



Winter 2021-2022

CORNERSTONE



Wisconsin Rural School Alliance Award

CESA 3 Hosts Mini-Business World

Restorative Practices for Educators

Promoting Early Childhood Conference

Ron and Beth Fruit Receive the Wisconsin Rural School Alliance (WiRSA) Rural Advocacy Award

By Chuck Keller, WiRSA Board of Directors and CESA Youth Apprenticeship Coordinator

Ron and Beth Fruit, owners and managers of WRCO and Fruit Broadcasting, received the Wisconsin Rural School Alliance (WiRSA) Rural Advocacy award. The Wisconsin Rural Schools Alliance (WiRSA) Board of Directors established the Rural Advocacy award to recognize an individual educator, legislator, business/industry leader or community leader in Wisconsin who has devoted significant time and contributed substantial effort to strengthen and preserve rural schools in Wisconsin.

Ron and Beth Fruit were nominated by Ithaca District Administrator, Julie Prouty. Ron and Beth are the owners of Fruit Broadcasting and WRCO in Richland Center and both provide tireless support of many school districts in southwest Wisconsin. Here are a few of the words Julie Prouty used in her nomination . . .

Ron Fruit and the entire staff of WRCO have made incredible contributions and given great support to the Ithaca School District and Community in a few, but not inclusive, ways:

- *On-air interviews of students for academic and extra-curricular involvement, information, and awards.*
- *On-site interviews of students and staff highlighting school events (brat stand fundraisers, school fair, animal show, etc.).*
- *Yearly announcing at our Ithaca School Fair, plus the annual CESA 3 Champion Games.*
- *Community event calendar morning show spots about the great things in our area; promoting individual students and programs.*
- *Providing exposure to our student athletes through play-by-play broadcast of sports on the radio.*
- *Sells help-wanted ads at a reduced rate.*
- *Provide public service announcements (Cod 4 Kids, Tack Sale, etc) for free.*
- *Gives timely emergency announcements (late bus, school closings, etc.).*

Ithaca Schools has greatly benefited from our connection to Ron and Beth Fruit and WRCO. Both, along with their staff, have provided so much publicity for our school that Ithaca is seen as a great place for educating your youth and living.

Ron has an incredible talent for bringing out the best in people and when leaving an interview with Ron, you feel you did a wonderful job, things went well, and being on air wasn't so bad. He just has a way about him for this type of service. Ron and his staff have made it a priority to support and advocate for the rural districts in their broadcast area. ■

Congratulations Ron and Beth Fruit, WiRSA Rural Advocate of the Year!

<https://www.wirsa.org/awards>

(From our front cover - Ron and Beth Fruit receiving the Rural Advocacy Award at the Annual WiRSA Conference. Pictured are: Chuck Keller, Ron and Beth Fruit, and State Superintendent Jill Underly.)

Ron and Beth Fruit have owned WRCO Radio since 1994. Ron started at the station in 1972 as a part-time staff announcer. Today, Ron is the General Manager and host of the *Morning Show* while Beth handles the station's bookkeeping.



CORNERSTONE

Winter 2021-2022

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CESA 3 Hosts Mini-Business World

Students from Boscobel, Cassville, Cuba City, Fennimore, Iowa-Grant, Lancaster, and Southwestern attended the October 27th Event. The Cassville/Southwestern team (pictured here) will advance to the finals with their project.



Mini-Business World Held at CESA 3 (article/photos on pages 6-7)

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Asking the Right Questions



Jamie Nutter
Agency Administrator

As many of you are aware, DPI provided report card ratings in the last month. It is always exciting to see how well our schools perform. Most people do not understand that the rating is not meant to compare ourselves to others' results. They are meant to compare how schools are performing compared to how each is expected to perform based on their demographics.

Those with demographics with higher populations who typically do not perform well on standardized tests are rated on formulas unique to them. The formula provides a baseline or prediction about how a school will likely perform, and then they are rated based on how well their actual results compare using a weighted formula unique to each school.

If they perform as predicted, they are meeting expectations and if they are performing better than they are exceeding and so on. Though this work provides validation to the great work our educators are doing, it is critical that we never

declare victory because every year we have new students who are experiencing new classrooms and curriculum for the first time.

Statistical results provide a guide about where our students are performing. Our CESA 3 schools are all engaged in continuous improvement. Though there are ebbs and flows in results, the work must be driven by the right questions in order to experience growth and improvement over time.

The most basic question we can ask of ourselves and teams is: ***Are students learning through their natural development and cognitive capacity, or is what we are providing the difference maker?*** You may have to read the depth of this question a couple of times to understand it. Let me explain.

As students grow older, their brains develop, and they experience more in their lives. Their environment provides opportunities for them to learn content. For some, their brains develop at different paces and others are provided with more experiences outside school. For some without the opportunities at school, they would not experience an opportunity to grow in the area being taught.

In short, some students will learn despite anything happening in school while others would not learn without the opportunity gained in school. As we reflect on what we offer, we must ask ourselves how much do our current opportunities accelerate and enrich learning compared to learning that might happen naturally?

This question requires us all to ask, how are we difference makers in our current roles? That means we have to be focused on outcomes. If we do not have a target in mind, we are simply focused on strategies and hoping for the best in terms of outcomes. As professionals, we have the passion and the will to facilitate student growth, but how are we increasing our skills? What are we developing to be the difference maker?

When talking with people outside the profession, there is a misconception that student results and teacher performance is based heavily on teacher effort, attitude, and motivation. When in reality, the bigger indicator is teacher skill. Certainly, different school cultures promote more positive environments, but ultimately skill has a tremendous impact.

With that said, each teacher brings their own unique traits to the classroom every day. It is up to those in leadership roles to establish and promote cultures of skill growth.

How do you promote skill development in your role? As a teacher, are you defining desired results and then focusing on a strategy that makes the difference? As principals and leaders, are you promoting risk and learning? As board members, do you know the resources allocated to professional growth, and are you communicating your interest in knowing the growth opportunities for your staff?

Being a difference maker is not just about performance in the

classroom, it is about contributing to cultures of growth. The good news for us is students are going to learn more each year through the great systems we have in place in Southwest Wisconsin as a result of advancing through the curriculum.

The question we must ask is how do our actions make the difference? We cannot answer that question if there is no target in place to determine success. That allows us to engage time and resources with a purpose. It promotes the most meaningful accountability there is - a relentless pursuit of continuous student growth. ■



Learning From Each Other

by Mike Humke, CESA 3 Board of Control Chair

Over the past several years, I have had the opportunity to serve in multiple capacities within education and the greater community. Each provides a great opportunity to network with others and gain perspectives from different settings. These perspectives allow others in leadership positions to tell their stories about all of the great things happening in their schools. These great stories allow me to share success within the organizations that I serve. Without these interactions, my perspective would be limited.



Mike Humke

Regardless of your role in education, our service is more gratifying when we develop ourselves. Development happens best through choice. That means we make choices to grow; whether that is asking questions from others, learning best practices through various sources, or making a commitment to gain a greater understanding from the people in our organizations. One of the most fun and engaging ways to learn is through networking with others in similar roles.

At the end of January, The Wisconsin School Board Association will host the annual State Education Convention. This year the theme is "Forward Together: For Our Students." The event will highlight excellence across the state through recognition, breakout sessions, and national speakers. In addition, participants will have the opportunity to learn from board members and leaders across the state.

Finally, our CESA 3 Board of Control is once again hosting a networking session on the Thursday evening immediately following the last general session. A light dinner will be provided. (Please see invite on page 27.) Each year, board members from Southwest Wisconsin say that they "had to drive to Milwaukee to learn from schools within their region." What a true statement! The reason this happens is because this, the WASB Education Convention, is a time set aside to do just that.

Please consider joining us January 19-21, 2022 at the Milwaukee Convention Center. It is guaranteed that your community and school district will benefit from your participation. Most importantly, it gives you an opportunity to share all of the great things happening in your districts.

Finally, thank you to all of you who choose to pour your heart and soul into serving our students in your communities! ■

CESA 3 Hosts Wisconsin Manufacturers and Commerce's (WMC's) Mini-Business World

By Tom Martin, Youth Apprenticeship Coordinator



CESA 3's Career and Life Ready (CLR) team hosted the agency's first true face-to-face student event this fall on Wednesday, October 27. Joined by students from seven member schools, the CLR team and incredible agency support staff made sure that everyone was safe.

When in prior years, students all remained in Conference Room C/D for Mini-Business World, this year Conference Room A was utilized. "The safety and welfare of our educators and students was a primary objective for all of us [CESA 3, Schools and WMC]" said Tom Martin, CLR Coordinator. "We did everything to distance and maintain masking throughout the day to ensure safety," he concluded.



Michelle Grajkowski

Martin greeted Michelle Grajkowski, WMC Business World Director at 7:00 a.m. and together with Marianne Krogen, Kate Hennessy, CESA Administrative Assistant Extraordinaires and Courtney Rounds, Agency Business Manager transformed CESA 3.

"There's nothing 'mini' about Mini-Business World, except the title," Martin commented. "It took all six of us 90 minutes to prepare our building for the students. It was a great deal of work, but so worthwhile when you witnessed the products developed," Martin concluded.

Students from **Boscobel, Cassville, Cuba City, Fennimore, Iowa-Grant, Lancaster and Southwestern** came soon after and were greeted by some innovative ice breakers. From there, school teams were given the challenge to come up with a product idea, develop a corporate structure which include individuals in charge of marketing, finance, manufacturing, and administration.

Grajkowski and her assistant, Stephanie, led each room (Conference Room C/D and A) of teams (five only) through department meetings, determining team progress as well as team success.

Students worked right through lunch until it came time for their presentations. Each of the ten teams gave a five-minute presentation as to their product, how it worked, how much it would cost for production, detailing labor

and other related costs as well the benefits of their product versus others.

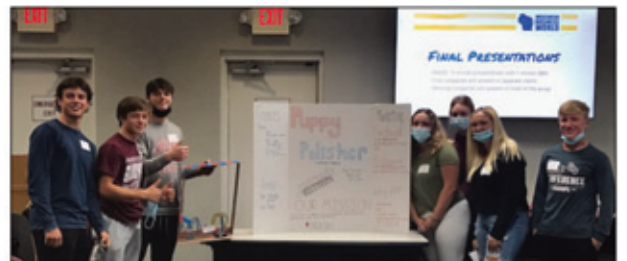
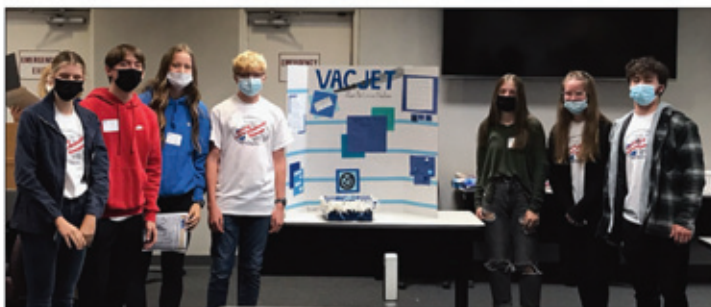
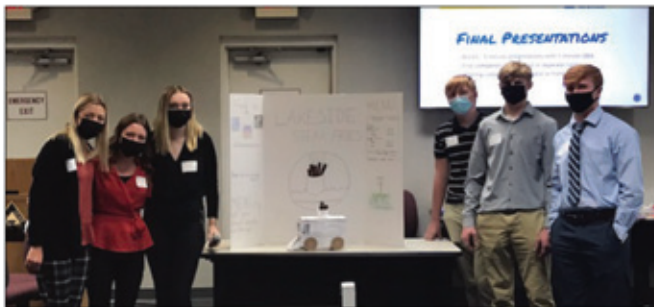
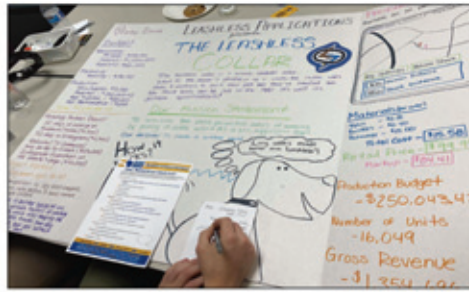
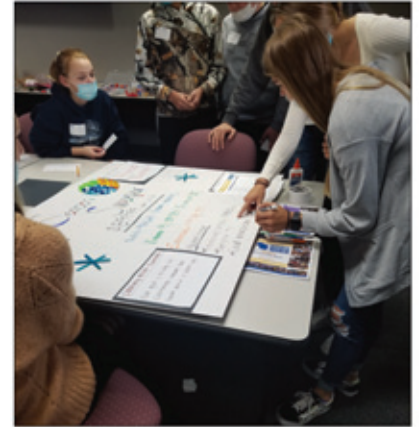
Teams gave amazing presentations in which advisors and CESA 3 staff were left to make very difficult decisions as to who went to the finals. Michelle had a team from Fennimore go up against a joint team from Cassville/Southwestern for the final. In the end, the coop from Cassville/Southwestern prevailed, but everyone had fun and came away better for the experience.

Grajkowski said, "I would like to thank Colony Brands out of Monroe and of course, CESA 3, for hosting today." She concluded, "CESA 3 is truly our home away from home. Courtney, Kate, Marianne and of course Tom, treat us like family. They [CESA 3] always embrace our initiatives to ensure every student is career and life ready."

Next year's Mini-Business World is already on the books, for **Wednesday, October 26, 2022** at CESA 3. ■

To learn more about WMC Business World: <https://www.wmc.org/programs/business-world/>

(see photos on next page)



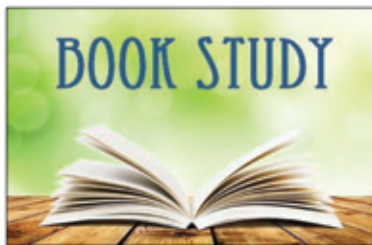
From the ESL & Title III Department . . .

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.



Spring Book Study

Join us for our Spring Book Study that is 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!

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> ■

New DPI Speech and Language Criteria

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. Make sure your staff is aware of the new criteria and how it will impact English Learners! Register to attend this virtual training now!

Wednesday, January 12
1:00-4:00 p.m. (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=30798> ■



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.

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. ■

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. ■

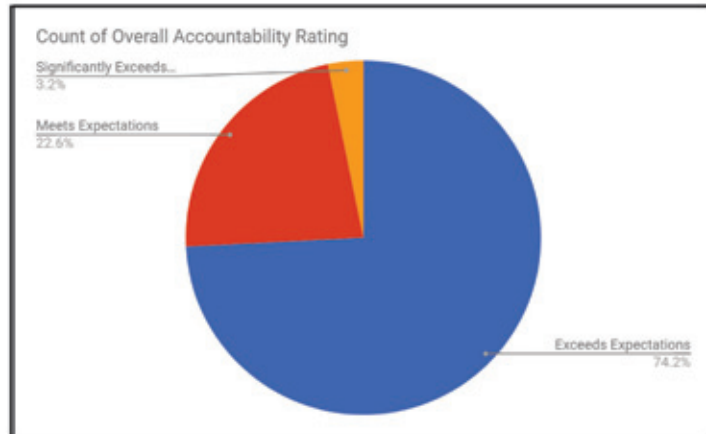
Newsletters!

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

Are We Really Meeting Expectations?

by Lisa Arneson, PhD - Director of School Improvement

"With the release of the latest school and district report cards, CESA 3 schools overwhelmingly saw overall accountability ratings that suggest they either meet or exceed expectations. One would think that's noteworthy--even worth celebration. However, the measures found within state report cards indicate, in many cases, that student outcomes warrant attention."



"State assessment results, while certainly not the end all be all, serve as a dipstick for us to check the state of curriculum, instruction, and assessment within our schools. These standardized tests are built on grade-level standards, with Wisconsin teachers setting the standards and vetting the items each year."

CESA 3 Districts Overall Accountability Score from District Report Cards, November, 2021

When studying the most recent state assessment results, student achievement outcomes in the region indicate that few of the 31 districts have proficiency rates over 50%; that is, in most districts, more than half of the students are not proficient in ELA or mathematics. In all districts, students with disabilities score in the lowest quartile, meaning more than 75% of this student group is not proficient in ELA and mathematics. And there are discrepancies in outcomes for students living in poverty, as well. If those outcomes meet expectations, it's time to reexamine the expectations we have for our children.

Report Cards are an entry point for data inquiry and should spark questions for deeper study. Look past the Overall Accountability Score on the front page to get a more accurate accounting of student outcomes in your district. There are a few additional key points to keep in mind:

- While the pandemic may result in lower scores in some cases, look at past results to compare outcomes. Are there noticeable discrepancies?
- Due to the different weights and measures used to calculate the report cards, districts cannot compare themselves to other districts. As one particularly savvy school administrator said, "It's not apples to apples. It's more like a bowl of fruit."
- Data found in the report cards is lagged; be sure to examine more current data in WISEdash for Districts.

Reach out to the data specialists at CESA 3 for coaching and support in using the report cards in school improvement efforts. School boards and educators set the expectations in each district; are yours high enough? ■

CESA 3 GIFTED & TALENTED
CONSORTIUM

Math 24 Contest

4 Numbers
Add. Subtract. Multiply. Divide.

January 13 & 14, 2022
Southwest Wisconsin Technical
College

COT QUESTIONS? SEE BACK FOR

Math 24 Details

4th & 5th Grade

3 Students Per Team 1 Team Per Grade
1 Chaperone Per Team

Chaperones will serve as table judges

Individual: Students will compete in a Math 24 Competition using basic fact, patterning, mental math & problem-solving skills.

4th Grade : Single Digits : January 13
5th Grade : Double Digits : January 14

www.myquickreg.com

Speech/Language Pathologists Share Ideas for Families and Districts

by Ashley Alvarado & JoAnne Gratz
Speech /Language Pathologists

One of the best parts about being a Speech/Language Pathologist is the flexibility to adapt learning materials to be targeted through play or games. Not only is play beneficial for young children, but it can be beneficial to motivate older students as well. With so many high-tech options available, it is easy to forget about more basic options that can be great for working on speech and language skills while having fun at home. We wanted to share some of our favorite therapy tools and most-loved activities from the students we work with.

These are ideas that we share with families as well to boost the school-home connection. Here are some games or toys that would help with working on following directions, building vocabulary skills, turn taking, creativity, and imagination.

Language Games/Toys: these are beneficial for describing, role playing, social skills, following directions, asking/answering questions, using longer sentences:

Puzzles
Potato Head
Farm Animal Set
Barbie Dolls, Magnetic Dress-Up Dolls

Speech Sound Games/Toys: these are good for targeting sounds children are developing, practicing sounds in sentences and conversation:

Connect 4
Kiplunk
Memory
Barnyard Bingo
Candyland
Chutes and Ladders
Magnetic Fishing Games

Older Students:

Books - reading out loud
Would you rather questions -
(expressing and explaining opinion)
Checkers, Uno, Go Fish

These items listed above can be used as gift ideas or shared with families in your districts to help support their child's speech and language development. ■

Grab Your Book!
 CESA 3 Gifted & Talented Consortium
LIT WARS
 MARCH 8, 2022

more details

4th & 5th Grade Students
 3 Person Team/Grade Level/District

the books

Wonderstruck

by, Brian Selznick

The Princess and the Goblin

by, George MacDonald

The Watsons Go to Birmingham

by, Christopher Paul Curtis

Echo

by, Pam Muñoz Ryan

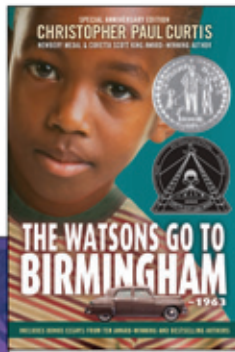
Found

by, Margaret Peterson Haddix

Restart

by, Gordon Korman

myquickreg.com



16th Annual Southwest Wisconsin Business and Education Summit Focused on Manufacturing

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



Leaders from throughout the area met at Southwest Wisconsin Technical College on Friday, October 22nd for the 16th Annual Southwest Wisconsin Business and Education Summit. The event, sponsored by Southwest Tech, CESA #3, Prosperity Southwest and the Southwest Wisconsin Workforce Development Board, allowed for the sharing of ideas between educational and business partners in the region.

"The Southwest Wisconsin Business and Education Summit is our (CESA #3) one crucial moment to hear from industry, chambers of commerce, workforce and economic development partners, etc. about what they see as the issues that stare them and all of us in the eyes as a region today," said Tom Martin, a Career and Life Ready Coordinator, and member of CESA #3's Career and Life Ready team. "Knowing their challenges ultimately determines what we (change agents at CESA #3) can do for and with them."

The focus of this year's summit was manufacturing, which ties in with the regional career pathway that is being developed in the area, according to Mary Johannesen, Career Prep and Dual Enrollment Coordinator at Southwest Tech, and member of the summit planning committee.

There are some partnerships already in place between Southwest Tech and area school districts. Examples include the

CNC program being offered at **Platteville High School**, which is allowing seven of their seniors to earn a technical diploma at the same time as their high school diploma.

Fennimore High School offers a welding academy, which allows their students to take a welding course at the high school and to get a head start on the Southwest Tech program. "Other opportunities are continually being explored to give students even more options," stated Johannesen.

Topics outlined for the day included:

Current Job Trends and Registered Apprenticeship

Regional Discussions: Creating a Pipeline to Retain Local Talent to Meet Employer Needs

"We all know about the workforce shortage, but many of our youth do not know about the career opportunities available here in our region, and our hope is to educate both the students, and also the teachers of the opportunities and skills needed for our regional opportunities," said Ron Brisbois, past president of Prosperity Southwest, the regional economic development organization serving six counties in Southwest Wisconsin (Crawford, Richland, Grant, Green, Iowa and Lafayette).

"This region has done very well in connecting our students to our businesses, but much more can still be done. My hope is that we are able to keep more of our youth in our region, which in turn will allow them to settle here and start families and be an important part of our community and future."

"As our region's renown ally, CESA #3 hopes to embolden current as well as incubate new relationships in order to create action plans that have attainable objectives we can accomplish," said Martin. "CESA #3 is a servant led organization, so our professional efficacy comes in creating positive change throughout the region."

Ultimately, when we assist high school students to become as career and life ready as they can be, we contribute to our region. When we know what our

partners need we can better relay that to our k-12 district partners who then together (K-12 and CESA #3) utilize best practices for total student career and life readiness."

Alefiya Master, Founder and CEO of the award-winning app development program, MAD-learn, was the keynote speaker. She believes that enabling students to have passion-driven career choices should be a key focus for schools. She has founded and grown two EdTech companies that now impact more than 30,000 students in 30 states and five countries.

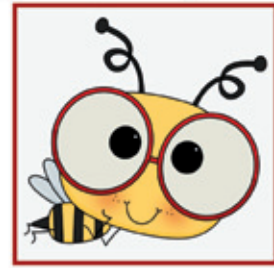
In addition, **Joshua Johnson**, Director, Jobs for The Future, Center for Work-Based Learning and Apprenticeship, National Diversity, Equity and Inclusion Center for Apprenticeship, discussed current job trends in the region and state, and also addressed the hiring of students under the age of 18 in the manufacturing field.

"Our team is adamant about the career and life readiness of all our students," said Martin. "We understand that when we do our best to prepare them in high school then industry will see our students for their enhanced value. When career and life ready, industry can essentially entrust students with further technical, leadership and life skills, which not only creates occupational efficiencies but a future workforce prepared to take on the 21st century."

"My hope for the summit is to further develop the connection between K-12 schools and our businesses, and to learn about the future employment opportunities our young people have in the region," said Brisbois. ■



2021-2022 Spelling Bee



As in the past, your school district is required to enroll in the Scripps National Spelling Bee to be eligible to participate in the CESA 3 Sectional Spelling Bee and the State Spelling Bee. Please register at www.spellingbee.com (deadline - December 31, 2021). The per-school fee is \$175 (same per-school fee as last year).

The plan (as of right now) is to hold **THREE CESA 3 Sectional Bees** in person, at CESA 3. If we feel it will be safer to hold the Sectionals online, we will do so. **The two top spellers from EACH of these Sectionals will advance to the State Spelling Bee.**

All school districts will need to have your school spelling bee completed by January 31st. The CESA 3 Sectional Bees will be held the first part of February, we will let you know when those dates have been set. Listed here are the three CESA 3 Sectional Districts:

NORTH SECTIONAL

- | | |
|------------------|-----------------|
| Boscobel | River Valley |
| Ithaca | Riverdale |
| Kickapoo | Seneca |
| North Crawford | Wauzeka-Steuben |
| Prairie du Chien | Weston |
| Richland | |

SOUTH SECTIONAL

- | | |
|------------|--------------|
| Cassville | Lancaster |
| Cuba City | Platteville |
| Fennimore | Potosi |
| Highland | River Ridge |
| Iowa-Grant | Southwestern |

EAST SECTIONAL

- | | |
|------------|---------------|
| Argyle | Darlington |
| Barneveld | Dodgeville |
| Belmont | Mineral Point |
| Benton | Pecatonica |
| Black Hawk | Shullsburg |

For information, please contact Marianne Krogen at mkrogen@cesa3.org. ■



WHO SHOULD ATTEND?

- Administrators
- School Counselors
- Social Workers
- Classroom Teachers

This session is a pre-req for RP TOT

QUESTIONS ABOUT THIS TRAINING?

Contact Your WISH Center Regional Coordinator

<https://www.wishschools.org/aboutus/WISHteam.cfm>

REGISTRATION ASSISTANCE:

Mary Devine, CESA #4 (800) 514-3075; mdevine@cesa4.org

COST: \$200.00 registration fee per person

PAYABLE TO: CESA #4

SEND PAYMENT TO: CESA #4, 923 East Garland Street, West Salem, WI 54669 ATTN: Mary Devine

PLEASE include and clearly define: Participant name, exact name of workshop, and date with all checks or purchase orders. Thank you!



This session follows the IIRP framework and refers to the organization's content and materials. Visit IIRP.edu for more info.

Restorative Practices for Educators

FOSTER POSITIVE CLASSROOM AND SCHOOL CULTURE

During this 2-day introductory restorative practices experience, you will learn fundamental theory and practices for engaging with students, staff and parents in your school setting.

Topics include how to set high expectations while being supportive, how to provide direct feedback and ask questions that foster accountability, and the most effective methods to resolve common conflicts.

You will also learn to facilitate circles, an essential process for creating a positive learning environment and school culture. Circles may be used to build social capital, resolve social problems and respond when harm occurs.

Additionally, instructors will address many issues related to building relationships and community while teaching in person or virtually. Concepts include how and when to have one-on-one conversations; the effective use of informal time as students gather; and setting norms for running circles.

Learning Format

- This training experience is led by experienced IIRP trained instructors.
- Over two days of training, you will participate in live in-person or Zoom sessions (breaks included).
- Pre-work includes readings, handouts, videos and other resources. There will be approximately two hours of pre-work for each day of synchronous instruction.
- This training addresses topics: Restorative Practices & Using Circles Effectively, and it satisfies the prerequisite for the training Become a Restorative Practices Trainer (RP TOT).



REGISTER ONLINE

REGISTRATION DEADLINES ARE 2 WEEKS IN ADVANCE OF SESSION

Register for **one** training to attend - *your preference of format.*

In-Person Training Sessions [30 participants max per session]

SESSION A: November 22 & December 17 at CESA #1, Pewaukee [8:30am-3pm] <https://login.myquickreg.com/register/event/event.cfm?eventid=30728>

SESSION B: February 21 & March 18 at CESA #1, Pewaukee [8:30am-3pm] <https://login.myquickreg.com/register/event/event.cfm?eventid=30729>

SESSION C: February 10 & February 11 at CESA #11, Turtle Lake [8:30am-3pm] <https://login.myquickreg.com/register/event/event.cfm?eventid=30730>

Online Training Sessions [22 participants max per session]

SESSION D: December 8 & December 15 online via Zoom [8:30am-1pm] <https://login.myquickreg.com/register/event/event.cfm?eventid=30731>

SESSION E: March 29 & March 30 online via Zoom [8:30am-1pm] <https://login.myquickreg.com/register/event/event.cfm?eventid=30732>



This RP training uses a blended learning model with pre-work available in a document and two scheduled, in-person **OR** LIVE Zoom online training sessions.

Registration includes access to both in-person or online Zoom sessions and access to materials and pre-learning activities.

Access details will be emailed to you approximately 2-3 weeks before the first session.

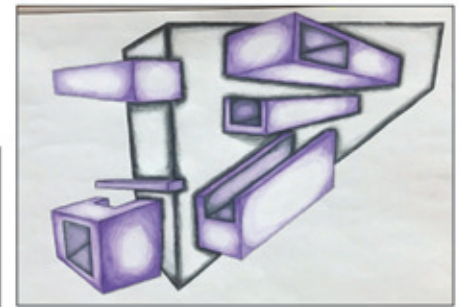
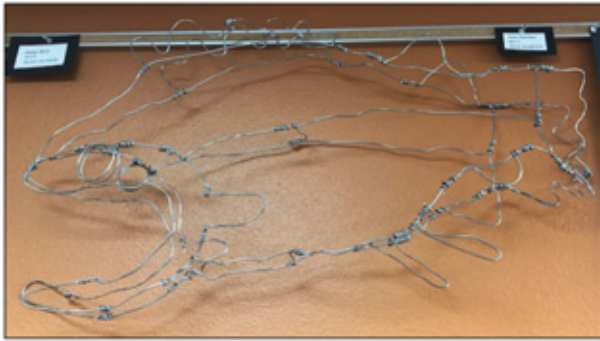
Access to a computer is required to access the course materials and for Zoom online training sessions.

Electronic resources will be provided; participants are responsible for printing their own materials, if preferred.

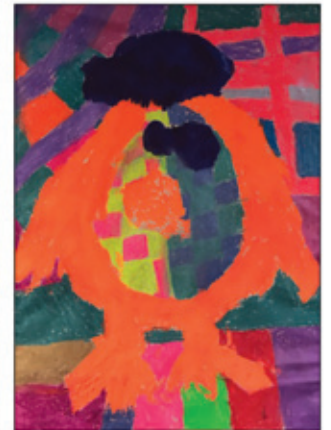
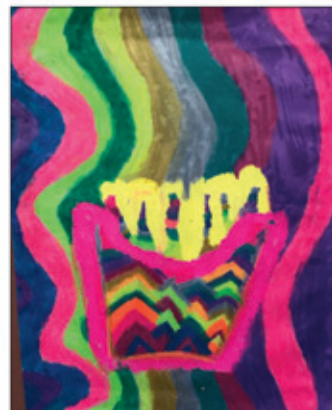
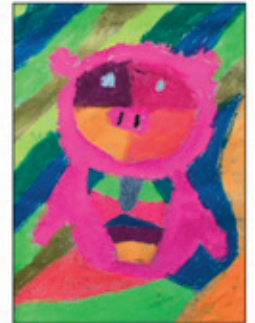


Southwestern Artwork on Display at CESA 3

By Keslee Martin, Southwestern M.S./H.S. Art Teacher



Thank you for sharing your students' creations, Keslee!



Math - Winter 2021

By: Kristin Galle, Personalized/Digital Learning Coach
Ellie Olson, Leadership Coaching/EE Coordinator

The Wisconsin's Standards for Mathematics review and revision process went from winter 2020 to spring 2021, concluding with the State Superintendent's adoption of the revised standards in May of 2021. The roll out of the standards will take place in the following phases:

- **Phase One:** Learning and understanding the revised shifts and standards in order to align curriculum and assessments.
- **Phase Two:** Curriculum to create and begin implementing a plan to teach and assess from high-quality instructional materials that are aligned to revised standards.
- **Phase Three:** Assessment and instruction to where all educators use instructional materials and assessment aligned to revised shifts and standards. Systems are engaging in ongoing evaluation to determine where more professional learning is needed. (School Year 2024-2025)

CESA 3 is here to guide our teachers and administrators in the process of exploring the Wisconsin Mathematics Standards. We will continue to have support in place for future phases of the mathematics standards. For more information, contact:

Kristin Galle
kgalle@cesa3.org
608-732-5460

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

- For Administrators -

- For Teachers -

ELLIE OLSON & KRISTIN GALLE 9:30 AM - 10:30 AM
\$25 PER WEBINAR

NEW Wisconsin Math Standards

2.14.22 - Introduction to Wisconsin 2021 Standards for Mathematics


2.21.22 - High-Level Changes in the Standards (K-8)

2.28.22 - High-Level Changes in the Standards (High School)

3.7.22 - Aligning Curriculum to the 2021 Standards

3.14.22 - Supporting the 2021 Standards in the WI Mathematics Community

WEBINARS

 REGISTER MYQUICKREG.COM **JOIN US !**

ELLIE OLSON & KRISTIN GALLE 3:45 PM - 4:45 PM
\$25 PER WEBINAR

NEW Wisconsin Math Standards

2.14.22 - Introduction to Wisconsin 2021 Standards for Mathematics

2.21.22 - High-Level Changes in the Standards (K-8)

2.28.22 - High-Level Changes in the Standards (High School)

3.7.22 - Aligning Curriculum to the 2021 Standards

3.14.22 - Supporting the 2021 Standards in the WI Mathematics Community

WEBINARS

 REGISTER MYQUICKREG.COM **JOIN US !**

Why Peer-to-Peer Support is Important

by Deb Goold, Mental Health, ATOD, & Teen Relations

"Regardless of how happy, smart or popular someone seems on the outside, everyone is fighting battles we have no idea about," reports a junior in high school and one of the first students to complete the teen Mental Health First Aid (tMHFA) pilot program.

"I noticed a friend on Snapchat was posting pictures of herself crying with statements about hating her parents and wanting to end her life. I reached out to her and she said that she felt

safer at school than at home, and often had thoughts of taking her own life."

This student helped her friend talk to a responsible and trusted adult at school, and that friend is now working with a counselor, has a supportive group of peers and is doing much better.

When facing a mental health or substance use challenge, a person can feel alone or afraid to ask for help. That's why having a good support

network is incredibly important. Research shows that people with supportive friends and family are more likely to reach out, get the help they need and get better more quickly.

This is also true for young people. Teenagers are often afraid they'll be judged or criticized for what they're going through or how they're feeling. That's why they are more likely to go to their friends for support before reaching out to an adult. This makes it incredibly important that young people feel confident in supporting each other through the good and bad times.

teen Mental Health First Aid does just that. tMHFA teaches high school students about common mental health challenges and what they can do to help their friends who are struggling. Sometimes, this is just being a shoulder to lean on or ear to listen, but sometimes it's more serious and requires outside help. tMHFA empowers teens to speak up, take action and get help when it's needed the most from a trusted adult.

teen Mental Health First Aid is not yet available to all of Wisconsin as it is still in the pilot stage. This is why CESA 3 feels it is so important to offer Peer-to-Peer training for our schools. It will hopefully empower teens to speak up, take action and get help when it's needed the most from a trusted adult. We are asking schools to bring a team of up to 5 students from different social groups in their school.

Youth that might naturally have influence in their groups, other youth feel they can talk/confide in them. These are the youth that have the potential to make a difference, with some training, in helping a young person that might be suffering. Please see the flyer (at left) for registration information.

CESA 3 will offer the national teen Mental Health First Aid to our area as soon as it is available in our state. For more information, please contact Deb Goold at: dgoold@cesa3.org. ■



CESA 3 TEEN RELATIONSHIPS
Presents--

PEER HELPERS-- SUICIDE PREVENTION

with Lisa Schaefer

ARE YOU A PERSON THAT...

- *WANTS TO HELP OTHERS
- *PEOPLE COME TO WITH PROBLEMS
- *CONNECTS GROUPS OF FRIENDS
- *WANTS TO IMPROVE YOUR LISTENING SKILLS
- *IS IN GRADES 8-10

Then this is for you!

Training Includes..

- *Empathic Listening Skills
- *Media Campaign for Stigma Reduction
- *Classroom Presentations
- *Where to Find Help

February 9 or 10, 2022
9:30 to 2:00

Register on MyQuickReg

Cost is \$200 for a team of 5
Lunch and Snacks included

CESA 3, Iowa-Grant Partner for National Apprenticeship Week

by Darla Burton, Regional Career Pathway Coordinator and Chuck Keller, Youth Apprenticeship Coordinator



CESA 3, Iowa-Grant High School, and the Department of Workforce Development celebrated National Apprenticeship Week by hosting an event on the Iowa-Grant Campus. Jeff Kennedy, DWD Apprenticeship Navigator, was the guest speaker. Mr. Kennedy explained his role as an Apprenticeship Navigator and how his position can help students and businesses in the following ways:

Guide students through the various programs to determine which apprenticeship is right for them, and help students develop their apprenticeship portfolio to meet the qualification requirements for apprenticeship programs they are interested in.

Connect and network with community members to help market, educate, and promote apprenticeship programs, and

Help build a talent pool of apprentices for employers to select from.



Representing Iowa-Grant was the Career and Technical Education Team of Mr. Pronschinske-Vocational Teacher; Ms. Hammerly-Agriculture Teacher; Ms. Gardiner-Business Teacher; Ms. Benish-School Counselor and Ms. Burton-Work Based Learning Coordinator. The CTE Team represented how each develop their curriculum to create programs of study that prepare students for future employment opportunities such as Apprenticeships.



In addition to her role as Work-Based Learning Coordinator at Iowa-Grant, Darla Burton is the Regional Career Pathway Director at CESA 3. In this role, she helps to develop 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.



Students engaged in Regional Career Pathways like the ones developed at Iowa-Grant experience a sequence of aligned courses taught by teachers in their school where they will have the opportunity to earn industry-recognized credentials.

They will also have access to related Career and Technical Education (CTE) student organizations and the opportunity to enroll in dual college credit classes. Students can apply their classroom learning in real life settings by participating in work-based learning experiences such as the Youth Apprenticeship Program. Many Youth Apprenticeships bridge to Registered Apprenticeships after graduation.

If you would like more information on how you can host an event like this at your school, or create Regional Career Pathways, please reach out to the CESA 3 Career & Life Ready team of Darla Burton, Tom Martin, or Chuck Keller. ■



Orientation and Mobility Services Provided by CESA 3

by Stacey Nutter, Orientation and Mobility Specialist

Have you heard of support services for students who are visually impaired or blind called orientation and mobility? If you have not, you are not alone. In fact, there is a huge shortage of professionals serving individuals with visual impairments. Unless you have a loved one or know somebody who has a visual impairment, you probably have not heard of this service.



Orientation and Mobility (OM) is different from a teacher of the visually-impaired (TVI). Whereas, TVIs focus on academic learning and communication, OM professionals focus on teaching individuals how to navigate environments to travel independently and safely. Without being able to travel independently, individuals would not be able to overcome barriers to reach their potential.

OM professionals teach skills in many areas. Students who qualify for services are entitled to receive accommodations and modifications through their Individual Education Plans under the Federal law entitled Individual with Disabilities Act. Businesses and public entities are required to comply with the American Disabilities Act. This provides uniformity and standards

about what individuals with visual impairments can expect when traveling. Students are taught many different skills.



For example, some students learn how to use a cane while others learn how to cross streets safely using other senses and technologies. For students who live in rural areas who plan to attend post-secondary schools or gain employment in cities, it means traveling to a more urban area to gain experiences.



Students learn how to use public transportation and navigate environments that are not friendly for students with visual impairments. We are very fortunate to have schools in Southwest Wisconsin who support initiatives to help our students become more independent.

For more information, contact Stacey Nutter, Orientation and Mobility Specialist, CESA #3, snutter@cesa3.org. ■

Positive Leadership

by Ellie Olson, Leadership Coaching/
EE Coordinator

Everyone leads either by choice or default. This includes all positions in an organization and in all aspects of life from individuals that are further along in their careers to young children that are making decisions on how to play a game. When we think of leaders this way, we can help ourselves and others analyze how to participate in certain situations. Below are a few strategies that anyone can use professionally and personally to grow as a positive leader.

An aspect of leading is taking time to reflect and helping others to take time to reflect. One way to implement positive leadership would be to incorporate time and space for individuals to reflect on their strengths and how those strengths impact their progress. Another aspect would then be having individuals reflect on areas of growth.

The next strategy would be to help yourself and the people you influence to try to identify the opportunities in challenges that arise. We all have challenges that are presented to us. When those challenges surface, take a deep breath and shift your thoughts to what could be the opportunity in that challenge. Help others identify those opportunities as well.

Positive leadership helps us reach our goals individually and collectively. The power of positive leadership has more strength in accomplishing goals, having fulfilled individuals, and productive results than any other. I invite everyone to reflect, find opportunities in challenges and live the power of positive leadership. ■

enJOY

Goal of Book Talks is to Get Kids in CESA 3 Reading More and Reading Better

by Brad Van Epps, Educator Development and Support

Brad the Book Guy has had a busy Fall! Starting in September, Brad Van Epps has been sharing great young adult literature titles with classrooms throughout CESA 3.

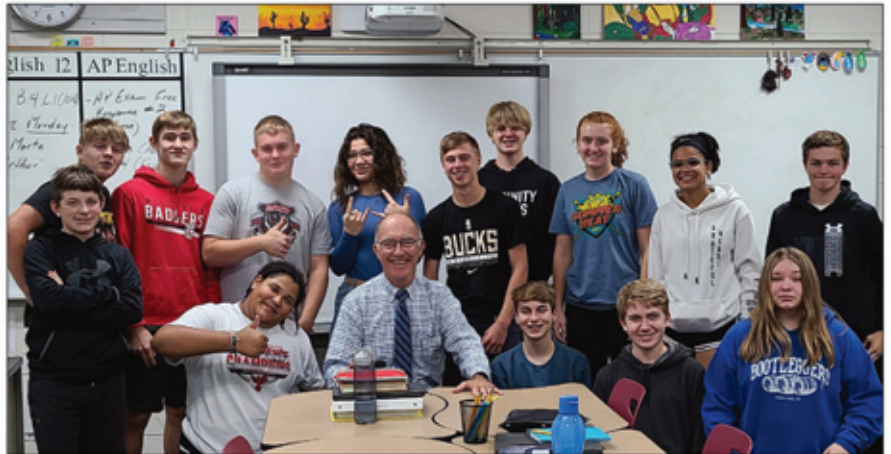
On the first and third Fridays of every month during the school year, Brad visits a classroom or school and broadcasts to classrooms throughout our region. Classrooms watch live and/or watch a recording of the recommendations.

Host classrooms so far this year have been in Platteville, Cassville, Highland, Fennimore, River Ridge, Boscobel, and Darlington. Weston, Mineral Point, and Iowa Grant, and Platteville (again) are ready to get visits, as well.

Obviously, the goal is to get kids in CESA 3 reading more and reading better. The book talks connect kids with titles they can engage with. Dozens of classrooms are connected with this project, and rest assured, those kids are reading! ■



Cuba City



Highland



River Ridge



Boscobel

Regional Special Education Network (RSN)

by Lisa Aalgaard, RSN Director

"Even the darkest night will end and the sun will rise." – Victor Hugo

This is one of my favorite times of the year. The darkness provides us an opportunity to go deeply within so we can discard what no longer serves us and regenerate for the return of the sun. Typically, this is a few weeks every year, but these past 20 months have seemed like never-ending darkness in so many ways, and I think we are all ready to be done now!

For special education, this has been a particularly "interesting" time because disabilities and special education laws/policies don't go away or get put on pause during a pandemic. Meeting individualized student needs is challenging in the best of times, and it is extra difficult now. That said, our special educators have faced this challenge and have found reserves of creativity, strength, tools, and knowledge that they didn't realize they had. Directors, teachers, providers and paraprofessionals all have had to figure things out as they go.

It continues to be hard for our districts to find special education teachers. This was true prior to March 2020, and it hasn't changed since then. When they do find someone to fill the role, it is often a teacher who is not fully licensed or experienced yet. That means directors have to provide additional mentoring to staff. They find the time for that, even though they too are worn down. All teachers need extra support right now. They are tired, overwhelmed, and trying to stay healthy themselves while making sure they are including "contingency plans" in every

IEP, pivoting to virtual learning, continuing to monitor progress and adjusting learning plans to optimize student growth.

On top of all things COVID, there are new eligibility requirements for several impairment areas in special education. There are others on the horizon that will be added soon. Speech and Language changed this summer, so our pathologists had a bit of a heads up. Emotional Behavior Disability just changed a month ago with the expectation of implementing those changes starting December 1, 2021. That impacts school evaluation teams, some of which have no school psychologist!



The Comprehensive Special Education Evaluation framework for conducting all evaluations requires shifting mindsets and practices. This is good work, and it will help us all serve our students better. However, it requires time to learn and apply changes to district processes. One director recently shared that in a typical year, they get 25 total referrals. This year, they have 24 already! So, not only are they learning some new ways of doing and being, they are feeling flooded with referrals.

If all of this weren't enough, many districts (double the typical number) were also required to complete Procedural Compliance Self Assessment this year, which is another heavy lift and takes a significant amount of time and focus.

This is not intended to be a complaint list! I simply wanted to describe what is happening with the hope that we all allow one another a little extra grace right now. We are very fortunate in CESA 3 to have a collegial group of special education directors and school psychologists. We meet monthly to network, discuss the most recent guidance from DPI and to grow together in our field. We also rely on one another between meetings through emails, phone calls and site visits. In addition, new directors can access statewide as well as local support. Directors often reach out to talk through situations. As they gain experience and more knowledge, they tend to call me less often, but the relationships we have formed continue, which is one of the best parts of my job.

In addition to the work with local directors, the RSN also provides introductory College and Career Ready IEP training, networking opportunities, and technical assistance to districts as needed. Beyond the work of RSN, CESA 3's special education department is small, but we are available to support districts in IEP writing, best practices, and behavior planning. We enjoy working with school teams on specific situations to create solutions. If we don't have the answers, we work to connect districts with the people who do! ■

The Regional Special Education Network (RSN) was established in 1984 and acts as a liaison providing linked communication between the Department of Public Instruction and local education agencies (LEAs). The purpose of the RSN is to support Wisconsin LEAs in advancing the academic achievement and social and emotional competencies of students with disabilities.



Richland 7th Graders - 1st Place



Darlington 7th Graders - 2nd Place



Wauzeke 7th Graders - 3rd Place



Richland 8th Graders - 1st Place



Platteville 8th Graders - 2nd Place



Darlington 8th Graders - 3rd Place



7th Grade Individual Winners



8th Grade Individual Winners

Project SEARCH Happenings

by Dave Gluch & Jim Nelson
Project SEARCH
Instructors

Project | SEARCH™



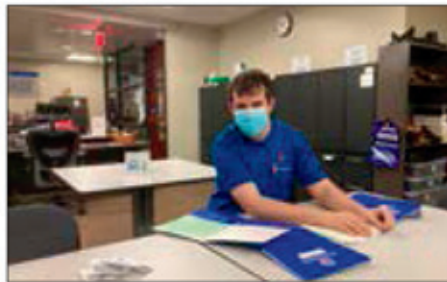
Project SEARCH has had a terrific start to the 2021/2022 year. We are blessed to have seven outstanding young interns from school districts throughout the CESA 3 region participating this year. Our program is focused on providing education and training to young adults with intellectual and developmental disabilities. This is all accomplished through an innovative workforce and career development model that benefits the individual, workplace, and community as well as through a team approach between our collaborating partners.

What does the model look like?

Through an internship format, this nine-month program follows an academic school year calendar and is geared towards 10-12 selected students who will be entering their last year of a transitional high school program. A host business (UW-Platteville) provides internship opportunities in multiple departments across the campus.

To further enhance the students total immersion in the workplace, there is an onsite classroom/work space in Doudna Hall which is home to the interns, instructor (provided by CESA3) and job coaches (provided by the Hodan Center). Interns participate in three, 10-week internships to explore a variety of career paths during this important transition from school to work experience.

On December 3rd, the interns completed their first of three 10-week internships. Interns were placed in Dining Services at The Crossings and Bridgeway, Student Activities Desk at the Markee Pioneer Center, Custodial at Ottensman and Warner Halls, Building and Grounds, Office of Students with Disabilities and the Chancellor's Suite both in Ullsvik Hall.



Paxton Tuescher

"Hi, I'm Paxton Tuescher. I went to high school here in Platteville and now I am at Project SEARCH at UW-Platteville. During my first rotation, I worked in the Office for Students with Disabilities and also in the Chancellor's office. Both experiences have been very good opportunities for me. After Project SEARCH, I would like to get a job on the UW-Platteville Campus."



Diego Ruiz

"Hello Everyone, my name is Diego Ruiz. I live in Dickeyville and went to Cuba City High School. I am enjoying being in Project SEARCH. My first internship rotation was at Bridgeway Stations. I was responsible for getting the food ready for the day, serving the food to the students during the lunch period and then cleaning and prepping for the next day. After Project SEARCH I would like to go on to school at a college."



Simon McCarthy

"My name is Simon McCarthy, I'm from Highland, which is where I went to high school. I'm currently in the Project SEARCH Program at UW-Platteville. I'm enjoying Project SEARCH and have especially enjoyed my first internship. I've been working in the University Building

and Grounds Dept. I like being outside, so this has been a nice internship for me. We are responsible for taking care of the outside areas of the university. This fall, we have raked a lot of leaves and got all the equipment ready for winter. After Project SEARCH, I would like to get a full-time job with the University Building and Grounds Dept. here at UW-Platteville."



Anthony Verela


"Hello, my name is Anthony Verela. I went to high school in Ithaca, WI. I just completed my first ten-week internship rotation in the Project SEARCH Program at UW-Platteville. During my first internship, I worked at the Markee Pioneer Student Center at the front desk. I enjoyed working with the college students each day. We set up the rooms for meetings, made sure the rooms were cleaned properly and answered questions at the main desk. After Project SEARCH is over, I am hoping to get a job at Kwik Trip in Richland Center."



Upcoming Early Childhood Events ...

by Becca Lewis-Clifton, ECH Coordinator

Save the Date!





Promoting
Early Childhood

PEC 2022-Virtual
Conference
March 16 & 17, 2022

Additional conference information
coming soon!

Questions? Contact: sherry.kimball@dpi.wi.gov 608-267-9625
<https://dpi.wi.gov/early-childhood/pec-conference>





Wisconsin Early Childhood
Collaborating Partners

WISCONSIN'S 4K/4KCA VIRTUAL CONNECTION 2021-2022

SEPTEMBER 15, 2021 ~ BUILDING RELATIONSHIPS

NOVEMBER 9, 2021*

JANUARY 10, 2022*

MARCH 10, 2022*

*TOPICS TO BE DETERMINED BASED ON PARTICIPANT INPUT

12:30-1:30 OR 3:30-4:30 PM
PICK THE TIME THAT WORKS BEST FOR YOU

JOIN ONLINE: [HTTPS://ZOOM.US/J/630088301](https://zoom.us/j/630088301)
MEETING ID: 630 088 301
PHONE: 1 646 558 8656 US

REGISTRATION NOT REQUIRED

WISCONSIN 4K CONNECTION SERIES IS AN ONLINE NETWORKING FORUM FOR INFORMATION SHARING AND COLLABORATION OF QUALITY PRACTICES RELATING TO 4K AND 4K COMMUNITY APPROACHES. SESSIONS WILL INCLUDE AN OVERVIEW OF THE FEATURED TOPIC AND SHARING OF RESOURCES. YOU CAN PARTICIPATE IN ONE OR ALL OF THEM. SESSIONS WILL BE INTERACTIVE. PLEASE COME PREPARED TO SHARE YOUR EXPERIENCE, KNOWLEDGE, AND FEEDBACK ON THE FEATURED TOPICS.

AUDIENCE: 4K TEACHERS, 4K DIRECTORS, PRINCIPLES, HEAD START, CHILD CARE, PRIVATE SCHOOLS, AND 4K COMMUNITY APPROACH PARTNERS

QUESTIONS? PLEASE CONTACT TIFFANY SWAIN - SWAINT@CESA5.ORG



Early Childhood Special Education 2021-2022 Discussions

Come join this new opportunity to share, learn and connect with your colleagues around a focus topic. Each session will have a designated topic, guiding questions and a facilitator to support discussion between participants. There will be no formal presentation. Come with your questions and be ready to brainstorm and problem solve with fellow educators.

Audience: Early childhood special education teachers and any related service providers who work with young children with disabilities. **All meeting times are 3:30-4:30 p.m.**

- Tuesday, January 18, 2022
Challenging Behavior
- Tuesday, February 15, 2022
IEP Development
- Tuesday, March 15, 2022
Collaboration and Teaming
- Monday, April 18, 2022
Using Evidence Based Practices
- Tuesday, May 17, 2022
Inclusive Measurement Tools



Please Note!

**NO Registration Required
Just click on the zoom link or enter it into your browser on the day of the meeting.*

Questions:
Michelle Ogorek
WI Statewide EC Coordinator
mogorek@cesa1.k12.wi.us

How to Join the Meetings:

<https://tinyurl.com/ECdiscussion21>

Meeting ID:
847 0134 0510

Passcode: 894907

Dial by your location
+1 301 715 8592 (DC)
+1 312 626 6799 (Chicago)

Southwestern Community School District Considers Themselves Expert Learners

by Melissa Emler, Director of Innovation/UDL

An Interview with Angela Barth, Director of Pupil Services . . .

I caught Angela between an IEP meeting and recess duty. In times of COVID, it feels like there's nothing she can't do. Thanks to being a part of the UDL work, she recognizes that she's an expert learner. She's the Director of Pupil Services at Southwestern, and their district has been a part of the UDL grant work since the beginning.

COVID-19 has challenged the district like every other district, and Angela says, "The leadership team has fully embraced being expert learners. We've had to. We've been disrupted at every level."

The toughest part, Angela says, is managing the vital resources on a daily basis. Staffing levels change daily, so flexibility is a must. They are doing their very best to maximize the resources they have to capitalize on new ways of reallocating time, money, and people. They're at this place where everyone is craving a return to normal, but she's starting to recognize they're designing a new reality. She chuckled as she said, "I think we're building the plane as we fly it on most days."

The goal for their leadership team is to continue designing learning experiences with their learners' (teachers are learners too) experience at the center.

One way in which they have done that at Southwestern is with providing a slow start to the day. Over the years, Angela noticed the rush of the morning at school. Transitioning calmly into the day and being ready to learn was rare. The bell rang, kids rushed to their seats, and teachers rushed into teaching. She noticed students were rarely ready to learn.

So, the teachers at Southwestern implemented "Wildcat Time." It is thirty minutes set aside in the morning to get connected with each other, eat some breakfast, and get ready to learn. Angela said, "Teachers and students

alike have come to appreciate this time."

This time has been extremely helpful in the midst of COVID challenges because it also gives leadership time to make adjustments in staffing as needed because subs are hard to find between quarantine protocols, sickness, and the typical life things that pop up for staff, sometimes it takes a bit to get it all figured out. With "Wildcat Time," there is a bumper to help everyone get what they need, so they are ready for the learning experiences to come.

Another way in which Southwestern is keeping the focus on the experience of learners is closing out their days with WIN time. WIN stands for What I Need. The details of this time in the day are still being designed and refined to ensure that everyone is getting what they need, but the leadership team has learned that if you create a structure to create the conditions for learning, learning does happen even when the original plans are abandoned and a new strategy is tried.

Southwestern is working towards an all hands on deck time where kids can choose to do what they need during WIN time whether that be getting help with math or working on an enrichment activity. WIN time is a little messy right now, but Angela is confident that their team and students will figure it out together, and it will have a positive impact on the learning experience.

Angela closed out our conversation with reiterating how proud she is to be a part of this journey with her school family. "We're all learning, and some days are hard, but I'm proud of our teachers and students for weathering the pandemic together with grace." ■

***If you are considering implementing Universal Design for Learning, please reach out to me. I'll help you design an implementation plan with creating expert learners at the center of it.** Contact Melissa at: memler@cesa3.org.*

Rob Callahan Receives WSPRA Recognition



Congratulations to CESA 3's very own Rob Callahan for receiving recognition by the Wisconsin School Public Relations Association. Rob is currently assigned as a Communications Director at the Lancaster Community School District as well as the producer of media at CESA 3.

(Thank you, WSPRA!)

Congratulations, Rob!



CESA 3 Board of Control Invites You to a Networking Reception and Idea Sharing

CESA 3 School Staff Attending the WASB State Education Convention

Thursday, January 20th, 5:30-7:00

(Following the General Session)

Hilton - Miller Time Pub & Grill

Upper Deck (back of the pub)

Appetizer Buffet

Mini-Beef Sliders

Chicken Tenders

Nacho Bar

Pub Chips and Dip

Vegetable Bar

Drinks

One Complimentary Beverage

Cash Bar w/Dedicated Server

This will provide an opportunity to network with and learn from other leaders in the CESA 3 region.

No Charge to CESA 3 Members.



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