



Goodhue County Education District

Enhancing educational opportunities through interdistrict cooperation

ABOUT US PROGRAMS AND SERVICES MTSS PARENT/STUDENT TOOLS STAFF RESOURCES MORE...

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Important Upcoming Events/Meetings

March 3 - 9	Paraprofessional Week
March 4 - 8	GCED Spring Break
March 7	CTIC Cohort in Rochester
March 11	AT Cohort
March 12	Paperwork Celebration @ Bluff View Elementary
March 13	Paperwork Celebration @ KWES
March 14	SLD Cohort
March 14	National Pi Day
March 18	Special Education Leadership Team
March 18	Paperwork Celebration @ RBEC
March 20	Superintendent Council
March 27	Coaches & ADSIS Teachers PLC

Growing Capacity in Problem Solving

by Cherie Johnson

How's it going with your data collection system? What are you learning? Based on the data are you able to generate strong hypotheses?

The Progress, March 2019: Volume 4, Issue 7

The Progress archive

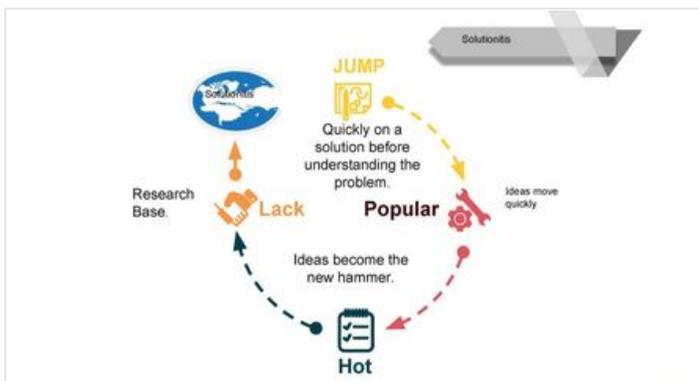
[Click here](#) to view past issues from the current school year.

Comments? Suggestions for new articles?

Contact Jillynne Raymond, jraymond@gced.k12.mn.us



**FAST Winter Assessment Window
(Option 2)
is open March 4 - 22, 2019.**



We want to eliminate "Solutionitis" from our practice; see visual to the left. As busy educators our first instinct it to jump to fixing something. This comes at the risk of a solution that does not target the actual problem.

Teams from each of our member districts are digging deeper with their learning around problem solving teams, which includes multiple tiers. Remember that problem solving is needed among each tier of instruction. See visuals to the left and below.

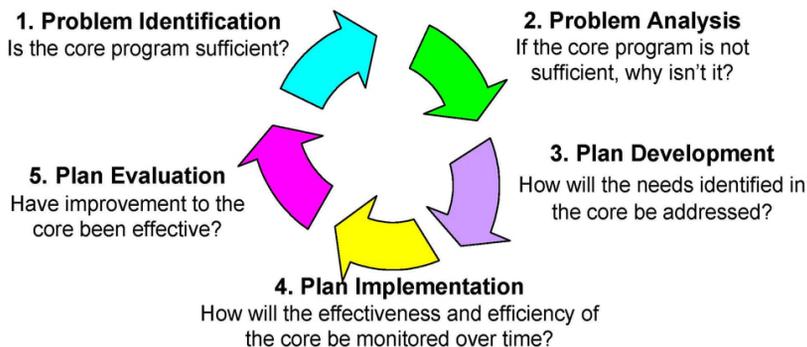
This professional development with CAREI (Center for Applied Research and Educational Improvement) forces us to slow down with each individual step of problem solving.

The problem solving process takes time and focused data analysis. If it were easy, all of the problems would have been solved. Thank you all for your continued focus and your continued learning.

It is irresponsible for a school to mobilize, initiate, and act without any conscious way of determining whether such expenditure of time and energy is having a desirable effect.
- Carl Glickman

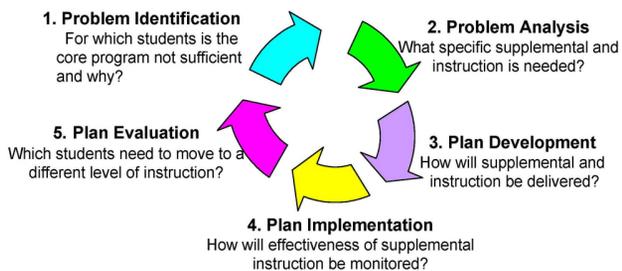
Grade Level Team Tier 1 Mission

Collaborate to provide general education instruction that meets the instructional needs for most children



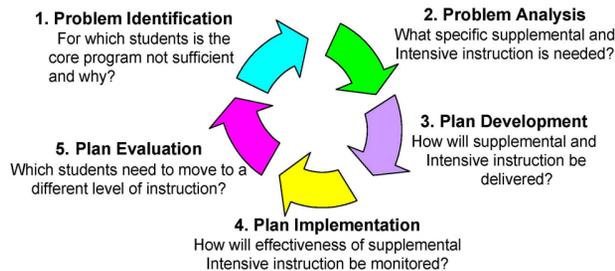
Grade Level Team Tier 2 Mission

Collaborate to provide interventions in support of students within general education that meet the instructional needs for an additional group of children



Problem Solving Tier 3 Mission

Collaborate to provide intensive interventions in support of students within general education that meet the instructional needs for students with more severe problems



MDE's Support Continues...

Webinar Series: Strengthening Tier 1 Multi-Tiered System of Supports

The Minnesota Department of Education (MDE) Special Education Division is sponsoring a webinar series this spring to provide information on practical strategies to support students' social, emotional and behavioral skill development within a multi-tiered system of support (MTSS) framework.

This series will highlight best practices based on current research from the Office of Special Education Programs (OSEP) Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS) and voices from the field to illustrate applied examples from Minnesota schools.

Minnesota educators and MTSS teams who support social-emotional and behavioral skill development of students or who are responsible for building systems to support these practices within an educational setting are encouraged to participate.

Access the webinar series from the links below. All sessions will start at 3 p.m. and last one hour. Call in to the webinar series audio at 1-206-596-0378 (toll line). For more information, contact [Erin Farrell](#) or [Janet Christensen](#).

Thursday, March 7, 2019: Evidence-based practices 1 - Using research-based programming Tier I

Join the [March 7 session](#) on research-based programming Tier I.

Thursday, March 14, 2019: Evidence-based practices 2 - Start thinking about Tier II and Tier III

Join the [March 14 session](#) on Tier II and III.

Thursday, April 11, 2019: Functional Behavior Assessment (FBA) 1: Thinking about behavior functionally

Join the [April 11 session](#) on thinking about behavior functionally.

Thursday, May 2, 2019: Behavior intervention plans using positive behavior supports

Join the [May 2 session](#) on behavior intervention plans.

We will host open sessions of these webinars at RBEC. If you wish join us for any of these webinars, please contact [Jillynne Raymond](#). Also, thank you for reading our newsletter. When you read this email jraymond@gced.k12.mn.us with the word *Support* in the subject line. If you're the first to respond you will receive an amazing prize!

2019-2020 CPI Training: **Registration Opens April 1, 2019**

For quite some time GCED and its member districts have used CPI, Crisis Prevention Intervention, for student de-escalation and physical restraint if needed, always as a last resort. The ultimate purpose of CPI is to provide the best *Care, Welfare, Safety, and Security* to all individuals involved. There are changes in the CPI training requirements beginning with the 2019-20 academic school year. Some of you may groan to hear that, but the *why* behind the change is all for the better.

CPI has raised the bar with their program and its training needs. They have added a chapter on de-escalations and have added new restraints. Also, they have made changes to the personal safety techniques, which is now called disengagement skills. All of which will help educators as they work with students that are exhibiting behavior concerns, both physical and verbally. To implement their improved program with fidelity, CPI is requiring changes to the training needs.

Our superintendent council has opted for us to use a hybrid model for the CPI training. This means that you will complete part of your training online prior to the classroom component of the training. Here is the sequence of events related to this training:

FIRST - Online Training Component: On or around August 1, 2019 you will receive an email from our Assistant Director of Special Education, Wendy Ahern. The email will include log in information for the online component of the class.

1. This online component is the same for participants in the full CPI training and in the refresher CPI training.
2. You may opt to complete this work independently, which is fine.
3. You may decide that you need/want some technical assistance while completing the online component, which is also fine and we are here to support. Trainers Wendy Ahern and Jake Smith will be available to support you while you work. If this is the right choice for you, please register at gced.k12.mn.us; options include:
 1. August 7, 2019; 8:30 to 11:30 am; RBEC
 2. August 7, 2019; 12:30 to 3:30 pm; RBEC
 3. August 13, 2019; 8:30 to 11:30 am; ZMHS
 4. August 13, 2019; 12:30 to 3:30 pm; ZMHS
4. The training will take you approximately 2.5 hours, time for which you will be paid or for which your district may use as assigned PD.
 1. You will need a hard copy of the Online Training Booklet for the training, which will be included as you access the online training.
 2. Special Education Coordinators/Directors will coordinate booklet distribution for their district staff members.
5. Complete the online training component **by August 15, 2019** with a score of 80% or higher. Note: This deadline is important to ensure fidelity of the training. Those not able to make this deadline will receive an email about their registration being cancelled. In that case, contact your building administrator to develop your individual make up plan outside of the GCED schedule.

SECOND - Classroom Training Component: The classroom training component builds on your background knowledge gained from the online training component.

1. Offered at both RBEC and ZMHS; register at gced.k12.mn.us.
2. **Prerequisite** for full and refresher sessions: Successful completion (80% or more) of your online training by 3:00 pm on **Thursday, August 15th**.
3. Full CPI Training = 7 hours with a ½ hour lunch provided on site; options include:
 1. August 19, 2019; 8:30 to 3:30 pm; ZMHS
 2. August 20, 2019; 8:30 to 3:30; RBEC
4. Refresher CPI Training = 4 hours; options include:
 1. August 19, 2019; 7:30 to 11:30 am; ZMHS
 2. August 19, 2019; 12:00 to 4:00 pm; ZMHS
 3. August 20, 2019; 7:30 to 11:30 am; RBEC
 4. August 20, 2019; 12:00 to 4:00 pm; RBEC
5. Dress comfortably for the physical portion of the training.

For new staff members trained on CPI, everything will be new. Staff members that have used CPI for multiple years will see the need for this deeper level of training. The training *will* be different. Just as we encourage our students to engage thoughtfully in their learning, we ask the same of our adults. Our increased capacity to work with challenging behaviors benefits the dysregulated student, the students' general education and special education peers, the adults, and the overall system itself.

We thank you in advance for your open growth mindset during this change. Great thanks to our Assistant Director of Special Education Wendy Ahern for her leadership and coordination with CPI across the county. We also thank our CPI instructors for their commitment to building your capacity in the use of CPI; Jen Grove (RW), Alyssa Holmquist (LC), Jake Smith (ZM), and Jessica Tlougan (GCED).

Learn & Earn: The Goodhue County Collaborative Youth Skills Training Program

by Burke Murphy



Dec 3rd completion of OSHA 10 + Soft Skills training and receiving an industry recognized credential.

2019-2020 RECRUITMENT

Recruitment is underway for Fall 2019/Sp 2020

Learn & Earn (L&E) outreach is being led by school counselors during registration period for Fall 2019 semester.

Counselors are talking with students about the opportunity to join the second cohort of up to 30 students for paid internship. Most schools are using an application that tech instructors provide students. The goal is to recruit 3 to 5 students from each school district. We are recruiting more employers and strengthening participation with employers in the broader geography of Goodhue County.

Step 1: Students speak with school counselor or Tech Ed instructor

Our Learn & Earn Program is committed to creating new platforms for success through work site learning; introducing students to occupational career pathways and building collaboration between educators and employers to align systems & resources.

Since January of 2018 we have accomplished:

- Convening 14 employers and 7 school districts
- Align schedules of Schools and Employers
- 20 students recruited, approved & registered
- Enroll, deliver, complete OSHA 10+ Soft Skills training
- 3 Student Cohort sessions - career exploration, pizza, pop
- One to one meeting with Employers
- Youth Skills Training (YST) Program Approval
- Industry Tour of two employers
- Drug testing & Safety boots
- Student Placements begin with 20 students and 12 employers

Our employer partners include:

- Acrotech Inc
- Automated Equipment
- Central Research Laboratories
- Gemini Inc
- Hearth and Home
- 3M Fall Protection
- Neufeldt Industrial Services

to see if they qualify for L&E paid career exploration.

Step 2: Students complete a L&E Student Application and submit it to their school counselor.

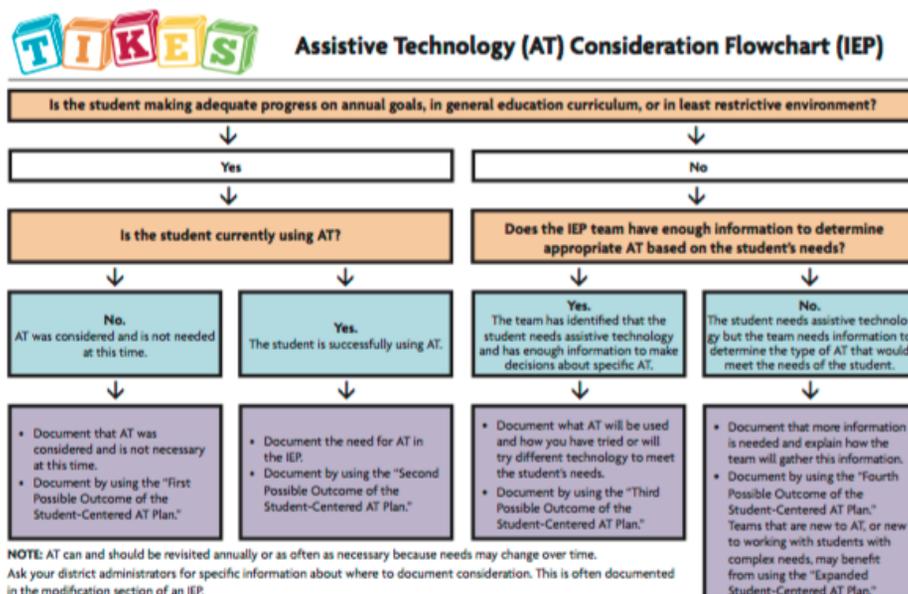
Step 3: Counselors send L&E Student Applications to Burke Murphy, Learn & Earn Coordinator.

- Red Wing Shoe Company
- SCS Elevator
- USG
- Valleycraft
- Xcel Energy

Each student placement is custom built with a work process schedule for training. Generally students will fulfill 80+ hours during the spring 2019 semester, giving them the opportunity to earn up to \$800 through May 24, 2019.



Assistive Technology (AT) Consideration Flowchart for Students with an IEP



Hands for Hope's Community Event to Increase Poverty Awareness

Hands for Hope
-Red Wing's Leaders Partnering to End Poverty Group-

The Theater of Public Policy

Presents on the issue of Poverty

Join us for an evening of exploration and fun.

The Theater of Public Policy encourages the understanding of complex ideas through improvisational comedy.

"Imagine C-SPAN being suddenly swarmed by the cast of SNL." (Minneapolis Star Tribune)

***This is a FREE community event.
ALL are welcome!***

Thursday, March 21st

6:00 pm— *Light meal catered by Liberty's Restaurant*

6:45 - 8:15 pm— *Presentation by The Theater of Public Policy*

Red Wing High School Cafeteria & Hovda Hall

Please RSVP to Jillynne Raymond by March 15th
jraymond@gced.k12.mn.us or 651.327.2426

Need transportation?

- * Free bus tokens available at the United Way, 413 West 3rd Street, Red Wing
- * Must contact Hiawathaland Transit at 1-866-623-7505 to arrange your ride.
- * Ride arrangements must be made by March 15th.

**In the Spotlight: Esther Gullixson, Music Therapist**

Esther Gullixson is in the spotlight for Music in our Schools Month. Of course, Esther celebrates music on a regular basis. Esther has provided music therapy for Red Wing Public Schools for 31 years as of March 14th. As with so many, she didn't know that she would be working in a school system, but is quite happy with the journey.

Esther grew up in Princeton, Sioux Falls and Mankato with her 5 older siblings. She attended Bethany Lutheran College originally and loved her psychology and music classes. While there, a guest speaker introduced her to music therapy, which seemed like an ideal blend of psychology and music. She transferred to UW - Eau Claire where they offered a degree in music therapy. She still was not considering working in schools. She wanted to work in a hospital setting in order to bring music to the patients. After college she gained employment at Golden Valley Health Center on their adolescent psychiatry unit. This was a good fit; she identified that she likes working with kids.

Then in March of 1988 she heard that there was an opening for a music therapist for Red Wing Public Schools. Here we are 31 years later. In addition to RWPS, she also offers music therapy at River Bluff Education Center.

Esther admits that she doesn't have a favorite age group; each age group has "all of the good stuff." The high school choir kids are so enthusiastic about singing and living life. The elementary kids are "adorable and just getting started learning." Her challenges, no matter the age group, is to keep things relevant and to keep up with the music of the time. For example, Esther recently learned Baby Shark, just as it went viral. Added to the challenge is that she serves students ranging between 3 years old and 21 years old.

The challenges are outweighed by the benefits of music therapy. It provides a creative avenue for our students. Music therapy is an opportunity to work on IEP goals and objectives. This modality can reach social skills, communication skills, fine and gross motor skills through a fun and creative way. It impacts student outcomes with its calming nature. Esther noticed recently, that one of her students is giving better eye contact when talking with peers. Also, another student that was rarely on beat is now clapping on the beat of the music. Her choir students sang at a nursing home this winter; they were bursting with pride. All of which contribute to the longevity of music therapy in RWPS. Esther also attributes the longevity to RWPS's strong music program overall, with ongoing administrative support.

Outside of school, Esther lives in Lake City with her two cats. One day a week she works for hospice with Mayo Clinic Health Care, Red Wing. She works on calligraphy as another creative outlet and sings with David Melby, who has a private music therapy practice. You may hear "David and Esther" playing at Oliver's Restaurant on March 1st at 6:30 pm; celebrate Esther and Music in our Schools month.



Esther's Favorites

- Book** = *Daily Ukele. Songs for Every Day of the Year*
- Color** = Periwinkle
- Instrument** = *Guitar*
- Musical** = *Sound of Music, Wicked*
- Song** = *Somewhere Over the Rainbow*
- Subject in Elementary** = *Math*
- Subject in Secondary** = *Choir/Orchestra*



Esther Gullixson, Music Therapy Teacher



Going the Extra Distance Award

We all understand the importance of working with teams to meet student needs. Lori Bourgoine, Special Education Teacher at Burnside, recognizes a team member for going above and beyond the job to make a difference for students and staff members:

Gaye Menke is such a dedicated team member. She rearranged her schedule to come out and help with my wheelchair students, including lifting for changing. This is not the first time Gaye has gone above and beyond for my room. Three wheelchairs at the beginning of the year were very difficult. Gaye was so great at helping us problem solve and figure out how to best meet the needs of these students. I have shared with her how much I appreciate her support but thought others should know too.



Remember that you have access to free resources through Infinitec.

AND if you are reading this, send an email to jraymond@gced.k12.mn.us with the words, *School is Cool*, in the subject line. The first person to respond wins this month's fabulous prize! Congratulations to previous winners Matt Rodgers and Caitlin T



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Goodhue County Education District is a group of six southeastern Minnesota school districts: [Cannon Falls](#), [Goodhue](#), [Kenyon-Wanamingo](#), [Lake City](#), [Red Wing](#) and [Zumbrota-Mazeppa](#). Working together, the districts provide effective and efficient educational services and funding for special education programs, staff development, extended and alternative summer school services.