



## How we do our Work

**Intake** - Students are not placed by courts. When contacted by districts we begin a process that allows us to consider information about the student and determine whether we can meet the student's needs both academically and behaviorally. Students typically come from smaller school districts that do not have the specialized teachers needed to meet some student needs. There are no students from Kenosha, Racine or Milwaukee but there are some from West Allis - West Milwaukee

**Student's Individualized Education Plan (IEP) - 98% of our students having an educational disability** - Placement decisions are made jointly by the home school district and parents. An individualized learning plan is created and recorded. This plan is reviewed each quarter with districts, parents and community agencies to determine if change is occurring and coordinate services to move toward a transition from our services.

**Daily Structure** - Everyday we are focused on student learning aligned with Wisconsin Academic Standards.

**Positive Behavior Intervention and Supports** - Everyday we are focused on student behavior, replacing unsuccessful behaviors with new strategies to allow them to be safe and productive when they return to their home schools.

**Transition** - Everyday we are building skills and recovering credits necessary for returning to school or moving on to their post-secondary goals.

## Student Supervision and Safety

First and foremost is creating a safe learning environment for all students and staff. All staff participate in ongoing training to best support positive student behavior.

**Transportation Routines** - School districts are responsible for transporting students to/from the program. Students are escorted to/from transportation/building. Public transportation is not utilized. Student loitering is not permitted before or after program day.

**Building Security** - Students are always under staff supervision, including during recess times. The building is locked at all times. We value our role as good community partner. Police intervention is not a typical part of our student programming; however, police support is utilized in exceptional situations. During 2016-17 seven students required this level of intervention.



## **Who we Are**

The Mission of Cooperative Educational Service Agency (CESA) #1 is to provide high quality, cost effective programs and services that are responsive to the dynamic needs of our members, clients, and the students they serve. As a regional cooperative, we leverage local, state, and national resources to support schools in providing quality learning opportunities for all students.

## **What we will offer at Parkway Center**

### **Distinguished Scholars Academy:**

Focus on students with autism in grades K-9

2 teachers/2 paraprofessionals/2 classrooms; Currently enrolled: 6 students

### **Turning Point:**

Academic and behavioral support for students with emotional/behavioral disabilities in grades K-8.

4 teachers/4 paraprofessionals/4 classrooms;

Currently enrolled: 19 students

### **New Connections:**

*Focus on students with autism in grades 9-10.*

*1 teachers/1 paraprofessional/1 classroom;*

*Currently enrolled: 7 students*

### **Fresh Start:**

Credit attainment for students in grades 7-12 who have committed an expellable offense. Half day program

Currently enrolled: 2 students

### **Project Success:**

Credit attainment for special education students that have a higher level of service need. Half day/full day options

Currently enrolled: 16 students

Fresh Start & Project Success are supported by 2 teachers/1 paraprofessional.

## Project Success

**Service Description:** Project Success is a high school credit attainment program for students who have been identified at their resident districts as having a special education impairment and the need for specialized instruction. Teachers certified in emotional/behavioral disabilities serve students in an off-campus facility. This service is offered in 3.5 hours/day and 5.5 hours/day options to best meet the needs of individual students. Students complete curricular units based on their individualized education plan (IEP) and transcripts from the resident school district. Students may choose subjects/credits to complete from the curriculum units available and/or design personalized units with the teacher that meet the state's core curriculum standards. The delivery of service is individualized to meet each student's learning style.

It is our belief that finishing high school is only an important first step. We work with our students to build their skills and their curriculum around planning for transition to life after high school.

## Turning Point

**Service Description:** Turning Point makes a difference in the lives of students who have emotional/behavioral challenges in kindergarten through eighth grade and works to improve their behavior in order to transition back to their resident districts. The Turning Point staff work to stabilize serious behaviors that are disruptive to the learning of the student or others. Turning Point staff also help to identify strategies and environmental supports so the student can be a more successful learner within the desired educational environment. The Turning Point staff:

- Provide an educational program specific to the individual student profile using Evidence-Based Practices
- Identify strategies and teach the student how to use those strategies to regulate their emotional responses to challenges
- Identify appropriate accommodations necessary for the student to access grade-appropriate curriculum
- Provide students with effective communication strategies to access help from adults in the educational environment and community

In addition to providing educational programming for students with emotional/behavior challenges, CESA #1 staff help build district capacity in preparation for successful transition back into their home district.



# Student Learning Programs *(offered at Parkway School)*

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## Distinguished Scholars Academy

**Service Description:** Research has determined that Autism Spectrum Disorder (ASD) manifests itself in the areas of social communication and emotional regulation dysfunction. Often students with ASD are asked to participate in educational programs designed for the general population and are expected to fit into the program with minimal supports.

The Distinguished Scholars Academy (DSA) is designed for students with ASD in grades K-4 and 5-9. Its unique setting is designed to address the specific needs of students on the spectrum. DSA staff work to stabilize the student's emotional regulation and identify strategies and transactional supports so the student can be a more successful learner within the desired educational environment.

DSA staff:

- Provide an educational program specific to the individual student profile using
- Evidence-Based Practices and autism research
- Identify emotional regulation strategies and teach the student how to self-regulate using tools to address sensory processing challenges
- Identify appropriate accommodations necessary for the student to access grade-appropriate curriculum
- Provide students with effective communication strategies and an understanding of the "hidden curriculum" (social skills) to access the educational environment and community

In addition to providing educational programming for students with ASD, CESA #1 staff can help build district capacity in the area of ASD, including information specific to a student's learning profile.

## Fresh Start

**Service Description:** The Fresh Start Program was created to assist districts with reducing the number of expulsions and increasing the number of options for students who are held in abeyance, are expellable, or have been expelled. The program is designed to serve any student in grades 7-12 who has committed an expellable offense.

Academics and credit attainment are be a primary focus of the service. The student's IEP and district requirements drive programming and curricular decisions. The delivery of instruction is a hybrid of face-to-face student/teacher time and online activities. Along with core content areas for academic maintenance and growth, students have the opportunity for learning activities/credit attainment opportunities that focus on School to Work/Job Skills/Vocational Training, Leadership and Community Services, and Small Group Counseling

## New Connections

**Service Description:** New Connections supports students who may experience difficulty with the transition to more traditional high school settings. Students attend school for 5.5 hours each day, following a school day schedule with fifty-five minute instructional periods and five minutes for personal break and organization. The program is designed to serve students with Autism Spectrum Disorder (ASD) in Grades 9-10.

The service incorporates hands-on learning using a variety of techniques including direct instruction, individualized instruction, computer-aided instruction, personalized learning, and community experiences.

School staff meets regularly with district staff to organize and coordinate learning opportunities that align with district expectations for both academic performance and social interactions. Whenever possible, actual materials and/or access to online learning currently used in their districts will be made available to the students.

Students work closely with our school counselor to review and prepare their plans for post- secondary options. They also have weekly social skill building lessons and monthly personal appointments with our school counselor to support readiness for their transition.



## Program Overview

Project Success is a high school credit attainment program for students who have been identified at their resident districts as having a special education impairment and the need for specialized instruction. Project Success operates two 3 ½ hour sessions daily. Two teachers certified in emotional/behavioral disabilities serve students in an off-campus facility. A program counselor is available to assist in the coordination of services with the resident school district and community agencies, along with providing social/emotional support through small group counseling. CESA #1 staff collaborate closely with the resident school district staff to provide personalized learning and curriculum that meets the district and state standards.



## Program Focus

Students complete curricular units based on their individual education plan (IEP) and transcripts from the resident school district. During the orientation meeting the student's credit history and credit needs are reviewed. Students may choose subjects/credits to complete from the curriculum units available and/or design personalized units with the teacher that meet the state's core curriculum standards. The delivery of service is individualized to meet each student's learning style. Accommodations and strategies can be implemented to assist students in earning their credits for high school graduation. Students have the opportunity for learning in small group activities that focus on social and coping skills, anger management, transition to the community post high school and employment options and resources.



## Program Assets

- Project Success is designed to assist students in obtaining academic credits for graduation and to address social/emotional/behavioral needs
- Credits can be earned for successful participation in group counseling and/or work experiences
- Data collected using the Positive Behavioral Interventions and Support framework may serve as evidence for transition back to the resident school district
- Post-secondary technical schools and colleges give presentations to the students to assist with transition to post high school education
- Quarterly IEP progress reports are mailed to the resident school district and the families
- Adequate staffing ensures small student-to-staff ratio
- Students learn how to work collaboratively with other students and staff

## Program Operation

Certified teachers, administrator, and program counselor will be available on site to ensure the safety and learning of all students. Students are responsible for working on the academic units to earn high school credits and other group or online activities as assigned by the teacher.

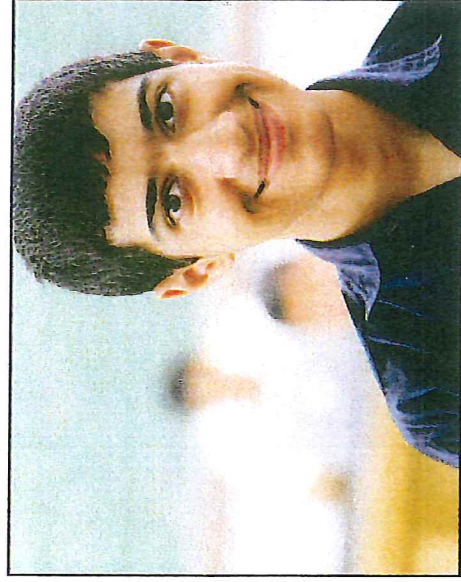
## Specialized Services

CESA #1 staff will:

- implement the IEP, address annual goals, monitor progress and provide quarterly progress reports on annual goal attainment
- provide the parent and resident school district with weekly progress and attendance reports
- provide small group counseling sessions
- attend student's IEP meetings
- meet with community agencies, probation officers and social services workers involved with the student
- ensure students follow a detailed check-in/check-out procedure

## District Coordination

Resources from the participating school districts will be an integral part of Project Success. There will be on-going collaboration with district personnel such as social workers, school psychologists, guidance counselors, police liaisons and other specialized staff as designated by the IEP team. The resident school district is responsible for the development of the student's IEP.



**Vision**

CESA #1's Vision is to be a regional catalyst that enables our clients to create their future by taking action now. As a regional leader in innovation and collaborative services in Southeastern Wisconsin, the Agency mobilizes the potential of school districts, educators, educational institutions, and business partners to face the challenges of a global economy and the need for world-class schools.

**Mission**

Our mission is to work in close collaboration with students, their families, schools and community services in a safe and nurturing environment to develop the academic, behavioral and social skills needed to successfully transition each student to the next learning environment.

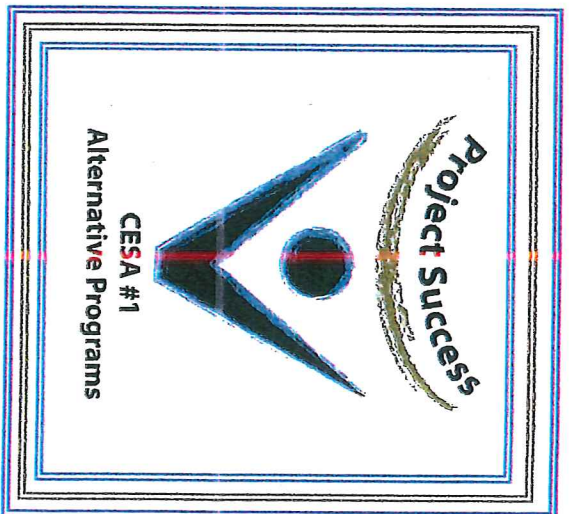
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**Project Success**

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**Credit Attainment Program  
for High School Students with  
Special Needs**

