



Cooperative Educational Service Agency #11

Annual Convention



June 7, 2010 @ 7:00 pm



CESA #11 Central Office

FORWARD

First, I want to thank the Board of Control for allowing me to serve as your CESA Administrator the past three years. And thanks to all of you for your well wishes and support over the past several years. I have been fortunate to be part of a high-performing team here at CESA #11. We have many talented full- and part-time employees whose service to the children and staff of the thirty-nine school districts and ten Head Start centers within our boundaries is top priority. We will do whatever it takes to assist you in fulfilling your missions. Indeed, that is exactly how we fulfill our mission.

The mission of CESA #11 is to *serve, educate and lead*. My hope is that we continue to carry forward a legacy of service, education and leadership. Our aim is to provide thoughtful, quality educational service and leadership by working together for lifelong learners.

CESAs are an important part of a quality educational system. CESA #11 is an *agency* created by statute to perform a variety of functions that are *educational* in nature – with a focus on student and staff learning. Our goal is to provide this *service* by working together with our partners in a *cooperative* manner to maximize our collective investment. Educational services may be direct (onsite teachers, paraeducators, therapists, etc.) or indirect (leadership, staff development, grant administration, etc.) in nature.

We can all be very proud of the learning that is taking place in the schools in the CESA #11 district. Our organization exists to assist you in bringing every student to high levels of achievement cost effectively. Thanks to all of you for your service to our most precious resource of all – our children!

And remember – **A cooperative means “We are You!”**

A handwritten signature in black ink that reads "Jesse L. Hamess". The signature is written in a cursive style with a large initial 'J' and 'H'.

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DELEGATES TO THE 2010 ANNUAL CONVENTION

| <u>SCHOOL</u> | | <u>DELEGATE</u> |
|---------------------|---|--------------------|
| Amery | | Keith Anderson |
| Baldwin - Woodville | | Ann Hilmanowske |
| Barron | | Betty Missling |
| Birchwood | | Robert Robotka |
| Boyceville | | Timothy Sempf |
| Cameron | * | Caroline Dostal |
| Chetek | * | Natalie Springer |
| Clayton | | Jill Otto |
| Clear Lake | | Tom Aasmundrud |
| Colfax | * | Joel Hilson |
| Cumberland | | Jonelle Gideo |
| Durand | * | Paul Hoch |
| Elk Mound | * | Margaret Dieter |
| Ellsworth | | Kurt Buckner |
| Elmwood | | Greg Nelson |
| Frederic | | Chuck Holicky |
| Glenwood City | | Lori Klinger |
| Grantsburg | | Jim Sundquist |
| Hudson | | Patricia German |
| Luck | | Jacob Jensen |
| Menomonie | | Amy Riddle-Swanson |
| New Richmond | | Marilyn Duerst |
| Osceola | * | Timm Johnson |
| Pepin | | Tim Stajkowski |
| Plum City | | Kurt Henn |
| Prairie Farm | | Jerrud Rossing |
| Prescott | | Michael Matzek |
| Rice Lake | | Ray Van Gilder |
| River Falls | | Barb Kolpin |
| St. Croix Central | * | Kirk Lyksett |
| St. Croix Falls | | Brent McCurdy |
| Shell Lake | | Mary Ann Hook-Swan |
| Siren | | Liz Simonsen |
| Somerset | * | Catherine Cranston |
| Spooner | * | Mary Lou Lawrence |
| Spring Valley | * | Allan Faber |
| Turtle Lake | | Linda Flottum |
| Unity | * | David Moore |
| Webster | | Wendy Larson |

*Denotes incumbent Board of Control members

NOTE: Only the school district delegates are eligible to participate in the official business of the Convention.

CESA #11 ANNUAL CONVENTION - JUNE 7, 2010- 7:00 P.M.

PROPOSED AGENDA

PHASE I

1. Meeting Called to Order - Temporary Chairperson David Moore
2. Notice - Convening the Convention - Section 116.02 (1)(c) of the Wisconsin Statutes - read by Secretary Jesse Harness
3. Roll Call of Authorized School District Representatives - Secretary
4. Election of a Convention Chairperson

PHASE II

1. Call to Order by Convention Chairperson
2. Chairperson solicits a Motion to Follow Robert's Rules of Order during the Convention proceedings
3. Consideration of the Minutes of the June 1, 2009 Convention
4. Adoption of 2010 Convention Agenda
5. Review Plan of District Representation and Election
6. Appointment of Ballot Clerks by Convention Chairperson
7. Election of Representatives to the Board of Control
 - A. Secretary notes the schedule of Board Members and expiring terms of office
 - B. Caucuses are held as needed to nominate Board Members and recommend a rotation list to fill vacancies on the Board of Control
 - C. Delegate voting
 - Election of Board of Control members from clusters 1, 2, 3, and 6
 - Ballot to establish rotation list to fill vacancies on the Board of Control
 - Selection of first and second back-up school districts for at-large position on the Board of Control
8. Set Date for 2011 CESA #11 Convention
9. Fund 73 Report by Secretary
10. Administrator Report
11. Other Topics of discussion from Convention delegates
 - A. Board of Control per diem
12. Adjournment: Chairperson announces an organizational meeting of the Board of Control to follow

PHASE III - Organizational Meeting of Board of Control

1. Elect Board of Control Chairperson, Vice-Chairperson, and Treasurer for 2010-11
2. Other Official Business of the Board of Control - meeting dates, time, etc.

**CESA #11 BOARD OF CONTROL
PLAN OF REPRESENTATION AND ELECTION**

I. Geographic Clustering of School Districts

For purposes of determining representation on the Board of Control, school districts are subdivided into 6 clusters and one at-large position as follows:

Cluster #1 (2 Board Members)

Amery
Clayton
Clear Lake
Frederic
Luck
Osceola
St. Croix Falls
Unity

Cluster #2 (1 Board Member)

Birchwood
Grantsburg
Shell Lake
Siren
Spooner
Webster

Cluster #3 (2 Board Members)

Barron
Cameron
Chetek
Cumberland
Prairie Farm
Rice Lake
Turtle Lake

Cluster #4 (2 Board Members)

Durand
Ellsworth
Elmwood
Pepin
Plum City
Prescott
River Falls
Spring Valley

Cluster #5 (1 Board Member)

Boyceville
Colfax
Elk Mound
Menomonie

Cluster #6 (2 Board Members)

Baldwin-Woodville
Glenwood City
Hudson
New Richmond
St. Croix Central
Somerset

At-Large (1 Board Member)

Total Number of Board Members - 11

II. Method of Election

Before the election of 10 Board of Control members from the 6 clusters, nominations for the at-large position will be made from the floor. Voting for the at-large position will take place by all of the delegates present at the convention, utilizing the same election procedure as outlined below for the cluster elections.

A caucus of delegates from each cluster shall be held for the purpose of nominating candidates to be considered for election to the positions available in each cluster. Additional nominations may be made from the floor. Following the nominations for each cluster, voting will take place by all of the delegates present at the convention. The candidate(s) with the most votes, provided he or she receives a majority of the ballots cast, shall be elected. If no candidate receives a majority of the ballots cast, the person receiving the least number of votes shall be eliminated from the next ballot. The same procedure shall be followed with succeeding ballots, if required, until a person is elected. In case of a tie for persons receiving the least number of ballots, one additional ballot shall be taken in an attempt to break the tie. If the tie still exists, a coin toss shall determine who is to be eliminated on the next ballot.

In the event only two candidates are on the ballot for one position available, and they receive an equal number of votes, one additional ballot will be taken in an attempt to break the tie. If a tie still exists, a coin toss shall determine the winner.

III. Length of Terms on the Board of Control

At the initial delegate convention, following the election of 11 members to the Board of Control, the length of term for Board of Control members shall be determined by lot as follows:

- At-large position - 3 year term
- First 3 names drawn - 3 year term
- Next 4 names drawn - 2 year term
- Last 3 names drawn - 1 year term

Note: Two persons from the same cluster may not hold the same length of term. Re-drawing will be held if necessary.

In succeeding delegate conventions, all candidates will be elected for 3 year terms.

IV. Method to Fill Vacancies on the Board of Control

If a vacancy occurs on the Board of Control due to the resignation of a member or upon the incumbent otherwise ceasing to be a school board member, as specified in Section 116.02 (2)(a) or (c), the Secretary of the Board of Control shall request the school board from which the member came to appoint one of its members to fill the vacancy.

Should the school district board so contacted be unable to name a replacement within 30 days following notification, the procedure indicated below shall be followed:

Annually, at the CESA Convention, delegates from each geographic cluster of school districts, established for the purpose of determining representation on the Board of Control, shall meet in caucus and recommend a rotation list to fill a vacancy on the Board of Control, from that cluster, should the school district of the incumbent be unable to do so. The list shall include all school districts in the cluster not presently having members on the Board of Control. A school district contacted with a request to fill a vacancy shall have 30 days from the date of notification to fill the vacancy. Should they fail to do so within that time period the next district indicated on the rotation list shall be requested to do so. The rotation list shall be followed until a replacement is found.

First and second back-up districts for the At-Large position on the Board of Control shall also be determined with nominations made from the floor by delegates.

Voting shall take place by all delegates present at the convention utilizing the same procedure as outlined above for the cluster elections.

Persons elected to fill board positions under this procedure shall complete the term of the incumbent.

V. Method of Voting

All voting shall be by written ballot (i.e., election of convention chairperson, plan of representation, election of Board of Control members, etc.).

COOPERATIVE EDUCATIONAL SERVICE AGENCY #11

BOARD OF CONTROL MEMBERSHIP

BASED ON ANNUAL ROTATION PLAN

| <u>Cluster</u> | <u>School District</u> | <u>Board Member</u> | <u>Term Expires</u> |
|----------------|------------------------|---------------------|---------------------|
| 1 | Osceola | Timm Johnson | 2010 |
| 2 | Spooner | Mary Lou Lawrence | 2010 |
| 3 | Cameron | Caroline Dostal | 2010 |
| 6 | St. Croix Central | Kirk Lyksett | 2010 |
| 5 | Colfax | Joel Hilson | 2011 |
| 6 | Somerset | Catherine Cranston | 2011 |
| 4 | Durand | Paul Hoch | 2011 |
| At Large | Elk Mound | Margaret Dieter | 2011 |
| 1 | Unity | David Moore | 2012 |
| 3 | Chetek | Natalie Springer | 2012 |
| 4 | Spring Valley | Allan Faber | 2012 |

THIS PAGE IS BEING UPDATED!

MINUTES

CESA #11 ANNUAL CONVENTION - JUNE 1, 2009

CESA #11 CONFERENCE ROOM - TURTLE LAKE, WISCONSIN

The Annual Delegate Convention of CESA #11 was called to order at 7:00 p.m. by David Moore, Temporary Chairperson.

Jesse Harness, CESA #11 Administrator, read the official notice of the Convention after which he took the roll call of the authorized district delegates.

School delegates in attendance were: Keith Anderson, Mike Bondarenko, Betty Missling, Bob Herscher, Caroline Dostal, Natalie Springer, Joel Hilson, Jonelle Gideo, Paul Hoch, Margaret Dieter, Jeff Stockwell, Steve Thompson, Shari Matz, Lori Klinger, Jim Sundquist, Lynn Robson, Amy Riddle-Swanson, Marilyn Duerst, Timm Johnson, Todd Glaus, Maury LeBreck, Ray Van Gilder, Barbara Kolpin, Mona Schmidt, Phil Holman, Michelle Renberg, Catherine Cranston, Mary Lou Lawrence, Allan Faber, Linda Flottum, David Moore, and Chuck Macke.

Delegates absent were: Gail Stark, Barry Ketz, Tom Aasmundrud, Jacob Jensen, Tim Stajkowski, Patrick Miller, and Kirk Lyksett.

Others in attendance: CESA Administrator Jesse Harness, CESA Administrative Assistant Kim Robel, and Colfax Superintendent Dennis Geissler,

Administrator Harness called for nominations for a permanent Chairperson for the Convention. A motion was made by Mona Schmidt, St. Croix Falls, seconded by Maury LeBreck, Prescott, to nominate David Moore as Convention Chairperson.

The motion carried.

A motion was made by Timm Johnson, Osceola, seconded by Paul Hoch, Durand, to close nominations and cast a unanimous ballot for David Moore as Convention Chairperson.

The motion unanimously carried. David Moore was duly elected Convention Chairperson.

Chairperson Moore officially called the Convention to order and indicated a need to adopt rules for conducting the convention proceedings. A motion was made by Betty Missling, Barron, seconded by Mary Lou Lawrence, Spooner, to adopt Robert's Rules of Order for the Convention.

The motion carried on a voice vote.

Chairperson Moore accepted, as presented, the minutes of the 2008 CESA #11 Annual Convention that were printed on pages 9-12 of the Annual Report that had been distributed in advance to all delegates.

A proposed agenda for the Convention was presented for consideration by the delegates. A motion was made by Todd Glaus, Plum City, seconded by Maury LeBreck, Prescott to approve the proposed agenda. The motion carried on a voice vote.

Administrator Harness explained the plan of representation. It was indicated that in accord with the plan, three positions on the Board of Control, one each from Clusters 1, 3 and 4 were up for election. Persons elected will serve 3-year terms.

Chairperson Moore appointed Dennis Geissler and Kim Robel to serve as ballot clerks.

Administrator Harness explained the plan of representation.

Chairperson Moore called for cluster caucuses to discuss nominations for members to serve on the Board of Control and the rotation list for filling vacancies. Each cluster would be allowed 5-10 minutes for that purpose. Clusters 1, 3, and 4 are to recommend nominees for membership on the Board of Control. Cluster caucuses were held beginning at 7:10 p.m.

Following the caucuses, Chairperson Moore reconvened the meeting at 7:23 p.m.

The Chairperson called for nominees from Cluster #1. A motion was made by Ray Van Gilder, Rice Lake seconded by Linda Flottum, Turtle Lake, to nominate David Moore.

The motion carried on a voice vote. The Chairperson declared David Moore elected to the Board of Control from Cluster #1.

The Chairperson called for nominations from Cluster #3. A motion was made by Betty Missling, Barron, seconded by Timm Johnson, Osceola, to nominate Natalie Springer.

The motion carried on a voice vote. The Chairperson declared Natalie Springer elected to the Board of Control from Cluster #3.

The Chairperson called for nominations from Cluster #4. A motion was made by Todd Glaus, Plum City, seconded by Paul Hoch, Durand, to nominate Allan Faber, Spring Valley.

The motion carried on a voice vote. The Chairperson declared Allan Faber elected to the Board of Control from Cluster #4.

Representatives of each of the clusters submitted a recommended rotation list to be used for back-up purposes in the event that the school district of the incumbent is unable to name a Board of Control replacement.

The rotation lists are as follows:

| <u>Cluster #1</u> | <u>Rotation</u> | <u>Cluster #2</u> | <u>Rotation</u> |
|--------------------|------------------------|---------------------------|-----------------|
| Amery | 6 | Birchwood | 2 |
| Clayton | 4 | Shell Lake | 3 |
| Clear Lake | 5 | Spooner (2010)* | 6 |
| Frederic | 2 | Grantsburg | 1 |
| Luck | 3 | Siren | 4 |
| Osceola (2010)* | 7 | Webster | 5 |
| St. Croix Falls | 1 | | |
| Unity (2012)* | 8 | | |
| <u>Cluster #3</u> | <u>Rotation</u> | <u>Cluster #4</u> | <u>Rotation</u> |
| Barron | <i>alphabetical</i> | Pepin | 5 |
| Cameron (2010)* | <i>order following</i> | Ellsworth | 6 |
| Chetek (2012)* | <i>district where</i> | Elmwood | 4 |
| Cumberland | <i>vacancy occurs</i> | Plum City | 7 |
| Prairie Farm | | Prescott | 8 |
| Rice Lake | | River Falls | 1 |
| Turtle Lake | | Spring Valley (2012)* | 2 |
| | | Durand (2011)* | 3 |
| <u>Cluster #5</u> | <u>Rotation</u> | <u>Cluster #6</u> | <u>Rotation</u> |
| Boyceville | 2 | Baldwin-Woodville | 4 |
| Colfax (2011)* | 4 | Glenwood City | 3 |
| Elk Mound (2011)** | 3 | Hudson | 2 |
| Menomonie | 1 | New Richmond | 1 |
| | | Somerset (2011)* | 6 |
| | | St. Croix Central (2010)* | 5 |

** At-Large (1 Board Member)(2011)

*Presently have a member on Board of Control

The Chairperson indicated that there was a need to provide first and second back-up school districts for the at-large position on the Board of Control as provided for in the Plan of District Representation. A motion was made by Catherine Cranston, Somerset, seconded by Jonelle Gideo, Cumberland, to keep Turtle Lake as the first back-up and New Richmond as the second back-up district for the at-large position on the Board of Control.

The motion carried on a voice vote.

A motion was made by Ray Van Gilder, Rice Lake, seconded by Bob Herscher, Birchwood, to set June 7, 2010 as the date for the 2009-2010 CESA #11 Annual Delegate Convention.

The motion carried on a voice vote.


CESA Administrator Harness gave a brief report during which he reviewed the yearly expenditure summary and commented on a number of activities from the past year and upcoming summer offerings. He also shared the following personnel changes:

- Jane Manske – Northern Lights Network Manager: retirement
- Bev Haverly – Educational Consultant-Special Education: retirement
- Greg Stager – Agency Network Manager: new hire
- Jennifer Olson – Northern Lights Network Manager: new hire

Administrator Harness expressed appreciation to the Board of Control, CESA staff members, Boards of Education, district administrators, and school staff.

There being no further business to come before the Convention, a motion was made by Linda Flottum, Turtle Lake, seconded by Mona Schmidt, St. Croix Falls, to adjourn the meeting at 7:50 p.m.

The motion was carried on a voice vote.

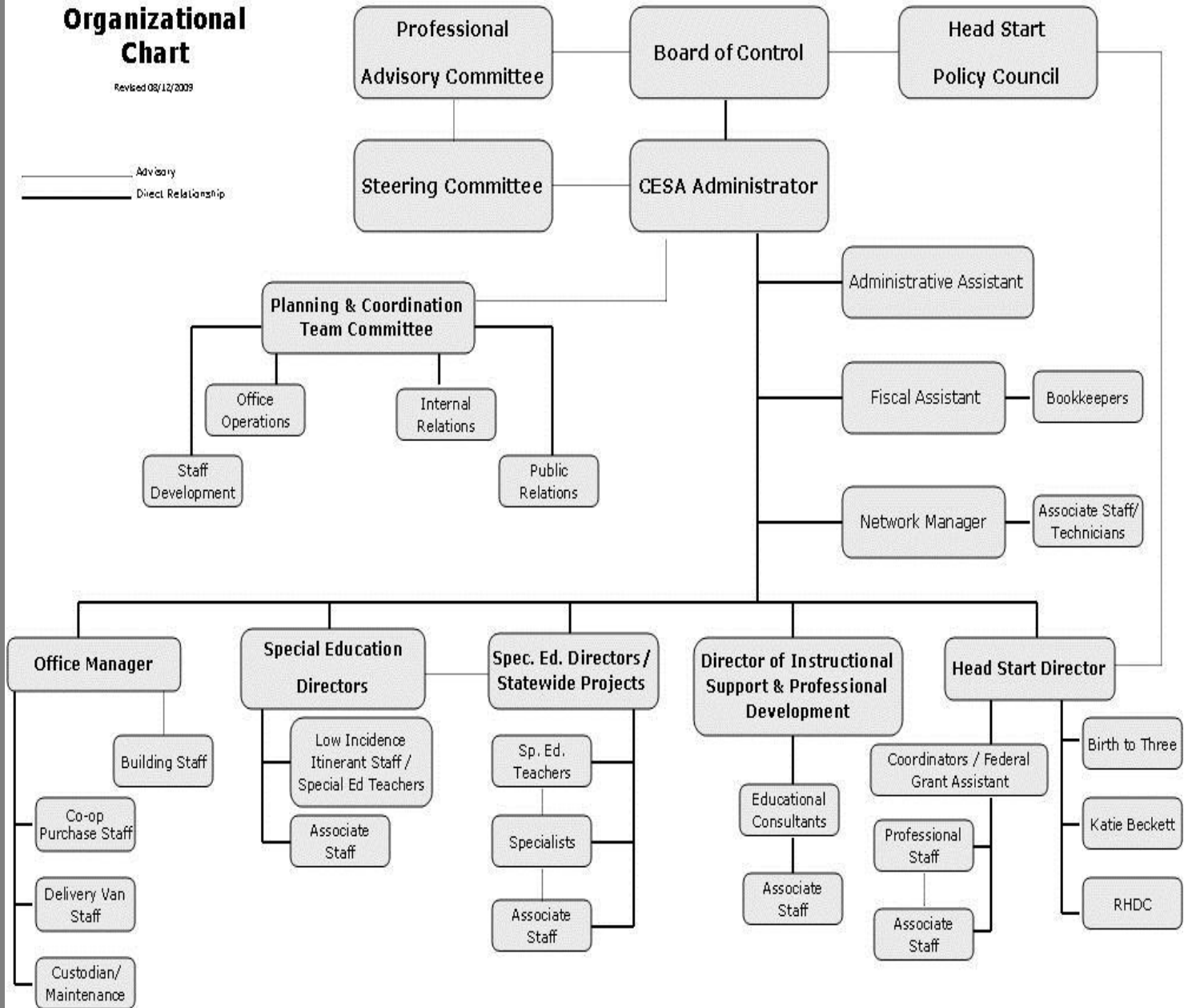


Jesse Harness
CESA #11 Administrator
kr

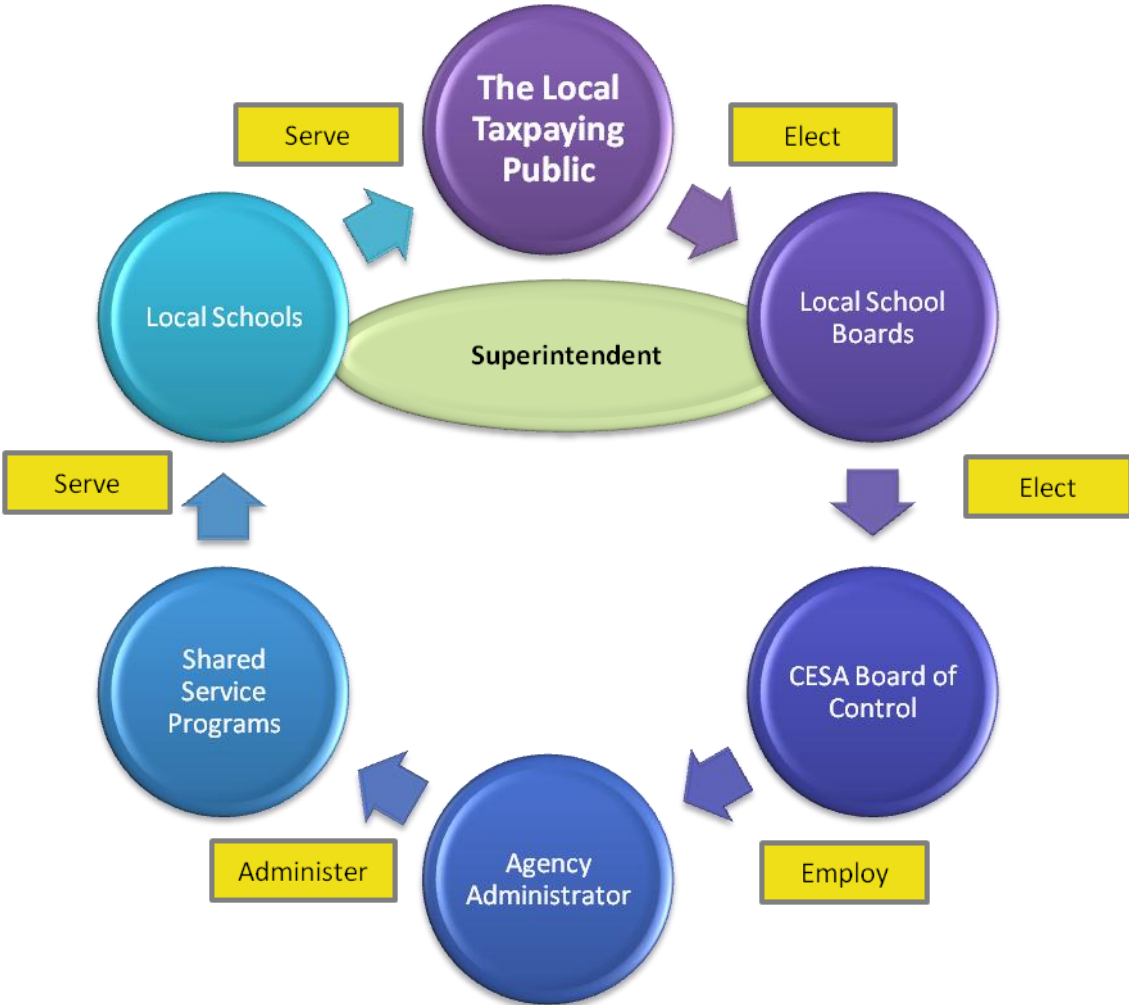
CESA #11 Organizational Chart

Revised 08/12/2009

— Advisory
— Direct Relationship



The Local Community and CESA



BOARD OF CONTROL

The Cooperative Educational Service Agency is governed by a Board of Control which is composed of members of the school boards of the districts within the Agency. Annually, each board selects a delegate to the Board from their membership. State Statutes limit the Board to eleven members.

The Board of Control, upon recommendation of the Agency Administrator, employs professionally certified individuals to direct the various projects and programs. These individuals direct the projects in keeping with the Board of Control policy, agency administrative rules and regulations, and other local, state and federal requirements. The directors also screen, interview, and recommend the employment of professional staff as required by the various projects.

Board of Control functions:

1. Determine agency policies
2. Receive state aid for operation of agency
3. Approve service contracts and costs
4. Appoint administrator
5. Elect chairman, vice-chairman, and treasurer from among its members
6. Authorize expenditure of funds
7. Establish salaries of all personnel
8. Meet monthly
9. Do all other things necessary to carry out the intent of the law

BOARD OF CONTROL MEMBERSHIP 2009-10

| <u>Cluster</u> | <u>School District</u> | <u>Board Member</u> | <u>Term Expires</u> |
|----------------|------------------------|---------------------|---------------------|
| 1 | Amery / Osceola | Timm Johnson | 2010 |
| 2 | Spooner | Mary Lou Lawrence | 2010 |
| 3 | Cameron | Caroline Dostal | 2010 |
| 6 | St. Croix Central | Kirk Lyksett*** | 2010 |
| 5 | Colfax | Joel Hilson | 2011 |
| 6 | Somerset | Catherine Cranston | 2011 |
| 4 | Durand | Paul Hoch | 2011 |
| At Large | Elk Mound | Margaret Dieter ** | 2011 |
| 1 | Unity | David Moore * | 2012 |
| 3 | Chetek | Natalie Springer | 2012 |
| 4 | Spring Valley | Allan Faber | 2012 |

* Board Chairman ** Vice Chairman *** Treasurer

ADMINISTRATOR ADVISORY COMMITTEE

State Statute requires that each Cooperative Educational Service Agency have a professional advisory committee consisting of the school district administrator of each school district in the agency. The CESA #11 Administrator Advisory Committee meets once a month to discuss mutual concerns, existing services, and the possible development of future services. The committee is aware of the needs of the local districts and gives information and recommendations concerning cooperative efforts to the Administrator and the Board of Control.

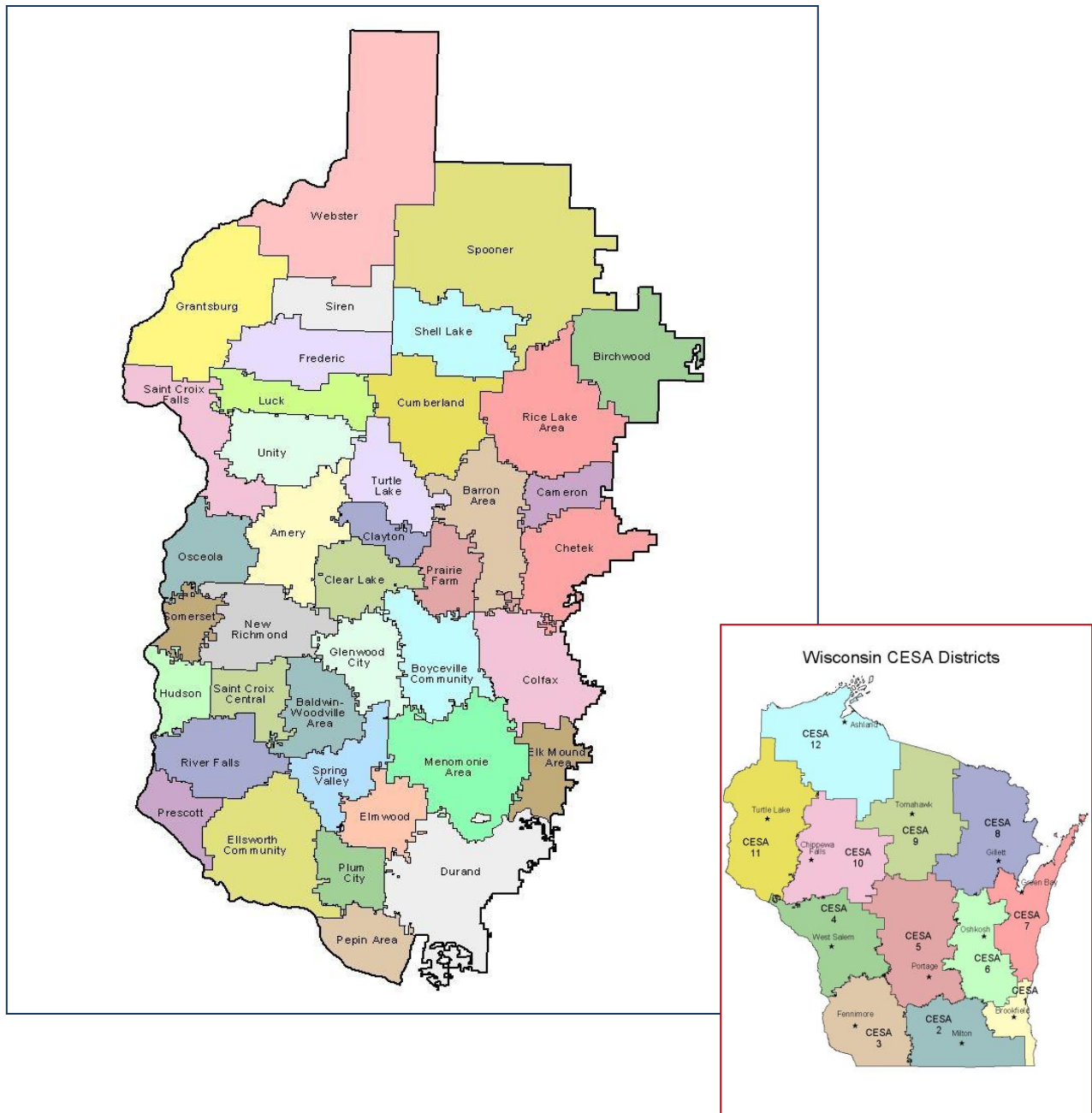
2009-10

ADVISORY COMMITTEE OF DISTRICT ADMINISTRATORS

| <u>DISTRICT</u> | <u>ADMINISTRATOR</u> | <u>DISTRICT</u> | <u>ADMINISTRATOR</u> |
|--------------------|-------------------------------|-------------------|-------------------------|
| Amery | <i>Steve Schiell</i> | Menomonie | <i>Dan Woll</i> |
| Baldwin- Woodville | <i>Russell Helland</i> | New Richmond | <i>Maurice Veilleux</i> |
| Barron | <i>Monti Hallberg</i> | Osceola | <i>Roger Kumlien</i> |
| Birchwood | <i>Frank Helquist</i> | Pepin | <i>Bruce Quinton</i> |
| Boyceville | <i>Chuck Buckel</i> | Plum City | <i>Mark Luebker</i> |
| Cameron | <i>Randy Braun</i> | Prairie Farm | <i>Don Hauck</i> |
| Chetek | <i>Al Brown</i> | Prescott | <i>Roger Hulne</i> |
| Clayton | <i>Cathleen Shimon</i> | Rice Lake | <i>Paul Vine</i> |
| Clear Lake | <i>Brad Ayer</i> | River Falls | <i>Tom Westerhaus</i> |
| Colfax | <i>Dennis Geissler</i> | St. Croix Central | <i>David Bradley</i> |
| Cumberland | <i>Barry Rose</i> | St. Croix Falls | <i>Glenn Martin</i> |
| Durand | <i>Jerry Walters</i> | Shell Lake | <i>Brian Nord</i> |
| Elk Mound | <i>Ron Walsh</i> | Siren | <i>Scott Johnson</i> |
| Ellsworth | <i>Barry Cain</i> | Somerset | <i>Randy Rosburg</i> |
| Elmwood | <i>Adam Zenner</i> | Spooner | <i>Don Haack</i> |
| Frederic | <i>Jerry Tischer</i> | Spring Valley | <i>David Wellington</i> |
| Glenwood City | <i>Tim Emholtz</i> | Turtle Lake | <i>Charles Dunlop</i> |
| Grantsburg | <i>Joni Burgin</i> | Unity | <i>Brandon Robinson</i> |
| Hudson | <i>Mary Bowen-Eggebraaten</i> | Webster | <i>Jim Erickson</i> |
| Luck | <i>Rick Palmer</i> | | |

COOPERATIVE EDUCATIONAL SERVICE AGENCY 11

CESA #11 provides leadership to assist schools in their mission of bringing every student to high levels of achievement, cost-effectively. While CESA administration supports various shared services and activities directly, another vital role is to research and develop creative ways to acquire needed resources and organize services for schools that are both effective and cost efficient.



CESA ADMINISTRATORS, OFFICES & SECRETARIES-2009-2010

| | | | |
|---|---|---|--|
| <p>CESA #1 Tim Gavigan 19601 W. Bluemound Rd. Brookfield, WI 53045 (262)787-9510 (Ext. 9510) FAX: (262)787-9501</p> | <p>tgavigan@cesa1.k12.wi.us www.cesa1.k12.wi.us Exec. Assist: Patty Castner</p> | <p>CESA #7 Jeffrey Dickert 595 Baeten Road Green Bay, WI 54304 (920)617-5612(Ext. 612) FAX: (920) 492-5965</p> | <p>jdickert@cesa7.k12.wi.us www.cesa7.k12.wi.us Secretary: Pamela Racine</p> |
| <p>CESA #2 Gary Albrecht 448 East High Street Milton, WI 53563 (608) 758-6232 (Ext. 301) FAX: (608) 868-4864</p> | <p>galbrech@cesa2.k12.wi.us www.cesa2.k12.wi.us Admin. Asst: Tina Smith</p> | <p>CESA #8 Robert Kellogg 223 West Park Street P.O. Box 320 Gillett, WI 54124-0320 (920)855-2114(Ext. 223) FAX: (920)855-2299</p> | <p>bkellogg@cesa8.k12.wi.us www.cesa8.k12.wi.us Secretary: Kathy Kruschke</p> |
| <p>CESA #3 Nancy Hendrickson 1300 Industrial Dr. Fennimore, WI 53809 (608) 822-3276 (Ext. 201) FAX: (608) 822-3828</p> | <p>nhendrickson@cesa3.k12.wi.us www.cesa3.k12.wi.us Admin.Asst: Marianne Krogen</p> | <p>CESA #9 Jerry Fiene 304 Kaphaem Rd. P.O. Box 449 Tomahawk, WI 54487 (715) 453-2141(Ext. 257) FAX: (715) 453-7519</p> | <p>jfiene@cesa9.k12.wi.us www.cesa9.k12.wi.us Admin. Asst: Jenny Miner</p> |
| <p>CESA #4 Guy Leavitt 923 E. Garland St. West Salem, WI 54669 (608) 786-4804 FAX: (608) 786-4801</p> | <p>gleavitt@cesa4.k12.wi.us www.cesa4.k12.wi.us Secretary: Michelle Kotek mkotek@cesa4.k12.wi.us</p> | <p>CESA #10 Larry Annett 725 West Park Avenue Chippewa Falls, WI 54729 (715)720-2079(Ext. 2079) FAX: (715) 720-2070</p> | <p>annettd@cesa10.k12.wi.us www.cesa10.k12.wi.us Secretary: Val Bryson (720-2078)</p> |
| <p>CESA #5 Donald Stevens 626 East Slifer Street P.O. Box 564 Portage, WI 53901-0564 (608) 742-8811 (Ext. 222) FAX: (608) 742-2384</p> | <p>stevensd@cesa5.k12.wi.us www.cesa5.k12.wi.us Secretary: Jean Kabele (Ext. 223)</p> | <p>CESA #11 Jesse Harness 225 Ostermann Drive Turtle Lake, WI 54889 (715) 986-2020 (Ext. 2115) FAX:(715) 986-2040</p> | <p>jesseh@cesa11.k12.wi.us www.cesa11.k12.wi.us Admin. Assist: Kim Robel (Ext. 2116) kimr@cesa11.k12.wi.us</p> |
| <p>CESA #6 Joan Wade 2300 Ripon Road P.O. Box 2568 Oshkosh, WI 54903-2568 (920) 236-0512 (Ext. 512) FAX: (920) 424-3478</p> | <p>jwade@cesa6.k12.wi.us www.cesa6.k12.wi.us Secretary: Anne Kirk akirk@cesa6.k12.wi.us</p> | <p>CESA #12 Ken Kasinski 618 Beaser Avenue Ashland, WI 54806 (715) 682-2363 (Ext. 107) FAX: (715) 682-7244</p> | <p>kenk@cesa12.k12.wi.us www.cesa12.k12.wi.us Secretary: Linda Toldness (Ext. 105) lindat@cesa12.k12.wi.us</p> |

2009 - 2010 CESA #11 Expenditures
(as of 5/15/2010)

| | |
|-------------------------------------|----------------|
| 394 BURN CO ALT EDUC GRANT | \$43,632.02 |
| 593 YOUTH APPRENTICESHIP | \$41,862.15 |
| 614 HEAD START (STATE) | \$376,208.77 |
| 633 RURAL HEALTH DENTAL CLINIC | \$626,660.08 |
| 634 KATIE BECKETT | \$53,252.75 |
| 635 ATS - ALOCHOL TRAFFIC & SAFETY | \$0.00 |
| 636 STUDENT MINI GRANTS | \$0.00 |
| 642 AOD PARTRSHP NETWORK | \$74,845.04 |
| 647 PEER REVIEW & MENTORING | \$5,693.89 |
| 703 GIFTED & TALENTED GRANT | \$16,999.92 |
| 746 LICENSE RENEWAL CTR | \$8,449.79 |
| 660 NORTHWEST PASSAGE | \$81,905.11 |
| 822 NORTHWEST PASSAGE - ARRA | \$3,166.00 |
| 313 ARRA IDEA FT | \$53,108.84 |
| 319 ARRA IDEA PRESCHOOL | \$0.00 |
| 320 ARRA - WMELS | \$1,418.84 |
| 340 EC LDRSHIP (DISCRETIONARY) | \$95,855.80 |
| 341 FLOW THROUGH | \$1,215,094.47 |
| 342 CSPD (RSN) GRANT | \$109,890.95 |
| 345 ENGLISH 2ND LANG | \$45,090.32 |
| 346 POST HIGH PROJECT | \$90,391.04 |
| 347 EARLY CHILDHOOD ENTMT | \$53,577.30 |
| 348 WSTI GRANT | \$228,291.18 |
| 349 SPDG-PERSONNEL DEV GRANT | \$48,272.39 |
| 000 CESA AGENCY ADMINISTRATION | \$312,389.64 |
| 101 SP ED DIR - MANEY | \$152,628.37 |
| 103 SPEC ED DIR-WESTERN | \$144,839.75 |
| 104 SP. EDUC. DIR.- HOFF | \$29,867.28 |
| 105 SPEC ED DIR-KAMPA | \$28,187.06 |
| 107 SP ED DIR-KVAPIL | \$99,813.03 |
| 109 EC - BIRCHWOOD | \$11,844.72 |
| 115 EC AIDE-CUMBERLAND(SCHWEDERSKE) | \$30,597.23 |
| 117 TCHR AIDE-PRAIRIE FARM | \$28,998.13 |
| 118 EDB CAMERON ELEM. | \$113,211.17 |
| 119 EC CAMERON | \$70,308.71 |
| 128 VI/O&M EXT. YEAR SUM-STACHOWIAK | \$628.68 |
| 130 HEARING IMPAIRED | \$350,901.39 |
| 135 VISION / O. & M. | \$237,431.91 |
| 139 HIP EXT. YEAR-WEBSTER | \$526.83 |
| 147 INTPR TUTR - N. RICH | \$35,381.87 |
| 148 INTERPRETER - WEBSTER | \$56,743.56 |
| 151 CESA-OCCUPATIONAL THERAPY | \$324,256.04 |
| 152 CESA-PHYSICAL THERAPY | \$234,821.96 |
| 160 PSY - UNITY/PFARM | \$58,527.61 |
| 163 PSY - FREDERIC | \$32,272.56 |
| 164 PSY - J.BENZEL | \$74,198.06 |
| 169 PSY - JAKUPCIAK | \$58,771.40 |
| 173 PSY-WARD | \$58,213.75 |

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| 182 SP. THERAPY - LANZA | \$18,265.27 |
| 184 SP THER - HOEFLER | \$25,356.77 |
| 185 SP THER - D.SKRUPKY | \$60,315.07 |
| 240 SCHOOL BASED SERVICE | \$598,764.12 |
| 301 SPECIAL EDUCATION CONSULTATION | \$45,752.04 |
| 305 PARENT LIAISON-RAMACHER | \$1,790.30 |
| 336 PT - BARRON MEM HOSP | \$11,567.23 |
| 338 PT - CUMBLND MEM HOSP | \$11,582.75 |
| 352 OT- HDR (BURNETT CO) | \$76,194.27 |
| 354 PT AMERY REGL MED. CTR - AMERY | \$26,390.00 |
| 355 AUDIOLOGICAL SERVICES | \$101,869.28 |
| 395 ASSISTIVE TECHNOLOGY | \$2,965.88 |
| 396 POSITIVE BEHAVIOR SUPPORTS | \$4,890.34 |
| 398 BEHAVIOR PROBLEM SOLVING | \$4,046.47 |
| 611 CREATE-RACIAL EQUITY | \$14,711.46 |
| 698 SEIMC | \$118,374.30 |
| 711 CREATE-ASSESSMENT | \$37,914.53 |
| 712 C.S.P.D. & RSN LIAISON | \$74,309.43 |
| 713 PARENT EDUCATOR (WSPEI) | \$23,308.96 |
| 721 WSTI LOCAL ACCOUNT | \$12,050.87 |
| 737 TRANSITION RESOURCES REPOSITORY | \$9,342.44 |
| 844 SP ED SECY-HOFF | \$11,226.77 |
| 371 IMMIGRANT CHILD & YOUTH | \$31,604.56 |
| 380 #1 AFTER SCHOOL PROGRAMS #1 | \$33,186.80 |
| 381 #2 AFTER SCHOOL PROGRAMS #2 | \$10,222.42 |
| 382 MDAT DEVELOPMENT | \$2,959.42 |
| 557 STAFF DEV. INT.#1 C.PERKINS | \$149,660.35 |
| 577 MIG-MEDICAID INFRASTRUCTURE | \$34,073.00 |
| 612 HEAD START PA22 | \$3,430,413.89 |
| 613 HEAD START PCC PA25 | \$1,877,915.61 |
| 616 HEAD START TRAINING | \$94,384.08 |
| 631 ARRA - HEAD START | \$185,286.88 |
| 633 RURAL HEALTH DENTAL CLINIC | \$1,756.37 |
| 639 DRUG FREE SCHOOLS | \$64,542.73 |
| 643 AP INCENTIVE GRANT | \$33,103.58 |
| 646 ONE-TIME PROG IMPROVEMENT | \$163,890.00 |
| 708 TITLE I NETWORKING GRANT | \$41,228.70 |
| 717 EETT-TECHNOLOGY GRANT | \$50,445.59 |
| 814 ARRA - EETT GRANT | \$2,034.00 |
| 617 FOOD SERVICE - HEAD START | \$183,322.20 |
| 747 DELIVERY SERVICE | \$91,954.73 |
| 749 AGENCY VEHICLE PURCHASE | \$41,774.25 |
| 764 ISPD VEHICLES | \$14,825.10 |
| 817 EARLY RETIREMENT HEALTH INSC FUND | \$9,431.00 |
| 808 OPEB TRUST | \$49,093.88 |
| 624 3 CO. - BIRTH TO 3 UNEMPLOYMT ESCROW | \$6,620.35 |
| 000 INTERFUND OPERATING ACCOUNTS | \$792,633.34 |
| 915 LEGAL EXPENSE-NEGOTIATIONS | \$7,298.13 |
| 209 REACH | \$19,667.52 |

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| 551 VOCATIONAL EDUCATION LIBRARY | \$9,561.06 |
| 595 LINK 4 LEARNING | \$28,188.42 |
| 596 CMS 4 SCHOOLS | \$12,483.62 |
| 597 SIMS SUPPORT NETWORK | \$5,318.18 |
| 601 BURNETT CO ALT. LEARNING | \$113,789.75 |
| 602 WASHBURN CO HIGH SCHOOL | \$79,306.27 |
| 603 BARRON CO ALC | \$216,552.23 |
| 610 GEDO2 NIGHT SCHOOL-MENOMONIE | \$15,418.37 |
| 620 C P R PROJECT | \$3,626.84 |
| 650 HEALTHY STUDENTS, STAFF, SCHOOLS | \$45,417.89 |
| 652 HUMAN FAIRNESS & EQUITY | \$6,977.38 |
| 665 STUDENT ACHIEV.GUAR.IN ED (SAGE) | \$12,788.00 |
| 666 N. LIGHTS INST'L PROGRAMING | \$86,261.94 |
| 667 ITV SIGN LANGUAGE | \$4,135.27 |
| 668 NORTHERN LIGHTS ADMINISTRATION | \$196,189.01 |
| 669 NORTHERN LIGHTS INTERNET | \$203,139.27 |
| 673 VIRTUAL EDUCATION | \$15,679.47 |
| 678 PROFESSIONAL LIBRARY | \$2,528.41 |
| 679 SCIENCE MATH & TECH | \$54,611.65 |
| 685 MENOMONIE SUMR REC PROGRAM | \$69,901.00 |
| 689 N LIGHTS NETWORK - CARRY OVER | \$36,557.83 |
| 702 TITLE IIA ADMIN COSTS | \$49,102.14 |
| 705 TITLE I | \$130,718.09 |
| 710 NCSC, DIGICARD & NOVELL NETWORK | \$14,834.38 |
| 726 BUILDING STRONGER COMMUNITIES | \$9,381.35 |
| 734 NEW PARADIGM PARTNERS | \$4,116.00 |
| 741 INSTR. TECH. CONSULTATION | \$19,885.35 |
| 743 ENVIRONMENTAL SERVICES | \$34,241.95 |
| 745 N I B S | \$15,216.51 |
| 750 TECHNOLOGY SERVICES | \$36,233.54 |
| 752 SCHOOL TECHNICIANS | \$163,104.51 |
| 756 COUNSULTING & COORD NETWORK SRVC | \$146,439.18 |
| 757 IN DIST. CURRILM PROJECT W/SUPPORT | \$118,971.70 |
| 758 IN DIST CURRM PROJECT - NO SUPPORT | \$94,253.07 |
| 816 ARRA ISPD SUPPORT | \$27,438.74 |
| 730 COOP PURCHASING | \$84,273.34 |
| 225 POST SECONDARY FOLLOW-UP | \$28,432.04 |
| 388 EC ISPD INSERVICE | \$449.87 |
| 535 EXCEL. IN ECONOMIC EDUC | \$1,859.26 |
| 555 WIS CAREERS | \$6,977.40 |
| 619 PRE-K CTR WIDE | \$28,068.10 |
| 622 CADOTT PRE-K SRVC | \$16,734.42 |
| 624 3 CO. - BIRTH TO 3 | \$88,684.45 |
| 625 BARRON CONTRACTED SERVICES | \$23,739.28 |
| 627 RICE LAKE PRE K (HS) SERVICES | \$77,808.98 |
| 628 FREDERIC PRE K (HS) SERVICES | \$781.98 |
| 629 STANLEY/BOYD PRE K (HS) SERVICES | \$19,951.24 |
| 630 BARRON PRE K (HS) SERVICES | \$23,045.21 |
| 632 CHIPPEWA FALLS PRE-K | \$113,439.34 |

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| 633 RURAL HEALTH DENTAL CLINIC | \$143,073.46 |
| 649 NEW RICH PREK | \$47,823.47 |
| 657 CAMERON PREK SRVC | \$12,772.99 |
| 677 MATH/SCIENCE GRANT | \$146,581.02 |
| 690 MENOMONIE PREK SRVC | \$73,372.09 |
| 691 ST.CR.FALLS PREK SRVC | \$214.52 |
| 692 LUCK DISTRICT PREK SRVC | \$7,176.78 |
| 693 LUCK HD ST PREK SRVC | \$648.93 |
| 695 OSCEOLA PREK | \$1,743.89 |
| 696 POLK CO. EARLY LRNG PREK | \$46,400.48 |
| 727 ISPD GRAD CREDIT COURSES | \$2,471.29 |
| 748 CESA STORE - MISC | \$3,788.14 |
| 755 STAR ACADEMY | \$74,192.30 |
| 760 TITLE I IN-SERVICE | \$20,589.75 |
| 762 FACILITATING THE FUTURE | \$113,572.38 |
| 763 VITERBO MASTERS PROGRAM | \$8,444.25 |
| 793 STATE TRANSITION CONF | \$129,962.78 |
| 795 CESA INSTRL TECH SERVICE COUNCIL | \$951.92 |
| 811 HEAD ST GENERAL ACCT | \$864.90 |
| 813 HEAD START MISC. | \$13,168.29 |
| 820 ADVISORY COM. MTGS | \$12,207.69 |
| 830 SPELLING BEE | \$2,357.80 |
| 833 CCTV / VI EQUIPMENT | \$178.75 |
| 835 ACADEMIC DECATHLON | \$5,483.65 |
| 850 UNEMPLOYMENT COMP. | \$14,646.65 |
| 858 ISPD ADMINISTRATION | \$27,751.94 |
| 860 OSCAR ADMINISTRATION | \$14,713.39 |
| 862 CESA 11 FACILITATING FUTURE | \$33,280.15 |
| 879 VOCATIONAL INSERVICE | \$5,622.27 |
| 945 CESA 11 AGENCY TECHNOLOGY (TECH FD) | \$146,129.77 |
| 960 AGENCY WELLNESS GRANT | \$751.96 |
| 980 CESA IN-SERVICE SUPPLIES | \$3,486.93 |

GRAND TOTAL

\$17,451,748.91

SUMMARY OF PROGRAMS

SPECIAL EDUCATION DIRECTORS

During the 2009-10 school year, CESA #11 employed five Directors of Special Education to serve 18 of the 39 CESA school districts. (Those five directors are Judy Benzel (Spring Valley), Mary Kampa/Kristi Hoff (Birchwood, Shell Lake), Dana Maney (Prairie Farm, Grantsburg, Cameron, Siren, Webster), Jerianne Kvapil (Prescott), and Dawn Western (Clayton, Clear Lake, Osceola, St. Croix Falls, Unity.) Some of the responsibilities of the Director of Special Education include:

- Coordination of special education programs within and between schools
- Budget planning, maintenance, supervision and dissemination
- Maintenance of due process procedures and written files
- Teacher, administrative and parental training and staff development
- Coordination, implementation and monitoring of state and federal mandates
- DPI reporting, including program planning, monitoring, compliance, financial management, and categorical aid reimbursements
- Awareness of state and federal mandates and advisement to districts on best practices
- Collaboration with other CESA and district directors on projects or staff development opportunities.

CESA also employed one part-time coordinator of the Low Incidence program, which includes Physical Therapy, Occupational Therapy, Hearing Impaired, Vision Impaired, Audiology, and Orientation and Mobility. Another director also had responsibility for CESA-wide projects. Special projects which have CESA-wide implications include low incidence programs for vision and hearing, physical and occupational therapy, the Regional Service Network (RSN) which involves monthly meetings with DPI and other CESA projects, the Special Education Instructional Materials Centers (SEIMCs) and the CESA-wide Comprehensive System of Personnel Development (CSPD).

SPECIAL EDUCATION CONSULTATION

This CESA #11 purchased service provided access to special education consultation and support in the following areas: transition, assistive technology, autism, cognitive disabilities, traumatic brain injury and programming for students with emotional/behavioral disorders. To participate, districts purchased a minimum of two days of local student based consultation and/or in-service training. Twenty-nine districts participated during the 2009-2010 school year.

EARLY CHILDHOOD PROGRAMS IN BARRON COUNTY

CESA #11 operated an early childhood program in the Cameron School District. This program serves early childhood children with their four year old non-disabled kindergarten peers in an integrated setting.

The integrated program (both early childhood and four year old kindergarten) employed a full time teacher, three full time paraprofessionals and one part time paraprofessional. Children attended the program up to four half days each week. The fifth day was used by staff to conduct home training, evaluations, planning, and attend inservices, etc.

Additional professional services provided included a speech/language therapist. Audiology, occupational therapy, physical therapy, vision, hearing and orientation and mobility services were provided in accordance to student IEPs.

PROGRAMS FOR YOUTH WITH EMOTIONAL/BEHAVIORAL DISABILITIES

During the 2009-10 school year, Cameron Elementary served as host for the CESA #11 program for elementary emotionally disturbed students. It served students from the Cameron School District. This program had one full-time teacher and one full-time aide to provide educational services to the students. Other services provided to

students in the program included speech/language therapy, occupational therapy, and physical therapy in accordance to students IEPs as well as audiology, vision, hearing, and orientation and mobility if such services were on the student's IEP.

PROGRAM FOR STUDENTS WHO ARE DEAF & HARD OF HEARING

Students in CESA #11 who have a significant hearing loss have the opportunity to receive services from a teacher of the Deaf & Hard of Hearing Program. Upon referral from the local school district, each student is evaluated by an audiologist to determine the nature and degree of the hearing loss. After recommendations are developed at an IEP Team staffing, eligible students are placed in the program and receive the services, which are appropriate to meet their individual needs. Teachers of the Deaf & Hard of Hearing Program are involved in all phases of this process, and provide direct and consultative services to school district personnel, parents, and students.

Deaf & Hard of Hearing students (ages 3-21) are served in a regular classroom setting and also received specialized instruction from a teacher of the Deaf & Hard of Hearing Program. The instruction as outlined in the students' Individual Education Plan is delivered on an individual basis and/or in small group sessions. This instruction may focus on auditory training, speech/language concepts, hearing aid management and/or the use of manual communication. Considerable attention is directed to the presentation of subject-oriented instruction in a format adapted for Deaf & Hard of Hearing students. When appropriate, interpreters are assigned to assist students. They work under the direction of a teacher of the Deaf & Hard of Hearing, the regular classroom teacher, the principal and the Director of Special Education.

Teachers in the Deaf & Hard of Hearing program provide consultative services to classroom teachers and parents. Frequent, open communication is maintained through conferences, telephone calls and home visits. Close communication also exists between teachers and staff members at the State School for the Deaf and other institutions for the Deaf & Hard of Hearing in Wisconsin and Minnesota.

AUDIOLOGY SERVICES

Audiology Services provides support services to students diagnosed with hearing impairment. Services include: routine audiological evaluations to monitor classroom listening abilities; provision and maintenance of assistive listening technology (such as personal FM system, desktop FM system); consultation with student, parent and educational team regarding expectation for auditory access to spoken instruction; and coordinating information share between the medical/clinical community and school system. In addition to fulfilling the audiology needs for students certified as Hearing Impaired, CESA Audiology Services helps to support school Health Services personnel in the identification and management of students with transient hearing and ear health concerns. One main source of assistance is by following up on referrals generated through at-school hearing screenings. The educational audiologist can also help families connect with the appropriate health care provider for help in treating ear health and hearing concerns.

CESA#11 Audiology Services also has technology which can help in obtaining hearing screening results in difficult-to-test populations (such as Early Childhood students), to help identify any hearing concerns which may have an impact on auditory access to classroom instruction. Additional services include staff in-service regarding hearing loss and listening technologies.

Total Districts Served: 36

Total Students Served: 1514

Total Personal FM Equipment Provided: 35

Total CESA-Owned Hearing Aids Provided: 4

Total Desktop FM Equipment Provided: 14

Contact: Cris Canton

INTERPRETER-TUTOR

CESA #11 employed three interpreter/tutors during the 2009-2010 school year to serve the districts of New Richmond and Webster.

The interpreter/tutors work under the direction of the teacher of the Deaf & Hard of Hearing, the regular education teacher, principal, the Director of Special Education, and other appropriately identified teachers.

PROGRAM FOR STUDENTS WITH VISUAL IMPAIRMENTS

Visual Impairment Program

CESA #11 provides special services for students (ages 3-21) who are visually impaired. In accordance with state and federal regulations, any student with one or more of the following conditions qualifies, following IEP team action, for inclusion in the program for students with visual impairments.

An ophthalmologist or optometrist finds at least one of the following:

- Central visual acuity of 20/70 or less in the better eye after conventional correction.
- Reduced visual field to 50 degrees or less in the better eye.
- Other ocular pathologies that are permanent and irremediable.
- Cortical visual impairment.
- A degenerative condition that is likely to result in a significant loss of vision in the future or a functional visual evaluation determines that the student's vision adversely affects with educational performance.

Teachers for students with Visual Impairments/Orientation & Mobility Specialists are involved in all areas of evaluation and programming for students found to have a disability in vision. Depending upon the needs of the student, they will provide direct or consultative services as specified in the Individual Education Plan.

Students with visual impairments are often included in the regular classroom setting the maximum amount of time possible and continuous communication occurs between teachers of students with visual impairments and classroom teachers. These open exchanges foster positive learning environments for the students.

CESA #11 currently employs one certified teacher of the visually impaired and two teachers who are dually certified as teachers of the visually impaired and orientation and mobility.

Orientation and Mobility

Orientation and mobility specialists provided related services to students in the Vision Impaired Program. The primary objective of orientation and mobility services is to help students improve travel independence within the home, school, and other related environments. When necessary, the orientation and mobility specialists assist the schools with issues of accessibility.

OCCUPATIONAL/PHYSICAL THERAPY

CESA #11 provided the related services of occupational and physical therapy to students (ages 3-21). Upon referral from the local school district, each student was evaluated by a therapist to determine the nature of the disability.

These related services are offered to students who were identified as having an educational disability. The disability was documented by the IEP Team as to how it affects the child's learning. After recommendations were developed at the IEP staffing, eligible students were placed in the program and received direct or consultative services, which were appropriate to meet their Individual Education Plan. A combination of full and

part time therapists and assistants are employed by CESA #11 for work in individual schools. In addition, CESA #11 also contracts with a number of hospitals and private agencies in order to meet the increasing school age demand for either physical or occupational therapy.

PSYCHOLOGICAL SERVICES

During the 2009-10 school year, psychological services were provided by CESA #11 to seven school districts. Five psychologists were employed either full or part time.

School psychologists serve students, schools and the community in a variety of ways with their function varying among employment settings. In general, the school psychologists provide services in the areas of evaluation/consultation and serve as liaisons with outside agencies. They serve both children with and without disabilities and, in certain districts, coordinate IEP Team activities.

SPEECH/LANGUAGE

CESA #11 employed three speech/language clinicians during the 2009-10 school year to serve the districts of Birchwood, Cameron, Grantsburg, Prairie Farm, and Webster. Speech/language disorders generally consist of a disability in one or more of these areas:

- Voice production and control
- Fluency (stuttering or cluttering)
- Language (comprehension and expression)
- Phonology and articulation (sound product use)

The role of the speech/language clinician is to evaluate, treat and consult regarding each child's speech or language disability as part of the overall due process and IEP Team procedures. Clinicians are either employed by CESA #11 or employed by a district and packaged by CESA #11. Each clinician was assigned to one or more districts depending on individual needs. During this school year, there was continued emphasis by therapists on coordinating their services with the classroom teacher including team teaching.

BARRON COUNTY ALTERNATIVE SCHOOL RENAMED NORTH STAR ACADEMY 07/01/10.

North Star Academy is a charter school serving high school students at risk of not graduating from the Barron, Cameron, Chetek, and Turtle Lake districts. The Barron School District holds the charter for the school. The school has a new location in Cameron in a building it just purchased. The school offers a day program and also provides credit recovery courses in a late afternoon/evening program for 18-21 year olds and non-traditional students as well as a competency based diploma that may be earned through face-to-face classes, online coursework and competency testing.

The campus is located in Cameron at a newly acquired site that is centrally located for the participating districts. They design of the site facilitates two teaching approaches the school staff emphasize: small group, collaborative learning and the integration of technology tools for learning and teaching. The curriculum is based on the Wisconsin Model Academic Standards and incorporates the 21st Century Skills as well as integrated technology literacy skills through hands-on projects. Students complete either volunteer hours or work related experiences as a part of their graduation portfolio. North Star Academy promotes a wellness program that assists students in developing eating, exercise, and life style routines that will promote life-long activity and good.

BURNETT AND WASHBURN COUNTY ALTERNATIVE SCHOOLS

During the 2009-10 school year, CESA #11 operated the eleventh year of alternative school programming for Burnett County and Washburn County for at-risk high school students. Start-up grant funds were awarded to the school districts for the first five years of these programs and have been funded in total by the districts since that

time.

The alternative schools have provided a viable alternative for students who, for a variety of reasons, were not successful in the general high school environment. Students at the alternative schools earn academic credit toward a regular high school diploma by completing self-paced curriculum units, supervised work experience, and direct instruction classes designed to meet their credit deficiencies.

Burnett County Alternative Learning Center
PO Box 519, 24054 State Road 35
Siren, WI 54872
715.349.8470

Washburn County High School
780 Elm Street
Spooner, WI 54801
715.635.0260

CPR Training Project

Seven school districts share cardio-pulmonary resuscitation equipment on a cooperative basis through CESA. Equipment is rotated from district to district with the cost of needed repairs and replacements shared by those participating. Participating districts agree to incorporate basic cardiac life support into their curriculum. CESA #11 coordinates the scheduling, distribution, and maintenance of the CPR equipment.

Participating CPR Consortium Districts are: Barron , Clear Lake, Frederic, Luck, Prairie Farm, Spring Valley, Turtle Lake

Non-consortium districts can access the Philips Heart Start AED trainers and CPR equipment on a per unit usage fee. Four non-consortium districts participated.

Special Education Instructional Media Center (SEIMC)

It is a priority of the SEIMC staff to establish policies, which reflect current educational practices and consider future needs. Frequent direct contact with teachers, therapists, and Directors of Special Education/Special Services provides information on the types of curricular materials that are relevant in today's classrooms. Materials are purchased based on these needs and to support current educational initiatives from DPI and CSPD. The SEIMC staff continues to meet with other CESA personnel involved in media circulation to identify what the media center of the future will look like to plan for more effective service delivery systems.

Publishers are beginning to recognize CESA as a vehicle to showcase their materials as well. We have been able to negotiate with several publishing companies to receive quality software and print materials on a permanent loan basis for teacher preview purposes.

Our staff supports the instruction of students with special education needs in many ways. General services offered through this program include:

- *Teacher consultation via phone, email, fax and regularly scheduled classroom visits
- *Instructional materials loan in the form of books, kits, videos, computer software, professional materials, assistive technology, and equipment
- *The SEIMC Advisory Council
- *Collaboration with the Comprehensive System of Personnel Development (CSPD) program to provide staff development
- *Assistance with adaptive technology

*The SEIMC materials search and request system via the World Wide Web (www)

*The SEIMC electronic newsletter (eNews) published three times per year

*Theme units for Early Childhood students each with Parent Take-Home Packs

*Theme units for middle school students

TITLE I

The No Child Left Behind Act of 2001 reauthorized the Elementary and Secondary Education Act of 1965, thereby reauthorizing Title I, which is Part A of ESEA. The purpose of ESEA is to improve teaching and learning for all children to enable them to meet challenging academic content and student performance standards. The reauthorized ESEA complements the Individuals with Disabilities Education Act and the School-to-Work Opportunities Act by supporting state and local education reform efforts and promoting coordination of resources to improve education for all students.

Title I is the largest federally funded education program designed to provide students with additional help in reading, language arts and math. The Title I program provides assistance to thirty-seven school districts in CESA #11 and facilitates the sharing of ideas and expertise within its member schools. Assistance in the development, implementation and evaluation of Title I projects, which ensures effective learning and program compliance is also provided to the schools. DPI is responsible for approving and reviewing Title I projects and ensuring that the guidelines and regulations are implemented appropriately. The federal government, through the Wisconsin Department of Public Instruction, allocates funds to local school districts for the operation of Title I program.

The primary goals of the Title I program are:

- To assure that all phases of each school district's Title I project are in compliance with federal and state law, and
- To assist school districts in providing quality educational experiences for Title I students.

Specific areas of assistance include the following:

- General Administration
- Dissemination of Federal and State guidelines
- Liaison to DPI
- Coordination with State Standards
- Project Implementation
- Application development
- School improvement
- School-wide programs
- Evaluation
- Capital expense grants
- Fiscal services
- Needs assessment/student selection
- Program monitoring
- Staff development/in-service
- Parent involvement

Students in Title I programs participate in a variety of learning experiences that are coordinated with regular classroom instruction and supplement the regular education programs. Title I instruction may reinforce readiness skills, listening experiences, writing activities, comprehension and vocabulary strategies, critical reading strategies, math concepts, computation skills, and problem solving strategies. Effective, innovative instructional

strategies are used to ensure improved achievement for students who are identified as having academic needs. All Title I programs stress positive attitude and enhance self-concept. Although Title I funds may be used for preschool through grade 12 students, the majority of school systems have chosen to concentrate their services on preschool and elementary programs. Each school district designs appropriate programs based on the specific needs of its students.

Students are selected to participate in Title I programs because classroom performance and test results indicate that additional assistance would be beneficial. Not all students who are eligible for Title I programs receive instruction due to budget constraints and program design. Students with the “greatest educational need” are served first and other students are placed on a waiting list until space is available in the program.

School districts require technical assistance to ensure the appropriate implementation of their Title I programs. Therefore, the Title I Service Center provides this essential service through district visits and specialized workshops. Title I Coordinators’ informational workshops were scheduled during the year, as needed, to assist district personnel in complying with program requirements and implementing Title I guidelines. CESA staff members representing Title I, Title II-A (Teacher-Principal Quality), Title III (English Language Learners), and Title IV (Safe and Drug Free Schools) also assist school district in updating and revising their ESEA Consolidated Plan Applications.

Staff development has continued to be a major focus on the Title I program since effective, sustained staff development is crucial to the success of Title I programs. A variety of inservice opportunities were provided throughout the year to meet the diverse needs and interests of Title I, EEN and regular education teachers, students, parents, and administrators.

Title III English Language Acquisition Consortium

Title III of the Elementary and Secondary Education Act is a federal program that provides funding to public schools in teaching English to English Language Learners and in helping these students meet the same challenging state standards required of all students. Students in Title III programs participate in a variety of learning experiences that are coordinated with regular classroom instruction and supplement the regular education programs.

The Title III consortium provides assistance to thirty-six school districts in CESA #11 and facilitates the sharing of ideas and expertise within its member schools. Assistance is provided in the development, implementation and evaluation of the Title III programs, which ensures effective learning and program compliance for all schools. The federal government, through the Wisconsin Department of Public Instruction, allocates funds to local school districts for the operation of the Title III programs. The primary objectives of the Title III-ELL Consortium are:

- To ensure that all English Language Learners receive effective instruction to assist them with becoming English proficient.
- To assure that all phases of each school district's Title III program are in compliance with federal and state laws.

Specific areas of assistance include the following:

- Dissemination of Federal and State guidelines
- Liaison to DPI
- Coordination with State Standards
- In-district technical support for administration and interpretation of the required exams and the translation of those test scores for disaggregation on the WSAS tests.
- Assist districts with the completion of the required paperwork for the ELL students.
- Assistance with alternative assessment measures and WSAS participation.

- Supportive library materials for classroom teachers and students
- Facilitation of quarterly ELL Coordinator meetings
- Program monitoring
- Program plan and evaluation
- Parent involvement
- Professional development
- Grant development

The Title III program provided professional development opportunities for district personnel to assist with supporting the learning of ELL students in the classrooms and schools.

SAGE – Student Achievement Guarantee in Education Program

The objective of the SAGE program is to improve student achievement through the implementation of four reform strategies: reducing class sizes to no more than 18:1; increasing collaboration between schools and their communities; implementing a rigorous academic curriculum focusing on academic achievement; and improving professional development and staff evaluation practices. SAGE is a State initiative aimed at funding class size reduction in grades K-3 and the implementation of the other reform strategies. Within CESA #11 there are 28 school districts that participate in SAGE; 2 of which work with CESA #11 to implement their program. The primary goals of the CESA #11 SAGE program are:

- To assure that all phases of each school district’s SAGE project are in compliance with state law, and
- To assist school districts in providing quality educational experiences for K-3 students and teachers.

Specific areas of assistance include the following:

- General Administration
 - Dissemination of State guidelines
 - Liaison to DPI
 - Coordination with State Standards
- Project Implementation
 - Application development
 - Evaluation
 - Program monitoring
 - Staff development/in-service

HEALTHY STUDENTS, STAFF, & SCHOOLS

The goal of the CESA #11 ISPD / HSSS Team is to develop and support healthy, resilient, successful learners by:

- enhancing the professional development of staff
- creating effective, integrated health and human development curriculum
- fostering safe and healthy school environments
- involving youth in addressing their own developmental needs and those of their peers
- providing technical assistance for involving parents and the community in creating effective partnerships

The HSSS staff assists schools in organizing and implementing programs, services, and instruction utilizing the *Heart of Successful Schools Framework*. This framework aligns with the Dept. of Public Instruction's *Characteristics of Successful Schools* and *Comprehensive School Health Framework*. Cultivating the hearts of children is as fundamental a responsibility of educators as cultivating their minds.

The HSSS Team works in collaboration with the Wisconsin Departments of: Public Instruction; Health and Family Services; Justice; and Transportation to provide resources and direct services to districts and communities within the CESA #11 region.

Curriculum Development

The HSSS Library contains over 2,900 resources and has approximately 280 regular users of materials. Innovative lesson plans integrating new resources are developed and shared on an on-going basis, along with an extensive promotion system for informing educators of the latest resources.

The HSSS Team has produced and distributed 5 comprehensive curriculums that are being utilized extensively in the CESA #11 area and throughout the state. They are:

- *Growing Up Groups* (puberty education 4th, 5th and 6th) (revised summer 2003)
- *You Can Tell: Feeling Respected and Protected* (K-12) (revised summer of 1999)
- *Life Skills* (8th-10th) (revised 2006-07)
- *Body Walk* (interactive elementary health learning center) (revised 2005)
- *School Age Parent Curriculum* (summer 1997)

On-going curriculum development assistance is provided when districts request support in developing curriculum related to the Healthy Students, Staff, & Schools areas.

The following programs and curricular areas are supported through the HSSS media center.

- Alcohol and Other Drugs
- AIDS/HIV/Bloodborne Pathogens
- Alcohol/Traffic Safety
- Bullying/Harassment
- Physical Education
- Developmental Assets
- Health Education / Standards
- Healthy School Environment
- Human Growth and Development
- Peer Facilitation/Peer Education
- Peer Mediation/Conflict Resolution
- School Age Parent Programs
- School Counseling
- School Safety / Crisis Management Planning
- Suicide Prevention
- Tobacco Prevention
- Violence Prevention / Bullying / Harassment
- Youth Leadership Development

Professional Development

Ten professional development opportunities were offered during the 2009-10 school year serving over 350 participants; Teens Against Tobacco Use (TATU), Bullying Prevention Curriculum Training, Bullying Prevention Policy Development, Suicide Prevention, Cyberbullying ITV workshop, Responsive Classroom and Autism and Beyond for Phy. Ed. Teachers.

HSSS program staff also facilitated (3) school counselor network meetings. (Oct. 14th., Jan. 2nd and April 16th)

Publications

The following publication was distributed to school districts, community agencies, legislators, DPI staff and others during the 2009-10 school year.

- *Update Newsletter* - this publication is distributed to over 350 individuals 2 to 3 times a year.

Title IV – Safe and Drug Free Schools Consortium

Currently, 34 districts collaborate through the CESA #11 Title IV – Safe and Drug Free Schools Consortium that provides fiscal management, technical assistance, professional development, and grant writing services to assist districts to develop effective AODA programs. On-site technical assistance is provided to consortium districts in assisting in the development and implementation of their Safe and Drug Free local prevention plans that meet the Principles of Effectiveness - the federal requirement for Title IV entitlement dollars.

The following DPI initiatives, legislative mandates, state supported programs, curriculum areas, local activities, and federal projects are delivered within the Title IV - Safe and Drug Free Schools Consortium.

- Alcohol, Tobacco and Other Drug Prevention
- Abuse Prevention
- Character Education
- Risk Factors/Protective Factors

- Developmental Assets
- Developmental Guidance
- ESEA Facilitation
- Healthy School Environment
- Peer Facilitation/Peer Education
- Peer Mediation/Conflict Resolution
- School Safety / Crisis Management Planning
- Student Assistance Programs
- Violence Prevention / Bullying / Harassment
- Youth Development / Resiliency
- Youth Leadership Development
- Researched-Based Prevention curriculum

Professional Development

The following is a list of the professional development opportunities that were delivered within the Title IV - Safe and Drug Free Schools Consortium budget.

- Three AODA Coordinator Meetings
- Middle School Peer Mediation
- Upper Elementary Peer Mediation
- Classrooms Under the Influence
- High School Leadership around Prevention
- Anti-Gay Bullying and Harassment
- Parents Who Host Lose the Most
- Fetal Alcohol Spectrum Disorder

Regional Services Network (RSN)/Wisconsin Personnel Development System (WPDS)

The statewide RSN grant project is a vehicle through which the Department of Public Instruction (DPI) improves the outcomes for students with disabilities through leadership, communication and professional development. The RSN's role is to support the work of the Special Education Team by providing ongoing and systematic communication and regional technical support to the local education agencies (LEAs) in each CESA in the areas of compliance with special education law, improving LEA performance on the State Performance Plan (SPP) indicators and other special education initiatives.

RSNs attend statewide meetings where the department provides updates regarding special education law and Wisconsin's progress on the SPP Indicators. The department works through the RSN to organize and coordinate regional professional development opportunities for LEAs. The RSN is required to hold a minimum of four regional Director of Special Education meetings; support four legal briefings delivered through webcast and other DPI directed trainings developed throughout the year.

In July of 2008 and July of 2009 the RSN participated in focused performance reviews of regional data concerning LEA performance on compliance and improvement indicators to determine areas of greatest need. Indicators 3c (Performance on Statewide Assessment), 12 (Part C to B Transition) and 13 (Secondary Transition with IEP Goals) were determined to be focus areas for the 2009 through 2011 school years and will be areas of concentration and collaboration of RSN grant funding.

Under the direction of the RSN director, The CESA #11 WPDS purchased service program provides systemic professional development opportunities at low cost that facilitate sustained change and help assure quality educational services for students with disabilities. The annual areas of concentration for services offered under this purchased service are determined by workshop evaluations/comments, Director of Special Education suggestions, DPI updates and directives and collaborative efforts between departments at CESA #11.

Ninety-two percent of the workshops offered throughout the 09-10 school year were held with 676 participants taking advantage of the offerings. Twenty of the trainings were, in part or whole, offered via ITV.

WISCONSIN STATEWIDE PARENT EDUCATOR INITIATIVE (WSPEI)

Through grant funding, CESA #11 supports the Wisconsin Statewide Parent Educator Initiative. This includes sponsoring three CESA-level parent liaisons, and supporting ten district-level parent liaisons. The liaisons provide support to both the school districts and their parents with children with special education needs.

Project activities include:

- One-day training seminar for parents and educators with numerous presenters on various topics related to special education.
- Four video conferences on special education topics open to educators as well as CESA and District Parent Liaisons
- Sponsorship of additional state training for the CESA parent liaisons
- Additional support to District Parent Liaisons includes four afternoon trainings and individual consultation with the CESA Parent Liaison Coordinator
- Resource dissemination
- In-district/parent and educator consultation services

During the 09-10 school year, all 39 districts in CESA 11 received information from WSPEI. Approximately 32 districts received direct support from Parent Liaisons. Through individual consultation, parent trainings, workshops, and mailing of materials WSPEI CESA 11 and District Parent Liaisons had over 600 parent contacts, over 750 educator contacts, and over 120 student contacts during the 09-10 school year.

PROFESSIONAL LENDING LIBRARY

A professional lending library for use by school district personnel is located at CESA #11. The library contains professional books, audio and visual tapes, kits, and other relevant materials for use by school administrative and other appropriate staff members. Participating schools pay a nominal cost per year to access the library materials.

GIFTED AND TALENTED CONSORTIUM

The goal of our CESA 11 Gifted and Talented Consortium is to ensure that our gifted and high potential youth from both traditional and underserved groups are recognized, universally valued, and actively supported and developed. It is with great pleasure that I share this report with our districts.

We have completed year three of our networking within CESA #11's Comprehensive Consulting and Networking Services (CCNS) – another successful year to say the least. Our member districts are now able to take advantage of many of the opportunities offered to this network in support of professional development for our teachers. Our GT students have prospered with this decision as well.

Research has provided some startling facts regarding the education of our gifted and talented youth. Interestingly enough, gifted children are at a greater risk for under-achievement. America's top students do not perform well when compared with their counterparts around the world. Without appropriate challenges, gifted students are likely to regress to average levels or below average levels of achievement, and many gifted children has mastered 50-75% of the curriculum in the five core subject areas before their school year ever begins. Our GT Consortium addresses these very concerns and supports a challenging regional network for the students, educators and GT Coordinators within our CESA 11 districts.

This last year has seen a new opportunity for our 5-12 students. Our consortium collaborated with the Wisconsin Center for Academically Talented Youth (WCATY) to support online programming options for our identified 7-8 students. This project combines online instruction and face-to-face workshops to allow academically talented students from throughout our region to learn together. We also supported a partnership with BTC BioTech Labs

from Madison, WI to bring BioTech curriculum to our 7-12 science students and teachers. This exciting opportunity was shared with over 50 students and their classroom teachers from across our CESA 11 region. The data compiled from these workshops tells us that many of our districts are in need of BioTech curriculum. As we move forward, our consortium will be collaborating with UW-River Falls to support our districts as they design this state-of-the-art curriculum locally.

Our consortium also received the Wisconsin Gifted & Talented Program Grant again for the 2009-10 school year, and many exciting opportunities resulted from this funding source. Steve Schroder-Davis, Ph.D., a Minnesota native and leader in his field collaborated with our regional teachers, parents, administrators and students facilitating a number of workshops namely, Social Emotional Issues and Differentiated Curriculum. Over 60 parents and close to 150 teachers came together to share in this best practices workshop series. We look forward to working closing with him in support of our consortium throughout 2010-11.

The coordination staff for the Gifted and Talented Consortium will again be Anne Wallisch, anew@cesa11.k12.wi.us and MarybethTschumperlin, marybetht@cesa11.k12.wi.us. Please feel free to contact us regarding any specific questions, concerns, and/or with suggestions in the areas you would like to see addressed in GT.

SCIENCE, MATH AND TECHNOLOGY (SciMaTech) RESOURCE SERVICE AND LIBRARY

We want you to be satisfied and your students challenged! Here's a way to enliven your curriculum planning and classroom instructional support. Use our SciMaTech Resource Service and Library.

We here at CESA 11 continue to look for ways to provide resources and technical support to our educators on an ever-growing variety of curricular materials and hands-on equipment. We have also introduced a new component to our SciMaTech services, direct instructional service and support to our CESA 11 students and teachers, "Hands-On, Minds-On" Math/Science Classroom support. This series of four, focused workshops is designed to bring conceptual thinking and hands-on delivery to our students K-12.

The work this year was a collaborated effort with our MSP Grant, Creating Mathematics Excellence. A direct collaborative effort with the grant was a workshop series based in Constructed Response Assessment & Rubric development.

Our goal for student programming will also include Science content workshops facilitated by consultants from the WASDI Lead Teacher project. Check our CESA 11 website for the dates of these critical opportunities for your student and teachers. We also will be hosting a series of BioTech Workshops in collaboration with Biopharmaceutical Technology Center (BTCI). This Madison, WI BioTech leader will continue to support our efforts in building and strengthening our districts' efforts toward Lab-Based biotechnology opportunities for student and educators.

Please be aware that our brand-new Mobile Planetarium (formerly STARLab) has made an overwhelming initial voyage these past two years. Over 20 school districts shared this lab, and we will continue to support this state-of-the-art technology with our newly designed curriculum units based on the Earth and Space Wisconsin Model Academic Standards.

We are also proud to announce our support of Interactive Whiteboard trainings. We continue to host Level I & II training using the latest technology support with either SMART and/or Promethean technology. These trainings are offered in our newly designed "virtual classroom" on the campus of CESA 11.

The coordination staff for this consortium will again be supported by Anne Wallisch, anew@cesa11.k12.wi.us and Chasta Cimfl, chastac@cesa11.k12.wi.us. Please feel free to contact us regarding any specific questions, concerns, and/or suggestions in areas you would like to see addressed in SciMaTech. JOIN US and challenge

your students and staff. SciMaTech will help with your critical planning and student-based instruction!

CURRICULUM COORDINATORS' MEETINGS

District curriculum coordinators and directors of instruction attend monthly meetings from September through May. The 2009-10 agenda created by the curriculum coordinators focused on their role as educational leaders as they respond to new initiatives and approaches to improving student learning and the art of teaching. Topics included the following:

- Linking 21st Century Skills with Wisconsin Model Academic Standards
- Numeracy – Just as Important as Literacy
- Tier 2 Math Assessments: Developing and/or Selecting Tools
- The Value of Professional Learning Communities
- Common Core Standards: taking a deep look at how national standards impact local curricula
- Interactive Technologies that enhance curriculum delivery
- New Curriculum Initiatives: STEM, Project Lead the Way, Project Based Learning, Integrated Literacy, Advanced Placement Courses, Character Education, Health & Wellness, Charter Designs
- Merging Literacy with Technology: Action research through the EETT projects

During the 2010 school year the curriculum coordinators will be exploring the newly adopted Common Core Curriculum standards. We will study different content areas each month. Beginning in September, we'll take a look at the English standards.

Contact: Tamara Sharp

PRINCIPAL NETWORKS: ELEMENTARY, MIDDLE AND HIGH SCHOOL

Each network meets quarterly to discuss leadership and management issues confronting principals at their levels. Participants review research, examine procedures and practices, and share personal expertise to meet a variety of needs and concerns. A joint meeting for all three levels of principals is held in the spring to welcome aspiring principals. That meeting also features updates on the legislation affecting education. Topics during 2009-2010 focused on how school leaders use data:

- Title 1 & ARRA: collecting data for planning and goal setting
- Behavioral Data: what does it tell you about mental health & AODA needs of students?
- Tracking Student Progress: RTI processes, summative & formative data, etc.
- Preparing Students for a 21st Century World: collecting & using data in career development
- CyberLaw: Maximizing Safety & Minimizing Risks in Classrooms (Amy Bisonette)
- Conducting a Curriculum Audit (Bill Alleva)
- Using Data to Best Meet Alternative Education Needs (Beth Lewis)
- 21st Century Skills, Common Core Standards, Project Lead the Way, STEM, CREATE: summary of projects (Nancy Graese)

Contacts: Tamara Sharp – Elementary and High School Principals; Trish Graves – Middle School Principals

STANDARDS AND ASSESSMENT-DAC MEETINGS

School districts continue to receive support in the ongoing implementation of the WSAS (Wisconsin Student Assessment System). Monthly DAC (District Assessment Coordinator) meetings were held to facilitate the dissemination of information from the DPI. Individual districts worked with educational consultants to continue the development of standard alignment, benchmarking, curriculum and local assessment development. The emphasis this year centered on the development and use of local assessment data and development of plans for intervention with struggling learners.

Data Analysis Retreats are offered to provide a forum for districts to explore their data and make meaning of the results through the development of a school improvement plan. The retreats are now closely aligned with the requirements for accountability under the ESEA legislation. Many districts are holding data retreats in their districts rather than in a regional setting. Additionally, grant initiatives are supporting districts in the exploration of data at a deeper instructional level.

Contact: Trish Graves, ISPD Educational Consultant

NIBS-NORTHWEST INSTRUCTIONAL BROADCAST SERVICE

NIBS is one of six ECB Liaison regions in Wisconsin and promotes the products and services of the ECB-Educational Communication Board

The NIBS service provides leadership and support in the area of instructional television and technology. The distribution of the Parade of Programs informs teachers of the year's instructional television offerings from public television. The ECB's Interconnect newsletter provides monthly information to teachers about resources available to incorporate technology into their curriculum planning. Additionally, member schools receive a discount on teacher materials including teacher guides, CD-ROMS, and videodisks. Teachers from member schools participate on a Teacher Advisory Committee to select programs for the upcoming year to provide for their identified curriculum needs.

Membership is based on student enrollment and is a service purchased through shared service contract.

Contact: Trish Graves, ISPD Educational Consultant

EETT (Enhancing Education Through Technology) Grant

The 2009 CESA 11 consortium grant included 22 districts & 2 private schools: Amery, Assumption School, Boyceville, Cameron, Chetek, Clayton, Clear Lake, Cumberland, Durand, Frederic, Glenwood City, Grantsburg, Menomonie, New Richmond, Pepin, Plum City, Prescott, Rice Lake, St Croix Falls, St. Joseph School, Shell Lake, Somerset, Spooner and Turtle Lake. The grant focused on training in a variety of technology tools with an emphasis on the use of interactive boards and on using Moodle as a communication platform. An EETT – ARRA continuation grant for the 2009-10 school year was awarded and is open to those districts who were part of the 2009 grant and wish to “continue” their technology training.

The EETT-ARRA 2009 grant will focus on training in developing project based curricula that integrates technology, specifically interactive boards with the enhancement of interactive pens and the use of document cameras to enhance teaching and learning.

The 2010 EETT grant will focus on developing assessment tools that measure student proficiency in meeting the information technology literacy standards by the end of 8th grade. 21 schools are participating. The CESA 11 Consortium proposal includes the development and/or selection of an online assessment tool as well as training in the INTEL Assessment course and development of assessment tools for project based learning activities that incorporate technology tools and the 21st century skills.

Contact: Tamara Sharp, ISPD Educational Consultant

CESA #11 CARL PERKINS CONSORTIUM

The membership of this consortium includes 37 CESA #11 districts: They are: Amery, Baldwin-Woodville, Barron, Birchwood, Boyceville, Cameron, Chetek, Clayton, Clear Lake, Colfax, Cumberland, Durand, Elk Mound, Ellsworth, Elmwood, Frederic, Glenwood City, Grantsburg, Hudson, Luck, New Richmond, Osceola, Pepin, Plum City, Prairie Farm, Prescott, Rice Lake, River Falls, St. Croix Central, St. Croix Falls, Shell Lake,

Siren, Somerset, Spooner, Spring Valley, Turtle Lake, Unity, Webster. These districts shared a budget of more than \$300,000.

The major goals of the work of this consortium include supporting professional development to enhance the quality of career and technical education programs within the 7-12 system, and to purchase resources that support that professional development. This year an addition to this work was the incorporation of Career Clusters/Career Pathways-Programs of Study.

CESA staff serve in the leadership role for this consortium. They liaison between the technical colleges, state agencies, and other education and work related organizations on behalf of the consortium members. Staff time may be requested for work in district, or large or small groups of teachers may come to the CESA office for specific purposes. The staff also maintains and updates the Regional Career & Technical Education Resource Library. Consortium members provide data to complete the CTEERS report, which is used to determine the status of the district's compliance with grant assurances. CESA staff take care of all other reports, data requests and applications required by the Wisconsin Department of Public Instruction.

Professional Development that was part of the consortium work included:

- Regional Consortium Network Meetings
- Regional Career & Technical Educators ShareShops
- In-district in-service sessions
- Career Clusters Workshops
- Facilitating the Future learning communities related to CTE:
 - *Comprehensive School Counseling
 - *Career Clusters/Career Pathways
 - *Building Bridges Between School and Work
- Visions for the Future Leadership Forum
- Curriculum Development (in district)
- Other staff development opportunities as determined locally

CESA #11 Career and Technical Education Coordinator is Nancy Graese, supported by Debbie Baier. This work is in the ISPD Department.

CESA #11 YOUTH APPRENTICESHIP

Twenty-six CESA #11 districts benefited by being able to participate in the CESA #11 Consortium Youth Apprenticeship Grant. 45 students completed youth apprenticeships in the areas of:

- Health care
- Agriculture
- Business & Information Technology
- Automotive
- Hospitality & Tourism
- Manufacturing
- The grant supported some coursework, student testing and overall coordination at both the CESA 11 and local school district level. The financial support from the state was decreased a bit, but was still available due to actions and support by the Wisconsin State Legislature.

CESA #11 WORK-BASED LEARNING PROGRAMS

The CESA #11 Curriculum and Staff Development Department supports school districts in the awareness and implementation of a variety of work-based learning experiences for middle and high school students. Initial funding was available through start-up funding from the Federal government. Continued funding is covered through district budgets. CESA's role was to work as a liaison with the state governing agencies, assist with

teacher or mentor training when appropriate, and continue to secure additional funding sources.

We work with the following work-based learning programs.

- **Youth Apprenticeship**
- **Co-op Skill Standards Certificated Programs**
- **Employability Skills Certificated Programs**

During the 2009-2010 school year, CESA #11 districts participated in the following work-based learning programs:

Youth Apprenticeships

- Health care
- Agriculture
- Business & Information Technology
- Automotive
- Hospitality & Tourism
- Manufacturing

Coop Education: Certified Skill Standard

- Child Care Services
- Health Care Services
- Food Service

School-Based Enterprises

- Web Page Development
- Video Production
- Desktop Publications
- Other Youth-Run Enterprises

These learning experiences provide opportunities for students to:

- put their learning to applied practice,
- work directly with customers,
- learn and hone business skills,
- problem solve and critically think,
- develop valuable resume materials,
- excel in non-traditional learning paths,
- participate in community service projects,
- in addition, experience job-satisfaction related to their high school coursework.

CESA #11 ISPD staff continue to write grants seeking sources to help districts secure additional funding. CESA #11 Carl Perkins Consortium members have priority in working with CESA staff and with sharing extraneous funding that is obtained. The coordinator for this work is Nancy Graese, supported by Debbie Baier.

CONNECTING IN-DISTRICT CURRICULUM CONSULTATION TO DISTRICT NEEDS

CESA #11 consultants who work in-district with teachers to develop and document standards-based curriculum have an opportunity to become more familiar with the scope and sequence of district programs, the professional development needs of staff, and the assessment practices (Tier 1 and Tier 2) within the district.

Consultants who work with school or district level data teams may help link the district's curriculum efforts with the analysis of data from four areas: student achievement results and other student data, program and structure

data, professional practices data and family/community data. As the data team identifies priorities and develops goals and an action plan, the consultant may help integrate curriculum, assessment, technology and professional development initiatives into the plan. Consultants may also assist in merging data retreat goals and action plans with the district's ESEA goals and activities.

Consultants who understand district goals and priorities are better situated to help districts write grants based on district needs that emerged in data analysis retreats. Examples of grants developed from analysis of district data, professional development needs and curriculum initiatives include the following:

- READS (Reading Excellence and Demonstration of Success) grants provide schools with funding to train staff in research-based teaching models that improve student achievement in reading.
- EETT (Enhancing Education Through Technology) grants provide professional development and resources for district teams of teachers to develop curriculum that integrates applications of technology and is based on the Wisconsin Model Academic Standards in Information and Technology Literacy.
- Charter School grants provide districts with the opportunity to expand educational opportunities for students through non-traditional means. Funding is available for planning, implementation and dissemination activities.

COMPREHENSIVE CONSULTING AND NETWORKING SERVICES (CCNS)

The Comprehensive Consulting and Networking Service is designed to provide assistance to our CESA #11 school districts for new and ongoing initiatives in the areas of instruction, curriculum, assessment and school improvement. 36 of the 39 school districts in CESA #11 participate in the CCNS service.

Consulting Services- Each participating school district is entitled to two in-district days for specific consulting services. Districts traditionally have utilized these days for data analysis, curriculum development, in-service trainings and early release day consultation, and grant writing and related grant support. These days are used at the discretion of each district and contracted through the ISPD Director.

Networking Support- To keep districts abreast of new or changing initiatives, the CCNS service sponsors representation of consultants on various state level committees or at DPI trainings. Representatives focus on disseminating the information throughout the region via CESA #11 services that may include training and/or support for new initiatives.

In addition to the "just in time" features of the service, the CCNS support team facilitates a number of regular "Network" meetings for key positions in districts. These networks meet throughout the year and focus specifically on issues related to student achievement through the lens of these particular areas: curriculum coordinators, district assessment coordinators, elementary principals, middle school principals, high school principals, reading specialists, gifted and talented coordinators and library media specialists.

The CCNS service is considered a "gateway" service in the sense that participation in this service entitles membership schools access to in-district consulting attendance for networking meetings at a reduced consortium rate.

NORTHERN LIGHTS DISTANCE LEARNING NETWORK

The Northern Lights Network consists of 32 sites (26 school districts, 3 University of Wisconsin campuses, 2 technical college campuses and CESA 11). The network is governed by a seven member board of administrators. The 2009-2010 board members were: Jean Serum-Northwood; Bruce Quinton-Pepin; Mark Luebker-Plum City; Randy Rosburg-Somerset; David Wellington, Pres.-Spring Valley; Chuck Dunlop-Turtle Lake; and Paul Chase-UW Barron County.

Four goals were established for the Northern Lights Network during 2009-2010:

1. Promote interactive television

- a. Create and distribute Northern Lights newsletter to NLN member schools via CESA van delivery and electronic means.
 - Fall/Winter/Spring issues
- b. Provide custom programs for school districts to increase awareness of video conferencing for staff, students/parents and communities.
 - Presentations to two school boards, four staff meetings and two parent sessions
 - Advertised this option at meetings, electronically and in the winter NLN newsletter
- c. Increase non-member school district familiarity with distance learning through face to face meetings and sharing Northern Lights literature, such as: brochures, newsletters, and special events.
 - Site visits at Elmwood, Spooner & New Richmond school districts
 - Interactive video demonstrations at Elmwood
 - Talked with Amery & Chetek administrators regarding video distance education and blended learning

2. Expand hybrid courses

- a. Created Moodle classrooms for all ITV teachers.
- b. Incorporated Moodle in annual ITV Instructor training.
 - Advocated the benefits of using electronic communication versus traditional mail and fax
- c. Sponsored cost for ITV teachers to participate in quarterly Moodle training
 - Seven Northern Lights teachers participated in multiple sessions
- d. Advertised the availability of ITV to supplement online courses.

3. Increase Northern Lights video sessions by 3% over previous year

- a. With daytime course planning completed prior to the formation of the new NLN team, we aggressively promoted additional use of ITV classrooms for special events, meetings, and staff development.
- b. 8528 video sessions ran totaling 8217hours.

4. New Northern Lights team build professional relationships with school district staff

- a. The new NLN team; Jennifer, Connie & Lisa worked diligently to build relationships with district staff through site visits and daily communication via phone and/or email.

Some activities that took place during 2009-2010:

Meetings:

- 4 Board Meetings
- 1 Annual Administrators Meeting in April
- 4 Programming Meetings for Principals, Counselors and Post-Secondary partners

Staff Development:

- 8 Start Up Orientation Sessions in August
- CESA Meetings and In-services
- ITV Instructor In-service in November (23 instructors)
- Teacher collaboration sessions – 90 teachers participated in one hour sessions covering nine subjects;

World Languages, Social Studies, History, Tech Education, English, Math, Science, Art, Business and Special Education.

Special Event Programming

- Surgeries: five autopsies, three open heart surgeries and two knee replacements, with twelve schools and 535 students attending.
- ACT Prep (six hours of prep in both fall and spring)
- Career Opportunities from WITC allowed high school students to learn more about specific industries, the education required to succeed and various employment areas of each industry
- Programs for Elementary Students:
 - Christmas Storytelling served 1200 elementary students in grades 4K-2
 - Read Across the Planet (12 classrooms connected with partners around the U.S.)
 - Author visits (8 classes received visits from 5 authors)
 - Pen pals (8 classrooms met their partner pen pals)
 - Science Programs from NDEN (13 schools and 61 classrooms)
 - Pilot summer program, *Travel the U.S. in Ten Days*, with four Northern Lights teachers intended to allow students a personal tour of states by a similar grade level aligned with geography lessons
- A variety of other one time field trips occurred connecting students with 18 states this year and averaging one special event per school day.

Jennifer Olson was hired as our network director in July 2009.

Pepin School District and UW-Superior joined the Northern Lights Network this year.

A consortium application for federal E-rate Internet discount was filed. An anticipated discount of 70% is expected 2010-2011 vs. 63% for the 2009-10 school year for those 23 districts who file together.

Northern Lights submitted a 2010 USDA RUS Distance Learning grant application with twenty school districts participating. If awarded, these schools will upgrade their ITV classrooms and/or add portable video carts to their school districts at only 30% of the cost.

A federal Broadband Technology Opportunity Program (BTOP) grant was awarded to the state of Wisconsin this year. This grant provides for the installation of fiber for those schools that currently have copper only.

The Northern Lights Network continues to grow and serve students, staff and community members in Northwest Wisconsin.

FLOW THROUGH

IDEA Flow Through funds are allocated by the federal government. All applications for funding must be submitted to, and approved by, the State Department of Public Instruction. Flow Through funds were designated by Congress to cover a portion of the excess costs involved in educating children with disabilities.

While some funds are used for teaching and support staff, there continues to be increased use for special projects, staff, and staff training. Special projects, which are funded, include purchase of materials and specialized equipment/technology, renovation of classroom space for more efficient use by children with disabilities, and training for all staff involved with Special Education students. Special training may be provided for teachers in dealing with unique disability conditions or for classroom teachers who provide instruction in the regular education setting.

Through the use of IDEA funds, it has been possible to maintain and enhance both the quality and quantity of

services to children with disabilities.

EARLY CHILDHOOD ENTITLEMENT

Entitlement funds are made available through the Department of Public Instruction under the guidelines of Public Law 99-457 to assist school districts to implement early childhood services for preschool children with disabilities in those districts that designate CESA #11 to be the fiscal agent.

99-457 funds are in addition to monies generated under IDEA Flow Through and, thus, provide extra funding for school districts serving preschool children with disabilities. A portion of the entitlement was used to fund a variety of staff positions either in total or in combination with state and local efforts. The majority of the entitlement funds were used to furnish early childhood classrooms with non-capital and capital needs.

Project funds have also made it possible to purchase special equipment such as prone standers for physically disabled children, adaptations for computers, and items used in therapy. Screening and diagnostic procedures have all improved as a result of this project. Moreover, a portion of the funds have been set aside for staff and parent training in an effort to improve the skills of teachers, specialists, and parents who work with early childhood children with disabilities on a daily basis.

SCHOOL BASED SERVICES

During the 2009-10 school year, CESA #11 continued as a Wisconsin Medicaid Program Certified Provider with seeking reimbursement from Medical Assistance for the federal share of allowable charges of medically necessary services provided to students. Services covered and claimable under School-Based Services include:

- Occupational therapy
- Physical therapy
- Nursing
- Audiology
- Developmental testing and assessments when resulting in an IEP
- Psychological, counseling and social
- Speech and language
- Attendant Care Services
- Transportation

Services must be identified in the student's IEP, necessary for the child to benefit from special education, and would identify, treat, or address a medical problem or a mental, emotional, or physical disability.

During 2009-10 CESA #11 distributed over \$800,000 in revenue to 28 CESA #11 school districts.

DELIVERY SERVICE

CESA #11 operates a comprehensive delivery system serving all 39 school districts and 10 Head Start Centers in the CESA #11 area. The service also links up with the university campus at UW-Stout, and CESA #10.

The CESA delivery service is designed to meet the needs of administrators, teachers, students and support staff who have the need to send materials, communications, pupil records, shared media, equipment, supplies, etc., to individuals in other schools. This is a quick and cost-effective delivery network.

Cindy Becker coordinates the service. Mari Schiebel and John Stachowiak are the van drivers.

COOPERATIVE PURCHASE PROGRAM

The purpose of the Cooperative Purchase Program is to offer buying power as a group, provide school districts with the opportunity to save money, provide easier ordering, provide items to school districts with no shipping costs, provide trouble-shooting for any bid problems, and to coordinate workshops of interest to the various groups involved in the program such as food service workers, and district custodians.

CESA #11 coordinates bid programs in the following areas: Prime Vendor Food/Frozen Food, Direct Diversion of USDA Commodities, Paper Products, Milk, Small Equipment(kitchen), Athletic Supplies & Equipment, Custodial & Lighting Supplies, Technology and Engineering Education Supplies and Equipment, Automated External Defibrillators(AED), AV Supplies & Equipment/Projection Lamps(in collaboration with CESA #10), and a copy Paper Bid.

Cooperative Bid Steering Committees are organized for the following bids: Food Service, Direct Diversion, Custodial/Lighting, Technology and Engineering Education Supplies and Equipment and Athletic supplies. Each bid committee meets to refine the bid specifications, set the yearly calendars and trouble-shoot areas of concern prior to the respective bid being sent to the districts. After the bids are returned to CESA #11, quantities are compiled and bids sent to vendors for prices. The committee meets a second time to select the successful vendor. This process, in turn, leads to significant savings during each bid period for participating districts.

CESA #11 is continually updating, refining and striving to make each bid program the most efficient possible for all districts involved.

The Cooperative Purchasing program offered the following staff development opportunities in 2009-10:

- Custodial & Maintenance Vendor Showcase - July 8, 2009, Barron High School - 113 participants
- Summer Food Show – August 18, 2009, Hudson High School- 199 participants

REGIONAL SPELLING BEE

On Wednesday, February 17, 2010, 35 young spellers faced off at the CESA #11 Regional Badger Spelling Bee's that were held at Turtle Lake and Woodville. Listed below are the names and school districts of the young spellers who participated in this year's CESA #11 Bee.

| <u>District</u> | <u>Student</u> | <u>District</u> | <u>Student</u> |
|---------------------------|------------------|------------------------------|-----------------------|
| *Amery..... | Alicia Cran | *Osceola..... | Zach Green |
| Baldwin-Woodville | Larissa LaFavor | Pepin..... | Lauren Tulip |
| *Barron..... | Nick Prill | Plum City | Christopher Longsdorf |
| Boyceville | Peter Duerst | Prescott-Malone Elem..... | Cameron MacKenzie |
| *Cameron | Jade Green | Prescott-Middle School | Evan Nelson |
| *Chetek | Angie Ramos | Prescott-St. Joseph's | Ethan Fox |
| *Clayton | Courtney Moskal | *Rice Lake | Claire Jenkin |
| Colfax..... | Devon Utpadel | *Shell Lake..... | Seth Olson |
| *Cumberland..... | Micah Weltzin | *Siren | Hannah Skold |
| Durand..... | Jade Lindstrom | Somerset..... | Mikayla Reed |
| Elk Mound..... | Shawn Flynn | *Spooner | Annabelle Revak |
| Ellsworth | Kenny Stowe | Spring Valley | Tana O'keefe |
| Elmwood | Shelbie Morrell | St. Croix Central..... | Tanner Goin |
| *Frederic | Benjamin Richter | *Turtle Lake | Rachel Steglich |
| Glenwood City | Bradley Poch | *Unity..... | Danielle Mares |
| Hudson | Julie VanAllen | | |
| Menomonie | Kelsey Erickson | | |
| Menomonie-St. Paul's..... | Ingrid Rich | | |
| New Richmond..... | Alex Beckman | | |

* School participating at the Turtle Lake site.

Danielle Mares - Unity took the Championship award at Turtle Lake and Nick Prill – Barron took second place. In third place was Jade Green - Cameron. The final two words were “commiserate” and “facsimile.”

At the Viking Middle School – Woodville, Tanner Goin – St. Croix Central took the Championship award, Shawn Flynn – Elk Mound took second place, and third place was Jade Lindstrom - Durand. The final two words were “fissuration” and “protagonist.”

ENVIRONMENTAL SERVICES PROGRAM

A CESA #11/CESA #10 joint venture Environmental Services Program was developed to meet school district needs in the area of environmental management and occupational health and safety programs. School districts who participate in this program received services in the following basic areas:

| | |
|---------------------------------------|-----------------------------|
| Asbestos | Safe Drinking Water |
| Chemical Hygiene | Compressed Gas Safety |
| Hazard Communication/ERTK | Accident Reduction Program |
| Hazardous Waste | Emergency Action |
| Bloodborne Pathogens Exposure Control | Petroleum Storage Tanks |
| Lockout/Tagout | Emergency Planning and CRTK |
| Confined Space Entry | Respiratory Protection |
| Heating Conservation | Radon Protection |

Additional services, not included under the basic service contract, for additional fees include, but are not limited to, the following:

- Perform periodic asbestos surveillance at six-month intervals
- Perform three-year asbestos re-inspection
- Perform Americans with Disabilities Act Accessibility Audit
- Perform Indoor Air Quality Surveillance and Sampling
- Perform Lead Paint Inspections, Training, and Sampling Activities

CESA #10/CESA #11 has a full time Environmental Services Specialist employed to provide the above services to participating school districts.

ACADEMIC DECATHLON

The Wisconsin Academic Decathlon Program was initiated to provide the opportunity for high school students to experience the challenges of competition in the academic arena. The first level qualifying round is conducted at the CESA level, followed by regional state, and national competitions. CESA #11 conducts the qualifying rounds and is designated as one of the five state sites for the regional competitions. Regional director for the program is Cindy Becker, CESA #11.

In 2009-10, nine CESA #11 school district teams competed in the qualifying rounds. Six CESA #11 schools advanced on to the regional competition and two of those represented CESA #11 at the State competition. The schools involved included:

Barron, Boyceville*, Cumberland*, Durand (I)**, Durand (II), Elk Mound (I)**, Elk Mound (II), Menomonic*, New Richmond *

* Competed at the regional level

** Competed at the regional level and state level

Congratulations, Durand! The UW-Barron County Regional winner!

PACKAGE PLANS

Package plans are a contracting arrangement in use by the CESAs. Under such an arrangement, a teacher and facilities are provided by a host school district. CESA then purchases the entire package, contracts with participating districts, and prorates the cost among those districts.

HEAD START

The CESA #11 Head Start/Early Head Start Program provides early childhood educational, health and nutrition, and family services to 561 Head Start and 203 Early Head Start income eligible children in the seven (7) northwestern Wisconsin counties of: Barron, Chippewa, Dunn, Pepin, Pierce, Polk, and St. Croix. Funding for these services comes from the federal office of Health and Human Services totaling \$5,946,767 and supplemental state funds totaling \$427,350.

The CESA #11 Head Start program's mission is: "Empower, Support, Educate, and Lead". The vision statement, "To create relationships and build collaborative partnerships within our communities which support, empower and develop the unique potential of each Head Start child, family, and staff member to promote a healthy promising future for all enrolled children and families", provides direction for the program along with the program's core values it lives by. The following five program goals have been established to direct the work and allocation of program resources of time and money:

1. Provide the highest quality of services utilizing the Federal Head Start Bureaus educational outcomes and locally developed family outcomes.
2. Become a full partner in the community's safety net for low income children and families.
3. Develop effective site based work teams.
4. Secure alternative funding sources and resources.
5. Create and support a comprehensive and effective staff development process.

The CESA# 11 HS program integrates research on best practice, recommendations from parents and staff on quality services, Federal Head Start Performance Standards, Brighter Futures – National Health Standards, the Child Care and Adult Food Program (CCAFP) Requirements, the WI State Day Care Regulations, The Wisconsin Model for Early Learning Standards, and the Governor's KidsFirst agenda, along with partnering with local community agencies to effectively serve as a community safety net for low income children and their families. In November, 2009 Governor Doyle nominated CESA #11 Head Start as a Center of Excellence in Early Childhood.

In the CESA #11 HS/EHS service area, there are estimated to be over 3,700 low income, eligible birth to 5 year olds, which continues to show an increase of children living in poverty from previous years. The HS/EHS program projects that it is able to serve approximately 8% of the income eligible infants and toddlers and 44% of the income eligible 3 and 4 year olds in this seven county service area. Currently there are over 100 three and four year olds and 100 infants, toddlers and pregnant women on the program's waiting list. During this program year, 653 three and four year old children from 598 families received Head Start services and 313 birth to three year olds from 196 families received Early Head Start services.

Head Start/Early Head Start Services are offered in a variety of program options in an effort to best meet the needs of the children and their families. These options include:

Center Based Classroom Services which provides classroom based Head Start services to 426 three and four year olds for 3.5 hours per day, 130 days per year.

Home Based Option provides 32 Home Visits 1.5 hours in length and 16 classroom experiences 3.5 hours in length for 22 three and four year olds.

Combination Option provides services to 27 three year olds or four year olds that are isolated by distance from the center by providing 24 Home Visits 1.5 hours in length and 32-36 classroom experiences 3.5 hours in length.

Early Head Start Combination Option is provided to 203 children birth to three years old (20 of which are filled with enrollees of the School Age Parent Program) and their families. This year-round option provides 48 weeks of services utilizing the support of two Family Partners, one child focused and one family focused, providing direct services to the child and family both in the classroom setting of which there are 32-36 socializations and in the child's home during each of the 24 Home Visits.

School Age Parent Program (part of the EHS Combination Option) provides parenting and early childhood development classes to 20 school age parents. Pregnant adolescents are enrolled immediately upon being diagnosed as pregnant and may remain in the School Age Parent option until they have successfully graduated from High School.

Pre-K4 School District Collaboration which provides PreK services to income eligible Head Start enrolled children in the school districts of Barron, Cadott, Cameron, Chippewa Falls, Ellsworth, Frederic, Luck, Menomonie, New Richmond, Osceola, Rice Lake, St. Croix Falls, and Stanley-Boyd. In these districts the school district contracts with the CESA # 11 Head Start program to provide the district's Pre-K4 program within the Head Start classroom and purchases extended services for these children. Utilizing district funding, enrolled children participate in activities prior to Head Start beginning in the fall to become more familiar and comfortable in their new HS setting. These transitional HS activities provide the educational staff an enhanced opportunity to get to know each child better and complete developmental screenings. When the Head Start classroom ends in May, these Pre-K4 children participate in a Head Start summer school program designed to successfully transition them into a full day Kindergarten program in the fall. At the end of the Head Start summer experience, these children and their families are also provided a free field trip by chartered bus to the Minnesota Children's Museum. Following the trip each child receives backpack for school, a box of classroom supplies that they will need specifically for the Kindergarten classroom they will be attending, along with a book about Kindergarten. Memorandums of Understanding are in place with all school districts in the service area that have PreK, but do not have a formal collaboration with the Head Start program to assure successful transitions to Kindergarten.

The average monthly enrollment for the Head Start/ Early Head Start program was 101% of the funded enrollment. Of the total children served, 87% fell below 100% of the Federal Poverty Level, 7% were between 100%-130% FPL, 5% were over 130% FPL and 1% was eligible due to their status as a foster child. All enrolled children are provided access to dental services through onsite visits by the CESA #11 Rural Health Dental Clinic, which includes referral support to 2 pediatric dentists when necessary. 96% of all enrolled children received a dental exam and preventive dental services. 34% of these children were diagnosed as needing treatment, of which 91% received the necessary follow-up care. 90% of all enrolled children were up-to-date with their age-appropriate preventive and primary health care. 97% of the 3% diagnosed with a health condition received the necessary follow-up medical care. 100% of the enrolled children were up-to-date with their immunizations.

Each family enrolled receives Parent/Family Handbooks to assist the families in understanding program requirements and opportunities. The program has implemented a new approach to better serve parents by providing numerous opportunities for parent training sessions based upon program identified needs. Parents receive a stipend of \$10 per training session when they attend which helps cover their costs for child care and transportation. Parent committees are held monthly, during the school year, with parent's receiving a stipend to participate in this opportunity also. Each center's Parent Committee follows their center's parent committee by-laws when conducting the work of this group as well as voting in a representative to serve as a Policy Council member. Each center is responsible to select a community service project to demonstrate to the community that they appreciate the community support Head Start receives. It also helps parents understand that they are an important resource for their community and may help them develop an ethic of giving and actively participating in the affairs of their community and school. The CESA # 11 Head Start Program has sponsored a locally developed "Healthy Child" initiative at each center which is organized and implemented by the parents at that center. This effort was designed to build upon a state initiative sponsored by the Governor to encourage all families to eliminate exposure of their children to second hand smoke. The program increased the Healthy Child focus to include the elimination of violence in HS homes such as language, TV viewing, domestic abuse, child rearing practices etc.

The CESA #11 Head Start program has already met and exceeded the staffing requirements for classroom teachers and education supervisors as set forth in the 2007 Head Start Act. The program is also confident in meeting the September 30, 2013 deadline that requires all teacher assistants to have a child development associate credential or enrolled in an associate or baccalaureate degree. The CESA #11 HS/EHS program has also established a new mission team to develop comprehensive dual language learner policies and procedures to meet the expanding dual language learner population.

BIRTH TO THREE

In January of 2000, Burnett County Human Services contracted with the CESA # 11 Head Start Program to provide Birth to Three services for Burnett County. Currently 24 infants and toddlers with significant disabilities along with their families receive regular ongoing services from a DPI licensed Preschool Special Needs Educator along with OT/PT and Speech Therapists. Services are delivered in the child's natural environment which is most often the child's home.

KATIE BECKETT PROGRAM

The Head Start Program contracts to provide the federally funded Katie Beckett Program in the 15 counties in northwestern Wisconsin. The Katie Beckett Program certifies children with long term disabilities or complex medical needs (living in their families) in the WI Medicaid Program. The Katie Beckett specialist meets with each family and child in their home and helps them complete the complex application process. Families must be recertified every 3 years, through a home visit, to remain eligible for the program.

WISCONSIN STATEWIDE PARENT EDUCATOR INITIATIVE (WSPEI)

Through grant funding, CESA #11 supports the Wisconsin Statewide Parent Educator Initiative. This includes sponsoring three CESA-level parent liaisons, and supporting ten district-level parent liaisons. The liaisons provide support to both the school districts and their parents with children with special education needs.

Project activities include:

- One-day training seminar for parents and educators with numerous presenters on various topics related to

special education.

- Four video conferences on special education topics open to educators as well as CESA and District Parent Liaisons
- Sponsorship of additional state training for the CESA parent liaisons
- Additional support to District Parent Liaisons includes four afternoon trainings and individual consultation with the CESA Parent Liaison Coordinator
- Resource dissemination
- In-district/parent and educator consultation services

During the 09-10 school year, all 39 districts in CESA 11 received information from WSPEI. Approximately 32 districts received direct support from Parent Liaisons. Through individual consultation, parent trainings, workshops, and mailing of materials WSPEI CESA 11 and District Parent Liaisons had over 600 parent contacts, over 750 educator contacts, and over 120 student contacts during the 09-10 school year.