

CESA 6 – SOLUTIONS

Ideas on how you might use Federal Stimulus dollars through CESA 6

Strategy	Title I	IDEA	Freed IDEA	Title II-D	Considerations
<p>Assistive Technology (AT) is defined by the federal government as: AT Device- <i>Any item, piece of equipment, or product system, whether acquired commercially, modified, or customized, that is used to increase, maintain, or improve functional capabilities of individuals with disabilities.</i> AT Services- <i>any service that directly assists an individual with a disability in the selection, acquisition, or use of an assistive technology device.</i> AT can help many disabled students access the curriculum (accessibility) as well as support the districts efforts to respond to the Statewide Performance Indicators including: SPP1 graduation rates; SPP2 dropout rates; SPP 3 Participation and performance on statewide assessments; SPP 7 Preschool outcomes, SPP 11 Eligibility in a timely manner, SPP 12 Transition- preschool, SPP 13 Transition goals, age 16 and above. The CESA 6 AT Consultant provides an extension of the services formerly funded by DPI and known as the WATI (Wisconsin Assistive Technology Initiative) grant. There is no more funding for the WATI grant after 2008-2009.</p>		√	√ (all students)		To the extent related to supporting students with disabilities (SWD).
<p>Alternative Programs (Spec Ed) The purpose of the Alternative Program for Elementary, Middle and High School Special Education Students is to provide alternative educational environments for students who have been unable to successfully function in a program for Special Education students in the regular school environment. These alternative settings are an extension of the Special Education programs located in the Elementary, Middle and High Schools in the CESA 6 area. Students are registered at their home school and enrolled in the alternative program as their class of attendance.</p>		√	√ (all students)		To the extent related to supporting students with disabilities (SWD).

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<p>Co-Teaching Delivery Model for Inclusive Classrooms:</p> <ul style="list-style-type: none"> Special Education delivered in regular education classrooms <p>This interdisciplinary training program is for regular education, special education, English Language Learner (ELL) and at-risk teachers who work in inclusive classrooms. The training content and format are customized for each district. Graduate classes are also available.</p>		√	√ (all students)		To the extent related to supporting students with disabilities (SWD).
<p>Curriculum & Assessment The research is clear. Building your district’s curriculum around student assessment data is the key to improving student learning. The role of CESA 6 curriculum and assessment center is to provide leadership, structures, and support in the facilitation, development, implementation, and coordination of services.</p>	√				This strategy is appropriate for school-wide programs.
<p>Daily 5 Café Beginning and Advanced Daily Five - This workshop will focus on The Daily Five, an elegantly simple structure based on literacy learning and motivation research designed to develop, support, accelerate, and motivate students to be engaged for long periods of time in the act of reading. The Daily 5 has been practiced and refined in their own classrooms for over ten years, shared with thousands of teachers throughout the United States and the topic of their book <i>The Daily 5</i> and DVD <i>TheDaily 5 Alive</i>. It is a series of research based literacy tasks which students complete daily while allowing the teacher time to meet with small groups or confer with individuals. The course will explain the philosophy behind the structure, and will teach you how to carefully and systematically teach your students to participate in each of the five components. The Daily Five is more than a management system or a curriculum framework; it is a structure that will help students develop the habits that lead to a lifetime of independent literacy. CAFÉ – Assessing readers involves more than determining a reading level and moving them onto the next. Gail Boushey and Joan Moser developed the CAFÉ system to help elementary students understand and master different strategies used by successful readers. CAFÉ is an acronym for Comprehension,</p>	√	√	√ (all students)		<p>Title I Targeting Assistance for staff in Title grades.</p> <p>To the extent related to supporting students with disabilities (SWD).</p>

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<p>Accuracy, Fluency, and Expanding Vocabulary, and the system includes goal-setting with students in individual conferences, posting of goals on a whole-class board, developing small group instruction based on clusters of students with similar goals, and targeting whole-class instruction based on emerging student needs Participants will develop an understanding of the Literacy Café Menu; how to assess students and use those assessments to guide instruction. How to manage the data and focus their instruction. The Café Menu is the topic of The Sister’s newest book: <i>The Café Book, Engaging All Students in Daily Literacy Assessment and Instruction</i>.</p>					
<p>Deaf/Hard of Hearing The Deaf and Hard of Hearing program provides school districts and families with a range of services to address the academic and social needs of children with hearing loss. Teachers of the deaf/hard of hearing provide direct instruction to students, and collaboration with school personnel and parents regarding the impact of hearing loss on communication, overall development, social interactions, and transition needs. Liaison case management services are available for students placed at the Wisconsin School for the Deaf in Delavan.</p>		√	√ (all students)		To the extent related to supporting students with disabilities (SWD).
<p>Functional Behavior Assessment/Behavior Intervention Functional behavioral assessment (FBA) is a problem-solving process for addressing student problem behavior. It relies on a variety of techniques and strategies to identify the purposes of specific behavior and to help school teams (including IEP teams) select interventions to directly address the problem behavior.</p>	√	√	√ (all students)		<p>This strategy is appropriate for school-wide programs.</p> <p>To the extent related to supporting students with disabilities (SWD).</p>
<p>Generational Strategy for Education American education is beginning to comprehend the astonishing influence of generational values and generational attitudes on Americans’ consumer decisions, career choices, and lifestyle preferences. But what is this <i>Generations Dynamic</i>? How and why does it work? How can you understand - how can you <i>connect</i> with - each of our unique generations: Millennial students? GenX and Boomer parents and educators and students? Alumni? Legislators? Voters? How can you create a comprehensive and permanent culture of <i>Generational Sensitivity And Strategy</i> at your institution?</p>	√		√		<p>This strategy is appropriate for school-wide programs.</p> <p>To the extent related to supporting all students.</p>

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<p>Leadership Training Summit</p> <p>The schools and districts that will be most successful in the 21st century will be led by teams of individuals who possess skills and attitudes to take action rather than defend the status quo. Leadership does not reside in a single position, but reflects the attributes, skills, and attitudes of many who work to improve a school through effective learning communities. Successful systems are driven by distributed and shared leadership. The Summit will be held as three one-day workshops between September 2009 and January 2010. Topics to be covered include change management for whole school reform, strategic planning, the politics of leadership, improving instruction, and maximizing financial resources. The overarching goal is to enhance participants' understanding of what it takes to help move their districts and schools to high levels of student learning on a consistent basis.</p>	√		√		<p>This strategy is appropriate for school-wide programs.</p> <p>To the extent related to all supporting students.</p>
<p>Leadership training 21st Century</p> <p>CESA 6, in partnership with the International Center for Leadership in Education, will provide a comprehensive 5-day train-the-trainer program for master teachers in the component districts of CESA 6. The program will be designed to build the capacity necessary to allow the component districts and schools of CESA 6 to improve curriculum, instruction, and assessment through a complete application of the concepts and philosophy of rigor, relevance, and relationships. The program will provide the tools, resources, training, and support that will enable the schools to create a culture of rigor, relevance, and relationships and sustain a climate of continuous instructional improvement. It is anticipated that 20 schools will participate in the 5-day program.</p>	√		√		<p>This strategy is appropriate for school-wide programs.</p> <p>Title I Targeting Assistance for staff in Title grades.</p> <p>To the extent related to supporting all students.</p>

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<p>Learning and Assessment Center The Learning & Assessment Center is committed to excellence and learning through:</p> <ul style="list-style-type: none"> • Professional Learning Communities & Networking • Continuous School Improvement • High Quality Professional Development in Research-Based Best Practices • Up-to-date and Accurate DPI/DAC Information • Assisting Schools and Districts to Meet 21st Century Challenges <p>Participants can now earn credits through the Learning and Assessment Center’s Professional Learning Community.</p>	√		√		<p>This strategy is appropriate for school-wide programs.</p> <p>To the extent related to supporting all students.</p>
<p>Link4Learning Link4Learning is a Web-based software application developed by a consortium of school districts throughout the state. The application concentrates on internal communications and on best practices within curriculum, assessment and instruction. The application was developed by curriculum directors in each of the consortium districts, across the state, and is designed by educators for educators.</p>	√		√	√	<p>This strategy is appropriate for school-wide programs.</p> <p>To the extent related to supporting all students.</p> <p>Eligible for technology-based support.</p>
<p>Literacy Learning: What Matters Most? This workshop will focus on creating classroom cultures that value and honor thinking and understanding. We will discuss the thoughtful use of time, environments that reflect our beliefs about teaching & learning, and thoughtful ways to gradually release responsibility to students and lesson design.</p>	√		√		<p>This strategy is appropriate for school-wide programs.</p> <p>Title I Targeting Assistance for staff in Title grades.</p> <p>To the extent related to supporting all students.</p>
<p>Literacy Services Coaching to Support District Literacy Initiatives</p> <ul style="list-style-type: none"> • Develop a personalized district coaching model • Cycles of observation and reflective dialogue with resource follow-ups • Building Summary Report after each coaching cycle which identifies themes of growth and need 	√		√		<p>This strategy is appropriate for school-wide programs.</p> <p>Title I Targeting Assistance for staff in Title grades.</p> <p>To the extent related to supporting all students.</p>

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<p>Media Center</p> <p>The collection is divided into two categories: Reservation and Circulation. Software, videos and DVDs may be reserved in advance to be used when desired. The software, videos and DVDs are checked out for a precise amount of time. The rest of the materials, which makes up the Circulation category, are checked out on a more liberal basis.</p> <p>The CESA 6 Media Center serves staff in the school districts of CESA 6, as well as students and faculty on the UW-Oshkosh campus. School districts contract for the services of the media center. Students and faculty need only a Titan card to check out.</p> <p>The CESA 6 Media Center (CMC) is a collection of over 10,000 instructional materials. Also includes staff development materials, including the latest collections from ASCD and Video Journal. It was created in 1969 as the Special Education Instructional Materials Center and in the late 1990's merged with the CESA 6 regular education materials center. There has been a long-standing partnership with the UW-Oshkosh College of Education, through the Department of Special Education. The CMC is located on the UW-Oshkosh campus.</p>	√	√	√ (all students)		<p>This strategy is appropriate for school-wide programs.</p> <p>To the extent related to supporting students with disabilities (SWD).</p>
<p>Non-Violent Crisis Intervention</p> <p>The Nonviolent Crisis Intervention program is a safe, non-harmful behavior management system designed to aid educators and other human service professionals in the management of disruptive, assaultive people even in the most violent moments. Prevention and management of aggressive and violent behavior has become an essential skill pertinent to all staff in the educational field. The need for safe, effective techniques to manage the potentially assaultive person is no longer limited to those who work in hospitals/institutions or segregated settings. Educational providers need safe, effective behavior management training designed to maintain the care, welfare, safety and security of all involved in the intervention process.</p>	√	√	√ (all students)		<p>This strategy is appropriate for school-wide programs.</p> <p>To the extent related to supporting students with disabilities (SWD).</p>

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<p>OI, OHI</p> <p>This consulting service provides districts with itinerant services for students with Traumatic Brain Injury (TBI), Other Health Impairments (OHI) and Orthopedic Impairments (OI), which meet their unique physical, health, and educational needs in the least restrictive environment.</p> <p>CESA 6 consultant is available to assist in:</p> <ul style="list-style-type: none"> • Evaluation • IEP development • In-service training • On-going support to the student and school staff 		√	√ (all students)		To the extent related to supporting students with disabilities (SWD).
<p><i>On-Line learning for Spec Ed students or Spec Ed kids expelled or for any title students</i></p>	√	√	√ (all students)		<p>This strategy is appropriate for school-wide programs.</p> <p>To the extent related to supporting students with disabilities (SWD).</p>
<p><i>Progress Monitoring</i></p> <p>Progress monitoring is a fundamental component of the district's Response to Intervention (RtI) process. Progress monitoring offers a systematic approach to drive data-driven decision making. This service utilizes research-based approach to problem solving and corresponding interventions, particularly Tier II and Tier III interventions. Progress monitoring professionals will guide your building through each step of the process to respond to academic and/or behavioral needs (Positive Behavior Intervention Strategies – PBIS) of your students.</p>	√	√	√ (all students)		<p>This strategy is appropriate for school-wide programs.</p> <p>To the extent related to supporting students with disabilities (SWD).</p>

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<p>PBIS – Tribes</p> <p>Positive Behavioral Intervention and Supports (PBIS) is a systemic approach to proactive, school-wide behavior based on a Response to Intervention (RtI) model. PBIS applies evidence-based programs, practices and strategies for all students to increase academic performance, improve safety, decrease problem behavior, and establish a positive school culture. Schools implementing PBIS build on existing strengths, complementing and organizing current programming and strategies. The PBIS model has been successfully implemented in thousands of schools in over 40 states, resulting in dramatic reductions in disciplinary interventions and increases in academic achievement. Data-based decision making is a hallmark of PBIS, allowing successes to be easily shared with all relevant stakeholders.</p>	√	√	√ (all students)		<p>This strategy is appropriate for school-wide programs.</p> <p>To the extent related to supporting students with disabilities (SWD).</p>
<p>REACH</p> <p>REACH Fee for Service Option-REACH has had a great impact for schools implementing the REACH Framework in that they are better equipped to address the needs of all learners. The demand for grants has been very high yet the grant dollars have remained the same. Conversely, schools wishing to implement the REACH model without being tied to grant contingencies have not had the momentum and resources associated with the REACH initiative. For these reasons, we are pleased to announce a REACH Fee for Service Option so that all schools may benefit from the REACH process.</p>	√		√		<p>This strategy is appropriate for school-wide programs.</p> <p>To the extent related to supporting all students.</p>
<p>RtI Staff Development</p> <p>Today, prevention and intervention command attention across the field of education. The focus on preventing failure through effective universal programs pared with early intervention is evident in recent federal initiatives including the No Child Left Behind Act (NCLB) of 2001, the Education Sciences Reform Acts of 2002, and the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. This network aims to support districts, buildings, and classroom teachers on implementing a Response to Intervention framework in order to improve student learning and overall success.</p>	√		√		<p>This strategy is appropriate for school-wide programs.</p> <p>To the extent related to supporting all students.</p>

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<p>SEEDSv2 SEEDS®v2 is a web-based application designed to support special educators in IEP development and enhanced special education reporting. The Special Education Electronic Data System (SEEDS®) is a web-based application built with all programming tools. Its purpose is to support the generation of forms and collection of information required in the IEP and related processes, as well as create customized reports, School Based Services reimbursement, and school district billing.</p>	√	√	√ (all students)	√	<p>This strategy is appropriate for school-wide programs.</p> <p>To the extent related to supporting students with disabilities (SWD).</p> <p>Eligible for technology-based support.</p>
<p>SIMS Support Any software or training software that serves spec ed or title program Ex: Smart boards, on-line classroom management systems</p>	√	√	√ (all students)	√	<p>This strategy is appropriate for school-wide programs.</p> <p>To the extent related to supporting students with disabilities (SWD).</p> <p>Eligible for technology-based support.</p>
<p>Sp Ed Administration Help all students reach their full potential, in the least restrictive environment. The CESA 6 Special Education team provides administrative and support services and structures tailored to the needs of students with disabilities. The team provides each district, and each building principal, with administrative and support staff to assist the district in the provision of quality services to children, provide direction support to staff, and implement the Special Education process and procedures as called for in IDEA and Chapter 115.</p>		√	√ (all students)		<p>To the extent related to supporting students with disabilities (SWD).</p>
<p>Sp Ed Program Support Program Support Teachers provide program support for special education and general education teachers and principals. The primary responsibility of the Program Support Teacher (PST) is to assist with the effective implementation of the Individual Education Programs (IEPs) for special education students.</p>		√	√ (all students)		<p>To the extent related to supporting students with disabilities (SWD).</p>

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<p>Speech and Language Speech/Language Pathologists (SLP) in the schools work with students from ages 3 through 21 who may exhibit deficits in one or more of the following areas:</p> <ul style="list-style-type: none"> • Articulation • Phonological processes • Fluency • Voice production • Receptive • Expressive language 		√	√ (all students)		To the extent related to supporting students with disabilities (SWD).
<p>Teaching Points The Missing Piece of Bookrooms – Teacher’s Manual Are you looking for new ways to spot struggling K-8 readers? Match teaching objectives with students and text selections? Monitor students’ development in reading? This Web-based resource for teachers of K-8 readers allows users to:</p> <ul style="list-style-type: none"> • Use text-level menus to select appropriate teaching points • Use reading strategy menus to select research-supported teaching points • Provide focused, explicit instruction from lesson suggestions and companion instructional poster • Easily implement Response to Intervention with Progress Monitor features • Easily design intervention programs with observation checklists • Strengthen parent partnerships with Bookmark Communicators 	√		√		<p>This strategy is appropriate for school-wide programs.</p> <p>To the extent related to supporting all students.</p>
<p>Transition CESA 6 offers a comprehensive approach to providing transition services that help students with disabilities transition into adult life. CESA 6 Transition services provide technical support to your special education instructors to ensure compliance with the transition requirements of IDEA 2004. Specifically, State Performance Plan Indicators 13 and 14 are tied to Transition.</p>		√	√ (all students)		To the extent related to supporting students with disabilities (SWD).

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<p>Vision CESA 6 offers a variety of educational services to support school districts to meet the needs of children with vision loss, including consultation, itinerant vision services and orientation and mobility training.</p>		√	√ (all students)		To the extent related to supporting students with disabilities (SWD).
<p>Writers, Read Aloud to Mentor Audience: Grade K-5 teachers, Literacy Coaches, Title I, Curriculum & Instruction, Special Education, ELL, Administration Let’s explore the potential in making read aloud events intentional instructional acts designed to inspire, invest or instruct. We’ll take a close look at the artful use of tone, intensity, pacing and mood when delivering a read aloud for your students. We’ll carefully examine the reasons read alouds are essential, the power of facial expression and body movement and voice modulation, the importance of revisiting a carefully selected set of books through repeated read alouds. In the afternoon we will move the lens to examine how a grounding in a set of “anchor” books can enrich the writing workshop.</p>	√		√		<p>Title I Targeting Assistance for staff in Title grades.</p> <p>This strategy is appropriate for school-wide programs.</p> <p>To the extent related to supporting all students.</p>
<p>Youth Risk Behavior Survey Want to know more about how students in your district are thinking and acting? This effective survey assesses local attitudes and student behaviors, identifying emerging issues before they become widespread. Results can be compared with state and national trend data and shared with local non-profit and governmental organizations to develop community-wide response plans. The local attitudes and behavior survey assesses eight priority areas:</p> <ol style="list-style-type: none"> 1. Alcohol and drug use 2. Diet, nutrition, and exercise 3. Protective assets 4. Sexual behavior 5. Suicide 6. Tobacco use 7. Traffic safety 8. Weapons and violence <p>The survey also measures student perceptions of risky behavior.</p>	√		√		<p>This strategy is appropriate for school-wide programs.</p> <p>To the extent related to supporting all students.</p>