Welcome to WASDA’s December edition of our online Newsletter! Happy Holidays to all of our members!

Complete details about all of WASDA’s events for the remainder of the year can be found on our website at www.wasda.org. If you experience any difficulty with the website, please contact Jessica directly at jschwedrsky@wasda.org.

We are always looking for new ways to serve our members. If we can ever be of service to you, please do not hesitate to contact us. We are here to serve you!

From all of us at the WASDA office, we wish you all Happy Holidays!

Jon, Barb, Nancy & Jessica

Wisconsin Association of School District Administrators
4797 Hayes Road
Madison, WI 53704
608/242-1090
608/242-1290 - FAX
www.wasda.org
REGISTRATION NOW OPEN

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For more information and to register, visit WASB.org/convention
DECEMBER 2022
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www.wasda.org
As November comes to a close and December is upon us, we are reminded that the next legislative session is just around the corner. This legislative session will be both similar and quite a bit different from past years. On one hand we are continuing in divided government, which will hopefully bring moderate solutions to challenges around the state, but we are also coming off of two years of no new real spendable money from the state. The stakes are extremely high to avoid a financial cliff that has not been seen since the last time the Federal Government decided to inject one time money to help us pay for ongoing expenses (ARRA of 2009).

I think one of the biggest differences with that situation was that everyone was feeling the pinch and making the necessary cuts needed as we were in a full blown recession. This last time around felt different. Both public and private industries continued to spend at a pace as done the previous 10 years. A big reason for that spending was to attract and retain employees in an environment that has ultra-low unemployment. So now we are in a position where not only do we need the legislature to backfill for the one-time money we received from the Federal Government, but we also need additional money to deal with the continued pressures on hiring and inflation that is well above 7%.

The good news with our current situation is that the State has a larger surplus than they have ever had, and the current revenue projections continue to outpace the previous projections. The bad news is there will be continued pressure for not spending adequately on public education and looking to expand spending on private options and tax relief. Even though I am not any more of a fan of paying taxes than anyone else and I do believe tax relief can be a good thing, I would be shortsighted if I did not realize now is the time for real investment in our public schools. We have talked for many years about fixing a funding formula that is inequitable at best, and downright detrimental to children in schools at its worst. We have the opportunity to fix the system so that we have one that is equitable across the state with increased investment in all school districts.

What that investment looks like is not completely known to me. As I do not have a firm handle on all of the different areas that could be fixed long term by making adjustments to the funding formula. However, the one thing that I do know is even with what the DPI has requested in their budget request, it will not be enough to keep our district from having to go for an operational referendum. I would encourage you to reach out to your Legislator between now and the winter break to start and plant the bug in their ear that we really need them to step up and support public education in the next biennium budget.

On a personal note, I hope that you all had a great Thanksgiving and will get some needed time off over winter break. My wife and I were talking yesterday about how quickly time seems to go every year. As our oldest is now a sophomore in high school, we have started to realize that our family holidays and family vacations are not infinite. Not that we won't see him after he heads off to college, but as both her and I have recognized looking back at our own lives post high school, it's never quite the same. I know for all of us things can get quite hectic and border on chaos, but as I talk to folks that have moved into that next stage in life where their children have grown there has been one statement that has stuck with me. "The days are long and the years are quick so enjoy every minute of it." Have a wonderful holiday season, I look forward to seeing everyone at the convention in January.

Nick Ouellette PhD.
Superintendent, School District of Hudson
WASDA President
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WASDA
Executive Director’s Message
December 2022
Dr. Jon Bales

“Wishing You the Best for December and the Holiday Season”

Please click on the link below to hear a message from Jon.

CLICK HERE.

Please send your comments and questions to Jon - jbales@wasda.org.

SLATE
SCHOOL LEADERS ADVANCING TECHNOLOGY IN EDUCATION
December 5-7, 2022
Kalahari Resort - Wisconsin Dells

AWSA and WASDA are happy to be hosting the Thirteenth Annual SLATE Convention December 5-7, 2022. SLATE is a comprehensive educational technology convention designed to meet the needs of all schools and districts. This convention is designed for a wide variety of educators including Teachers, Principals, Associate Principals, District Administrators, Library Media Specialists, IT Coordinators, Directors of Curriculum and Instruction and other school leaders. Over the course of three days, 1,900 educators of all backgrounds and expertise levels gather to learn about the newest in education technology, as well as practical tips and tricks to implement in their schools and districts.

The cost for attending SLATE will be $235 per attendee.
Pre-Convention Sessions are $39. The Wisconsin Future Ready Leadership Summit can be attended as a pre-con or as a stand-alone event.

Visit the SLATE website for complete program and registration information.
Wisconsin public school districts face unprecedented challenges and opportunities. The attorneys at Renning, Lewis & Lacy, s.c., are dedicated to helping you meet the challenges and take advantage of the opportunities.
MADISON, WI - The Wisconsin Association of School District Administrators has named Monona Grove School District Superintendent Dr. Daniel W. Olson the Wisconsin Superintendent of the Year.

After more than 30 years in education and over a decade in school and district administration, Dr. Olson sees himself first and foremost as an educator. He is being recognized for his leadership in the district's initiatives on equity, institutional practices, mental health and wellbeing, and engagement—among others.

Over the last several years, public schools and their leaders have faced enormous challenges. Despite all the difficulties, Dr. Olson leads with compassion, empathy, and humanity. He encourages staff to focus on moments of joy and positive experiences, and emphasizes that the growth students achieve and the connections built in classrooms and beyond are reflections of the work teachers and staff do. He has established the Monona Grove School District as a place where the floors and walls are not what make the schools vibrant—it is the people, the sense of belonging, and the community created and built together.

"I am grateful and proud to work alongside the dedicated members of Team MG. This award is a recognition of the work done by each and every member of our staff," Dr. Olson said. "Our teachers and staff, our students and families, and our community are dedicated, hard working, and supportive. It is a privilege to serve as superintendent of Monona Grove."

WASDA will present the 2023 Wisconsin Superintendent of the Year award to Olson at the Jt. WASB/WASDA/WASBO Convention in Milwaukee in January 2023.

Dr. Olson is in his 10th year as the superintendent of the Monona Grove School District. He previously served for eight years as the superintendent of the Campbellsport School District, and for five years as a high school principal in the Campbellsport and Northern Ozaukee school districts. His career as an educator includes 13 years as a high school math teacher and coach in Wausau, Hortonville, and Northern Ozaukee.

A graduate of Belleville High School and the University of Wisconsin-Madison, Dr. Olson received a master's degree in educational administration from Concordia University-Wisconsin, a superintendent's licensure at Marquette University, and a doctorate in educational leadership from Edgewood College.

"It is an honor and a privilege to present the Superintendent of the Year Award to Dr. Olson, an outstanding school district leader who has made a big impact on the Monona Grove community," said Jon Bales, executive director of WASDA. "Throughout his career in education, Dan's focus has been on ensuring all students have the resources and opportunities to succeed. This award is a reflection of the amazing things he has done for the students, staff, and families of his school district."

Since its inception, WASDA's Superintendent of the Year program has become widely acknowledged as the most prestigious honor a Wisconsin school system leader can receive. Criteria include successfully meeting the needs of students, personal and organizational communication, professionalism, participation in local community activities, and an understanding of regional, national, and international issues.
Each spring WASDA recognizes deserving educators at the WASDA Annual Educational Conference. This year’s conference will be held April 26-28, 2023, at The Madison Concourse Hotel in Madison. At this time, we are seeking nominations for the following awards:

- WASDA Outstanding Educator Award
- WASDA Distinguished Service Award
- WASDA Award of Special Recognition for Service to Wisconsin

Complete information on how to nominate someone for these awards can be found online at [www.wasda.org](http://www.wasda.org). Please note that the deadline for nominations is January 10, 2023. The WASDA Awards Committee will be meeting during the Jt. WASB/WASDA/WASBO Convention to select their recommendations for this year’s recipients. Their recommendations are then forwarded to the WASDA Board of Directors for approval.

Thank you for taking the time to nominate someone for one of these prestigious awards!
James L. Ticknor, 81, of Cecil, passed away on Oct. 31, 2022, in Cecil. He was born in Wisconsin Rapids on May 31, 1941, the son of Kenneth and Winifred (Rector) Ticknor. James graduated from Edgerton High School in 1959. Following high school, he attended River Falls State College, graduating in 1963, receiving a BS degree in elementary education. James was united in marriage to Sandra Hallock in 1962 in River Falls. Following graduation from college, James taught for five years in the Beloit Public Schools.


James enjoyed golfing, fishing, and hunting as well as spending winters in Cocoa Beach, Florida.

He is survived by his wife of 60 years, Sandra; children, Jay (Sara) of Grantsburg, and Kristen (Aaron) of Green Bay; four grandchildren, Leah and Nikki Ticknor, and Sami and Connor Worden of Green Bay. He is further survived by a sister, Sue (Richard) Kruckenberg of Janesville and several nieces and nephews.

He was preceded in death by his parents. A private family service will be held.
Upcoming December edLeader Panel Broadcast:
The next live broadcast of the CoSN / AASA EmpowerED Superintendent edLeader Panel Series, *Planning and Sustaining Technology Innovations: Aligning Priorities, Costs, and Outcomes*, airs on Monday, December 12, 2022, at 4:00 pm Central Time. Dr. Chris Gaines, Superintendent, Mehlville School District, MO, along with Dr. Kelly May-Vollmar, Superintendent, Desert Sands Unified School District, CA, and Dr. Aaron Spence, Superintendent, Virginia Beach City Public Schools, VA, share the strategies they lead in their school districts to evaluate, rethink, and strengthen district technology decision making. Free registration for the upcoming December 12, 2022 live broadcast is available at: [https://home.edweb.net/webinar/supers20221212/](https://home.edweb.net/webinar/supers20221212/)

November 14 edLeader Panel Broadcast Recording:
If you missed the recent CoSN / AASA EmpowerED Superintendent edLeader Panel broadcast, *Leadership Challenges and Solutions Regarding Data Privacy in Technology-Enriched Learning Environments*, which aired on Monday, November 14, 2022, you are welcome to access the link to the recording at: [https://home.edweb.net/webinar/supers20221114/](https://home.edweb.net/webinar/supers20221114/)

In this recent broadcast Casey Bertram, Superintendent of Bozeman Public Schools, MT, Dr. Alex Marrero, Superintendent of Denver Public Schools, CO, and Dr. Penelope Martin-Knox, Superintendent of Raytown Quality Schools, MO, shared the leadership strategies they implement to assess their school districts’ privacy and compliance policies. All three superintendents represent school districts that have earned the Trusted Learning Environment (TLE) Seal, the nation’s only privacy framework designed specifically for school systems. Information about the TLE and how and why other school districts can benefit from earning the TLE Seal was also covered during the November 14 live broadcast.

**CoSN Data Privacy Resources**

**CoSN Data Privacy Self-Assessment**

**Infographic: School System Jobs and Their Impact on Student Data Privacy**
A snapshot of the many different roles across a school system that have an impact on student data privacy. [https://www.cosn.org/wp-content/uploads/2022/01/Infographic_Roles-In-Protecting-Student-Data-Privacy_FINAL.pdf](https://www.cosn.org/wp-content/uploads/2022/01/Infographic_Roles-In-Protecting-Student-Data-Privacy_FINAL.pdf)

**Building A Trusted Learning Environment: Understanding The Leadership Practice**

**Trusted Learning From the Ground Up: Fundamental Data Governance Policies and Procedures**
Learn fundamental data governance policies and procedures and check to see how many your district has in place. [https://www.cosn.org/wp-content/uploads/2022/01/Fundamental-Data-Governance-Policies-and-Procedures-TLE-CHECKLIST.pdf](https://www.cosn.org/wp-content/uploads/2022/01/Fundamental-Data-Governance-Policies-and-Procedures-TLE-CHECKLIST.pdf)

**CoSN Membership:** If you, your school or district would like more information about joining CoSN please contact membership@cosn.org

The Consortium for School Networking (CoSN) in partnership with the Wisconsin Association of School District Administrators in its role as a state superintendent association endorser of the CoSN Empowered Superintendent Initiative, along with the CoSN Wisconsin state affiliate chapter, Wisconsin Educational Technology Leaders are honored to support the work of current and aspiring superintendents and district leadership teams in leading all aspects of digital learning transformations.
UPCOMING WASDA ALL MEMBER ZOOM MEETINGS

Watch your email the Monday before each Zoom meeting for login information.

All meetings begin at 1:30 p.m.

December 21
January 11
February 22
March 15
April 12
May 17
June 14

FINANCIAL WELLNESS BEGINS WITH YOUR DISTRICT AND BENEFITS EVERYONE

84% of employees want financial wellness programs, but only 18% of employers currently offer them.* WEA Member Benefits provides FREE financial education for your staff.

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WASDA CHILD ADVOCACY COMMITTEE ANNOUNCES 2023 AWARDS!

Please help us by nominating child advocates from your district. There are two ways to recognize child advocates from your district; you can nominate individuals or companies. Each nomination will receive a certificate from WASDA that you can present at a local board meeting. State finalists will be honored at our spring convention.

Two Awards:

**Bert Grover Child Advocate - Individual/Community Based**

The Individual/Community-Based award is created to acknowledge an exceptional individual or civic or other community based organization's support for our children. Superintendents are encouraged to nominate local individuals/civic organizations who have demonstrated significant commitment to children by sharing their time, talents and/or financial support. The award is to acknowledge the importance of individuals working to support the greater mission of educating all children.

**Bert Grover Child Advocate - Business**

The Business Award is a new award created to acknowledge the exceptional business educational partnerships throughout the State of Wisconsin. Superintendents are encouraged to nominate business partners who have demonstrated significant commitment to children by sharing time, talents and/or financial support. The award is to acknowledge the importance of business partnerships as essential to the greater mission of educating all children.

Please use the links below to view the nomination forms. Please submit completed nomination by February 7, 2022.

**Online Form**
- Individual/Community Based Award
- Business Award

**Paper Form**
- Individual/Community Based Award
- Business Award

If you have any questions or need further information, please contact Bob Mayfield, Child Advocacy Chair at bmayfield@kimberly.k12.wi.us or 920-788-7900 X 4129.
Recently, I visited Savannah, Georgia, and hopped on a tour bus to learn about the city’s history. Located on Chippewa Square is a replica of the iconic Forrest Gump bench. You might recall the famous scene from the 1990s film where Forrest, seated on the bench, admires a large box of chocolates in his lap and tells a stranger, “My mama always said life was like a box of chocolates. You never know what you’re gonna get.”

That got me thinking about classroom libraries. Elementary teachers are accustomed to collecting, leveling, and labeling their boxes of books, which contain everything from basic milk chocolate varieties to my favorite, dark chocolate with caramel. Students don’t know exactly what they’ll get in each one, but they do know which boxes are off-limits and those that house their just-right books.

What would it look like if kids consistently got access to the books deemed too difficult for them? Forrest Gump spent his life being underestimated. If the kids in your class only get to read books at their reading level, you’re underestimating them, too.

**My boxes of books didn’t help enough students**

In the early 2000s, when I was a classroom teacher, I, too, amassed a room full of boxes. With great care, I sorted them by reading levels into color-coded boxes. I also had a kit of leveled readers. I strategically assigned boxes to specific students.

These leveled books were designed to match students’ independent, instructional, and frustrational reading levels. With the exception of our reading anthology, students reading below grade level spent much of their time in guided reading groups eating plain chocolates while fluent readers were treated to more delectable varieties.

Using this approach, I thought I had established equitable reading practices. Research suggests otherwise, however. According to the 2019 NAEP report card in reading, only 34% of fourth-graders and 32% of eighth-graders are reading at or above the NAEP reading proficiency cut-off. If my practices worked, those numbers would be much higher.

**The trouble with keeping kids below grade level**

Too many of my students spent time in guided reading groups reading texts that were below grade level. I assumed they weren’t ready for more mature options. What I didn’t know is why those leveled readers were actually preventing my students from successfully reading at grade level. I wasn’t alone. Timothy Shanahan, world-renowned literacy expert, describes having a similar experience in “Should we teach students at their reading levels?”: “When I taught elementary school, I dutifully tested each of my students to find their...levels—dividing them into groups built around instructional-level texts. It was a lot of work, but I believed it helped me to teach..., a belief shared by tens of thousands of teachers.”

What Shanahan discovered—and has helped many of us see—is that kids benefit from being challenged. “To teach students at ‘their levels,’” he explains, “is to guarantee a lack of adequate reading proficiency by graduation.” After digging into the research on instructional-level teaching, he was shocked to find it doesn’t actually support the practice. “There is no credible evidence supporting learning benefits from teaching kids at their levels,” he says. Or, if I can editorialize here, teaching them only at their levels. Studies show that exposing kids to on-grade texts that are hard for them helps them learn and grow as readers. Restricting access to grade-level text becomes an issue of equity.

**Rethink leveled readers**

To be fair, leveled readers weren’t the culprit of less-than-ideal reading outcomes in my classroom. With time, it became clear to me that I needed to rethink how I used them in my classroom.

I assumed students would magically score proficient on the state summative assessment because they spent so much time reading, albeit texts below grade level. What they needed in addition to lots of exposure to accessible texts was time with rich, grade-level texts, ones that would help them add to their vocabulary, build content knowledge, and decode complex syntax. So what’s a teacher to do with all those leveled readers? Continue reading here.
WASDA COMMITTEE MEETINGS AT THE JT. WASB/WASDA/WASBO CONVENTION

Below is a listing of the WASDA committees that will be meeting during the Jt. WASB/WASDA/WASBO Convention in Milwaukee. Please note the date and time of your committee and plan to attend your committee meeting. The meeting room assignments for the committees will be announced at a later date.

TUESDAY, JANUARY 17:
WASDA Board of Directors 1:00 - 4:00 p.m. HILTON HOTEL

WEDNESDAY, JANUARY 18:
The locations for the following meetings will be emailed to the membership prior to the convention.

- WASDA K-8 Schools Committee 8:00 a.m.
- WASDA Legislative Committee 8:00 a.m.
- WASDA Awards Committee 8:00 a.m.
- WASDA Small Schools Committee 8:00 a.m.

Large District Caucus - 12:00 - 2:00 p.m. HILTON HOTEL

WASDA LUNCHEON

Another packed agenda awaits attendees at this year's Jt. WASB/WASDA/WASBO Convention in Milwaukee, January 18-20. A highlight of this joint convention for WASDA members is the annual WASDA noon luncheon. The luncheon will be held Thursday, January 19. DAN OLSON, Superintendent of the Monona Grove School District and the 2023 Wisconsin Superintendent of the Year, is this year's luncheon speaker.

Also, WASDA members are reminded to stop by the WASDA booth to find out what's new with your association. WASDA members are encouraged to attend the Jt. WASB/WASDA/WASBO Convention and register for the WASDA noon luncheon January 19. Visit www.wasb.org for complete details.
Achieving Educational Equity for English Language Learners

By: Lucy Elizondo | Executive Director of Partner Success | engage2learn

Leslie and her family recently relocated to Rhode Island from their home in Central America in search of a better life. Back home, Leslie was a top student in her class. She excelled in science and dreamed of becoming a doctor. Now in Rhode Island, Leslie must learn all the same subjects that she loved so much back home...in English, a language she's never spoken before. Fortunately for Leslie, her teacher is well versed in a variety of instructional strategies that are designed to ensure Leslie masters all the same science content as her English-speaking peers. Leslie's teacher is also including strategies for English language acquisition and valuing the rich cultural contributions Leslie brings from her home country.

As a result, Leslie's dream of becoming a doctor can become a reality because potential barriers have been removed. This is equity.

It's important to note that “good education” and “poor education” are relative. If a district lacks educational equity, two students in the same classroom with the same teacher and the same materials can easily result in entirely different learner outcomes. Often, when students fall behind, it is because the system has not been set up in a way to meet the student's unique needs and failed to set them on an individualized path toward achievement. This all-too-common scenario is a clear example of the difference between equality and equity.

"Equality is giving everyone a shoe. Equity is giving everyone a shoe that fits." – Naheed Dosani

The Rapid Growth of English Language Learners

When we think about educational equity, we have to consider every kind of learner. For example, according to the National Education Association (NEA), English language learners (ELLs) are the US’ fastest-growing student group, currently making up 10% of K-12 students. The NEA predicts that by 2025,
the number of ELLs nationwide will grow to 1 out of every 4 students — as exciting a shift as it is challenging.

With over 400 different languages spoken by K-12 students across the country, educational equity for English language learners is not a want; it’s a need.

engage2learn’s Support of ELLs in Public Schools

engage2learn currently partners with Providence Public School District (PPSD) in Rhode Island’s capital, where ELLs currently make up 31% of the student population. Like many districts, PPSD is working to ensure that they have sufficient ESL Certified teachers to meet student needs. Through our partnership, we have helped the district develop a comprehensive coaching and growth plan designed to streamline district-wide priorities, goals, teacher training, and instructional methods.

Naturally, this partnership has been an adjustment for many teachers.

Following an 80/20 coaching model that the district desired for their teachers, coaches spend 80% of their time in the classroom assisting teachers with practical implementation and 20% of their time in 1:1 coaching conversations to track progress, problem-solve, exchange ideas, and celebrate accomplishments. This model allows for job-embedded training that gives teachers the tools they need to influence student achievement and ample time for strong relationship-building between coaches and coachees.

Maximizing the impact of coaching through the apps, resources, and tools in engage2learn's talent development learning platform, eSuite®, is a critical element in PPSD's work towards building educational equity. Teachers document coaching conversations, upload evidence to classroom implementation, receive endorsements from coaches and peers, and earn achievement badges as they make progress toward their goals. This tool not only allows teachers to see hard evidence of their own growth, but fosters an encouraging school culture and boosts morale.

With job-embedded training, tangible instructional tools, scalable best practices, and celebrations of growth every step of the way, ELL teachers are well on their way toward creating a lifelong, positive impact on all of their students.

For districts looking to expand their support of English Language Learners (ELLs), [click here](#) for an infographic that provides quick, actionable steps to help establish equity and accelerate outcomes of ELLs.

Want to learn more about how expert, job-embedded coaching can transform and build educational equity in your district? [Start a conversation with e2L today!](#)
**BVL DECEMBER Update**

We picked a few videos you might find helpful this month

Baird is dedicated to your district and your school finance needs. Although the BVL library is full of useful videos to be accessed anytime, this month in the business office, you might be interested in the below videos:

- Bond Proceeds and Arbitrage Requirements
- Cash Defeasance
- Cash Flow
- Debt Refinancing
- Enrollment/Pupil Count
- What is the Difference Between Fiscal Year and Calendar Year?

If you have any questions on the above videos, or if you have any comments on how the BVL can better serve your district, let us know! Reach out to any member of our team below; we'd be happy to help.

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The requirements to receive the Honorary Life Membership and be recognized at the retirement banquet held in conjunction with the WASDA Annual Educational Conference are as follows:

A. The recipient must have retired from school work.
B. The recipient must have total experience in educational work on any level of at least twenty-five (25) years.
C. The recipient must have been a member of the Wisconsin Association of School District Administrators at the time of retirement and for the five (5) years immediately preceding retirement.
D. CESA administrators who were county superintendents are to receive credit for the years served as county superintendents.

If you are retiring this year, please email the WASDA office. ALL WASDA members retiring will be recognized at the banquet. This year’s convention will be held April 26-28 at the Madison Concourse Hotel in Madison. (Conference begins with sectionals at 1 p.m., April 26, and ends at 11 a.m. on April 28.)