



WCASS, 4797 Hayes Road, Suite 101, Madison, WI 53704  
www.wcass.org garymyrah@wcass.org 608-245-2511

### INSIDE THIS ISSUE

President's Message	1	WCASS Region News	6-7
Sequestration is Coming Back	2-3	Special Services Administrator Award	7
Upcoming Training Dates & Events	3	Pressed for Time & the Need to Serve	8
CASE: New Director Award	3	WCASS Membership Update	9
Suicide Is Not Chosen	4	Congratulations, Statewide RSN Coordinator	10
Transition to Life	5	WCASS Directory	11

**\*\*Click on the name of the article to be taken directly to it\*\***



### President's Message

By: Kurt Eley

### Public Education Provides the Best Education

I hope everyone's 2015 is off to a great start. For me January always brings a sense of renewal and a boost in energy. This year the governor and legislature will develop a state budget for the next two years. While it is looking like public education will be looked at to solve the state budget deficit as it did two years ago, we all have a responsibility to advocate for children. Advocating for children is why we chose a career in education in the first place. We need to collectively use this energy to tell the story of public education.

While assessment results and school and district reports are the primary method used to hold districts accountable, these indicators do not tell the whole story. Borrowing from Paul Harvey, we need to tell "...the rest of the story." One of the most effective ways to tell the story is by sharing information with our parents and community. As we share the successes that permeate our districts, we also need to tell anyone who will listen to us why we are telling these stories. We cannot be shy about the attack on public education as we talk to parents and the public. We also cannot be shy about how

taking away dollars from public schools and giving them as subsidies to private schools will negatively impact a district's ability to provide services and programs to all students.

Informing parents and the public about the great work we do in combination with the negative impact of losing funds, we hope will result in positive movement to supporting public schools again. Taking funds away from struggling districts is not the way to help improve outcomes for children. These districts need more financial support so they can expand the services and programs for students who are struggling to learn. This transformation of the perception of public schools will take time, but we must sustain the effort. The focus needs to be on children and the future of the country. Public schools have and continue to best prepare students for the jobs of the future.

Let's continue to tell the story of public education on behalf of children. Everyone wants to have a great public school in their community. We can make this happen if we all work together in telling "the rest of the story."



## Sequestration is Coming Back. Concern for Non-Defense Discretionary (NDD) Funds

By: Gary Myrah

Thanks to the support of hundreds of organizations (including WCASS) in 2013, **NDD United** was successful in securing partial and temporary sequestration relief for discretionary programs in FY 2014 and FY 2015. In fact, our work and partnership with the Aerospace Industries Association's "Second to None" campaign was named one of the top 10 lobbying victories of 2013 by The Hill!

Now sequestration is upon us again as the temporary and partial relief that Chairman Ryan and Chairman Murray negotiated in the Bipartisan Budget Act **expires at the end of FY 2015**. For those of you not familiar with this, IDEA Flow-through funds will be cut on an annual basis. With the very real threat of the return of these cuts full-bore in the upcoming FY 2016 budget cycle absent congressional action, it is time for our community to unite again to protect funding for federal programs that keep Americans safe, healthy, and secure.

In the 114<sup>th</sup> Congress, our unity will be more important than ever as threats to Non-defense Discretionary programs abound. Our best chance to prevent further cuts and have any chance of restoring funding for these programs is to speak with one voice. You are encouraged to make contact with your U.S. Senators and Congressman/Representatives.

### Key Concepts to Write About

1. **NDD Programs Have Already Been Cut Too Much.** NDD programs play a vital role in the health and well-being of our lives and communities. Despite the vast array of important services provided through NDD programs—from education and job training, to housing and science, to National Parks and veterans services, to public health, safety and security—these programs have

been cut dramatically and disproportionately in recent years as lawmakers work to reduce the deficit, even though experts across the political spectrum agree these programs aren't a driving factor behind our nation's mid- and long-term fiscal challenges. As a result of sequestration and other austerity measures enacted since 2011, NDD funding in FY 2014 was about 15 percent below 2010 levels, adjusted for inflation. Without action to stop sequestration, in FY 2016 NDD programs will decline to 3.1 percent of GDP — equal to the lowest level in at least 50 years.

2. **NDD Cuts Have Consequences.** As illustrated in the NDD United impact report, [\*Faces of Austerity\*](#), and other accounts from across the NDD sectors, real Americans are feeling the negative effects of the Budget Control Act's austere spending caps and sequestration. These self-imposed cuts are dragging down our economic recovery, hampering business growth and development, weakening public health preparedness and response, reducing resources for our nation's schools and colleges, compromising federal oversight and fraud recovery, hindering scientific discovery, eroding our infrastructure, and threatening our ability to address emergencies around the world. Simply put, these cuts are bad for the country and are not sustainable.
3. **NDD Programs Make America Strong.** The fundamental job of the federal government is to secure the safety of its citizens at home and abroad. But America's day-to-day security requires more than military might. NDD programs support our economy, drive

**Sequestration continued from p. 2**

our global competitiveness, and help Americans lead healthy, productive lives. Both the Budget Control Act and the Bipartisan Budget Act recognized that defense and nondefense programs contribute equally to the American way of life and that each deserves equal relief from sequestration. In FY 2016, lawmakers should adhere to this “parity principle” in any sequestration relief package.

If you have a chance to attend a local Town Hall meeting held in your area, gather other directors and show up. You will be surprised at how few people attend these meetings. So a group of like-minded individuals may have influence on how our federal legislators respond to these issues.

**WCASS Upcoming Training Dates & Events**

**February 4<sup>th</sup>-6<sup>th</sup> WCASS Winter Conference:** 3 days, Radisson Paper Valley Hotel, Appleton

**February 17<sup>th</sup> & 18<sup>th</sup> Wisconsin Federal Funding Conference:** 2 days, Kalahari Resort, Wisconsin Dells

**February 19<sup>th</sup> & 20<sup>th</sup> CASE Winter Hybrid Conference:** 2 days, Phoenix, AZ. You also have the option to host a website & participate in your region. For more information please visit: [www.casecec.org](http://www.casecec.org)

**May 6<sup>th</sup>-8<sup>th</sup> WCASS Spring Conference:** 3 days, Glacier Canyon Lodge at Wilderness, Wisconsin Dells

Please visit our website at [http://www.wcass.org/events/event\\_list.asp](http://www.wcass.org/events/event_list.asp)

**CASE: New Director of Special Education Award**

Are you a new Special Education Director? Are you a member of CASE? CASE has recently created a new Director of Special Education award to recognize how you stick your neck out in your job to meet the needs of students. You could be the next winner!

Don't underestimate the influence you have as a new educational leader. For more information contact Tammy Lampereur, Ashwaubenon School District, Director of Pupil Services, [tlampereur@ashwaubenon.k12.wi.us](mailto:tlampereur@ashwaubenon.k12.wi.us)

[www.case.org](http://www.case.org)

<http://www.cec.sped.org/>

**“Suicide Is Not Chosen”**

**Linda Rosenberg, President & CEO, National Council for Behavioral Health**  
**January 14, 2015**

The death rates for eight of the 10 leading causes of death have decreased significantly, but not for the tenth leading cause — suicide. The national suicide rate has increased to 12.6 suicide deaths per 100,000 and for ages 18 to 35 — the prime of one’s life — only unintentional injuries account for more deaths.

Someone in this country dies by suicide every 12.9 minutes. And one of those deaths was a beautiful 16-year-old girl I knew and loved. I met her mom when she was a young nurse and I was a young social worker, both newly married, working for a state psychiatric hospital. We moved to the same suburb, became fast friends and had children. We gave our children every opportunity toward a path to success. But there are bumps on the journey and bad things happen. I’ll never forget the call and my friend will never recover from the loss.

I’m adding my voice to a growing chorus determined to make suicide prevention a national priority. I’m honored to serve on the National Action Alliance for Suicide Prevention’s **Executive Committee** and I applaud the work of the Alliance’s Research Task Force, co-led by National Institute of Mental Health Director Tom Insel and Jed Foundation Board Chair Phil Satow. Their **Prioritized Research Agenda for Suicide Prevention: An Action Plan to Save Lives** gives us a suicide prevention roadmap.

If we implement the roadmap with fidelity, we will reduce suicides by 20 percent in the next five years and by 40 percent in the next 10. The numbers aren’t arbitrary. The task force based them on existing interventions’ effectiveness and the suicide attempts and deaths prevented. Suicide is not chosen, it happens when pain exceeds one’s

resources for coping with pain. We need to know more and we need to use what we know.

We can implement effective strategies to prevent suicide and its devastating aftermath. Everyone has a role to play. The National Council’s 2,200+ member organizations **can transform health care delivery for individuals at highest risk for suicide and we can** adopt a “Zero Suicide” approach to suicide care. We’re starting with education, launching a six-part webinar series in collaboration with the Action Alliance and National Institute for Mental Health featuring the Prioritized Research Agenda for Suicide Prevention.

I urge you to join us for the following virtual events:

- February 24 — How can we better detect/predict suicide risk?
- April 2 — What interventions prevent suicidal behavior?
- April 29 — What are the most effective services to treat and prevent suicidal behavior?
- May 27 — What suicide interventions outside of health care settings reduce risk?
- June 24 — What research infrastructure do we need to reduce suicidal behavior?

For registration information, please visit:

<https://www.thenationalcouncil.org/events-and-training/webinars/>

## Transition to Life

Submitted by: Ed Kowieski, *Monarch Teaching Technologies*

“As parents and school districts look for ways to educate their 16+ year old children with disabilities, they have struggled for ways to prepare them for their futures as independent adults.” If that sounds like a current quote from an article on teaching special needs individuals, you might be surprised – it came from a 1960’s text on how to teach from my college days as I worked to complete my MS in Counseling.

What has changed since then is an awareness that society can no longer box up these individuals and put them into minimal pay, “make-do” jobs without opportunity for growth. Whether your schools have taken the necessary steps to prepare all of your students for life after K-12 will be measured by parents in every community as more and more students are identified with special needs resulting from a variety of changes taking place in our environment and sociology. How districts approach their increased caseloads and work with their counterparts in the employment and post high communities will make or break the futures of those students.

With the changing needs of students “in transition” in mind, a gathering of high school transition staff, supervisors, administrators, along with representatives from post-high school 2 and 4 year colleges and state funded agencies from IL, WI, IA, and MN met on January 5-6 in Bloomington, MN to collaborate on identifying ways to fill the voids in resources they could use to prepare and keep students for productive and rewarding lives. Twenty-five educators from 19 districts, ranging from a very small Native American district in northwestern MN to a special education cooperative from Illinois, to the Minneapolis Public Schools, the group shared best practices on *what works* for them currently, as well as what is currently missing. The symposium was facilitated by Rebecca Patience and Ed Kowieski from Monarch Teaching Technologies, who represented the VizZle web-based resources from MTT, and whose platform the group used to collaborate for a six month project to develop and disseminate meaningful, current, and flexible lesson resources that will be created by the members of the collaborative.

During an initial brainstorming session, the group identified numerous tasks that students need to learn to function in today’s society. One of the goals of the VizZle team was to help classify the tasks into easy to find categories or search terms that would allow teachers and caregivers to find and use the lessons that would be created to teach those tasks. Examples range from Activities for Daily Living (ADL) such as how to prepare for and apply for a job to how to act socially in a variety of situations that occur in anyone’s life (asking for directions, hailing a cab, finding and paying for groceries, taking a shower, etc.). While most attendees at the two day symposium felt they could create ways to teach the needed skills that were discussed, they also agreed that current resources were limited, “clunky”, and out of date. With more of their students having access to – and skills at using newer technology hardware, they shared that navigating the many individual apps, books, and online tools was time-consuming, and in many cases resources on topics were non-existent. With larger caseloads in K-12 districts, coupled with fewer special education graduates coming into the field and smaller budgets as a result of recent cuts to education, teachers, supervisors, and administrators agreed that providing the kinds of quality resources was a major problem.

By the time the symposium wrapped up late on January 6<sup>th</sup>, the new collaborative learning community comprised of the twenty-five attendees shared their feedback that a good start had been made during the two days, but that as a community of learners across four states, much more was needing to be done. With the collective knowledge that two major factors keep them from getting most tasks completed – Time & Money, the group agreed to continue a long distance collaboration, and Monarch Teaching Technologies agreed to provide the group with access to the creative resources they would need to fill many of the gaps identified through VizZle’s collaborative learning community. Rebecca and Ed will continue to encourage the team to identify learning tasks and develop interactive quality lessons using the interactive templates provided in VizZle so teachers, parents, and employers can team up to prepare students for meaningful lives in careers we haven’t even dreamed of currently.

## WCASS Region News

### **Region 1 Chair: Tanya Fredrich, Ph.D.**

[fredrict@elmbrooks.schools.org](mailto:fredrict@elmbrooks.schools.org)

July 1, 2014 marked a variety of changes in the region. One important change was that Mardi Freeman moved jobs from Hamilton-Sussex to CESA #1. Upon this move Mardi relinquished her seat as the Region 1 representative on the WCASS Executive Board. I am excited to be serving my first term in this capacity to represent the region.

On November 21, 2014 Kurt Eley, WCASS President, spoke at the CESA #1 RSN meeting. This was an opportunity for WCASS leadership to speak to the area Student Services Directors, both members and non-members, about our professional organization. This personal approach was well received and the audience was appreciative of the updates. In addition, the directors gave input into issues relevant to the region particularly around caseloads related to open enrollment seats and grading and reporting as potential special projects WCASS could pursue.

### **Region 2 Chair: Bridget Kotarak**

[bkotarak@wesca12.k12.wi.us](mailto:bkotarak@wesca12.k12.wi.us)

I hope 2015 is off to a great start for all of you in Region 2! It never ceases to amaze me how quickly the weeks go by.

I would like to take this opportunity to share a bit more with all of you about **Gail Anderson**, CESA 2's new **Regional Service Network (RSN) Director**. Prior to beginning as our RSN Director, Gail served as the Director of Special Education & Pupil Services for seven years in the Brodhead School District and as a school psychologist in several area school districts. She also serves as the School Board President in New Glarus, her district of residence.

The role of RSN Directors across the state is to support the Wisconsin Statewide Regional Service Network's goals of advancing the educational achievement of students with disabilities and improving communication and leadership among district and school leaders within special education

specifically through efforts to:

- Improve graduation rates of students with disabilities (Indicator 1),
- Support districts in need of improving reading outcomes of students with disabilities (Indicator 3c), and
- Develop comprehensive systems of support for districts with the highest need.

As our RSN Director, Gail is excited about supporting us as we move beyond a compliance focus to one that focuses on the educational outcomes, especially in reading, of children receiving special education services.

Throughout the first semester of this school year, Gail has made it a priority to get out and speak with educators in CESA 2 school districts about their practices, concerns, and questions as they move their systems forward under Results Driven Accountability (RDA). She plans on continuing to connect with individual districts as the school year progresses and also with county-level groups of leaders to better understand each county's regional strengths and better customize her supports to the needs of the region.

Gail is passionate about systems-level leadership, helping districts translate theory into practice, developing professional development for teachers/administrators, and supporting all of us as we do the day to day work of special education leadership. As she continues to become familiar with her new role, she is actively seeking feedback on how she can be a support to our leadership work. I have already found Gail to be a tremendous resource, an active listener, and a supportive colleague, and encourage you to reach out to her with your questions or to seek advice and technical assistance. She said it best when she told me, "my job is to make their job easier."

Gail Anderson can be reached at CESA 2 at: [gail.anderson@cesa2.org](mailto:gail.anderson@cesa2.org) or (608) 212-7734

Continued on next page



WCASS Region News continued from p. 6

**Region 3 Chair: Katherine Strong**[kstrong@cesa3.k12.wi.us](mailto:kstrong@cesa3.k12.wi.us)

For information from this region, please contact Katherine Strong.

**Region 4 Chair: Marci Thiry**[thiry@mjsd.k12.wi.us](mailto:thiry@mjsd.k12.wi.us)

For information from this region, please contact Marci Thiry.

**Region 5 Chair: Lisa Misco**[lamisco@pulaskischools.org](mailto:lamisco@pulaskischools.org)

For information from this region, please contact Lisa Misco.

**Region 6 Chair: Diane Knudsen**[knudsend@esschools.k12.wi.us](mailto:knudsend@esschools.k12.wi.us)

Greetings from Region 6. I am composing my final newsletter article for you as I prepare to retire at the end of this school year. In my 20+ years in education, the last 15 as a Director of Special Education, it is absolutely amazing to me the changes we have seen. The other thing that amazes me right now is the amount of change that we will continue to see in education overall. I worry about what may be coming down the pike for some of our most needy students as well as the impact on our most gifted students.

Many of the changes that we see coming from the state legislature, the Federal government, the Department of Public Instruction, and local school boards are not always focused on what is best for students in Wisconsin but keep looking to balance budgets and reduce costs. Stay tuned, keep yourself

informed, and keep others in your districts aware of the changes as they take place.

I would also like to take this time to introduce my replacement on the WCASS Board. Lorna Margeneau from CESA 10 has indicated her interest. She will do a great job of representing the WCASS Region. I will let her do a bigger introduction of herself in a future article.

As I stated, I have so enjoyed the camaraderie, the networking, the challenges, and the successes that I have been fortunate to be a part of with my affiliation with WCASS. I will truly miss all of you.

**Region 7 Chair: Karen Baker**[kbaker@ashland.k12.wi.us](mailto:kbaker@ashland.k12.wi.us)

WCASS Regional Awards are presented annually in the spring. Nominations may be made in the following categories: Mainstream Teacher Award or Integration Team Award, Administrator Award, Special Education Teacher, Pupil Services Award, Special Education Paraprofessional, Related/Support Services, and Personal Achievement Award (student with disability award). Please see this link for further information.

<http://www.wcass.org/?page=37MemberAwards>

Last year's Outstanding Special Services Administrator Award was presented to Tammy Nyen from the Wausau School District. Let's recognize Region 7's outstanding individuals from the CESA 9 and CESA 12 areas.

## 2014 OUTSTANDING SPECIAL SERVICES ADMINISTRATOR



Tammy Nyen, Director of Special Education for the Wausau School District receives the 2014 Outstanding Special Services Administrator Award from Gary Myrah, WCASS Executive Director. ***Congrats Tammy, keep up the great work!***

## Pressed for Time and the Need to Serve

By: John Peterson, President Elect

The WCASS Board of Directors recently met for our quarterly meeting to discuss several topics relating to education, closing the achievement gap for special education students with academic delays, and potential changes to WCASS. One of our agenda items was to review the recently completed membership survey. It was encouraging to see that 135 WCASS members completed the survey and shared their perspective on how to improve our services and how we can better represent all districts throughout the state.

One of the questions that the survey covered was WCASS members' current level of involvement. The good news is that the majority of our members are involved in our organization in some capacity. However, there is an area of concern within the survey results that is worth discussing. More than one third of the respondents to our survey indicated that they are not involved in WCASS. The most common factor that respondents noted that prevented their involvement was time limitations. Obviously, this is understandable. Most of us put in lengthy hours, wear multiple hats, and have demands outside of the job that pull us in a number of directions. The second most common reason was that Directors did not feel knowledgeable enough to serve.

Here are a couple of points to consider for our entire membership when it comes to being involved in and serving within WCASS:

- Almost a third of our membership has been serving as a Director for five years or less;
- Almost another third has greater than twenty years of experience;
- Several members reported that the reason they do not get involved is because they don't feel qualified.

Do you see a potential solution to the problem of getting more involved within WCASS right within these results?

I strongly encourage both our Directors who are newer to the field as well as our more seasoned Directors to get involved for the same reason. You need each other and we need you. In other words, we have a large percentage who would benefit from having multiple mentors and seasoned Directors providing them with guidance and sharing their expertise. The flip side of this is that we have a large percentage of Directors who would benefit from connecting with younger Directors to sharpen one another and to strengthen their own practice.

When I first became active in WCASS back in 2006 as a Region Chair, I knew two things for certain: I was already overextended with responsibilities and commitments (time limitations), and I did not feel qualified to serve (did not feel knowledgeable). Does this sound familiar? However, I also knew that I was not going to grow as a professional unless I got connected to Directors who knew much more than me about special services and educational leadership.

One of the benefits from getting involved and serving in WCASS is that I was able to grow my network of Directors from a specific county to a statewide group. I was able to access multiple seasoned Directors to bounce ideas off of and gain their feedback. It turns out though, through my connections and networking, I was able to gain time back by becoming more efficient at what I do. The more I served through WCASS, my two big concerns of time limitations and lack of knowledge faded away.

We have some very talented administrators within our organization. Regardless of years of experience, you have a lot to offer WCASS. We all benefit if you get involved within WCASS. I hope you reach out to me or another Board member to find out about opportunities to serve within WCASS.



## WCASS Membership Update

I hope everyone enjoyed the holiday season and is looking forward to spring. WCASS sent out a membership survey a month ago. Over a third of the membership, 135 of 367, completed the survey. Thanks to each of you who took the time to provide information. We welcome feedback throughout the year. Please encourage peers to join the WCASS team as the networking and professional development opportunities are irreplaceable.

### **Quick facts based on survey results:**

- More than half the respondents were from rural districts
- 28% of members have 0-5 years of experience
- 30% of members have 20+ years of experience
- 15% of members plan to retire in 0-5 years
- 59% of members have 10+ years before retirement
- 56% of members were previously special education teachers
- 62% of members have a 12 month contract
- 79% of members work 10-12 hour days
- 95% of members believe Professional Development is a valuable benefit of WCASS
- 83% of members believe networking is a valuable benefit of WCASS
- 97% of members participate in conferences
- 74% of members state time commitments as the reason they do not participate in WCASS
- 74% of WCASS members who completed the survey are also members of the National group CASE (Council of Administrators of Special Education) [www.case.org](http://www.case.org)

<http://www.cec.sped.org/> -CASE is an administrative group that falls under the umbrella of the Council of Exceptional Children.

The top three areas of importance as we look forward to IDEA reauthorization include the IEP, Procedural Safeguards, and Compliance.

Results indicate that the team planning WCASS conferences pick topics of high importance to WCASS members. A variety of additional conference topics can be found in the survey link.

[Link to complete WCASS Membership Survey 2014](#)

The WCASS Board of Directors will continue to discuss the survey results and use the information for planning purposes. Length of conferences along with location and time of year will also be topics of discussion.

### **Conference Attendance:**

The 2014 Spring WCASS Conference attendance was up slightly from 2013 with 234 people attending. The 2014 WCASS Winter Conference attendance was down with the lowest attendance count in the past 5 years with 152 attending the Winter Conference. More vendors attended both conferences this year.

It is important to attend conferences to network with others in the field. Please encourage colleagues to attend.

For membership comments or questions please contact Tammy Lampereur, Ashwaubenon School District, Director of Pupil Services, [tlampereur@ashwaubenon.k12.wi.us](mailto:tlampereur@ashwaubenon.k12.wi.us).

## Must School Districts Honor Standardized Testing Opt-Out Requests?

*By Alana M. Leffler, Attorney, Buelow Vetter*

School districts around the state have been receiving an increasing number of requests from parents to opt their children out of certain standardized assessments. Oftentimes, the request will be very broad. For example, several districts have received identical requests from parents to opt their children out of “the WKCE, ACT, Smarter-Balanced, MAP and any standardized test where results are kept on file and/or reported beyond the immediate teacher.”

Before responding to these types of requests, it is important to determine whether your district is legally obligated to honor all or part of the request. The district’s legal obligations in this regard will depend on two things: (1) the assessment; and (2) the child’s grade level.

State law only gives parents/guardians the right to opt their children out of the Wisconsin Student Assessment System (WSAS) in grades 4, 8, 9, 10, and 11 by submitting a written request to the principal or school board. See Wis. Stat. § 118.30(2)(b).

The WSAS includes only the following assessments:

1. Wisconsin Knowledge and Concepts Examination (WKCE) at grades 4, 8, and 10 in Science and Social Studies;
2. Wisconsin Alternate Assessment for Students with Disabilities (WAASwD) at grades 4, 8, and 10 in Science and Social Studies;

3. Smarter Balanced Assessment at grades 3-8 in English Language Arts and Math;
4. Dynamic Learning Maps (DLM) at grades 3-11 in English Language Arts and Math;
5. ACT Aspire at grades 9 and 10;
6. ACT at grade 11 for English Language Arts, Mathematics, Science, and Writing; and
7. ACT WorkKeys at grade 11.

State law does not give parents the right to opt their children out of the Wisconsin Student Assessment System in grade levels other than 4, 8, 9, 10, 11, nor does it give parents the right to opt their children out of other standardized student assessments that are not listed above (e.g., the PALS assessment). If a parent requests that his or her child be excused from taking a standardized assessment, and either: (1) the student is not in grade 4, 8, 9, 10, or 11; or (2) the assessment is not one of the WSAS assessments listed above, then the decision whether to grant the request is at the discretion of the school board. Many school boards have chosen to adopt policies that state which requests will be granted.

If you have any questions about this article, please contact Alana Leffler at 262.364.0267 or

# CONGRATULATIONS!!



Congratulations to Becky Collins who has accepted the position of Statewide RSN Coordinator as of January 5<sup>th</sup>! Becky will continue to work out of the CESA 9 office and can be reached at: [bcollins@cesa9.org](mailto:bcollins@cesa9.org). We all wish you the best of luck on your new endeavor!



**DIRECTORY****WCASS**

4797 Hayes Road, Suite 101  
 Madison, WI 53704  
 (608) 245-2511  
[www.wcass.org](http://www.wcass.org)

**President**

Kurt Eley  
 (608) 849-2015  
[keley@waunakee.k12.wi.us](mailto:keley@waunakee.k12.wi.us)

**President Elect**

John Peterson  
 (920) 563-7804  
[petejo@hamilton.k12.wi.us](mailto:petejo@hamilton.k12.wi.us)

**Executive Director**

Gary Myrah  
 (608) 245-2511  
[garymyrah@wcass.org](mailto:garymyrah@wcass.org)

**Director of Government Relations**

John D. Forester  
 (608) 242-1370  
[www.wsaa.org](http://www.wsaa.org)

**Research & Special Projects**

Scott Brown  
 (608) 316-1907  
[scott.brown@mgschools.net](mailto:scott.brown@mgschools.net)

**Nissan Bar-Lev**

(920) 849-9384  
[nbarlev@wi.rr.com](mailto:nbarlev@wi.rr.com)

**Past President/Programs Co-Chair**

Greg Nyen  
 (715) 345-5454  
[gnyen@wisp.k12.wi.us](mailto:gnyen@wisp.k12.wi.us)

**Secretary**

Dawn Western  
 (715) 294-4180 x329  
[dawnw@cesa11.k12.wi.us](mailto:dawnw@cesa11.k12.wi.us)

**Treasurer**

Ken Kassees  
 (262) 968-6300 x5341  
[kasseesk@kmsd.edu](mailto:kasseesk@kmsd.edu)

**Legislation**

Matt Collins  
 (715) 453-2141  
[mcollins@cesa9.org](mailto:mcollins@cesa9.org)

**Constitution & Policies**

OPEN

**Membership**

David Kwiatkowski  
 (920) 855-2114  
[davek@cesa8.k12.wi.us](mailto:davek@cesa8.k12.wi.us)

**Tammy Lampereur**

(920) 492-2905 x1010  
[tlampereur@ashwaubenon.k12.wi.us](mailto:tlampereur@ashwaubenon.k12.wi.us)

**Programs Co-Chair**

Pam Foegen  
 (608) 789-7655  
[pfoegen@lacrosseschools.org](mailto:pfoegen@lacrosseschools.org)

**Social & Awards**

Jan Chapman  
 (262) 626-8427 x8013  
[jchapman@kewaskumschools.org](mailto:jchapman@kewaskumschools.org)

**Newsletter**

Jennifer Zynda  
 (715) 359-4221 x1222  
[JZynda@dce.k12.wi.us](mailto:JZynda@dce.k12.wi.us)

**Public Relations**

Becky Collins  
 (715) 453-2141  
[bcollins@cesa9.org](mailto:bcollins@cesa9.org)

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

Please contact Jennifer Zynda  
 WCASS Newsletter Editor  
[JZynda@dce.k12.wi.us](mailto:JZynda@dce.k12.wi.us)  
 (715) 359-4221 x1222