



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

September
2019

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.

Mental Health and Equity

As an organization, we have been focusing on our growth and development in the area of mental health and Equity. This likely comes as no surprise to you as members of our organization and as directors navigating the same focus on the local and state level. You also likely noted the focus on these two areas during our conferences last year.

Mental health has been a topic that has been all over the local and state news, especially with the state budget and the announcement of those that received the funding from the mental health grants. In addition, you will notice that AWSA is collaborating with the DPI to provide learning opportunities for building level leaders in the area of mental health and trauma. Although WCASS has not been named in that collaboration, we have been a voice at the table and a part of the discussion. I know that personally, I am excited to see AWSA stepping forward on this topic. As a volunteer organization with only a part-time Executive Director, we simply do not have the capacity to lead this statewide. It is critical we stay connected to the work and have a voice within the process.

In order for real change to happen within our school systems, I believe we need building level leaders to help lead this work at the building level. I see it like trying to change instruction in the classroom without involving the teachers; it is unlikely to happen.

I purposefully want to finish with my focus on Equity. I do this intentionally, as I sometimes think that as we focus on one thing we sometimes lesson our focus on another. I am struck by how much media attention has been provided around mental health needs, yet Equity does not seem to garner the same media attention. We need to be cautious of this as we move forward as an organization and as local directors.

As an Executive Board, I would like to acknowledge and thank our State Superintendent, Carolyn Stanford Taylor for sharing her personal story and journey with us at our conference this last year. She set the stage beautifully for the message of Anthony Muhammad, author and educational consultant and the follow up message of cultural humility from Amanda Goodenough UW La Crosse Director of Campus Climate. This planning and work began with the leadership of John Peterson as we planned for the fall and spring conferences and transitioned to my presidential term. I ensure you this focus will continue as we transition in a year to the leadership of Sara Totten. As a presidential team, we are united in our value and belief of closing the opportunity gap and removing the predictability of student outcomes.



14-15

State Superintendent's Conference
Glacier Canyon Lodge | WI Dells



29-31

WCASS |
Winter Conference
Red Lion Hotel Paper Valley | Appleton

The challenge for us is how to stay connected to those at the building level. Some of that responsibility will fall on us as an organization to communicate with you as members and to voice your concerns as we communicate with AWSA and the DPI. I also see part of that challenge falling to us as local directors. I personally feel it is easier and quicker to guide building leader's efforts when they are motivated and aware of the issues/needs. Creating an awareness and understanding generally takes more time. When I bring the issues to the table, it can be seen as a student services initiative. As AWSA and DPI provide these opportunities to those building leaders, we need to ensure that we have an open communication with them upon their return. Seizing the opportunity and momentum to move together for a common vision that represents our community and students' mental health needs. Given the severity and prevalence of mental health needs within our communities, we will all need to work together to more effectively meet the challenges that lie ahead. It is our hope that our conferences and our representation of your interests within those conversations will be an asset to you in this work.

As part of our journey as a board we adjusted our summer planning session to include a full day of Equity training provided by a team with the Department of Public Instruction. We were also delighted to benefit from having Amanda Goodenough join us for that day. Some of us have already experienced training like this, but each experience gives us another opportunity for growth and learning. The primary purpose of this training was to experience it together as a board, sharing a common language, experience, and opportunity to challenge each other and grow in our leadership towards Equity. The experience was powerful and beneficial. During the next year, the executive board members will be doing a book study. The book we have chosen is *White Fragility, Why It's So Hard for White People to Talk About Racism*. It is my hope that this will help me and others grow in our understanding and ability to talk about racism and privilege. As a board, I hope it helps us understand the potential reactions we may receive from others. This increased understanding will be beneficial as we plan Equity learning opportunities in a way that supports our members, yet moves each member and our understanding as a group forward.

This of course is more than about understanding and needs to result in action that changes the system for the kids we serve. We realize that some districts will lead this work ahead of what we can provide as a volunteer organization. We hope to hold their work up as an example and learning opportunity for the rest of us. Our history as an organization is not about leading and creating the work.

We provide an opportunity to learn together, share best practices, and support one another in the work. Please do not hesitate to share your work as part of our conferences. We would love to see multiple local examples of your efforts towards achieving Educational Equity. As an organization, we are adopting DPI's definition of Equity.

Educational Equity means that every student has access to the resources and educational rigor they need at the right moment in their education, across race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income.

I am confident that many of you are working towards Educational Equity in ways that your peers could benefit from. We do not need a formal presentation, but an opportunity to share, discuss, and interact around the work you are doing. Please watch for our call for proposals and do not hesitate to submit a proposal. I look forward to seeing you all soon.

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



4-5

DPI-WASBO-WCASS |
Federal Funding
Kalahari | WI Dells



6-8

WCASS |
Spring Conference
Chula Vista | WI Dells

Increase in Special Education Categorical Aid Funding

Governor Evers signed off on the legislator's budget this summer. Although he conceded that the budget wasn't all that he had hoped for, he did acknowledge it was several steps in the right direction. One of those steps in the right direction was that the state is increasing special education categorical aid funding for the first time since the 2008-2009 budget. For the 2019-2020 school year, special education categorical aid will increase to 26% and then to 30% for the 2020-2021 year. This represents about \$97 million over the biennium in additional support for school districts in adequately staffing to meet the needs of students with disabilities. Even though these increases are well short of the Governor's hopes, they will be still well-received and put to good use by school districts throughout the state.

Educational leaders have often heard the rhetoric around properly funding the costs of delivering special education services. We have also felt the pain of knowing that there have been times that we have had to add personnel to our special education staffing but struggled coming up with the financial resources to do so. Some school districts have even felt that they've had to take resources and funding set aside for all students to properly fund services for students with disabilities.

School districts should never have to be forced to take funding for general education students to fund their special education programming.

Over the next two years, it is imperative that we share our feedback with our legislators regarding the increases in special education categorical aid and how it has impacted our school districts. We should be grateful for the increase. We should also be honest if this increase is helping us sufficiently cover our costs associated with delivering special education services or if it is falling short of the mark.

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



Continuous Advocacy: Unmet Needs & Ongoing Challenges

Ever since Governor Evers signed the 2019-21 State Budget on July 3rd, Republican and Democratic legislators have been battling to characterize the budget in the press and with the public as either “good” for public schools or “woefully inadequate”.

You might recall that in previous comments the SAA noted the increases in general school revenues, the low revenue ceiling, special education aid and support for school mental health and characterized the budget as an important step forward in addressing the fiscal challenges facing Wisconsin school districts. However, the SAA went on to say that the 2019-21 State Budget is not without its disappointments, unmet needs and ongoing challenges. In particular, we are very concerned about the lack of action on funding for English learners. Even with some of the positive developments in the budget, it is abundantly clear that Wisconsin has a lot more work to do to support special education, English learners and students facing mental health challenges.

The Legislative Fiscal Bureau (LFB) and the Department of Public Instruction (DPI) have produced some useful analyses of the budget’s impact on all 421 Wisconsin school districts.

Unfortunately, these documents can never tell the full story for every school district. Developing that “full story” for every district’s unique circumstances is the responsibility of local school leaders.

This is a clear example of how our responsibility to advocate on behalf of necessary resources for our students and needed evidence-based policy does not stop with the signing of the state budget. It is ongoing and continuous.

Therefore, here is my suggestion to all SAA members: Engage with your district administrative team and collaboratively develop your district’s analysis of 1) what this budget means for educational opportunities for the students you serve, and 2) the unmet needs from this budget and the ongoing challenges that remain. Then use this information to educate your legislators, your staff, your board and your community. Then use it again . . . and again.

Continuous advocacy will be an ongoing focus for the SAA moving forward. Wisconsin school children deserve nothing less. Thanks for listening, and thanks for everything you do for the kids you serve.



SAA | Executive Director
John Forester | john.forester@wsaa.org



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

'Clear and Present Danger'

Throughout the nation there are proposals being written that may lead to legislation on behalf of making our schools safer from attacks by individuals that seek to create mayhem in an armed assault against staff and students. A common term that is now showing up in these proposals is taking action when there is a clear and present danger.

Also, there are proposals that are suggesting a system be created that will be designed to identify individuals that may have a 'potential clear and present danger' who should be on a registry for monitoring their behaviors and actions. The consideration of a registry concerns people because it may identify individuals that may have a disability and have acting out behaviors yet are not a clear and present danger.

How will we proceed is yet to be determined. Yet I believe it is important to have educators, particularly classroom teachers to be sensitive to the students they see on a daily basis. When reviewing all of the students within their classrooms, teachers are able to offer a general view/assessment of the students that they interact with daily. Within the first few weeks of school, most teachers are aware of the social network that exists among their students.

Who are the popular students, who are the students that are not popular, who are the 'Alpha'/leaders of the classroom? The Alpha/leaders not only recognize the popular leaders, but also the dominant negative leaders (e.g. the 'bullies'). Teachers need to perpetually monitor the students and changes that may occur throughout the school year. It is important to watch for patterns of behavior and note changes in these patterns.

The stellar student that suddenly has a pattern of low grades needs to be monitored.

The students that seem to have a sad persona also need to be noted. Actions by the Alpha/leaders of the classroom that may reveal dominance over a particular child need to be addressed. These are all the initial elements that become the initial form of screening.

Students that demonstrate the following traits need to raise concern:

- **Hapless** – lack of happiness in their lives,
- **Helpless** – unable to find solutions to their problems, and
- **Hopeless**- unable to see a positive future and unable to find solutions

These three conditions are considered key to raising the alarm for students that are potentially suicidal. Yet I believe it may also be the precursor to a situation that presents a clear and present danger. If you believe a student is displaying any of these three traits, it is time to ask questions and become involved. If you are not comfortable becoming involved, seek a professional that may assist.

The other three elements to be concerned with are:

- Does the student have a plan or a solution to improve his/her conditions? Such as taking action to resolve whatever is making them Hapless, Helpless, or Hopeless?
- Does the student have access to weapons or other methods of taking action?
- Can you assess the student's level of determination for finding a solution?

Answers to these three questions may be an indicator regarding the level of 'clear and present danger'.

This is when it is necessary to involve others to assist the student and/or control the student.

This article is intended to raise awareness to you and your staff. It is important for you and your staff to become familiar with the resources available relate to maintaining a safe school environment. Recently the Wisconsin Office of School Safety created a web page that provides extensive resources for school personnel to use, including an electronic School Threat Assessment Protocol (STAP). These forms along with web links to more resources are available at [Office of School Safety Resources page](#).

WCASS| Executive Director
Gary Myrah| garymyrah@wcass.org



WCASS Regional News



WELCOME TO THE NEW DIRECTORS IN REGION 3

Benton - Alycia Kidwell
Black Hawk - Christilee Sprinkle
North Crawford - Cara Wood
Wauzeka - Dawn Powers

REGION 4 | Tracy Hogden thogden@cesa4.org

Welcome back to a new and exciting school year! There are many statewide trainings offered to support our staff and students at CESA 4 and throughout the state that I would like to mention.

*College and Career Ready IEPs [Statewide Calendar](#)

*[Statewide Neurodiverse Trainings Workshops](#)

*Paula Kluth is returning to [CESA 4 on October 22](#) to present on "Don't We Already Do Inclusion?"

*RSN meetings are scheduled for the year: 9/20, 11/22, 1/24, 3/13, 5/15

* [The Technical Assistance Team](#) is continuing their work on working with school and district teams who want to engage in the continuous improvement process.

There are more offerings and happenings throughout the year which I will share when I learn of them. I look forward to working and learning with you all throughout this year.

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

Region 1 would like to welcome the following Directors to their new positions in the CESA 1 area: Dara Atandare in Brown Deer, Christine Cody in Franklin, Tim Lemke in Greendale, Chalie Wiza in Kettle Moraine, Eric Weier as the interim in Mukwonago, Julie Harris in Shorewood and Adam Scanlan in Swallow. CESA 1 will be hosting a Legal Breakfast Series which will feature Gary Ruesch and Alana Leffler from Beulow Vetter Buikema Olson and Vliet and will take place on the mornings of October 25, December 18 and February 28th for a cost of \$180 per person for all three sessions.

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

WORKSHOPS OFFERED THRU CESA 2

SEPTEMBER 24 - TUESDAY

*Non-Violent Crisis Intervention Training

SEPTEMBER 26 - THURSDAY

*EC Indicators Training

*RSN New Directors Breakfast

SEPTEMBER 27 - FRIDAY

*EC Networking

OCTOBER 9 - WEDNESDAY

*RSN New Directors Network Meeting

OCTOBER 11 - FRIDAY

*RSN Networking Meeting

*EC Networking

OCTOBER 15 - TUESDAY

*Non-Violent Crisis Intervention Refresher Course

OCTOBER 18 - FRIDAY

*Promoting Mental Health in Young Children: Pyramid Model Training Series

OCTOBER 23 - WEDNESDAY

*Non-Violent Crisis Intervention Training

OCTOBER 31 - THURSDAY

*Communication Development for Children Who Are Deaf and Hard of Hearing: Therapy and Assessment

NOVEMBER 8 - FRIDAY

*RSN Networking Meeting

NOVEMBER 12 - TUESDAY

*CCR-IEPs Through the Lens of Early Childhood

NOVEMBER 15 - FRIDAY

*Promoting Mental Health in Young Children: Pyramid Model Training Series

DECEMBER 5 - THURSDAY

*RSN New Directors Network Meeting

DECEMBER 11 - WEDNESDAY

*EC Networking

For more information regarding Region 2 please contact Todd.

REGION 3 | Tammy Cooley cooleytp@potosisd.k12.wi.us

NEWS FROM REGION 3: On August 27 and 28, Potosi School District hosted Scarlett Lewis, a mother whose first-grade son, Jesse, was murdered in the Newtown, CT school shooting in 2012. Scarlett founded the Jesse Lewis Choose Love Foundation in memory of her son. Her message is a powerful one about the importance of teaching social-emotional learning in schools. She and her team of psychologists and educators have developed the Choose Love curriculum, a free SEL resource that incorporates evidence-based SEL strategies. Check it out!

<https://www.jesselewischooselove.org/>

WORKSHOPS OFFERED THRU CESA 3 THIS FALL

September 20 - Decoding and the Struggling Reader + CCR IEP Training for Speech/Language Pathologists

October 2 - Family Engagement Series

October 7 - Identifying Language Difference vs. Disorder in ELL students

October 10 - Teach Like a Champion, Intro with Cassie Erken

October 25 - Getting Results with PLCs with Cassie Erken

October 29 - Supporting Neurodiverse Learners

RSN MTG DATES TO BE HELD AT CESA 3 FROM

9:00AM-3:00PM

September 27, 2019

November 22, 2019

January 24, 2020

March 20, 2020

May 15, 2020

REGION 5 | Barbara Gransee
gransee_b@afasd.net

The CESA 5 Region has seen many changes over the summer, as there seem to be new directors everywhere. Here is a list of new directors in CESA 5 at this time:

- o Jeff Weissinger, Necedah
- o Chuck Norton, RSN
- o Theresa Stolpa, Portage
- o Jennie McMahon, TriCounty
- o Laurie Schmidt, Waupaca
- o Dani Scott, WI Rapids

In addition, we have several upcoming events that I'd like to highlight

1. [CESA 5 Mental Health & Behavior Summit](#) - Sept 23rd & 24th - Glacier Canyon Lodge, Lake Delton, WI
2. [College and Career Ready IEP Training](#) - Nov 20th 8:30 - 3:30 @ CESA 5
3. Supporting Neurodiverse Students workshop - Spring of 2020 - Date TBD
4. RSN - 10/4 - 9:00 - 3:00 @ CESA 5

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

WORKSHOPS | RNS MTGS OFFERED THRU CESA 6
September 16 - RSN Mtg
October 7 - Edu Leadership & Coaching Collaborative Series
October 17 - RNS Mtg
November 5 - Edu Leadership & Coaching Collaborative Series
November 21 - RSN Mtg
December 6 - Edu Leadership & Coaching Collaborative Series
December 19 - RSN Mtg

For more information regarding Region 6 please contact Marci.

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

Greetings! Welcome back to new and returning directors in the Region 7 area! We only have one known new director to the Region 7 area: Ashley Hinze is the new Director of Special Education in Oostburg.

I am excited to write this fall newsletter for the 2019/2020 school year because of the privilege we all have every year to impact students across the state of Wisconsin. As directors, our jobs can be overwhelming and we need each other to do our best for students. I believe the most impactful ways to be our best in our positions is through the membership, learning, and networking of WCASS. I believe that there is no way to do our jobs and stay abreast of all necessary parts of our jobs without this membership and professional learning.

Please consider marking your calendar for this year's WCASS conferences. A very dedicated team of WCASS members have been working hard to create WCASS conferences this year to meet your current needs in your positions and help you grow, whether it is your first year as a director or your 30th year. While it is so busy in our districts and hard to get away, I believe it is one of the most important things you can do and I would say that "kids deserve it!" Kids deserve for you to come back to your district with the most up to date WI DPI knowledge, information on innovative practices other districts are doing, as well as practical and relevant learning to do the best you can for students.

I would also say that there is no way we can do our jobs without the collaboration directors through CESA 7 as well. All of this year's CESA 7 Director Breakfasts are at 8:30am on: Sept 23rd, Oct 22nd, Nov 19th, Dec 18th, Jan 21st, Feb 20th, April 3rd, and May 1st. Mrs. Spengler has been working to bring in key presenters and consultants when possible, such as school legal consultants to answer questions and give advice. These director breakfast meetings are a must as well! :-)

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

CESA 8 Directors and Special Education Leadership will have their first meeting on September 20th with a focus on DPI updates, engaging in continuous improvement practices, math practices for special education leaders, family engagement practices and doing a deeper dive into equity and trauma sensitive practices. Updates to be shared from WSPEI, Transition Grant, Early Childhood and RtI Center.

November 8th will be a combined Director/Principal Leadership meeting with a focus on WISEdash - using the new system as it connects to data digs and data inquiry journal and a focus on DPI Snapshot data - data mining.

Additional meetings are scheduled for January, April and May to support special education leadership in our region.

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

WORKSHOPS | RNS MTGS OFFERED THRU CESA 9

September 19 - CCR IEPs & Related Services
October 10 - Title III Business Mtg + Title III Network Mtg
October 17 - Special Edu & Pupil Services Director's Mtg
October 24 - CCR: IEP Full Day Training
November 4 - CCR: IEP Alternative Standards
November 13 - Title III Network Mtg
November 22 - CCR IEPs and Early Learning

For more information regarding Region 9 please contact Trish.

REGION 10 | Missy Lesik
lesikm@cadott.k12.wi.us

Greetings! I hope all of the preparations for the school year ahead have gone well! We have two new directors joining Region 10 this year. Katie Everson will be continuing her work in the Greenwood School District as School Psychologist and will also be adding the role of Director of Special Education. Kurt Lindau is the new Superintendent in Lake Holcombe, who will also serve as the Director of Special Education. Summer training for Region 10 has been focused on PLC's, Non-Violent Crisis Intervention, and the kick-off of the Leading for Learning Series. RSN Training throughout the year will be focus on College and Career Ready IEP's and Disproportionality and Technical Assistance for various district identifications. I look forward to connecting with you in the year ahead!

REGION 11 | Carol Kline
ckline@unity.k12.wi.us

The second cutting of hay brings an end to the summer months. The Fair season is coming to a close, the air temperature is pleasingly cooler, and the remaining pocket folders on the store shelves are all boring colors. Up North at CESA 11, the buzz of the coming school year is increasing with every day. There are three new directors we are excited to work with. Nicole Kovar is helping support the St. Croix Falls School District, Tami Alberg is new to the Cumberland School District, and Sarah Stauner will be directing at Barron. We welcome them to their new positions and wish them luck as they continue the successes of their districts.

To help every district continue their successes, CESA 11 has planned a series of professional development options to help directors grow and support districts efforts. Topics of discussion include, but are not limited to: Social Emotional Learning, supporting neurodiverse students, Co-Teaching, and CCR IEP trainings. The School Psych's Network will also be meeting throughout the year at CESA 11. We hope everyone has a wonderful school year, and we can't wait for the students to arrive!

REGION 12 | Cody Fechtelkötter
cfechtelkötter@nw-tigers.org

WORKSHOPS | RNS MTGS OFFERED THRU CESA 12

September 27 - CCR IEPs Introductory Training

October 25 - RSN Mtg

October 24 - CCR: IEP Full Day Training

November 4 - CCR: IEP Alternative Standards

November 21 - CCR IEP Training: Focusing on Neurodiverse Learner

December 13 - RSN Mtg

For more information regarding Region 12 please contact Cody.



Musings of a Special Ed Director

Welcome to the 2019-2020 school year! It's hard to believe the year 2000 is soon going to be "20 years ago!" I haven't always taken the time to sit back and reflect on the year, but this summer I did. I hope you have been or are able to do so soon as well! I find what gets accomplished in a year is pretty amazing, especially when it always seems I'm bouncing from one meeting to another. I find the reflection on the year is also a great reminder of my purpose and re-energizes me to engage in what I want to accomplish in the year to come. I'm also reminded of how many colleagues it takes to truly make a difference and that I am not alone. I hope you find the same! Best wishes for the beginning of the new school year!

WCASS President Elect

Sara Totten | stotten@deforestschoools.org



What are you most excited/optimistic about for the 2019-20 school year?

- I am hopeful the money that has been distributed throughout the state via the Mental Health grants will generate practices that will be sustainable for generations, not just for the life of the grant.
- I am most excited about our future direction with building a mental health framework here in the Wrightstown Community School District but also in the state through the WI DPI Mental Health grant funding. This truly means quality services for students in need and I am so happy to be increasing our supports for students and families.
- I am most excited about the professional development and coaching opportunities our staff will receive to improve outcomes for students in special education related to our work with the Research to Practice Inclusive Communities grant.



Membership Corner



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](#)

Register for [CEC/CASE](#)

make sure to select the WI CASE division

Check out the [CASE link](#) to see all it has to offer

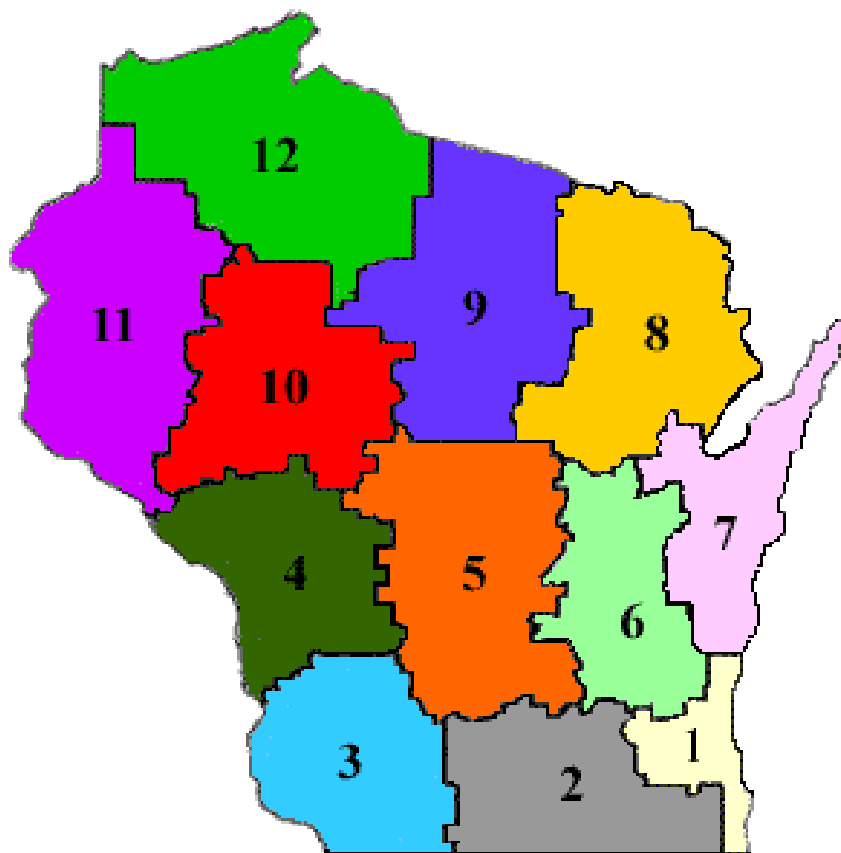
Membership Chair

Tammy Nicholson | tnicholson@ashwaubenonk12.org

*Be on the Lookout for your outstanding Membership Renewal Invoices this Sept!

Any questions, concerns, or changes should be forwarded to Diane.

DIANE@AWSA.ORG | 608.729.6663



Awards & Retirees

Each year WCASS recognizes an Outstanding Director of the Year. This Special Education/Pupil Services Administrator is nominated by peers as an exemplar for other Directors. Requirements of the award include:

- Actively participated in professional organizations
- Develop and implement innovative programs that positively influence the fields of special education/pupil services
- Positively impact the administration of special education/pupil services and/or the preparation of special education/pupil services administrators
- Dedicated years of service to special education and/or pupil services

This year WCASS has recognized John Peterson as Outstanding Director of the Year. John was nominated by peers and colleagues who describe him as an individual with a strong work ethic, a strong collaborator and communicator, positive energy, and who above all else is willing to do whatever is necessary to implement positive change in his districts and in our profession. Congratulations, John!

Reminder that nominations for the Rising Star Award, for directors who are in their first three years of service, are being accepted now through May 15. Information on making a nomination, as well as the nomination form, are located on the [WCASS Rising Star webpage](#).

Awards & Social Chair

Erikke Nystrom-Grothaus | nystrom-grothause@cesa5.org



WCEC Update

The Wisconsin Council for Exceptional Children met in Madison on August 6, 2019. Members spent the morning planning this year's mission and vision for WCEC along with setting goals. The organization plans on reaching out to DPI to plan a conference for paraprofessionals November 2, 2019 at Madison Area Technical College. WCEC feels strongly that special education professionals in Wisconsin need to submit nominations for the "Yes I Can" award for the national CEC convention in February. Nominations are due by September 16, 2019.

[CEC-Award-Programs/Yes-I-Can-Awards](#)

WCEC will also be electing several Member At Large positions in the spring. Consider getting involved!

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Get Social...
[@WCASS_WI](#)

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