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President's Message

By: Greg Nyen

Time for Initiatives...Time for Each Other

The Load:

Well, the 2013-2014 school year is underway and the students have arrived on cue! Amidst all the predictable chaos of a new school year comes the landslide of state and federal initiatives, each with a certain amount of angst. The August 2nd Biennial Budget Implementation Update from Mike Thompson outlines a long list of topics we must all incorporate not only into our vocabulary but also into our Outlook calendars. Among these key education-related initiatives you will find the following: Common Core State Standards, Statewide Student Information System, Private School Voucher Expansion, Course Options (aka part-time open enrollment), Educator Effectiveness, Expansion of PALS, ACT Suite, Academic and Career Plans and WISEdash. While each one of these areas has its own cadre of employees working on it at the state and federal level, we must be prepared to execute each one of these initiatives with precision in our

respective districts. Feeling overwhelmed? Wait! It gets better!

The list of education-related initiatives outlined above, while certainly important to us all, is far from a complete list as we would all know it. To be sure, each of us dependent upon our own respective board and superintendent's leadership could add such things as: Implementation of RtI/PBIS/MLSS, employee handbook conversion, staff morale plans, facility studies, staffing issues, IDEA/OCR complaints, budget preparation, negotiations, technology initiatives, grant applications and let's not forget that the phone never stops ringing and the emails just keep piling up! Now how are you feeling? Well, the good news is that you are not alone! There are approximately 350 +/- of us that are in the same boat each day waiting and watching for the next urgent item that will demand our attention as it attempts to jockey itself to the position of top priority.

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President's Message continued from p.1**The Relief:**

There is a lot to be said for the power of networking with professionals in similar positions. Collectively, we have addressed many of these sometimes novel, and other times routine, issues many times over. WCASS, as the professional organization for Directors of Special, Student Services, and/or Pupil Services offers much in the way of networking opportunities, problem solving and professional development through its membership. If you haven't been to the Winter or Spring Conference for a while please consider attending. If you have been attending, please consider bringing a colleague or aspiring administrator. Pam Foegen, Director of Special Education for the La Crosse School District, is our new conference chairperson and she, like Marci Thiry before her, will do an excellent job with our professional development offerings. Beyond all of the opportunities to network with others who have similar job responsibilities, are opportunities to talk and listen to others in positions of leadership such as our own Department of Public Instruction liaisons, attorneys from various law firms, and nationally renowned experts in the field.

For those of us who are in the market for student database systems/software, are seeking a 3rd party administrator for Medicaid billing, or are looking for

the next big computerized intervention our vendors are always eager to talk about how they can make our jobs easier (for a price, of course)! It certainly should not go unsaid or unnoticed that the venues we choose for our conferences are meant to offer you, as a valued member, all of the creature comforts of home and more. We, as the conference committee, specifically choose menus that are commensurate to the worth we have for you as members. Whether it is the full-buffet breakfast, the chocolate fondue fountain, or the plated lunch, we choose entrees and selections that will put a smile on your face because we value your time just as much as you do.

My suggestion, for what it is worth: before the new school year swallows your Outlook calendar whole, please set aside the dates for our 2014 Winter and Spring Conference. February 5th-7th is our Winter Conference in Appleton, WI. Once again, we will be at the Paper Valley Hotel while the snow continues to fall. Our Spring Conference will be held in Glacier Canyon Lodge at the Wilderness, Wisconsin Dells, WI, May 7th-9th. If you haven't already, please set aside those days for professional development, networking and perhaps some much needed respite. On behalf of the conference committee and executive board, we hope to see you there and value your time, energy and feedback!

Universal Design for Learning (UDL)

The promotion of Universal Design for Learning continues to grow. THIS IS NOT A NEW CONCEPT. This is a method to describe adaptations and modifications designed to assist an individual, or a small group, which results in improved instruction for all. Examples of this have always been present in our schools. Related Arts teachers have adapted and modified many elements of their curriculum to assist individual students, yet allowed the adaptations to be used by all. As Universal Design for Learning is discussed, everyone is encouraged to use the full term (no abbreviations). Also, look to the elements teachers are already doing that are examples of Universal Design for Learning. Opportunities for teachers to discuss successful strategies via Professional Learning Communities (PLC) or other collaborations should include discussions of what teachers have found to be successful Universal Designs for Learning.



Past-President's Comments

By: David Kwiatkowski

As I complete my final year of service to WCASS as past-president, I have been contemplating how to both express my appreciation to our membership for the opportunity to serve and to share some of the benefits of the valuable experiences I have been blessed with through this service. During my term, I have frequently heard from our WCASS members that addressing the learning and safety needs of students in light of increasingly challenging student behaviors has become a regular and most worrisome responsibility in our role. In response, over the last two years, I have sought out opportunities to learn about and engage in hopeful practices for dealing with the complicated and extreme behaviors that plague some of our students in our school settings. Thankfully, my position within WCASS and just some other good fortune have provided me with access to some exciting and promising resources and practices. So, I hope to share some of these with you over the next year, both through these brief updates in our WCASS newsletter, and through a standing offer to network with individual and groups of members who have challenges to overcome or resources that could be offered to help other members better serve their students' needs. So on with it...!

The statewide educational impact of extreme behaviors and the importance of our role in the appropriate intervention for students with these challenges were recently acknowledged by the WDPI in soliciting the participation of WCASS in their Student Discipline Task-force. The focus of that task-force was to identify strategies to reduce the use of

exclusionary school discipline (out of school suspensions and expulsions), including racial disparities in these practices. Our WCASS President, Greg Nyen and our Executive Director, Gary Myrah represented WCASS well in those proceedings over the past summer, and I was graciously invited by them and the WDPI to round out our delegation for that important work. The process provided for an excellent gathering of the perspectives and expertise from a very comprehensive stakeholders group and I feel the WDPI gained very valuable data and recommendations as a result. The WDPI is currently compiling and analyzing that information and will be advising the task-force and the stakeholders groups of next steps in the near future. Suffice it to say, student discipline policies and practices in Wisconsin schools will require significant change in the near future. We need to be prepared to be champions in this process for our students and our schools. I will provide more information about these as WDPI makes it available.

I have also had the good fortune over the last three years to develop a very valuable partnership with a mental health agency, Advocates for Healthy Transitional Living, LLC (AHTL) for the purpose of designing and offering alternative special educational services for students with severe and/or extreme emotional, behavioral and learning needs in CESA 8 and the Green Bay (Brown County) area schools. We are currently in our second year of operation of our trauma-sensitive "Brand New Day" special education alternative program and are finding both very good initial results and promising

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Past-President's Comments continued from p. 3

new insights for working with both elementary and secondary students with these needs. As Dan Holstead of AHTL and I worked together to develop this model and learn about the values and practices of trauma-sensitive schools, we were very fortunate to connect with Nic Dibble of WDPI, Elizabeth Hudson of the WI Dept. of Health Services, and Sara Daniel of St Amelians-Lakeside, Inc. to provide training and resources to our effort. As a result, they have not only helped us to establish and train a core group of community and school champions for trauma sensitive schools practices in northeastern Wisconsin, but have also included Dan and I in the statewide Trauma-Informed Care and Schools Work Group. I look forward to sharing much more about both our Brand New Day model and the statewide Trauma Sensitive Schools effort in future articles and presentations to WCASS members. In the meantime, I would refer anyone interested to the Trauma Sensitive Schools Toolkit for some excellent resources. It is available on the WDPI website at http://ssp.wdpi.wi.gov/ssp_mhtrauma

I would also invite anyone interested in a more in-depth discussion or sharing of resources related to addressing the learning and safety needs of students with challenging behaviors to email me at davek@cesa.k12.wi.us. I look forward to “paying forward” as I can in this important area of need for our WCASS members.

As always... thanks for listening!

Dave

WDPI Committee on School Discipline

As mentioned in the article above, Greg Nyen, Dave Kwiatkowski, and Gary Myrah have participated in this committee. At this time, there has not been any release of a report from this committee work from the summer.

Mental Health Branches in Schools

The Department of Health Services and WDPI are collaborating on creating a model design of collaboration that that will allow local mental health centers (county based) to have branch offices located within public schools. The hope is to have mental health professionals more accessible to parents as well as students by locating within public school buildings. The document is in the process of being vetted (checked out) by the legal departments of WDPI & DHS prior to releasing this to school districts.

Public Instruction (PI) Rules Committee

The second meeting of the SAA committee was September 20th, 2013. Kurt Eley, Dave Kwiatkowski, Matt Collins, Eric Hartwig and Gary Myrah are the WCASS representatives on this committee. The purpose is to cull through the regulations that govern public schools and see if there are outdated or useless requirements and recommend modifications or elimination.

John Forester has also been requested to have a specific review of PI 34, the “chapter” related to credentialing and licensing. The group is still deciding whether this would be a separate committee or folded into the existing Rules Committee.



Updates from Executive Director

By: Gary Myrah

****Additional updates can be found throughout the newsletter****

WCASS Membership Restructuring

The current categories of membership found on our website do not match what we have for categories in the WCASS constitution. Along with Tammy Nyen, and the WCASS/WASBO assistants: Jeanne Deimund, Deb Saeger and Aine Calgaro, we have redesigned the membership categories. This is one of the key issues that will be discussed at the October 14th Executive Board meeting in Stevens Point. It will also be shared with the WCASS membership in November to be ratified.

There is also a need to revise the “termination” section of the constitution. Currently it states a WCASS member may be in arrears with their dues for up to one year and still be considered an active member. No other organization has this long of a grace period. It is recommended we change this to 90 days past the start of a new fiscal year. This essentially means that a person’s membership will officially expire on October 1st if we do not have acknowledgment that a renewal is in process.

Speech/Language Services – Seeking Relief

Stephanie Petska & Sheryl Thormann convened a discussion group comprised of leaders of WSHA and WCASS to further discuss the dilemma of needing to provide more professionals to service children with speech/language needs. Ken Kassees, Nissan Bar-Lev, Barb Van Haren, Greg Nyen, Dawn Western & Gary Myrah were the WCASS representatives.

The conversation was encouraging because WCASS members clearly articulated our concern was for providing improved services to children and relieving some of the stress for our SLPs. We dispelled the notion that we are seeking a method to reduce or eliminate master level pathologists.

WSHA has been sending out surveys to directors throughout the state to seek information on the current status throughout the state. This survey is not designed to find districts that may be out of compliance. All directors are encouraged to respond to this survey with actual data.

WISEdash (FOR DISTRICTS) Dropout Early Warning System (DEWS) Dashboards (Early Warning System)

Dropout Early Warning System (DEWS) scores are available for all students in grades 7 through 9 beginning in 2012-2013. The DEWS score is a number from 0-100 that represents the probability of a student graduating within 4 years of entering high school. The DEWS score is calculated individually for each student and represents how often similar students graduated high school on schedule in prior years. Thus, a student with a score of 60 has reported data that looks very similar to students in previous cohorts who graduated on schedule 60% of the time. For your convenience, the DEWS score is broken into three categories of risk – high, moderate, and low risk. See more at: http://wise.dpi.wi.gov/wise_dashdews#sthash.RdBgFITk.dpuf

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Updated from Executive Director continued from p. 5

School Safety Follow up to Wingspread Conference

The planning committee has met to review the draft of the executive summary of the two day meeting regarding plans to provide technical assistance to schools to improve our procedures and facilities to increase safety. The focus is on four major areas:

- Mental Health issues for school age students
- Climate/Culture of the school building
- Policies and regulations
- Physical facility issues

Mental health is still a primary concern. The hope is to work collaboratively with the new department focused on mental health issues of our youth. The planning committee is also looking at means of improving support systems within our schools as well as developing Threat Assessment Teams designed to be available whenever a faculty member or administrator are concerned with the actions/behaviors of a specific student.



Collaboration with WSPA on Joint Training

WSPA has proposed that WCASS and WSPA collaborate on joint training related to Threat Assessment Teams. The initial thought for the training is for summer 2014. The design would be to have a conference open to teams from districts that will be offered training on the concept of Threat Assessment Teams. Typically this involves an administrator that is responsible for coordinating responses to crisis (in most districts this will be the director of special education/pupil services, building principals, school psychologist(s), counselor(s), school social worker(s) and school nurse(s)).

While still in the beginning stages of planning, advice is being sought as to the best dates for this to occur. Conflicts for WCASS will include:

- CASE Washington, D.C. Leadership Summit: July 13-16, 2014
- WCASS Executive Board Retreat: July 28-30, 2014
- WCASS/WDPI New Director's Academy: Week of August 3-8, 2014

Universal Screening for Behavior: A Measured & Thoughtful Approach

By: Dr. Eric P. Hartwig, Ph.D.

INTRODUCTION

There is a growing concern in the number of younger children identified with emergent forms of challenging behaviors. Campbell (1995¹) estimated that as many as 10% to 15% of young children have mild to moderate behavioral problems that are considered to be clinically significant. This percentage increases up to 30% among children from low-income families (Qi & Kaiser, 2003²).

Clinically significant, challenging behaviors exhibited by young children reflect “repeated patterns of behavior that interferes with or is at the risk of interfering with optimal learning or engagement in pro-social interactions with peers and adults” (Smith & Fox, 2003³, p. 7).

The incidence, prevalence and severity of early forms of challenging behavior coupled with negative trajectories have heightened the importance of early prevention and intervention as a means to promote positive, long-term outcomes (Conroy & Brown, 2004⁴; Powell, Dunlap & Fox, 2006⁵).

Although, we know that behavior is dimensional and gender specific (Hartwig, 1986⁶), disruptive behavior (Butts et al., 1995⁷; Cohen et al., 1993) and attention problems (Gomez, Harvey, Quick, Sharer & Harris, 1999⁸; Rhee, Waldman, Hay & Levy, 2001⁹) are much more common in males than in females. Most children demonstrate transitory fluctuations and fundamental changes in behavioral trajectories.

¹ Campbell, S.B. (1995). Behavior problems in preschool children: A review of recent research. *Journal of Child Psychology and Psychiatry*, 36, 113-149.

² Qi, C.H. & Kaiser, A.P. (2003). Behavior problems of preschool children from low-income families: Review of the literature. *Topics in Early Childhood Special Education*, 23, 188-216.

³ Smith, B.J. & Fox, L. (2003). *Systems of service delivery: A synthesis of evidence relevant to young children at risk of or who have challenging behavior*. Tampa, FL: University of South Florida, Center for Evidence-Based Practice, Young Children with Challenging Behavior.

⁴ Conroy, M.A. & Brown, W.H. (2004). Early identification, prevention and early intervention with young children at risk for emotional or behavioral disorders: Issues, trends and a call for action. *Behavioral Disorders*, 29, 224-236.

⁵ Powell, D., Dunlap, G. & Fox, L. (2006). Prevention and intervention for the challenging behaviors of toddlers and preschoolers. *Infants & Young Children*, 19, 25-35.

⁶ Hartwig, E.P. (1986). Validation of the behavioral emotional social traits (BEST) instrument for characterizing emotional disturbance of school age children. Dissertation submitted to the University of Wisconsin-Madison.

⁷ Butts, J.A., Snyder, H.N., Finnegan, T.A., Aughenbaugh, A.L., Tierney, N.J., Sullivan, D.P., & Poole, R.S. (1995). *Juvenile court statistics: 1992*. Washington, DC: Office of Juvenile Justice and Delinquency Prevention.

⁸ Gomez, R., Harvey, J., Quick, C., Sharer, I., & Harris, G. (1999). DSM-IV AD/HD: Confirmatory factor models, prevalence and gender and age differences based on parent and teacher ratings of Australian primary school children. *Journal of Child Psychology and Psychiatry*, 40, 265-274.

⁹ Rhee, S.H., Waldman, I.D., Hay, D.A., & Levy, F. (2001). Aetiology of the sex difference in the prevalence of DSM-III-R AD/HD: A comparison of two models. In F. Levy & D.A. Hay (Eds.), *Attention, genes and attention deficit hyperactivity disorder* (pp. 139-156). Philadelphia: Psychology Press.

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Universal Screening for Behavior continued from p. 7

Sameroff and Seifer (1990¹⁰) conclude that there is no single factor, whether considered as a risk or protective, can account for a child's emotional or behavioral adjustment. In childhood development, crises often follow a predictable timeline...either in timing (e.g., transition from home to begin school) or in content (e.g., a crisis event in the child's life). In the early 60's Caplan (1964¹¹) suggested that a crisis creates a time at which children are uniquely predisposed to change. Unsuccessful resolution of a crisis increases the likelihood of behavioral concerns but conversely successful resolution of a crisis may decrease the likelihood of problems.

The Behavior Link to Learning

Early, and appropriate, socio-emotional behaviors provide the foundation for positive classroom adaptation and academic achievement (Cunha, Heckman, Lochner & Masterov, 2006¹²; Entwisle, Alexander, & Olson, 2005¹³).

At least half of preschool children who display challenging behavior before kindergarten maintain these behavior patterns into elementary school (Campbell & Ewing, 1999¹⁴). If not altered by the end of third grade, these behaviors most often are considered chronic problems that interfere with successful school experiences, academic functioning, positive relationships with peers and teachers and often predict exclusion from the classroom (Walker, Ramsey & Gresham, 1995¹⁵).

The relationship between disruptive behaviors and achievement difficulties may develop through a series of reciprocal processes involving parents, children and teachers within the context of the home, school and peer group (Conduct Problems Prevention Research Group, 1992¹⁶). Lack of time "on task" can interfere with the development of appropriate academic skills, leading to greater rejection of the child by peers, teachers and even parents, alienating the child in some sense from positive socializing agents (Patterson, Reid & Dishion, 1992¹⁷).

¹⁰ Sameroff, A.J., & Seifer, R. (1990). Early contributors to developmental risk. In S. Weintraub (Ed.), *Risk and protective factors in the development of psychopathology* (pp. 52-66). New York: Cambridge University Press.

¹¹ Caplan, G., M.D. (1964). *Principles of preventive psychiatry*. New York: Basic Books, Inc.

¹² Cunha, F., Heckman, J., Lochner, L., & Masterov, D. (2006). Interpreting the evidence on life cycle skill formation. In E. Hanushek & F. Welch (Eds.), *Handbook of the economics of education* (pp. 307-451). North Holland: Elsevier.

¹³ Entwisle, D.R., Alexander, K.L., & Olson, L.S. (2005). First grade and educational attainment by age 22: A new story. *American Journal of Sociology*, 110, 1458-1502.

¹⁴ Campbell, S.B. & Ewing, L.J. (1999). Follow-up of hard-to-manage preschoolers: Adjustment at age 9 and predictors of continuing symptoms. *Journal of Child Psychology and Psychiatry*, 31, 871-889.

¹⁵ Walker, H.M., Ramsey, E. & Gresham, F.M. (1995). *Antisocial behavior in school: Strategies and best practices*. Pacific Grove, CA: Brooks/Cole.

¹⁶ Conduct Problems Prevention Research Group. (1992). A developmental and clinical model for the prevention of conduct disorder: The FAST Track program. *Development and Psychopathology*, 4, 509-527.

¹⁷ Patterson, G.R., Reid, J.B., & Dishion, T.J. (1992). *Antisocial boys*. Eugene, OR: Castalia.

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Universal Screening for Behavior continued from p. 8**Universal Screening**

When development does not proceed along a typical trajectory, identifying the concern through developmental screening and intervening early increases the likelihood that development can get back on track. Prevention and early intervention are more effective in both the short and long-run than later remediation efforts.

Screening should be considered the cornerstone of informed decision making in early childhood and provide a foundation for informed action. A concerning screening would suggest that more in depth information be gathered to determine whether an intervention is warranted to address it.

Assessment often follows a screening. It is a *process* in which more detailed or specific information is collected to determine “what should come next” and serves as a way to monitor ongoing progress during and following interventions, treatments or instruction. These processes are targeted when they are only provided to children who are deemed to be at risk based on pre-determined criteria.

Purposes of Screening

- To quickly identify students who may be experiencing emotional/behavioral problems (risk factors);
- To analyze the overall effectiveness of educational program (e.g., to establish base rates of problems).

Universal Screening

1. Conducted with everyone within a population (e.g. classroom, grade level, school, district)
2. Conducted to identify those at risk of emotional/behavioral difficulties, health issues, etc.
3. Goal is to identify difficulties:
 - a. Before over problems/symptoms are manifested.
 - b. Before the difficulties become significant and lead to impairment.
4. Emphasis should be on early identification to prevent difficulties from further development or escalation.
 - a. “Early” development stage of a difficulty.
5. Should be ongoing.
 - a. This is its connection to progress monitoring.
 - b. Usually, only snapshots are taken of an individual that may not be an accurate portrayal of any significant issues.
6. A good screening program will also include appropriate intervention options as needed for:
 - a. Typically-developing children.
 - b. Those with elevated risk status.

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Universal Screening for Behavior continued from p. 9**Universal Screening Intent: Two**

1. Identification
 - a. Is there evidence suggesting that difficulties currently exist?
2. Prediction
 - a. Will difficulties arise in the future?
 - b. How likely are those future difficulties?

Universal Screening Staging Approach

Stage 1

- a. Expected to over-identify difficulties (false positives).
 - i. Goal is to eliminate those who clearly are not having difficulties.
- b. Do not allow for definitive statements; at best may be preliminary indication that something could be wrong.

Stage 2

- c. Goal is to continue to remove students who clearly do not have significant difficulties from future screening or assessment activities.

Stage 3

- d. Goal is to clearly identify those with significant risk factors who are in need of intervention.

SUMMARY

- The purpose of universal screening is to provide information about a child's development and to inform decision-making.
- The timing of screening matters.
- Information for screening needs to be gathered from multiple sources, including standardized, valid and reliable tools, observations of a child's development and communication with families and practitioners.
- Screening and assessment tools and processes must be culturally responsive to individual child circumstances.
- Screening and assessment activities need to be implemented by trained and supported practitioners.
- Screening provides a pathway to ensure access to equitable, high quality resources.



WCASS Region News

Region 1 Chair: Mardi Freeman

freema@hamilton.k12.wi.us

WCASS Region #1 is collaborating with CESA #1 RSN to host our meetings again this year. We have our dates of meetings scheduled for the 2013-14 school year:

October 22, 2013; January 9, 2014; March 11, 2014; and April 10, 2014. Those of you from other regions are welcome to join us if you would like to see how our meetings are run.

Our first meeting on September 23rd was focused on Universal Design for Learning (UDL). Jolene Troia, from DPI, was our main speaker.

Our jobs as directors are stressful. Every school year I try to start with a new slogan or mantra that will help me endure trying situations or days. This year's mantra for me is "lighten up." I tell myself that if an issue isn't going to make a negative difference in a student's life, then it isn't worth getting upset over. I have to remind myself that I cannot control other people's actions, but I can change how others' actions affect me. Now, when I'm talking to someone and feel my face getting hot, I sing a song to myself that I made up just for such occasions, sung to the holiday melody "Let it Snow! Let it Snow! Let it Snow!": *"Oh, you can't make all folks like you. In fact, they might despise you. Give yourself a chance to grow. Let it go, let it go, let it go."* This may sound trivial, but sometimes the relief that humor can bring is not so trivial.

Wishing you all a great 2013-14 school year!

Region 2 Chair: John Peterson

petersonj@fortschools.org

Several school districts throughout our state are currently participating in the Wisconsin Department of Public Instruction's Educator Effectiveness pilot.

The Educator Effectiveness model is one aspect of Dr. Tony Ever's Agenda 2017: a concerted effort to have highly effective educators and schools throughout our state. The training for participating in the pilot was rigorous (three full days of professional development). However, the benefits that districts could yield by investing in this model will be significant.

The Educator Effectiveness model clearly embraces the fact that the two greatest factors that influence academic achievement are the educational leader and the teacher. With this in mind, the Educator Effectiveness model helps us set goals as professionals around student or school outcomes, monitor these goals, and evaluate if we have met these goals. I can think of numerous educators – including myself – who have walked away from an evaluation by a supervisor with very little direction on how to improve my craft or a clear goal that impacts our learning community. The Educator Effectiveness has teachers / educators establish one to three Student Learning Outcomes (SLOs). This model calls for principals (and eventually directors) to establish School Learning Outcomes (SLOs). The SLOs for both groups are developed with the educator's immediate supervisor and need to be relevant, measurable, and ambitious yet achievable. DPI is partnering with the Teachscape organization to use their online data entry and tracking system to enter baseline data and ongoing evidence for these SLOs.

The student or school outcomes accounts for fifty percent of the Educator Effectiveness model. The other fifty percent focuses in on educator practice. Educator Effectiveness has adopted Charlotte Danielson's frameworks for teaching and principal leadership to help educators reflect on their own practice. Danielson's framework for teaching has four domains: planning and preparation, the classroom environment, instruction, and professional responsibilities. Within these four

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WCASS Region News continued from p. 11

domains, the educator has the opportunity to reflect on a total of 22 components regarding their current practice. Danielson's framework for principal leadership has two domains: effective educators and leadership actions. Under these two domains, there are a total of 21 elements that principals can reflect on for their leadership and overall skill set.

What the Educator Effectiveness model clearly establishes on the student / school outcomes side is a common set of expectations using common language for all educators throughout the state. Teachers and educational leaders can consult with one another regarding SLO development and share ideas for what assessments could be used for collecting and documenting baseline and ongoing data. The opportunities for professional growth are endless. Furthermore, public education could truly benefit from the educator practice side of this model, as well. If educators are truly honest with Danielson's framework and reflect on what part of their craft they would like to improve upon, the results could be tremendous. There are several districts throughout our state that currently do not use Danielson's framework. Thus, there will be a learning curve. However, once all districts become familiar with and start using the Danielson model, the results in on our schools and classrooms will be clearly evident.

There is a significant amount of work that we as educational leaders will need to devote to this initiative, but the results will be worth the

investment. If you need to reach me regarding any issues in Region 2, feel free to contact me at (920) 563-7804 or via email at peterjohn@fortschools.org.

Region 3 Chair: Katherine Strong

kstrong@cesa3.k12.wi.us

For information from this region, please contact Katherine Strong.

Region 4 Chair: Marci Thiry

thiry@mjsd.k12.wi.us

For information from this region, please contact Marci Thiry.

Region 5 Chair: Lisa Misco

lamisco@pulaskischools.org

I'll be attending several of both CESA7 and CESA8's RSN meetings this year and will do an update at each meeting. It is my hope to reach more of our membership in this format.

The Region 5 meeting dates are as follows:

September 13 with CESA 7

October 9 with CESA 7

October 18 with CESA 8

January 10 with CESA 7

March 7 with CESA 8

March 12 with CESA 7

April 4 Region 5 Awards (held in Green Bay, location to be shared at a later date)

April 14 with CESA 7

May 16 with CESA 8



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WCASS Region News continued from p. 12

Region 6 Chair: Diane Knudsen

knudsend@esschools.k12.wi.us

Region 6 chair is seeking information from the membership for ideas on best dates and times for regional meetings along with topics and locations. Due to the realignment of regions, our area has significantly changed and we hope to revitalize our regional participation. Any ideas and suggestions should be sent to the region chair, Diane Knudsen at knudsend@esschools.k12.wi.us

Region 7 Chair: Karen Baker

kbaker@ashland.k12.wi.us

Welcome back to the 2013-2014 school year from the most northern WCASS region - Region 7 which includes CESA 9, located in Ashland, and CESA 12, located in Tomahawk. I hope that everyone was able to have some vacation/relaxation time this past summer and has begun the new school year refreshed.

Below are the names of the CESA 9 and CESA 12 Directors of Pupil Services and/or Special Education. Please make a point to introduce yourself to these educators when your paths cross; whether at regional outings or, most importantly, at the WCASS conferences.

CESA 9

www.cesa9.k12.wi.us

Antigo	Janene Beck-Hafner
CESA 9	Becky Collins
D.C. Everest	Jennifer Zynda
Elcho	Shawn Rude
Lac du Flambeau	Trish Teichmiller
Lakeland UHS	Lisa Kunelius
Lincoln Hills	Christine Peterson
Lincoln Hills	Wendy Peterson
Marathon Cty Spec Ed	Eric Hartwig
Marathon Cty Spec Ed	Kelly Kapitz
Merrill	John Sample

Mosinee	Cheri Polster
Mosinee	Mary Zimmerman
Mosinee	Tom Potterton (interim)
North Lakeland	Barb Leadholm Damgaard
North Lakeland	Dave Damgaard
Northland Pines	Maggie Peterson
Phelps	Dave Kunelius
Prentice/MHLT	Matt Collins
Prentice/Mosinee	Scott Ford
Rhineland	Dave Wall
Rib Lake	Angela Woyak
Stratford	Denise Marg
Three Lakes	Deb Straus
Tomahawk	Mitch Hamm
Wausau	Jeff Lindell
Wausau	Tammy Nyen

CESA 12

www.cesa12.org

Ashland	Karen Baker
Bayfield	Sandy Raspotnik
Butternut	Carolyn Pollitt
CESA 12	Jerianne Kvapil Rosin
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WCASS Special Projects Committee Five (5) Recommendations to OSEP on How to Improve the Special Education Dispute Resolution Process in the Next IDEA Reauthorization Cycle

By: Nissan Bar-Lev

1. Establish and continue to maintain stakeholder input in all facets of the conflict resolution process including criteria for the selection of the mediators on the roster. From its inception in 1996, the Wisconsin Special Education Mediation System (WSEMS) has been working closely with stakeholders to provide high quality mediation, facilitation, and resolution meetings and the involvement of stakeholders has been essential in acquiring both parents' and educators' "buy in" of the state's Dispute Resolution system and the mediator roster. The roster must be perceived as credible and impartial in order to be actively utilized by districts and parents – stakeholder input gives the assurance of a balanced selection process.

2. Empower both parties to be actively involved in selecting who will participate in the mediation process, including the presence of attorneys if such a selection is acceptable to both parties. As a mediator cannot represent or advocate for either side nor may the mediator give legal advice, having an advocate or attorney at the table may insure that a party feels protected and can be advised regarding the law. Attorneys and advocates often help the party feel more relaxed, more secure, and more willing to sign an agreement without the hesitations and insecurities that can accompany uninformed parties. The right to counsel should be the individual's right, rather than a statutory mandate or prohibition. Both WSEMS participants and mediators have consistently indicated that attorneys can be very helpful in the process.

3. Maintain the written Mediation Agreement as a binding contract in order to insure participant confidence in its enforceability. When parties sign

mediation agreements, it is with the intent that they have resolved the issues between them. It is imperative that families and districts believe that they have achieved closure and feel secure that the commitments that each of them have made will be followed.

4. Establish the IEP Facilitation option as an early intervention, voluntary component of the conflict resolution spectrum. Wisconsin parties and stakeholders have indicated that a 3-hour session - with the option of an extension - has resulted in high satisfaction rates with both the outcome and the process (consistently in excess of 80%).

Similar to the impartial mediator who is an external, neutral third party, the facilitator should be skilled in conflict resolution techniques and should be required to participate in the same extensive training as the mediators. The importance of the facilitator's neutrality is paramount - the facilitator should have no ties to either the district or to the parent. The role of the facilitator is to assist with the IEP process, not the IEP content. Only IEP team members, parents/school staff, can make IEP content decisions (per IDEA 2004).

5. Extend the statutory confidentiality provision that applies to mediation to the resolution process option. One of the hallmarks of effective communication is the confidentiality of the overall discussions, as well as to offers of compromise, and exploration of needs and interests. Stakeholders and participants may be more inclined to use the resolution process if they believe they can negotiate and explore options in a safe, confidential environment.

WCASS Upcoming Training Dates & Events**2013**

November 18th & 19th State Superintendent's Conference on Special Education & Pupil Services Leadership Issues: 2 days at Madison Marriott West-Middleton Hotel

2014

February 5th-7th WCASS Winter Conference: 3 days at Radisson Paper Valley Hotel, Appleton

February 24th & 25th Wisconsin Federal Funding Conference: 2 days at Kalahari Resort, Wisconsin Dells

March 6th-8th SAA Rtl Summit: 3 days at KI Convention Center, Green Bay.

The first planning meeting was held to begin discussing the format for the next Rtl Summit. The committee recognizes we need to evolve beyond the basics of Rtl. The focus will be to provide an explanation of how all of the WDPI initiatives are interconnected and Rtl is one of the primary threads that weave throughout all of the initiatives.

May 7th-9th WCASS Spring Conference: 3 days at Glacier Canyon Lodge at Wilderness, Wisconsin Dells

Please visit our website at <http://m360.wcass.org/calendar.aspx>

Common Core Under Attack

There is increased pressure by some legislators to dispel Common Core and are describing it as a means for "big brother" control of our children's minds. WDPI has started a PR campaign to offer clear, understandable information that may be shared with our public. If you are interested in receiving more information, the WDPI has created a webpage that has a multitude of information that you or others in your district may use to explain the purpose of Common Core.

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