



GOODHUE COUNTY
EDUCATION
DISTRICT
PARTNERS IN THE JOURNEY

Goodhue County Education District Board Agenda
Thursday, July 24, 2025 at 7:00 PM
Zumbrota Mazeppa High School
705 Mill St
Zumbrota, MN 55992

AGENDA

I. Pledge of Allegiance:

II. Call to Order/Adoption of Agenda:

III. Consent Agenda:

A. Approval of June 26, 2025, Board Minutes

2

Board Meeting

Thursday, June 26, 2025 7:00 PM

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

- I. **Pledge of Allegiance:** **Presenter:** J. Lohman
- II. **Call to Order/Adoption of Agenda:** **Presenter:** J. Lohmann
 - Action(s):**
Motion to adopt the agenda. This motion, made by Adam Dicke and seconded by Terese Bjornstad, Passed.
 - Voting Detail:**
Terese Bjornstad: Yes
Adam Dicke: Yes
Jason Lohmann: Yes
Heath Oeltjen: Yes
Marilyn Syverson: Yes
JoLyn Williams: Yes
 - Voting Summary:** Yes: 6, No: 0
- III. **Consent Agenda:** **Presenter:** J. Lohmann
 - Action(s):**
Motion to approve the consent agenda. This motion, made by JoLyn Williams and seconded by Heath Oeltjen, Passed.
 - Voting Detail:**
Terese Bjornstad: Yes
Adam Dicke: Yes
Jason Lohmann: Yes
Heath Oeltjen: Yes
Marilyn Syverson: Yes
JoLyn Williams: Yes
 - Voting Summary:** Yes: 6, No: 0
 - Discussion:** Cherie Johnson spoke about the resignations and new hires.
- III.A. Approval of May 22, 2025 Minutes. **Presenter:** J. Lohmann
- III.B. Approval of Claims: **Presenter:** J. Lohmann
- III.C. Staff Updates: **Presenter:** C. Johnson
- III.C.1. **Resignations:** **Presenter:** C. Johnson
 - Awolope, Kayla - 1.0 Assistant Director of Special Education @ Red Wing, effective June 30, 2025*
 - Kohrs, Cari - 1.0 POHI/AT @ Countywide, effective immediately*
 - Stark, Cathy - 1.0 Instructional Coach @ Cannon Falls, effective immediately*
- III.C.2. **New Hires** **Presenter:** C. Johnson
 - Effective for the 2025-2026 School Year
 - King, Andrea - 1.0 Social Worker @ RBEC*
 - Linnell, Reane - Setting IV Paraprofessional @ RBEC*
 - Lodermeier, Kimberlee - 1.0 Math Teacher @ RBEC*

Mueller-Peters, Kennedy - 1.0 POHI/AT @ GCED
 Preble, Andrew - Setting IV Paraprofessional @ RBEC
 Quelle, Rebecca - .5 Multilingual Learners @ 5RO/RBEC
 Rasmussen, Shannon - Setting IV Paraprofessional @ RBEC
 Wenzel, Cassie - 1.0 Speech Language Pathologist @ Red Wing

Effective 06/09/2025-06/26/2025; 07/07/2025-10, 14-17, 21-24/2025 (Cannon Falls Extended School Year)

Dicke, Claire (June) (paraprofessional)
 Silvia, Ashley (paraprofessional substitute)

Effective 06/09/2025-06/27/2025 (Goodhue Extended School Year)

Ferguson, Jess (paraprofessional)

Effective 07/21/2025-08/07/2025 (Lake City Extended School Year)

Bailey, Olivia (teacher)
 Ferguson, Jess (paraprofessional)
 Lunde, Anna (paraprofessional)
 Vikdal, Tiffany (teacher)
 Winkels, Bridee (August) (paraprofessional)

Effective 06/09/2025-06/26/2025 (Red Wing Extended School Year)

Glasby, Carrie (paraprofessional)

Effective 06/09/2025-06/26/2025 (Zumbrota-Mazeppa Extended School Year)

Boraas, Tiffany (teacher)
 Duden, Jesse (teacher)

III.C.3. **Transfers:** **Presenter:** C. Johnson
 Kohrs, Cari - 1.0 FTE POHI/AT @ GCED to 1.0 FTE Elementary Teacher @ 5RO through a POS; Effective as of the 2025-2026 School Year

III.C.4. **Re-assignment:** **Presenter:** C. Johnson

IV. **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. **Presenter:** J. Lohmann

V. **Reports and Communication:** **Presenter:** J. Lohmann

V.A. Business Manager Report **Presenter:** J. Paradis

Discussion: Jackie Paradis presented the business manager report. Cherie Johnson explained aspects of the projected budget and answered questions.

V.B. Report of Cradle to Career Initiative **Presenter:** Guest

Discussion: Jeimmy Yusty presented information about the Cradle to Career Initiative and answered questions.

V.C. Goalbook Usage and Feedback **Presenter:** C. Johnson

Discussion: Cherie Johnson shared information about Goalbook, shared survey results and answered questions.

V.D. Licensure Update for Special Education Teachers **Presenter:** C. Johnson

Discussion: Cherie Johnson presented the licensure update.

VI. Old Business: **Presenter:** J. Lohmann

VI.A. GCED Program Staffing Update **Presenter:** C. Johnson

Discussion: Cherie Johnson explained the staffing update.

VII. New Business: **Presenter:** J. Lohmann

VII.A. Data Sharing Agreement (MOU): RiseUp **Presenter:** C. Johnson

Action(s):

Motion to accept data sharing agreement. This motion, made by Marilyn Syverson and seconded by Heath Oeltjen, Passed.

Voting Detail:

Terese Bjornstad: Yes
Adam Dicke: Yes
Jason Lohmann: Yes
Heath Oeltjen: Yes
Marilyn Syverson: Yes
JoLyn Williams: Yes

Voting Summary: Yes: 6, No: 0

VII.B. Long Term Facility Maintenance Plan **Presenter:** J. Paradis

Action(s):

Motion to approved long term facility maintenance plan. This motion, made by Marilyn Syverson and seconded by JoLyn Williams, Passed.

Voting Detail:

Terese Bjornstad: Yes
Adam Dicke: Yes
Jason Lohmann: Yes
Heath Oeltjen: Yes
Marilyn Syverson: Yes
JoLyn Williams: Yes

Voting Summary: Yes: 6, No: 0

Discussion: Jackie Paradis and Cherie Johnson explained.

VII.C. Goodhue County Health and Human Services (GCHHS) and Goodhue County Education District (GCED) contracts for FY25. **Presenter:** C. Johnson

Action(s):

Motion to accept GCHHS contract. This motion, made by Adam Dicke and seconded by Terese Bjornstad, Passed.

Voting Detail:

Terese Bjornstad: Yes
Adam Dicke: Yes

Jason Lohmann: Yes
Heath Oeltjen: Yes
Marilyn Syverson: Yes
JoLyn Williams: Yes

Voting Summary: Yes: 6, No: 0

Motion to approve GCED contract. This motion, made by Heath Oeltjen and seconded by JoLyn Williams, Passed.

Voting Detail:

Terese Bjornstad: Yes
Adam Dicke: Yes
Jason Lohmann: Yes
Heath Oeltjen: Yes
Marilyn Syverson: Yes
JoLyn Williams: Yes

Voting Summary: Yes: 6, No: 0

Discussion: Jackie Paradis shared information on the contract.

VIII. **Other:** **Presenter:** C. Johnson

- **The Special Education Legislative Summit (SELS) is being held July 13-16 in Washington DC. Agenda is attached.**
- **The 4th CASE Collective will be held on June 30, 2025.**

Discussion: Cherie Johnson explained the SELS summit.

IX. **Comments: Board/Director** **Presenter:** J. Lohmann

X. **Next Meeting Date: July 24 at the Zumbrota Mazeppa MSHS.** **Presenter:** J. Lohmann

XI. **Adjournment** **Presenter:** J. Lohmann

Action(s):

Motion to adjourn the meeting. This motion, made by Jason Lohmann and seconded by JoLyn Williams, Passed.

Voting Detail:

Terese Bjornstad: Yes
Adam Dicke: Yes
Jason Lohmann: Yes
Heath Oeltjen: Yes
Marilyn Syverson: Yes
JoLyn Williams: Yes

Voting Summary: Yes: 6, No: 0

Board Secretary

**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		41055		Direct Pymt	1	00510	ARNOLD'S SUPPLY & KLEENIT CO		Yes	Yes	No	06/26/2025	280.00
MERC		41056		Direct Pymt	1	00707	MENARD'S RED WING		Yes	Yes	No	06/26/2025	106.63
MERC		41057		Direct Pymt	1	03977	SOUTHEAST SERVICE COOPERATIVE		Yes	Yes	No	06/26/2025	75.00
MERC		41058		Direct Pymt	1	04565	ZUMBROTA-MAZEPPA PUBLIC SCHOOL		Yes	Yes	No	06/26/2025	13,415.69
MERC		41059		Direct Pymt	1	09118	EDUCATION MN - GCED		Yes	Yes	No	06/26/2025	3,264.64
MERC		41060		Direct Pymt	1	09129	RED WING IND SCHOOL DIST 256		Yes	Yes	No	06/26/2025	24,412.20
MERC		41061		Direct Pymt	1	1483	LAKE CITY PUBLIC SCHOOLS		Yes	Yes	No	06/26/2025	13,063.29
MERC		41062		Direct Pymt	1	1789	UPS		Yes	Yes	No	06/26/2025	33.47
MERC		41063		Direct Pymt	1	1984	E. B. C., LLC/Flex Contributions		Yes	Yes	No	06/26/2025	452.09
MERC		41064		Direct Pymt	1	2761	DALSIN ALISHA		Yes	Yes	No	06/26/2025	732.75
MERC		41065		Direct Pymt	1	3235	Goodhue Co Ed Dist Paraprofessional Unic		Yes	Yes	No	06/26/2025	146.16
MERC		41066		Direct Pymt	1	3328	LILJEVALL BRITTANY		Yes	Yes	No	06/26/2025	83.58
MERC		41067		Direct Pymt	1	3362	MCNALLIE, LAURIE		Yes	Yes	No	06/26/2025	1,430.82
MERC		41068		Direct Pymt	1	3504	SENECHALLE, MEGAN		Yes	Yes	No	06/26/2025	106.33
MERC		41069		Direct Pymt	1	3522	CUSTOM ALARM		Yes	Yes	No	06/26/2025	419.57
MERC		41070		Direct Pymt	1	3628	AMPION PBC C/O DEPT. 8121		Yes	Yes	No	06/26/2025	4,708.59
MERC		41071		Direct Pymt	1	3673	AMPION PBC C/O DEPT. 8125		Yes	Yes	No	06/26/2025	92.70
MERC		41072		Wire	1	04060	PERA-PUBLIC EMPLOYEES RETIREMT		No	Yes	No	06/26/2025	4,189.30
MERC		41073		Wire	1	04062	MN TEACHERS RETIREMENT ASSOC		No	Yes	No	06/26/2025	64,379.04
MERC		41074		Wire	1	2216	KWIK TRIP EXTENDED NETWORK		No	Yes	No	06/26/2025	297.13
MERC		41075		Wire	1	2284	E. B. C., LLC /ACS		No	No	No	06/26/2025	19,463.62
MERC		41076		Wire	1	2392	US DEPT. OF TREASURY		No	Yes	No	06/26/2025	97,552.60
MERC		41077		Wire	1	2396	MN Dept of Revenue		No	No	No	06/26/2025	17,992.41
MERC		41078		Wire	1	2501	Merchants Bank		No	Yes	No	06/26/2025	5,459.32
MERC		41079		Wire	1	3232	ENTERPRISE FM TRUST		No	Yes	No	06/26/2025	4,220.32
MERC		41104		Wire	1	03977	SOUTHEAST SERVICE COOPERATIVE		No	No	No	07/10/2025	119,281.18
MERC		41105		Wire	1	09346	MINNESOTA UC FUND		No	No	No	07/10/2025	7,913.56
MERC		41106		Wire	1	1280	DELTA DENTAL PLAN OF MN		No	No	No	07/10/2025	5,407.87
MERC		41107		Wire	1	2216	KWIK TRIP EXTENDED NETWORK		No	No	No	07/10/2025	218.25
MERC		41108		Wire	1	2392	US DEPT. OF TREASURY		No	No	No	07/10/2025	562.14
MERC		41109		Direct Pymt	1	00707	MENARD'S RED WING		Yes	No	No	07/10/2025	90.85
MERC		41110		Direct Pymt	1	02672	METRO SALES, INC.		Yes	No	No	07/10/2025	502.84
MERC		41111		Direct Pymt	1	03350	REGION V COMPUTER SERVICES		Yes	No	No	07/10/2025	1,595.75
MERC		41112		Direct Pymt	1	03977	SOUTHEAST SERVICE COOPERATIVE		Yes	No	No	07/10/2025	680.00
MERC		41113		Direct Pymt	1	09270	CRISIS PREVENTION INST., INC.		Yes	No	No	07/10/2025	1,400.00
MERC		41114		Direct Pymt	1	1313	SpEd FORMS, LLC		Yes	No	No	07/10/2025	32,369.92
MERC		41115		Direct Pymt	1	1326	AHERN, WENDY		Yes	No	No	07/10/2025	194.80
MERC		41116		Direct Pymt	1	1361	NOBLE, SHARON		Yes	No	No	07/10/2025	805.00

**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		41117		Direct Pymt	1	1468	RYAN MECHANICAL		Yes	No	No	07/10/2025	638.39
MERC		41118		Direct Pymt	1	1789	UPS		Yes	No	No	07/10/2025	3.31
MERC		41119		Direct Pymt	1	2081	RENAISSANCE LEARNING		Yes	No	No	07/10/2025	55,910.24
MERC		41120		Direct Pymt	1	2197	JOHNSON, CHERYL		Yes	No	No	07/10/2025	8,456.66
MERC		41121		Direct Pymt	1	2200	PETERSEN, LYNN		Yes	No	No	07/10/2025	408.80
MERC		41122		Direct Pymt	1	2284	E. B. C., LLC /ACS		Yes	No	No	07/10/2025	141.72
MERC		41123		Direct Pymt	1	2780	HOUGHTON MIFFLIN HARCOURT PUBL		Yes	No	No	07/10/2025	435.00
MERC		41124		Direct Pymt	1	2865	INTELLICENTS		Yes	No	No	07/10/2025	1,250.00
MERC		41125		Direct Pymt	1	3072	FRONTLINE TECHNOLOGIES GROUP, I		Yes	No	No	07/10/2025	3,702.52
MERC		41126		Direct Pymt	1	3335	CARLSON, MEGAN		Yes	No	No	07/10/2025	71.40
MERC		41127		Direct Pymt	1	3412	BAKER TILLY MUNICIPAL ADVISORS, LL		Yes	No	No	07/10/2025	1,850.00
MERC		41128		Direct Pymt	1	3480	UMB BANK, N.A.		Yes	No	No	07/10/2025	141,311.25
MERC		41129		Direct Pymt	1	3522	CUSTOM ALARM		Yes	No	No	07/10/2025	420.00
MERC		41130		Direct Pymt	1	3545	ROHAN, JILL		Yes	No	No	07/10/2025	394.10
MERC		41131		Direct Pymt	1	3587	ENOME, INC		Yes	No	No	07/10/2025	76,636.00
MERC		41132		Direct Pymt	1	3616	PRICE, MORGAN		Yes	No	No	07/10/2025	246.40
MERC	0	41133		Direct Pymt	1	3644	BANKS, LISA		Yes	No	No	07/10/2025	121.00
MERC		41134		Direct Pymt	1	3645	BJORNSTAD, TERESE		Yes	No	No	07/10/2025	111.30
MERC		41135		Direct Pymt	1	3646	LOHMANN, JASON		Yes	No	No	07/10/2025	199.50
MERC		41136		Direct Pymt	1	3648	SYVERSON, MARILYN		Yes	No	No	07/10/2025	125.30
MERC		41137		Direct Pymt	1	3736	EBERT. ABBY		Yes	No	No	07/10/2025	324.80
MERC		41138		Direct Pymt	1	09118	EDUCATION MN - GCED		Yes	No	No	07/15/2025	3,264.64
MERC		41139		Direct Pymt	1	1984	E. B. C., LLC/Flex Contributions		Yes	No	No	07/15/2025	452.09
MERC		41140		Direct Pymt	1	3235	Goodhue Co Ed Dist Paraprofessional Unic		Yes	No	No	07/15/2025	146.16
MERC		41141		Wire	1	04060	PERA-PUBLIC EMPLOYEES RETIREMT		No	No	No	07/15/2025	3,925.47
MERC		41142		Wire	1	04062	MIN TEACHERS RETIREMENT ASSOC		No	No	No	07/15/2025	75,952.19
MERC		41143		Wire	1	2284	E. B. C., LLC /ACS		No	No	No	07/15/2025	19,712.29
MERC		41144		Wire	1	2392	US DEPT. OF TREASURY		No	No	No	07/15/2025	120,119.67
MERC		41145		Wire	1	2396	MN Dept of Revenue		No	No	No	07/15/2025	22,465.15
MERC		41146		Wire	1	2501	Merchants Bank		No	No	No	07/15/2025	5,459.32
MERC		40821	21879	Check	1	2571	ANCHOR PROMOTIONS		Yes	Yes	Yes	06/25/2025	(275.92)
MERC		41054	21951	Check	1	3775	A&C KITCHEN SERVICES		Yes	No	No	06/25/2025	850.00
MERC		41051	21952	Check	1	3586	ADAM'S PEST CONTROL - MAIN		Yes	No	No	06/25/2025	51.00
MERC		41050	21953	Check	1	3510	aLEARNcoach		Yes	No	No	06/25/2025	948.00
MERC		41047	21954	Check	1	2571	ANCHOR PROMOTIONS		Yes	No	No	06/25/2025	275.92
MERC		41041	21955	Check	1	01903	CANNON FALLS ISD #252		Yes	No	No	06/25/2025	11,172.64
MERC		41048	21956	Check	1	2871	EMC Insurance Companies		Yes	No	No	06/25/2025	464.00
MERC		41049	21957	Check	1	3126	FERNBROOK FAMILY CENTER		Yes	No	No	06/25/2025	32,632.09

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		41042	21958	Check	1	01904	GOODHUE PUBLIC SCHOOL		Yes	No	No	06/25/2025	8,189.18
MERC		41052	21959	Check	1	3662	GRAFTON SCHOOL, INC		Yes	No	No	06/25/2025	2,906.26
MERC		41053	21960	Check	1	3743	HIAWATHA HOMECARE		Yes	No	No	06/25/2025	2,100.00
MERC		41040	21961	Check	1	00367	KENYON-WANAMINGO PUBLIC SCHOC		Yes	No	No	06/25/2025	8,298.37
MERC		41045	21962	Check	1	2330	LaCRESCENT-HOKAH PUBLIC SCHOOL		Yes	No	No	06/25/2025	6,174.45
MERC		41046	21963	Check	1	2364	SPRING GROVE PUBLIC SCHOOLS		Yes	Yes	No	06/25/2025	1,068.00
MERC		41043	21964	Check	1	1855	TOM PARKER ELECTRIC		Yes	No	No	06/25/2025	125.00
MERC		41044	21965	Check	1	2303	WABASHA-KELLOGG PUBLIC SCHOOL		Yes	No	No	06/25/2025	194.25
MERC		41103	21966	Check	1	3779	ARONSON, ERICA		Yes	No	No	07/10/2025	120.80
MERC		41095	21967	Check	1	3505	CAPITAL ONE		Yes	No	No	07/10/2025	106.79
MERC		41093	21968	Check	1	3329	CHASE CARD SERVICES		Yes	No	No	07/10/2025	419.36
MERC		41080	21969	Check	1	00433	CITY OF RED WING		Yes	No	No	07/10/2025	5,179.83
MERC		41096	21970	Check	1	3542	CITY OF RED WING		Yes	No	No	07/10/2025	77,449.16
MERC		41097	21971	Check	1	3688	DICKE, ADAM		Yes	No	No	07/10/2025	116.90
MERC		41087	21972	Check	1	2531	FIRST STUDENT		Yes	No	No	07/10/2025	468.78
MERC		41098	21973	Check	1	3743	HIAWATHA HOMECARE		Yes	No	No	07/10/2025	1,065.00
MERC		41102	21974	Check	1	3778	JARVIS, JAMES		Yes	No	No	07/10/2025	118.00
MERC		41088	21975	Check	1	2960	LANGUAGE LINE SERVICES		Yes	No	No	07/10/2025	5.15
MERC		41094	21976	Check	1	3467	MASSP		Yes	No	No	07/10/2025	640.00
MERC		41090	21977	Check	1	3023	MINNESOTA RURAL EDUCATION ASSO		Yes	No	No	07/10/2025	11,000.00
MERC		41083	21978	Check	1	02620	MSBA		Yes	No	No	07/10/2025	5,260.00
MERC		41092	21979	Check	1	3296	MUTUAL OF OMAHA		Yes	No	No	07/10/2025	3,261.84
MERC		41085	21980	Check	1	1300	OAKTREE PRODUCTS, INC.		Yes	No	No	07/10/2025	167.00
MERC		41099	21981	Check	1	3754	OELTJEN, HEATH		Yes	No	No	07/10/2025	211.40
MERC		41084	21982	Check	1	1150	PHONAK, LLC		Yes	No	No	07/10/2025	1,208.35
MERC		41081	21983	Check	1	00443	RED WING ACE HARDWARE		Yes	No	No	07/10/2025	63.25
MERC		41091	21984	Check	1	3078	SHRED-N-GO-446138		Yes	No	No	07/10/2025	81.93
MERC		41086	21985	Check	1	2212	SMITH-SCHAFFER & ASSOC., LTD		Yes	No	No	07/10/2025	1,000.00
MERC		41082	21986	Check	1	00563	SOUTH CENTRAL SERVICE COOP		Yes	No	No	07/10/2025	75.00
MERC		41100	21987	Check	1	3776	STEIN, MOLLY		Yes	No	No	07/10/2025	248.18
MERC		41101	21988	Check	1	3777	STRAIN, JODI		Yes	No	No	07/10/2025	246.50
MERC		41089	21989	Check	1	3011	U.S. BANK EQUIPMENT FINANCE		Yes	No	No	07/10/2025	212.00

Bank Total: \$1,175,552.54

Report Total: \$1,175,552.54

C. Staff Updates:

1. **Resignations:**
2. **New Hire:**
3. **Transfers:**
4. **Re-assignment:**

IV. **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.

V. **Reports and Communication:**

- A. Business Manager Report

11

Business Manager Report 7-24-25

Budget 2024-25 as of 6/30/25 – 1st review

We have received \$16,721,851 or 84.5% of the revised budget. We have expended \$18,347,852 or 91.61% of the revised expense budget. There are many receivables and payables yet to come through for fiscal 2025 including invoices from members and Goodhue County. We'll continue to review year end 2024-25 each board meeting until the audit.

Fund Balance Trend

As requested at the June board meeting, I've included a graph of the fund balance trend for the last 10 years. You can see percentage wise the fund balance started the steepest decline in 2022, when expenditures increased with the addition of 5RO. Note in 2014 a \$900,000 fund balance was 11.97%, but in 2023 it was only 5%.

Cash Flow

For your information. Cash flow has improved since we looked at it last month but trends toward negative starting in November through the winter. We will monitor this closely.

June Bank Rec

Attached for your information.

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

Goodhue County Ed District | June 30, 2025

REVENUE CATEGORIES						June 30, 2025	June 30, 2024	June 30, 2023				
	June 30, 2023	June 30, 2024	Adopted Budget	Revised Budget	Received YTD	Budget Remaining	% of Budget Received	% of Actuals Received	% of Actuals Received	Current YTD vs. PYTD	June 30, 2024	June 30, 2023
STATE	5,526,275	6,262,303	6,340,963	6,464,909	5,105,706	1,359,203	78.98%	100.00%	100.00%	(1,156,598)	6,262,303	5,526,275
FEDERAL	2,587,427	2,370,023	2,178,935	1,998,039	1,067,977	930,062	53.45%	100.00%	100.00%	(1,302,046)	2,370,023	2,587,427
LOCAL SALES, INS RECOVERY & JUDGEMENTS	(38)	19,221	0	0	1,271	(1,271)	0.00%	100.00%	100.00%	(17,951)	19,221	(38)
LOCAL (FEES, INTEREST, ETC.)	9,891,895	11,284,638	11,104,042	11,325,682	10,546,898	778,784	93.12%	100.00%	100.00%	(737,740)	11,284,638	9,891,895
TOTALS	18,005,558	19,936,185	19,623,940	19,788,630	16,721,851	3,066,779	84.50%	100.00%	100.00%	(3,214,334)	19,936,185	18,005,558

EXPENDITURES (OBJECT SERIES)						June 30, 2025	June 30, 2024	June 30, 2023				
	June 30, 2023	June 30, 2024	Adopted Budget	Revised Budget	Expended YTD	Budget Remaining	% of Budget Expended	% of Actuals Expended	% of Actuals Expended	Current YTD vs. PYTD	June 30, 2024	June 30, 2023
SALARIES & WAGES	9,460,185	10,093,545	11,007,974	10,903,297	10,990,131	(86,834)	100.80%	100.00%	100.00%	896,586	10,093,545	9,460,185
EMPLOYEE BENEFITS	2,512,992	2,843,575	2,993,894	3,122,602	3,146,344	(23,742)	100.76%	100.00%	100.00%	302,769	2,843,575	2,512,992
PURCHASED SERVICES	4,342,464	5,105,484	3,876,561	4,063,120	2,207,939	1,855,181	54.34%	100.00%	100.00%	(2,897,545)	5,105,484	4,342,464
SUPPLIES	742,772	819,001	691,907	740,781	796,613	(55,832)	107.54%	100.00%	100.00%	(22,388)	819,001	742,772
EQUIPMENT	1,122,686	1,073,045	1,150,815	1,171,041	1,175,995	(4,954)	100.42%	100.00%	100.00%	102,951	1,073,045	1,122,686
DEBT SERVICE	0	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
OTHER EXPENDITURES	119,374	124,731	26,626	26,551	30,830	(4,279)	116.12%	100.00%	100.00%	(93,901)	124,731	119,374
OTHER FINANCING USES	0	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
TOTALS	18,300,473	20,059,380	19,747,777	20,027,392	18,347,852	1,679,540	91.61%	100.00%	100.00%	(1,711,528)	20,059,380	18,300,473

EXPENDITURES (PROGRAM SERIES)						June 30, 2025	June 30, 2024	June 30, 2023				
	June 30, 2023	June 30, 2024	Adopted Budget	Revised Budget	Expended YTD	Budget Remaining	% of Budget Expended	% of Actuals Expended	% of Actuals Expended	Current YTD vs. PYTD	June 30, 2024	June 30, 2023
SITE ADMINISTRATION	320,461	357,053	380,753	353,411	357,002	(3,591)	101.02%	100.00%	100.00%	(51)	357,053	320,461
DISTRICT ADMINISTRATION	68,996	92,977	77,591	88,708	88,467	241	99.73%	100.00%	100.00%	(4,510)	92,977	68,996
SUPPORT SERVICES	250,828	338,571	297,375	372,799	412,323	(39,524)	110.60%	100.00%	100.00%	73,752	338,571	250,828
REGULAR INSTRUCTION	3,033,317	3,275,290	2,906,194	2,860,140	2,504,836	355,304	87.58%	100.00%	100.00%	(770,454)	3,275,290	3,033,317
EXTRA-CURRICULAR ACTIVITES	0	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
VOCATIONAL INSTRUCTION	299,927	454,237	454,250	496,391	463,645	32,746	93.40%	100.00%	100.00%	9,408	454,237	299,927
SPECIAL EDUCATION	10,162,969	10,794,455	10,988,391	10,962,020	10,045,788	916,232	91.64%	100.00%	100.00%	(748,667)	10,794,455	10,162,969
COMMUNITY SERVICES	0	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
INSTRUCTIONAL SUPPORT	752,469	893,095	604,624	1,007,113	686,889	320,224	68.20%	100.00%	100.00%	(206,207)	893,095	752,469
PUPIL SUPPORT SERVICES	1,982,331	2,499,034	2,572,894	2,429,855	2,418,633	11,222	99.54%	100.00%	100.00%	(80,401)	2,499,034	1,982,331
FACILITIES	1,429,174	1,354,668	1,465,705	1,456,955	1,370,269	86,686	94.05%	100.00%	100.00%	15,601	1,354,668	1,429,174
OTHER FINANCING USES	0	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
TOTALS	18,300,473	20,059,380	19,747,777	20,027,392	18,347,852	1,679,540	91.61%	100.00%	100.00%	(1,711,528)	20,059,380	18,300,473

SUMMARY - ALL FUNDS						June 30, 2025	June 30, 2024	June 30, 2023				
	June 30, 2023	June 30, 2024	Adopted Budget	Revised Budget	YTD	Budget Remaining	% of Budget Expended	% of Actuals Expended	% of Actuals Expended	Current YTD vs. PYTD	June 30, 2024	June 30, 2023
REVENUE	18,005,558	19,936,185	19,623,940	19,788,630	16,721,851	3,066,779	84.50%	100.00%	100.00%	(3,214,334)	19,936,185	18,005,558
EXPENDITURES	18,300,473	20,059,380	19,747,777	20,027,392	18,347,852	1,679,540	91.61%	100.00%	100.00%	(1,711,528)	20,059,380	18,300,473
SPENDING VARIANCE	(294,915)	(123,195)	(123,837)	(238,762)	(1,626,001)	N/A	N/A	N/A	N/A	(1,502,806)	(123,195)	(294,915)



**GOODHUE CO ED DISTRICT
2025-26 CASH FLOW**

AS OF 7-17-25

JULY

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
7/1/2025	-	-	821.38	-	258,035.27	1,279,380.74
7/9/2025	(572,505.07)	-	-	-	-	706,875.67
7/15/2025	(251,496.98)	(359,420.75)	3,073.14	237,993.78	-	337,024.86
7/20/2025	(169,563.67)	-	587,957.86	-	-	755,419.04
7/31/2025	(199,440.52)	(273,589.55)	3,672.63	107,916.87	-	393,978.48
ENDING BALANCE	(1,193,006.24)	(633,010.30)	595,525.00	345,910.65	258,035.27	393,978.48

AUGUST

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
8/1/2025	-	-	272,006.19	-	-	665,984.67
8/4/2025	(359,272.93)	-	-	-	-	306,711.74
8/15/2025	(239,436.28)	(353,315.66)	-	410,084.14	-	124,043.94
8/17/2025	(236,998.14)	-	596,594.69	-	-	483,640.49
8/30/2025	(201,404.59)	(275,411.80)	622,015.45	393,280.69	-	1,022,120.23
ENDING BALANCE	(1,037,111.94)	(628,727.46)	1,490,616.32	803,364.83	-	1,022,120.23

SEPTEMBER

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
9/1/2025	(662,410.16)	-	338,209.19	-	239,257.93	937,177.19
9/15/2025	(226,204.60)	(312,131.44)	15,623.03	107,916.88	17,931.01	540,312.07
9/17/2025	(1,002,069.54)	-	422,238.39	-	-	(39,519.08)
9/30/2025	(216,005.36)	(298,004.15)	550,402.63	340,239.15	427,848.88	764,962.07
ENDING BALANCE	(2,106,689.66)	(610,135.59)	1,326,473.24	448,156.03	685,037.82	764,962.07

OCTOBER

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
10/1/2025	(282,559.78)	-	-	-	-	482,402.29
10/9/2025	-	-	78,989.33	-	-	561,391.62
10/15/2025	(390,863.97)	(306,642.03)	-	86,333.50	-	(49,780.88)
10/20/2025	-	-	490,353.45	-	-	440,572.56
10/31/2025	(237,701.92)	(328,227.33)	3,357.90	193,733.83	16,008.41	87,743.45
ENDING BALANCE	(911,125.68)	(634,869.36)	572,700.67	280,067.33	16,008.41	87,743.45

NOVEMBER

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
11/1/2025	(197,828.27)	-	-	-	-	(110,084.82)
11/5/2025	-	-	-	-	6,379.90	(103,704.92)
11/15/2025	(293,663.44)	(310,676.64)	286,710.37	107,916.87	-	(313,417.76)
11/20/2025	-	-	371,619.13	-	-	58,201.37
11/30/2025	(668,466.42)	(305,804.49)	144,927.73	172,667.01	-	(598,474.79)
ENDING BALANCE	(1,159,958.12)	(616,481.13)	803,257.23	280,583.88	6,379.90	(598,474.79)

DECEMBER

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
12/1/2025	-	-	11,069.27	-	-	(587,405.52)
12/8/2025	-	-	-	-	337,219.94	(250,185.58)
12/15/2025	(328,570.34)	(301,994.70)	163,239.11	323,185.60	-	(394,325.92)
12/20/2025	(35,459.36)	-	434,907.56	-	-	5,122.28
12/31/2025	(211,348.98)	(302,236.91)	5,504.68	176,283.05	-	(326,675.88)
ENDING BALANCE	(575,378.69)	(604,231.61)	614,720.62	499,468.65	337,219.94	(326,675.88)

JANUARY

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
1/1/2026	(4,112.99)	-	190,194.49		-	(140,594.38)
1/8/2026	(232,796.57)	-	208,893.08		-	(164,497.87)
1/15/2026	(215,155.33)	(296,047.18)	41,932.75	293,805.09	336,922.90	(3,039.64)
1/20/2026	(835,546.65)	-	510,398.47		-	(328,187.82)
1/31/2026	(224,316.56)	(303,092.01)	298,887.53	235,044.07	95,155.40	(226,509.38)
ENDING BALANCE	(1,511,928.10)	(599,139.20)	-	1,250,306.33	528,849.16	432,078.30

FEBRUARY

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
2/1/2026	(237,143.47)	-	244,817.09		-	(218,835.76)
2/15/2026	(218,589.33)	(298,013.90)	211,942.41	235,044.07	62,460.67	(225,991.84)
2/20/2026	(135,386.17)	-	444,873.77		-	83,495.77
2/28/2026	(222,501.89)	(295,529.18)	8,313.19	293,805.09	-	(132,417.02)
ENDING BALANCE	(813,620.85)	(593,543.07)	-	909,946.46	528,849.16	62,460.67

MARCH

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
3/1/2026	(333,167.07)	-	66,960.16		-	(398,623.93)
3/15/2026	(217,449.34)	(295,052.05)	192,178.24	293,805.09	139,847.13	(285,294.86)
3/20/2026	(85,982.43)	-	3,634.19		-	(367,643.11)
3/31/2026	(220,239.16)	(297,781.82)	725,487.70	352,566.11	-	192,389.73
ENDING BALANCE	(856,838.00)	(592,833.87)	-	988,260.28	646,371.20	139,847.13

APRIL

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
4/9/2026	(490,967.45)	-	127,235.74		-	(171,341.99)
4/15/2026	(221,156.24)	(297,390.69)	217,909.40	235,044.07	-	(236,935.44)
4/20/2026	(188,126.86)	-	456,368.64		113,452.23	144,758.57
4/30/2026	(221,958.66)	(298,803.15)	1,163.95	417,792.03	-	42,952.73
ENDING BALANCE	(1,122,209.21)	(596,193.85)	-	802,677.74	652,836.10	113,452.23

MAY

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
5/1/2026	(313,362.49)	-	98,799.75		2,751.49	(168,858.52)
5/15/2026	(346,114.60)	(297,866.04)	226,907.24	293,805.09	-	(292,126.83)
5/20/2026	-	-	505,500.07		-	213,373.24
5/31/2026	(380,023.68)	(299,918.19)	530,990.43	293,805.09	-	358,226.89
ENDING BALANCE	(1,039,500.77)	(597,784.23)	-	1,362,197.49	587,610.18	2,751.49

JUNE

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
6/1/2026	-	-	538,011.90		-	896,238.79
6/15/2026	(478,941.71)	(374,098.82)	246,186.55		-	289,384.81
6/20/2026	-	-	333,974.97	293,805.09	-	917,164.86
6/30/2026	(355,283.09)	(289,992.84)	135,666.74		-	407,555.66
ENDING BALANCE	(834,224.80)	(664,091.67)	-	1,253,840.15	293,805.09	-

TOTALS	(13,161,592.06)	(7,371,041.33)	-	11,970,521.54	5,895,872.26	2,053,271.16	407,555.66
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**Goodhue County Ed District
Reconciliation Worksheet Report
06/30/2025**

Audit No	Statement Date	Co	Bank Code	Bank Name/Description
1563	06/30/2025	6051	MERC	MERCHANTS BANK GENERAL

Worksheet has been Finalized

Statement Amount 1,629,346.60

Deposits in Transit 0.00

Outstanding Payments

Checks 80,126.76

Wires 37,597.75

SHR - Payments 0.00

SHR - Third Party 0.00

Cash 0.00

ACH 0.00

Adjustment Amount (491,098.00)

Amount Per Bank 1,020,524.09

GL Account Balance 1,020,524.09

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

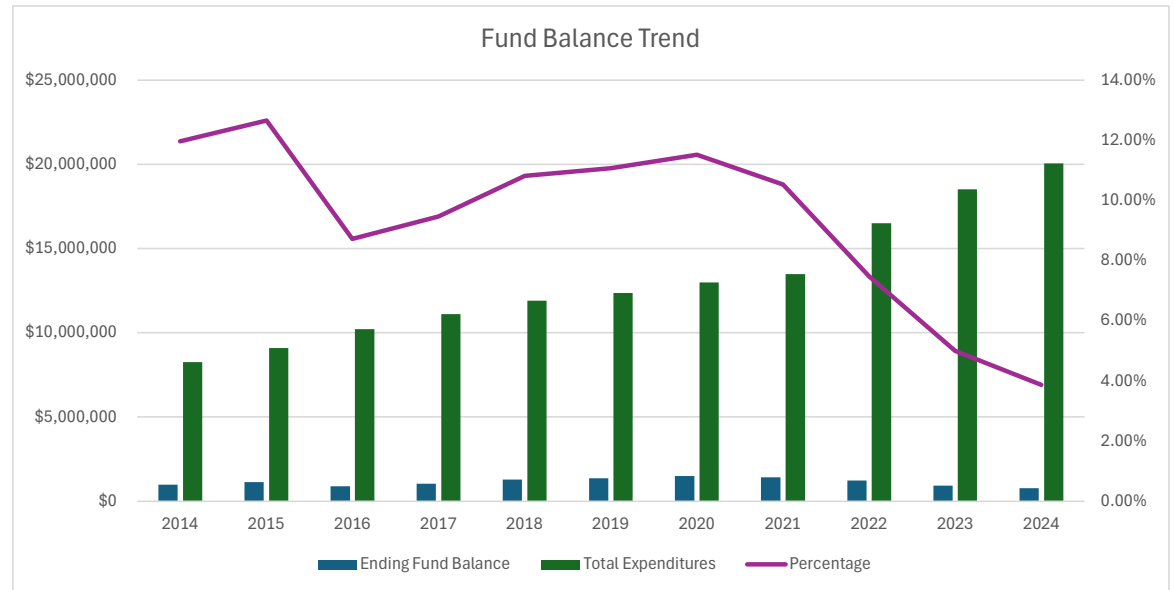
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Difference 0.00

Adjustments

Manual 06/30/2025 SWEEP Deposit (491,098.00) FROM SWEEP

Year	Ending Fund Balance	Total Expenditures	Percentage
2014	\$988,978	\$8,264,974	11.97%
2015	\$1,150,546	\$9,090,913	12.66%
2016	\$891,873	\$10,224,021	8.72%
2017	\$1,050,428	\$11,107,707	9.46%
2018	\$1,288,258	\$11,918,447	10.81%
2019	\$1,367,051	\$12,349,007	11.07%
2020	\$1,495,540	\$12,989,428	11.51%
2021	\$1,419,516	\$13,477,389	10.53%
2022	\$1,234,207	\$16,500,147	7.48%
2023	\$926,363	\$18,517,853	5.00%
2024	\$776,412	\$20,059,380	3.87%



- B. Negotiations Update
- C. Restrictive Procedures Data Review
- D. Fall Professional Development Report
- E. Recap of the Special Education Legislative Summit (SELS) 18



Special Education Legislative Summit (SELS) Update



What is SELS?

- 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)



What does SELS involve?

Once-in-a-lifetime opportunities.

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

In-depth learning about key issues.

Experts from the field provide updated news & information about the key issues impacting special education across the country.

Tips to enhance your advocacy.

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

3 Main Issues Discussed with Members of Congress

- Mental Health
- Educator Shortages
- Appropriations

Issue Briefs



Kuna Tavlin (CEC) and Myrna Mandlawitz (CASE), shared the "Anatomy of a Hill Visit" with SELS participants to help teams learn what to expect of their time on "The Hill". Invaluable insights on how to engage with representatives and staff on behalf of students with disabilities helped to maximize advocacy efforts.





Team Minnesota

Erin Toninato

Executive Director of MASE

Nicole Bolduan

MASE President Elect

Amy Ernst

MASE President

Melissa Schaller

CASE Liaison for MASE

Christian Wernau

CEC President

Cherie Johnson

CASE Policy & Legislative Committee Chair

22

Who participated?

Department of Education Visit



The CASE Leadership Team met with **Diana Diaz**, Deputy Assistant Secretary, Special Education and Rehabilitative Services, **Haley Sanon**, Principal Deputy Assistant Secretary, Office of Elementary and Secondary Education and **David Cantrell**, Deputy Director, Office of Special Education Programs.

Key Takeaways from our Visits

- Our visits are valuable.
 - They need to hear our stories and our lived experiences. They use these stories when advocating for the issues with their colleagues.
- This is 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
- CASE & MASE are doing great things with in the area of advocacy.

What are our next steps?

- Encourage people to use the [CASE Action Center](#)
- Make phone calls to state and federal offices.
- Sign up for the [CASE Weekly Update](#)

Questions



Special
Education
Legislative
Summit



July 13 - 16, 2025



IDEA

On November 29, 1975, President Gerald R. Ford signed the Education for All Handicapped Children Act (Public Law 94-142), paving the way for improved outcomes for children and youth with disabilities. The Council for Exceptional Children (CEC) was a proud leader of the advocacy effort—alongside many families, individuals with disabilities, and organizations—to secure passage of this landmark legislation, which marked a pivotal shift in how our nation perceived individuals with disabilities.

AS STATED IN IDEA, THE CORE PURPOSES OF THIS LEGISLATION ARE:

- To ensure all eligible children with disabilities receive a free appropriate public education (FAPE)—special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living;
- To ensure the rights of children with disabilities and their families are protected;
- To assist states, localities, educational service agencies, and federal agencies to provide for the education of all individuals with disabilities;
- To assist states in the implementation of a statewide, comprehensive, coordinated, multidisciplinary, interagency system of early intervention services for infants and toddlers with disabilities and their families;
- To ensure educators and families have the necessary tools to improve educational results for children with disabilities by supporting systemic improvement activities; coordinated research and personnel preparation; coordinated technical assistance, dissemination, and support; and technology development and media services; and
- To assess and ensure the effectiveness of efforts to educate children with disabilities.

As required by IDEA, special education and early intervention services are collaboratively developed by teams of parents, families, educators, and other service providers. Some meet in homes, and others meet in schools. All of them have an interest in supporting students with disabilities and ensuring that infants, toddlers, children, and youth with disabilities receive an appropriate public education in the least restrictive environment.

The law, now known as the Individuals with Disabilities Education Act (IDEA), was most recently reauthorized in 2004. It includes state formula grant programs for infants, toddlers, children, and youth with disabilities, along with national programs that support and train personnel and provide technical assistance to schools and families to deliver evidence-based special education services in early childhood centers and schools across the country. Through the appropriations process, Congress provides funding for IDEA to the U.S. Department of Education, which then issues grants to state education agencies.

IDEA HAS FOUR PARTS:

- Part A** – General Provisions, the general provisions of the Act, including Findings, Purposes, and Definitions;
- Part B** – Assistance for Education of All Children with Disabilities, which includes (among other things) Authorization, Use of Funds, State and Local Eligibility, Evaluation, Individualized Education Programs (IEPs), Procedural Safeguards, Monitoring, and Preschool Grants
- Part C** – Infants and Toddlers with Disabilities, which includes (among other things) Findings, Definitions, Eligibility, Requirements for Statewide System, Individualized Family Service Plans (IFSPs), State Application and Assurances, Use of Funds, Procedural Safeguards, and Authorization; and
- Part D** – National Activities to Improve Education of Children with Disabilities, which includes State Personnel Development Grants; Personnel Preparation, Technical Assistance, Model Demonstration Projects and Dissemination of Information; Supports to Improve Results for Children with Disabilities; and General Provisions.

As we build upon the successes of the past and improve services for the future, the continued collaborative efforts of families, early intervention providers, and school teams will be imperative. This year marks the 50th Anniversary of IDEA and it is a moment to reflect on the progress that has been made while reaffirming our commitment to high expectations, evidence-based approaches, and well-funded programs. These are essential to changing the trajectory for children and youth with disabilities across the country. From birth to college and career, IDEA provides pathways toward better outcomes.

IDEA FAST FACTS

- ▶ Each year, the Department of Education issues a report to Congress on the number of children served in special education and early intervention programs across the country. The most recent version is available at <https://sites.ed.gov/idea/2023-individuals-with-disabilities-education-act-annual-report-to-congress>.
- ▶ In 2022, the most recent year for which there are data, there were more than 7.6 million children ages 3 through 21 served under IDEA Part B across the United States, including the District of Columbia, Bureau of Indian Education schools, Puerto Rico, the four outlying areas, and the three freely associated states. (Annual IDEA Section 618 data submitted by states to the U.S. Department of Education):
 - The number of preschool students ages 3-5 increased by 13.6% (535,392 children served);
 - The number of school-age students ages 5 (in kindergarten) to 21 increased by 3%, surpassing 7 million for the first time (7,095,053 children and youth served);
 - 75.4% of students with disabilities ages 14–21 exited high school with a regular diploma.
- ▶ In 2022, there were 441,515 infants and toddlers ages birth through age 2 served under Part C, an increase of 8.7% (Annual IDEA Section 618 data submitted by states to the U.S. Department of Education).
- ▶ In 2022, the most prevalent disability category of students ages 5 through 21 served under Part B was specific learning disability (34.2 percent), followed by speech or language impairment (18 percent), other health impairment (16.5 percent), autism (12.9 percent), intellectual disability (6 percent), and emotional disturbance (4.6 percent). (Annual IDEA Section 618 data submitted by states to the U.S. Department of Education).

APPROPRIATIONS

OVERVIEW

Infants, toddlers, children, and youth with disabilities and/or gifts and talents participate in and benefit from all federal public education and early childhood programs. A strong federal investment in programs that provide targeted support is critical to ensuring success in the early years, in school, and beyond, as well as increasing opportunities for all. Unfortunately, these programs are consistently and woefully underfunded, straining the entire education system.

According to the U.S. Department of Education’s FY 2026 congressional budget justification for special education, the number of infants, toddlers, children, and youth with disabilities served under IDEA continues to grow, reaching a projected 8.7 million during the 2025-26 school year. Stagnant federal funding, a rise in the number of eligible children, an alarming shortage of personnel, and an increase in the price of services create significant budgetary challenges. Consistently well-funded programs will result in a better future for infants, toddlers, children, and youth with disabilities.

Members of Congress are Urged to:

Invest no less than:

- \$16.7 billion in IDEA Part B State Grants
- \$632 million in IDEA Part C Infants and Toddlers
- \$491 million in IDEA Part B Preschool Program
- \$135 million in IDEA Part D Personnel Preparation
- \$70 million in the National Center for Special Education Research
- \$32 million in the Jacob K. Javits Gifted and Talented Grants

FUNDING FAST FACTS

- Without a significant increase for the IDEA grants to states program in FY 2026, the federal share will be 11% or approximately one-quarter of “full funding” (U.S. Department of Education).
- Filling the gap between current funding and “full funding” could support more than 400,000 special education jobs (U.S. Department of Education, 2024).
- For the 2023-24 school year, 43 States, Puerto Rico, and the District of Columbia projected a shortage of qualified teachers in special education, more than for any other teacher shortage area by an eight-state margin (U.S. Department of Education).

Reject Proposed Cuts in the FY 2026 Budget

The FY 2026 budget proposal recommends eliminating IDEA Personnel Preparation, the IDEA Preschool Program, the Javits Program, and the National Center for Special Education Research within the Institute of Education Sciences (IES). The elimination of these programs would have outsized negative consequences:

- **Further Damaging the Educator Pipeline:** Cutting Part D Personnel Preparation, along with all other parts of the IDEA National Activities (IDEA Part D), including technical assistance centers, would severely limit the pipeline of qualified special educators and reduce access to professional development and resources critical for effective IDEA implementation. At a time when special educators make up the highest educator shortage areas in nearly all states, this proposal is particularly devastating.
- **Failing Preschool-aged Children at Long-term Personal and Financial Cost:** Eliminating the IDEA Preschool Program would deny early intervention services to children aged 3–5, preventing preschool-aged children from making meaningful progress during a critical phase of human brain development and leading to more intensive and expensive K–12 special education needs in elementary school and beyond.
- **Weakening Evidence-Based Policy:** The loss of IES-supported research would hinder states’ and districts’ ability to make data-driven decisions, implement proven practices, and adapt to evolving student needs and technologies. This will cause educational systems to waste money using programs and data in ways that don’t improve outcomes for students, ultimately harming schools and students.
- **Providing States with Less Funding:** 18 K-12 education grant programs, including the Javits program and School-Based Mental Health Professionals Grants, would be consolidated into a K-12 Simplified Funding Program under the budget proposal. This would result in considerably fewer dollars flowing to states, and the elimination of a funding infrastructure to target funds to specific needs, including gifted and talented education, the pipeline of mental health professionals, and many other programs that were developed in response to national need.

EDUCATOR SHORTAGES

OVERVIEW

The United States faces a critical shortage of special educators, which includes teachers, early interventionists, specialized instructional support personnel (SISP), administrators, faculty in higher education, and paraeducators. A targeted commitment to ensuring special educators have the knowledge, skills, and abilities to meet the unique needs of infants, toddlers, children, and youth with disabilities in urban, suburban, and rural areas is essential to addressing these shortages. Now more than ever, a comprehensive workforce pipeline must be developed to attract diverse personnel into all areas of special education, effectively prepare personnel to provide opportunities for positive outcomes and post-school success and retain special educators for long-term overall impact.

FAST FACTS ON EDUCATOR SHORTAGES

- According to the U.S. Department of Education, over 7.8 million (roughly 15%) of individuals with disabilities were served under IDEA during the 2024 school year. An additional 406,000 infants and toddlers were served through Part C (OSEP, 2024).
- As of 2024–25, over 30 states report shortages in early childhood special education (ECSE). For the 2024-25 school year, 48 States, Puerto Rico, and the District of Columbia projected a shortage of qualified teachers in special education.
- In 2023-24, over 35 states reported shortages in areas such as speech-language pathology and school psychology.
- According to a report from the U.S. Department of Education, 72% of schools with special education vacancies reported difficulty filling them.
- Approximately 55,000 special education positions were vacant, and another 270,000 were filled by teachers who were not fully qualified,
- Enrollment in teacher preparation programs declined 45% in just one decade, resulting about 300,000 fewer prepared teachers annually.

Members of Congress are Urged to Support Reintroduction of the following:

- **The EDUCATORS for America Act.** This bill would strengthen the educator pipeline by attracting, preparing, and retaining effective educators. It targets shortage areas and supports comprehensive preparation, provides funding for states to create plans to meet their specific personnel needs, improves the workforce, and reduces barriers to entry into the profession.

Bill champions: Sen. Jack Reed (D-RI); Rep. Alma Adams (D-NC)

- **The Preparing and Retaining All (PARA) Educators Act.** Paraeducators provide essential support that enables children with disabilities to participate in inclusive settings and are the most diverse category of school personnel. The PARA Educators Act would support efforts to attract and retain paraeducators in preschool and K-12 settings.

Bill champions: Sen. Ed Markey (D-MA); Rep. Ann Kuster (D-NH)

- **The Supporting Teaching and Learning through Better Data Act.** While schools, districts, and states experience the daily challenges of educator shortages, data are lagging, incomplete, and hard to compare across states, failing to reflect the urgency of the issue. This bill would require the National Center for Education Statistics to conduct a study on current data collections on personnel shortages and make recommendations for improving data collection, analysis, and dissemination.

Bill champions: Sen. Tim Kaine (D-VA)

MENTAL HEALTH

Building Positive Climates for Learning

OVERVIEW

To ensure all children can learn, schools must provide safe and healthy environments that support and enhance skills essential for school readiness and academic success. To accomplish this goal, every school must have dedicated, highly qualified school mental health professionals—vital school team members available to work with all children. Professionals in schools and early childhood programs who provide these services and interventions are key to creating positive systems that support a sense of belonging and success. Without these professionals, academic and nonacademic outcomes suffer.

FAST FACTS ON CHILDREN'S MENTAL HEALTH

- 59% of public schools reported an insufficient number of school mental health professionals to meet student needs (National Center for Education Statistics, 2024-25).
- One in six children have a mental health condition, but only half receive any mental health services.
- Nearly 20% of children aged 3-17 have a mental, emotional, developmental, or behavioral disorder (2022 National Healthcare Quality & Disparities Report).

Members of Congress are Urged to:

Direct the U.S. Department of Education to reinstate funding for MHSP and SMBH grants. These two mental health grants originally funded under the Bipartisan Safer Communities Act—Mental Health Services Professional Demonstration Grant and the School-Based Mental Health Service Grant—address the pipeline for and shortages of school-based mental health professionals.

The Department must:

- Reinstate funding for the 200+ non-continued grants to ensure students midway through their professional programs can attain their degrees and serve in high-need schools.
- Recompete these grants so another cohort of students can be trained and are ready to fill the many open positions for school mental health professionals.

Provide, at a minimum, funding at the FY 2025 level for Safe Schools National Activities, divided between School-Based Mental Health Services Professional Demonstration Grants and School-Based Mental Health Services Grants, to address severe shortages of school-based mental health professionals (school psychologists, school social workers, and school counselors).

- These grants are critical to ensuring school districts have dedicated funding to address shortages of school-based mental health professionals trained to address students' challenges.

VI. **Old Business:**
A. GCED 2025-2026 Calendar Revision



Goodhue County Education District 2025-26 School Calendar

GCED Board Approved on 7/24/25

August 2025						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	Staff days 7					
September 2025						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
Student 21 / Staff 21 Days						
October 2025						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
Student 21 / Staff 21 Days						
November 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	Student 17 / Staff 17 Days					
December 2025						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
Student 15 / Staff 15 Days						
January 2026						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
Students 19 / Staff 21 Days						

August 19 or 20	PCM for REACH Staff
August 21-28	Staff Workshop
August 27	RBEC Open House 3:30-5:30
September 2	First Day of School
September 12	PLC Early Release 12:45
October 10	PLC Early Release 12:45
October 16-17	No Staff/No Students
October 31	End of 1st Qtr
November 3	No Staff/No Students
November 4	1st Day 2nd Qtr
November 6	RBEC P/T Conf. 3:30-6:30
November 14	PLC Early Release 12:45
November 27-28	No Staff/No Students
December 12	PLC Early Release 12:45
December 22-January 1	No Staff/No Students
January 2	Staff Workshop/No Students
January 9	PLC Early Release 12:45
January 16	End of 2nd Qtr/1st Semester
January 19	Staff Workshop/No Students
January 20	1st Day 3rd Qtr/ 2nd Semester
February 13	PLC Early Release 12:45
February 16	Staff Workshop/No Students
March 6	Staff Workshop/No Students
March 12	RBEC P/T Conf. 3:30-6:30
March 13	PLC Early Release 12:45
March 16-20	No Staff/No Students
April 2	End of 3rd Qtr
April 3	No Staff/No Students
April 6	1st Day 4th Qtr
April 10	PLC Early Release 12:45
April 27	Staff Workshop/No Students
May 15	PLC Early Release 12:45
May 25	Memorial Day/No School
June 4	Last Day for Grades K-12
June 5	Staff Workshop

February 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
Students 19 / Staff 20 Days						
March 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
Students 16 / Staff 17 Days						
April 2026						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
Students 20 / Staff 21 Days						
May 2026						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	Students 20 / Staff 20 Days					
June 2026						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
Students 4 / Staff 5 Days						

Q1 = 42, Qtr 2 = 42, Q3 = 46, Q4 = 42
Semester 1 = 84, Semester 2 = 88

- No School
- Early Release
- Tchrr Wkshp - No Students
- 1st/Last Day of Quarter

This calendar reflects 172 scheduled student days and 185 Staff Days + 8 hrs (Conferences/Open House)

VII. **New Business:**

A. GCED RFP Analysis 2026 - Life, LTD, PFML

36





Anicllary Benefits Total Cost Analysis
Goodhue County Education District
Effective Date: 12/01/2025

	Current/Renewal 12/1/2025	Alternative 1 12/1/2025	Alternative 2 12/1/2025	Alternative 3 12/1/2025	Alternative 4 12/1/2025	Alternative 5 12/1/2025	Alternative 6 12/1/2025
	Mutual of Omaha: Life AD&D + LTD	Lincoln	Guardian	Sunlife	Standard	Unum	Metlife
Life and AD&D Rates	Mutual of Omaha	Lincoln	Guardian	Sunlife	Standard	Unum	Metlife
Estimated Volume (Monthly)	\$10,808,750	\$10,808,750	\$10,808,750	\$10,808,750	\$10,808,750	\$10,808,750	\$10,808,750
Life Rate (Per \$1,000)	\$0.090	\$0.072	\$0.068	\$0.057	\$0.065	\$0.069	\$0.075
AD&D Rate (Per \$1,000)	\$0.020	\$0.020	\$0.019	\$0.015	\$0.015	\$0.020	\$0.014
Estimated Annual Premium	\$14,267.55	\$11,932.86	\$11,284.34	\$9,338.76	\$10,376.40	\$11,543.75	\$11,543.75
Percentage Change		-16.36%	-20.91%	-34.55%	-27.27%	-19.09%	-19.09%
Dollar Change		-\$2,334.69	-\$2,983.22	-\$4,928.79	-\$3,891.15	-\$2,723.81	-\$2,723.81
Rate Guarantee		3 Years	2 Years	2 Years	3 Years	2 Years	3 Years
Long Term Disability Rates	Mutual of Omaha	Lincoln	Guardian	Sunlife	Standard	Unum	Metlife
Estimated Volume (Monthly)	\$579,313	\$579,313	\$579,313	\$579,313	\$579,313	\$579,313	\$579,313
Rate (per \$100)	\$0.170	\$0.150	\$0.122	\$0.110	\$0.140	\$0.119	\$0.177
Estimated Annual Premium	\$11,817.99	\$10,427.63	\$8,481.14	\$7,646.93	\$9,732.46	\$8,272.59	\$12,304.61
Percentage Change		-11.76%	-28.24%	-35.29%	-17.65%	-30.00%	4.12%
Dollar Change		-\$1,390.35	-\$3,336.84	-\$4,171.05	-\$2,085.53	-\$3,545.40	\$486.62
Rate Guarantee		3 Years	2 Years	2 Years	3 Years	2 Years	3 Years
PFML Rates	State Program	Lincoln	Guardian	Sunlife	Standard	Unum	Metlife
Estimated Covered Payroll (annually)	\$6,678,803	\$6,678,803	\$6,678,803	\$6,678,803	\$6,678,803	\$6,678,803	\$6,678,803
PFML Rate	\$0.0088	\$0.0110	\$0.0133	\$0.0230	\$0.0170	\$0.0151	\$0.0079
Estimated Annual Premium	\$58,773.47	\$73,466.83	\$88,828.08	\$153,612.47	\$113,339.29	\$100,622.85	\$52,762.54
Percentage Change		25.00%	51.14%	161.36%	92.84%	71.20%	-10.23%
Dollar Change		\$14,693.37	\$30,054.61	\$94,839.00	\$54,565.82	\$41,849.38	-\$6,010.92
Rate Guarantee		2 Years	2 Years	1 Year	1 Year	1 Year	2 Year*
Grand Total							
Estimated Annual Premium	\$84,859.00	\$95,827.33	\$108,593.56	\$170,598.16	\$133,448.15	\$120,439.18	\$76,610.90
Percentage Change	N/A	13%	28%	101%	57%	42%	-10%
Dollar Change	N/A	\$10,968.33	\$23,734.56	\$85,739.16	\$48,589.14	\$35,580.18	-\$8,248.10

*If sold with two other core lines of coverage





Goodhue County Education District #6051
Restrictive Procedures Plan

July 1, 2025 - June 30, 2026

Table of Contents

Page

A. Definitions	3
B. Staff Training – Requirements and Activities	4
C. Restrictive Procedures Approved for Use	6
D. Prohibited Procedures	9
E. Documentation of Physical Holding and/or Seclusion	10
F. Documentation of Post-use Staff Debriefing Meeting	11
G. Documentation for an Individualized Education Plan or Individualized Family Support Plan	11
H. Building Oversight Committee	12
I. Emergency Situations – Use of Restrictive Procedures	12
J. Positive Behavior Strategies	13
K. Mental Health Supports and Services	14

Appendices

	<u>Page</u>
Site Trainings	A
Restrictive Procedures Training Attendance	B
Fire Marshal Inspection	C
Seclusionary Locked Time Out Inspection Form	D
Restrictive Procedures Physical Holding Form	E
Restrictive Procedures Seclusion Form	F
Staff Debriefing Meeting Form	G
Building Oversight Committee Members	H
Building Oversight Committee Review Form	I
Building Oversight Committee Meeting Log	J
Annual Summary of Use of Restrictive Procedures	K

Goodhue County Education District #6051 Restrictive Procedures Plan

In accordance with Minnesota Statute 125A.0942, subd. 1, schools that intend to use restrictive procedures shall maintain and make publicly accessible in an electronic format on a school or district website or make a paper copy available upon request describing a restrictive procedures plan for children with disabilities. Restrictive Procedure means the use of physical holding or seclusion in an emergency. The plan specifically outlines the list of restrictive procedures the school intends to use; describes how the school will implement a range of positive behavior strategies; links to mental health services; how the district will provide training on de-escalation techniques, consistent with 122A.187, subd. 4; how the school will monitor and review the use of restrictive procedures, including post use debriefings, consistent with subd. 3 paragraph (a), clause (5); convening an oversight committee to undertake quarterly reviews of the use of restrictive procedures; and a written description and documentation of the training and staff that have completed the training under subd. 5. This plan is available upon request.

The Goodhue County Education District #6051 uses restrictive procedures only in response to behavior(s) that constitutes an emergency, even if written into a child’s Individual Education Plan (IEP), Individual Family Support Plan (IFSP) or Behavior Intervention Plan (BIP).

A. Definitions

The following terms are defined as:

1. “Emergency” means a situation where immediate intervention is needed to protect a child or other individual from physical injury. Emergency does not mean circumstances such as: a child who does not respond to a task or request and instead places his or her head on a desk or hides under a desk or table; a child who does not respond to a staff person’s request unless failing to respond would result in physical injury to the child or other individual; or an emergency incident has already occurred and no threat of physical injury currently exists.
2. “Physical holding” means physical intervention intended to hold a child immobile or limit a child’s movement where body contact is the only source of physical restraint, and where immobilization is used to effectively gain control of a child in order to protect a child or other individual from physical injury. The term physical holding does not mean physical contact that:
 - a. helps a child respond or complete a task;
 - b. assists a child without restricting the child’s movement;

- c. is needed to administer an authorized health related service or procedure; or
 - d. is needed to physically escort a child when the child does not resist or the child's resistance is minimal.
3. "Positive behavioral interventions and supports" means interventions and strategies to improve the school environment and teach children the skills to behave appropriately, including the key components under section 122A.627.
 4. "Prone restraint" means placing a child in a face down position.
 5. "Restrictive procedures" means the use of physical holding or seclusion in an emergency. Restrictive procedures must not be used to punish or otherwise discipline a child.
 6. "Seclusion" means confining a child alone in a room from which egress is barred. Egress may be barred by an adult locking or closing the door in the room or preventing the child from leaving the room. Removing a child from an activity to a location where the child cannot participate in or observe the activity is not seclusion.

B. Staff Training – Requirements and Activities

Requirements

Training will be provided to district staff and contracted staff who use restrictive procedures, including paraprofessionals.

Staff who design and use behavioral interventions will complete training in the use of positive approaches as well as restrictive procedures. All staff that use restrictive procedures in the Goodhue County Education District are trained in Professional Crisis Management Association (PCMA) procedures. At the first sight of anxiety in a child you will need to become supportive (an empathetic, nonjudgmental approach attempting to alleviate anxiety). Staff who design and use positive behavioral interventions will complete training in the communicative intent of behaviors including the following:

1. Questioning – Questioning authority and attempting to draw staff into power struggles.
2. Refusal – Noncompliance / slight loss of rationalization.
3. Release – Acting out or emotional outburst.
4. Intimidation – Verbal or nonverbal threatening.
5. Tension Reduction – Drop in energy after a crisis situation.

Staff who design and use positive behavioral interventions will complete training in the following relationship building strategies:

1. Building relationships with children when they are doing well.
2. Re-establishing relationships after children come back from a crisis.
Re-establishing rapport.
3. Provide children personal space.
4. Use appropriate nonverbal and paraverbal communication (tone, volume and cadence) when establishing relationships with children.

Staff who design and use behavioral strategies will complete training in the following alternatives to restrictive procedures, including techniques to identify events and environmental factors that may escalate behavior:

1. Recognizing anxiety.
2. Recognizing nonverbal behavior.
3. Giving children time and space to release.

Staff who design and use behavioral strategies will complete training in the following de-escalation methods:

1. Time and space
2. Someone to talk with
3. Walk/Exercise/Movement

Staff who use restrictive procedures will implement the following standards for use:

1. Only as a last resort when a person is a danger to self or others.
2. Always maintaining the Care, Welfare, Safety and Security of all.

Staff who design and use behavioral strategies will follow the Goodhue County Education District #6051 Safety and Emergency Action Plan in an emergency situation. Staff will also recognize that the physiological and psychological impact of physical holding and seclusion is different for all children. Staff must analyze, be aware of, and respond to this impact. Everyone being restrained should be considered "at risk". Interventions will be monitored for physical and psychological distress including the

symptoms of and interventions that may cause potential asphyxia when physical holding is used.

Staff will be trained on district policies and procedures for timely reporting and documenting of each incident involving use of a restricted procedures;

Staff will be trained on schoolwide programs on positive behavior strategies at the district level.

Training records will identify the content of the training, attendees, and training dates. Goodhue County Education District #6051 will compile a list of all PCMA training and forward attendance records to the district on a quarterly basis. The district will maintain records of additional training provided within the district. Records of all training will be maintained at each building site. See Appendix A and B for Site Trainings and Attendance Forms, respectively.

Restrictive procedures may be used only by a licensed special education teacher, school social worker, school psychologist, behavior analyst certified by the National Behavior Analyst Certification Board, a person with a master's degree in behavior analysis, other licensed education professional, paraprofessional under section 120B.363 or mental health professional under section 245.4871 subd. 27, who has completed the training program under subd. 5.

C. Restrictive Procedures Approved for Use

1. Physical holding or seclusion may be used only in an emergency. A school that uses physical holding or seclusion shall meet the following requirements:
 - a. physical holding or seclusion is the least intrusive intervention that effectively responds to the emergency;
 - b. physical holding or seclusion is not used to discipline a noncompliant child;
 - c. physical holding or seclusion ends when the threat of harm ends and the staff determines the child can safely return to the classroom or activity;
 - d. staff directly observes the child while physical holding or seclusion is being used;
 - e. each time physical holding or seclusion is used, the staff person who implements or oversees the physical holding or

seclusion documents, as soon as possible after the incident concludes, the following information:

- i. a description of the incident that led to the physical holding or seclusion;
 - ii. why a less restrictive measure failed or was determined by staff to be inappropriate or impractical;
 - iii. the time the physical holding or seclusion began and the time the child was released;
 - iv. a brief record of the child's behavioral and physical status; and
 - v. a brief description of the post-use debriefing that occurred as a result of the use of the physical hold or seclusion; and
- f. the room used for seclusion must:
- i. be at least six feet by five feet;
 - ii. be well lit, well ventilated, adequately heated, and clean;
 - iii. have a window that allows staff to directly observe a child in seclusion;
 - iv. have tamper proof fixtures, electrical switches located immediately outside the door, and secure ceilings;
 - v. have doors that open out and are unlocked, locked with keyless locks that have immediate release mechanisms, or locked with locks that have immediate release mechanisms connected with a fire and emergency system;
 - vi. not contain objects that a child may use to injure the child or others; and
- g. before using a room for seclusion, a school must:
- i. receive written notice from local authorities that the room and the locking mechanisms comply with the applicable building, fire, and safety codes; and
 - ii. register the room with the commissioner, who may view that room.

Physical Holdings

All buildings in the Goodhue County Education District #6051 intends to use the following types of physical holding when trained in PCMA: 1 Person Transportation, 2 Person Transportation, 1 Person Vertical Immobilization, 2 Person Vertical Immobilization, 3 Person Vertical Immobilization, 3 Person Supine Barr may be used. Training and monitoring by a qualified PCMA Instructor will be provided to staff using these procedures.

Seclusion

Attached, as Appendix D, is written notice from local authorities that the rooms and the locking mechanisms comply with applicable building, fire, and safety codes. The written notice was received from the Deputy State Fire Marshal, Inspector for Goodhue County on August 17, 2015. Room D100.6 is registered with the Minnesota Department of Education. Specifications of Room # D100.6 is included in Appendix D. This form will be completed and/or updated by the Goodhue County Education District Director or their designee.

No other buildings in the Goodhue County Education District #6051 will use any locked time out rooms for seclusion.

Notification to Parents

A school shall make:

1. Reasonable efforts to notify the parent on the same day a restrictive procedure is used on the child; or
2. If unable to provide same-day notice, notice is sent within two days by written or electronic means; or as otherwise indicated by the parent in the child's IEP, IFSP or BIP.

Reporting Requirements for Using Restrictive Procedures

Goodhue County Education District must report summary data to MDE by July 1st of the current school year, on districts' use of restrictive procedures during that school year, including data on:

1. The number of incidents involving restrictive procedures;
2. The total number of children on which restrictive procedures were used;
3. The number of resulting injuries;

4. Relevant demographic data on the children and school;
5. Any disproportionate use of restrictive procedures based on race, gender, or disability status;
6. The role of the school resource officer or police in emergencies; and
7. Other relevant data collected by the district.

Within 24 hours after a child with a disability suffers death or serious injury, the Goodhue County Education District must notify the Office of the Ombudsman of the death or serious injury. Reports of death or serious injury may be done by faxing a completed form to the Office of the Ombudsman.

Reporting Requirement – Serious Injury

“Serious Injury” means:

1. Fractures;
2. Dislocations;
3. Evidence of internal injuries;
4. Head injuries with loss of consciousness;
5. Lacerations involving injuries to tendons or organs and those for which complications are present;
6. Extensive second-degree or third-degree burns, and other burns for which complications are present;
7. Extensive second-degree or third-degree frostbite, and others for which complications are present;
8. Irreversible mobility or avulsion of teeth;
9. Injuries to the eyeball;
10. Ingestions of foreign substances and objects that are harmful;
11. Near drowning;
12. Heat exhaustion or sunstroke; and
13. All other injuries considered serious by a physician*

Additionally, the Office of the Ombudsman asks that instances of self-injurious behaviors (SIB) or suicide attempts be reported to the Office when the injury results in hospitalization of the child or the need for medical treatment.

**further defined by the Office of the Ombudsman to include complications of a previous injury, complications of medical treatment, and other.*

D. Prohibited Procedures

The following actions or procedures are prohibited:

1. Engaging in conduct prohibited under 121A.58;
2. Requiring a child to assume and maintain a specified physical position, activity, or posture that induces physical pain;
3. Totally or partially restricting a child's senses as punishment.
4. Presenting an intense sound, light, or other sensory stimuli using smell, taste, substance, or spray as punishment;
5. Denying or restricting a child's access to equipment and devices such as walkers, wheelchairs, hearing aids, and communication boards that facilitate a child's functioning, except when temporarily removing the equipment or device is needed to prevent injury to the child or others or serious damage to the equipment or device, in which case the equipment or device shall be returned to the child as soon as possible;
6. Interacting with a child in a manner that constitutes sexual abuse, neglect, or physical abuse under chapter 260E;
7. Withholding regularly scheduled meals or water;
8. Denying the child access to bathroom facilities;
9. Physical holding that restricts or impairs a child's ability to breathe, restricts or impairs a child's ability to communicate distress, places pressure or weight on a child's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen, or results in straddling a child's torso.
10. Prone restraint; and
11. The use of seclusion on children from birth through grade 3 by September 1, 2024.

E. Documentation of Physical Holding and Seclusion

Annually, stakeholders may, as necessary, recommend to the commissioner specific and measurable implementation and outcome goals for reducing the use of restrictive procedures and the commissioner must submit to the legislature a report on districts' progress in reducing the use of restrictive procedures that recommends how to further reduce these procedures and eliminate the use of seclusion. The statewide plan includes the following components: measurable goals; the resources, training, technical assistance, mental health services, and collaborative efforts needed to significantly reduce districts' use of seclusion; and recommendations to clarify and improve the law governing districts' use of restrictive procedures. The commissioner must consult with interested stakeholders when preparing the report, including representatives of advocacy organizations, special education directors, teachers, paraprofessionals, intermediate school districts, school boards, day treatment providers, county social services, state human services department staff, mental health professionals, and autism experts. Beginning with the 2016-2017 school year, in a form and manner determined by the commissioner, districts must report data quarterly to the department by January 15, April 15, July 15, and October 15 about individual children who have been secluded. By July 15 each year, districts must report summary data on their use of physical holds to the department for the prior school year, July 1 through June 30, in a form and manner determined by the commissioner. The summary data must include information about the use of restrictive procedures, including use of reasonable force under section 121A.582.

The use of restrictive procedures in emergency situations will be documented through the use of the Restrictive Procedures Physical Holding Form (see Appendix E), Restrictive Procedures Seclusion Form (see Appendix F), and the Staff Debriefing Meeting Form (see Appendix G).

F. Documentation of Post-use Staff Debriefing Meeting

Each time physical holding or seclusion is used, the staff person who implemented or oversaw the physical holding or seclusion shall document as soon as possible after the incident concluded and conduct a post-use debriefing with involved staff within 2 school days of the incident after the restrictive procedure concludes. There will be at least one staff member attending the debriefing meeting who was not involved in the incident and has knowledge of behaviors. A copy of the Restrictive Procedures Physical Holding Form (see Appendix E) and/or Restrictive Procedures Seclusion Form (see Appendix F) and the Staff Debriefing

Meeting Form (see Appendix G) will be sent to: the child's case manager, the building principal, the Goodhue County Education District Director, and a copy placed in the child's due process file. The Goodhue County Education District Director will keep a comprehensive file of all restrictive procedure forms to be used by the Building Oversight Committee (see Appendix H for list of committee members).

If the post-use debriefing meeting reveals that the use of physical holding or seclusion was not used appropriately, the Building Oversight Committee will convene immediately to ensure corrective action is taken. The Building Oversight Committee will review and evaluate the Restrictive Procedures Physical Holding Form (see Appendix E), the Restrictive Procedures Seclusion Form (see Appendix F), and the Staff Debriefing Meeting Form (Appendix G) to determine and recommend training needs.

G. Documentation for an Individual Education Plan (IEP) or an Individual Family Support Plan (IFSP)

The use of restrictive procedures in response to an emergency may be documented in the child's IEP, IFSP or a behavior intervention plan (BIP) attached to the IEP or IFSP. Reviews will be conducted in accordance with MN Statute which requires the district will hold a meeting of the IEP or IFSP team, conduct or review a functional behavioral analysis, review data, consider developing additional or revised positive behavioral interventions and supports, consider actions to reduce the use of restrictive procedures, and modify the IEP, IFSP or BIP as appropriate. The district must hold the meeting: within ten calendar days after district staff use restrictive procedures on two separate school days within 30 calendar days or a pattern of use emerges and the child's IEP, IFSP or BIP does not provide for using restrictive procedures in an emergency; or at the request of a parent or the district after restrictive procedures are used. The district must review use of restrictive procedures at a child's annual IEP or IFSP meeting when the child's IEP or IFSP provides for using restrictive procedures in an emergency. If the IEP or IFSP team determines that existing interventions and supports are ineffective in reducing the use of restrictive procedures or the district uses restrictive procedures on a child on ten or more school days during the same school year, the team, as appropriate, either must consult with other professionals working with the child; consult with experts in behavior analysis, mental health, communication, or autism; consult with culturally competent professionals; review existing evaluations, resources, and successful strategies; or consider whether to reevaluate the child. At the meeting the team will review any known medical or psychological limitations, including any medical information the parent provides voluntarily, that contraindicate the use of a restrictive procedure, consider whether to

prohibit that restrictive procedure, and document any prohibition in the IEP, IFSP or BIP.

Record retention will be in accordance with district policies on student records.

H. Building Oversight Committees

The Building Oversight Committee will meet quarterly to review data provided in the Restrictive Procedures Physical Holding Form (see Appendix E), Restrictive Procedures Seclusion Form (see Appendix F) and the Staff Debriefing Meeting form (see Appendix G). The Committee will complete the Building Oversight Committee Review Form (see Appendix I). The Building Oversight Committee will also complete the Annual Summary of Use of Restrictive Procedures form (see Appendix K). The Building Oversight Committee will make recommendations in regards to the District's Restrictive Procedures Plan and, if necessary, indicate training needs and establish a plan for addressing Committee recommendations.

If a post-use debriefing meeting reveals that the use of physical holding or seclusion was not used appropriately, the Building Oversight Committee will convene immediately to ensure corrective action is taken. The Building Oversight Committee will review and evaluate the Restrictive Procedures Physical Holding Form (see Appendix E), Restrictive Procedures Seclusion Form (see Appendix F), and the Staff Debriefing Meeting Form (see Appendix G) to determine and recommend training needs.

I. Emergency Situations – Use of Restrictive Procedures

The Goodhue County Education District #6051 shall make reasonable efforts to notify the parent on the same day when restrictive procedures are used in an emergency. If the school is unable to provide same-day notice, notice will be sent by written or electronic means or as otherwise indicated by the parent. Documentation of how the parent wants to be notified when a restrictive procedure is used may be found in the IEP, IFSP or BIP.

Building administrators will receive written notification when restrictive procedures are used in emergency situations. Records will be reviewed and summarized annually.

J. Positive Behavior Interventions and Supports

The district is committed to using positive behavioral interventions and supports. Positive behavior interventions and supports (PBIS) means intervention and strategies to improve the school environment and teach children the skills to behave appropriately.

Each building in the Goodhue County Education District #6051 uses the following practices and procedures to teach expected behaviors and provide additional positive supports to children requiring further intervention:

1. In the Fall of 2010, a school-wide behavior plan was implemented which continues to be a staple. The items listed below were the most important attributes of this plan.
2. Assist the school/site (i.e. administrators, teachers, children, and support staff) in reaching academic and behavioral benchmarks and goals.
3. Create a positive learning environment throughout the school/site.
4. Teach that all activities and curricula in the school/site are positive actions, including: reading, writing, math, nutrition, social skills, etc.
5. Develop a caring environment that is free of disruptive behavior, bullying, substance use, and violence.
6. In creating a school wide plan with input from all staff we were able to garner and maintain staff buy-in throughout the process. We continue to expand and strengthen our system in the use of research based positive behavior interventions and an increased collection and use of data.
7. PBIS correlates with both our staff development goals and district AYP plans. Research, as cited multiple times on the PBIS website, indicates that academic achievement increases as behavioral referrals decrease. As part of our efforts to increase academic achievement and meet benchmarks, we understand the importance of having a cohesive and research driven response to child and staff behavior.
8. During this past year we have also had extensive training on Professional Learning Communities (PLC). Having a strong PLC model allows us to examine and get our hands around issues that face us as we strive to increase child performance. PLCs also give us

a vehicle to expand the knowledge base and implementation of new initiatives such as the implementation of PBIS.

9. In recent years, staff have also been trained in Life Space Crisis Intervention and Boy's Town.

K. Mental Health Supports and Services

One of the very first needs identified by The Mental Health Coalition of Goodhue County was a comprehensive mental health resource guide. These guides aim to increase mental health literacy and knowledge about how to access services. There are three guides: one for the community, one for school staff, and another for parents and caregivers. Visit gced.k12.mn.us, click on Resources then Mental Health for more information.

Nothing in this plan precludes the use of reasonable force under sections 121A.582; 609.06, subdivision 1; and 609.379. Any reasonable force used under sections 121A.582; 609.06, subdivision 1; and 609.379 which intends to hold a child immobile or limit a child's movement where body contact is the only source of physical restraint or confines a child alone in a room from which egress is barred shall be reported to the Department of Education as a restrictive procedure, including physical holding or seclusion used by an unauthorized or untrained staff person.

Skills and Knowledge Areas	River Bluff Education Center
1. Positive behavioral Interventions.	* PCMA
2. Communicative intent of behavior.	* PCMA
3. Relationship building.	* PCMA
4. Alternatives to restrictive procedures.	* PCMA
5. De-escalation methods.	* PCMA
6. Standards for using restrictive procedures.	* PCMA
7. Obtaining emergency medical assistance.	* PCMA
8. Psychological/Physiological impact of physical holding and seclusion.	* PCMA
9. Physical signs of distress during restraint.	* PCMA; OH State Medical Info
10. Recognizing symptoms of asphyxia during restraint.	* PCMA
11. Verbal and nonverbal communication to convert/divert an aggressive individual.	*Ukeru
12. Physical release techniques that keep both client and caregiver safe.	*Ukeru
13. Physical re-direction to avoid injury and self harm.	*Ukeru
14. Safe-Blocking®-the only trauma-informed, restraint-free blocking technique.	*Ukeru



The Goodhue County Education District has one room used for seclusion during the 2025-2026 year.

Goodhue County Education District #6051 Seclusionary Locked Time Out Inspection Form

Building: River Bluff Education Center **Date of Inspection:** August 17, 2015

Room #: D100.6 **Person(s) Completing Form:** Cherie Johnson

Fire Marshall checked on: August 17, 2015

Registered with MDE on: November 3, 2015

Room Measurement: 6'x5'4"

Description of Lighting, Ventilation and Heating: LED fixture. Ventilation goes through room at ceiling level – no opening into room

Plan for Maintenance and Cleaning after Use: The room is cleaned daily by the building custodial staff. Staff who use Room #D100.6 for seclusion will ensure the cleanliness of the room prior to and after each use.

Window Measurement: Room # D100.6 has a window in the door that measures 24"x4". When standing in front of the window, staff is able to see into the entire room.

Location of fixtures including electrical outlets, switches, smoke detectors, heating and ventilation fan and lights: There is one photoelectric smoke detector in the ceiling, a dimmer switch on the South wall, a sprinkler head in the ceiling(light hazard, quick response, security type sprinkler head), a ceiling diffuser (ducted supply air with a fire damper), and a return air grille in the ceiling (ducted return air with a fire damper).

- Are all fixtures tamperproof? Yes

Description of ceiling (height and type): Painted drywall and a height of 9ft above finished floor.

- Is the ceiling secure? Yes No

Door and locking mechanisms:

- Does the door open out? Yes No
- Does the door lock? Yes No If yes, the locking mechanism must meet the following:
 - o The lock immediately releases upon activation of the fire alarm and sprinkler system? Yes No
 - o The locking device is designed to fail in the open position? Yes No
 - o The locking mechanism has been approved by the local authorities indicating that it complies with all applicable building, fire, and safety codes? Yes No
 - o The district's plan for monthly testing of the locking mechanism is that the custodian will check monthly.

Describe for the school will ensure the room does not contain any objects the child may use to injure the child or others: School staff will check Room # D100.6 prior to use and after each use and immediately remove any objects that could be used to injure the child or others.

Any room that does not meet the MN law and statutory provisions must be repaired. The district's plan for repair is: If at any time the room, locking mechanism, or any item in the room is found to be in need of repair, use of the room will immediately cease until repair can be made. Needed repairs will be reported to the custodian and the Goodhue County Education Director.

Use of Restrictive Procedure - Physical Holding

Student Name: _____ ID: _____ DOB: _____ Grade: _____

School: _____ Date of Incident: _____

Ethnicity: Is the student Hispanic? Yes No What is the student's Race? (choose one or more)

American Indian or Alaska Native Asian
 Black or African American White
 Native Hawaiian or Pacific Islander

Directions: The staff person who implemented or oversaw a physical hold must complete this form each time a physical hold is utilized.

Staff Involved:

Name:	Position:	Role:	Trained:
_____			<input type="checkbox"/> Yes <input type="checkbox"/> No
_____			<input type="checkbox"/> Yes <input type="checkbox"/> No
_____			<input type="checkbox"/> Yes <input type="checkbox"/> No
_____			<input type="checkbox"/> Yes <input type="checkbox"/> No
_____			<input type="checkbox"/> Yes <input type="checkbox"/> No

Person completing form: _____ Title: _____

EMERGENCY

Was physical holding used to protect the student or others from physical injury? Yes No

Description of the emergency situation:

Description of the incident that led to the physical holding:

PHYSICAL HOLDING

Description of the physical holding and a brief description of the student's behavioral and physical status:

Was physical holding the least intrusive intervention to effectively respond to the emergency? Yes No
Explain why a less restrictive intervention failed or was determined by staff to be inappropriate or impractical:

Did physical holding end when the threat of harm ended and staff determined that the student could safely return to the classroom or activity? Yes No

Explain:

Did staff directly observe the child during physical holding? Yes No

Explain:

Did staff sustain an injury as a result of the physical holding: Yes No

Did the student sustain an injury as a result of the physical holding? Yes No

Time physical holding began: _____ Ended: _____ Total time: _____

Removal From School

Was the student removed from school by a police officer at the request of school personnel? Yes No

Parent Notification

Parents must be notified the same day a restrictive procedure is used. A written or electronic notice must be sent home within two (2) days if unable to notify on the same day.

Parent: _____ Date: _____ Time: _____

Notified by: _____

How notified: _____

Use of Restrictive Procedure - Seclusion

Student Name: _____ ID: _____ DOB: _____ Grade: _____

School: _____ Date of Incident: _____ Gender: _____

Ethnicity: Is the student Hispanic? Yes No What is the student's Race? (choose one or more)

American Indian or Alaska Native Asian
 Black or African American White
 Native Hawaiian or Pacific Islander

Directions: Complete this form whenever a seclusion is used. All students must be monitored by an adult at all times. End the intervention when the threat of harm ends and staff determine that the student can safely return to the classroom or activity. A debriefing meeting must be held within two (2) days and a Staff Debriefing Meeting form completed..

Staff Involved:

Name:	Position:	Role:	Trained:
_____			<input type="checkbox"/> Yes <input type="checkbox"/> No
_____			<input type="checkbox"/> Yes <input type="checkbox"/> No
_____			<input type="checkbox"/> Yes <input type="checkbox"/> No
_____			<input type="checkbox"/> Yes <input type="checkbox"/> No
_____			<input type="checkbox"/> Yes <input type="checkbox"/> No

Person completing form: _____ Title: _____

EMERGENCY

Was seclusion used to protect the student or others from physical harm? Yes No

Description of the emergency situation:

Description of the incident that led to seclusion:

SECLUSION

Location of the seclusion room:
 Did the room meet the requirements of a room used for seclusion? Yes No
 Did the room contain objects that a student may use to injure themselves or others? Yes No
 Provide a brief description of the student's behavior and physical status during seclusion:

Was seclusion the least intrusive intervention to effectively respond to the emergency? Yes No
Explain why a less restrictive intervention failed or was determined by staff to be inappropriate or impractical:

Did seclusion end when the threat of harm ended and staff determined that the student could safely return to the classroom or activity? Yes No

Explain:

Did staff directly observe the child during the seclusion? Yes No

Explain:

Did staff sustain an injury as a result of the seclusion? Yes No

Did the student sustain an injury as a result of the seclusion? Yes No

Time seclusion began: _____ Ended: _____ Total time: _____

Removal From School

Was the student removed from school by a police officer at the request of school personnel? Yes No

Parent Notification

Parents must be notified the same day a restrictive procedure is used. A written or electronic notice must be sent home within two (2) days if unable to notify on the same day.

Parent: _____ Date: _____ Time: _____

Notified by: _____

How notified: _____

Goodhue County Education District #6051 Staff Debriefing Meeting

Student Name: _____ **DOB:** _____ **Building:** _____

Date of Debrief: _____ **Date of Incident:** _____

Student on an IEP: Yes ___ No ___

BIP in Place: Yes ___ No ___

Was IEP followed: Yes ___ No ___

Was BIP followed: Yes ___ No ___

If answered no, explain why:

Signatures of staff attending debrief (should include at least one person not involved in the incident who has knowledge of the behavior). Circle the Facilitator's signature:

Involved Staff: _____

Identify the antecedents, triggers and proactive interventions used prior to escalation. Briefly describe the impact of the less restrictive interventions. What behavior did the student exhibit to require a restrictive procedure? Was the intervention used to protect the child/others from injury or to prevent serious property damage? Describe student and staff behavior during the intervention.

What actions helped/what did not help?

Describe the procedure used to return the child to his/her routine activity, education setting, intervention, and/or site determined by the team, BIP and/or administrator.

Was the hold/seclusion an emergency? Yes ___ No ___

Was the hold/seclusion least intrusive? Yes ___ No ___

Did the hold/seclusion end when the threat of harm ended? Yes ___ No ___

Is corrective action needed? Yes ___ No ___

Is the behavior likely to occur again? Yes ___ No ___

Follow-up action (to prevent need for future restrictive procedures):

Behavior History:

Other restrictive procedures used in the last 4 months? Yes ___ No ___

Restrictive procedures used twice in a month? Yes ___ No ___

Does the team see this as a pattern? Yes ___ No ___

Does the child's IEP team need to meet? Yes ___ No ___

Place a copy of these forms in the Child's Due Process File.

Send copies to the case manager, building administrator, and Goodhue County Education District Director.

**Goodhue County Education District #6051
Building Oversight Committee Members
2025-2026**

The Building Oversight Committee will meet quarterly to complete the Review Form (Appendix J) based on data provided in the Restrictive Procedures Form Physical Holding (Appendix E), Restrictive Procedures Form Seclusion Form (Appendix F), and the Staff Debriefing Meeting Form (Appendix G). The Committee will also complete the Annual Summary of Use of Restrictive Procedures form (Appendix K) and establish a plan for addressing Committee recommendations. The Building Oversight Committee may be called together at other times to address the inappropriate use of physical holding and/or seclusion and determine and recommend training needs. The Building Oversight Committee will also ensure IEP meetings are conducted in a timely manner.

River Bluff Education Center Oversight Committee Members

Nicole Bolduan, Director of Special Education

Kim Cory, Principal

Jenny Marquardt, Assistant Director of Special Education

Shelly Angell, Social Worker, Restrictive Procedures Trainer

Julie Braford, Teacher, Restrictive Procedures Trainer

Kailee Acosta, Paraprofessional

Summary of Restrictive Procedures Form Physical Holding

Frequency of Use:	Increase	Decrease	Same	
Duration of Use:	Increase	Decrease	Same	
Were the positive interventions consistently used prior to use of a restrictive procedure?	Yes	No		Explain:
Were parents notified the same day of the procedure or w/in 2 days (written or electronic)?	Yes	No		
Was an IEP meeting scheduled?	Yes	No		

Summary of Restrictive Procedures Form Seclusion

Frequency of Use:	Increase	Decrease	Same	
Duration of Use:	Increase	Decrease	Same	
Were the positive interventions consistently used prior to use of a restrictive procedure?	Yes	No		Explain:
Were parents notified the same day of the procedure or w/in 2 days (written or electronic)?	Yes	No		
Was an IEP meeting scheduled?	Yes	No		

Summary of Prone Restraint Form

Frequency of Use:	Increase	Decrease	Same	
Duration of Use:	Increase	Decrease	Same	
Were the positive interventions consistently used prior to use of a restrictive procedure?	Yes	No		Explain:
Were parents notified the same day of the procedure or w/in 2 days (written or electronic)?	Yes	No		
Was an IEP meeting scheduled?	Yes	No		

Summary of Staff Debriefing Meeting forms:

Is there a pattern of antecedents?	Yes	No	Specify	
Is there a pattern of behaviors?	Yes	No	Specify	
Is there a pattern of staff response?	Yes	No	Specify	
Is there a pattern of interventions that helped return this student to his/her routine activities?	Yes	No		Explain:
Is there a pattern of interventions that escalated student behaviors?	Yes	No		
Were procedures routinely discontinued when threat of harm ended?	Yes	No		
Were procedures routinely used only in an emergency?	Yes	No		
Members of the Review Team:				



Restrictive Procedures Oversight Committee Meeting Log

Members Present

Date:	Start:	Stop:
-------	--------	-------

Agenda: Review RP data collected. Identify frequency of RP by student, school, and type of procedure. Determine if any RP were used in a non-emergency situation, review injuries if they occur, and if any additional staff training is necessary. When multiple RP have been implemented with one student, patterns or problems will be explored concerning: time of day, day of the week, duration, individuals involved, or any other factor where similarities may be established. Trends in data will be reviewed and compared to historical data. Proposals will be made to minimize the use of RP in the district.

Review of Data	Discussion	Action
Injuries	<input type="radio"/> No <input type="radio"/> Yes	
Non-emergencies	<input type="radio"/> No <input type="radio"/> Yes	
Staff Training	<input type="radio"/> No <input type="radio"/> Yes	
Emerging Patterns		
Trends		
Proposals to Minimize RP		

Goodhue County Education District #6051 Annual Summary of Use of Restrictive Procedures

School: _____ **Date:** _____

Staff Training:

How many staff members received the required CPI training in your building? _____

Did any untrained staff participate in a restrictive procedure? Yes No If yes, what was the rationale? _____

Seclusionary Time Outs:

How many seclusionary time outs were used during the school year? _____

Were any seclusionary time outs conducted in other than the specially designed time out room?
Yes No

Were seclusionary time outs used only in response to an "Emergency?" Yes No

If the answer is "no," explain why and the corrective action taken: _____

Seclusionary time out room(s) was/were inspected during the school year? Yes No

Any repair to the room(s) has/have been made? Yes No

If no, responsible parties have been contacted to ensure room(s) has/have been repaired? Yes
No

All room repairs must be made prior to the start of the next school year.

Physical Holding:

How many physical holdings were used during the school year? _____

Were physical holdings used only in response to an "Emergency?" Yes No

If the answer is "no," explain why and the corrective action taken: _____

Prohibited Use:

Did the debriefing teams find incorrect or prohibited use of a restrictive procedure? Yes No

If "yes," what corrective action was taken: _____

Building Oversight Committee Recommendations for the Next Year (include training): _____

125A.0941 DEFINITIONS.

(a) The following terms have the meanings given them.

(b) "Emergency" means a situation where immediate intervention is needed to protect a child or other individual from physical injury. Emergency does not mean circumstances such as: a child who does not respond to a task or request and instead places his or her head on a desk or hides under a desk or table; a child who does not respond to a staff person's request unless failing to respond would result in physical injury to the child or other individual; or an emergency incident has already occurred and no threat of physical injury currently exists.

(c) "Physical holding" means physical intervention intended to hold a child immobile or limit a child's movement, where body contact is the only source of physical restraint, and where immobilization is used to effectively gain control of a child in order to protect a child or other individual from physical injury. The term physical holding does not mean physical contact that:

- (1) helps a child respond or complete a task;
- (2) assists a child without restricting the child's movement;
- (3) is needed to administer an authorized health-related service or procedure; or
- (4) is needed to physically escort a child when the child does not resist or the child's resistance is minimal.

(d) "Positive behavioral interventions and supports" means interventions and strategies to improve the school environment and teach children the skills to behave appropriately, including the key components under section 122A.627.

(e) "Prone restraint" means placing a child in a face down position.

(f) "Restrictive procedures" means the use of physical holding or seclusion in an emergency. Restrictive procedures must not be used to punish or otherwise discipline a child.

(g) "Seclusion" means confining a child alone in a room from which egress is barred. Egress may be barred by an adult locking or closing the door in the room or preventing the child from leaving the room. Removing a child from an activity to a location where the child cannot participate in or observe the activity is not seclusion.

History: 2009 c 96 art 3 s 10; 2012 c 146 s 1; 2013 c 116 art 5 s 3; 1Sp2017 c 5 art 4 s 2

125A.0942 STANDARDS FOR RESTRICTIVE PROCEDURES.

Subdivision 1. **Restrictive procedures plan.** (a) Schools that intend to use restrictive procedures shall maintain and make publicly accessible in an electronic format on a school or district website or make a paper copy available upon request describing a restrictive procedures plan for children with disabilities that at least:

(1) lists the restrictive procedures the school intends to use;

(2) describes how the school will implement a range of positive behavior strategies and provide links to mental health services;

(3) describes how the school will provide training on de-escalation techniques, consistent with section 122A.187, subdivision 4;

(4) describes how the school will monitor and review the use of restrictive procedures, including:

(i) conducting post-use debriefings, consistent with subdivision 3, paragraph (a), clause (5); and

(ii) convening an oversight committee to undertake a quarterly review of the use of restrictive procedures based on patterns or problems indicated by similarities in the time of day, day of the week, duration of the use of a procedure, the individuals involved, or other factors associated with the use of restrictive procedures; the number of times a restrictive procedure is used schoolwide and for individual children; the number and types of injuries, if any, resulting from the use of restrictive procedures; whether restrictive procedures are used in nonemergency situations; the need for additional staff training; and proposed actions to minimize the use of restrictive procedures; any disproportionate use of restrictive procedures based on race, gender, or disability status; the role of the school resource officer or police in emergencies and the use of restrictive procedures; and documentation to determine if the standards for using restrictive procedures as described in sections 125A.0941 and 125A.0942 are met; and

(5) includes a written description and documentation of the training staff completed under subdivision 5.

(b) Schools annually must publicly identify oversight committee members who must at least include:

(1) a mental health professional, school psychologist, or school social worker;

(2) an expert in positive behavior strategies;

(3) a special education administrator; and

(4) a general education administrator.

Subd. 2. **Restrictive procedures.** (a) Restrictive procedures may be used only by a licensed special education teacher, school social worker, school psychologist, behavior analyst certified by the National Behavior Analyst Certification Board, a person with a master's degree in behavior analysis, other licensed education professional, paraprofessional under section 120B.363, or mental health professional under section 245.4871, subdivision 27, who has completed the training program under subdivision 5.

(b) A school shall make reasonable efforts to notify the parent on the same day a restrictive procedure is used on the child, or if the school is unable to provide same-day notice, notice is sent within two days by written or electronic means or as otherwise indicated by the child's parent under paragraph (f).

(c) The district must hold a meeting of the individualized education program or individualized family service plan team, conduct or review a functional behavioral analysis, review data, consider developing additional or revised positive behavioral interventions and supports, consider actions to reduce the use of restrictive procedures, and modify the individualized education program, individualized family service plan, or behavior intervention plan as appropriate. The district must hold the meeting: within ten calendar days after district staff use restrictive procedures on two separate school days within 30 calendar days or a pattern of use emerges and the child's individualized education program, individualized family service plan, or behavior intervention plan does not provide for using restrictive procedures in an emergency; or at the request of a parent or the district after restrictive procedures are used. The district must review use of restrictive procedures at a child's annual individualized education program or individualized family service plan meeting when the child's individualized education program or individualized family service plan provides for using restrictive procedures in an emergency.

(d) If the individualized education program or individualized family service plan team under paragraph (c) determines that existing interventions and supports are ineffective in reducing the use of restrictive procedures or the district uses restrictive procedures on a child on ten or more school days during the same school year, the team, as appropriate, either must consult with other professionals working with the child; consult with experts in behavior analysis, mental health, communication, or autism; consult with culturally competent professionals; review existing evaluations, resources, and successful strategies; or consider whether to reevaluate the child.

(e) At the individualized education program or individualized family service plan meeting under paragraph (c), the team must review any known medical or psychological limitations, including any medical information the parent provides voluntarily, that contraindicate the use of a restrictive procedure, consider whether to prohibit that restrictive procedure, and document any prohibition in the individualized education program, individualized family service plan, or behavior intervention plan.

(f) An individualized education program or individualized family service plan team may plan for using restrictive procedures and may include these procedures in a child's individualized education program, individualized family service plan, or behavior intervention plan; however, the restrictive procedures may be used only in response to behavior that constitutes an emergency, consistent with this section. The individualized education program, individualized family service plan, or behavior intervention plan shall indicate how the parent wants to be notified when a restrictive procedure is used.

Subd. 3. Physical holding or seclusion. (a) Physical holding or seclusion may be used only in an emergency. A school that uses physical holding or seclusion shall meet the following requirements:

(1) physical holding or seclusion is the least intrusive intervention that effectively responds to the emergency;

(2) physical holding or seclusion is not used to discipline a noncompliant child;

(3) physical holding or seclusion ends when the threat of harm ends and the staff determines the child can safely return to the classroom or activity;

(4) staff directly observes the child while physical holding or seclusion is being used;

(5) each time physical holding or seclusion is used, the staff person who implements or oversees the physical holding or seclusion documents, as soon as possible after the incident concludes, the following information:

(i) a description of the incident that led to the physical holding or seclusion;

- (ii) why a less restrictive measure failed or was determined by staff to be inappropriate or impractical;
 - (iii) the time the physical holding or seclusion began and the time the child was released;
 - (iv) a brief record of the child's behavioral and physical status; and
 - (v) a brief description of the post-use debriefing that occurred as a result of the use of the physical hold or seclusion;
- (6) the room used for seclusion must:
- (i) be at least six feet by five feet;
 - (ii) be well lit, well ventilated, adequately heated, and clean;
 - (iii) have a window that allows staff to directly observe a child in seclusion;
 - (iv) have tamperproof fixtures, electrical switches located immediately outside the door, and secure ceilings;
 - (v) have doors that open out and are unlocked, locked with keyless locks that have immediate release mechanisms, or locked with locks that have immediate release mechanisms connected with a fire and emergency system; and
 - (vi) not contain objects that a child may use to injure the child or others; and
- (7) before using a room for seclusion, a school must:
- (i) receive written notice from local authorities that the room and the locking mechanisms comply with applicable building, fire, and safety codes; and
 - (ii) register the room with the commissioner, who may view that room.
- (b) By February 1, 2015, and annually thereafter, stakeholders may, as necessary, recommend to the commissioner specific and measurable implementation and outcome goals for reducing the use of restrictive procedures and the commissioner must submit to the legislature a report on districts' progress in reducing the use of restrictive procedures that recommends how to further reduce these procedures and eliminate the use of seclusion. The statewide plan includes the following components: measurable goals; the resources, training, technical assistance, mental health services, and collaborative efforts needed to significantly reduce districts' use of seclusion; and recommendations to clarify and improve the law governing districts' use of restrictive procedures. The commissioner must consult with interested stakeholders when preparing the report, including representatives of advocacy organizations, special education directors, teachers, paraprofessionals, intermediate school districts, school boards, day treatment providers, county social services, state human services department staff, mental health professionals, and autism experts. Beginning with the 2016-2017 school year, in a form and manner determined by the commissioner, districts must report data quarterly to the department by January 15, April 15, July 15, and October 15 about individual students who have been secluded. By July 15 each year, districts must report summary data on their use of restrictive procedures to the department for the prior school year, July 1 through June 30, in a form and manner determined by the commissioner. The summary data must include information about the use of restrictive procedures, including use of reasonable force under section 121A.582.

Subd. 4. **Prohibitions.** The following actions or procedures are prohibited:

- (1) engaging in conduct prohibited under section 121A.58;

(2) requiring a child to assume and maintain a specified physical position, activity, or posture that induces physical pain;

(3) totally or partially restricting a child's senses as punishment;

(4) presenting an intense sound, light, or other sensory stimuli using smell, taste, substance, or spray as punishment;

(5) denying or restricting a child's access to equipment and devices such as walkers, wheelchairs, hearing aids, and communication boards that facilitate the child's functioning, except when temporarily removing the equipment or device is needed to prevent injury to the child or others or serious damage to the equipment or device, in which case the equipment or device shall be returned to the child as soon as possible;

(6) interacting with a child in a manner that constitutes sexual abuse, neglect, or physical abuse under chapter 260E;

(7) withholding regularly scheduled meals or water;

(8) denying access to bathroom facilities;

(9) physical holding that restricts or impairs a child's ability to breathe, restricts or impairs a child's ability to communicate distress, places pressure or weight on a child's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen, or results in straddling a child's torso;

(10) prone restraint; and

(11) the use of seclusion on children from birth through grade 3 by September 1, 2024.

Subd. 5. **Training for staff.** (a) To meet the requirements of subdivision 1, staff who use restrictive procedures, including paraprofessionals, shall complete training in the following skills and knowledge areas:

(1) positive behavioral interventions;

(2) communicative intent of behaviors;

(3) relationship building;

(4) alternatives to restrictive procedures, including techniques to identify events and environmental factors that may escalate behavior;

(5) de-escalation methods;

(6) standards for using restrictive procedures only in an emergency;

(7) obtaining emergency medical assistance;

(8) the physiological and psychological impact of physical holding and seclusion;

(9) monitoring and responding to a child's physical signs of distress when physical holding is being used;

(10) recognizing the symptoms of and interventions that may cause positional asphyxia when physical holding is used;

(11) district policies and procedures for timely reporting and documenting each incident involving use of a restricted procedure; and

(12) schoolwide programs on positive behavior strategies.

(b) The commissioner, after consulting with the commissioner of human services, must develop and maintain a list of training programs that satisfy the requirements of paragraph (a). The commissioner also must develop and maintain a list of experts to help individualized education program or individualized family service plan teams reduce the use of restrictive procedures. The district shall maintain records of staff who have been trained and the organization or professional that conducted the training. The district may collaborate with children's community mental health providers to coordinate trainings.

Subd. 6. Behavior supports; reasonable force. (a) School districts are encouraged to establish effective schoolwide systems of positive behavior interventions and supports.

(b) Nothing in this section or section 125A.0941 precludes the use of reasonable force under sections 121A.582; 609.06, subdivision 1; and 609.379. Any reasonable force used under sections 121A.582; 609.06, subdivision 1; and 609.379 which intends to hold a child immobile or limit a child's movement where body contact is the only source of physical restraint or confines a child alone in a room from which egress is barred shall be reported to the Department of Education as a restrictive procedure, including physical holding or seclusion used by an unauthorized or untrained staff person.

(c) By February 1, 2024, the commissioner, in cooperation with stakeholders, must make recommendations to the legislature for urgently ending seclusion in Minnesota schools. The commissioner must consult with interested stakeholders, including parents of students who have been secluded or restrained; advocacy organizations; legal services providers; special education directors; teachers; paraprofessionals; intermediate school districts and cooperative units as defined under section 123A.24, subdivision 2; school boards; day treatment providers; county social services; state human services department staff; mental health professionals; autism experts; and representatives of groups disproportionately affected by restrictive procedures, including People of Color and people with disabilities. The recommendations must include specific dates for ending seclusion by grade or facility. The recommendations must identify existing resources and the new resources necessary for staff capacity, staff training, children's supports, child mental health services, and schoolwide collaborative efforts.

History: 2009 c 96 art 3 s 11; 1Sp2011 c 11 art 3 s 2,12; 2012 c 146 s 2,3; 2013 c 116 art 5 s 4; 2014 c 312 art 17 s 1; 1Sp2015 c 3 art 5 s 15; 2016 c 189 art 29 s 7,8; 2018 c 182 art 1 s 33; 1Sp2020 c 2 art 8 s 17; 2023 c 55 art 7 s 8

- VIII. **Other:**
- IX. **Comments: Board/Director**
- X. **Next Meeting Date: August 7, 2025, at the River Bluff Education Center in Red Wing.**
- XI. **Adjournment**