

Winter Edition  
January 2018

# WCASS Newsletter

WISCONSIN COUNCIL OF ADMINISTRATORS OF SPECIAL SERVICES, LTD.



WCASS, 4797 Hayes Road, Suite 101, Madison, WI 53704  
www.wcass.org garymyrah@wcass.org 608-245-2511



## President's Message: Defining our Mission and What We Stand For

By John Peterson



Over the past three months, the WCASS Board of Directors have participated in a process of defining WCASS' mission and belief statements. As an organization that serves both students and student services leaders, we need to be clear with both our members and all stakeholders who we collaborate with what our mission is and what we stand for. The creation of our mission statement and beliefs was a collaborative process, drawing from multiple perspectives across the state. My hope is that when you read the mission statement and belief statements you agree that they cover all student service leaders and the families we serve regardless if you work in a rural, suburban, or urban district. The mission statement and beliefs are listed below and will be shared at our winter membership meeting by representatives who assisted in putting them together.

### Mission Statement:

WCASS is an organization devoted to students and student services leaders through professional learning, advocacy, and education.

### Belief Statements:

We believe in:

- Developing the whole student in preparation for lifelong success.
- Developing highly trained educational leaders who support the academic, functional, and social/emotional needs of all students.
- Developing educational leaders with effective problem-solving skills, interpersonal skills, and resources to support our families for students' success.
- Advocating so all students receive equitable academic, functional, and social/emotional opportunities.
- Engaging various stakeholders on effective practices to improve outcomes for all students.
- Developing and sustaining collaborative relationships among organizations and stakeholders.
- Developing and sustaining meaningful relationships with families to facilitate student success.

Now that the mission statement and belief statements have been established, the Board of Directors is turning its attention to our strategic planning. We are currently in the process of developing goals for our organization that will help us carry out our mission and belief statements over the next three years. We have identified three priority areas – strengthening our organization, relationships and outreach, and advocacy – and will be developing goals under these priority areas. If you have an interest in providing input and/or assisting the Board of Directors with developing our organizational goals, feel free to reach out to me or your region representative. Thank you for the opportunity to serve as your President and I look forward to seeing you soon.

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Kurt Eley, Past President

## WCASS Elections are Here

By Kurt Eley, WCASS Past-President



As we enter the doldrums of winter, there is one bright light on the horizon – the WCASS elections. This year WCASS will be holding elections for several positions. The first position is Treasurer. Ken Kassees has decided not to run. He has done outstanding work collaborating with Gary Myrah, Diane Gyorog and other AWSA staff to use sound budgeting practices so WCASS maintains its financial security. While I am sad to hear Ken will be leaving this position within the organization, I also view this as opportunity for another outstanding director to take on this role. While you may be thinking you don't have the skills to be a treasurer, let me reassure you that you do. In our positions we all have experience with budgets on some level. Also the amount of support you will receive is tremendous. Gary, Diane and the AWSA staff take the lead on all activities budget related. They will help guide you through everything. If you are interested in running for WCASS Treasurer, please let me know.

The second position is the President-Elect position. While this election does have a 6-year commitment as you move through the President-Elect, President, and Past-President positions, it is a great experience. Many of you again may think you can-

not do this job. I will tell you that you can. Gary, John Peterson and Jerry Nicholson will be wonderful support people. If you are interested in running for WCASS President-Elect, please let me know.

Finally, several WCASS Regions will need to hold elections this spring. These regions are: 9, 10, 11, and 12. As a region representative, you are a member of the Board of Directors. The Board of Directors meets four times per year. The responsibility of the region representative is to be the voice of your region as the Board of Directors discusses a variety of issues. Region representatives receive regular communication from Gary. If you are interested in running for one of the region representative positions, please contact the current region representative. If you are interested in running for a region representative position where there is a current vacancy (Regions 3 and 4), please contact John Peterson or Gary Myrah.

You have heard say it me many times. It is the active participation of WCASS members which make the organization what it is and respected by outside parties. These elections are another example of how you may get involved and participate. The WCASS Board of Directors and membership need you!

## WCASS Upcoming Training Dates & Events

<b>January 24-26, 2018</b>	<b>WCASS 2018 Winter Conference:</b> 3 days, Paper Valley Hotel, Appleton
<b>February 26-27, 2018</b>	<b>Wisconsin Federal Funding Conference:</b> 2 days, Kalahari Resort & Conference Center, Wisconsin Dells
<b>March 13, 2018</b>	<b>WISEdata Conference:</b> 1 day: Central Wisconsin Convention & Expo Center, Rothschild, WI
<b>March 15-16, 2018</b>	<b>PREPaRE 2: Crisis Preparedness &amp; Response Training:</b> 2 days, Goodwill Training Center, Greendale, WI
<b>May 2-4, 2018</b>	<b>WCASS 2018 Spring Conference:</b> 3 days, Best Western Premier Hotel, Oshkosh, WI
<b>August 2018</b>	<b>Academy for New Special Education Leadership,</b> Madison, WI New information will be on the website soon.
<b>October 9-10, 2018</b>	<b>State Superintendent's Conference:</b> 2 days, Wilderness Resort, Wisconsin Dells, WI

Please visit our website at <http://www.wcass.org/wcass-events>



## Executive Director's Report By Gary Myrah



### CASE News

The past year has been an active year on the federal level related to issues related to services to children in the public-school setting. CASE has entered collaborative efforts with educational partners on taking positions relative to Congressional actions that would impact children. The following is a list of these collaborative efforts.

- [ASAE Letter](#) to U.S. Senate regarding concerns of the Tax Reform Bill as it relates to the taxing of royalties that would impact professional organizations such as CASE and WCASS.
- CASE supported the nomination of Johnny Collett to the position of Assistant Secretary of Education for Special Education and Rehabilitative Services
- CASE Response to [USDoe Proposed Grant Priorities](#)
- Also Signed on to the Citizens with Disabilities (CCD) response to USDoe Proposed Priorities
- Sign on to [National Coalition of Public Education](#) (NCPE) response to USDoe Proposed Priorities
- Joined the Consortium for Citizens with Disabilities (CCD) **Education Task Force**
- [Principles and Recommendations for Tax Reform](#)
- [National Bullying Prevention Month – October](#)
- [Children's Health Insurance Program \(CHIP\)](#) (Expired September 30, 2017)
- [Graham-Cassidy-Heller-Johnson Bill](#) (Expired September 30, 2017)
- [Education Regulations Reform Letter](#) (September 20, 2017)
- [Child Care for Working Families Act](#) [Murray/Scott bill]: September 13, 2017
- Joined the coalition supporting the DACA and the DREAM Act (September 2017)
- [Letter to Netflix re 13 Reasons Why 2nd season redux](#) (August 2017)
- [FY 2018 appropriations letter](#): June 28, 2017
- [Repeal of the Affordable Care Act](#)

CASE stays informed through the efforts of Myrna Mandlowitz, Independent Government Relations Professional. CASE has increased our contractual agreement with Myrna due to increased Congressional activity related to children and public education.



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## RESILIENCE

### The one word that separates successful administrators from others

By Gary Myrah, Executive Director

Survivors have resilience / innovators have resilience / superior leaders have resilience. Whether it is finding solutions to incredible budget cuts, or homeless children needing vaccinations, or a Bostonian trying to find their sidewalk this winter. Think of the rubber “SuperBall” we played with as kids. The harder you threw it against the wall, the further it would bounce back. Superior administrators have a similar core that allows them to handle the stresses of the position and bounce back with resilience.

Yet successful administrators are able to direct the direction of the bounce and have a remarkability to bounce “forward” and not just back. Successful administrators can look at the current conditions and seek solutions or improvements to strengthen their school district. They can recognize the challenge before them and recognize the educational world has constant changing realities and status quo is impossible to maintain.

In their book Renewal coaching field guide: How effective leaders sustain meaningful change, Allison and Reeves (2011) report five signals that may suggest a school’s resilience is at risk:

Top Leaders Stop Learning: School leaders choose to cut back on professional development as turbulence is experienced in their district. Unsuccessful administrators have a belief they have learned it all and they do not need to participate in learning.

People blame everything on the budget: Wise leaders realize it is important to maintain critical initiatives that have promising outcomes. You need to be resourceful in finding varied revenue sources to keep critical programs alive.

Leaders ignore critical indicators: It is critical to know the measures of success in education and how your district is performing. You need to use these factors to lead discussions for improvement in your district and sell the need to invest in the future of your community.

Too many initiatives drain people: You need to be mindful of the burden of having too many initiatives, without pruning some of the other responsibilities. It is also critical to weave initiatives into a common focus and demonstrating how each initiative can be used to accomplish the goal for improvement.

Success goes uncelebrated: To be resilient you must find opportunities to celebrate, even the small things in life. The resilient leader finds ways to uplift their staff during stressful times and lead the way with optimism.

The resilience of a successful leader has remarkable impact on the people around them. They can have people find creative solutions to the dilemma they are facing. Public education is being questioned in many sectors of our country. It is critical to have resilient leaders to bounce forward and prove the value of maintaining a publicly funded institution to educate all our children.

*“If you voluntarily quit in the face of adversity, you’ll wonder about it for the rest of your life.”*

*-Former President Bill Clinton*

# Resilience



## WCASS Board of Directors Begin Planning for the Future

by Gary Myrah, Executive Director

President John Peterson has been leading the WCASS Board of Directors through long range/strategic planning exercises. The Board is laying the foundation for the future of our professional organization. One reason is the recognition that as the executive director I have given notice that by 2022, I will be preparing to phase out of my current position. The reason for providing a notice at this point is to begin preparing our members for the next phase of our organization.

Currently I am a contracted service, meaning I am paid an hourly rate for the services provided, with no additional benefits. When I began this position, it was a true .40 FTE, meaning I would work about 16 hours per week. The responsibilities of this position have increased considerably since 2011. I am still paid on an hourly basis, with a budget that would support .60-.70 FTE. I submit a detailed invoice each month, describing my activities. At the request of the Board, I also provide additional information that reflects time I put in that I choose not to charge WCASS. The reality is my commitments to the wide range of responsibilities involving WDPI, legislative involvement, SAA involvement as well as activities on the federal level have become a full-time position.

Currently WCASS is unable to support a full-time position that would include benefits. It is hoped that by 2022 WCASS will have evolved to a financial point of supporting a full time executive director, like the superintendents (WASDA), business officials (WASBO and principals (AWSA). In the next few years we hope to find ways to increase our revenues to keep our membership dues reasonable, which would mean



equal to the AWSA dues. We also will continue to strive to increase our membership by maintaining high quality services to all of you that are working on the front line.

If you have any questions related to the future of WCASS, please contact me or any of the executive officers of WCASS.

## Membership

**Don't miss out on the opportunity to connect with professionals around the state and country!**

By Tammy Nicholson

Thanks to everyone who has already renewed their WCASS membership for the 17-18 school year. Please reach out to new directors in your area and encourage them to join our WCASS organization.

Contact me at [tlampereur@ashwaubenonk12.org](mailto:tlampereur@ashwaubenonk12.org) for information or put them in contact with your WCASS region representative.

Let's all help support our new members!

### Register for WCASS

<http://www.wcass.org/join-renew>

### Register for CEC/CASE

<http://www.cec.sped.org/Membership>

- [make sure to select the WI CASE division\\*](#)
- [check out the CASE link to see all it has to offer](#)  
<http://www.casecec.org/>



## Testifying at a Hearing: My Reflections

By Jerry Nicholson

On Thursday, January 11, I had my first opportunity to testify as a state level hearing. The hearing was for the Teacher Protection Act bill in front of the judiciary committee. I must say, I did not know what to expect. I have spoken at county level budget hearings, but I have never spoken within the capitol about proposed legislation. I was comforted by the fact that I was presenting with Barb Buffington, our legislative chair and the director in the DeForest School District. At least I wasn't doing it alone.

### What is it like to testify?

Barb and I prepared our talking points the night before in a shared google document. Given the nature of what we all do, we just could not find time earlier to prepare. We arrived at the capitol at 8 a.m. in the morning for the hearing scheduled to start at 9 a.m. John Forester immediately greeted us. He assisted us in completing the form to speak during the hearing. The form was quite simple, almost like what you might experience if you were requesting to make a public comment at a school board meeting. We requested to testify together. This way we could go up together and each have three minutes to speak. We were concise and to the point as we shared our key concerns with the bill which we prepared from John's talking points on the SAA website.

The hearing started on time with the author of the bill speaking for 30-45 minutes on the bill and answering questions from the rest of the judiciary committee. Audience members are not permitted to ask questions at any time during the hearing. After the author of the bill is finished the chair of the committee calls people up who have requested to speak. Normally, they alternate individuals speaking for and against the bill as much as possible. Barb and I waited to speak for about six hours. We watched and listened the majority of the time. As the day progressed, we adjusted out testimony to respond to concerns and unclear issues that arose. It was amazing to watch parents, teachers, and other advocacy groups testify. Everyday people who spoke from the heart or their own experiences and concerns.

Finally, Barb and I were able to go up and testify. We were able to answer some key questions that had lingered for hours about how this bill may affect students with disabilities and students of color. We clarified that training may be provided within the schools to improve staff safety and some of the other key areas of concern. The author of the bill and other committee members asked us a few follow up questions. The tone was respectful with a sincere desire to learn more from our knowledge and expertise of how this bill could affect students and staff at a local level. In many ways, they treated us as "experts" and the questions were of a nature that all directors would have had the ability to respond.

### Did it Matter?

The most shocking part of participating is this process for me was how little knowledge, expertise, and understanding of education and especially special education exists within the state level process. I guess I underestimated how much knowledge we have as directors and how critical that knowledge is within the process. Even the school law attorney that testified would not answer questions relating to special education. This bill could have had a devastating effect if it moved forward as written, especially for students with disabilities. You do not need to look any further than the state seclusion and restraint data to see the potential disproportionate impact on students with a disability. Whether the bills dies or evolves and returns, we were able to articulate some key features that will present issues for the students, families, and teachers we serve.

We are such a humble group of leaders, but it has become more evident to me that we have to step forward. We often function in the middle of local controversy, bringing about compromise and resolution for those involved. We need to be careful not to let this humbleness stop us from supporting and speaking out on our local school leadership teams, within our communities, and within the state. Our students and families need us to share our expertise and our

Testifying at a Hearing Continued on page 7...

Testifying at a Hearing continued...

voice. I have heard so many directors say, "I couldn't do that". What I have learned from networking with so many of you is that we all can. It is easier that we make it out to be and nobody else knows what we know. I can honestly say that most other administrative leaders and superintendents know very little about the area of student

services and special education. We are truly the "experts" and we cannot be afraid to show it. I find it empowering to speak for the students we serve and it becomes easier the more that I do it. I am so proud to be a part of such an amazing group of humble and courageous leaders.



By Barb Buffington

**Open Enrollment**-Your school board should have approved the number of open enrollment spaces in January. If you haven't read the guidance from Boardman and Clark, I have linked it [here](#).

**Personal notes and open records**-The [Strang Patteson Law Firm](#) reviewed a recent Wisconsin Court of Appeals decision that warns that some personal notes prepared by school district employees and officials are included in the definition of "records" under the Wisconsin Public Records Law.

**Five hearing scheduled for the Proposed Educational Licensing Rules**-The Department of Public Instruction will conduct five hearings in January to accept public testimony on proposed changes to educator licensing rules (PI 34). In addition to the hearings, a public comment period is open until Jan. 31 with written comments on the proposed permanent rules given the same consideration as public testimony. The hearing dates, times, and locations are as follows:

January 16, 4 to 6 p.m. — [St. Norbert College, Mulva Library](#), Room 101, 400 Third Street, De Pere;

January 17, 2:30 to 4 p.m. — [DPI Headquarters](#), GEF 3, Room P41, 125 South Webster Street, Madison;

January 19, 4:30 to 6:30 p.m. — [Milwaukee Public Schools, Auditorium](#), 5225 West Vliet Street, Milwaukee;

January 25, 3 to 5 p.m. — [CESA 10](#), Conference Center, 725 West Park Avenue, Chippewa Falls; and

**WCASS Legislative-TAKE ACTION**-Click [here](#) for information on how to take action and be the voice for students.



For the latest legislative and political news, see the SAA Blog at <http://wsaa.org/saainfo/>.

## Legislative Update continued...



Barb Buffington &amp; Senator Luther Olson

This picture was taken on January 10th with me and State Senator Luther Olson. Gary Myrah (WCASS Exec. Director), Jerry Nicholson (President-Elect), Kurt Eley (Past President) and I met with State Senator Olson to discuss SB 556, which addresses unexcused absences. The bill related to new procedures for students with excessive absences. We expressed the concerns that we (WCASS) had regarding the creation of new statutes that would predictably lead to increased unnecessary evaluations for special education. Senator Olson was very interested in the information we provided and was actively engaged in our discussion. We are very fortunate that he is a champion for education and does not wish to create situations that will become a challenge for school officials. The meeting had a positive outcome. WCASS and the family advocates will work together to determine the extent of the problem statewide. We stressed the interventions designed via Habitual Truancy, Child Find and Children at Risk are designed to have various levels of interventions.

I also had the chance to testify with Jerry Nicholson at the Teacher Protection Act (TPA) public hearing at the Capital on Thursday, January 11th. We met in front of the State Assembly Committee on Judiciary and discussed the following points:

- While we greatly appreciate the school mental health initiatives in the 2017-19 state budget. Schools, community, provider and parents all recognize that Wisconsin must do more to meet the needs of the growing number of students with significant mental health challenges.
- This bill upsets the sequence of support in schools. Best practice is we avoid punitive consequences as much as possible. We would hate for a teacher to impose discipline on a student that conflicts with their IEPs or BIPs.
- We are concerned about the disproportionate negative impact this bill may have on our students of color and our students with disabilities. Disproportionality in school discipline is partially a result of exclusionary and marginalizing school processes and cultures. We work diligently with DPI to refine our strategies and practices, change culture so that that students succeed.
- This bill creates significant confusion and violations of behavior and discipline procedures that are already clear with students with disabilities.
- Administrators would not knowingly return a student to class who was removed by the teacher if the student was in fact not ready or in the right mindset to return to class.
- The relationship between parents, students and the school district can be strained at times, the bill requires that schools report physical assault or violent crimes against teachers within 24 hours to law enforcement. Having this requirement will only further strain that ability to repair and put up another barrier that would further impact a student's education.
- School districts train staff on verbal de-escalation techniques, safety techniques and ways to avoid physical confrontations. While we know that instances occur and we have seen those videos, I assure you that school districts take this seriously.
- In order to properly address the fragile needs of our students and include them with their same-age peers as much as possible, we need an increase of categorical aid. That should be our focus. The fact that it has not seen an increase in 10 years is a travesty, especially since Wisconsin has a known academic achievement gaps compared to the rest of the nation.

Again, this experience was eye-opening in regards to what our legislators actually know about education and more specifically, special education. It is great that Jerry and I could enlighten them on special ed law and how the TPA would affect schools. This experience has convinced me more than ever to encourage all of you to contact your legislators when important educational issues arise. They need to hear from your voice.





## DEPARTMENT OF EDUCATION ISSUES NEW GUIDANCE INTERPRETING THE SUPREME COURT'S *ENDREW F.* HOLDING

On March 22, 2017, the U.S. Supreme Court issued a decision in *Endrew F. v. Douglas County Sch. Dist.*, 137 S. Ct. 988 (2017), holding that an individualized education program (IEP) must be “reasonably calculated to enable a child to make progress appropriate in light of the child’s circumstances” in order to meet a school district’s obligation to provide a free appropriate public education (FAPE). Since the decision, the U.S. Department of Education (DOE) has been analyzing the Court’s ruling to consider its impact on the FAPE requirement of the Individuals with Disabilities Education Act (IDEA). The DOE issued its first guidance document related to the Court’s decision in *Endrew F.* on December 7, 2017. *Questions and Answers (Q&A) on U.S. Supreme Court Case Decision Endrew F. v. Douglas County School District Re-1*, 117 LRP 50044. The DOE’s new guidance document poses and answers twenty (20) questions regarding the Court’s decision.

### Considerations for Implementation

The DOE summarized the Court’s decision and noted that it clarified the IDEA’s substantive FAPE obligation to offer an IEP “reasonably calculated to enable a child to make progress appropriate in light of the child’s circumstances.” The DOE then broke down the various elements of the newly clarified FAPE standard and offered its interpretation of those elements.

The DOE explained that the “reasonably calculated” standard requires prospective judgment by the IEP team to make decisions based on their own expertise, the student’s progress, the student’s potential for growth, and the views of the student’s parents. The DOE further opined that the IEP team should consider the student’s previous rate of academic progress, the student’s grade-level proficiency, behaviors interfering with the student’s progress, and additional information from the student’s parents.

Regarding interpretation of “progress appropriate in light of the child’s circumstances” standard, the DOE opined that the essential function of an IEP is to provide meaningful opportunities for advancement and to enable the student’s progress. The DOE stated that the requirement to provide progress appropriate in light of the child’s circumstances reflects the individualized focus of the IDEA. IEP teams must offer “specialized instruction” that is based on the individualized needs of the student. Further, the DOE emphasized the Court’s holding that individualized decision-making in the IEP process is necessary to ensure that every student has the chance to meet challenging objectives.

For most special education students, the requirement of providing every student with a chance to meet challenging objectives will be based on the same curriculum as for nondisabled students, which is the curriculum based on the State’s academic standards. However, alignment with State standards cannot replace the requirement for individualized decision making in the IEP process. The DOE also acknowledged that there is a small number of special education students with the most significant cognitive disabilities whose performance may be measured against alternate academic standards. However, those standards must continue to be appropriately ambitious.

Finally, the DOE emphasized the importance of well written and clear goals and objectives in student IEPs to ensure that progress is measured and monitored appropriately. Doing so, will assist parents and educators to determine whether a student is progressing as expected and alert them when IEP revisions are necessary due to a lack of expected progress.

Department of Education article continues on page 10...

Department of Education article continued...

## Conclusion

The new guidance provides valuable insight regarding the DOE's interpretation of the Court's newly clarified FAPE standard. The DOE remains focused on individualized decision making when determining specialized instruction that provides FAPE. The DOE's guidance emphasizes the responsibilities of IEP teams to provide appropriately ambitious goals for special education students that are typically, but not always, aligned with the State's academic standards. It is advisable to review your District's special education policies and consider additional training for staff that participate in IEP team meetings.

For questions regarding this article, please contact the author, Attorney Chad Wade (email: [cwade@strangpatteson.com](mailto:cwade@strangpatteson.com); telephone: 844.833.0826), or your Strang, Patteson, Renning, Lewis, & Lacy, s.c., attorney.



## Awards

By Sara Totten

In **March** WCASS will be soliciting nominations for the **Outstanding Special Services Administrator Award**. Prior to the Outstanding Special Services Administrator award, members were recognized through the Dan O'Sullivan Award and John Melcher Award. Read more about these two individuals [here](#). Please continue the 40+ year long tradition by nominating a member you feel has contributed strongly to the field of special education and/or student services.

Nominations are due by **May 1, 2018** for the Board to review. The selected WCASS Outstanding Administrator will be recognized at the Fall DPI Leadership Conference and will also be forwarded as a nominee for the Council of Administrators of Special Education (CASE) distinguished service awards.

In addition, the Rising Star Award recognizes a Special Education Administrator who is a member of WCASS and in their first three years administering special education programs and/or services, and who embraces five of the pre-selected [values](#). The selection process will be done by the WCASS Awards committee. Nominations are due by **March 15th**.

For more information, feel free to contact: Sara Totten at [stotten@pointschools.net](mailto:stotten@pointschools.net)

## WCASS Region News

### **Region 1 Chair: Amanda Mack**

[amack@sfsd.k12.wi.us](mailto:amack@sfsd.k12.wi.us)

For information from this region, please contact Amanda Mack

### **Region 2 Chair: Gail Anderson**

[gail.anderson@cesa2.org](mailto:gail.anderson@cesa2.org)

For information from this region, please contact Gail Anderson

### **Region 3 Chair: Open**

### **Region 4 Chair: Open**

### **Region 5 Chair: Rebecca Johnson**

[johnsonr@cesa5.org](mailto:johnsonr@cesa5.org)

For more information from this region, please contact Rebecca Johnson

### **Region 6 Chair: Marci Thiry**

[thiry@mjssd.k12.wi.us](mailto:thiry@mjssd.k12.wi.us)

Region 6 in conjunction with RSN have decided to take our meetings on the road. In November the school district of Lomira graciously hosted. The Region 6 directors had an opportunity to observe students using Lomira's new sensory space. The student smiles and enthusiasm provided a pleasant break from the day's discussions and learning. Guest speakers and directors collaborated on the following topics: Indicator 7, children and families with special health care needs, assistive technology for home bound instruction and equity. Region 6 directors are heading to Manawa for our February meeting and look forward to celebrating Making a Difference awards in March.

### **Region 7 Chair: Caroline Mihalski**

[mihalski@wrightstwon.k12.wi.us](mailto:mihalski@wrightstwon.k12.wi.us)

For information from this region, please contact Caroline Mihalski

### **Region 8 Chair: Brenda Jozwiak-Boldig**

[bjozwiak@wittbirn.k12.wi.us](mailto:bjozwiak@wittbirn.k12.wi.us)

December 15 Regional CESA Meeting was a joint venture with Directors, School Psychologists and Social Workers. Highlights of our meeting included:

- Rtl Center (Dan & Jennifer) sharing Framework for Equitable Multi-Level Systems of Supports reviewing key points and allowing us to review the published document
- Early Childhood (Wendi) sharing updates for EC outcomes, services, supports and upcoming joint 4k/5k and EC teacher meetings
- Betty DeBoer (UW-LaCrosse) teaching our group about her work in the schools connected to being a trauma sensitive school with the focus on trauma, understanding ACES - impact on the brain and impact in our schools/classrooms. After lunch- Betty met with the school psychologists on Trauma Informed FBA practices. Betty will be returning to CESA 8 on March 23 for a more targeted session on Tier 2 and 3 supports. She was exceptional in her presentation as it informed the work that is done in schools.

Updates from CESA staff on Assistive Technology, Transfer of Service, Transition

January 16 Regional CESA 8 Meeting was a collaborative effort with Title 1/ Directors of Special Education/Program Support and Principals. The focus was on breaking down silos and working as partners for all students. Outcomes of this meeting include:

Connecting the dots between SPED, Title I, and Principals

- Reading/Math gaps
  - Parent and Family Engagement
- Reviewing ESSA plan expectations

Region 8 news continued on next page...

## WCASS Region News

### Region 8 Continued...

Additional guests that will be shared information include:

- David DeGuide, DPI Director of Teacher Ed & PD & Licensing
- Kim Reneiro, DPI Longitudinal Data Systems Consultant -Focus on climate resource surveys (parent, staff, students)
- Teams will work on action/data planning for our schools to end the day.

### Upcoming CESA 8 Events

February 8—Paraprofessional Training

February 12—Zones of Regulation

March 16 - CESA 8 Regional Directors Meeting

### Region 9 Chair: Karen Baker

[karen.baker@maps.k12.wi.us](mailto:karen.baker@maps.k12.wi.us)

Area Special Education Leaders gathered December 14 and 15, 2017 in Rhinelander for our annual Leadership Winter Retreat. The retreat allowed us to enjoy camaraderie with area professionals and share updates, strategies, DPI updates, and celebrations with others. We were fortunate to have presentations by wonderful CESA 9 staff including Evelyn Azbel, WSPEI Parent Coordinator CESA 9/12, Kathy Tuttle, TIG Northern Region Coordinator CESA 8/9/12, and Beth Tepper, Early Childhood Program Support. The following day, we had a presentation by DPI staff.

We are also celebrating with Mr. Matthew Collins, Director of Special Education Services and RSN Director at CESA 9, as he became Dr. Matthew Collins. We are proud of you and your accomplishments.

**Congratulations Dr. Collins!**



### Region 10 Chair: Lorna Margenau

[lorna.margenau@bloomer.k12.wi.us](mailto:lorna.margenau@bloomer.k12.wi.us)

For information from this region, please contact Lorna Margenau.

CESA 10 Directors last meeting was well attended and included information on several topics. Stacey Haslow from WPSEI visited and shared resources and discussion around Family Engagement. Highlighted in the resources Stacey shared was the "My Snapshot" resource for staff, parents and students. Mary Kampa from TIG and Post School Outcomes also visited and shared resources and discussion around data collection and funding available around the Transition Incentive Grant. Many RSN materials were shared and discussed including assessing reading in non-verbal children and interrupting bias in problem solving-teams.

### Upcoming CESA 10 RSN dates:

February 23<sup>rd</sup> 2018

March 23<sup>rd</sup> 2018

April 27<sup>th</sup> 2018

### Other upcoming CESA 10 opportunities:

**January 31**—CCR IEPs Early Childhood Style

**January 23**—Speech and Language Networking

### Region 11 Chair: Dawn Western

[dawnw@cesa11.k12.wi.us](mailto:dawnw@cesa11.k12.wi.us)

For information from this region, please contact Dawn Western

### Region 12 Chair: Vicki Lemke

[vlemke@phillips.k12.wi.us](mailto:vlemke@phillips.k12.wi.us)

For information from this region, please contact Vicki Lemke.



## DIRECTORY WCASS

4797 Hayes Road, Suite 101  
Madison, WI 53704  
(608) 245-2511  
[www.wcass.org](http://www.wcass.org)

## Articles...News...Announcements

Please contact Jennifer Zynda  
WCASS Newsletter Editor  
[JZynda@dce.k12.wi.us](mailto:JZynda@dce.k12.wi.us)  
(715) 359-4221 x1222

### President

John Peterson  
(262) 246-1973 x1184  
[petejo@hamilton.k12.wi.us](mailto:petejo@hamilton.k12.wi.us)

### Executive Director

Gary Myrah  
(608) 245-2511  
[garymyrah@wcass.org](mailto:garymyrah@wcass.org)

### Director of Government Relations

John D. Forester  
(608) 242-1370  
[www.wsaa.org](http://www.wsaa.org)

### Public Relations

Stacy Gahan  
(414) 963-3924  
[stacy.gahan@wfbsschools.com](mailto:stacy.gahan@wfbsschools.com)

### Research & Special Projects

Kurt Eley  
(608) 849-2015  
[keley@waunakee.k12.wi.us](mailto:keley@waunakee.k12.wi.us)

### WCEC Liaison

Jan Chapman  
(262) 626-8427 ext. 8013  
[jchapman@kewaskumschools.org](mailto:jchapman@kewaskumschools.org)

### Past President

Kurt Eley  
(608) 849-2015  
[keley@waunakee.k12.wi.us](mailto:keley@waunakee.k12.wi.us)

### Secretary

Wendi Dawson  
(920) 324-9341 Ext. 2188  
[wdawson@waupun.k12.wi.us](mailto:wdawson@waupun.k12.wi.us)

### Legislative

Barb Buffington  
(608) 842-6526  
[bbuffington@deforestschoools.org](mailto:bbuffington@deforestschoools.org)

### Professional Development

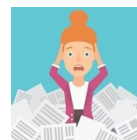
Jeff Lindell  
(715) 261-0535  
[jlindell@wausauschools.org](mailto:jlindell@wausauschools.org)

### Research & Special Projects

Nissan Bar-Lev  
(920) 849-9384  
[nbarlev@wi.rr.com](mailto:nbarlev@wi.rr.com)

### Newsletter

Jennifer Zynda  
(715) 359-4221 x1222  
[JZynda@dce.k12.wi.us](mailto:JZynda@dce.k12.wi.us)



Newsletter Lady

### President Elect

Jerry Nicholson  
(608) 829-9054  
[jnicholson@mcpasd.k12.wi.us](mailto:jnicholson@mcpasd.k12.wi.us)

### Treasurer

Ken Kassees  
(262) 968-6300 x5341  
[kasseesk@kmsd.edu](mailto:kasseesk@kmsd.edu)

### Membership

Tammy Nicholson  
(920) 492-2905 x1010  
[tnicholson@ashwaubenon.k12.wi.us](mailto:tnicholson@ashwaubenon.k12.wi.us)

### Professional Development

Kelly Kapitz  
(715) 261-1980  
[kkapitz@mcse.k12.wi.us](mailto:kkapitz@mcse.k12.wi.us)

### Social & Awards

Sara Totten  
(608) 849-2015  
[stotten@pointschools.net](mailto:stotten@pointschools.net)

## Membership Opportunities

Thank you to all who have renewed your WCASS and CASE memberships!

Want to join or renew WCASS membership? <http://www.wcass.org/> (click join-renew tab)

Want to join or renew CASE membership? Join CEC and then select the Council of Administrators of Special Education special interest division. <http://www.cec.sped.org/Membership>

Members! There are many new directors around the state this year. Please take time to reach out to them and encourage them to join our organization. Teaming together helps us all become more effective leaders.

Feel free to contact me with any type of membership questions throughout the year.

Tammy Nicholson [tnicholson@ashwaubenon.k12.wi.us](mailto:tnicholson@ashwaubenon.k12.wi.us)