



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/Special Days

November 6: EBD Cohort
 November 9: Chaos Never Ends Day
 November 10: Social Worker Cohort
 November 10: Veteran's Day
 November 14: Young Readers Day
 November 15: Superintendents Council
 November 15-17: Minnesota Indian Education Conference
 November 17: School Pysch Cohort
 November 17: ADSIS/Instructional Coaches PLC
 November 17: EL PLC in KW
 November 17: World Peace Day
 November 18: Night of Too Many Stars, HBO Telethon/Fundraiser for Autism
 November 20: SPED Leadership Team
 November 23-24: Thanksgiving Break

The Right to a Free and Equitable Education

by Brian Cashman, GCED Coordinator of Alternative Programs

Earlier this year, the Trump administration announced that the Deferred Action for Childhood Arrivals (DACA) would end on March 6, 2018. In

The Progress, November 2017: Volume 3, Issue 3

The Progress - Archived Issues

Comments or suggestions for new articles?

Contact Jillynne Raymond at jraymond@gced.k12.mn.us.



RBEC in the Super Bowl Spirit

Principal Maggie Helwig is pleased to announce that RBEC is participating in the NFL's Super Kids-Super Sharing Project for Super Bowl, a National Football League Super Bowl community impact project that puts books, sports equipment and school supplies into the hands of local children and schools in need. RBEC will both donate and receive supplies. This project has been taking place in Super Bowl Host Communities for 18 years.

addition, new DACA applications were no longer being accepted as of September 5, 2017. For DACA expirations occurring between September 5, 2017 and March 5, 2018, those individuals had until October 5, 2017 to apply for a DACA renewal. DACA allowed law-abiding individuals meeting certain criteria to be allowed to stay in the United States without the threat of deportation for two years; be allowed to receive a work permit; and have the option to renew their DACA and work permits multiple times for additional two-year periods.

Clearly, these changes have been concerning to many people, including families and students who we serve in Goodhue County. If there is not legislative action by the United States Congress to pass a version of the DREAM Act Bill (Development, Relief, and Education for Alien Minors Act) that puts supports back in place for undocumented youth, those individuals previously protected under DACA will lose that protection.

To put this issue in perspective nationally, it is estimated that 65,000 undocumented students graduate from high school each year. Some of these students have received DACA approval and there are thousands of students in American schools whose parents have received DACA approval (source: "Deferred Action for Childhood Arrivals [DACA] Informational Letter – TransACT Communications).

As educators, we must remember the following points regarding all students – documented and undocumented:

1. All students have a right to a free and equitable public education. Citizenship status does impact this right (Plyler vs. Doe – U.S. Supreme Court).
2. Schools cannot require families and students to reveal their citizenship status.
3. Schools cannot require or coerce families and students to provide a Social Security number.
4. If a family member or student does reveal their citizenship status to a school staff member, that information is confidential and protected under FERPA.
5. Schools are considered a "sensitive location" (per the U.S. Department of Homeland Security). This means that, generally, immigration enforcement actions may not occur at school and school grounds.

There are resources available for educators, families, and students in Goodhue County. A few of them include: the Immigrant Law Center of Minnesota (<https://www.ilcm.org/>), Navigate MN (<http://www.navigatemn.org/>), and, locally, Hispanic Outreach (<http://www.hispanicoutreach.org/>).

At the school level, your English Learner staff is very knowledgeable and eager to assist in increasing knowledge on this and related issues in order to better serve, and advocate for, students. In addition, you may contact me with any questions you may have. Finally, it is important to note that schools are generally not in a position to offer legal remedies to families and students who may be impacted by these legislative changes. Schools can support families and students by helping to connect affected individuals with existing resources at the state and local level.

MTSS: Supporting Students Across the Continuum

By Weston Johnson

The Categories of Support provide broad areas that the supports offered in the system can be grouped under, which include:

- Academic (Learning)
- Behavior (Learning)
- Diverse Learners (Diversity)

Academic supports are based on the academic standards. Therefore, it is inclusive of English language arts, math, science, social studies, and broadly college and career readiness, as well as other academic supports. Within MTSS the broad academic supports are generally grouped as reading, math, and writing. Reading, writing, and language are closely connected and may be included under a broader category of literacy or language arts, as well as separate.

Systems may also further extend to include additional supports as well. In the case of including additional supports, writing for example, they may not become a focus within Tiers 2 or 3 unless other problems, such as reading is noticed; this typically stems from limited resources available to provide more intensive supports to more categories. Behavior supports include academic engagement, non-disruptive behaviors, emotional regulation, and social skills (interactions and appropriate behaviors). Diverse learner support looks at broader aspects necessary within MTSS, regarding variability of our learners.

The Domains of Learning group factors contribute to the learning process. These domains are alterable factors to support student learning:

- **Instruction**
This is HOW you teach.

- **Curriculum**
This is WHAT you teach.
- **Environment**
This is WHERE you teach.
- **Learner Engagement**
This is WHO you teach.

Assessment methods, such as reviews, interviews, observations, and tests also called **RIOT**, are used to collect information from the sources of ICEL to conduct a problem-analysis. Within this model, learner engagement is an alterable factor of the Learner Domain.

The three tiers are set up on a continuum of intensity. The first provides universal learning supports to all students to support a year's worth of growth in a year's time. Differentiated instruction and universal designs for learning are necessary to ensure students access the content and make this growth. Tier 1 is preventive. Tier 2 is strategic; tier 2 is often described as a group intervention. Resources are strategically used to get the most bang for the buck. Tier 3 is the most intensive tier and it includes the most individualized supports.

All along the continuum, communication is essential so that all educators are providing supports that are matched and targeted to the students' needs. While doing so, remember that 80% at Tier 1 focuses on proficiency with only Tier 1 supports. Higher levels of proficiency are expected with Tier 2 and Tier 3 supports; 80% is only an initial target for resource allocation and system efficiency.

Understood.org

by Cherie Johnson

A parent recently asked me if there was a website that I could recommend for them as they were beginning to navigate the world of special education. For some time now, my go-to answer for this has been **Understood.org**. Understood is an innovative digital resource where parents can come to understand and feel understood. However, it is also a valuable resource for teachers to gain clear and concise information on many topics related to learning and attention problems. Parents want the best for their children. We do, too. **Understood.org** seeks to support parents of the one in five children with learning and attention issues throughout their journey.

With the right support, parents can help children unlock their strengths and reach their full potential. With state-of-the-art technology, personalized resources, free daily access to experts, a secure online community, practical tips and more, **Understood.org** aims to be that support.

There are thousands of articles, "deep dives," decision guides, quizzes, slideshows, tips and more. They also developed first-of-their-kind tools like Through Your Child's Eyes, Parenting Coach, Tech Finder and Decision Guide.

During the last state legislative session, the claim was made that school districts were not thoroughly addressing Assistive Technology. We are currently seeking to understand what supports you as teachers may want in this area. **Understood.org** has tools to help school staff understand and use Assistive technology, Helpful resources on **Understood.Org** include:

- **Need to understand the SETT (Strengths, Environment, Tasks, and Tools) Framework?**
 - [At a Glance: How the IEP Team Decides on Assistive Technology](#)
- **Questions to ask when considering assistive technology?**
 - [Checklist: What to Consider When Looking at Assistive Technology](#)
- **Looking for an app to assist a child with a particular issue?**
 - [Tech Finder: Expert-approved apps & games for you and your child](#)
- **Looking for free assistive tech tools?**
 - [Free Online Assistive Technology Tools to Help with Reading, Writing, and Math](#)
- **Experience some of the learning challenges for students**
 - [Through Your Child's Eyes](#)

The options above are just a few of the resources on **Understood.org**. There are many, many other topics and resources for school staff and parents. If you haven't ever used the site, I recommend you look at the Through Your Child's Eyes section listed above. Check it out!

Infinitec Reminders

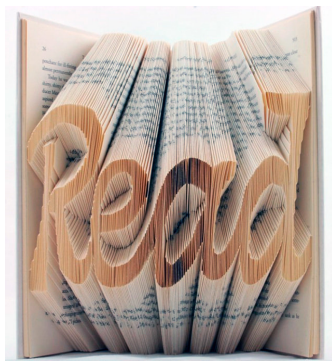
All members of GCED have membership in Infinitec. Infinitec aims to advance independence and promote inclusive opportunities for children and adults through technology. Within this website, you will find on-demand professional development, curriculum supports and professional learning opportunities (even courses for each of the Mandatory License Renewal Requirements). The courses are free to all member district staff members.

1. Go to www.myinfinitec.org
2. Register for an account
3. For on-demand Professional Development, go to [Online Classroom](#).

Click on the RESOURCE selector to browse videos from different categories. Select the page numbers to the right of the RESOURCE selector to browse additional pages. Click on any presentation to view a description. Select PLAY VIDEO to view the selected presentation. If a quiz is available for a presentation, you can click on the TAKE QUIZ link for the presentation to check your understanding of the topic. Click on VIEW QUIZ RESULTS to view and print your history of quiz results as well as certificates. If a certificate is needed for license renewal purposes, it can be printed and submitted to the Continuing Education Committee.



Content Area Teachers Supporting the Literacy Standards



Reading is a process in which information from the text and the knowledge possessed by the reader act together to produce meaning. What can content area teachers do to support the literacy standards and help our students produce meaning from their reading? There are 3 things they can do to help:

1. Teach Strategically

1. Before Reading Strategies (Readiness...front loading pays in learning dividends!)
 1. Activate Prior Knowledge
 2. Make Predictions
 3. Pre-Teach Vocabulary
 4. Set a Purpose/Ask a Question
2. During Reading Strategies (Understanding)
 1. Create Mental Images
 2. Set a Purpose/Ask a Question
 3. Adjust Reading Rate to the Task
 4. Use Text Structure/Formats
 5. Use Graphic Organizers
 6. Use Guided Reading Supports
3. After Reading Strategies (Retention)

2. Use Student-Owned Strategies

1. Reflect in writing on what was read
2. Visualize
3. Use print conventions
4. Retell what they've read
5. Reread (#1 strategy, though rarely used)
6. Notice patterns in text structure
7. Adjust reading rate; slow down or speed up

3. Reverse the Lesson Triangle

1. Historical
 1. Give assignment
 2. Read

If teachers are going to make the process of reading visible, they can't sit safely at the edge. As older, more experienced readers, they have an obligation to talk aloud about groping for understanding or reaching for a genuine reading.

- Dennie Palmer Wolf, Brown University

A scientist in his laboratory is not only a technician; he is also a child placed before natural phenomenon which impress him like a fairy tale.
- Marie Curie

3. Discussion (to see if students read and understand concepts)
2. Current Design Needs
 1. Front loading with pre-reading activities: discussion, prediction, questioning, brainstorming, vocabulary/word work
 2. Guided active silent reading
 3. Discussion to clarify, reinforce, and extend meaning

In the Know: SPED 101

by Jillynne Raymond

The research is quite clear that teachers are the #1 variable impacting students' achievement; also clear is that our principals are the #2 variable. So how does a principal support students with disabilities? Years ago in my K-12 Principal License program I was encouraged to surround yourself with knowledgeable special education professionals. That was good advice, which was so useful as I continued my learning in school and on the job. There are statutes that guide our work; regulations that we must follow to be compliant with the law. Six years into administration and I can expand my response to the original question, how does a principal support students with disabilities. The answer is quite simple actually, *the same as a principal supports students without disabilities.*

My vision would be to get rid of the words general and special, leaving us with education. Principals are not general education principals and special education principals; principals are principals. Their direct and non-direct instructional leadership has been measured; it impacts student achievement (DuFour & Marzano, 2011; Nettles & Harrington, 2007; Marzano, Water, McNally, 2005; Robinson & Hattie, 2012). Direct instructional leadership is focused on the quality of teacher practice itself, whereas indirect instructional leadership creates the conditions for good teaching. When looking at the achievement results of the school as a whole, different instructional leadership behaviors predicted high performance and improvement. Naturally we want *all* students to reap those benefits...students served in general and special education.

We need to remember that IDEA (2004) guides special education in our schools. The premise behind IDEA is that our students with disabilities will receive the necessary support in order to achieve similar outcomes as their peers without disabilities. Last year the US Supreme Court ruled in favor of a higher standard of education for our students with disabilities in *Endrew vs. Douglas County School District*. This decision sets a legal precedent that we all need to consider as we face the challenges before us on educating *all* students.

Questions to Guide Determination of "Appropriate Education"

- Was the student evaluated in a nondiscriminatory fashion?
- Are all members of the IEP team certified for their roles in the development and implementation of the IEP?
- Is the IEP truly individualized? Is it specifically designed to meet the needs of this particular student?
- Are the necessary related services listed?
- Are all the components listed for service on the IEP being implemented?
- Is there clear documentation on the level of functioning of the student in comparison to the goals and objectives on the IEP?
- Is the student receiving educational benefit from the program?
- Are all the objectives of the IEP behaviorally written?
- Have the parents or guardians been involved in every step of the development of the IEP?
- Have the parents or guardians been made aware of their due process rights?
- Is the student integrated with typically developing peers to the maximum extent possible? If there is no current provision for integration, is there a plan for this in the future?

Bateman, D. & Bateman, C.; *A Principal's Guide to Special Education*, p. 17.



Region 10 - CTIC Update

by Abby Wiley

Region 10 hosts our Community Transition Interagency Committee or CTIC; this committee is focused on helping youth with disabilities transition into adulthood and as independent a life as possible. Region 10 CTIC meetings allow for collaborative work and sharing of resources. These notes come from their October 2017 meeting.

Update on WIOA (Workforce Innovation and Opportunity Act)

No person with a disability, under the age of 25 should be employed in a subminimum wage position

- Informed Choice involves having a conversation with the consumer, and their guardian(s), regarding the consumers desire to work towards competitive, integrated employment (CIE) and if so, what steps need to be taken to work towards finding them competitive, integrated employment in which they are earning at least minimum wage
- CIE includes both full and part time employment
- There is a struggle...especially in greater MN, with finding and/or creating unique job opportunities
- Vocational Rehab Services (VRS) has seen an increase in referrals; however, their funding abilities have not increased
- Workforce Development Inc (WFDI) has a different funding "pot" of which 75% of those funds need to be used on out-of-school uses
- The funds given to WFDI are meant to serve students who don't qualify for VRS or who don't meet eligibility (typically LD, EBD, or 504 students)
- Pre-employment Transition Services (PreETS) also has funding available to help students find and sustain CIE
- PreETS include (and **need to be documented**):
 - Job exploration counseling
 - Work-based learning experiences, which may include in-school or after school opportunities, experiences outside of the traditional school setting, and/or internships
 - Counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs
 - Workplace readiness training to develop social skills and independent living
 - Instruction in self-advocacy
- PreETS helps determine when an agency can move onto authorized activities
- WFDI can/will provide PreETS services, in the classroom/school
- Ashley Nelson is the Workforce Development, Inc. rep that serves the Red Goodhue and Wabasha Counties. She can be reached at 651.764.1583 or AshleyNelson@workforcedevelopmentinc.org.

Olmstead Act

Requires public agencies to provide services "in the most integrated setting appropriate to the needs of qualified individuals with disabilities."

- Last year the goal was to get 180 students with DCD-SP and/or ASD into CIE. This goal was met.
- This year, and over the next 3 years, the goal is for 150 students with DCD-SP and/or ASD into CIE.
- To determine each districts target number = the total # of DCD-SP, enrolled in said district as of December 2016, and divide that number in half.

Transition

- There is a Region 10 PLC for transition/work-based learning staff
- They are currently working on organizing another Work Skills Challenge day. They will be in the Austin/Albert Lea area, Northfield, and Winona.
- Discussion on how to document the PreETS in the IEPs

Systems Thinking and the Farmer Story...Worthy of Reflection

by James Bender, author of *How to Talk Well*

Each year the farmer entered his corn in the state fair where it won a blue ribbon. One year a newspaper reporter interviewed him and learned something interesting about how he grew it. The reporter discovered that the farmer shared his seed corn with his neighbors.. "How can you afford to share your best seed corn with your neighbors when they are entering corn in competition with yours each year?" the reporter asked. "Why sir," said the farmer, "didn't you know? The wind picks up pollen from the ripening corn and swirls it from field to field. If my neighbors grow inferior corn, cross-pollination will steadily degrade the quality of my corn. If I am to grow good corn, I must help my neighbors grow good corn." He is very much aware of the connectedness of life. His corn cannot improve unless his neighbor's corn also improves. So it is in other dimensions.



Those that reflect on their work, learn and continually grow from their work. This is true no matter the field or profession, including education. Worthy of Reflection....how does this story on systems thinking apply to education?



In the Spotlight: Michele Rehder, Goodhue Secondary Principal

"An element that has gone smoothly with the transition to administration is my familiarity with staff and students since I have taught in the district for 19 years. I am proud of the bond that I have created with the teaching staff so I value their opinion and they value mine." - Michele Rehder



Michelle Rehder, Goodhue Middle/High School
Principal

Turnover in leadership can present challenges for districts; turnovers can also result in opportunities. This past summer Goodhue school experienced turnover in leadership when Mike Harvey made his transition from principal to superintendent for Zumbrota Mazeppa. This became Michele Rehder's ideal opportunity to transition from the classroom into administration. Michele taught social studies for Goodhue for 19 years, and recently, she was able to put her principal license to good use and become the new principal at Goodhue high school.

As a new principal she has two big surprises. The first is how much she misses the students, which she knew; she had been warned but it still surprised her how much she would miss students. She is still drawn to students and finds reasons to get into the classroom. The second surprise is the number of directions a principal is pulled in one day; there are number of topics that require your attention. Michele is proud of the bond that she has with her teaching staff, which has already led to meaningful work. Their staff members are discussing and implementing standards-based grading. Her street credibility with her staff is paying off, they have begun the real and hard discussions needed to improve learning. The conversations have helped the group examine what mastery looks like in the classroom. She is proud that staff members come to her with feedback knowing that they have a voice with her. It is not to say there will not be difficult choices; there will be agreement and disagreement, it all begins with solid communication.

Rapid Round with Michelle

Current book you're reading?

Kids Deserve It and Lead Like a Pirate

Favorite book?

To Kill a Mockingbird

Favorite Movie?

Wizard of Oz and Shawshank Redemption

Favorite Guilty Pleasure Food?

Chips

If not an educator, what would you be?

Physician

If you were a crayon, what color would you be?

Bright royal blue

Favorite type of music or musician?

Pop or mild rock; I really like U2 and I admit I was sad when Tom Petty died.

Morning person or night owl?

Night Owl

Michele believes that decisions should be based on what is best for kids. A guiding principle for her is that all kids can learn. She would like to ensure that we are doing what is best for our top students and for our struggling students. "Teachers often were the A students in school. The A students still need us, but maybe our job as educators is to make sure we are putting our time and effort with the challenging kids, the kids that are struggling. After all, isn't that why we got into education? Sometimes we focus too much on what's wrong with kids, not what's going right. I want to challenge each staff member to give each student what they need."

She sounds like a wise soul so how did she arrive in education? Michelle was that straight A student in high school, then she was an undecided major at UW-River Falls for 2 years before temporarily dropping out. She knew she would go back; she simply did not know for what or when. During her 5 years out of college she did two important things.

1. She was able to save enough money so that she could pay cash for the rest of her undergraduate degree.
2. She learned that she wanted to be an educator.

Her parents and sister helped with the latter. Her parents were always encouraging and her sister asked, "Have you noticed that for whatever job you have, you are put in charge of training?" It was her light bulb moment and she knew; the universe was telling her to be an

Dog or cat person?

Dog

Biggest Pet Peeve?

Rudeness

educator. Her learning continued and after 5 years of teaching she earned her master’s degree, and then earned her education specialist degree/principal license in 2010. She felt she could help solve issues as an administrator, to be a voice for students and teachers.

Michele recharges outside of work with her family that includes her husband Patrick and their five boys. Every August through November, the Rehder family helps in Michele’s father’s orchard every weekend. Having been raised in Hager City on the Mississippi River, she attributes her Tom Sawyer upbringing to how drawn she is to the water now as an adult. The upbringing, the education, the experiences all make up the woman that was destined for this new opportunity as Goodhue’s Secondary Principal.



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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.