



**Goodhue County Education District Board Agenda**  
**Thursday, June 26, 2025 at 7:00 PM**  
**River Bluff Education Center, Red Wing**  
**395 Guernsey Ln**  
**Red Wing, MN 55066**

**AGENDA**

**I. Pledge of Allegiance:**

**II. Call to Order/Adoption of Agenda:**

**III. Consent Agenda:**

- A. Approval of May 22, 2025 Minutes.

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Board Meeting  
Thursday, May 22, 2025 7:00 PM Central

Lake City Schools MSHS Media Center  
300 S. Garden St.  
Lake City, MN 55041

Terese Bjornstad: Present  
Adam Dicke: Present  
Jason Lohmann: Present  
Heath Oeltjen: Present  
Marilyn Syverson: Present  
JoLyn Williams: Present  
Present: 6.

### I. Pledge of Allegiance:

### II. Call to Order/Adoption of Agenda:

### III. Consent Agenda:

E. Aronson motioned to pass. J. Strain seconded. Motion passed 6-0.

III.A. Approval of April 17, 2025 Minutes  
Approval of May 1, 2025 Minutes

III.B. Approval of Claims: H. Oeltjen

III.C. Staff Updates:

**III.C.1. Resignations:** *Samantha Krueger, Speech Language Pathologist @ Red Wing, effective end of 24-25 SY; Cindy Luhman, Administrative Assistant, GCED effective May 2, 2025.*

#### III.C.2. New Hires:

Effective for the 2025-2026 School Year

*Anderson, Allison - 1.0 Pathways 6/7 @ Twin Bluff Middle School*

*Behrens, Marissa - 1.0 FTE Early Childhood Special Education Teacher @ Cannon Falls*

*Hodgell, Linda - 1.0 FTE Multilingual Learners Teacher @ Goodhue and Zumbrota-Mazeppa*

*Lexvold, Levi - 1.0 FTE Science Teacher @ River Bluff Education Center*

*Nelson, Danny - 1.0 FTE Trade & Industry Teacher @ River Bluff Education Center*

*Reckmann, Kennedy - 1.0 FTE Early Childhood Special Education Teacher @ Goodhue*

Effective 04/22/2025-End of Year

*Hentz, Maggie - .08 FTE Science @ 5RiversOnline,*

Effective 04/28/2025-End of Year

*Roath, Catherine - .08 FTE Social Studies @ 5RiversOnline,*

*Toivonen, Doug - .08 Physical Education/Health @ 5RiversOnline*

Effective 06/09/2025-06/26/2025; 07/07/2025-10, 14-17, 21-24/2025; 08/12, 14/2025

(Cannon Falls Extended School Year)

*Brumbaugh, Sarah (June); Krinke, Spencer (June-July); McCarthy, Deb (June-July); Svien, Meghan (June-July-August) (paraprofessionals) / Austin, Madasyn (June-July); Behrens, Marissa (June, August); Fransen, Jade (July); Pearson, Liz (July) (teachers)*

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

*Brunkhorst, Nichole; Ferguson, Alexis; Reckmann, Kennedy (paraprofessionals) / Dahlen, Angie; Humphrey, Rebecca; Poole, Laurie; Richter, Cassie (teachers)*

Effective 06/09/2025-06/26/2025 (Kenyon-Wanamingo Extended School Year)

*Berquam, Dawn; Kylllo, Arin (paraprofessionals) / Carlson, Megan; Christensen, Sarah; Keller, Rebecca; Rohwer, Ashley (teachers)*

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

*Bowen, Lori; Kohrs, Anna; Marcellus, Jenifer; Ferguson, Alexis (paraprofessionals) / Cowell, Sarah; Fort, Jennifer; Green, Madi; Jensen, Jordan; McDonald, Alex; Weinrich, Elsie (teachers)*

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

*Bartell, Eleanor; Clemens, Lori; Hinsch, Linda; Kirchner, Kandace; Kittelson, Trinity; Lunde, Anna; Winkers, Bridee (paraprofessionals) / Braford, Julie; Cordes, Erica; Hoppman, Melissa; Nystuen, Kate; Sprouls, Bill; Stein, Molly; Swanson, Tim; Werner, Ashlyn; Zenzen, Melissa (teachers)*

Effective 07/14/2025-07/31/2025 (River Bluff Education Center Extended School Year)

*Acosta, Kailee; Garcia, Shelly; Glasby, Carrie; Gunderson, Clay; Lindquist, Jasmyn; Peterson, Isaac (paraprofessionals) / Angell, Shelly; Braford, Julie; Cekalla, Alea; Cordes, Erica; Diggins, Liz; Dodge-Brage, Molly; Grobe, Emily; Hakseth, Kaylee; Hillmer, Kaylee; King, Andrea; Mittelstadt, Annie; Olson, Destinee; Petersen, Tira; Rodgers, Matt; Susag, Rebecca (teachers)*

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

*Billman, Cynthia; Bryant, Gary; Maloney, Martha; Matthees, Michele; Post, Joy; Sjolander, Lee (paraprofessionals) / Carlson, Megan; Klein, Jen; Majerus, Megan; Thompson, Anne; Thompson, Jordan; Waters, Ashlyn; Zidlicky, Michelle (teachers)*

**III.C.3. Transfers:**

*Safe, Kate - 1.0 FTE: Elementary Teacher @ 5RO to Instructional Coach @ Red Wing; Effective as of the 2025-2026 School Year; Jill Rohan - 1.0 Special Education Coordinator @ Goodhue and Lake City to 1.0 Assistant Director of Special Education @ Goodhue and Lake City.*

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

**IV.**

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

## V. Reports and Communication:

### V.A. Business Manager Report

Cherie Johnson presented the business manager's report. No questions raised.

### V.B. Phone System Update

Cherie Johnson presented the phone system update. The new phone system will be installed at RBEC this summer.

## VI. Old Business:

## VII. New Business:

### VII.A. Preliminary FY26 Budget

Motion to approve the 2025-26 Budget. This motion, made by Terese Bjornstad and seconded by JoLyn Williams, Passed.

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

Yes: 6, No: 0

### VII.B. Long Term Facility Maintenance (LTFM)

Long Term Facility. This motion, made by Heath Oeltjen and seconded by JoLyn Williams, Passed.

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

Yes: 6, No: 0

Evan Gough from Goodhue and Bob Jaszczak from Red Wing are part of a sub-committee for this work.

### VII.C. Language Access Plan

Motion made to approve the Language Access Plan. This motion, made by Marilyn Syverson and seconded by Heath Oeltjen, Passed.

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

Yes: 6, No: 0

Brian Cashman explained Language Access Plan. New legislature requires every district to approve one. Cherie Johnson pulled up the website and showed how parents and staff can find resources for Language Access. Shared how Reach My Teach aids in this effort.

## VIII. Other:

## IX. Comments: Board/Director

Cherie Johnson mentioned that the collective is a finalist for Wallace Foundation Grant. Thanked Jason Lohman for his introductory remarks at the grant meeting.

**X. Next Meeting Date: June 26, 2025 at the River Bluff Education Center in Red Wing.**

**XI. Adjournment**

Adjournment. This motion, made by Adam Dicke and seconded by Marilyn Syverson, Passed. Terese Bjornstad: Yes, Adam Dicke: Yes, Jason Lohmann: Yes, Heath Oeltjen: Yes, Marilyn Syverson: Yes, JoLyn Williams: Yes  
Yes: 6, No: 0

B. Approval of Claims:

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**Goodhue County Ed District  
Payment Reg by Bank and Check**

Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void Date	Amount
MERC		40909		Direct Pymt	1	02672	METRO SALES, INC.		Yes	Yes	No	05/16/2025	301.57
MERC		40910		Direct Pymt	1	09118	EDUCATION MN - GCED		Yes	Yes	No	05/16/2025	3,264.64
MERC		40911		Direct Pymt	1	09129	RED WING IND SCHOOL DIST 256		Yes	Yes	No	05/16/2025	69,512.16
MERC		40912		Direct Pymt	1	1497	BODENHAMER, SUSAN		Yes	Yes	No	05/16/2025	142.94
MERC		40913		Direct Pymt	1	1984	E. B. C., LLC/Flex Contributions		Yes	Yes	No	05/16/2025	493.76
MERC		40914		Direct Pymt	1	2200	PETERSEN, LYNNE		Yes	Yes	No	05/16/2025	610.40
MERC		40915		Direct Pymt	1	2284	E. B. C., LLC /ACS		Yes	Yes	No	05/16/2025	141.72
MERC		40916		Direct Pymt	1	2585	TEACHERS ON CALL		Yes	Yes	No	05/16/2025	884.94
MERC		40917		Direct Pymt	1	2809	MRI SOFTWARE, LLC		Yes	Yes	No	05/16/2025	10.50
MERC		40918		Direct Pymt	1	2865	INTELLICENTS		Yes	Yes	No	05/16/2025	1,250.00
MERC		40919		Direct Pymt	1	2951	SHI		Yes	Yes	No	05/16/2025	13,840.00
MERC		40920		Direct Pymt	1	3072	FRONTLINE TECHNOLOGIES GROUP, I		Yes	Yes	No	05/16/2025	2,872.13
MERC		40921		Direct Pymt	1	3235	Goodhue Co Ed Dist Paraprofessional Unic		Yes	Yes	No	05/16/2025	332.59
MERC		40922		Direct Pymt	1	3392	JURGENSEN, KRIS		Yes	Yes	No	05/16/2025	41.10
MERC		40923		Direct Pymt	1	3417	LEMMON, KELSEY		Yes	Yes	No	05/16/2025	70.70
MERC		40924		Direct Pymt	1	3465	WEISENBECK, STEPHANIE		Yes	Yes	No	05/16/2025	11.20
MERC		40925		Direct Pymt	1	3468	YUSTEN, NIKKI		Yes	Yes	No	05/16/2025	211.40
MERC		40926		Direct Pymt	1	3504	SENECHALLE, MEGAN		Yes	Yes	No	05/16/2025	132.93
MERC		40927		Direct Pymt	1	3544	OLSON, MEGAN		Yes	Yes	No	05/16/2025	16.80
MERC		40928		Direct Pymt	1	3592	PELLETIER, CORI		Yes	Yes	No	05/16/2025	21.00
MERC		40929		Direct Pymt	1	3617	DICK, OLIVIA		Yes	Yes	No	05/16/2025	336.70
MERC		40930		Direct Pymt	1	3628	AMPION PBC C/O DEPT. 8121		Yes	Yes	No	05/16/2025	4,973.65
MERC		40931		Direct Pymt	1	3670	GREEN, MADELYN		Yes	Yes	No	05/16/2025	123.20
MERC		40932		Direct Pymt	1	3673	AMPION PBC C/O DEPT. 8125		Yes	Yes	No	05/16/2025	100.89
MERC		40933		Direct Pymt	1	3741	KRUEGER, SAMANTHA		Yes	Yes	No	05/16/2025	8.40
MERC		40934		Wire	1	04060	PERA-PUBLIC EMPLOYEES RETIREMT		No	Yes	No	05/16/2025	6,745.74
MERC		40935		Wire	1	04062	MN TEACHERS RETIREMENT ASSOC		No	Yes	No	05/16/2025	64,274.58
MERC		40936		Wire	1	2216	KWIK TRIP EXTENDED NETWORK		No	Yes	No	05/16/2025	577.88
MERC		40937		Wire	1	2284	E. B. C., LLC /ACS		No	Yes	No	05/16/2025	20,146.44
MERC		40938		Wire	1	2392	US DEPT. OF TREASURY		No	Yes	No	05/16/2025	99,615.36
MERC		40939		Wire	1	2396	MN Dept of Revenue		No	Yes	No	05/16/2025	18,383.42
MERC		40940		Wire	1	2501	Merchants Bank		No	Yes	No	05/16/2025	5,459.32
MERC		40941		Wire	1	3232	ENTERPRISE FM TRUST		No	Yes	No	05/16/2025	4,366.64
MERC		40942		Wire	1	3505	CAPITAL ONE		No	Yes	No	05/16/2025	480.30
MERC		40957		Direct Pymt	1	02672	METRO SALES, INC.		Yes	Yes	No	05/29/2025	625.80
MERC		40958		Direct Pymt	1	09118	EDUCATION MN - GCED		Yes	Yes	No	05/29/2025	3,264.64
MERC		40959		Direct Pymt	1	1789	UPS		Yes	Yes	No	05/29/2025	49.88
MERC		40960		Direct Pymt	1	1984	E. B. C., LLC/Flex Contributions		Yes	Yes	No	05/29/2025	493.76

**Goodhue County Ed District  
Payment Reg by Bank and Check**

Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void Date	Amount
MERC		40961		Direct Pymt	1	2585	TEACHERS ON CALL		Yes	Yes	No	05/29/2025	586.31
MERC		40962		Direct Pymt	1	2766	CASHMAN BRIAN		Yes	Yes	No	05/29/2025	1,416.68
MERC		40963		Direct Pymt	1	3235	Goodhue Co Ed Dist Paraprofessional Unic		Yes	Yes	No	05/29/2025	332.11
MERC		40964		Direct Pymt	1	3249	BUCHAL, AMY		Yes	Yes	No	05/29/2025	138.60
MERC		40965		Direct Pymt	1	3415	AMAZON CAPITAL SERVICES		Yes	Yes	No	05/29/2025	288.59
MERC		40966		Direct Pymt	1	3544	OLSON, MEGAN		Yes	Yes	No	05/29/2025	49.00
MERC		40967		Direct Pymt	1	3736	EBERT, ABBY		Yes	Yes	No	05/29/2025	326.20
MERC		40968		Direct Pymt	1	3757	JACOBSON, SYDNEY		Yes	Yes	No	05/29/2025	93.10
MERC		40969		Wire	1	03977	SOUTHEAST SERVICE COOPERATIVE		No	No	No	05/29/2025	119,281.18
MERC		40970		Wire	1	04060	PERA-PUBLIC EMPLOYEES RETIREMT		No	Yes	No	05/29/2025	7,181.17
MERC		40971		Wire	1	04062	MN TEACHERS RETIREMENT ASSOC		No	Yes	No	05/29/2025	64,378.75
MERC		40972		Wire	1	1280	DELTA DENTAL PLAN OF MN		No	No	No	05/29/2025	8,120.21
MERC		40973		Wire	1	2216	KWIK TRIP EXTENDED NETWORK		No	Yes	No	05/29/2025	423.55
MERC		40974		Wire	1	2284	E. B. C., LLC /ACS		No	No	No	05/29/2025	20,121.89
MERC		40975		Wire	1	2392	US DEPT. OF TREASURY		No	Yes	No	05/29/2025	100,485.25
MERC		40976		Wire	1	2396	MN Dept of Revenue		No	No	No	05/29/2025	18,341.26
MERC	0	40977		Wire	1	2501	Merchants Bank		No	Yes	No	05/29/2025	5,459.32
MERC		40998		Direct Pymt	1	00345	ANGELL, MICHELE		Yes	No	No	06/10/2025	19.00
MERC		40999		Direct Pymt	1	00360	CARLSON, MELISSA		Yes	No	No	06/10/2025	69.86
MERC		41000		Direct Pymt	1	00510	ARNOLD'S SUPPLY & KLEENIT CO		Yes	No	No	06/10/2025	887.47
MERC		41001		Direct Pymt	1	02672	METRO SALES, INC.		Yes	No	No	06/10/2025	557.60
MERC		41002		Direct Pymt	1	09129	RED WING IND SCHOOL DIST 256		Yes	No	No	06/10/2025	81,098.16
MERC		41003		Direct Pymt	1	1115	RODGERS, MATT		Yes	No	No	06/10/2025	53.20
MERC		41004		Direct Pymt	1	1497	BODENHAMER, SUSAN		Yes	No	No	06/10/2025	298.62
MERC		41005		Direct Pymt	1	1789	UPS		Yes	No	No	06/10/2025	182.92
MERC		41006		Direct Pymt	1	2197	JOHNSON, CHERYL		Yes	No	No	06/10/2025	1,199.10
MERC		41007		Direct Pymt	1	2410	SCHOOL MANAGEMENT SERVICES		Yes	No	No	06/10/2025	55,101.00
MERC		41008		Direct Pymt	1	2440	LIBERTY'S RESTAURANT		Yes	No	No	06/10/2025	72.47
MERC		41009		Direct Pymt	1	2585	TEACHERS ON CALL		Yes	No	No	06/10/2025	348.30
MERC		41010		Direct Pymt	1	2641	PAULSON MOLLY		Yes	No	No	06/10/2025	312.68
MERC		41011		Direct Pymt	1	2865	INTELLICENTS		Yes	No	No	06/10/2025	1,250.00
MERC		41012		Direct Pymt	1	3145	MARQUARDT, JENNIFER		Yes	No	No	06/10/2025	298.90
MERC		41013		Direct Pymt	1	3159	TESTEN, MARY		Yes	No	No	06/10/2025	40.60
MERC		41014		Direct Pymt	1	3249	BUCHAL, AMY		Yes	No	No	06/10/2025	228.20
MERC		41015		Direct Pymt	1	3282	PRESENCE LEARNING, INC		Yes	No	No	06/10/2025	1,845.50
MERC		41016		Direct Pymt	1	3323	HOLT, MAKENNA		Yes	No	No	06/10/2025	288.89
MERC		41017		Direct Pymt	1	3360	BOLDUAN, NICOLE		Yes	No	No	06/10/2025	341.42
MERC		41018		Direct Pymt	1	3414	COULSON, TESS		Yes	No	No	06/10/2025	310.80

Goodhue County Ed District  
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Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void Date	Amount
MERC		41019		Direct Pymt	1	3415	AMAZON CAPITAL SERVICES		Yes	No	No	06/10/2025	110.37
MERC		41020		Direct Pymt	1	3465	WEISENBECK, STEPHANIE		Yes	No	No	06/10/2025	30.80
MERC		41021		Direct Pymt	1	3468	YUSTEN, NIKKI		Yes	No	No	06/10/2025	140.00
MERC		41022		Direct Pymt	1	3545	ROHAN, JILL		Yes	No	No	06/10/2025	326.20
MERC		41023		Direct Pymt	1	3592	PELLETIER, CORI		Yes	No	No	06/10/2025	18.20
MERC		41024		Direct Pymt	1	3616	PRICE, MORGAN		Yes	No	No	06/10/2025	916.30
MERC		41025		Direct Pymt	1	3644	BANKS, LISA		Yes	No	No	06/10/2025	132.86
MERC		41026		Direct Pymt	1	3741	KRUEGER, SAMANTHA		Yes	No	No	06/10/2025	25.20
MERC		41027		Direct Pymt	1	3757	JACOBSON, SYDNEY		Yes	No	No	06/10/2025	128.80
MERC		41028		Wire	1	2216	KWIK TRIP EXTENDED NETWORK		No	No	No	06/10/2025	653.82
MERC		41029		Wire	1	2284	E. B. C., LLC /ACS		No	No	No	06/10/2025	141.72
MERC		41030		Direct Pymt	1	09118	EDUCATION MN - GCED		Yes	No	No	06/10/2025	3,264.64
MERC		41031		Direct Pymt	1	1984	E. B. C., LLC/Flex Contributions		Yes	No	No	06/10/2025	493.76
MERC		41032		Direct Pymt	1	3235	Goodhue Co Ed Dist Paraprofessional Unic		Yes	No	No	06/10/2025	167.72
MERC		41033		Wire	1	04060	PERA-PUBLIC EMPLOYEES RETIREMT		No	No	No	06/10/2025	10,818.11
MERC		41034		Wire	1	04062	MN TEACHERS RETIREMENT ASSOC		No	No	No	06/10/2025	74,833.87
MERC		41035		Wire	1	2284	E. B. C., LLC /ACS		No	No	No	06/10/2025	46,639.96
MERC		41036		Wire	1	2392	US DEPT. OF TREASURY		No	No	No	06/10/2025	129,971.31
MERC		41037		Wire	1	2396	MN Dept of Revenue		No	No	No	06/10/2025	24,319.95
MERC		41038		Wire	1	2501	Merchants Bank		No	No	No	06/10/2025	10,936.84
MERC		41039		Wire	1	2216	KWIK TRIP EXTENDED NETWORK		No	Yes	No	05/29/2025	456.13
MERC		40901	21902	Check	1	2871	EMC Insurance Companies		Yes	Yes	No	05/16/2025	7,579.70
MERC		40905	21903	Check	1	3232	ENTERPRISE FM TRUST		Yes	Yes	No	05/16/2025	534.86
MERC		40899	21904	Check	1	2531	FIRST STUDENT		Yes	Yes	No	05/16/2025	433.31
MERC		40908	21905	Check	1	3743	HIAWATHA HOMECARE		Yes	No	No	05/16/2025	2,400.00
MERC		40907	21906	Check	1	3566	JOSTEN'S INC		Yes	Yes	No	05/16/2025	259.25
MERC		40894	21907	Check	1	00367	KENYON-WANAMINGO PUBLIC SCHOC		Yes	Yes	No	05/16/2025	1,214.00
MERC		40902	21908	Check	1	2960	LANGUAGE LINE SERVICES		Yes	Yes	No	05/16/2025	46.26
MERC		40906	21909	Check	1	3495	O'ROURKE MEDIA GROUP		Yes	Yes	No	05/16/2025	45.47
MERC		40900	21910	Check	1	2583	PLAINVIEW-ELGIN-MILLVILLE		Yes	Yes	No	05/16/2025	5,853.33
MERC		40895	21911	Check	1	00443	RED WING ACE HARDWARE		Yes	Yes	No	05/16/2025	21.98
MERC		40904	21912	Check	1	3078	SHRED-N-GO-446138		Yes	Yes	No	05/16/2025	81.93
MERC		40896	21913	Check	1	1855	TOM PARKER ELECTRIC		Yes	Yes	No	05/16/2025	125.00
MERC		40903	21914	Check	1	3011	U.S. BANK EQUIPMENT FINANCE		Yes	Yes	No	05/16/2025	212.00
MERC		40897	21915	Check	1	2303	WABASHA-KELLOGG PUBLIC SCHOOL		Yes	Yes	No	05/16/2025	485.63
MERC		40898	21916	Check	1	2315	WINONA PUBLIC SCHOOLS		Yes	Yes	No	05/16/2025	3,790.00
MERC		40951	21917	Check	1	3586	ADAM'S PEST CONTROL - MAIN		Yes	No	No	05/29/2025	102.00
MERC		40952	21918	Check	1	3629	AGL CONSULTING		Yes	No	No	05/29/2025	1,900.00

**Goodhue County Ed District  
Payment Reg by Bank and Check**

Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void Date	Amount
MERC		40955	21919	Check	1	3767	COREY WESTERN BOY		Yes	No	No	05/29/2025	75.00
MERC		40953	21920	Check	1	3743	HIAWATHA HOMECARE		Yes	No	No	05/29/2025	7,740.00
MERC		40945	21921	Check	1	09162	HILLYARD FLOOR CARE SUPPLY		Yes	No	No	05/29/2025	1,536.73
MERC		40950	21922	Check	1	3566	JOSTEN'S INC		Yes	No	No	05/29/2025	286.85
MERC		40954	21923	Check	1	3766	MASPA/STATE NEGOTIATORS		Yes	No	No	05/29/2025	70.00
MERC		40949	21924	Check	1	3296	MUTUAL OF OMAHA		Yes	No	No	05/29/2025	3,261.84
MERC		40948	21925	Check	1	1914	PERRYMAN, PENNY		Yes	No	No	05/29/2025	4,877.60
MERC		40947	21926	Check	1	1150	PHONAK, LLC		Yes	No	No	05/29/2025	101.99
MERC		40944	21927	Check	1	06510	PRO-ED, INC		Yes	No	No	05/29/2025	54.80
MERC		40946	21928	Check	1	09307	RED WING FAMILY YMCA		Yes	No	No	05/29/2025	1,472.00
MERC		40943	21929	Check	1	1646	RIDE ABILITY		Yes	No	No	05/29/2025	150.00
MERC		40956	21930	Check	1	3771	WAYNE JOSEPH BENDICKSON		Yes	No	No	05/29/2025	2,500.00
MERC		40990	21931	Check	1	3347	ASL INTERPRETING SERVICES, INC		Yes	No	No	06/10/2025	143.00
MERC		40996	21932	Check	1	3772	BERGMAN, TANYA		Yes	No	No	06/10/2025	68.60
MERC		40991	21933	Check	1	3505	CAPITAL ONE		Yes	No	No	06/10/2025	580.31
MERC		40988	21934	Check	1	3329	CHASE CARD SERVICES		Yes	No	No	06/10/2025	4,689.25
MERC		40978	21935	Check	1	00433	CITY OF RED WING		Yes	No	No	06/10/2025	2,509.81
MERC		40997	21936	Check	1	3773	COMMERCIAL LIGHTING		Yes	No	No	06/10/2025	297.23
MERC		40982	21937	Check	1	1132	CULLIGAN		Yes	No	No	06/10/2025	112.95
MERC		40980	21938	Check	1	05393	EDUCATION WEEK		Yes	No	No	06/10/2025	35.00
MERC		40983	21939	Check	1	2036	FALK AUTO BODY, INC.		Yes	No	No	06/10/2025	129.39
MERC		40987	21940	Check	1	3244	GENERAL PARTS LLC		Yes	No	No	06/10/2025	1,512.44
MERC		40993	21941	Check	1	3743	HIAWATHA HOMECARE		Yes	No	No	06/10/2025	2,055.00
MERC		40981	21942	Check	1	09162	HILLYARD FLOOR CARE SUPPLY		Yes	No	No	06/10/2025	300.21
MERC		40989	21943	Check	1	3337	KEVIN'S SERVICE		Yes	No	No	06/10/2025	45.34
MERC		40984	21944	Check	1	2489	RAASCH, HEIDI		Yes	No	No	06/10/2025	61.88
MERC		40979	21945	Check	1	00670	RATWIK ROSZAK & MALONEY PA		Yes	No	No	06/10/2025	110.00
MERC		40992	21946	Check	1	3715	REALITYWORKS, INC		Yes	No	No	06/10/2025	12,297.07
MERC		40986	21947	Check	1	3078	SHRED-N-GO-446138		Yes	No	No	06/10/2025	81.93
MERC		40994	21948	Check	1	3749	SORENSEN, SARA		Yes	No	No	06/10/2025	43.19
MERC		40995	21949	Check	1	3769	Special Supplies		Yes	No	No	06/10/2025	39.99
MERC		40985	21950	Check	1	3011	U.S. BANK EQUIPMENT FINANCE		Yes	No	No	06/10/2025	212.00

Bank Total: \$1,193,079.62

Report Total: \$1,193,079.62

C. Staff Updates:

1. **Resignations:**

*Awolope, Kayla - 1.0 Assistant Director of Special Education @ Red Wing, effective June 30, 2025*

*Kohrs, Cari - 1.0 POHI/AT @ Countywide, effective immediately*

*Stark, Cathy - 1.0 Instructional Coach @ Cannon Falls, effective immediately*

2. **New Hires**

Effective for the 2025-2026 School Year

*King, Andrea - 1.0 Social Worker @ RBEC*

*Linnell, Reane - Setting IV Paraprofessional @ RBEC*

*Lodermeier, Kimberlee - 1.0 Math Teacher @ RBEC*

*Mueller-Peters, Kennedy - 1.0 POHI/AT @ GCED*

*Preble, Andrew - Setting IV Paraprofessional @ RBEC*

*Quelle, Rebecca - .5 Multilingual Learners @ 5RO/RBEC*

*Rasmussen, Shannon - Setting IV Paraprofessional @ RBEC*

*Wenzel, Cassie - 1.0 Speech Language Pathologist @ Red Wing*

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

*Dicke, Claire (June) (paraprofessional)*

*Silvia, Ashley (paraprofessional substitute)*

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

*Ferguson, Jess (paraprofessional)*

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

*Bailey, Olivia (teacher)*

*Ferguson, Jess (paraprofessional)*

*Lunde, Anna (paraprofessional)*

*Vikdal, Tiffany (teacher)*

*Winkels, Bridee (August) (paraprofessional)*

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

*Glasby, Carrie (paraprofessional)*

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

*Boraas, Tiffany (teacher)*

*Duden, Jesse (teacher)*

3. **Transfers:**

*Kohrs, Cari - 1.0 FTE POHI/AT @ GCED to 1.0 FTE Elementary Teacher @ 5RO through a POS; Effective as of the 2025-2026 School Year*

4. **Re-assignment:**

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

**V. Reports and Communication:**

A. Business Manager Report

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**GOODHUE CO ED DISTRICT  
2025-26 CASH FLOW  
AS OF 6-18-25**

**JULY**

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
7/1/2025	(21,137.56)	(9,746.42)	-		180.54	899,794.27
7/9/2025	(434,748.95)	-	264.81		-	465,310.13
7/15/2025	(217,401.90)	(319,080.45)	-	323,185.60	-	252,013.38
7/20/2025	(273,127.42)	-	587,957.86		-	566,843.81
7/31/2025	(199,440.52)	(281,558.18)	3,672.63	146,902.55	-	236,420.29
<b>ENDING BALANCE</b>	<b>(1,145,856.35)</b>	<b>(610,385.05)</b>	<b>591,895.29</b>	<b>470,088.14</b>	<b>180.54</b>	<b>236,420.29</b>

**AUGUST**

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
8/1/2025	-	-	272,006.19		-	508,426.48
8/4/2025	(359,272.93)	-	-		-	149,153.55
8/15/2025	(239,436.28)	(363,606.40)	-	558,229.67	-	104,340.54
8/17/2025	(236,998.14)	-	596,594.69		-	463,937.09
8/30/2025	(201,404.59)	(283,433.51)	622,015.45	166,297.25	-	767,411.68
<b>ENDING BALANCE</b>	<b>(1,037,111.94)</b>	<b>(647,039.91)</b>	<b>1,490,616.32</b>	<b>724,526.92</b>	<b>-</b>	<b>767,411.68</b>

**SEPTEMBER**

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
9/1/2025	(677,010.16)	-	338,209.19		239,257.93	667,868.64
9/15/2025	(226,204.60)	(321,222.64)	15,623.03	146,902.55	17,931.01	300,897.98
9/17/2025	(1,054,140.22)	-	422,238.39		-	(331,003.85)
9/30/2025	(216,005.36)	(306,683.89)	550,402.63	166,297.25	427,848.88	290,855.66
<b>ENDING BALANCE</b>	<b>(2,173,360.34)</b>	<b>(627,906.53)</b>	<b>1,326,473.24</b>	<b>313,199.79</b>	<b>685,037.82</b>	<b>290,855.66</b>

**OCTOBER**

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
10/1/2025	(282,559.78)	-	-		-	8,295.88
10/9/2025	-	-	78,989.33		-	87,285.21
10/15/2025	(390,863.97)	(315,573.35)	-	117,522.04	-	(501,630.08)
10/20/2025	-	-	490,353.45		-	(11,276.63)
10/31/2025	(237,701.92)	(337,787.35)	3,357.90	195,677.75	16,008.41	(371,721.84)
<b>ENDING BALANCE</b>	<b>(911,125.68)</b>	<b>(653,360.70)</b>	<b>572,700.67</b>	<b>313,199.79</b>	<b>16,008.41</b>	<b>(371,721.84)</b>

**NOVEMBER**

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
11/1/2025	(197,828.27)	-	-		-	(569,550.11)
11/5/2025	-	-	-		6,379.90	(563,170.21)
11/15/2025	(293,663.44)	(319,725.48)	286,710.37	146,902.55	-	(742,946.21)
11/20/2025	-	-	371,619.13		-	(371,327.08)
11/30/2025	(668,466.42)	(314,711.41)	144,927.73	235,044.07	-	(974,533.11)
<b>ENDING BALANCE</b>	<b>(1,159,958.12)</b>	<b>(634,436.89)</b>	<b>803,257.23</b>	<b>381,946.62</b>	<b>6,379.90</b>	<b>(974,533.11)</b>

**DECEMBER**

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
12/1/2025	-	-	11,069.27	-	-	(963,463.84)
12/8/2025	-	-	-		337,219.94	(626,243.90)
12/15/2025	(328,570.34)	(310,790.66)	163,239.11	323,185.60	-	(779,180.20)
12/20/2025	(35,459.36)	-	434,907.56		-	(379,732.00)
12/31/2025	(211,348.98)	(311,039.92)	5,504.68	176,283.05	-	(720,333.17)
<b>ENDING BALANCE</b>	<b>(575,378.69)</b>	<b>(621,830.59)</b>	<b>614,720.62</b>	<b>499,468.65</b>	<b>337,219.94</b>	<b>(720,333.17)</b>

**JANUARY**

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
1/1/2026	(4,112.99)	-	190,194.49		-	(534,251.68)
1/8/2026	(232,796.57)	-	208,893.08		-	(558,155.16)
1/15/2026	(215,155.33)	(304,669.92)	41,932.75	293,805.09	336,922.90	(405,319.66)
1/20/2026	(835,546.65)	-	510,398.47		-	(730,467.84)
1/31/2026	(224,316.56)	(311,919.94)	298,887.53	235,044.07	95,155.40	(637,617.33)
<b>ENDING BALANCE</b>	<b>(1,511,928.10)</b>	<b>(616,589.85)</b>	<b>-</b>	<b>1,250,306.33</b>	<b>528,849.16</b>	<b>432,078.30</b>

**FEBRUARY**

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
2/1/2026	(237,143.47)	-	244,817.09		-	(629,943.71)
2/15/2026	(218,589.33)	(306,693.91)	211,942.41	235,044.07	62,460.67	(645,779.80)
2/20/2026	(135,386.17)	-	444,873.77		-	(336,292.20)
2/28/2026	(222,501.89)	(304,136.82)	8,313.19	293,805.09	-	(560,812.63)
<b>ENDING BALANCE</b>	<b>(813,620.85)</b>	<b>(610,830.73)</b>	<b>-</b>	<b>909,946.46</b>	<b>528,849.16</b>	<b>62,460.67</b>

**MARCH**

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
3/1/2026	(333,167.07)	-	66,960.16		-	(827,019.54)
3/15/2026	(217,449.34)	(303,645.80)	192,178.24	293,805.09	139,847.13	(722,284.23)
3/20/2026	(85,982.43)	-	3,634.19		-	(804,632.47)
3/31/2026	(220,239.16)	(306,455.07)	725,487.70	352,566.11	-	(253,272.89)
<b>ENDING BALANCE</b>	<b>(856,838.00)</b>	<b>(610,100.87)</b>	<b>-</b>	<b>988,260.28</b>	<b>646,371.20</b>	<b>139,847.13</b>

**APRIL**

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
4/9/2026	(490,967.45)	-	127,235.74		-	(617,004.60)
4/15/2026	(221,156.24)	(306,052.56)	217,909.40	235,044.07	-	(691,259.92)
4/20/2026	(188,126.86)	-	456,368.64		113,452.23	(309,565.91)
4/30/2026	(221,958.66)	(307,506.16)	1,163.95	417,792.03	-	(420,074.76)
<b>ENDING BALANCE</b>	<b>(1,122,209.21)</b>	<b>(613,558.72)</b>	<b>-</b>	<b>802,677.74</b>	<b>652,836.10</b>	<b>113,452.23</b>

**MAY**

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
5/1/2026	(313,362.49)	-	98,799.75		2,751.49	(631,886.01)
5/15/2026	(346,114.60)	(306,541.75)	226,907.24	293,805.09	-	(763,834.03)
5/20/2026	-	-	505,500.07		-	(258,329.95)
5/31/2026	(380,023.68)	(308,653.67)	530,990.43	293,805.09	-	(122,211.79)
<b>ENDING BALANCE</b>	<b>(1,039,500.77)</b>	<b>(615,195.42)</b>	<b>-</b>	<b>1,362,197.49</b>	<b>587,610.18</b>	<b>2,751.49</b>

**JUNE**

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
6/1/2026	-	-	538,011.90		-	415,800.11
6/15/2026	(478,941.71)	(384,994.90)	246,186.55		-	(201,949.95)
6/20/2026	-	-	8,266.06	293,805.09	-	100,121.20
6/30/2026	(415,893.54)	(314,144.38)	109,671.76		323,955.28	(196,289.68)
<b>ENDING BALANCE</b>	<b>(894,835.25)</b>	<b>(699,139.29)</b>	<b>-</b>	<b>902,136.27</b>	<b>293,805.09</b>	<b>323,955.28</b>

<b>TOTALS</b>	<b>(13,241,723.30)</b>	<b>(7,560,374.56)</b>	<b>-</b>	<b>11,615,187.94</b>	<b>5,940,750.80</b>	<b>2,119,371.71</b>	<b>(196,289.68)</b>
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**Goodhue County Ed District  
Reconciliation Worksheet Report  
05/31/2025**

Audit No	Statement Date	Co	Bank Code	Bank Name/Description
1561	05/31/2025	6051	MERC	MERCHANTS BANK GENERAL

**Worksheet has been Finalized**

Statement Amount                    1,024,620.97

Deposits in Transit                    0.00

**Outstanding Payments**

Checks                                    28,072.64

Wires                                      165,864.54

SHR - Payments                        0.00

SHR - Third Party                      0.00

Cash                                        0.00

ACH                                         0.00

**Adjustment Amount**            194,928.81

Amount Per Bank                    1,025,612.60

GL Account Balance                1,025,612.60

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

**Ty**  
F

Difference                                0.00

**Adjustments**

Manual    05/31/2025   SWEEP    Wire                    194,928.81   SWEEP

## **Business Manager Report 6-26-25**

### **Budget 2024-25 as of 5/31/25**

We have received \$15,944,433 or 80.57% of the revised budget, compared to 78.04% at May 31, 2024 and 73.99% at May 31, 2023. We have expended \$15,029,991 or 75.05% of the revised expense budget, compared to 70.29% at May 31, 2024 and 72.02% at May 31, 2023.

### **Cash Flow**

For your information. Cash flow has improved as we start building cash balances toward the July lease payment but looks difficult again starting next fall.

### **May Bank Rec**

Attached for your information.

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

Goodhue County Ed District | May 31, 2025

REVENUE CATEGORIES				May 31, 2025			May 31, 2024			May 31, 2023		
	June 30, 2023	June 30, 2024	Revised Budget	Received YTD	Budget Remaining	% of Budget Received	% of Actuals Received	% of Actuals Received	Current YTD vs. PYTD	May 31, 2024	May 31, 2023	
	STATE	5,526,275	6,262,303	6,464,909	4,930,224	1,534,685	76.26%	71.10%	73.73%	477,679	4,452,545	4,074,279
FEDERAL	2,587,427	2,370,023	1,998,039	1,067,977	930,062	53.45%	56.34%	60.22%	(267,392)	1,335,369	1,558,217	
PROPERTY TAXES	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0	
LOCAL SALES, INS RECOVERY & JUDGEMENTS	(38)	19,221	0	1,431	(1,431)	0.00%	95.00%	100.00%	(16,830)	18,260	(38)	
SALE OF BONDS & LOANS	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0	
INCOMING TRANSFERS FROM OTH FUNDS	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0	
LOCAL (FEES, INTEREST, ETC.)	9,891,895	11,284,638	11,325,862	9,944,802	1,381,060	87.81%	86.42%	77.74%	192,497	9,752,304	7,689,567	
<b>TOTALS</b>	<b>18,005,558</b>	<b>19,936,185</b>	<b>19,788,810</b>	<b>15,944,433</b>	<b>3,844,377</b>	<b>80.57%</b>	<b>78.04%</b>	<b>73.99%</b>	<b>385,955</b>	<b>15,558,478</b>	<b>13,322,024</b>	

EXPENDITURES (OBJECT SERIES)				May 31, 2025			May 31, 2024			May 31, 2023		
	June 30, 2023	June 30, 2024	Revised Budget	Expended YTD	Budget Remaining	% of Budget Expended	% of Actuals Expended	% of Actuals Expended	Current YTD vs. PYTD	May 31, 2024	May 31, 2023	
	SALARIES & WAGES	9,460,185	10,093,545	10,903,297	8,561,443	2,341,854	78.52%	78.39%	78.51%	649,489	7,911,954	7,427,163
EMPLOYEE BENEFITS	2,512,992	2,843,575	3,122,602	2,442,986	679,616	78.24%	74.06%	78.96%	336,955	2,106,031	1,984,344	
PURCHASED SERVICES	4,342,464	5,105,484	4,063,120	2,031,669	2,031,451	50.00%	43.46%	46.05%	(186,989)	2,218,658	1,999,501	
SUPPLIES	742,772	819,001	740,781	789,117	(48,336)	106.53%	93.11%	83.79%	26,510	762,607	622,387	
EQUIPMENT	1,122,686	1,073,045	1,171,041	1,174,145	(3,104)	100.27%	100.20%	100.14%	98,911	1,075,234	1,124,220	
DEBT SERVICE	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0	
OTHER EXPENDITURES	119,374	124,731	26,551	30,630	(4,079)	115.36%	20.42%	18.90%	5,161	25,469	22,568	
OTHER FINANCING USES	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	17	
<b>TOTALS</b>	<b>18,300,473</b>	<b>20,059,380</b>	<b>20,027,392</b>	<b>15,029,991</b>	<b>4,997,401</b>	<b>75.05%</b>	<b>70.29%</b>	<b>72.02%</b>	<b>930,037</b>	<b>14,099,954</b>	<b>13,180,182</b>	

EXPENDITURES (PROGRAM SERIES)				May 31, 2025			May 31, 2024			May 31, 2023		
	June 30, 2023	June 30, 2024	Revised Budget	Expended YTD	Budget Remaining	% of Budget Expended	% of Actuals Expended	% of Actuals Expended	Current YTD vs. PYTD	May 31, 2024	May 31, 2023	
	SITE ADMINISTRATION	320,461	357,053	442,119	326,547	115,572	73.86%	90.64%	82.84%	2,926	323,621	265,457
DISTRICT ADMINISTRATION	68,996	92,977	0	77,579	(77,579)	0.00%	66.93%	87.46%	15,351	62,227	60,344	
SUPPORT SERVICES	250,828	338,571	372,799	408,325	(35,526)	109.53%	119.74%	143.74%	2,912	405,413	360,552	
REGULAR INSTRUCTION	3,033,317	3,275,290	2,860,140	2,043,882	816,258	71.46%	51.79%	56.17%	347,492	1,696,390	1,703,876	
EXTRA-CURRICULAR ACTIVITIES	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0	
VOCATIONAL INSTRUCTION	299,927	454,237	496,391	383,527	112,864	77.26%	60.14%	69.97%	110,332	273,196	209,859	
SPECIAL EDUCATION	10,162,969	10,794,455	10,962,020	8,084,068	2,877,952	73.75%	72.35%	73.55%	274,803	7,809,266	7,474,754	
COMMUNITY SERVICES	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0	
INSTRUCTIONAL SUPPORT	752,469	893,095	1,007,113	571,135	435,978	56.71%	54.52%	40.60%	84,222	486,913	305,484	
PUPIL SUPPORT SERVICES	1,982,331	2,499,034	2,429,855	1,783,241	646,614	73.39%	73.37%	73.97%	(50,332)	1,833,573	1,466,273	
FACILITIES	1,429,174	1,354,668	1,456,955	1,351,687	105,268	92.77%	89.27%	93.31%	142,332	1,209,355	1,333,583	
OTHER FINANCING USES	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0	
<b>TOTALS</b>	<b>18,300,473</b>	<b>20,059,380</b>	<b>20,027,392</b>	<b>15,029,991</b>	<b>4,997,401</b>	<b>75.05%</b>	<b>70.29%</b>	<b>72.02%</b>	<b>930,037</b>	<b>14,099,954</b>	<b>13,180,182</b>	

SUMMARY - ALL FUNDS				May 31, 2025			May 31, 2024			May 31, 2023		
	June 30, 2023	June 30, 2024	Revised Budget	YTD	Budget Remaining	% of Budget Expended	% of Actuals Expended	% of Actuals Expended	Current YTD vs. PYTD	May 31, 2024	May 31, 2023	
	REVENUE	18,005,558	19,936,185	19,788,810	15,944,433	3,844,377	80.57%	78.04%	73.99%	385,955	15,558,478	13,322,024
EXPENDITURES	18,300,473	20,059,380	20,027,392	15,029,991	4,997,401	75.05%	70.29%	72.02%	930,037	14,099,954	13,180,182	
SPENDING VARIANCE	(294,915)	(123,195)	(238,582)	914,442	N/A	N/A	N/A	N/A	(544,082)	1,458,524	141,842	



**GOODHUE CO ED DISTRICT  
2024-25 CASH FLOW**

**AS OF 6-18-25**

**JULY**

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
7/1/2024	(20,928.28)	(9,194.74)	-		180.54	1,166,131.27
7/9/2024	(430,444.50)	-	255.36		-	735,942.13
7/15/2024	(215,249.41)	(301,019.29)	-	615,136.93	-	834,810.36
7/20/2024	(270,423.19)	-	566,979.61		-	1,131,366.78
7/31/2024	(197,465.86)	(265,620.92)	3,541.59	89,355.93		761,177.52
<b>ENDING BALANCE</b>	<b>(1,134,511.24)</b>	<b>(575,834.95)</b>	<b>-</b>	<b>570,776.56</b>	<b>704,492.86</b>	<b>180.54</b>

**AUGUST**

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
8/1/2024		-	262,301.05			1,023,478.57
8/4/2024	(355,715.77)	-	-		-	667,762.80
8/15/2024	(237,065.62)	(343,024.91)		339,552.54	-	427,224.81
8/17/2024	(234,651.62)	-	575,308.28			767,881.47
8/30/2024	(199,410.49)	(267,390.10)	599,822.03	733,458.21		1,634,361.12
<b>ENDING BALANCE</b>	<b>(1,026,843.50)</b>	<b>(610,415.01)</b>	<b>-</b>	<b>1,437,431.36</b>	<b>1,073,010.75</b>	<b>-</b>

**SEPTEMBER**

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
9/1/2024	(670,307.09)	-	326,141.94		239,257.93	1,529,453.90
9/15/2024	(223,964.95)	(303,040.23)	15,065.60	154,323.75	17,931.01	1,189,769.08
9/17/2024	(1,043,703.19)	-	407,172.99		-	553,238.88
9/30/2024	(213,866.69)	(289,324.42)	530,764.35	457,190.06	427,848.88	1,465,851.06
<b>ENDING BALANCE</b>	<b>(2,151,841.92)</b>	<b>(592,364.65)</b>	<b>-</b>	<b>1,279,144.88</b>	<b>611,513.81</b>	<b>685,037.82</b>

**OCTOBER**

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
10/1/2024	(279,762.16)	-	-		-	1,186,088.90
10/9/2024	-	-	76,171.00			1,262,259.90
10/15/2024	(386,994.03)	(297,710.71)		100,686.08	-	678,241.24
10/20/2024	-	-	472,857.71		-	1,151,098.95
10/31/2024	(235,348.44)	(318,667.31)	3,238.09	421,982.25	16,008.41	1,038,311.95
<b>ENDING BALANCE</b>	<b>(902,104.63)</b>	<b>(616,378.02)</b>	<b>-</b>	<b>552,266.80</b>	<b>522,668.33</b>	<b>16,008.41</b>

**NOVEMBER**

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
11/1/2024	(195,869.57)	-	-		-	842,442.38
11/5/2024	-	-			6,379.90	848,822.28
11/15/2024	(290,755.88)	(301,627.81)	276,480.59	109,044.62	-	641,963.80
11/20/2024	-	-	358,359.82			1,000,323.62
11/30/2024	(661,847.94)	(296,897.56)	139,756.73	203,746.08	-	385,080.93
<b>ENDING BALANCE</b>	<b>(1,148,473.39)</b>	<b>(598,525.37)</b>	<b>-</b>	<b>774,597.14</b>	<b>312,790.70</b>	<b>6,379.90</b>

**DECEMBER**

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
12/1/2024	-	-	10,674.32		-	395,755.25
12/8/2024	-	-			337,219.94	732,975.19
12/15/2024	(325,317.17)	(293,198.74)	157,414.76	240,810.56		512,684.60
12/20/2024	(35,108.28)	-	419,390.13			896,966.45
12/31/2024	(209,256.42)	(293,433.89)	5,308.27	131,351.22	-	530,935.63
<b>ENDING BALANCE</b>	<b>(569,681.87)</b>	<b>(586,632.63)</b>	<b>-</b>	<b>592,787.48</b>	<b>372,161.78</b>	<b>337,219.94</b>

**JANUARY**

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
1/1/2025	(4,072.27)	-	183,408.38		-	710,271.74
1/8/2025	(230,491.65)	-	201,439.81		-	681,219.90
1/15/2025	(213,025.08)	(287,424.45)	40,436.60	8,858.75	336,922.90	566,988.62
1/20/2025	(827,273.91)	-	492,187.53		-	231,902.24
1/31/2025	(222,095.60)	(294,264.09)	288,223.27	369,873.82	95,155.40	468,795.04
<b>ENDING BALANCE</b>	<b>(1,496,958.51)</b>	<b>(581,688.54)</b>	<b>-</b>	<b>1,205,695.59</b>	<b>378,732.57</b>	<b>432,078.30</b>

**FEBRUARY**

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
2/1/2025	(234,795.51)	-	236,082.05			470,081.58
2/15/2025	(216,425.08)	(289,333.88)	204,380.34	245,477.82	62,460.67	476,641.45
2/20/2025	(134,045.71)	-	429,000.74		-	771,596.48
2/28/2025	(220,298.90)	(286,921.53)	8,016.58	435,622.90		708,015.53
<b>ENDING BALANCE</b>	<b>(805,565.20)</b>	<b>(576,255.41)</b>	<b>-</b>	<b>877,479.71</b>	<b>681,100.72</b>	<b>62,460.67</b>

**MARCH**

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
3/1/2025	(329,868.39)	-	64,571.03			442,718.17
3/15/2025	(215,296.38)	(286,458.30)	185,321.35	254,542.51	139,847.13	520,674.48
3/20/2025	(85,131.12)	-	3,504.52		-	439,047.88
3/31/2025	(218,058.57)	(289,108.56)	699,602.41	305,451.00	-	936,934.16
<b>ENDING BALANCE</b>	<b>(848,354.46)</b>	<b>(575,566.86)</b>	<b>-</b>	<b>952,999.31</b>	<b>559,993.51</b>	<b>139,847.13</b>

**APRIL**

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
4/9/2025	(486,106.39)	-	122,695.99			573,523.76
4/15/2025	(218,966.57)	(288,728.83)	210,134.43	203,634.01		479,596.80
4/20/2025	(186,264.22)	-	440,085.48		113,452.23	846,870.29
4/30/2025	(219,761.05)	(290,100.15)	1,122.42	356,359.51	-	694,491.02
<b>ENDING BALANCE</b>	<b>(1,111,098.23)</b>	<b>(578,828.98)</b>	<b>-</b>	<b>774,038.32</b>	<b>559,993.52</b>	<b>113,452.23</b>

**MAY**

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
5/1/2025	(310,259.89)	-	95,274.59		2,751.49	482,257.21
5/15/2025	(342,687.72)	(289,190.33)	218,811.22	367,834.81	-	437,025.19
5/20/2025	-	-	487,463.91		-	924,489.10
5/31/2025	(376,261.07)	(291,182.71)	512,044.77	256,522.51	-	1,025,612.60
<b>ENDING BALANCE</b>	<b>(1,029,208.68)</b>	<b>(580,373.04)</b>	<b>-</b>	<b>1,313,594.49</b>	<b>624,357.32</b>	<b>2,751.49</b>

**JUNE**

DATE	ACCOUNTS PAYABLE	PAYROLL	MISC. RECEIPTS	STATE AID	FEDERAL GRANT	RUNNING BALANCE
6/1/2025	-	-	518,815.72		-	1,544,428.32
6/15/2025	(474,199.71)	(363,202.74)	237,402.65		-	944,428.52
6/20/2025	-	-	7,971.13	256,522.50	-	1,208,922.15
6/30/2025	(411,775.79)	(296,362.63)	105,758.69		323,955.28	930,497.71
<b>ENDING BALANCE</b>	<b>(885,975.50)</b>	<b>(659,565.37)</b>	<b>-</b>	<b>869,948.19</b>	<b>256,522.50</b>	<b>323,955.28</b>

<b>TOTALS</b>	<b>(13,110,617.13)</b>	<b>(7,132,428.83)</b>	<b>-</b>	<b>11,200,759.83</b>	<b>6,657,338.37</b>	<b>2,119,371.71</b>	<b>930,497.71</b>
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**GOODHUE COUNTY**  
**EDUCATION**  
**DISTRICT**  
PARTNERS IN THE JOURNEY

# Cradle to Career Initiatives

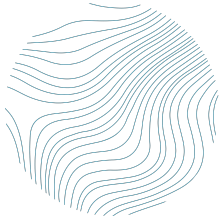
January–June 2025 Update

In partnership with



# Big Wins – Student Voice & Leadership

- **40+ students, parents, and staff** engaged in *Day on the Hill*, *Day on the Hill YIPA* and *The Stories We Carry*.
- Students **met with Rep. Pam Altendorf** and presented the **Community Youth Council**.
- **Youth on Boards** initiative launched through Groundwork Fellows
- Led collaborative planning efforts for the proposed merger between **Goodhue County Child & Family Collaborative** and **RiseUp Youth Partnership**, driving<sup>23</sup> alignment on mission, structure, and strategic direction.



# Big Wins – Community Impact

- Begin collaboration with TreeHouse Cannon Falls, Black Student Union - RW, Hispanic Outreach, Hispanic Inclusion and SMRLS to **grow culturally relevant programs across the county.**
- Advocated 2025 **National Policy Summit** hosted by **StriveTogether in Washington, D.C** with staff of MN Senators & Representatives (Senator Smith, Senator Klobuchar, and Representative Finstad)
- Supported **a major grant proposal** (Wallace Foundation)



# Goals for 2025–26 School Year



Strengthen relationships with all six school districts to align on **student needs, leadership opportunities, and shared goals.**



Support the continued alignment and integration of the **RiseUp Youth Partnership and the Goodhue County Child & Family Collaborative**



Continue strengthening **partnerships** with BSU, TreeHouse, Hispanic Outreach, Hispanic Inclusion and SMRLS to **expand culturally relevant programming** across the county.



**Increase diverse student leadership** representation across all Goodhue County schools (**CYC - Youth on Boards**)



Maintain active engagement in identifying strategic **funding opportunities** to support long-term sustainability.



Collaborate with i3Works to evaluate the feasibility of a data **dashboard to monitor Cradle-to-Career outcomes.**



## **Closing & Thank You**



**Centering youth voice, equity, and partnerships**



**Committed to sustainable, data-driven programs**



**Thank you for your continued support**



## **Report Cradle to Career Initiatives Jan - June 2025 In Partnership with RiseUp Partnership**

**June 26 2025**

### **Governance & Student Leadership**

#### **Expanding Youth Voice in Decision-Making**

- Facilitated student participation in key leadership events, including The Stories We Carry and the Future We Create, Day on the Hill, and YIPA – Day on the Hill for Youth, engaging a total of 40 participants (students, parents, and staff).
- During the Day on the Hill, January 6, 2025 students from Red Wing High School and 5RO had the opportunity to briefly meet the Minnesota Rep. Pam Altendorf. We presented the Community Youth Council, shared concerns about our community and invited her to the Kiln.

#### **RiseUp Youth Partnership – Goodhue County Child & Family Collaborative**

- Analyzed and restructured Youth Partnership meetings to increase organizational participation across Goodhue County, enhancing inclusivity and representation.
- Actively contributed to planning the proposed merger between the Goodhue County Child & Family Collaborative and RiseUp Youth Partnership, ensuring alignment of mission, structure, and strategic direction.

#### **School and District Engagement**

- Attended the DAC and DEI meetings at RWHS.
- Collaborated with the RWHS principal to create a promotional space in the cafeteria for the Community Youth Council (CYC) and afterschool programming.
- Met with Lake City superintendent to learn about the school needs and ways to support.

#### **Advocate**

- Attended the 2025 National Policy Summit hosted by StriveTogether in Washington, D.C. During the summit, I met with staff from Senator Smith, Senator Klobuchar, and Representative Finstad's offices to advocate for the specific challenges facing Goodhue County. I also shared information about the programs and initiatives currently being led by GCED and the RiseUp Partnership to support our students and families.

#### **Future Goals**

- Increase diverse student representation from all Goodhue County schools and establish consistent communication with student groups around leadership and advocacy opportunities.
- Continue leading and supporting the merger process between the Goodhue County Child & Family Collaborative and RiseUp Youth Partnership.

### **Community Partnerships**

#### **Education Partnership Coalition (EPC)**

- Actively participated in EPC initiatives, collaborating with Child First and other partners to coordinate youth advocacy events and increase student involvement.

#### **Hispanic Outreach Collaboration**

- Initiated discussions to expand the Hispanic summer program countywide. Although expansion is not feasible this year, planning continues for future growth.

### **Black Student Union (RWPS)**

- Partnered with the BSU and RiseUp Youth Partnership to begin planning the 2025 Juneteenth event. Exploring additional opportunities to broaden culturally relevant programming throughout the county.

### **TreeHouse – Cannon Falls**

- Initiated conversations to explore mentorship opportunities and launch the Learn and Earn Program in Cannon Falls.

### **Southern Minnesota Regional Legal Services (SMRLS)**

- Initiated conversations to explore collaboration between multiple organizations to advertise free legal services for low-income people and situations where they can support.

### **StriveTogether Network**

- Worked with the StriveTogether Navigator to co-design RiseUp Youth Partnership meeting agendas and create inclusive, student-centered programming.

### **Relationship Building**

- Initiated outreach efforts with: Hope and Harbor, Southern Minnesota Regional Legal Services, TreeHouse Cannon Falls, and Hispanic Inclusion, Lake City.

### **Future Goal**

- Collaborate with Hispanic Outreach, BSU, and TreeHouse to expand culturally relevant and inclusive youth programming throughout Goodhue County.

## **Resource Sustainability**

### **Grant Participation**

- Contributed to the development of two major grant proposals: the Wallace Foundation and Local Data for Equitable Communities 2025.
- Supported planning and logistics for the Wallace Foundation site visit (May 20–22).

### **Future Goal**

- Continue identifying and pursuing strategic funding opportunities that promote youth empowerment, equity, and the long-term sustainability of RiseUp programs.

## **Professional Learning & Development**

### **StriveTogether - The Training Hub:**

- **Completed:** The role of Place-Based Partnerships in System Change, Changing Outcomes Using the Collaborative Improvement Process, Story of Success: Norwalk Acts, Story of Success: Built for Zero, Introduction to Place Based Partnerships and Culturally Responsive Program
- **In Progress:** Measuring Cradle to Career Outcomes, What is the Backbone, Facilitating to Create Space for Belonging & Results, Engaging Partners in Place-Base Work and StriveTogether Annual Convening and Policy Summit.
- Active member of the StriveTogether Executive Director/CEO Community of Practice.

### **Future Goal**

- Continue building leadership capacity in systems thinking, data literacy, and inclusive facilitation to strengthen collaboration across sectors.

## **Data & Evaluation**

### **Data Engagement**

- Participated in five EPC Data Committee meetings and supported the transition to a new EPC data director.

- Started collaboration with i3Works (Kevin and Devon) to create tools for tracking meetings, goals, and partnership metrics.
- Continued professional development in the StriveTogether “Know Your Number” framework with potential for countywide implementation.

### **Future Goals**

- Deepen proficiency in EduClimber to improve data-informed decision-making across RiseUp and CYC.
- Collaborate with i3Works to develop a dashboard tracking Cradle-to-Career outcomes for the county.

## **Supervision & Mentorship**

### **Groundwork Fellows**

- Provided ongoing mentorship and leadership development to Groundwork Fellows.
- The Community Youth Council presented an assessment at the RiseUp Partnership meeting, identifying ten key needs in the Red Wing community. The presentation also introduced the Youth on Boards initiative.

### **Future Goals**

- Co-lead a summer 2025 evaluation of the Community Youth Council's goals and strategies, and collaboratively define its future direction.
- Co-lead a plan for the implementation of Youth on Boards.

**Jeimmy Yusty Rojas**  
**Director of C2C Initiatives**  
[jyusty-rojas@gced.k12.mn.us](mailto:jyusty-rojas@gced.k12.mn.us)  
[612-859-6594](tel:612-859-6594)



# Goalbook Annual Survey

*2024 ~ Goodhue County Education District Results*



## *Educator Effectiveness Overview*

**93%**

of educators  
strongly agree/agree  
Goalbook supports their  
effectiveness

*\*This number represents an aggregation of responses to Annual Survey questions regarding the instructional practice areas of present levels, IEP goals, and specially designed instruction.*



## Instructional Practice Area 1: *Present Levels*

Goalbook supports me in...

% Strongly Agree/Agree

■ Strongly Agree

■ Agree

■ Disagree

■ Strongly Disagree

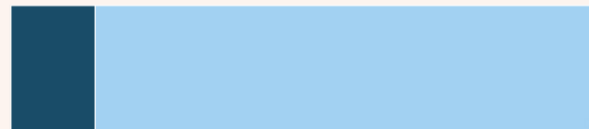
writing IEP present levels of performance statements that **articulate needs and strengths** of a student.

100%



writing IEP present levels of performance statements that are **data-driven**.

100%





## Instructional Practice Area 2: *IEP Goals*

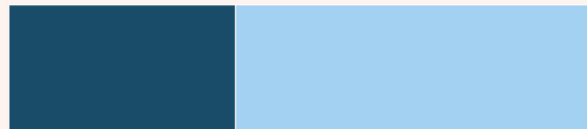
Goalbook supports me in...

% Strongly Agree/Agree

■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree

developing standards-aligned, measurable IEP goals.

100%



writing scaffolded grade-level IEP goals for students performing below grade-level.

100%



developing appropriately ambitious IEP goals designed to assist the student in making meaningful progress.

100%



effective progress monitoring resources for my students.

75%





## Instructional Practice Area 3: *Specially Designed Instruction*

Goalbook supports me in...

% Strongly Agree/Agree

■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree

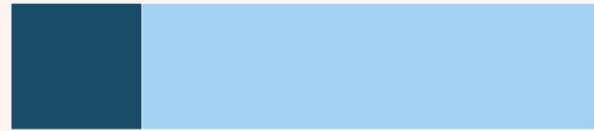
planning and delivering specially designed instruction that is **aligned with the IEP.**

**100%**



developing scaffolded instruction using **classroom-ready resources and evidence-based strategies** that meet the needs of my students.

**100%**



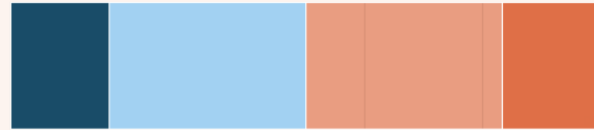
**collaborating with other special educators** and/or related services providers on the implementation of IEPs.

**86%**



**co-planning/collaborating with general education teachers** on the implementation of IEPs in the general education classroom.

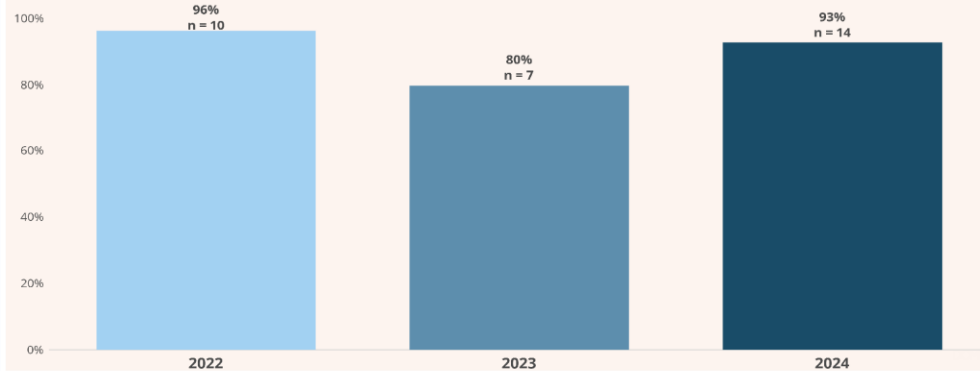
**50%**





## Annual Trend: *Educator Effectiveness*

Percent of educators who agree that Goalbook supports their *effectiveness*



## *Educator Efficiency Overview*

**72%**

of educators  
strongly agree/agree  
Goalbook supports their  
efficiency

*\*This number represents an aggregation of responses to Annual Survey questions regarding efficiency.*

## Reported Impact on Instructional Practice

In what way(s) has your use of Goalbook Toolkit positively impacted your practice? Please be detailed.

### Responses

Using Goalbook has increased the fidelity in which I can measure progress. It makes my time working with students more purposeful because I have access to progress monitoring tools.

Consistency amongst staff has been beneficial. The ability to have tools readily available to assist staff especially when we have so many new to special education staff has been greatly appreciated.

It has helped me mostly with writing Goals and objectives. I've always struggled with writing them so it is nice to have a guide that is grade-level appropriate and scaffolded for each skill.

Helped created appropriate goals based on grade level and achievement levels. I like that you can choose the level of support a student needs and the goal is modified based on that.



**“[Goalbook has] helped create appropriate goals based on grade level and achievement levels. I like that you can choose the level of support a student needs and the goal is modified based on that.”**

## Reported Impact on Student Learning

In what way(s) has your use of Goalbook Toolkit positively impacted your students? Please be detailed.

### Responses

---

My students are able to see their improvement and progress.

---

The goals/objectives are appropriate for student needs.

---

There is meaningful progress monitoring that is aligned to student goals and students can also monitor their own progress

---

Helped to create goals that are appropriate and relevant to my students individually.

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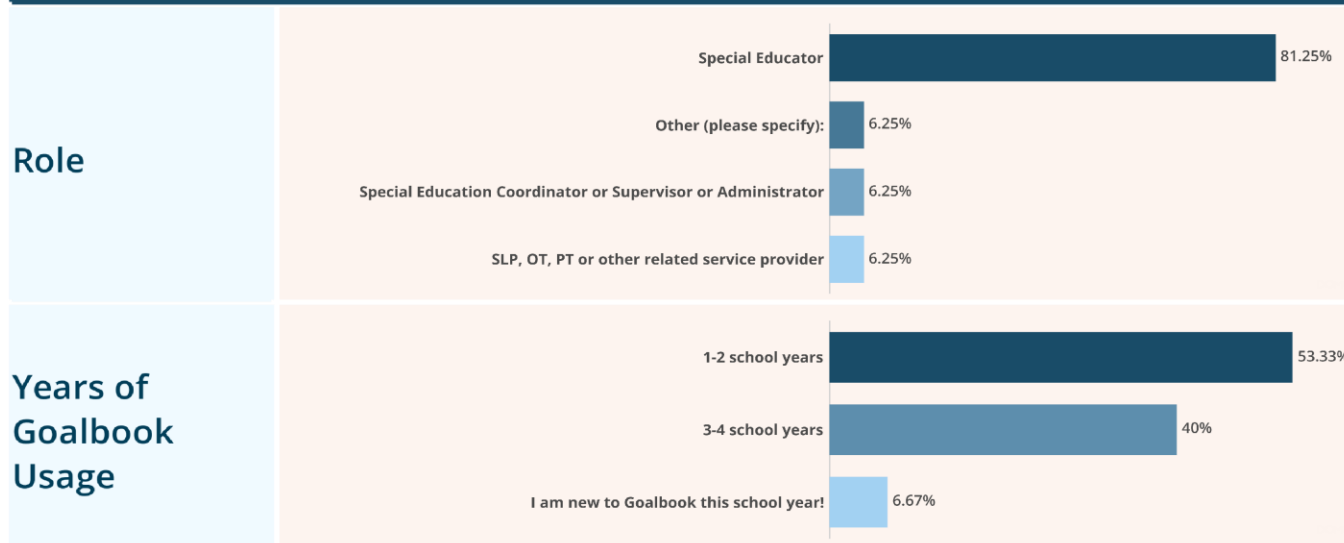
goals geared toward their needs and at a support level that allows them to be independent as possible

---



“[Goalbook has] helped to create goals that are appropriate and relevant to my students individually.”

## Appendix Part 1: Survey Respondent Demographics



*We empower educators to transform instruction so that **all students succeed.***



[www.goalbookapp.com](http://www.goalbookapp.com)

# Goodhue County Education District



## Mid-Year Impact Report

July 1 - December 31, 2024

### Implementation Priorities

Goalbook's partnership with Goodhue County Education District will improve student outcomes by building teacher effectiveness around:

2024-2025 Priority:

- Building better present levels that have more baseline data and drive development of goals




Desired Outcomes:

- Teachers having more baseline data
- Goals align to a data driven area of need; not seeing same goals year over year
- Leadership is creating loof forms to verify if present levels are improving and driving goal creation.

3-Year Partnership Goal:

- Every goal that is reviewed is measurable and well-written

# Training Summary

Trainings Completed	Session Title	Participants
 August 2024	 Course Present Levels	 105 special educators

## Professional Development



### Session Quality



### Application & Usage



Many educators viewed the session favorably and anticipate Goalbook will be helpful to their practice.

### Resources that Educators Believe will be Most Helpful

- Baseline assessments, goal creating
- Goal writing, present levels writing, finding strategies, printing out data sheets
- Goal Wizard, Present Levels Wizard
- Developing impact statements
- I have been a dedicated Goalbook user since we first were trained in it. I feel that I will use it more for the resources versus just the goal writing piece.



**Most comments highlighted an interest in goals and present levels, which aligns with partnership goals. The last comment underscores Goalbook as a holistic solution to support multiple aspects of instructional practice.**

## Engagement At-a-Glance



**143**

Active Educators



**6,156**

Resources Accessed



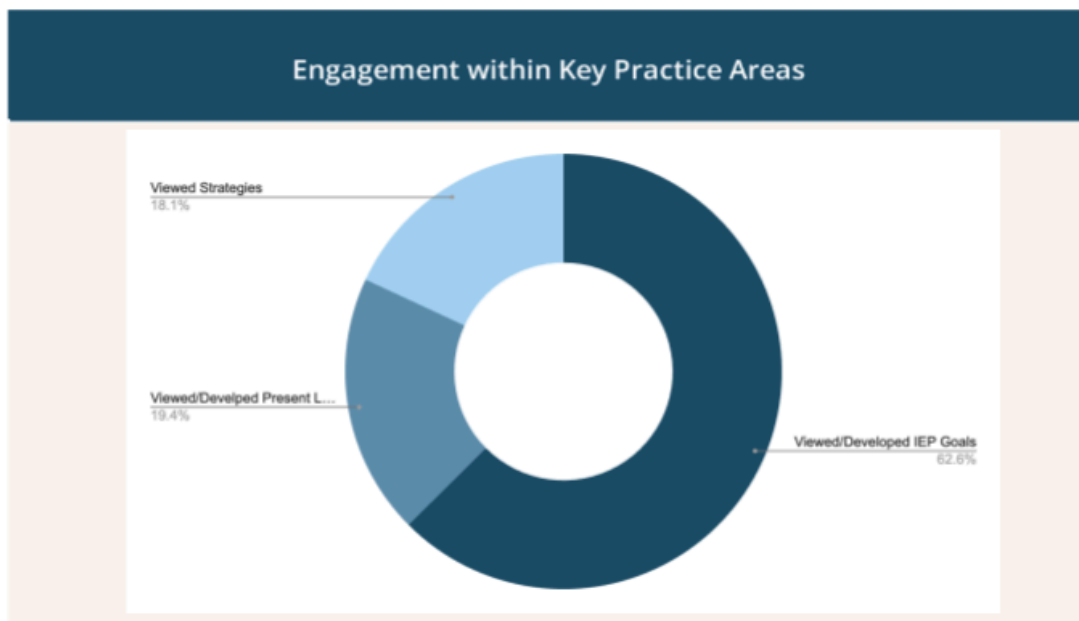
**43**

Average  
resources per user

### Understanding Highlights & Key Terms

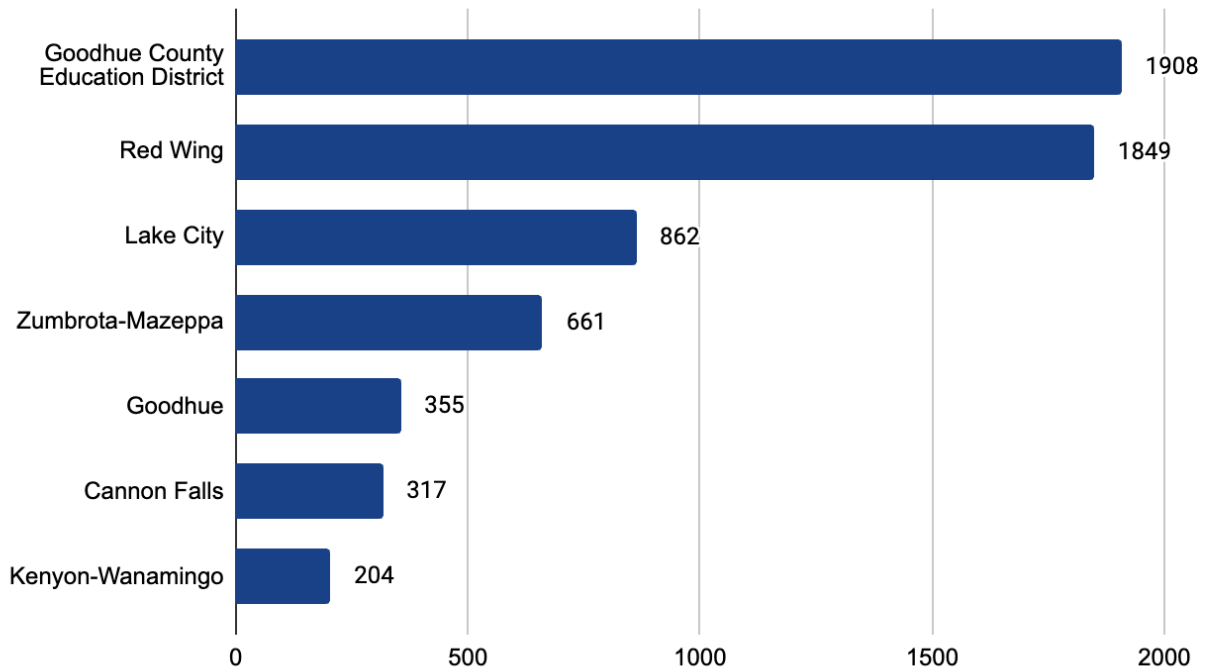
**Active users** is the total number of users that have used Goalbook during the current school year.

**Resources accessed** is the number of times a user has meaningfully engaged with resources in the tool, such as clicking into a goal to modify it.

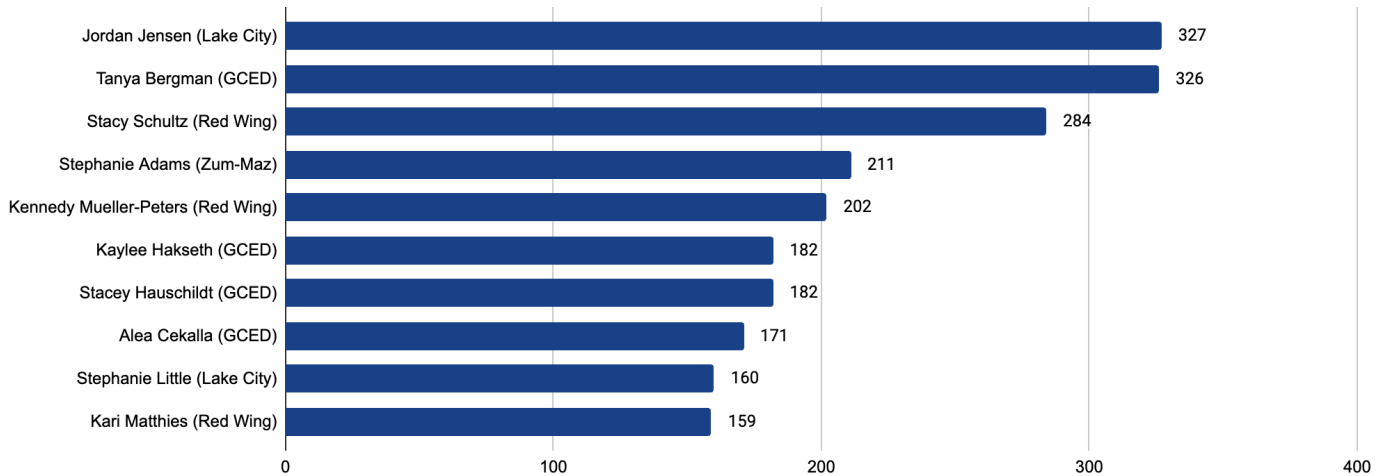


The distribution of engagement is distributed primarily around developing IEP goals. Given our priority around present levels, there is an opportunity to shift more focus on the present levels wizard.

### Resources Accessed by District/Site



### Resources Accessed by Educator



## Unactivated Users

Chelsie Lockner	Counselor	Zumbrota-Mazeppa
Morgan Stamschror	Counselor	Zumbrota-Mazeppa
Brandon King	DAPE	GCED
Tracy Erlandson	DAPE	Kenyon-Wanamingo
Mary Mann	DAPE	Lake City
Peter Johnson	DAPE	Red Wing
Jodi Wiggin	DHH	GCED
Katee Bowe	Occupational Therapist	GCED
Nikki Yusten	Occupational Therapist	GCED
Olivia Dick	Occupational Therapist	GCED
Sydney Jacobson	Occupational Therapist	GCED
Gaye Menke	Physical Therapist	GCED
Jayne Molde-Boeding	Physical Therapist	GCED
Teasha Archambault	Physical Therapist	GCED
Courtney Molitor	Social Worker	Cannon Falls
Laura Burvee	Social Worker	Cannon Falls
Lauren Agesen	Social Worker	GCED
Matt Rodgers	Social Worker	GCED
Morgan Price	Social Worker	GCED
Shelly Angell	Social Worker	GCED
Kristin Fuglestad	Social Worker	Lake City
Hannah Bystrom	Social Worker	Red Wing
Kaycee Tulip	Social Worker	Red Wing
Katie Kennedy	Social Worker	Zumbrota-Mazeppa
Perry Iberg	SPED Leadership	Lake City
Wendy Ahern	SPED Leadership	Zumbrota-Mazeppa
Jade Fransen	SPED Teacher	Cannon Falls
Ben House	SPED Teacher	Kenyon-Wanamingo
Alex McDonald	SPED Teacher	Lake City
Kristine Rodgers	SPED Teacher	Red Wing
Ryan Liffbrig	SPED Teacher	Zumbrota-Mazeppa
Lindsay Woodard	Speech & Language	GCED



**Let's discuss how we can work together to build educator capacity to design effective instruction using Goalbook.**

# Goalbook Product + Impact Updates

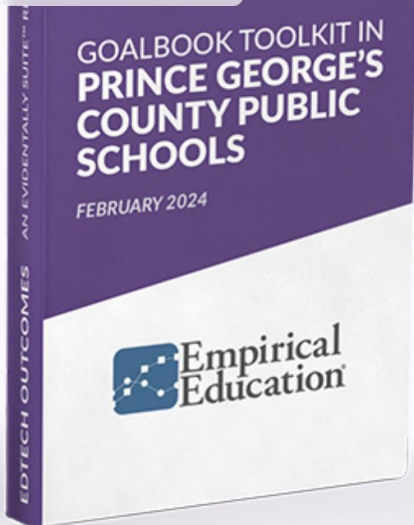


# Goalbook Impact and Research Studies

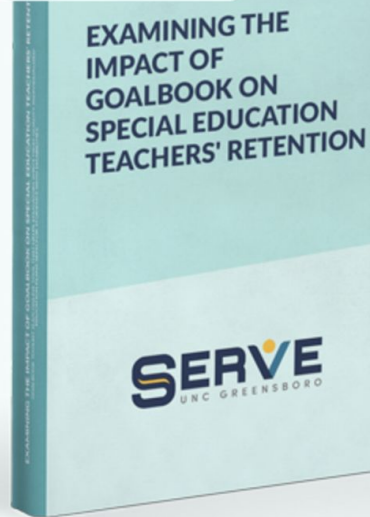


**10+** Years of ESSA-Aligned Evidence Shows Goalbook Toolkit Improves Instructional Practice and Student Outcomes

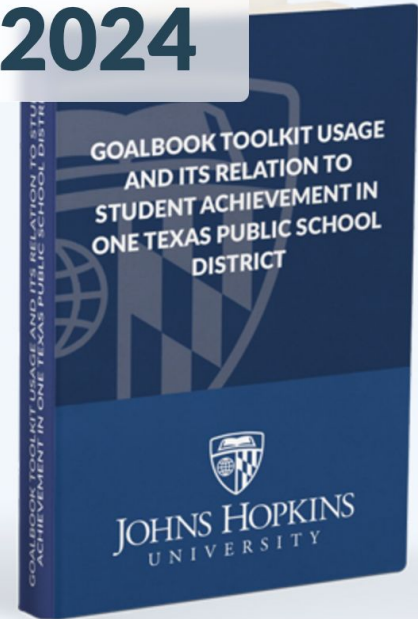
**2024**



**2024**



**2024**



# Goalbook Impact and Research Studies



**10+** Years of ESSA-Aligned Evidence Shows Goalbook Toolkit Improves Instructional Practice and Student Outcomes

*Positive association between the frequency of Goalbook Toolkit use and student outcomes on the Maryland Comprehensive Assessment Program (MCAP) reading test*

*9.1% increase in district retention & 8.2% increase in retention in the state for novice teachers with access to Goalbook Toolkit.*

*Weekly usage of Goalbook Toolkit was associated with significantly higher reading achievement for students.*

# Goalbook Impact and Research Studies



- Research Studies

## 10+ Years of ESSA-Aligned Evidence Shows Goalbook Toolkit Improves Instructional Practice and Student Outcomes

### Examining the Impact of Goalbook On Special Education Teachers' Retention

This study, conducted by University of North Carolina at Greensboro SERVE Center, examined the relationship between special educators' access to Goalbook Toolkit and special educator retention.

**Key findings include:**

- A statistically significant positive association between Goalbook Toolkit access and retention for novice teachers.

2024

EXAMINING THE IMPACT OF GOALBOOK ON SPECIAL EDUCATION TEACHERS' RETENTION

SERVE

2024

GOALBOOK TOOLKIT USAGE AND ITS RELATION TO STUDENT ACHIEVEMENT IN ONE TEXAS PUBLIC SCHOOL DISTRICT

JOHNS HOPKINS UNIVERSITY

### Goalbook Toolkit Usage and Its Relation to Student Achievement In One Texas Public School District

This study, conducted by Johns Hopkins University Center for Research and Reform in Education, leveraged Goalbook Toolkit usage data and district data from school year 2022–23 to examine the relationship between educator usage of Goalbook Toolkit and student literacy outcomes.

**Key findings include:**

- Weekly usage of Goalbook Toolkit was associated with significantly higher reading achievement for students.
- Higher quartiles of usage were associated with higher MAP Growth scores.
- Any Goalbook Toolkit usage compared to no usage was associated with higher state assessment scores.

2024

GOALBOOK TOOLKIT USAGE AND ITS RELATION TO STUDENT ACHIEVEMENT IN ONE CHARTER NETWORK

JOHNS HOPKINS UNIVERSITY

### Goalbook Toolkit Usage and Its Relation to Student Achievement In One Charter Network

This multi-state analysis, conducted by Johns Hopkins University Center for Research and Reform in Education, leveraged Goalbook Toolkit usage data and data from 68 schools across three states from the 2022–23 school year to examine the relationship between educator usage of Goalbook Toolkit and student literacy outcomes.

2024

GOALBOOK TOOLKIT IN PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

FEBRUARY 2024

Empirical Education

### Goalbook Toolkit in Prince George's County Public Schools

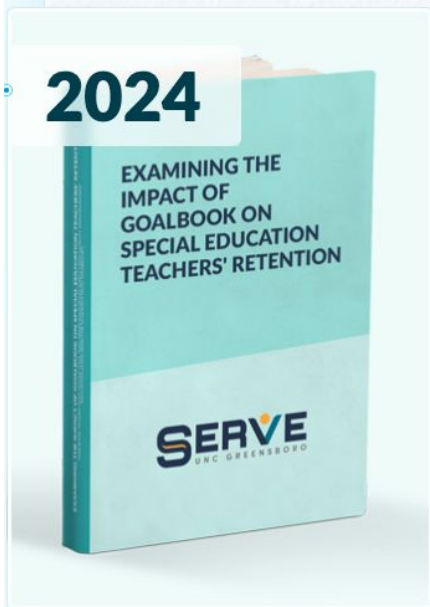
This study, conducted by Empirical Education, leveraged Goalbook Toolkit usage data and school district data from 2021–22 to explore the impact of Goalbook Toolkit usage on student literacy outcomes.

**Key findings include:**

- Strong evidence that Goalbook Toolkit usage is positively associated with student outcomes across grades 6–8.
- A positive association between the frequency of Goalbook Toolkit use and student outcomes on the Maryland Comprehensive Assessment Program (MCAP) reading test.
- Weekly usage of Goalbook Toolkit predicted a 9-percentile gain in student reading assessment scores.
- Significant positive impacts on student reading outcomes were observed when special educators used the Goalbook Toolkit at least weekly.

51

## 10+ Years of ESSA-Aligned Evidence Shows Goalbook Toolkit Improves Instructional Practice and Student Outcomes



### Examining the Impact of Goalbook On Special Education Teachers' Retention

This study, conducted by University of North Carolina at Greensboro SERVE Center, examined the relationship between special educators' access to Goalbook Toolkit and special educator retention.

#### Key findings include:

- A statistically significant positive association between Goalbook Toolkit access and retention for novice teachers.
- A 9.1% increase in district retention and an 8.2% increase in retention within the state for novice teachers with access to Goalbook Toolkit.

[View Technical Report >](#)



#### Study Location

North Carolina

#### Research Institution

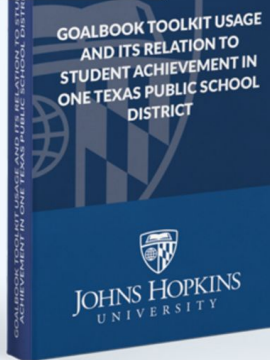
University of North Carolina at Greensboro, SERVE Center

[Research Studies](#)

[View Technical Report](#)

## 10+ Years of ESSA-Aligned Evidence Shows Goalbook Toolkit Improves Instructional Practice and Student Outcomes

2024



### Goalbook Toolkit Usage and Its Relation to Student Achievement In One Texas Public School District

This study, conducted by Johns Hopkins University Center for Research and Reform in Education, leveraged Goalbook Toolkit usage data and district data from school year 2022–23 to examine the relationship between educator usage of Goalbook Toolkit and student literacy outcomes.

#### Key findings include:

- Weekly usage of Goalbook Toolkit was associated with significantly higher reading achievement for students.
- Higher quartiles of usage were associated with higher MAP Growth scores.
- Any Goalbook Toolkit usage compared to no usage was associated with higher state assessment scores.

[View Technical Report >](#)



#### Study Location

Texas district

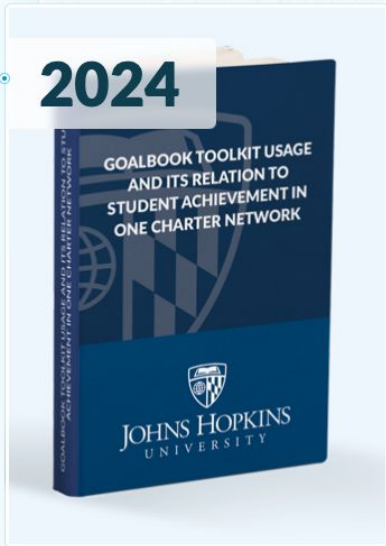
#### Research Institution

Johns Hopkins University,  
Center for Research and  
Reform in Education

[Research Studies](#)

[View Technical Report](#)

## 10+ Years of ESSA-Aligned Evidence Shows Goalbook Toolkit Improves Instructional Practice and Student Outcomes



### Goalbook Toolkit Usage and Its Relation to Student Achievement In One Charter Network

This multi-state analysis, conducted by Johns Hopkins University Center for Research and Reform in Education, leveraged Goalbook Toolkit usage data and data from 68 schools across three states from the 2022-23 school year to examine the relationship between educator usage of Goalbook Toolkit and student literacy outcomes.

#### Key findings include:

- A positive relationship between educators' Goalbook Toolkit usage and student reading achievement on MAP.
- Higher quartiles of Goalbook Toolkit usage were associated with higher MAP Growth scores.
- Increased Goalbook Toolkit usage related to improved student reading achievement on MAP.

[View Technical Report >](#)



#### Study Location

National Heritage Academies  
(multi-state)

#### Research Institution

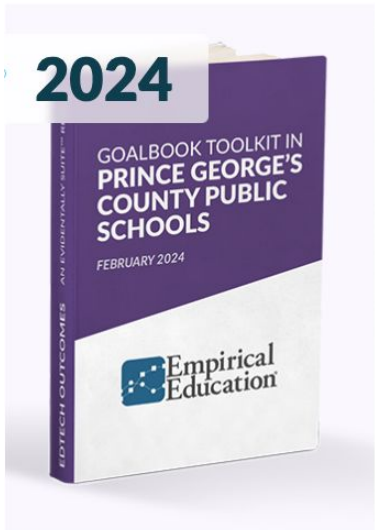
Johns Hopkins University,  
Center for Research and  
Reform in Education

[Research Studies](#)

[View Technical Report](#)

# Research Updates

## 10+ Years of ESSA-Aligned Evidence Shows Goalbook Toolkit Improves Instructional Practice and Student Outcomes



### Goalbook Toolkit in Prince George's County Public Schools

This study, conducted by Empirical Education, leveraged Goalbook Toolkit usage data and school district data from 2021-22 to explore the impact of Goalbook Toolkit usage on student literacy outcomes.

#### Key findings include:

- Strong evidence that Goalbook Toolkit usage is positively associated with student outcomes across grades 6-8.
- A positive association between the frequency of Goalbook Toolkit use and student outcomes on the Maryland Comprehensive Assessment Program (MCAP) reading test.
- Weekly usage of Goalbook Toolkit predicted a 9-percentile gain in student reading assessment scores.
- Significant positive impacts on student reading outcomes were observed when special educators used the Goalbook Toolkit at least weekly.

[View Technical Report >](#)



#### Study Location

Prince George's County Public Schools (MD)

#### Research Institution

Empirical Education

[Research Studies](#)

[View Technical Report](#)

# Goalbook's Approach to AI



*At Goalbook, using AI responsibly means to intentionally consider how to elevate, augment, and empower the essential human, relational, and communal work of teaching and learning rather than to thoughtlessly displace, automate, or shortcut it away.*

## Aligned Goals

AI Beta

**Math** - Browse more content in Math

Calculation and Computation

### Solve Multi-Step Word Problems Involving Income

By (date), given a two-step word problem involving adding and/or subtracting integers, (name) will write the sum or difference by using integer operations with guiding questions (e.g.,



Developing

Grade 9-12

HSA-CED.1



## Wrench icon Specially Designed Instructional Strategies

AI Beta

Recommend UDL-aligned instructional strategies for implementing this goal based on the following information about my student:

Specific learning disability

Dyslexia

Speech or language impairment

ADHD

Autism

Non-verbal

Intellectual disability

Executive functioning needs

Emotional disability

Deaf

Hard of hearing

Blind

Low vision

56

Generate Strategies



# Progress Monitoring Assessments on Objectives

The screenshot shows the 'Goalbook Toolkit' interface for 'Solve Numerical Expressions' in Grade 5. The page is divided into several sections:

- Grade Level Goal:** Describes the objective for solving numerical expressions with multiple operations and grouping symbols.
- Approaching Goal:** A section for tracking progress, with a red arrow pointing to the 'Data Tracking Sheet' icon.
- Developing Goal:** A section for tracking progress, with a red arrow pointing to the 'Data Tracking Sheet' icon.
- Objectives:** A list of specific objectives, including:
  - Quarter 1: Add & Subtract Two-Step Numerical Expressions**
  - Quarter 2: Multiply & Divide One-Step Numerical Expressions**
  - Quarter 3: Multiply & Divide Two-Step Numerical Expressions**
- Key Standard:** S.OA.1 Write and interpret numerical expressions.
- Standard Staircase:** A vertical list of grades from 3 to 6.
- Referenced Strategies:** A list of strategies such as 'Equation Template', 'Guiding Questions', and 'Visual Aids'.

- New progress monitoring assessments aligned to short-term objectives
- Allows for more frequent and sustainable tracking of student progress on objectives aligned to the IEP goal
- Informs more effective instruction.

# New Math Category: Financial Literacy



- Supports learners in grades 9-12 build practical mathematical skills for real-world readiness
- Example Pages

[Solve Interest Word Problems](#)

[Create a Budget to Meet a Goal](#)

[Calculate the Total Amount Due on a Bill](#)

[Compare Types of Interest Over Time](#)

[Compare Total Costs of Student Loans](#)

[Solve Multi-Step Word Problems Involving Percents](#)

The screenshot shows a digital resource page with a blue header. The header includes navigation links: 'Goalbook Toolkit', 'Instructional Design Tools', 'Your Content', and 'Training Center'. On the right, it identifies the user as 'Ryan Ingram, Special Education Teacher'. Below the header, a breadcrumb trail reads 'Browse / Math / Financial Literacy / Grade 9-12 / Create a Budget to Meet a Goal'. The main title is 'Create a Budget to Meet a Goal'. There are three tabs: 'Grade Level Goal' (selected), 'Approaching Goal', and 'Developing Goal'. The 'Grade Level Goal' tab contains the following text: 'By (date), given a word problem describing income, expenses, and a financial goal to meet (e.g., How much money can be spent on entertainment to meet a goal of saving \$600?) and a blank spreadsheet, (name) will write the monetary value that meets the goal by creating a budget and subtracting expenses from income, for (3 out of 4) word problems, on (3 out of 4) progress monitoring assessments.' Below the text are 'Edit' and 'Copy' buttons. There are two preview images: 'Create a Budget to ...' and 'Data Tracking Sheet'. At the bottom, there is an 'Objectives' section. On the right side, there is a 'Save to Library' button and a 'Key Standard' section. The 'Key Standard' section includes 'HSN-Q.1 Reason quantitatively and use units to s...' and 'HSN-Q.1 Reason quantitatively and use units to solve problems'. Below this is a 'Standard Staircase' section with boxes for 'Grade 6', 'Grade 7', and 'Grade 8'. The page number '58' is located in the bottom right corner.

# Product Updates: New Subject Area in Pre-Academics



- Supports learners aged 0-5 build foundational skills for academic readiness
- Seven categories:
  - Cognitive Skills
  - Play Skills
  - Motor Skills
  - Emotional Development
  - Communication & Language
  - Early Literacy
  - Early Numeracy

## Match a Number to an Image of a Quantity

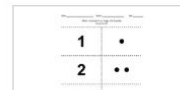
Grade Level Goal

Approaching Goal

Developing Goal

By (date), given (3) cards with numbers one through three, (3) cards with images of quantities of objects (e.g., one through three), and a verbal prompt to match the number to the quantity (e.g., "Match the number cards to the dot cards."), (name) will match the numeric card to the quantity card, for (4 out of 5) practice opportunities, as measured by (3 out of 4) progress monitoring assessments.

[Edit](#) [Copy](#)



Match a Number to ...



Data Tracking Sheet



## Qualifications for Special Education Teachers: Out of Field Permissions (OFP)

The Minnesota Department of Education (MDE), Office of General Counsel-Dispute Resolution, has developed this document to provide technical assistance to parents/guardians,<sup>1</sup> school districts, and charter schools to ensure that personnel necessary to carry out the responsibilities outlined by state and federal law are appropriately and adequately prepared and trained, including that those personnel have the content knowledge and skills to serve children with disabilities. 20 U.S.C. § 1412(a)(14) and 34 C.F.R. § 300.156(a).

The intention of this document is to provide helpful, general information to the public. It does not constitute legal advice, nor is it a substitute for consulting with a licensed attorney. The information below should not be relied upon as a comprehensive or definitive rendition of application of federal and state laws.

### **Qualifications for special education teachers. 34 C.F.R. § 300.156(c)(1).**

Each person employed as a public school special education teacher in Minnesota who teaches in an elementary school, middle school, or secondary school must:

1. Have obtained full Minnesota certification as a special education teacher, or passed Minnesota’s special education teacher licensing examination, and hold a license to teach in Minnesota as a special education teacher;
2. Not have special education certification or licensure requirements waived on an emergency, temporary, or provisional basis;<sup>2</sup> and
3. Hold at least a bachelor’s degree.

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<sup>1</sup> Parent/guardian refers to the person with legal decision-making power over the student’s education, including biological parents, guardians, and the students, if the students are over the age of majority (18 years old in Minnesota) and are their own legal guardian.

<sup>2</sup> In guidance to State Directors of Special Education, the U.S. Department of Education, Office of Special Education Programs, issued a Memorandum on October 4, 2022 (OSEP 22-01), clarifying that State education agencies “may not waive the special education or related services personnel certification or licensure requirements on an emergency, temporary, or provisional basis.”

## **Participating in an alternate route to special education certification program. 34 C.F.R. § 300.156(c)(2).**

A teacher is also considered qualified to teach special education if that teacher is participating in an alternate route to special education certification program under which the teacher:<sup>3</sup>

1. Receives high-quality professional development that is sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction, before and while teaching;
2. Participates in a program of intensive supervision that consists of structured guidance and regular ongoing support for teachers or a teacher mentoring program;
3. Assumes the functions as a teacher only for a specified period of time not to exceed three years; and
4. Demonstrates satisfactory progress toward full certification as prescribed by the State.

## **Out-of-field Permissions (OFP), alone, are not an alternate route leading to special education certification. Minnesota Rules, part 8710.0320.**

An OFP authorizes a teacher holding a Tier 2, 3, or 4 license to teach in an assignment outside the scope or field of the license held.<sup>4</sup>

1. An OFP does not lead to obtaining certification as a special education teacher in Minnesota and is not recognized as an alternate route to certification as a special educator in Minnesota.
2. Without participation in a program that leads to obtaining certification as a special education teacher or a program that provides an alternate route to special education teacher certification under Minnesota law, a teacher who holds an OFP is not qualified to teach special education in Minnesota.
3. An example of a teacher who holds an OFP and is also participating in a program that leads to full Minnesota certification as a special education teacher, is when the teacher is obtaining a degree or certification in special education at a college and a) receives high-quality professional development that is sustained, intensive, and classroom- focused in order to have a positive and lasting impact on classroom instruction, before and while teaching; b) participates in a program of intensive supervision that consists of structured guidance and relate ongoing support for teachers or a teacher mentoring program; c) assumes the functions as a teacher only for a specified period of time not to exceed three years; and d) demonstrates satisfactory progress toward full certification as prescribed by the State.

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<sup>3</sup> The guidance outlined in OSEP 22-01, provides further clarification that “[p]ersonnel who have not obtained full State certification as a special education teacher may obtain certification through an alternate route” consistent with 34 C.F.R § 300.156(c)(2), which outlines the requirements for personnel “who are participating in a program that provides an alternative route to special education teacher certification.”

<sup>4</sup> A teacher holding a Tier 2 license may hold an out-of-field permission for no more than 50 percent of the teacher’s total assignments.

## **Assistance available for school districts and charter schools to ensure each person employed as a public school special education teacher in Minnesota who teaches in an elementary school, middle school, or secondary school.**

School districts and charter schools are responsible for ensuring all personnel necessary to carry out the responsibilities outlined by state and federal law are appropriately and adequately prepared and trained, including those personnel who have the content knowledge and skills to serve children with disabilities. To assist school districts and charter schools in meeting this responsibility, and at the same time understanding the continuing staffing shortage in Minnesota, MDE and the Minnesota Professional Educator Licensing and Standards Board (PELSB) are collaborating to provide clear guidance and responses to questions about how to ensure all personnel meet applicable requirements.

For questions, please contact: [MDE.Dispute-Resolution@state.mn.us](mailto:MDE.Dispute-Resolution@state.mn.us) or call 651-582-8689.

VI. **Old Business:**  
A. GCED Program Staffing Update

65



Program	2025-26 Licensed Staff	2025-26 Paras	2024-25 Licensed Staff	2024-25 Paras
<b>REACH &amp; STEP Programs</b>				
Principal	0.4		0.5	
Coordinator	1.0		1.0	
School Counselor	0.4		0.4	
Social Worker	4.0		4.0	
<b>RBEC Cannon Pod (K-5)</b>	3.0	4.0	3.0	4.0
Capacity 24				
<b>RBEC Jordan Pod (K-12)</b>	3.0	6.0	2.0	5.0
Capacity 18				
<b>RBEC Mississippi Pod (6-8)</b>	1.0	1.0	2.0	2.0
Capacity 8				
<b>RBEC Zumbro Pod (9-12)</b>	3.0	3.0	3.0	3.0
Capacity 24				
<b>RBEC STEP Program</b>	2.0	2.0	2.0	2.0
Capacity 24				
<b>Support Staff</b>				
Reading Specialist	0.66		0.66	
English Language Arts	0.5		0.6	
Math	0.5		0.6	
Science	0.5		0.6	
Social Studies	0.5		0.6	
FACS	0.3		0.4	
Industrial Tech	0.5		0.5	
Art	0.5		0.33	
Phy Ed/DAPE	1.0		1.0	
PAES Lab/Work-Based Learning	0.83		0.83	1.0
ML Teacher	0.17		0.17	
CTSS	2.00		3.0	
Permanent Substitutes	2.0	0.0	2.0	1.0
<b>Totals for REACH &amp; STEP Programs</b>	<b>27.76</b>	<b>16</b>	<b>29.2</b>	<b>18</b>
<b>State Approved Alternative Programs</b>				
Principal	0.2		0.5	
School Counselor	0.4		0.4	
Social Worker	2.0		2.0	
ALC Middle Level Teacher	1.0		1.0	
ALC Middle Level Para		1.0		1.0
ALC HS Level ELA	0.5		0.4	
ALC HS Level Math	0.5		0.4	
ALC HS Level Science	0.5		0.4	
ALC HS Level Social Studies	0.5		0.4	
ALC HS Level FACS	0.28		0.5	
ALC HS Level Industrial Tech	0.5		0.5	
ALC HS Level Art	0.08		0.0	
ALC HS Work Based Learning	0.17		0.17	
ALC Special Education	0.33		0.33	
<b>Totals for SAAPs</b>	<b>6.96</b>	<b>1</b>	<b>7.0</b>	<b>1</b>
<b>5RiversOnline Learning Programs</b>				
Principal	0.4		1.0	
SpEd Assistant Director	0.3		0.3	
School Counselor	1.2		1.2	
Social Worker	1.0		1.0	
Special Education Teacher	3.0		3.0	
K-6 Teachers	3.0		3.0	
Core English Language Art	1.0		1.83	
Core Math	1.0		1.0	
Core Science	1.0		1.0	
Core Social Studies	1.0		2.0	
Core Humanities	1.0		0.0	
Industrial Tech	0.17		0.17	
FACS	0.42		0.50	
Art	0.42		0.66	
Business	0.17		0.50	
ML Teacher	0.57		0.17	
PhyEd/DAPE/Health	1.0		1.0	
World Language/Student Support	1.0		1.0	
<b>Totals for 5RO</b>	<b>17.65</b>	<b>0.0</b>	<b>19.3</b>	<b>0.0</b>
<b>Totals for All GCED Programs</b>	<b>52.37</b>	<b>17.0</b>	<b>55.5</b>	<b>19.0</b>
		65	3.2	

<b>Program</b>	<b>2025-26 Licensed Staff</b>	<b>2025-26 Paras</b>	<b>2024-25 Licensed Staff</b>	<b>2024-25 Paras</b>
<b>REACH &amp; STEP Programs</b>				
Principal	0.40		0.5	
Assistant Director of SpEd	1.00		1.0	
School Counselor	0.40		0.4	
Social Worker	4.00		4.0	
RBEC Cannon Pod (K-5)	2.00	4.0	3.0	4.0
RBEC Jordan Pod (K-12)	3.00	6.0	2.0	5.0
RBEC Mississippi Pod (6-8)	3.00	3.0	2.0	2.0
RBEC Zumbro Pod (9-12)	3.00	3.0	3.0	3.0
RBEC STEP Program	2.00	2.0	2.0	2.0
<b>Support Staff</b>				
Reading Specialist	0.00		0.66	
English Language Arts	0.50		0.6	
Math	0.50		0.6	
Science	0.50		0.6	
Social Studies	0.50		0.6	
FACS	0.30		0.4	
Industrial Tech	0.50		0.5	
Art	0.50		0.33	
Phy Ed/DAPE	1.00		1.0	
PAES Lab/Work-Based Learning	0.83		0.83	1.0
ML Teacher	0.17		0.17	
CTSS	2.00		3.0	
Permanent Substitutes	2.00	0.0	2.0	1.0
<b>Totals for REACH &amp; STEP Programs</b>	<b>28.10</b>	<b>18</b>	<b>29.2</b>	<b>18</b>
<b>State Approved Alternative Programs</b>				
Principal	0.2		0.5	
School Counselor	0.4		0.4	
Social Worker	2.0		2.0	
ALC Middle Level Teacher	1.0		1.0	
ALC Middle Level Para		1.0		1.0
ALC HS Level ELA	0.5		0.4	
ALC HS Level Math	0.5		0.4	
ALC HS Level Science	0.5		0.4	
ALC HS Level Social Studies	0.5		0.4	
ALC HS Level FACS	0.28		0.5	
ALC HS Level Industrial Tech	0.5		0.5	
ALC HS Level Art	0.08		0.0	
ALC HS Work Based Learning	0.17		0.17	
ALC Special Education	0.17		0.33	
<b>Totals for SAAPs</b>	<b>6.80</b>	<b>1</b>	<b>7.0</b>	<b>1</b>
<b>5RiversOnline Learning Programs</b>				
Principal	0.4		1.0	
SpEd Assistant Director	0.3		0.3	
School Counselor	1.2		1.2	
Social Worker	1.0		1.0	
Special Education Teacher	3.0		3.0	
K-6 Teachers	3.0		3.0	
Core English Language Art	1.0		1.83	
Core Math	1.0		1.0	
Core Science	1.0		1.0	
Core Social Studies	1.0		2.0	
Core Humanities	1.0		0.0	
Industrial Tech	0.17		0.17	
FACS	0.42		0.50	
Art	0.42		0.66	
Business	0.17		0.50	
ML Teacher	0.50		0.17	
PhyEd/DAPE/Health	1.0		1.0	
World Language/Student Support	1.0		1.0	
<b>Totals for 5RO</b>	<b>17.58</b>	<b>0.0</b>	<b>19.3</b>	<b>0.0</b>
<b>Totals for All GCED Programs</b>	<b>52.48</b>	<b>19.0</b>	<b>55.5</b>	<b>19.0</b>

VII. **New Business:**

- A. Data Sharing Agreement (MOU): RiseUp

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## DATA SHARING AGREEMENT

This Data Sharing Agreement ("Agreement") between RiseUp Partnership, a community-based Minnesota non-profit outreach organization ("RiseUp"), and Goodhue County Education District ("District"), is entered into as of September 1, 2025 ("Effective Date"). RiseUp and the District are referred to collectively as the "Parties."

WHEREAS, certain designated individuals affiliated with RiseUp will provide enrichment activities, homework help, 1:1 mentoring, peer mentoring, SEL lessons, after-school programming, and preventive mental health services for students attending member districts of Goodhue County Education District during the school day and after school; and

WHEREAS, the services to be provided by individuals affiliated with RiseUp are institutional services and functions that would supplement and substitute for services that District employees would otherwise perform; and

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WHEREAS, the Parties anticipate that individuals affiliated with RiseUp will be required to access personally identifiable information related to students and educational data in order to effectively provide services to District students; and

WHEREAS, RiseUp anticipates that individuals affiliated with RiseUp will be required to maintain data regarding the subject assessments of students attending school in the District in order to monitor progress and inform and develop future educational services and homework help for those students; and

WHEREAS, all data collected, received, maintained or disseminated for any purpose in the course of RiseUp's receipt of data pursuant to this Agreement is governed by the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g ("FERPA") and the Minnesota Government Data Practices Act, Minnesota Statutes, Chapter 13 ("MGDPA"); and

WHEREAS, under a "school official" exception, both FERPA and the MGDPA allow certain contractors, consultants, volunteers, and other parties to access information that would otherwise be classified as private educational data that is not disclosable to the public; and

WHEREAS, individuals affiliated with RiseUp will be providing services in a manner that meets the relevant requirements to qualify as a "school official" under both FERPA and the MGDPA; and

WHEREAS, the Parties wish to enter into this Agreement outlining in greater detail the

terms and conditions upon which individuals affiliated with RiseUp will be granted access to certain protected student data as a "school official"; and

WHEREAS, even though Rise Up will be providing services in a manner that meets the requirements to qualify as a "school official," the Parties agree that it is still desirable to obtain written consent from a parent/guardian or eligible student before the District releases information protected by FERPA and the MGDPA to individuals affiliated with RiseUp, as well as maintaining data from the subject assessments of students attending the District.

NOW, THEREFORE, in consideration of the mutual promises contained in this Agreement, the parties agree to the following:

**1. Services Provided to the District.** RiseUp is a non-profit organization whose staff will, for those families who choose to use its services, provide enrichment activities, homework help, 1:1 mentoring, peer mentoring, SEL lessons, after-school programming, and preventive mental health services for students attending member districts of Goodhue County Education District during the school day and after school. The services to be provided to the students are instructional services and functions for which the District may otherwise use its own employees. RiseUp understands that it is performing services as an independent contractor and are not employees of the School District. 69

## **2. Definitions**

**a. Protected Student Data.** "Protected Student Data" means any data defined as "personally identifiable information" contained in educational records as the term is defined in FERPA and its implementing regulations, 20 U.S.C. § 1232g and 34 C.F.R. § 99.31, or "educational data" as defined in the MGDPA, Minnesota Statutes, section 13.32.

**b. School Official.** When an organization is acting as a "school official" according to the Family Educational Rights and Privacy Act (FERPA), it may access private educational data without the express written consent of a parent/guardian or student over 18. All educational data/records obtained from the district are subject to the direct control of the district, and the organization must abide by all lawful directives of the district pertaining to the creation, collection, receipt, use, storage, dissemination, and maintenance of educational data/records. The organization is subject to the requirements of 34 CFR § 99.33(a) governing the use and redisclosure of personally identifiable information from education records. Further, all of the data created, collected, received, stored, used, maintained, or disseminated by the organization in performing its functions on behalf of the district is subject to the requirements of the Minnesota Government Data Practices Act and must comply with the requirements of the Minnesota Government Data Practices Act as if it were a government entity.

**3. Types of Data to be Accessed.** In the course of providing the services described in

Paragraph 1, individuals affiliated with RiseUp will have a legitimate need to access Protected Student Data in the form of access to student information systems, including grades and Grade Point Average (GPA), attendance, discipline data, Individualized Education Plans (IEPs) and 504 Plans, status of homework completion, as well as subject assessment data. On the initial consent form, parents/guardians may also elect for RiseUp staff to access data related to mental health services. The data described in this Paragraph is subject to disclosure restrictions imposed by FERPA and the MGDPA.

**4. Collection and Maintenance of Assessment Data.** In the course of administering the subject assessments described in Paragraph 1, individuals affiliated with RiseUp will have a legitimate need to maintain the data from the subject assessments. Prior to individuals affiliated with RiseUp administering subject assessments of students attending school in the District and maintaining the assessment data, the District must receive proper written consent from the individual parent/guardian or eligible student for RiseUp to administer the subject assessments and for RiseUp to maintain the Protected Student Data using a consent form substantially similar to the attached Exhibit A.

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**5. Terms and Conditions Governing Access to Data.** The following terms and conditions govern the manner in which individuals affiliated with Rise Up will have access to the data described in Paragraph 3:

a. Prior to releasing Protected Student Data for an individual student to RiseUp or any of its employees or other representatives, the District must receive proper written consent to release the Protected Student Data to RiseUp from the individual parent/guardian or eligible student using a consent form substantially similar to the attached Exhibit A.

b. Only RiseUp staff with a legitimate educational interest shall be granted access to Protected Student Data in accordance with the terms of the Agreement. Protected Student Data shall not be shared with any employee, agent, volunteer, or other affiliate of RiseUp who is not an individual associated with RiseUp as defined in Paragraph 6 and who complies with subparagraph (b). For individuals associated with RiseUp who will be providing enrichment activities, homework help, 1:1 mentoring, peer mentoring, SEL lessons, after-school programming, and preventive mental health services for students attending member districts of Goodhue County Education District during the school day or after school, prior to being granted access to Protected Student Data, the RiseUp staff member must review and sign an acknowledgment and consent form substantially similar to the attached Exhibit B.

**6. Policies and Procedures to Protect Data.** The Parties agree to comply with the following policies and procedures to protect the privacy of Protected Student Data:

a. RiseUp and its employees or representatives shall not disclose Protected Student Data except as provided in Paragraph 6.

- b. RiseUp shall at all times comply with School District Policy 515 - Protection and Privacy of Pupil Records, to the extent applicable.
- c. RiseUp shall develop its own policies, procedures, and systems to implement appropriate safeguards to protect the privacy of Protected Student Data, including collaborating with i3Works, a consultancy business delivering data support, to analyze data for continuous improvement and grant writing.

**7. Students shall use District-provided technology** during RiseUp programming and District-provided email to communicate with RiseUp staff and to complete RiseUp surveys. Terms and Conditions Governing Access to Data. The following terms and conditions govern the manner in which individuals affiliated with RiseUp will have access to the data described in Paragraph 3:

- a. Prior to releasing Protected Student Data for an Individual student to RiseUp or any of its employees or other representatives, the District must receive proper written consent to release the Protected Student Data to RiseUp from the individual parent/guardian or eligible student using a consent form substantially similar to the attached Exhibit A. 71
- b. Only RiseUp staff with a legitimate educational interest shall be granted access to Protected Student Data in accordance with the terms of the Agreement. Protected Student Data shall not be shared with any employee, agent, volunteer, or other affiliate of RiseUp who is not an individual associated with RiseUp as defined in Paragraph 6 and who complies with subparagraph (b). For individuals associated with Rise Up who will be providing enrichment activities, homework help, 1:1 mentoring, peer mentoring, SEL lessons, after-school programming, and preventive mental health services for students attending member districts of Goodhue County Education District during the school day or after school, prior to being granted access to Protected Student Data, the RiseUp staff member must review and sign an acknowledgment and consent form substantially similar to the attached Exhibit B.
- c. RiseUp shall not attempt to use, access, or maintain Protected Student Data for any reason other than purposes legitimately necessary for its staff to provide the services referenced in Paragraph 1 and only to the extent specifically authorized, in writing, by individual parents/guardians of students or eligible students receiving such services as provided in Exhibit A.

**8. Redisclosure of Protected Student Data.** In the course of performing the services described in Paragraph 1, the Parties agree that individuals providing services to the District as RiseUp staff shall not redisclose Protected Student Data to any person or party other than a District official with a legitimate need to access the data unless disclosure is specifically authorized or required by law.

**9. Term and Termination.** This Agreement shall be for a term of the 2025-2026 school year, commencing on the date of execution by all Parties. Thereafter, the Agreement shall be reviewed and executed annually. This Agreement shall be in effect as determined above, unless otherwise terminated as provided herein. Termination of this Agreement by either Party shall be effective by delivering to the other Party a written notice of termination not less than ten (10) days in advance of the expiration of the initial term or any subsequent term. Notices shall be in writing, delivered personally or by U.S. mail, and directed to the following individuals:

**RiseUp**  
c/o Mandy Arden  
Executive Director  
410 Guernsey Lane  
Red Wing, MN 55066

**Goodhue County Education District**  
c/o Cherie Johnson  
Executive Director  
395 Guernsey Lane  
Red Wing, MN 55066

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**10. General Responsibilities of RiseUp.** Work with assigned District staff to promote and engage students and families and obtain proper written permission from parents/guardians to meet with students. Parental/guardian written permission must be submitted to assigned District staff prior to services. RiseUp agents and volunteers who work with our students must complete a background check provided by the School District.

**11. Successors and Assigns.** This Agreement will be binding upon and inure to the benefits of the Parties and their respective successors and permitted assigns. No Party may assign or transfer this Agreement or any of its rights, interests, or obligations hereunder without the prior written consent of the other Party.

**12. Insurance.** Certificates evidencing insurance obtained shall be furnished upon request. RiseUp will obtain and maintain a comprehensive general liability policy that names the School District as an additional insured. The limits of the policy will include one million five hundred thousand dollars (\$1,500,000) for each occurrence, covering bodily and personal injury and property damage.

**13. Indemnification.** The School District and RiseUp agree to defend, indemnify, and hold each other and their officers, employees, and agents harmless from and against any liability, loss, expense (including attorneys' fees), or claims of injury or damages arising out of the performance of the terms of this Agreement, but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of the indemnifying member, and/or its officers, employees, or agents.

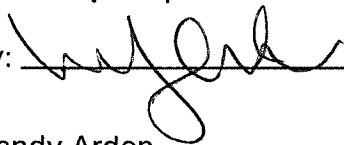
**14. Amendment/Modification.** This Agreement may be amended or modified only by a writing executed by the Parties. No custom or practice of the Parties at variance with the terms hereof will have any effect.

15. **Entire Agreement.** This Agreement constitutes the entire agreement and understanding of the parties relative to the subject matter hereof. The Parties have not relied upon any promises, representations, warranties, agreements, covenants, or undertakings other than those expressly set forth or referred to herein. This Agreement replaces and supersedes all prior oral or written agreements, representations, and discussions relating to such subject matter.

**IN WITNESS HEREOF**, the Parties have executed this Agreement as of the date first written above.

**RiseUp Partnership**

Date: 6/12/25

By: 

Mandy Arden  
Executive Director

**Goodhue County Education District**

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

By: \_\_\_\_\_  
ITs: Chair

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

By: \_\_\_\_\_  
ITs: Clerk



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

Pursuant to due call and notice thereof, a School Board meeting of School District No. 6051, State of Minnesota, was held on June 26, 2025 at 7:00 PM., for the purpose, in part, of approving the Education District's Long-Term Facility Maintenance budget.

\_\_\_\_\_ introduced the following resolution and moved its adoption:

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

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

The School Board of School District 6051 has approved the Long-Term Facility Maintenance Ten Year Plan for the Goodhue County Education District #6051 facilities for 2025-2035. The various components of this plan are attached.

The motion for the adoption of the foregoing resolution was duly seconded by \_\_\_\_\_ and, upon vote being taken thereon, the following voted in favor thereof:

And the following voted against the same:

Whereupon said resolution was declared duly passed and adopted.

STATE OF MINNESOTA

COUNTY OF Goodhue

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

WITNESS MY HAND officially as such Clerk this \_\_\_\_ day of \_\_\_\_\_, 2025.

\_\_\_\_\_  
Clerk

School District No. 6051





## Fiscal Year (FY) 2027 Application for Long-Term Facilities Maintenance Revenue Statement of Assurances

**General Information:** Minnesota school districts, intermediate school districts, cooperative districts, joint powers applying for Long-Term Facilities Maintenance revenue (LTFM) under Minnesota Statutes 2024, section 123B.595 must annually complete the Application for Long-Term Facilities Maintenance Revenue – Statement of Assurances (ED-02477). The application must be submitted to the Minnesota Department of Education (MDE) by July 31, 2025. Submit to [Sarah C. Miller](mailto:Sarah.C.Miller@mde.state.mn.us) (MDE.Facilities@state.mn.us) along with other required LTFM documentation. **Do not mail a hard copy. Please email this form with other required documentation.**

### Identification Information


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

1. All estimated expenditures included in the attached Ten-Year Plan Expenditure spreadsheet under Health and Safety and entered into the MDE Health and Safety data submission system are for allowed health and safety uses under Minnesota Statutes 2024, section 123B.595, subd. 10, paragraph (a), clause (3), Minnesota Statutes 2024, section 123B.57, subd. 6, and the MDE Long-Term Facilities Maintenance Guide for Allowable Expenditures, Section E, Health and Safety Qualifying Criteria, and Section F, Additional Requirements Regarding Health and Safety. None of the estimated expenditures included in the attached Ten-Year Plan Expenditure spreadsheet under Health and Safety and entered into the MDE Health and Safety System are for uses prohibited under Minnesota Statutes 2024, section 123B.595, subd. 11.
2. All estimated expenditures included in the attached Ten-Year Plan Expenditure spreadsheet under Accessibility and Deferred Maintenance are for allowed uses under Minnesota Statutes 2024, section 123B.595, subd. 10, paragraph (a), clauses (1) and (2) and the MDE Long-Term Facilities Maintenance Guide for Allowable Expenditures, Section C, Deferred Maintenance Qualifying Criteria or Section D, Disabled Access Qualifying Criteria. None of the estimated expenditures included in the attached Ten-Year Plan Expenditure spreadsheet under Accessibility and Deferred Maintenance are for uses prohibited under Minnesota Statutes 2024, section 123B.595, subd. 11.
3. All actual expenditures to be reported in Uniform Financial Accounting and Reporting Standards (UFARS) for FY 2027 under Finance Codes 347, 349, 352, 358, 363 and 366 will be for allowed health and safety uses under Minnesota Statutes 2024, section 123B.595, subd. 10, paragraph (a), clause (3), Minnesota Statutes 2024, section 123B.57, subd. 6, and the MDE Long-Term Facilities Maintenance Guide for Allowable Expenditures, Section E, Health and Safety Qualifying Criteria, and Section F, Additional Requirements Regarding Health and Safety. None of the actual expenditures reported in these finance codes will be for uses prohibited under Minnesota Statutes 2024, section 123B.595, subd. 11.
4. All actual expenditures to be reported in UFARS for FY 2027 under Finance Codes 367, 368, 369, 370, 379, 380, 381, 382, 383 and 384 for Accessibility and Deferred Maintenance will be for allowed uses under Minnesota Statutes 2024, section 123B.595, subd. 10, paragraph (a), clauses (1), (2) and (4) and the MDE Long-Term Facilities Maintenance Guide for Allowable Expenditures, Section C, Deferred Maintenance Qualifying Criteria or Section D, Disabled Access Qualifying Criteria. None of the actual expenditures reported in these finance codes will be for uses prohibited under Minnesota Statutes 2024, section 123B.595, subd. 11. **Effective FY 2025 and if applicable, provisions for a gender-neutral, single-user restroom are included in The LTFM plan (Finance Code 384 must be used with Course Code 684).**
5. The district will maintain a description of each project funded with long-term facilities maintenance revenue that will provide enough detail for an auditor to determine the cost of the project and if the work qualifies for revenue (Minn. Stat. 127A.41, subd. 3[2024]).
6. The district’s plan includes provisions for implementing a health and safety program that complies with health, safety and environmental regulations and best practices, including indoor air quality management and mandatory lead in water testing, remediation and reporting (Minn. Stat. 121A.335 [2024]). **The district’s ten-year plan does not include a request for a second-time project cost for: (1) replacement of an existing mechanical ventilation system to the current Minnesota State Mechanical Code/American Society of Heating, Refrigerating, and Air-Conditioning Engineers (ASHRAE) guidelines; or, (2) to provide a level of approximately 15 Cubic Feet per Minute (CFM) per person.**

### Certification of Statement of Assurances

Signature – <b>Must be signed</b> by Superintendent or Cooperative Unit Director:	Name – Superintendent or Cooperative Director (Please print)  <div style="text-align: center;">77</div>	Date:
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 Division of School Finance 400 NE Stinson Blvd Minneapolis, MN 55413		Long-Term Facility Maintenance Ten-Year Expenditure Application (LTFM) - Fund 01 and Fund 06 Projects Only										ED - 02478-11
Instructions: Enter estimated, allowable LTFM expenditures (Fund 01 and/or Fund 06 only) under Minnesota Statutes 2024, section 1238.595, subd. 10. Enter by Uniform Financial and Accounting Reporting Standards (UFARS) finance code and by fiscal year in the cells provided.												
District Info.		(REQUIRED) Enter Information		District Info.		(REQUIRED) Enter Information						
District Name:	Goodhue County Education District	Date:	6/5/2025									
District Number:	6051-61	Email:	lparadis@gced.k12.mn.us									
District Contact Name:	Jackie Paradis											
Contact Phone #	651-388-4441											
Expenditure Categories		Fiscal Year (FY) Ending June 30										
Health and Safety - this section excludes project costs in Category 2 of \$100,000 or more for which additional revenue is requested for Finance Codes 358, 363 and 366.		2025 (base year)	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
Finance Code	Category (1)											
347	Physical Hazards	\$15,108	\$105,561	\$16,028	\$16,509	\$17,004	\$17,514	\$18,039	\$18,580	\$19,137	\$19,711	\$20,302
349	Other Hazardous Materials	\$350	\$361	\$371	\$382	\$393	\$405	\$417	\$430	\$443	\$456	\$470
352	Environmental Health and Safety Management	\$4,150	\$4,275	\$4,403	\$4,535	\$4,671	\$4,811	\$4,955	\$5,104	\$5,257	\$5,415	\$5,577
358	Asbestos Removal and Encapsulation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
363	Fire Safety	\$2,500	\$2,575	\$2,652	\$2,732	\$2,814	\$2,898	\$2,985	\$3,075	\$3,167	\$3,262	\$3,360
366	Indoor Air Quality	\$1,150	\$0	\$1,220	\$1,257	\$1,295	\$1,334	\$1,374	\$1,415	\$1,457	\$1,501	\$1,546
	<b>Total Health and Safety Capital Projects - Category (1)</b>	<b>\$23,258</b>	<b>\$112,772</b>	<b>\$24,674</b>	<b>\$25,415</b>	<b>\$26,177</b>	<b>\$26,962</b>	<b>\$27,770</b>	<b>\$28,604</b>	<b>\$29,461</b>	<b>\$30,375</b>	<b>\$31,255</b>
Finance Code	Category (2)											
358	Asbestos Removal and Encapsulation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
363	Fire Safety	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
366	Indoor Air Quality	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Total Health and Safety Capital Projects \$100,000 or More - Category (2)</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Remodeling for Approved Voluntary Pre-K under Minnesota Statutes, section 124D.151												
Finance Code	Category 3 (a)											
355	Remodeling for prekindergarten (Pre-K) instruction approved by the commissioner.	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Total Remodeling for Approved Voluntary Pre-K Projects - Category 3(a)</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Remodeling for Gender-Neutral Single-User Restrooms												
Finance/Course Codes	Category 3 (b) LTFM REVENUE EFFECTIVE FY 2025											
384 and 684	Remodeling for gender-neutral single user restroom per site.	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Total Remodeling for Gender-Neutral Single User Projects - Category 3(b)</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Accessibility												
Finance Code	Category (4)											
367	Accessibility	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Total Accessibility Projects - Category (4)</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Deferred Capital Expenditures and Maintenance Projects												
Finance Code	Category (5)											
368	Building Envelope	\$2,500	\$1,000	\$52,652	\$2,732	\$2,814	\$2,898	\$2,985	\$3,075	\$3,167	\$3,262	\$3,360
369	Building Hardware and Equipment	\$9,500	\$5,000	\$10,079	\$10,381	\$10,692	\$11,013	\$11,343	\$11,683	\$12,033	\$12,394	\$12,766
370	Electrical	\$4,000	\$4,000	\$4,244	\$4,371	\$4,502	\$4,637	\$4,776	\$4,919	\$5,067	\$5,219	\$5,376
379	Interior Surfaces	\$15,000	\$7,500	\$15,914	\$16,391	\$16,883	\$17,389	\$17,911	\$18,448	\$19,001	\$19,571	\$20,158
380	Mechanical Systems	\$16,860	\$17,366	\$17,887	\$18,424	\$18,977	\$19,546	\$20,132	\$20,736	\$21,358	\$21,999	\$22,659
381	Plumbing	\$3,500	\$2,500	\$3,713	\$3,824	\$3,939	\$4,057	\$4,179	\$4,304	\$4,433	\$4,566	\$4,703
382	Professional Services and Salary	\$3,500	\$2,500	\$3,713	\$3,824	\$3,939	\$4,057	\$4,179	\$4,304	\$4,433	\$4,566	\$4,703
383	Roof Systems (normally below \$100,000 unless the school chooses not to receive additional revenue for \$100K or more roofing project/site/year - pending 2025 Legislation)	\$0	\$5,000	\$5,150	\$5,305	\$5,464	\$5,628	\$5,797	\$5,971	\$6,150	\$6,335	\$250,000
384	Site Projects	\$47,000	\$22,000	\$47,000	\$47,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$0
	<b>Total Deferred Capital Expenditures and Maintenance Projects - Category (5)</b>	<b>\$101,860</b>	<b>\$66,866</b>	<b>\$160,352</b>	<b>\$112,252</b>	<b>\$82,210</b>	<b>\$84,225</b>	<b>\$86,302</b>	<b>\$88,440</b>	<b>\$90,642</b>	<b>\$92,912</b>	<b>\$323,725</b>
Deferred Capital Expenditures for Roofing Projects - Additional Revenue for \$100,000 or more project/site/year												
Finance Code	Category (6)											
383	Roofing Systems - pending 2025 Legislation and if passed effective FY 2027											
	<b>Total Deferred Capital Expense and Maintenance - Category (6)</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Total Annual 10-Year Plan Expenditures</b>		<b>\$125,118</b>	<b>\$179,638</b>	<b>\$185,026</b>	<b>\$137,667</b>	<b>\$108,387</b>	<b>\$111,187</b>	<b>\$114,072</b>	<b>\$117,044</b>	<b>\$120,103</b>	<b>\$123,287</b>	<b>\$354,980</b>
Fund Balance Section												
Fund 01		FY 25 and 26 Revenue Projection Model Revenue				FY 27 Revenue Projection Model Ten-Year Spreadsheet						
	Beginning Fund Balance 01-467-XX	\$111,091	\$86,031	\$6,393	-\$78,633	-\$116,300	-\$124,687	-\$135,874	-\$149,946	-\$166,990	-\$187,093	-\$210,380
	LTFM Fiscal Year Revenue - Levy	\$100,118	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000
	LTFM Fiscal Year Revenue - AID if Applicable	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	LTFM Fiscal Year Revenue Other	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	LTFM Transfer IN from Fund 06 if applicable (see transfer guidance tab)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
LEVY Page 10, Line 421	LTFM Deduction for applicable Cooperative/Intermediate Member District Levy	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	LTFM Transfer OUT from Fund 01 if applicable (see transfer guidance tab)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	LTFM Transfer OUT if applicable - Special Legislation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	LTFM Estimated Fiscal Year Expenditures	\$125,118	\$179,638	\$185,026	\$137,667	\$108,387	\$111,187	\$114,072	\$117,044	\$120,103	\$123,287	\$354,980
	<b>Ending Fiscal Year Fund Balance 01-467-XX</b>	<b>\$86,031</b>	<b>\$6,393</b>	<b>-\$78,633</b>	<b>-\$116,300</b>	<b>-\$124,687</b>	<b>-\$135,874</b>	<b>-\$149,946</b>	<b>-\$166,990</b>	<b>-\$187,093</b>	<b>-\$210,380</b>	<b>-\$465,360</b>
Fund 06												
	Beginning Fund Balance 06-467-XX	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	LTFM Fiscal Year Bonded Revenue	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	LTFM Fiscal Year Revenue Other	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	LTFM Transfer IN from Fund 01 if applicable (see transfer guidance tab)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	LTFM Transfer OUT from Fund 06 if applicable (see transfer guidance tab)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Other Transfers	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	LTFM Estimated Fiscal Year Expenditures	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Ending Fiscal Year Fund Balance 06-467-XX</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
End of worksheet												

C. Goodhue County Health and Human Services (GCHHS) and Goodhue County Education District (GCED) contracts for FY25.

80



**Goodhue County Health and Human Service Professional Service Agreement**  
**With Goodhue County Education District**

**Goodhue County Education District(s)(GCED) (#252, #253, #256, #813, #2172, #2805) located at 395 Guernsey Lane, Red Wing, MN 55066, hereafter referred to as the “Agency” and**

**Goodhue County Health & Human Services, 426 West Avenue, Red Wing, Minnesota 55066 hereafter referred to as the “Contractor” enter into this agreement for the period from July 1, 2025 to June 30, 2026.**

This contract may be extended by written agreement between the Agency and the Contractor.

**WITNESSETH**

WHEREAS, the Contractor is an organization licensed by the Department of Human Services and the Minnesota Department of Health to provide **Case Management and Supportive Family Based Services;**

WHEREAS, the Contractor and the Agency agree to participate in providing Interagency coordinated services and programs for children; and

WHEREAS, it is to the Contractor’s and the Agency’s best interest, the community’s benefit, and the enhancement of Children’s Mental Health to provide a clinical and family based component in order for children with disabilities to satisfactorily progress emotionally, socially and educationally; and

WHEREAS, the Contractor is required to provide mental health services in accordance with the Comprehensive Mental Health Act; and

NOW, THEREFORE, in consideration of the mutual understandings and agreements set forth, the Agency and the Contractor agree as follows:

1. **Agency and Contractor Duties:**

The Goodhue County Education District agrees to provide funding towards these collaborative services and the contractor agrees to furnish the following:

1.	<u>Child General Case Management - 193X</u>	<u>\$229,679.00</u>
2.	<u>Child Rule 79 Case Management - 490X</u>	<u>\$107,161.00</u>
3.	<u>Family Based Counseling—162X</u>	<u>\$64,297.00</u>
4.	<u>Family Group Decision Making—166X</u>	<u>\$10,716.00</u>

Agency agrees to provide the facility, including appropriate space for the provision of mental health including the services for children/families enrolled in the program. The classrooms and other facilities in which students receive instruction, related services and supplemental aids and services shall be essentially equivalent to regular education programming, shall provide an atmosphere conducive to learning, and shall meet student’s special physical, sensory, and emotional needs.

NOW THEREFORE, IT IS AGREED, by and between the Contractor and the Agency, the conditions of the contract as follows:

- a. Provide direct individual, group and family services to qualified students with disabilities in the Goodhue County Education District. The IEP/IFSP of these qualified students with disabilities contains documentation of the need for the services.
- b. Provide direct services to the parents (guardians) and families of the Interagency County Education District Program children through <sup>80</sup>parent education, case management, crisis planning and intervention, and mental health consultation.

- c. Serve as support liaison between home, school, and community agencies. Case managers and social workers will participate in an interagency committee related to children in the Education District school child study team meetings on children served. In addition to providing general clinical input, the case managers and social workers will complete evaluations and make recommendations for program placement transition.
- d. Ensure that the mental health professional shall participate on an interagency County Education District committee to consider the special needs and develop appropriate services for each student.
- e. Provide mental health consultation to special education staff, regular education staff, school administrators, and other Agency personnel as appropriate.
- f. The Contractor will employ social worker to provide services to children with school attendance concerns. All County social workers must pass the State Merit System exam and be “certified” by Minnesota Merit System for County hire. Personnel may also hold licenses from Board of Teaching, Commissioner of MDE or Board of Social Work.
- g. A Mental Health Practitioner Social Workers/Family Therapist/Consultant will be subcontracted through the contractor for the length of this contract.
- h. Direct service will be provided according to student’s IEP/IFSP each day school is in session, including the regular school year, extended school year and beyond. The student’s IEP/IFSP will document need for services, including need for extended school year.
- i. Schedule flexibility will be allowed so that evening parent education and family services may be provided and the mental health component can be integrated and coordinated with the education component.
- j. Services will consist of program development and implementation, including case management diagnostic assessments, crisis planning and intervention, treatment planning, individual and group counseling, parent education, family counseling, consultation, team meetings, report writing, and meeting other applicable policies and procedures of the Contractor and the Agency. The process of providing a service offered through this contractual agreement will be done as an IEP/IFSP team decision function and not solely by a decision of a district or Contractor.
- k. Direct clinical time and direct administrative supervision will be provided by the Contractor staff.

2. Cost and Delivery of Purchased Services

- a. The total amount to be paid to the Contractor for the Purchased Services shall not exceed **\$411,853.00**
- b. It is understood and agreed that in the event the reimbursement to the Contractor and/or the County from State and Federal sources is not obtained and continued at a level sufficient to allow for the purchase of the indicated quantity of Purchased Services, the obligations for each party hereunder shall thereupon be modified or terminated; notification by the party seeking modification/termination must be served on all parties at least 60 days prior to proposed action.
- c. The Director of Special Education for Goodhue County Education District and the Director of Goodhue County Health & Human Services shall be responsible for oversight of the contracted services when such services are being submitted for reimbursement for special education aids.

3. Eligibility for Services

Eligibility for services under this contract shall be:

- a. All children must have legal residence in Goodhue County as per MN Statute 120A.22.
- b. All children must be identified as disabled according to Minnesota Department of Education regulations and be in need of special education services.
- c. All children determined to be eligible for the Setting IV must be at least three (3) years old but less than twenty-one (21) years old.
- d. The Contractor and the Agency shall secure, and then share:
  - 1. Joint release of information.
  - 2. Assessment report (child).
  - 3. ISP, IEP.

4. Parent Conference/Periodic Review(s) Reports.

Written reports shall contain documentation of student progress toward ISP, IEP Goals/Objectives.

- e. The Contractor shall follow established written due process procedures for terminating services to a client. The Agency shall be notified in 30 days.

4. Payment for Purchased Services

The Contractor will invoice the Agency in July of each year for the previous SFY. The Agency shall reimburse the Contractor 100 percent of the billed costs for the provision of the services in item 1 within 60 days of receipt of the bill.

5. Audit and Record Disclosures

- a. Allow Director of the Contractor and the Minnesota Department of Human Services access to the Agency's facility records at regular office hours to exercise their responsibility to monitor Purchased services.
- b. Records pertaining to the contract at the Contractor's Offices and the Agency's offices for three years for audit purposes.

6. Safeguard of Client Information

The use or disclosure by any party of information concerning an eligible client in violation of any rule of confidentiality provided for in the MN Data Practices Act, HIPAA or FERPA, or for any purpose not directly connected with the Contractor and the Agency responsibility with respect to the Purchased Services hereunder is prohibited except on written consent of such eligible client, the client's attorney or the client's responsible parent or guardian.

7. Equal Employment Opportunity and Civil Right Non-Discrimination

The Contractor agrees to comply with the Civil Rights Act of 1964, Title VII (42 USC 2000e); including Executive Order No. 11246, and Title VI (42 USC 2000d); and the Rehabilitation Act of 1973, as amended by Section 504; Minnesota Statutes, section 363A.02; and all applicable federal and state laws, rules regulations and orders prohibiting discrimination in employment, facilities and services. The Contractor shall not discriminate in employment, facilities, and in the rendering of Purchased Services hereunder on the basis of race, color, religion, age, gender, sexual orientation, disability, marital status, public assistance status, creed, or national origin.

8. Fair Hearing and Grievance Procedures

Contractor agrees to provide for a fair hearing and grievance procedure in conformance with Minnesota Statute; section 256.045, and in conjunction with the Fair Hearing and Grievance Procedures established by administrative rules of the State Department of Human Services and administrative rules of the Department of Education.

9. Bonding, Indemnify, Insurance and Audit Clause

- a. Bonding: Contractor shall obtain and maintain at all times, during the term of this agreement, a fidelity bond covering the activity of its personnel authorized to receive or distribute monies, in an amount not less than 1/6 of the not to exceed total in 2.a.
- b. Indemnify: Contractor agrees that it will, at all times, indemnify and hold harmless the Agency from

any and all liability, loss, damages, costs of expenses which may be claimed against the Contractor:

1. By reason of any service client's suffering personal injury, death, or property loss, or damages either while participating in or receiving services from the Contractor under this agreement, or
2. By reason of the service client's causing injury to, or damage to, the property of another Person during any time when the Contractor or his assigns, or employee thereof, has undertaken or is furnishing the care and service called for under this agreement.

c. Insurance: The Contractor further agrees, in order to protect itself and the Agency under the indemnity provisions set forth above, to at all times during the term of this contract, have and keep in force a liability insurance policy of not less than \$1,000,000/\$3,000,000.

d. Audit: The Contractor agrees that within 60 days after the termination date of this contract, an audit of said records will be conducted by a Certified Public Accounting firm, with a copy of same available to the Agency upon request.

10. Conditions of the Parties' Obligations

a. Before the termination date specified in Section 1 of this agreement, the Contractor and the Agency may evaluate the performance of this agreement to determine whether such performance merits review of this agreement.

b. Any alterations, variations, modifications, or waivers of provisions of this agreement shall be valid only when they have been submitted in writing, duly signed, and attached to the original of this agreement.

c. No claim for services furnished by the Contractor, not specifically provided in this agreement, will be allowed by the Agency.

11. Subcontracting

The Contractor and the Agency may enter into subcontracts for any of the goods and services contemplated under this agreement without prior written notification. All subcontracts shall be subject to the requirements of this contract. The Contractor and the Agency shall be responsible for the performance of any subcontractor retained by that party in performance of its duties under this contract.

12. Miscellaneous

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 hereof, as well as any previous agreements presently in effect between the Contractor and the Agency relating to the subject matter hereof.

IN WITNESS WHEREEEOF, the Contractor and the Agency have executed this Agreement as of the day and year first above written.

APPROVED BY:

By: \_\_\_\_\_ Date \_\_\_\_\_  
**Agency:** GCED Board Chair

By: \_\_\_\_\_ Date \_\_\_\_\_  
**Agency:** GCED Director

By: \_\_\_\_\_ Date \_\_\_\_\_  
**Contractor:** GCHHS Board Chair

By: \_\_\_\_\_ Date \_\_\_\_\_  
**Contractor:** GCHHS Director

By: \_\_\_\_\_ Date \_\_\_\_\_  
Goodhue County Attorney

**Goodhue County Education District Professional Service Agreement**  
**With Goodhue County Health and Human Services**

The **Goodhue County Health & Human Services**, 426 West Avenue, Red Wing, Minnesota 55066, hereafter referred to as the "Agency" and

**Goodhue County Education District(s)** (#252, #253, #256, #813, #2172, #2805) located at 395 Guernsey Lane, Red Wing, MN 55066 hereafter referred to as the "Contractor" enter into this agreement for the period from **July 1, 2025** to **June 30, 2026**.

This contract may be extended by written agreement between the Agency and the Contractor.

**WITNESSETH**

WHEREAS, The Contractor is an organization certified by the Minnesota Department of Education to provide **Educational Assistance setting IV Special Education Services**;

WHEREAS, the Contractor and the Agency agree to participate in providing Interagency coordinated services and programs for children; and

WHEREAS, it is to the Contractor and the Agency best interest, the community's benefit, and the enhancement of Children's Mental Health to provide a clinical and family based component in order for children with disabilities to satisfactorily progress emotionally, socially and educationally; and

WHEREAS, the Contractor along with the Agency will fund the Setting IV and Early Childhood Programs for Children; and

NOW, THEREFORE, in consideration of the mutual understandings and agreements set forth, the Contractor and the Agency agree as follows:

1. **Agency and Contractor's Duties**

The Goodhue County Health & Human Services agrees to provide funding towards these collaborative services and the Contractor agrees to furnish the following:

- |    |  |                            |
|----|--|----------------------------|
| 1. | <b><u>Educational Assistance setting IV - 139X</u></b> | <b><u>\$582,663.00</u></b> |
|----|--|----------------------------|

Contractor agrees to provide the facility, including appropriate space for the provision of mental health including the services for children/families enrolled in the program. The classrooms and other facilities in which students receive instruction, related services and supplemental aids and services shall be essentially equivalent to regular education programming, shall provide an atmosphere conducive to learning, and shall meet student's special physical, sensory, and emotional needs.

NOW THEREFORE, IT IS AGREED, by and between the Contractor and the Agency, the conditions of the contract as follows:

- a. Direct service will be provided according to student's IEP/IFSP each day school is in session, including the regular school year, extended school year and beyond. The student's IEP/IFSP will document need for services, including need for extended school year.
- b. Schedule flexibility will be allowed so that evening parent education and family services may be provided and the mental health component can be integrated and coordinated with the education component.
- c. Services will consist of program development and implementation, including diagnostic assessments, treatment planning, individual and group counseling, parent education, family counseling, consultation,

team meetings, report writing, and meeting other applicable policies and procedures of the Contractor and the Agency. The process of providing a service offered through this contractual agreement will be done as an IEP/IFSP team decision function and not solely by a decision of the Contractor or the Agency.

- d. Agency will provide school social worker to serve as a Parent Support Specialist to receive and act on referrals of children and families from parents, school, and county staff. The Parent Support Specialist will be a GCED employee. The Parent Support Specialist will be located one day per week at the GCHHS building and will take work direction from the GCHHS Social Services Supervisor that may include, but is not limited to, administration of Family Support Grant and Rule 185 case management.

2. Cost and Delivery of Purchased Services

- a. The total amount to be paid to the Contractor for the Purchased Services shall not exceed **\$582,663.00.**
- b. It is understood and agreed that in the event the reimbursement to the Contractor and/or the County from State and Federal sources is not obtained and continued at a level sufficient to allow for the purchase of the indicated quantity of Purchased Services, the obligations for each party hereunder shall thereupon be modified or terminated; notification by the party seeking modification/termination must be served on all parties at least 60 days prior to proposed action.
- c. The Director of Special Education for Goodhue County Education District and the Director of Goodhue County Health & Human Services shall be responsible for oversight of the contracted services when such services are being submitted for reimbursement for special education aids.

3. Eligibility for Services

Eligibility for services under this contract shall be:

- a. All children must have legal residence in Goodhue County as per MN Statute 120A.22.
- b. All children must be identified as disabled according to Minnesota Department of Education regulations and be in need of special education services.
- c. All children determined to be eligible for the Setting IV must be at least three (3) years old but less than twenty-one (21) years old.
- d. The Contractor and the Agency shall secure, and then share:
  1. Joint release of information.
  2. Assessment report (child).
  3. ISP, IEP.
  4. Parent Conference/Periodic Review(s) Reports.

Written reports shall contain documentation of student progress toward ISP, IEP Goals/Objectives.

- e. The Contractor shall follow established written due process procedures for terminating services to a client. The Agency shall be notified in 30 days.

4. Payment for Purchased Services

- a. Certification of expenditures: The Contractor shall submit invoices for Contract Services provided, to the Agency in January and July of each year. The invoice shall show total program and administrative expenditures for the SFY.

5. Audit and Record Disclosures

- a. Allow Director of the Agency and the Minnesota Department of Human Services access to the Contractor's facility records at regular office hours to exercise their responsibility to monitor purchased

services.

- b. Records pertaining to the contract at the Contractor offices and the Agency offices for three years for audit purposes.

6. Safeguard of Client Information

The use or disclosure by any party of information concerning an eligible client in violation of any rule of confidentiality provided for in the MN Data Practices Act, HIPAA or FERPA, or for any purpose not directly connected with the Contractor's or Agency's responsibility with respect to the Purchased Services hereunder is prohibited except on written consent of such eligible client, the client's attorney or the client's responsible parent or guardian.

7. Equal Employment Opportunity and Civil Right Non-Discrimination

The Contractor agrees to comply with the Civil Rights Act of 1964, Title VII (42 USC 2000e); including Executive Order No. 11246, and Title VI (42 USC 2000d); and the Rehabilitation Act of 1973, as amended by Section 504; Minnesota Statutes, section 363A.02; and all applicable federal and state laws, rules regulations and orders prohibiting discrimination in employment, facilities and services. The Contractor shall not discriminate in employment, facilities, and in the rendering of Purchased Services hereunder on the basis of race, color, religion, age, gender, sexual orientation, disability, marital status, public assistance status, creed, or national origin.

8. Fair Hearing and Grievance Procedures

The Contractor agrees to provide for a fair hearing and grievance procedure in conformance with Minnesota Statute; section 256.045, and in conjunction with the Fair Hearing and Grievance Procedures established by administrative rules of the State Department of Human Services and administrative rules of the Department of Education.

9. Bonding, Indemnify, Insurance and Audit Clause

a. Bonding: The Contractor shall obtain and maintain at all times, during the term of this agreement, a fidelity bond covering the activity of its personnel authorized to receive or distribute monies, in an amount not less than 1/6 of the not to exceed total in 2.a.

b. Indemnify: The Contractor agrees that it will, at all times, indemnify and hold harmless the Agency from any and all liability, loss, damages, costs of expenses which may be claimed against the Contractor or Agency:

- 1. By reason of any service client's suffering personal injury, death, or property loss, or damages either while participating in or receiving from the Contractor under this agreement, or while on premises owned, leased or operated by the Contractor, or while being transported to or from said premises in any vehicle owned, operated, chartered or otherwise contracted for by the Contractor or his assigns; or
- 2. By reason of the service client's causing injury to, or damage to, the property of another person during any time when the Contractor or his assigns, or employee thereof, has undertaken or is furnishing the care and service called for under this agreement.

c. Insurance: The Contractor further agrees, in order to protect itself and the Agency under the indemnity

provisions set forth above, to at all times during the term of this contract, have and keep in force a liability insurance policy of not less than \$1,000,000/\$3,000,000.

d. Audit: The Contractor agrees that within 60 days after the termination date of this contract, an audit of said records will be conducted by a Certified Public Accounting firm, with a copy of same available to the Agency upon request.

10. Conditions of the Parties' Obligations

a. Before the termination date specified in Section 1 of this agreement, the Contractor and the Agency may evaluate the performance of this agreement to determine whether such performance merits review of this agreement.

b. Any alterations, variations, modifications, or waivers of provisions of this agreement shall be valid only when they have been submitted in writing, duly signed, and attached to the original of this agreement.

c. No claim for services furnished by the Contractor, not specifically provided in this agreement, will be allowed by the Agency.

11. Subcontracting

The Contractor and the Agency may enter into subcontracts for any of the goods and services contemplated under this agreement without prior written notification. All subcontracts shall be subject to the requirements of this contract. The Contractor and the Agency shall be responsible for the performance of any subcontractor retained by that party in performance of its duties under this contract.

12. Miscellaneous

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 hereof, as well as any previous agreements presently in effect between the Contractor and the Agency relating to the subject matter hereof.

IN WITNESS WHEREEOF, the Contractor and the Agency have executed this Agreement as of the day and year first above written.

APPROVED BY:

By: \_\_\_\_\_  
**Agency:** GCHHS Board Chair

\_\_\_\_\_  
Date

By: \_\_\_\_\_  
**Agency:** GCHHS Director

\_\_\_\_\_  
Date

By: \_\_\_\_\_  
**Contractor:** GCED Board Chair

\_\_\_\_\_  
Date

By: \_\_\_\_\_  
**Contractor:** GCED Director

\_\_\_\_\_  
Date

By: \_\_\_\_\_  
Goodhue County Attorney

\_\_\_\_\_  
Date

- VIII. **Other:** **91**
- **The Special Education Legislative Summit (SELS) is being held July 13-16 in Washington DC. Agenda is attached.**
  - **The 4th CASE Collective will be held on June 30, 2025.**

## Sunday, July 13

3:00 pm – 3:30 pm	<b>Welcome and Introductions (Edison Ballroom)</b> Julie Bost and Kevin Rubenstein
3:30 pm - 4:00 pm	<b>“Washington Update”</b> Myrna Mandlawitz & Kuna Tavalin
4:00 pm - 5:00 pm	<b>“Opening Keynote”</b> CMF Speaker
5:00 pm – 5:15 pm	<b>Wrap-up/ Next Day Overview</b>
5:15 pm – 6:30 pm	<b>Reception</b>

## Monday, July 14

8:30 am – 9:15 am	<b>Breakfast (Edison Ballroom)</b>
9:15 am – 9:30am	<b>Kickoff</b> Julie Bost and Kevin Rubenstein
9:30 am – 10:00 am	<b>“Anatomy of a Hill Visit”</b> Myrna Mandlawitz & Kuna Tavalin
10:00 am – 11:00 am	<b>Issue Brief: Mental Health</b> Myrna Mandlawitz, Moderator
11:00 am – 11:30 am	<b>Team Time</b>
11:00 am – 11:45 am	<b>Break Available</b>
11:45 am – 12:45 pm	<b>Issue Brief: Appropriations</b> Kuna Tavalin, Moderator
12:45 pm – 1:00 pm	<b>Team Time</b>
1:00 pm – 2:00 pm	<b>Lunch and State Team Time</b>
2:00 pm – 3:00 pm	<b>Issue Brief: Educator Shortage</b> Laurie VanderPloeg, Moderator
3:00 pm – 3:30 pm	<b>Team Time</b>
3:00 pm – 3:45 pm	<b>Break Available</b>
3:45 pm – 4:00 pm	<b>Wrap-up/ Next Day Overview</b> Julie Bost and Kevin Rubenstein
4:00 pm – 5:00 pm	<b>Optional Team Time</b>

## Tuesday, July 15

7:30 am - 11:00 am	<b>State Team Photos(schedule in advance)</b>
8:00 am – 9:00 am	<b>Grab-and-Go Coffee/Snack (Edison Ballroom)</b>
9:00 am – 5:00 pm	<b>Hill visits (See Separate Schedule)</b>
8:30 pm - 10:00 pm	<b>SELS-abration (at Light Horse)</b>

## Wednesday, July 16

9:00 am – 9:45 am	<b>Breakfast (Edison Ballroom)</b>
9:45 am – 10:15 am	<b>Reflections</b> Julie Bost and Kevin Rubenstein
10:15 am – 10:30 am	<b>Final Thoughts</b> Julie Bost and Kevin Rubenstein

Special  
Education  
Legislative  
Summit   
July 29 - August 1, 2024

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*Embrace Precision!*

  
eLuma

  
RELAY

  
GOALBOOK

  
blazer  
works

- IX. **Comments: Board/Director**
- X. **Next Meeting Date: July 24 at the Zumbrota Mazeppa MSHS.**
- XI. **Adjournment**