



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.*

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WISCONSIN COUNCIL
OF ADMINISTRATORS
OF SPECIAL SERVICES

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WCASS

November
2018

Devoted to Students and Student Service Leaders Through Professional Learning, Advocacy & Educations

Organizational Goals & Priorities

PRIORITY: STRENGTHENING OF OUR ORGANIZATION

Goal 1: To increase, recruit, retain, and engage diverse membership as measured by membership rates, conference attendance, and survey results.

Goal 2: Begin initial plan of succession for the WCASS Executive Director as measured by the completion of the board-approved job description, timeline, and FTE.

PRIORITY: TO INCREASE RELATIONSHIPS AND OUTREACH WITH KEY STAKEHOLDERS

Goal 1: Identify important and essential relationships with organizations throughout Wisconsin as measured by creating a resource chart.

Goal 2: Create learning opportunities across organizations to empower all educators to close gaps for students with barriers to their learning as measured by conference evaluations and sharing of best practices through the regional and state level.

PRIORITY: INCREASE COMMUNICATION AROUND ORGANIZATIONAL ADVOCACY EFFORTS AND INDIVIDUAL MEMBERS PARTICIPATION IN ADVOCACY

Goal 1: Increase membership participation in advocacy efforts as measured by membership survey results.

Survey Results | Potential Changes & Impact

The WCASS Board of Directors recently sent out a member survey. The response rate was excellent with 228 responses from our members. I want to thank you for taking the time to complete the survey and share your voice with us. We shortened the survey and took a more targeted approach on meaningful questions that impact how we serve you as members. Here are some of the key results and potential impact on how we support you moving forward.

It was interesting to note that 35% of our responding members reported having zero to three years of experience and 55% of those respondents indicated that they attend RSN meetings monthly or at least 3-5 times per year. A majority of our members appear to be seeking out networking opportunities and supports within their region.

Our members reported that the WCASS services of professional learning/conferences and networking were the most important, with coaching ranking third. Thirteen respondents noted that the time out of the district and membership fees being the most common barriers to attending the conferences.

Over 86% of respondents reported wanting both our conferences changed to a two-day format. Of those respondents, over 60% in the winter and 56% in the spring want the conference to fall on a Thursday and Friday.

In the two-day conference format, very few people voted for two full days/16 total hours. The majority of our members want the conference to end at noon or 2pm on the Friday of the conference. For the winter conference, 55% would like it to end at 2pm and just under 35% would like it to end at noon. The spring conference numbers were closer with 50% voting for an ending at 2pm and 41.5 % requesting noon as an ending time.

One of our most critical questions was looking for feedback on what locations would you consider attending the conference. We asked this question in a way that allowed us to look at multiple sites with members stating essentially, where they would not attend. I must say the results were more definitive than I expected. The clear preferred location was Wisconsin Dells on both the winter and spring conference question (results of just under 81% and 77% would attend). The clear second was essentially a tie between Oshkosh and Appleton with 65-67% of our members willing to attend. All other locations were near or below 50% with the lowest score being 34%.

Members reported that conference program content and keynote speakers were the two most important variables in choosing to attend the WCASS conferences. In addition, the most critical topics were legal updates/discipline, social emotional learning/mental health, and results driven accountability/closing gaps. Other topics were rated favorably, but these were the three highest rated.



6-8

WCASS |
Winter Conference
Radisson Paper Valley | Appleton

Finally, 46.67% of members reported communicating/advocating with federal, state, county, or local officials around an educational issue.

Due to your feedback, we are considering the following changes:

- We will move both conferences to a two-day format beginning in the fall of 2019. This is due to the barriers mentioned by members and the results of the conference questions. We cannot move the conference format for this year, as we are under contract with the hotel/conference locations.
- We will hold one conference in the Wisconsin Dells area and the other will be in the Appleton/Oshkosh area.
- We will prioritize a networking/round table discussion format for key issues at our upcoming conferences. Providing increase opportunities for networking, discussion, and coaching each other around key topics/issues. This format will involve a diverse representation of our board of directors and topics that are chosen by you.

- We are prioritizing keynote speakers with greater emphasis and increasing our budget in this area to pilot bringing in powerful speakers on key topics you have identified.

We are excited about the clarity of the responses and our opportunity to adjust our services in a way that more effectively meets your needs. Thank you for taking the time away from your busy role to give us this feedback.

WCASS President
Jerry Nicholson | jnicholson@depere.k12.wi.us



WCASS' Commitment to Early Intervention, Mental Health, and Social Emotional Wellness

The School Administrator's Alliance (SAA) is in the process of finalizing and releasing the approved draft of the SAA Evidence-Based Policy Agenda. This document was a collaboration of the five branches of the SAA, including representatives from WCASS, and will serve as a guide for the SAA and our lobbyist Mr. John Forester to work with state legislature moving forward. When this document is released, I hope you take the time to review it and note how much emphasis has been placed on areas that you either oversee and/or areas that present both challenges and opportunities to our families and learners. In particular, a good portion of this document is dedicated to early intervention, mental health, social emotional wellness, and resources to support learners in these aforementioned areas.

WCASS stands committed to continued policy development and professional learning around early intervention, mental health, and social emotional wellness of our students and the families we serve. We are grateful that the SAA understands the importance of these areas and highlights evidence-based recommendations in this document. WCASS not only wants to work with our legislature in these areas side by side with the other branches of the SAA, but we also want to continue to make these areas a focus at our winter and spring conferences in the years to come.

If you have any feedback on the SAA document and/or ideas on innovative or best practices in these areas, then I would encourage you to reach out to your Region Representative and/or any WCASS board member to share your perspective. Your feedback towards the SAA Evidence-Based Policy Agenda and willingness to share at professional learning opportunities will only make our programming to the families we serve that much stronger.

I look forward to another year working together, and I hope to see you at the WCASS Winter Conference in Appleton this February.

WCASS Past President
John Peterson | petejo@hamilton.k12.wi.us



25-26

DPI-WASBO-WCASS |
Federal Funding
Glacier Canyon Lodge | WI Dells



1-3

WCASS |
Spring Conference
Glacier Canyon Lodge | WI Dells

The Power of Vision

Several decades ago Joel Barker created a series of training videos that spoke to the power of vision and captured it in this brief quote:

Vision without action is merely a dream.
Action without vision just passes time.
Vision with action can change the world.

Often organizations believe vision needs to be a collective mindset that will help steer the organization to success. Yet it is more important for the effective leader to be visionary and capable of looking beyond the daily urgencies to plan a course of action and to set a goal. You need to find time to be current with trends in the profession as well as your community. In addition it is important to find time to participate in dialogue with other professionals regarding what may seem to be pipe dreams for the future.

As the leader of your staff you need to.

- * develop a vision for which you are passionate;
- * believe it is attainable with the resources available to you;
- * share your vision, passion and ideas for a plan with others; and
- * empower your staff to reach new heights. Your staff will then be able to assist in developing an effective mission statement to accomplish this vision.

Some may believe vision is created through organizational/strategic meetings.

The challenge is to establish a collective vision for which everyone has passion to accomplish. Group dynamics tend to interfere with a collective and unified passion to establish a clear, unyielding passion. This is why it is critical for the effective leader to be able to have a vision that is a challenge, yet attainable.

If you have never watched a Joel Barker video, it is a great place to start regarding developing an understanding for the need for the leader to have the vision. Even the videos that are dated from the 90's, the message is still relevant. In the video *The Power of Vision*, he offers multiple examples of individuals that have overcome incredible odds do to their vision of the future. He also provides examples of the power of vision for the children we serve, one of which is the impact of one grade in one elementary school in Harlem when each student was guaranteed a college education. In the newer video, *The New Business of Paradigms* he focus on the how our paradigms, conceptual frameworks can limit our ability to change, innovate and create, key elements to establishing a vision.

It is critical for school leaders to establish their own vision, then share the vision with their staff. The passion for the vision must be shared and then there needs to be a collective process of creating a unified mission that will be the focus of the staff, parents and community.

WCASS Executive Director
Gary Myrah | garymyrah@wcass.org

SAA Legislative Committee

Discusses Legislative Priorities

On Monday, November 19th, the SAA Legislative Committee assembled in Stevens Point to receive a post-election legislative/political update, to review the SAA's 2018 Evidence-Based Policy Agenda and to discuss the SAA's 2019-21 budget/legislative priorities. Interest in the subject matter was nearly off the charts. Long-time committee members commented that they had never seen 43 members seated around the Committee table before. And while there was no shortage of interesting topics on the meeting agenda, the highlight of the day was the discussion surrounding the SAA's 2019-21 budget/legislative priorities.

In my estimation, the following 10 items (in order of priority) rose to the top during the discussion. I greatly appreciate the work of the Committee members and their dedication to the SAA Legislative Committee. The SAA continues to refine these priorities in our attempt to craft a legislative agenda that is truly representative of the SAA membership. Please contact me with any questions, comments or suggestions you may have regarding these draft priorities.

NO TIME TO LOSE

The SAA recommends the state convene a Wisconsin Advisory Commission on Excellence in Education to oversee the design, implementation and evaluation of a whole-system education reform in Wisconsin as recommended by the National Conference of State Legislatures in its **No Time to Lose** report. To support the work of the Commission, the SAA also recommends the state contract with nationally-recognized school finance experts to conduct an adequacy study designed to determine the funding necessary for all Wisconsin school children to meet Wisconsin's education performance objectives and expectations.

PREDICTABLE, SUSTAINABLE SCHOOL FUNDING

Index general school revenue growth to the consumer price index (CPI) to align allowable revenue growth with school cost increases and the investments necessary to meet student needs.

HIGH NEEDS STUDENTS

In *Vincent v. Voight* (2000), the State Supreme Court specifically identified three classes of students to which the state has a special obligation for ensuring equitable opportunities: economically disadvantaged students, students with disabilities and English learners. Today, maintaining flat high-needs funding while costs are rising to serve each of these students challenges the abilities of local school districts to meet the court's standard. The SAA supports:

- **STUDENTS WITH DISABILITIES.** Increase the current level of state categorical aid funding for special education to reimburse 60 percent of aidable costs.
- **ENGLISH LEARNERS (EL).** The SAA supports increasing the current bilingual-bicultural (BLBC) program appropriation to reimburse 30 percent of aidable costs; creation of a new categorical aid program to provide \$100 per EL student currently not covered by BLBC categorical aid; and an effort to restructure Wisconsin's program requirements, funding and overall approach to educating EL students.
- **STUDENTS IN POVERTY.** Wisconsin currently has no comprehensive program that targets additional resources to raise achievement among economically disadvantaged students. The SAA supports providing "weighting" under revenue limits and the equalization aid formula for economically disadvantaged students.

EARLY LEARNING OPPORTUNITIES

Numerous studies have shown that improving early learning opportunities, especially for those in poverty, will help prepare children for their PK-12 experience and help reduce achievement gaps. The SAA supports:

- Counting full-day 4K students as 1.0 FTE for general aid and revenue limit purposes.
- Greater investments in high quality birth-to-three programming for those children who have a high probability of not being ready for school.

CHILDREN'S MENTAL HEALTH

In Wisconsin, too many children have unmet mental health needs, with these unmet needs resulting in serious negative consequences for the individual, their families, our communities and the learning environment in our schools. While we greatly appreciate the school mental health investments made in the 2017-19 State Budget, we believe a stronger, long-term commitment from the state is required to meet this challenge. As a next step, the SAA supports:

- Expand the School-Based Mental Health Services Collaboration Grant Program to support more school districts in connecting students to needed mental health services.
- Increase Medicaid payment rates for individual and group therapy.
- Increase financial support for staff training in mental health.
- Expand the School Mental Health Categorical Aid Program to provide incentives for school districts to expand services provided by school psychologists, nurses, counselors and social workers.

EDUCATOR PREPARATION, DEVELOPMENT & RETENTION

The SAA supports the ongoing work of the State Superintendent's Working Group on School Staffing Issues to focus on recruitment/retention of quality teacher and administrator candidates and to conduct a review of educator preparation programs and make recommendations for how best to prepare and support educators. The SAA also supports the following recommendations to tackle troubling educator shortages in the short-term:

- Develop pilot loan forgiveness and "grow your own" efforts.
- Allow districts significant flexibility in hiring retired educators to fill key positions.
- Maximize district flexibility in utilizing the current pool of licensed educators.
- Encourage greater use of paid "interns".
- Streamline the license reciprocity process.

PRIVATE SCHOOL VOUCHERS

The SAA supports the following proposals regarding private school vouchers:

- Moratorium on further expansion of private school voucher programs.
- Revise Wisconsin property tax bills to clearly identify the portion of the school tax levied to finance private school tuition.
- Change state law to remove the resident school district's responsibility for any per pupil Special Needs Scholarship Program costs above that of the statutory payment amount.
- Authorize a study of the Wisconsin private school voucher programs, with a focus on the fiscal impact these programs have on Wisconsin school districts and Wisconsin taxpayers.
- Require greater public accountability for voucher schools in areas such as the use of licensed teachers, state instructional requirements, student due process protections, uniform high school graduation requirements, and IDEA protections for students with disabilities.

REVENUE LIMIT EQUITY

The SAA supports setting the low revenue ceiling at 95 percent of the statewide average revenue limit per student. A steadily improving low revenue ceiling policy is an important part of ensuring equitable resources for all children no matter where they live.

DECLINING ENROLLMENT RELIEF

Whatever the mechanism, the SAA supports additional, effective relief for those school districts in declining enrollment.

SECONDARY COST CEILING

The SAA supports increasing the secondary cost ceiling from 90% to 100% of the prior year's average statewide shared cost. In order to manage this change and mitigate the effects of aid redistribution, the state will need to increase equalization aid and probably phase the change in over several years.

SAA | Executive Director

John Forester | john.forester@wsaa.org



SAA Blog | Latest Legislative
and Political News | wsaa.org



WCASS Regional News



Region 1 | Amanda Mack amack@sfsd.k12.wi.us

As part of my role on the State Superintendents Advisory Council on Special Education, I attended the Public Forum held on Wednesday, October 17th, 2018. This is a statewide public forum designed to allow Council members to listen to families, educators and community representatives in order to gather input on the challenges and successes of special education in Wisconsin. Over a dozen people spoke and several themes emerged. The most commonly mentioned concern from parents was a perceived disconnect between regular and special education staff and breakdowns in service delivery that have occurred as a result. Dyslexia was the second most mentioned topic of the evening. Parents relayed information about their confusion and disagreement with Specific Learning Disabilities criteria and their preferences for Orton-Gillingham interventions. Overall, I found the experience of listening to stakeholders from around the state to be a valuable learning experience. In the spirit of continuous improvement, I plan to examine more closely the pressing concerns parents discussed at a state level in relation to my districts practices. Please reach out to me if you would like more information on the Public Forum or any of the events happening in CESA 1.

Region 2 | Todd Graco tgreco@email.parkview.k12.wi.us

Having been new to the board in September, I was unable to introduce myself or welcome back new and returning directors. So, welcome to all! My name is Todd Graco and I am excited to have been appointed to the WCASS Board as the Region 2 representative for the 2018-2019 school year. I am committed to working to expand our collective efforts to serve children and families, especially those most often found on the margins. Congratulations to the following Region 2 members I would like to recognize as they begin their new directorships. Having interacted with all of these individuals,

I am proud of how committed and focused they are on advancing work that impacts our most fragile learners. Our profession is lucky to count each of these amazing people among our ranks:

- Brian Erdmann - Union Grove Consortium
- Brian Sutton - Marshall
- Erik Schlick - Salem
- James Lawton - Big Foot
- Jon Watson - Wilmot UHS
- Kari Steck - Albany
- Kim Hansen - Paris
- Stacy Pustina - Johnson Creek
- Tori Kalscheuer - Waterloo
- Mary Burke - Delavan-Darien

Many of our directors were able to participate in our first RSEN (formerly RSN) and it was a great time to connect, network, and grow as a learning community just ahead of the State Superintendent's Conference on Special Education/Pupil Services. Of particular focus has been our learning around around ELL and the intersectionality of Title III and IDEA.

Finally, I look forward to seeing all of you at the WCASS Winter Conference in February. Our RSEN dates are as follows: December 14th, January 25th, March 21st, and May 23rd. May 23rd will also include

Region 3 | Tammy Cooley cooleytpotosisd.k12.wi.us

For more information regarding Region 3 please contact Tammy.

Region 4 | Tracy Hogden thogden@cesa4.org

For more information regarding Region 4 please contact Tracy.

Region 5 | Barbara Gransee gransee_b@afasd.net

News from CESA 5: The College and Career Ready (CCR) IEP training will be held on December 3rd at CESA 5 from 8:30-3:30.

This interactive workshop will increase participant understanding of the CCR-IEP Process. The focus will be on the application of Steps 1, 2 and 3. Participants are strongly encouraged to attend in groups of at least two from the same district. Lastly, the below individuals were honored with a WCASS Award during the banquet that was held April 27, 2018 at Springbrook Resort in the Wisconsin Dells for their service and achievements. Congratulations to all of the recipients.

Related/Support Service

Judi Cumley, Brenda Dobyns, Jennifer Gross, Cindy Ladd, Kari O'Connor, Deanna Rugzie, Judith Kilian, Denise Seefeldt, Rachel Torlak, Anne Zurbuchen, Kim Kunderling, Ashley Marti

Special Education Teacher

Stacey Dejarlais, Beth Erickson, Deb Gruenloh, Cindy Ladd, Cindy Quam, Mary Trice

Paraprofessional

Ellen Voelker, Sandy Opitz

Pupil Services

Ann Pesta

Administrator

Dr. Molly Fitzgerald

Exceptional Support Staff

Deann Roble, Leigh Ann Lehman

Personal Achievement

Taylor Cook, Marcus Skelton

Region 6 | Marci Thiry
thiry@mjsd.k12.wi.us

For more information regarding Region 6 please contact Marci.

Region 7 | Caroline Mihalski
mihalski@wrightstown.k12.wi.us

CESA 7 has a great new structure for RSN meetings. Please either come for just the RSN meeting or stay for the Integrated Services Meeting. Up to you!

CESA 7 - 2018-19 Learning Leader Meeting Schedule
8:45 – 10:15 a.m. /RSN
10:30 a.m. – 2:30 p.m. /Integrated Services Meeting:
(Learning Leaders, Pupil Services, Title I)

Virtual Meetings will be held 8:45 a.m. – 10:45 a.m. and a link will be sent to registrants prior the meeting.
(Lunch will be included at the Face-to-Face meetings.)

September 28 - Face-to-Face w/Lunch
October 19 - Virtual
November 16 - Face-to-Face w/Lunch
December 14 - Virtual
January 25 - Face-to-Face w/Lunch
February 22 - Virtual
March 15 - Virtual
April 12 - Virtual
May 17 - Face-to-Face w/Lunch

Region 8 | Brenda Jozwiak-Boldig
bjboldig@cesa8.org

CESA 8 Directors meeting was held on September 21st.

Leaders engaged in an activity that highlighted district improvement efforts, special education focus/needs and identification of supports needed from CESA 8 RSN. RSN practice profile and TA Network information shared along with updates.

Updates from:

- Early Childhood
- Transition/DVR
- WSPEI
- CESA 8 Leadership
- WCASS

Other areas of learning included: PCSA updates, FAPE bulletin (jigsaw activity), ESSA, Director year-at-a-glance activities and overview of CESA 8 networking meetings. Survey for paraprofessional needs and training completed by Directors.

CESA 8 Upcoming Activities:

- October 22: Networking Meeting (OT/PT/Speech/Psych/Nurse/Counselor)
- October 24: Report Card Workshop (TA Network activity)
- October 26: Combined RSN Director/Principal Meeting
- December 3: Networking Meeting
- December 5 & 6: CCR IEP/Related Services Provider (Joint CESA 8 & 9 - Wausau area location) Session repeated - attend one day - DPI Andrea Bertone
- December 11: ID DLM Training & Networking
- December 14: RSN - Director Meeting

Region 9 | Trish Teichmiller
trish.teichmiller@ldfschool.org

Region 9 held the following meeting
Joint Leadership Network Meeting--
September 20, 2018
LEARNING OUTCOMES

- Learn about important state updates
- Understand how the ESSA plan connects to the E-MLSS
- Explain the difference between state and federal accountability
- Create a community of collaboration through networking with other leaders

Topics covered:

Changes

- Three Year License with Stipulations
- CESA Support Offerings
- Educator Effectiveness
- Report Cards

Work

- State and Federal Accountability
- ELMSS Framework/Grounding
- Moving the ESSA Plan/Initiatives •
- ForwardBuilding Strong School Cultures

Lakeland Area Consortium of Special Educators (members in Region 9) came together on the evening of October 15, 2018 at Lakeland Union High School to learn from an expert in the field, Dr. Eric Hartwig. The seventy-five participants left armed with strategies to use to diffuse challenging behaviors.

CESA 9 hosted the State Superintendent's Council on Special Education Public Open Forum on the evening of October 17-- 5-6:30 pm.

Region 9 educators: If you have news you would like to share in our "corner" of the WCASS Quarterly Newsletter, please send them to me!

Region 10 | Lorna Margenau
lmargenau@cesa10.k12.wi.us

CESA 10 Directors of Special Education/ Pupil Services met on September 28th. Stacey Haslow with Wisconsin Statewide Parent Educator Initiative was a guest speaker. Stacy shared information on rolling out her new position in 2018/19, FISS (Family Information and Support Specialist) and how districts can take advantage of the technical support available.

Upcoming RSN meetings are scheduled for:

- November 16th 2018
- January 25th 2019
- February 22nd 2019
- April 26th 2019

Upcoming Events

November 8th, Everything you need to know about Early Childhood Indicators
January 8th, 9th, and 10th Supporting Neurodiverse Students professional learning systems

October 2018 | The fall colors have subsided up North, as the view through the trees is opening up for deer season. The temperatures seem to be unseasonably cooler for this time of year, which makes us Northerners turn toward our fireplaces, throw blankets, and slippers (not to mention that warm beverage that heats from the inside out). Those calming evenings by the fire help provide the contemplation time needed to sort through the Big Rocks that CESA 11 DSE's are taking on this year. The ideas of equity, culture, collaboration, relationships, and evidence will be the backbone to our discussions and actions throughout this year. The directors participated in an exercise to help understand how we can foster experiences that support teachers' and students' belief that students with disabilities can be successful without sacrificing high expectations. The exercise provided opportunities to discuss how specially designed instruction fits within a Multi-level system of support. Directors were also provided with a list of guiding questions to help determine instructional supports. Directors quickly agreed that the questions could support all teachers and all students in all education environments.

CESA 11 Directors are also participating in a professional book club. The book of choice is called "From Leading to Succeeding, The Seven Elements of Effective Leadership in Education" by Douglas Reeves. The current month is reserved for Chapters 3: Focus, and Chapter 4: Leverage.

Region 12 | Carol Lynn Wheelock-Mashlan
cwheelockmashlan@hayward.k12.wi.us

- Ashland School District is trying out a new pilot program called SMART, which provides 20 minutes of sensory programming for each of their kindergarten students.

- Washburn has implemented student led IEPs.
- Hayward School District has hired a mental health navigator and will move forward with some awesome things under our mental health grant.



Our conference committee is working hard to create an outstanding WCASS Winter Conference for you and your district teams. We are excited to have Dr. Anthony Muhammad join us with a message on transforming school culture and Dr. George Batsche to work with you and your team around dyslexia within the RtI framework. In addition, a huge thank you to those of you who offered a proposal from your district. We are thrilled at your willingness to share with our colleagues around the state the great work you are doing through the conference breakout sessions.

Keep your eye out for registration emails for the conference being held February 6-8, 2019. See you in Appleton!!

PS - Don't forget about our WCASS Spring Conference, May 1-3, at Glacier Canyon - Wisconsin Dells. Watch for another Call for Proposals to support this conference as well.

Kelly Kapitz | kkapitz@mcse.k12.wi.us
Jeff Lindell | jlindell@dce.k12.wi.us

WCASS is proud to present: Dr. Anthony S. Muhammad

Anthony Muhammad is an author and international thought leader. He currently serves as the CEO of New Frontier 21 Consulting, a company dedicated to providing cutting-edge professional development to schools all over the world. He served as a practitioner for nearly twenty years. Dr. Muhammad served as a middle school teacher, assistant principal, middle school principal, and high school principal. His tenure as a practitioner has earned him several awards as both a teacher and a principal.

Dr. Muhammad is recognized as one of the field's leading experts in the areas of school culture and Professional Learning Communities (PLC). His work has allowed him to work with schools in all 50 U.S. states, 10 Canadian provinces, the Caribbean, Africa, South America, Europe, Australia, and Asia.

Dr. Muhammad is a best-selling author. He is the author of the books *Time for Change: The Four Essential Skills of a Transformational School Leader* (2019); *Overcoming the Achievement Gap Trap: Liberating Mindsets to Effect Change* (2015); *The Will to Lead and the Skill to Teach*; *Transforming Schools at Every Level* (2011); *Transforming School Culture: How to Overcome Staff Division 2nd Edition* (2017); and a contributing author to the book *The Collaborative Administrator: Working Together as a Professional Learning Community* (2008). He has published 26 articles in education journals and publications in seven different countries.



Dr. Anthony Muhammad will be providing a PreCon Session (Transforming School Culture) at the upcoming WCASS Winter Conference - Wednesday morning (Feb 6) as well as the Wednesday Keynote address (All Means All: Creating a Healthy School Culture).



We are WCASS! This is a strong organization that offers valuable resources to directors across the state. Our ties to DPI and other state organizations keep us up to speed on the ever changing world of education. We offer networking opportunities and valuable training opportunities throughout the year.

The links below allow you to quickly join/renew your WCASS membership and CEC/CASE membership. Contact me at TNICHOLSON@ASHWAUBENONK12.ORG for information about joining or feel free to contact your WCASS region representative.

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

Register for CEC/CASE <http://www.cec.sped.org/Membership>

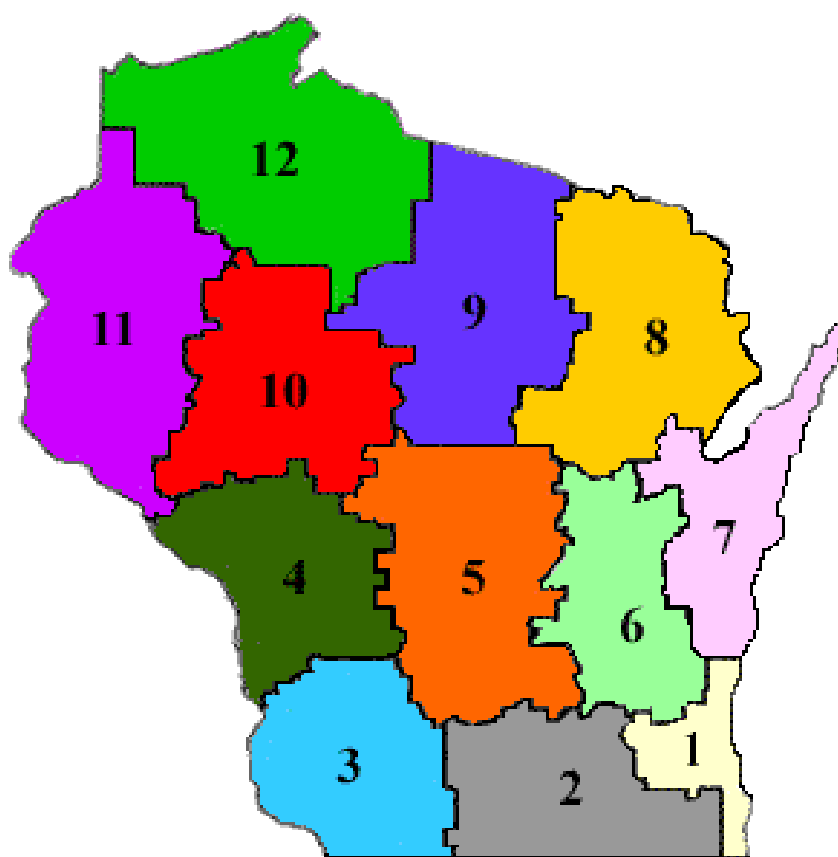
make sure to select the WI CASE division

Check out the CASE link to see all it has to offer

<http://www.casecec.org/>

Tammy (Lampereur) Nicholson |
tnicholson@ashwaubenonk12.org

Membership Corner



WCASS | Awards

I hope you all are enjoying the fall weather and settling into your school year. As the year continues to fill with countless tasks, I wanted to put a bug into your year and have you begin thinking about those fellow colleagues who have just begun the journey. The job we do is incredible challenging but extremely important. As the year begins to fly by, the WCASS Rising STAR Award comes up sooner than you think. Although nominations are not due until March 15, it's never too late to begin thinking about recognizing those who embody the values we all hold true.

WCASS has chosen five (5) of seventeen values created by Kevin Gersh and members of Gersh Academy. Kevin Gersh has dedicated his professional life to changing the lives of children on the autism spectrum. He believes that all children, despite their challenges, can learn and thrive in the right educational environment, with the right people guiding them. Members of WCASS would nominate a Special Education Administrator in their district who exemplifies these values by telling the story of how the nominee supports his/her staff by enabling them to go above and beyond for children with disabilities.

The winner will be determined by the WCASS Award Committee. This award is a thank you to this administrator for sticking his/her neck out to better to support his/her staff to enable them to make a difference in the lives of the students they serve. Nominations should be sent with a detailed description of why this person is being nominated for the award and how they exemplify the five WCASS values. Nominations would be directed to the WCASS Awards Committee Chair for consideration.

WCASS VALUES:

1. "Heart" is at the core of what we do: Be passionate. Don't be afraid to show how much you care. Your emotions are a powerful tool – use them! Treat each student like your own child; treat each other with compassion and empathy; trust your gut and do what you know is right. Create a feeling of warmth in every interaction you have; be nurturing and supportive. Above all, never forget why every little thing matters: you are changing people's lives.

2. Leadership: Lead by example. It's not what you say, but what you do that matters most. Have integrity; act as if the whole world is watching you. Be willing to do anything you ask someone else to do; nobody is too good for any job or task. Pitch in and help – lend a hand whenever possible. Always strive to do the right thing; be the way you would want those around you to be.

3. Honesty: Be honest. Be frank and accurate in your assessments; don't keep secrets or hold important information back. Admit mistakes. Don't lie to yourself or others -- the truth is important, even if it hurts. Build trust by being direct and truthful always. Accurate information is the key to everything we do, so share it.

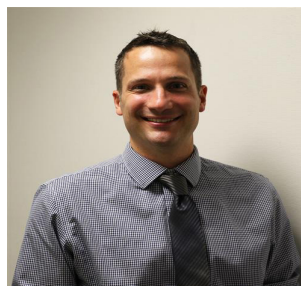
4. Divergent Thinking: Think outside the box. Traditional approaches are not always the best; be willing to use alternative methods and to try new things. Be creative and imaginative. Don't be afraid to make mistakes. Invent and adapt; create something unique and beautiful. The fact that it has never been done before doesn't mean anything except that you can be the first to do it, so dream and visualize what could be instead of only seeing what is.

5. Collaboration: Always use a collaborative approach. Listen first. Empathize and seek to fully understand alternative opinions and perspectives, then partner in developing and agree on solutions. Find and work from common ground. Strive to clarify concerns and expectations; respect other people's differences and utilize each other's strengths and expertise; seek out alternative ideas or perspectives, and work together to find the best possible solution.

Please take time for yourself and celebrate all the great happening by you and staff. I look forward to the continued work you all do and acknowledging your efforts. Working together we can create learning environments that allow access and produce amazing accomplishments for all of our students.

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