



# Goodhue County Education District

Enhancing educational opportunities through interdistrict cooperation

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 [MTSS](#)  
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 [STAFF RESOURCES](#)  
 [MORE...](#)

## Inside this issue

- Behaviors: So we know why, now what?
- Fall Screening Data through a Systems Lens
- Secondary Principals Book Study
- Goodbye and Good Luck Mike Redmond
- In the Spotlight: Sheri Johnson, RBEC School Nurse

## Important Upcoming Events/Meetings

October 4	Principals Meeting w/ School Psychologists & Special Education Leadership Team
October 4	Region 10 CTIC
October 10	Late Start @ RBEC (PLCs)
October 10 - 12	MAASFEP Fall Conference
October 15	Special Education Leadership Team
October 17	Superintendents Council
October 18 - 19	Education Minnesota Conference
October 22 & 24	READ 180 Universal - Virtual Training
October 23	ASD/DCD Cohort
October 24	Instructional Coaches & ADSIS PLC
October 24 - 26	MASE Fall Conference
October 26	DAPE/OT/PT Cohort
October 26	EL Team in Goodhue
October 26	Speech Cohort

## The Progress, October 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, Editor, The Progress, [jraymond@gced.k12.mn.us](mailto:jraymond@gced.k12.mn.us)



## 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.

## Fall Benchmarking Data Through a Systems 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

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

21.40% FALL 2018-19

#### High 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%)

24.11% FALL 2018-19

#### High Risk Category

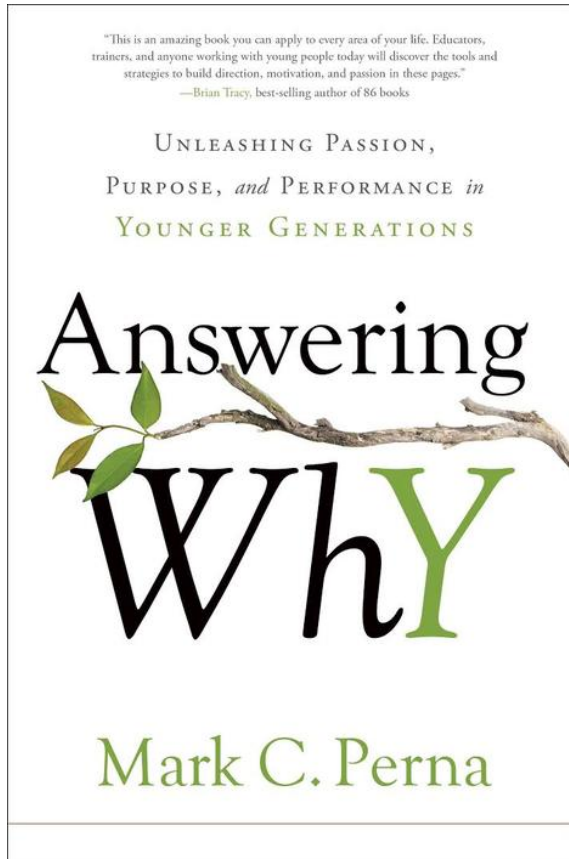
16.56% 2016-17 EOY  
17.45% 2017-18 EOY (+0.89%)

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

16.97% FALL 2018-19

16.19% FALL 2018-19

## Secondary Principals' Book Study



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?"
- 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?

*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 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

## Goodbye and Good Luck 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*

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

*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*

standing relationship with Mike. We wish Mike the very best as he makes his transition to Superintendent of Shakopee Schools.



### **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



### **In the Spotlight: Sheri Johnson**



Sheri Johnson, RBEC School Nurse

River Bluff Education Center's returning school nurse this year is Sheri Johnson, not to be confused with Cherie Johnson, our executive director.

Sheri grew up not far from here in Hager City where she could ride bikes or walk with friends to the "chicken place" for yummy treats and casual hang-out time. Sheri graduated from Ellsworth High School knowing that she wanted to help people as a profession. She started and almost finished a cosmetology program before realizing that it wasn't quite the right fit. Helping others was still her main consideration, which is understandable if you know Sheri; she is on earth to serve her fellow human beings. She started the nursing program here in Red Wing and was hooked. It even ran in the family a bit since she and a sister both completed the same program.

After nursing school she married and her then-husband's military career guided their path across the country. They built their family of two boys and one girl in Florida, South Carolina, Connecticut, and Georgia before returning to Red Wing.

Fast forward a "few" years and Sheri serves as the nurse at RBEC. She is also a newlywed again, just celebrating her 2nd wedding anniversary. Her kids have remained the same, plus she gained a stepdaughter.

The students and staff members appreciate Sheri's calm yet strong presence. Her knowledge base and communication skills make her an ideal fit for us. One student's crisis mid-way through our interview reaffirmed that. Sheri admits that she loves interacting with the kids. Even when her own children were little, she loved volunteering in the schools for that interaction. This role allows her more interactions. One student recently cut her thumb in shop class; Sheri kept her calm as she cleaned up the wound and reassured the student that she did not "nearly take the whole dang thing off." There are certainly times when an injury looks far worse than it actually is and Sheri has to help convince the students of that. In addition to regular meds and minor injuries Sheri has also seen sniffly noses and some coughs

with the season change, but no flu symptoms yet.

Outside of serving RBEC, Sheri enjoys life as well. She is a knitter and an avid reader and belongs to two book clubs. She loves to cook and entertain, which makes it great that she and her husband enjoy watching cooking shows together. They apply it all while spending time with family and friends.



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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.