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President's Message

By: Kurt Eley

Make Time for Yourself

I am sure there are several articles in this newsletter discussing work related topics, so I would like to focus on a topic not directly related to work. We often become so consumed by the duties of our job that we forget to balance work with personal time. Our position is very stressful and often times consumes all of our time and energy and before you know it you are getting to work at 7:00 am, leaving after 5:00 pm and taking work home at night and on weekends. As we begin a new school year, I encourage all of you to make time for yourself. Each week I plan to do something for myself that is not related to work in any way and I ask you to join me in doing something for yourself. Whether this activity is reading the book sitting on the table since summer, going for a Saturday drive to see the fall colors in a convertible,

visiting your parents or grandchildren, or going to a movie with your significant other or a friend; please take the time to do it. We all need to find more balance between our work and personal lives. My hope for myself and each of you is by doing this one time per week, it will turn into two times per week and grow to a point where we have regained the balance that is so important to our own physical and mental health. We need to take care of ourselves so when we are engaged in our jobs we are completely focused. Making this time to enjoy life and others recharges our batteries which is so important. So please join me in making time to do one thing for yourself this week that is not related to work. I wish you all the best this school year and thank you for choosing a profession that makes a difference each day.



Executive Director's Report

By: Gary Myrah

As we begin a new school year there continues to be changes occurring in education. On the positive side are the initiatives being promoted through WDPI. The continued evolution of the WISEdash/WISElearning web resources is amazing. If you have not yet had a review of what is available to you and your teachers, you need to find out the interconnection to individual student growth.

This will eventually be a great resource as we all work to improve our Results Driven Accountability. You all should have received notice from WDPI regarding your district's performance on student achievement. Some of you have discovered that your district's performance must improve before it is a required measurement for RDA. NOW is the time to find ways to work collaboratively with other administrators on strategies that will improve everyone's performance. All educators are responsible for the improved outcome for all of our students. We must accept this responsibility and learn new strategies to find new avenues for students to learn. Universal Design for Learning is a great starting point for collaboration since more ideas can be generated by a team than by an individual.

Another area of change that is developing is the increased focus on student mental/behavioral health. It is no longer acceptable to allow exclusionary measures as the method for dealing with disruptive / emotional students. We need to maintain standards for acceptable behavior, yet we need to also understand more what the cause for the behavior is and seek ways to assist the student to develop the mental/emotional fortitude to rise up from their conditions. PBIS has demonstrated great success for schools that are able to maintain fidelity. Schools like the Menominee Indian School have demonstrated the positive impact of bringing an entire community

together to be supportive of all the children in their community. The impact of the strength of the Menominee community has resulted in a significant reduction of the achievement gap.

We still face the negative impact of the legislators that call themselves 'school reformers'. This group of individuals has had a significant impact in passing legislation that has the potential to weaken the public schools in Wisconsin. We continue to take the stance that we do not support public subsidizing of private/parochial schools. The taxpayers of Wisconsin are not able to fund a dual educational system and we need to speak out against this.

Currently at the federal level, October 1st is the deadline for action to determine if sequestration will be reinstated. We are fortunate to have a president that believes in supporting public education and has submitted a budget that will increase funding in many educational areas, especially IDEA. Unfortunately there is a large number of lawmakers that believe we need to impose significant cuts in what is known as Non-Defense Discretionary funds (this is the area for educational funding). The WCASS Board of Directors supported signing onto a letter supporting the continuation of current funding for NDD funds. WCASS is one of 2,500 other organizations that have signed the letter, yet one of the few state educational organizations that have signed on.

We will continue to be vigilant in our efforts to improve educational opportunities for ALL children. As a WCASS member I appreciate your efforts to make a difference at the local level. Some days you may become weary from some of the dilemmas you must face. Yet always remember you are making a difference.

WCASS Upcoming Training Dates & Events

October 19th – 2015 Academy for New Directors – Follow-up Session 1: 12:30-4PM, Glacier Canyon Lodge, Wisconsin Dells

October 20th-21st 2015 State Superintendent's Conference on Special Education & Pupil Services Leadership Issues: 2 days, Wilderness Resort, Wisconsin Dells

February 3rd-5th WCASS Winter Conference: 3 days, Paper Valley Hotel, Appleton

February 16th-17th Wisconsin Federal Funding Conference: 2 days, Kalahari Resort & Conference Center, Wisconsin Dells

Please visit our website at http://www.wcass.org/events/event_list.asp

Co-Sponsorship Memorandum

Wisconsin is one of only 12 states in the country that still elects its state superintendent of public schools rather than have the governor or state school board appoint an individual to that office.

More and more states are moving away from an elected superintendent because several studies have shown that appointed superintendents are selected based upon their qualifications and are better able to fulfil their duties.

Because a majority of other state agencies are led by appointed administrators, this resolution would also make state government more consistent and cohesive.

Analysis by the Legislative Reference Bureau

This proposed constitutional amendment, proposed to the 2015 legislature on first consideration, provides that the state superintendent of public instruction shall be nominated by the governor and, with the advice and consent of the senate, appointed to serve at the pleasure of the governor.

Currently, the state superintendent is elected in a state-wide election, to serve a four-year term.

A proposed constitutional amendment requires adoption by two successive legislatures, and ratification by the people, before it becomes effective.

Best Regards,

Adam Tobias, Office of Representative Joe Sanfelippo
608.266.0621

[Click Here for the 2015 Assembly Joint Resolution Related to: Appointment of the State Superintendent](#)

Universal Screening for Behavioral, Emotional and Social Needs

By: Dr. Eric Hartwig, Ph.D.

The Impetus for Universal Screening

There has been a groundswell of support for universal screening. The *President's Commission on Excellence in Special Education*¹ and the *No Child Left Behind Act of 2001*² strongly recommend that early identification, prevention, and early intervention programs be implemented to prevent and intervene with young children who have or are at risk for academic and behavioral difficulties. The National Research Council³ "...recommend adopting a *universal screening and multitier intervention strategy* in general education" to "test the plausibility and productivity of universal behavior management interventions, *early behavior screening*, and techniques to work with children at risk for behavior problems". The Individuals with Disabilities Education Act⁴ also includes provisions related to early identification, prevention, and early intervention services for addressing children's learning and behavioral needs.

Universal Screening

Children continuously and rapidly develop across a wide range of domains within a context that informs decisions for young children qualitatively different from the context for older children.⁵ Standard, one time psychometric assessments administered tend to be unstable, less meaningful and must be interpreted contextually because young children learn and grow at remarkable and unpredictable rates. Although, school personnel routinely screen children for reading and learning difficulties, low vision, and hearing impairments, screening for the early detection of school related behavioral, emotional and social problems ranks at a far lower priority level within most school systems.

The referral peak for children with academic problems occurs between grades 2 and 3;⁶ in contrast, the referral peak for children with behavior problems occurs in grade 9, about seven years later.⁷ In this traditional "wait-to-fail" model for service delivery within an educational setting, children are not provided with services until they have experienced failure, distress, or have reached a critical juncture in their schooling or development. At the beginning of second grade, children with lower developmental trajectories face nearly insurmountable obstacles to catching up. If that trajectory is 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.⁸

Our ability and willingness to identify these children sufficiently early would allow for the provision of evidence-based prevention and early intervention services.⁹ Universal screening is typically linked to the concept of preventing problems while developing early intervention strategies to prevent long-term negative outcomes.¹⁰

Universal screening helps to differentiate and reinforce appropriate positive behavioral development for typically-developing children, provide interventions for those with elevated risk status and to develop intensive focused intervention for those with targeted needs when they are exhibited. Identifying evidence that suggests difficulties currently exist for some children while collecting evidence to predict future difficulties and the likelihood that those difficulties will occur in others is equally important. A longitudinal perspective allows districts to track the history of a child's needs while identifying situational and context specific concerns.

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A Universal Screener should:

An ideal screening instrument requires several features. First, it should be inexpensive, brief, easy to administer, score, and interpret, and ideally linked to intervention.¹¹ Second, it distinguishes children who have or will develop difficulties from those who will not with precision.¹² A universal screener should:

- Identify children who are manifesting appropriate developmental behavioral, emotional and social skills.
- Identify children who may be experiencing transient behavioral, emotional and social difficulties;
- Identify children who may exhibit fixed and reoccurring behavioral, emotional and social difficulties.
- Provide information to inform decision-making.
 - Specify areas of behavioral, emotional and social support that the child needs.
 - Provide a pathway to ensure access to equitable, high quality resources.
 - Monitor the progress made based on the intervention(s) implemented.

¹ United States Department of Education Office and Special Education and Rehabilitative Services. (2002). *A new era: Revitalizing special education for children and their families*. Washington, DC: Author.

² United States Department of Education, (2001). *No child left behind*. Retrieved August 21, 2001, from <http://www.ed.gov/inits/nclb/titlepage.html>

³ Donovan, M.S., & Cross, C.T. (2002). *Minority students in special and gifted education*. Washington, DC: National Academy Press.

⁴ Individuals with Disabilities Education Improvement Act of 2004, Pub. L. 108-446, 118 Stat. 2647.

⁵ Jiban, C. (2013). Early childhood assessment: Implementing effective practice: A research based guide to inform assessment in the early grades. *Northwest Evaluation Assessment*, 1-21.

⁶ Lloyd, J. W., Kauffman, J. M., Landrum, T. J., & Roe, D. L. (1991). Why do teachers refer pupils for special education? An analysis of referral records. *Exceptionality*, 2(3), 115–126.

⁷ Walker, H. M., Nishioka, V. M., Zeller, R., Severson, H. H., & Feil, E. G. (2000). Causal factors and potential solutions for the persistent under-identification of students having emotional or behavioral disorders in the context of schooling. *Assessment for Effective Intervention*, 26, 29–40.

⁸ Walker, H.M., Ramsey, E. & Gresham, F.M. (1995). *Antisocial behavior in school: Strategies and best practices*. Pacific Grove, CA: Brooks/Cole.

⁹ Kratochwill, T.R., Albers, C.A., & Shernoff, E. (2004). School-based interventions. *Child and Adolescent Psychiatric Clinics of North America*, 13, 885-903.

¹⁰ Levine, M., Perkins, D. D., & Perkins, D. V. (Eds.). (2005). Prevention. *Principles of community psychology: Perspectives and applications* (pp. 271–325)., 3rd ed. New York: Oxford University Press.

¹¹ Schatschneider, C., Petscher, Y., Williams, K. M. (2008). How to evaluate a screening process: The vocabulary of screening and what educators need to know. In L. Justice ,& C. Vukelich (Eds.), *Achieving excellence in preschool literacy instruction* (pp. 304-316). New York: Guilford Press.

¹² Glover, T. A., & Albers, C. A. (2007). Considerations for evaluating universal screening assessments. *Journal of School Psychology*, 45, 117–135.

Perseverance in the Face of Opposition: Lessons Learned from William Wilberforce**By: John Peterson**

Public education in Wisconsin has seen many significant changes over the last five years. In the political arena, public education is often portrayed as needing changes and those who work in education are often criticized for not being in favor of these changes. To those who work as leaders in public education, these last five years have brought challenges that we have not faced before. The encouraging news is that there are leaders from the past who we can look to for a source of hope in how to persevere in the face of opposition and how to let our passion shine through for our calling in life. In particular, William Wilberforce is a leader from the past that we can glean much wisdom from how he lived his life for an incredibly important calling.

In the late 1700's and early 1800's, England was the world's greatest superpower. It was also the world's greatest slave trader. Ships by the hundreds sailed from Britain's shores to the African continent's west coast. Crews employed brutal methods to capture and enslave their human cargo and to bring them to the fields and plantations of the new world. Slaves were branded with irons and worked long hours in inhospitable conditions. Many died on the journey from Africa to the new world as they were kept in wooden boxes four feet long and eighteen inches high with little ventilation. Not only was the slave trade highly profitable, it was national policy. Planters and traders leveraged their tremendous wealth to exercise powerful influence in Parliament. The slave trade represented a significant portion of the British economy.

Anybody who would stand up to the slave trade would need intelligence, grace, influential friends, the gift of oration, and above all else – perseverance. The man to stand up to the influential planters and traders and to those they influenced in Parliament was William Wilberforce. William Wilberforce began his political career in 1780, where he was elected to the House of Commons at the age of 21. His first couple of years in Parliament was uneventful; by his own admission, Wilberforce accomplished nothing.

He did not serve others and looked only for opportunities to gain position, status, and influence.

But then, Wilberforce became a changed man. In 1785, he wrote his longtime friend and fellow politician William Pitt, whom he had met while attending Cambridge. In short, the letter stated that Wilberforce was searching for his calling and that his political views would have to follow his conscience and his beliefs. Wilberforce's new faith caused his beliefs and his profession to come to a crossroads: should he stay in Parliament or leave to join a faith-based profession? Wilberforce, at the urging of a close friend, decided to remain in Parliament; his career from that point on, became his calling. Shortly thereafter, Wilberforce met an abolitionist named Thomas Clarkson. Clarkson encouraged Wilberforce to take up the anti-slavery cause in Parliament. William Wilberforce's first major speech in the House of Commons took place on May 12, 1789.

Wilberforce's lengthy battle over the slave trade was filled with many struggles, trials, and tragedies. During this time, Wilberforce's very close friends William Pitt and Olaudah Equiano died – both key supporters of abolishing the slave trade. Wilberforce became extremely ill due to stress caused by his calling; it is now believed he had ulcerative colitis, which incapacitated him for months at a time and almost took his life. He endured many political delay tactics throughout his quest. His bill was defeated multiple times over several years; Wilberforce endured defeat after defeat. To make matters even more challenging, Wilberforce was labeled a "Jacobite" by others in Parliament which was an English term meaning a French sympathizer, a rebel, a traitor.

In the face of significant opposition and countless challenges, William Wilberforce succeeded in his quest. In the predawn hours on February 24, 1807, a resolution calling for the end of the slave trade throughout the entire British Empire passed with a

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Lessons Learned continued from p. 6

rollcall vote of 283 to 16. It took William Wilberforce and those working with him over seventeen years to end the slave trade in England. Seventeen years! So what can we learn from William Wilberforce and how can we apply it to our profession? I humbly suggest three lessons for you to consider:

Lesson # 1: Your career is your calling.

Wilberforce knew his mission. He knew his goal. He knew what he had been called to do, and he did it with passion. Is your career your calling? You have an amazing job: simply put – you are tasked with shaping the lives of our youth, to challenge them to grow, to be their best, to guide them, to help them find their gift, to find their calling.

Lesson # 2: Despite enduring hardships, rejections, and labels, your perseverance can never waver.

Earlier, I listed several hardships and rejections that Wilberforce had to endure – I don't need to repeat them. The point is this: our jobs are not easy; our calling is not easy. We face much opposition – even those from within the profession. It took Wilberforce over two years just to be able to introduce the abolition of slave trade bill; his initial speech that outlined all of the evidence he collected lasted over three hours. Despite these challenges, he never gave up. The tasks that make up our job are difficult at times, but we don't stop because something is hard – because somebody opposes us – because somebody does not see value in our point of view.

At the end of his first speech to Parliament on the slave trade, even though it was clear he had little to no support for his cause, Wilberforce stood before his colleagues and passionately and eloquently told them: "After hearing all of this, you can choose to look away.....but you can never say that you did not know."

Lesson # 3: Rely on your relationships and beliefs for encouragement and endurance.

Wilberforce's moral compass was his guide throughout all of his rejections. He did not give in to despair despite the odds stacked against him. Rather,

he kept fighting for he knew what he believed to be right, even if it wasn't popular. Earlier, I listed everything that Wilberforce had to endure. What I did not tell you is that he relied heavily on the encouragement of his wife, Barbara, and encouragement from his friend and pastor John Newton. Newton was the friend who challenged and convinced Wilberforce to stay in Parliament, when early on in his career he was thinking of leaving. Newton remained a source of encouragement and knowledge throughout his entire battle with the slave trade issue. His friend and fellow politician William Pitt encouraged him throughout his fight as well; what I failed to mention earlier is that Pitt was the youngest person in British history to be elected Prime Minister. He believed that Wilberforce could get the bill passed despite the long odds

From William Wilberforce's example, we can learn that we need others around us to encourage us, to build us up, to make us believe in ourselves. Who is that person for you? Can you name somebody outside of school who you rely on for encouragement to carry out your calling? A family member, a spouse, a sibling? Can you name somebody inside of school that you rely on for encouragement to carry out your calling? Another WCASS member, another administrator, a teacher? You need people of encouragement around you because your job – simply put – is too difficult to do by yourself; you cannot go at it alone; you cannot succeed without a support system around you.

The challenges, differing beliefs, and multiple perspectives that we are facing over public education today have been a source of frustration, anxiety, and concern from many within the field. As an educational leader within our profession, I would encourage you to learn from leaders like William Wilberforce and emulate how he believed his career was his calling. To approach our jobs every day with passion, perseverance, and a hope that we will be able to see the day when public education is viewed as an outstanding option for all students to reach their fullest academic, social, emotional, and communicative potential.

Urban Education Task Force Meetings

Dear Education Supporter,

As you may know, the Assembly Speaker has formed an Urban Education Task Force, which will be researching and discussing solutions to the most important issues facing Wisconsin's urban schools. Official dates, locations and meeting topics were announced this week. Meeting information is as follows:

September 29, 2015	Madison	Teacher Recruitment/Retention/Training
October 13, 2015	Kenosha/Racine	Mental Health/Behavior/Truancy
November 10, 2015	Green Bay	Education Alternatives: Technology for Virtual/Online Learning Charters Choice
December 8, 2015	Eau Claire	Closing the Achievement Gap
January 26, 2016	Milwaukee	Early Childhood Education/Alternative Schools

Feel free to distribute this list to other education supporters. **If you are interested in attending any of these public meetings, we would greatly appreciate your perspective.** I will be sending specific location information when it becomes available.

Thank you for your continued engagement with our state's K-12 education. Please do not hesitate to contact me with any questions or comments regarding the Urban Education Task Force, or any other issue important to you.

Sincerely,



Sondy Pope, State Representative
80th Assembly District
(608) 266-3520
Rep.Pope@legis.wisconsin.gov

Membership Opportunities

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

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

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

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

Feel free to contact me with any type of membership questions throughout the year.
Tammy Lampereur tlampereur@ashwaubenon.k12.wi.us

WCASS Region News

Region 1 Chair: Tanya Fredrich, Ph.D.

fredrict@elmbrookschoools.org

Wisconsin Special Education Mediation System (WSEMS) - The School District of Elmbrook hosted an event to highlight the advantages of the [Wisconsin Special Education Mediation System](#) (WSEMS). All Special Education Directors, School Psychologists, District and Building Administrators and any other educational staff who would benefit from learning more about this system as an effective tool to collaborate for students with disabilities were invited. Presenters included Margaret Resen, DPI Consultant; Jane Burns WSEMS; & Renae Waterman Aldana, Attorney. This event was well attended and we encourage other areas to continue to learn more about this under-utilized resource in Wisconsin.

Region 2 Chair: Bridget Kotarak

bkotarak@wesea12.k12.wi.us

For information from this region, please contact Bridget Kotarak

Region 3 Chair: Katherine Strong

kstrong@cesa3.k12.wi.us

For information from this region, please contact Katherine Strong

Region 4 Chair: Brian Grill

grillb@arcadia.k12.wi.us

For information from this region, please contact Brian Grill

Region 5 Chair: Grey Nyen

gnyen@pointschools.net

Happy New School Year! I hope it is off to a good start for all of you! Today I am writing to you as the past-president and the CESA 5 representative.

It has been two and a half years since we realized the sunset of the discrepancy formula when identifying students with specific learning disabilities. Since that time, and certainly leading up to that sunset date, districts across the state have been busy trying to

develop and implement multi-tiered systems of support (MTSS) that will comply with best practice and eligibility determination procedures. Many districts have begun the process of reviewing the data generated by MTSS and are faced with new opportunities for the internal review of curriculum writing procedures, instructional practices, and the systematic review of student achievement/assessment data.

In December of 2015 a large-district caucus will be held in Stevens Point, Wisconsin. Alan Coulter and Kim Gibbons, two nationally renowned MTSS authorities, will be present for the roundtable discussion. WCASS leadership will also be present for this opportunity. The following questions will be in the forefront of the discussion:

- *Have you realized an unexpected increase or decrease in students identified as SLD?*
- *Do you have concerns over the amount of time your staff spend on assessment and interventions?*
- *Is the data being used to identify students as SLD valid and reliable? Stable?*
- *Have you found implications for curriculum development that are contrary to the Common Core?*
- *Would your district be willing to share its struggles or successes with its Response to Intervention framework implementation?*

If you have thoughts or concerns related to any of the questions above, please share your thoughts or ideas with your regional WCASS representative or Board of Directors member. This information will be used to identify opportunities for additional professional development and/or implementation clarification.

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Region 6 Chair: Marci Thiry

thiry@mjkd.k12.wi.us

For information from this region, please contact Marci Thiry

Region 7 Chair: Lisa Misco

lamisco@pulaskischools.org

Hello everyone, I hope that your school year is off to a wonderful start. My Name is Lisa Misco and I am the Regional Chair working with CESA 7. I have been on the WCASS board for three years now.

I am entering my 9th year in the Pulaski Community School District and I find this time of year to be so exciting. We just had our first RSN and regional meeting and were lucky enough to have Kurt and Gary attend. I am available should you have any questions, need any resources or if you have any ideas on how WCASS can support the important work that you and your staff do in each of your districts. I look forward to working with you all!

Region 8 Chair: David Kwiatkowski

davek@cesa8.org



Greetings to all! I am back again in service to our great organization as the new Region 8 Chair. This is very exciting for me as I began my service on the WCASS Board seventeen years ago as the then, Region 2 Chair. That was a role that I enjoyed immensely and I am so glad to perhaps find myself concluding my state-level service in coming full circle back to those duties. Very cool!!

Also, this is very exciting as this will be our inaugural year of the re-organization of the WCASS Regions to match the DPI's CESA regions. This in the attempt to optimize our communication and grassroots participation of our WCASS membership by removing geographical and time-restraint barriers that prevent our members from attending WCASS Regional events. With each CESA being its own WCASS Region we will be able to easily coordinate and collaborate with CESA RSN Directors to bring WCASS information and resources to shared events throughout the year. This has been a breeze to coordinate for our members and other Directors of Special Education in CESA 8 / Region 8 working with our awesome RSN Director, Deb Wall!

Thanks to Deb, we will be having a WCASS Update at each of the CESA 8 RSN/DSE/PST Meetings this school year, which are scheduled for:

September 25, November 13, and December, 18, 2015; and March 11 and June 9, 2016.

I am hoping to bring WCASS resources to help Deb bring in Mary Gerbig for a presentation to our CESA 8/Region 8 group at a one of these meetings yet to be determined. We also hope to work together on a special WCASS Region 8 Awards event in April or May of 2016.

It promises to be a great year in CESA 8 for WCASS Region 8 and again, I am so happy and proud to be a part of making this so! I look forward to seeing all our local WCASS members and soon to be new members at our upcoming events. If I can be of information or support at any other time, please feel free to email me at davek@cesa8.org or call me at 920-855-2114 x233.

As always, thanks for your attention!

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WCASS Region News continued from p. 10

Region 9 Chair: Karen Baker

kbaker@antigo.k12.wi.us

The WCASS Region (CESA) 9 has gotten off to a great start for the 2015-16 school year. Our first Joint Leadership Meeting will be held on September 22, 2015 at the CESA 9 building in Tomahawk. This is the first of two joint meetings to include administrators from throughout the CESA 9 Region. Upcoming CESA 9 meetings will include WCASS updates and speakers addressing membership identified topics of interest and/or need. It's not too late to be reviewing the upcoming conference/workshop opportunities available through CESA 9, DPI, and WCASS. These are great opportunities to grow both professionally and personally as we are able to attend information-packed sessions and network with our colleagues. Please contact me for additional information to address any need or concern that you may have as you serve students throughout each of your respective districts.

Region 10 Chair: Lorna Margenau

lmargenau@cesa10.k12.wi.us

A brief introduction-Beginning this new school year of 2015/16 as the Region 10 Chairperson for WCASS, I thought a brief introduction would be in order. My journey to education came after an initial career choice of business management and several years of being a stay at home mom. As a non-traditional student going back for a teaching certificate, I was drawn to special education and interacting with a diverse population of students. Over several years

working as a special education teacher in northern Wisconsin, I had the opportunity to work with just about every disability group and age of students. My mantra as a teacher was always, "assume nothing and teach everything." The manta held true for myself and students as every day was a new learning experience. Since July of 2015, I recently began another new adventure as the Director of Special Education at CESA 10, after five years as a district director of special education. Although I find that my earlier mantra still holds true, I added another this year, "knowledge speaks, wisdom listens." Pressed with an ever increasing need for effective leadership in our schools, listening will be the vehicle that supports and enhances adaptive leaders.

In the CESA 10 Region, districts have kicked off the school year with a variety of trainings. A few of the trainings were; PLC Bootcamp by Tim Brown, PECS and STAR, WOW (Working on the Work of Educator Effectiveness), and WJIV training. As the brief list suggests, there is much work to be done!

Region 11 Chair: Dawn Western

dawnw@cesa11.k12.wi.us

Region 11 is getting back into the swing of things with many new faces. We will be having WCASS updates and getting input from directors at our networking meetings this year. It's going to be a great year!!

Region 12 Chair: Vicki Lemke

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For information from this region, please contact Vicki Lemke

WCASS Spirit Wear



Keep Your Eyes Open...The Web Store for WCASS Spirit Wear is Coming Soon!!

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