



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

November 1	School Board Meeting
November 1	ECSE Cohort
November 5	Due Process Paperwork Night at RBEC
November 6	Social Workers Cohort
November 7	Late Start @ RBEC (PLCs)
November 8	EBD Cohort
November 9	School Psychologist Cohort
November 11	EL Cohort
November 13	Read 180/System 44 Data Digs
November 14	RBEC Late Start
November 19	Special Education Leadership Team
November 21	Superintendent Council
November 26	AT Cohort
November 28	Instructional Coach PLC

The Progress, November 2018: Volume 4, Issue 2

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



CONGRATULATIONS to our Member Districts' Sites Recognized by MDE!

- Cannon Falls High School recognized for Consistent Attendance with Groups identifying with 2 or more races.
- Kenyon-Wanamingo High School recognized for overall 4-Year Graduation Rate.
- Zumbrota-Mazeppa Middle and High School recognized for overall Consistent Attendance

Behaviors: So we know why, now what?

By Molly Paulson

Everything we do is a behavior. When we sigh after a long meeting we could be communicating that we are tired, overwhelmed, need a break,

or all of the above! When a child says, "You can't make me do that," they might be communicating that the work is difficult for them and they want to avoid it or perhaps they enjoy the attention they receive from friends when they act out. In the May/June issue of *The Progress* you may have learned about the 'function of behavior.' Once we can find out what a behavior is communicating for that child, or what purpose that behavior is serving for them, we can work towards improving student behavior.

The goal of a functional behavior assessment (FBA) is to figure out why a student is behaving a certain way. Then we can help them get what they are needing or wanting in a more positive way. I know of a student that displays aggressive and non-compliant behaviors when she is feeling overstimulated and anxious. She is trying to communicate her feelings, but is not doing so in a positive way. Her behavior is functional for her because when she is aggressive or acts out she has been able to leave the classroom and go to a quiet space to calm. An intervention plan was created that teaches this student to use an "I need a break" card when she is feeling anxious, overwhelmed, or frustrated. She does not need to act out to leave the room, she can simply present the card. Using the card still gives her what she needs or wants and we have reduced her negative behaviors.

Something we see used with children who have challenging behaviors are behavior charts. These typically show the student's schedule or a series of boxes in which they can receive stars, smiley faces (or frowns), checks, etc., depending on their behavior during the school day. Behavior charts are often referred to as an intervention, however if used in isolation behavior charts are simply a behavioral tracking tool. They might result in a reward for the student which could motivate some to change their behavior. But, for many students a more comprehensive approach is needed.

For the student mentioned above using the break cards, also incorporated into her Positive Behavior Support Plan (PBSP) are social stories and explicit instruction on 'taking a break,' understanding her own emotions, and expected behaviors. She also has a token economy system in place to reinforce her positive behaviors throughout the day.

When putting supports in place for students who display challenging behaviors, we want to make sure we are teaching them what we want them to be doing. We need to acknowledge when a student shows a desired behavior and have a plan in place for when a negative behavior occurs. Many students need to learn what positive behavior looks like or how to navigate situations that are difficult for them. We teach reading, math, and writing so why then do we expect students to know how to behave? Positive behaviors also need to be taught, modeled, and practiced in order to become routine.

Charts can be a great addition to behavior plans if used alongside tools that teach and encourage positive behaviors to occur. You can tell a train conductor that they will receive a gold star if they can change the direction of the train, but if there aren't tracks in place for them to veer onto, it's not fair to ask for that change. We owe it to our students to put comprehensive behavioral supports in place. We need to partner with students and teach behaviors we want to see. Change is possible as long as we are willing to lay the tracks for new patterns of positive behavior.

Learn & Earn, Youth Skills Training in Goodhue County Schools



Learn & Earn Students attend their first session.

by Burke Murphy, Goodhue County Learn & Earn Coordinator

The Learn & Earn Collaborative consists of Goodhue county's seven school districts, MN State College Southeast, employers in advanced manufacturing, and Red Wing Ignite as project lead and coordinator. Ignite began convening meetings in early 2018, bringing together school districts and employers to work in partnership and build our regional talent pipeline.

Our work together paid off. In June we learned that we were one of five regions awarded a two year Youth Skills Training Grant by Minnesota's Department of Labor and Industry (DLI). The focus is career exploration in advanced manufacturing with students in 11th and 12th grade. This program is one of 5 pilots in the State. The first cohort of twenty students met on Monday, October 22nd, enjoying pizza and discussion before class. Once a month the Student Cohort will meet to continue exploring career interests and the skills needed in high growth high demand jobs. This fall they will complete an OSHA 10+Soft

Skills certification at MN State College Southeast. The students will earn a college credit and an industry recognized credential, both paid for by the grant in order to be prepared for placement with a local employer when the Spring 2019 semester begins.

Students will be placed in a work site learning experience with one or more employers during the spring semester. Students have the ongoing option of continuing to earn college credit at Southeast in Manufacturing 101 or Prototype Engineering. An Instructor/Employer Cohort will meet

once per quarter to review work readiness with a focus on the skills and competencies needed to meet the demands of 21st Century industry workplaces and occupations.

Regional employer partners are from Cannon Falls, Lake City and Red Wing, with continuous outreach with employers in Goodhue, Kenyon, Wanamingo, Mazeppa and Zumbrota. Current partner employers include 3M, Automated Equipment, ADM, Central Research Laboratories, Neufeldt Industrial Services, Red Wing Shoe Company, SCS Elevators, Xcel Energy. From Lake City: Acrotech, HearthnHome, Valleycraft and in Cannon Falls: Gemini Inc.

In January, the first student cohort will tour all the manufacturing operations and then be placed in one or more work site learning experience for the spring semester. Each student will be paid \$10 an hour while exploring vocational and technical careers from line operations to engineering. During spring registration for Fall semester 2019, our student cohort will share their experiences with sophomores and juniors who can apply to participate in next year's Learn and Earn program where we hope to recruit up to 30 students. If you are a student, speak with your school counselors for more information, if you are a business or community member, please contact Red Wing Ignite: burke@redwingignite.org.

CAREI - Problem Solving Teams Professional Development

We know that implementing a Multi-Tiered System of Support (MTSS) is not always straight forward with a step by step game plan. The reason is because each district implementing MTSS is its own unique organization, with its established curriculum, and with its limited resources. MTSS is about meeting students' needs when they occur *and* about allocating resources to sustain the system needs. In each case, it is important that a district's team digs into problem solving.

To help build each district's capacity with problem solving, GCED is sponsoring 24 participants' professional development. CAREI, the Center for Applied Research and Educational Improvement. This 4-day interactive session will allow teams to dig deeper with problem solving. Teams will learn effective best practices to evaluate student outcomes, to evaluate root causes, to match interventions to student need, to progress monitor student outcomes and to evaluate the effectiveness of interventions. All of this helps build the teams' capacity in data-based decision-making.

Participants Include:

- Cannon Falls = Jen Chappius, Kristin Kirk, Sharon Noble
- Goodhue = Makenna Holt, Mark Opsahl
- Kenyon-Wanamingo = Amy Buchal, Laura McAnally, Katy Schuerman
- Lake City = Makenna Holt, Brittany Liljevall, Siri Vollan
- Red Wing = Jennie Bordonara, Carey Field, Jen Grove, Candis Haekencamp, Nicole Jack, Jason Kjos, Mike Pagel, Molly Paulson
- River Bluff Education Center = Alisha Dalsin, Maggie Helwig
- ZM = Wendy Ahern, Abby Bartelma
- GCED District Office = Cherie Johnson, Jillynne Raymond

FAST Fall Benchmark Data through a System Lens

Under our MTSS framework we universally benchmark K - 8 students in reading and math three times a year. This is essential in order to identify individual students and/or groups of students that are or may be at risk of meeting learning targets. Once a student is identified, then the student is placed in a Tier 2 or Tier 3 intervention in addition to his/her core instruction.

In order to strategically plan and allocate resources, we want to view data through a system lens for sustainability. To sustain a system, we want to strive for 80%+ of our students to be in the low risk category, 15% in the moderate risk category, and 5% in the high risk category. Our fall screening data results are below.

READING

Low Risk Category

58.47% 2016-17 EOY (End of Year)
 65.80% 2017-18 EOY (+7.33%)

61.63% FALL 2018-19

Mod Risk Category

MATH

Low Risk Category

60.60% 2016-17 EOY
 66.18% 2017-18 EOY (+5.58%)

59.70% FALL 2018-19

Mod Risk Category

22.90% 2016-17 EOY
16.45% 2017-18 EOY (-6.45%)

21.40% FALL 2018-19

High Risk Category

16.56% 2016-17 EOY
17.45% 2017-18 EOY (+0.89%)

16.97% FALL 2018-19

22.90% 2016-17 EOY
16.45% 2017-18 EOY (-6.45%)

24.11% FALL 2018-19

High Risk Category

16.56% 2016-17 EOY
17.45% 2017-18 EOY (+0.89%)

16.19% FALL 2018-19

Goodbye and Good Luck Dr. Mike Redmond!

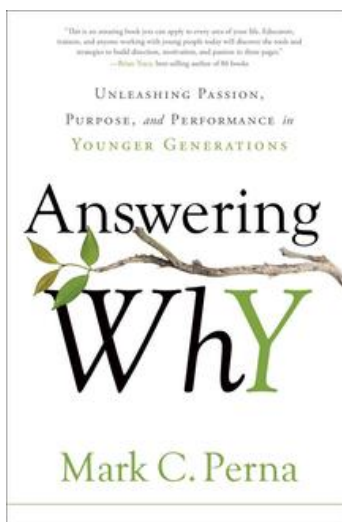
I'm simply not capable of putting into words how appreciative I am for having the honor of serving the Goodhue School in the role of superintendent. Simply put, Goodhue is a very special community. I am a better person and educator for having lived and worked in ISD 253. As I mentioned to the Goodhue School staff, I will always 'bleed a little bit of Goodhue purple', and I will always treasure the friendships my wife Carol and I have made during our time here. I am also very appreciative of the relationships and the great things we've been able to accomplish for kids in the GCED and across the county.

- Dr. Mike Redmond

The word bittersweet is appropriate as we say goodbye to Mike Redmond, Superintendent of Goodhue Public Schools and superintendent representative for our GCED School Board. We will always value our long standing relationship with Mike. We wish Mike the very best as he makes his transition to Superintendent of Shakopee Schools.



Secondary Principals Book Study



If I were to describe the younger generations in one key phrase, it would have to be that 'experience is everything.' They are hungry to experience life to the

GCED's Coordinator of Alternative Programs Brian Cashman wears multiple hats.

One hat is that of SE Minnesota Perkins Coordinator. Under this hat, Brian and other SE MN partners, brought Mark C. Perna to a CTE event last month. Perna is the founder of Tools for Schools This dynamic speaker works with school districts across the country and world.

The secondary principals will use [Perna's book study guide](#). A sampling of questions from the first few chapters include:

Chapter One: Closing the Skills Gap

- What is the skills gap and why is it happening in America?
- What are Professional Skills?
- Define college and career readiness.
- How can early career exploration in middle and high school expand a student's opportunities rather than limit them?

Chapter Two: Overcoming Generational Rifts

- Why does the author call Generations Y and Z "the Why Generation?"

fullest and are looking for significant moments online, in person, on location, and through each relationship. "We'd rather have experiences than bank statements" is how one Why Generation member describes her generation's priorities.

- Mark C. Perna

- The author writes that for young people, "lifestyle is the most important consideration in any career decision or direction." What does this mean?

Chapter Three: Getting to Know the Why Generation

- "Experience is everything." Which is better: to "have experiences or bank statements?"
- What are some of the factors behind the perceived "entitled" mindset of the younger generations?
- Why is company/employee loyalty such a different picture today than it was in the past?

New Year, New U!

Date/Time/Location

Saturday, February 09, 2019

9:00 AM - 3:00 PM

Augsburg University

810 3rd Avenue Southeast

Rochester, Minnesota 55904(507) 288-2886

[Map and Directions](#)

READY?

**Are you ready for a Special Education Career?
Are you ready to learn more about career and/or
licensure opportunities?
Registration for this free event is now open.**

Register Here

About the Training

The collaborative is a group of special education directors and representatives from the regional colleges and universities that formed to build capacity around teacher recruitment, professional development, and retention of qualified teachers to develop a common voice for SE MN around education topics and take action for lasting impact. People seeking a Special Education teaching career and/or licensure opportunities are invited to this free event. The New Year, New U!

Advisors from Augsburg, Grand Canyon University, Saint Mary's University, St. Thomas, and Winona State University will provide information regarding initial or additional licensure programs. Information about financial services will be presented by Region 10 Low Incidence Projects, Education Minnesota and Minnesota Department of Education.

Target Audience

Individuals interested in pursuing licensure in special education. This includes para-professionals, teachers on special permission, teachers with ABS license, substitute teachers, and anyone with or without a bachelor's degree.

What to Bring

Participants must bring UNOFFICIAL TRANSCRIPTS from all institutions of higher education that they have attended.

Agenda

- 10:00 Welcome and Introductions
- 10:15 Rebecca Jackson, MDE Workforce Specialist
- 10:30 How to find your passion
- 11:30 Education Minnesota, Degrees not Debt
- 12:15 College Admission and Individual Advising Meetings including
 - [Augsburg University](#)
 - [Grand Canyon University](#)
 - [Saint Mary's University](#)
 - [St. Thomas University](#)
 - [Winona State University](#)
 - MN Low Incidence Project

A light continental breakfast as well as snacks will be provided throughout the day.

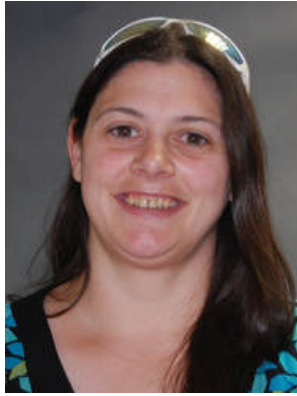
Funding for this event is made possible through IHE Region 10 Collaborative and participating universities.

For more information please contact:

- [Christian Wernau](#)
- [Micki Breitsprecher](#)



In the Spotlight: Katie Dunn, RBEC Industrial Technology Teacher



Katie Dunn, RBEC Industrial
Technology Teacher

***Failure is a good thing.
It is important for real
learning.***

- Katie Dunn

Rapid Round of Katie's Favorites

Tool

Scroll Saw

Technological Advancement

The Pencil

Subject/Unit to Teach

CO2 Cars

Movie

Hitchhiker's Guide to the Galaxy

Book

Hitchhiker's Guide to the Galaxy

Food

Pizza with sausage and green olives

Dessert

Chocolate Anything

Season

Fall

Veg out Activity

Scroll saw ("I like to cut stuff.")

M & M's

Plain Chocolate

For as long as she can remember, from the time of being a little kid, Katie Dunn knew that she wanted to be a teacher. There simply was never a question about it. In her family, education and teachers were extremely important. Katie's grandmother was a teacher; her aunts and uncles were teachers; she came from a line of teachers. Her mom was the only one in the family that was not a teacher. Katie also liked math so she thought that she could be a math teacher, a thought that would become an essential Plan B in her life.

When Katie started looking into colleges and seriously thinking about her teaching career, UW-Stout kept speaking to her. She was intrigued with their marketing materials for their Industrial Technology Teacher program. Plus another family connection spoke to her. Her grandfather was a woodworker and Katie was always comfortable building things with him. The more she investigated the program, the more fun that it sounded. Ultimately she applied for the program knowing full well that when she was done, when she didn't like being an industrial tech teacher then she would go back to Plan B and become a math teacher.

Plan B will have to wait. It is more likely that it will never happen. That's because Katie loves being an Industrial Technology teacher. Her favorite part of her job is exactly what drew her to the program - there are so many things that she can teach under her license: woodworking, engineering, graphic design, drafting, small gas engines, etc. The teaching options are limitless, which "speaks to the ADHD in me. I don't want to be bored or stuck doing the same thing all day."

Boredom has not been a part of her career. After graduating from Stout, one of two women in a male-dominated field by the way, Katie taught in Prescott for nine years. She joined us at River Bluff Education Center for the 2017-18 academic school year. Although her world is not boring, she acknowledges the challenges for her students. The #1 challenge is that her students do not think they can. They need help overcoming their fear of failure. Katie knows that part of her job is to encourage them to believe, to be able to say to themselves, "I can build. I can be creative in a productive manner." Katie is able to tackle the challenges with her #1 joy. She is able to personalize learning for any and all students. She is able to find a project that resonates with an individual student and allows the student to learn the standards.

She sees that her students tackle creative building with a different perspective than she had at their age. Students report building Legos® out of kits. They follow directions and come out with the finished product that looks identical to the picture on the kit box such as a spaceship. For her though, playing with Legos® was a different process and helped teach creativity. "When I was a kid I had the bucket of Legos® that I used to create my spaceship." With the bucket, she had limitless possibilities for her spaceship. Today, students' fear of failure impacts their willingness to try. Katie wants to change this thinking in her students' minds. After all "failure is a good thing; it's important for real learning. There is always another piece of wood to cut up."

This adjusted mindset will serve her students well in the future. Her wish for them all to be working and being productive members of society in the future. She hopes they will be in useful jobs that allow them to think and to create, not just follow rules and rote directions. For Katie's future she hopes to still be here at RBEC doing what she loves, just more of it and better. With the challenges that our students face, she wants

to reach them all. This desire is backed up with her actions at school and even outside of school. Katie is one of the Lab Managers for the new MakerSpace at MN State College Southeast. Granted, her knowledge and skills align beautifully with the job but Katie admits that she has an ulterior motive. She wants to get her students working in the space and accustomed to the college. Then she'll work her magic and help the students see that the college isn't so scary. You're smart people; you can see where she is going with that one.

Katie recharges on the home front to help maintain a healthy work/life balance. Katie's a newlywed. She and her hubby were married on April Fools Day in 2017 and celebrated with a honeymoon in Duluth. Extended family keep them busy with in-laws just down river in Reed's Landing, Mom in Eau Claire, and siblings/nieces/nephews. Her father lives in Merida, Mexico; he prefers his winters in a warmer climate.

Finally, you need to know this about Katie too. She is essentially an internationally awarded artist. She was awarded the 2012 Scroll Saw Association of the World (SAW) Best in Class Award Winner for a scroll saw picture. Way to Katie!



2012 Scroll Saw Association of the World (SAW) Best in Class Winner Katie Dun with SAW representative.



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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.