



Service...Above and Beyond

CONTENT AREAS (include but are not limited to):

- Assessments and Data Systems (data collection)
- Assistive Technology
- ASD
- Multi-Tiered System of Support
- Cultural and Crisis Responsiveness
- Disproportionality
- Early Education (WMELS)
- Family Engagement
- Graduation Resources/Drop-out Prevention
- IEP Team Training (CC, CCEE)
- Inclusion
- Paraprofessional Training
- School Discipline
- School Psychologist, Counselor, and Nursing Services
- Section 504
- Self-Assessment Support
- Speech and Language
- Transition Training and Support
- TBI
- Results Driven Accountability (RDA)
- Others as requested

Fee: \$8,000

For more information:

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Special Education Flagship

The Special Education Flagship Service Model is a system of program and implementation support designed to supplement existing programs provided by CESA #4 in addition to support services provided under RSN. Flagship's primary purpose is to enhance ongoing efforts by Directors, Special Educators, and Support Personnel in the areas of Common Core, School and Educator Effectiveness, professional best practice, and multi-tiered systems of support by aligning all training and coaching to the identification of current state standard indicator targets and relevance to the domains of Planning and Preparation, Classroom Environment, Standards and Instruction, and Professional Responsibilities.

Level 1 - Basic Service

How can this service benefit your district?

This service includes all of the benefits as described in Special Education Leadership Support (Project #410) as well as delivery of support in various content areas in the following methods:

- Site visits to districts with the specific intent of evaluating existing programs and services to identify needs
- Site visits to districts to aid in the design and implementation of new programs and services
- Professional Development opportunities such as workshops and networking opportunities at a reduced or waived fee held either at CESA #4 or in district
- Ongoing technical assistance, resources, and access to staff via e-mail, phone, and other correspondence
- IEP support and consultation (as needed)
- Summative evaluations of programs

School District of: _____

Signature: _____

Date: _____