



Winter 2020-2021

CORNERSTONE



**School Districts to Create New Opportunities
with Transition Grant**

Project SEARCH Running a Third Year

Get to Know the CESA 3 Board Chair

Student failure is a burning building, and we need to show them the exit!

By Douglas Reeves, PhD

CESA 3 and several school districts in the region have partnered with Doug Reeves this year, as he spends time monthly with educators, including the most recent PAC Meeting. This was a recent topic, and he graciously allowed us to reprint it here, as the message is so vitally important. *(Submitted by Lisa Arneson, PhD)*

December 13, 2020

The pandemic numbers continue to be grim, but we must be relentless in our support of student learning. While it is true that COVID-19 is a matter of public safety, so is literacy. If we do not revert the looming dropout time bomb, the public health crisis associated with dropouts will last for generations.

This is the equity issue of our time. If educational leaders believe that keeping students and teachers away from school, they have done their jobs, we will be reaping the whirlwind from these decisions for decades. Today's lost year of learning will be tomorrow's lost generation of learning, and those who can least afford to be left behind — the poor and the disconnected, in every sense of the word — will suffer most. We must ring the alarm bell in every conversation we have about this. Better to risk offending a tepid decision-maker on this issue than risk losing a reader, a writer, or any student whose opportunities were extinguished by the indifference of adults.

Do not be timid in your discussions with administrators, board members, and other educational leaders. If you hear someone say, "Gee, I'd like to have fewer failures, but the district policies won't let me," it's time to challenge district policies. If you hear someone say, "I'd like to reduce failure, but I'm afraid that we might not have buy-in," challenge the very notion that buy-in is appropriate in a time of crisis. It's September 11, 2001, and the building is on fire. How much time will we spend deliberating? How much time will we spend asking for buy-in? How much time will we spend worrying about whether the decision will be popular? The building is on fire and we need to evacuate. Perhaps you doubt your role where you stand in the hierarchy of your school or district leadership. But remember that the heroes of 9/11 were not CEOs or people with positional authority. They were the people who saw the danger and led people to the stairwells.

Here is what you can do very specifically to "evacuate the building" right now. Whether you are a teacher, building principal, or district superintendent, please consider the following:

1. Make a list of every student who is failing for the fall of 2020.
2. Determine why these students are failing - attendance, lack of work, behavioral problems, whatever.
3. Create an action plan to change failure to success right now — before the end of this semester.
4. Unplug any computer program that uses the average of work submitted throughout the fall 2020 semester to determine the end-of-semester grade.
5. Demand that student proficiency be the result of demonstrated understanding during live or synchronous instruction, not off-line work.

Challenge, in the most forceful way possible, any contention that "It's just too late" or "it's just district policy." You may not be the CEO, the superintendent, the department head. But you can still be the person who sees the fire and smells the smoke and can lead people to the fire escape and save them. Normally, this may seem risky. But these are not normal times. Grab the bullhorn and take a risk, demand action, and if you offend someone in the process, don't lose hope.

This is our time to be advocates in the most forceful possible way. This is our time to fight! ■

CORNERSTONE

Winter 2020-2021

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Lancaster School District Awarded Transition Improvement Grant

By Brian Kenney, Transition Coordinator

(Reprinted w/permission from Lancaster Schools)

At the beginning of the 2019-2020 school year, Lancaster's Transition Team (formerly called the special education department) was full of new teammates, lofty goals, and inspiring dreams. On the top of that list was more opportunities to connect young adults in the area to their community with genuine, authentic relationships and experiences. The Transition Team, consisting of Elizabeth Dressler, Jennifer Gallagher, and Megan Cooley set to work immediately to get the ball rolling. Within a month, they had created their first community connection in the form of an in-house pizzeria called Arrow Pizza. Students and staff created the take and bake pizza business to strengthen employability skills and show

(see Lancaster Transition Grant, page 6)

Transition Grants Awarded, see cover photo (and article on page 6)

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Student failure is a burning building, and we need to show them the exit!

*Douglas Reeves, PhD
(submitted by Lisa Arneson, PhD)*

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ReBecca Lewis-Clifton



Impact of the State Budget



Jamie Nutter
Agency Administrator

It is hard to believe we are six months away from a new state budget. It is critical that we understand the proposals for our public schools and stay on top of the issues. You are key advocates in ensuring the resources are in place for your school districts.

Often times we understand the importance of the state budget, but the details and complexity make it challenging for us. In Southwest Wisconsin, we must understand the state budget even more as it impacts more than just the resources in our schools but also the impact on our taxpayers. This article will try simplifying the key issues we face in rural districts in Wisconsin.

First of all, we must breakdown the state Education Budget into two categories. These two categories are: What state Education Budget components provide taxpayer relief? What state Education Budget components give districts more money for their budgets? It is critical that we understand these

differences. MORE MONEY IN THE EDUCATION BUDGET DOES NOT ALWAYS MEAN SCHOOLS HAVE MORE MONEY TO SPEND. (This cannot be emphasized enough.)

Let us start with the state budget categories for Taxpayer Relief. When new budgets are proposed we will read or hear in the news something like this: “School Aid to increase by 5%.” Our first assumption is that schools have 5% more money. That is wrong. The problem is the term “General Aid” should be called “Local Taxpayer Aid” - this is why.



Each year the amounts of money schools have to spend is based on their revenue limit. The revenue limit is the maximum amount of money a school can raise through taxes, but in Southwest Wisconsin districts are not on the hook for the entire amount. That is because our districts need financial assistance based on how we fall in the formula. Rather than be on the hook for the whole amount, “General School Aids” substitute the levy. In Southwest Wisconsin that ranges from 30% to 75% of “General School Aids” substituting the levy.

In short, when there is more “State Aid,” that means more of the levy

is covered. The only way schools get more money is if the “Revenue Limit” is increased.

Let us look at state budget proposals where schools actually gain more resources. The first is “Categorical Aid.” These are categories where schools get direct payments to cover the costs of different responsibilities. This is much different than substituting the levy responsibility. Some of these categories include special education reimbursement, career and technical education incentives, direct per pupil payments, AGR (payments to keep elementary class size lower), library aid, sparsity aid for transportation, general transportation, and other new projects such as mental health. These are dollars that go directly to schools to help fund those programs. Some of these will be outlined below.

Special Education Reimbursement has often been viewed as an underfunded mandate. That means compliance is required by state and federal law, but the expenses far exceed the aid to meet the requirements. For many years, special education reimbursement amounts stayed flat. As expenses went up, these flat amounts covered a smaller portion.

In fact, until this current biennium, reimbursement rates only covered about 25 percent of the costs. That meant the general budget had to pick-up the 75%. More of the general budget was being shifted to cover these costs. Since the special education fund cannot run a deficit, it requires a “transfer” from the general fund, so it breaks

see State Budget, page 17

Safety and Security Has Been the Focus This School Year

By Jamie Nutter, Agency Administrator

There is no doubt 2020 has been a challenging year. There will be many challenges we must address as we move forward; however, you must be given credit for making some hard decisions with no pattern to follow. When situations changed, you had to make the best decisions with the information you had at the time. Though there was no way that every decision would be considered right by everyone in your communities, the data reflects your plans have been successful so far.

As you look at your local data, there have been very few instances where COVID-19 was contracted in your school buildings. Yes, you have been forced to respond to positive cases, but most were not a result of spread in the school. Also keep in mind, you will get very little credit for what “didn’t” happen as a result of your decisions. Prevention is always tough because we never know the exact numbers of what “would have” happened as a result of these decisions.

Though we can be thankful the plans have kept the spread of COVID in check in our school buildings thus far, there is no doubt its impact will be felt as we move forward. For the past 10 months, leaders have been required to keep one eye on educating students and the other on their required responses to keeping adults and students safe from the pandemic. It is safe to say, we will have work to do as we transition our energy and focus back to systems of continuity.

Educators have known for years that if primary needs are met, then it is likely great accomplishments can be made. Safety and security,

which has taken a great deal of time and resources, has been our focus. The energy typically spent on important student outcomes have been required just to keep schools accessible. We know these shifts were not our first choice, or we would have already been using these tools. The aftermath of COVID-19 will require a different lens to see the issues.

For example, if we respond to natural disasters, such as tornados or flood, it is always a challenge; however, we can see the solution in front of us. Though we will need to remain diligent until the vaccine is more mainstreamed, the damage that we must begin to address will show itself in terms of data among students and staff.



As stated, our focus has been on safety and health, which is a basic need. It is logical to expect there will be achievement challenges. In fact, nearly every school in CESA 3 saw a membership drop on their 3rd Friday count. This is a result of increased homeschooling to avoid the possibility of their children getting the virus.

In many cases the rigor will not be the same at home, which will require a response by our schools to ensure the gaps are addressed. Since safety has been the number one priority, we cannot

deny learning processes have not had the same continuity as we are accustomed. We will need to address the achievement gaps once we are able to return to a system of consistency as we know there are development windows where it is critical students have attained specific skills.

The second issue that has been spotlighted is stress levels of teachers. Prior to the pandemic, teacher responsibilities were already heavy. During the past ten months, they have adapted to entirely new primary systems of instruction. In a recent survey, 97% of teachers stated they were experiencing medium to high stress. The average of typical attrition is 8%, but we are hearing that could be as high as 16% in the next couple of years.

The teacher shortage was already on our radars, but recruitment and retention will be even more critical. This goes beyond just salary and benefits. It will require us to reflect on our current teaching staffs. Keep in mind we have three different generations we employ currently. What is important to veteran teachers, might not be important to newer teachers. We will need information to make good decisions about retention. The way your current teacher teams feel will be key to your abilities to recruit and retain your future teachers.

This requirement to shift instruction has also placed a spotlight on inequities. As a result of this past year, we have a better understanding of student access to factors that many of us take for

see Safety & Security, page 16



Lancaster Transition Grant from page 3

students how much planning and preparation goes on behind the scenes in a restaurant setting. Students developed the recipes, fine-tuned the production process, shopped for ingredients, and created delicious pizzas for the staff in the Lancaster Community School District. Through all of this, though, there was a roadblock: transportation.

The school district provided a Suburban when available, but it wasn't enough for the daily needs of the department, including wheelchair accessibility.

In February, the team applied for the Transition Improvement Grant in hopes of receiving \$25,000 towards a wheelchair accessible van. In late November 2020, it wasn't just the new van that rolled into the parking lot of Lancaster High School, but all of the team's hopes and dreams were now coming together.

The van opens doors for all sorts of opportunities for young Flying Arrows: job shadows, work placements, tours of local businesses, exploration of recreation and leisure, and (post Covid-19) weekly shopping trips to keep Arrow Pizzas flying out the door! ■

Weston School District Receives Transition Readiness Grant

By Brian Kenney, Transition
Coordinator
*(reprinted w/permission from Weston
Schools)*

The Weston School District is located in the beautiful hills of Richland and Sauk Counties. It sits on the edges of both counties, between multiple villages and in the middle of cornfields and woodlands. The view from the high school entrance is beautiful no matter what season, the weather or time of day.

Even though the setting is beautiful and the location offers opportunities for many hands-on learning activities, it does have some challenges. We are isolated from larger communities that have opportunities that our students need and from the businesses within our district due to our location. Transportation is one of our biggest challenges.

Our district was fortunate to receive the Transition Readiness Grant for the 2020-21 school year. The largest portion of this grant will be used to purchase a vehicle for transporting students. Having a vehicle for transportation will provide more opportunities for our students with disabilities. We will now have a way to get our students to job sites for shadowing, internships, apprenticeships or other work-related experiences.

This will improve the quality of education and the transitions to post secondary opportunities our students with disabilities receive.

We are very excited that we have this resource that will remove one of the barriers that our students have had, transportation due to our isolated location. ■

Transition Resource Building Opportunity

By Rose Cutting, WSPEI (CESA 3)

In southwest Wisconsin, we have an opportunity to continue working towards reaching equitable Transitional resources in education, health, and employment for those who are often left without these equitable opportunities and resources.

This opportunity comes from The Waisman Center via the University Center for Excellence in Developmental Disabilities (UCEDD) who has received one year of funding from the federal Administration on Community Living (ACL) for a Wisconsin Integrated Transition Planning Project.

They have reached out to me as a partner in a consortium of experts. The purpose of the one-year planning grant is to work with a WI Transition Planning Coalition, which will use a consensus-building process and community engagement to create a plan for improvements in the transition process to adult community living for youth and adults with intellectual and developmental disabilities (I/DD).

Our long-term goal is to improve coordination of support across a wide range of services including health care, education, and employment.

The Planning Coalition will develop at least one community-based plan for the creation of a sustainable transition pilot program. The first part of the project runs from September, 2020 – August, 2021.

We are currently developing extensive lists of those currently doing the work and I am proud to say some of my colleagues at CESA 3 are recognized in every meeting for their expertise and knowledge. Congratulations to Tom Martin, Chuck Keller, Darla Burton, and Brian Kenney for your hard work and support to those you serve in southwest Wisconsin.

The next phase will be to assemble a Community Partner to host an Action Lab specifically addressing Transition with the support of UCEDD and Coalition members currently coming together in Phase One.

Two years ago, I was able to lead just such an Action Lab with UCEDD to address the inequity in early developmental screening and diagnosis for those in rural populated areas of Wisconsin. Through that work we are able to report action on early screening, monitoring, and tracking families into proper resources before they enter the K-12 system. We have received attention and accolades from local, state, and even national interested partners who are looking at our work to improve their own equitable situations.

Now the ASK . . . As mentioned above, the coalition will be looking for Community partners to team up with to do an Action Lab next year as part of the second phase of this plan. As you take a look around your Transition connections in education, health, and employment please share with me your interest level both in continuing your work

and building connections and resources. I personally have seen the benefits of this work and highly encourage you to think about contacting me and discussing further on how this Coalition can help you assist those you serve. Email me at rcutting@cesa3.org to share your thoughts and ideas. Your input is appreciated! ■

Strong Instruction and Classroom Management Workshops Focus on Teaching Techniques

By Brad Van Epps, Educator Development and Support and Meredith Biba, Elementary Literacy Specialist



Strong Instruction and Classroom Management workshops have kicked off with a couple of hour-long sessions online in November and December. These trainings, led by Brad Van Epps and Meredith Biba, are included in the Educator Development and Support service and focus on teaching techniques from Doug Lemov's *Teach Like a Champion* and Rick Smith's *Conscious Classroom Management*.

K-12 teachers and administrators from **Benton, Black Hawk, Cassville, Cuba City, Darlington, Dodgeville, Potosi, Southwestern, and Weston** and have spent some valuable time after school learning these skills.

It's not too late to join us for the last three sessions. Our next workshop is on January 5. Feel free to register on the CESA 3 website or contact Brad at: bvanepps@cesa3.org ■



Get to Know the CESA 3 Board of Control Chair

By Mike Humke, CESA 3 BOC Chair



CESA 3 Staff interviewed Mike Humke, BOC Chair, and this is what they learned . . .

This coming April, I will begin my 15th year on the Dodgeville School Board. The past 14 years have had ups and downs, but the ups far outweigh the downs. My favorite action as a school board member is handing out diplomas on graduation day. Handing a diploma to a graduate is the most rewarding and memorable experience I have had while serving on the board. That one day is the “pay” I need to keep me going the remainder of the year.

I ran for school board when a neighbor had decided he needed a break from service. I had been to a few meetings and he asked if I would be interested. Sure, why not! Two terms and I can find another person to serve and fill the seat. But I have found service rewarding and interesting... it is good to be a part of something bigger than myself. So with one year to go in my fourth term, I reflect on how being a part of the Dodgeville School Board has influenced my life.

In my second term, I became a member of the CESA 3 Board of Control. I am currently the Board President working with a group of dedicated professionals, all wanting the best for the students in southwest Wisconsin. Being on the CESA Board has shown me that all districts share the same concerns and needs, just different scales depending on the size of the district. The current Administrator, Jamie Nutter, has broadened the reach of CESA 3 across Wisconsin and placed the organization in well regard with the 31 districts served.

CESA has led to opportunities to serve on the WASB Policy and Resolution Committee for three years. After serving on Policy and Resolution, I became the Region 9 Director of WASB when the previous director stepped down. WASB offers me a perspective of education across the state of Wisconsin that cannot be experienced in my local district. But, that perspective does influence how I examine issues at the local level. Like CESA, WASB’s Board of Control is a dedicated group of people from a diverse background, working to help school boards across Wisconsin with policy, board leadership, legislative contact, superintendent searches and many other services.

The WASB Board of Control led to being elected to the WIAA Board of Control in 2019. I am the lone school board member on a board composed of superintendents, AD’s and other school professionals. As the only board member, I thought I may not fit into the group. But the Executive Director, Dave Anderson, and his staff have been very welcoming and enjoyable to work with. Just over a year into my term, Covid-19 became the primary problem for WIAA and we have had many discussions about what to do with high school sports. Zoom has become a mainstay in the dictionary of every board member. And at the WIAA, many meetings have been virtual due to Covid. But, Covid has not taken the excitement out of draping a medal over a gymnast’s head in Wisconsin Rapids or handing a trophy to a football team at Camp Randall.

I also serve on two commissions in Dodgeville and help my wife with high school theater. I cannot act, sing or dance, but I can build sets, props or decorate with direction. My wife is the high school art teacher and our daughter is a recent graduate of UW-Parkside. Both have supported my years on the school board and handing our daughter her diploma in 2016 was, and is, a highlight of my board service. ■

What is Project SEARCH?

By Beth and Dan Flesch, Project SEARCH Instructors

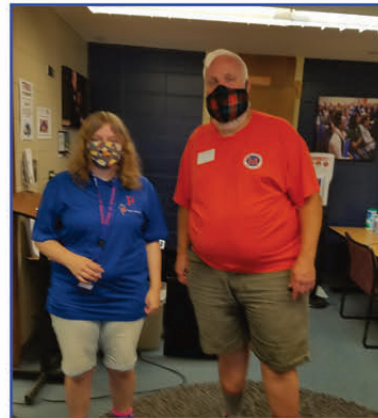
Project | SEARCH®



What is Project SEARCH? “The Project SEARCH Transition-to-Work Program is a unique, business-led, one-year employment preparation program that takes place entirely at the workplace. Total workplace immersion facilitates a seamless combination of classroom instruction, career exploration, and hands-on-training through worksite rotations. The program culminates in individualized job development.” (<https://www.projectsearch.us/>)

Project SEARCH at the University of Wisconsin-Platteville is up and running for the third year. Interns started the year with classroom instruction, orientation to campus, and preparation for interviews with potential supervisors and internships. They are currently participating in their first ten-week rotation in a variety of departments on campus. While COVID 19 has changed how some of the departments do their work and changed some tasks that need to be completed, the University has continued to partner with Project SEARCH. They continue to provide real-life work experience and training assistance through supervisors and mentors.

In addition to UW- Platteville, Project SEARCH is a collaboration with many partners, including CESA 3, school districts of CESA 3, Hodan Community Services, Wisconsin Division of Rehabilitation, IRIS and Inclusa. To learn more about Project SEARCH on the UW-Platteville campus, please visit the Facebook page: <https://www.facebook.com/ProjectSEARCHUWP>. ■



CESA 3 Welcomes the Career and Life Ready Team!

On behalf of all of us, we hope that you had a very, Merry Christmas and wish you a great start to 2021!

Pictured here (left to right), Sue McLimans, Office Manager; Deb Goold, Mental Health/ ATOD/Teen Relations Coordinator; Tom Martin, Perkins Grant/Youth Apprenticeship Coordinator; Chuck Keller, Youth Apprenticeship Coordinator; Darla Burton, Regional Careers Pathway Coordinator; and, via ZOOM, Brian Kenney, Transition Coordinator. ■



Welcome Back, Sue!



As CESA #3 programming increases and enrollment in Youth Apprenticeship is higher than ever, we are happy to welcome (back) Office Manager, Sue McLimans. Those of you who have been with us for a number of years may remember Sue from working in the Special Education Department and then School to Work.

Sue rejoins the School to Work team, now known as the Career and Life Ready (CLR) Team. We are confident her organizational and technical skills will enhance all of our services, and we are excited to have her skills and knowledge as part of the team.

AR Welding Video

The future of manufacturing could be in the hands of your students today - contact the Career and Life Ready Team as to how . . .

Tom Martin at: tmartin@cesa3.org
or Chuck Keller at: ckeller@cesa3.org





By Darla Burton, CESA 3
Regional Careers Pathway Coordinator

The Wisconsin **Regional Career Pathways (RCP)** approach is a statewide effort to deliver high-quality career pathways in high schools that reflect the needs and vision of a regional collaborative group of employers, education, and economic and workforce development.

In the Southwest Wisconsin area, we are fortunate to be part of the Prosperity Southwest Regional Career Pathway. Prosperity SW includes: Grant, Richland, Iowa, Crawford, Lafayette and Green counties.

Together, with the Economic Workforce Development Boards, local employers, districts and institutes of higher education, Pathways specific to the needs of employers and students will be specifically laid out beginning with Patient Care and Construction Pathways.

To learn more about this exciting opportunity, please plan to attend the virtual 15th Annual Business and Education Summit. (please see details at right) ■

SAVE THE DATE

15TH ANNUAL SOUTHWEST
WISCONSIN BUSINESS &
EDUCATION SUMMIT
Wednesdays, 10-11 a.m.
February 24 - March 31

**SCHOOL BOARD MEMBERS
ATTEND (PARTICIPATE)
FOR FREE!**

COURTESY OF YOUR DISTRICT'S
CARL PERKINS FUNDING

The 15th Annual Southwest Wisconsin Business & Education Summit



Presents....

The La Fayette County Construction Academy

February 24, 10 - 11 AM
(virtual link forthcoming)



In its second year, CESA 3, in collaboration with nine schools, formulated a 26 week academy to cross train and prepare for what will soon be 30 employees for the industry. Come join us for the first of six sessions during February & March when we (CESA, SWTC, Prosperity Southwest and the SW Chamber Alliance) speak to what's possible and probable in a regional economy.



Presenters:

Dr. Jill Underly, Superintendent of Pecatonica Area School District
Duane Elfering, Dean of Students, LaFayette County Construction Academy



Youth Apprenticeship Program Modernized

By Chuck Keller, Youth Apprenticeship Coordinator



The Department of Workforce Development (DWD) and CESA 3 are working together to modernize the Youth Apprenticeship (YA) program curriculum. The goal is to increase the rigor and relevance of the 11 career clusters and 55 pathways currently used in YA. One of the goals of the modernization project is for the Youth Apprenticeship program seamless alignment with the Registered Apprenticeship (RA) program. The alignment creates a bridge where skills learned in YA are recognized and given credit towards the Registered Apprenticeship program. Other goals include maximizing dual-enrollment credits, increases the number of certificates a student may earn, and reflecting emerging technologies. CESA 3 is very well positioned to ensure these goals are met.

According to former DWD Secretary Caleb Frostman, "Updating program curriculum ensures that YA adequately meets the current and future needs of Wisconsin industries and our workforce. Creating a seamless transition to related RAs and increasing transferrable credits and credentials sets students up for success as they start on their post-secondary pathway."

DWD's curriculum modernization will be released in three tiers. Tier I features curriculum in the following career clusters and occupations:

Finance Cluster

Occupational Pathways:

- Accounting
- Banking
- Insurance

Health Science Cluster

Occupational Pathways:

- Medical Office
- Nursing Assistant
- Resident Aide (NEW)

Hospitality & Tourism Cluster

Occupational Pathways:

- Food and Beverage Services
- Lodging
- Meetings and Events

Information Technology Cluster

Occupational Pathways:

- Broadband Technician (NEW)
- IT Essentials
- Network & Security
- Software & Application Development

Manufacturing Cluster

Occupational Pathways:

- Assembly & Packaging
- Industrial Equipment
- Machining
- Manufacturing Processes
- Production Operations
- Welding

Tiers II and III will be rolled out over the 2021-2022 and 2022-2023 school years, respectively.

For more information, please contact Chuck Keller at: ckeller@cesa3.org ■

CESA 3 Delivers Career Readiness Kits

By Chuck Keller, Youth Apprenticeship Coordinator

As you enter the CESA 3 property, or drive by the building on Highway 18, you may notice something new in the parking lot.



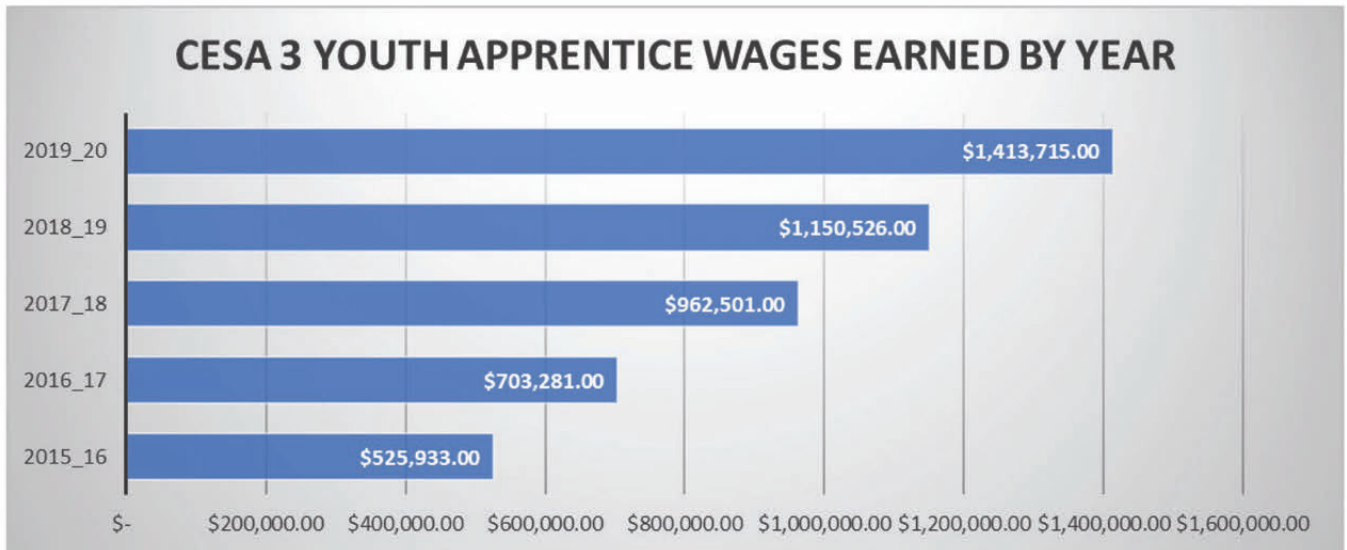
CESA 3, in collaboration with Duane Leaser, Lancaster Master Technology & Engineering Instructor, has acquired and outfitted two trailers to transport our training equipment.

The CESA 3 Career and Life Ready Team has reinvested heavily in training kits which professional educators from your districts can utilize to help facilitate industry recognized certifications for your students. Safely transporting the equipment to and from school districts is challenging.



The CESA 3 Career and Life Ready Team came up with the idea of using sturdy, lightweight trailers that could be easily pulled by trucks or SUV's to transport the kits.

YOUTH APPRENTICES EARN HIGH WAGES



The CESA 3 Youth Apprenticeship program is well known for its ability to increase the career readiness skills of its participants. CESA 3 Youth Apprentices enjoy the opportunity for paid dual-enrollment credits, and industry-recognized certifications in addition to mentored-work placements. One advantage of the CESA 3 Youth Apprenticeship program that might go unnoticed is the economic impact on the region. Last year, students participating in the CESA 3 Youth Apprenticeship program earned a minimum of 1.4 million dollars. These are average wages based on the students starting wage multiplied by the minimum of 450 hours per year worked. Actual wages earned may be higher.

If you would like to learn more about how your student can participate in the CESA 3 Youth Apprenticeship program, please contact Darla Burton (dburton@cesa3.org), Tom Martin (tmartin@cesa3.org), or Chuck Keller (ckeller@cesa3.org) at CESA 3 for more details. ■

(Source: Wisconsin Department of Workforce Development)



Using grant dollars, two trailers were purchased and delivered to Duane Leeser for sublimating. It should be noted that Mr. Leeser was one of the first area educators to incorporate Starrett, Snap On and NC3 training and tools into his curriculum. Skills learned from this curriculum were used to sublimate the trailer and to improve the career readiness skills of students in Southwest Wisconsin.

If you would like to learn more about how your school can participate in the CESA 3 NC3 Certification program, please contact Darla Burton, Tom Martin or Chuck Keller at CESA 3 for more details. ■

ACP Community of Practice

The easy way for school districts to get answers for common ACP challenges!

Third Wednesday each month @ 3:30 p.m.
BONUS Xello sessions on most first Wednesdays!



Start the Year Strong! Provide your students with a vibrant ACP process

Join a new virtual ACP Community of Practice* that will focus on a different ACP topic every month. Choose only the topics you need! Here's what you'll gain every month:

- Expertise with leaders or peers who will share their ACP experiences and strategies
- Resources to help you put your learning into practice
- Follow-up support sessions with your CESA ACP Coordinator so local school districts can share best practices and brainstorm challenges together

**All sessions will be recorded so you can participate synchronously or asynchronously. Calendar on next page.*

ACP gives students what they need for success – and that is especially critical right now

- When students choose courses that align to their career interests, their **sense of belonging and engagement** in learning increases.
- Career exploration helps students find the **relevance** in their classes and increases **academic motivation**. These are **ESSENTIAL** when learning takes place in virtual or blended environments.
- ACP provides students with access to the **guidance and support** they need when they need it. It ensures that ALL students have a plan for success after high school.
- ACP helps students to be **better equipped to succeed**, even in a recession when opportunities become more scarce.

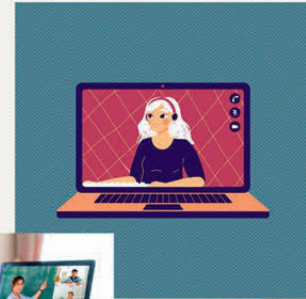


WISCONSIN DEPARTMENT OF
PUBLIC INSTRUCTION
Carolyn Stanford Taylor, State Superintendent



Social Emotional Learning Training

The Leadership Journey



Leadership Journey-Part 1

"Know Yourself to Lead Others"

Jan 7th-10:00; 14th-10:00; 20th-1:00; 27th-1:00

Session #1: Self Awareness/Strengths: What are your strengths/limitations and what is your desire to improve.

Session #2: Self Management/Personal Responsibility: How are you able to control emotions/complete tasks and succeed at new or challenging situations.

Session #3: Social Awareness/Relationship Skills: How well do you interact with others in a way that shows respect? How do you maintain positive connections and accept others that are different from you.

Session 4: Optimistic Thinking: Do you have a compelling future? How do you help others who may not have a compelling future?

Registration Info-Part 1

4-session event--Jan 7, 14, 20, 27

(times listed in MQR)

Target group--grades 6, 7, 8.



About our presenter:

Lisa Schaefer of Shine with Schaefer, LLC provides leadership training, workshops and coaching for individuals, businesses and educators. With over 15 years in the education field, Lisa has a strong understanding for connecting with students and providing opportunities for personal development.

Leadership Journey-Part 2

Leadership Skills to Help Others

February 3rd-10:00; 11th-1:00; 16th-1:00

Session #1: Empathy/empathetic Listening and Leadership: Listening skills are the key to success. How do you listen to others to help the feel empowered and included

Session #2: Decision Making and Time Management: What do we give priority to? What do we ask for help with? What are the best choices to get the most out of our time?

Session #3: Stand Up and Be Counted: Are you able to stand up for the underdog. When you see things happening, are you able to see something and say something to help minimize negativity.

Registration Info-Part 2

3-session event--Feb 3, 11, 16

(times listed in MQR)

Target group--6, 7, 8.

Training Details

*Sessions will meet one time per week for 45 minutes and focus on SEL Skill of the Week.

*Zoom format with small group breakouts.

**Discussion Based Learning:* allows students to share their experiences rather than have an instructor lecture on the topic. Students will learn from one another as they discuss and review the skill and share ideas and past experiences on what worked and what they would have done differently.

A Moment of Support for Educators

By Deb Goold, Mental Health/
ATOD/Teen Relations Coordinator

A survey was recently sent to all area teachers asking about their wellbeing. Of those responding, 97% are reporting a high to somewhat high stress level on an average day.

Many factors are reportedly contributing to this stress...

- My own feelings of being overwhelmed
- Teaching virtually
- Student/Parent demands and/or expectations
- Feeling safe

When asked for three words to describe "how I feel most of the time, results are...

- Frustrated
- Anxious
- Grateful

At least half of the respondents feel they are connected to their community, able to collaborate with their peers, and recently received positive feedback from a leader at their school.

For the most part, staff reports they are getting clear messaging regarding their district's response to COVID and they get timely responses when asked for support.

In response to this information, CESA 3 is working with an area therapist to provide virtual sessions to help support our educators as they navigate through this unique and challenging school year. These sessions are designed to be a time of support for educators

who would like a confidential place to share, debrief, and support one another. During this unpredictable and chaotic time we live in, we need to prioritize ourselves. When we do this, our resilience grows.

Stay tuned as details are not yet available. Information will be sent to administration, including school counselors, to be shared with staff.



Safety & Security from page 5

granted. We understand which students rely on school lunch. We have a better understanding of the barriers a lack of broadband can have on students. Though the process of development has always been a struggle for students, this past year has really demonstrated increased needs to address their mental health. As adults, we are more likely to have the brain development to keep issues in perspective. Never has there been a time when our students are exposed to so many adult issues without the brain development or means to address them.

Another issue we will all face is school funding. We are two months away from hearing about the next biennium. It is important to understand what school funding does to relieve property tax and what it does to add resources to your districts.

There is another article in this edition that provides an overview of some of those differences as well as a summary of DPI proposals. While we continue focusing on modes of instruction and COVID

safety, this will be an issue that will require our attention.

Many of you can add your own local perspectives and priorities to this list as well. The point is that COVID has required the majority of our focus to be on systems we have taken for granted. Unfortunately, the other needs that were of importance prior to the pandemic did not go away. In order to move forward, it is going to require focused expectations.

As school board members, you will likely not be able to single-handedly solve these problems from your meeting seat. You can help looking forward by framing quality solutions over quantity by helping guide priorities. Your reinforcement of focused-improvement efforts to provide the best opportunities for students while emphasizing policies and practices that you trust will influence positive outcomes for our Southwest Wisconsin school districts. More than ever you will need to understand how each meeting moves you closer to your priorities once we can get past simply keeping our doors open for students.

That is also our role as a CESA. We stay connected with best practices across the state and nation. We provide the professional development to our educators in the region and provide them with the resources as they are ready for them. This is critical as the innovation students access today provides them with more choices in their futures.

Please know that while we have facilitated collaboration to get us through these challenging times, we are also organizing activities that keep our leaders and educators in the forefront. Like you, we cannot wait until the main focus is back on important outcomes! ■

State Budget from page 4

even. You may have heard it called a "Fund 10 Transfer." Fund 10 is the state code given to the general fund. As categorical aid increases for special education, fewer dollars need to be transferred from the general fund. The goal by the current state superintendent is to eventually increase the special education categorical aid, so it covers 60%. The goal from the last biennium was to continue incrementally increasing state obligations toward special education. The current level was increased from 25% to a little over 28%.

Sparsity Aid is the amount of money required to subsidize transportation costs in rural areas. General transportation aid is based on the number of students riding the bus. We know that it costs the same to drive 50 miles whether we are making 12 stops versus 40 stops. We still have a responsibility to pick up students, so sparsity aid helps off-set those costs.

Some of you may have been on the school board when the Student Achievement Guaranteed in Education (SAGE) first became available to keep class sizes in kindergarten through 3rd grade at 15 or fewer. That categorical aid is now called the Achievement Gap Reduction (AGR) program.

This provides schools with dollars to keep class sizes small but provides more flexibility in how they accomplish it. In some cases, schools employ specialists to team teach in multiple classrooms in reading and math, while other schools will hire more teachers to simply reduce the class size and provide high-level training.

The CTE incentive grants provide schools with up to \$1,000 for every student who gains an industry certification or completes a certified Youth Apprenticeship. Industry certifications are defined by the Department of Workforce Development in business, agriculture, and trades.

Youth Apprenticeships are collaborations between area employers, CESA 3, Southwest Wisconsin Technical College, and the districts. Students must be employed as an apprentice by a qualifying industry according to Workforce Development (which most recently added EMT, Fire, and Safety). The student must be paid minimum wage, meet the minimum hours, earn a satisfactory evaluation, and complete related instruction. The district is paid up to \$1,000. In addition, students in CESA 3 can have up to three credits per semester paid for related instruction.

Per Pupil Funding are dollars paid directly to schools based on their enrollment for each member on the 3rd Friday. The current amount is \$742 per student. Again, these are dollars provided by the state. The prior two biennium budgets froze the revenue limit worksheets and used this form of categorical aid to fund increases to schools.

The issue is that the state was not able to afford General Aid increases to help off-set levy costs, so highly-aided districts were starting to see mill rate increases. As a result, there was more of a balance for this 2019-21 biennium. One final issue that will require attention is our schools declining enrollment exemptions. If your school had a declining enrollment due to COVID or other reasons, your school was

given an exemption to make up the money that would have been lost. Since it was an exemption, it was only "one-time" money. That means that when the calculations are made for your starting point next year, that money is subtracted from the base. The state also provides a hold harmless calculation to get a district back to the prior year's amount. Where districts get caught off-guard is with enrollment levels. There will be no hold harmless or declining enrollment exemption so there is actually less revenue than the year before despite increased enrollment.

We are hopeful the joint finance committee will recognize the financial issues caused by declining enrollment due to COVID-19. ■

As school board members, you should know the following when asked in any conversation:

1. What is my revenue limit amount (rounded to the nearest \$100,000)?
2. Of my revenue limit amount, what percent is subsidized by state-aid?
3. What is my Fund 10 (General Fund) transfer to Fund 27 (Special Education) to balance it?
4. Is my elementary an AGR School?
5. How much money are we getting in CTE incentive grants (pay based on last year's completion)?
6. Did my school have a declining enrollment issue?

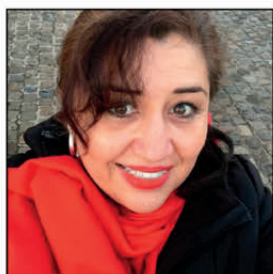
From the ESL and Title III Department . . .

By Valerie Shaw, CESA 3 English Learner Support & Programming



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 Kindergarten to High School. She also worked as a district ELL trainer, ELL instructional coach, family literacy coordinator, and an HS parent engagement coordinator.

She earned her Bachelor's 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.

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.

Cost - \$250 per CESA 3 member districts/\$300 per staff for each webinar for non-member districts & \$150 for UWP School of Education Majors. *Please note: a minimum of 15 participants must be registered to hold these trainings. **Please register early!***

Interpreting ACCESS for ELLs Score Reports (Half-Day)

May 19, 2021

ZOOM Training, 9:00-11:00

The ACCESS for ELLs Score Reports provides 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 - \$100 per CESA 3 member districts/\$150 per staff for each webinar for non-member districts & \$50 for UWP School of Education Majors. *Please note: a minimum of 15 participants must be registered to hold these trainings. **Please register early!*** ■

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. ■

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 am. 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

February 10 *Race & Culture - Impacts on Education*

In many ESL classrooms across the United States, 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 United States 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. ■

ACCESS for ELLs Test Window MOVED!

The ACCESS for ELLs test window has been moved to February 22 - April 30 (from December 1 - February 26). We understand the challenges of administering the test to English Learners (ELs) during this time when the number of COVID-19 cases is high.

Districts are still required to administer an annual English Language Proficiency (ELP) assessment to all English Learners (ELs) under both state and federal law (Wis. Stat. 115.96 (1) and 34 CFR 200.6 (h)). WIDA, the vendor for our statewide ELP assessment, ACCESS for ELLs, is unable to provide a remote version for the 2020-21 school year.

Find the ACCESS for ELLs calendar here: <https://dpi.wi.gov/assessment/ell/calendar>

INTERVENTIONS!

This year, CESA 3 purchased *Essential Skills Reading K-3* and *Nessy.com* as the interventions that you can use with English Learners in your districts. As an added-member benefit, you have Consortium Credits based on your district Title III allocations, which gives you a certain amount of intervention seats at no additional cost this year.

If you haven't accessed these interventions yet, please reach out to Valerie Shaw for assistance at: vshaw@cesa3.org. These interventions will go through summer 2021, so think summer school as well as how you can use these interventions now F2F and virtually! ■



EssentialSkills

Dedicated Teachers & Essential Skills... *Creating Brighter Futures*

Essential Skills programs provide engaging, focused instruction in K-6 reading/language arts, math, science and English language learning.

Our interactive learning software is ideal for K-6 students, special education, English learners, response to intervention, and older remedial students. ■

Visit: <https://online.essentialskills.com/login.php>

see *Dedicated Teachers*, page 20

Dedicated Teachers from page 19

Nessy programs are developed in collaboration with specialist teachers and the world's leading academic researchers. Our programs are research-proven and designed to follow the Orton-Gillingham principles of structured, multi-sensory learning. Unlike the whole language approach, this works for all children, especially those with dyslexia.



Nessy programs are streamed from the Cloud so they require Internet connection. This means they are always being updated and improved, and you can use them anywhere, on almost any computer and most tablets/mobile devices. ■
Visit: <https://www.nessy.com/us/>

DPI and District Monitoring

No CESA 3 districts are on the DPI's schedule for monitoring this year. Please access the guide - https://dpi.wi.gov/sites/default/files/imce/esea/pdf/2020-21_ESEA_Monitoring_Guidance_Document.pdf - to review for when your district is chosen in the future.

Here's a broad overview of what's new this year:

There are rubrics for each requirement, so any LEA (being monitored or not) will understand all of the ESEA requirements and can use the rubrics as a self assessment for their level of compliance.

Added hyperlinks to resources for requirements in the monitoring guide.

Reduced the maximum number of required documents by almost half by: ***Creating better alignment of the requirements (i.e. instead of asking about family engagement activities in both Title I and III, we combined requirements into one meaningful section).** ***Removed the Title III Immigrant discretionary grant monitoring. The requirements will be addressed in the grant application in the end-of-year report.** ***Eliminated required documents for any requirement that could be met by the LEA simply discussing what they do and how they do it. This required the workgroup to update the guiding questions to ensure they would reflect the requirements.** ■



ELD Standards Implementation

DPI will be requiring all Wisconsin districts to implement the WIDA ELD standards into all classrooms and provide evidence at the classroom levels of language objectives and LIEP (Language Instruction Education Plan) see here: <https://dpi.wi.gov/sites/default/files/imce/english-learners/Language%20Instruction%20Education%20Program%20state%20of%20WI%20crosswalk.docx.pdf>

What does this mean? The focus is shifting to recognize that ALL teachers are language teachers, regardless if you are teaching ELs or native speakers new content and academic vocabulary. This does not negate the need for ESL teachers, but rather provides clarity and focus for all districts to formulate robust, standards-based content and language objectives that will help ALL students reach academic proficiency in every content area. ■

Awarded a CESA Foundation Grant

The ELL & Title III Department was pleased to receive a CESA 3 Foundation grant for this year. The focus of the grant is to partner with the University of Wisconsin-Platteville and their Education majors to lay the foundation of WIDA awareness and WIDA Standards.

To that end, the following program was developed and implemented in the Fall semester with our first group of Education majors participating and will be repeated in the Spring semester with a new group of UWP Education majors.

World Class Instructional Design and Assessment (WIDA), ELD Standards Framework & Can Do Descriptors for English Learners Program. This interactive program provides students with the opportunity to learn about the 2020 WIDA Standards, Can Do Descriptors, required WIDA Assessments and Best Practices for English Learners. Students participate via Zoom and explore how best to serve English Learners in their future classrooms as well as to explore lesson planning using the WIDA template.

Our first semester was a success with ten students participating. And, we hope to continue this partnership so that Education students are aware of English Learners needs, best practices, and implementation of the standards upon entry into the teaching profession. ■

Newsletters!

Be sure to reach out if you are not receiving the CESA 3 ELL & Title III Newsletters! We want to make sure you are informed on all things about English Learners/Title III! To be added to the list, please email Valerie Shaw at: vshaw@cesa3.org

2020-2021 Wisconsin's 4K Virtual Connection Series

Wisconsin 4K Connection Series is an online collaborative networking meeting designed to provide a forum for information sharing and collaboration of best practices relating to 4K and 4K Community Approaches. Sessions will include an overview of the featured topic and sharing of resources. There is no need to register for the sessions and you can participate in one or all of them. Sessions will be interactive so please come prepared to share your experience, knowledge, and feedback on the featured topics.

Audience: An opportunity for 4K Teachers, 4K Directors, and our 4K Community Approach Partners to virtually connect and learn!

All Meeting Times are 3:30-4:30 PM

September 14, 2020 ~ [Back to School Check-in](#)

October 6, 2020 ~ [Multi-Level Systems of Support](#)

December 8, 2020 ~ [Supporting Young Children Experiencing Homelessness](#)

February 10, 2021 ~ Mental Health and Self Care

April 7, 2021 ~ Collaboration and Teaming

Connection Information:

Join Online: <https://zoom.us/j/630088301> or Phone: 1 646 558 8656
Meeting ID: 630 088 301

Please join us for the last two-4K Events on February 10th, 2021 & April 7th, 2021!

Also, this is a great website:

<https://www.schoolhouseconnection.org/learn/early-childhood/>

Children and Families Experiencing Homelessness: Coordination Guidance for Integrating Homelessness into Working Agreements and MOUs between Head Start Grantees and Local Educational Agencies

Under federal law, local educational agencies (LEAs) and Head Start programs are required to enter into agreements to increase coordination of services for young children. These agreements can also assist in the identification, enrollment, and support of young children and families experiencing homelessness. This document summarizes legal requirements pertaining to coordination between LEAs and Head Start, and includes a list of potential actions and activities that can be used to achieve coordination of services for children experiencing homelessness. Each summary is organized by topic to assist in embedding policies and practices to serve young children experiencing homelessness into each agency's broader formal agreement between the LEA and Head Start. For more information, please contact ReBecca Lewis-Clifton, ECH Coordinator, at: blewis-clifton@cesa3.org ■

Early Childhood Special Education Connections 2020-2021 Series

Description:

This online collaborative network is designed to provide a forum for sharing and collaboration of best practices relating to Early Childhood Special Education (ECSE). Sessions will include State/ CESA updates and sharing of resources.

Audience:

Early Childhood Special Education Teachers and any Related Service Providers who work with young children with disabilities.

All meeting times are 3:30 - 4:30pm

Wednesday, September 9, 2020

Back to School Updates

Tuesday, October 6, 2020

An Equitable Multi-Level Systems of Supports

Wednesday, November 4, 2020

Seclusion and Restraint in EC

Wednesday, December 2, 2020

Meeting the Sensory Needs of Your Students

Wednesday, January 6, 2021

Working with Speech Therapists

Monday, February 1, 2021

EC Evaluations

Tuesday, March 2, 2021

Dealing with Trauma

Wednesday, April 7, 2021

Collaboration and Teaming

Monday, May 10, 2021

Using Read Alouds



Meeting Access for All Sessions Except October/April:

Join Online: <https://bit.ly/2DqBG8f>

or

Telephone: 1-312-626-6799

Meeting ID: 834 2857 1897

Passcode: 894907

Meeting Access for October/April Sessions:

Join Online: <https://zoom.us/j/630088301>

or

Telephone: 1-646-558-8656

Meeting ID: 630 088 301

Questions:

Michelle Ogorek

mogorek@cesa1.k12.wi.us

The Early Childhood Special Education Program Support and Leadership grant 84.173 acknowledges the support of the Wisconsin Department of Public Instruction (WDPI) in the development of this flyer and for the continued support of this federally-funded grant project.

Americans with Disabilities Act (ADA): CESA #1 will provide reasonable accommodations for qualified individuals with disabilities attending our workshops or events. If you require accommodations, please contact the workshop coordinator for that event.



UNIVERSITY OF WISCONSIN PLATTEVILLE

Office of Multicultural Student Affairs

The University of Wisconsin-Platteville's Hispanic Outreach Program is interested in offering our services to Hispanic/Latinx students and families with the CESA 3 school districts. We understand the needs of these communities and know that school districts may be overwhelmed with providing additional services in addition to all the many other services they need to provide.

The Hispanic Outreach Program consists of one Hispanic Outreach Specialist, Brenda Gomez Solis, and one ESL Instructor, Lehman Heaviland. We have outlined services that we can provide and are also willing to discuss other ideas and needs you may have. With COVID-19 occurring, we know services may look different and we will do our best to make necessary accommodations to most benefit each school and its teachers.

ESL Instructor Options:

- Adult ESL classes – virtual or face to face
 - Evenings – Tues/Thurs
 - 5:00-8:00 p.m. (can be flexible with times)
- Spanish Translation Services for Parent/Teacher Conferences
- Student tutoring offerings
 - Mon-Fri - 2:30-3:30 p.m.

Hispanic Outreach Specialist Options:

- Document interpretations
- Interpretation/Translation services for Parent/Teacher Conferences
- Virtual Peer Mentor tutoring services: Three Peer Mentors (current college students who have all been background checked) are available during the following time to offer tutoring and peer mentoring
 - Mondays – 8:00-11:00 a.m. and 12:00 p.m.-4:30 p.m.
 - Tuesdays – anytime necessary
 - Wednesdays – 8:00-11:00 a.m. and 12:00 p.m.-4:30 p.m.
 - Thursdays – anytime necessary
 - Fridays – 8:00-11:00 a.m. and 12:00 p.m.-3:00 p.m.

Please contact us for any services you may need, as we are here, ready to help.



Brenda L Gomez Solis

Hispanic Outreach Specialist
Office of Multicultural/Student Affairs (OMSA)
121 Warner Hall, 1 University Plaza, Platteville, WI 53818
Phone: 608-342-1506

Be Safe. Be Strong. Be Pioneers.

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College of Liberal Arts and Education
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John Gibson

Partner-Vice President, Program Business

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Brent Straka

Partner, Employee Benefits Specialist

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brent@tricorinsurance.com

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