



Fall 2021

# CORNERSTONE

## CESA #3



**Understanding Your "WHY" - CESA 3's  
Theme for 2021-2022**

**Business & Education Summit in October**

**CESA 3 Welcomes New Staff!**

# CESA 3 Welcomes New Staff This Year!



**Ellie Olson**

Leadership Coaching/  
EE Coordinator

Prior to working at CESA 3, I was the MS/HS Principal of Cuba City School District. Prior to coming to Cuba City, I taught mathematics at Lomira School District, was the Elementary Principal at Lomira School District, and worked at CESA 6.

My husband, Aaron and I have three children Brady, Carter and Olivia, we live in Cuba City. In my spare time, I enjoy spending time with my family, running and reading.



**Courtney Draude**

Speech and Language  
Pathologist

Prior to working at CESA 3, I was working in Iowa, at Keystone Area Education Agency, where I worked in early childhood and elementary schools.

My husband Phil and I have two daughters Charley and Collins, and we live in Highland. I enjoy spending time with family (I have 20 nieces and nephews), being on, in, or by the water, reading, and cooking.



**Amara Yaeger**  
Speech and Language  
Pathologist

I recently graduated from UW-Madison's graduate program for Speech Language Pathology! I'm excited to embark on this new adventure as a school-based SLP in the schools!

I live in Verona, Wisconsin with my boyfriend Christian! We spend the majority of our free time with our family, being active, or with friends. In the summer, we spend time up at our cabins in the Upper Peninsula as well as Minocqua, WI.

We enjoy rollerblading, boating, hiking, biking, and walking when we are being active, as well as grilling out, sitting by fires, and playing games. I also love to read and recently started a book club!



**JoAnne Gratz**

Speech and Language  
Pathologist

Prior to CESA 3, I worked as a Speech Pathologist in the Richland School District for 26 years.

I have been married for 17 years to my wonderful husband Dan and we have four children: Noah, Evan, Kira, and Abby. I live in Fennimore and enjoy gardening, reading, and spending time with my family and friends.



**Morgan Faulkner**

Occupational Therapist

Prior to working at CESA 3, I worked for MJ Care in the Boscobel and Prairie du Chien Nursing Homes and at Riverdale School District.

My husband's name is John and we have one son, Hudson, who is one year old. In my spare time, I enjoy spending time with my family, camping and ranger riding.





# CORNERSTONE

Fall 2021

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# Understanding Your “WHY”

## CESA 3’s Theme for 2021-2022

This theme is simple; yet, it is often easier said than done. As an organization, the depth of our *why* will determine our level of excellence. Each of us must align our own *whys* with the *why* of our organizations. The more intrinsic, the higher the level.

We do not become excellent because we say we want to be excellent, and we do not move forward based on extrinsic affirmation. Our pursuit of excellence happens as a result of us stringing together multiple moments of excellence.

As we pursue excellence, we align the *why* within us to the *why* of the organization. As you begin to reflect on this upcoming school year, please think about *Why* we must be Excellent?

- Jamie Nutter, Agency Administrator

Understanding Your “WHY”, see staff cover photo (article on page 4)

2

CESA 3 Welcomes  
New Staff This Year!

4

Understand Your WHY  
Jamie Nutter

6

From Striving to  
Thriving: How to Grow  
Confident, Capable  
Readers  
Meredith Biba

8

From the ESL & Title III  
Department  
Valerie Shaw

10

PILOTS & DREAMBOX  
PILOT for Next Year!  
Valerie Shaw

12

Harnessing Abilities  
Transition Summit  
Brings Varied Audience  
Together!  
Rose Cutting

14

Over 170 Attendees  
Participate in the  
Transition Summit!  
Rose Cutting

16

Career Readiness  
Community of Practice  
Darla Burton

18

CESA 3 Provides Robust  
and Relevant Experiences  
for Career and Technical  
Education Professionals  
This Summer!  
Tom Martin

20

SAVE THE DATE!  
Business & Education  
Summit - October 22nd  
Darla Burton

22

Substitute Teacher  
Training Scheduled in  
December  
Brad Van Epps

24

“Empowered Problem  
Solving” 6-12 Math  
with Robert Kaplinsky  
Kristin Galle

# Understand Your WHY



Jamie Nutter  
Agency Administrator

Stephen Covey, the author of *7 Habits of Highly Effective People*, wrote when people can't breathe, their goal is to find air. In life, people strive to do more than just seek air, but obviously if we cannot breathe, we are just trying to survive, let alone great accomplishments (Covey, 1989). As we reflect on the past two school years and the beginning of this year, our main focus has been just to stay open and maintain enrollment. The metaphorical equivalent of air. At some point, we have to shift the conversation.

Educational leaders and social scientists refer to times of confusion where there is a struggle to find a sense of normalcy or equilibrium as a time of dissonance. There might not be a better word than what we have all encountered in recent times as dissonance. Dissonance is the thinking process that occurs when we encounter unfamiliar information of rejecting and accepting information in order to form a new viewpoint.

It is the same process a child uses when they believe all 4-legged animals are dogs until they gain more knowledge to understand the names of other animals. Their experiences allow them to gain more information and adapt. During that process they are perfectly happy with calling all 4-legged animals dogs until, they are faced with hearing another

person refer to a 4-legged animal as something else. When they hear that difference, they have a choice to make. Do they adjust their thinking to adapt the new information they learn? Do they reject the new information? OR, do they struggle and inquire more before adjusting or rejecting?

This is the same process many of us are facing during this pandemic. In many cases, all of our energy is caught in the struggle.

Clearly, we cannot ignore the pandemic. It is not going away as quickly as we would like. We are forced to respond when there are cases in our schools or adjustments to public policy. However, we must find a way to focus on the important missions we have in our schools.

We must shift our focus to higher expectations for our students. That shift happens when we switch the question from "What" we are going to do to "Why" our priorities are being made. When we face personal or organizational dissonance, we have to find a way to move forward. We do that by going back to the basics or our core. We re-ask ourselves why do we exist and why is our work important?

This period has also made us ask why we exist at CESA as well. A few of our staff get the privilege of working directly with students. Many of us have the responsibility of making sure your leaders and teachers have the latest information to be aligned with standards and meet compliance. We also exist to raise awareness about the latest research and best practices.

As societal and economic needs change, there are new skills that our students must possess in order to have opportunities after high school. While our leaders and teachers engage in this year's planning, we must continue to help them see what is going to be happening in future years and connect them with the resources they need.

As each school board and leadership team reflects on the "whys" of CESA 3 school districts, they will likely include

phrases like more choices after high school, life-long learners, productive citizens, kind and respectful people, and a few others. After we understand our why, then we focus on the "whats." What do we know and what are we facing?

We know that during the pandemic, many parents and students were introduced to new ways of learning. There is now more demand for personalized learning. We know that 65% of rural districts and 60% of suburban districts are reporting teacher shortages. We know that 69% of the districts who report they are not yet experiencing a teacher shortage have very high retention rates.

We learned that many jobs both inside and outside the field of education can be accomplished by working at home. While it is possible to work and learn at home, it cannot be done if there is not broadband access. It is clear others can add to this list, but these few items are more than enough to keep us busy. Why are they important?

If we examine the basics or the drivers of our schools, it starts with economics. The biggest influence of our local school finance is enrollment. It simply does not work to focus on enrollment for the sake of increasing enrollment. Enrollment reflects what is happening in our communities and schools, so that must be our focus.

In order to have more students in our school districts, we must have families live there. There must be housing and jobs. If more jobs are being shifted to "at-home," and there is no broadband, an equity issue exists on two fronts. Students without internet access at home likely will struggle compared to their peers with broadband access. Without broadband access, families will not have access to high paying jobs that requires them to work in the home office.

Though we continue to grow, industry and economic development in our communities



to create jobs, it is clear broadband has an impact on enrollment. School leaders have to be partners if we want to influence enrollment.

If schools are focused on their whys and have clear missions, they are able to articulate a plan to parents and potential families looking to move to their districts...especially if broadband allows them to work anywhere in the country. Parents are seeking schools with high expectations and opportunities. These expectations and opportunities are represented by things such as the relationships built and cultures of literacy in elementary, Advanced Placement offerings in high school, partnerships with higher education for dual credits, modern career and technical education projects that are relevant, arts and athletics participation, and non-traditional choices such as virtual learning.

In my role, I have the great privilege of talking to school board members in many communities. When we talk about these needs, they often say they understand but they simply cannot afford it. My response typically is districts cannot afford not to.

Sometimes there is a perception that if a local district goes away that the corresponding taxes will go away. When in reality, taxes will just go to the new district, so it is clear we want to keep our schools for many reasons. Though we ought not throw money into the wind, we should also understand the concepts "if we build it, they will stay OR if we build it, they will come."

On the contrary, do we really save money if we do not invest? Many times, we have to go to referendum just to be solvent because we waited too long to invest. Since we did not invest, we lost enrollment which equals dollars. As a result, we are forced to go to referendum to survive. Operating referenda range from \$400,000 per year to \$1 million per year in our area. What is even worse is that sometimes not only are we declining, but we are losing to open enrollment.

This means we are taxing constituents based on resident students educated but paying other districts to do the job through open enrollment because they invested in their why. What happens if

we are investing in meeting the needs of our schools versus responding to declining enrollment? There are no right investments, there are only investments that answer your district's why.

Another reason to focus on the why is that often the whys are "stuff." That stuff might be technology, facilities, equipment, etc. We sometimes forget that having highly trained teachers is critical. This requires an investment, but if we want a return on the investment, we have to focus on retaining them. These investments are not only so teachers are highly trained in curriculum, but highly trained in relationships. This is important for the students and parents we serve, but when teachers are highly trained, they feel successful. Many people will sacrifice a few thousand dollars for success. Ultimately, if our whys are centered around students, teachers are a part of the equation.

As we consider teachers as a part of the why equation, we must remember our schools are no longer the sole industry who wants them. According to an article in Forbes Magazine (Expert Panel, 2020), business and industry human resource professionals are recruiting individuals who possess the following top 10 skills: growth mindset, continuous learning, critical thinking, survival skills, resilience and curiosity, flexibility, dedication, coaching mindset, comfort with ambiguity, and being able to thrive in a virtual environment.

The very same skills we need in teaching is needed in business and industry. Not only can the private sector match or better the packages teachers get, but they also pay human resource managers a lot of dollars to recruit individuals. Most of our schools do not have HR professionals employed, but we need to start thinking about who on our current teams are going to be responsible for recruiting. The number one issue that we will face in the next four years in Southwest Wisconsin will be recruitment and retention.

We must remember that education drives business and industry and business and industry drives enrollment. We must be working together to get in front of this. Those

who are working collaboratively in their community will not only have a better plan, but they will also create communities for people to enjoy.

In Southwest Wisconsin, our communities were designed to meet the needs of Baby Boomers and Gen Xers. As the Gen X generation transition from school parents to grandparents, the Millennials and Gen Z generation are now the parents of our students today. They expect their children to be educated and will value truth over loyalty. They will live and work in places that best fit their needs. This understanding is not only important to our schools, but our local economies.

Millennials are projected to spend \$1.4 trillion on products this year. As a result of mobility and working anywhere in the world, Gen X and millennial parents will inherit over \$68 trillion in jobs from retiring Boomers and older Gen Xers. Gen Z parents will be earning over \$33 trillion by 2030 (KASASA, 2021). Since most are having children later, there will be fewer students as well. Consequently, our teachers are parents and a part of this generation. Our schools will influence our ability to recruit and retain both not only for the benefit of our schools but also the health of our communities.

Each of our school cultures learn to adapt to solve external issues and barriers that stand in front of the reason we exist. Our abilities to work collaboratively will be key in helping our leaders align with their schools' whys. In the meantime, if our conversations are dominated by masks and quarantines, it will be a struggle to plan for more meaningful outcomes. We must use our influence as community leaders to talk about opportunities for our students.

We must face the fact that we will not change the minds of those who disagree with the policies we put in place in response to the pandemic. Though the debate gets heated, we must also understand their positions are not personal. If we focus on Why

**(see Understand Your WHY, page 19)**

# FROM STRIVING TO THRIVING

HOW TO GROW CONFIDENT CAPABLE READERS

## AUTHOR BIO

**Stephanie Harvey** has spent her career teaching and learning about reading and writing. After fifteen years of public school teaching, both in regular education and special education classrooms, Stephanie worked for twelve years as a staff developer for the Denver-based Public Education and Business Coalition (PEBC), a partnership of leaders from education and business, who support innovation in public schools. Insatiably curious about student thinking, she is a teacher first and foremost and currently serves as a private literacy consultant to schools and school districts. In that role, she conducts keynote speeches, presentations, workshops, demonstration lessons, coaching sessions and ongoing consultation to teachers, reading specialists, literacy coaches, principals and district administrators. With a focus on K-12 literacy, her specialties include comprehension instruction, inquiry-based learning, content area reading and writing, nonfiction literacy, and the role of passion, wonder and engagement in teaching and learning. Stephanie has written many articles, books and resources. Her Heinemann publications include the title ***Comprehension and Collaboration*** which she co-authored with **Smokey Daniels**, and ***The Comprehension Toolkit*** series which is an in-depth Curricular Resource for comprehension instruction co-authored with **Anne Goudvis**.



## 5 BI-WEEKLY SESSIONS 3:45-4:45

Join us for this 5-session series featuring Steph Harvey's *Striving to Thriving: How to Grow Confident Capable Readers*. Series participants will receive a copy of this book with their registration fee.



***Tuesday Oct 19***

**The Power of Independent Reading: Time and Choice Matter**

Volume counts. Build in plenty of time for kids to just plain read in text they can and want to read.

***Tuesday Nov 2***

**Identity Matters: Get to Know Your Kids ASAP**

Strategies for getting to know your kids and supporting them to find text they can and want to read.

***Tuesday Nov 16***

**Table the Labels and Entry Points for Building Knowledge**

Labels never help anyone. Support striving readers to get information from a wide range of sources.

***Tuesday Nov 30***

**Comprehension strategies are the striving reader's superpower!**

Teach comprehension strategies to support strivers to get information from text and learn and remember it.

***Tuesday Dec 14***

**The Role of Classroom Libraries and Intervention Reinvention**

Build classroom libraries for the kids you expect. Customize them for the kids who come. Explore the power of volume-based intervention.

**TARGET AUDIENCE: 3RD-8TH GRADE  
TEACHERS, SPECIAL EDUCATORS,  
INTERVENTIONISTS**

**\$400/PARTICIPANT FOR SERIES AND BOOK**



**MEREDITH BIBA**

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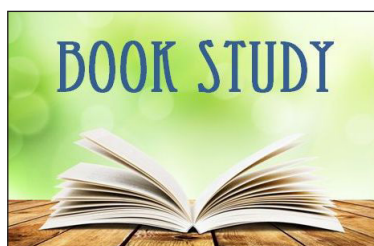
# From the ESL & Title III Department . . .

by Valerie Shaw, CESA 3 English Learner Support & Programming

## 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](mailto:vshaw@cesa3.org).



This summer, we had our first book study together! It was a great learning experience for all! We will continue to host book studies in the Fall and Spring this school year!

Each book study will meet five times for up to 1.5 hour sessions of professional investigation, connections and sharing. These meetings will be a stress-free

discussion of what we've read in order to digest and react immediately, instead of waiting for weeks or more to pass for discussion. The fast pace will be enjoyable and we will all leave feeling that we've learned a lot in a short amount of time that is applicable to any classroom or district!

*Please note that our individual book studies will be capped at 10 participants so we may have robust discussions that expand and strengthen our knowledge base of English Learners!*

### Fall Book Study

DEADLINE to register - September 14, 2021 (you will be notified so you can purchase your book) - ***Growing Language & Literacy - Strategies for English Learners*** by Andrea Honigsfeld

Sept. 28, 30/Oct. 1, 12, 14  
3:30-5:00 pm

No cost - participant responsible for buying their personal book.  
REGISTER HERE: <https://login.myquickreg.com/register/agency/event/event.cfm?eventid=29393>

### Spring 2022 Book Study

DEADLINE to register - January 24, 2022 (you will be notified so you can purchase your book) - ***Unlocking English Learners' Potential: Strategies for Making Content Accessible*** by Diane Staehr Fenner

Feb. 7, 9, 11, 14, 16  
3:30-5:00 pm

No cost - participant responsible for buying their personal book.  
REGISTER HERE: <https://login.myquickreg.com/register/agency/event/event.cfm?eventid=29394> ■

## Identifying Speech or Language Impairments

As of August 1, 2021, Individualized Education Program (IEP) teams must use the new criteria to identify a speech or language impairment for referrals for special education.

A summary of the changes for the Speech or Language Impairment Rule will be addressed and suggested resources will be provided. Of note, the language in the rule was revised to highlight the need to use culturally and linguistically responsive assessment practices in determining speech-language differences from speech-language disorders for students who are culturally and linguistically diverse.

This new criterion will be required for all evaluations when school starts. Make sure your staff is aware of the new criteria and how it will impact English Learners! Register to attend this virtual training now!

### Identifying Speech or Language Impairments

September 22, 2021

9:00 a.m.-Noon (via ZOOM)

Cost: \$100 for CESA 3 members/\$200 for non-members

Presented by:

**Courtney Seidel, MS, CCC-SLP**  
**Clinical Associate Professor**  
**UW-Madison**  
**Department of Communication**  
**Sciences & Disorders**

REGISTER HERE: <https://login.myquickreg.com/register/agency/event/event.cfm?eventid=30205> ■



# ESL Coaching

This year, CESA 3 is offering our member districts ESL coaching with Valerie Shaw, ESL Director.

This opportunity is focused on engaging all teachers within grade level teams along with district staff who interact and/or work with English Learners. This opportunity is best used by engaging your teachers at targeted grade-level groupings who interact, teach and either individually or co-teaching with others, serve EL students in your district. Each district will register grade level teacher teams for year-long coaching sessions.

## Why engage an ESL Coach?

In-depth knowledge of WI DPI requirements as well as Federal requirements for English Learners.

In-depth knowledge in WIDA, which has been adopted by Wisconsin as the standard for ESL.

In-depth knowledge in ESL screening, ACCESS testing and ELP proficiency trajectory.

Ability to distribute current information on major trends and best practices for English Learners.

Understands area school districts and is able to provide authentic instructional strategies to teachers of English Learners.

Is able to recommend ways in which curriculum and instruction can be adjusted to meet the special learning needs of English Learners.

The time and expertise to engage District-wide Staff Development.

Orients and mentors new teachers of English Learners to this unique population and the strategies and interventions that work.

Recommends available instructional materials for English Learners.

Effectively problem-solves for difficult situations and students.

Provides leadership and demonstrates an in-depth understanding of best practices for ELs and immigrant students.

Provides leadership and demonstrates an in-depth knowledge of ESL Content Based and Pull-Out instructional models.

Highly skilled professionals, who do not specialize in ESL, may require coaching in teaching English Learners. Many districts do not have high numbers of ELs nor a licensed ESL teacher, but still need to be in compliance with state and federal directives.



Valerie Shaw brings 15+ years of ESL teaching experience to her coaching sessions, along with 6+ years of Director of ESL services in the CESA 3 area. Valerie works with individual teachers, groups, districts and UW-Platteville Education students to enhance and direct program development to elevate the acquisition of academic English skills in a district's EL population.

Districts who would like to send grade level teams, will pay a one-time fee of \$295 for all grade-level team coaching sessions, with each grade level team meeting four times in a year. Also included is one District copy of the **WIDA**

**English Language Development Standards Framework**, 2020 Edition. Grade level groupings of K-1, 2-3, 4-5, 6-8, & 9-12 will be recognized as the format so all teachers, from content to specialists, can actively engage in these sessions by grade level.

If interested, please contact Valerie Shaw at: [vshaw@cesa3.org](mailto:vshaw@cesa3.org). ■



# 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 district(s).

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: [vshaw@cesa3.org](mailto:vshaw@cesa3.org).

These interventions will go through summer 2022, so think summer school as well as how you can use these interventions now F2F and virtually!

If you have been using these interventions, just drop an email to: [vshaw@cesa3.org](mailto:vshaw@cesa3.org). ■

# PILOTS!

by Valerie Shaw, CESA 3 English Learner Support & Programming

**Scholastic W.O.R.D. - free of charge - a six-month Pilot running from October 1, 2021-April 1, 2022!**

This pilot gives us UNLIMITED seats to use for the length of the Pilot. At the end of the pilot, districts may choose to purchase discounted seats to the end of the school year.



Scholastic W.O.R.D. supercharges vocabulary acquisition and deepens comprehension for students in Grades K–5. By teaching new words in context across the content areas, W.O.R.D. builds vocabulary in service of knowledge, new words in context across the content areas, W.O.R.D. builds vocabulary in service of knowledge.

With flexible 20-minute sessions, W.O.R.D. is the digital solution for vocabulary and word study—an essential component of any comprehensive literacy program

W.O.R.D. fits into any existing K-5 literacy program with digital instruction that students can access anytime, anywhere and from any device.

If interested, please email Valerie Shaw (ASAP): [vshaw@cesa3.org](mailto:vshaw@cesa3.org), with the following information:

District Name, Individual School Names, Teacher Names and emails for who will be in charge of rostering students and overseeing the program, and number of seats you will need. ■



## DREAMBOX PILOT FOR NEXT YEAR!

**DREAMBOX Pilot - free of charge - from September 1-November 30!** At the end of the pilot, districts may choose to purchase, at a discount, seats to the end of the school year.

We all know that there has been learning challenges for our students across the board because of what we faced with COVID. How can we best help our students regain skills, while they learn new ones? DREAMBOX is a math intervention program that could be the boon we need for our students!

Let's give our students this great opportunity in math and the chance to meet grade level objectives!

### DREAMBOX HAS 100% SPANISH SUPPORT!

*What does 100% mean?* DreamBox has been carefully evaluated by Spanish student focus groups and undergone lengthy consultation with Spanish-speaking teachers to provide students with the best possible Spanish math experience.

NOW your English Learners with L1 of Spanish can work through the program in their native language, building a strong foundation in math skills.

*100% means:*  
All voiceovers and character dialogue;  
All lessons and the user experience;  
and All closed captions.

If interested, please email Valerie Shaw (ASAP): [vshaw@cesa3.org](mailto:vshaw@cesa3.org), with the following information: District Name, Individual School Names, Teacher Names and emails for who will be in charge of rostering students and overseeing the program, number of seats you will need, and IT Contact (to ensure smooth rostering implementation). ■

## 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. ■

### ACCESS

ACCESS Test window opens on December 1, 2021 and closes January 28, 2022. Plan accordingly!

### Newsletters!

Be sure to let me know 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 - [vshaw@cesa3.org](mailto:vshaw@cesa3.org)





# It's Time to Rebound

by Lisa Arneson, PhD, Director of School Improvement

We need to bounce back. As the school year begins, we need to see and feel the excitement of learning again. That excitement is palpable in the bright eyes and big smile of my four-year-old grandson who is starting school for the first time. His backpack is almost as big as he is, and he's full of wonder and awe about anything related to school. That feeling, that awe--that's what I want for all kids, and all teachers, too!

Much of my professional reading of late has been about finding a new normal after the pandemic and looking ahead to the future of schooling. I purposely selected resources written with joy and optimism over those with deficit thinking that focus on what we've lost. Here are some of my takeaways:

While there was disruption in the traditional curriculum and delivery of grade-level instruction, students still learned a lot, and so did teachers. It was certainly a year of firsts, and if we all made lists of the new things we learned and experienced, they would be very long. We learned resiliency, flexibility, patience, and I would bet most people, including our students, learned a lot about themselves. The word zoom means something more than driving fast; curbside pickup isn't about garbage cans, and superheroes, like our frontline workers, aren't just on the big screen. Instead of focusing on what students didn't learn, let's celebrate what they did learn-- right alongside the rest of us.

We can learn from this experience and create something better. We can choose to see this as an opportunity to positively change schooling and learning for more students. It's not about going back to normal, because normal didn't work for all kids. We can build something stronger and better. Rebound asks us to consider what worked well, what did not, what we need to preserve from pre-COVID and what we need to continue from the past 18 months.

The word rebound acknowledges that there can be increasing value and strength following a decline, setback, or adversity. Imagine the possibilities of redefining school, of reinventing ourselves, our classrooms, the learning experiences of our students, the way schools operate, and the very idea of schooling itself. Ready to get started? Reach out to us at CESA 3, and let's talk about the possibilities and develop a plan. We can support the reimagining to ensure that rebound. ■

# Principal Network

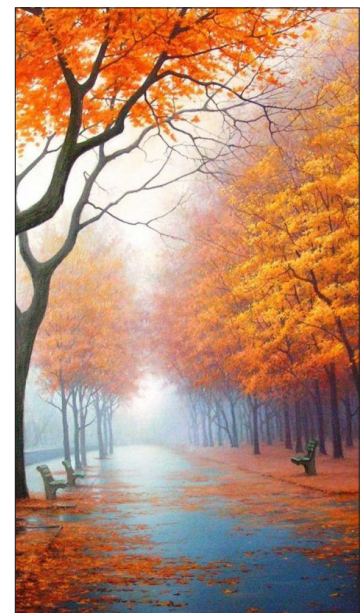
by Ellie Olson, Leadership Coaching/  
EE Coordinator

The Principal Network is an opportunity to learn and brainstorm ideas with colleagues that are experiencing the same successes and challenges. Join professionals in the area (dates listed below) for a virtual experience to form connections and support each other during the 2021-22 school year.

Schools that are members of the School Improvement Division can attend at no cost. Mark your calendars for this experience to learn and grow from other principals in our region.

The Principal Network is a one-hour virtual experience on the following dates from 9:00 AM - 10:00 AM:

- September 16, 2021
- November 18, 2021
- January 20, 2022
- March 17, 2022
- May 19, 2022



# Harnessing Abilities Transition Summit Brings Varied Audience Together!

by Rose Cutting, WSPEI for CESA 3



On Tuesday, August 10th a group of vested organizations and individuals came together at Prairie du Chien High School with the common goal of investing time in networking and resource building.

Harnessing Abilities had a theme of Transition for all abilities in the main areas of Health, Education, and Employment.

Three panels spoke to the audience from their perspective of lived experience to working with those with abilities.

The day began with two speakers, Isabelle Sander and Levi Kindschi, who brought their local journey of transition to a more relatable experience highlighting both the barriers they faced and the success they had along the way. The two opening presenters led nicely into our keynote of Dr. Temple Grandin who did not disappoint. Many heard her for the first time and although she was honest in her answers it was well received and followed the theme set of Harnessing ALL Abilities and using the resources we have to think outside of the box in providing skill sets for all to not only succeed, but thrive in a life the individual chooses.

The afternoon found attendees splitting their time between three panels speaking on Health, Education,

and Employment as it pertains to Transition. These panels had both lived and professional experience for the audience to tap into.

Speaking of the audience, there were over 170 attendees representing over 40 families, 17 healthcare workers, 6 business owners, 17 transition organizations, 110 educators, and 37 different school districts crossing four states. This varied audience allowed for a gathering of many separate cross category individuals to start the process of transition planning and how to become successful communities for all.

Adding to the day were 19 different businesses and organizations attending as vendors from around the state. For some of them this was the first time they have been to southwest Wisconsin, and the feedback from the vendors followed the feedback commonly heard from everyone, "Thank you for today! It was a great start and we are looking forward to next time."

As much as the "next time" caught me off guard, it has me working with Children and Youth with Special Health Care Needs (CYSHCN) to offer up a follow-up in depth dive into Rounding Up Resources. These will be virtual and free of charge to examine Decision-Making and Guardianship, Financial Planning, and Health Care, with more offerings being developed soon. You can find the flyer in The Cornerstone and watch the CESA 3 website for more information.

An event like this is only successful when many believe in your mission as much as you do. In that vein, we had the honor of 20 different businesses and organizations believing in the mission and purpose of the day enough to become sponsors. If you see or know of the Sponsors listed (pages 14-15) please contact them and thank

them for their support. Some common takeaways from the summit that we intend to build upon would be:

*All things need to be person/student led skills and ownership.*

*We must be proactive to ensure success.*

*There are dates and timelines that are legal requirements.*

*Challenge Assumptions*

*Do NOT Settle - The world changes everyday and we need to allow for growth, have high expectations, and adapt from there.*

*No one has ever talked to either employers or families about options after high school.*

*Transition coordinators are needed in every school, and need to start working with students well before high school.*

*Grateful for the day!*

*"This was nice and a good start, but more days like this are needed and wanted."*

Lastly, as we were dropping Dr. Temple Grandin off at the airport, she thanked us for the opportunity to speak and then quickly reminded me of ideas she had for us to build upon. For those of you that know autism, she was very fixed and focused on what she heard our needs and wants are and allowed insight as to how she thinks things could be better.

That conversation served as a reminder that good things come from events like the Harnessing Abilities Summit and the connections started to grow the future success for all in southwest WI and the communities they are part of. ■

**See photos on pgs. 14-15**

# Harnessing Abilities: “Rounding Up Resources”

by Rose Cutting, WSPEI for CESA 3

Transition has many parts! **Harnessing Abilities: a Transition Summit** gave us some great insight into the world of transition. “Rounding Up Resources” focuses in on some of the main transition topics so families and providers can receive more in-depth resources to promote successful transitions. **Harnessing Abilities: “Resource Round-Up”** is a partnership of Aiming for Acceptance (A4A), CESA #3, and the Southern Regional Center for Children and Youth with Special Health Care Needs.



Southern Regional Center  
Children and Youth with  
Special Health Care Needs

## Special Needs Financial Planning



If you’ve been searching for special needs financial planning advice, you’ve probably noticed that there are not many people that can answer your detailed questions. Families, often overwhelmed and busy with other areas of life, need help developing the habits and planning skills needed to ensure that the entire family will be provided for.

*How will you care for yourself?*

*How will you care for your child  
for the rest of their life?*

*Do your plans now, help to guarantee  
the security of your family’s future?*

Join us for a discussion on Special Needs Financial planning to see what areas are similar to traditional planning, and what areas are quite different. Presented by Joel Dettwiler. Joel Dettwiler, ChSNC® is a financial planner and special needs planning consultant with the Quantum Group, in Onalaska, WI.

Joel works with families throughout the Wisconsin & the Midwest in the areas of Family Financial Planning, Social Security, Medicaid, ABLE Accounts, Special Needs Trusts, and Letters of Intent. [www.quantumplanners.com](http://www.quantumplanners.com)

## Supportive Decision Making & Decisions About Guardianship



There are alternatives to guardianship. Supported decision-making empowers individuals with disabilities to make informed decisions about their life that protect their rights and ensure their safety and privacy. It involves family and friends working together to help them make complex decisions.

Presented by Tami Jackson, Public Policy Analyst and Legislative Liaison for the Wisconsin Board for People with Developmental Disabilities (BPDD).

**October 6th, 6:30pm-7:30pm**  
**Register to receive the Zoom link**

## Bridging the Gap: Youth Health Care Transition and Staying a Step Ahead



When a student/child turns 18, their health care changes, too. Come and learn how to assess readiness to take charge of health care. Come and learn some skills that can be taught during the teenage years to prepare the student to take charge of their health care. You can stay a step ahead.

Presented by Tim Markle. Tim is a partner of 23-year old on the Spectrum and Director of the Southern Regional Center for Children and Youth with Special Health Care Needs.

**December 8th, 6:30pm-7:30pm**  
**Register to receive the Zoom link**

**More**  
**“Rounding Up Resources”**  
**may be presented this**  
**school year, depending**  
**on interest.**



Over 170 attendees (representing over 40 families), 17 healthcare workers, 6 business owners, 17 transition organizations, 110 educators, and 37 different school districts (crossing four states) - participated in the "Harnessing Abilities Transition Summit" on August 10th . . . .



- Started attending my IEP meetings in 6th grade
- Training teachers how to use technology
- Hosted a district wide program on hearing impairments
- Started my college search looking at which colleges were most inclusive and would honor my IEP
- Signed up for DVR and met with my counselor to acquire what I would need to be successful.







**We had the honor of 20 different businesses and organizations believing in the mission and purpose of the day ~ enough to become sponsors. If you see or know of the Sponsors listed here, please contact them to thank them for their support!**



**Brechler-Lendosky Group LLC ~ Gunderson Boscobel Area Hospital & Clinics ~ Midwest Builders  
MidWest One Bank ~ Southwest Opportunities Center**

# Career Readiness Community of Practice

(formerly the ACP Community of Practice)

2021-22 Theme:  
Creating a Culture of Career Readiness



In this year's virtual Career Readiness Community of Practice\* we will dive more deeply into creating a CULTURE of career readiness for your school district. Each month we'll focus on developing a career readiness culture from a different angle. Participate only during the months that feature the topics you need! Here's what you can expect every month:

- Expertise with leaders or peers who will share their experiences and strategies
- Breakout room discussion where you can further explore the topic with other school districts and brainstorm challenges together

*\*All sessions will be recorded so you can participate synchronously or asynchronously. Breakout rooms only available for live participants.*

*Calendar and registration links on next page.*

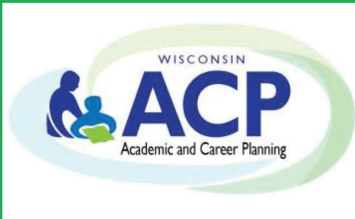
## Give students what they need for success – instruction that puts them on a path for career readiness!

- 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 remotely.
- Students have access to the **guidance and support** they need when they need it. We must make sure ALL students have a plan for success after high school.
- Students are **better equipped to succeed**, whether job opportunities are plentiful or become more scarce.



Last year's "ACP Community of Practice" has become this year's "Career Readiness Community of Practice," because that is the goal: to help ALL students be career ready. Each month will focus on a different dimension of building a culture of career readiness. Attend the sessions that will help you and your district the most! There is no charge. If you are unable to attend "live", please register and you will be sent a link to access the recording after the session. For questions, please contact: Darla Burton, Regional Pathways Director, [dburton@cesa3.org](mailto:dburton@cesa3.org)





# Career Readiness Community of Practice 2021-22 Virtual Community Calendar

Topic	8:30-10:00am	Registration Link
Creating a Career Readiness Team and Action Plan	Sept. 23	<a href="https://login.myquickreg.com/register/agency/event/event.cfm?eventid=30187">https://login.myquickreg.com/register/agency/event/event.cfm?eventid=30187</a>
Building Better Business Partnerships	Oct. 21	<a href="https://login.myquickreg.com/register/agency/event/event.cfm?eventid=30188">https://login.myquickreg.com/register/agency/event/event.cfm?eventid=30188</a>
Career Readiness in the Classroom	Nov. 18	<a href="https://login.myquickreg.com/register/agency/event/event.cfm?eventid=30189">https://login.myquickreg.com/register/agency/event/event.cfm?eventid=30189</a>
Engaging Community and Higher Education Partners in Career Readiness	Dec. 16	<a href="https://login.myquickreg.com/register/agency/event/event.cfm?eventid=30190">https://login.myquickreg.com/register/agency/event/event.cfm?eventid=30190</a>
Engaging Administrators and School Board Members in Career Readiness	Jan. 27	<a href="https://login.myquickreg.com/register/agency/event/event.cfm?eventid=30191">https://login.myquickreg.com/register/agency/event/event.cfm?eventid=30191</a>
Engaging Students in Career Readiness	Feb. 17	<a href="https://login.myquickreg.com/register/agency/event/event.cfm?eventid=30192">https://login.myquickreg.com/register/agency/event/event.cfm?eventid=30192</a>
Engaging Families in Career Readiness	March 17	<a href="https://login.myquickreg.com/register/agency/event/event.cfm?eventid=30193">https://login.myquickreg.com/register/agency/event/event.cfm?eventid=30193</a>
Social-Emotional Learning and Employability Skills	Apr. 21	<a href="https://login.myquickreg.com/register/agency/event/event.cfm?eventid=30194">https://login.myquickreg.com/register/agency/event/event.cfm?eventid=30194</a>

You can find additional Career Readiness Professional Development opportunities at <https://dpi.wi.gov/cte/events/upcoming>

You can find Xello Training opportunities at: [https://help.xello.world/en-us/Content/Local/Wi\\_Ed-Resources.htm](https://help.xello.world/en-us/Content/Local/Wi_Ed-Resources.htm)

# CESA 3 Provides Robust and Relevant Experiences for Career and Technical Education Professionals This Summer!

by Tom Martin, Perkins Grant/Career & Life Ready Coordinator



The Cooperative Education Service Agency #3 recently provided regional Career and Technical Education Professional Educators with numerous opportunities for enrichment.



The three-week series began at Lancaster High School on Monday, July 12th with Career and Life Ready Coordinator, Tom Martin, leading professionals through a day's training on the functionality of a multimeter. This training culminated with the **National Coalition of Certification Center's (NC3's) Multimeter** certification that would later progress to student proficiency, but more importantly begin a student journey toward mastery of the tool.

From there, Martin led training on July 19th and 20th around the 21 most utilized precision measuring devices in industry for the **NC3 Precision Measurement Instrument (PMI)** certification program.

Beginning the day on the application and scaling of the 6-inch rule, all the way to dually read (either to plus or minus) dial indicator, professionals utilized each tool in order to (in their case), review, but more importantly understand the certification program provided. This training led to another NC3 certification providing immediate comprehension, but for students, the invitation to enhance opportunities at in-class and external application.

Martin led training around **AC/DC Fundamental Concepts for Educators**. Three days of intense training took place for which the instructor and professionals admitted that each one-and-a-half days was exhausting. Martin added, "we[participants] concluded that while we did well with the DC side, the AC was truly eye opening." These two courses were also tied to capstone NC3 certifications.

The series culminated with the region's first splash into **Mechatronics**. In partnership with First Technology and Mobile Modular, CESA 3 hosted 11 professionals at Belmont's brand-new lab.

Mechatronics is a multi-disciplinary field that refers to the skill sets needed in the contemporary, advanced automated manufacturing industry. At the intersection of mechanics, electronics, and computing, mechatronics specialists create simpler, smarter systems. Mechatronics is an essential foundation for the expected growth in automation and manufacturing.

Led by Ed Kralovec from Northwest Wisconsin Technical College and a member of the Mobile Modular team, professional educators learned all about the basics of Mechatronics which essentially is building circuits. As the circuits build one upon the other, professionals gained confidence and were reassured that their training and perseverance paid off, which would ultimately benefit students throughout the region.

Art Pronschiske, Iowa-Grant Professional Educator stated, "CESA 3 has been a great partner for all of us in Career and Technical Education, particularly Technology & Engineering." He added, "their[CESA 3] commitment to our region makes them an ally for everyone." ■



# Bridging Youth Apprentices to Registered Apprenticeships

by Chuck Keller, Youth Apprenticeship (YA) Coordinator

The *Youth Apprenticeship (YA) to (RA) Bridge* program is a great way for employers to create a talent pipeline from high school youth apprentices into skilled and credentialed journey workers.

The YA to RA Bridge encourages employers to offer a registered apprenticeship to qualifying youth apprentices as the youth graduates from high school. Employer's interview and hire the former youth apprentice into a registered apprenticeship as appropriate, and apply some of the hours of related instruction, on-the-job training or both gained through the youth apprenticeship toward the registered apprenticeship.

Employers may be eligible for up to a \$1,000 reimbursement for each Registered Apprentice that they hired, that previously completed a Wisconsin Youth Apprenticeship program. Students who bridge may be eligible for \$600 in support services to purchase: uniforms or work clothing, tools, required physicals, books, test fees, mileage, bus passes, parking permits, childcare, rent & housing costs.

If you would like more information on this program, please reach out to CESA 3 Career and Life Ready team members Tom Martin, Darla Burton or Chuck Keller. ■



## Multi-Cultural Students Address Equity in the Automotive Industry at the WATDA Summer Institute

by Chuck Keller, Youth Apprenticeship (YA) Coordinator

(from page 5, Understand Your WHY)

we serve and Why our schools exist, the priorities most important will rise to the top. Many of these issues cannot be solved within the influence of school, we must work collaboratively across our communities to understand how we can ensure we have the resources in place for the next generation. Thanks for considering this information and ALL that you do for our students!!!

### References

Council), E. P. (2020, November 9). The top 10 skills recruiters are looking for in 2021. Retrieved from forbes.com: <https://www.forbes.com/sites/>

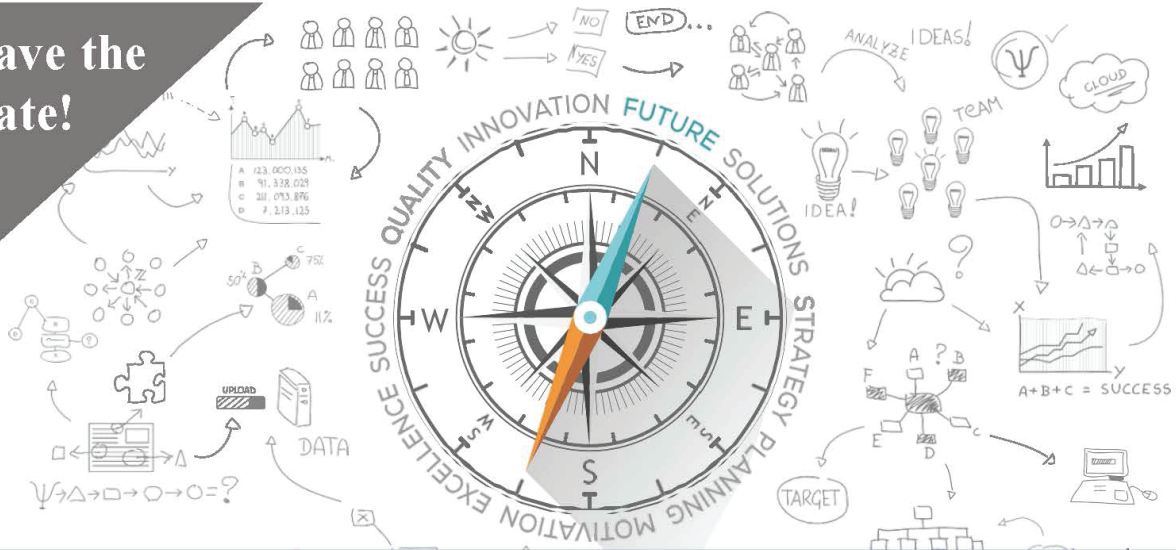


Chuck Keller and Tom Martin, CESA 3 YA Apprenticeship Coordinators, attended the WATDA (Wisconsin Automobile & Truck Dealer Association) Summer Institute on July 13 & 14 in Windsor, WI. This picture is a panel of multi-cultural students who are helping to address equity in the automotive industry.





Save the date!



## 16<sup>th</sup> Annual Business & Education Summit

**Friday, October 22, 2021**

**9:00 – 2:30 p.m. ~ Registration at 8:30 a.m.**

**Southwest Tech, 1800 Bronson Blvd, Fennimore, WI**

This year's Business and Education Summit will focus on manufacturing careers and creating a pipeline of workers to fill employer's needs.

Regional career pathways discussion will continue on the development of the next regional pathway of manufacturing. Secondary training and post-secondary programs will be highlighted. An update will be given on the initial pathways of healthcare and construction.

Featured speaker, **Alefiya Master**, is an educator turned entrepreneur who spends her life figuring out better ways to engage students. Ms. Master is the Founder and CEO of the award-winning app development program, MAD-learn. She believes that enabling students to have passion-driven career choices should be a key focus for all educational institutions. Education is critical in workforce development and we need to have all kids learn to think and create for themselves and be exposed to technology creation, not just consumption. When we don't know what jobs are going to be available 10 years from now, we have to teach kids how to create their own. During her presentation, Ms. Master will discuss the importance ensuring students get the exposure to STEM careers early in their lives to learn how to be technology creators and not just consumers.

**Joshua Johnson**, Director Bureau of Apprenticeship Standards at the Department of Workforce Development, will also discuss current job trends in the region and state. He will also address the hiring of students under the age of 18 in the manufacturing field.

Connect with your regional economic development coordinator and regional pathway coordinator for localized discussions to strategize a plan to create a pipeline of workers while retaining local talent.

**Watch for more details coming soon!**

Ellie Olson  
eolson@cesa3.org  
(608)379-2218



# Model Neutral Evaluator Training

## Principles of Effective Evaluations

Model Neutral Evaluator Training is for new administrators and veteran administrators. Come and learn with colleagues while using your own data to grow and improve your feedback to your educators.

Participants will explore the following five principles of effective evaluations:

- A foundation of trust encourages educators to take risks and learn from mistakes
- A common, research-based framework on effective practice
- Regular application of educator-developed goals based on data
- Cycles of continuous improvement guided by timely, specific feedback through ongoing collaboration
- Integration with district and school priorities

**October 21, 2021**  
**8:30 AM - 3:00 PM @ CESA 3**



**Cost is \$200 per  
participant**



# 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 7, 2021**

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

## **CESA 3**

This training will be offered IN-PERSON at the CESA 3 Office, Conference Room A, 1300 Industrial Dr., Fennimore, WI 53809

Cost: \$100.00

Pre-registration is required!

*Please register early.*

Registration deadline is Friday, December 3, 2021!

*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/event/event.cfm?from cms=1&eventid=29833>

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](mailto:khennessy@cesa3.org)





# Project SEARCH Kicked Off Its Fourth Year on the UW-Platteville Campus With Seven New Students

by Jim Nelson, Project SEARCH

Project SEARCH in collaboration with UW-Platteville, area school districts, DVR, the Hodan Center and CESA #3 is a great opportunity for students with disabilities who have completed their high school graduation requirements, to gain and maintain employment through training and career exploration.

At the UW-Platteville site, the students attend each day throughout the school year and learn employability skills within the classroom setting and job skills during their three 10-week internships at various campus locations.



Following graduation on June 2nd, the students will then be matched up with a job opportunity within their home communities. Project SEARCH started back in 1996 and has a proven track record to assist students with disabilities in finding and maintaining employment. If you have any questions on the Project SEARCH program, please contact Jim Nelson at the CESA #3 office: 608-822-3276. ■



Front row left to right: Diego Ruiz, Cuba City, Simon McCarthy, Highland, Payton Gibson, Cuba City, Back row left to right: Paxton Tuescher, Platteville, Anthony Varela, Ithaca, Tom Abell, Potosi, and Sam Gilmore, Boscobel.

## DIGGING INTO DYSLEXIA

### Dyslexia Series Held This Summer

by Meredith Biba, Elementary Literacy Specialist

I hope the school year is off to great start for all of you! Over the summer we hosted a 4-hour/4-part series on Dyslexia. Many of you had teachers participate. I've received several requests from those that missed it to run it again.

While we don't have plans at this time to run the series live--we are still offering access to the series recordings and handouts that were shared during the live event. Many schools chose this option for convenience even when offered live over the summer.

The pricing will remain the same at \$250/teacher or receive district access for \$1500. If your district would like to upgrade to the district rate from what you participated in over the summer please let me know and we can arrange that as well. Early Bird pricing is no longer valid. Below is more information on the recorded series available from this summer's event:

#### Digging into Dyslexia

What do you think about when you hear the word Dyslexia? Do you immediately think of a student you know? Do you think of how you've been able to help them? Perhaps you've even struggled to help them or know what to do? What do your students face every day that you can't see.

Session Topics include:

Day 1: *Dyslexia Simulator*

Day 2: *Dyslexia--What it is and isn't*

Day 3/4: *In the Classroom-Strategies and Tools for Success, Part 1 & 2*

For more information, please contact Meredith Biba: [mbiba@cesa3.org](mailto:mbiba@cesa3.org). ■

CESA 3 PRESENTS:

“Empowered Problem Solving”  
6-12 MATH SEMESTER  
SESSIONS  
ROBERT KAPLINSKY



DATES:

FALL SEMESTER:

OCTOBER 2, 2021- NOVEMBER 3, 2021

(ACCESS UNTIL 1/21/22)

SPRING SEMESTER:

FEBRUARY 7, 2022- MARCH 19, 2022

(ACCESS UNTIL 5/27/22)

REGISTER: [WWW.MYQUICKREG.COM](http://WWW.MYQUICKREG.COM)

**DESCRIPTION:**

This 16-week virtual learning opportunity features monthly networking with math teachers throughout CESA 3, asynchronous learning, digital interaction with Robert Kaplinsky, and a copy of his latest book.

Space is limited, claim your spot early!

● Contact: Kristin Galle ● [kgalle@cesa3.org](mailto:kgalle@cesa3.org)





CESA 3 PRESENTS:

# The Power of Progressions: Untangling the Knotty Areas of Teaching and Learning Math

## GRAHAM FLETCHER



**DATES:**

**OCTOBER 19, 2021**

**JANUARY 18, 2022**

**MARCH 15, 2022**

**MAY 10, 2022**

**GRADE: K-1**

**TIME: 3:30 PM-4:30PM**

**VIRTUAL**

**REGISTER: [WWW.MYQUICKREG.COM](http://WWW.MYQUICKREG.COM)**

### **DESCRIPTION:**

As more teachers look to add high-yield tasks to their repertoire, the struggle to make it all work becomes real. Let's examine how problem-based lessons can be used throughout the scope of a unit and how we can harness their power to move student thinking forward. We'll identify strategies and explore some tasks that help us find a healthy balance between application, conceptual understanding, and procedural fluency.

● **Contact: Kristin Galle** ● [kgalle@cesa3.org](mailto:kgalle@cesa3.org)





CESA 3 PRESENTS:

# Using Children's Literature to Support Mathematical Understanding



THURSDAY, NOVEMBER 4, 2021

9:00 AM - 3:30 PM

IN-PERSON

\$200

GRADES: K-5

REGISTER: [WWW.MYQUICKREG.COM](http://WWW.MYQUICKREG.COM)

## DESCRIPTION:

We all love finding a great piece of children's literature to share with our students, the kind of book that makes kids lean in and listen. Part of the power of a good book is that the book invites people in, shares different perspectives, and tells stories that help us make sense of the world. Children's literature offers all of this and more, including the opportunity to support kids in learning math too! Join us for this interactive day and experience the joy of using great examples of children's literature to support math learning for all students.

● **Contact: Kristin Galle** ● [kgalle@cesa3.org](mailto:kgalle@cesa3.org)



**MATH**  
Mathematics  
Institute of Wisconsin

# Early Childhood Special Education Connections 2021-2022 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**

**Tuesday, September 7, 2021**  
*Back to School*

**Wednesday, October 6, 2021**  
*Sensory Based Strategies*

**Monday, November 1, 2021**  
*Joint Attention*

**Wednesday, December 8, 2021**  
*Seclusion and Restraint*

**Tuesday, January 4, 2022**  
*Proactive Approach to Behavior*

**Wednesday, February 2, 2022**  
*Shortened Day*

**Tuesday, March 1, 2022**  
*Inclusive STEM*

**Monday, April 4, 2022**  
*Language and Literacy EBPs*

**Tuesday, May 3, 2022**  
*Measuring Inclusive Services*

**Meeting Access for All Sessions**

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

or

Telephone: 1-312-626-6799

Meeting ID: 834 2857 1897

Passcode: 894907

**Questions:**

Michelle Ogorek  
WI Statewide Early Childhood Coordinator

[mogorek@cesa1.k12.wi.us](mailto: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.*

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