35th Annual State Superintendent's Conference on

Special Education & Pupil Services

Leadership Issues

November 14-15, 2019

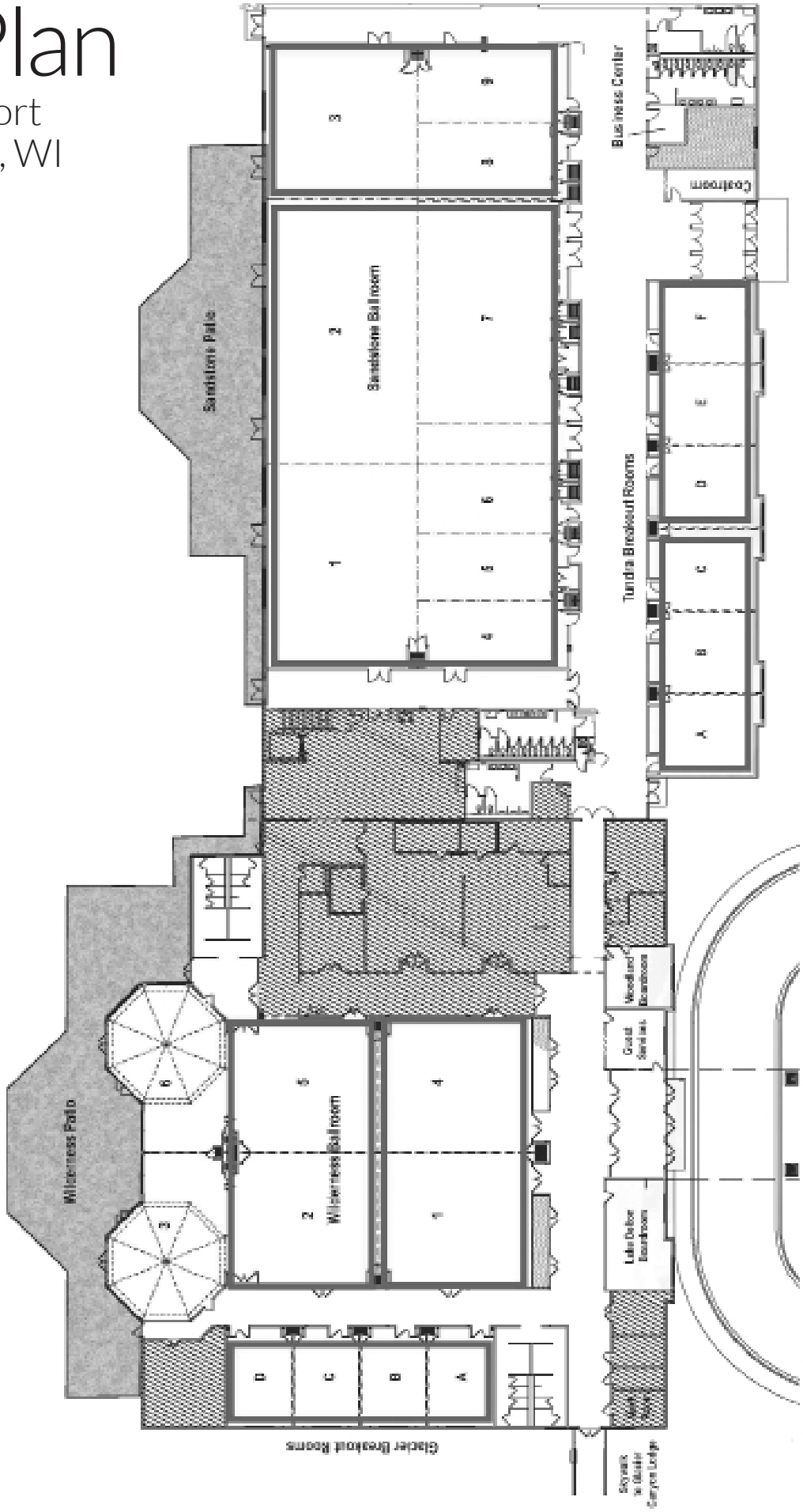
Wilderness Resort, Wisconsin Dells, WI

Wisconsin Department of Public Instruction

Carolyn Stanford Taylor, State Superintendent

Floor Plan

Wilderness Resort
Wisconsin Dells, WI



Welcome! 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 rooms 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 during presentations.
- ☑ Be considerate of presenters and others by limiting private conversations.
- ☑ 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 and recycle properly.

Conference Planning Committee

- Gregg Curtis, School Counseling Consultant, Student Services / Prevention and Wellness Team
- Erin Faasuamalie, Academic Outcomes Consultant, Special Education Team
- Sherri Honaker, Executive Staff Assistant, Division for Learning Support
- Heike Saynisch, Operations Program Associate, Special Education Team
- Paul Sherman, Procedural Compliance Self-Assessment Consultant, Special Education Team
- Louise Wilson, School Nursing Consultant, Student Services / Prevention and Wellness 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.

Day 1— November 14, 2019		Rooms
7:30 am – 9:00 am	Registration and Continental Breakfast	*Lobby, Sandstone 1,2,4-7*
8:30 am – 8:45 am	Conference Opening and Welcome ***Assistant State Superintendent Barbara Van Haren*** ***State Superintendent Carolyn Stanford Taylor***	*Sandstone 1,2,4-7*
8:45 am – 9:15 am	Grounding in Equity – ***Courtney Reed Jenkins and Ananda Mirilli***	*Sandstone 1,2,4-7*
9:15 am – 10:30 am	Keynote Speaker— ***Dr. Sharroky Hollie***	*Sandstone 1,2,4-7*
10:30 am – 10:45 am	Break with refreshments	*Lobby*
10:45 am – 12:00 pm Sectionals Block 1	Maximize Your School Psychologist	*Glacier A-D*
	Equity-Based Decision Making	*Wilderness 2,5*
	Due Process 101 & Panel Discussion	*Wilderness 1,4*
	Engaging Students and Families in the Transition Process	*Tundra A-C*
	Making Complex Placement Determinations	*Tundra D-F*
	Culturally Responsive Leadership Workshop	*Sandstone 3,8,9*
12:00 pm – 1:15 pm	Lunch	*Sandstone 1,2,4-7*
12:40 pm – 1:10 pm	DPI Updates – ***Julia Hartwig and Susan Piazza***	*Sandstone 1,2,4-7*
1:10 pm – 1:15 pm	2019 WCASS Outstanding Director of the Year Award	*Sandstone 1,2,4-7*
1:15 pm – 1:30 pm	Break	*Lobby*
1:30 pm – 2:45 pm Sectionals Block 2	New Teacher Evaluation Tools for Occupational Therapists, Physical Therapists, and Speech and Language Pathologists	*Glacier A-D*
	Culturally Responsive Problem Solving for Increased Equity	*Wilderness 2,5*
	Wisconsin Legal Update (repeated at 3:15 pm)	*Wilderness 1,4*
	Psychiatric Hospital to School Transitions	*Tundra A-C*
	Supporting Students in Out-of-Home Care with Special Education Services	*Tundra D-F*
	Advancing Compassion Resilience in School Staff and Leadership	*Sandstone 3,8,9*
2:45 pm – 3:15 pm	Break with refreshments	*Lobby*
3:15 pm – 4:30 pm Sectionals Block 3	Meeting Health Needs While on Field Trips	*Glacier A-D*
	Evolving Together Towards Equity - Journeying from Parent Involvement to Asset-Based Family Engagement	*Wilderness 2,5*
	Wisconsin Legal Updates (repeat of 1:30 pm session)	*Wilderness 1,4*
	Leveraging Local Continuous Improvement Efforts to Accelerate Improvement for Students with Individualized Education Programs	*Tundra A-C*
	All Things Alternate	*Tundra D-F*
	Expulsion Procedures	*Sandstone 3,8,9*
4:30 pm	*Adjourn*	

Day 2— November 15, 2019		Rooms
7:00 am – 8:15 am	Breakfast Buffet	*Lobby, Sandstone 1,2,4-7*
8:00 am – 8:15 am	Opening Comments	*Sandstone 1,2,4-7*
8:15 am – 9:45 am	Keynote Speaker— ***Jose Martín, JD***	*Sandstone 1,2,4-7*
9:45 am – 10:15 am	Break	*Lobby*
10:15 am – 11:15 am Sectionals Block 4	Sharing Information: Teaming for School Safety and Mental Health	*Glacier A-D*
	Comprehensive Special Education Evaluation: A Renewed Focus on Student Needs	*Wilderness 2,5*
	Measuring Social and Emotional Learning: Considerations, Limitations, and Best Practice	*Wilderness 1,4*
	High Quality Instruction in Early Childhood: What It Looks Like and How You Can Support It	*Tundra A-C*
	When Instructional Materials Are Disabling: Accessible Educational Materials (AEM) and Universal Design for Learning Support for Print Disability	*Tundra D-F*
	Does Least Restrictive Environment Truly Apply Equally in All Contexts?	*Sandstone 3,8,9*
11:15 am – 11:30 am	Break with refreshments	*Lobby*
11:30 am – 12:30 pm Sectionals Block 5	Wisconsin's Focus on Equity to Improve Student Outcomes	*Glacier A-D*
	Monitoring Individualized Education Program Goal Progress: Digging Deeper-Level 1	*Wilderness 2,5*
	Teaming Up: Collaborating to Support English Learners with Disabilities	*Wilderness 1,4*
	Sneak Peek: Update to Functional Behavioral Assessment Guidance	*Tundra A-C*
	Connecting Indicator 8 Family Engagement Survey to the Procedural Compliance Self Assessment Process	*Tundra D-F*
	Understanding Section 504 by Comparison and Contrast to Special Education	*Sandstone 3,8,9*
12:30	**Conference Ends**	

Keynote Speaker

Sharroky Hollie, PhD

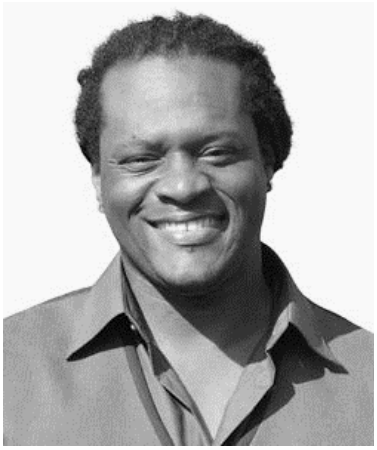
The Center for Culturally Responsive Teaching and Learning

Get Unstuck: Move Your Cultural Responsiveness from Stagnation to Implementation to Realization

9:15 – 10:30 am

Room: Sandstone 1,2,4-7

Given all that has been done in the name of equity and cultural relevancy and for the sake of closing the so-called racial achievement gap and disproportionality, most would say not enough has changed. This keynote will acknowledge the institutional stagnation and the reasons why in the context of Dr. Hollie's experiences working in school districts all across stagnation. Time to get unstuck!



About Dr. Hollie

Dr. Sharroky Hollie is a national educator who provides professional development to thousands of educators in the area of cultural responsiveness. Since 2000, Dr. Hollie has trained over 150,000 educators and worked in nearly 2000 classrooms. Going back 25 years, he has been a classroom teacher at the middle and high school levels, a central office professional development coordinator in Los Angeles Unified School District, a school founder and administrator, and a university professor in teacher education at the Cal State University. Sharroky has also been a visiting professor at Webster University in St. Louis and a guest lecturer at Stanford and UCLA.

In addition to his experience in education, he has authored several texts and journal articles. Most recently, he wrote *Strategies for Culturally and Linguistically Responsive Teaching and Learning* (2015) and contributed a chapter in the *Oxford Handbook of African American Language* (2015). Dr. Hollie's first book, *Culturally and Linguistically Responsive Teaching and Learning: Classroom Practices for Student Success*, was published in 2011, followed soon thereafter by *The Skill to Lead*, *The Will to Teach*, co-written with Dr. Anthony Muhammad. Dr. Hollie has also been a contributing author with Pearson publishing in the *Cornerstone and Keystone* textbook series (2009), *Prentice Hall Anthology* (2012), and iLit e-series (2014). In 2003, along with two colleagues, he founded the Culture and Language Academy of Success, a laboratory school that demonstrated the principles of cultural responsiveness in an exemplary school-wide model, which operated until 2013.

Maximize Your School Psychologist

Kathryn Bush, Interim Consultant, WI Dept. of Public Instruction
Tim Peerenboom, School Psychology Consultant, WI Dept. of Public Instruction
Learning Level: Intermediate
Room: Glacier A-D

School psychologists are uniquely trained and qualified to support efforts within many areas of an equitable multi-level system of supports (MLSS). They possess knowledge and expertise in both psychology and education. A shortage of school psychologists in Wisconsin means districts must make the best use of them. This presentation will provide attendees with information about the roles school psychologists can play and how to best leverage their knowledge, skills, and expertise to support schools, students, and families.

Equity-Based Decision Making

Ananda Mirilli, Education Consultant, WI Dept. of Public Instruction
Chrissy Thuli, Education Consultant, WI Dept. of Public Instruction
Learning Level: Introductory
Room: Wilderness 2,5

Looking for a tool to identify inequities within institutions and systems? In this workshop, participants will learn how to use the DPI's Equity Decision and Policy Tool to shape and monitor thinking when making decisions, developing policy, and implementing programs. The tool enables users to critically examine how programs and policy decisions interrupt or perpetuate inequities, as well as consider the intentional and unintentional consequences of our equity work.

Due Process 101 & Panel Discussion

Patricia Engel, Attorney, Schott, Bublitz & Engel
JoAnn Hart, Attorney, Boardman Clark
Sally Pederson, Administrative Law Judge, Department of Administration Division of Hearings and Appeals
Christina Spector, School Administration Consultant, WI Dept. of Public Instruction
Learning Level: Introductory
Room: Wilderness 1,4

In this presentation, Administrative Law Judge (ALJ) Pederson and DPI Consultant Christina Spector will walk participants through the basics of how due process hearing requests are processed in Wisconsin, as well as how this dispute resolution option may overlap with other methods (IDEA State Complaint and Mediation). Attorneys Patricia Engel and JoAnn Hart will join ALJ Pederson and Ms. Spector to discuss how due process hearings play out in our state, answer audience questions, and share their insights.

Sectionals Block 1
10:45am – 12:00pm, November 14

Engaging Students and Families in the Transition Process

Jenny Jacobs, Regional Coordinator, Transition Improvement Grant
Alicia Reinhard, Education Consultant, WI Dept. of Publication Instruction
Learning Level: Intermediate
Room: Tundra A-C

This presentation will focus on research-based predictors for the successful transition of students with disabilities from high school as well as strategies to engage students and families in the transition process. Presenters will share free resources to support engagement and connect audience members to transition initiatives occurring in Wisconsin.

Making Complex Placement Determinations

Paul Sherman, School Administration Consultant, WI Dept. of Public Instruction
Learning Level: Advanced
Room: Tundra D-F

Participants will learn about the requirements for making appropriate placement determinations for students where home-bound, off-site, or shortened day placements may be under consideration.

Culturally Responsive Leadership (CLR) Workshop

Sharroky Hollie, PhD, The Center for Culturally Responsive Teaching and Learning
Room: Sandstone 3,8,9

This breakout session will emphasize leadership actions within schools to create a culture and system of cultural and linguistic responsiveness and build the capacity of teachers and other members of the school community. Three areas will be covered: knowledge base building, skill development, and CLR instruction analysis.

New Teacher Evaluation Tools for Occupational Therapists (OTs), Physical Therapists (PTs), and Speech and Language Pathologists (SLPs)

Andrea Bertone, Education Consultant, WI Dept. of Public Instruction
Laura Ruckert, Education Consultant, WI Dept. of Public Instruction
Stacy Wickershiem, Program Leader, Appleton Area School District
Learning Level: Intermediate
Room: Glacier A-D

Participants will learn the similarities and differences of educator effectiveness and evaluation systems for OTs, PTs, and SLPs, discuss reasons for the need for differentiation of these roles in the process of evaluation, and provide an opportunity for participants to review rubrics.

Culturally Responsive Problem Solving for Increased Equity

Heidi Erstad, Regional Technical Assistance Coordinator, Wisconsin RtI Center
Heidi Laabs, Leadership and Coaching Technical Assistance Coordinator, Wisconsin RtI Center
Learning Level: Introductory
Room: Wilderness 2,5

This session will help participants understand how biases commonly emerge in problem-solving and the strategies to interrupt them in order to achieve more equitable outcomes for students. Participants will receive access to DPI's Culturally Responsive Problem Solving Guide.

Wisconsin Legal Update

Paul Sherman, School Administration Consultant, WI Dept. of Public Instruction
Patricia Williams, Assistant Director, WI Dept. of Public Instruction
Learning Level: Intermediate
Room: Wilderness 1,4

Participants will receive updates on this year's developments in Wisconsin law related to special education and pupil services.

Psychiatric Hospital to School Transitions

Sinem Bertling, Assistant Principal, Beloit School District
Learning Level: Introductory
Room: Tundra A-C

The audience will learn about the current research and findings for best practices in schools to support adolescents during their transition from psychiatric hospitals to schools.

Sectionals Block 2

1:30pm – 2:45pm, November 14

Supporting Students in Out-of-Home Care with Special Education Services

Nico Mittnacht, School Administration Consultant, WI Dept. of Public Instruction
Kyle Peaden, Education Consultant, WI Dept. of Public Instruction
Learning Level: Introductory
Room: Tundra D-F

Children in out-of-home care can be identified for special education needs that can add more complexity to a student's experience. When students are removed from their homes and placed into out-of-home care, school can be an important anchor when everything else around them is changing. This workshop will focus on defining local educational agency responsibilities for students identified for special education needs that are placed in out-of-home care. The session will include practices surrounding individualized education programs, enrollment, permanency plans, and discipline.

Advancing Compassion Resilience in School Staff and Leadership

Sue McKenzie Dicks, Healthy Culture, Rogers Behavioral Health
Learning Level: Intermediate
Room: Sandstone 3,8,9

How are we filling and re-filling our tanks and those of our colleagues? Explore the concepts of compassion fatigue and resilience through activities that can be brought back to use with staff in the school setting. The concepts in the toolkit offer insights and strategies at an individual, team, and system level. The Compassion Resilience (CR) Toolkit provides flexibly implemented activities, and resources for adults to understand, recognize, and minimize the experience of compassion fatigue and to increase compassion resilience perspectives and skills.

The authors of the CR Toolkit are a collaborative team of educators and community mental health practitioners. The content of the CR Toolkit has been strongly informed by research and best practices related to resilience, positive psychology, compassion fatigue, organizational psychology, and mindfulness. The toolkits are free and accessible to all in partnership with the DPI.

You will learn how schools in Wisconsin are integrating and implementing the resources to improve staff culture, job satisfaction, and student achievement.

Meeting Health Needs While on Field Trips

Louise Wilson, Education Consultant, WI Dept. of Public Instruction
Learning Level: Intermediate
Room: Glacier A-D

While school-sponsored field trips are designed to enhance the educational experience of students, they require planning and special considerations, especially related to the health needs of students. School-sponsored field trips may involve local, state, or even national and international travel. Successful field trips require collaboration and team planning among school administrators, teachers, school nurses, other school staff, parents, and students.

By attending this session, participants will be able to review their district policies regarding field trips or establish policies and practices that navigate the complexity of in-state, out-of-state, and overnight field trips.

Evolving Together Towards Equity - Journeying from Parent Involvement to Asset-Based Family Engagement

Rita Fuller, Education Consultant, WI Dept. of Public Instruction
Chrissy Thuli, Education Consultant, WI Dept. of Public Instruction
Learning Level: Advanced
Room: Wilderness 2,5

Families are at the center of our work as educators, but too often, we miss opportunities for truly engaging our families. In this session, we will overview Every Student Succeeds Act's charge of moving from family involvement to authentic family engagement. We will also demonstrate how family engagement is essential for creating equitable opportunities for all students, and introduce participants to the DPI's Equity Decision and Policy Tool as a resource for truly engaging families in decisions around programs, policies, and practices.

Wisconsin Legal Update

Paul Sherman, School Administration Consultant, WI Dept. of Public Instruction
Patricia Williams, Assistant Director, WI Dept. of Public Instruction
Learning Level: Intermediate
Room: Wilderness 1,4

Participants will receive updates on this year's developments in Wisconsin law related to special education and pupil services.

Sectionals Block 3
3:15pm – 4:30pm, November 14

Leveraging Local Continuous Improvement Efforts to Accelerate Improvement for Students with Individualized Education Programs

Jessica Moe, School Administration Consultant, WI Dept. of Public Instruction
Learning Level: Intermediate
Room: Tundra A-C

Learn about data, research, and practice as it relates to closing gaps for students with individualized education programs (IEPs). We will review statewide data trends, discuss overlaps for this student group between Individuals with Disabilities Education Act (IDEA) / Every Student Succeeds Act (ESSA) federal identifications, and learn about current best practices for raising achievement for students with IEPs.

All Things Alternate

Iris Jacobson, Education Consultant, WI Dept. of Public Instruction
Michael Peacy, Education Consultant, WI Dept. of Public Instruction
Learning Level: Intermediate
Room: Tundra D-F

In this session, we will share changes and updates related to the Dynamic Learning Maps (DLM) statewide assessment, Wisconsin Essential Elements (EEs) alternate academic achievement standards, and the one percent threshold. Also, we will discuss instructional supports, professional development, and other exciting opportunities that promote high expectations for students with the most significant cognitive disabilities.

Expulsion Procedures

Julie Incitti, Education Consultant, WI Dept. of Public Instruction
Learning Level: Introductory
Room: Sandstone 3,8,9

We will examine the laws related to expelling students, including students with disabilities. We will consider expulsion hearings and requirements. We will also consider alternatives to expulsion and work to understand the impact of expulsions on the school community.

Art Doesn't See Disabilities

Learn adaptive arts tools, universal design for learning (UDL), and conduct an art activity.

Early Childhood Leadership

This display will provide information on training and technical assistance from Early Childhood Program Support and Leadership Staff.

Regional Special Education Network (RSN)

The Regional Special Education Network (RSN) has a director in all twelve Cooperative Educational Service Agencies (CESAs) in our state. The purpose of the network is to support Wisconsin local education agencies (LEAs) in advancing academic achievement and social-emotional competencies of students with a disability. Please stop by our table with questions or to receive more information about your local RSN.

Transition Improvement Grant

The Transition Improvement Grant will provide transition-related resources focusing on Indicators 1-Graduation Rate, 2-Drop-out Rate, 13-Transition Goals, and 14-Post School Outcomes. All online transition tools to move the transition forward will also be shared, along with tools to promote self-advocacy.

Wisconsin Center for the Blind and Visually Impaired (WCBVI)

Resources and information about WCBVI, including statewide Outreach services and the Wisconsin School for the Blind and Visually Impaired (WSBVI), in Janesville, WI

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

Participants can learn of the many services, supports, and events offered by the Wisconsin Educational Services Program for the Deaf and Hard of Hearing (WESP-DHH). They will learn about the three components of WESP-DHH, including the Wisconsin School for the Deaf (WSD), Outreach Services, and the Wisconsin Deafblind Technical Assistance Project (WDBTAP).

Wisconsin Family Assistance for Education, Training, and Support (WI-FACETS)

This display will provide special education training and information and family engagement resources.

Wisconsin Medicaid's HealthCheck Benefit

The display will outline details of this important federal benefit, which covers preventive checkups and medically necessary follow-up services through age 20. The display also provides information about receiving coverage for services not typically covered by Wisconsin Medicaid.

Wisconsin RtI Center

The Wisconsin Response to Intervention (RtI) Center, including Positive Behavior Interventions and Supports (PBIS), was created from a collaboration between the Wisconsin Department of Public Instruction (DPI) and the Cooperative Educational Service Agency Statewide Network (CSN).

The Center's mission is to build the capacity of Wisconsin schools to develop and sustain an equitable multi-level system of support to ensure success for all students. The Wisconsin RtI Center will provide information about professional development, research, and technical assistance available to help schools operationalize the implementation of an equitable, multi-level systems of support.

Wisconsin Special Education Mediation System

The display includes information on:

(1) Dispute Resolution options available to parents of students with disabilities and schools in Wisconsin,
(2) How to access these options, and
(3) How to become an effective participant in all of these options.

Materials include:

(1) Wisconsin Special Education Mediation System (WSEMS) Dispute Resolution options in English & Spanish
(2) Mediation Training Manual
(3) Resolution Process Training Manual
(4) How to Conduct Friendly and Productive Individualized Education Program (IEP) Meetings
(5) IEP Facilitation Process information
(6) WSEMS Website information
(7) WSEMS Mediators Bios
(8) Wisconsin one of 4 exemplary special education dispute resolution systems in the nation
(9) Other related Center for Appropriate Dispute Resolution in Special Education (CADRE) materials

Wisconsin Statewide Parent Educator Initiative (WSPEI)

This display will include materials supporting educators' efforts to engage families of children with IEPs.

Keynote Speaker

Jose Martín, JD

Richards Lindsay & Martín, L.L.P.

Current Topics and Challenges in Special Education Law

8:15 – 9:45 am

Room: Michigan

Although the Individuals with Disabilities Education Act (IDEA) has not been amended in 15 years, the challenges and legal issues surrounding IDEA continue to evolve and generate questions. This session will address some modern challenges and new takes on longstanding doctrines, including the true impact of the Endrew decision on free appropriate public education (FAPE) determinations, the increased prevalence of online education for students with disabilities and how such placements fit into the existing least restrictive environment (LRE) mandate, addressing the needs of the increasingly large population of students with anxiety disorders, the focus on procedural violations that impact parental participation, modern manifestation determination nuances in caselaw, and the relationship between dyslexia and special education, and any recent Seventh Circuit decisions, among others.

About Mr. Martín

Jose Martín is a partner with the school law firm of Richards Lindsay & Martín, LLP in Austin, Texas. For the last 25 years, his practice has focused on matters involving the education of students with disabilities, including litigation in due process hearings, U.S. District Courts, and the Fifth Circuit Court of Appeals. He is a graduate of the University of Texas School of Law. A background in journalism led Jose to frequent publication in the area of disabilities laws and their impact on public schools. He currently serves as Contributing Editor to the national LRP publication, *The Special Educator*, and LRP's online-based *Special Education Connection*. As a speaker, Jose presents diverse topics on disability laws to numerous audiences at national, regional, and state conferences, as well as local education agency staff development programs.

Sectionals Block 4
10:15am – 11:15am, November 15

Sharing Information: Teaming for School Safety and Mental Health

Julie Incitti, Education Consultant, WI Dept. of Public Instruction
Learning Level: Intermediate
Room: Glacier A-D

We will discuss sharing personally identifiable information across systems related to threats of school violence and mental health teaming. Participants will examine scenarios and consider what laws may apply and the responsibilities of the school district related to access, disclosure, and maintenance of records. A basic understanding of pupil records law will be assumed.

Comprehensive Special Education Evaluation: A Renewed Focus on Student Needs

Andrea Bertone, Education Consultant, WI Dept. of Public Instruction
Iris Jacobson, Education Consultant, WI Dept. of Public Instruction
Paula Volpiansky, Education Consultant, WI Dept. of Public Instruction
Learning Level: Intermediate
Room: Wilderness 2,5

The Individuals with Disabilities Education Act (IDEA) has long required every special education evaluation to be comprehensive and outlines procedural and substantive requirements for individualized education program (IEP) teams to follow. Each initial evaluation and reevaluation must be non-discriminatory and thorough enough to allow the IEP team to not only determine eligibility but also to identify all of the student's needs, irrespective of the impairment category(s) considered in which the student has been classified. In this way, a comprehensive evaluation provides the foundation for developing an IEP that promotes student access, engagement, and progress in general education curriculum, instruction, and environments.

This session will provide an overview of the department's updated framework for comprehensive special education evaluations and related resources. Participants will have the opportunity to reflect on this topic as it relates to their leadership role.

Measuring Social and Emotional Learning: Considerations, Limitations, and Best Practice

Gregg Curtis, Education Consultant, WI Dept. of Public Instruction
Beth Herman, Education Consultant, WI Dept. of Public Instruction
Learning Level: Introductory
Room: Wilderness 1,4

What does it mean to "measure" social and emotional learning? This session will address that question and introduce participants to new training and assessment resources from the DPI. By the end of this session, participants will understand the "best practices" for assessing social and emotional learning, know the process for developing an social and emotional learning (SEL) assessment plan, and learn about the new online assessment resource, "SEL Development Tracker".

High-Quality Instruction in Early Childhood: What It Looks Like and How You Can Support It

Michelle Ogorek, Statewide Early Childhood Coordinator
Learning Level: Intermediate
Room: Tundra A-C

What does high-quality instruction look like in early childhood? When you see children playing in an early childhood classroom, do you question whether this is truly instruction? Join this interactive session that will explore key components of high-quality early childhood instruction including the use of instructional strategies and evidence-based practices, specially designed instruction, and play as an integral part. This presentation will be from an administrative lens and will provide you with information to promote and support quality early childhood instruction in your district.

When Instructional Materials Are Disabling: Accessible Educational Materials (AEM) and Universal Design for Learning (UDL) Support for Print Disability

Jayne Bischoff, Education Consultant, WI Dept. of Public Instruction
Julie Preman, WI Accessible Educational Materials (AEM) Center
Learning Level: Introductory
Room: Tundra D-F

When print cannot be used by a student with an individualized education program, the disabling nature of print means there is a print disability. This session will cover the legal requirements for Accessible Educational Materials (AEM) and highlight the new Wisconsin AEM Center –new statewide support to school districts in obtaining materials in specialized formats for eligible students. Also, universal supports beneficial for a full range of learner variability will be highlighted through the lens of UDL. Learn about resources and the next steps for you!

Does Least Restrictive Environment (LRE) Truly Apply Equally in All Contexts?

Jose Martín, Attorney, Richards Lindsay & Martín, LLP
Room: Sandstone 3,8,9

This session explores the LRE requirement and its implementing regulations, the predominant analyses of the federal courts, and particularly, how LRE caselaw, in fact, appears to present a malleable mandate that may or may not apply with an equal force depending on the particular context, despite assertions to the contrary. The point will be made with cases involving preschool students, transition-age students, online programs, extended school year programs, private placement reimbursement requests, and parental legal claims seeking highly restrictive educational placements. The review of cases will serve to generate practical ideas for schools to navigate the modern waters of LRE.

Sectionals Block 5

11:30am – 12:30pm, November 15

Wisconsin's Focus on Equity to Improve Student Outcomes

Kathy Ryder, Director, Wisconsin RtI Center
Learning Level: **Introductory**
Room: Glacier A-D

Participants will leave this session understanding DPI's equity vision, big areas of focus, how the implementation of an equitable multi-level system of supports framework improves student outcomes, and how utilizing the Model to Inform Culturally Responsive Practices can support educators in changing their practices to meet the needs of students.

Monitoring Individualized Education Program (IEP) Goal Progress: Digging Deeper-Level 1

Tim Peerenboom, Education Consultant, WI Dept. of Public Instruction
Paula Volpiansky, School Administration Consultant, WI Dept. of Public Instruction
Learning Level: Intermediate
Room: Wilderness 2,5

The Individuals with Disabilities Education Act requires progress towards annual goals to be measured and periodically reported to parents. To do so, ongoing progress must be monitored from a baseline toward a specified level of goal attainment. IEP progress data is also key to reviewing the effectiveness of IEP services and supports, and for developing subsequent ambitious and achievable goals. This session will provide an overview of the relationship between IEP goal development (Step 3) and monitoring progress in the context of the College and Career Ready (CCR) IEP process. Examples will be used to illustrate key considerations for developing and describing procedures for measuring student's progress. Planned DPI resources will be shared.

Teaming Up: Collaborating to Support English Learners with Disabilities

Audrey Lesondak, Education Consultant, WI Dept. of Public Instruction
Learning Level: Intermediate
Room: Wilderness 1,4

Supporting English learners (ELs) with disabilities often centers on the question, is it language learning or language difference? But what if it's both? In this session, the presenter will highlight recommended approaches school teams can take to identify and support the needs of English learners with disabilities based on the work of the Council of Chief State School Officer's National Working Group. Participants will have an opportunity to learn about requirements to support ELs with disabilities, identify the benefits of a team approach, recognize the strengths that team members bring to the partnership, and reflect on practices that strengthen these teams to benefit the learning outcomes for this unique student group.

Sneak Peek: Update to Functional Behavioral Assessment Guidance

Katie Berg, Supporting Neurodiverse Students Statewide Coordinator
Jess Nichols, Early Childhood Equitable MLSS Statewide Coordinator
Learning Level: Intermediate
Room: Tundra A-C

Participants will have an opportunity to review portions of the DPI's future updates to guidance on Functional Behavioral Assessment (FBA) and provide feedback. Updates include an accessible guide with appendices and an FBA worksheet.

Connecting Indicator 8 Family Engagement Survey to the PCSA Process

Patty Hovel, Director of Special Education, School District of Waukesha
Cheri Sylla, WSPEI Family Engagement Coordinator
Learning Level: Introductory
Room: Tundra D-F

One important factor in the new design of the Results Driven Accountability Procedural Compliance Self-Assessment (RDA:PCSA) is accountability to families that we are delivering what we agreed to in the IEP for their child. The Indicator 8 Family Engagement Survey is a required improvement indicator that all districts complete in the spring before beginning the PCSA. The PCSA vs. Indicator 8 Comparison document connects the family survey statements to the components of the PCSA. Participants will become familiar with the PCSA vs. Indicator 8 Comparison document, learn how matching the school's efforts to document services along with documenting the engagement of families is possible, understand how aligning the family engagement survey to PCSA components allows the school district to better prepare for fulfilling the expectations of quality services, and learn from a district that is putting it into action.

Understanding Section 504 by Comparison and Contrast to Special Education

Jose Martín, Attorney, Richards Lindsay & Martín, LLP
Room: Sandstone 3,8,9

A useful method to learn about public schools' obligations under Section 504 is by identifying its differences and similarities to the IDEA. This session will compare and contrast the laws with regard to their respective purposes, child-find requirements, approaches to evaluation, programs, roles of RtI, and procedural safeguards, among others. In addition, the session will address some commonly misunderstood areas of intersection, how the two laws ideally work in harmony, the concept of residual Section 504 protections for all IDEA students, and common questions about eligibility under Section 504 after the 2008 ADA Amendments Act.

Save the Dates!

The dates for the future Annual State Superintendent's Conference on Special Education and Pupil Services Leadership Issues, held at the Glacier Canyon Lodge at the Wilderness Resort in the Wisconsin Dells, are:

- Tuesday, November 17 and Wednesday, November 18, 2020;
- Tuesday, October 12 and Wednesday, October 13, 2021; and
- Tuesday, October 11 and Wednesday, October 12, 2022.

We look forward to seeing you there!

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WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

For More Information Contact:

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