

CORNERSTONE



*“Success Through Positive Interdependence:
Crushing and Crossing Silos”*

~CESA 3's Theme for 2020-2021

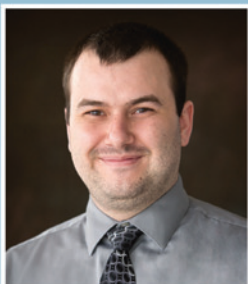


New Territory For Our School Leaders
CESA 3 Welcomes New Staff This Year!
Book Talks Begin Their Second Year

Where health begins with your hometown **primary care** providers



Colleen McCurry, MD
Family Medicine
Boscobel



Brad Ecklor, PA
Family Medicine
Boscobel, Fennimore



Kenneth Kuehnl, MD
Internal Medicine
Boscobel, Muscoda



Ann Drayman, FNP
Family Medicine
Boscobel, Muscoda



Michelle Peterson, APNP
Family Medicine
Fennimore, Boscobel



Kurt Wilhelm, MD
Family Medicine
Boscobel

Behavioral healthcare close to home.



Joni Downs, PhD
Psychologist

Good health begins with your primary care provider. It's where you turn for routine medical care, treatment for illnesses and injuries or chronic conditions. These are the local Gundersen Health System family medicine providers in your area.

Don't have a primary care provider? New patients are always welcome at Gundersen Boscobel.

Specialty providers include:

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Dermatology

Karl Noll, MD

Diabetes Education

Valerie Schaefer, BSN, RN, CDE

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Endocrinology

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ENT

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Heather Chestelson, DPM

Kylie Berger, NP

Heart Care (Cardiology)

Raju Ailiani, MD

Ward Brown, MD

John Moses, MD

(Wisconsin Heart)

Kidney Care (Nephrology)

Kumari Usha, MD

Orthopedic Surgery

Edward Riley, MD

Molly Willenbring, NP

Sleep Medicine

Cherie Nigl, PA-C

Surgery

Jennifer McLellan, MD

Carrie Kramer, MD

James Yurcek, MD

(Southwest Health Center)

Urology

Thomas Londergan, MD

Vascular Medicine

Cathy Ford, MSN, NP

Women's Health (Gynecology)

Shannan Stephens, MD

MD

For a full provider directory, visit www.gundersenhealth.org/boscobel

Gundersen Boscobel Area Hospital and Clinics offers quality care in your local community. We are proud to provide healthcare in the following locations:

Boscobel - 208 Parker Street

Fennimore - 220 Lincoln Avenue

Muscoda - 525 N. Wisconsin Avenue

To schedule an appointment at any of our clinics, call (608) 375-4144.

**GUNDERSEN
BOSCOBEL AREA
HOSPITAL AND CLINICS**

Where Caring Meets Excellence

Gundersen Boscobel Area Hospital and Clinics | 33900_1018

CORNERSTONE

Fall 2020

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Dr. Eddie Moore, Jr. Keynote Speaker for CESA 3 Staff Kick-Off Day

Dr. Eddie Moore, Jr., has pursued and achieved success in academia, business, diversity, leadership, and community service. In 1996, he started America & MOORE, LLC to provide comprehensive diversity, privilege, and leadership trainings/workshops.



Dr. Moore is recognized as one of the nation's top motivational speakers and educators, especially for his work with students K-16. Dr. Moore is the Founder/Program Director for the White Privilege Conference, one of the top national and international conferences for participants who want to move beyond dialogue and into action around issues of diversity, power, privilege, and leadership. ■

Staff Kick-Off Day Held at CESA 3, see cover photo (and article on page 23)

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New Territory For Our School Leaders



Jamie Nutter
Agency Administrator

A few years ago, I was engaged in a conversation with a school board member who was sharing that his district was struggling to find a football coach. The individual went on to ask if I had any advice about getting one. My response was “just have the players practice on their own for a couple of weeks and wait until the first game, because he could have his pick of many coaches in the crowd once the game started.” Obviously, there was a hint of sarcasm in this response.

The point of the response was that there are many people who experienced playing football in high school, and they each are self-proclaimed experts. That same principle can be applied to many situations. That is especially true of school districts. Just about everyone I know attended a school district; therefore, they are all experts about what should happen.

I cannot think of a time in my experience in education where we had so much help in deciding what

we should do (again just a touch of sarcasm).

As school board members, you have had a lot to consider these past six months. By all accounts, our area of the state is managing as well as anywhere. You have been required to consider recommendations by administrators, competing views from community members, and reflecting often about whether you are making the right decision.

A superintendent from another area of the state said it best. “With nearly all issues requiring compromise, we are able to find that ‘sweet spot’ that has considered perspectives from multiple sides. In the case of COVID, there is no sweet spot.”

You have all been faced with deciding between multiple right answers to ultimately deciding what is best for your students. At the end of the day you will likely be criticized, but you can hold your head high knowing you made the best decision with the information at the time about what you thought was best for your community’s students.

There are many who are hoping that sooner than later a vaccine will be readily available, so we are able to return to all the activities we enjoy. In the meantime, we will need to continue to review and adjust plans as needed.

Across the state, there has been a shift toward making decisions based on “Gating Metrics.” Gating metrics refer to predetermined data points that dictate which instructional mode, utilized at

any given time, based on positive cases. The premise is that a set number in a community, county, and/or school district would shift the primary mode of instruction from face-to-face to cohort models or virtual. Those same numbers would also determine if it is safe to return to face-to-face.

Health departments and school districts work together to provide the status to the parents and community. Though many districts do not want to lock themselves into decisions, others find it helpful, so they have an objective tool to use if local emotions run high. Again, there are no right answers but as our decision-making at the district levels evolve through our experiences, we are finding more systematic responses as we try to learn from ourselves and others.

If you have not had a chance to pay attention to what has happened across our region, we have already had entire districts shift to virtual instruction, while others have had schools or even grade levels required to shift. Some have been required to implement cohort models, where students stay in the same groups all day to limit contact tracing in the event of a confirmed case of COVID. Most of these decisions are made in collaboration with local health departments.

This is new territory for our school leaders. When they are forced to make a change, other leaders want to understand the factors that drove those decisions. They have been very gracious about sharing their

see *New Territory*, page 26

TEST YOUR KNOWLEDGE

Are you up-to-speed with educational jargon? Some of you veterans have had to learn some new terms over the past six months. Good Luck!

Word Bank:

Title IX	Flexibility	Waiver	Learning Management System	ESSA
CARES ACT	ESSER Funds	GEER	FFCRA	Redefining Ready
WILL	RAINY DAY FUND	WASDA	AWSA	WASB
State-Aid	Equalized Value	48,600	Revenue Limit	Local Levy
Compensatory Education Services		The Wheeler Report		

1. In 1965, President Lyndon B. Johnson signed the Elementary and Secondary Education Act (ESEA) to provide funds to educational institutions serving low-income students. These federal funds are now used to fund Title I teachers, provide opportunities for teacher development, educational opportunities for English Learners (EL), and more. In 2001 the ESEA was revamped and was called No Child Left Behind. In 2015, the law was revamped and is known as the Every Student Succeeds Act or _____.
2. In 1972, this federal law was created so no person in the USA could be denied opportunities for participation in school activities or discriminated against on the basis of sex. In July, 2020 this law was revamped requiring all school staff who investigate complaints on the basis of sex, including sexual harassment to have training. The date and nature of training must be posted on the website according to the newest update of _____ Law.
3. This membership driven organization began in 1938 as administrators across the state came together to address the following concerns: teacher certification, fiscal independence, separation of school treasurers from city treasurers, legalizing extracurricular activities, increasing state supports for schools and adequate funding for schools. The majority of District Administrators are a part of this group known as _____.
4. Google Classroom, Schoology, and Blackboard are software applications for teachers to organize learning opportunities and track progress, while providing a site for students to deposit electronic assignments. These are all examples of a _____.
5. As a part of the Coronavirus Aid, Relief, and Economic Security (CARES) Act, Congress set aside formula-based funding to help schools off-set unforeseen costs to educate students because of COVID-19. School districts (156 of them who met the criteria shared \$46.6 million in _____ Funds.
6. In May of 2020 the DPI enacted emergency rules for summer school that allowed districts to count summer school activities virtually. The districts track the total minutes of participation for all students in the summer. This is important because state aid need is determined by the total equalized value divided by the number of Full-Time Equivalent students. A student FTE is generated each time summer school participation minutes equal _____.
7. In a recent report by the Legislative Fiscal Bureau (LFB), tax collections increased by 1.1% during 2020. As a result, the state received \$228,561,500 more than anticipated increasing the state's reserves, known as the _____ to \$761.8 million.
8. (2 for 1 answer). The Department of Public Instruction has allowed districts to use local judgement to complete requirements or are giving them _____. In some situations, school districts can request a _____, which would temporarily excuse districts from fulfilling those requirements. The DPI would like districts to consider the first option as described in this question.
9. Most recently a nonprofit public interest law firm called _____ issued a new policy brief entitled: 'Needs Improvement: How Wisconsin's Report Card Can Mislead Parents. This group was also most recently successful in challenging an order a Dane County order requiring that students could not physically enter all schools, public and private, for grades 3-12.
10. College and Career Readiness has primarily been indicated by standardized test scores. A national initiative has now been launched to include other indicators offered by our school districts that are counted for career, college, and life readiness. This initiative called _____ was launched by the American Association for School Administrators is being investigated in Wisconsin in a partnership between WASDA, CESA 7, Wisconsin Rural Schools Alliance, and Forecast 5 Analytics.
11. _____ are educational services that are awarded to students with disabilities to make up for services in which they were entitled but did not get. Since COVID, there are some disability rights groups analyzing if students with disabilities are getting the services outlined in their Individual Education Plans (IEP).
12. The Families First Coronavirus Response Act or _____ Act requires employers to provide their employees with paid sick leave or expanded family and medical leave for specified reasons related to COVID 19. In many cases the amount of leave is up to two weeks, but in some situations can be up to 10 weeks at a rate equal to two-thirds of the employee's regular wages.
13. Each year the school board must certify the _____ _____ after October 15th.
14. These education dollars from the state budget do not necessarily give districts more money to spend but take the place of local taxes with the intention to offer an equal education. _____ - _____ is the dollar amount provided by the state depending on need that reduces the obligation of local taxes to reach the revenue limit. This amount is based on the calculation on the percentage of need multiplied by the district's qualifying expenses from the previous year.
15. _____ is a legislative news service covering the Wisconsin legislature. Readers can subscribe via email to get daily updates.

... Answers on page 27

COMMUNITIES OF PRACTICE

Career & Technical Education



A Community of Practice allows educators around Wisconsin to come together to focus on a specific topic relating to transition for students with disabilities. TIG will be offering three virtual sessions following the kick-off.

Register for the CoP Kickoff on September 24th from 3:30—4:30 p.m. at <https://witig.org/event/community-of-practice-kick-off-webinar/>

Register for all three Career & Technical Education CoP sessions at: <https://witig.org/event/community-of-practice-career-technical-education-cte/2020-10-22/>. **All sessions are from 3:30—4:30 p.m.**

Community of Practice Kick Off	September 24th
Career & Technical Education Session 1	October 22nd
Career & Technical Education Session 2	December 17th
Career & Technical Education Session 3	February 18th

Brian Kenney

Brian Kenney, Southern Region Coordinator for the Transition Improvement Grant, CESA 3, graduated from Marquette University with a BA in Psychology and Criminal Justice. He also received a BA in Social Work from Upper Iowa University, followed by a Masters degree in Education from UW-Steven's Point. He completed 12 years of military service in the Wisconsin Air National Guard, USAF Reserves and Wisconsin Army National Guard. He is certified as a Cross-Categorical teacher - grades 6-12. Brian taught special education for 14 years and he is currently part of the Transition Improvement Grant Team as the Southern Region Coordinator working with CESA's 2 & 3.



Joshua Johnson

Joshua Johnson is the State Director for Wisconsin Apprenticeship. Prior to being the State Director, Joshua was the Chief of Field Operations for Registered Apprenticeship. He also served as a Construction Craft Laborer apprenticeship and then worked as a Construction Craft Laborer journey worker. Joshua brings his experience in the field as an apprentice to the Director's job. One of the big projects he has stepped into is the current modernization of program curriculum for Youth Apprenticeship. Updating this program curriculum ensures that YA adequately meets the current and future needs of Wisconsin industries and our workforce. By creating a seamless transition to related Registered Apprenticeship and increasing transferrable credits and credentials sets students up for success as they start on their post-secondary pathway.

Darla Burton

Darla Burton is the newly hired Regional Career Pathways Director for the CESA #3 area in Southwest Wisconsin. While new to CESA #3, Darla has many years of experience in human services and education. Prior to CESA #3, she had the opportunity to work at the Department of Workforce Development (DWD) in the Bureau of Apprenticeship. Her background is in Rehabilitation Psychology and her passion is assisting people of all abilities with finding their purpose and career.



For more information, please contact your [Regional TIG Coordinator](#).

FAMILY ENGAGEMENT SERIES



Youth and family involvement in the transition planning process are crucial components of a successful plan. There will be 3 separate webinars to address various aspects of family engagement at the elementary, middle school and high school (secondary) levels. Join us and other families to discuss critical issues relating to transition at each stage of your child's life.

Register for one or all three sessions at <https://witig.org/event/family-engagement/2020-10-28/>

Session	Date/Time
Elementary Aged Youth	October 28th 8:00—9:00 p.m.
Middle School Aged Youth	January 6th 8:00—9:00 p.m.
High School Aged Youth	March 10th 8:00—9:00 p.m.



Brian Kenney

Brian Kenney, Southern Region Coordinator for the Transition Improvement Grant, CESA 3, graduated from Marquette University with a BA in Psychology and Criminal Justice. He also received a BA in Social Work from Upper Iowa University, followed by a Masters degree in Education from UW Steven's Point. He completed 12 years of military service in the Wisconsin Air National Guard, USAF Reserves and Wisconsin Army National Guard. He is certified as a Cross-Categorical teacher - grades 6-12. Brian taught special education for 14 years and he is currently part of the Transition Improvement Grant Team as the Southern Region Coordinator working with CESA's 2 & 3.



Matthew Zellmer

Matthew joined the WI FACETS staff in 2009 as the Transition Coordinator for the Youth Information, Training, and Resource Center grant after serving on the project's youth steering committee for two years. He also serves as the Director of the Milwaukee County Advocacy grant and is the Lead Helpdesk Specialist on the statewide PTI Grant. In addition, he serves on a number of state and local committees related to transition. Matthew graduated from UW-Whitewater in 2003 with a degree in broadcast journalism, then earned his Master's in communication from there in 2006.



Robyn Morris

Robyn Morris is the Wisconsin Statewide Parent-Educator Initiative (WSPEI) Family Engagement Coordinator for Co-operative Educational Service Agency #5 (CESA 5) in central Wisconsin. Her role is to create positive partnerships and engagement between schools and the families that they serve. Robyn is also the parent of three girls. Her middle daughter, Ella, has spina bifida and is a senior in high school this



Jennifer Bibler

Jenny has been the Early Childhood Consultant on the Special Education Team for almost 8 years. Previously, she held the same position at the Oklahoma State Department of Education since 2008. Her experience in early childhood includes Sooner Start Early Intervention Coordinator, 4K and Kindergarten teacher, Early Childhood Special Education, and is also on the National Association of State Directors of Special Education 619 Executive Council. Her special interests are in the areas of inclusion, comprehensive evaluation, and child development.

ReBecca Lewis-Clifton
ReBecca is the Early Childhood Coordinator, PST, & Head Start Coach serving districts in CESA 3. This is her 11th year working for CESA 3. ReBecca is very passionate about working with elementary aged students, educators and families. She enjoys the outdoors and nature and spending time with her family.



For more information, please contact your [Regional TIG Coordinator](#).



Tips to Support the Mental Health of our Children

The past six months have been a challenging and stressful time for many of Wisconsin's children and families. As families prepare to transition their children back to school and continually adjust to the changing environments of early child care programs, it is critical to remember the mental health of our young learners.

The following tools and resources were identified by the Department of Children and Families and Department of Public Instruction as valuable supports for Wisconsin's early learners, families, caregivers, and instructional leaders.

Wisconsin Alliance for Infant Mental Health (WI-AIMH) Resources

For supporting infants and children: Earlier this year, WI-AIMH (www.wiaimh.org) created *Tips for Supporting Infants and Young Children's Transition as We Reopen* in both [English](#) and [Spanish](#). While many child care programs have been operating without pause, many children may be experiencing a transition to new or different environments as schools in Wisconsin reopen. The tips in this document provide guidance for supporting the mental health of infants, toddlers, and young children through all of these transitions by strengthening their relationships with caring adults.

Wisconsin Alliance for Infant Mental Health



For adult caregivers: Adults should consider their own emotional well-being as a vital component to supporting infants, toddlers, and young children. Our own willingness to care for ourselves and ask for help when needed helps to normalize discussing and acknowledging emotions for our children. Find [resources for adult self-care on the WI-AIMH website](#).

Office of Children's Mental Health Feelings Thermometer



WI First Lady Kathy Evers, in conjunction with **Office of Children's Mental Health**, recently released a **Feelings Thermometer**. This tool measures how you and your children are doing emotionally and suggests steps to take to shift your mood when it gets tough. The readings go from blue (the calm zone) all the way up to red (the furious zone) and lists suggested activities for each zone. Research tells us that just identifying a calming activity can work to reduce anxiety.

Department of Public Instruction Resources

School-Based Mental Health Services for Students in Remote, In-Person, and Blended Learning – This article highlights the importance of the role of educational leaders in supporting student mental health and wellness. Several resources to support staff development are included.

Focus on Mental Health and Wellness During School Closure – This resource provides mental health and wellness resources, organized by four topic areas: General Mental Health and Wellness; Child and Adolescent Mental Health and Wellness; Parent, Caregiver, and Educator Mental Health and Wellness; and Positive Parenting and Safe Home Environments.

Mental Health, SEL, Trauma and Safety Online Training Materials – This document provides links to the many Student Service Prevention and Wellness online learning modules for adults related to Mental Health, Social and Emotional Learning, Trauma and Safety.



CESA 3 Welcomes New Staff This Year!



Darla Burton
Regional Career Pathways
Coordinator

It's good to be home!

Hello CESA #3! I would like to (re) introduce myself as the Regional Career Pathways(RCP) Director. This is a new position and will combine work on the RCP grant, Academic and Career Planning (ACP) and Youth Apprenticeship (YA).

I'm excited to be returning to CESA #3 after a ten year absence. In the meantime, I was fortunate to work for the state of Wisconsin at the Department of Workforce Development (DWD) in the Bureau of Apprenticeship Standards in Madison as a Program and Policy Analyst for the Youth Apprenticeship program.

The YA Program is a great way to launch juniors and seniors in a career

of their choice. I look forward to meeting all of you and serving you and your students. Please contact me at 608-822-2147 or dburton@cesa3.org if you have any questions. ■



Hailey Pedersen
Speech and Language
Pathologist

Prior to working at CESA 3, I worked at: Aspire Therapy & Development Services. I got my undergraduate degree at Indiana University and my masters at UW Madison.

My husband, Graham and I live in Verona, Wisconsin.

In my spare time, I enjoy baking, reading, and riding my bike. ■



Ashley Alvarado
Speech and Language
Pathologist

Prior to working at CESA 3, I received my master's degree in Speech Language Pathology from Minnesota State University Moorhead.

After graduation, I moved to Iowa, where I worked at Unified Therapy Services. I worked with people of all ages in that role and am excited to work at the Benton School District this year, where I get to work with students in grades PK-12.

I live in Dubuque, Iowa, but would love to add Wisconsin to the list of states I've lived in.

In my spare time, I enjoy spending time outdoors (camping, biking, geocaching, pickleball), visiting my family, and making projects. ■

Welcome to CESA 3 ~ Darla, Hailey and Ashley!



Homeless Liaison Series

hosted by CESA 3 and DPI

2-Day Virtual Event

Homeless Liaisons across CESA 3 will have the opportunity to network with fellow liaisons as well as refresh their learning in areas of McKinney-Vento law including transportation, early childhood and allowable expenditures under the law. Liaisons will also have the chance to work through case-by-base scenarios to allow for discussion and planning for real life situations and events. As always, there will be a chance to ask and answer questions on all things McKinney-Vento as well. Join Meredith (CESA 3), Kristine (DPI) and Karen (DPI) for this 2-day virtual learning opportunity that will help guide you in your work as a homeless liaison.



Virtual Homeless Liaison Series Day 1

When

Thursday, Nov. 5th, 9-11 am

Where

This is an online event.

More information

2 Day Event: November 5th & December 17th

9:00 am - 11:00 am

\$200/series

[Register today!](#)

For more information, please contact Meredith Biba at CESA 3 at:
mbiba@cesa3.org



From the ESL & Title III Department . . .

by Valerie Shaw, CESA 3 English Learner Support & Programming



Valerie Shaw

CESA 3 Professional Development for ALL Teachers!

The English Language Learner/ Title III division at CESA 3 is pleased to announce Professional Development opportunities that will enhance all teachers abilities to work directly with English Learners.

Each year, our districts enroll more English Learners and all teachers need to be prepared to work with all English Language Proficiencies. With targeted Professional Development, districts can rest assured that teachers will be well prepared to plan and implement best practices for all students, regardless of their language background.

For questions or more information, please contact Valerie Shaw, ESL Director/Title III Program Coordinator at CESA 3 - vshaw@cesa3.org. ■



WIDA Workshops!

This year, CESA 3 is pleased to provide WIDA workshops that specifically address English Language Learners. WIDA is the worldwide leader in providing English Language Standards, Can Do Descriptors, and Assessments for English Language Learners.



Yvonne Williams
Director of MLL Educator
Engagement
(WIDA Workshop Presenter)

Prior to WCEPS, Yvonne spent three years with WIDA, as a Professional Learning Specialist working in both international and domestic settings. She has worked in education for 20+ years, teaching a variety of language learners from grades Kinder to High School. She also worked as a district ELL trainer, ELL instructional coach, family literacy coordinator, and as a HS parent engagement coordinator.

She earned her Bachelors in Business Administration from Angelo State University in Texas and her Masters in Bilingual Education from NOVA Southeastern University, Florida. Her endorsements include TESL, Bilingual and Computer Literacy.

Purposeful Lesson Planning for Language Learners

November 18, 2020

ZOOM Training, 9:00-11:00

This workshop is designed to enhance participants' lesson planning processes. During the workshop, participants will examine seven essential elements that attend to the needs of multilingual learners. In particular, participants will focus on creating contexts for meaningful language use within settings that integrate content learning and academic language development. Participants will utilize tools and resources from the WIDA Standards Framework to assist them in designing instruction that promotes content learning and language development.

Formative Language Assessment

(Three-part workshop - attendance at ALL required.)

March 31, April 7, April 14, 2021
ZOOM Training, 9:00-11:00

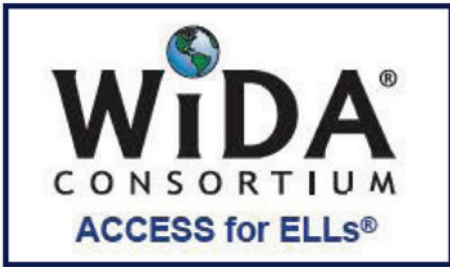
This workshop explores formative assessment practices that focus students' and teachers' attention on English language development within the context of subject-area classrooms. The purpose is to prepare participants to incorporate new formative language assessment practices into their educational contexts.

Interpreting ACCESS for ELLs Score Reports (Half-Day)

May 19, 2021

ZOOM Training, 9:00-11:00

The ACCESS for ELLs Score Reports provide specific information on students' academic



English language proficiency. During this training, participants will explore how the WIDA Standards and Assessment System is connected to the ACCESS for ELLs score reports. Participants will examine the different types and uses of the various score reports.

Cost for ALL workshops:

\$100 per CESA 3 member districts/\$150 per staff for each webinar for non-member districts & \$50 for UW-Platteville School of Education Majors. Please note: a minimum of 15 participants must be registered to hold these trainings. **Please register early!** Contact Valerie Shaw for registration information - vshaw@cesa3.org. ■

Is it Language Development or a Language Disorder?



*Courtney Seidl
M.S., CCC-SLP*

Join Courtney Seidel for these informative and much needed workshops! Courtney Seidel is Associate Clinic Professor at UW-Madison, Dept. of Communication Sciences & Disorders.

Language Difference vs Language Disorder Workshops

A disproportionate amount of English Learners are referred for Speech and Language or other areas of Special Education because of a lack of English proficiency (difference) versus a true disability. This workshop will increase your confidence in knowing when and who to refer!

The content and format of these presentations have been adapted for online learning in order to foster deeper, more active learning for participants.

This is not your average 'sit and get' session. In addition to learning best practices, attendees will reflect on and make a plan for a student in their district, get feedback from the presenter and suggestions from peers, as well as receive adequate breaks to support online learning.

Team participation is highly encouraged and attendees must attend these sessions chronologically (i.e., Part 1 attendance is required for Part 2 and so on). All workshops will be held ONLINE, from 9:00 a.m.-3:00 p.m. Cost: \$175 per session for CESA 3 members; \$300 per session for non-members

Highly recommended to attend ALL THREE sessions as they build upon one another. Please note: we have set a minimum of seven registrants in order to hold each workshop!

Attendees: SLPs, School Psychs, EL staff & coordinator, special education teachers, bilingual teachers, LEAs.

October 8, 2020

Part One: Identifying a Language Difference Versus Disorder in ELL Students:

- ~ Identify red flags for language disorders in the ELL population
- ~ Complete a guided reflection based on an ELL student from your school/district
- ~ Receive a "toolkit" to support documenting concerns prior to referral
- ~ Increase collaboration between special education staff and ELL staff during the evaluation process

October 15, 2020

Part Two: Bilingual Evaluation for Monolingual Evaluators:

- ~ Review red flags and application of previous knowledge
- ~ Understand their role in the "Interpreters & SLPs: Working Together" relationship
- ~ Assess the readiness of their own "toolkit" for bilingual language evaluation
- ~ Understand the important components in a bilingual language evaluation report

November 5, 2020

Part Three: Culturally Responsive Evaluations - Putting It In Action:

- ~ Consider unique factors for your agency/district
- ~ Discuss concerns and experiences unique to specific ages/grade levels
- ~ Bring complex EL case studies for consultation and problem-solving guidance
- ~ Create systematic change in your team

Register for ALL workshops at MyQuickReg.com. If you have questions, contact Valerie Shaw at vshaw@cesa3.org. ■



Doug Reeves Webinars to Support English Language Learners

Please register for our series of Webinars that will help you support your English Learners! All webinars will run from 9:00-10:30 a.m. Cost - FREE for CESA 3 member districts/\$100 per staff for each webinar for non-member districts. Dr. Kate Anderson Foley, Founder and CEO of The Education Policy and Practice Group, will be the Presenter.



Dr. Kate Anderson Foley

October 7th Online with English Language Learners

Attend this webinar to help understand how to deliver instruction to English Learners online. We will explore how academic language instruction and support is crucial for English Learners at their specific ELP. Discussions on effective communications with students and their families to support distance learning will be key to supporting academic gains and social and emotional well-being. Collaboration with

classroom and content teachers and the connection to specific ELP will be explored. Shared visions and specific learning platforms and practices that support literacy and vocabulary development will be discussed.

December 9th English Learners Grading and Assessments - Issues in Equity

Attend this webinar to discover what types of assessments to use to determine grades for English Learners. Determine if your assessments and grades are fair and equitable. Does your current assessment and grading criteria take into account English Language Proficiency? Ongoing assessments are particularly important for English Learners as they develop proficiency in their new language. Learn about best practices by attending.

February 10th Race & Culture - Impacts on Education

In many ESL classrooms across the US, issues such as race and social class are not addressed. The cultural diversity of an ESL classroom increases the complexity of addressing some of these issues.

As English learners become immersed in the United States school culture, there will be examples of social inequality that they see daily. Teachers must be aware of how race, culture, class and gender intersect with US society and also how this intersection can influence the learning process.

April 7 Reaching Economically Disadvantaged Students with Language Barriers

About five million children in the United States are learning to speak English. That's ONE in TEN students!

Many of these students come from migrant backgrounds, moving around frequently for work. This lack of consistency coupled with disadvantages based on income, make it tremendously more difficult for students to become proficient. It's important to take every step possible to make these students feel comfortable and to provide student centered learning that specifically targets economically disadvantaged English Learners so the building blocks of academic success can be laid and a strong foundation built.

Please register for these webinars on MyQuickReg.com or contact Valerie Shaw for more information at vshaw@cesa3.org. ■

Hello CESA 3 Consortium Members!

I wanted to take a moment to let you know that Scientific Learning has set up, through CESA 3, special license and pricing options for the Fast ForWord program that will save you a lot of money AND service your students with the most research and evidence based intervention available.

What is Fast ForWord?

Our Fast ForWord K12 software is an adaptive, personalized reading, language and cognitive skills program that helps students



achieve their full learning potential. For more information go to: What can it do for my students/staff?

Provide adaptive learning, cognitive skill gains, intervention for specific populations, monitoring and reporting (whether at home, in-person or a combo), easy to use and is suitable for all struggling students!

Top TEN reasons to use Fast ForWord!

The excitement is building around Fast ForWord Foundations I, the flagship of the new Fast ForWord. Here is a top ten list with some big wins for students, educators, and for the whole Fast ForWord family.

Students are going to love...

1. Streaks:

Rushing to earn points can lead to mistakes that set you back. In contrast, earning high streaks requires staying focused and avoiding mistakes – which is how you make progress in the Fast ForWord exercises. How many can you get correct in a row?

2. Autoplay:

Now you can zip through a series of three or more trials with one click of the Go button. If you get them all correct, you earn bonus points and bump up your next Autoplay series. Autoplay and the Streak signs work together to reinforce the importance of consecutive correct trials.

3. Replay:

Classrooms can be noisy places. If you didn't hear a word or sound, you no longer need to guess. Click the Replay button and be sure of your answer.

4. Progress indicators:

The Progress Meter has been supercharged! Combined with the new Feeder Meter, Completion Sign, and 10% celebration animations, it gives immediate feedback about each step you make forward, and you can readily see exactly how far you have come.

5. Increased adaptivity:

Okay, they might not call it that... but students will love being able to fast-track through material that is easy for them, and quickly reach material that provides the right level of challenge. Educators are going to love...

6. Enhanced introductory sequences:

We have figured out where many students get stuck and provided more complete and differentiated instruction to help them make a strong start.

7. Just-in-time, automated coaching:

Rather than merely raising a flag when a student needs help, Foundations I identifies when and where a student is struggling and provides coaching to correct such common issues as understanding the task, content knowledge, choosing effective strategies, and maintaining attention / motivation.

8. Vocabulary pre-teaching:

No more flash cards getting students ready to use Fast ForWord! Foundations I embeds instruction in relevant vocabulary within the exercises.

9. Direct instruction on language structures:

Ever wonder how to teach reduced relative clauses to a second grader

struggling with Ele-bot? Now, Ele-bot is carrying more of her own weight, by coaching students on what to listen for and how to understand various grammatical forms.

Who is Fast ForWord for?

Students in K-12 including RtI Tier 2/3, Title One Reading, Special Education, EL students, students who experienced learning loss due to the COVID closures in the spring (and pretty much everyone!)

Who else is using it?

Well, within your CESA 3 area, several districts have been using it for years with great success. Around the globe, millions of students use the program in clinics, schools, classrooms, learning centers and homes to develop reading, language, cognitive and SEL skills.

Why should we go through the CESA 3 instead of on our own?

You receive a pricing break due to the volume and you don't have to meet our minimum requirements in numbers of students served on your own.

I'm interested, what do I do now?

If you would like to have a conversation with us or schedule a web-based demo to dive in a bit deeper, please contact Valerie Shaw for the form.

If you would like to make sure to have licenses in your district, reach out to Valerie Shaw at vshaw@cesa3.org to be added to the list and when we reach the 100 seat minimum, you can start using the program! This year's licenses through CESA 3 will run through the end of August 2021 so you can use them for summer school as well!

Thanks so much for your time and we look forward to working with you soon!





2020-21 Virtual Technology and Engineering Network EdCamp

Join an opportunity to network with colleagues and share ideas, and resources. Topics to explore include: virtual unit and lesson ideas, instructional strategies, safety, equipment care, community partnerships,

Planning Day - September 23

Who: Statewide Tech Ed Teachers, Grades 6-12 and CESA Partners

What: Planning day to develop a repository of lesson and unit ideas, as well as sources

When: 8:00 AM - 3:00 PM

Where: Virtual, Zoom

Join us for a continuation of the work that Tech Ed teachers across the state engaged in last spring to build collective capacity to deliver top-notch, rigorous instruction in alternative settings amidst unprecedented challenging conditions.

Agenda - EdCamp Format

8:00-11:00 AM	Session I - Teachers will be assigned a work group
12:00-3:00 PM	Session II - Teachers will be assigned a work group

We encourage you to join for the full day, but welcome you as your schedule permits and recognize that some may have to jump in and out of the meeting around prep periods.

Registration

- Registration [Link](#)

Future Network Meetings - Virtual - FREE

Registration Link: [Click here to register now](#)

September 8	3:15-4:00 pm
October 19	3:15-4:00 pm
November 16	3:15-4:00 pm
January 18	3:15-4:00 pm
February 15	3:15-4:00 pm
March 15	3:15-4:00 pm
April 19	3:15-4:00 pm

CESA 3 Auto Academies Continue to Evolve

by Chuck Keller, Youth Apprenticeship (YA) Coordinator



Mark Fillback of Fillback Family Dealerships (pre-COVID)



Tim Boldt of Pioneer Ford Sales (pre-COVID)

The CESA 3 Auto Academy Program continues to evolve and to grow even in these uncertain times. The program started five years ago with a group of leaders brainstorming ways to increase the number of skilled workers in the automotive field. This year, approximately 40 students representing 16 CESA 3 school districts, will attend classes at Pioneer Ford Sales and Fillback Family of Dealerships locations.

The program is open to junior and senior students with the goal of gaining academic and technical knowledge in the automotive technician career area. Students earn both high school credit and ASE Entry-Level Certifications.

(see Auto Academies, page 18)

Auto Academies
from page 17

Schools represented:

Argyle	Richland Center
Barneveld	River Ridge
Benton	River Valley
Boscobel	Riverdale
Cassville	Seneca
Cuba City	Shullsburg
North Crawford	Wauzeka-Steuben
Platteville	Weston



The evening courses are taught by certified Auto Technicians employed at Pioneer Ford Sales and Fillback Family of Dealerships on the 3rd Wednesday of the month, between September 2020 and May 19, 2021. The curriculum used is vetted and endorsed by the Wisconsin Auto and Truck Dealers Association.



Students who attend this program are eligible to receive the Wisconsin Auto and Truck Dealers Association Scholarship. If you would like more information regarding this program, please contact Tom Martin, tmartin@cesa3.org or Chuck Keller, Coordinator, ckeller@cesa3.org at CESA 3. ■



DWD Announces Expanded WI Fast Forward Technical Education Equipment Recipients

(Re-printed with permission from the Wisconsin Department of Workforce Development)



Grant funding will serve 69 school districts (OF WHICH 41 Districts are in CESA 3!) in Wisconsin and provide students with vocational training and technical education in advanced manufacturing.

MADISON (JULY 9) – The Wisconsin Department of Workforce Development (DWD) has awarded more than \$840,000 in Expanded Wisconsin Fast Forward (WFF) Technical Education Equipment with 31 grants that will impact students in 69 school districts.

The purpose of the Technical Education Equipment grants is to train middle and high school students in advanced manufacturing fields, many of which have quality job openings. This grant is also intended to smooth the transition of students who choose to enter the workforce after high school, providing students and their families the opportunity to reduce higher education costs by providing dual enrollment credits, industry-endorsed certificates, and technical endorsements on high school diplomas.

The grants will fund the acquisition of technical education equipment for schools to prepare students for careers in advanced manufacturing. The grants are intended to reimburse school districts for the purchase and installation of equipment that provide children with vocational training and technical education, which will include the costs of equipment, operational software, and instructional materials.

Advanced manufacturing refers to a family of manufacturing activities that (a) depend on use and coordination of information, automation, computation, software, sensing, and networking, and/or (b) make use of cutting-edge materials in emerging production capabilities enabled by the physical and biological sciences.

“As Governor Evers always says, ‘What’s good for our children is good for Wisconsin,’” DWD Secretary Caleb Frostman said. “Investing in education is an investment in our economic future. Technical education in advanced manufacturing helps prepare our students to work in a Wisconsin industry with many open positions and can provide a living wage, resulting in a high quality of life.”

School districts, grant awards, equipment, and the number of school districts participating include:

DWD granted \$50,000 to School District of Potosi (CESA 3 provided consultation) to provide training in: (Roland Vinyl Cutting Machine (CAMM-1 GS-24 Model); Laser Engraver (Epilog Mini 24 - 60 W Model); Two 3D Printers, (Afinia H+1 Model); CNC Router (Techno HD Mini Model); and, Iron Work.

DWD granted \$49,900.00 to River Valley School District (written by CESA 3 to serve 39 schools) to provide training in: Two Miller Electric Augmented Arc™ Augmented Reality Welding Systems.

DWD granted \$35,093.92 to School District of Shullsburg (written by CESA 3 to serve 39 schools) to provide training in: Snap-On Mechanical and Electronic Torque Certification Kit.

DWD granted \$50,000 to School District of Beloit Turner (CESA 3 consultation) to provide training in: CNC Lathe; CNC Knee Mill; CNC Mill; CNC Router; and, Accessories & Shipping.

Speaking on this grant cycle's success, Tom Martin, CESA 3 Career & Technical Education Coordinator commented, "these new additions truly position our students regionally to become the most occupationally prepared in the state!" Martin began, "Nolan Otremba (Technology & Engineering Professional Educator, Beloit Turner) has been like a sponge at our [Carl Perkins] meetings ever since Beloit Turner joined our consortium last year. The resources and professional development opportunities he garnered from us at them paid immediate and immense dividends for him and Turner."



Nolan Otremba

Otremba and his team at Turner fortified an amazing \$3.2 million dollar CTE Center expansion project with their grant that positions Turner's students to be immediately elevated in terms of career and life readiness.

"I was honored to provide just a little bit of input for him [Nolan]," Martin said. "Nolan has incredible energy and drive to add value to every Turner student that comes out of their CTE program." Martin concluded, "If not for the virus, it would have been an honor to view Turner's work this fall, but for now, I am looking forward to helping Nolan and his team virtually move their vision forward. I believe that what we've [CESA 3] developed here has real synergy with the capital equipment investments they've made at Turner."

Another success story comes out of Potosi, where Martin pointed to an up and coming star in Dakota Bockenbauer. "Dakota also possesses a keen vision for what he wants from his students and while he would say there's work left to be done, this young man took a giant leap forward [with the grant]."



Dakota Bockenbauer

"From day one, Dakota identified strategic partners such as Gondola Train in Potosi and constructed a scope and sequence that makes sense for Gondola and surrounding businesses. Like Otremba, Dakota has already taken certification training with us at CESA 3 as well, so from my vantage point, championship learning is happening in Potosi. Dakota is positioning Potosi very well," Martin concluded. Martin, in partnership with Shullsburg and River Valley School Districts, put his grant writing energies into emerging technologies that soon will allow manufacturing to thrive regardless of a pandemic.

"The Miller AugmentedArc Augmented Reality Welding Systems we obtained will change the dynamic of how we in education approach manufacturing, period. Instead of being impacted by a virus, students in River Valley and other schools will be able to use these systems to teach metallic manufacturing regardless of location or quarantine. As long as the equipment is sterilized without compromising the circuitry and there is electricity, every student in Ms. Carla Carmody's Welding courses at River Valley or throughout the CESA will learn how to weld."

"These systems are the next 3D Printers and your Career and Technical Education Professional Educator will be asking you for some in their labs very soon. Trust me," Martin said.



To see the Welder in action, use your phone to click on the QR code: "I can't thank Kurt Eggers at Badger Welding Supply in Mineral Point enough on this grant," Martin said. "Kurt went that extra mile to make this [the Welding

(see DWD Announcement, page 21)

Propelling Human Capital Pre- and Post-COVID Utilizing Portable Credentialing

by Tom Martin, Perkins Grant/
Youth Apprenticeship Coordinator

I have a question for all of our School Board members: *Do those who wish to venture visually through this article remember what it was like pre-covid?*

I vaguely recall being able to schedule a monthly haircut. The weather, it occurs to me, was milder than normal and for this proud papa, our boy's basketball team was one game from state.

**Wow, did all of that change -
March 13, 2020!**

Fast forward to October and School Board members' items that inundate you are far from normal. That is, except for your school district's commitment to portable credentialing.

Pre-covid, CESA 3 schools certified 168 students through CESA's offerings in Precision Measurement Instruments (PMI) and the Multimeter in just the first month of 2020. In fact, according to the National Coalition of Certification Centers (NC3, nc3.net), your schools' work placed CESA 3 as the 5th Best Training Center in the Country at the time! ■

Harnessing 'Abilities'

Transition Summit 2021

August 10, 2021

Prairie du Chien Area Arts Center

8:00 a.m. - 4:00 p.m.

Keynote Speaker: Dr. Temple Grandin

World Renowned Autism Expert and Author ~

"The Autistic Brain: Helping Different Kinds of Minds Succeed"

- SAVE THE DATE -

***Dr. Temple Grandin
will be available
for book signing!***

**More information
to come!**



By Rose Cutting, CESA 3 WSPEI

What would you say if the person who is responsible for designing facilities for a \$100 billion a year industry recently said, *"I can't do a beginning algebra problem, I would fail the pre-algebra class."*

Very often, we assume because we aren't good at something in our life, we won't be needed or be successful. That statement is almost never based on anything

more than someone else's opinion of what is needed or important. Life is very nice and organized when it fits in a nice and neat predictable package, isn't it?

Well, here is your welcome to Special Needs(SN) life in southwest Wisconsin, not only does this community not live in a nice and neat package, but we can't even empathize with special needs communities around us due

to their ability to access and plan their child's transition needs on an easy to access resource rich path.

Most SN parents and schools will tell you the only way they found resources for their child or student was through talking to other parents or educators who navigated the path by themselves. Agencies that have resources will tell you they don't know how to best find their target audience in

time to preplan and must work in a reactive way with caregivers on this path. Business owners have had limited exposure to what a non-traditional employee can bring to their business. And all the aforementioned will tell you that they don't feel they are doing best practice for the loved one, student, client, or employee.

CESA 3, in partnership with Aiming for Acceptance, saw a need to get involved and support the connection between transition resource agencies, school districts, employers, and caregivers of southwest Wisconsin. We are excited to announce an all-day transition summit, "Harnessing Abilities". This day will start by hosting keynote speaker, Dr. Temple Grandin and build on her theme of "early exposure, and engagement" throughout the day in both panel and resource fair options for participants to learn and network from.

Stay tuned for more information to come, but for now SAVE the Date - **August 10, 2021**. Please make plans to travel to Prairie du Chien Area Arts Center, and network with those who have access and knowledge of the best practice resources to better help you on this path. And, if you are wondering who said, "*I can't do a beginning algebra problem, I would fail the pre-algebra class*", it was Dr. Temple Grandin and she further went on to say "**BUT YOU NEED ME IN THIS WORLD!**" No truer statement has ever been made!

[Dr. Temple Grandin is an American professor of animal science at Colorado State University, consultant to the livestock industry on animal behavior, and a prominent advocate for the autistic community.] ■

DWD Announcement from page 19

systems] a reality. Going forward Kurt will be our lead in terms of professional development and technical support. In all honesty, Kurt's been more excited about the grant than maybe I have, which is hard to do. With that said, CESA 3 forged another partnership that will benefit our students, schools, business partners and communities alike."

Finally, in conjunction with Shullsburg, CESA 3 secured a portable certification kit for its schools in the area of electronic and mechanical torque. Martin explained that "torque is such an ubiquitous concept where it exists in numerous capacities yet aside from tires, not many understand its far reaching impact in the world of work." Martin said.

It was then that in his work with Shullsburg, Martin wrote the now 6th certification for CESA schools. "I am scheduled to take Torque training virtually this fall and then plan to unveil it virtually for our educators perhaps as early as January, 2021."

Martin summarized CESA 3's work in this manner, "CESA 3 has now assumed the title as our REGION'S TRAINING CENTER FOR SOUTHWEST WISCONSIN." Martin added, "CESA 3 is responding to the needs of our 39 schools who normally cannot afford these kits and training materials, but with us [CESA 3] leading the charge, every student can have equitable access to the street value of over \$250,000 of equipment, curriculum and materials."

Martin added, "these kits not only allow our schools to compete, they provide opportunities for our students to pursue employment with our local industries equipped with 21st century skills to thrive, not survive. At the end of the day, when our team can make that kind of impact, it makes it worthwhile."

Tom Martin is a member of The Team at CESA 3. You may contact him at tmartin@cesa3.org. ■

DFI, DPI Announce More Than \$140,000 in Financial Literacy Grants Awarded to Wisconsin Schools

(Re-printed with permission from the Wisconsin State Department of Public Instruction)

MADISON (JULY 31) – The Wisconsin Department of Financial Institutions (DFI) and the Wisconsin Department of Public Instruction (DPI) today announced 10 grants totaling more than \$140,000 have been awarded to schools across Wisconsin to enhance personal finance education. Grant recipients were selected out of a field of 28 applicants by the Governor's Council on Financial Literacy.

"These grants will help thousands of students broaden their personal financial knowledge and become better prepared to make sound financial decisions as adults," said DFI Secretary Kathy Blumenfeld. "Financial literacy is an important life skill that helps students take control of their financial future. This program reinforces our continued commitment to educating Wisconsin's K-12 students about personal financial matters."

Funded by DFI, the Financial Literacy Innovation Grant Program was open to Wisconsin's K-12 public and private schools and is a collaborative effort between the Governor's Council on Financial Literacy, DFI, and DPI. The grants are designed to help teachers adopt and implement Wisconsin's standards on personal financial literacy in their classrooms and in partnership with their communities.

State Superintendent Carolyn Stanford Taylor adopted new personal financial literacy standards earlier this year. The standards are intended to help schools and educators at all grade levels to develop programs that provide the knowledge and skills to establish sound financial habits.

(see DFI, DPI Grants, page 22)

**DFI, DPI Grants
(from page 21)**

"Thank you to our educators for taking the time to craft applications aimed at helping their students learn financial literacy," Stanford Taylor said. "This collaborative grant program is yet another resource and benefit to educators looking to implement essential financial courses into their programming aligned with the new state standards."



DPI conducted the initial review of the 28 applicants from throughout the state, and then the Governor's Council on Financial Literacy made the final recommendations. The grant program is designed to support the efforts of individual teachers and school districts to begin innovative and sustainable financial literacy programs and events, with a specific emphasis on student loan debt.



The following local education agencies are receiving grants:

CESA 3 – \$29,229

Funding for the grant program was provided by DFI through settlement dollars designated for financial literacy education. CESA 3's Tom Martin added, "what our Business & Information Technology Professionals will do as a Professional Learning Community this year is enhance (6) courses to include current and research proven modification strategies for students with disabilities, while virtualizing each course to fit a number of portals as well as enhancing the rigor in order that as a region we will identify an institution of higher education that will grant our students postsecondary credit."

Tom Martin is a member of the CTE team at CESA 3, you may contact him at tmartin@cesa3.org. ■

Substitute Teacher Training

Bachelor and Associates Degree Holders Can Work as Substitute Teachers!



A Two-Year Associates or Four-Year Bachelors Degree in any area is necessary for you to participate in this training.

The seminar will introduce participants to the field of substitute teaching by covering the general expectations of a substitute teacher, pertinent information on health issues, successful discipline techniques, hints for working with students who have special needs and more.

All participants will earn a Certificate of Participation!

Tuesday, December 8, 2020

9:00 a.m. - 3:00 p.m. - Seminar

CESA 3

(Due to COVID-19 Pandemic, this training will be offered VIRTUALLY rather than in-person.

Participants will receive access information prior to the training.)

Cost: \$90

Pre-registration is required!

Please register early.

Registration deadline is Thursday, December 3, 2020!

Please send payment prior to training to secure registration.

Checks should be made payable to CESA 3, 1300 Industrial Dr., Fennimore, WI 53809

Register online at:

<https://login.myquickreg.com/register/agency/event/event.cfm?eventid=25414>

or visit MyQuickReg at: <https://login.myquickreg.com/>

For further information, please contact:
Kate Hennessy at CESA 3
608-822-2149 or khennessy@cesa3.org



“Success Through Positive Interdependence: Crushing and Crossing Silos”

by Jamie Nutter, Agency Administrator

Each year at CESA 3, our agency focuses on a central theme. This theme becomes a point of emphasis with subsequent activities designed to move our agency closer to the annual goals surrounding this theme. This year our theme at CESA 3 is Success through Positive Interdependence: Crushing and Crossing Silos.

This theme and its details were discussed by our CESA 3 staff as our focus, so what does it mean? Positive Interdependence goes beyond collaboration. It means that to reach new heights we just cannot simply work together; rather, we must have active roles while holding each other accountable.

During this past six months with COVID-19, we had to take an all hands on-deck approach with serving schools. During the 2019-20 school year, we were required to react quickly to help schools make a shift from traditional face-to-face to an all virtual approach. Fortunately, we had been laying the groundwork for this with several districts as a substitute for inclement weather days.

This allowed many of our districts to understand the infrastructure that needed to be in place. For the 2020-2021 school year, we did not want to be in a reactive mode. We spent the months prior to the school year with the understanding we could support schools in a variety of instructional modes. Each district is unique in how they are addressing the operation of a school during a pandemic, but there are central themes that all schools will need to have in place regardless of their preferences.

School districts must have a central system in place to allow a smooth shift from face-to-face to virtual. At the basic

levels, they must track attendance and minutes. This is done with their student management systems. At the learning level, they can track content and learning with a learning management system (LMS). Our area school districts are using either Google Classroom or Schoology. Though this shift has required a learning curve for teachers, it is essential for parents and students to keep all their classes straight.

It is the “Trapper Keeper” of the digital world (for those of you who grew up in the 80s and 90s you know what that means...others may have to Google that term). An LMS is essential for the learners to keep a digital world in one place. It is the very reason that every post-secondary institution uses an LMS. This shift has required all of us at CESA 3, regardless of department, to understand the importance of an LMS.



School districts still must evaluate the effectiveness of individual teachers and provide them with feedback, so they can get another perspective to guide them as they navigate through this rapid transition. As a result, our staff has invested time learning from others who have experienced and studied in digital-heavy learning environments.

We have invested in experts who are national leaders in leading virtual professional learning communities. Just as learning management

systems are new to teachers, leading these environments is new to our administrators. The speakers and trainers will provide a welcomed perspective that will lead to stronger schools on the backside of this dissonance.

Simultaneously, there are still equity gaps when it comes to achievement. The CESA3 region is 44% economically disadvantaged across our 31 districts, and our districts are becoming more racially diverse. This is not a political statement; these are facts. We continue to see achievement gaps in these groups compared to their peers.

Times of conflicts, such as this pandemic, provide us with an opportunity to evaluate our current systems. Though there are so many details at the school districts that must be addressed each day, there has never been a time in our recent history that has prompted such a fast shift. From this shift there is opportunity.

The role we have taken at CESA 3 is to look beyond the horizon, so that our schools have more tools on the backside of this pandemic as compared to prior. Never in recent history have we been so dependent on others to be successful. Never have we had to take on roles that traditionally have not been a part of each of our normal workload. As a result, it is more than working together, it requires success through positive interdependence. Working in our silos or lanes will not make us better on the backside.

Each of us understand that others in the educational community need us to do our best and we need others to do their best work. That spirit is what will help us grow from these experiences. ■

Book Talks Begin Their Second Year

By Brad Van Epps, Educator Development and Support

FENNIMORE MIDDLE SCHOOL

Reading is food
for the soul



Students at Fennimore Middle School & High School can listen to bi-weekly virtual book talks by "Brad the Book Guy" from CESA 3! Today's featured authors included Jason Reynolds and Elizabeth Acevedo!

English Language Arts classrooms throughout Southwest Wisconsin are enjoying another year of book recommendations from Brad Van Epps at CESA 3.

On September 4th, students from **Belmont, Cassville, Cuba City, Fennimore, Pecatonica, Potosi, and Weston** joined Brad live on ZOOM while he talked about the books of Elizabeth Acevedo and Jason Reynolds. Many more students watched a recording of the presentation later.

The Book Talks are broadcast every-other Friday during the school year and are just one way educators are helping students become readers! If you would like more information, please contact Brad at bvanepps@cesa3.org. ■

Service Learning - Gaining Outcomes From Serving Others

by Brian Kenney Transition Improvement Grant
- Southern Region Coordinator
LaNae Jabas - Transition Improvement Grant
- Central Region Coordinator



It is no secret that various methodologies created to positively impact education have come and gone over time. That said, there is one research-based educational methodology that has 'stood the test of time', that is service-learning. The concept can be traced back to the late 19th and early 20th century when John Dewey, shared his belief that students would learn more effectively and become better citizens if they engaged in service to the community and had this service incorporated into their academic curriculum (Dewey, 1916).

Since then, service-learning has undergone many transformations and has been embraced by policymakers, researchers and practitioners on an ebb-and-flow basis. The concept took on real momentum when the National and Community Service Act of 1990, through the Learn America program, and the National and Community Service Trust Act of 1993, provided support for service learning activities in elementary and secondary schools.

In fact, Wisconsin was one of the states to receive a Learn and Serve America grant and several K-12 schools engaged in projects that combined community service with classroom learning. As a result of that work, Wisconsin Department of Public Instruction (WDPI) has recognized service-learning as a priority state initiative, and incorporated the practice

into many state programs, such as 21st Century Skills, career and technical education, STEM initiatives, family and consumer economics, and character education. A service-learning implementation guide titled *High Quality Instruction that Transforms: A Guide to Implementing Quality Academic Service-Learning* was also published.

What is Service-Learning?

The National Service-Learning Clearinghouse defines service-learning as a teaching and learning strategy integrating meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. To ensure high-quality service-learning, research has found that utilizing certain evidence-based practices leads to tangible outcomes for youth. The standards utilized in Wisconsin are listed below and are also contained within the implementation guide.

K-12 Service Learning Standards for Quality Practice:

Duration and Intensity - has sufficient duration and intensity to address community needs and meet specified outcomes.

Link to Curriculum - is intentionally used as an instructional strategy to meet learning goals and/or content standards.

Partnerships - are collaborative mutually beneficial, and address community needs.

Meaningful Service - actively engages participants in meaningful and personally relevant service activities.

Youth Voice - provides youth with a strong voice in planning, implementing, and evaluating service-learning experiences with guidance from adults.

Diversity - promotes understanding of diversity and mutual respect among all participants.

Reflection - incorporates multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one's relationship to society.

Progress Monitoring - engages participants in an ongoing process to assess the quality of implementation and progress toward meeting specific goals, and uses results for improvement and sustainability.

So why all the hype about Service Learning?

From an educator's perspective, one of the top challenges faced on a day-to-day basis is keeping students with disabilities engaged in their coursework and overall

(see Service Learning, page 26)

academics. From a “struggling” student perspective, they often feel disconnected from the traditional structured classroom with a set curriculum and routine of assessments to measure performance and progress. Failure to interrupt the cycle results in decreased student self-confidence, internal motivation and an excitement for learning. Inevitably this can lead to students dropping out of school and putting themselves in jeopardy of not graduating.

Research has shown that service-learning is a promising strategy for dropout prevention. Why? Because academic service-learning activities address various components, such as engaging teaching and curricula, connections between school and work, adult and student relationships, communication skills, and community engagement. (Billig, 2000; Billig, Root, & Jesse, 2005; Bridgeland, Dilulio, & Wulsin, 2008).

In addition, when service related activities are paired with a community need and then matched with academics and curriculum, the magic happens. Students experience the excitement of helping others which in turn increases motivation, willingness to help, and concern for others. These take-aways can lead to increased graduation and post-secondary outcomes in the areas of employment, education and training and independent living.

Another important component of service-learning is the natural effect it has on creating an inclusive classroom, with long-lasting benefit to students with disabilities. Here are some of those benefits:

- Students and those who benefit from student services learn from each other
- Students learn by doing and they do it side-by-side with their peers
- Students reflect on what they are doing through writing and discussions of application in a real-world context
- It is interesting and exciting because students are leaders in the project
- Students are engaged in community-based learning projects (Shumer & Duckenfield, 2004, p. 141)

If you are working with a student who has an IEP or may be an At-risk student with various ranges of behavioral challenges, service-learning projects within your school district regular education classroom settings may be the answer to helping rejuvenate student interest in school, and in turn, bolster student self-confidence and academic performance.

Below are some excellent resources to explore which provide more insight into the benefits of service-learning on student growth and outcomes:

[DPI Main Site for Service Learning](#)

[Service Learning Toolbox](#)

[Montpellier HS Garden Project \(Video\)](#)

[Rubric for Continuous Improvement of the Service Learning Experience](#)

Contact Brian Kenney for more information at bkenney@cesa3.org. ■

New Territory from page 4

experiences about the process so other districts know what to expect.

It does not always mean that both districts are required to respond in the same way, but they learn what may be required because of the processes used by the health departments. There is no precedent in recent times for any of this, so we must work together. Though we often wish situations would be different, we are forced to follow the directives. That lends itself to some criticism even though the silent majority understand all we are facing.

As we make these important decisions to keep our students safe, keep in mind the following - if the president of our country, the governor of our state, or the head coach of the Green Bay Packers can be criticized - then its likely local school decision-makers are not immune from such judgement.

There is no doubt all 31 of our schools are making decisions that they feel is best for their students in their communities.

Thanks again for ALL that you do to serve our public schools! ■



Upcoming Events at CESA 3

- Oct 20, 2020 CCR IEP Training (5-Step Series) (VIRTUAL) - ZOOM Online
MS Math PLC #1 - ZOOM Online
- Oct 21, 2020 Equity in ACP - Webinar
Science PLC #1 - ZOOM Online
- Oct 22, 2020 HS Math PLC #1 - ZOOM Online
- Oct 23, 2020 Equity in ACP - Webinar
- Oct 26, 2020 CESA 3 Board of Control (BOC) Meeting
- Oct 27, 2020 Data Mining 101: LEA Determinations - ZOOM Online
- Nov 4, 2020 Drive-Through Art with Shake Rag Alley (VIRTUAL) - ZOOM Online
- Nov 5, 2020 Culturally Responsive Evaluations-Putting It in Action - ZOOM Online
Homeless Liaison 2-Part Series (VIRTUAL) - ZOOM Online
- Nov 6, 2020 Professional Advisory Committee (PAC) Meeting
Carl Perkins/Designee Meeting
- Nov 9, 2020 Title III Meeting - ZOOM Online
Guidelines for Effective Distance Learning - ZOOM Online
- Nov 16, 2020 Job Development Bootcamp
- Nov 17, 2020 GT Book Club: Counting by 7s by Holly Goldberg Sloan - ZOOM Online
- Nov 18, 2020 Academic and Career Planning (ACP) Final Projects - Webinar
First Year Educator Support Seminar (Virtual) - ZOOM Online
- Nov 20, 2020 Academic and Career Planning (ACP) Final Projects - Webinar
- Nov 23, 2020 CESA 3 Board of Control (BOC) Meeting
- Dec 2, 2020 Speed Debate - 7th & 8th Grade (VIRTUAL) - ZOOM Online
- Dec 4, 2020 Professional Advisory Committee (PAC) Meeting
Carl Perkins/Designee Meeting
- Dec 8, 2020 Substitute Teacher Training (VIRTUAL) - ZOOM Online
- Dec 9, 2020 English Learners Grading & Assessments-Issues In Equity - ZOOM Online
- Dec 11, 2020 Data Inquiry and Practices
- Dec 15, 2020 Student IMPROV (VIRTUAL) - ZOOM Online
- Dec 16, 2020 Preparing Teachers for Growth: ACP in the Classroom - Webinar
- Dec 17, 2020 Homeless Liaison 2-Part Series (VIRTUAL) - ZOOM Online
- Dec 18, 2020 Preparing Teachers for Growth: ACP in the Classroom - Webinar
- Dec 22, 2020 GT Book Club: POSTED by John David Anderson (VIRTUAL) -
ZOOM Online
- Dec 28, 2020 CESA 3 Board of Control (BOC) Meeting



2020 ONLINE FALL REGIONAL MEETINGS

SEPTEMBER - OCTOBER
DATES VARY BY REGION

Region 9 Meeting
October 14, 2020 - ONLINE
Meeting Room Opens - 6:30 p.m.
7:00 - 8:00 p.m.
WASB.org for details



Answers from page 5

1. ESSA
2. Title IX
3. WASDA
4. Learning Management System
5. GEER
6. 48,600
7. Rainy Day Fund
8. Flexibility, Waiver
9. WILL
10. Redefining Ready
11. Compensatory Services
12. FFCRA Act
13. Local Levy
14. State-Aid
15. The Wheeler Report

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