



# CORNERSTON

Winter 2023

# THE CUTTING EDGE

**A large format printer is the newest way  
CESA 3 is empowering educators**

Page 8

**Plus:**

**Milestone surpassed**  
*CESA 3 Youth Apprenticeship  
program exceeds \$2 million*  
Page 4

**'Boot Camp' a success**  
*New event helps area youth  
unlock leadership skills*  
Page 16

**Q & A**  
*Answers to common  
ESL program questions*  
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# SPECIAL ED 3-PART SERIES STAFF TRAINING

## MEET YOUR TRAINER

### MATT NONEMACHER

Behavioral Therapist & Clinical Director at Achieving Collaborative Treatment. Matt's focus is collaborating with educators to improve student outcomes

## WHO SHOULD ATTEND

For any staff working with students that experience communication barriers & engage in behaviors of concern at school.

## WHAT TO EXPECT

- How to develop a rapport with students
- Strategies in responding to behaviors
- Prompt and fading prompts increasing independent LEARNING

## COST AND REGISTRATION

- \$100 per team of 5 for all three sessions or \$60/ person if a team is more than 5.  
*Register via myQuickReg by Jan. 28.*

Contact:  
Rose Cutting  
rcutting@cesa3.org

## Quality Rapport and Why it is Important

- Positively Paired Relationships
- Prompting and Fading
- Responding to behaviors

## A Deeper Dive

- Tracking Behavior by Looking at the ABC's of Behavior
- How to Spot & Fix a Pairing Issue
- Prompt Dependency
- Identify a Replacement Behavior
- Learn the science of reinforcement in learning

## Bring on Your Examples

- Real Time Examples to Think on How to Maximize Learning Opportunities by Applying the Science of Learning
- What Have We Taught and What Have They Taught Us?
- Come Ready to Apply Information Learned in Session 1 & 2 in Your District

## COLUMNS

2 Dr. Jamie Nutter

3 Dr. Lisa Arneson

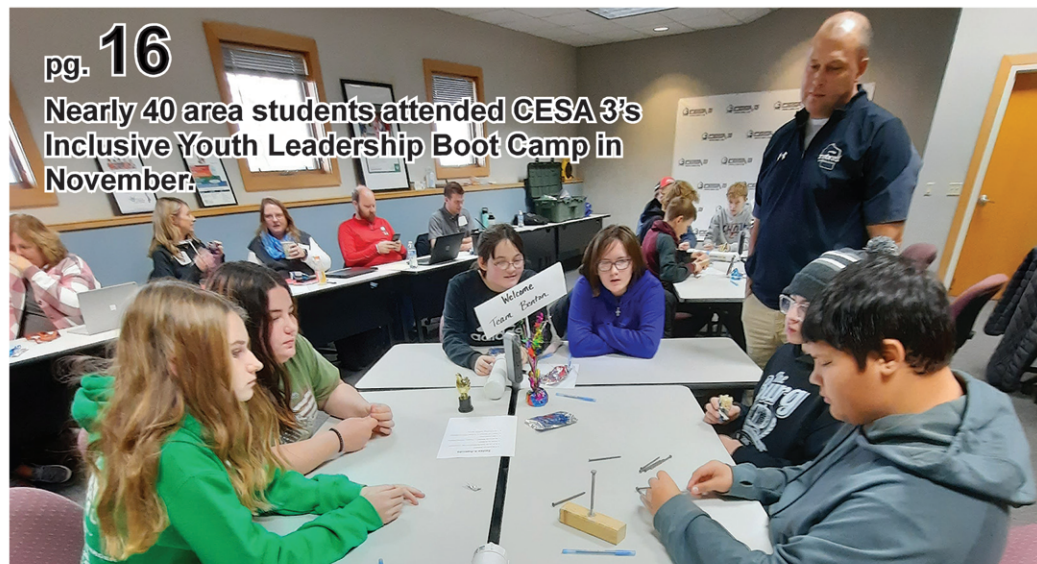
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Nearly 40 area students attended CESA 3's Inclusive Youth Leadership Boot Camp in November.

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Cover photo by Tom Martin

## CESA 3 STAFF

### ADMINISTRATION

**Dr. Jamie Nutter** - Agency Administrator

**Courtney Rounds** - Bookkeeper

**Renee Nelson** - Administrative Assistant

### CONTINUOUS IMPROVEMENT NETWORK

**Dr. Lisa Arneson** - Director of School Improvement

**Meredith Biba** - Elementary Literacy Specialist

**Mary Joan Brilla** - German Instructor - SRTNC

**Melissa Emler** - UDL Coordinator

**Kristin Galle** - Personalized/Digital Learning Coach

**Clark Jillson** - IT/SRTNC Coordinator

**Tarasa Lown** - Grant Specialist

**Ellen Olson** - Leadership Coaching/ Educator Effectiveness Coordinator

**Valerie Shaw** - English Learner Support and Programming

**Nikole Smith** - Pupil Service Coordinator/ Teen Relations/ATOD

**Molly Thielen** - Literacy Support

**Brad Van Epps** - Educator Development and Support

### CAREER AND LIFE READY TEAM

**Darla Burton** - Regional Careers Pathway Director

**Rose Cutting** - Project Engagement Director

**Chuck Keller** - Youth Apprenticeship Regional Coordinator

**Brian Kenney** - Transition Improvement Grant Statewide Coordinator

**Tom Martin** - Career and Technical Education Regional Coordinator

**Susan McLimans** - Career and Life Ready Team Office Manager

### SPECIAL EDUCATION DIVISION

**Lisa Aalgaard** - RSN Director

**Rose Cutting** - Parent Engagement

**Tricia Davis** - Project SEARCH Instructor

**Brian Kenney** - Transition Improvement Grant Implementation Specialist

**Jim Nelson** - Project SEARCH/Non-Violent Crisis Intervention Trainer

**Caroline Rossing** - WSPEI (Statewide)

**Nikole Smith** - Special Education Director

### SCHOOL SUPPORT SERVICES

**Robert Callahan** - Communications Director

### ITINERANT STAFF

**Jenny Richardson** - Itinerant Services Coordinator/Deaf and Hard of Hearing

**Amber Anderson** - Physical Therapy Assistant

**Courtney Draude** - Speech and Language

**Morgan Faulkner** - Occupational Therapist

**JoAnne Gratz** - Speech and Language

**Madeline Hawes** - Speech and Language

**Gretchen Jackson** - Vision Teacher

**Ashley Jenkins** - Speech and Language

**Pam Kurihara** - Deaf and Hard of Hearing Teacher

**Melanie Lindstrum** - Speech and Language

**Heidi Nelson** - Physical Therapist

**Stacey Nutter** - Orientation and Mobility

**Julie Redfearn** - Occupational Therapy Assistant

**Emily Reinicke** - Speech and Language

**Becky Ruff** - Speech and Language

**Anna Schellhorn** - Speech and Language

**Elizabeth Staidl** - Vision Teacher

**Ellen Weber** - Speech and Language

**Lisa Zabel** - Deaf and Hard of Hearing Paraprofessional

**Sidney Zander** - Speech and Language

### CESA 3 BOARD OF CONTROL

**Mark Johnson**, Seneca - Area I

**Wendi Stitzer**, Boscobel - Area I

**Gary Andrews**, Cuba City - Area II

**Chantel Hampton**, Cassville, Area II

**Mike Humke**, Dodgeville - Area III

**Kristin Spurley**, Iowa-Grant - Area III

**Bob Hermanson**, Darlington - Area IV

**Kim Schmelz**, Belmont - Area IV

**April Jennings**, Weston - Area V

**Janet Matthes**, Kickapoo - Area V

# Preparing for the 2023-2025 biennium

**H**appy New Year! As faithful readers of the Cornerstone, may you have the best year ever! Not only have we said goodbye to 2022, but we also begin to distance ourselves from the 2021-2023 biennium. In the last Cornerstone, readers were provided with a breakdown of the DPI proposal for educational asks in the next biennium. Superintendent Jill Underly and the DPI provided their recommendations to Gov. Tony Evers. Now we wait to see Gov. Evers' budget proposal and the work of the legislature's Joint Finance Committee (JFC) as they craft the legislature's budget bill.



*Dr. Jamie Nutter*

Since the last Cornerstone publication, CESA 3 superintendents have met multiple times to share information and gain a collective understanding of needs for our area schools. This article will provide a summary of some of the financial concerns and priorities of educational leaders and boards across the area. Though most district leaders would like to ask for innovative dollars for new programs, their top priority is simply covering costs. This article will provide a high level overview of what we are facing.

With every new budget, we must start with inflation. Though we all understand the concept of inflation, it requires those in charge of budgets to come to the realization that all aspects are more expensive. That means meeting inflation allows districts to keep what they have in place. The Department of Revenue calculates the percentage of inflation each month. Inflation is referred to as the Consumer Price Index (CPI) calculation. At the time of this article, July 1 has not been calculated, but there are calculations through June 1, 2023. For Jan. 1, 2023 CPI is 7.17 percent and steadily increases through June 1, 2023 at 8.06 percent. This means that when we consider the costs as compared to the previous year, it would cost 8.06 percent more for the same goods and services. CPI is also critical in many municipalities as their employee contract salary increases may be tied to this number. Inflation also impacts electricity, supplies, fuel for heating and buses, and anything that requires purchasing. This is also the percentage used by accountants as they begin to calculate budget projections.

CPI is not only challenging for school districts, but it is also challenging for all employment sectors. According to the Wisconsin Counties Association's data arm,

our state will be short 150,000 workers by 2030 across all professions. School boards and district leaders are trying to ensure their positions are filled as expectations for schools are at an all-time high. Every day 10,000 Baby Boomers turn 65. Though the shortage is expected to peak in 2030, 70 percent of rural districts reported they were struggling to fill at least one licensed position at the beginning of 2022-23. As they begin to project needs, expenses and revenue determine their ability to compete to fill vacancies.

Some districts have held back some of the federal dollars from the pandemic as long as possible in case they need to backfill. Though that is not the primary purpose, some districts had more dollars because of how the federal allocations were calculated. On the positive side, there is acknowledgment from both parties in Madison of the fiscal cliff districts will face. It also appears as if there may be some common ground in requests. Typically, DPI asks for program increases, but there are typically requests that are not funded. It appears this year as if they have balanced requests for funding while also considering local taxpayers by requesting an increase in state-aid, which is intended to reduce the levy burden. General Aid is used to substitute the levy.

There has been a great deal of discussion about the state's surplus and how it should be used. A great deal of the surplus occurred because of the influx of federal dollars into our economy. The surplus funds are taxes collected beyond projected collections on which the current budget was built. Wisconsin collected more taxes than expected because there is a lot more cash in our economy and the costs for goods and services has increased significantly due to inflation. When the price of something increases, the tax revenue collected on this item also increases, which has created the surplus in tax collections.

The governor and the legislature will determine how to use the surplus during the coming budget process. As you can imagine, everyone in Madison (and around Wisconsin) has ideas for ways to spend the surplus. Ideas run the gamut from spending it all to a massive tax cut. Our local Senator, Sen. Howard Marklein, who also co-chairs the legislature's budget-writing Joint Finance Committee, has said that he thinks we need to fund our obligations (such as education) and then should return excess tax collections to taxpayers. Our senator and representatives provide their voices in this discussion, which means that we must continue to make our case

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# Department of Public Instruction Report Card Do's and Don'ts

By DR. LISA ARNESON

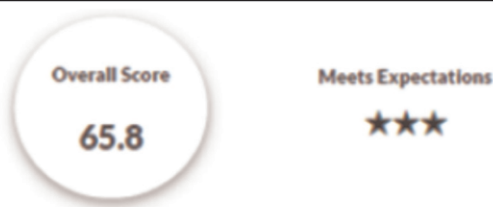
Recent accountability reports have sparked a lot of questions from school leaders and board members alike. State report cards are full of bar charts, circle graphs, and numbers that correspond with ambigu-

ous and sometimes arbitrary scores. To that end, it's easy and very common for people to misuse the data from report cards. So what do the report cards actually tell us about how we're doing, and how can we use them?

Below is a list of Do's and Don'ts that might be helpful in your conversations around using state report cards to inform school improvement.

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**DON'T** build goals around or try to predict the overall score on the front page of the report card. Likewise, don't put too much emphasis on the number of stars or rating category, as these designations do not necessarily paint an accurate picture of student outcomes in a school or district.



**DON'T** spend time trying to understand or even re-calculating the formulas on the four priority areas. The calculation isn't wrong, but your data might be. Time would be much better spent ensuring the data being pushed to the DPI is accurate.

Target Group Outcomes always has a weight of 0.5 when it is present.

$$\text{Achievement Weight (Wt)} = 1 - \left( \left( \frac{1}{3} \times \frac{\text{Percent Economically disadvantaged}}{100} \right) + \frac{1}{30} \right) = 1 - \left( \left( \frac{1}{3} \times \frac{20}{100} \right) + \frac{1}{30} \right) = 1 - 0.3 = 0.7$$

$$\text{Growth Weight (Wt)} = 1 - \text{Achievement Weight} = 1 - 0.7 = 0.3$$

$$\text{Average} = \frac{(\text{Achievement Score} \times \text{Achievement Wt}) + (\text{Growth Score} \times \text{Growth Wt}) + (\text{Target Group Outcomes} \times \text{Target Group Outcomes Wt})}{\text{Sum of Weights}}$$

$$\text{Average} = \frac{(71.7 \times 0.7) + (59.0 \times 0.3) + (62.4 \times 0.5)}{1.5} = 66.1$$

**DO** look further into the student outcomes on summary pages to get a better understanding of how your school or district is doing. Ask the following:

- How many students are proficient compared to those who are not?
- What are the trends over years?
- Are there certain student groups that perform better than others?

Student Group Performance Levels by Year

All student groups are shown. Student data is shown for full academic year students in tested grades.

ENGLISH LANGUAGE ARTS

	2019-20					2020-21					2021-22				
	Students	Proficient	Advanced	Basic	Below Basic	Students	Proficient	Advanced	Basic	Below Basic	Students	Proficient	Advanced	Basic	Below Basic
All Students: K-4 State	188,008	6.7%	13.7%	54.8%	24.8%	158,142	5.8%	11.9%	55.0%	27.9%	174,555	6.4%	12.2%	53.5%	27.9%
All Students	136	5.9%	10.0%	39.7%	44.4%	117	2.6%	43.6%	34.2%	19.7%	115	7.8%	38.2%	37.4%	16.5%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	126	6.2%	10.7%	38.1%	45.0%	108	1.8%	45.4%	34.3%	18.5%	108	8.5%	40.8%	35.8%	15.1%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	52	5.8%	14.6%	38.5%	41.1%	41	6.7%	37.8%	31.1%	24.4%	41	4.8%	26.8%	41.5%	26.8%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	30	0.0%	20.0%	40.0%	40.0%	28	0.0%	21.4%	39.3%	39.3%	23	0.0%	8.7%	39.1%	52.2%

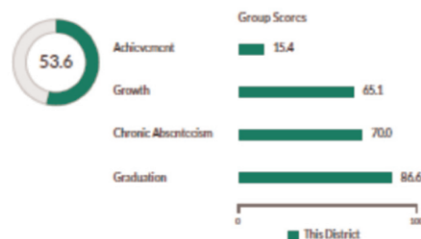
**DO** go beyond ELA and math achievement and growth to study engagement data like chronic absenteeism. Students aren't going to learn if they're not in school, and determining why students are chronically absent is worth the time and effort.

Student Group Chronic Absenteeism Rates, Single-Year

	2019-20		2020-21		2021-22	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-4 State	371,086	9.6%	365,635	10.2%	352,483	13.8%
All Students	259	3.9%	243	4.1%	215	2.8%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	<20	*	<20	*	<20	*
Black or African American	<20	*	<20	*	<20	*
Hispanic or Latino	<20	*	<20	*	<20	*
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	238	3.8%	224	4.5%	200	3.2%
Two or More Races	<20	*	<20	*	<20	*
Economically Disadvantaged	100	6.6%	100	7.0%	80	3.8%
English Learners	<20	*	<20	*	<20	*
Students with Disabilities	55	5.9%	53	5.7%	42	0.0%

**DO** use Target Group Outcomes to examine the systems of support in your district. This priority area is essentially a separate report card on how the lowest performing students in your district are doing. It is less helpful to identify the students who comprise this group than to examine common characteristics they may share and the effectiveness of the systems that support them.

TARGET GROUP OUTCOMES





Wisconsin Youth Apprenticeship Program  
**Youth Apprenticeship Status Report**



Fiscal Year: 22/23

<b>Youth Apprenticeship Enrollees:</b>	343	<b>Active Employers:</b>	282
Active Local Consortia:	1	Number of Schools for Enrollees:	31
Expected Completers *	271	Number of Districts for Enrollees:	30
		Estimated Wages Earned:	\$2,017,587.97
		Average Wage:	\$13.07

*A contributing factor to the Youth Apprenticeship Program's success is the number of students participating.*

## CESA 3 Youth Apprenticeship Program surpasses milestone

### Student earnings exceed \$2 million for first time in program history

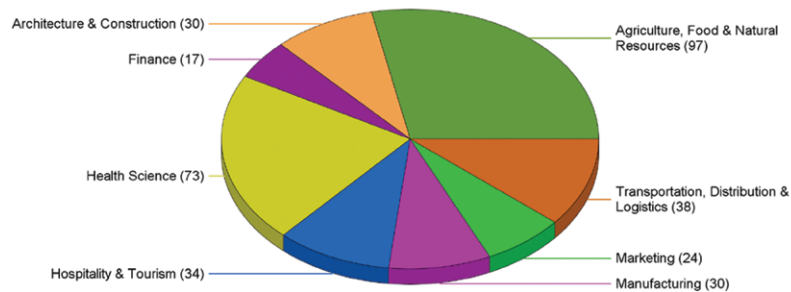
**BY CHUCK KELLER**

The CESA 3 Youth Apprenticeship Program reached another record milestone this year with student earnings reaching more than \$ 2 million dollars for the first time in program history.

Student earnings are a direct reflection of the economic impact the program provides to the region and are based on the student's beginning salary multiplied by the minimum 450-hour work requirement. The actual impact is believed to be much greater because wages increase, and most students work many hours more than the minimum.

One of the main factors contributing is the number of students participating in the program this year. As of December, 343 students are enrolled in the program which is greater than the 320 stu-

#### Enrolled Youth Apprentices by Career Cluster Area



Program Area Name	Student Count	Average Wage
Agriculture, Food & Natural Resources	97	\$11.67
Architecture & Construction	30	\$14.64
Finance	17	\$11.97
Health Science	73	\$15.16
Hospitality & Tourism	34	\$11.11
Manufacturing	30	\$14.62
Marketing	24	\$11.96
Transportation, Distribution & Logistics	38	\$12.63

*Twenty-eight percent of youth apprentices (97) are enrolled in the Agriculture, Food & Natural Resources career cluster.*

dents who participated in the program last year and more than our year end goal of 330 students. Many factors contribute to the success of the program. One of the most

prevalent reasons is the work our schools are doing in academic and career planning. More students are mapping out their four-year academic plan with a career path-

way in mind. These students are eager to explore or "test drive" their career through the CESA 3 Youth Apprenticeship program.

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## Youth Apprentice Profile

# Caden Leach excels in Youth Apprenticeship training

**BY CHUCK KELLER**

Caden Leach is a recent graduate of the Mighty River Academy of Virtual Education located within the Prairie du Chien School District.

Caden was a two-year Youth Apprentice at Precision Plus in Elkhorn, Wis. During this time, Caden's Youth Apprenticeship training included a 12-week rotation through every department within Precision Plus. He was connected with several mentors who shared their knowledge and trained him about the manufacturing process from raw material to shipment.

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Contributed photo

*A recent graduate of the Mighty River Academy of Virtual Education, Caden Leach was a two-year Youth Apprentice at Precision Plus in Elkhorn, Wis. He has been presented an offer for full-time employment by Precision Plus.*

## Youth Apprentice Profile

# Talena Sprecher juggles enterprise, Youth Apprenticeship duties

**BY CHUCK KELLER**

Talena Sprecher is in 12th grade at Ithaca High School and is in her second year as a Youth Apprentice in the Animal/Herd pathway in which she excels.

Talena manages her own swine production enterprise and has a developed herd of 10 Poland sows. She sells the offspring from her sows to other students for county, state, and national shows. She also sells to breeders.

The quality of Talena's animals was showcased when Talena was named

the 2022 Wisconsin State Fair Swine Supreme Exhibitor! The Supreme Exhibitor award is based on an exhibitor's overall achievements at the 2022 Fair from points earned participating in the Junior Swine show, Quiz contest, Communication contest and Showmanship.

Previously, Talena won the Champion Chester Barrow, at the 2019 Wisconsin State Fair, as well as being a Supreme Champion Showman and three-time Reserve Supreme Champion Showman, in addition to win-



Contributed photo

*In addition to her Youth Apprenticeship duties, Talena Sprecher manages her own enterprise.*

ning the communications contest twice.

Talena's involvement in her FFA chapter is remarkable. She has been a member for six years and played an important role in making the chapter grow. Her extraordinary leadership and knowledge has gotten more people interested in joining their local FFA chapter allowing them to participate in events all around the state.

When asked about her future plans, Talena said:

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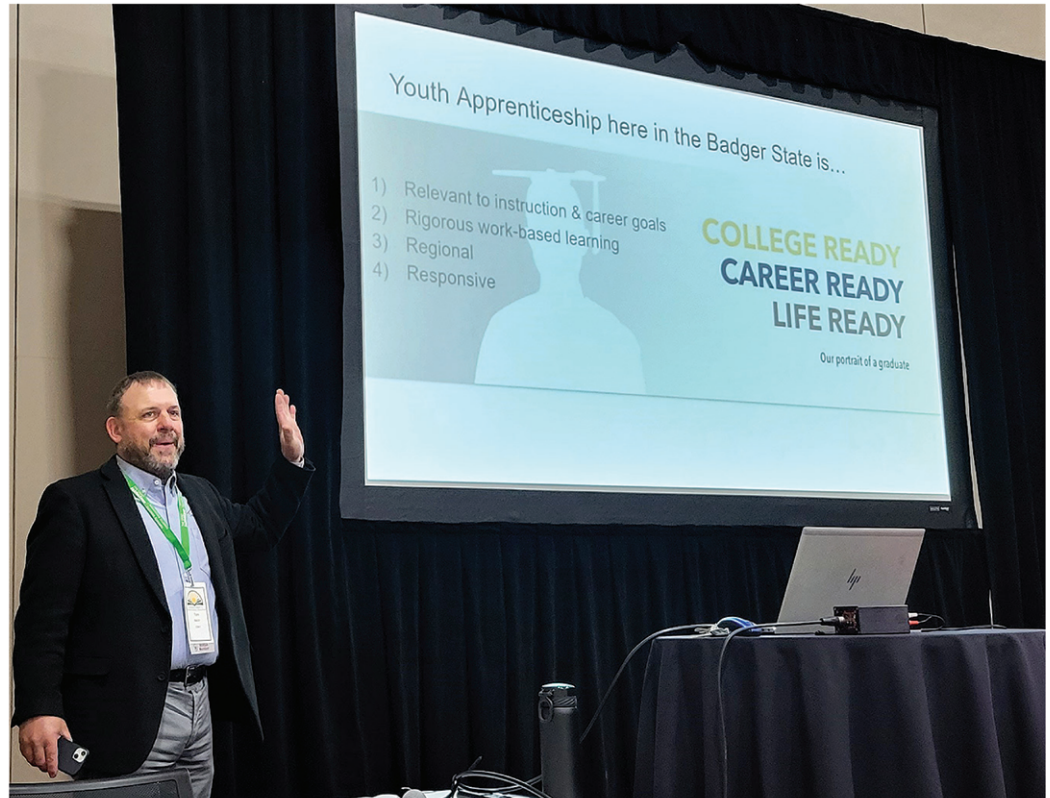
# Tom Martin, CESA 3 showcased nationally

## Career & Life Ready Team feted at NREA

The CESA 3 Career & Life Ready Team was honored by being selected to present at the National Rural Education Association (NREA) National Forum to Advance Rural Education in October.

Program Director Tom Martin showcased how the CESA 3 Career & Life Ready Team's integration of academic and career planning, rigorous industry-recognized instruction, employer engagement, and community support leads to a high-functioning Youth Apprenticeship program.

The Youth Apprenticeship program is a work-based learning initiative by the Wisconsin Department of Workforce Development designed for high school students interested in combining classroom



Contributed photo

Tom Martin of CESA 3's Career & Life Ready Team presented at the National Rural Education Association Forum to Advance Rural Education. He shared the many elements that make CESA 3's Youth Apprenticeship program a high-functioning one.

instruction with on-site occupational experience. On-the-job training follows state approved specifications while students

receive instruction from qualified teachers and skilled worksite mentors. The Wisconsin Youth Apprenticeship (YA) dates

back to 1991 and is recognized as one of the best programs in the nation.

## UW-Platteville hosts second annual Platteville Business Challenge

BY SARA DENUCCI

More than 60 students from eight area high schools attended the second annual Platteville Business Challenge at the University of Wisconsin-Platteville campus on Nov. 16. The event teaches students about jobs in various aspects of business and includes a computer simulation competition. Faculty members were available for questions and discussion in the areas of accounting/finance, human resources/ management, marketing/

sales, entrepreneurship, and supply chain management.

Fourteen teams of students competed for prizes by running multiple aspects of a business supply chain in this year's simulation. Each team used a private meeting room with a projection screen to operate the simulation and make decisions as a group. Unlimited attempts were possible during the 90 minute session, allowing teams to try to improve upon their original score.

Three teams received prizes with

the top team winning a \$500 Platteville School of Business scholarship for each of its members. The score was so close between first and second place teams that Les Hollingsworth, Director of the School of Business, gave scholarships to both teams.

Ten students received a \$500 scholarship redeemable their freshman year as a Pioneer. Each year an alternate simulation is used in the

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Contributed photo

Several Wauzeka-Stauben Hornets left Business World all smiles, particularly the student with the winning product.



Contributed photo

Numerous Wildcats from Southwestern pause for a moment to celebrate a great day at Business World.

## *CESA 3 welcomes record crowd for Business World*

CESA 3 once again hosted its annual Wisconsin Manufacturers and Commerce (WMC) Foundation’s Business World Program to a record crowd on Wednesday, Oct. 26.

“CESA 3 provides us their entire facility for which students from Boscobel, Cassville, Fennimore, Iowa-Grant, Lancaster, Monticello, Southwestern and Wauzeka-Stauben could really shine,” said Michelle Grajowski, Business World Lead, WMC.

As is tradition, students are rearranged in random order to immediately build interpersonal skills.

“Similar to a team, colleagues can be recruited, but often people come together with little background knowledge, but rather a passion for the process,” Grajowski added.

“Michelle and Stephanie from WMC, as well as our regional Professional Business and Information Technology instructors, do such a great job with the day,” said Tom Martin, CESA 3 Career & Life Ready Coordinator. “CESA 3 is entirely full and yet you would never know it. Your students are so polite and already professional which bodes well for them in their future endeavors.”

Concluded Grajowski, “WMC is committed to ensuring that every Wisconsin student possesses the business acumen necessary that if they want to start their own business, they can. As we come out of the Pandemic, we really see students responding to our day by coming with some truly innovative ideas.”

## Southwest Wisconsin Library System hires first Youth Apprentice

**By JENNIFER BERNETZKE**

Southwest Wisconsin Library System (SWLS) hired its first Youth Apprentice last October.

Asa Cutting is a Fennimore High School student who was looking for a job that could help build skills for being career, college or life ready.

SWLS is a public library system that serves and supports 28 libraries in 31 locations across Grant, Iowa,

Crawford, Richland and Lafayette counties. One of the most important services we offer is delivery of materials between these libraries three days per week. Sorting those materials when they come into our facility is a time-consuming task, but a very important one.

Asa has been hired to work with office staff and delivery drivers organizing the books, audiobooks,

movies, equipment—and more—that comes in from our member libraries. He gets it ready for the next delivery and fulfills an essential task that keeps our organization running smoothly.

We at SWLS understand how important the Youth Apprenticeship Program is to all students as it

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Contributed photo

Jennifer Russell (**Shullsburg**), Melissa Sprecher (**Ithaca**) and Jason Robbins (**Shullsburg**), professional Career and Technical Education (CTE), educators begin the work on identifying projects for their maiden voyage on the Z6 Printer, a service provided by the CESA 3 Career & Life Ready Team.

# CESA 3 offers *cutting edge* opportunity

## Hewlett-Packard Z6 Large Format Printer is latest addition to lineup

Your CESA 3 Career & Life Ready Team continues to provide world-class opportunities for your schools in the form of a Hewlett-Packard Z6 Large Format Printer. While participating districts took home some amazing projects, what many discovered was that the process leading to the product needs to be all about the message and method.

Jason Eippert and Craig Lindow from Big S Systems in Menomonee Falls provided participants a Z6 orientation,



Stephanie Colsch (**North Crawford**) took home the pride of MacKenzie Knutson's FFA Chapter to denote a Section 4 FFA Leadership event held earlier this fall.



Contributed photo

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## Preparing for the biennium

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for funding as the governor and the legislature craft their versions of the state budget. It is helpful to provide data and numbers that represent the needs versus simply stating the needs.

Gov. Evers will give his budget address to the legislature on Feb. 15, 2023, in which he will lay-out his plan and priorities. The legislature then begins their work on analyzing the governor's proposal, receiving input, holding public hearings and briefings by the state agencies and then ultimately crafting their own version of the state budget. The revised bill is then approved by both houses of the legislature and then sent to the governor.

The discussion from school boards and local leaders are unanimous in that they need a significant amount of state and local funding to fill the void from the one-time federal revenue that supported them from 2021-23. The number one priority voiced by all district leaders in CESA 3 is an increase in special education revenue. Though districts are mandated to cover 100 percent of the expenses for special education (also known as Fund 27), they only receive 30 percent of reimbursement of the costs from the previous year. That amount dipped as low as 27 percent prior to 2020. In other words, local dollars (Fund 10) already cover the majority of the cost and despite rising costs for the existing year, the reimbursement is based on last year's cost. The federal government also requires districts to maintain costs or they will not receive federal funding through a formula called Maintenance of Effort. That means dollars from the general fund (Fund 10) must be transferred to special education (Fund 27) to balance its budget. Districts are not allowed to have a deficit. As a result, CESA 3 leaders cite this as their number one priority for new funding. Nearly 50 percent of CESA superintendents request a reimbursement rate ranging from 45-50 percent in the 2023-24 school year with incremental increases to meet mandates.

Leaders' second priority is to cover the rising costs to operate and be competitive in hiring qualified staff. The revenue requests ask for a combination of direct funding from the state (called Per Pupil Categorical Aid) and allowing the local revenue limit to be increased with state-aid support to ease the tax burden. Thirty percent of superintendents state they would need at least a \$750 increase per student to balance their budgets and maintain existing programs, while another 30 percent stated they would need a minimum increase of \$500 per student to avoid cuts or operating referenda. Though these dollars are significant, they equal four years of funding plus the cost of inflation.

A handful of superintendents representing different areas of the state had an opportunity to engage in a con-

versation to share concerns and real examples of what they are facing with legislative leaders from the area that included Rep. Travis Tranel, Rep. Loren Oldenburg, and Sen. Marklein. During the meeting, representative superintendents shared financial challenges their areas could face as well as goals they have for their schools. The informal meeting provided an opportunity for legislative leaders to hear what districts are experiencing. They discussed the unintended consequences of state and federal requirements, so legislators could better understand how they are impacted.

Superintendents shared examples such as increased fuel costs and how much repair costs have increased. Superintendents also shared new student challenges that require more support after the pandemic. They cited an increase in explosive behaviors and students experiencing anxiety. There has been an increase in physical therapy and occupational therapy referrals in young children for related special education services. Many children, as predicted, have fallen behind academically. They also shared that 25 percent of students do not have high-speed Internet. Superintendents also learned about the challenges of the overall state budget as we move forward.

Legislative leaders shared potential challenges to future revenue and expenses. The state's surplus is made up of a lot of one-time money. This means that the legislature must balance how they will apply the surplus while planning for the future. They do not want to create future fiscal holes or cliffs. They acknowledged inflationary costs and have heard of similar experiences in areas outside of education. They followed up with questions and asked about possible solutions while discussing strategies to increase available broadband in rural areas and initiatives to improve speeds for families across the region. Finally, they encouraged leaders to continue sharing experiences and data. There will likely be more dialogue in the near future. They stated they understand the pressure we are under and that school boards and superintendents need predictability.

The first year of the biennium is always tricky for school districts. Superintendents and school business officials have to stay in tune to make realistic projections. As leaders begin planning for next year, it will require conversations about priorities and areas of focus. As these areas are calculated, scenarios are then presented. Finally, school boards need to decide which scenario is the most likely while also planning contingencies they can afford. Though there is some level of uncomfortableness when projecting scenarios, there is one thing for certain. It is much better to focus on academic goals for students versus the challenges we faced during the pandemic. As always thank you for serving in your communities and for all you do!

*Dr. Jamie Nutter is CESA 3's Agency Administrator.*

# Project SEARCH's first 10-week internships conclude

## Interns learn new employment and internship-specific skills

BY TRICIA DAVIS

Project SEARCH's first 10-week internships recently came to a close. The interns showed hard-working skills as each and every one of them experienced work in unfamiliar environments. The interns learned not only new employment and internship-specific skills, but they also learned new things about themselves as employees.

Here's a shout out to five of our 10 Project SEARCH interns. (We will feature the other five interns in upcoming publications). Four of our interns just completed their first internship in the custodial department and one intern completed his internship at Bridgeway Dining Services; both internships are located on the UW-Platteville campus.



Logan Pennekamp completed an internship in the UW-Platteville custodial department.

The four custodians were outstanding and have a new appreciation for the hard work that goes on behind the scenes to keep a building clean. They had duties that ranged from cleaning restrooms, sweeping, vacuuming, washing windows, wip-

ing down tables and high traffic areas. They moved office materials to different buildings, set up for sporting events and so much more.

**Logan Pennekamp, Potosi**

**What was your favorite part of the Custodial internship?** "Although I learned about new cleaning tasks, my most favorite part of the internship was building a relationship with one of my supervisors. Once he taught me how he wanted things done, he trusted me to do those tasks. The best part about my day was chatting with Mike and enjoying a TV show together during our lunch break."

**What have you learned about yourself?** "I have learned that I can be a hard worker. Even if the job isn't the most fun, I know it's important to do it because I was told to complete it. I also learned how to keep track of time so I would arrive at my internship on time in the morning, and after my breaks."



Dillon Meir completed an internship in the UW-Platteville custodial department.

**Dillon Meir, Platteville**

**What was something you did at this internship that you had**

**never done before?** "In the custodial internship, I had never worn steel toe boots before. Note to self, they are not comfy. Something else I got to do was drive the auto scrubber. I didn't drive it for too long because I was so nervous about damaging property. I didn't trust my driving skills."

**What is something you will miss about this internship?**

"I'm going to miss the lunch breaks chilling with my team. Pam was a co-worker of mine and she and I liked to joke around with one another. She was kind to me and we built a trusted friendship. Having Pam believe in me was not something I expected to get from the custodial internship."



Travis Doire completed an internship in the UW-Platteville custodial department.

**Travis Doire, Platteville**

**What were you most nervous about starting this internship?** "At first, I was most nervous about getting lost on campus but my teachers had us practice a lot so that didn't happen. I also got

Continued on page 20



Contributed photo

## **CESA 3 Deaf/Hard of Hearing Program hosts Fall Bowling event**

The CESA 3 Deaf/Hard of Hearing Program hosted its Fall Bowling event for students with hearing loss. This is an opportunity for rural students to gather, interact and identify with others having the same unique challenges. Each year two events are held, one in the fall and a picnic in the spring. Students had the opportunity to meet at Tower Junction last November to enjoy bowling and socializing. Students had a great time bowling, eating pizza and laughing with their friends! A BIG thank you to all the schools who were able to bring their students to the event. Also, THANK YOU to the Platteville Optimist Club, the Lancaster Lions Club, and the Sertoma Club for their generous donations to help cover the cost of the event.

## ***Bidding farewell and thank you to a true champion, Ron Fruit***

Dear Mr. Fruit:

I am a former student from...well, from everywhere here in southwest Wisconsin, how about that! I'm also now a contributing member of society in large part because I met you.

I can still remember that early May day long ago. I recall being eager boarding the bus because I knew we were not only near the end of the school year, but, on this particular Friday, we were afforded a field trip to a place called Boscobel for an event the teachers said was called Champion Games! You were there at these Champion Games, Mr. Fruit, and once you came up to

the microphone, I heard a word that excited me...*opportunity!*

You see Mr. Fruit, I, like many there that day, had a disability, and that meant we had to work extra hard to reach our goals. Mr. Fruit, your message that day about "being all you can be" stayed with me throughout our time there. It went beyond the bounce houses, the lunch, and even the track relays with my friends. I took that lesson and made it my goal to have a life that I wanted that was based on my hopes and dreams!

**Continued on page 15**



Contributed photos

*CESA 3's School Counselor Network and Counselor Cafe events have proven popular. Join the fun! All costs will be prorated per event.*

## Many attend School Counselor Network and Counselor Cafe

**BY NIKI SMITH**

The School Counselor Network and Counselor Cafe are under way and have had great attendance. Topics have been around Wisconsin Comprehensive School Mental Health Framework, Academic Career Planning updates, Educator Effectiveness, Suicide Prevention, Youth Risk Behavior Survey, and Social Emotional Learning.

Upcoming School Counseling Network meetings are:

### **School Counselor Network (via Zoom)**

1- 2 p.m.

Feb. 20 | March 20 | May 22

### **Counselor Cafe (at CESA 3)**

9 a.m. - 3 p.m.

Jan. 26 | April 27

Ellie Olson, Power of Positive Leadership Coach, completed the first of three sessions, focused on supporting the leadership growth of our school mental health professionals, as they advocate for students. Interested people can still register for any of the events, all costs will be prorated per event.

*Niki Smith is CESA 3's Special Education Director and Pupil Services Coordinator.*

## Mark your calendar for two exciting Pupil Services events at CESA 3

**BY NIKI SMITH**

Mark your calendar for these upcoming Pupil Services events at CESA 3:

### **March 14 (9 a.m. - 3 p.m.) at CESA 3**

Deb Biechler returns to CESA 3 for the second *Growing Minds - Calm Classrooms & Caring Schools Workshop* this spring! The cost for this workshop is \$50 each for Safe and Healthy Schools members and \$125 each for non-members.

*Unlocking the Teenage Brain: for anyone working with children in grades 6-12. Participants will learn about the teenage brain, maximiz-*

*ing social/emotional skills, learn about mindfulness-based education and benefits, and practical strategies for cross-curricular connections. Learn more about this opportunity on the inside back cover of this publication.*

### **March 17 (9 a.m. - 3 p.m.) at CESA 3**

Brittany Meoska, Certified Professional Mental Health Coach, will provide practical tools and strategies intended to help school staff navigate thoughtful conversations with students in need. The workshop is available to any school staff member looking for ways to help

students struggling socially/emotionally, or those for those who would like skills that can be applied to their classroom environment.

Register at myquickreg for **MENTAL HEALTH: Empowering Tools, Processes, & Approaches That Were Not Taught** in our Graduate Programs: Cost is \$250 for Safe and Healthy Schools. *Learn more about this opportunity on page 13 of this publication.*

*Niki Smith is CESA 3's Special Education Director and Pupil Services Coordinator.*

# ● MENTAL HEALTH:

Empowering Tools, Processes, & Approaches That Were Not Taught in our Graduate Programs

Brittany was a High School Counselor for over a decade and never felt as confident about her counseling skills as she would have liked - the class or two in grad school just didn't cut it.

She decided to attend UW-Madison's Coaching Program to better equip herself to counsel students. The tools, strategies and processes she learned proved to be incredibly effective to use in schools. Now she wants to get them in the hands of other student service professionals.

YOU DON'T WANT TO MISS OUT ON THIS TRAINING!



## March 17, 2023

9 AM - 3 PM  
(Lunch Provided)

## REGISTER HERE

\$250 for Safe and Healthy Schools Members/\$300 for Non-Members

## CALLING ALL K-12:

- School Counselors
- Psychologists
- Social Workers
- Nurses



### EMPOWERING TOOLS

Learn lesser-known and empowering tools and processes to use with students, staff, and personally.



### UPLIFTING EXPERIENCE

Farch...am I right?  
This will serve as a powerful rejuvenator & energizer for YOU.



### SKILLS REFRESHER

Learn a solution-focused approach to equip you to handle whatever situation comes your way.

## ● QUESTIONS?

Nikole Smith, CESA 3  
nsmith@cesa3.org  
1-608-822-3276

## EVENT HELD AT CESA 3

1300 Industrial Drive  
Fennimore, WI 53809

## Collective Teacher Efficacy/Collective Leader Efficacy

# Leading with understanding the power of many

BY ELLIE OLSON

I recently learned from an amazing presenter that if you write or present content in scientific language, only scientists will understand the content. If you write and present content for a 9th grader to understand, both scientists and 9th graders will understand. This idea really hit home as we often speak in language that is understood by educators only. My goal with this article is to help our readers understand what collective teacher efficacy means as well as what collective leader efficacy means.

Collective teacher efficacy originated years ago by Albert Bandura. It was highlighted as an educational topic that has great influence on student learning by research completed by John Hattie in 2016. This is an educational topic to learn about, reflect on and consider how to in-

crease.

Collective teacher efficacy is not about making teachers feel good about themselves. It is more com-

**Collective teacher efficacy is teachers working together to have high appropriate expectations of what a year's growth would be for students along with what needs to be done to get that year's growth.**

plicated than just believing you can make a difference collectively. Collective teacher efficacy is teachers working together to have high

appropriate expectations of what a year's growth would be for students along with what needs to be done to get that year's growth. The next piece is having the evidence of impact that proves the work being done was successful which will build sustainability. It is the combined belief that it is teachers that impact learning.

Collective teacher efficacy is when you fundamentally believe you can make the difference, you have evidence that you are making the difference which makes it extremely powerful. The same is true with leadership positions. Collective leader efficacy occurs when a leadership team comes together, focuses on a learning goal among their group, and does the work together to learn and achieve that

Continued on page 20

## *Eighteen receive Wisconsin substitute teacher training at CESA 3*

### Next training at CESA 3 is scheduled for March 7

Eighteen devoted members of our community spent the day at CESA 3 on Dec. 6 and received the training necessary to become substitute teachers in Wisconsin.

Without exception, these people are committed to helping students and their communities by serving as substitute teachers. We're grateful for the opportunity to get them started!

The next training at CESA 3 is on March 7. Contact Brad Van Epps at [bvanepps@cesa3.org](mailto:bvanepps@cesa3.org) if you have any questions.



Brad Van Epps photo

*Eighteen people attended substitute teacher training at CESA 3 in December. The next training is scheduled for March 7.*



## Caden Leach

Continued from page 5

Although Caden came to Precision Plus with little work history, he immediately demonstrated the passion, commitment,

attitude, and aptitude for success in manufacturing. After his rotation concluded, Caden chose to work in our Tornos Swiss Cams machining platform under the mentorship of a tenured professional with a 35-year

history in this technology. Precision Plus presented an offer to Caden for full-time employment and we look forward to his continued development.

When finished with his adult apprenticeship Caden will be one of a hand-

ful of individuals certified in Tornos Swiss Cams in the U.S.

Congratulations, Caden!

*Chuck Keller is CESA 3's Youth Apprenticeship Coordinator.*

## Talena Sprecher

Continued from page 5

"In the future I plan to attend a junior college to judge livestock before continuing my collegiate livestock judging career at a senior college, where I will graduate with two degrees. I plan to get a degree in Agricultural Communications and another in Agribusiness. With these degrees I plan to teach agriculture, focusing on

animal science, in the South, where I can help manage livestock barns and help FFA members with their livestock projects. Although this is my dream career, I am open to any job within the agriculture pathway. In addition, I plan to have a small show pig operation and a small herd of club lambs."

*Chuck Keller is CESA 3's Youth Apprenticeship Coordinator.*

## A thank you

Continued from page 11

And you know what Mr. Fruit? I have done that. You allowed me and countless others to realize that we (those with disabilities) are people just like everyone else...we too have goals and aspirations in life, and we value our relationships with our family and friends, which includes you Mr. Fruit.

I write this letter as I learned that you are leaving the microphone for the last time this month. I wanted you to know that

**"So, on behalf of all of us, thank you Mr. Ron Fruit. You were truly our champion over the years at Champion Games! Thank you for inspiring us to shine."**

many individuals in our broader community owe you so much. You encouraged us to aspire for something bigger.

So, on behalf of all of us, thank you Mr. Ron Fruit. You were truly our champion over the years at Champion Games! Thank you for inspiring us to shine.

In closing, I understand that CESA 3 still has Champion Games. I hope it still inspires students, and I hope you can still attend. If you do, please let me know. You'll know me because you knew me years ago, and I'm sure that hasn't changed.

Sincerely,

A Champion

*CESA 3 salutes Mr. Ron Fruit on his upcoming retirement from WRCO, Richland Center. A Great Big Thank You to Ron for his many years of being our Master of Ceremonies at Champion Games. While Ron leaves the microphone at WRCO, you can still see/hear him next spring at CESA 3's Champion Games, Friday, May 12 at Boscobel. We hope you can join us for the fun. For more information, contact Jim Nelson, jnelson@cesa3.org.*

## Business Challenge

Continued from page 6

event that contestants attend in both their senior and junior year of

high school. The third annual Platteville Business Challenge will take place in the fall of 2023.

To obtain more information or to be added to an e-mail list for this event, please send inquiries to:

[schoolofbusiness@uwplatt.edu](mailto:schoolofbusiness@uwplatt.edu).

*Sara DeNucci is an Administrative Assistant to UW-Platteville's School of Business, Criminal Justice, Forensic Investigations, Social Sciences.*



Rose Cutting photo

Mineral Point was one of six school districts represented at the first Inclusive Leadership Boot Camp hosted by CESA 3 and Aiming 4 Acceptance on Nov. 30.

## ‘Boot Camp’ helps area youth unlock leadership building skills

### Additional CESA 3, Aiming 4 Acceptance Boot Camp events planned

BY ROSE CUTTING

Thirty-six area youth and their advisors attended the first ever Inclusive Youth Leadership Boot Camp hosted by CESA 3 and Aiming 4 Acceptance on Wednesday, Nov. 30. The activities of the day being facilitated by Brian Kenney of Team Extreme LLC.

Wow, did the six teams representing **Belmont, Benton, Kickapoo, Mineral Point, Potosi** and **Riverdale** represent their schools in a positive, energetic, and inclusive way! The students learned leadership skills to take home and use while partaking in both school and community activities.

Those participating in this boot camp only started their leadership building skills and the day was designed for them to better identify how they can:

- Feel connected to other people
- Establish positive meaningful connections
- Develop leadership/social positions
- Understand the importance of meaningful connections & leadership skills as they prepare to be career life ready.

Have you noticed the title of the Boot Camp?

If not, here it is again: Inclusive Youth Leadership Boot Camp. The word Inclusive was added for a reason: all too often, leaders are seen as a certain type of per-

son. The person who is always upfront running a meeting, always the one getting picked first, the one with the right clothes, hair, house...

The students were told a leader can be *anyone* who:

- Has the desire to guide and support others toward the achievement of goals.
- That this is done through:
  - Positive meaningful connections,
  - Uplifting of the strengths seen in others
  - Willingness to do whatever role is necessary in making the team successful.
  - Prioritizing “we” before “I”
  - Realizes everyone has a role on the team
  - Creates opportunities for everyone to participate.
  - Identifies that success looks different in everyone and celebrates that person’s success.

Students were encouraged to take what they learned and grow it back in their school district, community and life as they work toward their goals of being a successful contributing student and community member.

Brian and I encourage you to take time to seek out the students who represented your school district and engage in a conversation with them regarding their

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# INCLUSIVE YOUTH LEADERSHIP BOOTCAMP



Participants will explore Life Readiness Skills:  
Trust Building, Problem Solving &  
Creating a Positive Culture  
While utilizing a Strength-based approach

## **WHO SHOULD COME**

A team of 6 students representing a diverse population of fellow peers.

## **SCHEDULE FOR THE DAY**

Arrive light snack 9-9:30  
Lets get Energized 9:30 am - 11:45 am  
Lunch - 11:45 - 12:30 pm  
Building Strengths 12:30 - 1:45 pm  
Now continue the work (leave for home)

## **REGISTRATION & COST INFORMATION**

- Register on My Quick Reg
- \$250 per team of 6 students  
Team coach is free



## **DATES**

Jan. 20th Grades 2 & 3  
Feb. 10th Grades 4 & 5  
March 1st Grades 9,10,11



## **TIME**

9:30 am - 1:45 pm



## **LOCATION**

CESA 3  
1300 Industrial Dr,  
Fennimore WI, 53809



[rcutting@cesa3.org](mailto:rcutting@cesa3.org)



<https://www.cesa3.org/upcoming-events/>

# Answers to your ESL program questions

BY VALERIE SHAW

**Do you need assistance with your ESL program?** Sometimes it is difficult to know where to start in serving ELs after all the paperwork is done and the real work begins. Does your district need help in ESL programming? Staffing questions? Equitable time frames for serving ELs? Curriculum direction for ELs? Please reach out to me at [vshaw@cesa3.org](mailto:vshaw@cesa3.org) to schedule a meeting.

**Questions you may have are, how many minutes? What are the staffing requirements?** Does your school district have a plan in place that details the amount of minutes English Learners are served daily? And what does that staffing look like? Please keep in mind that ELs with ELPs of 1-3 will need more support than ELP 4 English Learners. Make sure that your district has a plan to serve these students with sufficient time, resources and staffing by a licensed teacher so you are providing not equal time but *equitable* time and services. School districts are obligated by state and federal law to provide sufficient staffing in order to run an effective program. Paraprofessionals are an interim measure to help serve ELs under a licensed ESL teacher but your district must look forward and have a staffing goal in place to be able to provide quality ESL programming and explicit language instruction to any English Learner that walks through your doors.

Always keep moving toward continuous improvement for your demographics and plan for additional licensed staffing that will meet the needs of your English Learners at all ELPs now and in the future.

Any program supporting ELs must be effective, and staffing ratios

are a critical element to consider. Factors connected to students' individual needs should also play a role in determining the appropriate teacher-to-student ratio for each EL or bilingual program offered. In many situations, lower teacher-to-student ratios are necessary to effectively support ELs with more dynamic backgrounds and varied educational histories.

**Are you looking to hire an ESL teacher?** Reach out if you have a need for an ESL teacher. Many times teachers reach out to me to see if I know of any district hiring.

**Bilingual paraprofessional or teacher?** I've been asked many times about hiring bilingual paraprofessionals or bilingual teachers to help with your increasing EL populations. Please take into account the following as this is not always the best choice to make *unless* your district qualifies as a bilingual/bicultural program *or* you are teaching dual language in your districts.

1. We are tasked with teaching English as a second language, not the first language (although we do hope that all students continue learning their L1 with their families/guardians). What we should be doing is making content comprehensible in English with strategies and accommodations. Please do not translate consistently or your ELs will have a difficult time becoming proficient in English. ESL teachers *teach* English *in* English and that is how our ELs become fluent speakers and academically proficient in the language *and* content.

2. Comprehensible input means that the teacher speaks and teaches in such a way that students are able to understand what is being said and taught even when they do not

know or understand all of the language. This is the *best* way to teach ELs through content so ELs are learning the English language and content simultaneously.

3. Many students come from different countries and regions and speak many different dialects of the region they are from so they may not understand the bilingual teachers/para if they are not speaking their dialect.

4. If your EL population increases and includes students who speak multiple languages it is essential to have someone who can teach English to ALL students, not just for one language group.

5. As per state law - Paraprofessionals and instructional aides may not take the place of qualified teachers. Paraprofessionals may only be used to provide EL support as an interim measure while the district hires or trains qualified teachers to provide language support services. *When in doubt, hire a certified ESL teacher! It's all about equity.*

6. Always keep your eye on the prize - educating our ELs so they are Academic English proficient and ready for graduation, career and college!

In a perfect world we would teach all students two languages and have the support, funding and resources to develop bilingual students K-12. That is not a reality for most of our school districts so we have to meet our students where they are at with solid research based programming, ESL resources and curriculum, quality teachers and teaching, and multiple supports and accommodations to build the L2 through content in English.

Continued on page 22



Max Frommelt (Dodgeville) (left) printed out the very first piece at CESA 3. This piece was not only stunning in its final product, but in the student producing the work. This soon to be award-winning work was developed by a first-year high school student. The Career & Life Ready team envisions a real passion for this student as it relates to the graphic design industry. Valerie Martin (Cassville) printed a banner of Erasmus Okey, the first of what will be many Youth Apprentices highlighted in the hallowed halls of Cassville High School.

Contributed photos

## cutting edge

Continued from page 8

which included how to load media, differentiating between the 42 different media the Z6 can handle, understanding the features on the user interface and as well providing some common strategies on how to troubleshoot problems should they arise.

While districts prepared projects to print, Eippert and particularly Lindow stressed that while the printer provides a product, it's the process of preparing that product to a) state the message you want to convey and b) with a method that ensures that the product will raise the brand for the organization(s) the district represents.

As you can see, for a first



Contributed photo

Jennifer Wehrle (Lancaster) created a Future Business Leaders of America (FBLA) poster promoting this incredible Career & Technical Student Organization (CTSO).

voyage, CESA 3 educators are well on their way to producing amazing prod-

ucts.

CESA 3's Career & Life Ready will provide an-

other workshop, which is slated for March 22.

## Project SEARCH

Continued from page 10

to walk with a classmate to my internship. I was also afraid of not doing a good enough job and breaking things as I was cleaning. My co-worker Bert was very good to me and explained things step by step so I could understand.”

### **What are you most excited about in your next internship?**

“I am excited to be working with food in dining services. I will get to be around lots of people and learn how a big kitchen on the campus works. I think it will be fun cutting up vegetables and serving college



*Caleb Hill completed an internship in the UW-Platteville custodial department.*

students in the food lines.”

**Caleb Hill, Boscobel**

### **What building was your favorite building to clean and why?**

“I liked cleaning the Center of Arts building best. I got to see the props and costume areas and I got to mop up fake blood. I did get to meet some of the make-up artists and cast members. They were very nice to me. I liked my custodial team too. We joked around with each other.”

### **What was most difficult about your internship?**

“Cleaning the bathrooms would sometimes gross me out and I have a weak stomach so I had to be tough. It was also hard to get up sometimes and come to work.”

Our intern in Bridgeway Dining Services was Alex Jones. Alex assisted in the bakery department and also with prepping food for the stir fry station. After his lunch break Alex headed to the Bridgeway store where he learned to stock shelves and coolers, operate the cash register and make Starbucks drinks.

**Alex Jones, Platteville**

### **What did your first internship teach you about yourself?**

“My first internship taught me how to work in a kitchen and all the jobs that go on there. I was proud of myself for being able to help make food for a big cafeteria and many students.”



*Alex Jones completed an internship at UW-Platteville's Bridgeway Dining Services.*

### **What are you most nervous about in your next internship?**

“I am most nervous thinking I will have to deal with cleaning chemicals that might be dangerous and also having to deal with many people. But I was told by my supervisor that everything would always be safe and I would be wearing gloves. I am also nervous about working with new supervisors. I will have to get to know them and know what the cleaning routine is.”

If you would like more information on the Project Search program please feel free to reach out to Jim Nelson at [jnelson@cesa3.org](mailto:jnelson@cesa3.org)

## **the power of many**

Continued from page 14

goal, which will ultimately have a positive impact on students. For new administrators that do not have experience, this process allows for growth and learning from colleagues.

The most successful leadership teams work

together with a common language and understanding, learn from each other, and then take the learning out to work with teachers, students, and other staff members. Teams that divide up work to get tasks done but do not learn together and have a common language and understanding will not be as successful.

With our schools working toward highly functioning professional learning communities, knowing how impactful that time can be when done with collective efficacy validates the importance of working together to help our students grow and learn. True collective efficacy for teachers and leaders has the potential

to take our schools to new levels that will benefit our children.

*Ellie Olson is CESA 3's Leadership Coaching/Educator Effectiveness Coordinator.*



Rose Cutting photo

Nearly 40 area students attended the first ever Inclusive Youth Leadership Boot Camp in November. Three more Inclusive Youth Leadership Boot Camp events will be held at CESA 3 this school year.

## Boot Camp

Continued from page 16

experience and seek ways for all of you to continue to build on the work they started here at CESA 3. Ask about the mouse traps, the play they wrote, and most importantly the students they met with diverse backgrounds and how by the end of the day all of the students naturally supported each other to be part of every activity. It was awe inspiring to see every student's natural inclusive leadership skills come out and develop as the day went on.

A special shout out to the six advisors who saw the benefit of bringing their teams to the beginning of leadership building for all students in their school districts!

We are looking forward to meeting your teams at one of the next three offerings:

Friday, Jan. 20 – Grades 2 and 3

Friday, Feb. 10 – Grades 4 and 5

Wednesday, March 1 – Grades 9, 10 and 11

For help in signing up, please contact Rose Cutting at [rcutting@cesa3.org](mailto:rcutting@cesa3.org).

*Rose Cutting is CESA 3's Project Engagement Director.*

## SWLS apprentice

Continued from page 7

integrates school-based and work-based learning while instructing students in employability and occupational skills as defined by Wisconsin industries. Through Asa's employment and involvement with the Youth Apprenticeship program is another opportunity of supporting inclusive employment for all as Asa was able to advocate for himself and informed us that he is a person with autism. We are committed to the idea of being a more inclusive

workplace, are both energized and excited to do what it takes to help Asa succeed in this role.

We started the apprenticeship with the knowledge that this position may perhaps need additional support or longer training, and that our communication would need to be clear, concise and easy to understand. We hired him at the same pay rate as others in this position because he is doing the same work. The job that we have for Asa is somewhat routine, in that he does the same tasks each time he comes in. But the work requires critical thinking and attention to detail as

well. Asa has come into this job with a positive attitude and an eagerness to learn, Asa is a reliable and valuable part of our team.

For Asa, learning how to succeed in a workplace has come naturally. From timeliness and reliability to being a self-starter, he shows us each time he works that he wants to be here and wants to be successful. His family support system is important, as is the support and flexibility we get from the school. He learned how to punch in and out on the time clock, how to sort

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## ESL Q&A

Continued from page 18

Questions? As always, reach out to me at [vshaw@cesa3.org](mailto:vshaw@cesa3.org).

***Do you have questions concerning what your district needs to do for ELs?***

This year we are offering PDs, resources and more in Schoology at no cost to our consortium members. Check out the new ESL & Title III Resources in Schoology.

***What will you find in Schoology?***

A DPI EL Handbook - find all the required forms from HLS to ILP and your answers to most questions.

- Legal framework for Serving ELs
    - WIDA English Language Development Standards
  - Purpose of Title III and English
    - Learners
    - Title III Consortium
      - LIEP
  - WI Bilingual and Bicultural Program Information
    - Seal of Biliteracy
  - SLO Help for ESL Teachers
    - Early Childhood/Dual Language Learners
  - Professional Development with WIDA
    - WIDA Resources
    - MOU for Districts
    - Monthly newsletters
- And more!

***How do we access Schoology?*** Some of you may have district Schoology accounts, but if not, please make your own individual accounts to access the information.

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## Milestone surpassed

Continued from page 4

Another factor is students are taking advantage of dual credit and industry recognized certification opportunities which in many cases are

## TITLE III MEETINGS PLANNED

Please join me for Title III updates or for any questions you may have. These meetings are on Zoom. Just hop on at 9:30 a.m. to ask your questions and be kept up to date on any state news applicable to Title III. If questions that come up outside our meeting dates, please reach out anytime!

**Feb 9, 2023**

Join Zoom Meeting: <https://zoom.us/j/7706935934>

Meeting ID: 770 693 5934

**Apr 13, 2023**

Join Zoom Meeting: <https://zoom.us/j/7706935934>

Meeting ID: 770 693 5934

Click on the following link: <https://app.schoology.com/login>

Choose: Join a course using an Access Code

Follow the directions  
ACCESS CODE: HMBG-9NQZ-D482N

### Administrators-only meeting

Do you have questions on how best to serve your English Learners? Are you concerned about whether you are in compliance with state and federal law? Do you need to understand more about what all teachers can do to support English Learners? This is the meeting for you to attend and ask all your ques-

tions!

**When:** Wednesday, Feb. 15, 2023

**Where:** Zoom

**Time:** 8:30 a.m. - 9:30 a.m.

To register - send an email of intent to attend to: [vshaw@cesa3.org](mailto:vshaw@cesa3.org) by Feb. 13.

You will receive the Zoom link one day prior to the event.

### Book Study

If your staff or grade level teachers would like to schedule a book study with Valerie Shaw, please reach out! I will work with your schedules.

### WIDA

WIDA resources to effectively plan for your ELs, assess and implement best practices - schedule a time for your teachers or grade level groups. Or check out some of our CESA 3 resources!

### Resources to check out

CESA 3 Resource Library - Many resources to help you and your staff work with ELs. Reach out to ask about what we have or check out the resources in Schoology!

### A new pilot program!

I'm excited that a new math pilot program will be available for our CESA 3 districts either this spring or for the following school year! I can't wait to tell you more about it and have you use it with your English Learners!

As always, if you have any questions, please reach out to Valerie Shaw, [vshaw@cesa3.org](mailto:vshaw@cesa3.org).

*Valerie Shaw is CESA 3's English Learner Support and Programming Coordinator.*

facilitated with help from the CESA 3 Career & Life Ready Team. CESA 3 will pay (with approval) for up to 6 college credits per year for Youth Apprentices.

If you would like more information about the Youth Apprenticeships or Academic and Career Plan-

ning reach out to Tom Martin, Darla Burton, or Chuck Keller at CESA 3.

*Chuck Keller is CESA 3's Youth Apprenticeship Coordinator.*



## ***CESA 3 honored by Wisconsin School Public Relations Association***

CESA 3 was honored by the Wisconsin School Public Relations Association (WSPRA) with a Spectrum Award for its work in school communications late last year.

WSPRA presented the Spectrum Awards at its annual conference held Nov. 16-18. CESA 3 earned an Award of Excellence for its social media campaign for Lancaster Community Schools, “Game Day.” CESA 3 also earned an Award of Merit in the Video-Long category for “Lancaster Community Schools: 1925 Building Tour” and an Award of Merit in the Excellence in

Writing category for “Bit by Bit,” a story highlighting a partnership between Lancaster Community Schools, the City of Lancaster and Saputo.

CESA 3 communications director Robert Callahan accepted the Awards.

Spectrum Awards recognize high-quality public relations efforts produced by or on behalf of Wisconsin school districts. This year, this statewide competition honored over 40 school districts with awards.

“The work submitted by the Spectrum Award winners is a testament to



Wisconsin School Public Relations Association photo  
*CESA 3 communications director Robert Callahan earned three WSPRA Spectrum Awards for his work for Lancaster Community Schools.*

the importance of school best communication work communications and in school districts across community engagement. They exemplify the very

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## ***SWLS apprentice***

**Continued from page 21**

the hundreds and hundreds of items that come through our system into appropriate locations, how to build delivery loads and push carts to the correct van, and throughout this process has learned so many small but important details about how our office functions. He communicates with our delivery drivers, often working in the busy sorting room with two others. He asks good questions and makes good decisions based on past experience. These are hallmarks of a successful employee, and Asa is no exception.

For SWLS to hire a youth apprentice with autism, we needed to be very intentional in our training setup and our support for the role. It was taken on deliberately, and the process of working with Asa has helped us simplify and streamline some communication of our own.

We made our labeling system and delivery/sorting room clearer and more concise, which benefits all of our staff. We also took a different approach to training than we have in the past. Typically, we just have a new hire shadow an experienced person as they walk through the tasks out loud. Instead, we talked carefully through each task and gave him time to absorb that information. Since his family indicated that he's a visual learner, we allowed them to videotape the training in case it became useful to him. And to help him feel at ease, his mother stayed with us for the first few days, just to watch and understand what he would be working on during his time with us. Although Asa has met all of the office staff, he works mostly with me (one person) so that there is consistency in messaging and in his experience each day. We have had some hiccups and adjustments along the way- we've had to change his schedule a bit and rear-

range some tasks to make the position work. Since we've never had a youth apprentice before, we needed to adjust our current practices to ensure that we get what we need from Asa, and that he gets what he needs from us. We work on job skills for our organization, but he is also learning skills that he'll be able to carry on to any job.

The experience we've had in hiring and working with Asa and the youth apprenticeship program has been excellent. Public libraries, and therefore public library systems, strive to serve every part of the communities in which we work. Having a diverse staff allows us to be more representative of those communities and enriches our organization greatly. We are proud to work with Asa and can't wait to see what he does next.

*Jennifer Bernetzke is the SWLS ILS Support and ILL Consultant.*



Renee Nelson photo

## Artwork by Southwestern students displayed at CESA 3

Masterpieces by Southwestern Middle School and High School students was displayed at CESA 3 last fall.

**DO** examine the post-secondary opportunities available to students in your district. CESA 3 boasts many (if not the most in the state) options for industry-recognized credentials and Youth Apprenticeship placements. Ask:

- Which students are participating in these opportunities? Which students are not?

### Participation by Type of Postsecondary Preparation

ADVANCED COURSES		DUAL ENROLLMENT		INDUSTRY-RECOGNIZED CREDENTIALS		WORK-BASED LEARNING	
School	State	School	State	School	State	School	State
19.2%	19.9%	15.8%	18.6%	0.0%	2.8%	7.9%	3.4%
46 students successfully completed at least one Advanced Placement or International Baccalaureate course.		38 students successfully completed at least one dual enrollment course.		No students earned an industry-recognized credential.		19 students participated in a work-based learning program.	

## Do's and Don'ts

### Continued from page 3

Analyzing the state report cards is a place to start to look at a variety of student outcomes; it should

never be the only source examined, and the report card should prompt more questions to be answered with additional data sources.

Should you have questions about your district report cards, please reach out to the data specialists at

CESA 3, Lisa Arneson and Kristin Galle.

*Dr. Lisa Arneson is CESA 3's School Improvement Director.*

## Spectrum Awards

### Continued from page 23

the state," said WSPRA President Joelle Doye of the Mineral Point Unified School District. "The winners demonstrate the critical role communication professionals play in education and the value of engaging stakeholders in

order to build community support for Wisconsin's schools."

WSPRA's Spectrum Awards were judged by members of other school public relations associations in 20 different states, from New York to California. All entries were judged on a 30-point scale in six areas: goals and objectives, research and

planning, execution and evaluation, results, language, and design.

The Wisconsin School Public Relations Association (WSPRA) is a professional association representing schools, school districts, educational associations, consulting agencies and organizations.

WSPRA is a state af-

filiate of the National School Public Relations Association (NSPRA).

The mission of WSPRA is to expand the capacity of its members to provide effective communication management for the purpose of strengthening educational opportunities for all students.



# Growing Minds

*Calm Classrooms & Caring Schools*

Who should attend?

Regular & Special  
Educators

Counselors/  
Social Workers

Psychologists

Leadership Teams

## **MINDFULNESS & THE TEENAGE BRAIN**

**FOR THOSE WORKING WITH  
STUDENTS IN GRADES 6-12**

**TUESDAY, MARCH 14**

**9:00 - 3:00** (WITH A 40 MIN. LUNCH BREAK)

**Presenter: Deb Biechler**

### **Participants will:**

- \* Acquire knowledge of the teenage brain and implications for the classroom.
- \* Maximize student social/emotional skills; a marker for success in school and the workplace
- \* Receive Growing Minds curriculum.
- \* Gain an understanding of Mindfulness-based education and its researched benefits.
- \* Learn practical mindfulness-based strategies to use everyday along with cross-curricular connections

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