



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 Meetings and Events

- **Kenyon-Wanamingo Gym Dedication:** January 30, 7 pm, Wanamingo Elementary School Gym
- **MTSS Stakeholder Meeting:** February 25, 12:30-3:30 p.m., River Bluff Education Center, 395 Guernsey Lane, Red Wing, MN

National Mentoring Month

This January marks the 15th annual National Mentoring Month. There is a powerful mentoring effect demonstrated by research and the experiences of young people who are connected to a mentor in real life. Mentoring is linked to improved academic, social and economic prospects for young people, which ultimately strengthens communities.

Research has shown that when matched through a quality mentoring program, mentors can play a powerful role in providing young people with the tools to make responsible decisions, stay focused and engaged in school, and reduce risky behavior such as skipping school, drug use and other negative activities. One recent study reported that young people who were at risk for not completing high school but who had a mentor were:

- 55% more likely to enroll in college than those who did not have a mentor.
- 81% more likely to report participating in sports or extracurricular activities.
- 78% more likely to volunteer regularly in their communities.

Check & Connect is a mentoring frame-work used throughout the county. Our member districts primarily use social workers as the mentors. As a part of mentoring month, January 21 is Thank a Mentor Day. It is an ideal time to celebrate the work of our Check & Connect mentors that are

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The Progress archive

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Comments? Suggestions for new articles?

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



Many thanks, mentors!

- Shelly Angell, GCED
- Laura Burvee, CF
- Molly Dodge-Brage, Goodhue
- Carrie Groth, KW
- Katie Kennedy, ZM

currently mentoring over 100 at risk student in Goodhue County.

Mentorship Growing

This list of mentors (to the right) is growing. Red Wing has identified a need for more mentors; they are currently recruiting and training new mentors. If your district needs additional training, please contact [Jillynne Raymond](#).

- Jamie Lange, RW – TBMS
- Megan Latch, RW – TBMS
- Lori Nicolai, RWHS
- Chris Rodgers, RWHS
- Matt Rodgers, GCED
- Michelle Schulz, GCED

School Based Mental Health

Last month executive director Cherie Johnson described the need for school based mental health services and how GCED is working to meet those needs for our member district.

To refer a student for school based mental health services, email Maggie Helwig at mhelwig@gced.k12.mn.us. Soon GCED's new website will have an online referral form. We will notify all districts when this change occurs. More about our mental health workers:

Jayna Fink holds a Master's degree in Counseling from Bemidji State and is currently on track for licensure as a Licensed Professional Clinical Counselor (LPCC). She has worked for Fernbrook Family Services, Steller Human Services, Pine River-Backus Elementary and High Schools providing therapy and skills to individuals and groups. Jayna also has experience as a PCA for children with Autism and as a Correctional Officer in the Northwestern MN Juvenile Center Non-Secure Detention Unit which housed 24 co-ed youth (10-18 years of age) for a variety of short term placements. All of these experiences have strengthened Jayna's passion for working with at risk children of all ages.

Jayna integrates her own love of nature and outdoors into her clinical practice by using experiential therapy, which involves actions, movements, and activities rather than the more traditional "talk therapy" to help clients experience successes, identify obstacles, develop improved self-esteem, and take greater responsibility for their actions. She uses a variety of treatment models (cognitive behavior therapy, person-centered therapy, experiential therapy) and tailors her approach to each individual client's needs to promote positive change in the areas of social skills, anxiety, depression, ADHD, life changes (loss, divorce, separation), and anger management. Jayna is particularly interested in emotional regulation, self-care, trauma, and mindfulness.

Tira Petersen's path to mental health began with an introductory psychology course in college. From there she earned an AA at Anoka Ramsey Community College and a BS degree in applied psychology from Bemidji State, where she also minored in chemical dependency. Tira completed an internship at Goodhue Wabasha Sexual Assault Agency where she assisted with the first annual "Walk a Mile in Her Shoes", wrote and presented curriculums for K – 3



Jayna Fink



Tira Petersen

"Working in the mental health field I have found that I take pleasure in meeting people, and helping them to identify and understand their personal strengths, and how to use them to solve their own conflicts."

"I truly enjoy working with people in all walks and stages of life and I appreciate everyone's individual views on the world and how their views are formed by the events they have experienced throughout their lives."

grades on safe and unsafe touching. Tira served as a SPED paraprofessional in EBD and LD classrooms at Burnside Elementary for five years. It was in this position that she realized that she wanted to do more. Although she loved working as a para, she wanted to have a larger positive impact on students' lives.

She joined Fernbrook Family Services and received more training on trauma centered care. She worked one on one and in group settings to provide support in learning and implementing positive life skills for those that have experienced different levels of trauma in their lives. Through her work she strives to help others improve how they live and react to life in general.

English Learner Programming and State Testing

ACCESS 2.0 is aligned with the WIDA English Language Development Standards and assesses each of the four language do-mains of Listening, Speaking, Reading, and Writing.



By Brian Cashman, Coordinator of Alternative Programs

With state testing season coming up, the English Learner (EL) staff throughout GCED are gearing up to administer their accountability assessment. Termed "ACCESS", this assessment is a secure large-scale English language proficiency assessment administered to Kindergarten through 12th grade students who have been identified as English language learners (ELs). It is given annually in WIDA Consortium member states to monitor students' progress in acquiring academic English. Minnesota is one of the WIDA Consortium member states.

For 2015-2016, the ACCESS test will be taken primarily online. This is a change from past practice and has resulted in an updated name, "ACCESS 2.0". Just like all of our fellow educators, the EL staff is working hard to balance the needs of students while also honoring federal and state parameters for accountability testing. Suffice it to say, there is not an unlimited amount of time to get everything done. The data from ACCESS 2.0 helps.

The purposes and uses of ACCESS 2.0 include:

- Helps students and families understand students' current level of English language proficiency along the developmental continuum.
- Serves as one of multiple measures used to determine whether students are prepared to exit English language support programs.
- Generates information that assists in
- determining whether ELLs have attained the language proficiency needed to participate meaningfully in content area classrooms without pro-gram support.
- Provides teachers with information they can subsequently use to enhance instruction and learning in programs for their English language learners.
- Provides districts with information that will help them evaluate the effectiveness of their ESL/bilingual pro-grams.
- Meets and exceeds federal requirements for the monitoring and reporting of ELL's progress toward English language proficiency.

When you see your local EL teacher out and about this spring, make sure to ask them how they are doing and offer them encouragement. They are truly a hard-working and skilled team.



Kenyon-Wanamingo

Kenyon-Wanamingo is working hard on implementing PBIS throughout the school, encouraging all to be "Knights of Honor". Their behavior focus is that the Knights of Honor will be respectful, responsible, and safe. KW social worker Carrie Groth appreciates how staff members explicitly teach students the expected behaviors first and then hold students accountable. This is a key component of PBIS; it is unrealistic to expect that all students know what they do not know.

KW begins the school year with a Knights in Training Day so that students can learn all expected behaviors. Just as with any learning, reinforcement is needed. Behavior expectations are reviewed regularly for students. Fun videos have helped with this reinforcement, which students seem to appreciate.

Positive behaviors are rewarded and students may earn a Knight of Honor two-part ticket. One part is taken home and the other is put in a grade level box for a weekly drawing.

When seeing escalated behaviors with substitute teachers, KW staff problem-solved using the PBIS framework. They created a special color for sub tickets. This simple step helped students understand that expectations carry through in unique situations. They also have



have a separate color for bus tickets and principal tickets. The learning takes hold for the students with consistent expected behaviors and consistent consequences for undesired behaviors. Staff have seen the payoff; student behavior has improved under the PBIS framework.

Spotlight: Jennifer Chappuis, Cannon Falls Associate Principal

"Control the controllables." -- Jennifer Chappuis



The power of suggestion is mighty powerful and greatly impacted Jennifer Chappuis' professional path. Jennifer loved science and was a pre-med major her first two years of college where she also played basketball and softball. One day her softball coach asked if she had ever thought about taking an education course; she honestly responded no. Her coach encouraged her to just try one; she recognized that Jennifer's creativity and drive could impact change. With great respect for the coach, who is now a long term friend, Jennifer took a course. In the first course on the first day she engaged in a passionate conversation on ethics and law in education. She was hooked. Prior to Cannon Falls and her first administrative role she taught 6, 7, 8 grade science in Hutchinson and Inver Grove Heights.



Jennifer Chappuis

As a new administrator Jennifer explains that her biggest challenge is how to do things well with such a full plate. She acknowledges that in larger districts there is someone for curriculum, DAC, student discipline, etc. However, she likes that challenge and working in a small district allows her to "taste" many jobs, which helps her build her administrative toolbox. As the weeks continue she grows more comfortable in getting everything done. She has worked with ineffective administrators in the past and understands the impact it can have on staff. Her goal is to follow through on each item until it gets done. Others would agree that she is someone that gets the job done and also that she is a good communicator.

The largest challenge in education today is that "we're not taking time to build relationships with kids first." Pair that with the it takes a village theme and we could do a disservice to students. It is similar to building a house. You start with the solid foundation first; going right to the attic just doesn't work. She prioritizes building relationships with the students she works with; in fact she actually enjoys student discipline. Each disciplinary issue is an opportunity to connect with a student.

One piece of wisdom that she tries to impart on her students is to "control the controllables". Students have a lot of concerns; she helps them identify what they truly cannot control so that they can slide that uncontrollable worry off their plate.

In her free time Jennifer and her husband spend time with their 4 young daughters. Friday nights are special movie nights in the Chappuis household with popcorn and taking turns picking out the movie. She also enjoys reading and creating change one little bit at a time. Welcome to Goodhue County, Jennifer!

Kenyon-Wanamingo Gym Dedication for Jeff Evert



Last year our entire professional community felt the loss of Jeff Evert, former Kenyon-Wanamingo superintendent. While his death surprised us, it is no surprise that Jeff's life touched many lives. To continue with the celebration of Jeff's legacy, the Kenyon-Wanamingo School District will dedicate their gym to Jeff Evert.

The public is welcome and invited to join the community for this dedication. YOU are invited...
KW Gym Dedication for Jeff Evert
Saturday, January 30, 2016
7 pm
Wanamingo Elementary School Gym

Select Language | ▼

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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.