Where service and leadership unite.

Michael Haynes
Agency Administrator

Cooperative Educational Service Agency 10
725 W Park Avenue, Chippewa Falls WI 54729
(715) 723-0341 (Phone), (715) 720-2070 (Fax)
www.cesa10.k12.wi.us

Follow CESA 10 on Facebook @ http://www.facebook.com/ Cooperative.Educational.Service.Agency.10
# INTRODUCTION

# PURPOSE AND BACKGROUND

# MISSION, VISION AND BELIEFS

# MEMBER DISTRICTS

# GOVERNANCE

Board of Control 2017-18

Historic District Representation on the CESA 10 Board of Control

Members of PAC 2017-18

Members of NUC 2017-18

# EFFICIENCY AND EFFECTIVENESS

# DEPARTMENT OVERVIEWS

Administration

Operations

Learning Services

Special Education and Pupil Services

Facilities Management

# REGIONAL EFFORTS AND PARTNERSHIPS

Wisconsin Regional Service Network (RSN)

Response to Intervention Center (RtI)

Wisconsin Safe and Healthy Schools Center (WISH Center)

The Regional Computer Center (WIRCC)

# STRATEGIC PLANNING

# LOOKING AHEAD

# ANNUAL CONVENTION

Annual Convention Agenda

Board Delegates 2018-19

Minutes from 2017 Annual Convention

Financial Statement
Dear Members and Educational Partners,

Cooperative Educational Service Agency 10 (CESA 10) is committed to providing high-quality services to districts in the area of leadership, consultation, professional development and specialized personnel who work directly with students. “Educational Service” is at the heart of what we do and is literally our middle name!

Our job is to listen, develop and serve. The programs and services described herein are a result of member district feedback and CESA 10’s efforts to meet your needs. This report is designed to provide delegates to the annual convention, member districts and other state and federal partners, an overview of the organization and the services available.

These are exciting and challenging times for educators in Wisconsin and across the nation. The staff at CESA 10 will continue to do our level best to help districts and students succeed!

Michael Haynes, Agency Administrator
PURPOSE AND BACKGROUND

Purpose
Cooperative Educational Service Agencies (CESAs) were created by the state legislature in the mid 1960’s primarily as a response to new special education law. CESA’s mission is contained in this legislation:

Wisconsin State Statute 116.01

The organization of school districts in Wisconsin is such that the legislature recognized the need for a service unit between the school district and the state superintendent. The cooperative educational service agencies are designed to serve educational needs in all areas of Wisconsin by serving as a link both between school districts and between school districts and the state. Cooperative educational service agencies may provide leadership and coordination of services for school districts, including such programs as curriculum development assistance, school district management development, coordination of vocational education and exceptional education, research, special student classes, human growth and development, data collection, processing and dissemination and in-service programs.

CESA 10 is governed by an eleven member Board of Control representing 29 districts in our region. Board members are elected at the annual convention following a procedure described in Wisconsin State Statute 116.02. The Board of Control and Agency Administrator are advised by a Professional Advisory Committee (PAC) composed of the superintendents from each of the 29 districts. This group meets monthly to discuss issues and concerns that are of vital interest to school districts.

CESA 10 services are divided into four departments: Operations, Learning Services, Facilities Management, and Special Education/Pupil Services. The services of each of these departments are detailed in this report. The CESA 10 staff appreciates the strong partnerships we have forged with our member districts over the years. We pledge to continue our efforts helping school districts build exemplary educational programs for all youth throughout our region of the state.
MISSION, VISION AND BELIEFS

Mission
CESA 10, in collaboration with member districts, is committed to providing visionary leadership and cost-effective services to maximize learning opportunities and school effectiveness.

Vision
Where service and leadership unite.

Beliefs
- Learning is a lifetime investment.
- Every student has the right to a quality education.
- Visionary leadership, creativity and expertise applied in service to education result in student achievement.
- A culture of collaboration is essential to success.
- Educators deserve support to learn, to change and to continually improve.
- Transparency, professionalism, and mutual respect build relationships based on integrity and trust.
- Success is framed in terms of student achievement.
- All partners deserve equitable and excellent services.

The following principles serve as the operational guidelines through which CESA 10 strives to fulfill its purpose:

- Programs offered are based upon documented local school district service needs.
- Local district personnel are major participants in identifying local service needs and in defining and developing services to address those needs.
- Those services, which can best be provided exclusively by the local district, for the local district, should be retained at the local level.
- Those services which can best be provided from the CESA level, based upon criteria of effectiveness and efficiency, should be provide on a multi-district basis, subject to the voluntary participation prerogative of each district.
- Services initiated by the CESA which, through the passage of time and the changing of conditions, can best be assumed by the local districts should be reallocated to the local level.
- A changing mix of services and participating districts is accepted as a characteristic of CESA operation and as a positive indicator of viable service agency roles.
- A core of CESA services, consistent with the principles cited above, should be developed to provide reasonable consistency of structure and function for the CESA over a period of time.
- Innovative, developmental and exemplary services should be a continuing priority of the CESA, consistent with the principles cited above.
- New CESA services should be initiated based upon persuasive evidence of need and desirability and upon reasonable commitments of support, cooperation and participation by local school districts.
- Periodic review and evaluation of existing CESA services should occur to assure that new service needs and demands are met and obsolete, ineffective, or inappropriate services are not unduly perpetuated.
The CESA 10 service area includes 29 school districts in northwest Wisconsin serving more than 36,000 students.
CESA 10 is governed by an eleven member Board of Control representing 29 districts in our region. Board members are elected at the annual convention following a procedure described in Wisconsin State Statute 116.02. The CESA 10 Board of Control meets on the second Thursday of each month.

**Board of Control 2017-18**

Rick Eloranta, Owen-Withee, Chairperson  
Deanna Heiman, Neillsville, Vice-Chairperson  
Donna Albarado, Cadott, Treasurer  
Daren Bauer, Gilmanton  
Dave Burke, Thorp  
Ron Keys, Mondovi  
Val Kulesa, Gilman  
Cheryl Ploeckelman, Colby  
Stephanie Seidlitz, Cornell  
Mark Shain, Greenwood  
Rozanne Traczek, Osseo-Fairchild
**Historic District Representation On The CESA 10 Board of Control**

<table>
<thead>
<tr>
<th></th>
<th>01</th>
<th>02</th>
<th>03</th>
<th>04</th>
<th>05</th>
<th>06</th>
<th>07</th>
<th>08</th>
<th>09</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
<th>16</th>
<th>17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abbotsford</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Altoona</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Augusta</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bloomer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bruce</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cadott</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Chippewa Falls</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Colby</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Cornell</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Eau Claire</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Eleva-Strum</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall Creek</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Flambeau</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Gilman</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Gilmanton</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Granton</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Greenwood</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Ladysmith</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lake Holcombe</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Loyal</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Medford</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Mondovi</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Neillsville</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>New Auburn</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Osseo-Fairchild</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Owen-Withee</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Spencer</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Stanley-Boyd</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Thorp</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
The Board of Control and Agency Administrator are advised by a Professional Advisory Committee (PAC) composed of the superintendents from each of the 29 districts. This group meets monthly to discuss issues and concerns that are of vital interest to school districts.

**Members of PAC 2017-18**

Cheryl Baker, Abbotsford       Scott Woodington, Granton
Mike Markgren, Altoona         Todd Felhofer, Greenwood
Ryan Nelson, Augusta           Paul Uhren, Ladysmith
Brian Misfeldt, Bloomer        Jeff Mastin, Lake Holcombe
Patrick Sturzl, Bruce          Cale Jackson, Loyal
Randal Rosburg, Cadott         Patrick Sullivan, Medford
Heidi Taylor-Eliopoulos, Chippewa Falls Greg Corning, Mondovi
Steve Kolden, Colby            John Gaier, Neillsville
Paul Schley, Cornell           Scott Johnson, New Auburn
Mary Ann Hardebeck, Eau Claire Bill Tourdot, Osseo-Fairchild
Kellie Manning, Eleva-Strum    Robert Houts, Owen-Withee
Joe Sanfelippo, Fall Creek     Michael Endreas, Spencer
Erica Schley, Flambeau         Jim Jones, Stanley-Boyd
Wally Leipart, Gilman          John Humphries, Thorp
Glen Denk, Gilmanton

A Nucleus Advisory Committee (NUC) consists of five superintendents. NUC meetings are held monthly to assist the Agency Administrator in planning the PAC agenda.

**Members of NUC 2017-18**

Heidi Taylor-Eliopoulos, Chippewa Falls Scott Woodington, Granton
Paul Uhren, Ladysmith            Cale Jackson, Loyal
Bill Tourdot, Osseo-Fairchild
The chart above notes statistics for the past three years.

CESA 10 services are accessed by all levels of professional educators, and are adjusted annually to meet the evolving needs of districts. As memorialized in the agency’s mission, our purpose is to provide visionary leadership in a cost-effective manner in order to maximize learning opportunities and school effectiveness. CESA 10 accomplishes this objective by providing services in the following areas:

- Administration
- Operations
- Learning Services
- Special Education and Pupil Services
- Facilities Management

The pages that follow describe the services in each department, highlights and progress. There are always services “in development,” which may not be included. If your district has a need that is not represented in this report, please contact the Agency Administrator.
ADMINISTRATION

The CESA 10 Administrative Department provides leadership for agency departments and personnel, leads agency-wide planning and development, and provides direct support and consultation to member district superintendents and board of education.

Services provided through the agency’s administrative department includes:

- Superintendent Searches
- Strategic Planning
- WISENotes Speaker Service
- Information Technology
- Superintendent Mentoring

It is a priority for the Administrative Department to be continually responsive to member district needs.

Contact Information:
Mike Haynes, Agency Administrator—715-720-2079
Leigh McMahon, Executive Assistant—715-720-2023

OPERATIONS

The Operations Department of CESA 10 is responsible for the oversight of agency-wide business functions in the areas of agency finances, human resources, purchased services, and buildings/grounds maintenance. The Operations Department also provides services to member districts including Cooperative Purchasing, Delivery Service and Human Resources and Finance Support.

Agency Finances
CESA 10 traditionally has the one of the largest annual budgets of the 12 state CESAs and a considerable amount of the department’s time and energy goes towards keeping track of revenue and expenses within the agency. The Finance Director provides leadership and works with the Accounts Payable/Accounts Receivable Specialist, Payroll/Benefits Specialist, and Program Assistant to provide agency-wide support in all aspects of the agency finances, such as:

- Budgeting
- Federal and State Claims
- Accounts Payable
- Accounts Receivable
- Payroll
- Reporting and Audit Preparation
- Purchasing Card Program
- Agency Fleet Management
- Fixed Asset Management

Human Resources
CESA 10 employs a broad range of staff in the areas of Administration, Learning Services, Facilities Management, Operations and Special Education and Pupil Services. In addition, staff are employed in collaboration with the Wisconsin Response to Intervention (RtI) Center and Wisconsin Focus on Energy program. Overall the agency has 175 staff members dedicated to providing high
quality services to school districts throughout the state. The Executive Director of Operations, in collaboration with the Payroll/Benefits Specialist, is responsible for human resource services, such as:

- Recruitment, Selection and Staffing
- Compensation and Benefits
- New Employee Orientation
- Affordable Care Act Recordkeeping and Reporting
- Policies, Procedures, and Compliance
- Employee Contracts
- Performance Appraisal Process
- Reporting and Record Retention
- Health and Safety in the Workplace

**Building and Grounds Maintenance**
The Executive Director of Operations is responsible for managing the physical properties of the Agency and coordinates housekeeping as well as both routine and emergency maintenance.

**Cooperative Purchasing Services**
Cooperative purchasing services are available to schools districts for bulk purchases of items related to AV/media and paper supplies.

**Delivery Services**
The Operations Department provides administration and supervision of a CESA-wide delivery system which provides each participating district with van delivery service once a week during the school year.

**Contact Information:**
Connie Wislinsky, Executive Director of Operations—715-720-2078
Dotty Schulz, Finance Director—715-720-2022

---

**LEARNING SERVICES**

The mission of the Learning Services Department is to assist districts to improve the quality and effectiveness of teaching and learning through leadership, professional development, curriculum services, school improvement and coaching. Based upon a variety of sources, including comprehensive needs assessments, direct feedback from school district staff, superintendents, principals, and surveys of program delivery, the Learning Services Department offers a wide array of leadership, services and support in the following areas:

- School Improvement
- Consulting and Staff Development
- Every Student Succeeds Act (ESSA) Support
- Distance Learning
- Video and Live Streaming
- Instructional Media Center
- E-Rate Support and Plan
- Career and Technical Education
- Youth Apprenticeship
- Academic & Career Planning
- Student Management Systems
- STEM
- Educator Effectiveness
Professional Development
An important function of the department is the provision of high-quality professional development for area educators. Professional development activities continue to be provided in each of the various content areas, including other systemic initiatives such as Response to Intervention, Positive Behavioral Support Systems and Professional Learning Communities. These offerings were made available in a variety of venues/formats, including on-site, virtually and clustering in order to meet the individual needs of districts.

The chart below details the data collected for the past three years related to professional development offerings.

<table>
<thead>
<tr>
<th>Professional Development Offerings</th>
<th>15-16</th>
<th>16-17</th>
<th>17-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Offerings</td>
<td>187</td>
<td>119</td>
<td>166</td>
</tr>
<tr>
<td>Participants</td>
<td>2,989</td>
<td>2,031</td>
<td>2,020</td>
</tr>
<tr>
<td>Sessions Held at CESA 10</td>
<td>124</td>
<td>98</td>
<td>115</td>
</tr>
<tr>
<td>Sessions Held at Districts</td>
<td>36</td>
<td>20</td>
<td>12</td>
</tr>
<tr>
<td>Sessions Held via Distance Learning</td>
<td>27</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>Educators Served During the School Day</td>
<td>2,310</td>
<td>1,945</td>
<td>1,756</td>
</tr>
<tr>
<td>Educators Served Outside School Hours</td>
<td>679</td>
<td>86</td>
<td>264</td>
</tr>
</tbody>
</table>

Please note that the data prior to 2017-18 represents two departments that have since been merged.

"The curriculum development support provided by the Learning Services department at CESA 10 has enabled us to provide our students with the high quality educational experience they deserve. Over the years we have come depend on their guidance and leadership in this area and we could not be more satisfied with the results."

Cale Jackson, Loyal

School Improvement Service
Districts that subscribe to the School Improvement Service receive support by educational leaders and consultants in order to create cultures of engagement and support school and student achievement in the following areas:

- Educator Effectiveness
- Curriculum, Instruction and Assessment
- Science, Technology, Engineering and Math (STEM)
- Data and Accountability
- Gifted and Talented
- Instructional Coaching
- Professional Learning Communities

Consulting and Staff Development
Consulting and Staff Development provides leadership, consultation, professional learning and ongoing support to help districts meet student learning and career planning needs.
Every Student Succeeds Act (formerly No Child Left Behind)
Learning Services staff provide guidance to navigate state and federal regulations, requirements and guidelines for Title I, II and III. In addition to providing assistance with the execution of federal funds, CESA 10 provides onsite personalized service for schools to develop, implement, and sustain quality programs to close achievements gaps through responsive systems of support. 48 public and private schools receive support in this area from CESA 10.

Distance Learning
CESA 10 continues to lead in the area of distance learning in the state. Since the purchase of video streaming and recording servers in July, 2013, the Distance Learning Services Department has made video resources available to all students and teachers in our member districts. To date, we have 88,997 recordings that have had over 1.5 million views.

In addition to these recording services, member districts also have access to video and online credit courses for students in 44 school districts. The participating schools and agencies are organized through four distance learning networks as follows:

- CADENC: Altoona, Augusta, Bloomer, Chippewa Falls, Colfax, Durand, Elk Mound, Fall Creek, Gilmanton, McDonell, Mondovi, Regis, and Spooner
- CWETN: Abbotsford, Athens, Auburndale, Colby, Edgar, Granton, Greenwood, Loyal, Marathon City, Marathon County Special Education, Neillsville, Owen-Withee, Spencer, and Stratford
- WIN: Bruce, Cadott, Cornell, Flambeau, Gilman, Ladysmith, Lake Holcombe, New Auburn, and Thorp

The following two charts demonstrate the ongoing growth and development of CESA 10 distance learning student courses. Chart 1 documents the number of students in semester classes by year and by content provider. Chart 2 documents the growth in high school options for students by tabulating the number of semester-long class sections offered by year.

<table>
<thead>
<tr>
<th>Video Distance Learning Semester Student Enrollment</th>
<th>15-16</th>
<th>16-17</th>
<th>17-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School</td>
<td>442</td>
<td>782</td>
<td>983</td>
</tr>
<tr>
<td>HS Advanced Placement</td>
<td>221</td>
<td>197</td>
<td>333</td>
</tr>
<tr>
<td>Technical College</td>
<td>842</td>
<td>923</td>
<td>1,032</td>
</tr>
<tr>
<td>University</td>
<td>353</td>
<td>320</td>
<td>450</td>
</tr>
<tr>
<td>Total</td>
<td>1,858</td>
<td>2,222</td>
<td>2,798</td>
</tr>
</tbody>
</table>
Instructional Media Center
The purpose of the Instructional Media Center (IMC) is two-fold: To provide collaborative support for media specialist in member districts, including roundtables, in-district consulting, and professional development and to provide member districts with resources that meet state standards, support current educational initiatives, and respond to the curricular and professional development needs of general and special education teachers. These resources cover all disciplines and grade levels and are in a variety of formats, including books, kits, multimedia, digital resources, assistive technology, equipment, and tests. The IMC provides media specialists and staff with high quality professional support and access to educational resources that are too costly to purchase or would be used infrequently. These resources can be accessed anytime, anywhere using the online catalog.

E-Rate Support and Planning
Each year, CESA 10 districts receive millions of dollars in federal E-rate discounts as a result of this service. The E-rate Support and Planning service provides on-site support for completing the E-rate application, developing proposals, evaluating the technology infrastructure and developing long-term technology goals.

Contact Information:
David Lockett, Executive Director of Learning Services—715-720-2029
Kristen Gundry, Associate Director of Learning Services—715-720-2045
Sarah Lipke, Distance Learning & Technology Integration Coordinator—715-720-2069
Terri Grzyb, Administrative Assistant—715-720-2028
Ginny Shoemaker, Events Coordinator—715-720-2038
Karen Whitmire, Budget and Grants Specialist—715-720-2056

SPECIAL EDUCATION AND PUPIL SERVICES
The purpose of the Department of Special Education and Pupil Services is to assist school districts with providing the highest quality supports and services to all school age children. The department's primary focus has always centered on providing leadership and support to ensure that all students receive a free and appropriate public education. This includes limited services provided to private schools and contracts with county agencies to provide itinerant Birth-to-Three services.

In 2017-18, the department expanded its role to include pupil services in addition to special education. This includes training and support for students and personnel in the areas of mental health, counseling, social work, and school nursing.
CESA 10 Special Education and Pupil Services personnel are involved in regional and statewide leadership activities. Some program support teachers are grant-funded to provide training and technical assistance in areas including preschool options, Head Start collaboration, CREATE - culturally responsive education, and new for next year the Inclusive Communities Research to Practice grant. Through the Regional Services Network grant, the department serves as DPI liaison and training coordinator for special education leadership personnel in all CESA 10 school districts.

The department also provides services to local districts in the areas of School Psychology, Fiscal Support for IDEA and other funding, Director of Special Education and Pupil Services, and Itinerant services in Occupational, Physical, and Speech-Language Therapy, Deaf and Hard of Hearing, Educational Interpreters, and Vision/Orientation and Mobility. These itinerant services are provided to school districts and birth-to-three programs in the region. Staff use multiple delivery models including a Primary Provider model that establishes a lead service provider and use of a coaching model with teachers, family members, and care providers which facilitates integration of intervention methods into the child’s natural environment.

**Administration**

Department administrative staff assist member districts in meeting the requirements of State and Federal special education laws and regulations, coordinating the budgeting and management of special education services, and providing staff supervision and evaluation. Department administrative positions include the Executive Director of Special Education and Pupil Services, The Regional Services Network (RSN) Director, and District Directors of Special Education and Pupil Services. Department administrators work to:

- Supervise programs, develop budgets, and direct activities of the special education leadership, district directors, professional development, and itinerant services
- Administer federal IDEA grant consortium, SBS/Medicaid, including budgets, claims, assurances, and procedural compliance
- Ensure that districts adopt and follow the state-required policies and procedures, in preparation for audits and 5-year self-assessment process, and that Individual Education Plan (IEP) forms and procedures are timely and accurate, provide or arrange for professional development for these compliance requirements
- Purchase, maintain, and provide technical support for IEP software and server used by all special education consortium staff
- Manage third party billing and distribute revenues
- Maintain a database of all students in special education and use it to file state and federal reports including federal child count and the 20 indicators of the State Performance Plan
- File special education budgets and claims for the district to facilitate shared programming between districts (i.e., package programs), distribute categorical aids to districts
- Process forms and billing for open enrollment, package contracts, CESA 10 contracts, and support districts with SEEDs special education software
- Coordinate the process and assist staff preparation for contentious IEP issues that involve facilitated IEPs, mediation, DPI complaints, and due process hearings
- Operate special education programs as needed within districts, supervise and evaluate CESA 10 employed staff
- Investigate parent complaints, advise districts on contentious issues within districts, and be proactive in preventing or resolving issues
- Monitor programs and enrollments; identify staff and program needs, arrange for program support services, and ensure that teachers follow through on requested program support activities
- Plan and carry out personnel development, deliver professional development offerings during the school year and summer, and evaluate professional development programs
• Fulfill all requirements of the DPI Regional Services Network (RSN), to keep special education leadership informed of compliance activities and program initiatives using a variety of formats and delivery systems, as well as target work required in the SOARing Grant Project
• Write and administer grant projects to support CESA 10 wide or district specific initiatives such as TIG, WSPEI, and Early Childhood
• Lead projects and initiatives such as Response to Intervention, new teacher orientation, transition/guidance, Preschool Options, coach approach to teaming, and SLD
• Collaborate with community agencies to promote funding opportunities, program development, and services for students or faculty; assist districts with applications for funding
• Promote interdepartmental and interagency projects within CESA 10 and school districts to facilitate the integration of special and general education, including such areas as Response to Intervention, PBIS, Transition/Guidance, curriculum standards and assessment, assistive technology/technology integration, least restrictive environment, functional assessments, and IEPs.
• Provide leadership for comprehensive student services supports in the areas of social-emotional learning, mental health, school climate, and coordinated interagency supports
• Provide leadership, supervision, and evaluation of pupil services staff

Program Support
Funded through fee for service, Program Support Specialists assist districts to provide effective curriculum and instruction for students with special needs in special and general education programs. Direct services to students, consultation with teachers, and staff development programs include:

• Provide consultant services to assist teachers to develop IEP content, develop student or program schedules, plan and implement curriculum, and utilize ongoing progress monitoring; assist with program analysis related to caseload size, scheduling, or staffing needs; perform student assessments and participate in the determination of eligibility and/or development of an IEP for an individual student; act as an objective facilitator of an IEP team meeting; and train staff in how to implement components of an IEP
• Provide consultation services regarding programs or students to support all general and special education staff serving children with disabilities
• Interact with community agencies involved in programming for individual children with IEPs and facilitate Academic and Career Planning (ACP) and transition services

Itinerant and In-District Staff
Itinerant services are provided as fee for service programs through service contracts with individual districts and counties, as needed for students. Services include audiology, teachers of deaf/hard of hearing (DHH), teachers of blind and visually impaired, orientation and mobility (VI and OM), assistive technology consultation, occupational therapy (OT), physical therapy (PT), and Birth-to-Three Early Childhood teacher (ECSE). In-district staff are CESA 10 employees placed in districts to provide a program. These include school psychologist, speech-language pathologist, cross-categorical teacher, paraprofessional, school nurse, and educational interpreter.
School-Based Services
One of the most financially beneficial services provided to districts is our School-Based Services (SBS) support for Medicaid reimbursement. The staff provide valuable suggestions and technical assistance related to maximizing revenue for districts (for example, increasing claims for Attendant Care and Nursing Services). For the 2017-18 school year, we provided SBS to a total of 23 districts, generating a total of $1,127,058. Eight of the 23 school districts received significant increases in revenue from SBS.

Foster Grandparent Program
The Foster Grandparent Program (FGP) is available as a consortium membership service. The program began in 1965 and is meant to benefit children who have special education needs, who are falling significantly behind their peers, and low income senior citizens. The FGP is funded by a federal and state grant, district contributions and local grants. Senior citizens receive a tax free stipend to offset the cost of volunteering. Foster Grandparents volunteer between 15 and 35 hours/week during the school year working one on one or with small groups of students and attend monthly in-service training meetings.

During the 2017-18 school year, 43 foster grandparents volunteered in 19 schools, and worked directly with more than 218 students, and a total of more than 33,000 hours served. Foster Grandparents’ activities are based on the classroom curriculum and supplement daily lessons taught by the classroom teachers. Foster Grandparents:

- Provide supplemental, remedial activities under the direction of a teacher.
- Provide positive support and mentoring to individual students.
- Assist classroom teachers in creating a rich learning environment for their students.

Early Childhood Special Education
Leadership and expertise in the area of Early Childhood Special Education continues to be an area of excellence at CESA 10. Early Childhood Special Education teachers provide outstanding intervention and support services for children with developmental disabilities, often in combination with our highly talented Occupational, Physical, and Speech-Language Therapists. This occurs all to the greatest extent possible within natural and inclusive educational environments for children. In fact, thanks to the work of our consultants and partners all across the CESA 10 area, we recently received the Department of Public Instruction’s first-time ever Research to Practice Inclusive Communities Grant. This grant will enable our Early Childhood team to gain additional high-level and specialized training that will help our team to continue to deliver the highest quality and most effective programming possible for our students.
Examples of services the department provides, based on the 2017-18 school year are:

- Provided educational leadership through the delivery of Special Education Director services to consortium districts, encompassing over 200 special education programs.
- Served as fiscal agent for the collection, distribution, and auditing of special education funds; facilitated shared programming between districts; coordinated student placements in cooperative programs or outside facilities; processed forms and billing for open enrollment, executed package contracts, CESA 10 contracts, and transfer of service exemptions.
- Administered the Federal IDEA grant consortium, including budgets, claims, assurances, and procedural compliance including: administration of state-required policies and procedures; completion of the 5-year self-assessment process for the 20 Indicators; assurance that IEP forms and procedures are timely and accurate; and the provision of high quality professional development for compliance requirements.
- Purchased, maintained, and provided technical support for IEP software and server.
- Maintained database of all students in special education and used it to file state and federal reports including Federal Child Count and the 20 Indicators of the State Performance Plan.
- Coordinated the process of providing critical assistance to staff in preparation for contentious IEP issues that involve facilitated IEPs, mediation, DPI complaints, and Due Process Hearings; investigated parent complaints; advised districts on contentious issues, and was proactive in preventing or resolving issues.
- Assured a full continuum of special education programs and services for students with mild to severe disabilities; operated special education programs as needed within districts; supervised and evaluated CESA 10 employed staff; cooperated with community service providers to coordinate services for children with disabilities and their families.
- Planned and carried out the Comprehensive System of Personnel Development (CSPD); delivered professional development offerings during the school year and summer; evaluated professional development programs.
- Fulfilled all requirements of the DPI Regional Services Network (RSN), kept special education leadership informed of regulations, compliance activities and program initiatives, as well as mandated Indicator and SLD trainings. Provided director and educator training related to the WDPI launch of the new College and Career IEP Process (CCR IEPs). Targeted districts with gaps of achievement in the area of literacy and facilitated the creation of action plans, coordinated professional development, and monitored progress. Facilitation of the SOAR Grant, to enhance early literacy, build educator capacity, and influence student outcomes.
- Wrote and administered grants and developed projects to support CESA-wide or district-specific initiatives including: School-Based Mental Health, PBIS, Response to Intervention, Non-Violent Crisis Intervention training, new teacher orientation and mentoring, secondary transition, and preschool options.
- Coordinated and provided professional development for community early childhood service providers including child care, Head Start, and Birth-to-Three. Facilitated the pilot of Clark County Schools Primary Provider Early Childhood service delivery model which emphasizes coordinated services and building caregiver capacities to enhance child outcomes.
- Provided parent outreach and education through the WSPEI grant.
- Provided program consultation to assisted teachers to develop IEP content, develop student or program schedules, plan and implement curriculum, and utilize ongoing progress monitoring; assisted with program analysis related to caseload size, scheduling, or staffing needs; performed student assessments and participated in the determination of eligibility and/or development of an IEP for an individual student; served as an objective facilitator of an IEP team meeting; and trained staff in how to implement components of an IEP in the areas of:
Gauging Customer Satisfaction
In 2018, the department created a Customer Service and Satisfaction Survey that was sent to Superintendents. Results of this survey are presented below:

<table>
<thead>
<tr>
<th>Questions</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>How likely is it that you would recommend CESA Services to a friend or colleague?</td>
<td>61.4 % responded Very Likely or Likely</td>
</tr>
<tr>
<td>Overall, how satisfied or dissatisfied are you with CESA 10 Special Education and Pupil Services?</td>
<td>78.6 % responded Very Satisfied/Satisfied</td>
</tr>
<tr>
<td>Which of the following words would you use to describe CESA 10 Special Education and Pupil Services?</td>
<td>“Reliable”, “Useful”, and “High Quality” were most common descriptors</td>
</tr>
<tr>
<td>How well does CESA 10 Special Education and Pupil Services meet your needs?</td>
<td>85.7% responded Extremely Well or Very Well</td>
</tr>
<tr>
<td>How would you rate the quality of CESA 10 Special Education and Pupil Services?</td>
<td>64.2% responded Very High or High Quality</td>
</tr>
<tr>
<td>How would you rate the value for cost for CESA 10 Special Education and Pupil Services?</td>
<td>71.5% responded Above Average or Average</td>
</tr>
<tr>
<td>How responsive have we been to your questions or concerns about CESA 10 Special Education and Pupil Services?</td>
<td>85.7% responded Extremely or Very Responsive</td>
</tr>
<tr>
<td>How likely are you to continue to contract with CESA 10 for Special Education and Pupil Services?</td>
<td>71.4% responded Extremely or Very Likely</td>
</tr>
<tr>
<td>How would you rate your overall satisfaction regarding communication and service delivery?</td>
<td>85.8 % responded Very Satisfied or Satisfied</td>
</tr>
</tbody>
</table>

Contact Information:
Dan Weast, Executive Director of Special Education/Pupil Services—715-720-2037
Heidi Wold, Administrative Assistant—715-720-2058
Sandi Hysell, Budgets and Grants Specialist—715-720-2055
FACILITIES MANAGEMENT

With an entrepreneurial mindset and a nonprofit fee structure, CESA 10 Facilities Management Department provides safe, healthy, efficient, comfortable, energy and resource-conscious environments for school and government entities through shared knowledge, linkage to resources, and sustainable actions.

CESA 10’s Facilities Management Department helps schools and other public buildings throughout the state in the management of their facilities needs in the areas of health, safety, energy efficiency, and others. The department’s main areas of concentration are:

- Focus on Energy (Agriculture, Schools and Government Program)
- Environmental Health & Safety
- Environmental Project Consulting
- Facility Consulting
- Energy Management
- Natural Gas Purchasing

Focus on Energy

Focus on Energy works with eligible Wisconsin residents and businesses to install cost-effective energy efficiency projects. Focus on Energy provides information, resources, and financial incentives to help implement projects that otherwise would not be completed or to complete projects sooner than scheduled. Its efforts help Wisconsin residents and businesses manage rising energy costs, promote in-state economic development, protect our environment, and control the state’s growing demand for electricity and natural gas.

The purpose of the Focus on Energy program is to work with agriculture, schools, and government customers to implement cost-effective energy efficiency measures. Staff members located around the state assist customers in planning and managing energy efficiency projects, while providing a wide variety of value-added services to help schools and governments save energy and money.

Program Accomplishments:

For more than 16 years, CESA 10 has been providing energy consultation services to public and private K-12 schools and other government entities throughout the state. In 2001, CESA 10 began managing the Focus on Energy school program through a contract with the Wisconsin Public Service Commission. In 2003, CESA 10 began assisting local governments with their energy conservation needs as well. In 2007, CESA 10 began assisting the University of Wisconsin campuses and state facilities with their energy conservation needs. Currently, CESA 10 implements the Agriculture, Schools and Government Program of Focus on Energy.

Focus on Energy services have experienced exponential growth since its inception in 2001. From 2001 to 2005, the program grew at a steady pace with increases in energy savings nearly every year. In the past three years, Focus on Energy helped agriculture, schools and governments in Wisconsin save more than thirty five million dollars on their energy bills.

In 2017 alone, CESA 10's Focus on Energy staff served over 1,200 Wisconsin agriculture, schools and government entities and provided over $6.8 million in financial incentives to this customer group. The energy savings from these projects total over $11,258,700 per year energy costs. In addition to the financial incentives provided to these customers, Focus on Energy staff also provides a call center, active Energy Advisors in the field answering questions about incentives as well as providing technical support to customers and trade allies. The Focus on Energy team puts a high emphasis on providing superior customer service which is reflected in the high satisfaction ratings from the third party evaluation completed for 2017.
While CESA 10 added Agriculture Producers to its customers served in 2015, schools and governments are still a focus of the program and new offerings in 2017 supported additional participation from these customers. Focus on Energy offered a trial of TLED lamps at a reduced cost to customers so they could test the new technology in one space of their building before investing in the whole building. Focus on Energy also offered behavioral energy savings incentives as well as comprehensive lighting incentives to reward customers to reduce their energy consumption. Since Focus on Energy began in 2001, $61.9 million in financial incentives have been awarded to school and government customers.

The graph below depicts the energy savings to date, as a result of the CESA 10 Focus on Energy program:
Facilities Consulting

The Facilities Management Department also offers Facilities Consulting services directly to school in CESA 10 and around the state. In 2017/18 the service offerings to schools ranged from long term planning to fast response grant writing. The team showed its diverse expertise by passing and managing its first referendum project with multiple additional projects in development. The team also responded to a need to write and develop safety grants for the 2018 School Safety Initiative through the WI Department of Justice. This grant provided Wisconsin K-12 schools $100,000,000 to complete safety related training, building upgrades, and the creation of safety plans in conjunction with local law enforcement to improve school safety. CESA 10’s Facilities Management (FM) department quickly responded to this need by assisting 47 districts in applying for this grant, performing a workshop that was attended by 72 district staff, and getting competitive pricing for glass security film to bring down costs for Wisconsin schools. By responding to short term needs like the safety grants as well as long term needs such as referendum and facility planning, the FM team has demonstrated its value in the Facilities Management arena.

Other successes in 2017/18 are demonstrated in the below graphic:

Facilities Consulting: 2017/18 At a Glance

Environmental Health and Safety

Developed in 1994, the Environmental Health and Safety (EHS) Program’s mission is to cooperatively provide school and government customers environmental health and safety services in an affordable manner in an attempt to provide a safe and healthy environment for students, staff, and visitors to maintain compliance with local, state, and federal regulations.

Services provided in this area include:

- MSDS Online setup, audits, and maintenance to assist districts in creating an online database for their chemical safety data sheets
- Asbestos bulk sampling performed by Wisconsin state certified asbestos inspectors
- Asbestos AHERA inspections and management plans to ensure districts comply with WI Department of Health and the US EPA regulations
- Lead in water testing
- Staff Trainings

Environmental Health and Safety

Developed in 1994, the Environmental Health and Safety (EHS) Program’s mission is to cooperatively provide school and government customers environmental health and safety services in an affordable manner in an attempt to provide a safe and healthy environment for students, staff, and visitors to maintain compliance with local, state, and federal regulations.

Services provided in this area include:

- MSDS Online setup, audits, and maintenance to assist districts in creating an online database for their chemical safety data sheets
- Asbestos bulk sampling performed by Wisconsin state certified asbestos inspectors
- Asbestos AHERA inspections and management plans to ensure districts comply with WI Department of Health and the US EPA regulations
- Lead in water testing
- Staff Trainings

---

“I have found that working with CESA 10 has been a lifesaver for me. Everyone I’ve worked with has been very knowledgeable and understanding. I can honestly say I couldn’t do it without them.”
Mike Stange, Maintenance Director, Bangor School District
Program Accomplishments:
When the program began in 1994, there was one full-time employee to provide environmental, health, and safety services to six school districts. Today, the EHS team of consultants and project managers serve 114 contracted school districts. Additional work (e.g. asbestos, lead, mold, air testing/sampling) is provided to a variety of public, private, and alternative schools as well as Head Start facilities. Currently, the program serves more than 25 percent of the public school districts in Wisconsin.

The Environmental Health and Safety team also provided services to 26 Minnesota districts as part of a contract with the Southeast Service Cooperative (a CESA equivalent in Rochester, MN). The team provided safety documentation audits as well as on-site mock OSHA audits.

Environmental Project Consulting
CESA 10’s Environmental Project Consulting Service offers an extensive review of environmental hazards (asbestos, lead, mold), help with project budgeting and scheduling, and site verification to make sure issues are resolved safely and correctly.

As a fully-insured environmental company, this consulting service is critically important to increase customer understanding of safety and environmental hazard management as it relates to project budgeting and implementation.

Program Accomplishments:
Over the past five years, CESA 10 has assisted districts across the state in managing environmental projects as part of performance contracts, referenda, school demolition, and standalone abatement. The graphic below shows recent customers assisted by this service.

“During any project, and especially during large referendum projects, it pays to have CESA 10 environmental project consultants on board from the beginning. Planning for and managing asbestos and other environmental hazards are critical to any project budget and schedule, and having an expert ensure that all laws and rules are followed is critical to increasing project safety and reducing district liability.”

Joe Zydowsky, District Administrator, School District of the Menomonie Area

CESA 10 Facilities Consulting and Environmental Project Customers (Previous 3 Years)
Facility Consulting
The Facilities Management Department is staffed with engineers, Certified Indoor Air Quality Professionals (CIAQP), Certified School Risk Managers (CSRM), Certified Energy Managers (CEM), Certified Energy Auditors (CEA), Certified Performance Contracting Funding Professionals, Certified Measurement and Verification Professionals (CMVP), Certified Asbestos Supervisors and Inspectors, Lead Hazard Investigators, and others. The staff boasts hundreds of years of cumulative experience working with facilities and specializing in school facilities.

CESA 10 utilizes these expert staff members to offer comprehensive Facility Consulting Services that encompass all aspects of project management from pre-planning and data gathering to project design and implementation including:

- Owner's Representative Services
- Facility Assessments
- Construction Management
- Referendum Planning
- Energy Management

“CESA 10 experts have been valuable partners at every stage of my large, capital project. From the facility audit to Board and community communication, to financing, to serving as a trusted agent for project implementation, they have been there every step of the way. I encourage any district looking for a transparent, nonprofit, trusted partner to consider CESA 10.”

Bob Houts, District Administrator, School District of Owen-Withee

Referendum Planning
CESA 10 began offering a referendum planning service to assist school districts in securing funding for capital improvement projects through referenda. This service not only utilizes CESA 10’s expertise in facility planning, but also strategic planning, communications and marketing. Staff provide assistance in facility audits, board coordination, referenda communication, community forums and marketing collateral for external communication.

Program Accomplishments:
CESA 10 assisted in passing its first referendum in October 2017. The team went on to serving the district in construction management for the project.

Facility Audits
CESA 10 staff have completed facility audits for districts across the state. Facility audits are often completed when districts are considering consolidation, long-term maintenance planning, referendum planning, and prioritization of capital investments.

Program Accomplishments:
CESA 10 served 11 districts by completing facilities audits for their facilities. The CESA 10 team also audited 143 buildings in the largest district in the state, Milwaukee Public Schools.

“CESA 10’s Facilities Management Department provided an extensive facilities plan that identified more than $5 million in facilities maintenance projects and a prioritization matrix based on cost, impending failure, and safety to help the district know what to do in upcoming years and beyond. I would recommend CESA 10 to anyone needing facilities planning and project implementation, and wanting a high-quality nonprofit partner.”

Jon Novak, Business Manager, River Valley School District
Construction Management/Project Management
CESA 10 has provided full-service construction management (larger projects) and project management (smaller projects) for the past several years. With this offering, we assist districts looking for turnkey service, and complete transfer of risk.

Owner’s Representative
The CESA 10 Owner’s Representative acts as an advocate and advisor for the districts we serve. From reviewing contracts and design documents to approving change orders and bids, the Owner’s Representative Service is available to provide expert consultation on all aspects of the project from start to finish.

In an effort to continue serving schools looking to use the Revenue Limit Exemption for Energy Efficiency, CESA 10 expanded our Owner’s Representative Services to include Owner’s Representative for Performance Contracting in 2016. While the Revenue Limit Exemption for Energy Efficiency projects was put on a moratorium for the foreseeable future, CESA 10 is continuing to serve customers that had approved projects through the last year of the exemption.

“Having the CESA 10 team review the contracts made me feel more secure in our negotiation strategy. Their knowledge of the field, specifically the players and the market, helped avoid what could have been some potential pitfalls in project planning and implementation. I would recommend CESA 10 to anyone looking for a partner truly interested in listening to and standing up for the customer.”

Kristin DeCato, Director of Procurement and Risk Management (Former), Milwaukee Public Schools

Energy Management
CESA 10’s Energy Management Services help school and government customers reduce energy use and costs by addressing both technical and behavioral aspects of energy conservation. Energy Managers monitor and assist with equipment needs to help customers achieve maximum energy efficiency and identify opportunities where new technologies can be incorporated for ultimate energy savings.

Program Accomplishments:
CESA 10 has been providing Energy Management Services to K-12 school districts since early 2005. Since then, participating schools have been able to reduce their annual energy costs by an average of 20 percent. Since 2005, CESA 10 Energy Management Shared Savings has saved more than $10 million for school and government customers!

“With the help of CESA 10 and the significant energy savings we’ve managed through our partnership with them, we were able to complete additional energy projects which, ultimately, allow us to spend money on educating our children rather than paying higher energy costs. They have helped us realize the fact that paying attention to the small details of energy savings makes a big difference in the end.”

Carla Buboltz, District Administrator, Wrightstown Community School District
Natural Gas Purchasing Program
The Natural Gas Purchasing Program was developed in 1996 at the request of school districts in the northwest part of the state who were looking for help to affordably purchase natural gas. Numerous districts saw the advantages of a sheltered budget through locked in rates and quickly jumped on board. The ability for schools to lock in their prices for the future is a huge asset in protecting district budgets and ensuring financial certainty. Due to a federal law change, the price protection service is no longer offered.

Program Accomplishments:
CESA 10 works with a gas marketing company to purchase natural gas directly from a wellhead to deliver to 33 buildings in 16 participating accounts.

Contact Information:
Charlie Schneider, Executive Director of Facilities Management—715-720-2176
Heather Feigum, Associate Director of Facilities Management—715-720-2122
Gerri Bresina, Administrative Assistant—715-720-2128
A critical role that CESAs play is to be a link between state efforts and local school districts, and ensuring that member districts have access to resources available outside the CESA 10 region. Along those lines, CESA 10 is proud of our ongoing relationship and integrated work with the following organizations:

- The Wisconsin Regional Service Network
- The Response to Intervention Center (RtI Center)
- The Wisconsin Regional Computing Center (WIRCC)

Wisconsin Regional Service Network (RSN)
The Regional Service Network (RSN) is an Individuals with Disabilities Education Act (IDEA) discretionary statewide grant which was established in 1984. In each of the twelve CESAs the RSN Director serves as a liaison providing linked communication between the Department of Public Instruction and local education agencies (LEAs). Services provided through the RSN are free of charge to school districts regardless of CESA membership.

The purpose or essential functions of the RSN are to:

- Support systems improvement and systems change by developing LEAs’ capacity to use data for analysis and action planning so that practices are implemented effectively in order to advance educational achievement for students with disabilities within a multi-level system of support.
- Develop leadership capacity by providing support and training around technical and adaptive change so that LEAs know the conditions under which effective teaching and learning happen.
- Develop collaborative relationships so that LEAs efforts to promote academic, career and community-based opportunities for students with disabilities are coordinated and aligned.
- Engage in ongoing professional learning to develop and apply knowledge of grant initiatives and skills that impact adult practices specifically with directors of Special Education, school psychologists, speech/language pathologists and special educators, to advance educational achievement for students with disabilities.

Response to Intervention Center
The Wisconsin Response to Intervention (RtI) Center is a product of collaboration between the Cooperative Educational Service Agency (CESA) Statewide Network and the Wisconsin Department of Public Instruction (DPI). The center was created to assist Wisconsin’s educational systems to build capacity, adopt and implement high quality practices, make informed decisions, ensure sustainability of efforts, and increase success for all students. The Wisconsin Positive Behavioral Interventions and Supports (PBIS) Network operates within the Wisconsin RtI Center with a specific focus on behavior.

The Wisconsin RtI Center provides professional development and technical assistance to help schools operationalize implementation of culturally responsive multi-level systems of support. The center offers statewide trainings on the components in order to establish consistent foundations upon which schools should build their systems.

Considering the research that has linked academics and behavior achievement, the center recommends the implementation of an integrated culturally responsive multi-level system of support. The center’s vision, mission, values, preferred future, and goals were built around this recommendation.
The following strategic goals provide a map for the work of the Wisconsin RtI Center and partnering CESA:

- The Wisconsin RtI Center will identify and define essential components of a fully integrated equitable (culturally responsive) multi-level system of support that can be implemented in schools.
- The Wisconsin RtI Center will operate as a professional learning community and implement an internal continuous improvement approach/model that guides processes and procedures.
- The Wisconsin RtI Center will collaboratively increase internal capacity in schools, districts, and geographical areas to ensure equitable supports for all students through well-defined equitable (culturally responsive) multi-level systems of support.

Statewide, schools implementing an Equitable Multi-Level System of Support (MLSS) with fidelity, or at full implementation, have been found to show a number of important student outcomes. These include decreases in the use of suspension compared with schools who are not at fidelity and increases in fall-to-spring MAP growth compared to non-implementing or partially implementing schools. Furthermore, schools implementing an Equitable MLSS with fidelity are showing gap closures for students of color and students with IEPs.

Schools across the CESA 10 region are continuing their implementation journeys of an Equitable Multi-Level System of Support (MLSS). In reading and mathematics, almost 70% of schools in the region have attended Framework training with the RtI Center, a training that introduces the MLSS framework and gets schools started on their implementation. Further, just over half of the CESA 10 schools have attended training for their Universal Reading systems, and 19 schools have attended training for their Universal Mathematics systems. Of those schools trained in the framework or reading, approximately 30% assessed their implementation using the School-Wide Implementation Review (SIR) last school year and 21% implemented their universal reading at full implementation. For those schools who attended the framework or mathematics training, 28% assessed their system in math using the SIR and 22% were implementing at full implementation last year.

Just over half of CESA 10 schools have attended Tier 1 PBIS training, which roughly mirrors the state average. Of those, approximately 66% have assessed their implementation in the past year, and 55% are implementing with fidelity.

To learn more about the value of implementing an MLSS or for support in assessing your system to help prioritize action planning, you can connect with your CESA 10 Regional Technical Assistance Coordinators from the RtI Center.

**Wisconsin Safe and Healthy Schools Center (WISH Center)**
CESA #4 is the fiscal agent and houses the WISH Center Director. Four regional coordinators located in CESAs #6, #7, #9, and #10 facilitate training events and provide technical assistance on a variety of safe and healthy schools topics.

**Learning**
Trainings were held in all 12 CESAs and online from July 1, 2017 to June 30, 2018. One thousand four hundred forty-five (1,455) educators from 207 school districts and 61 private schools, organizations or individuals participated in the following:

- Active Students are Better Learners
- Advanced Trauma Strategies
- Educating Mindfully
- Honest, Open, Proud Mental Health Facilitator Training
- Just in Time
Keeping Kids Safe: Internet Safety
Lost at School Online Book Study
Motivational Interviewing in Schools Online Book Study
My Sexual Health: My Future
Restorative Practices
School Safety (PREPaRE)
School SBIRT
Suicide Prevention, and
Youth Mental Health First Aid

School SBIRT
Thirty-eight school districts participated in School SBIRT training and were offered follow-up coaching for implementation. In addition to the two-day training, group coaching was provided by phone to training cohorts. Data tracking, strategies to overcome implementation barriers, and continued learning supports were offered to assist implementation.

Technical Assistance
Technical assistance was offered by email, phone, and through partnerships with CESAs holding share-shops/networking meetings in every region. There were 8,011 unique visitors to the website in the last year. From July to September, the website was redesigned and the new website launched in October, 2017. The monthly newsletter had 6,330 unique opens.

Mental Health
In partnership with the DPI, from July 1, 2017 to present, WISH coordinated 70 Youth Mental Health First Aid (YMHFA) trainings throughout the state and hosted two week-long trainings of trainers. WISH created a system where schools and organizations can request and host the training and WISH coordinate trainers and logistics.

WISH partnered with Rogers InHealth to facilitate eight Honest, Open, Proud (HOP) Mental Health Facilitator trainings. HOP trains school and community staff to facilitate small groups for students on whether they should disclose mental health challenges and the pros and cons of disclosing in different settings to different people.

WISH facilitated a cohort of 32 schools participating in trauma sensitive schools professional development. Regional learning and networking meetings were held to support schools as they embark on the journey of becoming more trauma sensitive.

The Regional Computing Center (WiRCC)
The WiRCC is a partnership between CESA 5 (Portage), CESA 7 (Green Bay), and CESA 10 (Chippewa Falls). It was created in 1968 to provide cost effective data processing for schools. More recently, partnerships were formed with software companies to provide implementation and support services for schools which use each respective software product. Current services provided by the WiRCC, through CESAs 5, 7 and 10, include:

- alio Financial Software Support
- Infinite Campus Software Support
- Skyward Financial Software Support
- Support for WISE Staff, a component of the Wisconsin Information System for Educators

The WiRCC is continually evaluating opportunities to expand its support services including, but not limited to information technology security and other specialized services not available through other CESAs.
Since 2012, the agency has engaged its stakeholders in the strategic planning process. Over that time, strategic goals have been operationalized and new ones established. The most recent strategic goals have centered on communications, transparency and ensuring that member district stakeholders have access to accurate and timely information.

Below are the goals and key performance indicators for the 2018-19 strategic plan:

**Goal 1:** Grow affinity for CESA 10 through outstanding customer and stakeholder experiences.

**Goal 2:** Establish a culture of excellence and innovation.
Development and Innovation

The CESA 10 Board of Control and Administration recognize that meeting the needs of member districts requires that the agency continually refines its programs and services. As a result, in 2017, the agency established a “Framework of Innovation,” to solidify the steps and processes that would be used to innovate and respond to member district requests for support. Components of the “framework” include:

- A process for annually reviewing/evaluating current services and developing new services to meet member districts’ needs.
- Establishing an agency business portfolio system (including timelines, and documents related to the purpose and effectiveness of each service).
- Implementing mechanisms to measure effectiveness and customer satisfaction related to services.
- Alignment of marketing and branding efforts (website, other social media, publication consistency, and more).

New Services For 2018-19

As previously stated, CESA 10 is continually looking for opportunities to tailor its programs and services to meet the changing needs of member districts. A few new services being explored, piloted or formally offered in 2018-19 include:

- School Nursing Services
- School Psychologist Virtual Assistant
- Technology Vulnerability Testing
- Central and Business Office Support
- Grant Writing
- Social Media and Marketing
ANNUAL CONVENTION AGENDA

CESA 10 Thirty-Fifth Annual Convention
Thursday, August 2, 2018, 7:00 p.m.

Conference Center
725 West Park Avenue, Chippewa Falls, WI 54729

- Call to Order by Temporary Chairperson
- Reading of Notice of Convention
- Announcements
- Roll Call of Authorized Delegates and Certification of Any Change
- Election of Convention Chairperson
- Call to Order by Convention Chairperson
- Adoption of Rules of Order for Convention (Robert’s Rules)
- Approval of Minutes of August 3, 2017 Annual Convention
- Annual OPEB/Pension Trust Reporting
- Explanation of Number to be Elected to the Board of Control and Method of Election
- Opportunity for Delegates to Express Their Interest in Being a Board of Control Member
- Caucus (An opportunity to talk with delegates about becoming a board of control member.)
- Board of Control Election
- Program: Joel Raney—Culturally Competent Leadership
- Announce Date for Thirty-Sixth Annual Convention
- Announcement of Election of Board of Control Members
- Announcement of Board of Control Organizational Meeting Immediately Following Delegate Assembly
- Adjourn
<table>
<thead>
<tr>
<th>Name</th>
<th>City</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eric Brodhagen</td>
<td>Abbotsford</td>
</tr>
<tr>
<td>Robin Elvig</td>
<td>Altoona</td>
</tr>
<tr>
<td>Mike Lea</td>
<td>Augusta</td>
</tr>
<tr>
<td>Justin Kunsman</td>
<td>Bloomer</td>
</tr>
<tr>
<td>Andrea Vohs</td>
<td>Bruce</td>
</tr>
<tr>
<td>Donna Albarado</td>
<td>Cadott</td>
</tr>
<tr>
<td>Dave Czech</td>
<td>Chippewa Falls</td>
</tr>
<tr>
<td>Teri Hanson</td>
<td>Colby</td>
</tr>
<tr>
<td>Stephanie Seidlitz</td>
<td>Cornell</td>
</tr>
<tr>
<td>Laurie Klinkhammer</td>
<td>Eau Claire</td>
</tr>
<tr>
<td>Kristen Husby</td>
<td>Eleva-Strum</td>
</tr>
<tr>
<td>Brock Wright</td>
<td>Fall Creek</td>
</tr>
<tr>
<td>Danielle Zimmer</td>
<td>Flambeau</td>
</tr>
<tr>
<td>Cathy Wininger</td>
<td>Gilman</td>
</tr>
<tr>
<td>Daren Bauer</td>
<td>Gilmanton</td>
</tr>
<tr>
<td>Dennis Kuehn</td>
<td>Granton</td>
</tr>
<tr>
<td>Mark Shain</td>
<td>Greenwood</td>
</tr>
<tr>
<td>Todd Novakofski</td>
<td>Ladysmith</td>
</tr>
<tr>
<td>Matt Flater</td>
<td>Lake Holcombe</td>
</tr>
<tr>
<td>Paul Gries</td>
<td>Loyal</td>
</tr>
<tr>
<td>Barb Knight</td>
<td>Medford</td>
</tr>
<tr>
<td>Ron Keys</td>
<td>Mondovi</td>
</tr>
<tr>
<td>Deanna Heiman</td>
<td>Neillsville</td>
</tr>
<tr>
<td>Jennifer Robey</td>
<td>New Auburn</td>
</tr>
<tr>
<td>Rozanne Traczek</td>
<td>Osseo-Fairchild</td>
</tr>
<tr>
<td>Charlie Milliren</td>
<td>Owen-Withee</td>
</tr>
<tr>
<td>Tom Schafer</td>
<td>Spencer</td>
</tr>
<tr>
<td>Lansing Carlson</td>
<td>Stanley-Boyd</td>
</tr>
<tr>
<td>Dave Burke</td>
<td>Thorp</td>
</tr>
</tbody>
</table>
1. Call to Order

The meeting was called to order by temporary Chairperson, Mike Haynes at 7:04 p.m.

2. The Notice of Convention was read by Mike Haynes, CESA 10 Administrator.

The 34th Annual Convention is being called as required by State Statue 116.02(1). The meeting was noticed in the Eau Claire Leader Telegram and Chippewa Herald. State statutes require an annual convention comprised of one voting member from each member district, as selected by their resident School Board.

The secretary of the Board of Control will serve as the non-voting recorder of our meeting. The primary purpose of the annual convention is to elect members to fill the expired/vacated terms of the Board of Control, resulting in an 11 member Board of Control which then serves as the governing board of CESA 10.

3. Announcements

Mike Haynes recognized district administrators, CESA 10 directors, and visiting board members. Mr. Thomas Thibodeau was recognized as the guest speaker for the evening.

The election clerks were introduced.

4. Roll Call – 26 delegates present; 3 absent

P Eric Brodhagen, Abbotsford School District
P Brad Poquette, Altoona School District
A Mike Lea, Augusta School District
A Judith Davis, Bloomer School District
P Andrea Luettg erot, Bruce School District
P Donna Albarado, Cadott School District
P Peter Lehman, Chippewa Falls School District
P Cheryl Ploeckelman, Colby School District
P Stephanie Seidlitz, Cornell School District
A Lori Bica, Eau Claire School District
P Karla Svedarsky, Eleva-Strum School District
P Brock Wright, Fall Creek School District
P Danielle Zimmer, Flambeau School District
P Val Kulesa, Gilman School District
P Daren Bauer, Gilmanton School District
P Dennis Kuehn, Granton Area School District
P Mark Shain, Greenwood School District
P Todd Novakofski, Ladysmith School District
P Matt Flater, Lake Holcombe School District
P Deb Roedel, Loyal School District
P Barb Knight, Medford Area School District
5. Nomination by Val Kulesa to nominate Rick Eloranta as Convention Chairperson.

Motion by Rozanne Traczek with a second by Dennis Kuehn to close nominations and cast a unanimous ballot for Rick Eloranta as Convention Chairperson. Voice Vote Taken. Motion Carried.

6. The Thirty-Fourth Annual Convention of CESA 10 was called to order by Chairperson Rick Eloranta at 7:08 pm.

7. Motion by Dennis Kuehn with a second by Donna Albarado to adopt Robert’s Rules of Order for conducting the convention proceedings. Voice Vote Taken. Motion Carried.

8. Motion by Rozanne Traczek with a second by Stephanie Seidlitz to approve the minutes of the August 4, 2016 Annual Convention. Voice Vote Taken. Motion Carried.

9. Dotty Schulz, Finance Director, gave a brief overview of the CESA 10 OPEB account for 2016-17.

10. An explanation of number of seats to be elected to the Board of Control and method of election was given by Rick Eloranta. There are three vacant seats, all three seats are a three-year term.

11. The following delegates expressed interest in serving on the Board of Control:
   Donna Albarado, Cadott School District
   Rick Eloranta, Owen-Withee School District
   Mark Shain, Greenwood School District

11a. Delegates were given an opportunity to express his or her interest in serving on the Board of Control.

12. 15 Minute Caucus.

13. The election clerks distributed, collected, and counted the paper ballots.

14. Mr. Thomas Thibodeau gave a presentation entitled “Servant Leadership”.

15. Motion by Val Kulesa with a second by Cheryl Ploeckelman to hold the Thirty-Fifth Annual Convention on Thursday, August 2, 2018. Voice Vote Taken. Motion Carried.

16. The following delegates were elected to serve a three-year term on the Board of Control:
   Donna Albarado, Rick Eloranta, and Mark Shain.

17. Announcement of Board of Control Organizational Meeting immediately following the Delegate Assembly in the Teleconference Center.

18. Motion by Stephanie Seidlitz with a second by Donna Albarado to adjourn the Thirty-Fourth Annual Convention at 8:00 p.m. Voice Vote Taken. Motion Carried.
Enterprise Fund—Statement of Revenues, Expenses, and Changes in Net Position
For the Year Ended June 30, 2017

Operating Revenue

Charges for services $ 19,662,115
Construction management 2,778,823
Operating grants and contributions 4,267,504
Total Operating Revenues $ 26,708,442

Operating Expenses

Regular instruction 57,152
Special education instruction 10,262,515
Vocational instruction 25,958
Total Instruction 10,345,625

Support Services
Pupil services 2,371,306
Instructional staff services 5,652,809
General administration services 406,288
Building administration services 74,771
Business services 396,166
Operations and maintenance 4,160,348
Pupil transportation services 79
Central services 548,654
Insurance 68,162
Agency operations—unallocated 318,426
Other support services 53,045
Total Support Services 14,050,054

Nonprogram Instructional Services
Construction management 3,303,324
Cooperative Purchasing 84,069
Total Nonprogram Instructional Services 3,387,393

Total Operating Expenses $ 27,783,072

Operating Loss $ (1,074,630)

Nonoperating Revenues and Expenses
Interest and investment earnings 46,602
Total Nonoperating Revenues and Expenses $46,602

Change in Net Position
Net Position—Beginning of Year, as restated 7,337,136
Net Position—End of Year $ 6,309,108