

CESA 8 Services/Programs Cost Booklet 2016—2017



Cooperative Educational Service Agency, No. 8
223 West Park Street
Gillett, WI 54124-0320
920.855.2114
www.cesa8.k12.wi.us

► 1. SPECIAL EDUCATION/PUPIL SERVICES PROGRAM

The primary goal of CESA 8 special education department is to provide a comprehensive set of programs, staff, and services to assist districts in meeting the needs of their students. Direct services, related services, and consultation services are available. CESA 8 will prepare districts to meet compliance requirements and successfully participate in Results Driven Accountability. Our primary focus will be on improving reading achievement for Students with a Disability, consistent with the DPI Leadership in this initiative. CESA 8 will assist districts to be in compliance with their State Performance Plan. In particular, CESA 8 will continue to help districts address the following required SPP indicators; graduation rates, dropout rates, assessments, suspension/expulsion, educational placements 6-21, educational placements 3-5, preschool placements, parent involvement, timely evaluation, preschool transition, transition goals, post high school outcomes, disproportionate representation and fiscal accountability, and the remainder of the indicators. It is our goal to facilitate continuous improvement of special education services and maximize student learning for children with disabilities through quality programs and services and the promotion of best practice initiatives including Response to Intervention, Positive Behavioral Intervention and Supports, The Common Core Essential Elements, Co-Teaching, Universal Design for Learning and other research-based instructional methodologies.

| 1A. Services | Cost |
|---|--|
| <p>The following direct special education and pupil services are available:</p> <ol style="list-style-type: none"> 1. Directors of Special Education 2. Program Support Teacher (all disability areas) 3. School Psychologist 4. Special Education Program Aides/Paraprofessionals 5. Substitutes 6. Diagnostic Program Support Teacher 7. Special Education Teachers (CD, LD, ED, VI, HI, EC) 8. Speech & Language Pathologists | <p>Based on district needs -<i>continued below</i></p> |
| <p>The following related services are available:</p> <ol style="list-style-type: none"> 1. Educational-Audiology 2. Assistive Technology 3. Educational Interpreting 4. Occupational Therapy 5. Physical Therapy 6. Orientation and Mobility (VI only) 7. Physical Education (Specially Designed) 8. School Health/Nursing Services | |

- | | |
|--|--|
| <ul style="list-style-type: none"> 9. School Social Work Services 10. Transitional/Vocational Services Coordinator 11. Pupil Transportation 12. Extended School Year and Summer School Services 13. Independent Evaluation Services 14. Occupational Therapy Assistants 15. Physical Therapy Assistants 16. Autism Consultant Behavioral Intervention/ Para-Professional Support 17. TBI Consultant 18. Guidance Counselor 19. Parent Coordinator | |
|--|--|

The following special initiatives/grants are available:

- | | |
|--|--|
| <ul style="list-style-type: none"> 1. Regional Services Network 2. Instructional Staff Training-Workshops 3. Initiatives: Parent, Transition, Assistive Technology, DTAN 4. IDEA and Preschool Entitlement Third Party Grant Administration 5. IDEA Discretionary Grants 6. Grants/Foundations 7. Co-Teaching 8. Brand New Day/Trauma Sensitive Schools Programming: <ul style="list-style-type: none"> a. Alternative Special Education Programs b. Trauma Sensitive Schools Training/Support c. Clinical Mental Health Services Provided in Schools 9. Homebound Instruction 10. School-Based Services /Medicaid Administrative Claiming (MAC) 11. Data Collection/Progress Monitoring 12. IDEA/SPP compliance training 13. DPI SIG Initiatives 14. CESA 8 Gifted and Talented Students Education Program 15. Graduate Classes/Viterbo College 16. 8 Scape Special Education Data Management & IEP Software 17. Consultation services for special initiatives (Rt-I, PBIS, Trauma Sensitive Schools, Co-Teaching, Educator Effectiveness, Results-Driven Accountability, etc.) 18. UWGB Institute for Learning Partnership Research Grants | |
|--|--|

Total operating cost for special education services and programs are dependent upon varying factors such as: salaries, benefits, purchased services, non-capital and capital objects; and student enrollment/membership and amount and type of services required. Billings for special education services will be based on actual units of time, membership days and enrollments for the prior fiscal year including state/federal special education aids reimbursements.

Questions: Contact David Kwiatkowski, Executive Director of Special Education, 920-855-2114 ext. 233, davek@cesa8.org

► 1B. IDEA & PRESCHOOL ENTITLEMENT THIRD PARTY GRANT ADMINISTRATION

While LEAs may not sub-grant all or a portion of their IDEA allocations, LEAs may purchase services with IDEA funds, including administration of grants, through valid written contracts. CESAs are authorized under state law to enter into contracts with school districts and other agencies and organizations that provide services to pupils. [116.032(1), Wis. Stats.] CESAs may not assess a cost against an LEA for a cooperative program unless the LEA enters into a contract for the service. [116.03(4)] LEAs that use the services of CESAs or other entities to provide IDEA-funded services must do so through written contracts that include the IDEA-funded services.

Written contracts between LEAs and CESAs or other entities are necessary to establish financial relationships, ensure accountability, and to document LEAs are not engaging in sub-granting of IDEA funds. Contracts should establish clear expectations and permit monitoring of contract performance by LEAs and fiscal monitoring by the DPI. Therefore, it is essential contracts describe the specific services offered and the terms in sufficient detail to permit LEAs to administer contracts and the DPI to monitor grant requirements according to Uniform Grant Guidance. Contracts include the specific programs purchased and how participating agencies' costs are determined. Federal regulations require the inclusion of certain provisions in sub-grantees' contracts. [34 CFR §80.36(i)] Regulations governing sub-grantee procurement, including required provisions, as found at

http://edocket.access.gpo.gov/cfr_2004/julqtr/pdf/34cfr80.36.pdf

Districts are responsible for ensuring that all applicable state and federal requirements are observed and for any harm done to federal interest in the administration of IDEA entitlement and preschool funds, whether the harm occurred because of the acts of a District or the acts of CESA 8 or other entity acting on behalf of the District under the contract. However, as a part of this agreement, CESA 8 will collaborate with the Districts to ensure all applicable state and federal requirements are met through this contracting.

CESA 8 will make available to the Districts records demonstrating compliance with applicable requirements according to Federal regulations these District contracts include the provision ensuring access by the DPI, the LEA, the U.S. Department of Education, the Comptroller General of the United States, or any of their duly authorized representatives to any books, documents, papers, and records of the contractor for the purpose of audit, examination, or taking excerpts and making transcriptions [34 CFR §80.36(i)(10)]. These contracts include the provision ensuring retention of all required records for three years after the District makes final payments and all other pending matters are closed. [34 CFR §80.36(i)(11)].

CESA 8 consortia application includes assistance to local leadership in development of the application including budget, claim submission, and budget revisions. Districts within the consortia are provided with technical assistance in decision-making, e.g., budget development/revision, and changes in the application process. All administrative and support staff services and expenses attributed to grant management are disclosed and contracted for annually in the CESA 8 service agreement.

Questions: Contact David Kwiatkowski, Executive Director of Special Education, 920-855-2114 ext. 233, davek@cesa8.org

► 1C. REGIONAL SERVICE NETWORK/SPECIAL EDUCATION

The Wisconsin Statewide Regional Service Network (RSN) is an Individual with Disabilities Education Act (IDEA) discretionary grant that was started during the 1984-85 school year. The project has been annually funded since that time to provide leadership, professional development and technical assistance services to all local education agencies (LEAs) within each Cooperative Educational Service Agency (CESA). Services provided through IDEA discretionary grants including the RSN are free of charge regardless of CESA membership.

In support of the State Superintendent’s Agenda 2017, the DPI Special Education Team is pleased to align its focus with the Office of Special Education Program’s (OSEP) vision for improving outcomes for students with disabilities through “Results Driven Accountability.” The new framework, introduced in 2013-14, is based upon all IDEA Discretionary grants working in a more coordinated, systematic manner.

| | |
|---|----------------|
| <p>The role of the RSN has, thus, been re-envisioned such that RSN Directors will become leaders in a coordinated effort to drive growth in academic and career achievement for students with disabilities. In 2012-13, RSN Directors began working with districts to target areas of need with respect to Indicator 1 (graduation). During the 2013-14 grant year, RSN Directors, in collaboration with CESA based discretionary grant</p> | <p>No Cost</p> |
|---|----------------|

staff, engaged in identifying and supporting districts more in need of improvement in Indicator 3c (Statewide Assessment in Reading). In the 2016-17 school year, RSN Directors will continue to help lead the effort to reach out to the highest-need districts within their CESA and coordinate grant efforts in a comprehensive system of support for these districts.

Goal 1: Advancing Educational Achievement

Improve educational outcomes for students with disabilities by coordinating technical assistance and support for high-need local education agencies (LEAs) through collaboration with discretionary staff

Goal 2: Communication and Leadership

Building special education leadership capacity to ensure that Special Education Directors and LEAs have the knowledge and skills to ensure compliance with Individuals with Disabilities Education Act (IDEA) and promote best practices for students with disabilities in their agencies

Goal 3: Professional Development

Increase knowledge capacity and skills to support educational achievement and leadership goals

Questions: Contact Deb Wall, RSN/Special Projects Director, 920-855-2114 ext. 265, dwall@cesa8.org

► 1D. STUDENT NEEDS PROFESSIONAL DEVELOPMENT

| SNPD Services | Cost |
|---|--------------|
| <p>The fee for Student Needs Professional Development (SNPD) training will cover the costs for professional development that are being provided by CESA 8. This service goes beyond compliance and will provide participants with research based best practices for students and strategies to accomplish that task. Districts that participate in (SNPD) receive a “member discount” for trainings that are offered at CESA 8.</p> <p>The trainings may include the following:</p> <ul style="list-style-type: none"> ● IEP Trainings ● Autism Trainings (excluding Networking meetings) ● Functional Behavioral Assessment Trainings ● Non-Violent Crisis Intervention Trainings ● Para-professional Trainings ● Strategies for students with Cognitive Disabilities | <p>\$750</p> |

| | |
|---|--|
| <ul style="list-style-type: none"> ● Reading Strategies for Students ● Other trainings that reflect the needs of CESA 8 ● Priority access to model programs that CESA 8 develops or participates in | |
| <p>In-District/School Non-Violent Crisis Intervention Training</p> <ul style="list-style-type: none"> ● Initial Training (for SNPD member districts) ● Up to 16 participants/materials, 17 and over will be \$25 per participant ● Trainings with 30 or more participants will need an additional trainer and will require an additional fee. | <p>\$1800 Over 16 participants is a \$25 per participant fee</p> |
| <ul style="list-style-type: none"> ● Refresher Training (for SNPD member districts) ● Up to 16 participants/materials, 17 and over will be \$25 per participant ● Trainings with 30 or more participants will need an additional trainer and will require an additional fee. | <p>\$975 Over 16 participants is a \$25 per participant fee</p> |
| <ul style="list-style-type: none"> ● Initial Training (for Non-SNPD member districts) ● Up to 16 participants/materials, 17 and over will be \$25 per participant ● Trainings with 30 or more participants will need an additional trainer and will require an additional fee. | <p>\$2700 Over 16 participants is a \$25 per participant fee</p> |
| <ul style="list-style-type: none"> ● Refresher Training (for Non-SNPD member districts) ● Up to 16 participants/materials, 17 and over will be \$25 per participant ● Trainings with 30 or more participants will need an additional trainer and will require an additional fee. | <p>\$1500 Over 16 participants is a \$25 per participant fee</p> |
| <p>In-District Personalized Training</p> <ul style="list-style-type: none"> ● SNPD member districts | <p>\$750 per day</p> |
| <ul style="list-style-type: none"> ● Non-SNPD member districts | <p>\$850 per day</p> |

Questions: Contact Deb Wall, RSN/Special Projects Director, 920-855-2114 ext. 265, dwall@cesa8.org

► 1E. ASSISTIVE TECHNOLOGY/SPECIAL EDUCATION

As of July 1, 1998, all special education students must have the consideration of Assistive Technology (AT) documented in their IEP.

*In order to help school districts provide these needed services, an Assistive Technology Coordinator and Lending Library are available through CESA 8. These services are offered for **all** Special Education and Regular Education staff working with students with disabilities. By purchasing services, you will benefit from having certified professionals who provide needs-based services to help educators implement assistive technology.*

| 2016-2017 Assistive Technology | Cost |
|--|--------------------------------------|
| <p>BASIC SERVICE PACKAGE - (Prerequisite - Minimum Service) The delivery of AT services includes the following:</p> <ul style="list-style-type: none"> A. No cost participation for two yearly AT networking meetings for two employees to increase awareness of current assistive technology devices/systems. B. One Student Specific AT Evaluation OR C. Student(s) Specific consultation services (Not Evaluation) OR D. Program Specific training provided to staff relating to specific district requested AT needs and concerns. OR E. Any combination of C and D up to 3 days. <p>A comprehensive Student Specific AT Evaluation conducted by an ATP (RESNA certified) will include the following:</p> <ul style="list-style-type: none"> ● A "change to the IEP without a meeting" to indicate that an AT Evaluation will be conducted by a certified ATP. ● A needs assessment/questionnaire completed by ALL members of the IEP team including teachers, paraprofessionals, parent/guardians, caregivers, both past and present. ● A functional evaluation within ALL current environments that the student has access to on a regular basis. This includes school, home, community and work environments. ● Exposure to, and use of, various devices, systems, equipment, software, etc. that would potentially assist the student with achieving independence in the various environments of their normal routine. ● Presenting and sharing the information obtained from the functional | <p>3 Days @ \$2400.00</p> |

| | |
|---|---|
| <p>evaluation with the team at a scheduled meeting.</p> <ul style="list-style-type: none"> ● Assistance with acquisition of appropriate assistive technology software/hardware. ● Assistance with the selection, design, fitting, customization, adaptation, implementation, maintenance, repair, replacement, or relocation of assistive technology device/system. ● Providing training to all members of the team in all environments where the device/system/software/hardware will be utilized. ● Providing evaluation and follow-up services regarding the assistive technology device/system/software/hardware. <p>NOTE: Email, tele/video conferencing, researching and locating equipment for trials, device/system/software/hardware exploration and set up, report writing, IEP meeting time, consultation/training preparations and follow-up services are all part of the Basic Service Package.</p> | |
| <p><u>Additional AT time may be purchased beyond the 3 day basic service package in full day increments at a rate of \$800 per day if basic services are purchased prior to August 1, 2016. Additional days will be available on a first come first serve basis and only as consultants' schedule allows.</u></p> | <p>\$800 per day <i>Plus</i> <i>Basic Service</i> <i>Package</i></p> |
| <p>Any district seeking <u>AT services after 8/1/2016</u> will be subject to a basic plan rate of \$2,700 and \$900 per day for additional days beyond if any are available. Districts purchasing AT services prior to 8/1/2016 will be given priority.</p> | <p>\$2,700 - <i>Basic Plan Rate</i> <i>Plus</i> \$900 per day for additional days</p> |

Questions: Contact David Kwiatkowski, Executive Director of Special Education, 920-855-2114 ext. 233, davek@cesa8.org



► 1F. CESA 8 PARENT-EDUCATORS

Based on federal legislation parents are to be participants in special education for their school districts (Indicator #8). A district can participate with this initiative by working with DPI and CESA by including a parent liaison at the district level. This project is primarily funded through an IDEA Discretionary grant, but local funding is necessary.

| | Cost |
|---|-------|
| <p>Activities for the parent liaison in cooperation with CESA are as follows:</p> <ul style="list-style-type: none"> ● Assist with gathering and disseminating materials and information to parents. ● Setup a parent resource library. ● Organize reimbursements to district parent liaisons. ● Attend training and regional meetings to gain knowledge about the special education process and services, and be available to share with parents, teachers, and administrators. ● Mentor support and provide information to parents ● Assist districts with parent meetings/advisory councils on an ongoing basis. ● Provide workshops for parents (IEP, Communication, Bullying, etc.) ● Provide Family Engagement Facilitator at the District level. | \$700 |

Questions: Contact Deb Wall, RSN/Special Projects Director, 920-855-2114 ext. 265, dwall@cesa8.org

► 1G. CESA 8 Allies in Autism Education

C.E.S.A 8 Allies in Autism Education is a professional development partnership designed to support teachers of student with autism spectrum disorders through a model of ongoing coaching, cohort networking, and team-based support designed to:

- Provide training and coaching in order to increase teacher effectiveness in meeting the educational needs of students with autism spectrum disorders by utilizing evidence-based practices in their classrooms;
- Develop sustainable systems and increase the professional development capacity of districts;
- Place emphasis on the importance of both implementation and intervention data to track progress and guide decision making.

| CESA 8 AAE Member Services | Cost |
|---|---|
| <p><u>Teams will participate with the AAE for three years.</u></p> <p>Components of the program include:</p> <ul style="list-style-type: none"> ● 3 -5 team members per district; ● Completion of online training: Foundations of ASD; ● Team member participation in the three day CESA 6/AAE Summer Autism Academy (to be held in Kimberly August 4-6th, 2016); ● Three Learning Community Cohort Meetings per school year(location to be determined once teams have been established); ● Administrative Outreach/Cohort Meetings; ● Parent Outreach/Training; ● Lending Library; ● 4 - 5 hours of on-site coaching with team per month; ● Ongoing outreach related to the AAE (e.g., state-wide conferences and data related to the AAE); ● Summer Academies; ● Consistent coaching across three years; ● Learning Community Cohort Meetings; ● Administrative Cohort Meetings; ● Parent Trainings; ● Lending Library. <p>The three-year plan includes:</p> <ul style="list-style-type: none"> ● Year 1: Focus on the Fundamentals; ● Year 2: Development of Demonstration Teams; ● Year 3: Coaching the Coaches and Expansion Within District. | <p style="text-align: right;">\$10,650 per year (3 year commitment)</p> |

Questions: Contact Deb Wall, RSN/Special Projects Director, 920-855-2114 ext. 265, dwall@cesa8.org

► 1H. AUTISM-BEHAVIORAL INTERVENTION CONSULTANT & BEHAVIORAL INTERVENTION PARAPROFESSIONAL AS REQUESTED

| Autism Services | Cost |
|---|----------|
| <p>❖ Level I: Consultant Only (All Cost Inclusive) – 16 hours In-District Time also includes:</p> <p><u>Networking meetings</u> – Held at CESA 8 which will be for districts purchasing autism/behavioral intervention services. These meetings will focus on current needs that districts are experiencing, and new information that is being shared at a state level. Districts are highly encouraged to send a team to establish proactive/preventative strategies. (i.e. Case manager, OT, Speech Therapist, Teacher)</p> <p><u>Behavioral Observation /Report</u></p> <p><u>Autism Paraprofessional Access</u> - This Level I commitment of service will entitle the District access to the Autism Paraprofessional service and will facilitate appropriate supervision of the Autism Paraprofessional. The Autism Paraprofessional will continue to be contracted at an additional cost based on time needed by the district and will be listed on Special Education District summary as based on prior year commitment.</p> | \$4000 |
| <p>❖ Level II: Consultant Only (All Cost Inclusive) – 40 hours In-District Time – Paraprofessional additional cost</p> <p><i>Level II includes all above level services plus:</i></p> <p><u>Scheduled days in the district</u></p> <p><u>Behavioral Consultation (FBA)</u></p> <p><u>Autism Evaluation</u></p> | \$8000 |
| <p>❖ Level III: Consultant Only (All Cost Inclusive) – 80 hours In-District Time – Paraprofessional additional cost</p> <p><i>Level III includes all above level services plus:</i></p> <p><u>Cost Discounts</u> - Level of services will be eligible for further cost discounts in 2016-17 based upon final budget reconciliation for 2015-2016 programming.</p> <p><u>On-site Training</u></p> | \$15,000 |

| | |
|---|-----------------|
| <p>❖ Level IV: Consultant Only (All Cost Inclusive) – 120 hours In-District Time – Paraprofessional additional cost</p> <p><i>Level IV includes all above level services and additional hours</i></p> <p>Review of all levels:</p> <ul style="list-style-type: none"> ● # of hours listed in levels for Autism Consultant would be direct service to a district i.e. 16 hours is in district time ● District needs to commit to a level of service – to allow access to Autism Paraprofessional for current school year. Paraprofessional will be an additional cost on District Re-cap level of service requested. ● Districts will not be guaranteed the access to purchase services later if commitment is not made initially. ● If a District commits to a lower level and needs increase to a higher level of service during the year, additional services cannot be guaranteed. | <p>\$20,000</p> |
|---|-----------------|

Questions: Contact David Kwiatkowski, Executive Director of Special Education, 920-855-2114 ext. 233, davek@cesa8.org



► 1I. TRANSITION/MENTAL HEALTH & TRAUMA SENSITIVE CHALLENGES

Transition is a required special education service beginning with age 14. It is measured as outcomes under DPI Self-Assessment Indicators #1 , #2, #13 and #14. Online information http://sped.dpi.wi.gov/sped_spp-transition.

Through the tool of collaboration, this service supports the process of post-secondary goals being set and begun using district special education directors and county networks [CCoT county community on transition-- see at [CCoT](#)], vocational rehabilitation counselors see [DVR](#) (DVR and Tribal VRNA) and county human services [including [ADRC](#) see [ADRC](#)] tied to the Wisconsin Department of Health Services (DHS).

Trainings for teachers, parents and students for effective student transition outcomes beginning with middle school (age 14 requirement) using the online resources of www.witig.org . Community adult/child services participate with schools in county-wide collaboration [CCoT]. **The goal of this effort is bridging to after high school connections in the community and laying foundation for that bridge.**

The purpose of attending school is linked to the student’s personal goals after graduation or completion. Sources of funding: IDEA Flow-Through monies and local general revenue purchases. **Services provided are based on IDEA and local, assessed need through efforts such as [WITIG's TIP](#) , and are current with what the state law requires in an effort to provide school improvement with student outcomes for special education students in the Indicators 1, 2, 13, and 14 of the State Improvement Plan for IDEA.**

| 2016-2017 Transition Support Services | Cost |
|--|---------------|
| <p>The cost for the 2016-2017 school year is \$3,960. This is service for up to three students but can be expanded if population requires. While transition PTP [postsecondary transition plan, Indicator #13 record see at PTP explained] is done online through DPI, the ongoing composing and review annually at the district level is evolving beyond compliance to best practice . The expanding area of special education is for using each student PTP to foster best practice in reaching goals, improving initial assessments and improving the big picture at the county level through collaborative community efforts [CCoT] around transition needs of students including those with mental health and trauma sensitive challenges. Finding work-based learning experience is one of the needs for challenged</p> | <p>\$3960</p> |

students under age 18. Internship development is a service offered here. Local staff are mentored and supported as needed by this transition support service for student internships as well.

This purchase includes up to \$800 worth of service time for facilitation of unpaid or paid work experience which is offered as coordination assistance for your local staff efforts, if you have junior/senior level students for next year that have not had work experience. Coordination cost is specific to the students in the paid work experience purchase and is designated by you as a job task to be done.

Questions: Contact Dave Nass, CESA 8 Transition Support, 920-855-2114 ext. 250, dnass@cesa8.org

► 1J. SCHOOL BASED SERVICES (BILLINGS)

Your district will:

- Appoint a contact person at the district who has access to Special Education Files
- Send a list of all Special Education students receiving SPL, OT, PT, Counseling, Psychology Services, Nursing and Attendant Care Services to CESA 8
- Send a mailing list of all SPL, OT, PT Therapists, Counselors, Psychologists, Nurses and Attendant Care aides in your district
- SPL, OT, PT Therapists, Counselors, Psychologists and Nurses will need to complete the School Billing monthly on the CESA SBS billing system

CESA 8 will:

- Transmit information to Forward Health to determine eligibility status of your Special Education students
- Train Therapists, Counselors, Psychologists, Nurses and Attendant Care aides on forms and documentation procedures
- Train delegated office staff and Administration on policies and procedures
- Provide manuals and brochures applicable to therapists area of expertise
- Maintenance of file documentation per State and Federal regulations
- Keep abreast of changing regulations and notify therapists of these changes
- Track all billings and receipt of payment for service reimbursement
- Conduct yearly record reviews of students files receiving Medicaid reimbursement
- Transmit monthly billing logs
- Assist District with all State and Federal reporting requirements for School Based Services

- Customer Support through telephone, emails and District on site consultations and trainings.

| | |
|----------------------|--|
| DISTRICT COST | \$6.00 per record (a service per student per month) |
|----------------------|--|

Questions: Contact Ellayne Trevor, SBS Coordinator, 920-855-2114 ext. 221, etrevor@cesa8.org

►2. CURRICULUM, INSTRUCTION, AND ASSESSMENT

Improvement at the local level in large scale assessment results, school report card accountability measures, and the success of local staff and administration, to a great degree, hinge on successful Curriculum, Instruction, and Assessment programming at the local level. Based upon this premise, CESA has responded with the following enhanced plans of service for your school districts.

| 2A. CIA Member Services: Professional Development and Coaching | Cost |
|--|--|
| <p>Curriculum, Instruction and Assessment Services provides professional development and coaching to the 27 districts in CESA 8 in standards, curriculum, assessment, instruction, data and accountability. Curriculum, Instruction and Assessment services include:</p> <ol style="list-style-type: none"> 1. Four days of consultation and/or professional development (Additional days for preparation time and local customization are included). Consultants develop training on topics based on client need. Sample PD opportunities are listed in Appendix A. 2. A CESA 8 liaison between the school districts and DPI to field questions and find answers for school administrators 3. Customized Technical Assistance -Examples include the following: <ul style="list-style-type: none"> ○ Creation and facilitation of district data reports ○ Grant development for districts | <p>\$6,900 <i>(includes consultant preparation, design, and travel expenses)</i></p> |

| | |
|--|----------------------------|
| <ul style="list-style-type: none"> ○ School board workshops on current topics in education ○ Professional Advisor Council (PAC) updates ○ CESA 8 will provide a work group structure for administrators to include the following: <ul style="list-style-type: none"> ■ District Assessment Coordinator (DAC) ■ Principal Network <p>4. Discounted rates for all attendees at workshops (includes, CIA, EE, Technology, SWIS, Literacy events)</p> | |
| All Additional Days (for MEMBER Schools) | 1 Day \$750 ½ Day \$400 |
| CIA individual days for service to NON-Member Schools Includes a 6 hour training (\$1,200) and prep time (\$600) | \$1,800/day |
| CIA daily rates outside CESA 8 Includes a 6 hour training (\$1,500) and prep time (\$600) | \$2,100/day |

Questions: Contact Chris Van Hoof, 920-855-2114 ext. 278; Jo Miller, ext. 279; Stephanie Feldner, ext 280; Lynn Aprill, ex. 226.

| 2B. Educator Effectiveness Membership | Cost |
|---|--|
| <p>All districts in WI are required to implement the Educator Effectiveness System. This service will help your district and school leadership teams become knowledgeable of the various components and provide strategies to share their learning in order to support effective implementation of this system. Both the Danielson and CESA #6 models will be addressed.</p> <p>Initial cost to participate in this service is \$1,300 per district. District and school level administrative and teaching staff can then attend any or all of the workshops for FREE. If food is served, a \$25 fee will apply.</p> <ul style="list-style-type: none"> ● Focus training ● Calibration ● EE Leader Network Meetings ● Principal EE Support ● EE webinars ● Superintendent support ● State model technical assistance ● DPI EE Liaison | <p>\$1,300 Membership plus per pupil cost based on the following:</p> <ul style="list-style-type: none"> a) 100-500 pupils \$2.50 per student. b) 501-1000 pupils \$2.25 per student. c) 1001+ pupils \$2.00 per student |

| | |
|---|----------------|
| <ul style="list-style-type: none"> • Customized support • Variety of EE workshops (ex. Frameworks for Teaching, How to Write an SLO, etc.) • EE Coaching Network • Review PDPs at no cost | |
| EE Workshops for <u>NON-Member</u> Schools | \$150/workshop |

Questions: Contact Stephanie Feldner, 920-855-2114 ext. 280

| 2C. Educational Technology Services | Cost |
|--|---|
| <p>Educational Technology Services District membership provides two days of educational technology training on site for administration and/or faculty. Districts may tailor an individual plan for development in their schools, which may include (but is not limited to) the following:</p> <ol style="list-style-type: none"> 1. Professional development (Additional days for preparation time and local customization are included) * For a more complete list of Professional Development Training topics, please see Appendix A 2. A CESA 8 liaison between the school districts and DPI to field questions and find answers for teachers, coaches, and administrators 3. Customized Technical Assistance -Examples include the following: <ol style="list-style-type: none"> a. Consulting for implementation of districts' technology plans b. Assistance with the creation of teaching videos for self-reflection c. Facilitate development of long-range technology plans 4. Discounted rates for all attendees at workshops (includes, CIA, EE, Technology, SWIS, Literacy events) 5. Network Meeting - Monthly Zoom check-in meeting for techies Monthly Zoom check-in meetings for coaches | <p>\$3,450 <i>(includes consultant preparation, design, and travel expenses)</i></p> |
| All Additional days (for member districts) | <p>1 Day \$750 ½ Day \$400</p> |

| | |
|--|--------------------------------|
| Technology service to <u>NON-Member</u> Schools Includes a 6 hour training (\$1,200) and prep time (\$600) | \$1,800/day |
| Technology Workshops/Meetings for <u>non-member</u> schools | \$25/network \$150/workshop |

Questions: Contact *Jo Miller, 920-855-2114 ext. 279*

| | |
|---|--|
| 2D. School-Wide Information System (SWIS) | Cost |
| The School-Wide Information System (SWIS) is a web-based information system used to improve the behavior support in elementary, middle (junior high), and high schools. The purpose of SWIS is to provide school personnel with accurate, timely, and practical information for making decisions about discipline systems. School personnel collect ongoing information about discipline events in their school, and enter this information through a protected, web-based application. SWIS provides summaries of this information for use in the design of effective behavior support for individual students, groups of students, or the whole student body. With accurate and timely information, school personnel can make decisions that transform schools into safe, orderly, and supportive environments. | The cost is \$300 per school building. |

Questions: Contact *Deb Wall, RSN CESA 8, 920.855.2114 ext 265*

| | | | | | | | | | |
|--|---|-----------------|---|--|---------------------|---------------------------------|---|---|--|
| 2E. Literacy Center Membership | Cost | | | | | | | | |
| Literacy services will provide school districts with two days of quality professional development, in-district workshops, coaching, and/or program training to help increase literacy instruction. Districts may tailor an individual plan for development in their schools, which may include the following: | \$3,450 <i>(includes consultant preparation, design, and travel expenses)</i> | | | | | | | | |
| <table border="1"> <tr> <td>Literacy Study</td> <td>Coaching</td> </tr> <tr> <td>Systematic evaluation of school wide literacy program which leads to the creation of a detailed plan for schoolwide continuous improvement plan in literacy</td> <td>Targeted support guiding teachers and administrators through best practice</td> </tr> <tr> <td>Intervention</td> <td>Professional Development</td> </tr> <tr> <td>Support for systematizing multilevel systems of support; work with literacy leadership teams to create schoolwide</td> <td>Workshops and support through CCSS and literacy strategies aligned with best practice</td> </tr> </table> | Literacy Study | Coaching | Systematic evaluation of school wide literacy program which leads to the creation of a detailed plan for schoolwide continuous improvement plan in literacy | Targeted support guiding teachers and administrators through best practice | Intervention | Professional Development | Support for systematizing multilevel systems of support; work with literacy leadership teams to create schoolwide | Workshops and support through CCSS and literacy strategies aligned with best practice | |
| Literacy Study | Coaching | | | | | | | | |
| Systematic evaluation of school wide literacy program which leads to the creation of a detailed plan for schoolwide continuous improvement plan in literacy | Targeted support guiding teachers and administrators through best practice | | | | | | | | |
| Intervention | Professional Development | | | | | | | | |
| Support for systematizing multilevel systems of support; work with literacy leadership teams to create schoolwide | Workshops and support through CCSS and literacy strategies aligned with best practice | | | | | | | | |

| | |
|---|----------------------------|
| protocols, systems and artifacts for assessments, placements, and intervention programs | |
| All Additional days (for member districts) | 1 Day \$750 ½ Day \$400 |
| Literacy Center individual days for service to <u>NON-Member</u> Schools Includes a 6 hour training (\$1,200) and prep time (\$600) | \$1,800 |
| Literacy Center daily rates outside CESA 8 Includes a 6 hour training (\$1,500) and prep time (\$600) | \$2,100 |

Questions: Contact *Darla Brink, Director of CESA 8 Literacy Center/Title 1 Director*, 920.855.2114 ext. 273

| 2F. Title 1 Network Services | Cost |
|---|-------------------|
| <p>The following services are provided at no cost as a part of the state Title 1 Network which is brought to you through a grant from DPI. Every CESA provides the same set of services to all districts in their CESA region.</p> <ul style="list-style-type: none"> ● Provide Title 1 consultation on Title 1-A law, programming, the ESEA application, reporting requirements, and monitoring ● Facilitate Title 1 Coordinators Network meetings ● Provide an in-service for new Title 1 Coordinators ● Help districts with a Title 1 needs assessment ● Represent the districts at DPI meetings and provide follow-up information ● Respond to district personnel questions or advise on Title 1 programming and budget decisions ● Offer ESEA consolidated grant workshops and assist in the preparation and implementation of the grant ● Work as a liaison between the district, DPI, and the DPI educational consultant assigned to CESA 8 ● Offer staff development to all districts based on the needs assessment and Title 1 Coordinator’s recommendations | No Cost-DPI Grant |

| | |
|---|--|
| <ul style="list-style-type: none"> Schools are expected to attend all mandatory meetings to discuss current issues in Title 1 and keep up to date on all rule changes <p>All consultant services are FREE and paid for through a grant (contract) with DPI. Most workshops and in-services will be offered at a very reduced cost.</p> | |
|---|--|

Questions: Contact *Darla Brink, Director of CESA 8 Literacy Center/Title 1 Director*, 920.855.2114 ext. 273

►3. Leadership Services for System-Wide Change

Leadership Services for System-Wide Change offer assistance with systematic visioning, process development, and implementation. Tangible services include developing tools, consulting with individuals and/or small groups, coaching leaders, and facilitating work groups.

| 3A. Continuous Improvement | Cost |
|---|--|
| <p>Continuous Improvement Services provides school improvement planning teams with facilitation, guidance, and coaching through a school improvement planning process. Continuous Improvement services will be customized to meet individual client needs.</p> <p><i>*Sample items in the Improvement Cycle</i></p> <p>Stage 1: Implementation Planning</p> <ul style="list-style-type: none"> Identify a core improvement planning team Conduct a preliminary data analysis to target priority needs Investigate culture and climate of the school for individualization of the plan <p>Stage 2: Targeted Data Analysis and Vision Alignment</p> <ul style="list-style-type: none"> Engage in deep root cause analysis of student learning strengths and weaknesses Determine actionable areas of need from findings that align to established vision and mission <p>Stage 3: Strategic Planning for Sustained Professional Development</p> <ul style="list-style-type: none"> Develop plan of work and support Facilitate meetings to engage necessary stakeholder groups Co-author written School Improvement Plan with leadership team | <p>\$9,000 <i>(includes 10 day on-site or off campus work)</i></p> |

| | |
|---|----------------------------|
| Stage 4: Implement and Progress Monitor Plan | |
| <ul style="list-style-type: none"> • Monitor progress of implementation through data and feedback • Measure the impact of the plan and adjust as needed | |
| All Additional days | 1 Day \$750 ½ Day \$400 |

Questions: Contact *Chris Van Hoof, Jo Miller*

| 3B. Curriculum Leadership | Cost |
|---|--|
| Curriculum Leadership Services provides support for on-site curriculum work. Tangible services may include developing aligned scope and sequence documents, facilitating the creation of unit plans, assisting with the adoption and/or use of a curriculum management system, and researching and vetting resources and materials. | \$9,000 <i>(includes 10 day on-site or off campus work)</i> |
| All Additional days | 1 Day \$750 ½ Day \$400 |

Questions: Contact *Chris Van Hoof, 920-855-2114 ext. 278*

► 4. HUMANITIES DEPARTMENT (CESA 8 - HD)

The CESA 8 Humanities Department (CESA 8-HD) will be entering our 27th year of service during the 2016-2017 contract years. This department remains dedicated to supporting our 27 public school districts, and 135 communities by offering both sensitive and rural specific programs and related resources that develop students', parents', educators', and community member leadership and humanitarian potential.

Rationale for contracting with the CESA 8 Humanities Department:

With recent tragedies dominating our headlines, as well as our thoughts, it is increasingly apparent that our schools, and the communities who support them, must revisit the often ignored concept of developing a child who is not only academically proficient, but humanitarily sound, and one who matures within a healthy school environment and supportive community.

CESA 8 has given great consideration to ensure that when the torch of leadership is passed to new generations, these new generations will be capable of academic quality, as well as social connectedness and kindness. University research studies, as well as leading independent research studies have borne out, that unless we encourage and support humanitarian development, it

simply will not become ingrained into the fabric of these future communities' leaders. With these ideas in mind we have spent the past 12 months creating a cost effective, holistic, and forward thinking resource for our districts, the CESA 8 Humanities Department (CESA 8-HD).

NEW OR EXPANDED PROGRAMS AND RESOURCES FOR THE 2016-2017 CONTRACT YEAR:

1. The CESA 8 Foundation, "CESA 8 Advocates, Inc.": (officially recognized and registered in 2016 with the IRS as a 501(c)(3) tax exempt non-profit organization). This IRS designation allows the CESA 8-HD to formally research and solicit private foundations, corporate giving programs, as well as state and federal grant programs on behalf of our contracting member districts. CESA 8-HD will now be better positioned to request supportive funding for research into areas deemed "Humanitarian" in focus and presently unfunded. These research efforts will not compete with planned or existing district funding efforts; they however may enhance and accelerate these funding efforts.

The CESA 8-HD efforts may also represent our regions' communities at the request of contracting member districts focusing upon non-traditional sources of funding to include public, non-profit, corporate, and private individual/foundations. All funding received will remain within the greater CESA 8 region and may benefit both education and local community purposes. Traditional resources that have historically supported our schools and our communities can no longer keep pace with expanding school and community needs. Simply stated, we are being asked to do more with less. State and federal government resources are diminishing. Potentially new nontraditional resources are largely unaware of rural Northeast Wisconsin and rural America in general. A fresh approach is needed to debunk the very destructive rural stereotypes that often prevent or reduce opportunities for funding support. Schools cannot act alone in addressing issues of school shootings, youth on youth violence, and substance abuse, while at the same time being asked to promote a climate of positive social connectedness that exists only within the school environment. Schools must give serious consideration to assuming a proactive role in creating "in classroom", "in-district", as well as "in community" prevention partnerships. A logical path to pursue in accomplishing a holistically healthy child, and socially connected citizen who will reside within a holistically healthy community, is to better train and better connect with leading research in the areas of rural sociology, and community organization. The CESA 8-HD will assist in identifying cost effective (through the CESA 8 Advocates. Inc.), key rural sensitive and specific research, personnel, and related resources to bridge gaps where gaps are believed to exist.

2. The CESA 8-HD Counselors Consortium: CESA 8-HD is Wisconsin's oldest and largest schools consortium. This association has developed three award winning Pre-K through grade 12 public domain violence and ATOD prevention curriculum over its 27 year history. This consortium has received both national and state awards for excellence. A major goal for the 2016-2017 calendar will involve the improvement of Pre-K through grade 12 curriculum, and related teacher training resources for rural student mental health issues. Contracting districts will receive a minimum of seven "round table" training events (counselors consortium meeting), as

well as inclusion in DPI, USED, and other key public and private grant applications submissions. These efforts will greatly assist in our collective efforts to improve student mental health programming.

3. Student Mental Health Curriculum; RURAL EDUCATION YIELDS ENGAGED

SCHOOLS “R-EYES” Project: The REYES curriculum, and related improved Mental Health Identification Quality (MHIQ) project, will consist of four specific educational and interrelated components: Educator, Parent, Student, and Community. All four components will be designed to support and enhance the newly developing REYES curriculum. The REYES curriculum will be supported in its early development through an education and community professional partnership consisting of the following membership: CESA 8, and its contracting public school districts, National Association for Mental Illness (NAMI-Wisconsin), Viterbo University and (possibly) Saint Norbert College. We anticipate additional professional support from the Brand New Day Academy of Northeast Wisconsin, as well as from mental health providers located within the 135 communities that comprise the greater CESA 8 region. Project REYES curriculum development and implementation will be realized via the following:

Education (University/CESA 8): Both Viterbo University and Saint Norbert College, in coordination with CESA 8’s Humanities Department will develop, schedule and evaluate the initial Rural Middle and High School Teen Institutes. They will modify (if needed) the training protocols or manual content to ensure that these resources reflect the priorities of the rural schools and communities served by Project REYES. The universities will assume a lead role in conjunction with CESA 8 in staffing each institute with declared/accepted college majors from the following disciplines: Psychology, Sociology, Social Work, or other related Humanities majors. Interested parties located outside the greater CESA 8 Region may request these resources on a cost recovery basis. CESA 8 reserves the right to approve any and all trainings located outside of its region to ensure the fidelity of Project REYES.

Education-(Local School District-CESA 8/LEA): Interested CESA 8 school districts will be invited to participate in Project REYES through the new CESA 8/Viterbo University’s Mental Health Identification Quality (MHIQ) course offerings. This nine credit concentration will focus on improving the participant’s understanding of student (and families) emerging mental health issues. Priority for trainings will be given to district School Counselor, Psychologists, and School Social Workers, however, and depending upon registration limitations, any licensed educator or community professional may apply for these courses. Participating educators and community professionals will be considered as resources to the newly developed REYES curriculum and will also be invited to serve as co-facilitators during the planned CESA 8 Rural Middle/High Schools REYES Teen Institutes. Project REYES has established that a maximum of 100 CESA 8 educators/community professionals will be enrolled into the MHIQ trainings each year.

Students (within CESA 8) First: The students of the greater CESA 8 region will receive the newly developed Project REYES curriculum at the Pre-K through grade 12 levels. **Second:** A maximum of 10 middle and 10 high school students will be selected by their School Counselor and/or building Administrator to serve as a delegate to the Project REYES Teen Institutes.

Third: After successful completion of the Teen Institute trainings, to include the development of a community advocacy plan, and with assistance from their district (MHIQ trained) educator adviser, will be invited to work in local community mental health advocacy efforts. Project REYES firmly believes that student knowledge of mental health issues is powerful in dispelling the stigma that currently surrounds mental health, and is thus committed to both educating and empowering our CESA 8 youth to become change agents and advocates for improved mental health.

Community (CESA 8 Community's Role): Project REYES firmly believes that our local communities must play a key role in expanding services to our students and their families who currently face mental health issues. The fact remains that even in the best of situations, with students attending class for one-third of the day, for two-thirds of the year, the school simply cannot serve as the sole resource in combating our students' mental health issues. Project REYES fully accepts that our CESA 8 schools can and must play a key and vital role in addressing student mental health. Our school led efforts will include rural sensitive and specific prevention curriculum at the Pre-K through grade 12 levels. Expanded and enhanced educator training to identify and refer students with mental health issues through our planned Viterbo University MHIQ course offerings, to include our Saint Norbert and Viterbo staffed Middle and High School Teen Institute student advocacy trainings. These trainings are designed to provide students with "real life" experiences in working with adult community interests while also supporting local community mental health advocacy efforts. Project REYES firmly believes that ongoing student involvement within the community setting will remain a major key in increasing positive student mental health outcomes.

What is of immediate, and ongoing value, is a closer examination of the sociology of the greater CESA 8 region, not specific to any one school district, or their communities, but rather a more in depth study of regional history and evolving trends. Understanding our past and present as it relates to our collective humanity will remain key to building holistically healthy students, families, schools, and communities. These must become part of our priorities as we move forward in determining the future.

4. CESA 8-HD 2016-2017 Fee Structure (same cost as last contract year):

- I. Districts with a student population from 1 to 500 \$ 1,250.00
- II. Districts with a student population from 501 to 1000 \$2,250.00
- III. Districts with a student population from 1,001 and above \$3,250

► 5. LOCAL VOCATIONAL EDUCATION COORDINATOR (LVEC) / EDUCATIONAL FOR EMPLOYMENT (E4E) SERVICES

By Wisconsin law, school districts must now have a certified coordinator to oversee E4E planning and activities. The coordinator must hold one of 3 licenses; actual E4E coordinator certification, a Career and Technical Education Coordinator (CTEC) certification, or LVEC licensure. To access Carl Perkins Career and Technical Education Act (CPA) funding, a district must have a certified CTEC or an LVEC. The CESA 8 E4E/LVEC Services Department can serve in both capacities.

The LVEC department can provide a variety of services related to **E4E and Career and Technical Education (CTE, formerly called Vocational Education)**. These range from basic overseeing of **Carl Perkins Career & Technical Education Act (CPA) funding** and **E4E programming** to extensive program development of **K-12 career education and counseling programming**. Both can lead to **positive student academic performance**.

Many short-term services are also available separately, that can reduce strain on local staff. Examples of these services include tasks such as Career & Technical Education Reporting Systems (**CTEERS) reporting** and general **graduate follow-up** studies required under CPA and the E4E standard. The LVEC department can also provide **staff development** on topics such as **organizing advisory groups, service-learning, and more**. They can assist in **performance-based curriculum writing**. Technical assistance can be tailored to meet individual districts' needs. Below is a list of some common CTE & E4E services and costs. Special program assistance may be negotiated on a case by case basis.

| Service | Description | Cost |
|--|--|------------------------------|
| Basic Carl Perkins Act (CPA) Services | Provide assistance in planning, plan writing, purchasing and fiscal management, and monitoring of grant allocations. Provide regular school counselor networking opportunities to keep abreast of initiatives such as Academic and Career Plans (ACPs) and career related software and web services. | 25% of CPA allocation amount |
| Required CPA reporting - CTEERS | Assist school in database set-up, conversion of data, CTEERS graduate follow-up survey and tabulation, and submittal to State | \$2.50 per student |
| Graduate Follow-up Studies | Facilitate 1, 3, and 5-year follow-up surveys, tabulations, analysis, and reporting | \$5.50 per student |

| | | |
|--|--|-------------------------------------|
| Education for Employment Planning Technical Assistance | The LVEC department can provide orientation for school staff, guidance in assessing current E4E efforts, and assistance in developing and writing the E4E plan. | \$360 per day plus mileage |
| Basic Education for Employment Coordination | Oversee E4E assessment, planning, implementation, and annual review activities. Provide district with updates on issues, resources, and staff development opportunities. | \$360 flat fee (non-planning years) |
| Career and Technical Education program development and management | Basic CPA services plus informal CTE program evaluation/analysis/ recommendations, assistance in establishing and maintaining an advisory committee, program development, curriculum planning, program monitoring, and staff development | Based on district needs |
| Career Education program development and management | - Basic CPA services plus provide evaluation of current programming, identify areas for enhancement, direct planning, assist in supervising implementation - Possible activities are career map development, career portfolio development, career exploration activities such as job shadowing, educational field trips, arranging guest speakers, and more | Based on district needs |

Questions: Contact John Knickerbocker, LVEC Coordinator at 920-855-2114 x227 or E-mail: knickerb@cesa8.org

► **Educational Equity Services**

Pupil Non-discrimination, nontraditional training and career programming, and bullying and harassment are just a few educational equity issues of concern for all school districts. It only takes one incident to cost your school district thousands of dollars and precious staff time to deal with it. The best way to minimize problems is to be proactive.

The CESA 8 Educational Equity Department is dedicated to assisting your district in meeting federal and state educational equity requirements, and providing the best possible school climate for students to learn. Services available are:

- Assistance in **identifying resources** for educational equity
- Providing **equity awareness presentations**,
- **Data gathering and analysis** related to pupil non-discrimination,
- Assistance in **positive school climate development**

More in depth services such as **presentations on bullying and harassment, special needs transition** planning activities, assistance with **non-traditional career education and training** program development and implementation, and assistance in **implementation of PI-9.06** recommendations are available based on the scope and size of the project in question.

Cost of basic services: \$360 per day + mileage

Questions: Contact John Knickerbocker, LVEC Coordinator at 920-855-2114 x227 or
E-mail: knickerb@cesa8.k12.wi.us



► 6. PASS & MINI PASS COURSES – (PORTABLE ASSISTED STUDY SEQENCE)

The history of PASS courses began in the 1980's when California produced semi-independent courses for migrant students in grades 9-12. In 1997 the National PASS Center was formed to develop second generation PASS courses that would align with state performance standards. Today PASS is utilized by school officials in regular school settings, charter schools, alternative centers, law enforcement educational groups, and at migrant education sites.

New courses are designed to help students earn credits that will enable them to graduate from high schools with academic diplomas. In other cases PASS may be used to remediate students who have problems in basic subjects. All courses should be supervised by certified teachers and administrators. PASS may supplement regular high school curricula or replace courses for students who are credit deficient.

Mini PASS courses are designed for students in grades 6-8 and are comprised of five units per course similar to PASS. Initially Mini PASS was a skill improvement program. Today students who have failed courses in English, Mathematics, Social Studies, or Science may be required to receive acceptable grades in Mini PASS before entering high school.

PASS and Mini PASS courses are self-supporting through sales to schools in Wisconsin and throughout the United States. All school districts in CESA 8 receive a 10% discount for materials in these semi-independent instructional programs. Assistance with program implementation and in-service programs is available by contacting Jo Miller at 920-855-2114 x279. Information regarding courses, price lists, and order procedures is provided by Ruth Zimmerman at 920-855-2114 x261. Additional data on PASS and Mini PASS are offered on the web site of CESA 8, www.cesa8.k12.wi.us or www.wipass.org.



Curriculum Instruction and Assessment

Appendix A

List of Potential On-site Professional Development Options

Note-The list is not intended to be all-inclusive. If you are interested in training that you do not see on the list, please contact the Curriculum, Instruction, and Assessment Department to discuss it.



Teaching and Learning Examples

| Subject | Description |
|--|--|
| Disciplinary Literacy | 6-12 Disciplinary Literacy (.5 Day or Full Day) |
| Disciplinary Literacy Close Reading | A significant body of research links the close reading of complex text—whether the student is a struggling reader or advanced—to significant gains in reading proficiency and finds close reading to be a key component of college and career readiness. (Partnership for Assessment of Readiness for College and Careers, 2011, p. 7) |
| Disciplinary Literacy Expository Writing | The Great Short Answer and other explicit strategies to help all students become better expository writers |
| Assessment Rubrics | Dos and Don'ts of Using Rubrics |
| Assessment Assessment Literacy | Assessment Literacy 101: Summative vs. Formative Assessment |
| Assessment Power of Formative Assessment | Digging Deeper into Formative Assessment: Find out why FA is so powerful and effective for improving student learning |
| Assessment Rigor of State Assessments | Are You Ready for the Rigor? Getting classroom practice to reflect the rigor of the new assessments. |
| Assessment Performance Tasks | Understanding the power of performance tasks and learning how to create them |
| Assessment Grading | Grading and homework practices that motivate learning |
| Student Engagement | What Does Good Teaching Look Like?: Danielson's Framework for Teaching |
| Data Data Dig | Find out how to use WISEDash Public and WISEDash Secure as well as other vendor platforms (MAPS, STAR, etc.) to analyze relative strengths and weaknesses of student performance |
| Data School and District | Where does the information on the PUBLIC School and District Report Card come from, and more importantly, what does it mean to the school staff? Learn how to use |

| | |
|---|--|
| Report Cards | the School Report Card to inform school improvement efforts. |
| Instructional Framework GRR (Overview) | Explicit teaching through the Gradual Release of Responsibility Explicit teaching-I Do, We Do, You-together Do, You Do Alone |
| GRR Instructional Framework Learning Targets | Learn to research approaches to developing learning goals and targets. Develop a clear understanding of their impact on student learning, and develop tools to use LTs for assessment and curricular support. |
| GRR Instructional Framework Productive Group Work | 21st century learning skills require the ability to collaborate and communicate effectively with peers. Participants will engage in developing and practicing proven strategies to create a culture of collaboration in their classroom. |
| Engineering | Engineering Design in the Science Classroom |
| Science | Facilitating Independent Research Projects in Science Classrooms |
| Science | STEM Symposium: Showcase Student Work to Your Community |
| Science | Understanding the Next Generation Science Standards: A Deep Investigation |
| Math | Building Number Sense in the Primary Grades |
| Math | Building a Strong Foundation in Geometry (K-5) |
| Math | Developing Effective Fraction Instruction (K-5) |
| Math | Why Before How: Singapore Math Computational Strategies |
| Math | Developing Algebraic Reasoning: Patterns and Relationships |
| Math | Formative Assessment Tips and Strategies (K-5) |

Educational Technology Examples

| Subject | Description |
|------------------------|---|
| Educational Technology | Supporting Your Students with Digital Resources |
| Educational Technology | Google Apps for Education 101 |
| Educational Technology | Google Classroom |
| Educational Technology | Google Apps in Google Play |
| Educational Technology | Portfolio Assessment with Google |
| Educational Technology | Flipping the Classroom |
| Educational Technology | Using a Chromebook |

| | |
|------------------------|----------------------------|
| Educational Technology | Designing Blended Learning |
|------------------------|----------------------------|

Educator Effectiveness Examples

| Subject | Description |
|---|--|
| The X's and O's of SLOs | Analyzing baseline data, creating SMART goals, and creating a plan to measure student/school growth over the course of a school year |
| One-on-one SLO Coaching | Teachers stop in for a 15-30 minute conference to discuss the specific concerns/questions/ideas related to his/her specific SLO needs. |
| Artifacts and Evidence | Documenting Effective Practice: Collecting Evidence and Aligning It To the Danielson Framework Participants will learn what evidence they could collect, how to store the evidence, and how to align the evidence to the Danielson framework in support of their SLO, PPG, and general classroom practice. |
| Danielson Domains | Explore each of the 4 domains and subdomains to understand how each element connects to strong teaching |
| Teachscape Professional Development | Using Teachscape for on-Site, Differentiated PD (Learn) Audience: School leaders-Superintendents, Principals, EE Coaches Teachscape has a built in professional development tool, called Learn. Participants will explore the courses available in Learn, practice navigating through the system, and assign courses to themselves and others. |
| Teachscape Documenting Educator Effectiveness | The Ins and Outs of using Teachscape to document Educator Effectiveness |