



Goodhue County Education District

Enhancing educational opportunities through interdistrict cooperation

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Important Upcoming Meetings and Events

- **MTSS Stakeholder Meeting:** February 25, 12:30-3:30 p.m., River Bluff Education Center, 395 Guernsey Lane, Red Wing, MN
- **Everything GCED Evening:** February 25, 5:30-8:30 p.m., River Bluff Education Center
- **Brain Awareness Week:** March 14-20, 2016

The Progress, February 2016: Volume 1, Issue 5

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



GCED Reveals New Website

GCED has a new user-friendly website. You will see the usual items that can be found on school district websites as well as information on programs, services, and MTSS for our member districts. Member districts will find most of what they need from one of two main tabs on the home page.

- Programs and Services
 General and referral Information for Alternative Education, Early Childhood, English Learners, River Bluff Education Center, and Special Education
- MTSS
 - Assessment Framework
 - Assessment Calendar

Check out the new GCED website!

gced.k12.mn.us

- Universal Screening Tools – Information and Cheat Sheets
- Special Education Assessment and Transition
- Multi-Tiered Supports
 - Core Instruction
 - Interventions
 - Process/Protocols
 - Problem Solving
- Student Learning Interventions (Behavior, Literacy, Math)
 - Literacy District materials are now found under Literacy
 - This is where you will find the Mental Health Referral Form
 - Interventions are included on the Quicklinks on home page
- Schoolwide Problem Solving
 - Information
 - Resources



If you are looking for information not included on the website, please let us know.
Thank you.

Data Driven Accountability: Actualizing the Promise through Practice with SLD Eligibility

by Jillynne Raymond

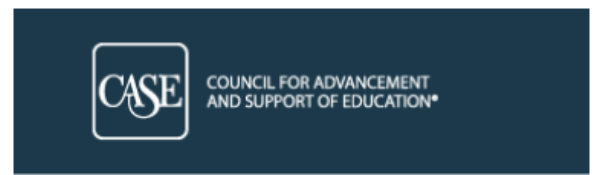
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Thanks to technology, Cherie Johnson was able to bring a national conference to GCED. In mid-February school psychologists, coordinators, and assistant directors had access to the CASE (Council for Advancement and Support of Education) Winter Hybrid Conference focused on data driven accountability in identifying students with a Specific Learning Disability (SLD).

Dr. George M. Batsche, Director of Institute for School Reform out of the University of South Florida, led key messages for school districts to move from policy to practice. He began with important questions:

1. What is the placement rate of students with a SLD in your school or district?
2. What is the academic performance, based on meeting state-approved standards, rate for students with SLDs in your school or district? At above or below proficiency? How do they compare to other groups in your district?
3. If the proficiency rate of students with SLDs has not changed substantially, then the "system" is well designed and "efficient" at achieving those outcomes.

We are all in education; we understand that as a system we need to have a highly effective general education environment and schoolwide, universally available instruction and supports to ensure equity in accessing that effective instruction. Let's dig deeper, though, into the connection for our students with disabilities beginning with eligibility. From IDEA 2004 no student can be eligible for any category of special education unless certain criteria are met:



Big Ideas that Drive Data-Based Decision Making with SLD Eligibility

1. Special Education Students are General Education Students First
2. Academic Engaged Time is the BEST predictor of Student Growth
3. Student Growth is the BEST measure of a Student Response to Instruction
4. Understanding the Difference between Intensity and Severity
5. MTSS is an Evidence-Based way of Schooling that...
 - Improves student growth
 - Increases access to effective instruction
 - Provides a "delivery system" that facilitates the intensification and integration of instruction in a systematic way
 - Contributes to differentiating students with low achievement from students with disabilities

Unless intensity and severity are differentiated we may over-identify students with disabilities. A student could have an intense problem, but catch up quickly, so it is not

(5) SPECIAL RULE FOR ELIGIBILITY DETERMINATION

- In making a determination of eligibility under paragraph (4)(A), a child shall not be determined to be a child with a disability if the determinant factor for such determination is:

(A) lack of appropriate instruction in reading, including in the essential components of reading instruction;

(B) lack of appropriate instruction in math; or

(C) limited English proficiency.

- Data that demonstrates that prior to, or as a part of, the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel.

Appropriate instruction is aligned with state-approved, grade or subject area standards, is delivered in a sufficient amount, and is effective. So what is the difference between a student who is "behind" and one who may have a SLD? To make that determination, we need to understand two key terms when we look at the data: intensity and severity.

Intensity is measured by how far **behind** a student is academically or how **different** the behavior is from peers or norms.

Severity is the degree to which the student does or does not **respond** to evidence-based and well delivered intervention.

severe. Another student could have an intense problem, but not respond to well delivered interventions, which is a severe issue. Students with disabilities demonstrate both intensity and severity.

Our MTSS (Multi-Tiered System of Supports) is intended to help avoid this problem and is all about a culture shift from an eligibility focus (diagnose/label student and then send the student somewhere) to an instruction focus (use problem solving to respond to student's specific needs). This problem solving requires us to ask questions in order to form a hypothesis regarding "What is the goal not being attained? Why is the goal not being attained?" These questions need to be asked across four domains: (1) Instruction, (2) Curriculum, (3) Environment, and (4) Learner, also known as ICEL.

Whereas problem solving is a challenging process, we understand the importance of the impact. Outcomes matter. The federal and state governments are looking for all districts to expect that all students attain proficiency on standards, which absolutely requires a focus on problem-solving and assessment to improve the impact of instruction. It makes sense; it is what is right for students.

Tips and Information for Parents from the Early Childhood Team

By Min MartinOakes



It's so hard to say good-bye. We frequently get questions about how to separate from your child, especially if the child has difficulty at separation time. A quick separation routine (hug, kiss, "love you", etc.) and reassurance regarding when you will be back along with a quick and happy exit often works well. At such times the child is often looking to the adult in their life for assurances that that special adult will return and that the adult is confident in the caregivers. Sometimes lingering can feel like it helps, but often can prolong the difficulty. Working with your child's teacher or caregiver can help develop a separation routine that is best for your child.

What do I do when? Are you seeking help with difficult behavior? Consider visiting the Pyramid Model website at www.challengingbehavior.org. You can also talk to your child's caregiver or teacher. If you live in Red Wing or your child's teacher or caregiver lives in Red Wing you can access the Red Wing Student Assistance Team (SAT) at no cost to you. The SAT team helps provide helpful interventions for your preschool age child and can also provide onsite consultation for your caregiver or preschool teacher or for you at home. Again, all at NO cost to you. Call 651-385-8000 for more information on the EC SAT team.

Has your child completed Early Childhood Screening? Early Childhood Screening is a quick and simple check of how your child is growing and developing. By law, all children **must** be screened **before** they start kindergarten. There is no cost to parents for Early Childhood Screening. Between the ages of 3 and 4, screening can detect possible health or learning concerns so that children can get help before they start school. It is best to screen as close to a child's third birthday as possible. Call your local school district for information about how to schedule a screening for your child.



Roaring with Wildcat Pride in Goodhue

When 4th grade teacher Eric Schofield came to Goodhue he already had experience with a PBIS school teaching in Eau Claire, Wisconsin. So it was a natural fit when Principal Mark Opsahl asked him to join a new PBIS training team in Goodhue. Their team had diverse representation from elementary and secondary teachers, paraprofessionals, and administrators.

The team had the opportunity to attend the PBIS trainings in Mankato and work together a full year before implementing the plan at school. If they were going to determine how to approach behaviors at school they had two important considerations (1) staff learning/buy-in and (2) parent communication. The team worked to develop behavior matrixes centered on Wildcat Pride, wanting their students to be Prepared, Respectful, Involved, Determined, and Excellent.

The Goodhue staff members begin each year teaching students the expected behaviors in the various locations in the building and at school events. Positive behavior is rewarded with Pride Tickets. Elementary students' tickets are entered in a drawing to win positive behavior T-shirts in grades K – 4 and cash in grades 5 – 6. Secondary students can earn gift cards for Target or Fleet Farm. In addition, Goodhue celebrates Wildcat Pride. Students were treated to ice cream treats and an obstacle course at a recent elementary celebration. Secondary students enjoy PBIS pep fests twice a year where they win prizes and celebrate classroom performance, club participation and other activities.

At both the elementary and secondary levels, the Wildcat PRIDE vision is easy to refer to when addressing student behavior concerns. The visual posters that are located throughout the school allow for consistency and ease. Staff can simply ask "What is the expectation? Are you following the expectation? What needs to happen for you to meet the expectation?" The questioning and reminders help redirect undesired behaviors.



The PBIS framework is successful. Eric Schofield is currently teaching the fourth grade class that was in kindergarten for the start of PBIS in Goodhue. He is happy to report that this is the best behaved class he has seen, which he cannot help but connect to the PBIS framework. Through an administrative lens Principal Mike Harvey also sees the success of the PBIS framework. With the data to support the success, he reports a 6:1 positive to negative referral ratio. No wonder the Goodhue Wildcats are roaring with PRIDE!

Spotlight: Dave Anderson, Zumbrota-Mazeppa High School Principal



"Guide their learning to create, collaborate, and to think freely." -- Dave Anderson

Dave Anderson, ZMHS Principal, may be new to the Zumbrota-Mazeppa school district, but he's not new to the area. His first home was between Mazeppa and Zumbro Falls and his grandparents founded Nybo's Bowling Alley in Red Wing. He now calls Rochester home where he lives with his wife and 12 year old son.

If teaching can be a part of a person's genetic makeup, then Dave had no choice but to go into the field. Dave comes from a family of educators. His grandmother taught in a one room school house in Vasa until she married. Dave's father was a teacher and coach. Many other family members are in education as well. Dave began his career coaching a junior high basketball team when he was only 20 in the same community that his dad coached varsity basketball. From there Dave student taught in Plainview, taught English in Byron, and served as an assistant principal in Winona.

During that time the best change that Dave has seen in education is the shift from a teacher centered to a student centered approach. During his student teaching days his advisor gave him the same advice many of us received "Don't smile, don't coach; your job is to design lessons and teach students what they need to know." At that time the role of the teacher was that students needed the knowledge the teacher would give them. Today that knowledge is at students' fingertips. As educators he believes we need to "guide their learning to create, collaborate, and to think freely. Help them learn how to find information rather than feed it to them."



Dave Anderson

If he could change anything in public education Dave would work on balancing expectations. "We have moved their cheese a lot" in reference to Spencer Johnson's book *Who Moved My Cheese?* He would like to see us have statewide conversations on antiquated educational practices such as *how* we evaluate students. We now live in an age when we intervene when students are learning and should question how we grade. Do we grade all assignments if students are in the learning process? Should we go to standards-based grading? Does the work we do at K – 12 align with higher education? Not so in Dave's mind. Also, he questions if our school calendars are still appropriate for today's world. These are hard conversations, but necessary.

Education is not Dave's only adventure in life. He enjoys watching his son play La Crosse, is an avid bow hunter, and has bungee jumped. In 2000 he bungee jumped off Nevis High Bridge, the highest bungee jump in New Zealand at 134 meters or 439.63 feet. Something tells me he's up to the challenges of public education.

Rapid Fire....

Viking or Packers? *Vikings*

Pizza topping? *Sausage*

Blizzard flavor? *Anything peanut butter*

Favorite book? *The Great Gatsby*

Favorite movie? *The Shawshank Redemption*

Peanut or plain M & Ms? *Peanut*

Veg-out night activity? *Sit on the couch with the family and the dog, watching TV*

The Southeast Perkins Consortium Celebrates Opportunities for Career Success

Governor Mark Dayton declared February 2016 Career and Technical Education Month in Minnesota, in part because "profound economic and technological changes in our society are reflected in the structure and nature of work, thereby placing new and additional responsibilities on our educational system."

High school and college CTE programs across the country celebrate February as CTE month to demonstrate how career and technical education makes students college- and career-ready, and prepares them for high-wage, high-demand career fields.

In Minnesota, 247,651 high school and college students were enrolled in career and technical education courses in 2015 -- 119,275 students took career and technical education courses at the Minnesota State Colleges and Universities and 128,376 students took courses at public high schools.

Nationally, CTE encompasses 94 percent of high school students and 13 million postsecondary students in the United States. Career and technical education happens in high schools, career centers, community and technical colleges, four-year universities and other education and training institutions.

In Minnesota, local school districts are placed in a region and paired with a Minnesota State Colleges and Universities (MnSCU) post-secondary institution in an effort to produce collaboration which benefits students. At the local level, the Southeastern Consortium is made up of 24 school districts and paired with Minnesota State College – Southeast Technical (with campuses in Winona and Red Wing). The 24 local school districts are: Caledonia, Cannon Falls, Chatfield, Dover-Eyota, Fillmore Central, Goodhue, Goodhue County Education District, Hiawatha Valley Education District, Houston, Kenyon-Wanamingo, Kingsland, La Crescent, Lake City, Lanesboro, Lewiston-Altura, Mabel-Canton, Plainview-Elgin-Millville, Red Wing, Rushford-Peterson, Saint Charles, Spring Grove, Wabasha-Kellogg, Winona, and Zumbrota-Mazeppa.

For more information on CTE and all the good things happening in the Consortium's local school districts, please contact Brian Cashman, Southeast Consortium Secondary (High School) Coordinator at 651-388-4441 or bcashman@gced.k12.mn.us

River Bluff Education Open House



Please join us!

River Bluff Education Center Open House

Thursday, April 21, 2016

5:00 - 7:00 p.m.

395 Guernsey Lane

Red Wing, MN

Select Language ▼

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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.