1/2024	(288,674.79)	-	336,146.24	-	151,490.33	(40,833.60)
3/15/2024	(295,519.40)	(264,021.67)	246,204.30	261,219.20	6,913.65	(86,037.53)
3/20/2024	-	-	478,592.70	-	-	392,555.17
3/31/2024	(362,618.84)	(273,372.60)	1,386.63	313,463.03	-	71,413.39
ENDING BALANCE	(946,813.03)	(537,394.27)	-	1,062,329.88	574,682.23	158,403.98

APRIL

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
4/9/2024	-	-	125,236.15	-	-	196,649.54
4/15/2024	(488,259.53)	(261,480.11)	225,072.05	208,975.36	-	(119,042.69)
4/20/2024	-	-	93,363.06	-	-	(25,679.63)
4/30/2024	(355,976.51)	(259,263.26)	329,833.43	416,424.47	-	105,338.50
ENDING BALANCE	(844,236.04)	(520,743.37)	-	773,504.69	625,399.83	-

MAY

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
5/1/2024	-	-	291,994.34	-	382,388.63	779,721.47
5/15/2024	(288,502.97)	(268,058.67)	283,996.76	261,219.20	-	768,375.78
5/20/2024	(147,703.02)	-	-	-	-	620,672.77
5/31/2024	(186,948.50)	(262,635.26)	263,483.51	261,219.20	-	695,791.71
ENDING BALANCE	(623,154.49)	(530,693.93)	-	839,474.61	522,438.39	382,388.63

JUNE

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
6/1/2024	(347,246.70)	-	-	-	-	348,545.02
6/15/2024	(220,134.69)	(312,365.26)	10.07	-	3,130.49	(180,814.37)
6/20/2024	(41,332.37)	-	331,882.75	261,219.20	-	370,955.21
6/30/2024	(200,925.38)	(277,724.64)	228,403.71	-	211,220.84	331,929.73
ENDING BALANCE	(809,639.14)	(590,089.90)	-	560,296.53	261,219.20	214,351.33
TOTALS	(11,474,100.74)	(6,537,818.45)	-	9,383,854.07	5,487,576.84	2,470,964.97

Business Manager Report 7-27-23

Budget 2022-23 as of 6/30/23

This is our first look at year end 6-30-23. We have received \$14,378,263 or 79.74% of the revised budget. We have expended \$15,298,479 or 84.03% of the revised budget. There are still many receivables and payables to be booked before the audit. Our audit is scheduled for early October.

Cash Flow

For your information

June Bank Rec

For your information

**Goodhue County Ed District
Reconciliation Worksheet Report
06/30/2023**

Audit No	Statement Date	Co	Bank Code	Bank Name/Description
1512	06/30/2023	6051	MERC	MERCHANTS BANK GENERAL

Statement Amount 1,043,596.46

Deposits in Transit 1,090.37

Outstanding Payments

Checks 11,682.00

Wires 37,394.64

SHR - Payments 0.00

SHR - Third Party 0.00

Cash 0.00

ACH 835.84

Adjustment Amount 6,678.69

Amount Per Bank 1,001,453.04

GL Account Balance 1,001,453.04

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

Ty
F

Difference 0.00

Adjustments

Manual 06/30/2023 SWEEP Wire 6,678.69 TO SWEEP

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

Goodhue Co Ed District | June 30, 2023

REVENUE CATEGORIES						June 30, 2023	June 30, 2022	June 30, 2021	Current YTD vs. PYTD	June 30, 2022	June 30, 2021
	June 30, 2021	June 30, 2022	Revised Budget	Received YTD	Budget Remaining	% of Budget Received	% of Actuals Received	% of Actuals Received			
STATE	3,609,943	4,813,151	5,071,764	4,280,530	791,234	84.40%	100.00%	100.00%	(532,621)	4,813,151	3,609,943
FEDERAL	2,036,519	2,251,202	2,550,560	1,774,734	775,826	69.58%	100.00%	100.00%	(476,468)	2,251,202	2,036,519
PROPERTY TAXES	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
LOCAL SALES, INS RECOVERY & JUDGEMENTS	13,769	685	2,000	(38)	2,038	-1.91%	100.00%	100.00%	(723)	685	13,769
SALE OF BONDS & LOANS	13,482,888	0	0	0	0	0.00%	0.00%	100.00%	0	0	13,482,888
INCOMING TRANSFERS FROM OTH FUNDS	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
LOCAL (FEES, INTEREST, ETC.)	7,804,973	9,223,672	10,407,571	8,323,037	2,084,534	79.97%	100.00%	100.00%	(900,634)	9,223,672	7,804,973
TOTALS	26,948,092	16,288,710	18,031,895	14,378,263	3,653,632	79.74%	100.00%	100.00%	(1,910,447)	16,288,710	26,948,092

EXPENDITURES (OBJECT SERIES)						June 30, 2023	June 30, 2022	June 30, 2021	Current YTD vs. PYTD	June 30, 2022	June 30, 2021
	June 30, 2021	June 30, 2022	Revised Budget	Expended YTD	Budget Remaining	% of Budget Expended	% of Actuals Expended	% of Actuals Expended			
SALARIES & WAGES	6,937,882	8,344,468	9,357,757	8,896,822	460,935	95.07%	100.00%	100.00%	552,354	8,344,468	6,937,882
EMPLOYEE BENEFITS	1,779,020	2,223,951	2,524,945	2,358,624	166,321	93.41%	100.00%	100.00%	134,673	2,223,951	1,779,020
PURCHASED SERVICES	16,797,588	3,795,640	4,393,463	2,130,232	2,263,231	48.49%	100.00%	100.00%	(1,665,407)	3,795,640	16,797,588
SUPPLIES	386,950	890,342	750,603	764,002	(13,399)	101.79%	100.00%	100.00%	(126,340)	890,342	386,950
EQUIPMENT	1,028,313	1,128,431	1,159,045	1,124,909	34,136	97.05%	100.00%	100.00%	(3,522)	1,128,431	1,028,313
DEBT SERVICE	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
OTHER EXPENDITURES	77,636	21,215	19,190	23,891	(4,701)	124.50%	100.00%	100.00%	2,675	21,215	77,636
OTHER FINANCING USES	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
TOTALS	27,007,389	16,404,047	18,205,003	15,298,479	2,906,524	84.03%	100.00%	100.00%	(1,105,567)	16,404,047	27,007,389

EXPENDITURES (PROGRAM SERIES)						June 30, 2023	June 30, 2022	June 30, 2021	Current YTD vs. PYTD	June 30, 2022	June 30, 2021
	June 30, 2021	June 30, 2022	Revised Budget	Expended YTD	Budget Remaining	% of Budget Expended	% of Actuals Expended	% of Actuals Expended			
SITE ADMINISTRATION	97,953	287,209	331,650	289,727	41,923	87.36%	100.00%	100.00%	2,518	287,209	97,953
DISTRICT ADMINISTRATION	79,846	69,508	74,533	68,666	5,867	92.13%	100.00%	100.00%	(842)	69,508	79,846
SUPPORT SERVICES	227,526	245,155	258,749	374,867	(116,118)	144.88%	100.00%	100.00%	129,712	245,155	227,526
REGULAR INSTRUCTION	1,438,628	2,522,391	2,870,775	2,045,997	824,778	71.27%	100.00%	100.00%	(476,394)	2,522,391	1,438,628
EXTRA-CURRICULAR ACTIVITES	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
VOCATIONAL INSTRUCTION	327,195	351,614	292,187	233,156	59,031	79.80%	100.00%	100.00%	(118,458)	351,614	327,195
SPECIAL EDUCATION	7,977,265	9,014,155	10,257,108	8,772,085	1,485,023	85.52%	100.00%	100.00%	(242,070)	9,014,155	7,977,265
COMMUNITY SERVICES	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
INSTRUCTIONAL SUPPORT	448,170	698,392	584,806	403,624	181,182	69.02%	100.00%	100.00%	(294,768)	698,392	448,170
PUPIL SUPPORT SERVICES	1,586,429	1,800,017	2,051,663	1,764,843	286,820	86.02%	100.00%	100.00%	(35,175)	1,800,017	1,586,429
FACILITIES	1,502,112	1,415,606	1,483,532	1,345,516	138,016	90.70%	100.00%	100.00%	(70,090)	1,415,606	1,502,112
OTHER FINANCING USES	13,322,265	0	0	0	0	0.00%	0.00%	100.00%	0	0	13,322,265
TOTALS	27,007,389	16,404,047	18,205,003	15,298,479	2,906,524	84.03%	100.00%	100.00%	(1,105,567)	16,404,047	27,007,389

SUMMARY - ALL FUNDS						June 30, 2023	June 30, 2022	June 30, 2021	Current YTD vs. PYTD	June 30, 2022	June 30, 2021
	June 30, 2021	June 30, 2022	Revised Budget	YTD	Budget Remaining	% of Budget Expended	% of Actuals Expended	% of Actuals Expended			
SUMMARY											
REVENUE	26,948,092	16,288,710	18,031,895	14,378,263	3,653,632	79.74%	100.00%	100.00%	(1,910,447)	16,288,710	26,948,092
EXPENDITURES	27,007,389	16,404,047	18,205,003	15,298,479	2,906,524	84.03%	100.00%	100.00%	(1,105,567)	16,404,047	27,007,389
SPENDING VARIANCE	(59,297)	(115,336)	(173,108)	(920,216)	N/A	N/A	N/A	N/A	(804,880)	(115,336)	(59,297)

- B. Staffing Update
- C. Fall Professional Development Opportunities
- D. Special Education Teacher Mentoring Plan

UNITED STATES DEPARTMENT OF EDUCATION OFFICE
OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

May 17, 2023

Honorable Willie Jett
Commissioner of Education
Minnesota Department of Education
1500 Highway 36 West
Roseville, Minnesota 55113

Dear Commissioner Jett:

This letter is to inform the Minnesota Department of Education (MDE) that the Office of Special Education Programs (OSEP) has identified a finding of noncompliance under Part B of the Individuals with Disabilities Education Act (IDEA). To address this finding of noncompliance, MDE must complete the required actions set out below.

Background: MDE contacted OSEP on July 13, 2021, with questions and concerns about its tiered licensing system for teachers, specifically regarding whether its Tier 1 licensing requirements align with the IDEA Part B personnel qualification requirements for special education teachers. Subsequently, OSEP staff held phone calls with MDE staff on August 9, 2021, and September 15, 2021, to discuss the State's tiered licensing system and the IDEA Part B personnel qualification requirements for special education teachers, including alternate routes to special education certification. In addition to conducting phone calls with representatives from MDE, OSEP staff reviewed publicly available information, including State policies (specifically, the State statute and regulations on teacher certification requirements).

MDE staff informed OSEP that all teacher certification requirements are the result of statutory requirements under Chapter 122A of the Minnesota Statutes. MDE staff indicated that the implementation of these requirements is overseen by the State's Professional Educator Licensing and Standards Board. MDE staff explained that, under its tiered licensing system, teaching licenses are granted to teachers, including special education teachers, at the Tier 1, Tier 2, Tier 3, and Tier 4 levels. Under section 122A.181, subdivision 2, paragraph (a), the professional requirement for a Tier 1 license (issued for a term of one year) to teach outside a career and technical education or career pathways course of study is only a bachelor's degree. Further, under section 122A.181, subdivision 3, paragraph (c), "[a] Tier 1 license must not be renewed more than three times, unless the requesting district or charter school can show good cause for additional renewals." That provision also states that "[a] Tier 1 license issued to teach (1) a class or course in a career and technical education or career pathway course of study or (2) in a shortage area, as defined in section 122A.06, subdivision 6, may be renewed without limitation." Section 122A.06, subdivision 6 defines "shortage area" as "(1) licensure fields and economic development regions reported by the commissioner of education or the Professional Educator Licensing and Standards Board as experiencing a teacher shortage; and (2) economic development regions where there is a shortage of licensed teachers who reflect the racial or ethnic diversity of students in the region." During discussions with OSEP, MDE staff reported

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The Department of Education's mission is to promote student achievement and preparedness for global competitiveness by fostering educational excellence and ensuring equal access.

that special education is a shortage area under section 122A.06, subdivision 6. MDE staff also reported that special education teachers with Tier 1 licenses routinely teach special education for more than three years without demonstrating progress towards full certification.

Legal Requirements: Under IDEA section 612(a)(14) and 34 C.F.R. § 300.156, the State educational agency must establish and maintain qualifications to ensure that personnel necessary to carry out the purposes of IDEA Part B are appropriately and adequately prepared and trained, including that those personnel have the content knowledge and skills to serve children with disabilities.

Those qualifications must ensure that each person employed as a public school special education teacher in the State who teaches in an elementary, middle, or secondary school: (1) has obtained full State certification as a special education teacher (including certification obtained through an alternate route to certification as a special educator, if it meets minimum requirements described in 34 C.F.R. § 200.56(a)(2)(ii) as such section was in effect on November 28, 2008), or passed the State special education teacher licensing examination, and holds a license to teach in the State as a special education teacher (except for a teacher teaching in a public charter school, in which case the teacher must meet the certification or licensing requirements, if any, set forth in the State's public charter school law); (2) has not had special education certification or licensure requirements waived on an emergency, temporary, or provisional basis; and (3) holds at least a bachelor's degree. 34 C.F.R. § 300.156(c)(1).

Personnel who have not obtained full State certification as a special education teacher may obtain certification through an alternate route to special educator teacher certification. Specifically, under 34 C.F.R. § 300.156(c)(2), personnel who are participating in an alternate route to special education teacher certification program must: (1) receive high-quality professional development that is sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction, before and while teaching; (2) participate in a program of intensive supervision that consists of structured guidance and regular ongoing support for teachers or a teacher mentoring program; (3) *assume the functions as a teacher only for a specified period of time not to exceed three years*; and (4) demonstrate satisfactory progress toward full certification as prescribed by the State. (Emphasis added.) The SEA may not waive the special education certification or licensure requirements on an emergency, temporary, or provisional basis.

OSEP Analysis: Under Minnesota Statutes, section 122A.181, and Minnesota Administrative Rules, part 8710.0311, which implements the State statutory provision, a Tier 1 license may be renewed up to three times if the teacher and the district meet certain specified requirements, and may be renewed more than three times if the district can show good cause for additional renewals or if the teacher is teaching in an area where there is a shortage of licensed teachers. Based on these State requirements, and as reported by MDE staff to OSEP, a Tier 1 teacher may work as a special education teacher for more than three years, which does not align with the IDEA Part B requirement that establishes a three-year limit for the time period in which a teacher participating in an alternate route to special education certification program may assume functions as a teacher. See IDEA section 612(a)(14) and 34 C.F.R. § 300.156(c)(2)(i)(C).

Conclusion and Action Required: Based on OSEP's analysis, review of State policies, and discussions with MDE staff, OSEP finds that the State policies – specifically, Minnesota Statutes, section 122A.181, and Minnesota Administrative Rules part 8710.0311 – do not clearly

Page 3 – Chief State School Officer

indicate that teachers participating in an alternate route to special education certification may assume functions as a teacher only for a specified period of time not to exceed three years, as required under IDEA section 612(a)(14) and 34 C.F.R. § 300.156(c)(2)(i)(C).

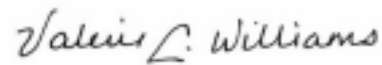
Within 60 days from the date of this letter, the State must submit to OSEP a corrective action

plan that includes a timeline for providing OSEP, within one year from the date of receipt of this letter, revised policies that ensure that teachers participating in the alternate route to special education certification assume functions as a teacher for a period not to exceed three years, as required under IDEA section 612(a)(14) and 34 C.F.R. § 300.156(c)(2)(i)(C). As the State updates its policies, as required under IDEA section 612(a)(14) and 34 C.F.R. § 300.156(c)(2)(i)(C), the State must subject its revised policies to the public participation requirements in 34 C.F.R. § 300.165(a) and factor the timeline it will be providing in the corrective action plan.

Unless the State has revised its policies to clearly reflect the three-year limit in IDEA section 612(a)(14) and 34 C.F.R. § 300.156(c)(2)(i)(C) by July 1, 2023, the State must select “no” for Assurance 14 in the Federal fiscal year 2023 IDEA Part B grant application and provide a date not later than June 30, 2024 by which the State will revise its policies to reflect the three-year limit in order to provide the assurance.

OSEP appreciates the State’s cooperation as we follow up on this identified issue and the State’s receptiveness to technical assistance in this area. We look forward to our continued work on this issue. If you have any questions, please contact your State lead, Dr. Josiah Willey, at Josiah.Willey@ed.gov.

Sincerely



Valerie C. Williams
Director
Office of Special Education Programs

cc: Sonia Smith
Director of Special Education

Empowering Special Education Teachers through Effective Mentoring: Strategies and Best Practices

Goodhue County Education District



Introduction

This mentoring plan has been designed to empower our special education teachers to enhance their skills and support their students' learning needs.





Understanding Special Education

Special Education is a unique field that requires specific knowledge and skills to support students with disabilities. Throughout this program our teachers will explore the various types of disabilities that special education teachers may encounter, including learning disabilities, emotional and behavioral disorders, and physical disabilities.

The Role of Mentoring

Mentoring provides an opportunity for special education teachers to receive guidance and support from experienced professionals. Beyond the benefits of the actual mentoring, this is intended to improve teacher retention rates, increase job satisfaction, and enhance teaching practices.





Effective Mentoring Strategies

Effective mentoring strategies can help special education teachers develop their skills and knowledge. The mentoring program will include group and individual learning and discussion as well as modeling, observation, and feedback. It will also discuss the importance of establishing clear goals and expectations.



Best Practices in Special Education

Best practices in special education are evidence-based strategies that have been shown to be effective in supporting students with disabilities. Teachers will learn and become skilled in the *High-Leverage Practices for Students with Disabilities..*

Program Overview

Mentoring 100

Intended to be a broad overview of special education due process, high-leverage practices, classroom and time management, self care and relationships. M100 begins with a full day before workshop week and continues with monthly 3 hour meetings throughout the year.



Mentoring 200

Intended to be a deeper dive into the topics of M100 including deeper learning and extended resources. M200 begins with a full day before workshop week and continues with monthly 3 hour meetings with movement toward individual 1:1 meetings as determined by mentors and participants.



Mentoring 300

Intended to provide continued support for each special education teachers practice. Participants will meet once a month to start the year and then determine an individualized plan depending on learning needs and participants goals.



Conclusion

Effective mentoring can empower special education teachers to enhance their skills and support their students' learning needs. By implementing best practices in special education, teachers can create a positive and inclusive learning environment for all students.

Thanks

Do you have any
questions?



Building a sustainable youth substance use prevention plan

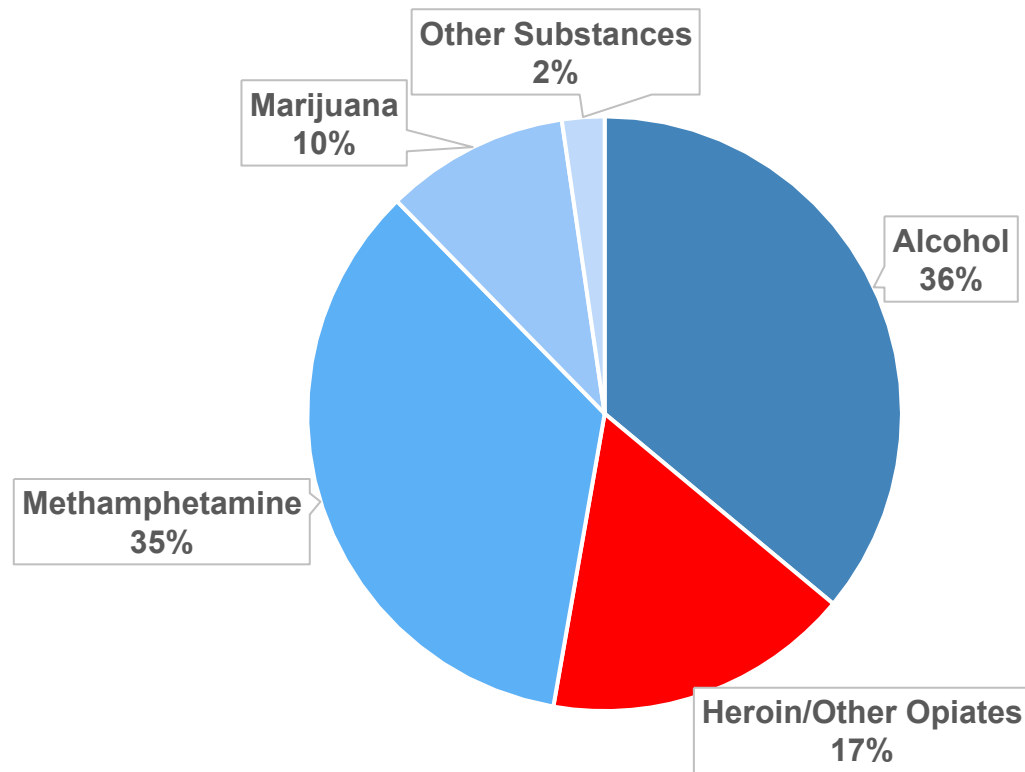
July 2023

Goodhue County Health and Human Services



GOODHUE COUNTY SUBSTANCE USE DATA

Goodhue County Substance Use Data



17% of those admitted to chemical dependency treatment in 2021 primarily abused **heroin or other opiates.**

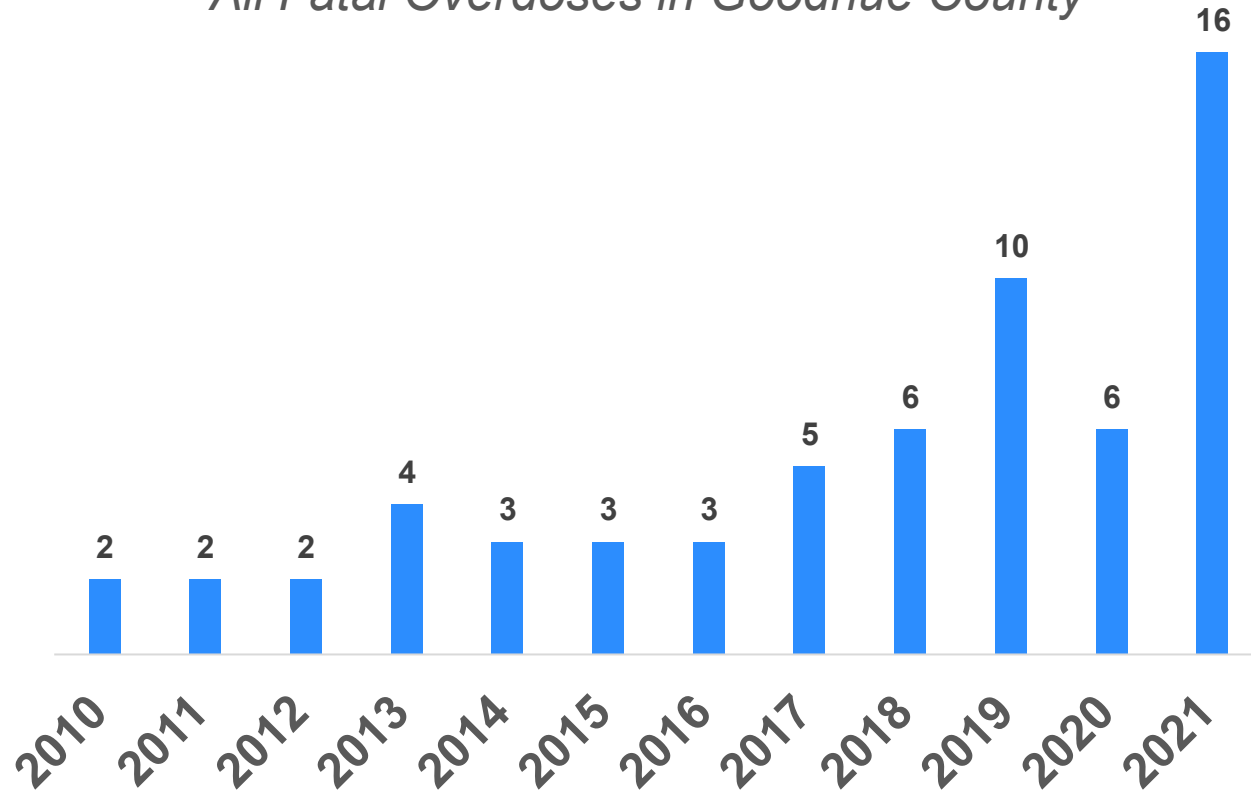
32

Alcohol and **methamphetamines** remain the most commonly abused substances in Goodhue County.

Source: 2021 DAANES REPORT

Goodhue County Substance Use Data

All Fatal Overdoses in Goodhue County



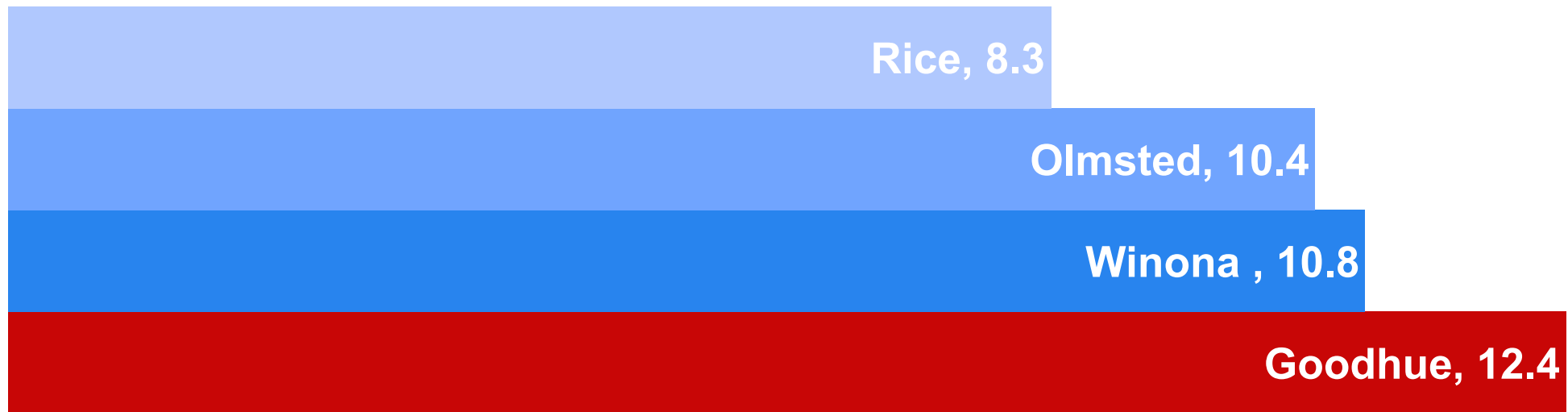
The increase in **opioid-involved overdose deaths** is driving an increase in total overdose deaths in Goodhue County residents.

33

Source: Minnesota Department of Health

Goodhue County Overdose Data

2016-2019 Fatal Drug Overdose Rate (Per 100,000 People)



34

Source: Minnesota Department of Health

Feedback from Community Engagement interviews

- **44** Total Stakeholders Engaged
- **23** Key Informant Interviews
- **3** Focus Groups

Prerequisites for Participation

- Experience
 - Direct/Indirect Lived Experience and/or through Employment
 - Community Member of Goodhue County
 - Resident and/or Employed Within
-
- Recovery Community (8) (inpatient, outpatient, sober)
 - GCHHS Social Workers (6)
 - Goodhue County Drug Treatment Court team (6-County Attorney, Coordinator, Tester/Jail Staff, etc)
 - Justice Departments (5-Juvenile Probation, MN DOC Probation, Public Defender, Judge)
 - Chemical Health Treatment facilities (10-Common Ground, Midwest Recovery, Valleyview, Hiawatha Valley Mental Health Center)
 - Schools: RWHS, GCED (3-Principal, School Resource Officer, School Based Mental Health Therapist from Fernbrook)
 - Parents (4-current youth who are using, fatal and nonfatal overdose victims, foster care, single/two parent households)
 - Loved Ones of Individuals Using Opioids (2)
 - Clergy (2)
 - Emergency Health Care (1)
 - Law Enforcement (3-GCSO, RWPD, narcotics investigator, school resource officer, SE drug task force)

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General Consensus on How to Spend Opioid Settlement Funds

- **WHO:** Youth
- **WHAT:** Prevention
- **HOW:**
 - School Based LADC, chemical health counselor, prevention specialist (mental health/chemical health co-occurring)
 - Training for school staff (and anyone working with youth in community-community rec, nonprofits, churches)
 - Training for Parents
 - School-based Education and Curriculum (effective, real, engaging, dynamic, testimonies from locals with lived experience, ongoing over the years, start early)
 - Fun, safe, healthy things to do for Kids, a place to go
 - Stigma reduction
 - Mentoring Programs

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COMMUNITY HEALTH IMPROVEMENT PLAN

Addressing Substance Use is one of three goals of the 2023-2026 Community Health Improvement Plan

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Community Health Improvement Plan Goals

- 2022 Community Health Assessment (CHA) identified Substance Use as the #3 issue to address in the Community Health Improvement Plan
- *Goodhue County Chemical and Mental Health Coalition* met in Spring, 2023 to create an action plan to address substance use goals

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Result 1: Youth stay substance free

*what additional measures might be needed for current efforts?

Indicators:

- Percent of 9th grade students who report drinking one or more alcoholic beverages in the last 30 days
- Percent of 11th grade students who report using prescription drugs without a doctor's prescription or differently than how a doctor told them to use it 39

9% males and 15% females in 9th grade reported drinking one or more alcoholic beverages in the last 30 days.

This alcohol was most often from parties (14%), down from 42% in 2019, or from friends (25%) and parents (31%). (MSS, 2022)



6% of Goodhue County 11th graders reported used prescription drugs without a doctor's prescription or differently than how a doctor told them to use it, this is up from 2.5% in 2019.

(MSS, 2022)

Action Plan: Youth stay substance free

*these strategies are a starting point

Strategies:

Educate students, caregivers, and educators on substances, risk factors and protective factors

Expand access to youth mentoring programs

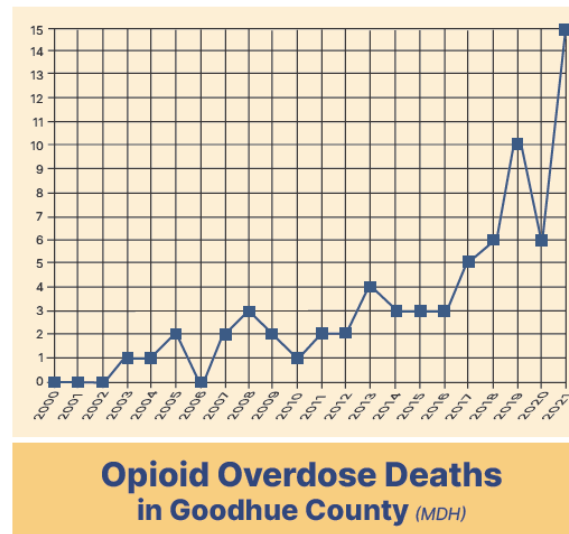
Reduce barriers for youth to participate in healthy activities

Result 2: All community members know how to prevent fatal overdoses

*how do we prepare community to include youth?

Indicators:

- Number of opioid overdose deaths in Goodhue County



Action Plan: Prevent Fatal Overdoses

Strategies:

Expand knowledge about opioids and harm reduction through community education

Increase access to Naloxone and fentanyl test strips

HOW DO WE BUILD ON CURRENT EFFORTS?

Building a lasting substance use prevention model in Goodhue County

43

What is our current need for assessment and capacity building for youth prevention?

- The community seems to recognize the need to do something
 - Does this equal *readiness*? For example, is the community ready for youth access to Naloxone?
- Funding sources are available
 - Current DHS grant
 - Goodhue County opioid settlement funds
 - Other grant opportunities
- Capacity and infrastructure are not fully in place yet
 - Do we understand the scope of the problem?
 - Do we have the resources to address them? Time, staff, political will?
 - Who can own and direct these projects?

44

SAMHSA Strategic Prevention Framework

The SPF includes these five steps:

1. **Assessment:** Identify local prevention needs based on data (e.g., What is the problem?)
2. **Capacity:** Build local resources and readiness to address prevention needs (e.g., What do you have to work with?)
3. **Planning:** Find out what works to address prevention needs and how to do it well (e.g., What should you do and how should you do it?)
4. **Implementation:** Deliver evidence-based programs and practices as intended (e.g., How can you put your plan into action?)
5. **Evaluation:** Examine the process and outcomes of programs and practices (e.g., Is your plan succeeding?)

The SPF is also guided by two cross-cutting principles that should be integrated into each of the steps that comprise it:

- ♦ **Cultural competence.** The ability of an individual or organization to understand and interact effectively with people who have different values, lifestyles, and traditions based on their distinctive heritage and social relationships.
- ♦ **Sustainability.** The process of building an adaptive and effective system that achieves and maintains desired long-term results.



Assessment of problem

Current Goodhue County opioid assessment and data sources:

- Community engagement process has qualitative data—broad variety of adult perspectives, youth were reluctant to engage
- Minnesota Student Survey
- MDH dashboards

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Need:

- youth focused assessment—what is the scope of the issue in Goodhue County from the youth perspective, especially those youth with lived experience
- build relationships and talk directly to youth

Capacity Building

How well do we understand our community's capacity for substance use prevention, and specifically opioid prevention work?

- What are the community resources that are already in place?
- What is the community's understanding of the issue?
- Is the community ready for harm reduction?

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Needs:

- Engage diverse stakeholders
- Develop Prevention Team
- Build community awareness

Planning

- Examine risk and protective factors to create a substance use prevention plan that fits with the community's needs and builds on what is already in place

Needs:

- Identify risk and protective factors to address
- Select appropriate evidence based interventions
- Identify measures that will demonstrate success:
 - how much did we do
 - how well did we do it
 - is anyone better off?

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Implementation

- Deliver programs with fidelity and adaptation to local needs

Needs:

- Primary prevention for all school age kids
 - i.e. skill building, basic understanding of drugs, relationships, mentoring
- Secondary prevention for high risk youth
 - i.e. LADC/prevention specialist providing education, support
- Targeted prevention/intervention for youth with substance use issues
 - i.e. LADC in school providing assessments, support, referrals, groups

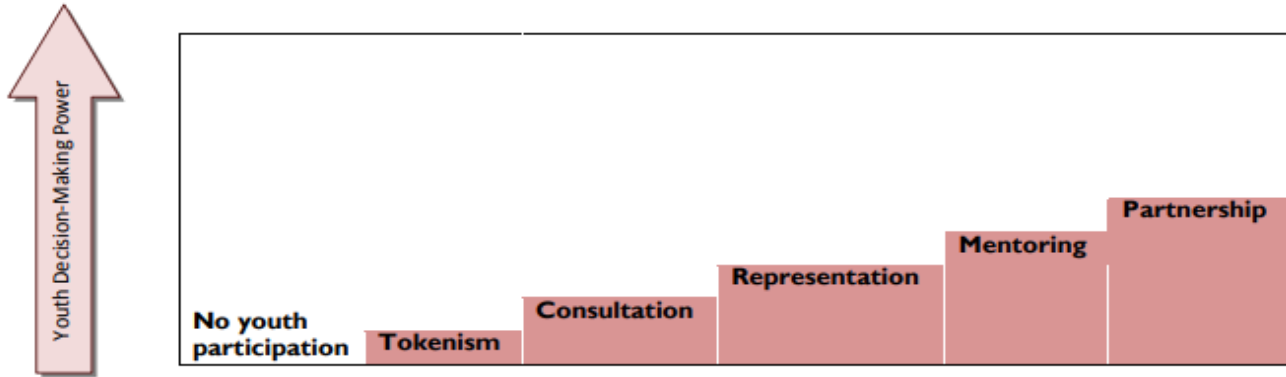
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Evaluation

- Process for ongoing evaluation
 - Effectiveness of interventions
 - how much are we doing
 - how well are doing it?

- Outcome evaluation
 - **How are we impacting youth substance use in Goodhue County?**
 - **Is anyone better off?**
 - Short, intermediate, long term measures

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Power Continuum Definitions	
No youth participation	unchallenged authority of adult allies; one-sided learning; “us and them” group dynamics; no youth consideration in program planning, implementation, or evaluation
Tokenism	adult allies set agenda, make decisions, use language or set meeting schedules that are inaccessible to young people; one or two young people may be included, but often without training, clear expectations, or confirmation that their suggestions will be taken
Consultation	adults will seek advice from young people, but on terms set by adults; “cherry pick” certain perspectives, primarily for the benefit of the adult-led program; little accountability that youth suggestions will be taken
Representation	a select number of young people are put forward as representatives of their peers; usually includes a committee system with varying degrees of accountability
Mentoring	adult allies provide encouragement and impart skills and values to support a young person; focus on building the capacity of the young person to eventually lead; young person is encouraged to apply practical skills, share their perspective; potential for a bi-directional mentoring relationship between the adult ally and young person
Partnership	young people and adult set the agenda together, co-create program plans, decide on issues and activities, and have joint accountability and shared responsibility; continual assessment of group dynamics and respect for partnership agreements; adult allies “take up less space” and learn to step back from asserting too much power

Strong youth leadership

This grant expects people with lived experience to have a strong voice.

We also must demonstrate a high degree of cultural competence and partnership in the application and work plan.

Are there students who would be interested in collaborating on these efforts? 51

Nothing about us without us

FUNDING OPPORTUNITIES

DHS Grant

Opioid Settlement Funds

Other grants (Drug Free Communities?)

52

Minnesota DHS Grant Request for Proposals

- RFP to provide Opioid Epidemic Response Services
- Possible projects in 6 categories
- Proposals must be received by 8-4-2023
- Grant period: 11-2-2023 to 6-30-2026 (may be extended for a total of 5 years)

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DHS Grant project categories: Primary Prevention

A. Primary prevention and education:

- Estimated total of two million sixty-four thousand nine hundred twenty-two dollars (\$2,064,922) of funding available
- Anticipated 4-8 awards

This category targets projects that develop and implement primary prevention and education services of opioid related SUDs, which may include but are not limited to:

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1. Developing community prevention efforts such as strategic messaging on the consequences of opioid and stimulant misuse.
2. Implementing school-based prevention programs and outreach.
 - This may include training for teachers and other school faculty on strategies, resources, and best practices for addressing OUD in students and parents or family members of students.

DHS Grant project categories: secondary prevention

B. Secondary prevention and harm reduction:

- Estimated total of two million sixty-four thousand nine hundred twenty-two dollars (\$2,064,922) of funding available
- Anticipated 4-8 awards

This category targets secondary prevention and harm reduction programs for opioid related SUDs, which may include but are not limited to:

1. Training of peers, first responders, and other key community sectors on recognition of opioid overdose, appropriate use of the opioid overdose antidote naloxone, and/or opioid use disorder.
2. Purchase and distribution of the opioid overdose antidote reversal naloxone and training on its use.
 - This may include purchasing NaloBox and Naloxone vending machines.
3. Purchase and distribution of fentanyl test strips (FTS).
4. Providing support services for family members and friends of individuals experiencing OUD.
5. Providing harm reduction services including, but not limited to:
 - Management, support, or collaboration with syringe service programs.
 - Support of integrated harm reduction services singly within treatment settings, or treatment providers collaborating with community-based harm reduction organizations.
6. Development, marketing, and management of a technology-based platform informing communities of overdose spikes, bad fentanyl batches, and other applicable dangers to individuals still in active use. The platform should also serve as a linkage to services and resources such as fentanyl strips, naloxone, treatment, and recovery support.
 - Examples of qualifying platforms being utilized in other states include: [The SOAR Initiative](#), and [Bad Batch Alert](#).

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DHS Grant project categories: Innovative strategies

F. Emerging and/or innovative strategies, practices, and organizations:

- Estimated total of three million ninety-seven thousand three hundred eighty-three hundred dollars (\$3,097,383) of funding available
- Anticipated 4-10 awards

This category targets programs that can be categorized by at least one of the following criteria:

1. Programs that clearly demonstrate a strategy, practice, or organization that is *Emerging* or *Innovative* as defined below:
 - *Emerging*- New or promising practices, strategies, or organizations showing evidence for improving OUD outcomes, but not yet well established in Minnesota.
 - *Innovative*- The practical implementation of new ideas or services to improve outcomes related to OUD in Minnesota.
2. Programs, initiatives, or strategies not within the scope of categories A-D.
 - Note: Proposals must include any evidence, experience, or other rationale to illustrate efficacy in at least one of OERAC's overall goals to:
 - i. Reduce opioid deaths
 - ii. Improve treatment and recovery outcomes
 - iii. Increase awareness and reduce stigma of OUD

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Goodhue County federal opioid settlement allocation

- \$1,246,943 total, distributed over 18 years; the exact amounts coming in yearly are still being decided
 - First 9 years approx: \$98,275/year
 - \$40,281/year for years 10-18
 - Funds do not need to be spent yearly and can rollover
 - First partial payment is expected by the end of 2022.

- GCHHS will create some type of community advisory panel to guide spending

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SUGGESTED NEXT STEPS

Building a lasting substance use prevention model in Goodhue County

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Apply for DHS grant to hire **Prevention Specialist**

- Part of work plan should focus on assessment/capacity building
 - Collaborate with GC Chemical and Mental Health Coalition
 - Build relationships with youth—gain qualitative data about the scope of youth substance use
 - Recruit and train youth to lead substance use prevention efforts
 - Ensure strong connections with BIPOC, LGBTQ, communities with barriers/poverty
 - Connect with parents
 - Other needs/suggestions?

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Work plan focus

- Should this position focus on project management, coalition building?
- Should this position be LADC who can also provide direct service?
 - Are there other resources for LADC who can do direct service?
 - Funding needed to supplement LADC for other prevention work?
- Should position focus on all of Goodhue County? Certain schools? Where are issues most prevalent?
 - Could position provide some education for all schools?

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Possible next steps

- Apply for DHS grant if interest and capacity are there
- Build 3-5 year workplan for youth substance use prevention utilizing potential grant funds and opioid settlement funds
- Hire prevention coordinator and/or contract with LADC
 - Year 1: Assessment, capacity building, youth/school/parent engagement, build evaluation plan
 - Years 2-5: offer training for school professionals; collaborate to provide prevention education and some direct service in schools--groups, assessments, referrals

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Feedback? Areas of consideration

- Who has capacity to support this work?
- Which schools are ready and have highest needs?
- What will it take to build readiness in the community?

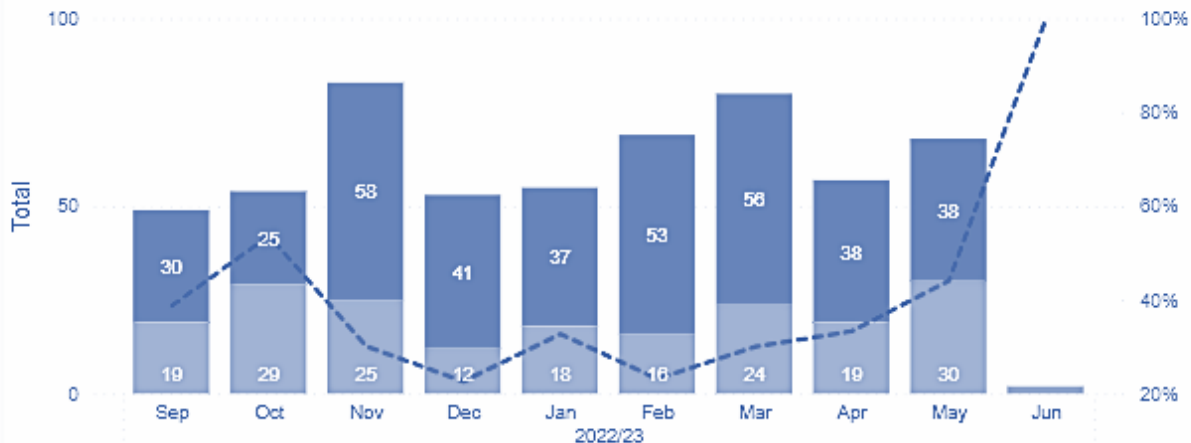
62

Snapshot

teachers ON CALL

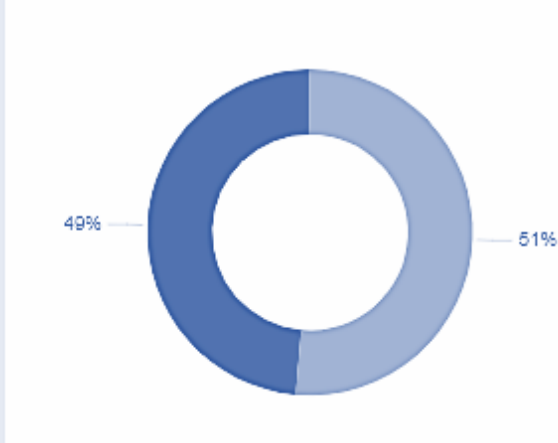
Fill Rate & Volume

Status ● Filled ● Unfilled ● Fill Rate

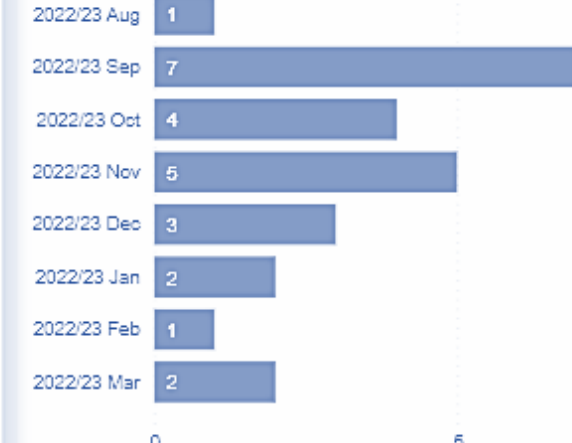


Position Type Breakout

● Teacher ● Para

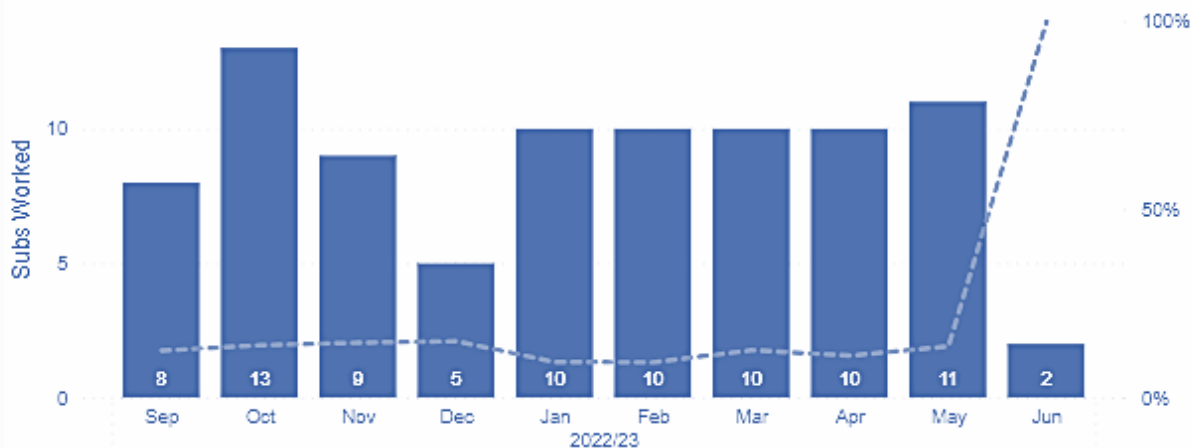


Hired by Month



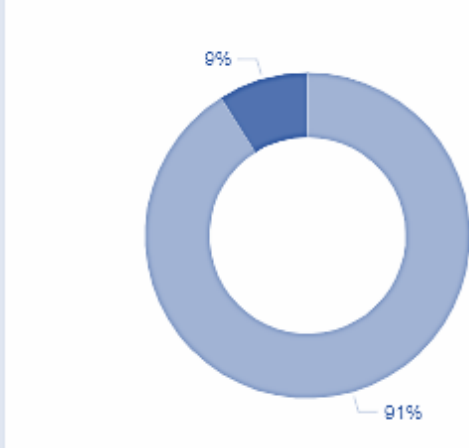
Subs Worked vs Engagement Rate

● Subs Worked ● Engagement Rate

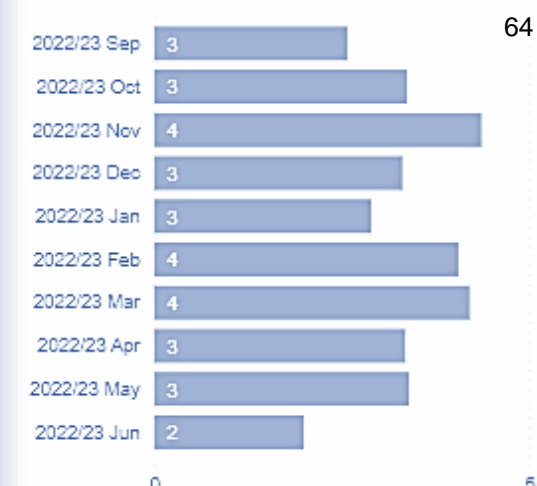


Absence Type Breakout

● Absence ● Vacancy



Average Requests



194
Filled

376
Unfilled

570
Total

34.04%
Fill Rate

25
Subs Hired

Practice + State + District + Location

West (Practice) + MN (State) + Goodhue County Educati... ▾

Date Range

8/22/2022

6/9/2023

- V. **Old Business:**
 - A. Unpaid Lunch Accounts Update:

The following resolution was moved by _____ and seconded by _____:

Resolution Accepting Donations/Grants

WHEREAS, Minnesota Statutes 123B.02, Subd. 6 provides: “The board may receive, for the benefit of the district, bequests, donations, or gifts for any proper purpose and apply the same to the purpose designated. In that behalf, the board may act as trustee of any trust created to provide pupils of the district with advanced education after completion of high school, in the advancement of education.”; and

WHEREAS, Minnesota Statutes 465.03 provides: “Any city, county, school district or town may accept a grant or devise of real or personal property and maintain such property for the benefit of its citizens in accordance with the terms prescribed by the donor. Nothing herein shall authorize such acceptance or use for religious or sectarian purposes. Every such acceptance shall be by resolution of the governing body adopted by a two-thirds majority of its members, expressing such terms in full.” and

WHEREAS, every such acceptance shall be by resolution of the governing body adopted by a two-thirds majority of its members, expressing such terms in full;

THEREFORE, BE IT RESOLVED, that the Board of Goodhue County Education District #6051-61, gratefully accepts the following donations as identified below:

Donor/Grantor	Amount	Designated Purpose (if any)
RiseUp Red Wing	\$3342.80	Lunch Support

The vote on adoption of the Resolution was as follows:

Aye:

Nay:

Whereupon, said Resolution was declared duly adopted.

By: _____

Date: 7/27/2023

102 EQUAL EDUCATIONAL OPPORTUNITY

[Note: School Education districts are required by statute to have a policy addressing these issues.]

I. PURPOSE

The purpose of this policy is to ensure that equal educational opportunity is provided for all students of the school education district.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school education district is to provide equal educational opportunity for all students. The school education district does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation, including gender identity and expression, or age. The school education district also makes reasonable accommodations for students with disabilities.
- B. The school education district prohibits harassment and discrimination of any individual based on any of the protected classifications listed above. For information about the types of conduct that constitute violation of the school education district's policy on harassment and violence and the school education district's procedures for addressing such complaints, refer to the school education district's policy on harassment and violence (Policy 413).
- C. The school education district prohibits discrimination of students with a disability, within the intent of Section 504 of the Rehabilitation Act of 1973 ("Section 504"), who need services, accommodations, or programs in order to receive a free appropriate public education. For information as to protections that may apply pursuant to Section 504 and the school district's corresponding procedures for addressing disability discrimination complaints, refer to the school education district's policy on student disability nondiscrimination (Policy 521).
- D. The school education district prohibits sexual harassment discrimination of any individual on the basis of sex in its education programs or activities. For information as to the protections that apply pursuant to Title IX and school education district's corresponding procedures and processes for addressing sexual harassment and discrimination, refer to the school education district's policy on Title IX sex nondiscrimination (Policy 522).
- E. The school education district shall provide equal opportunity for members of each sex and to members of all races and ethnicities to participate in its athletic program. In determining whether equal opportunity to participate in athletic programs is available for the purposes of this law, at least the following factors shall be considered to the extent that they are applicable to a given situation: whether the opportunity for males and females to participate in the athletic program reflects the demonstrated interest in athletics of the males and females in the student body of the educational institution; whether the opportunity for members of all races and ethnicities to participate in the athletic program reflects the demonstrated interest in athletics of members of all races and ethnicities in the student body of the educational institution; whether the variety and selection of sports and levels of competition effectively accommodate the demonstrated interests of members of each sex; whether the variety and selection of sports and levels of competition effectively accommodate the demonstrated interests of members of all races and ethnicities; the provision of equipment and supplies;

scheduling of games and practice times; assignment of coaches; provision of locker rooms; practice and competitive facilities; and the provision of necessary funds for teams of one sex.

- E. This policy applies to all areas of education including academics, coursework, co-curricular and extracurricular activities, or other rights or privileges of enrollment.
- F. Every ~~school~~education district employee shall be responsible for complying with this policy.
- G. Any student, parent, or guardian having a question regarding this policy should discuss it with the appropriate ~~school~~education district official as provided by policy. In the absence of a specific designee, an inquiry or a complaint should be referred to the ~~superintendent~~executive director.

Legal References: Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)
Minn. Stat. § 121A.04 (Athletic Programs; Sex Discrimination)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. § 1681 *et seq.* (Title IX of the Education Amendments of 1972)
42 U.S.C. § 2000d *et seq.* (Title VI of the Civil Rights Act of 1964)
42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act)

Cross References: MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Title IX Sex Nondiscrimination Policy, Grievance Procedure and Process)

Adopted: _____

MSBA/MASA Model Policy 504
Orig. 1995
Rev. 2023

Revised: _____

504 STUDENT DRESS AND APPEARANCE

The information below provides background to the education district board on changes in this policy. This language will be removed following board approval.

For the past year, the Minnesota School Boards Association (MSBA) has engaged in a deep review of Model Policy 504—*Student Dress and Appearance*.

The updates offered below reflect the key goals of permitting students to engage in their First Amendment right to express themselves while maintaining a positive school environment in which learning is promoted and students are protected from harm.

In updating Model Policy 504, MSBA seeks to promote and support local discussion and decision-making. Alternative provisions are offered, such as on head wear and hats, in order to assist board members as they create a policy that best fits their schools and their communities.

As Minnesota school districts review and revise their dress code policies, MSBA anticipates that it will learn valuable lessons that can be shared with other schools throughout the state. The revisions offered here are a starting point and are likely to be augmented in the future.

This model policy uses the term “dress code” to refer to the policy itself because of the longstanding practice and community familiarity with the term. A school board can choose to use a different term, such as “clothing,” to replace dress.

Minnesota school boards have considerable authority to decide whether to have a dress code policy at all. Boards can choose the provisions the policy contains. School boards might choose to retain their current dress code policy. Boards may opt to change some provisions and to keep others. Boards may include language that does not appear in Model Policy 504.

The Minnesota legislature passed two laws in 2023 that are relevant to dress codes. These changes are **highlighted** below.

School boards may choose to engage with students, staff, parents and guardians, and others to craft a dress code for the school district.

In light of the many local decision points that a dress code invites, MSBA decided to not attempt to create a redline version that could be universal across the state.

I. PURPOSE

The purpose of this policy is to enhance the education of students by establishing expectations that support educational goals. Students and their families have the primary and joint responsibility for student clothing and appearance. Teachers and other district staff should exemplify and reinforce student clothing and appearance standards and help students develop an understanding of appropriate appearance in the school environment.

The dress code provisions offered below recognize that clothing is an expressive activity protected under the First Amendment. The policy seeks to promote fair treatment of all students and to reduce staff time spent monitoring student clothing. School boards may choose to adopt all, some, or none of the suggested provisions.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to encourage students to be dressed suitably [or appropriately] for school activities and in keeping with community standards.
- B. A student's clothing or appearance may not materially and substantially disrupt or interfere with the educational mission, school environment, classwork, or school activities. A student's dress or appearance may not incite or contribute to substantial disorder or invasion of the rights of others or pose a threat to the health or safety of the student or others.

Unlike Paragraph A above, Paragraph B focuses upon potential effects upon learning, discipline, and safety as it balances students' right to express themselves. The standards stated in Paragraph B draw upon the U.S. Supreme Court decision in *Tinker v. Des Moines Independent Community School District* and subsequent decisions (see Legal References below).

- C. Students' rights to choose their dress and appearance for school and school-related activities will be protected provided that the clothing:
 - 1. does not injure people or damage property;
 - 2. does not materially and substantially disrupt or interfere with the educational process or classwork;
 - 3. does not interfere with the requirements of discipline in the operation of the school or school activities, materially disrupt classwork;
 - 4. does not involve substantial disorder or invasion of the rights of others.

Such clothing includes, but is not limited to, the following:

- 1. Clothing for the weather.
- 2. Clothing that does not create a health or safety hazard.
- 3. Clothing for the activity (i.e., physical education or the classroom).
- 4. Footwear that does not present a safety hazard.
- 5. Headwear, including hats or head coverings, are allowed provided that it does not cover the student's face to the extent that the student is not identifiable. Headgear must not interfere with the educational process. Hoodies must allow the face and ears to be visible from the front and sides and must not interfere with the line of sight to any student or staff including while the student wearing the hoodie is seated. Students may wear headgear for a medical or religious reason.

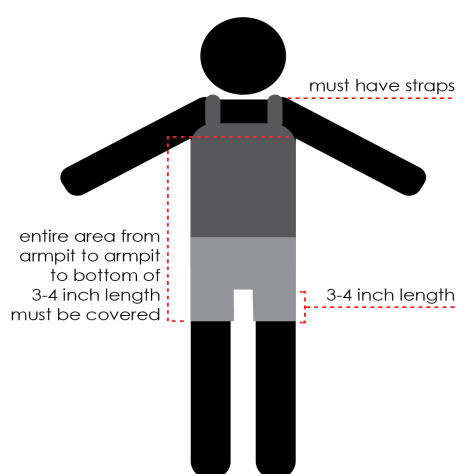
Across the nation, school boards have been encouraged to reconsider rules regarding hats and other headwear. In recent years, Minnesota school districts have developed a range of policies regarding hats and related headgear. Some districts have chosen to maintain a prohibition. Others have created grade/building specific rules. Some boards have permitted hats while prohibiting hoods.

A school board could choose to direct school building-level administration to work with staff, students, and others to develop building-specific rules regarding headwear.

6. Hair, including but not limited to hair texture and hair styles such as braids, locks, and twists.

In 2023, the Minnesota legislature enacted the CROWN Act, which adds Subparagraph 6 to the protections under the Minnesota Human Rights Act.

- C. Student clothing may not include the following:
 1. Clothing must cover areas from one armpit across to the other armpit, down to approximately 3 to 4 inches in length on the upper thighs (see image).



MSBA is grateful to the Roanoke County Public Schools (Virginia) for its permission to incorporate this image in Model Policy 504.

Subparagraphs 2-4 below could be retained regardless of how a school board chooses to proceed under Subparagraph 1.

2. Clothing (including emblems, badges, symbols, signs, words, objects or pictures on clothing or jewelry) bearing a message that is lewd, vulgar, obscene, libelous, or denigrates, harasses, discriminates against others on the basis of protected class status under the Minnesota Human Rights Act, or violates school district policies prohibiting discrimination, violence, harassment, or other harmful activities.
3. Apparel promoting products or activities that are illegal for use by minors.
4. Communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group, or approves, advances, or provokes any form of religious, racial, or sexual harassment and/or violence against other individuals as defined in Policy 413.

- D. The intention of this policy is not to abridge the rights of students to express political, religious, philosophical, or similar opinions by wearing clothing on which such messages are stated. Such messages are acceptable as long as they are not lewd; vulgar; obscene; libelous; do not denigrate, harass, or discriminate against others on the basis of protected class status under the Minnesota Human Rights Act; or do not violate school district policies prohibiting discrimination, bullying, violence, harassment, or other harmful activities.

III. PROCEDURES

- A. Enforcement of a student dress code will be approached with careful consideration and sensitivity, with the goals of supporting students as they express themselves and pursue their full potential, of not shaming students, and of minimalizing loss of instructional time. When possible, dress code matters should be addressed privately with students, should seek to determine whether factors exist that impact the student's ability to comply with the dress code, and should seek to address such issues.
- B. When, in the reasonable judgment of the administration, (1) a student's clothing or appearance may materially and substantially disrupt or interfere with the educational mission, school environment, classwork, or school activities; (2) may incite or contribute to substantial disorder or invasion of the rights of others; or (3) pose a threat to the health or safety of the student or others, the student will be directed to make modifications. Parents or guardians will be notified. Other consequences may be enforced in line with Policy 506 (Student Discipline).
- C. The administration may recommend a form of clothing considered appropriate for a specific event and communicate the recommendation to students and parents or guardians. **A school district or charter school must not prohibit an American Indian student from wearing American Indian regalia, Tribal regalia, or objects of cultural significance at a graduation ceremony.**
- D. Likewise, an organized student group may recommend a form of clothing for students considered appropriate for a specific event and bring such recommendation to the administration for approval.

Legal References: U. S. Const., amend. I
Minn. Stat. § 124D.792 (Graduation Ceremonies; Tribal Regalia and Objects of Cultural Significance)
Minn. Stat. § 363A.03, Subd. 36a (Definitions)
Tinker v. Des Moines Indep. Sch. Dist., 393 U.S. 503 (1969)
B.W.A. v. Farmington R-7 Sch. Dist., 554 F.3d 734 (8th Cir. 2009)
Lowry v. Watson Chapel Sch. Dist., 540 F.3d 752 (8th Cir. 2008)
Stephenson v. Davenport Cmty. Sch. Dist., 110 F.3d 1303 (8th Cir. 1997)
B.H. ex rel. Hawk v. Easton Area School Dist., 725 F.3d 293 (3rd Cir. 2013)
D.B. ex rel. Brogdon v. Lafon, 217 Fed. Appx. 518 (6th Cir. 2007)
Hardwick v. Heyward, 711 F.3d 426 (4th Cir. 2013)
Madrid v. Anthony, 510 F.Supp.2d 425 (S.D. Tex. 2007)
McIntire v. Bethel School, Indep. Sch. Dist. No. 3, 804 F.Supp. 1415 (W.D. Okla. 1992)
Hicks v. Halifax County Bd. of Educ., 93 F.Supp.2d 649 (E.D. N.C. 1999)
Olesen v. Bd. of Educ. of Sch. Dist. No. 228, 676 F.Supp. 820 (N.D. Ill. 1987)

Cross References: MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 525 (Violence Prevention)

VI. **New Business:**
A. 2023-24 Student Handbook



Goodhue County Education District

Student/Family Handbook 2023 - 2024

Serving K - 12 students from the following school districts:

- *Cannon Falls*
- *Goodhue*
- *Kenyon-Wanamingo*
- *Lake City*
- *Red Wing*
- *Zumbrota-Mazeppa*

Goodhue County Education District
395 Guernsey Lane • Red Wing, MN 55066 • 651-388-4441
www.gced.k12.mn.us

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WELCOME TO GCED!

Whatever your program within Goodhue County Education District, hereafter referred to as “GCED”, our teachers and staff are excited about getting to know you! We each bring different expertise and skills, but we are all here for the same reasons.

GCED Mission and Vision

Our mission:

- is to optimize educational opportunities for students by increasing cooperation and coordination among member districts.

Our vision is:

- to engage, inspire and empower each learner to tap into their potential through their own metacognition, being aware of their own learning and responding to their own learning wants and needs.
- involve the learner with goal setting and monitoring their own progress in order to ensure an options-rich future.
- provide challenging, flexible curriculum with the support and encouragement of responsive staff members.

Notice of Copyright

The Goodhue County Education District Student and Parent Handbook is based on the Minnesota School Boards Association’s (MSBA’s) Model Student Handbook which is protected by copyright.

Scope and Limits of Handbook

This handbook provides important information for students attending all district schools and programs, but it does not contain all Education District policies and procedures. Districts may develop additional procedures that will be distributed to students and/or parents. Board policies are available by:

- 1) Viewing the [Policies, Handbooks, and Notices](http://gced.k12.mn.us) webpage at gced.k12.mn.us;
- 2) Visiting the District Office, which is located near door #1 at the River Bluff Education Center; and
- 3) Contacting the District Office at 651-388-4441.

The District reserves the right to make changes in this handbook and other policies and handbooks.

The Goodhue County Education District Student and Parent Handbook is comprised of four parts:

- 1) Information
- 2) Academics
- 3) Rules and Discipline
- 4) Health and Safety

School Site Contact Information

Pathways/5RO/REACH/STEP:
River Bluff Education Center
395 Guernsey Lane
Red Wing, MN 55066
651-388-4441

Tower View:
Tower View Alternative Learning Center
154 Tower View Drive
Red Wing, MN 55066
651-388-8963

Alternative Formats

Contact the District Office at 651-388-4441 to obtain this handbook in different formats including larger print and Spanish versions.

Part I – Information

Academic Information

To increase communication, parents/guardians are encouraged to communicate with the teachers on daily assignments, tests, and grades, as well as, other areas of concern. Parents are encouraged to attend open houses and parent teacher conferences.

Calendar

The Education District calendar is adopted annually by the board. The calendar can be found on the Education District's website at gced.k12.mn.us.

Complaints

Students, parents/guardians, employees, or other persons may report concerns or complaints to the Education District. Complaints may be either written or oral. People are encouraged, but not required, to file a written complaint at the building level where appropriate. The appropriate administrator will respond in writing to the complaining party regarding the Education District's response to the complaint.

Distribution of Non-school-Sponsored Materials on School Premises

The Education District recognizes that students and employees have the right to express themselves on school property. This protection includes distributing nonschool-sponsored material, subject to Education District regulations and procedures, at a reasonable time and place and in a reasonable manner. See Policy 505 for detailed information.

Drones

The Education District prohibits the operation of unmanned aerial vehicles (UAVs), also known as drones, on or over Education District property during school hours and at school district-sponsored events. Exceptions may be requested in advance from the Education District Executive Director or designee, who will determine whether permission will be granted. The request and approval must be in writing.

Eighteen-Year-Old Students

The age of majority for most purposes in Minnesota is 18 years of age. All students, regardless of age, are governed by the rules for students provided in education district policy including students may not write or call in their own excuses if they live in the parental home.

Employee Directory

Refer to website gced.k12.mn.us

Employment Background Checks

The Education District will seek criminal history background checks for all applicants who receive an offer of employment with the education district. The Education District may elect to seek criminal history background checks for other volunteers, independent contractors, and student employees.

Equal Access to Education District Facilities

The Education District has created a limited open forum for secondary students to conduct non-curriculum-related meetings during non-instructional time. The education district will not discriminate against or deny equal access or a fair opportunity on the basis of the religious, political, philosophical, or other content of the speech at such meetings. These limited open forum meetings will be voluntary and student initiated; will not be Education District sponsored; employees or agents of the Education District will be present at religious meetings only in a non-participatory capacity; the meetings will not interfere with the orderly conduct of educational activities within the education district; and nonschool persons will not direct, control, or regularly attend activities of student groups. All meetings under this provision must follow the procedures established by the Education District.

E-Learning Day Plan

The Education District will share the E-Learning plan at the beginning of each school year.

Fees

Materials that are part of the basic educational program are provided with state, federal, and local funds at no charge to a student. Students are expected to provide their own pencils, pens, paper, erasers, notebooks, and other personal items. Students may be required to pay certain other fees or deposits, including (not an inclusive list):

- Admission fees or charges for extracurricular activities, where attendance is optional and where the admission fees or charges a student must pay to attend or participate in an extracurricular activity are the same for all students, regardless of whether the student is enrolled in a public or a home school.
- Cost for materials for a class project that exceeds minimum requirements and is kept by the student.
- Security deposits for the return of materials, supplies, or equipment.
- Personal physical education and athletic equipment and apparel.
- Items of personal use or products that a student has an option to purchase such as student publications, class rings, annuals, and graduation announcements.
- Field trips considered supplementary to the district's educational program.
- Admission fees or costs to attend or participate in optional extracurricular activities and programs.
- Voluntarily purchased student health and accident insurance.
- Use of musical instruments owned or rented by the school district.
- A school district-sponsored driver or motorcycle education training course.
- Transportation to and from school for students living within two miles of school.
- Transportation of students to and from optional extracurricular activities or post-secondary instruction conducted at locations other than school.

Students will be charged for textbooks, workbooks, library books and Chromebooks that are lost or destroyed. The school district may waive a required fee or deposit if the student and parent/guardian are unable to pay. For more information, contact the building principal.

Food Service

Breakfast and lunch are to be eaten in designated areas only. Meal times vary by program. Students will be notified of their assigned meal times on the first day of school, although meal schedules are subject to change. Additional meals or ala carte items, if available, are charged to the student. Milk will be available to supplement meals brought from home.

We ask that all students complete the free and reduced price eligibility forms. The forms are available in the District Office and will also be sent home with all students. For more information regarding eligibility for free and reduced price meals, contact Jess Pena - 651-385-4583, email japena@rwps.org or click [here](#) for more information.

Fundraising

All fundraising activities conducted by student groups and organizations and/or parent groups must be approved in advance by the building administrator and the business manager. Participation in non-approved fundraising activities is a violation of Education District policy. Solicitations of students or employees by students for nonschool-related activities will not be allowed during the school day.

Gifts to Employees

Employees are not allowed to solicit, accept, or receive a gift from a student, parent, or other individual or organization of greater than nominal value. Parents/guardians and students are encouraged to write letters and notes of appreciation.

Graduation Ceremony

Student participation in the graduation ceremony is a privilege, not a right. Students who have completed the requirements for graduation are allowed to participate in graduation exercises, unless participation is denied for appropriate reasons, which may include discipline. Graduation exercises are under the control and direction of the building administrator(s) and resident school district.

Interviews of Students by Outside Agencies

Students may not be interviewed during the school day by persons other than a student's parents/guardians or Education District officials, employees, and/or agents, except as provided by law and/or education district policy.

Messages to Students

Office telephones are not for students' personal use. Students will not be called out of class to receive phone messages except in the event of an emergency. Personal cell phone use during the instructional day is also prohibited. Exceptions based on individual circumstances will be made with the agreement of both the parent/guardian and school.

Nondiscrimination

The Education District is committed to inclusive education and providing an equal educational opportunity for all students. The Education District does not discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation, or age in its programs and activities. The Education District board has designated the Education District Executive Director, Cheryl Johnson, as the District's Human Rights Officer, ADA and Section 504 Coordinator to handle inquiries regarding nondiscrimination. She can be reached by calling the District Office at 651-388-4441 or by contacting her at 395 Guernsey Lane, Red Wing, MN 55066.

Notice of Violent Behavior by Students

The Education District will give notice to teachers and other appropriate education district staff before students with a history of violent behavior are placed in their classrooms. Prior to giving this notice, district officials will inform the student's parent or guardian that the notice will be given. The student's parents/guardians have the right to review and challenge their child's records, including the data documenting the history of violent behavior.

Pledge of Allegiance

Students will recite the Pledge of Allegiance to the flag of the United States of America on a regular basis but not less than once per week. Any person who does not wish to participate in reciting the Pledge of Allegiance for any personal reason may elect not to do so. Students must respect another person's right to make that choice. Students will also receive instruction in the proper etiquette toward, correct display of, and respect for the flag.

School Activities

The school district provides opportunities for students to pursue special interests that contribute to their physical, mental, and emotional health. Formal instruction is the school district's priority. Students who participate in school-sponsored activities are expected to responsibly represent the school and community. All rules pertaining to student conduct and student discipline apply to school activities. All spectators at school-sponsored activities are expected to behave appropriately. Students and employees may be subject to discipline. Parents/guardians and other spectators may be subject to sanctions for inappropriate, illegal, or unsportsmanlike behavior at these activities or events.

School Closing Procedures

School may be canceled when the Education District Executive Director believes that the safety of students and employees is threatened by severe weather or other circumstances. The Education District Executive Director will make a decision about closing school or school buildings as early in the day as possible. The school messaging

system will be used to inform parents of school closures. This system sends phone and email messages to home and or work, so it is essential that your contact information is kept up to date. There is also the ability to opt into text messaging.

Searches

In the interest of student safety and to ensure that schools are safe, Education District authorities may conduct searches. Students violate education district policy when they carry contraband on their person or in their personal possessions or store contraband in their desks, lockers, or vehicles parked on education district property. “Contraband” means any unauthorized item, the possession of which is prohibited by education district policy and/or law. If a search yields contraband, Education District officials will seize the item(s) and, where appropriate, give the item(s) to legal officials for ultimate disposition. Students found to be in violation of this policy are subject to discipline in accordance with the education district’s “Student Discipline” policy, which may include suspension, exclusion, expulsion, and, when appropriate, the student may be referred to legal officials.

Lockers and Personal Possessions within a Locker

According to state law, school lockers are the property of the Education District. At no time does the Education District relinquish its exclusive control of lockers provided for the convenience of students. Inspection of the interior of lockers may be conducted by Education District officials for any reason at any time, without notice, without student consent, and without a search warrant. Students’ personal possessions may be searched only when Education District officials have a reasonable suspicion that the search will uncover evidence of a violation of law or Education District rules. As soon as practicable after the search of a student’s personal possessions, the school officials will provide notice of the search to students whose lockers were searched, unless disclosure would impede an ongoing investigation by police or school officials.

Desks

School desks are the property of the Education District. At no time does the school relinquish its exclusive control of desks provided for the convenience of students. Inspection of the interior of desks may be conducted by Education District officials for any reason at any time, without notice, without student consent, and without a search warrant.

Personal Possessions and Student’s Person

The personal possessions of a student and/or a student’s person may be searched when Education District officials have a reasonable suspicion that the search will uncover a violation of law or school rules. The search will be reasonable in its scope and intrusiveness.

Patrols and Inspections

Education District officials may conduct routine patrols of student parking lots and other Education District locations and routine inspections of the exteriors of the motor vehicles of students. Such patrols and inspections may be conducted without notice, without student consent, and without a search warrant.

Student’s Motor Vehicle

The interior of a student's motor vehicle, including the glove and trunk compartments, in a school district location may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law and/or school policy or rule. The search will be reasonable in its scope and intrusiveness. Such searches may be conducted without notice, without consent, and without a search warrant. A student will be subject to loss of parking privileges and to discipline if the student refuses to open a locked motor vehicle or its compartments under the student’s control upon a school official’s request.

School-Sponsored Student Publications

The Education District may exercise editorial control over the style and content of student expression in school-sponsored publications and activities. Staff shall supervise student writers to ensure compliance with the law and Education District policies. Expression in an official school publication or school-sponsored activity is prohibited when the material:

- Is obscene to minors;
- Is libelous or slanderous;
- Advertises or promotes any product or service not permitted for minors by law;
- Encourages students to commit illegal acts or violate education district regulations or substantially disrupts the orderly operation of school or school activities;
- Expresses or advocates sexual, racial, or religious harassment or violence or prejudice;
- Is distributed or displayed in violation of time, place, and manner regulations.

Expression in an official school publication or school-sponsored activity is subject to editorial control by the education district over the style and content when the education’s district’s actions are reasonably related to pedagogical concerns. Official school publications may be distributed at reasonable times and locations.

Student Publications and Materials

The policy of the Education District is to protect students’ free speech rights while, at the same time, preserving the district’s obligation to provide a learning environment that is free of disruption. All school publications are under the supervision of the building administrator and/or Education District director. Non School-sponsored publications may not be distributed without prior approval. Please refer to Policy 505, Distribution of Non-Education District Sponsored Materials on Education District Premises by Students and Employees at gced.k12.mn.us.

Distribution of Non School-Sponsored Materials on School Premises

The school district recognizes that students and employees have the right to express themselves on school property. This protection includes distributing nonschool-sponsored material, subject to school district regulations and procedures, at a reasonable time and place and in a reasonable manner. For detailed information, see the complete “Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees” policy.

Student Records

Student records are classified as public, private, or confidential. State and federal laws protect student records from unauthorized inspection or use and provide parents/guardians and eligible students with certain rights. For the purposes of student records, an “eligible” student is one who is 18 or older or who is enrolled in an institution of post-secondary education. For more complete information on the rights of parents/guardians and eligible students regarding student records, please see a copy of the Education District’s “Protection and Privacy of Pupil Records” policy in the policy manual located at each building or on the Education District’s website at gced.k12.mn.us. For more information on the rights of parents/guardians and eligible students regarding student records, see “Student Records”.

Student Surveys

Occasionally, the Education District utilizes surveys to obtain student opinions and information about students. For complete information on the rights of parents/guardians and eligible students about conducting surveys, collection and use of information for marketing purposes, and certain physical examinations, refer to a copy of the Education District’s “Student Surveys” policy in the policy manual located at each building or on the Education District’s website at gced.k12.mn.us.

Transportation of Public School Students

The student’s resident district will provide transportation, at the expense of the resident district, for all resident students. Transportation will be provided on all regularly scheduled school days or make-up days. Transportation will not be provided during the summer school break, except in certain circumstances. The resident district will not provide transportation for students whose transportation privileges have been revoked or have been voluntarily surrendered by the students’ parent or guardian.

Transportation to and from appointments of any kind outside of the school day is the responsibility of the parent/guardian. The busing system is set up to take students from school to home and home to school. No

special stops will be made unless it is a regular stop that is school related and you receive approval from the building administrator. School personnel will not be able to transport students for these purposes.

The bus ride to and from school is an extension of the school day. Behavior will be monitored. Getting off at a stop other than your own or altering your regular transportation program will result in a school consequence unless prior permission is received from all involved parents/guardians and school.

Extracurricular Transportation

The school district may provide transportation for students to and from extracurricular activities. To the extent the school district provides extracurricular transportation, the district may charge a fee for transportation of students to and from extracurricular activities and optional field trips at locations other than school.

Video and Audio Recording

School Buses – All school buses used by the Education District may be equipped for the placement and operation of a video camera. The Education District will post a notice in a conspicuous location informing students that their conversations or actions may be recorded. The Education District may use a video recording of the actions of student passengers as evidence in any disciplinary action arising from the students' misconduct on the bus.

Places Other Than Buses – The Education District buildings and grounds may be equipped with video cameras. Video surveillance may occur in any Education District building or on any Education District property. Video surveillance of locker rooms or bathrooms will only be utilized in extreme situations, with extraordinary controls, and only as expressly approved by the Education District Executive Director. Video surveillance in the planning room may be utilized on an individual basis if necessary for video modeling and redirecting.

Students are prohibited from photographing, recording or making any electronic record of other students, staff, or visitors without express consent of the individual that is the subject of the recording, photograph, or electronic record. This policy applies to students during the school day, instructional and non instructional time, or while participating in school events.

Part II – Academics

Cheating and Plagiarism

Cheating and plagiarism are prohibited. Students who cheat or commit plagiarism on any test or assignment will be given a failing grade for that test or assignment and will be disciplined in accordance with the Education District's "Student Discipline" policy. For more information on this policy refer to a copy of the Education District's "Student Discipline" policy in the policy manual located at each building or on the Education District's website at gced.k12.mn.us.

Early Graduation

Students may be considered for early graduation after meeting the conditions provided in school district policy.

Extended School Year (ESY) Opportunities

The Education District provides extended school year (ESY) opportunities to a student who is the subject of an Individualized Education Program (IEP) if the student's IEP team determines the services are necessary during a break in instruction in order to provide a free and appropriate public education. For more information on extended school year opportunities for students with an IEP, contact the building administrator or refer to a copy of the Education District's "Extended School Year" policy in the policy manual located at each building or on the Education District's website at gced.k12.mn.us.

Field Trips

Field trips may be offered to supplement student learning. Field trips may be optional and, if so, students who participate may be charged. Students will not be required to pay for instructional trips that take place during the school day, relate directly to a course of study, and require student participation. School rules apply on all field trips. You must be in attendance the full day to attend partial day field trips. You must also be in attendance 60% of the week to attend a field trip unless permission is granted the day prior. Students on a modified day will be able to attend field trips only if permission is received and arrangements are made with the building administrator prior to the trip but in no circumstance later than the day preceding the field trip.

Grades

Students' grades will be reported a minimum of two times during the year at each semester end. Report cards will be sent to parents/guardians or eligible students, along with progress reports. Online grade reports may be reviewed at the Parent Portal of Infinite Campus.

Graduation Requirements

Students must meet all course credit requirements and graduation standards, as established by the state and Goodhue County Education District board, in order to graduate. All students must also pass the state-identified proficiency tests, Minnesota comprehensive assessments, alternate assessments, and/or other applicable tests. Parents may opt out of the statewide assessments for their student(s) by completing the form in *Appendix 12* and returning it to the Education District.

Course Credits Required

In order to receive a diploma, students must successfully complete the minimum number of credits as established by Goodhue County Education District and comply with the following high school level course requirements:

High School Level Courses Required for Graduation	
Subject Area	Credits
Language Arts	4
Mathematics	3
Science	3
Social Studies	3.5
Elective Courses	8.5
Health	0.5
Phy. Ed.	0.5
Art	1

Minnesota Academic Standards

All students must satisfactorily complete the following required Minnesota Graduation Standards:

Minnesota Academic Standards, Language Arts K-12
Minnesota Academic Standards, Mathematics K-12
Minnesota Academic Standards, Science K-12
Minnesota Academic Standards, Social Studies K-12
Minnesota Academic Standards, Physical Education K-12
Minnesota Academic Standards, Arts K-12

Students with an individualized education program (IEP), Section 504 accommodation plan, or limited English proficiency needs may be eligible for testing accommodations, modifications, and/or exemption. Eligibility will be defined on the student's plan. Contact their case manager.

Parent Right to Know

If a parent requests it, the Education District will provide information regarding the professional qualifications of his/her child's classroom teachers, including, at a minimum, the following:

1. whether the teacher has met state qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
2. whether the teacher is teaching under emergency or other provisional licensing status through which state qualification or licensing criteria have been waived;
3. the baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree;
4. whether the student is provided services by paraprofessionals and, if so, their qualifications.

In addition, the Education District will provide parents with information as to the level of achievement of their child in each of the state academic assessments. The Education District also will provide notice to parents if, for four or more consecutive weeks, their child has been assigned to or taught by a teacher who is not highly qualified.

Part III - Rules and Discipline

Attendance

Regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students, and establishes regular habits of dependability. For more information on student attendance, contact the building administrator or refer to a copy of the Education District's "Student Attendance" policy in the policy manual located at each building or on the Education District's website at gced.k12.mn.us.

Bullying Prohibition

The Education District is committed to providing a safe and respectful learning environment for all students. Acts of bullying, in any form, by either an individual student or a group of students, is prohibited on Education District property, at school-related functions, and by misuse of technology. For detailed information regarding the education district's "Bullying Prohibition" policy, contact the building administrator or refer to a copy of the Education District's "Bullying" policy in the policy manual located at each building or on the Education District's website at gced.k12.mn.us.

Buses – Conduct on School Buses and Consequences for Misbehavior

Riding the school bus is a privilege, not a right. The Education District's general student behavior rules are in effect for all students on school buses, including nonpublic and charter school students. The Education District will not provide transportation for students whose transportation privileges have been revoked.

The Education District is committed to transporting students in a safe and orderly manner. To accomplish this, student riders are expected to follow Education District rules for waiting at a school bus stop and rules for riding on a school bus.

While waiting for the bus or after being dropped off at a school bus stop, all students must comply with the following rules:

- Get to the bus stop five minutes before your scheduled pick up time. The school bus driver will not wait for late students.
- Respect the property of others while waiting at the bus stop.
- Keep your arms, legs, and belongings to yourself.
- Use appropriate language.
- Stay away from the street, road, or highway when waiting for the bus.
- Wait until the bus stops before approaching the bus.
- After getting off the bus, move away from the bus.
- If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.
- No fighting, harassment, intimidation, or horseplay.
- No use of alcohol, tobacco, or drugs.

While riding a school bus, all riders must comply with the following rules:

- Follow the driver's directions at all times.
- Remain seated facing forward while the bus is in motion.
- Talk quietly and use appropriate language.
- Keep all parts of your body inside the bus.
- Keep arms, legs, and belongings to yourself and out of the aisle.
- No fighting, harassment, intimidation, or horseplay.
- Do not throw any object.
- No eating, drinking, or use of alcohol, tobacco, or drugs.
- Do not bring any weapons or dangerous objects on the school bus.
- Do not damage the school bus.

Consequences for school bus/bus stop misconduct will be imposed by the Education District under adopted administrative discipline procedures. All school bus/bus stop misconduct will be reported to the Education District's transportation safety director. Serious misconduct may be reported to local law enforcement.

Cell Phones, Pagers, and Other Electronic Communication Devices

Students are prohibited from using cell phones, pagers, and other electronic communication devices during the instructional day. Students also are prohibited from using a cell phone or other electronic communication device to engage in conduct prohibited by education district policies including, but not limited to, cheating, bullying, harassment, gang activity, etc. If the education district has a reasonable suspicion that a student has violated a school rule or law by use of a cell phone or other electronic device, the Education District may search the device. The search of the device will be reasonably related in scope to the circumstances justifying the search. Students who use an electronic device during the school day and/or in violation of Education District policies may be subject to disciplinary action pursuant to the Education District's discipline policy. In addition, a student's cell phone or electronic device may be confiscated by the Education District and, if applicable, provided to law enforcement. Cell phones or other electronic devices that are confiscated and retained by the Education District will be returned in accordance with school building procedures.

Discipline

Misbehavior by one student can disrupt the learning process for many other students. In addition, students must learn to practice good safety habits, value academic honesty, respect the rights of others, and obey the law. For more information on student discipline, contact the building administrator or refer to a copy of the Education District's "Student Discipline" policy in the policy manual located at each building or on the Education District's website at gced.k12.mn.us.

Ombudsperson Service

The school district has established an ombudsperson service for students, parents, and staff. This service provides advocacy for enforcement of the Student Code of Conduct and the procedures to remediate disputes related to implementation of the Student Code of Conduct and the goals of the school district in maintaining an orderly learning environment for all students. For more information about this service, contact the Executive Director.

Dress and Appearance

Students are encouraged to be dressed appropriately for school activities and in keeping with community standards.

Appropriate clothing includes, but is not limited to, the following:

- Clothing appropriate for the weather.
- Clothing that does not create a health or safety hazard.
- Clothing appropriate for the activity (i.e., physical education or the classroom).

Inappropriate clothing includes, but is not limited to, the following:

- “Short shorts,” skimpy tank tops, tops that expose the midriff, and other clothing that is not in keeping with community standards.
- Clothing bearing a message that is lewd, vulgar, or obscene.
- Apparel promoting products or activities that are illegal for use by minors.
- Objectionable emblems, badges, symbols, signs, words, objects, or pictures on clothing or jewelry communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group, evidences gang membership or affiliation, or approves, advances, or provokes any form of religious, racial, or sexual harassment and/or violence against other individuals as defined in education district policy.
- Any apparel or footwear that would damage school property.
- Hats are not to be worn in the building except with the approval of the building administrator (i.e., student undergoing chemotherapy, medical situations).

If the administration believes a student’s appearance, grooming, or mode of dress interferes with or disrupts the educational process or school activities or poses a threat to the health or safety of the student or others, the student will be directed to make modifications or will be sent home for the day. A parent or guardian will be notified.

Drug-Free School and Workplace

The possession and use of alcohol, controlled substances, and toxic substances are prohibited at school or in any other school location before, during, or after school hours. Paraphernalia associated with controlled substances also is prohibited. The education district will discipline or take appropriate action against anyone who violates this policy. District policy is not violated when a person brings a controlled substance which has a currently accepted medical treatment to a school location for personal use if the person has a physician’s prescription for the substance. Students who have prescriptions must comply with the Education District’s “Student Medication” policy.

Harassment and Violence Prohibition

The Education District strives to maintain learning and working environments that are free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability. The Education District prohibits any form of harassment or violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability. For more information on extended harassment and violence prohibition, contact the building administrator or refer to a copy of the Education District’s “Harassment and Violence Prohibition” policy in the policy manual located at each building or on the Education District’s website at gced.k12.mn.us.

Hazing Prohibition

Hazing is prohibited. No student will plan, direct, encourage, aid, or engage in hazing. Students who violate this rule will be subject to disciplinary action pursuant to the Education District's "Student Discipline" policy. For more information on hazing prohibition, contact the building administrator or refer to a copy of the Education District's "Hazing Prohibition" policy in the policy manual located at each building or on the education district's website at gced.k12.mn.us.

Internet Acceptable Use

All school district students have conditional access to the school district's computer system, including Internet access, for limited educational purposes, including use of the system for classroom activities, educational research, and professional and career development. Use of the school district's system is a privilege, not a right. Unacceptable use of the school district's computer system or the Internet may result in one or more of the following consequences: suspension or cancellation of use or access privileges; payments for damages and repairs; discipline under other appropriate school district policies, including, but not limited to, suspension, expulsion, or exclusion; or civil or criminal liability under other applicable laws.

A copy of the school district's "Internet Acceptable Use" policy is available at the district office.

Within 30 days of the start of each school year, the school district must give parents and students direct and timely notice, by United States mail, e-mail, or other direct form of communication, of any curriculum, testing, or assessment technology provider contract affecting a student's educational data. The notice must:

1. identify each curriculum, testing, or assessment technology provider with access to educational data;
2. identify the educational data affected by the curriculum, testing, or assessment technology provider contract; and
3. include information about the contract inspection and provide contact information for a school department to which a parent or student may direct questions or concerns regarding any program or activity that allows a curriculum, testing, or assessment technology provider to access a student's educational data.

The school district must provide parents and students an opportunity to inspect a complete copy of any contract with a technology provider.

Students will receive a copy of the school district's "Internet Acceptable Use" policy and are expected to understand and agree to abide by the policy as a condition of use of the school district's computer system. All students who wish to use the school district's computer system must sign the Internet Use Agreement form once per school year.

Parking on Education District Property

Students

The Education District allows limited use and parking of motor vehicles by students in Education District locations subject to the following rules:

1. Parking a motor vehicle on school property during the school day is a privilege;
2. Parking is permitted in designated areas only, by permit. For information, contact the building administrator.
3. Students are not permitted to use motor vehicles during the school day in any education district locations unless an emergency occurs and permission has been granted to the student by the building administrator;

4. Students are permitted to use motor vehicles on Education District properties only before and after the school day.
5. Students are not permitted to transport other students.
6. Unauthorized vehicles parked on education district property may be towed at the expense of the owner or operator
7. Parent and school must agree on transportation plans prior to commencement.

Interiors of students' vehicles in Education District locations may be searched when education officials have a reasonable suspicion that the search will uncover a violation of law and/or Education District policy or rule. If a search yields contraband, Education District officials may seize the item and may turn it over to legal authorities when appropriate. A student who violates this policy may be subject to withdrawal of parking privileges and/or discipline according to the Education District's "Student Discipline" policy.

Visitors

Visitors are permitted to park in designated education district visitor parking areas. Unattended vehicles left in other locations on Education District property may be towed at the owner's expense.

Tobacco-Free Schools; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction

Education district students and staff have the right to learn and work in an environment that is tobacco free. School policy is violated by any individual's use of tobacco, tobacco-related devices, or carrying or using activated electronic delivery devices in a public school, on school grounds, in any school-owned vehicles, or at any school events or activities. Students may not possess any type of tobacco, tobacco-related devices, or electronic delivery devices in a public school, on school grounds, in any school-owned vehicles, or at any school events or activities. Any student who violates this policy is subject to school district discipline. For detailed information, see education district's "Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction" policy.

Transition Process Back to Mainstream School (IEP)

Transitioning back to mainstream schools is based on an IEP team decision. To encourage a smooth transition natural quarter and semester breaks will be examined when considering such a transition. Generally, transition time with partial days is recommended to start the process.

Vandalism

Vandalism of any Education District property is prohibited. Violators will be disciplined and may be reported to law enforcement officials.

Weapons Prohibition

The purpose of this policy is to assure a safe school environment for students, staff, and the public. No student or nonstudent, including adults and visitors, shall possess, use, or distribute a weapon when in a school location except as provided in this policy. The Education District will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school employee, volunteer, or member of the public who violates this policy. For detailed information on the Education District's "Weapons Prohibition" policy, see the policy manual located in each office or go online at gced.k12.mn.us. No person will possess, use, or distribute a weapon when in a school location except as provided in education district policy. A "weapon" means any object, device, or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to, any firearm, whether loaded or unloaded; airguns; pellet guns; BB guns; all knives; blades; clubs; metal knuckles; numchucks; throwing stars; explosives; fireworks; mace and other propellants; stunguns; ammunition; poisons; chains; arrows;

and objects that have been modified to serve as a weapon. A weapon also includes look-alike weapons. Appropriate discipline and action will be taken against any person who violates this policy. The education district does not allow the possession, use, or distribution of weapons by students. Discipline of students will include, at a minimum: immediate out-of-school suspension; confiscation of the weapon; immediate notification of police; parent or guardian notification; and recommendation to the executive director of dismissal for a period of time not to exceed one year. The building principal shall, as soon as practicable, refer to the criminal justice or juvenile delinquency system, as appropriate, a student who brings a firearm to school unlawfully. A student who brings a firearm to school will be expelled for at least one year, subject to education district discretion on a case-by-case basis.

Part IV - Health and Safety

Accidents

All student injuries that occur at school or school-sponsored activities should be reported to the building administrator or lead staff member immediately. Parents/guardians of an injured student will be notified as soon as possible. If the student requires immediate medical attention, the building administrator or other district leader will call 911 or seek emergency medical treatment and then contact the parent(s).

Asbestos Management Plan

The education district has developed an asbestos management plan. A copy of this plan is available on the district's website.

Crisis Management

The "Crisis Management" policy addresses a range of potential crisis situations in the education district and includes general crisis procedures for securing buildings, classroom evacuation, campus evacuation, sheltering, and communication procedures. The Education District will conduct lock-down drills, fire drills, and a tornado drill. Building plans include classroom and building evacuation procedures.

Emergency Contact Information

The Education District will gather emergency contact information at the start of the school year. Students' families are asked to notify the Education District with any changes to student contact information

First Aid

Each building is equipped to handle minor injuries requiring first aid. If a student experiences a more serious medical emergency at school, 911 will be called and/or a parent/guardian will be contacted depending on the situation. The Education District has installed automated external defibrillators (AEDs) in each of its buildings. Tampering with any AED is prohibited and may result in discipline.

Communicable Diseases

To protect other students from contagious illnesses, students infected with certain diseases are not allowed to come to school while contagious. If a parent suspects that his/her child has a communicable or contagious disease, the parent should contact the school so that other students who might have been exposed to the disease can be alerted. Students with certain communicable diseases will not be excluded from attending school in their usual daily attendance settings as long as their health permits and their attendance does not create a significant risk of transmitting the illness to other students or Education District employees. The Education District will determine on a case-by-case basis whether a contagious student's attendance creates a significant risk of transmitting the illness to others.

Health Service

The Education District employs a licensed nurse to provide basic first aid. The nurse works under the direction and supervision of a licensed school nurse. Students who become sick at school should let staff know immediately. In the event of an emergency, staff will call 911 and/or a parent/guardian will be contacted depending on the situation. The building administrator will arrange for students who get sick at

school to go home early. A parent/guardian should notify the school if his/her child is unable to attend school because of illness. Please call the contact number located in the front of this handbook.

Immunizations

All students must be properly immunized or submit appropriate documentation exempting them from such immunizations in order to enroll or remain enrolled. Students may be exempted from the immunization requirement when the immunization of the student is contraindicated for medical reasons; laboratory confirmation of adequate immunity exists; or due to the conscientiously held beliefs of the parents/guardians or student. The Education District will maintain a file containing the immunization records for each student in attendance at the Education District for at least five years after the student reaches the age of 18. For a copy of the immunization schedule or to obtain an exemption form or information, contact the building administrator.

Medications at School during the School Day

The Education District acknowledges that some students may require prescribed drugs or medication during the school day. The administration of prescription medication or drugs at school requires a completed signed request from the student's parent. An "Administering Prescription Medications" form must be completed once a year and/or when a change in the prescription or requirements for administration occurs. Prescription medications must be brought to school in the original container labeled for the student by a pharmacist, and must be administered in a manner consistent with the instructions on the label. Prescription medications are not to be carried by the student, but will be left with the appropriate school personnel. Exceptions that may be allowed include: prescription asthma medications administered with an inhaler pursuant to education district policy and procedures, medications administered as noted in a written agreement between the education district and parent or as specified in an Individualized Education Program (IEP), a plan developed under Section 504 of the Rehabilitation Act (§504 Plan), or an individual health plan (IHP). The Education District is to be notified of any change in a student's prescription medication administration.

Pesticide Application Notice

The Education District may plan to apply pesticide(s) on education district property. To the extent the Education District applies certain pesticides, the Education District will provide a notice by September 15 as to the Education District's plan to use these pesticides. A parent may request to be notified prior to the application of certain pesticides on days different from those specified in the notice. Additional information regarding what pesticides are used, the schedule of pesticide applications, and the long-term health effects of the class of pesticides on children can be requested by contacting the building administrator in your student's program.

Safety

The safety of students on campus and at school-related activities is a high priority of the Education District. While district-wide safety procedures are in place, student and parent cooperation is essential to ensuring school safety.

Visitors in District Buildings

Parents/guardians and community members are welcome to visit the schools. To ensure the safety of those in the school and to avoid disruption to the learning environment, all visitors must report directly to the main office upon entering the building, with the exception of events open to the public. All visitors will be required to sign in at the main office and to wear a "visitors badge" while in the building during the school day. Visitors must have the approval of the building administrator before visiting a classroom during instructional time. An individual or group may be denied permission to visit a school or Education District property, or such permission may be revoked, if the visitor does not comply with Education District procedures or if the visit is not in the best interests of the students, employee, or the Education District. Students are not allowed to bring visitors to school without prior permission from the building administrator.

APPENDIXES

1. School District Policy Cross Reference Table

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12. Parent/Guardian Refusal for Student Participation in Statewide Assessments



Statewide Assessments: Parent/Guardian Participation Guide and Refusal Information

Your student's participation in statewide assessments is important as it allows your school and district to ensure all students have access to a high-quality education. In the past, students with disabilities and English learners were often excluded from statewide assessments. By requiring that all students take statewide assessments, schools and teachers have more information to see how all students are doing. This helps schools to continuously improve the education they provide and to identify groups, grades, or subjects that may need additional support.

Assessments Connect to Standards

Statewide assessments are based on the [Minnesota Academic Standards](#) or the [WIDA English Language Development Standards](#). These standards define the knowledge and skills students should be learning in K–12 public and charter schools. Minnesota prioritizes high-quality education, and statewide assessments gives educators and leaders an opportunity to evaluate student and school success.

Minnesota Comprehensive Assessments (MCA) and Minnesota Test of Academic Skills (MTAS)

MCA and MTAS are the annual assessments in reading, mathematics and science that measure a snapshot of student learning of the Minnesota K–12 Academic Standards.

ACCESS and Alternate ACCESS for English Learners

The ACCESS and Alternate ACCESS are the annual assessments for English learners that provide information about their progress in learning academic English based on the WIDA English Language Development Standards.

Statewide Assessments Help Families and Students

Participating in statewide assessments helps families see a snapshot of their student's learning so they can advocate for their success in school. High school students can use MCA results:

- For course placement at a Minnesota State college or university. If students receive a college-ready score, they may not need to take a remedial, noncredit course for that subject.
- For Postsecondary Enrollment Options (PSEO) and College in the Schools programs.

English learners who take the ACCESS or Alternate ACCESS and meet certain requirements have the opportunity to exit from English learner programs.

Taking Statewide Assessments Helps Your Student's School

Statewide assessments provide information to your school and district about how all students are engaging with the content they learn in school. This information helps:

- Educators evaluate their instructional materials.
- Schools and districts identify inequities between groups, explore root causes and implement supports.
- School and district leaders make decisions about how to use money and resources to support all students.

Student Participation in Statewide Assessments

Student participation in state and locally required assessments is a parent/guardian choice. If you choose to have your student not participate in a statewide assessment, please provide a reason for your decision on the form. Contact your student's school to learn more about locally required assessments.

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Consequences of Not Participating in Statewide Assessments

- The student will not receive an individual score. For ACCESS and Alternate ACCESS, the student would not have the opportunity to exit their English learner program.
- School and district assessment results will be incomplete, making it more difficult to have an accurate picture of student learning.
- Since all eligible students are included in some calculations even when they do not participate, school and district accountability results are impacted. This may affect the school's ability to be identified for support or recognized for success.

Check with your local school or district to see if there are any other consequences for not participating.



(education.mn.gov >
Students and Families >
Programs and Initiatives >
Statewide Testing)

Additional Information

- On average, students spend less than 1 percent of instructional time taking statewide assessments each year.
- Minnesota statutes limit the total amount of time students can spend taking other district- or school-wide assessments to 11 hours or less each school year, depending on the grade.
- School districts and charter schools are required to publish an assessment calendar on their website by the beginning of each school year. Refer to your district or charter school's website for more information on assessments.

(Note: This form is only applicable for the 20__ to 20__ school year.)



Statewide Assessment: Parent/Guardian Decision Not to Participate

By completing this form, you are acknowledging that your student will not participate in statewide assessments and will not receive individual assessment results. This form must be returned to your student's school before the applicable test administration.

Student Information

First Name: _____ Middle Initial: _____ Last Name: _____

Date of Birth: ____/____/____ Current Grade in School: _____

School: _____ District: _____

Parent/Guardian Name (print): _____

Parent/Guardian Signature: _____ Date: _____

Reason for Refusal:

Please indicate the statewide assessment(s) you are opting the student out of this school year:

MCA/MTAS Reading

MCA/MTAS Science

MCA/MTAS Mathematics

ACCESS/Alternate ACCESS

Contact your school or district for more information on how to opt out of local assessments.

Updated April 21, 2022 - Page 2 of 2

Goodhue County Education District Team

Goodhue County Education District Board

Superintendent's Advisory Council

Executive Director
Cherie Johnson

Current Org Chart

Director of Special Education
Nicole Bolduan

Director of Online Learning
Kim Cory

Director of Equity & Instructional Services
Jess Whitcomb

Director of Federal & State Programs
Brian Cashman

Business Manager 0.5
Jackie Paradis

AD SPED
Alisha Dalsin
Cannon Falls

SE Coordinator
Jill Rohan
Goodhue & Lake City

Building Support Specialist - Barb Calley

Building Support Specialist - TBH (5RO)

Admin Asst - Lisa Banks

Acct Pay/Rec/Ordering/HR 1.0
Cindy Luhman

Cannon Falls
SE Staff

Goodhue & Lake City
SE Staff

Special Ed Coordinator
Jennifer Marquardt
River Bluff Education Center

Building Support Specialist - TBH (TV)

Principal's Advisory Council

Perkins Consortium Lead

Payroll Specialist 0.2
Andrea Wallaker

Pathways 6-12 Staff

Special Ed Coordinator
Carrie Hansen
5RO

Early Reading Intervention Coord
Weston Johnson

Title III Lead

MARSS Specialist 1.0
Sara Strusz

AD SPED
Amy Buchal
Kenyon-Wanamingo

AD SPED
Kayla Awolope
Red Wing

REACH Setting IV Staff

5RO Staff

Comprehensive Early Intervening Services Grant

EL Staff

3rd Party Coordinator .3
Lindsay Woodard

Kenyon-Wanamingo
SE Staff

SE Coordinator .5
Carrie Hansen
Red Wing

STEP Transition Staff

Tower View Staff

Member District Behavior/Instructional Coaches

Cultural Liaisons

3rd Party Billing Support .5
Kris Jurgensen

AD SPED
Wendy Ahern
Zumbrot-Mazeppa

Admin Asst .5
Kris Jurgensen

SE Coordinator .5
Brittni Kuehl
Colvill Sped

Alternative Delivery of Specialized Instructional Services Grant

Member District ADSIS Teachers

State Approved Alternative Programs

Executive Director Coordinates

Zumbrot-Mazeppa
SE Staff

Red Wing
SE Staff

SE Coordinator
Min Martin Oakes
B-3 Sped

Reading Intervention Lead

Targeted Services & Credit Recovery Oversight

Buildings & Grounds Department

B-3
Countywide
SE Staff

SE Coordinator
Sharon Noble .4
All Support

Food Service Department

Nursing Department

Technology Department

Goodhue County Education District Team

Goodhue County Education District Board

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Org Chart to be Proposed if necessary.

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Nursing Department

Nursing Department

Nursing Department

B-3
Countywide
SE Staff

Nursing Department

Nursing Department

Technology Department

Technology Department

Technology Department

EXTRACT OF MINUTES OF MEETING
SCHOOL BOARD OF SCHOOL DISTRICT ISD 6051
STATE OF MINNESOTA

Pursuant to due call and notice thereof, a School Board meeting of School District No. 6051, State of Minnesota, was held on July 27, 2023 at 7:00 PM., for the purpose, in part, of approving the Education District's Long-Term Facility Maintenance budget.

_____ introduced the following resolution and moved its adoption:

RESOLUTION APPROVING SCHOOL DISTRICT NO. 6051 LONG-TERM FACILITY MAINTENANCE TEN YEAR PLAN

BE IT RESOLVED by the School Board of District No. 6051, State of Minnesota, as follows:

The School Board of School District 6051 has approved the Long-Term Facility Maintenance Ten Year Plan for the Goodhue County Education District #6051 facilities for 2023-2033. The various components of this plan are attached.

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:

Whereupon said resolution was declared duly passed and adopted.

STATE OF MINNESOTA

COUNTY OF Goodhue

I, the undersigned, being the duly qualified and acting Clerk of School District No. 6051, State of Minnesota, hereby certify that I have carefully compared the attached and foregoing extract of minutes of a meeting of School District No. 6051, held on the date therein indicated, with the original of said minutes on file in my office, and the same is a full, true and complete transcript insofar as the same relates to the approval of School District No. 6051's Long-Term Facility Maintenance Ten Year Plan.

WITNESS MY HAND officially as such Clerk this ____ day of _____, 2023.

Clerk

School District No. 6051

Long-Term Facilities Maintenance Revenue Allocation (ED-02479-09) Instructions for Completion

General Information:

Minnesota Statutes 2022, section 123B.595, subd. 3 (Long-Term Facilities Maintenance Revenue) states:

subd. 3. Intermediate districts, joint powers districts, and other cooperative units.

Upon approval through the adoption of a resolution by each member district school board of an intermediate district or other cooperative units under Minnesota Statutes 2022, section 123A.24, subd. 2, and the approval of the commissioner of education, a school district may include in its authority under this section a proportionate share of the Long-Term Facilities Maintenance (LTFM) costs of the intermediate district, joint powers district, or cooperative unit. The cooperative unit may issue bonds to finance the project costs or levy for the costs, using LTFM revenue transferred from member districts to make debt service payments or pay project costs. Authority under this subd. is in addition to the authority for individual district projects under subd. 1.

The LTFM revenue in cell H12 (Number 3 - Total revenue amounts to allocate) should match the sum of expenditures on Line 48 of the LTFM Application – Ten Year Expenditure spreadsheet on the MDE website. ***If LTFM bonding is planned, a preliminary bond schedule should also be attached.*** Detail revenue totals at the bottom of the spreadsheet should also agree with lines numbered (1 - cell H10) and (2 - cell H11). Please provide method of allocation (ex. ANTC, pupil units, etc) agreed to by member districts in the notes section at the bottom of the spreadsheet. Note that for districts planning to issue bonds, the responsibilities of member districts regarding long-term obligations should be specified in the cooperative agreement when joining or leaving the cooperative/intermediate district.

A copy of the completed report should be emailed to the address below along with the member school district board resolutions and proposed bond schedule if applicable. The electronic "actual" Excel copy of the LTFM ten-year expenditure spreadsheet should also be emailed to the web address shown below. If a revised report is prepared, clearly mark the report as revised, update the completion date, and email the revised spreadsheet.

Minnesota Department of Education
mde.facilities@state.mn.us

If you have any questions after reading these instructions, please call the Minnesota Department of Education, Division of School Finance at 651-582-8566 or email mde.facilities@state.mn.us. Copies of the "Long-Term Facilities Maintenance Cooperative Allocation Worksheet" are available on the LTFM webpage under MDE > Districts, Schools and Educators > Business and Finance > School Finance > Facilities and Technology > Long-Term Facilities Maintenance.



Fiscal Year (FY) 2025 Application for Long-Term Facilities Maintenance Revenue Statement of Assurances

General Information: Minnesota school districts, intermediate school districts, cooperative districts, joint powers applying for Long-Term Facilities Maintenance revenue (LTFM) under Minnesota Statutes 2022, section 123B.595 must annually complete the Application for Long-Term Facilities Maintenance Revenue – Statement of Assurances (ED-02477). The application must be submitted to the Minnesota Department of Education (MDE) by July 31, 2023. Submit to [Sarah C. Miller](mailto:Sarah.C.Miller@mde.state.mn.us) (MDE.Facilities@state.mn.us) along with other required LTFM documentation. **Do not mail a hard copy. Please email this form with other required documentation.**

Identification Information

Name of District, Intermediate/Cooperative/Joint Powers	District Number and Type:	Date Submitted:
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Statement of Assurances

1. All estimated expenditures included in the attached Ten-Year Plan Expenditure spreadsheet under Health and Safety and entered into the MDE Health and Safety data submission system are for allowed health and safety uses under Minnesota Statutes 2022, section 123B.595, subd. 10, paragraph (a), clause (3), Minnesota Statutes 2022, section 123B.57, subd. 6, and the MDE Long-Term Facilities Maintenance Guide for Allowable Expenditures, Section E, Health and Safety Qualifying Criteria, and Section F, Additional Requirements Regarding Health and Safety. None of the estimated expenditures included in the attached Ten-Year Plan Expenditure spreadsheet under Health and Safety and entered into the MDE Health and Safety System are for uses prohibited under Minnesota Statutes 2022, section 123B.595, subd. 11.
2. All estimated expenditures included in the attached Ten-Year Plan Expenditure spreadsheet under Accessibility and Deferred Maintenance are for allowed uses under Minnesota Statutes 2022, section 123B.595, subd. 10, paragraph (a), clauses (1) and (2), and the MDE Long-Term Facilities Maintenance Guide for Allowable Expenditures, Section C, Deferred Maintenance Qualifying Criteria or Section D, Disabled Access Qualifying Criteria. None of the estimated expenditures included in the attached Ten-Year Plan Expenditure spreadsheet under Accessibility and Deferred Maintenance are for uses prohibited under Minnesota Statutes 2022, section 123B.595, subd. 11.
3. All actual expenditures to be reported in Uniform Financial Accounting and Reporting Standards (UFARS) for FY 2025 under Finance Codes 347, 349, 352, 358, 363 and 366 will be for allowed health and safety uses under Minnesota Statutes 2022, section 123B.595, subd. 10, paragraph (a), clause (3), Minnesota Statutes 2022, section 123B.57, subd. 6, and the MDE Long-Term Facilities Maintenance Guide for Allowable Expenditures, Section E, Health and Safety Qualifying Criteria, and Section F, Additional Requirements Regarding Health and Safety. None of the actual expenditures reported in these finance codes will be for uses prohibited under Minnesota Statutes 2022, section 123B.595, subd. 11.
4. All actual expenditures to be reported in UFARS for FY 2025 under Finance Codes 367, 368, 369, 370, 379, 380, 381, 382, 383 and 384 for Accessibility and Deferred Maintenance will be for allowed uses under Minnesota Statutes 2022, section 123B.595, subd. 10, paragraph (a), clauses (1) and (2), and the MDE Long-Term Facilities Maintenance Guide for Allowable Expenditures, Section C, Deferred Maintenance Qualifying Criteria or Section D, Disabled Access Qualifying Criteria. None of the actual expenditures reported in these finance codes will be for uses prohibited under Minnesota Statutes 2022, section 123B.595, subd. 11.
5. The district will maintain a description of each project funded with long-term facilities maintenance revenue that will provide enough detail for an auditor to determine the cost of the project and if the work qualifies for revenue (Minn. Stat. 127A.41, subd. 3[2022]).
6. The district’s plan includes provisions for implementing a health and safety program that complies with health, safety and environmental regulations and best practices, including indoor air quality management and mandatory lead in water testing, remediation and reporting (Minn. Stat. 121A.335 [2022]). ***The district’s ten-year plan does not include a request for a second-time project cost for: (1) replacement of an existing mechanical ventilation system to the current Minnesota State Mechanical Code/American Society of Heating, Refrigerating, and Air-Conditioning Engineers (ASHRAE) guidelines; or, (2) to provide a level of approximately 15 Cubic Feet per Minute (CFM) per person.***

Certification of Statement of Assurances

Signature – Must be signed by Superintendent or Cooperative Unit Director:	Name – Superintendent or Cooperative Director (Please print)	Date:
	103	




Division of School Finance
400 NE Stinson Blvd
Minneapolis, MN 55413

Long-Term Facility Maintenance Ten-Year Expenditure Application (I

Instructions: Enter estimated, allowable LTFM expenditures (Fund 01 and/or Fund 06 only) under Minnesota Statutes 2021, section 123B.595, subd. 10. Enter by Uniform Financial and Accounting Reporting Standards (UF

District Info.		Enter Information		District Info.		Enter Information	
District Name:	Goodhue County Education District	Date:	7/5/2023				
District Number:	6051	Email:	avgaylor@rwps.org				
District Contact Name:	Alan Gaylor						
Contact Phone #	651-385-4254						

Expenditure Categories		Fiscal Year (FY) Ending					
		2023 (base year)	2024	2025	2026	2027	2028
Health and Safety - this section excludes project costs in Category 2 of \$100,000 or more for which additional revenue is requested for Finance Codes 358, 363 and 366.							
Finance Code	Category (1)						
347	Physical Hazards	\$6,752	\$6,000	\$6,180	\$6,365	\$6,556	\$6,753
349	Other Hazardous Materials	\$1,808	\$1,800	\$1,854	\$1,910	\$1,967	\$2,026
352	Environmental Health and Safety Management	\$4,581	\$4,500	\$4,635	\$4,774	\$4,917	\$5,065
358	Asbestos Removal and Encapsulation	\$0	\$0	\$0	\$0	\$0	\$0
363	Fire Safety	\$7,982	\$7,000	\$7,210	\$7,426	\$7,649	\$7,879
366	Indoor Air Quality	\$1,206	\$1,200	\$1,236	\$1,273	\$1,311	\$1,351
	Total Health and Safety Capital Projects	\$22,329	\$20,500	\$21,115	\$21,748	\$22,401	\$23,073
Health and Safety - Projects Costing \$100,000 or more per Project/Site/Year							
Finance Code	Category (2)						
358	Asbestos Removal and Encapsulation	\$0	\$0	\$0	\$0	\$0	\$0
363	Fire Safety	\$0	\$0	\$0	\$0	\$0	\$0
366	Indoor Air Quality	\$0	\$0	\$0	\$0	\$0	\$0
	Total Health and Safety Capital Projects \$100,000 or More	\$0	\$0	\$0	\$0	\$0	\$0
Remodeling for Approved Voluntary Pre-K under Minnesota Statutes, section 124D.151							
Finance Code	Category 3 (a)						
355	Remodeling for prekindergarten (Pre-K) instruction approved by the commissioner.	\$0	\$0	\$0	\$0	\$0	\$0
	Total Remodeling for Approved Voluntary Pre-K Projects	\$0	\$0	\$0	\$0	\$0	\$0
Remodeling for Gender-Neutral Single-User Restrooms							
Finance Code	Category 3 (b) LTFM REVENUE EFFECTIVE FY 2025						
UFARS Coding Pending	Remodeling for gender-neutral single user restroom per site.	\$0	\$10,000	\$10,000	\$0	\$0	\$0
	Total Remodeling for Gender-Neutral Single User Projects	\$0	\$10,000	\$10,000	\$0	\$0	\$0
Accessibility							
Finance Code	Category (4)						
367	Accessibility	\$1,200	\$0	\$0	\$0	\$0	\$0
	Total Accessibility Projects	\$1,200	\$0	\$0	\$0	\$0	\$0
Deferred Capital Expenditures and Maintenance Projects							
Finance Code	Category (5)						
368	Building Envelope	\$500	\$500	\$515	\$530	\$546	\$563
369	Building Hardware and Equipment	\$8,118	\$8,118	\$8,362	\$8,612	\$8,871	\$9,137
370	Electrical	\$4,080	\$5,000	\$5,150	\$5,305	\$5,464	\$5,628
379	Interior Surfaces	\$16,391	\$17,000	\$17,510	\$18,035	\$18,576	\$19,134
380	Mechanical Systems	\$9,645	\$9,000	\$9,270	\$9,548	\$9,835	\$10,130
381	Plumbing	\$5,464	\$5,500	\$5,665	\$5,835	\$6,010	\$6,190
382	Professional Services and Salary	\$2,411	\$2,500	\$2,575	\$2,652	\$2,732	\$2,814
383	Roof Systems	\$0	\$0	\$0	\$0	\$0	\$0
384	Site Projects	\$22,000	\$22,000	\$22,000	\$22,660	\$23,340	\$24,040
	Total Deferred Capital Expense and Maintenance	\$68,609	\$69,618	\$71,047	\$73,178	\$75,373	\$77,634
Total Annual 10-Year Plan Expenditures		\$92,138	\$100,118	\$102,162	\$94,926	\$97,774	\$100,707

		Division of School Finance 400 NE Stinson Blvd Minneapolis, MN 55413			LTFM) - Fund 01 and Fund 06 Projects Only		ED - 02478-09		
Instructions: Enter estimated, allowable LTFM expenditures (Fund 01 and/or Fund 06 only) under Minnesota (ARS) finance code and by fiscal year in the cells provided.									
District Info.		Enter Information							
District Name:		Goodhue County Education District							
District Number:		6051							
District Contact Name:		Alan Gaylor							
Contact Phone #		651-385-4254							
Expenditure Categories					June 30				
					2029	2030	2031	2032	2033
Health and Safety - this section excludes project costs in Category 2 of \$100,000 or more for which additional revenue is requested for Finance Codes 358, 363 and 366.									
Finance Code		Category (1)							
347	Physical Hazards			\$6,956	\$7,164	\$7,379	\$7,601	\$7,829	
349	Other Hazardous Materials			\$2,087	\$2,149	\$2,214	\$2,280	\$2,349	
352	Environmental Health and Safety Management			\$5,217	\$5,373	\$5,534	\$5,700	\$5,871	
358	Asbestos Removal and Encapsulation			\$0	\$0	\$0	\$0	\$0	
363	Fire Safety			\$8,115	\$8,358	\$8,609	\$8,867	\$9,133	
366	Indoor Air Quality			\$1,391	\$1,433	\$1,476	\$1,520	\$1,566	
Total Health and Safety Capital Projects				\$23,765	\$24,478	\$25,212	\$25,969	\$26,748	
Health and Safety - Projects Costing \$100,000 or more per Project/Site/Year									
Finance Code		Category (2)							
358	Asbestos Removal and Encapsulation			\$0	\$0	\$0	\$0	\$0	
363	Fire Safety			\$0	\$0	\$0	\$0	\$0	
366	Indoor Air Quality			\$0	\$0	\$0	\$0	\$0	
Total Health and Safety Capital Projects \$100,000 or More				\$0	\$0	\$0	\$0	\$0	
Remodeling for Approved Voluntary Pre-K under Minnesota Statutes, section 124D.151									
Finance Code		Category 3 (a)							
355	Remodeling for prekindergarten (Pre-K) instruction approved by the commissioner.			\$0	\$0	\$0	\$0	\$0	
Total Remodeling for Approved Voluntary Pre-K Projects				\$0	\$0	\$0	\$0	\$0	
Remodeling for Gender-Neutral Single-User Restrooms									
Finance Code		Category 3 (b) LTFM REVENUE EFFECTIVE FY 2025							
UFARS Coding Pending		Remodeling for gender-neutral single user restroom per site.			\$0	\$0	\$0	\$0	
Total Remodeling for Gender-Neutral Single User Projects				\$0	\$0	\$0	\$0	\$0	
Accessibility									
Finance Code		Category (4)							
367	Accessibility			\$0	\$0	\$0	\$0	\$0	
Total Accessibility Projects				\$0	\$0	\$0	\$0	\$0	
Deferred Capital Expenditures and Maintenance Projects									
Finance Code		Category (5)							
368	Building Envelope			\$580	\$597	\$615	\$633	\$652	
369	Building Hardware and Equipment			\$9,411	\$9,693	\$9,984	\$10,284	\$10,592	
370	Electrical			\$5,796	\$5,970	\$6,149	\$6,334	\$6,524	
379	Interior Surfaces			\$19,708	\$20,299	\$20,908	\$21,535	\$22,181	
380	Mechanical Systems			\$10,433	\$10,746	\$11,069	\$11,401	\$11,743	
381	Plumbing			\$6,376	\$6,567	\$6,764	\$6,967	\$7,176	
382	Professional Services and Salary			\$2,898	\$2,985	\$3,075	\$3,167	\$3,262	
383	Roof Systems			\$0	\$0	\$0	\$0	\$0	
384	Site Projects			\$24,761	\$25,504	\$26,269	\$27,057	\$27,869	
Total Deferred Capital Expense and Maintenance				\$79,964	\$82,362	\$84,833	\$87,378	\$90,000	
Total Annual 10-Year Plan Expenditures					\$103,729	\$106,840	\$110,046	\$113,347	\$116,747

Long-Term Facilities Maintenance Expenditure Categories used in the Excel Spreadsheet Template

Category 1: Health and Safety Expenditures by Uniform Financial and Accounting Reporting Standards (UFARS) Finance Codes 347, 349, 352, 358, 363 and 366 (this section excludes project costs of \$100,000 or more for which additional revenue is requested for Finance Codes 358, 363 and 366).

projects for Fiscal Year (FY) 2024 and FY 2025. The later years can be a rough estimate. Fiscal 2022 is an estimate of what the **final** UFARS expenditures will be. Once the FY 2023 audited financial data is complete and final UFARS data has been submitted, enter the actual FY 2023 Health and Safety (H&S) expenditures on the Health and Safety Data Submission System Category 1 excludes projects costing \$100,000 or more for asbestos removal or encapsulation fire safety, and indoor air quality as they are entered under Category 2 as listed below. Also enter FY 2023, FY 2024 and FY 2025 totals per finance code in the Health and Safety Data Submission on the Minnesota Department of Education (MDE) website (MDE homepage > Districts, Schools and Educators > Business and Finance > Data Submissions, then select the Health and Safety category) so hold harmless revenue calculates properly on the levy.

Category 2: Health and Safety Expenditures by UFARS Finance Code for Asbestos Removal and Encapsulation, Fire Safety and Indoor Air Quality projects costing \$100,000 or more per Project, per Site, per Year.

A district enters totals by finance code for individual projects that cost \$100,000 or more per site, per year for asbestos removal and encapsulation, fire safety, or indoor air quality as they generate additional revenue. Also, enter FY 2023, FY 2024 and FY 2025 H&S projects costing \$100,000 or more **on a separate line** in the Health and Safety Data Submission System on the MDE website (the project description should include the site name and whether it is financed by “pay-as-you-go” or bonded dollars).

Category 3(a): Remodeling for Approved Voluntary Prekindergarten (VPK) Program

If the district has an approved VPK program include planned expenditures for remodeling projects.

Category 3(b): Remodeling for Gender Neutral Single-User Restroom per site.

For districts who budget for a remodeling project for a gender-neutral single user restroom at each school site.

Category 4: Americans with Disabilities Act (ADA) Accessibility Projects

Enter approved project costs to increase accessibility to school facilities. The project shall conform to both the district’s ADA/Section 504 disabled access transition plan and the current ADA Accessibility Guidelines for Buildings and Facilities, as well as applicable state and local building and fire codes.

Category 5: Deferred Maintenance Projects by UFARS Finance Code.

Facility deferred maintenance projects are broken into nine finance codes. Each code represents a component grouping of a building designed to ease assignment of a project into the proper code. The code breakdown is also meaningful for comparison of costs among school districts and to the Minnesota legislature to assess school facility costs and the ongoing need for facility funding.

Additional Documentation

Category 2 Asbestos Removal and Encapsulation, Fire Safety and Indoor Air Projects \$100,000 or over per Project, per Site, per Year

For districts with asbestos removal and encapsulation, fire safety and indoor air quality projects costing \$100,000 or more per project, per site, per year for FY 2024 or FY 2025 the ten-year plan includes a narrative describing the scope and cost of the project in greater detail. Individual project approval is required as these projects generate additional revenue.

- a. For **asbestos removal and encapsulation projects**, give a description of the type and amount of asbestos and the scope of the project including an engineer or contractor estimate of the cost -**narrative from contractor/professional engineer - on company letterhead and signed by a company contractor/engineer.**
- b. For **fire safety projects**, include a project description and an estimate of the cost **from the professional engineer.** If a building permit has been pulled for other school construction projects, the building inspector has jurisdiction over the review of the fire suppression rework, but the State Fire Marshal should be contacted for final review and approval; otherwise, the fire suppression rework requires an order from the state fire marshal, schools division. If replacing a fire alarm system which is inoperable, **submit State Fire Marshal orders to substantiate.** Voice activated systems cannot be installed in existing systems unless there are Fire Marshal orders authorizing replacement due to in operable system.
- c. For **indoor air quality projects**, describe which American Society of Heating, Refrigerating, and Air-Conditioning Engineers (ASHRAE) Indoor Air Quality (IAQ) standards are not being met and indicate how the project will result in meeting ASHRAE standards and include an estimate of cost from the project engineer. Also, include a floor plan to reflect classrooms affected and a report listing cubic feet per minute (CFM) ratings (current and projected ratings at completion of project) - **narrative from professional engineer on company letterhead and signed by professional engineer.**

Category 3(a) Approved Voluntary Prekindergarten (VPK) Program - Remodeling Costs

For districts with an approved voluntary prekindergarten program under section 124D.151, a narrative describing the project to remodel existing instructional space to accommodate kindergarten instruction. In the narrative, describe the square footage and use of the existing instructional space, changes to be made to the facility, and the final square footage and features of the prekindergarten instructional space, for example, bathroom space, play area, and small group instruction space. This narrative may be the same narrative submitted to MDE as part of the application to obtain approval for the voluntary prekindergarten program under section 124D.151.

Category 3(b) Gender Neutral Single-User Restrooms - Remodeling Costs

For districts who budget for a remodeling or construction project for a gender-neutral single user restroom at each school site, include a narrative describing the project scope and cost to remodel existing instructional space to accommodate a single-user restroom. In the narrative, describe the square footage and changes to be made to the facility, and the final square footage and features of the bathroom space.

Category 5 Deferred Maintenance Projects costing \$2,000,000 per Project, per Site, per Year

For districts with deferred maintenance projects for FY 2024 or FY 2025 costing \$2,000,000 or more per project, per site, per year, a narrative describing each project in greater detail is required. In the narrative, discuss the deferred capital and maintenance criteria that make the project eligible for Long-Term facilities maintenance revenue and the work necessary to prevent further erosion of facilities. Describe the scope of work in sufficient detail to indicate the change in condition of the facility and provide an indication of the improvement to useful life. Indicate the level of deferred maintenance work needed for the facility before and after the project will be completed. Include an architect or consultant cost estimate detailing categories of work and associated cost including an estimate of fees - **narrative from professional engineer/architect.**

Updating the Health and Safety Database

The Minnesota Department of Education (MDE) will continue to use the existing Health and Safety (H&S) database (located on the MDE website under MDE > Districts, Schools and Educators > Business and Finance > Data Submissions, select Health and Safety) to drive levy processing for fall levies. Districts enter summary data by finance code, consistent with the summary data for Fiscal Year (FY) 2023, FY 2024 and FY 2025 included on the district's ten-year plan expenditure spreadsheet. Detailed information by project will still be required for asbestos removal and encapsulation, fire safety and indoor air quality projects costing \$100,000 or more per project, per site, per year since those generate additional revenue over and above the Long-Term Facilities Maintenance (LTFM) formula allowance. Do not enter information for deferred maintenance or accessibility finance codes. The Health and Safety amounts provide an accurate calculation of the hold harmless revenue estimate on the levy and aid entitlement reports, and either add to revenue or show complete information for persons who seek levy information.

When comfortable with data and assumptions, a district should **enter the total health and safety cost from the expenditure spreadsheet in the hold harmless section of the revenue spreadsheet and the Health and Safety Data Submission System**. Hold harmless revenue depends on the year's H&S costs plus deferred maintenance revenue for districts that did not qualify for alternative facilities revenue. Hold harmless for an alternative facilities school district is health and safety plus an amount to fund the other ten-year plan projects. For FY 2023 and later, MDE is asking school districts to enter **totals by finance code** from the expenditure spreadsheet in the **Health and Safety Data Submission System** (instructions on how to enter H&S data on the data submissions website may be found on the LTFM webpage under MDE > Districts, Schools and Educators > Business and Finance > School Finance > Facilities and Technology > Long-Term Facilities Maintenance, then select "Health and Safety Website Instructions" (these instructions may also be found on the Health and Safety Data Submission System). MDE uses the submission system to load the prior law calculation H&S amount into the Levy Limitation and Certification system and LTFM Aid Entitlement system. Without this step, the levy shows zero in the health and safety line under the old law revenue and the calculation is inaccurate. An alternative facilities school district should not include the amount in both the Health and Safety Data Submission System and in the revenue amount entered for deferred maintenance ten-year plan projects levy as the H&S levy will be doubled. In the Health and Safety Data Submission System, enter the H&S finance totals, six in all (if all are included in the ten-year planned projects) from the expenditure spreadsheet plus separately enter each individual project (asbestos removal and encapsulation, fire safety or indoor air quality) costing \$100,000 or

Note: School Districts should continue to update H&S expenditures in the Health and Safety Data Submission system on a regular basis to accurately cost estimate decreases or increases for applicable fiscal years.

Make sure to update the system for final, audited UFARS H&S financial data (reference the 22-23 UFARS Turnaround Report titled **Expenditure by Finance Code Report** on the Minnesota Funding Reports (MFR) webpage located at Data Center > Data Reports and Analytics, locate the School Finance Reports section, select Minnesota Funding Reports (MFR). Enter your school name, view all reports, select UFARS Turnaround Reports category, select 22-23 school year, under Report select "All" and then List Reports.

Long-Term Facilities Maintenance (LTFM) Fund Transfers

Pay as You Go	
Project Expenditures Fund	Project Description
A - Fund 01	Project(s) \$1 to \$1,999,999 per site/year for finance codes 358, 363 and 366 funded on a pay as you go basis . The project is completed with excess funds remaining.
B - Fund 06	Project(s) \$2 million or more per site/year for Finance Codes 358, 363 and 366, funded on a pay as you go basis . The project is completed with excess funds remaining.
E - Fund 06	Funding in Fund 01 has accumulated over time providing for a project \$2 million or more per site/year funded on a pay as you go basis . The project is completed with excess funds remaining.
Bonds	

Project Expenditures Fund	Project Description
D - Fund 06	Project(s) \$2,000,000 or more per site/year for Finance Codes 358, 363 and 366, funded with debt issued . The project is completed with excess funds remaining.
G - Fund 06	Project(s) under \$2 million per site funded with debt issued . The project is completed with excess funds remaining.
H - Fund 06	Project(s) \$2 million or more per site funded with debt issued , project is completed with excess funds remaining.
end of worksheet	

ou go Basis		
Conclusion	Minnesota Statutes	Funds
No fund transfer required. MDE will adjust revenues based on the lesser of actual expenditures or approved costs.	123B.595 (reserve)	
Funds must be transferred from Fund 01 to Fund 06 in the amount of the payments for \$2 million or more project/site/year . At the completion of the project any amount that was transferred in excess of expenditures must be returned to Fund 01. MDE will adjust revenues in the General Fund 01 - LTFM based on the lesser of final expenditures or approved costs.	123B.595 (reserve)	1 to 6 to 1
Funds must be transferred from Fund 01 to Fund 06 in the amount of the payments for the projects (\$2 million or more per project/site/year) . At the completion of the project any amount that was transferred in excess of final expenditures must be returned to Fund 01. MDE will adjust revenues in the General Fund 01 - LTFM based on the lesser of final expenditures or approved costs.	123B.595 (reserve)	1 to 6 to 1
ed Debt		

Conclusion	Minnesota Statutes	Funds
<p>At the conclusion of the project, if the district does not have further approved LTFM projects that can be funded under the language of the bond issue, the district should transfer the excess funds from Fund 06 to Fund 07 (see other "Use of Proceeds" options under Minnesota Statutes 2022, section 475.65). Districts with additional approved LTFM projects that can be funded under the language of the bond issue should retain the excess in the LTFM Restricted/Reserved Balance Sheet Account 467, Fund 06 and incorporate the excess funds into the calculation of the next LTFM bond issue. LTFM revenue is computed based on actual debt service payments.</p>	<p>123B.595 (reserve) or 475.61 (transfer to Fund 7 - Debt Service), 475.65</p>	<p>6 to 7</p>
<p>At the conclusion of the project, if the district does not have further approved LTFM projects that can be funded under the language of the bond issue, the district should transfer the excess funds from Fund 06 to Fund 07 (see other "Use of Proceeds" options under Minnesota Statutes 2022, section 475.65), Districts with additional approved LTFM projects that can be funded under the language of the bond issue should retain the excess in the LTFM Restricted/Reserved Balance Sheet Account 467, Fund 06 and incorporate the excess funds into the calculation of the next LTFM bond issue. LTFM revenue is computed based on actual debt service payments.</p>	<p>123B.595 (reserve) or 475.61 (transfer to Fund 7 - Debt Service), 475.65</p>	<p>6 to 7</p>
<p>At the conclusion of the project, if the district does not have further approved LTFM projects that can be funded under the language of the bond issue, the district should transfer the excess funds from Fund 06 to Fund 07 (see other "Use of Proceeds" options under Minnesota Statutes 2022, section 475.65), Districts with additional approved LTFM projects that can be funded under the language of the bond issue should retain the excess in the LTFM Restricted/Reserved Balance Sheet Account 467, Fund 06 and incorporate the excess funds into the calculation of the next LTFM bond issue. LTFM revenue is computed based on actual debt service payments.</p>	<p>123B.595 (reserve) or 475.61 (transfer to Fund 7 - Debt Service), 475.65</p>	<p>6 to 7</p>

Restricted Grid Codes

Program Code(s)	Finance Codes	Object Code	Source Code
866	358, 363 and 366		
866 868	358, 363 and 366	910	649
865 868	Not including Finance Codes 358, 363 or 366	910	649

Restricted Grid Codes

Program Code(s)	Finance Codes	Object Code	Source Code
867	358, 363 and 366	910	649
867	Not including Finance Codes 358, 363 or 366	910	649
867	Not including Finance Codes 358, 363 or 366	910	649

Journal Entry

No Entry Required

Entry 1:

Debit Expense 01-005-866-3XX-910-000
Credit Revenue 06-005-868-000-649-000

Correcting Entry to Return Funds:

Debit Revenue 06-005-868-000-649-000
Credit Expense 01-005-866-3XX-910-000

Entry 1

Debit Expense 01-005-865-3XX-910-000
Credit Revenue 06-005-868-000-649-000

Correcting Entry to Return Funds (Under \$2 Million)

Debit Revenue 06-005-868-000-649-000
Credit Expense 01-005-865-3XX-910-000

Journal Entry

Debit Expense 06-005-867-3XX-910-000
Credit Revenue 07-005-000-000-649-000

Debit Expense 06-005-867-3XX-910-000
Credit Revenue 07-005-000-000-649-000

Debit Expense 06-005-867-3XX-910-000
Credit Revenue 07-005-000-000-649-000

GOODHUE COUNTY EDUCATION DISTRICT #6051
SUPPORT STAFF CONDITIONS OF EMPLOYMENT
 (Building Support Specialists, COTAs, SLPAs, Interpreters, and LPNs)
 2023-2025~~2022-2024~~

I. Effective Dates, Termination, and Duties

A. Effective Dates

The following Wage and Benefit package is effective 7/1/2023 - 6/30/2025~~7/1/2022-6/30/2024~~.

B. Termination During the Term

Support staff are employees at will. During the contract term, the Education District may terminate the employee's employment without any reason or may terminate the employee's employment.

C. Duties

The support staff shall perform the duties outlined in their job description.

D. Probationary Period

Employees shall serve a six (6) month continuous working probationary period, but the Education District reserves the right to extend the probationary period to the end of the school year upon written notice to the probationary employee. Employees shall be formally evaluated at least once during the probationary period.

E. Evaluations

Employees shall be formally evaluated at least once every three years following the probationary period.

II. Duty Year and Leaves

A. Basic Work Year

1. The employee's work schedule will be determined by the Executive Director or designee, taking the requirements of the position into consideration.
2. Hours worked in excess of 40 hours per week will be paid at time and a half times the employee's hourly rate and shall be approved by the Executive Director or designee in advance. In case of an emergency, the Executive Director shall be notified during the next working day after the overtime is worked provided no prior approval can be given.
3. All hours worked on Sunday shall be paid at double time rates. Recognized holidays, if worked, shall be paid at time and one-half rate.
4. The employee's work schedule may be modified in the event of school closures either at the member district or education district level.

B. Emergency Days and E-learning Days

On emergency or e-learning days, Building Support Specialists, COTAs, Interpreters, and LPNs will either report for duty or be assigned professional development as determined by the Executive Director or designee, ~~do not work on snow days.~~ In the event of early dismissal or late start for ~~snow~~ emergency days employees will, if deemed safe to do so, remain at work, or will work remotely or assigned professional development as determined by the Executive Director or designee. ~~be paid to the next quarter hour (rounded up).~~ Employees not required to report have the option to use personal time for pay.

C. Safe and Sick Leave ~~Sick Leave~~

10 Month Employee	11 Month Employee	12 Month Employee
10 Days	11 Days	12 Days

Employees must work at least 20 hours a week to qualify for sick and safe leave benefit. Days are interpreted as the length of your regularly scheduled workday. For example, if you normally work six hours per day, three days of leave is interpreted to mean three days that are six hours in length, which is 18 hours. To request one day of leave, your request form would show that you plan to use six hours of leave. Annual sick and safe leave shall accrue monthly as it is earned on a proportionate basis to the employees work year. The Education District may require an employee to furnish a medical certificate from a qualified physician indicating that the absence was due to illness of the employee, spouse or dependent.

Sick leave use is defined in MN Statute 181.9413. An employee may use personal sick leave benefits provided by the employer for absences due to an illness of or injury to the employee's child, as defined in section 181.940, subdivision 4, adult child, spouse, sibling, parent, mother-in-law, father-in-law, grandchild, grandparent, or stepparent, for reasonable periods of time as the employee's attendance may be necessary, on the same terms upon which the employee is able to use sick leave benefits for the employee's own illness or injury. ~~Sick leave use is defined in MN Statute 181.9413. An employee may use sick leave provided by the Education District for absences due to an illness or injury to the employee's child, including a stepchild and a biological, adopted, and foster child, under the age of 18 or an individual under 20 who is still attending secondary school, adult child, spouse, sibling, parent, grandparent, or stepparent, for reasonable periods of time as the employee's attendance may be necessary, on the same terms upon which the employee is able to use sick leave benefits for the employee's own illness or injury.~~

An employee may use sick leave as allowed under this section for safety leave, whether or not the employee's employer allows use of sick leave for that purpose for such reasonable periods of time as may be necessary. Safety leave may be used for assistance to the employee or assistance to the relatives described in paragraph (a). For the purpose of this section, "safety leave" is leave for the purpose of providing or receiving assistance because of sexual assault, domestic abuse, or harassment or stalking. For the purpose of this paragraph:

1. "domestic abuse" has the meaning given in section 518B.01;
2. "sexual assault" means an act that constitutes a violation under sections 609.342 to 609.3453 or 609.352; and
3. "harass" and "stalking" have the meanings given in section 609.749.

An employer may limit the use of safety leave or personal sick leave benefits provided by the employer for absences due to an illness of or injury to the employee's adult child, spouse, sibling, parent, mother-in-law, father-in-law, grandchild, grandparent, or stepparent to no less than 160 hours in any 12-month period. This does not apply to absences due to the illness or injury of a child, as defined in section 181.940, subdivision 4.

For purposes of this section, "personal sick leave benefits" means time accrued and available to an employee to be used as a result of absence from work due to personal illness or injury, but does not include short-term or long-term disability or other salary continuation benefits.

For the purpose of this section, "child" includes a stepchild and a biological, adopted, and foster child.

For the purpose of this section, "grandchild" includes a step-grandchild, and a biological, adopted, and foster grandchild.

This section does not prevent an employer from providing greater sick leave benefits than are provided for under this section.

An employer shall not discharge, discipline, penalize, interfere with, threaten, restrain, coerce, or otherwise retaliate or discriminate against an employee for requesting or obtaining a leave of absence under this section. ~~The Education District may limit the use of sick leave benefits provided by the employer for absences due to an illness of or injury to the employee's adult child, spouse, sibling, parent, grandparent, or stepparent to no less than 160 hours in any 12-month period. This paragraph does not apply to absences due to the illness or injury of a child, including a stepchild and a biological, adopted, and foster child, under the age of 18 or an individual under 20 who is still attending secondary school.~~

This section does not prevent the Education District from providing greater sick leave benefits than are provided for under this section. Sick leave with pay shall be allowed whenever an employee's absence is found to have been due to his/her illness and/or disability which prevented attendance at school and performances of duties on that day or days.

Employees shall be allowed to accumulate up to 130 days. ~~Very serious illness in the immediate family (spouse, child, parent/guardian, grandparent, grandchild, sister, brother, and the same in-laws) will be treated as sick leave up to a limit of five days in any one school year.~~

If an employee resigns or retires, accumulated sick leave is forfeited.

D. Bereavement Leave

Bereavement leave shall be granted up to a total of five days per incident for the death(s) of a spouse, child, stepchild, ward, or parent/guardian, grandchild, grandparent, sister, brother, aunt, uncle, niece, nephew, first cousin and the same in-laws. No deductions will be made for the first 3 days; however, the next 2 days shall be deducted from accrued sick leave days. The Executive Director, at his or her discretion, may grant that up to 2 sick days may be used for the illness, disability or death of a close friend or other relative not specified in the subdivision above.

E. Personal Leave

Employees must work at least 20 hours a week to qualify for personal leave benefits. Days are interpreted as the length of your regularly scheduled workday. For example, if you normally work six hours per day, three days of leave is interpreted to mean three days that are six hours in length, which is 18 hours. To request one day of leave, your request form would show that you plan to use six hours of leave. Personal leave may be granted to employees working pursuant to a letter of appointment at the discretion of the Executive Director of no more than 3 days per year, noncumulative, for business or critical personal situations that arise which cannot be attended to when school is not in session. Personal leave will be prorated for employees starting after July 1..

Requests for personal leave must be made in writing to the Executive Director at least 3 days in advance. Not more than one person per program will be approved for personal leave on a particular day. Personal leave days shall not be granted for the first and last days of the school year. The Executive Director or designee may allow exceptions.

At any time, no more than 1 employee within this agreement per building can be out on a personal leave with a limit of 2 total for the Education District.

E. Jury Duty Leave

If the employee is absent because of jury service, the employee will receive regular salary from the Education District during this period of service, provided that the pay received for this jury service, less any reimbursement for mileage and expenses, will be relinquished to the Education District.

F. Family Medical Leave

Pursuant to the Family Medical Leave Act, 29 U.S.C. 2601 et. seq., an eligible employee shall be granted, upon written request, up to 12 weeks of unpaid leave per 12-month period in connection with (1) the birth and first-year care of a child, (2) the adoption or foster placement of a child, (3) the serious health condition of a support personnel's spouse, child, or parent, and (4) the support personnel's own serious health condition.

Requests shall be made to the Executive Director at least 30 days in advance when practicable. Support Personnel are expected to make reasonable effort to schedule leaves resulting from planned medical treatment so as not to disrupt unduly the operations of the Education District. Paid leave must be exhausted before unpaid leave may be used.

G. Leave of Absence

A leave of absence (without pay) may be granted up to one year, with Education District Board approval, to employees with at least 3 years of service. Employees must notify the District of their intent to return by April 1, of the school year preceding their return.

H. Holiday Pay

The Education District recognizes the following holidays: New Year's Day, President's Day or float holiday if school is in session, Good Friday, Memorial Day, Juneteenth, Independence Day, Labor Day, Thanksgiving Day, Thanksgiving Friday, Christmas Eve, and Christmas Day.

Employees must work at least 20 hours a week to qualify for holiday pay. Employees working pursuant to a letter of appointment and regularly scheduled to work a minimum of 7 hours per day and 210 days per year over a 12 month work year will be paid for all holidays that fall during a week in which they work. These employees will also receive 12 paid holiday holidays to be used at their discretion.

Employees working a minimum of 20 hours per week and 50 days per year over a 9 month school calendar will receive holiday pay for Thanksgiving Day, Thanksgiving Friday, Christmas Eve, Christmas Day, New Year’s Day and Memorial Day. They must submit on their timecard the number of hours equal to a normal work day for the holiday. ~~and timely submit said timecard to the Education District.~~

H. Vacation Pay

Current Year Number	11 & 12 Month Employees
Years 1	4 Days
Years 2-9	8 Days
Years 10-19	12 Days
20+ Years	16 Days

Employees working a minimum of ~~7.57~~ hours per day and 11 or 12 months per year are eligible for vacation pay. Employees working at least ~~7.57~~ hours per day 11 or 12 months per year will receive the number of vacation days described in the schedule above. The scheduling of vacations shall be approved by the Executive Director or designee.

Days are interpreted as the length of your regularly scheduled workday. ~~For example, if you normally work six hours per day, three days of leave is interpreted to mean three days that are six hours in length, which is 18 hours. To request one day of leave, your request form would show that you plan to use six hours of leave.~~

In the event of a Support Personnel termination, the Support Personnel may then receive pay, therefore, in lieu of his/her actual use of the vacation time.

III. Insurance

A. Health and Dental Insurance

Group Insurance: Health and Dental Insurance shall be available for Support Personnel.

For the ~~2022-2023 year and the 2023-2024 year~~, the Education District shall contribute to Health Insurance up to \$450/month to pay health-hospitalization insurance for employees working at least 30 hours per week and 175 days per year. ~~For the 2024-2025 year, the Education District shall contribute to Health up to \$550/month for employees working at least 30 hours per week and 175 days per year.~~

Any additional premium, including premiums for those employees not eligible for the above contribution shall be the responsibility of the employee.

B. Life Insurance

The Education District pursuant to their letter of appointment shall provide a group term life insurance plan for Support Personnel, providing \$75,000 of coverage for the employee, payable to the employee’s named beneficiary.

Income protection insurance shall be available for Support Personnel working a minimum of 200 days per year and 30 hours per week pursuant to a letter of appointment.

The Education District shall contribute the full premium for said coverage for those employees working 30 hours per week and at least 200 days.

C. Claims Against the Education District

The eligibility of the employee, or the employee’s dependents or beneficiary for insurance benefits shall be governed by the terms of the insurance policies purchased by the Education District pursuant to this section. It is understood that the Education District’s only obligation is to purchase the insurance policies described herein, and no claim shall be made against the Education District as a result of denial by an insurer of insurance benefits if the Education District has purchased the policies and paid the premiums described herein.

IV. Workers Compensation

An employee who is absent from work as a result of an injury compensable under the Workers' Compensation Act who elects to receive sick leave or vacation pay pursuant to this policy shall submit his/her Workers' Compensation check endorsed to the school district prior to receiving payment from the Education District for this absence.

V. Incentive System

The Incentive System encourages staff to pursue job-related training and education, and provides incentive pay to be added to the individual's base rate of pay. To be eligible for incentive credit, the activity has to meet an approval process and be pursued on the employee's time and at the employee's expense. It is understood that the Education District also at times provides training and education on the Education District's time and at the Education District's expense. These activities would not be eligible for incentive credit. The Incentive System is described below:

- A. Increments: Thirty (30) hours are required to receive a 10 cents increase to a maximum of 150 hours. Incentive training could earn an employee an additional 50 cents per hour in addition to base pay.
- B. Start of Incentive System: Incentive training must have been obtained after July 1, 2022, in order to qualify for incentive pay.
- C. Pre Approval: Incentive pay experience must be pre-approved by the Executive Director or designee. Once properly documented and submitted to the Executive Director the pay adjustment will be made. Credits must be submitted to the Executive Director prior to September 1st and/or February 1st. Credits submitted by September 1st and approved will result in a salary change for the entire school year. Those submitted by February 1st and approved will result in a one-half (1/2) year salary change. There are no time limits on putting the thirty (30) hours together.

VI. Salary

For the ~~2022-2023 and the 2023-2024~~ 2023-2024 and the 2024-2025 school year, salaries are paid according to the Education District Board approved Wage Grid (Appendix A)

Increment Step

An employee must work at least 30 hours a week and 100 days during the previous school year ~~50% or more of the scheduled work year~~ to be eligible for the next step of the wage schedule the following year.

Subd. 4. Longevity: Longevity increases will be given as described below:

<u>5-9 years of service</u>	<u>\$.50/hour</u>
<u>10-14 years of service</u>	<u>\$.75/hour</u>
<u>15+ years of service</u>	<u>\$1.00/hour</u>

Longevity will be paid out in 18 or 24 pay periods.

**APPENDIX A
SUPPORT STAFF WAGE SCHEDULE**

2023-2024-2022-2024

STEP	Building Support Specialist	LPN	Interpreter/COTA/S LPA
1	\$17.19	\$19.51	\$27.32
2	\$17.64	\$19.95	\$27.93
3	\$18.09	\$20.41	\$28.54
4	\$18.52	\$20.86	\$29.15
5	\$18.97	\$21.29	\$29.76
6	\$19.43	\$21.75	\$30.38
7	\$19.87	\$22.20	\$30.99
8	\$20.48	\$22.81	\$31.61
9	\$21.09	\$23.42	\$32.21
10	\$21.70	\$24.03	\$32.82

2024-2025-2022-2024

STEP	Building Support Specialist	LPN	Interpreter/COTA/S LPA
1	\$18.19 \$17.19	\$20.51 \$19.51	\$29.04 \$27.32
2	\$18.64 \$17.64	\$20.95 \$19.95	\$29.65 \$27.93
3	\$19.09 \$18.09	\$21.41 \$20.41	\$30.26 \$28.54
4	\$19.52 \$18.52	\$21.86 \$20.86	\$30.88 \$29.15
5	\$19.97 \$18.97	\$22.29 \$21.29	\$31.49 \$29.76
6	\$20.43 \$19.43	\$22.75 \$21.75	\$32.10 \$30.38
7	\$20.87 \$19.87	\$23.20 \$22.20	\$32.71 \$30.99
8	\$21.48 \$20.48	\$23.81 \$22.81	\$33.32 \$31.61
9	\$22.09 \$21.09	\$24.42 \$23.42	\$33.93 \$32.21
10	\$22.70 \$21.70	\$25.03 \$24.03	\$34.54 \$32.82

~~Grid placement for 2022-23 is determined by taking the employees 2021-22 Step and subtracting 3 (three) steps and then adding 1 (one) step.~~

\$2.00 MARSS duties

Initial placement on the salary schedule will be determined by the Education District dependent on relevant experience in the field.

Mileage

Approved mileage will be reimbursed at the current Federal Rate.

SCHEDULE A
TAX-DEFERRED, MATCHING-CONTRIBUTION PLAN:

1. The Education District shall contribute an amount equal to the employee contribution in a tax-deferred, matching-contribution plan, subject to the schedule below:

<u>Years of Service in the Education District</u>	<u>Education District Match</u>
0-3	\$500
4-10	\$750
11-20	\$1000
21+	\$1500

2. The Education District’s matching contributions in this section will be fully vested upon the employee completing four (4) years of service. Any Education District matching contributions for employees who leave prior to vesting will revert back to the Education District.
3. Such plan shall be approved and subject to applicable provisions of Minnesota Statutes and IRS Code Section 403 (b) or IRS Code Section 457 and any amendments thereto.
4. The Education District’s contributions are not payable unless the employee authorizes a matching salary reduction.
5. Part-time employees shall be eligible for prorated contributions provided the employees authorize salary reductions of an equivalent amount paid to the plan for the same period.
6. The Education District’s contributions and matching employee contributions will be made to a company of the employee’s choice from vendors on approved list. The employee is responsible to make all arrangements required by the vendor to ensure that proper payment is made by the Education District.

7. Participation in the plan shall be voluntary.
8. Employees who are eligible to participate shall inform the Education District Office in writing of any change in annuity participation between July 1 and October 15. No other additions and/or deletions outside of this open enrollment period will be allowed during the course of the calendar year unless a defined need can be demonstrated and approved by the Director.

**GOODHUE COUNTY EDUCATION DISTRICT #6051
ADMINISTRATIVE ASSISTANT AGREEMENT**

2023-2025~~2022-2024~~

I. Effective Dates, Termination, and Duties

A. Effective Dates

The following Wage and Benefit package is effective 7/1/2023 - 6/30/2025~~7/1/2022 - 6/30/2024~~

B. Termination During the Term

The Education District may terminate the employee's employment during the contract term for cause, but shall notify the employee in writing of the proposed grounds for termination and the employee will have the opportunity to respond.

C. Duties

The employee shall perform the duties outlined in their job description.

D. Probationary Period

Employees shall serve a six (6) month continuous working probationary period, but the Education District reserves the right to extend the probationary period to the end of the school year upon written notice to the probationary employee. Employees shall be formally evaluated at least once during the probationary period.

E. Evaluations

Employees shall be formally evaluated at least once every three years following the probationary period.

II. Duty Year and Leaves

A. Basic Work Year

1. The employee's work schedule will be determined by the Executive Director or designee, taking the requirements of the position into consideration. With agreement from the Executive Director or designee, daily hours may be flexed. This position has an FLSA Status of Exempt.
2. Employment will be for 260 days per year.

B. Emergency Days

Employees will be allowed to make up time lost due to snow emergency days, with the prior approval of their respective supervisor.

C. ~~Earned Safe and Sick Leave~~ Sick Leave

Earned sick and safe time means leave that is paid at the same hourly rate as an employee earns from employment.

The Administrative Assistant will earn thirteen (13) sick leave days per year. Sick leave will be prorated for employees starting after July 1.

Sick leave use is defined in MN Statute 181.9413. An employee may use personal sick leave benefits provided by the employer for absences due to an illness of or injury to the employee's child, as defined in section 181.940, subdivision 4, adult child, spouse, sibling, parent, mother-in-law, father-in-law, grandchild, grandparent, or stepparent, for reasonable periods of time as the employee's attendance may be necessary, on the same terms upon which the employee is able to use sick leave benefits for the employee's own illness or injury. ~~An employee may use sick leave provided by the Education District for absences due to an illness or injury to the employee's child, including~~

~~a stepchild and a biological, adopted, and foster child, under the age of 18 or an individual under 20 who is still attending secondary school, adult child, spouse, sibling, parent, grandchild, grandparent, or stepparent, for reasonable periods of time as the employee's attendance may be necessary, on the same terms upon which the employee is able to use sick leave benefits for the employee's own illness or injury.~~

An employee may use sick leave as allowed under this section for safety leave, whether or not the employee's employer allows use of sick leave for that purpose for such reasonable periods of time as may be necessary. Safety leave may be used for assistance to the employee or assistance to the relatives described in paragraph (a). For the purpose of this section, "safety leave" is leave for the purpose of providing or receiving assistance because of sexual assault, domestic abuse, or harassment or stalking. For the purpose of this paragraph:

1. "domestic abuse" has the meaning given in section [518B.01](#);
2. "sexual assault" means an act that constitutes a violation under sections [609.342](#) to [609.3453](#) or [609.352](#); and
3. "harass" and "stalking" have the meanings given in section [609.749](#).

An employer may limit the use of safety leave or personal sick leave benefits provided by the employer for absences due to an illness of or injury to the employee's adult child, spouse, sibling, parent, mother-in-law, father-in-law, grandchild, grandparent, or stepparent to no less than 160 hours in any 12-month period. This does not apply to absences due to the illness or injury of a child, as defined in section [181.940, subdivision 4](#).

For purposes of this section, "personal sick leave benefits" means time accrued and available to an employee to be used as a result of absence from work due to personal illness or injury, but does not include short-term or long-term disability or other salary continuation benefits.

For the purpose of this section, "child" includes a stepchild and a biological, adopted, and foster child.

For the purpose of this section, "grandchild" includes a step-grandchild, and a biological, adopted, and foster grandchild.

This section does not prevent an employer from providing greater sick leave benefits than are provided for under this section.

An employer shall not discharge, discipline, penalize, interfere with, threaten, restrain, coerce, or otherwise retaliate or discriminate against an employee for requesting or obtaining a leave of absence under this section.

~~The Education District may limit the use of sick leave benefits provided by the employer for absences due to an illness of or injury to the employee's adult child, spouse, sibling, parent, grandparent, or stepparent to no less than 160 hours in any 12-month period. This paragraph does not apply to absences due to the illness or injury of a child, including a stepchild and a biological, adopted, and foster child, under the age of 18 or an individual under 20 who is still attending secondary school.~~

This section does not prevent the Education District from providing greater sick leave benefits than are provided for under this section. Sick leave with pay shall be allowed whenever an employee's absence is found to have been due to his/her illness and/or disability which prevented attendance at school and performances of duties on that day or days.

Medical Certificate: The Education District may require an employee to furnish a medical certificate from a qualified physician or clinical psychologist authorized to practice, and perform within the scope of their practice, under state law as evidence of illness, indicating such absence was due to illness, in order to qualify for sick leave pay. However, the final determination as to the eligibility of an employee for sick leave is reserved to the Education District. In the event that a medical certificate will be required, the employee will be so advised.

~~**Deductions:**~~ Sick leave **deductions** allowed shall be deducted from the accrued sick leave days earned by the employee.

~~**Approval:**~~ Sick leave pay shall be approved only through the use of the Education District online system. Unused sick leave will accumulate to 165 days for an employee working 7.5 hours per day 260 days per year.

D. Bereavement Leave

Bereavement leave shall be granted up to a total of five days per incident for the death(s) of a spouse, child, stepchild, ward, or parent/guardian, grandchild, grandparent, sister, brother, aunt, uncle, niece, nephew, first cousin and the same in-laws. No deductions will be made for the first three (3) days; however, the next two (2) days shall be deducted from accrued sick leave days. The Executive Director, at his or her discretion, may grant that up to two (2) sick days may be used for the illness, disability or death of a close friend or other relative not specified in the subdivision above.

E. Personal Leave

Personal leave may be granted to employees working pursuant to a letter of appointment at the discretion of the Executive Director of no more than three (3) days per year, noncumulative, for business or critical personal situations that arise which cannot be attended to when school is not in session. Personal leave will be prorated for employees starting after July 1.

Requests for personal leave must be made in writing to the Executive Director at least three (3) days in advance. Personal leave days shall not be granted for the first and last days of the school year. The Executive Director or designee may allow exceptions.

F. Jury Duty Leave

If the employee is absent because of jury service, the employee will receive regular salary from the Education District during this period of service, provided that the pay received for this jury service, less any reimbursement for mileage and expenses, will be relinquished to the Executive District.

G. Family Medical Leave

Pursuant to the Family Medical Leave Act, 29 U.S.C. 2601 et. seq., an eligible employee shall be granted, upon written request, up to 12 weeks of unpaid leave per 12-month period in connection with (1) the birth and first-year care of a child, (2) the adoption or foster placement of a child, (3) the serious health condition of a support personnel’s spouse, child, or parent, and (4) the support personnel’s own serious health condition.

Requests shall be made to the Executive Director at least 30 days in advance when practicable. Employees are expected to make reasonable effort to schedule leaves resulting from planned medical treatment so as not to disrupt unduly the operations of the Education District.

H. Leave of Absence

A leave of absence without pay may be granted, for up to one year, with Board approval, to employees with at least three (3) years of service for additional educational experiences, service in public office or other reasons deemed appropriate by the Education District. for up to one year without losing seniority. Employees must notify the Education District of their intent to return by March 1, of the school year preceding their return. If the notification is not made, the employee will not be guaranteed a position in the coming year.

I. Holiday Pay

The Education District recognizes the following holidays: New Year’s Eve Day, New Year’s Day, President’s Day or float holiday if school is in session, Good Friday, Memorial Day, Juneteenth, Independence Day, Labor Day, Thanksgiving Day, Thanksgiving Friday, Christmas Eve, and Christmas Day. Employees will also receive 12 paid holiday holidays to be used at their discretion.

J. Vacation Pay

	260 Day Employees
Years 1	5 Days
Years 2-9	10 Days
Years 10-19	15 Days
20+ Years	20 Days

Employees who work a minimum of 7.5 hours per day 260 days per year are eligible to receive the full amount of vacation days. Employees working less than a minimum of 7.5 hours per day 260 days per year are eligible to receive a prorated amount of the vacation days. Proration will be calculated on the employees days and hours worked. The scheduling of vacations shall be approved by the Executive Director or designee.

III. Insurance

A. Health/Hospitalization Insurance

Group Health/Hospitalization Insurance: The Education District shall contribute up to the sums indicated per month for 12 months towards the cost of the group insurance plans listed below for all employees who qualify, and are enrolled in, the group insurance plans. To qualify for the health insurance benefit, the employee must work at least 7.5 hours per day 260 days per year.

The Education District shall contribute up to the amounts equal to the certified teaching staff contribution towards the premium for the employee and the employee's dependents for health insurance and hospitalization and dental insurance coverage under the Education District's group health and dental plans.

B. Life Insurance

The Education District shall provide a group term life insurance plan for the Administrative Assistant working at least 7.5 hours per day and 260 days per year, providing \$75,000 of coverage for the employee, payable to the employee's named beneficiary.

The Education District shall contribute the full premium for said coverage for employees working at least 7.5 hours or more per day and 260 days per year.

C. Income Protection Insurance

Income protection insurance shall be available for the Administrative Assistant.

The Education District shall contribute the full premium for said coverage for those employees working at least 7.5 or more hours per day and 260 days per year.

D. Claims Against the Education District

The eligibility of the employee, or the employee's dependents or beneficiary for insurance benefits shall be governed by the terms of the insurance policies purchased by the Education District pursuant to this section. It is understood that the Education District's only obligation is to purchase the insurance policies described herein, and no claim shall be made against the Education District as a result of denial by an insurer of insurance benefits if the Education District has purchased the policies and paid the premiums described herein.

IV. Workers Compensation

An employee who is absent from work as a result of an injury compensable under the Workers' Compensation Act who elects to receive sick leave or vacation pay pursuant to this policy shall submit his/her Workers' Compensation check endorsed to the Education District prior to receiving payment from the Education District for this absence.

V. Professional Growth

The Education District agrees to reimburse tuition fees for coursework leading to Human Resources Degree or Certificate. Maximum reimbursed is six (6) semester credits/year. Credits must have preapproval of the Executive Director. Reimbursed costs will be taken out of staff development funds designated for Administrative Assistant. Following the final payment, employees must remain employed and in good standing with the Education District for three (3) additional years or fees must be reimbursed to the Education District.

VI. Salary

The annual salary for this position shall be:

~~2022-2023~~ ~~\$53,204~~

2023-2024 \$54,534

2024-2025 \$56,170

VI. **Longevity:** Longevity increases will be given as described below:

5-9 years of service \$.50/hour
10 –14 years of service \$.75/hour
15+ years of service \$ 1.00/hour

Longevity will be paid out in 24 pay periods.

SCHEDULE A

TAX-DEFERRED, MATCHING-CONTRIBUTION PLAN:

1. The Education District shall contribute an amount equal to the employee contribution in a tax-deferred, matching-contribution plan, subject to the schedule below:

<u>Years of Service in the Education District</u>	<u>Education District Match</u>
0-3	\$750,
4-10	\$1200,
11-20	\$1500,

21+

\$2500.

2. Such plan shall be approved and subject to applicable provisions of Minnesota Statutes and IRS Code Section 403 (b) or IRS Code Section 457 and any amendments thereto.
3. The Education District's contributions are not payable unless the employee authorizes a matching salary reduction.
4. Part-time employees shall be eligible for prorated contributions provided the employees authorize salary reductions of an equivalent amount paid to the plan for the same period.
5. The Education District's contributions and matching employee contributions will be made to a company of the employee's choice from vendors on approved list. The employee is responsible to make all arrangements required by the vendor to ensure that proper payment is made by the Education District.
6. Participation in the plan shall be voluntary.
7. Employees who are eligible to participate shall inform the Education District Office in writing of any change in annuity participation between July 1 and October 15. No other additions and/or deletions outside of this open enrollment period will be allowed during the course of the calendar year unless a defined need can be demonstrated and approved by the Director.

**Contract for Police School Resource Officer
Between The
City of Red Wing
and
Goodhue County Education District #6051-61**

*The period covered by this contract shall be for the
2023-2024, 2024-2025 and 2025-2026 school years.*

This Agreement made and entered into this 12th day of July, 2023, by and between the City of Red Wing, hereinafter referred to as the ("City") and the Goodhue County Education District, hereinafter referred to as the ("District") is entered into under Minnesota law. In consideration of the mutual promises contained in this Agreement and for other valuable consideration, the sufficiency of which is acknowledged, the parties agree as follows:

1) PURPOSE:

This contract is to address the need for the presence of one law enforcement School Resource Officer ("SRO") to be assigned by the Chief of Police to work in and around the Goodhue County Education District, River Bluff Education Center, School Site #010. The SRO will provide instruction and law enforcement school resource services to the district as set forth in this contract.

2) OFFICER EMPLOYED BY THE CITY:

The Chief of Police shall assign in accordance with applicable State statutes one law enforcement officer to serve as SRO in the District. The City shall assume all obligations and payments regarding the SRO's salary and benefits including workers compensation, PERA, withholding taxes, etc. The District will reimburse the City as defined in Section 11 of this contract. The District shall not assume any liability for acts of the City's personnel in the performance of their duties. Any law enforcement personnel assigned as SROs under the terms of this agreement shall be deemed to be City employees.

3) TERM OF CONTRACT:

The term of this contract will be from the date of signing to the conclusion of the 2025-2026 school year (June 30, 2026) unless terminated by either party as defined in this contract. The time period covered by this contract is based on the calendar school year staff days. The terms and cost of the contract may be renewed by the parties in writing upon mutually agreeable terms after the completion of the 2025-2026 school year.

4) SERVICES PROVIDED:

The District and the Chief of Police will work together to develop and determine the services that will be rendered to the district. Services provided to the district may include, but are not limited to, the following:

1. Respond to on-campus emergencies involving medical problems, injuries and related emergency situations of students, staff, and the general public.
2. Enforce state laws and local ordinances on the District campus and on District owned property.
3. Initiate investigations of crimes committed on the District campus, and District owned property, and prevent continued criminal behavior.
4. Detain and/or arrest suspects according to law and policies of the Red Wing Police Department.
5. Initiate investigative referrals to the "Red Wing Police Department Investigations Division" as deemed appropriate by the SRO.
6. Perform investigative follow-up work, including the interviewing of witnesses, victims, and suspects.
7. Complete information and help prepare cases for the District, and for the City and County Attorneys.
8. Promote and provide crime prevention education to staff, students, and the public.
9. Provide information to the District faculty and staff regarding federal and state laws, local ordinances, and the criminal justice system.
10. Assist District faculty and staff when needed with unruly or violent students.
11. Attend District faculty and staff meetings, committee meetings, staff seminars/training as requested by the district and deemed appropriate to the job position by the SRO as availability allows.
12. Participate in student/staff programs as deemed appropriate to the job position by the SRO as availability allows. Examples include but are not limited to: Alcohol and Drug Assessment Teams; Conflict/Relationship Mediation Programs; Support Groups; Student at Risk Programs.
13. Provide assistance in counseling services, provide resource information and options to students as deemed appropriate to the job position by the SRO.

14. Refer students to District and other available counseling services as appropriate.
15. Provide classroom and educational program assistance in dealing with drug, alcohol, and violence prevention as availability allows.
16. Provide education to students, faculty, staff, and the public dealing with gang activity and other issues pertaining to law enforcement practices and the Police/School Resource Program.
17. Assist in school truancy investigations.
18. Perform other duties as assigned by the Chief of Police, Captain and Investigative Sergeant.

Final approval of said duties and all law enforcement services shall be at the discretion of the Chief of Police.

If requested, the district shall provide the City with an evaluation of the services received.

5) NO LIABILITY:

The City shall not assume any liability for acts of District personnel in the performance of their duties.

6) LEVEL OF SERVICE:

The SRO will respond to emergency calls within the City when necessary and will attend police training and special duties as assigned by the Chief of Police while fulfilling the requirements of this contract. This may include the SRO's time off for vacation, sick leave, required or approved duty time off.

The SRO assigned will inform the district when he/she will be absent from the district due to vacations, time off, training, or special duties, such as juvenile involved investigations or other investigations as deemed necessary by the Chief of Police. The SRO will inform the District Administrative Assistant when he/she will be absent.

The Chief of Police will provide for (needed) law enforcement within the district during the absence of the SRO. This presence shall be at the request of the district and consist of either an actual officer working in an assigned school building or the availability of an officer if there is a need for an officer to respond to a school. For absences greater than two consecutive school days, the Chief of Police will provide a substitute for at least half

(4 hours) of the school day, understanding that emergency situations in the city take precedence.

In the event of District non-contract days, the SRO may use this time to complete necessary school-related case work and is not obligated to remain in the school building.

7) DUTIES OF OFFICER:

The basic duties of the SRO shall be as agreed by the District and Chief of Police under Section 4 of this Agreement.

The Red Wing Police Department will exercise latitude in scheduling of work hours for the SRO to meet the principle needs of the contract. The SRO shall be principally housed at the River Bluff Education Center. In the event the SRO is requested to work after normal school hours, the SRO will attempt to accommodate the request, working within the terms of their union contract. The workday shall commence at 7:00am and end at 3:00pm.

8) CLOTHING, EQUIPMENT, SUPPLIES:

The City shall provide required clothing, uniforms, vehicle, computer, and necessary law enforcement equipment for the SRO to perform law enforcement duties.

The District shall provide the SRO with a private lockable office, telephone, and necessary office equipment for the officer to perform his/her duties under this contract.

9) SCHOOL CALENDAR:

The District shall provide the Chief of Police with a school calendar.

10) SHARING OF INFORMATION AND EDUCATIONAL RECORDS:

The District will share student information and records with the officer in accordance with applicable state and federal laws including laws pertaining to students with special needs. Both parties acknowledge that they are governed by the Minnesota Government Data Practice Act ("MGDPA") and agree that all data collected, created, received, maintained, or disseminated pursuant to this Agreement will be done in accordance with the MGDPA.

11) DURATION AND COST:

The district shall pay the City for services in accordance with the terms of this contract.

Salary:

The District agrees to pay the City a lump sum for the services of one school resource officer for the 2023-2024 school year through the 2025-2026 school year (school year is from July 1 through June 30). This lump sum will be determined by the SROs total salary and benefits multiplied by the assigned percentages to the District and City, which for the effected period of this contract will be a 60% District and 40% City cost share. The lump sum payment is payable by the last staff day of the school year, for each year of the contract as follows: June 2024, the District cost is \$71,419.37 and the City cost is \$47,612.92; June 2025, the District cost is \$77,449.16 and the City cost is \$51,632.77; June 2026, the District cost is \$84,032.42 and the City cost is \$56,021.62.

12) TERMINATION:

Either party may terminate this agreement upon ninety (90) days written notice of such termination. All payments due hereunder shall be prorated by month in the event of such termination.

13) APPROVAL BY GOVERNING BODIES:

This agreement is effective upon the approval of the School Board of the Goodhue County Education District and the City of Red Wing City Council.

ATTEST:

GOODHUE COUNTY EDUCATION DISTRICT

Chairperson
Goodhue County Education District

Executive Director

Date

Date

ATTEST:

CITY OF RED WING

City Clerk

Mayor

Date

Date

2023 Special Education Legislative Summit (SELS) Overview



MASE Slice of Collaboration¹³⁹
July 25, 2023

What is SELS?

- An annual opportunity for educators from across the country to make a difference by advocating for change with Members of Congress in Washington D.C.
- Hosted by the Council of Administrators of Special Education (CASE) and the Council for Exceptional Children (CEC)



This Could Be You!



Team Minnesota

Erin Toninato
Melissa Hanson
Melissa Schaller
Kelly Campbell
Tiffany Voigt
Kyena Cornelius
Cherie Johnson

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Who can participate in SELS?

What does SELS entail?

Once-in-a-lifetime opportunities.

Town Hall-style events where you can learn from and ask questions of policy experts and Capitol Hill veterans.

In-depth learning about key issues.

SELS Team Leaders & experts from the field provided updated news & information about the key issues impacting special educators across the country.

Tips to enhance your advocacy.

Learn from people who have done this work before about how to sharpen the message you bring to Members of Congress.

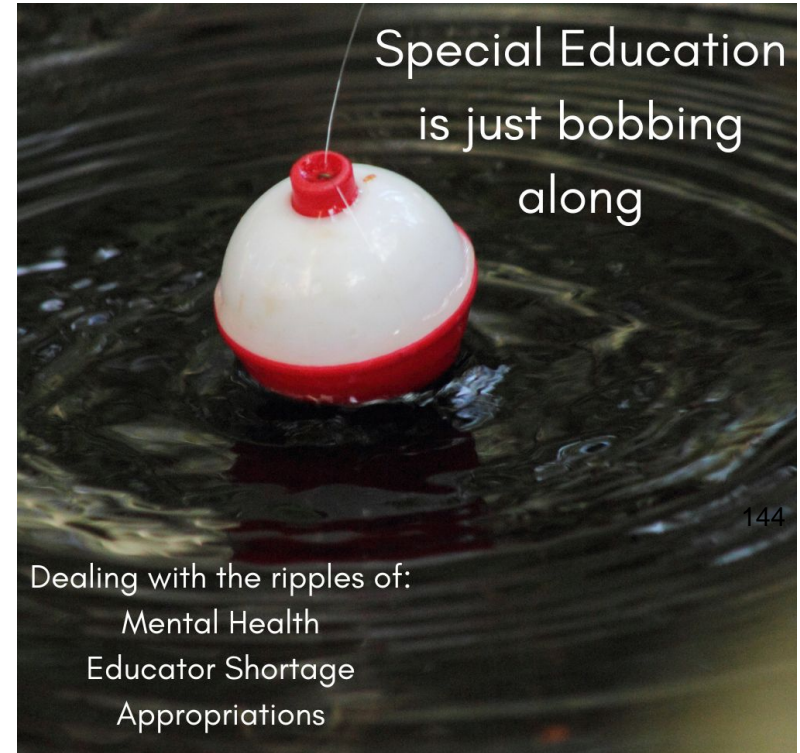
2023 Keynote Speaker: Glenna Wright-Gallo



MASE members
pictured with
Assistant Secretary
for the U.S.
Department of
Education Office of
Special Education
and Rehabilitative
Services

3 Main Issues Discussed with Members of Congress

- [Mental Health](#)
- [Educator Shortages](#)
- [Appropriations](#) (\$)
 - Support the IDEA Full Funding Act
 - [H.R.4519 – 118th Congress](#)
 - [S.2217 – 118th Congress](#)
 - Address [IDEA Formula Inequities](#)



Special Education
is just bobbing
along

Dealing with the ripples of:
Mental Health
Educator Shortage
Appropriations

10 Meetings with Members of Congress

- Senator Amy Klobuchar's Senior Legislative Assistant, Max Hurst
- Senator Tina Smith's Legislative Assistant, Annette Christie
- 1st D Representative Brad Finstad and his Legislative Director, Ryan Altman
- 2nd D Representative Angie Craig's Legislative Director, Skylar Borchardt
- 3rd D Representative Dean Phillips' Legislative Aide, Jessica Larsen
- 4th D Representative Betty McCollum's Senior Legislative Assistant, Sophia Schilling
- 5th D Representative Ilhan Omar's Senior Legislative Assistant, Maria Martirosyan
- 6th D Representative Tom Emmer's Legislative Assistant, Liz Stinebaugh
- 7th D Representative Michelle Fishbach's Senior Legislative Assistant, Meghan Plotz
- 8th D Representative Pete Stauber and his Legislative Assistant Caroline, Lowrance

Important Connections were made!



Team MN
Pictured
with Rep.
Pete
Stauber and
Rep. Brad
Finstad

Key Takeaways from our Visits

- MN has a lot of support for education from our US Congressmen.
 - We left with a sense of optimism!
 - Our visits are extremely valuable to them. They want and need to hear our stories and our lived experiences. They use these stories when advocating for the issues with their colleagues.
- This is such important work!
 - If not us, then who?
 - “If you don’t have a seat at the table, you’re probably on the menu.”
- There’s clear alignment between the advocacy we do in MN & federally
- MASE is doing great things with our advocacy work!
 - We are extremely proud of the engagement of our membership!

What are our next steps?

- Encourage all MASE members to use the [CASE Action Center](#)
- Continue to follow up with federal legislators both in DC and here in MN.
- Share SELS resources with our Legislative Committee

Supreme Court Rejects Maine's Ban on Aid to Religious Schools

The decision was the latest in a series of rulings forbidding the exclusion of religious institutions from government programs.

Special educators highlight 3 focus areas in Capitol Hill visits

Despite a politically charged atmosphere, special education issues have historically drawn bipartisan support.

FACT SHEET: Biden-Harris Administration Announces Two New Actions to Address Youth Mental Health Crisis

U.S. Department of Education sent this bulletin at 07/29/2022 01:49 PM EDT

Alabama school choice scholarship students to receive 148% increase in discipline

Updated: Aug. 01, 2022, 7:29 a.m.

Discipline

Discipline disparities in discipline for Black students and boys, face

A FRAMEWORK FOR COMMUNITY ENGAGEMENT - A PATHWAY TO COMPETITIVE INTEGRATED EMPLOYMENT

Consider Participating in SELS in July 2024!



SELS 2024

July 14 – 17
Westin Alexandria

Thank You

Let's Get Loud Together!



VIII. **Comments: Board/Director**

IX. **Next Meeting Date: Thursday, August 24, 2023 at 7:00 PM at the River Bluff Education Center in Red Wing.**

X. **Adjournment**