



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

October: National Principals Month
 October: LD and ADHD Awareness Month
 October 3, 2016: National Child Health Day
 October 3-7, 2016: Manufacturing Week
 October 5, 2016: National Walk to School Day
 October 10-14, 2016: National School Lunch Week
 October 19, 2016: National Unity Day/Stop Bullying Day
 October 20 - 21, 2016: Education Minnesota Educator Academy (No school)
 October 21, 2016: National **Know Your Classmates Day**
 October 26 - 28, 2016: MASE Fall Leadership Conference
 October 27 - 29, 2015: National Science Teachers Association Conference

"Do not train children to learning by force and harshness, but direct them to it by what amuses their minds, so that you may be better able to discover with accuracy the peculiar bent of the genius of each." - Plato

We will not be successful until we learn how to use our resources in harmony.



by Cherie Johnson, GCED Executive Director

Someone recently asked me what our education district is about. I think my answer surprised them. I think they thought I was going to say special education services. My answer was that our education district, and the work we do,

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The Progress archive

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

Comments? Suggestions for new articles?

Contact Jillynne Raymond, Editor, The Progress, jraymond@gced.k12.mn.us

Note: GCED staff members and Member Districts' Administrators are notified when this newsletter is published online and available for viewing. Administrators, please forward to your staff as you wish. If you would like to receive notification, please email [Jillynne Raymond](mailto:Jillynne.Raymond) with Newsletter in the subject line.

Please remember that [MTSS resources and materials can be found on our website.](#)

is about “the” four questions. I’m not going to be so naive as to believe that everyone reading this article knows exactly what I mean by “the” four questions. I know once I tell you what those questions are you’ll agree that that is the work we do every day and it’s what everything we do is a part of.

Instead of thinking of our work as one hundred individual, separated initiatives, think of it as everything we do begins with these four questions. The four questions are: what do we want students to know and be able to do, how will we know if they can, what will we do if they can’t, and what will we do if they can?

About nine years ago, the districts in Goodhue County Education District embarked on a journey to understand those questions and improve outcomes for kids. We spent two years in coaching academies beginning to answer the four questions. We focused first on figuring out what our standards were. We looked at standard alignment vertically and horizontally. Our second grade teachers took the third grade MCA practice test, our seventh grade teachers took the eighth grade MCA practice test and so on. Why did we do this work? So that we could better understand what it was our kids are being asked to do. We also did this work so that every grade level could support the learning of kids; not just when those kids were at that grade level but throughout their educational career. In some instances, we found that we were repeating a standard multiple times. Some of us had to give up a favorite unit because we realized that its standards were already amply covered. This is part of the work because teaching is both an art and a science.

Next, we brought together teams from all of the districts and we reviewed district assessment systems that were being used both internally, as well as assessment systems outside of what we were using. Five years ago, we adopted a common assessment system across our districts. We committed at that time to keep that assessment system in place for five years; this is the fifth year. We have delivered on that commitment. With everything we do, it’s always important to cycle back and ask if it is working and how can we improve. We know that for our youngest students STAR and Aimsweb do not give us the data that we need. And while they have given us tremendous data over the last five years, sometimes it’s hard for us to analyze that data. So as we began our exploration last spring of what we would use for an assessment system going forward we asked, are there different practices that make what we are using better or are there other systems we should be examining?

The GCED board continues to commit to paying for a common assessment system for districts. Each year the board has spent \$50,000 on this initiative because it is *that* important. Four of our districts are currently using a new system called FAST with our youngest students to see if that system can give us all of the data that we need in a way that’s usable for teachers and to give us a good comparison. We will be making our next five year decision in the upcoming months. Please provide feedback to your principals.

The next question on our journey through the four questions is what will we do if they can’t, which begins our intervention work. When we got to this question districts wanted autonomy. They already had some interventions in place and they were exploring additional interventions individually. Each district started developing their own plans about how they would support students who were not meeting expectations.

This leads me to the topic of evaluating students for special education. When we place a disability label on a child we place that label on the child for their entire life. A disability is not something that is fixed. Our students learn strategies, they use accommodations, and they often times find great success but they will always be a child with a disability. When a team comes to me and says we need to evaluate this child for special education and they cannot tell me that they have tried research-based interventions then we have failed that child. When we have districts where only 60% of students are meeting expectations, we need to focus our work on utilizing our data and applying interventions. Our general education teachers need supports. We need to re-allocate our resources to support first best instruction. All of our teachers are working hard. It’s not a matter of working harder. It’s a matter of us working together because until we’re using all of our resources in harmony, pooling our efforts, and learning from each other we will not have a system where the needs of every student are met. We must be progress monitoring all of our students. We must be using data walls. We must be improving the achievement of every student because we can. I have seen examples of this work across our county. In the coming months, we will be highlighting some pockets of excellence across the county. We must all tap into each other to create a stronger system. We must find answers to all four questions. This is the work we do.

Difference Makers

Motivational speakers have a gift of story telling, a gift of telling their own stories to inspire others. John Crudele, GCED Day Keynote Speaker, did not realize it ahead of time, but he did more than *tell* his story; he had *show* and tell. He shared a story of one of his elementary teachers and there she was - in the audience!

Kathy Gronvall was in her 2nd year of teaching when John was a 3rd grade student in her classroom at Meeker School in Ames, Iowa. John spoke of the difference that Kathy and other teachers made in his life. Kathy had to have made an equally important difference in the life of John's classmate, Tom. Tom had special medical needs that can present issues with a child's education. Tom had a chronic bone disease, which resulted in multiple broken bones from the least amount of stress. Tom attended school when he could. He surely could not when he was in the hospital. But when he was at home, just across the street from Meeker School, assistive technology was available to help meet Tom's needs. A sound system was rigged and cords were tossed over the power lines that crossed the street to Tom's house. With such innovation, Tom was invited into the classroom from the safety of his own home. The cliché is true; it *is* a small world.

During John's presentation, Kathy read from *The Velveteen Rabbit* as a veteran teacher along side 1st year DCD teacher, Alex Borgschatz (Lake City). Whether *you* have been doing it for many years or if this is your first year, *thank you* for making a difference in the lives of our young people.



John Crudele, GCED Keynote Speaker, with Kathy Gronvall, RBEC EBD Teacher and Alex Borgschatz, Lake City DCD Teacher, reading from *THE VELVETEEN RABBIT*.



Behavioral Continuum Work Groups

*"Social and emotional learning is not something else on our plate. It **is** the plate."*

- Ed Dunkelblau, Director of the Institute for the Emotionally Intelligent Learning

by Jillynne Raymond

The recently released Civil Rights Data Collection Report for 2013-14 reveals that...

- Nationwide, 2.8 million K-12 students received one or more out of school suspensions.
- 6% of all K-12 students received one or more out of school suspensions, the percentage is 18% for black boys; 10% for black girls; 5% for white boys; and 2% for white girls.
- Black K-12 students are 3.8 times as likely to receive one or more out of school suspensions as white students.
- Black girls are 8% of enrolled students, but 14% of students receiving one or more out of school suspensions. Girls of other races did not disproportionately receive one or more out of school suspensions.
- American Indian or Alaska Native, Latino, Native Hawaiian or other Pacific Islander, and multiracial boys are also disproportionately suspended from school, representing 15% of K-12 students, but 19% of K-12 students receiving one or more out of school suspensions.
- Students with disabilities served by IDEA (11%) are more than twice as likely to receive one or more out of school suspensions as students without disabilities (5%).

Students' behaviors need our attention. This is true for us in Goodhue County as well as for educators across the country. As educators we understand the connections of behaviors and achievement, which is why we are all working hard to engage our students in their learning - social, emotional, and academic learning. How do we know when students need a behavioral intervention? Just as with our academics, we look at Tier 1 Universal Instruction. Most of our member districts' schools are PBIS schools or have another type of behavior expectations matrix. As we work together identifying when and what type of behavioral supports are necessary, we begin with looking at our Tier 1. What universal behavior instruction do we provide to all of our students? How does our system respond when students need additional support?

At times it is simple; it is asking a student key questions to re-direct them regarding expected school wide behaviors. At other times, we all know that it is not simple. Our students have genuine and challenging needs. We have some universal behavior resources being used throughout the county. The social worker cohort has collaborated to build common resources and to support each other in addition to their students. Currently, the following interventions are available across all member districts:

- **Zones of Regulation:** Zones, for short, is a systematic, cognitive behavior approach used to teach self-regulation strategies so that students become more aware of their emotions and learn tools that will help them self-manage their feelings and emotions.

- **Behavior Tools:** We have a behavior tools trainer in each member district. Behavior Tool training includes background knowledge on behaviors and antecedents; it includes strategies to de-escalate students that are used prior to using a restrictive procedure. Trainers in each district include:
 - Cannon Falls: Kristin Kirk
 - Goodhue: Megan Blair & Caitlin Ternes
 - Goodhue County Ed District: Molly Dodge, Maggie Helwig, & Tira Petersen
 - Kenyon Wanamingo: Carrie Groth
 - Lake City: Brittany Lilljeval
 - Red Wing: Liz Kittleson & Lori Nicolai
 - Zumbrota Mazeppa: Katie Kennedy & Jake Smith
- **Check & Connect:** *Check & Connect is a comprehensive intervention designed to enhance student engagement at school and with learning for marginalized, disengaged students in grades K - 12, through relationship building, problem solving, capacity building, and persistence.* (<http://checkandconnect.umn.edu/>)
 - *Check & Connect is a Tier 2 and/or Tier 3 Academic and Behavior Interventions*
 - *One on one mentor program*
 - *Social Workers use the Check & Connect framework when meeting with secondary students with social worker minutes on their IEPs.*

Problem solving our students' needs is not a simple task. It is, however, imperative. Thank you for engaging in this work.

Grades 5 & 8 Science Longitudinal MCA Data by District



**2012-16 MCA Science Grade 5, All Member Districts
Download File**



**2012-16 MCA Science Grade 8, All Member Districts
Download File**

GCED Literacy Interventions

by Weston Johnson, GCED Instructional Coach

Interventions? Let's talk about it. The term *intervention* is all over the place; there is no special meaning. For example, general education is a type of intervention. It is no secret in education that students grow and develop outside of the four walls built around our classrooms. As educators, we intervene with a more natural progression. In my own experience, I have been over exposed to the term. To reduce this overexposure, I emphasize the term *supplemental*. I define intervention as the following: prescribed procedures of *supplemental* and intensified supports that are based on student needs identified through a systematic problem-solving process and monitored to determine student response. An intervention is intended to accelerate student learning toward grade-level expectations; it is distinct from core instruction provided with universal learning supports.

In need of interventions, teachers often ask for interventions. In response, I have answered in multiple ways: (a) modify and use the same research based practices found in Tier 1 instruction, (b) provide a standard treatment using available resources, or (c) purchase a commercially available program. There are, however, identified issues with these responses.

First, there exists potential for uncertainty as to what Tier 1 instruction counts as research-based (or evidence-based). Second, standard treatment scripts typically can be found online in various locations (e.g., interventioncentral.org, ebi.missouri.edu, GCED.k12.mn.us), but the instructional material is rarely included. Third, some commercial programs are comprehensive (i.e., Leveled Literacy Intervention) and may not adequately target the needs of students. Without going into the research, effectiveness favors targeted interventions. Targeted interventions focus on the needs of students whereas a comprehensive intervention may include components that are not aligned to reading, writing, math, or behavior needs.

In an attempt to resolve the above issues, GCED worked on interventions this summer. Our specific focus was on the second issue stated above, but I expect teachers will note the connection with the first and third issues. The focus of the intervention development project was to create interventions that were efficient (i.e., scripts and resources are included), required low teacher preparation from lesson to lesson, and could be easily adapted to target different student needs. In considering the learner, we also wanted interventions that align to high impact skill areas, provide a routine from lesson to lesson, align to common student needs, provide high repetition to practice, and limit new skill introduction each lesson.

To begin the development, we first reviewed existing GCED-wide data to prioritize student needs. It was clear that there would be students that would benefit from interventions (obviously!), and as stated above, teachers were asking for interventions. At this step, the foundational reading skills stood out when we reviewed the data. Across GCED, grades 1-2 had as much as 30% of their students below proficient reading fluency levels and ended with 16% continuing to show a need for fluency instruction. Grades 3-5 had as much as 43% of their students below proficient reading fluency levels and ended the year with 29-27% continuing to show a need for fluency instruction. It was positive to see the percentage below basic proficiency levels of reading fluency reduce across the year, but the data indicated a need to prioritize foundational reading skills since a large portion of students would be exiting grade 5 without a minimal level of reading fluency. The cause for concern is that a below minimum fluency level would tax the cognitive capacity these students need to comprehend the text they are expected to read. Additionally, there is no fluency standard in later grades, so it is assumed that there is a significant decrease in the direct instruction teachers provide students for reading fluency beyond grade 5.

Why not target comprehension? Since the data we collected led us to a decision to prioritize foundational skills, the question can be answered by looking at a hierarchical model of targeting categorical deficits for tier 2 interventions. For reading, these categories are based on the Minnesota reading standards (similar to the Common Core State Standards) and categories of the National Reading Panel. Vocabulary and comprehension are notably missing based on our current identified priorities, but these are embedded in the oral language supplements and should be a part of Tier 1 instruction. Based on these categories, a simple developmental reading progression can be identified. While reading skill development is not perfectly linear, the identified progression is useful for standard treatment decisions. In the list to the right, the headers indicate the categories with supplemental skills, which teachers have the option to include within the GCED Interventions.

At this point, we have discussed the identification of a problem and a standard approach to analyzing that problem. Now, I will discuss the interventions. Based on the purpose of the intervention development project, we developed interventions that met the demands of both teachers and students.

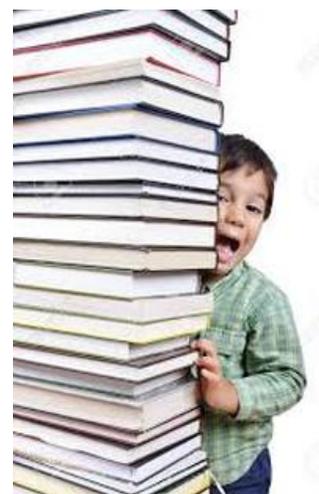
Teachers

- Efficient (i.e., include scripts and resources)
- Low teacher preparation
- Easily adaptable

Students

- High impact skills
- Common student needs
- High repetition to practice skills
- Limit introduction of new skills

For each of the reading categories, there is a core intervention and most have supplemental interventions. Core interventions directly target the skill category and are approximately 10 minutes in length. Supplemental interventions support the targeted skill category and/or support transitioning to the next skill category. The supplemental interventions are approximately 5 minutes in length. All, some, or none of the supplemental interventions can be attached to the aligned core interventions, but supplemental interventions alone are not expected to have a high impact on a student's reading development. By approaching the intervention plan development in such a way, teachers have opportunity to plan student interventions that are aligned to the skill needs of students and align intervention session length to the demands of the school schedule or resource restrictions.



Foundational Reading Skills

1. Concepts of Print

- Letter Names
- Phonological Awareness
- Oral Language

2. Phonemic Awareness

- Letter Sounds
- Spelling Letters
- Oral Language

3. Word Recognition and Phonics

- High Frequency Words
- Spelling by Sound
- Connected Text

4. Fluency-Accuracy Focus

- Segmenting and Blending Words
- Spelling by Sound
- High Frequency Words

5. Fluency - Rate Focus

Here is what you need to know for 2016 - 2017...

Getting the most out of your Whitewater online PD subscription

Welcome to Whitewater Learning (WWL), online professional development for educators for the 2016-17 school year. We are very excited to provide you with these learning opportunities. The content is written by over 60 experts and has been viewed by individuals not only in Minnesota but also educators in WI, MA, FL, ND and multiple countries around the world where some licensed as educators in the United States now live and work.

The intent of the following information is to bring you up-to-date on: additional ways that districts have chosen to use Whitewater Learning content, additional benefits and permission to use the content beyond your personal use, graduate level professional development transcript credit option through the University of North Dakota with another university in the transcript credit option through the University of North Dakota with another university in the vetting stage, the Level I Whitewater Badging Program, and helpful tips and improvements.

New benefits for WWL subscribers

1. All employees are included in a group subscription.

Starting with the 2015-16 school year, with the purchase of a group subscription for licensed and licensed-like employees, WWL has absorbed the cost of all non-licensed employees including paraprofessionals, teaching assistants, clerical, buildings and grounds, food service and transportation personnel. "Licensed like" is defined as those who work in teaching or administrative positions with work similar to the duties of licensed personnel. Those include community education roles and cultural advocates, among others.

This year we are also giving group subscribers two additional benefits. In each case, as founder and CEO of Whitewater, I extend permission to use module content, under the supervision of the licensed staff member, to the following categories of individuals.

2. As staff reviews modules and their individual layers there may be content that is age appropriate to share with students. This year you may do so when, in your professional opinion, the content will be of benefit to the students and will address the content standards and/or goals of the school.
3. Many of the modules may be beneficial for helping parents, school staff, and other community members come to a shared understanding of sometimes very complex topics. Therefore, again under the supervision of the licensed staff member with an active subscription, permission is granted to conduct workshops or study groups where those present watch the module videos and then have the opportunity to enter into discussion forums. The goal is to create a pathway where participants can become more informed while creating a shared understanding of the perspectives and needs of all participants.

However, passcodes may not be shared with anyone and must only be used by the owner of the specific code without specific permission from Whitewater Learning.

Interesting applications for the use of Whitewater Learning have been increasing each year. Some are transferable to everyone and others require the authorization of decision makers within a district. Here are some examples:

1. **Renewing licenses** - With individual passcodes in hand, teachers and administrators due for renewing their licenses go in and complete any number of module hours to equal the minimum of 125 hours every five years. Sometimes there will be a new hire or someone coming off leave who has many or all clock hours to complete, while others may be missing one or more of the six topical requirements that must be finished prior to renewing. Whatever the case, there are options available in the WWL library for every learner.

Note: A school does not have to be engaged in a school or district-wide implementation strategy for WWL to have individual employees benefit from its easy accessibility and no additional coast to any employee in the subscribing district during the year long subscription.

2. **Performance review and reflection processes** - With Whitewater's commitment to present its content from the perspective of authentic practice supported by research and best practices, and then fortified with reflection, reflection embedded throughout, the modules can be powerful tools for performance improvement plans and the review process. Either the employee or the coach, mentor, or administrator can select the modules, Authentic Practice Sets, or any other aspect of the support materials to review as the spot that will best help develop a particular concept or indicator (a.k.a. standard or competency).

WWL has compared the language from five recognized sets of standards and competencies and noted that each addresses similar points. Those are: Danielson, McRel, Marzano, Zimco, and Mods4Edu. So, we combined the intent of all of the sets using our own words. Then we created a grid and aligned the indicators with the titles of the modules. Finally, in all of the latest modules we have coded the performance indicators with the WWL script layers. The Performance Indicator grid is located as an option under the library link on the WWL website.

Watch for an article coming soon on a new approach to strengthen the performance review process. It lowers stress and increases trust among those involved. This personally is my top growth area this year and, my biggest Ah!Ha!

3. Monetary increases

1. **Teachers** - Most public school districts and some charter and private schools, allow monetary increases (lane changes) for completing graduate level courses done on their own time. The University of North Dakota in partnership with WWL now offers graduate level professional development credits. UND provides the credits and transcript documentation and then WWL provides the content for each course. With your paid group subscription, access to the WWL content has already been purchased. Therefore, Whitewater will provide a reduced tuition rate for UND courses to account for the access your district has already purchased

Learners enroll in Whitewater Learning courses through the UND professional development website at <http://educators.und.edu/onlinecourses/>

Regular Cost (One credit equals 15 clock hours)

\$145.00 for a one-credit course

\$280.00 for a two-credit course

If you already have an active subscription through the end of the course the following pricing applies:

\$125.00 for a one-credit course

\$240.00 for a two-credit course

To be eligible for the lower tuition rate, prior to registering, **you must obtain a special tuition registration code.** These codes will be available through Ann Werner at ann.werner@whitewaterlearning.org.

Grading

S/U Grading OR Letter Grade

2. **Non-licensed personnel** - One of the group subscription districts provides monetary increases to non-licensed personnel for completing Whitewater content on their own time. This has been an extremely successful program with many of their non-licensed staff completing multiple modules in one year and a number earned their Level I badge after completing over 60 clock hours in one year. District facilitators and individual users report many positive experiences including a deeper understanding of student needs and feeling a greater sense of appreciation for their work within the district.
4. **Improving professional learning community effectiveness** - Though PLCs or discussion forums are being used in many districts, teachers and administrators often report their effectiveness is inconsistent. That, they report, is generally because the teams lack content to serve as the catalyst for robust reflection. Whitewater content is being used to support the PLCs by providing content and reflection scenarios at the end of each layer to jump-start the important work that can be done in these forums. Groups can use any portion of a module or all of it as a rudder for a PLC and then data on individual students or student groups can be discussed as applied to the discussion starters found in each module layer.
5. **Badging** - Whitewater Learning now issues the Level I Badge to subscribers who have completed a minimum of 60 clock hours of content. As of May 2016, 102 subscribers received this badge. The top number of completions was 61 modules and 219 clock hours in one year! We hope to begin promoting the Level II Badge sometime this year.

And to help further....

Module survey:

We are in the process of updating the end of modules survey. You will no longer have to add the same demographic data each time a module is completed. And, we believe the new questions will give us more useful information.

How do I identify which modules address state re-licensing requirements?

The answer to this and the next question is included in the Getting Started: How to Use Whitewater Learning Module, but I will include them here as well. On the Whitewater website go to the Library tab. Select the "Indicators" tab. Select the link Whitewater Learning Titles and Performance Indicators Grid. When it opens place your cursor in the lower right corner for ease in scrolling. Go to column A, row 1. In that box

you will find all of the MN requirements. Scroll down Column A and you find the codes next to titles of modules that apply to each requirement.

Why can't I print my certificate of completion?

To print your certificate of completion you must complete BOTH the final assessment and the module survey. After they have been submitted a small orange horn will appear in the lower left hand in the same area as the assessment and survey. A question will appear asking if you have completed all of the requirements in the module. You must answer affirmatively. If you have not, go back and finish so you can answer affirmatively. When those three steps are done, you will be able to print your certificate with your name on it.

Whitewater communications

Regularly, WWL sends our short newsletters with information on latest modules, stories about strategies for use of Whitewater content, and other items of interest. Please watch for them. They contain information that may be useful to your PD plans. If you have questions, don't hesitate to call or email using the information on the document.

Best wishes for a wonderful year!

Ann Zweber Werner, PhD
 Founder and CEO
 Whitewater Learning



In the Spotlight: Wendy Ahern Assistant Director of Special Education/Assistant Principal

Wendy Ahern began with GCED in March of 2001 as a licensed social worker. She found her niche working with our county's most challenging students that we serve in Federal Setting IV programs. Wendy felt the best part of being a social worker was the incredible relationships she could build with her students. Admittedly, a challenge was the ability to meet the needs of *every* student even with a strong relationship.

Her role grew while her education and knowledge grew. Soon Wendy served as our special education coordinator at GCED and then for Zumbrota Mazeppa Public Schools. She has earned her administrative licenses for a Special Education Director and Principal. For the 2016-17 Wendy serves in a new role as Assistant Director of Special Education/Assistant Principal for ZM.

Wendy is excited about this new role; it allows her to "continue to work with a great community, with awesome staff, and students that are tremendous." All roles have challenges of course. For Wendy, she equates her greatest challenge to be the same as it is for others – balancing time. It is challenging to set priorities in order to get done what has to get done in a day. One challenge comes in wanting to spend most of the time with students and staff when other duties need to be done. As we look at the future in education, Wendy sees that connection to the big picture. With everything that needs to be done, we need to keep the focus in education on what is best for kids.

While her colleagues may doubt it, Wendy does have a life outside of work. Wendy's husband Jeff is an electrician. Together they raise their children Natalie 13, Easton 11, and Kate 9 in Byron. They watch/coach the kids playing soccer, volleyball, softball and hockey. They also love the great outdoors, spending much time at their camper that had been housed at The Shades of Sherwood in Zumbrota. Unfortunately, their family's camper and golf cart were totaled in the recent flooding. No worries in her book; she is thankful that her family is fine and for insurance. Just the reaction you would expect from Wendy; she keeps her priorities straight.

Just a side note that you may not have known about Wendy...12 years ago she became scuba certified alongside her students with the SEA (Students Experiential



Rapid Round with Wendy

- Favorite pizza? *Sausage and Mushroom*
- If you could invite anyone dead or alive to share a meal, who would it be? *My grandparents*
- Friday night at 7:30 pm....where are you and what are you doing? *Chasing kids or supervising ZM football games.*
- Favorite song? *Eye of the Tiger*
(Editorial comment...duh!)
- First thing you would do if you won the lottery?
Keep life simple and take my kids to Disney World.
- Afraid of anything? *Snakes*

Adventures) Program. She is not a big fan of water. But if her students could overcome their fears, she would certainly model the same.

MASE Legislative Platform

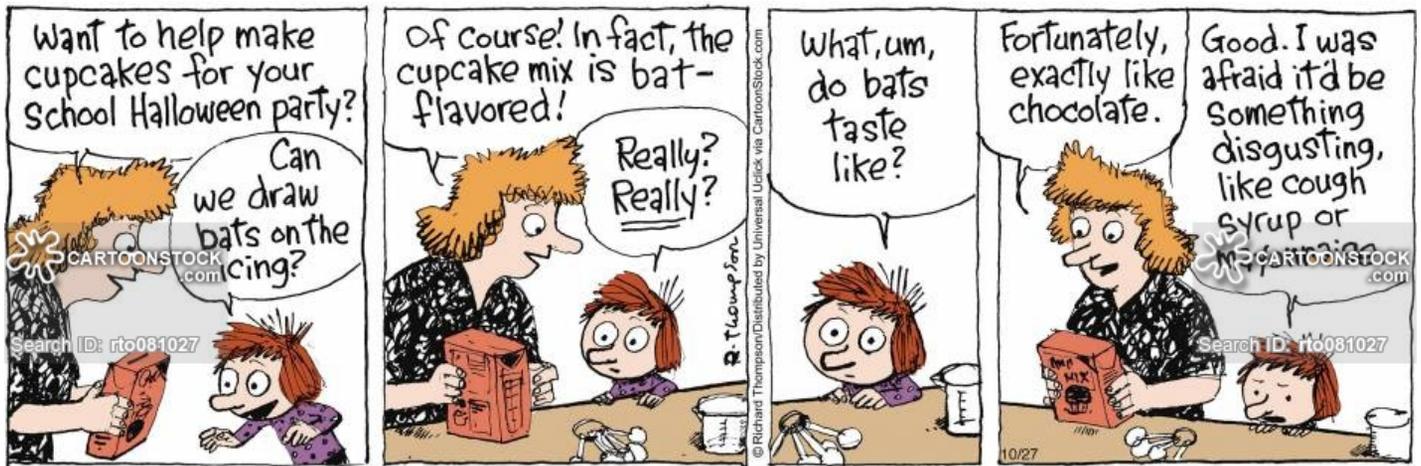


No matter how you feel about the current presidential election, the upcoming election is a reality. One cannot help but consider the impact of elections in conjunction with a professional organization's legislative platform, including MASE or Minnesota Administrators of Special Education.

MASE's Legislative Platform impacts all in education and includes:

1. Improve outcomes through emphasis of evidence-based practices.
2. Increase educational efficiency.
3. Support equity, clarity, and consistency in special education funding.

Let the holidays begin....



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Goodhue County Education District, 395 Guernsey Lane, Red Wing, MN 55066 651-388-4441

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.