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27<sup>TH</sup> ANNUAL

STATE SUPERINTENDENT'S CONFERENCE ON

*Special  
Education  
& Pupil Services  
Leadership  
Issues*

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WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

TONY EVERS, PhD, STATE SUPERINTENDENT

# **State Superintendent's Conference on Special Education and Pupil Services Leadership Issues**

**Madison Marriott West  
1313 John Q. Hammons Drive  
Middleton, Wisconsin**

**November 15 and 16, 2011**

**Sponsored by:**

**Department of Public Instruction**



**Wisconsin Department of Public Instruction  
Tony Evers, PhD, State Superintendent  
Madison, Wisconsin**

**For more information contact:**

Sherri Honaker  
Special Education Team  
Wisconsin Department of Public Instruction  
P.O. Box 7841  
Madison, WI 53707-7841  
608-267-2063 or 1-800-441-4563  
sherri.honaker@dpi.wi.gov  
[www.dpi.wi.gov/sped/falleader.html](http://www.dpi.wi.gov/sped/falleader.html)

November 2011

The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or disability.

# Make it a Great Conference

- Arrive promptly for sessions; late entrances are distracting.
- If you must leave early, do so quietly.
- Please do not tip the chairs in sectional rooms or in Michigan/Superior room to reserve a spot – others may trip on the chair legs. Please lay something across the back of the chair, or place something on the seat.
- Silence all cellular phones and pagers during presentations.
- Be considerate of presenters and others by limiting private conversations.
- Take only one copy of handouts per session you are attending (after the conference handouts may be found on the website).
- Dress in layers as room temperatures vary.
- Be respectful of room capacities, and plan accordingly.
- Leave personal/specific questions for the speaker until the end of the presentation.
- Check your area for personal belongings before you leave.
- Dispose of trash properly.

## General Information:

### Help:

The registration area will be staffed at all times, except during lunch.

### Message Board:

A message board will be placed near the registration area. Any incoming messages will be posted there.

### Evaluations:

We value participant feedback when planning conferences. Please take a few minutes to complete the evaluation form at each sectional and the on-line evaluation about the overall conference.

# Conference Planning Committee

**Linda Carey**, Office Operations Associate  
Student Services/Prevention and Wellness Team

**Wendi Dawson**, Consultant, Transition /  
Traumatic Brain Injury / Orthopedic Impairment  
Special Education Team

**Nic Dibble**, Consultant, School Social Work Services  
Student Services/Prevention and Wellness Team

**Mark Freudenberg**, Office Operations Associate  
Student Services/Prevention and Wellness Team

**Rachel Gallagher**, Consultant, School Nursing  
and Health Services  
Student Services/Prevention and Wellness Team

**Sherri Honaker**, Office Operations Associate  
Special Education Team

**Judy Sullivan**, Office Operations Associate  
Special Education Team

**Patricia Williams**, Consultant, Procedural Compliance  
Self-Assessment  
Special Education Team

**There are many people who contributed to the success of this conference. The Conference Planning Committee offers a special thank you to all of them.**

# Tuesday, November 15, 2011

7:30 a.m. **Registration – Lobby**  
**Continental Breakfast – Michigan/Superior Room**

8:30 a.m. **Welcome**

*Michigan/ Superior* Carolyn Stanford Taylor – Assistant State Superintendent, Division for Learning Support: Equity and Advocacy, DPI  
Tony Evers, PhD, State Superintendent, DPI

9:00 a.m. **Hot Topics in Special Education Law: The Top Three Issues Educators Face Today**

*Michigan/ Superior* Julie J. Weatherly, Esq., Resolutions in Special Education (RISE)

10:00 a.m. **Break – Lobby**

10:15 a.m. **Sectionals**

*Sectional 1. Salon A/B/C* **Wisconsin Culturally Responsive School-Wide Positive Behavioral Interventions and Supports Framework**

Aydin Bal, PhD, Professor, University of Wisconsin – Madison

In this presentation, the audience will learn about a culturally responsive framework (CRSWPBIS) to improve school-wide positive behavioral support and interventions implementation efforts in Wisconsin schools to address enduring educational equity issues such as minority student's disproportionate representation in special education programs and the disparities in academic and behavioral outcomes. CRSWPBIS framework utilizes a process-oriented critical theory of systemic change aiming at understanding and influencing the school cultures mediated construction of opportunities, ability, knowledge, and power through the educational, social, political, and geographical processes maintaining the inequalities as enacted in complex and historically evolving local educational contexts. CRSWPBIS implementation effort will address cultural-historical and spatial contexts and interactional patterns that undergird early intervening, culturally responsive intensive instruction, specialized student and teacher supports, coalition building, and systemic transformation.

*Sectional 2. Salon D/E* **WI Response to Intervention (Rtl) Exemplars – Elementary**

Laura Gleisner, Academic Regional Technical Assistance Coordinator, WI Rtl Center

Samantha Polek, Principal of Denison Elementary, Lake Geneva School District

Betsy Schroeder, Principal of Star Center Elementary School, Lake Geneva School District

Dan Seaman, Academic Regional Technical Assistance Coordinator, WI Rtl Center

Jackey Syens, Assistant Principal of Central-Denison School, Lake Geneva School District

Laura Gleisner and Dan Seaman of the WI Rtl Center will provide a brief overview and update of Response to Intervention in Wisconsin. An elementary school team from the Lake Geneva School District will describe the specifics of their Rtl systems. Particular emphasis will be placed on how high quality instruction, balanced assessment, and collaboration work together forming an effective system that increases success for all students.

*Sectional 3. Salon F/G/H* **Getting Started, Implementing, and Sustaining PBIS in Schools and School Districts: A panel discussion of Special Education and Pupil Services Directors**

Robyn Criego, Director of Special Education and Student Services, Eau Claire Area School District

Claudia Dempsey, Director of Special Education, Chippewa Falls Area Unified School District

Marlene Gross-Ackeret, PBIS Technical Assistance Coordinator, Wisconsin PBIS Network

Karen Henry, Pupil Services Director, School District of Altoona

Therese Kwaitkowski, Director of Student Services, Wauwatosa School District

Patricia Yahle, former Director of Special Services, Milwaukee Public Schools

Panelists will describe their road to bringing Positive Behavioral Intervention and Supports (PBIS) to their districts and schools. Opportunities to share their stories and answer questions about the journey will include funding, district commitments, implementation, getting to fidelity, and sustaining PBIS.

*Sectional 4. Geneva* **Serving Students with Disabilities Who are Homeless**

Lara Kain, Education Consultant, Title I and Education for Homeless Children and Youth, DPI

Paula Volpiansky, School Administration Consultant, Special Education, DPI

Over the years, the department has received questions from the field about serving students with disabilities who are homeless. Presenters from the Special Education and Title I teams will review the department's guidance for serving such students consistent with the Individuals with Disabilities Education Act (IDEA) and the McKinney-Vento Homeless Education Assistance Act. Time will be allocated for questions from the audience.

*Sectional 5. Mendota* **Wisconsin Act 309 – Helping to Keep our Schools and Students Safe**

Barbara Dorff, Executive Director of Learning, Green Bay Area Public Schools

Mike Hinske, Principal, Big Foot High School

Joan Lerman, Education Consultant, Student Services/Prevention and Wellness, DPI

School districts are required by Wisconsin law to have in place a policy on bullying and an updated school safety plan. Participants will receive an overview of the recent legislation and learn how two Wisconsin school districts interpret the law.

*Sectional 6. Section 504 and the ADA in Schools: Common Myths and Realities*  
*Wisconsin (Repeated in Sectional 12)*

Julie J. Weatherly, Esq., Resolutions in Special Education (RISE)

Section 504 is perhaps the most misunderstood law in schools! This presentation will highlight common myths and realities as they relate to the provision of educational services to students with disabilities under Section 504 and the Americans with Disabilities Act (ADA).

11:30 a.m. **Lunch – Michigan/Superior Room**

12:15 p.m. **DPI Update**

*Michigan/ Superior* Steve Fernan, Assistant Director of Student Services/Prevention and Wellness, DPI  
Stephanie Petska, Director of Special Education, DPI

12:30 p.m. **Wisconsin School for the Deaf (WSD) Sign Song Dancers**

12:45 p.m. **Monitoring Overview**

*Michigan/ Superior* Anita Castro, Assistant Director of Special Education, DPI  
Troy Couillard, Assistant Director of Special Education, DPI

1:15 p.m. **Break (no food or beverage)**

1:30 p.m. **Sectionals**

*Sectional 7. Mental Health Medication Management (Repeated in Sectional 13)*

*Salon A/B/C* David Mays, MD, PhD, Assistant Clinical Professor, University of Wisconsin - Madison

In this presentation, the speaker will describe the indications for, benefits, and side effects of the most commonly prescribed psychiatric medications.

*Sectional 8. Specific Learning Disabilities (SLD) Guidance Update (Repeated in Sectional 14)*

*Salon D/E* Kathy Laffin, Special Education Consultant  
Paula Volpiansky, School Administration Consultant, DPI

The department released Initial Guidance for Implementing Wisconsin Criteria for Specific Learning Disability (SLD) earlier this fall and is conducting workshops around the state. This sectional will highlight key pieces of the guidance and update participants on the status of SLD rule implementation. Time will be allocated for participant questions.

*Sectional 9. PBIS and The Changing Role of Special Education and Pupil Services Support Staff*

*Salon F/G/H* Lori Cameron, PBIS Technical Assistance Coordinator, Wisconsin PBIS Network  
Kent Smith, PBIS Technical Assistance Coordinator, Wisconsin PBIS Network

This session will 1) provide a basic overview of the key components of Positive Behavioral Intervention and Supports (PBIS), and how it fits in Response to Intervention (RtI), 2) identify some of the challenges in our current system of identifying and working with Students with Disabilities, and examine how PBIS may address these challenges, and 3) examine how PBIS may alter the way Special Services are delivered in schools.

**Sectional 10. Compliance Indicators**

*Geneva* Paul Sherman, School Administration Consultant, Special Education, DPI  
Patricia Williams, School Administration Consultant, Special Education, DPI

This section will provide an overview of the compliance indicators reported in the State's Annual Performance Report, including a discussion of the department's special education compliance monitoring system and recent changes.

**Sectional 11. Social Media – The Good, Bad, and Ugly!**

*Mendota* Peter Pendleton, Coordinator, Library Media Services, CESA 6

Social media has impacted youth worldwide with its ease of use and ability to connect with others. In fact, Facebook has over 750 million active users. There are more than 250 million active users currently accessing Facebook through their mobile devices. Many of our school districts are opening up their networks to allow students to bring their own mobile devices to school to connect to the internet. How does this affect you and students with disabilities? Are there any laws regarding how we use mobile technologies within PreK-12 education? This presentation will review current trends in the use of social media, explain state and federal legislation regarding school districts' responsibilities, and offer some strategies for using social media to improve your education practice!

**Sectional 12. Section 504 and the ADA in Schools: Common Myths and Realities**

*Wisconsin* **(Repeat of Sectional 6)**

Julie J. Weatherly, Esq., Resolutions in Special Education (RISE)

Section 504 is perhaps the most misunderstood law in schools! This presentation will highlight common myths and realities as they relate to the provision of educational services to students with disabilities under Section 504 and the Americans with Disabilities Act (ADA).

2:45 p.m. **Break – Lobby**

3:00 p.m. **Sectionals**

**Sectional 13. Mental Health Medication Management (Repeat of Sectional 7)**

*Salon A/B/C* David Mays, MD, PhD, Assistant Clinical Professor, University of Wisconsin - Madison

In this presentation, the speaker will describe the indications for, benefits, and side effects of the most commonly prescribed psychiatric medications.

*Sectional 14. Specific Learning Disabilities (SLD) Guidance Update (Repeat of Salon D/E Sectional 8)*

Kathy Laffin, Special Education Consultant  
Paula Volpiansky, School Administration Consultant, Special Education, DPI

The department released Initial Guidance for Implementing Wisconsin Criteria for Specific Learning Disability (SLD) earlier this fall and is conducting workshops around the state. This sectional will highlight key pieces of the guidance and update participants on the status of SLD rule implementation. Time will be allocated for participant questions.

*Sectional 15. Make It Better: Preventing LGBT Youth Suicide*

*Salon F/G/H* Brenda Jennings, Education Consultant, Student Services/Prevention and Wellness, DPI

Brian Juchems, Program Director, Gay Straight Alliance for Safe Schools

What does the law and data show about lesbian, gay, bisexual, transgender, and questioning (LGBTQ) youth and suicide? Is your school prepared to respond to a suicide? Does your school offer a safe place for LGBTQ youth? The presenters will explore what the data shows around suicide prevention and LGBTQ youth and what schools can do to help.

*Sectional 16. Early Childhood Indicators At-a-Glance: Coding, Rating, and Reporting*

*Geneva* Erin Arango-Escalante, Early Childhood Special Education Consultant, Special Education, DPI

Ruth Chvojicek, Child Outcomes Coordinator, CESA 5

Mary Joslin, Preschool Environments Coordinator, CESA 10

Sandra Parker, Early Childhood Specialist, Special Education, DPI

Wendi Schreiter, Early Transitions Coordinator, CESA 8

This sectional will include information on coding, rating, reporting timelines, and data entry for Indicator 6 (Preschool Environments), Indicator 7 (Child Outcomes), and Indicator 12 (Early Transitions). Participants will review how to determine appropriate preschool environment codes, how to submit entry and exit child outcomes data into the DPI web portal and how to complete records in the Program Participation System (PPS) for children transitioning from Part C Birth to 3 to Part B services. In addition, changes to Indicator 7 Child Outcome procedures that were implemented July 1, 2011, will be reviewed. Discussion will include how to utilize Early Childhood data to improve services for young children with disabilities.

*Sectional 17. Effective Alternative Disciplines to Expulsion*

*Mendota* Nic Dibble, School Social Work Consultant, Student Services/Prevention and Wellness, DPI

Mike Kruse, High School Principal, Stoughton Area School District

Kurt Schneider, Director of Student Services, Stoughton Area School District

Jerry Wieland, Director of Special Education, Green Bay Area Public Schools

While juvenile arrests in Wisconsin declined 27% from 1997-2006, public school expulsions in our state increased 61% over the same time frame. Zero-tolerance school discipline policies have driven the increase in

expulsions, not an increase in serious youth misconduct. This workshop will share how two school districts have held their students responsible for their misbehavior, reduced the number of expulsions dramatically, and made their schools safer.

*Sectional 18.* **Tips and Tweaks for Effective School-wide Positive Behavioral Intervention and Supports (PBIS) for Students with Autism Spectrum Disorder**  
*Wisconsin*

Peg Mazeika, PBIS Technical Assistance Coordinator, Wisconsin PBIS Network

Daniel Parker, Autism Consultant, Special Education, DPI

This session will provide participants the opportunity to learn easy modifications at all three tiers in their school-wide Positive Behavioral Interventions and Supports to increase effectiveness for students with Autism Spectrum Disorders.

4:15 p.m. **Adjourn**

# **Tuesday Poster Sessions**

## **All day in the La Crosse / Milwaukee / Green Bay Rooms**

### **CREATE Project (Ronald C. Dunlap)**

The Culturally Responsive Education for All: Training and Enhancement (CREATE) poster will display photographs of the various components of this fourth year project actively addressing the issues of disproportionality. Too many of Wisconsin's students of color are enrolled in special education, especially Black and Native American students. Handouts will be available and also an opportunity to be a subscriber to the CREATE newsletter. CREATE can be located on Facebook and Twitter.

### **Information on Autism (Daniel Parker)**

This display includes information about autism related resources available through the Department of Public Instruction and includes training information, relevant DPI Bulletins, and collaborations with other agencies.

### **Regional Service Network (RSN) (Barb Behlen)**

The statewide RSN project is a vehicle through which the Department of Public Instruction improves the outcomes for students with disabilities through leadership, communication, and professional development. The RSN's role is to support the work of the Special Education Team by providing ongoing and systematic communication and regional technical support to the local education agencies (LEAs) in each Cooperative Educational Service Agency (CESA) in the areas of compliance with special education law, improving LEA performance on the State Performance Plan (SPP) indicators, and other special education initiatives.

### **Schools Facilitate Parent Involvement (Mary Skadah)**

Wisconsin Statewide Parent Educator Initiative (WSPEI) is focused on building partnerships with schools to help them facilitate more Positive Parent Involvement in their schools. We are linked with Indicator 8 (Parent Involvement) and the Parent Leadership Hub through the State Personnel Development Grant (SPDG) to work collaboratively with schools, to assist them in connecting families to accessible resources, and to help families participate more effectively in their children's learning.

### **Student Services/Prevention and Wellness Team**

This display will share samples of resources that are developed and provided by the Student Services/Prevention and Wellness Team at the Department of Public Instruction.

### **Using Post High School Outcomes and Evidence-Based Practices to Create a District Transition Improvement Plan (Mary Kampa)**

State education agencies (SEAs) and local educational agencies (LEAs) are required to collect and report the employment and postsecondary education outcomes of youth with disabilities one year after they have exited their secondary education placement as part of the U.S. Department of Education Office of Special Education Programs (OSEP) Monitoring for Indicator 14. The SEA is charged with setting a statewide baseline percentage of youth with disabilities

engaged in these activities, as well as annual and five year engagement targets. To more effectively meet state targets, LEAs are moving from a system of data collection and reporting of only major outcomes to a system where districts can review their local outcomes by factors such as gender, race/ethnicity, disability, and exit reason, and then use that data to make program and planning decisions that will positively impact the meaningful engagement rate of future youth transitioning from the high school to adult living.

Districts will learn about a new website which provides tools and resources to help them review and understand their local outcomes, in-school predictors of post school success, and enhanced transition practices.

### **Wisconsin Center for the Blind and Visually Impaired (WCBVI) Outreach (Stacy Grandt)**

Conference participants can find information about or regarding:

- \*the process for acquiring specially formatted textbooks through National Instructional Materials Accessibility Standard (NIMAS)
- \*Short Course Programs for students who are blind or have a visual impairment
- \*The process for using free "Quota funds" through the American Printing House for the Blind
- \*Credit courses for educators who work with students who are blind or have a visual impairment
- \*How to request an evaluation or consultation by licensed teachers of the visually impaired or orientation and mobility instructors
- \*Low vision and refraction clinics held throughout Wisconsin
- \*Residential on-campus summer programs for students ages eight (8) to 21 years
- \*Assistive technology that is frequently used by students who are blind or have a visual impairment

### **Wisconsin Educational Services Program for the Deaf and Hard of Hearing (WESP-DHH) (Marcy Dicker)**

Wisconsin Educational Services Program for the Deaf and Hard of Hearing (including Outreach and the Wisconsin School for the Deaf) is a program of Wisconsin DPI. WESP-DHH offers specialized programs, workshops and trainings, consultations and coaching opportunities, transition services, listservs and discussion groups, systemic change initiatives, and other unique events and activities which can support students with hearing loss (ages birth - 21), their families, and the professionals that serve them, including: the in-Home Early Listening Program (HELP); WISHES (a hearing aid lending program); Deaf Mentor Program; Guide By Your Side (a parent-to-parent matching program); Teen Getaway Weekend; and Distant Pals (a pen pals program). Increase your familiarity with Wisconsin Deaf-Blind Technical Assistance Program (WDBTAP), a federally funded initiative, available through Outreach. Also, learn about the supports available to all LEAs through the Wisconsin School for the Deaf and connect with a variety of WESP-DHH staff who have expertise in the education of students who are deaf, hard of hearing, or deaf-blind, and get your questions answered!

### **WI FACETS Resources and Information** (Nelsinia Wroblewski)

Conference participants will find a variety of resources, including:

- Wisconsin Family Assistance Center for Education, Training and Support (WI FACETS) Brochure
- 2012 WI FACETS Training Calendars for Parents and Professionals
- 2012 WI FACETS Personal Calendars
- Sampling of Information and Resources available for parents, professionals, and others, such as Special Education Laws, Tips of School/Parent Communication, and Resources for Increasing Parent Involvement in the IEP Process.

### **Wisconsin Response to Intervention (Rtl) Center** (Julia Hartwig)

This poster provides overview information about the Wisconsin Rtl Center. Information about academic Rtl as well as Positive Behavioral Interventions and Supports (PBIS) is displayed, including current technical assistance resources and access to professional development.

### **Wisconsin School Health Quality Assessment Project** (Teresa DuChateau)

It is clear that poor child health negatively impacts school learning and academic achievement. Children who experience poor health have significantly poorer adult outcomes, such as lower education attainment, adverse health conditions, and lower social status. How we support our children now will affect the future health of the state's economy, communities, and population. Improving school health services is an important population health issue essential to improving our children's health.

"Developing a School Health Services Assessment Tool and Related Resources" is a 5 year project funded by the Healthier Wisconsin Partnership Program. The project goal is to increase the competency and capacity of local school health services systems.

The results of the state-wide assessment will be used to:

- identify where the greatest school health services gaps are;
- identify a plan to address the identified gaps;
- increase school districts' competency and effectiveness in identified areas; and
- develop resources such as: protocol templates for injury management, illness management and medication administration; example pandemic plans; and webinar series on applicable statutory mandates and related school health policies.

The resources developed as a result of the assessment will ultimately benefiting school children who are greatly impacted by the decisions that schools make.

School leaders will learn how the assessment tool can benefit their school district and also how they can become involved in the project.

**The Wisconsin Special Education Dispute Resolution Options** (Nissan Bar-Lev)

Conference participants will become familiar with the dispute resolutions options that are available for parents and school staff in Wisconsin to resolve special education disputes. The following materials will be available:

- Wisconsin Special Education Mediation System (WSEMS) English Brochures
- WSEMS Spanish Brochures
- Mediation Training Manual
- Resolution Meeting Training Manual
- WSEMS Website Information
- A host of materials from the National Center on Dispute Resolution in Special Education (CADRE)

**Wisconsin Statewide Transition Initiative (WSTI)** (Linda Maitrejean)

The Wisconsin Statewide Transition Initiative (WSTI) was established in 2000 through a grant funded by the Wisconsin Department of Public Instruction. The overarching purpose of WSTI is to improve transition programs and services so that students with disabilities can make a successful transition from high school to postsecondary education or training, employment, and/or independent living. The WSTI project provides professional development, support services, and information dissemination to promote understanding and implementation of the Individuals with Disabilities Education Act (IDEA) of 2004 transition requirements and effective practice with a primary focus on meeting compliance with Indicator 13.

# Wednesday, November 16, 2011

7:30 a.m. **Registration – Lobby**  
**Continental Breakfast – Lobby**

8:00 a.m. **Sectionals**

**Sectional 19. Coaching in an Rtl Framework: A Foundational Overview**

*Salon A/B/C* Heidi Laabs, Coaching Coordinator, WI Rtl Center  
Kathy Ryder, Director, WI Rtl Center

In a Response to Intervention (Rtl) framework, the delivery of the Universal Core Curriculum, and Selected and Intensive Interventions with fidelity, through the masterful use of high quality, culturally responsive instructional practices, is critical. This session will provide participants with an overview of how coaching supports and enhances the implementation of a school or district's Rtl model, and ensures the use of high quality, culturally responsive practices at the universal, selected, and intensive levels of instruction within that model. Topics addressed will include the research base for coaching; the differences between coaching, mentoring, and supervising; the roles and activities of Rtl coaches; coaching skills and dispositions; and determining coaching content within an Rtl model.

**Sectional 20. English Language Learners (ELLs) and Special Education: A Closer**

*Salon D* **Look at Differences**

Jacqueline Iribarren, Title III, ESL & Bilingual Education Consultant, Content and Learning, DPI  
Amy Vatne-Bintliff, Literacy Skills/Reading Teacher, Oregon School District

ELLs too often are referred and placed in Special Education because educators do not understand second language acquisition and the impact of learning a second language on academic achievement. This session will unpack the complex entanglement of language, learning, opportunity to learn, and rigor.

**Sectional 21. The Future of Alternate Assessment in Wisconsin**

*Salon E* Kristen Burton, Education Consultant, Office of Educational Accountability, DPI

Erin Faasumalie, Education Consultant, Special Education, DPI  
Eva Kubinski, Education Consultant, Special Education, DPI

Since the adoption of the Common Core State Standards (CCSS), Wisconsin also needs to develop and/or adopt new Alternate Achievement Standards that are aligned to the CCSS. To this end, Wisconsin has joined a consortium of 13 states to develop new extended standards based on the Common Core State Standards; develop learning maps, which will include tasks of various proficiency levels leading to formative assessment and tools for educators; develop an annual summative assessment (used for accountability purposes); and develop professional development modules for teacher training. Please join us for an overview of changes to come...

**Sectional 22. WI Response to Intervention (Rtl) Exemplars – K-12**

*Salon F/G/H* Tammie Denninger, Grade 1 Teacher, Northwood School District  
Denise Johansen, Grade 2 Teacher, Northwood School District  
Jill Koenitzer, Academic Regional Technical Assistance Coordinator, WI Rtl Center  
Sarah Nelson, Academic Regional Technical Assistance Coordinator, WI Rtl Center  
Josh Tomesh, K-12 Principal, Northwood School District

Sarah Nelson and Jill Koenitzer, Academic Regional Technical Assistance Coordinators for the WI Rtl Center, will provide a brief overview and update of Response to Intervention in Wisconsin. A K-12 school team from the Northwood School District will describe the specifics of their Rtl systems. Particular emphasis will be placed on how high quality instruction, balanced assessment, and collaboration work together forming an effective system that increases success for all students.

**Sectional 23. Evidence-Based Behavioral Health Screening Tools**

*Geneva* Kathryn Bush, School Psychology Consultant, Student Services/Prevention and Wellness, DPI  
Nic Dibble, School Social Work Consultant, Student Services/Prevention and Wellness, DPI

This presentation will describe seven brief screening tools appropriate for children and adolescents that are available at no cost and can be used by pupil services professionals. Areas screened by these tools include both internalizing and externalizing disorders, alcohol and other drug use, attention, peer relationships, and criminal behavior. Guidelines for screening and strategies to improve referral success following screening will be shared.

**Sectional 24. Private Duty vs. Special Needs Nursing for Students with Special Healthcare Needs**

*Mendota* Rachel Gallagher, School Nursing and Health Service Consultant, Student Services/Prevention and Wellness, DPI

The complexity of nursing care for children with special health care needs continues to increase, straining school resources and budgets. Many of our complex students require their own nurse to provide care on a one-to-one basis. Learn the advantages and disadvantages of the private duty vs. special needs nursing model.

**Sectional 25. IDEA Maintenance of Effort (MOE) in Wisconsin – What You Need to Know Now (Repeated in Sectional 32)**

*Wisconsin* Lori Ames, Fiscal Monitoring Consultant, Special Education, DPI  
Rachel Zellmer, Fiscal Monitoring Consultant, Special Education, DPI

A complicated and complex topic, this session will break down the Individuals with Disabilities Education Act (IDEA) regulation that requires a district to maintain local spending amounts on special education in exchange for the IDEA grant funds. During these difficult economic times, district staff should understand how factors, both internal and external, may impact a district's

ability to meet MOE eligibility and compliance. Any current updates in special education funding will also be shared.

9:15 a.m. **Break – Lobby**

9:30 a.m. **Sectionals**

**Sectional 26. What's the Status of Your School-Wide Wisconsin-Rtl Implementation?**

*Salon A/B/C* Nicole Beier, PBIS Research and Evaluation Coordinator, WI Rtl Center and WI PBIS Network  
Heidi Thuli, Academic Coordinator, WI Rtl Center

This session will provide participants with the information needed to access and use the online Wisconsin - Response to Intervention (Rtl) School-wide Implementation Review (WRtl-SIR) with teams back in their districts. Participants will learn about organizational implementation research upon which the tool was developed so that they have the background knowledge to use the tool. We will show the customized reports that schools can use to guide action plans and measure progress over time toward full school-wide implementation. Note: This tool is available at no-cost to Wisconsin schools. This is NOT a hands-on session. Prerequisite: Participants should be familiar with DPI's Rtl Guiding Document.

**Sectional 27. Transition and Indicator 13**

*Salon D* Wendi Dawson, Transition Consultant, Special Education, DPI  
Linda Maitrejean, Director, Wisconsin Statewide Transition Initiative (WSTI)  
Paul Sherman, Education Consultant, Special Education, DPI

Attendees will learn about the new Indicator 13 Assessment System, new web tools, review compliance standards, and best practice examples.

**Sectional 28. Patient Health Care Records in Schools**

*Salon E* Nic Dibble, School Social Work Consultant, Student Services/Prevention and Wellness, DPI  
Rachel Gallagher, School Nursing and Health Services Consultant, Student Services/Prevention and Wellness, DPI

Patient health care records can be challenging to manage in non-health care settings, like schools. This workshop will describe how patient health care records are different than other kinds of pupil records and provide practical suggestions to make it easier to manage issues of storage and maintenance, access and disclosure, and transfer of this information.

**Sectional 29. PBIS, Culturally Responsive Practices and the Wisconsin Rtl**

*Salon F/G/H* **Framework: Working Smarter Through Braiding Initiatives**  
Heidi Erstad, Rtl Technical Assistance Coordinator, Wisconsin Rtl Center  
Dave Kunelius, Rtl Technical Assistance Coordinator, Wisconsin Rtl Center

This session will provide attendees with research and rationale for integrating Positive Behavioral Interventions and Supports (PBIS), academic Response to Intervention (Rtl), and culturally responsive practices. We will show the

connections among the frameworks and feature success stories of Wisconsin schools who have taken on this work. Participants will leave with a set of guiding questions to use back in their schools to build a coherent approach to achieving positive student outcomes.

**Sectional 30. Examples of Successful Family Engagement**

*Geneva* Becky Brown, WSPEI Parent Coordinator, CESA 7  
Martha DeYoung, WSPEI Parent Coordinator, CESA 5  
Gary Myrah, Executive Director, WCASS  
Daniel Parker, Consultant, Special Education, DPI  
Mary Skadah, State Project Director, WSPEI  
Cheri Sylla, WSPEI Parent Coordinator, CESA 1  
Jerry Wieland, Executive Director of Educational Services, Green Bay Area Public School District

This panel presentation will highlight successful partnerships between the Wisconsin Statewide Parent Education Initiative (WSPEI) and special education director's across Wisconsin. Participants will learn about free resources to develop strong parent engagement and parent advisories in their districts. In addition, family engagement trainings to improve transition outcomes will be discussed through development of Parents in Partnerships (PIP) and Youth in Partnerships with Parents for Empowerment (YIPPE) programs.

**Sectional 31. Sherlock Holmes Meets Dr. Seuss: Using Data to Tell Stories and Using Stories to Understand Data**

*Mendota* Kenneth Donahue, School Administration Consultant, Special Education, DPI

What exactly does standard deviation tell us? Do graphs imply causality between axes? What is kurtosis? This presentation gives participants the opportunity to learn and refresh skills and tools to analyze data, and to use their skills to better understand and tell the stories behind the data.

**Sectional 32. IDEA Maintenance of Effort (MOE) in Wisconsin – What You Need to Know Now (Repeated in Sectional 25)**

*Wisconsin* Lori Ames, Fiscal Monitoring Consultant, Special Education, DPI  
Rachel Zellmer, Fiscal Monitoring Consultant, Special Education, DPI

A complicated and complex topic, this session will break down the Individuals with Disabilities Education Act (IDEA) regulation that requires a district to maintain local spending amounts on special education in exchange for IDEA grant funds. During these difficult economic times, district staff should understand how factors, both internal and external, may impact a district's ability to meet MOE eligibility and compliance. Any current updates in special education funding will also be shared.

10:45 a.m. **Break**

11:00 a.m. **Legal Updates**

*Michigan/ Superior* Janet Jenkins, DPI Chief Legal Counsel

12:00 p.m. **Closing Comments**

*Michigan/ Superior* Carolyn Stanford Taylor – Assistant State Superintendent, Division for Learning Support: Equity and Advocacy, DPI

**Adjourn**

## **Save the Dates!**

The dates for the 28<sup>th</sup> Annual State Superintendent's Conference on Special Education & Pupil Services Leadership Issues are:

- November 13-14, 2012.

The dates for the 29<sup>th</sup> Annual State Superintendent's Conference on Special Education & Pupil Services Leadership Issues are:

- November 19-20, 2013.

The conferences will again be held at the Marriott Madison West in Middleton.

Future conferences will be green! All handouts will be posted on the website for you to print out prior to the conference so you will not have to worry about handouts running out at the conference. Look for further information!

We look forward to seeing you there!

# Madison Marriott West

1313 John Q Hammons Drive  
Middleton, Wisconsin 53562

