



President's Message

By Tim Gantz

At the writing of this note, it is late July. As you are reading this, my guess is that the calendar says its late August or early September. I hope you were able to enjoy some of the summer weather. I know I took advantage of it by doing some major landscaping, and at least a small amount of relaxation.

I am now halfway through my two-year term as president of WCASS, and feel as though it has gone by so quickly. While there have not been any significant issues for the organization over this past year, there have been a couple of things worth mentioning. A first for the organization has been an official evaluation of our executive director. This is another indication of how our organization is maturing and being accountable.

For the first time in many years, there is a new person(s) in charge of the conference committee. My take on things thus far is that Tammy and Greg are doing a great job; maintaining the high standard that was there, and even reaching for new heights! Thanks for all your hard work, you two.

And while I am not sure if this is a first for the organization, I will mention it here since it is a first for me. For our summer '07 executive board meeting, we went on a field trip. On July 30th, our board meeting was held at the Wisconsin Lion's Camp in Rosholt. An earlier spring

visit to the camp reminded me why I got into this business, and I thought it would be a good opportunity for the board to see what this camp is all about and reconnect with our roots. Since I am writing this before the meeting actually occurred, I can't share any details, but I am betting it was a great experience.

For the '07-'08 school year, we do have a couple of major items. One, we need to work with DPI to resolve the difference between the state's proposed criteria for learning disabilities and the WCASS task force's proposal. Hearings start in September, so hopefully there will have been some progress already made by the time you read this. We also have the state's biennium budget that should be in full battle mode as school starts. In addition to John Forester's regular updates, please check out the SAA Web site (<http://www.wsaa.org/>), where there is a link for all of the budget information you would want. Please find a way to be active in this process this fall, as we will need everyone fighting for education.

I hope your new school year has started smoothly; and I wish you a rewarding year of rich experiences!

Tim



Executive Director's Comments . . .

I hope this finds you off to a good start to the 2007-08 school year. As I look ahead to this school year, there are a few items that are unfinished from last year and some new items that will need our attention, plus the ones that will pop up during the school year. We will continue to work on legislation that would allow school districts to use federal dollars for private contracts. This effort has been on our agenda for several years and hopefully we will get it done this year. There are also several issues regarding open enrollment of special education students that we would like to address. An effort will continue to be made to clean up some of these issues. Open enrollment presents many problems for school districts for regular and special education students, and it is very difficult to get agreement on what changes or modifications need to be made.

We anticipate that DPI will be moving forward with a revision of the eligibility criteria in all areas of special education. The major area of discussion will likely be

LD criteria. As you know, WCASS has had a group looking at this and has put together a position paper that was approved by the membership at our May meeting. If you have not reviewed the position paper, one is included in this issue. Additionally, it can be found on the WCASS Web site (<http://www.wcass.org/>). In this area we need to make

sure the criteria provides guidance to school employees and parents about who is eligible for LD and in need of special education. When the new rules go before the legislature, we will be asked what effect they will have on special education enrollments. If DPI and school leaders can not assure the legislature that the new criteria will maintain or lower the numbers served in LD it will be dif-



Phil Knobel

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("Executive Director's . . ." continued from p. 1)

difficult to get them approved by the legislature. We will be keeping you informed on the eligibility criteria during the school year.

As usual, each year several new directors are hired in Wisconsin. I would encourage all of you with some experience under your belt to make yourself known to any new directors in your area. Please offer to assist them

if they are willing. We always hear that mentoring by directors with experience is the one thing new directors appreciate the most. And likewise, new directors do not hesitate to call on experienced directors for assistance. They can be a great resource for you.

We wish you the very best for the 2007–08 school year and please feel free to contact the WCASS office at (608) 245-2511 if we can be of service to you.

Message from Gary Myrah, President-Elect:

SET YOURSELF UP FOR SUCCESS WITH WORDS TO LIVE BY AT WORK

I hope this message reaches you after having a relaxing summer break and as you are preparing for another adventure in education. As I have mentioned in previous articles, I have little to report as president elect, except to offer life lessons learned through 30 years of experiences on the job. These points may be beneficial to you as you begin a new career or may be useful to use with new teachers. Feel free to edit or add to this list and share with others.

- **Be careful what you say.** If you have something that you know should be held in confidence, whether someone told you or you discovered it on your own, keep it to yourself. If you reveal it, eventually everyone will know you are the source. Then you will be regarded as either back-stabber, underminer, or just plain untrustworthy. You will be out of the loop, permanently.
- **Never steal the credit for someone else's idea,** even if it seems to be something insignificant. If your colleagues know you are careful to give them the credit they deserve, they will always want to share their ideas with you and work with you.
- **Never forget that the workplace is like a submarine.** You may not think so, but people know more about you than you realize. They remember things about you, things you've done, and things you may have forgotten. They learn your strengths, weaknesses, and vulnerabilities in a very short time.
- **Make new people feel welcome.** Introduce yourself to new employees. It only takes a couple of minutes, and it plants the seed for a trusting relationship. Anyone who starts a new job feels nervous and a little lost. Even if the person isn't in your department, break the ice by explaining who you are and what role your department plays in the company.

Put away your political feelings. Don't avoid this person because you're a manager and he/she isn't (or vice versa) or because you feel it is disloyal to the worker who left the position or because your work doesn't interface. Someday it might.

Don't bad-mouth other employees to this new employee. It makes you look bad.

Someday, this new employee could be you.

- **Don't worry about things you can't control.**
- **When someone does something you don't like, it doesn't mean he or she doesn't like you.**
- **People eventually move along,** whether it's the good ones, bad ones, the irritating ones or the ones you thought would never leave.
- **Time is a great equalizer.** Many times you can win just by being patient.
- **Approach challenges by exploiting your strengths and talents,** instead of trying to rival those of someone else. No one can set you apart on your merits if you don't do it yourself.
- **You are the only one with the power to change your life.** Depending on or waiting for someone else to do it is an exercise in futility. If you hear yourself grumbling about your company or your job, it's time to do something about it. If you are full of excuses and reasons for not taking the first steps, you don't want it badly enough.
- **Choose your battles carefully.** Avoid always fighting or never fighting for what you feel is right. If you pick fights about the small things, your colleagues won't know what issues are really important to you. You eventually will lose the impact of your input because people will say, "He's always combative about everything." People also will avoid communicating with you. If you never stand up for what you want, you'll look like a wimp who can be taken advantage of.
- **Don't ignore your enemies.** This falls into the same category as knowing your competition. If you pay no attention, you can be oblivious to the moves they are making, which could hurt you later. This doesn't mean you need to focus all your energy on them. It only means you need to keep them in your peripheral vision.
- **Be careful what you ask for, you may get it.** For example, my friend wanted to travel to exotic places in her career. But now she realizes just how exhausting and isolated it is to live out of a suitcase.
- **Seek out successful people to socialize with and learn from,** even if they intimidate you at first. Success really does breed success when you are elevated by good ideas and positive attitudes. If you

associate with negative people or mediocre people, your own standards gradually become lowered and you don't even realize it's happening.

- **Examine ethical issues**, and before taking action, always ask yourself, "If my parents were in the room, would they approve of this decision?"
- **If mediating** between two disagreeable parties, listen for any common ground—even if that is both are very frustrated—and then make that observation.
- **Listen for opportunities** where someone might be willing to compromise.
- **Allow for the speaker** who is angry to state all that they are angry about before trying to respond.
- **Before responding**, repeat and summarize what you think you have heard and check for your understanding of the issue before responding.
- **Try not to be offended** or anxious about someone who is agitated and wants to interrupt you—be patient.
- **Maintain vigilant eye contact** as someone is talking to you.
- **Do not make utterances or other verbal sounds** that make it sound like you are frustrated or bored; control your breathing while the other person speaks.
- **Make every attempt not to yawn** while the other person is speaking. If you do, explain it has nothing to do with him or her.

- **Watch the other person's body language** as he/she speaks. As they relax, they are losing some of their steam.
- **Parameters of responsibility:** If the person is requesting an action outside of your realm of responsibility, state this is all you can do based on the level of responsibility you possess.
- **Do not take it personally.** Make every attempt not to take what they are saying personally. Remember parents become emotional and irrational when they are discussing the outcomes of their children.
- **Maintain composure** and remember that when someone is angry (including yourself as the listener) it is easy to feel threatened. It is at this point that the frontal (thinking) part of the brain begins to shut down and you decide to fight or flee. As administrators we tend to have personalities that lead to choosing the option to fight. This will just accelerate the problem.
- **Reserve the opportunity to "blow"** on rare occasion and be fully aware that you are going to have a "controlled burn" realizing the calculated risks that you are taking.

Gary

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SAA Q & A

SAA PAC and SAA Direct: Your Questions Answered

In 2003, the SAA Legislative Committee created SAA PAC, which is supported by members of all four SAA member associations, to strengthen the identity of the SAA and to improve the management of our combined political activities. SAA Direct, the SAA's conduit, was formed in 2006 to provide SAA members with another opportunity for political involvement. The SAA Legislative Committee believes that SAA PAC and SAA Direct are vitally important to our objective of establishing a comprehensive giving program designed to strengthen our relationships with lawmakers and influence legislation. Here are answers to some frequently asked questions about SAA PAC and SAA Direct:

What is SAA PAC?

SAA PAC is the SAA's political action committee (PAC). A PAC is any political committee consisting of at least two individuals, other than a candidate committee or a political party committee, which receives contributions, distributes funds, or incurs obligations for the purpose of influencing the election or defeat of candidates to state or local office. SAA PAC funds are used for campaign

contributions designed to help reelect "friends of public education," strengthen our relationships with key legislators and, ultimately, to influence legislation. SAA PAC is a registered political action committee in Wisconsin.

What is SAA Direct?

SAA Direct is the SAA's conduit. A conduit is an organization that receives money from individuals, deposits it in a financial institution, and then transfers contributions to a candidate or campaign committee at the request of the original contributor. Conduits can be thought of as "political savings accounts" held by individuals but administered by the association. SAA Direct has the same purpose as SAA PAC.

How do conduit and PAC contributions differ?

Conduit contributions differ from political action committee (PAC) contributions in that they are considered by the Elections Board to be individual contributions and reported that way on candidates' campaign finance reports. Therefore, they are not subject to the same limitations as

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("SAA Q&A" continued from p. 3)

PAC contributions. However, the check to the candidate or committee is made out in the aggregate and the association gets "credit" along with the individual contributors in the transmittal letter that accompanies the check. A good example would be a \$500 check to Candidate A from the association's conduit that is comprised of 10 individual contributions of \$50 each. Each contributor would be listed in the transmittal letter and candidates would report them as \$50 individual contributions on their finance reports. A key element of the conduit is that each participant retains the absolute right to decide when and where their contributions are distributed. The SAA, the administering body of our conduit, will follow political events and make suggestions as to where contributions would be most beneficial, but the ultimate decision rests solely with each conduit participant.

Why does the SAA need a PAC and a conduit?

Conduits are such an important complement to PACs because many of the candidates that we wish to support for reelection reach their PAC limit very early in an election cycle. Therefore, the only way that we can hope to strengthen our relationship with these "PAC'd out" candidates is via individual or conduit contributions. Unfortunately, the SAA receives no "credit" for individual contributions sent directly to the candidate.

How are SAA PAC and SAA Direct funds distributed?

The SAA Director of Government Relations develops a PAC contribution plan that conforms to the following SAA PAC contribution guidelines. This plan is subject to the approval of the SAA Steering Committee, which serves as the governing body of SAA PAC. It is also reviewed by the SAA Legislative Committee. The SAA will

make suggestions (generally conforming to the guidelines listed below) as to where SAA *Direct* contributions would be most beneficial, but the ultimate decision rests solely with each conduit participant. The distribution of SAA PAC campaign contributions is limited to:

- Each of the four legislative campaign committees controlled by leadership (i.e., Committee to Elect a Republican Senate) in equal amounts.
- Incumbent legislators.
- Legislators with a proven record of support for public education and SAA positions on issues.
- Key legislators in positions of power.
- Members of the Joint Committee on Finance.
- Selected members of the Senate and Assembly education committees.

Should I participate in SAA PAC or SAA Direct?

PACs and conduits each have their distinct advantages, so you should participate in both programs if possible. Many restrictions that apply to PACs do not apply to conduits. The SAA intends to use both programs to maximize SAA political influence. If you wish to "direct" where your contribution goes, and you don't mind being listed as a contributor on that candidate's campaign finance report, you may wish to support SAA *Direct*. If you wish to remain more anonymous in your support of the candidates the SAA chooses to support, you may prefer SAA PAC.

Are political contributions tax deductible?

No. (Sorry, but it's the law.)

How do I contribute?

To open an SAA *Direct* account, or to support the SAA PAC, send your check(s), to SAA *Direct* and/or SAA PAC, 4797 Hayes Road, Madison, WI 53704. Call Joyce at (608) 242-1370 if you have any questions.

WCASS Region News

Region 1 Chair: Mary Cimbalnik (cimbmar@pewaukee.k12.wi.us)

Region 1 has set its schedule and topics for next year. As in the past, we will be combining our meetings with CESA #1 RSN. Lunch will be provided at 11:30 AM followed by the noon meeting at CESA #1, 19601 W. Blue-mound Road in Brookfield 53045.

- September 27, 2007 DPI Update

- November 27, 2007 Service Delivery Models
- January 30, 2008 Response to Intervention
- March 18, 2008 Legal Update/WCASS Awards (Time and location TBD)
- April 30, 2007 TBD—Any requests or suggestions?

Region 2 Chair: Dave Kwiatkowski (davek@cesa8.k12.wi.us)

For information from this region please contact Dave Kwiatkowski at CESA 8 at (800) 831-6391 x 233 or by e-mail.

Region 3 Chair: John Peterson (petersonj@mail.fortschools.org)

By the time you read this letter, the school year will be back in full swing, and with it comes the challenge of pushing our students, staff, and ourselves to get the most out of each school day. 2007–2008 looks like it will be an exciting year. DPI will be holding a series of listening sessions at the end of September and early October throughout the state to gauge educators' and parents' feedback on the proposed changes to the specific learning disability and significant developmental delay criteria. If you have not done so already, I encourage you to share your perspective and thoughts on these subjects and to get involved.

Besides some potential changes to the SLD and SDD eligibility criteria, 2007–2008 will bring us more discussion and listening sessions on the reauthorization of the No Child Left Behind Act. Several educators are hopeful that Response to Intervention language will be

included in the reauthorization to legitimize the fact that RtI is a district-wide initiative.

In Region 3, we will continue to piggyback off of the RSN meetings held at CESA 2. I will be sending out an email in the near future regarding our first meeting. My contact information has recently changed due to a job change. If you have any questions or concerns regarding Region 3 or WCASS in general, I can be reached at the following:

petersonj@mail.fortschools.org
(920) 563-7804
201 Park Street
Fort Atkinson, WI 53538

Whatever changes may occur at the state and federal levels, I wish you a happy and prosperous 2007–2008 school year. I look forward to seeing everybody again this fall.

Region 4 Chair: Diane Knudsen

If you are from Region 4 and need some information on the happenings in your Region, contact Diane (knudsend@esschools.k12.wi.us).

News From Mardi Freeman-WCEC Representative

As a new member to the WCASS executive board, I'd like to start by introducing myself. My name is Mardi Freeman and I am the Supervisor of Special Services for the Hamilton School District located in Sussex. I was selected to be the WCASS representative to WCEC. If there is information you'd like shared between WCASS and WCEC, please let me know and I will bring your issues or questions forward. You can contact me (freema@hamiltondist.k12.wi.us).

I would like to inform all WCASS members of the upcoming annual conference being co-hosted by WCEC and WDL. "Something for Everyone" will take place on Thursday, October 25th, 2007 at the Crowne Plaza in

Madison. The Keynote speaker is Dr. Barbara Bateman who will be speaking on Response to Intervention (RTI) and writing quality IEPs. Her publications number over 100 and include *Writing Measurable IEP Goals and Objectives* (2006), *Better IEP Meetings* (2006), *A Companion Volume to Better IEP's* (2006), and *From Gobbledygook to IEP Goals* (2007). There truly will be "something for everyone," as sessions cover a wide range of topics including Universal Design, Progress Monitoring, Assistive Technology, Positive Behavioral Supports, and Transition. Please save the date and let your co-workers know about this great opportunity.

Response to Intervention and the Identification of Specific Learning Disabilities—Position Paper

May 10, 2007

The following is a position paper put forth by a WCASS work group regarding RtI. Members included the following: Nissan Bar-Lev, CESA 7 Diane Knudsen, Elva-Strum, Mary Cimbalknik, Pewaukee, John Peterson, Waterford, Mary Ann Beckman, Arrowhead, Mary Stowasser, Hartland-Lakeside, Becky Collins, CESA 9, Matt Collins,

CESA 9, Barb Hilliker, Janesville, Michele Schmidt, Hartland-Lakeside, Barb Van Haren, CESA 1, Chairperson.

FACTS

The Wisconsin Council of Administrators of Special Services (WCASS) is a statewide organization devoted to

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("Response to Intervention . . ." continued from p. 5)

improving services to children with special needs by promoting professional leadership, providing opportunities for study of issues pertaining to special services, and facilitating communication and collaboration on behalf of special needs students.

Under IDEA 2004, local educational agencies (LEAs) are permitted to expend up to 15% of IDEA flow-through funds to develop coordinated, early intervening services (EIS). EIS should address the needs of students K–12, with emphasis on K–3, and are intended for students who are not disabled but who need additional academic or behavioral assistance. EIS funds are intended to supplement the Elementary and Secondary Education Act (ESEA)/No Child Left Behind Act (NCLB).

Wisconsin's state superintendent, Elizabeth Burmaster, appointed a stakeholder task force to make recommendations on how Rtl relates to eligibility criteria for specific learning disabilities (SLD), and the relationship between Rtl and EIS. The purpose of the SLD-Rtl-EIS task force was to provide input to the Wisconsin Department of Public Instruction (WDPI) regarding guidance for Wisconsin school districts on the following:

- Changes in eligibility criteria for specific learning disabilities
- Response to Intervention
- Early Intervening Service

The task force met throughout the 2005–06 school years and released its final report on December 15, 2006.

On February 7, 2007, the WCASS executive board gave a charge to the Research/Special Projects committee to draft an official position paper (including an analysis of WDPI task force recommendations) regarding Response to Intervention and Specific Learning Disabilities by the May membership meeting of WCASS for consideration. Response to Intervention has much promise, and yet many implications for special education leadership and it is critical that WCASS responds to this initiative and the WDPI task force's recommendations.

Overall, WCASS supports the concept of Rtl

- Rtl as a tiered approach to ensuring success for all students is seen as best practice and as a critical school reform movement that must be supported by all educators, not only those in the area of special education. It is the organization's hope that all students who struggle in school have the opportunity for sufficient instruction and access to a variety of interventions within the school structure without the need for or prior to a special education referral.
- This position paper reflects WCASS's commitment to working with general educators to support, develop, and implement this initiative.
- WCASS supports partnering with superintendents, directors of curriculum and instruction, and building principals through their respective professional affiliations and endorses the pursuit of federal grant funding through IDEA Partnerships.

- WCASS requests that WDPI deliver a shared and collaborative message delivered from across departments and including consultants from general education, special education, Title 1, etc.
- WCASS requests more research-based interventions and professional development in the implementation and delivery of Rtl at the middle and secondary levels, along with other academic areas of written language, math, etc.

WCASS supports the concept of EIS

- WCASS supports the use of IDEA flow-through funds, up to 15%, at the district's discretion and with the leadership of the special education administrator to develop coordinated EIS.
- WCASS recognizes that the intent of the utilization of IDEA flow-through funds for EIS, when implemented correctly will aid in the appropriate identification of students with disabilities.
- WCASS would like to emphasize the use of IDEA flow-through funds only for their true intent, that of interventions rather than instructional approaches. It is felt that universal approaches for instruction, intended to serve approximately 80% of the student population in Tier 1, are the responsibility of general education and its subsequent funding. IDEA flow-through funds designated for EIS should be preserved for interventions in subsequent tiers for selected and targeted students who have not been successful in Tier 1.
- WCASS encourages WDPI to assist districts in the reporting of the utilization of IDEA Flow-through funds and to disseminate information regarding how various schools are utilizing the 15% EIS money for improved instructional/intervention methods. It is also recommended that the EIS reporting duties be shared with general education.

WCASS supports Rtl as one component in the identification process of SLD with clarification and intensive training from WDPI. However, WCASS does not support the use of Rtl as the sole determiner for SLD:

- WCASS recognizes that the progress-monitoring component of Rtl will yield valuable information for Individualized Education Program (IEP) teams. Documentation from an Rtl process should assist and be a critical source of information for determining the delay in classroom achievement in the determination of SLD.
- WCASS supports a continued multidisciplinary approach to the identification of SLD. When determining whether or not a child has a disability, no single measurement or assessment should be used as the sole means for eligibility determination.
- WCASS supports the determination of "a pattern of strengths and weaknesses in performance, achievement or both, relative to age, State approved grade level standards or intellectual development" through

- evaluation in combination with Rtl in the identification of SLD, rather than supplemental information.
- WCASS endorses the use of Rtl as a method for determining “need for special education” in the evaluation process and as a germane process that can help IEP Teams determine whether a student needs specialized instruction as a result of any area of impairment.
 - The Learning Disabilities Association categorizes specific learning disabilities as “neurologically-based, intrinsic to the individual and are characterized by intra-individual differences. . . .” WCASS is concerned that the removal of information processing as one of three components of SLD criteria eliminates the “uniqueness” in SLD.
 - WCASS is concerned that the proposed eligibility criteria do not distinguish among low achievement, learning difficulties, and other impairments such as mild Cognitive Disabilities (CD), Emotional/Behavioral Disabilities (EBD), and others classified as Other Health Impaired (OHI), etc. The organization supports further clarification of how Rtl can distinguish a student who truly has a learning disability from other struggling learners.

- WCASS is concerned about the appropriate identification of students with learning disabilities and encourages the study of SLD identification rates in states or districts where Rtl has been implemented prior to the sunset of the significant discrepancy/regression formula.
- WCASS recognizes that as districts implement Rtl, there needs to be great emphasis on the integrity and fidelity of its implementation, particularly in the delivery of interventions in order for the initiative to be successful. Consistency across districts in the application of Rtl, particularly if used in the identification of SLD is imperative.
- WCASS recognizes that systemic change in a school district is a process, not an event, and is estimated to take several years (Hord, Rutherford, Huling-Austin & Hall, 1987). WCASS requests WDPI reconsider the four year sunset proposal regarding the elimination of the significant discrepancy/regression formula currently utilized in the SLD eligibility criteria and extend the timeframe to be more in line with the systemic change process of five to seven years.

Did You Know . . .

You can renew your WCASS membership online. It is quick and easy. Just visit WCASS at the Web site (<http://www.wcass.org>) and click on “Renew Your Dues Online”. It is that easy.

Don't delay! Update today!

Outstanding Service & Retirees Honored at Spring WCASS Conference



Tom Potterton & Greg Dietz/Outstanding Services



Mike Lackas, Don Zander, Kristine Meunier, & Janice Sinor

A huge thanks to all of the members of the conference planning committee and attendees for making the Spring Conference an enormous success!

Membership Has Its Privileges

Greetings to all Members of WCASS:

One of the greatest benefits of belonging to WCASS is the opportunity to meet other professionals from across the State who work in the ever-changing world of special education and pupil services. In this era of increased accountability and scrutiny for progress of students with special needs and the legal obligations that challenge us, having a friend or colleague to turn to for advice or problem solving can be a real life saver. Encourage others you work with to join WCASS. Listed below are seven different categories for Membership. Help make our organization even stronger by bringing in new faces and some fresh ideas.

- **Active Membership** — This category is open to anyone who is a current member of the Council for Exceptional Children; and is a current member of the Council of Administrators of Special Education and holds current licensure as Director of Special Education and Pupil Services (80), Supervisor of Special Education (81), or college faculty whose major responsibility is the professional preparation of administrators of special education/pupil services. **Active membership entitles the member to attend all meetings, to vote on all questions presented to the membership, to hold offices and to receive the WCAS newsletter along with the Journal of Disability Policy Studies four times per year.** (Fee \$350)
- **Educational Leadership Associate Membership** — This category includes professional educators whose job includes a primary leadership role for special education/pupil services within their employing agency. This category could include principals, school psychologists, counselors, etc. These people are not eligible for licensure as a director or supervisor of special education. (Fee \$200)
- **Educational Associate Membership** — This category includes individuals who are employed as professional educators and who are not eligible for participation under another membership category. (Fee \$90)
- **Commercial Associate Membership** — This category includes individuals who are employed in private business and whose employment obligations and interests are supportive of the interests of WCASS. (Fee \$300)
- **Law Associate Membership** — Law associate members must be attorneys who currently represent at least one school district, and who do not currently represent parties with special education interests adverse to school districts. (Fee – Individual Attorney \$300; Law Firm Group \$600)
- **Retired Professional Associate Membership** — The category includes non-educational professionals who deal with children as part of their professional role, whose activities are supportive of WCASS interests. (Fee \$60)
- **Student Associate Membership** — This category of associate membership shall be limited to individuals who are full-time students in a graduate program leading to Wisconsin leadership certification 80. (No Fee)

Did You Know...

As a member of WCASS, you receive free online access to the *Journal of Disability Policy Studies* as a member benefit.

Please follow the registration process as outlined on Ingenta Connect at the Ingenta Web site (<http://www.ingentaconnect.com>). Partway through the registration procedure you will be prompted for your subscriber number. Enter WCASS.

Once you've completed the registration, Ingenta will e-mail PRO-ED to confirm and activate your subscription term. If you encounter a problem during the registration process, contact Ingenta's Help desk (help@ingentaconnect.com).

Articles . . . News . . . Announcements . . .

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