



Goodhue County Education District

Enhancing educational opportunities through interdistrict cooperation

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

Inside this issue

- MTSS: Let's start with why
- MTSS: Thanks to our teams
- Autism Cohort: Supporting each other and students' needs
- Project Based Learning: Alternative education
- Spotlight: PBIS
- Infinitec: Infinite potential through technology

Important Upcoming Meetings

Nov. 12, 2015: MTSS Stakeholder Meeting,
12:30-3:30 p.m., River Bluff Education Center

MTSS: Let's start with why

By Jillynne Raymond, Assistant Director of System Development, GCED

WHY, oh why? Some may prefer to ask why, oh why won't RtI or MTSS (or whatever new acronym comes next) go away? Instead, let's start with the why behind this systematic work. We need to understand why we are doing something. The why is at the core.

WHY implement a MTSS?

1. All students deserve to achieve in order to become the very best they can be.
2. We need to give our students the help they need, when they need it.
3. Problem solving takes a team and it's not easy; the system needs to support these efforts.

WHAT is MTSS?

MTSS stands for a Multi-Tiered System of Support, which provides a continuum of effective supports aligned to all students' needs for achieving high expectations. Achievement is key. Tiered interventions can help us go beyond a year's worth of growth.

It is essential that we have a system in place that supports our students and our staff members on this important pursuit. The system and resources need to align to meet students' specific needs.

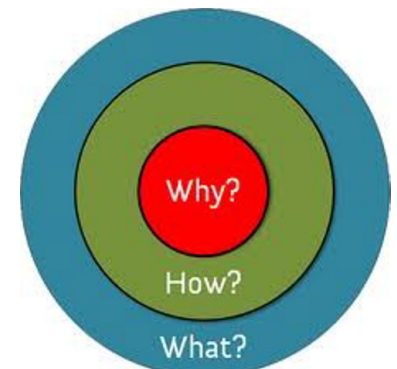
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The Progress archive

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Comments? Suggestions for new articles?

Contact Jillynne Raymond, Editor, The Progress,
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WHEN do we continue our work?

Districts are continuing their work in the teams already established. We will bring a group of stakeholders together on 11/12/15 to continue the work countywide.

So WHERE are we at with implementation?

Good work on the initial implementation of MTSS has been happening around the county! Kudos to all of you that served on your MTSS teams. Your expertise, your engagement, your collaboration is greatly appreciated.

While we are implementing MTSS for all of our districts in Goodhue County, each district has its own unique set of circumstances and needs to consider. We are here to support each districts' growth needs for full implementation. To do so, we are here to assess the implementation journey itself in order to identify what is working and what needs tweaking as we continue with our implementation.

MTSS: Thanks to our teams**CANNON FALLS**

- . Derek Bell
- . Melissa Biever
- . Tim Hodges
- . Kirsten Hoffman
- . Corey Nemcek
- . Jaime Winchell

GOODHUE

- . Mike Harvey
- . Anna Herman
- . Mark Opsahl
- . Casey Veiseth

GCED

- . Patricia Bronk
- . Dennis Hood
- . Cheryl Johnson
- . Weston Johnson
- . Jillynne Raymond
- . Carol Redmond
- . Mary Jo Schwartau

KENYON-WANAMINGO

- . Ben Heath
- . Laura McAnally
- . Matt Ryan

LAKE CITY

- . Jim Borgschatz
- . Kim Majchrazk
- . Tracy Oliver

**RED WING**

- . Sheila Beckner
- . Jennifer Bierman
- . Beth Borgen
- . Scott Briske
- . Tony Casci
- . Brian Cashman
- . Alisha Dalsin
- . Lauren Dominguez
- . Jennifer Grove
- . Kristin Grove
- . Kelly Hanson
- . Todd Herber
- . Joe Jezierski
- . Craig Mares
- . Heather Mortel
- . Josh Nelson
- . Michael Pagel
- . Chris Palmatier
- . Jeremy Sorenson

ZUMBROTA-MAZEPPA

- . Wendy Ahern
- . Melissa Boraas
- . Angie Hunstad
- . Mary Kleese
- . Quinn Rasmussen
- . Rebecca Sjolander
- . Jean Turtle

All staff, all districts

Thank you! YOU are all a part of MTSS. Together as a team, YOUR work supports our students' achievement.

It can be challenging bridging theory and practice. We will get there through collaboration and collective inquiry.

This group has been invited to return to the work this fall. On Thursday, Nov. 12 we will meet to:

1. Clarify the vision of MTSS.
2. Assess our progress.
3. Develop action plans to move forward with MTSS implementation.

We look forward to continuing this important work with you!

Autism Cohort: Supporting each other while supporting students' needs

By Lynne Petersen, Autism Consultant

Goodhue County Education District (GCED) is fortunate to now have 16 teachers who are licensed by the State of Minnesota in the field of Autism Spectrum Disorders (ASD). Each student past the age of six years 11 months, who meets educational criteria for ASD,



Welcome Julia to the Sesame Street Family! Julia is a new Muppet character with autism.

must have an ASD (or ABS) licensed teacher on his/her team. This teacher must be involved in the evaluation/reevaluation process and be in attendance at the IEP meetings.

GCED has an ongoing ASD Cohort to help meet the needs of these teachers and keep them current with regional and state initiatives, new research, and strategies to support students. The cohort meets four times each year. Speakers are brought in to share information and teachers are supported through networking with each other and brainstorming ideas.

Each person brings a unique set of skills. Together they collaborate and take back to their districts, classrooms, and students new knowledge and a fresh perspective.

Project Based Learning: Alternative education

By Brian Cashman, Coordinator of Alternative Programs

Alternative education exists because one-size does not fit all. Some students need a different approach to learning. Even within ALCs one size does not fit all, thus the need for ALC options for our at risk students in Goodhue County. The Pathways Program at RBEC offers Project Based Learning.

Project Based Learning (PBL) is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an engaging and complex question, problem, or challenge. PBL elements include:

- **Key Knowledge, Understanding, and Success Skills** -- The project is focused on student learning goals, including standards-based content and skills such as critical thinking/problem solving, collaboration, and self-management.
- **Challenging Problem or Question** -- The project is framed by a meaningful problem to solve or a question to answer, at the appropriate level of challenge.
- **Sustained Inquiry** -- Students engage in a rigorous, extended process of asking questions, finding resources, and applying information.
- **Authenticity** -- The project features real-world context, tasks and tools, quality standards, or impact – or speaks to students' personal concerns, interests, and issues in their lives.
- **Student Voice and Choice** -- Students make some decisions about the project, including how they work and what they create.



To enlarge the PBL graphic, click on it.

- **Reflection** -- Students and teachers reflect on learning, the effectiveness of their inquiry and project activities, the quality of student work, obstacles and how to overcome them.
- **Critique and Revision** -- Students give, receive, and use feedback to improve their process and products.
- **Public Product** -- Students make their project work public by explaining, displaying and/or presenting it to people beyond the classroom.

In the Spotlight: PBIS



Positive Behavioral Interventions and Supports (PBIS) is a framework for organizing strategies to enhance academic and social outcomes using data-based decision making. All of our member districts have now implemented PBIS.

A PBIS school identifies expected behaviors and then explicitly teaches those behaviors. The positive behaviors are then rewarded via individual and schoolwide incentives. The PBIS school tracks data on the behaviors and provides opportunities to re-teach expectations on an individual and schoolwide basis.

In the coming months we will share how the districts have implemented PBIS.

Infinitec: Infinite potential through technology

Remember that all districts have access to Infinitec at www.myinfinitec.org/. Check out the resources below.



Books That Grow

This great website called Books That Grow is worth checking into. Here you will find books that let you alter the reading level. Teachers can create classes, assign books to students and choose the reading level. Books can be search by interest level and read on a computer, Android tablet or iOS device. Take advantage of text-to-speech through the operating system of Google extension. Some books have teacher guides and there are plans to create comprehension guides in the future.

Executive Function 101 eBook

This free eBook is written for parents or those wishing to learn more about executive function (EF). It explains executive functions in a clear, understandable way and discusses the areas in which these struggles impact a child: learning, behavior, emotions, social situations and relationships. Tips for support and practice in specific areas are included.

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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.