

## **Finance Committee Meeting**

Monday, September 19, 2022 7:30 AM

Faribault Public Schools District Office, 710 17th Street SW, Faribault, MN 55021

### **I. Business Items**

I.A. Approve August Meeting Minutes

### **II. Contracts, Agreements, Bids and Grants for Review**

II.A. German Exchange Trip

II.B. Twin Cities Recovery Center

II.C. CVSEC DHH Teacher

II.D. Medford DHH Teacher

II.E. Contract for Physically and Other Health Disabled Services Teacher and Visually Impaired Teacher

II.F. Contract for Orientation and Mobility Services

II.G. SMSU Concurrent Enrollment Contract

II.H. SRO Contract

### **III. Financial Performance**

III.A. ADM Counts

III.B. August Comparative Financial Data

III.C. August Investment Report

### **IV. Financial Strategies**

IV.A. TNT Supplemental Mailing Document

IV.B. 2022 Pay 2023 Levy Certification

### **V. Next Meeting - October 17th at 7:30am**

### **VI. Adjourn - ACTION**

## FINANCE COMMITTEE MINUTES

The meeting was held remotely via Google Meet

August 15, 2022

7:30 a.m.

### Members in Attendance:

Scott Gerdes, Chad Wolff, Christopher Nelson, Courtney Cavellier, John Bellingham, Jason Engbrecht, Joel Olson

### Others in Attendance:

### Members Absent:

Michael Dietch, Rob Dehnert, Jamie Bente, Meghan Knutson, Stacy Fox

Meeting was called to order at 7:30 am

#### 1. Business Items

- a. Motion by Mr. Bellingham to approve the minutes from the July 11, 2022 Finance Committee Meeting, second by Mr. Wolff. Motion passed.
- b. Mr. Gerdes extended a welcome to new members Joel` Olson and Stacy Fox.
- c. Mr. Gerdes and Mr. Nelson proposed adding additional community members to the finance committee, and requested that members think of individuals who may be interested to increase community involvement in the committee.

#### 2. Contracts, Agreements, Bids and Grants for Review

- a. Mr. Gerdes explained that currently most of our PSEO students go to South Central College, and that SCC reports the students to the state, and the HS counseling office goes through a calculation determining the number of hours they're in HS to get funding for the remaining time they're eligible for, if any. The process as done today takes months to complete and our data lags behind as a result. Additionally, we end up losing money based on the way the students' time is currently reported, in some cases only getting overhead. We're proposing a new agreement where when money is lost, we split the loss with SCC, and in cases where there is a gain, we split the gains equally with the college, whereas today the college is capped on how much they can get, so both parties win. The proposed method is in line with what other schools do. Based on what we see for the fall, we would gain about \$30,000 under this new method. Additionally, the HS counseling office will save several full days worth of work each year by not having to do the current process anymore. Motion to approve by Mr. Olson, seconded by Ms. Cavellier. Motion passed.
- b. Mr. Gerdes presented the annual ice arena contract renewal. The contract is simply a continuation of what has been in place for years. Motion by Ms. Cavellier to approve, seconded by Mr. Wolff. Motion passed.

#### 3. Financial Performance

- a. Mr. Gerdes shared that the final FY22 ADM was up 6 over final budget. The number we're going to use for audit has been submitted.
  - b. Mr. Gerdes presented the June comparative financial reports, pointing out that some statements aren't shown because of timing issues, and mentioning that the self-insurance fund is down but that's largely due to the lack of withholding because of a lack of staff working during the summer decreasing the amount of withheld premiums being deposited.
4. Financial Strategies
- a. Mr. Gerdes presented referendum option 5 which was approved by the board.
5. Next Meeting September 19<sup>th</sup>, 2022 at 7:30am.
6. Motion by Mr. Olson to adjourn the meeting, seconded by Mr. Engbrecht. Meeting adjourned at 8:14 am.

*Respectfully submitted by Christopher Nelson*



📍 330 9th St. SW, Faribault, MN 55021

📞 **Office:** 507-333-6100 | **Fax:** 507-333-6111

TO: Finance Committee  
FROM: Kate Falvey, MA  
German Teacher, Faribault High School  
DATE: September 19, 2022  
RE: Approval of short-term exchange program

Please consider approving the continuation of the short-term German exchange program. This program has been at FHS for over 30 years, operating independently. I have been asked to transfer administration of this exchange to the District, per Scott Gerdes, Director of Finance and Operations.

The GAPP (German-American Partnership Program) short-term exchange program will take place in summer (June) 2023. It is 3 weeks long and involves homestays in our sister city of Würzburg, Germany. The reciprocation of the program involves students from Würzburg coming to Faribault in Fall 2023. I hope to continue this program in the summer of every odd numbered year.

The short-term exchange program will cost individual students approximately \$2500, which includes all transport, housing when not with host families, most meals, and some outings. There will be several fundraising opportunities for students to help offset their costs, including, but not limited to: Basilio's and Eagle's Club bussing tables, and selling fundraising products. There are also scholarships available from GAPP and being involved with GAPP supports the teacher leaders financially as well.

Respectfully submitted,  
Kate Falvey, MA

Montag, der 19. September. 2022 finance committee

GENERAL  
INFO  
FOR MEETING ①

**CURRICULUM:**

Please see the document attached that shows the 5 Cs of the World Language standards. The national standards are also the state standards of Minnesota and the ones I use in my classroom / curriculum.

**THESE ARE GRANTS AVAILABLE TO US AUTOMATICALLY FROM GAPP once :**

**1. GRANTS FOR TEACHERS & CHAPERONES (\$710 p.p.)**

Accompanying GAPP teachers receive airfare subsidies. GAPP groups of more than 10 students are eligible for 2 teacher grants. The rate is calculated as a flat rate depending on the average regional fare.

**2. GRANTS FOR GROUPS (\$70 p.p.)**

GAPP groups receive airfare subsidies depending on the region of their departure. Finalize your participating students list and travel dates and apply for a travel grant.

**THIS SCHOLARSHIP IS AN APPLICATION PROCESS:**

**3. EXCHANGE SCHOLARSHIPS FOR INDIVIDUAL STUDENTS**

Individual GAPP scholarships are exclusively for financially challenged students. You can submit an application on behalf of your student by downloading and filling out the application form below. **Form is attached.**

**Insurance:** I can purchase group insurance, which includes health AND travel insurance (cancellation insurance) for about \$50 per person. The health insurance covers us as if we were German citizens.

**Liability Insurance:** There is a district liability waiver that I had the students sign last time. I presume this will be done again.

**Insurance:** A benefit of doing this trip with GAPP is that I can purchase personal liability insurance and trip insurance through a German company. I have also, in the past, purchased health insurance for students through this company. The health insurance covers us like we are German citizens for any and all injuries and illnesses, including hospital stays. **Documents attached**

**Student insurance:**

<https://www.klemmer-international.com/en/travel-insurance-students-pupils/>

**Notary Public:** I have a document that must be signed and notarized for any participant under the age of 18. It authorizes me to be the guardian of the student (for

2  
TSA/customs) and it authorizes me to make medical decisions for the student should the need arise. I will absolutely call parents and get their input as well, if there is time/non-emergency/non-urgent. **Form is attached.**

Other fundraising opportunities: Eagles' Nights, Basilio's, bagging groceries at Cub in Northfield.

I have a friend who sells ColorStreet (nails) and said they do fundraisers. Or some local person who does home sales like Mary Kay or jewelry and is willing to donate to us for sales.

VISA / ETIAS: we may or may not need to file with the ETIAS system which is the system for entrance into the Schengen (EU) countries. The Website says "some time in mid to late 2023" the plan will be launched, so I have signed up for email updates on the status of this program.

If we need to apply for entry into the EU as US citizens, it will cost about \$10 (7 Euro) and will take two weeks for approval, so as soon as it is 2023, I will be monitoring the start date closely.

**Faribault Public Schools**  
**Extended Trip Form**

School FHS

Group Making Request GAPP Exchange

Principal Joel Olson

Person in Charge Kate Falvey

Check One:

       Instructional Trip (Trips that take place during the school day, relate directly to a course of study, and require student participation shall fall in this category. Fees may not be assessed against students to defray direct costs of instructional trips.)

X Supplementary Trips (This category pertains to those trips in which students voluntarily participate and which may or may not take place outside the regular school day. Financial contributions by students may be requested.)

1. Destination: Germany, Switzerland

2. Dates of Trip: June 2023 Number of School Days Missed: 2

3. Number of Students: will not know until October - hoping for 20  
→ several options - see other doc.

4. Grade Levels Included: 9-12 (not incoming 9)

5. Suggested Supervision (one adult for 1-6 students; 2 adults for 7-12 students; and one adult for every 12 students thereafter.)

a. Staff Accompanying: Dean Reiter - certain  
Amanda Reed, Amelia Robinson-Griffith - possible

b. Other Adults Accompanying: unsure at this time

6. Prior to the trip, parents will be informed of the following:

- |  |   |                             |
|--|---|-----------------------------|
| a. Nature of the trip  | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| b. Names of the adult sponsors   | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| c. Emergency telephone number  | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| d. Mode of transportation  | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| e. Transportation waiver, if appropriate                                     | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| f. Student Medical Insurance Coverage  | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| g. Group Tour Insurance - coverage and cost                                  | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| h. Procedure for sending a student home in case of emergency (medical, etc.) | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| i. Amount of spending money a child may need                                 | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| j. Itinerary   | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |

7. Describe the nature and objectives of the trip:

GAPP = German American Partnership Program  
- homestay / authentic German experience      make lifelong friends  
- Standard 5: Communities, Life-long Learning  
→ all standards are incorporated, I will explain use what is learned in school in real life

4

8. Transportation Information: How will students be transported:

- a. Bus \_\_\_\_\_ Name of Company \_\_\_\_\_
- b. Plane  Name of Airline unknown at this time
- c. School District van/s N/A
- d. Private vehicle driven by responsible adult N/A
- e. Other trains, charter bus
- f. School District not responsible for transportation correct

9. Cost Factors:

- a. Trip funded by:
  - 1. School Account \_\_\_\_\_
  - 2. Individual 100%
- b. Cost per person ≈ \$2500
- c. What provision has been made for students where money is a problem?
  - GAPP scholarships GAPP/FAS scholarships
  - Basilio's Eagles' Club
  - other fundraising
- d. For trips costing in excess of \$500 per person, what efforts have been made to acquire the most cost effective price?
  - working with travel agent
  - searching for best price online
  - I have done this many times and keep costs as low as possible

10. Insurance Issues

- a. Will students need additional medical insurance coverage? no
- b. Is group tour insurance being purchase? If so, what is the coverage and cost?
  - yes

11. What is the procedure for sending a student home in case of emergency (medical, disciplinary, etc.) an adult and student will fly home together  
OR parent will authorize self-travel OR parent will come get student.

12. Faculty members may not receive any salary remuneration relating to field trips from outside agencies nor arrange trips for financial gain. Is a portion of the funds provided by students paying for or reducing chaperone costs?

Yes \_\_\_\_\_ No  Grant comes from GAPP to help teacher cost.

Sponsor Signature Kathy J. King Date 9-15-2022

Principal Signature Joel Olson Date 9-15-2022

Superintendent Signature \_\_\_\_\_ Date \_\_\_\_\_

**SPONSOR FORMS FOR SPECIAL EVENTS, TRIPS AND OVERNIGHT STUDENTS TRIPS (IN STATE, OUT-OF-STATE AND OUT-OF-COUNTRY)**

**PRELIMINARY PROCEDURES:**

1. Name(s) of the teacher(s) sponsoring the trip Kate Falvey  
Dean Reiter

2. Ratio of teachers to students 1 = 6

3. School FHS

4. Date of Trip June 2023

5. Is this trip in compliance with the school board policy? yes / supplemental

6. Identify the purpose of the trip:  
Exchange continuation with sister city of  
Würzburg  
Provide students w/ authentic experience to apply  
skills learned in classroom

7. RATIONALE: STATE TRIP OBJECTIVES IN RELATIONSHIP TO CURRICULUM GOALS WITH THE FARIBAULT ISD #656 PROGRAM (Also, attach a complete plan that will include the following: itinerary, cost per student, transportation, contact people and local telephone numbers at the trip site, special needs/conditions or circumstances to consider, requirements and evaluation of students, ratio of sponsors to students, ratio of male-female sponsors, expectations for student behavior and procedures to deal with disciplinary issues, etc.):

See Curriculum standards attached  
trip hits ALL of them easily & in a short amount of  
time

8. Approval of the building principal:

SIGNATURE J. J. [Signature]

IN-STATE DAY TRIPS MAY BE APPROVED BY THE BUILDING PRINCIPAL. OVERNIGHT OUT-OF-STATE AND OUT-OF-COUNTRY TRIPS MUST HAVE DISTRICT APPROVAL.

Comment:



## REGISTRATION FOR INSURANCE FOR GAPP COORDINATORS

Name:

U.S. School:

Private Address:

Departure U.S.:

Arrival in Germany:

Dept. from Germany:

**In case of emergency  
please contact:**

**Klemmer International  
Assekuranzmakler GmbH**

**Tel.: 08041-7606-300**

**Fax: 08041-7606-350**

[travel@klemmer-gruppe.com](mailto:travel@klemmer-gruppe.com)

<http://www.klemmer-gruppe.com>

### Professional Liability Insurance

This insurance covers the legal liability of the individual American teacher within the framework of GAPP. Coverage is given in accordance with the *General Conditions of Liability Insurance*, the *Special Conditions and Description of Risk*.

- Legal liability resulting from any possible breach of supervisory responsibilities toward exchange students is also covered.
- Insurance coverage is valid only for the duration of your stay in the Federal Republic of Germany or Europe, specifically up to two months including arrival and departure. Place of jurisdiction is Germany.

### Amount of coverage in the case of damages during a GAPP exchange:

- € 5,000,000.-- lump sum for personal and/or property damages
- € 100,000.-- financial losses

### Professional Accident Insurance

This insurance covers all accidents which may befall American teachers within the framework of the GAP-Program, as provided by the *General Conditions of Accident Insurance*, the *Special Condition for Inclusion of Salvage Costs* (and the *Additional Conditions for Group Accident Insurance*. (Please note: Does not include costs for transport back to U.S. Salvage charges and salvage expenses are included!)

Insurance coverage begins when the individual teacher leaves his/her private residence to commence the trip, but no earlier than 24 hours before arrival at his/her destination; it ends with the return to that residence, but no later than 24 hours after departing from the Federal Republic of Germany. Place of jurisdiction is Germany.

### The amount of coverage per person is:

- € 52,500.-- in case of disability
- € 25,000.-- in case of death
- € 6,000.-- salvage costs
- € 6,000.-- cosmetic operations
- € 5,000.-- costs for adaption of work place
- € 600.-- rehabilitation benefit
- € 25.-- per diem (in hospital after accident/cost of convalescence)

**Please Note!** The optional Professional Liability and Accident Insurance **does not** include Personal Liability and Health Insurance for the teacher and **is not** travel insurance coverage for your student group. Place of jurisdiction is Germany.

For your personal coverage you may include up to two chaperones with your student group insurance. **GAPP students must be covered by insurance (liability, health & accident) when traveling.** Insurance for the group must be purchased. Please refer to: Group Insurance for GAPP Travel 2018 in your grant application package.

Dear GAPP Coordinator,

We are glad to hear that you are planning an exchange trip to Germany and invite you to complete the following individual scholarship application for up to 5 students travelling with you that would benefit from financial assistance.

**Application Requirements:**

- GAPP Grant Application** - Submitted by the GAPP coordinator to GAPP for the upcoming exchange.
- Student Essay** - (700 word minimum)  
Question: Why is participating in the GAPP exchange program important to you and how would receiving a scholarship help you reach those goals? Please include a description of your financial need.
- Letter of recommendation** - written by you, the GAPP coordinator, or any other school administrator.
- Completed Individual Scholarship Application** - Complete and sign the following form. The form must be signed by the GAPP Coordinator. Please submit one application per applying student (up to 5 per school)
- (Optional) **Supporting Documents** - Documentation can include proof of "free or reduced lunch," tax returns, or other documents that show your student's financial need

## SUBMIT

Submit the signed and completed application, along with the above required documents by email to [gapp@goethe.de](mailto:gapp@goethe.de)

**Application Deadline for travel in 2022:**

**June 1, 2022** - Fall / winter 2022 exchange | Groups departing to Germany August 1 - December 31, 2022

Applications will be reviewed after the respective deadline. We will do our best to support as many students as possible but cannot guarantee that all students will receive a scholarship.

Should we receive applications from more schools than we are able to support, our criteria will be based on the following: full completion of application and financial need.

→ The scholarship apps for 2023 are not yet available (GAPP)



# GAPP INDIVIDUAL SCHOLARSHIP APPLICATION

## GAPP Coordinator and Exchange Information

### US GAPP Coordinator

Ms/Mr/Mrs/Dr: \_\_\_\_\_ First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_

School Email: \_\_\_\_\_ Alternative email: \_\_\_\_\_

*\* School Email server security will often block emails coming from gapp@goethe.de. To ensure you receive important emails from us, please provide us with an alternative to your school email address, and ask your school to allow emails from gapp@goethe.de.*

Coordinator Phone: \_\_\_\_\_

**Name of your School:** \_\_\_\_\_

School Address, Street: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

School Phone: \_\_\_\_\_

**Name of German Partner School:** \_\_\_\_\_

### Student Information:

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_

School Email: \_\_\_\_\_

Home Address, Street: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

Grade: \_\_\_\_\_

### Scholarship Distribution

Please provide us with the name and address where the scholarship funds should be directed.

Funds will not be awarded directly to students or families. Scholarship funds will be awarded to the GAPP Coordinator or school. The GAPP Coordinator is responsible for making any adjustments to the amount the scholarship recipient is responsible to pay to participate in the exchange.

#### **Name for payment**

#### **Address for payment**

# GAPP INDIVIDUAL SCHOLARSHIP APPLICATION

## TERMS AND CONDITIONS

**GAPP does not charge a fee for any of its services nor does GAPP make any arrangements for the exchange.**

**The implementation of the program is solely the responsibility of the school administration.**

The Individual Scholarship grants are available only if the exchange is conducted in accordance with the **Guidelines for the Implementation of the German American Partnership Program** (available for download on [www.goethe.de/GAPP](http://www.goethe.de/GAPP)).

To qualify for an Individual Scholarship the GAPP Coordinator must first apply for a GAPP Travel Grant for the same exchange trip.

The scholarship funds may only be used for the specified student in this application, during the associated exchange during 2022 and is non-transferable.

In case of trip cancellation for any reason, or the student does not travel, the scholarship funds must be returned to GAPP before the end of the calendar year 2022.

**The applicant is responsible for submitting the scholarship application and the supportive materials as requested on the enclosed instruction sheet (page 1). GAPP, Inc. will not follow up on incomplete applications.**

**Application Deadline for Travel in 2022:**

**June 1, 2022** - Fall / winter 2022 exchange | Groups departing to Germany August 1 - December 31, 2022

Applications will be reviewed after the respective deadline. We will do our best to support as many students as possible but cannot guarantee that all students will receive a scholarship. Should we receive applications from more schools than we are able to support, our criteria will be based on the following: full completion of application and financial need.

**I have read and agree to the above Terms and Conditions.**

**I hereby confirm that all statements made in this application are true to the best of my knowledge.**

**Date** (MM/DD/YYYY) \_\_\_\_\_

**Digital Signature** \_\_\_\_\_

**Your Name** \_\_\_\_\_

DATE...

RE: Permission for \_\_\_\_\_ to Travel with Teacher-Leaders from  
GAPP of Faribault High School

To Whom It May Concern,

Our dependent \_\_\_\_\_

(Passport Number: \_\_\_\_\_), will be traveling throughout Europe with teacher leaders of the German-American Partnership Program of Faribault High School.

Neither of \_\_\_\_\_'s parents will be accompanying. He/She will be in Europe from approximately June 11 to June 30, 2020.

Here is some more personal information:

Full Name: \_\_\_\_\_

Passport Number: \_\_\_\_\_

Birth Date: \_\_\_\_\_

Place of Birth: \_\_\_\_\_

- Arriving in Zürich, Switzerland at approximately 8:00 a.m. on Thursday, 11 June 2020.
- They will be staying Grindelwald, Switzerland for the weekend: 11 June to 14 June 2020
- Departing Zürich by train to Würzburg, Germany: 14 June 2020.
- Staying with a host family in Würzburg, Germany: 14 June to 27 June 2020.
- Departing Würzburg, Germany by train to Munich, Germany on Saturday, 27 June 2020.
- Staying in Hosteling-International Munich-Park Youth Hostel in Munich, Germany from 27 to 30 June 2020.
- Departing from Munich, Germany at approximately 10:30 a.m. on Tuesday, 30 June 2020.

*info is specific for each trip year*  
*KF*

We also give permission to the GAPP of Faribault High School leaders to make medical decisions (including dental) for our dependent, or to access medical or dental care on his or her behalf while in Europe. Our dependent \_\_\_\_\_ HAS \_\_\_\_\_ HAS NO known allergies or pre-existing medical conditions.

Please do not hesitate to contact us if you have any questions.

Mother's name: \_\_\_\_\_ Father's name: \_\_\_\_\_

Mother's phone: \_\_\_\_\_ Father's phone: \_\_\_\_\_

Thank you,

\_\_\_\_\_  
PARENT FULL NAME sig. (INCLUDING MIDDLE)

\_\_\_\_\_  
PARENT FULL NAME sig. (INCLUDING MIDDLE)

Mother of \_\_\_\_\_

Father of \_\_\_\_\_

Notary Public signature:

Stamp:

My Commission Expires:



**4. Students**

**During their time at the partner school, students are expected to:**

- Participate in classes and in everyday school life
- Participate in family life and converse in the target language as much as possible
- Observe the rules and regulations established by the families and the school

**During the return visit, students are expected to:**

- Host the students from the partner school and include them in curricular and extracurricular activities

**5. Host Family**

Host families are of particular importance to ensure the success of the exchange. They assume the parental role and the responsibility for proper supervision, while hosting guest students.

**Host families are expected to:**

- Be active in the school's preparations for the exchange as early as possible
- Include guest students in their family life and spend leisure time together
- Whenever possible, communicate only in the language of the host country
- Participating students and host families are encouraged to submit evaluation reports

**6. Financial Support**

If the above-mentioned eligibility criteria are met, both American and German accompanying teachers, as well as their students, qualify for subsidies.

- American and German accompanying teachers receive airfare subsidies from German Foreign Ministry funds. They are calculated as a flat rate depending on the average regional fare and depend on the region of departure. Groups of more than 10 students receive two teacher grants
- Additional funds for projects based on the specific topic the schools have agreed upon have to be applied for separately with the PAD, Bonn.

Please fold!



# gapp

## GERMAN AMERICAN PARTNERSHIP PROGRAM

### Guidelines for Implementation

As of August 2019

*GAPP*  
*Requirements*  
*re: Curriculum*  
*and Objectives*

**GOETHE INSTITUTE**

Goethe-Institut Bonn



## Guidelines for the Implementation of the German American Partnership Program

### Preamble

The German American Partnership Program (GAPP) is part of Germany's foreign cultural and education policy. It is jointly administered by the Educational Exchange Service (PAD) of the Standing Conference of Ministers of Education and Cultural Affairs of the States of the Federal Republic of Germany, Coethe-Institut New York, and GAPP, Inc.

The Program is funded by the German Foreign Ministry, which also bears responsibility for the overall concept. Additional Funding is provided by the U.S. Department of State.

### 1. Objectives

#### The program has been designed to achieve the following goals:

- Establish long-lasting interest in the partner country and deepen relations between Germany and the USA
- Promote the study of the German language at high schools in the USA
- Expand students' and teachers' knowledge of the partner country
- Provide intercultural encounters for all participants
- Facilitate acquisition and improvement of proficiency in the target language
- Provide continuing education for exchange coordinators

### 2. Schools

#### 2.1 Eligibility and Application

Eligibility: American schools interested in a reciprocal and sustainable partnership with Germany.

In order to be eligible for financial subsidies, interested schools have to meet one of the following criteria:

- U.S. schools have an established German program
- U.S. schools without a German program may apply for a grant if they incorporate a jointly planned teaching project into their exchange visits

#### 2.2 Terms and Conditions of the Exchange

Exchange visit should last at least 14 days (including arrival and departure). A minimum of 10 days is to be spent with host families, including at least 5 days of attendance at the partner school. During this time, American and German students are to attend classes together or to work on a joint project or topic

Recommended group size: 10 to 20 students. Visiting students and host students should be around the same age

- Exchanges take place reciprocally annually or every other year
- Each reciprocal exchange must center on a specific topic that the schools have agreed upon. In addition, American students may fill out a travel Journal to document the work on the specific topic
- Travel around the host country, as well as to neighboring countries, cannot be part of the GAPP exchange visit. Such travel is the sole responsibility of and subject to agreements between coordinators and students' parents

### Duties of the Host School

The host school plays an active role in welcoming and hosting guests. This goal can be met by:

- Organizing special events to welcome and say goodbye to exchange students at school
- Involving exchange students in classes and extracurricular activities
- Understanding exchange students as assets and integrating them into various classes
- Spreading the word about the exchange in the local media and/or on social media

### 3. Teachers

#### 3.1 Program Coordination

Schools nominate a Program coordinator who is responsible for the Program and its coordination at the school, as well as for the planning and evaluation of the exchange. The coordinator must be reported to the Educational Exchange Service (PAD) respectively to GAPP, Inc. The duties of the coordinator include:

- Introducing the Program at the school
- Obtaining the necessary information and distributing it to participants and other interested parties
- Documenting the Program and its implementation
- Cooperating with parents and out-of-school entities

#### 3.2 Accompanying Teachers

One or two teachers, depending on the group size and the school's regulations, will accompany the student group. For a group of more than 10 students, two adult chaperones are required.

The person responsible for the coordination does not have to be an accompanying teacher.

In addition to German and English teachers, teachers of other subjects, as well as school administrators, are welcome to participate in the exchange.

Accompanying teachers ideally speak English and German.

Program coordinators or accompanying teachers are asked to submit a report upon completion of the exchange. The report should provide a summary of the exchange experience as well as funds received. It should be submitted to GAPP, New York or to PAD, Bonn. Reports will be used for the further development of the Program, and possibly for publications by GAPP and the PAD. This is optional but greatly appreciated.

#### 3.3 Duties and Obligations of Accompanying Teachers

- The planning, implementation and evaluation of the exchange
- Students are to be carefully prepared for the exchange. In particular for living with a host family, as well as their role as representatives of their country
- Teachers should be available to the students at all times during the stay at the partner school and with the host families
- Teachers are expected to act as a contact person for their students as well as for teachers and parents at the partner school
- Host families are to be involved in the organization of the exchange at an early stage, in order to prepare them for their role as hosts and to encourage them to actively participate in the program



# WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

The five "C" goal areas (Communication, Cultures, Connections, Comparisons, and Communities) stress the application of learning a language beyond the instructional setting. The goal is to prepare learners to apply the skills and understandings measured by the Standards, to bring a global competence to their future careers and experiences.

The National Standards for Learning Languages have been revised based on what language educators have learned from more than 15 years of implementing the Standards. The guiding principle was to clarify what language learners would do to demonstrate progress on each Standard.

These revised Standards include language to reflect the current educational landscape, including:

- Common Core State Standards
- College and Career Readiness
- 21st century skills

These Standards are equally applicable to:

- learners at all levels, from pre-kindergarten through post-secondary levels
- native speakers and heritage speakers, including ESL students
- American Sign Language
- Classical Languages (Latin and Greek)

The 2011 report, *A Decade of Foreign Language Standards: Impact, Influence, and Future Directions*, provided evidence of and support for the following concepts which influenced these revisions:

- The National Standards are influencing language learning from elementary, through secondary, to postsecondary levels.
- The integrated nature of the five "C" goal areas has been accepted by the profession.
- Educators asked for more description of what language learners should know and be able to do in the goal areas of Connections and Communities.

- Over 40 states have used the five "C" goal areas to create state standards for learning languages (identifiable even if configured in slightly different ways).
- Some state documents are beginning to describe cultural outcomes in terms of processes of observation and experience.
- Many local curricula are also aligned with the five "C" goal areas and the details of the 11 standards.

Based on this consensus from all levels of language educators, **the five goal areas and the 11 standards have been maintained.** The World-Readiness Standards for Learning Languages clarify and better illustrate each goal area and standard in order to guide implementation and influence assessment, curriculum, and instruction.

Responses to the online feedback survey gave overwhelming support to the proposed revisions:

- **93.4%** of respondents said the "refreshed" Standards describe **appropriate** (39.1%) or **very appropriate expectations** (54.3%) for language learners.
- **94.9%** of respondents said the "refreshed" Standards provide **equally clear** (10.9%), **somewhat clearer** (26.8%), or **much clearer direction** (57.2%) for language educators and learners.

In response to additional suggestions from the feedback and comments received, specific descriptions of performance at each level (Novice, Intermediate, Advanced, and Superior), sample indicators of progress, and sample learning scenarios will be the next areas addressed in this revision process.



# WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

GOAL AREAS	STANDARDS		
<p><b>COMMUNICATION</b> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</p>	<p><b>Interpersonal Communication:</b> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p>	<p><b>Interpretive Communication:</b> ★ Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p>	<p><b>Presentational Communication:</b> PROJECT Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p>
<p><b>CULTURES</b> Interact with cultural competence and understanding</p>	<p><b>Relating Cultural Practices to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p>	<p><b>Relating Cultural Products to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p>	
<p><b>CONNECTIONS</b> Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations</p>	<p><b>Making Connections:</b> Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p>	<p><b>Acquiring Information and Diverse Perspectives:</b> Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p>	
<p><b>COMPARISONS</b> Develop insight into the nature of language and culture in order to interact with cultural competence</p>	<p><b>Language Comparisons:</b> Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p>	<p><b>Cultural Comparisons:</b> Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p>	
<p><b>COMMUNITIES</b> Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</p>	<p><b>School and Global Communities:</b> Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p>	<p><b>Lifelong Learning:</b> Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p> <p>ALL STANDARDS UTILIZED!</p>	



## Mission Statement

Faribault Public Schools provides a high-quality and equitable education that nurtures, inspires, challenges, and empowers all students to engage and grow as learners and citizens.

### MEMORANDUM

TO: Finance Committee

FROM: Robert Dehnert  
Director of Special Services

DATE: September 19, 2022

RE: Memorandum of Understanding between Twin Cities Recovery Center and Faribault Public Schools

Please consider approving the Memorandum of Understanding between Twin Cities Recovery Center (TCRC) and Faribault Public Schools to allow TCRC to provide medically necessary Applied Behavior Analysis (ABA) therapy for students who qualify for this therapy. Currently, TCRC works with families residing in Faribault to provide medically necessary ABA therapy in their location in Burnsville during and after school hours. This MOU would allow TCRC to provide these services during school hours on location within Faribault Public School buildings. Faribault Public Schools provides workspace within or near a qualifying student's classroom as well as internet access and printing access. TCRC provides ABA therapy to students who meet specific medical criteria at no cost to the district by utilizing families' medical insurance.

For more information on autism spectrum disorders and ABA therapy, please watch this ten minute video entitled [\*What is Autism and how does ABA therapy work?\*](#)

If you have any questions, please contact me. Thanks!

Rob Dehnert

**Twin Cities Recovery Center  
And  
Faribault Public Schools  
Memorandum of Understanding  
through 6/30/23**

This Memorandum of Understanding (MOU) is an agreement between Twin Cities Recovery Center (TCRC) and Faribault Public Schools (Faribault) regarding collaboration and integration for the purpose of allowing TCRC to provide medically necessary Applied Behavior Analysis (ABA) therapy within Faribault from the date of signatures of both parties through June 30, 2023. The intent of this document is to create a partnership supporting school-connected medically necessary ABA therapy and supportive services that result in:

- Improved identification of children and youth with autism spectrum disorders.
- Increased accessibility for children and youth who require medical ABA therapy services.
- Improved functional outcomes for children identified with Autism.

TCRC will:

1. Provide a Chief Executive Officer (CEO) to work with schools and therapists throughout the school year with the purpose of developing and cultivating relationships with school sites and community members to integrate, expand, and maintain TCRC collaborative efforts, as well as:
  - a. CEO will meet with the Director of Student Support Services and Equity Coordinator twice annually
  - b. CEO or designee will meet with building principals every other month which will decrease as principals report confidence with the services
  - c. CEO or designee will meet with school staff monthly and this will decrease as school staff report confidence in the services.
  - d. Respond on a timely basis to ongoing concerns, questions, and the expressed needs of school staff and administrators.
  - e. Assist in development of processes to assure timely access for students who qualify for ABA medical services.
  - f. Provide clinical and administrative supervision to the TCRC staff.
  - g. Provide a background check and training on confidentiality to the TCRC staff.
2. Provide qualified ABA specialists for students who qualify for ABA services through TCRC's Minnesota Department of Health (MDH) approved process.
3. Provide on-site medically necessary ABA services in order to increase access to these services.
4. Provide on-site medically necessary ABA services integrated into the school environment in order to increase effectiveness of interventions.
5. Provide for ABA specialist technology needs.
  - a. Technology needs may include laptop and or tablet devices.

6. Provide professional liability coverage as required by MDH for TCRC services.
7. Will maintain confidentiality following HIPPA and all other governing statutes.
8. TCRC will own all clinical testing, results, reports, and clinical notes generated as a result of client contact. School personnel shall not have access to the records or to the information about clients without a signed release from the client or client's parent / guardian.
9. Provide up to two hours of staff training to school staff on ABA therapies and ABA interventions and implementations.

Faribault Public Schools will:

1. Provide space and resources including:
  - a. Classroom space to provide medically necessary ABA services.
  - b. Internet access
  - c. Building access, and
  - d. Copy machine access
2. Provide on-site consultation regarding use of school resources and student needs.
3. Provide all property and casualty insurance for the classroom space provided.

General Topics

1. Term of Agreement

The term of this agreement shall be from the date of signature by both parties through June 30, 2023. Terms can be negotiated each year prior to the end of the 2022-23 school year. It is expressly understood that TCRC is an independent contractor and not an employee of the school district. TCRC employees will acquire no tenure or fringe benefits from the school district.
2. Cost and Delivery of Purchase of Services

Twin Cities Recovery Center will be responsible for the billing of all services provided. All services will be billed to 3rd party payers.
3. Eligibility for Services

TCRC will determine which students are eligible for this medical service.
4. Confidentiality

TCRC and Faribault Public Schools agree to abide by all applicable State and Federal Confidentiality regulations pertaining to student information.
5. Indemnity and Insurance
  - a. TCRC agrees that it will at all times indemnify and hold harmless Faribault Public Schools from any and all liability, loss, damages, costs or expenses which may be claimed against Faribault Public Schools arising specifically from TCRC services or acts of its employees.
  - b. TCRC agrees to have and keep in force professional liability insurance as required by law.
6. Conditions of the Parties

- a. This agreement can be canceled by either party at any time upon a sixty (60) day written notice.
- b. TCRC and Faribault Public Schools agree to mutually resolve any issues raised by either party in a timely manner.
- c. Any alterations, variations, modifications, or waivers of provisions of this agreement shall be valid only when they have been reduced in writing, duly signed, and attached to the original agreement.

7. Entire Agreement

It is understood and agreed that the entire agreement of the parties is contained herein and that this agreement supersedes all oral agreements and negotiations between the parties relating to the subject matter contained herein.

Indicate acceptance of the Agreement by affixing signatures below:

\_\_\_\_\_  
Jamie Bente  
Superintendent  
Faribault Public Schools

\_\_\_\_\_  
Twin Cities Recovery Center

Date:\_\_\_\_\_

Date:\_\_\_\_\_



710 17th St. SW, Faribault, MN 55021

Office: 507-333-6000 | Fax: 507-333-6050

## MEMORANDUM

TO: Cannon Valley Special Education Cooperative

FROM: Robert Dehnert  
Director of Student Support Services

DATE : September 19, 2022

RE: Contract for Deaf and Hard of Hearing Teacher

Please consider approving the contract for 4 hours a week of Deaf and Hard of Hearing Teacher for FY 2022-2023. This teacher's contract rate will be their hourly rate for the 2022-23 school year plus mileage. The Deaf and Hard of Hearing Teacher will provide evaluation, direct instruction and consultation to the Cannon Valley Special Education Cooperative for students with Deaf and Hard of Hearing services listed on their IEPs as a related service. These services will be contracted from the Faribault Public Schools.

If you have any questions, please contact me. Thanks!

Rob Dehnert

## Purchase of Service Agreement

This is a purchase of service agreement between the Faribault Public School, 700 17th St. SW, Faribault, MN 55021 ("Provider") and the Cannon Valley Special Education Cooperative 200 Western Ave NW, Faribault, MN 55021 ("Purchaser").

1. The Purchaser is in need of Deaf and Hard of Hearing (DHH) services during the 2022-23 school year.
2. The Provider agrees to provide DHH services to the Purchaser for 4.0 hours per week.
3. The Purchaser agrees to pay an hourly rate based on the actual salary and benefits plus an administrative fee of 8%.
  - a. DHH services for students attending the Alexander Learning Academy and have Deaf and Hard of Hearing services listed on their Individual Education Plans (IEP). DHH services include providing language, voice, and sign services to students on IEPs
  - b. Time spent documenting DHH services for Third Party Billing,
  - c. Time spent providing assessment and other DHH Services,
  - d. Time spent scoring assessments, writing Evaluation Reports and performing other consultation to staff and parents for the Purchaser,
  - e. Time spent commuting to and from the Provider and Purchaser,
  - f. Mileage expenses, at the current IRS rate, for commuting to and from the Provider and Purchaser,
4. Each party shall be responsible for its own acts and behaviors, and the results thereof.
5. Either party may terminate this agreement at any time, with or without cause, upon 30 days written notice to the other parties.
  - a. During the course of this Agreement, the Purchaser shall have and keep in force a comprehensive general liability policy,

including professional errors and omission coverage. The limits of such policies will, at a minimum, be in the amounts set forth in Minnesota Statutes Section 446.04, as amended.

6. The parties agree that the Purchaser is solely responsible for the provision of Deaf and Hard of Hearing Services including providing language, voice, and sign services; assessments; Third Party Billing documentation; and general consultation for students attending the Alexander Learning Academy. The Provider's only obligation is to provide the services set forth in this Agreement. The Purchaser agrees to indemnify, save, and hold, the Provider, its employees, officers, directors, subcontractors, and agent harmless against any and all claims, demands, suits, costs, judgements, or other forms of liability, actual or claimed, including attorney's fees, in connection with any special education or related services provided to students enrolled in the Alexander Learning Academy. The Purchaser's duty to indemnify as set out in this paragraph includes, but is not limited to, any injury or alleged injury resulting from any actual or alleged

a. Violation of the United States Constitution, Minnesota Constitution, Individuals with Disabilities Education Act ("IDEA"), Section 1983 of the Civil Rights Act ("Section 1983"), The Minnesota Human Rights Act ("MHRA"), Minnesota Statute, Chapter 125A, and any other Federal, State, and /or local laws and / or proceeding within the purview of this Paragraph brought against the Provider, its provision in this Agreement, the Purchaser shall not settle or compromise any claim against the Provider without the Provider's written approval. The Parties agree and acknowledge that the Purchaser's duty to defend and indemnify the Provider survives the termination and / or expiration of this Agreement.

7. Payment

a. The Purchaser will pay the Provider for all services performed by the Provider under this contract as follows:

i. Services reimbursed on this agreement include assessments, travel time, consultation with staff, direct services.

ii. Hours of services will not exceed the total hours without an amendment to this agreement.

iii. Services will be provided at the school in which the student is enrolled unless otherwise agreed upon by the Director of Services.

iv. Invoices for the services will be sent to the Cannon Valley Cooperative Director of Special Services.

v. All payments for services will be made to Faribault Public Schools, 710 17th Avenue SW, Faribault, MN 55021

8. Miscellaneous

a. This Agreement has been entered into by the parties in the State of Minnesota and shall be construed and enforced in accordance with the laws of the State of Minnesota.

b. This Agreement contains the entire agreement between the parties relating to the subject matter hereof and supersedes all prior agreement and understandings, whether written or oral, between the parties relating to such subject matter.

c. This Agreement may be terminated by either party with 30 days written notice.

d. This Agreement cannot be amended or changed except in writing executed by both parties.

**Purchaser: Cannon Valley Special  
Education Cooperative**

**Provider: Education Faribault  
Public Schools**

By:

By:

Title:

Title:

Date:

Date:





710 17th St. SW, Faribault, MN 55021

Office: 507-333-6000 | Fax: 507-333-6050

## MEMORANDUM

TO: Medford Public Schools

FROM: Robert Dehnert  
Director of Special Services

DATE : September 19, 2022

RE: Contract for Deaf and Hard of Hearing Teacher

Please consider approving the contract for a 1 hour a week of Deaf and Hard of Hearing Teacher for FY 2022-2023. This teacher's contract rate will be their hourly rate for the 2022-23 school year plus mileage. The Deaf and Hard of Hearing Teacher will provide evaluation, direct instruction and consultation to the Medford Public Schools for students with Deaf and Hard of Hearing services listed on their IEPs as a related service. These services will be contracted from the Faribault Public Schools.

If you have any questions, please contact me. Thanks!

Rob Dehnert

## Purchase of Service Agreement

This is a purchase of service agreement between the Faribault Public School, 700 17th St. SW, Faribault, MN 55021 ("Provider") and the Medford Public Schools 750 2nd Ave SE, MN 55049 ("Purchaser").

1. The Purchaser is in need of Deaf and Hard of Hearing (DHH) services during the 2022-23 school year.
2. The Provider agrees to provide DHH services to the Purchaser for 1.0 hours per week.
3. The Purchaser agrees to pay an hourly rate based on the actual salary and benefits plus an administrative fee of 8%.
  - a. DHH services for students attending the Alexander Learning Academy and have Deaf and Hard of Hearing services listed on their Individual Education Plans (IEP). DHH services include providing language, voice, and sign services to students on IEPs
  - b. Time spent documenting DHH services for Third Party Billing,
  - c. Time spent providing assessment and other DHH Services,
  - d. Time spent scoring assessments, writing Evaluation Reports and performing other consultation to staff and parents for the Purchaser,
  - e. Time spent commuting to and from the Provider and Purchaser,
  - f. Mileage expenses, at the current IRS rate, for commuting to and from the Provider and Purchaser,
4. Each party shall be responsible for its own acts and behaviors, and the results thereof.
5. Either party may terminate this agreement at any time, with or without cause, upon 30 days written notice to the other parties.
  - a. During the course of this Agreement, the Purchaser shall have and keep in force a comprehensive general liability policy, including professional errors and omission coverage. The limits of

such policies will, at a minimum, be in the amounts set forth in Minnesota Statutes Section 446.04, as amended.

6. The parties agree that the Purchaser is solely responsible for the provision of Deaf and Hard of Hearing Services including providing language, voice, and sign services; assessments; Third Party Billing documentation; and general consultation for students attending the Medford Public Schools. The Provider's only obligation is to provide the services set forth in this Agreement. The Purchaser agrees to indemnify, save, and hold, the Provider, its employees, officers, directors, subcontractors, and agent harmless against any and all claims, demands, suits, costs, judgements, or other forms of liability, actual or claimed, including attorney's fees, in connection with any special education or related services provided to students enrolled in Medford Public Schools. The Purchaser's duty to indemnify as set out in this paragraph includes, but is not limited to, any injury or alleged injury resulting from any actual or alleged

a. Violation of the United States Constitution, Minnesota Constitution, Individuals with Disabilities Education Act ("IDEA"), Section 1983 of the Civil Rights Act ("Section 1983"), The Minnesota Human Rights Act ("MHRA"), Minnesota Statute, Chapter 125A, and any other Federal, State, and /or local laws and / or proceeding within the purview of this Paragraph brought against the Provider, its provision in this Agreement, the Purchaser shall not settle or compromise any claim against the Provider without the Provider's written approval. The Parties agree and acknowledge that the Purchaser's duty to defend and indemnify the Provider survives the termination and / or expiration of this Agreement.

7. Payment

a. The Purchaser will pay the Provider for all services performed by the Provider under this contract as follows:

i. Services reimbursed on this agreement include assessments, travel time, consultation with staff, direct services.

ii. Hours of services will not exceed the total hours without an amendment to this agreement.

iii. Services will be provided at the school in which the student is enrolled unless otherwise agreed upon by the Director of Services.

iv. Invoices for the services will be sent to the Medford Public Schools Director of Special Services.

v. All payments for services will be made to Faribault Public Schools, 710 17th Avenue SW, Faribault, MN 55021

8. Miscellaneous

a. This Agreement has been entered into by the parties in the State of Minnesota and shall be construed and enforced in accordance with the laws of the State of Minnesota.

b. This Agreement contains the entire agreement between the parties relating to the subject matter hereof and supersedes all prior agreement and understandings, whether written or oral, between the parties relating to such subject matter.

c. This Agreement may be terminated by either party with 30 days written notice.

d. This Agreement cannot be amended or changed except in writing executed by both parties.

**Purchaser: Medford Public Schools**

**Provider: Education Faribault  
Public Schools**

By:

By:

Title:

Title:

Date:

Date:



## MEMORANDUM

TO: Finance Committee

FROM: Robert Dehnert  
Director of Special Services

DATE: September 19, 2022

RE: Contract for Physically and Other Health Disabled Services Teacher and Visually Impaired Teacher

Please consider approving the contract for a teacher of Physically and Other Health Disabled Services for FY 2022-23. Faribault Public Schools will be contracting for 400 hours of Physically and Other Health Disabled Services for \$98.79 per hour.

Please consider approving the contract for a teacher of Visually Impaired Services for FY 2022-23. Faribault Public Schools will be contracting for 350 hours of Visually Impaired Services for \$95.56 per hour.

Faribault Public Schools will be contracting these services from Austin Public Schools. The teacher will provide evaluation, consultation and direct services to the Faribault Special Education Staff for students with physical and other health disabilities services and/or visual impairments. Faribault will be reimbursed approximately 52% of this cost through the state special education formula.

If you have any questions, please contact me. Thanks!

Rob Dehnert



## **Purchase of Service Agreement**

This is a purchase of service agreement between the Owatonna Public Schools, 515 W Bridge Street, Owatonna, MN 55060 (“Provider”) and Faribault Public Schools (“Purchaser”).

NOW THEREFORE IT IS AGREED:

### **EMPLOYMENT**

Marcia Paffrath, a special education teacher for Owatonna Public Schools, has been hired to provide 400 hours of physically and other health disabled services to students receiving special education services provided by Faribault Public Schools for the 2022-2023 school year at an hourly rate of \$98.79.

Jeannie Worden, a special education teacher for Owatonna Public Schools, has been hired to provide 350 hours of visually impaired services to students receiving special education services provided by Faribault Public Schools for the 2022-2023 school year at an hourly rate of \$95.56.

Marcia Paffrath and Jeannie Worden will be full-time teachers of Owatonna Public Schools entitled to all salary and benefits as described in the master agreement between ISD 761 and the Owatonna Education Association representing teachers and are subject to the policies, regulations, benefits, and laws applicable to School Board employees.

Owatonna Public Schools warrants that all personnel furnishing services have the necessary qualifications, licenses, certifications and/or registrations required by federal, state, and local laws and regulations, and standards of professional practice applicable to the services contemplated by this Agreement. The Provider will maintain these qualifications during the period this Agreement is in effect.

## REIMBURSEMENT OF SALARY AND BENEFITS

The parties agree that, during the term of this Agreement, Faribault Public Schools will reimburse Owatonna Public Schools the hourly cost of salary and benefits for all direct and indirect services provided, time spent commuting to and from the Provider and Purchaser, mileage expenses (at the current IRS rate, for commuting to and from the Provider and Purchaser), plus an administrative fee of 8.0%. Owatonna Public Schools will submit quarterly invoices to the Purchaser within one month of the conclusion of the quarter. Faribault Public Schools shall remit payment within 30 days of receipt of an invoice.

## LIABILITY AND INSURANCE

Owatonna Public Schools assumes liability for the acts and omissions of its employees, but does not assume any liability for the acts or omissions of the employees, agents and assigns of Faribault Public Schools. The Provider and the Purchaser agree that they will at all times during the term of the Agreement, have and keep in force a liability policy that names the other as an additional insured. Limits will include one million dollars (\$1,000,000.00) for each occurrence with two million dollars (\$2,000,000.00) aggregate. Each agrees to provide a Certificate of Insurance to the other upon request.

## PERSONNEL

Owatonna Public Schools and Faribault Public Schools hereby acknowledge and agree that the Provider's employees are not employees of the Purchaser, and that Owatonna Public Schools' employees or its agents will have no authority to bind Faribault Public Schools or otherwise incur liability on behalf of the Purchaser without the express written delegation of authority by Faribault Public Schools. The Purchaser shall have no obligation to provide any Owatonna Public Schools employee with benefits or privileges of any kind or nature including, without limitation, insurance benefits, pension benefits, worker's compensation benefits or any other benefits the Purchaser provides to its employees.

Owatonna Public Schools has exclusive control and the right to hire and discharge any of its employees rendering services under this Agreement. Owatonna Public Schools will be solely responsible for the payment of wages, taxes, and other related charges for services rendered under this Agreement by its employees.



ISD 656:                    Robert Dehnert  
                                  Director of Special Services  
  
                                  710 17th Street SW  
                                  Address  
  
                                  Faribault, MN 55021  
                                  City, State, Zip  
  
                                  507-333-6002  
                                  Phone  
  
                                  507-333-6050  
                                  Fax

GENERAL

This Agreement cannot be assigned by either party, except with the prior written consent of the other party. This Agreement shall be governed by and construed under the laws of the State of Minnesota. If any provision of this Agreement is invalid, illegal, or unenforceable under any applicable statute or rule of law, it is to that extent deemed omitted and the remainder of the Agreement shall be valid and enforceable to the maximum extent possible.

This Agreement has been entered into by the parties in the State of Minnesota and shall be construed and enforced in accordance with the laws of the State of Minnesota.

This Agreement contains the entire agreement between the parties relating to the subject matter hereof and supersedes all prior agreement and understandings, whether written or oral, between the parties relating to such subject matter.

Purchaser: Faribault Public Schools

Provider: Owatonna Public Schools

By: \_\_\_\_\_

By: \_\_\_\_\_

Title: \_\_\_\_\_

Title: Director of Finance and Operations

Date: \_\_\_\_\_

Date: \_\_\_\_\_



710 17th St. SW, Faribault, MN 55021

Office: 507-333-6000 | Fax: 507-333-6050

## MEMORANDUM

TO: Finance Committee

FROM: Robert Dehnert  
Director of Special Services

DATE: September 19, 2022

RE: Contract for Orientation and Mobility Services

Please consider approving the contract for a teacher of Orientation and Mobility Services for FY 2022-23. Faribault Public Schools will be contracting for 0.2 FTE of Orientation and Mobility Services for \$29,409.55 plus mileage. Faribault Public Schools will be contracting these services from Austin Public Schools. The teacher will provide evaluation, consultation and direct services to the Faribault Special Education Staff for students with orientation and mobility services and/or visual impairments. Faribault will be reimbursed approximately 52% of this cost through the state special education formula.

If you have any questions, please contact me. Thanks!

Rob Dehnert

August 29, 2022

This contract, entered into the 29<sup>th</sup> day of August, 2022 by and between Austin Public Schools (ISD 492) and Faribault Public Schools (ISD 656) witnesses that:

As a licensed orientation and mobility specialist, Mary Kautto will provide services to meet the unique needs of students with, or suspected of having a vision impairment and orientation and mobility needs. These needs and services are documented in the student's pre-referral, IEP, IFSP, or IIP. Services are provided in the school building the student attends and surrounding community. The Director of Special Services is responsible for the oversight of these services.

We agree as follows:

1. Total package will include salary (inclusive of national certification stipend) and fringe. Travel (mileage) costs will be charged additionally at the current federal rate.
2. ISD 492 will provide .2 FTE to Faribault Schools at a cost of approximately \$16,604.40 for salary and \$12,805.15 for fringe.
3. Duration of services shall be the 2022-2023 school year.
4. ISD 492 will bill actual costs to Faribault Schools at the end of the 2022-2023 school year.
5. Mary Kautto will submit monthly travel costs to ISD 492 that will be billed to Faribault Schools at the end of the 2022-2023 school year.

SIGNED: Faribault Schools

\_\_\_\_\_  
Administrator

\_\_\_\_\_  
Date

SIGNED: Austin Public Schools

  
\_\_\_\_\_  
Administrator

  
\_\_\_\_\_  
Date

**Concurrent Enrollment Program Agreement  
Between Southwest Minnesota State University  
and Participating High School Districts**

The Southwest Minnesota State University (SMSU) Concurrent Enrollment Program called the College Now Program and \_\_\_\_\_ high school, agree in partnership to the following policies, procedures, requirements and conditions of the program.

**Agreement of Academic Standards, Rigor and Course Procedures:**

- High school teachers must submit their credentials for pre-approval by SMSU faculty before they may be authorized to teach a course under the guidance and mentorship of a university professor.
- Participating high school teachers must follow the provided syllabus and SMSU textbook/materials for each course.
- SMSU faculty must maintain contact with assigned district teachers, provide all curricular materials for the course, maintain contact with the teacher and classroom, and take all necessary steps to ensure the course meets SMSU academic standards equivalent to its on-campus counterparts.
- SMSU faculty will provide university tests and examinations for courses, standard grading rubrics for papers and subjective grading projects, co-grade with teachers as much as possible, review all grading procedures and calculate final course grades for university transcripts.
- High school teachers are free to grade on high school standard rubrics for the grade posted on high school transcripts.
- SMSU will provide annual professional development opportunities in a variety of academic areas for all participating high school teachers and their school districts as an investment in improving program teaching. This on-going, professional development will focus on innovations in teaching, academic content areas, new research, new technologies, graduate programs, etc.

**Agreement of Student Eligibility and Course Registration:**

- The school district is responsible for the authorization of student eligibility. Eligibility consists of 3.0 GPA AND top ½ of class rank for seniors; 3.0 GPA AND top 1/3 class rank for juniors. Scores of over 50<sup>th</sup>% for seniors and 70<sup>th</sup>% for juniors on a nationally standardized test can take the place of class rank. Eligibility for sophomores requires being in the top 10% of class AND having scored in the 90<sup>th</sup>% on a nationally standardized test (documentation of eligibility required for sophomores). Registering students not meeting minimum qualifications is strictly prohibited.
- The school district agrees to register eligible students for appropriate courses within the established registration deadlines each fall and/or spring semester (first 10 days of course). Late registrations may be subject to a late-registration fee. Roster verification is the responsibility of the high school. SMSU will not make roster changes after billing has occurred.
- Participating high schools will make every effort to schedule discrete enrollment university courses. In instances where mixed enrollment is unavoidable, high schools must submit requests for approval of mixed enrollment courses.
- All mixed enrollment classrooms must have more than 50% of students registered with SMSU to be eligible for an approval.
- Courses needing a substitute teacher for longer than 2 weeks may no longer be eligible for course credit. Substitute teachers are required to submit an application for review.


**Agreement of Financial Policy and Procedure:**

- Minnesota school districts will be billed for the established cost of tuition for the College Now program. An itemized listing of registered students and charges will be sent with the invoice. Payment on billing is due forty-five (45) days after the bill is issued.
- High schools are not responsible for tuition for students who drop within the ten day registration window. High Schools are responsible for tuition for students who withdraw from courses. (Withdrawal begins following the end of the registration period for 80% of the duration of the course).
- Any books which may be purchased become the property of either the school district or whoever has incurred the cost of the books.

\_\_\_\_\_  
School District Administrator

\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Director of Concurrent Enrollment

  
\_\_\_\_\_  
Date

**2022-2023 Agreement Between  
The City of Faribault**

**AND**

**Faribault School District #656  
For Youth Liaison Program**

This agreement is between the City of Faribault (City) and Faribault School District #656 (School District).

**Whereas**, the City and School District wish to continue a positive working relationship in order to foster a productive learning environment in the school system and help to develop citizenship skills for students, and

**Whereas**, the School District and City desire to join in a mutual effort to curb delinquency, crime and drug abuse in the community and develop a better community understanding of law and law enforcement, and

**Whereas**, the City and School District have jointly operated the Youth Liaison programs for a number of years successfully.

**Now, therefore**, the City and School District agree as follows:

**YOUTH LIAISON**

- A. Scope of Services – City
1. The City through the Police Department shall provide licensed police officers to serve as youth liaison officers between the Police Department and School District to assist in the establishment and coordination of a cooperative community approach among schools, parents, police, and other resources in reaching juvenile and community groups related to juvenile behavior and law enforcement issues. The City will retain appointment authority.
  2. The Youth Liaison Officer's duties will be as follows:
    - a. Develop positive channels of communication between students, school system, and law enforcement agencies.
    - b. Participate in the school's educational process to educate students about the law enforcement agencies and their role in the community.

- c. Assist the School District in dealing with behavioral issues of students and non-students as they relate to school operations and community activities, with the understanding that criminal investigations and enforcement activities will take priority.
- d. Develop methods for creating positive working relationships between the Police Department and the School District.
- e. Confer with parents, students, neighbors, school personnel, and other members of the community regarding juvenile behavioral issues and ways to improve safety response.
- f. Conduct investigations and facilitate problem solving within the school and surrounding community, both criminal and other, as deemed necessary by the police department.
- g. Provide guidance to the school system on how they can better address student behavioral issues related to law enforcement concerns such as loitering, theft, physical violence, racial or sexual abuse.
- h. Take part in community functions as necessary to become acquainted with parents, business people, and community leaders.
- i. Take an active role in development of youth liaison work program and its evaluation.

**B. Scope of Services – School District**

- 1. It shall be the responsibility of the School District to:
  - a. Provide guidance and assistance to the School Liaison Officer through principals, teachers, administrative staff, and student body.
  - b. Provide meeting space and support services in both the Middle and Senior High Schools for use by the Liaison Officer to meet with students and staff on a public and private meeting basis.
  - c. Provide clerical help and assistance to the Liaison Officer when needed by them within any school in which they are working based on mutual agreement with the school principal.
  - d. The School District agrees to cooperate with the City on future community policing activities.
  - e. Provide opportunities for officer involvement in student and faculty programs and activities.
  - f. The liaison officer will be afforded the same status as other professional district staff and encouraged to attend staff meetings upon invitation.

**C. Accountability**

1. The administration of the School District and the City/Police Department commit to providing the necessary support to make the youth liaison program successful. This support will include the following but not be restricted to this list:
  - a. In August, before the beginning of each school year, to have a joint City/School District administrative meeting to outline the objectives, work program, and outcomes for the youth liaison program for the coming school year.
  - b. Include in the work program frequent and periodic contacts between the school liaison officer and the student council, facility committees, parent/teacher organizations, administrative staff meetings, and other appropriate groups.
  - c. Bi-weekly meetings between the Liaison Officer and the principals at the High School and at the Middle School to discuss issues of mutual concern.
2. The City and School District recognize that the Liaison Officer is not designed to deal with all law enforcement issues related to the School District or juvenile population. The City and School District will work to involve all police officers in school and juvenile issues.
3. In June of each year, the administrative staff of the City and School District will meet to review the progress of the school liaison program for the previous school year. The Liaison Officer, in conjunction with the Middle School and Senior High principals, will provide a written report to the City Administrator and School Superintendent on the school liaison program activities and their evaluation of it.

**GENERAL PROVISIONS:**

1. The City and the School District agree to defend and indemnify the other party, its officials, its employees, and agents from any and all liability, loss or damage it may suffer from a result of claims, demands, judgements or costs, including reasonable attorney fees arising out of or related to its performance under this agreement. Further, each party agrees to hold harmless the other for damage to its property arising out of the performance of the Agreement by the other Party, employees or agents except to the extent such may be independently insured for such loss.
2. This agreement shall be effective upon execution by both parties and will automatically renew each year unless a party notifies the other party 90 days prior to expiration of the agreement that they wish to terminate the contract.

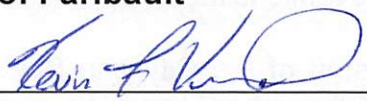
3. Either party may terminate this agreement for cause on 90 days written notice to the other party. If this agreement is terminated by the School District, the City shall receive from the School District the funds allocated for the program based on services provided through the date of termination.
4. The City and the School District will review the long term funding of these programs on a continuous basis.
5. While staffing will remain the same for 2022-2023, the City and School District will each provide input and work together and come to agreement on any future selected candidates to be considered for School Resource Officer.

School District will pay to the City for the Liaison program a total of \$118,203.38, which will be made in two equal payments on December 15, 2022 and March 15, 2023.

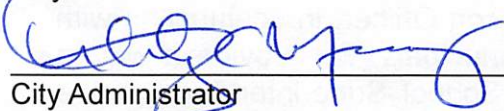
Executed this 10<sup>th</sup> day of August, 2022.

**City of Faribault**

**Faribault School District #656**

  
 \_\_\_\_\_  
 Mayor

\_\_\_\_\_  
 Chairman of the Board

  
 \_\_\_\_\_  
 City Administrator

\_\_\_\_\_  
 Superintendent of Schools

8/10/2022  
 \_\_\_\_\_  
 Date

\_\_\_\_\_  
 Date



**Faribault Public Schools**  
**Comparative Financial Report - Select General Fund Expenditure Accounts**  
**As of August 31, 2022**

	FY22 For the Month of August 2021	FY23 For the Month of August 2022	FY22 Year to Date through August 2021	FY23 Year to Date through August 2022	FY22 FIN Budget	FY23 REV Budget	FY22 % of Budget through August 2021	FY23 % of Budget through August 2022
<b>EXPENDITURES:</b>								
HVAC	5,614	14,969	5,614	25,999	186,000	280,875	3.02%	9.26%
Water	5,272	5,650	5,272	11,727	60,400	59,900	8.73%	19.58%
Electric	61,494	577	61,494	63,231	668,000	565,000	9.21%	11.19%
Snow Removal	-	-	-	-	90,400	87,000	0.00%	0.00%
<b>Total Expenditures</b>	<b>72,380</b>	<b>21,196</b>	<b>72,380</b>	<b>100,957</b>	<b>1,004,800</b>	<b>992,775</b>	<b>7.20%</b>	<b>10.17%</b>

**Faribault Public Schools**  
**Comparative Financial Report - Self Insurance Fund**  
**As of August 31, 2022**

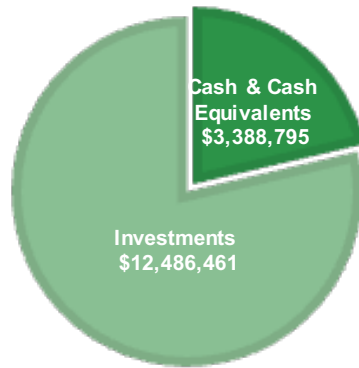
	FY22 For the Month of August 2021	FY23 For the Month of August 2022	FY22 Year to Date through August 2021	FY23 Year to Date through August 2022	FY22 FIN Budget	FY23 REV Budget	FY22 % of Budget through August 2021	FY23 % of Budget through August 2022
<b>REVENUES:</b>								
District Contributions	115,083	105,192	232,676	199,078	2,262,910	2,465,674	10.28%	8.07%
Employee Contributions	23,094	18,177	43,901	33,923	421,004	426,689	10.43%	7.95%
Retirees Contributions	2,782	3,077	4,932	6,154	113,604	42,662	4.34%	14.43%
Cobra Contributions	832	882	832	1,764	19,214	19,743	4.33%	8.94%
<b>Total Revenue</b>	<b>141,792</b>	<b>\$127,329</b>	<b>\$282,342</b>	<b>\$240,919</b>	<b>\$2,816,732</b>	<b>\$2,954,768</b>	<b>10.02%</b>	<b>8.15%</b>
<b>EXPENDITURES:</b>								
Medical Claims	111,367	164,456	169,998	564,835	2,340,983	2,494,589	7.26%	22.64%
Administrative Fees	34,303	-	42,934	-	151,021	25,790	28.43%	0.00%
Stop Loss	-	26,679	54,151	(18,678)	262,857	314,398	20.60%	-5.94%
Consultant Fees	-	1,190	2,404	1,190	14,278	14,000	16.83%	8.50%
<b>Total Expenditures</b>	<b>\$145,669</b>	<b>\$192,325</b>	<b>\$269,486</b>	<b>\$547,346</b>	<b>\$2,769,139</b>	<b>\$2,848,777</b>	<b>9.73%</b>	<b>19.21%</b>

# FARIBAULT PUBLIC SCHOOLS

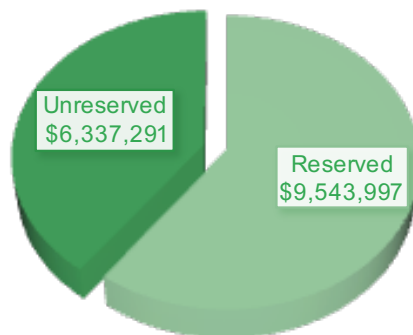
## Investment Balances as of August 31, 2022

	Ending Balance 7/31/22	Ending Balance 8/31/22	Interest/Div Earned
CCF - MAIN CHECKING	812,685.09	2,125,770.88	\$ 1,967.71
CCF -SAVINGS	1,005,122.71	1,257,681.66	2,558.95
Ameritrade 2019A - CIF F6	583,183.21	583,138.33	0.30
MSDLAF+LIQUID MONEY MARKET	1,729.48	1,732.34	2.86
MSDLAF+ MAX MONEY MARKET	6,021.91	6,032.43	10.52
MN TRUST	6,283,107.18	6,782,617.42	9,672.34
MN TRUST TERM SERIES REDEMPTION	852,211.25	853,706.23	1,494.98
US BANK - IRREVOCABLE TRUST	2,390,709.29	2,420,564.96	3,110.22
US BANK - ROOSEVELT ADDITION	499,397.71	498,736.28	10.39
MN TRUST INVESTMENT CD	249,200.00	249,200.00	
MN TRUST INVESTMENT CD	249,248.90	249,248.90	
MN TRUST INVESTMENT CD	249,248.41	249,248.41	
FIRST UNITED BANK CD	150,000.00	150,000.00	
PREMIER BANK CD	150,000.00	150,000.00	
RELIANCE BANK CD	150,000.00	150,000.00	
STATE BANK OF FARIBAULT CD	150,000.00	150,000.00	
PETTY CASH	3,610.00	3,610.00	
<b>TOTAL CASH AND INVESTMENTS</b>	<b>\$ 13,785,475.14</b>	<b>\$ 15,881,287.84</b>	<b>\$ 18,828.27</b>

### LIQUIDITY



### ASSET RESERVATIONS





# Property Tax & Elections

320 Third Street NW • Faribault, MN 55021  
 (507) 332-6104 • Fax (507) 333-3754  
 www.co.rice.mn.us

## Supplemental Budget Information

### Levy Information

Taxing Authority	2022 Current Year	2023 Proposed	Percent Change
Rice County	\$0	\$0	0.0%
City/Town of	\$0	\$0	0.0%
School District	\$0	\$0	0.0%

*This information is provided by the county, city or township, and school district. For additional information, contact the county, city or township, or school district directly. Refer to your Proposed Taxes 2023 for taxing district contact information.*

### County Summary Budget Information

Category	2022 Current Year	2023 Proposed	Percent Change
<b>Revenues</b>			
Property Taxes	\$0	\$0	0.0%
Special Assessments	\$0	\$0	0.0%
State General Purpose Aid	\$0	\$0	0.0%
State Categorical Aid	\$0	\$0	0.0%
All Other Revenues	\$0	\$0	0.0%
<b>Expenditures</b>			
General Government	\$0	\$0	0.0%
Public Safety	\$0	\$0	0.0%
Streets and Highways	\$0	\$0	0.0%
Sanitation	\$0	\$0	0.0%
Human Services	\$0	\$0	0.0%
Health	\$0	\$0	0.0%
Culture and Recreation	\$0	\$0	0.0%
Conservation of Nat'l Res	\$0	\$0	0.0%
Economic Dev & Housing	\$0	\$0	0.0%
All Other Current Exp	\$0	\$0	0.0%

### City Summary Budget Information

Category	2022 Current Year	2023 Proposed	Percent Change
<b>Revenues</b>			
Budget information not reported			
<b>Expenditures</b>			
Budget information not reported			

### School District Summary Budget Information

Fund	FY 2022 Beginning Fund Balances	FY 2022 Actual Revenues and Transfers In	FY 2022 Actual Expenditures and Trfrs Out	June 30, 2022 Actual Fund Balances	FY 2023 Budget Revenues and Transfers In	FY 2023 Budget Expenditures and Trfrs Out	June 30, 2023 Projected Fund Balances
General Fund/Restricted							
General Fund/Other							
Food Service Fund							
Community Service Fund							
Building Construction Fund							
Debt Service Fund							
Trust Fund							
Internal Service Fund							
* OPEB Revocable Trust Fund							
OPEB Irrevocable Trust Fund							
OPEB Debt Service Fund							
Total - All Funds							

School districts have different timelines for financial reporting, and this information was unavailable at the time of printing. Please contact the district for this information.

<b>Long-Term Debt</b>	Outstanding July 1, 2021	\$0
	Plus: New Issues	\$0
	Less: Redeemed Issues	\$0
	Outstanding June 30, 2022	\$0
<b>Short-Term Debt</b>	Certificates of Indebtedness	\$0
	Other Short-Term Indebtedness	\$0
<b>Current Statutory Operating Debt</b>	Amount of General Fund Deficit, if any, in excess of 2.5% of expenditures 6/30/2022	\$0
<b>Cost per Student - Average Daily Membership (ADM) 6/30/2022</b>	Total Operating Expenditures	\$0
	FY 2022 Total ADM Served + Tuitioned Out ADM + Adjusted Extended ADM	\$0
	FY 2022 Operating Cost per ADM	\$0

I. COMPUTATION OF 2022 PAYABLE 2023 LEVY LIMITATION BY FUND (BEFORE COUNTY AUDITOR ADJUSTMENTS):

FUND	INITIAL LEVY LIMITATION	LIMITATION ADJUSTMENTS	ABATEMENT ADJUSTMENTS	OFFSET ADJUSTMENTS	TAC/MAX EFF ADJUSTMENT	MAXIMUM LEVY LIMITATION
GEN-RMV VOTER-EXEMP	3,273,873.28	468,309.85	N/A			3,742,183.13
GEN-RMV OTHER-EXEMP	2,526,152.92	122,461.60	N/A			2,648,614.52
GEN-NTC VOTER-EXEMP			N/A			
GEN-NTC OTHER-GENED	N/A	N/A	N/A	N/A	N/A	N/A
GEN-NTC OTHER-EXEMP	2,699,804.91	63,841.52-	27,114.19			2,663,077.58
TOTAL GENERAL	8,499,831.11	526,929.93	27,114.19			9,053,875.23
COM SERV-EXEMP	418,140.19	14,811.26	2,272.63			435,224.08
DEBT-VOTER-NONEXEMP	2,142,000.00	127,865.64-	18,052.63			2,032,186.99
DEBT-OTHER-NONEXEMP	226,275.00	13,507.38-				212,767.62
TOTAL DEBT SERV	2,368,275.00	141,373.02-	18,052.63			2,244,954.61
OPEB-VOTER-NONEXEMP						
OPEB-OTHER-NONEXEMP						
TOTAL OPEB/PENSION						
TOTAL	11,286,246.30	400,368.17	47,439.45			11,734,053.92

II. COMPARISON OF 2021 PAYABLE 2022 LEVY LIMITATION WITH 2022 PAYABLE 2023 LEVY LIMITATION (BEFORE COUNTY AUDITOR ADJUSTMENTS):

FUND	2021 PAY 2022 LIMITATION	2022 PAY 2023 LIMITATION	INCREASE (DECREASE)	PERCENT CHANGE
GENERAL	8,099,631.00	9,053,875.23	954,244.23	11.78
COMMUNITY SERVICE	372,008.42	435,224.08	63,215.66	16.99
GENERAL DEBT SERVICE	2,218,272.07	2,244,954.61	26,682.54	1.20
OPEB DEBT SERVICE				
TOTAL	10,689,911.49	11,734,053.92	1,044,142.43	9.77

III. COMPARISON OF 2021 PAYABLE 2022 CERTIFIED LEVY PLUS COUNTY AUDITOR ADJUSTMENTS WITH 2022 PAYABLE 2023 CERTIFIED LEVY PLUS COUNTY AUDITOR ADJUSTMENTS:

FUND	2021 PAY 2022 CERTIFIED LEVY + ADJUSTMENTS	2022 PAY 2023 CERTIFIED LEVY + ADJUSTMENTS	INCREASE (DECREASE)	PERCENT CHANGE
GENERAL	8,099,631.00			
COMMUNITY SERVICE	372,008.42			
GENERAL DEBT SERVICE	2,218,272.07			
OPEB DEBT SERVICE				
TOTAL AFTER ADJUSTMENTS	10,689,911.49			



Taxes Payable 2023  
 0656-01-000-000 Faribault Public School District  
 sgerdes1  
 Maximum

[Home/Levy Method](#)

[Home/Levy Method](#)

### Levy Method

You need to specify your Levy Method before you can perform edits or certify your levy. Please check a Method below and click Save Levy Method button.

- If you choose Maximum as your Levy Method, you can view your levy data by going to each section on the left navigation but you are not allowed to edit. You can go to Validate/Certify Levy section and certify your levy directly.
- If you choose Specific Dollar Amount as your Levy Method, you can edit your levy data by going to each section on the left navigation.
- If you change your Levy Method from Specific Dollar Amount to Maximum, the Proposed that you previously entered will be refreshed with levy limits.

For further information about Levy Certification. contact the following:

Program Finance at [mde.levy@state.mn.us](mailto:mde.levy@state.mn.us)  
 Emails will be redirected to the appropriate staff person within Program Finance.

Define your Levy Method:

Maximum  Specific Dollar Amount

Save Levy Method

Cancel

### District Levy Summary

Subtotals By Levy Category

Title	Limit	Proposed	Certified
GENERAL - RMV VOTER - JOBZ EXEMPT	3,742,183.13	3,742,183.13	0.00
GENERAL - RMV OTHER - JOBZ EXEMPT	2,648,614.52	2,648,614.52	0.00
GENERAL - NTC VOTER - JOBZ EXEMPT	0.00	0.00	0.00
GENERAL - NTC OTHER - JOBZ EXEMPT	2,663,077.58	2,663,077.58	0.00
COMMUNITY SERVICE - NTC OTHER - JOBZ EXEMPT	435,224.08	435,224.08	0.00
GENERAL DEBT - NTC VOTER - JOBZ NONEXEMPT	2,032,186.99	2,032,186.99	0.00
GENERAL DEBT - NTC OTHER - JOBZ NONEXEMPT	212,767.62	212,767.62	0.00
OPEB DEBT - NTC VOTER - JOBZ NONEXEMPT	0.00	0.00	0.00
OPEB DEBT - NTC OTHER - JOBZ NONEXEMPT	0.00	0.00	0.00

**Subtotals By Fund**

<b>Title</b>	<b>Limit</b>	<b>Proposed</b>	<b>Certified</b>
GENERAL FUND	9,053,875.23	9,053,875.23	0.00
COMMUNITY SERVICES FUND	435,224.08	435,224.08	0.00
GENERAL DEBT SERVICE FUND	2,244,954.61	2,244,954.61	0.00
OPEB/PENSION DEBT SERVICE FUND	0.00	0.00	0.00

**Subtotals By Tax Base**

<b>Title</b>	<b>Limit</b>	<b>Proposed</b>	<b>Certified</b>
REFERENDUM MARKET VALUE	6,390,797.65	6,390,797.65	0.00
NET TAX CAPACITY	5,343,256.27	5,343,256.27	0.00

**Subtotals By Truth In Taxation Category**

<b>Title</b>	<b>Limit</b>	<b>Proposed</b>	<b>Certified</b>
VOTER APPROVED	5,774,370.12	5,774,370.12	0.00
OTHER	5,959,683.80	5,959,683.80	0.00

**Total Levy**

<b>Title</b>	<b>Limit</b>	<b>Proposed</b>	<b>Certified</b>
TOTAL LEVY	11,734,053.92	11,734,053.92	0.00

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## Faribault Public Schools Proposed Property Tax Levy

Introduced to Finance Committee on September 19, 2022  
1 To Be Approved (Preliminary) on September 26, 2022  
To Be Heard at a Public Hearing on December 5, 2022  
To Be Approved (Final) on December 5, 2022  
To Be Collected on May 15, 2023 and October 15, 2023  
To Be Recognized as Revenue in FY 2023-24

	Payable 2022	Payable 2023	Difference	Notes
Adjusted Pupil Units	3,603.67	3,463.61	(140.06)	estimated
Local Optional Allowance per Pupil Unit	\$ 724.00	\$ 724.00	\$ -	approved by Legislature and Governor in 2014
Voter Approved Levy per Pupil Unit	\$ 801.81	\$ 972.35	\$ 170.54	1.0566% inflation estimated by MDE staff
<b>Total Local Levy per Pupil Unit</b>	<b>\$ 1,525.81</b>	<b>\$ 1,696.35</b>	<b>\$ 170.54</b>	

Levies Distributed on Referendum Market Value	Payable 2022	Payable 2023	Difference	Notes
<i>Referendum Market Value adds up all properties with value and divides the taxes in a prorated manner amongst them. This means a homeowner and a business are taxed at the same percentage. Seasonal recreational (cabins) and agricultural (farms) are excluded from these school taxes. The District's Referendum Market Value is \$2,680,862,100 for Pay23 compared to \$2,514,020,300 for Pay22, an improvement of 6.63%.</i>				
Local Optional	\$ 2,051,151	\$ 2,086,721	\$ 35,571	State aid adds \$350,965 of funding to this number
Local Optional Adjustment	\$ 101,209	\$ 105,358	\$ 4,149	
Voter Approved Referendum	\$ 2,711,079	\$ 3,273,873	\$ 562,794	State aid adds \$-0- of funding to this number
Voter Approved Referendum Adjustment	\$ 90,880	\$ 468,310	\$ 377,430	
Board Approved Referendum	\$ -	\$ -	\$ -	Included in LOR as part of calculation modification
Board Approved Referendum Adjustment	\$ -	\$ -	\$ -	
Equity	\$ 413,432	\$ 397,345	\$ (16,087)	State aid adds \$-0- of funding to this number
Equity Adjustment	\$ 69,088	\$ 14,734	\$ (54,354)	
Transition	\$ 41,956	\$ 42,087	\$ 131	State aid adds \$-0- of funding to this number
Transition Adjustment	\$ 5,200	\$ 2,370	\$ (2,830)	
<b>Total</b>	<b>\$ 5,483,994</b>	<b>\$ 6,390,798</b>	<b>\$ 906,804</b>	

Levies Distributed on Net Tax Capacity	Payable 2022	Payable 2023	Difference	Notes
<i>Net Tax Capacity assigns each property type a value to distribute the taxes disproportionately to different types of properties. A homestead residence under \$500,000 is counted as 1.0% of its value compared to a Commercial Property under \$150,000 which is counted at 1.5% of its value. Farmland under \$1,900,000 is discounted to 0.5% of its value. The District's Net Tax Capacity is \$35,438,737 for Pay23 compared to \$33,534,368 for Pay22, an improvement of 5.68%.</i>				
Operating Capital	\$ 364,214	\$ 392,827	\$ 28,613	State aid adds \$377,824 of funding to this number
Operating Capital Adjustment	\$ 15,877	\$ (2,019)	\$ (17,896)	
Achievement & Integration	\$ 222,158	\$ 213,781	\$ (8,376)	State aid adds \$496,790 of funding to this number
Achievement & Integration Adjustment	\$ (14,701)	\$ (5,633)	\$ 9,068	
Unemployment Insurance	\$ 25,000	\$ 35,000	\$ 10,000	
Unemployment Insurance Adjustment	\$ 21,530	\$ (50,000)	\$ (71,530)	
Safe Schools	\$ 123,328	\$ 121,211	\$ (2,117)	
Safe Schools Adjustment	\$ (3,082)	\$ (6,439)	\$ (3,358)	
Career & Technical Education	\$ 188,820	\$ 223,269	\$ 34,449	
Career & Technical Education Adjustment	\$ 7,540	\$ 11,125	\$ 3,585	
Judgments	\$ -	\$ -	\$ -	
Long Term Facilities Maintenance	\$ 989,202	\$ 999,919	\$ 10,716	State aid adds \$279,530 of funding to this number
Long Term Facilities Maintenance Adjustment	\$ (49,102)	\$ (10,834)	\$ 38,268	
Leases	\$ 726,259	\$ 713,798	\$ (12,461)	
Leases Adjustment	\$ 47	\$ (47)	\$ (94)	
Other General Adjustment	\$ (1,452)	\$ -	\$ 1,452	
General Community Ed	\$ 228,728	\$ 228,728	\$ -	
General Community Ed Adjustment	\$ 13	\$ -	\$ (13)	
Early Childhood Family Education	\$ 89,805	\$ 97,125	\$ 7,320	State aid adds \$135,862 of funding to this number
Early Childhood Family Education Adjustment	\$ 588	\$ (19)	\$ (607)	
Home Visiting	\$ 2,930	\$ 2,998	\$ 68	State aid adds \$1,430 of funding to this number
Home Visiting Adjustment	\$ (55)	\$ 185	\$ 240	
Adults with Disabilities	\$ 15,000	\$ 15,000	\$ -	
School Age Child Care	\$ 33,000	\$ 74,289	\$ 41,289	
School Age Child Care Adjustment	\$ 2,000	\$ 14,645	\$ 12,645	
Long Term Facilities Maintenance Debt Service	\$ 226,380	\$ 226,275	\$ (105)	
Long Term Facilities Maintenance Debt Service Adjustment	\$ (14,305)	\$ (13,507)	\$ 798	
General Debt Service	\$ 2,141,160	\$ 2,142,000	\$ 840	
General Debt Service Adjustment	\$ (135,301)	\$ (127,866)	\$ 7,435	
Property Tax Abatement Adjustments	\$ 338	\$ 47,439	\$ 47,102	
<b>Total</b>	<b>\$ 5,205,918</b>	<b>\$ 5,343,251</b>	<b>\$ 137,333</b>	<b>State Aid Total</b> <b>\$ 1,291,436.00</b>

<b>Grand Total</b>	<b>\$ 10,689,911</b>	<b>\$ 11,734,048</b>	<b>9.77%</b>
	<b>\$1,044,136.74</b>		

### Reasons for Changes (Summary)

MDE Inflationary Adjustments	\$ 727,251.00
Tax Growth verses lower enrollment	\$ 293,238.00
Unemployment Adjustments	\$ (50,000.00)
Community Education	\$ 60,943.00
Other	\$ 12,705.00
<b>Total</b>	<b>\$ 1,044,137.00</b>