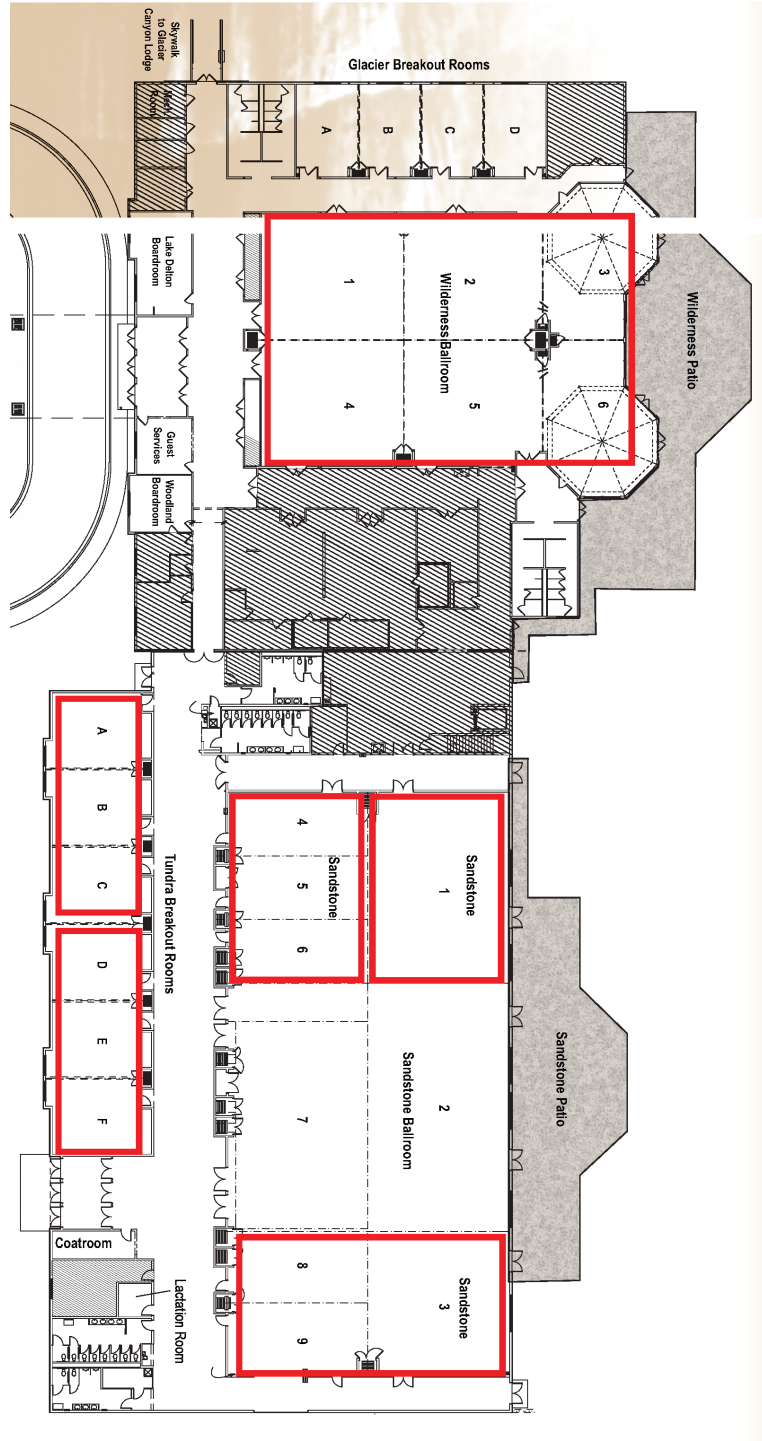




Wisconsin Department of Public Instruction
Jill K. Underly, PhD, State Superintendent

Hotel Floor Plan



Best Practices

- ✓ Arrive promptly for sessions; late entrances are distracting.
 - ✓ If you must leave early, do so quietly.
 - ✓ 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 or 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.
-

2023 Conference Planning Committee

Sherri Honaker, Executive Staff Assistant, Division for Learning Support

Heike Saynisch, Operations Program Associate, Special Education Team

Brianna Scott, Operations Program Associate, Student Services/Prevention and Wellness Team

Paul Sherman, Procedural Compliance Self-Assessment Consultant, Special Education Team

Karen Horn, Education 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.

Your Voice Matters! An Opportunity to Provide Input to Inform DPI's Statewide Supports for Continuous Improvement

DPI wants your feedback on development of a statewide framework to provide universal and targeted support to ESSA and IDEA identified schools and districts. The Statewide Supports for Continuous Improvement framework will include content-specific instructional coaching and professional development that meets the needs of students, families, and educators so that each and every student is college, career, and community ready. DPI needs your input to ensure that the supports schools and districts need are infused into the Statewide Supports for Continuous Improvement framework. Please be prepared to share what success would look like for schools and districts so they can be removed from IDEA and ESSA identifications as they meet the needs of each and every learner.

Feedback will be informal discussions located in the Woodlands Boardroom. Anyone attending the conference is invited to "drop in" at any time between 10:20 a.m. and 4:15 p.m. and share feedback with DPI including during sectional times, breaks, lunch, and for 30 minutes at the end of the conference.



Conference Schedule

Time	Presentation Title	Room
7:30 – 8:30 am	Registration	Lobby
8:30 – 8:35 am	Welcome - Paul Manriquez and John Johnson	Wilderness Ballrooms
8:35 – 9:05 am	DPI Division Updates	Wilderness Ballrooms
9:05 – 10:20 am	Keynote - Perry Zirkel	Wilderness Ballrooms
10:20 – 10:35 am	Break	Lobby
10:35 – 11:35 am	Breakout Block 1 A. <i>Functional Behavior Assessment: Who, What, When, Where, and Why?</i> B. <i>Evidence-Based Strategies to Address Workload Challenges in Schools</i> C. <i>Special Education Disciplinary Requirements</i> D. <i>Self-Compassion and Compassionate School Cultures to Retain Our Invaluable Educators</i> E. <i>What's New in Assessment and Standards</i>	A. Sandstone 1 B. Sandstone 4,5,6 C. Sandstone 3,8,9 D. Tundra A,B,C E. Tundra D,E,F
11:35 – 12:15 pm	Lunch	Wilderness Ballrooms
12:15 – 1:15 pm	Keynote - Khadijah Booth Watkins, MD, MPH	Wilderness Ballrooms
1:30 – 2:30 pm	Breakout Block 2 F. <i>Mental Health Challenges, Truancy, and IEPs: Technical and Adaptive Considerations for Leadership</i> G. <i>Comprehensive School Mental Health as Continuous Improvement</i> H. <i>Implementing and Documenting Alternatives to Suspension and Expulsion</i> I. <i>Wisconsin Accessible Education Materials (AEM): Are You Ready?</i> J. <i>Wisconsin's Special Educator Induction Program: An Update</i>	F. Sandstone 1 G. Sandstone 4,5,6 H. Sandstone 3,8,9 I. Tundra A,B,C J. Tundra D,E,F
2:30 – 2:45 pm	Break	Lobby
2:45 – 3:45 pm	Keynote – Marge Resan and Paul Sherman	Wilderness Ballrooms
3:45 pm	Conference Ends	

Year in Review: Key Court Decisions in 2022–23 under the IDEA and Section 504 and ADA

Perry Zirkel

9:05 – 10:20 a.m.

Wilderness Ballrooms



Keynote Description

This year in review will canvass the published judicial rulings primarily under the IDEA and secondarily under Section 504 and the ADA, with special emphasis on those decisions, both published and unpublished, of the Seventh Circuit and the Wisconsin federal district court. The sequential range of topics include child find and eligibility, FAPE, LRE, discipline, and remedies.

Biography

Perry A. Zirkel is university professor emeritus of education and law at Lehigh University, where he formerly was dean of the College of Education, subsequently held the Iacocca Chair in Education for its five-year term. He has a Ph.D. in Educational Administration and a J.D. from the University of Connecticut, and a Master of Laws degree from Yale University. He has done presentations in every state in the U.S. He has also written more than 1,700 publications on various aspects of school law, with an emphasis on legal issues in special education. He writes a regular column for *Exceptionality* journal and NASP's *Communique* newsletter, and he did so previously for *Phi Delta Kappan*, *Teaching Exceptional Children*, and *NAESP's Principal* magazine. Past president of the Education Law Association and co-chair of the Pennsylvania special education appeals panel from 1990 to 2007, he is the author of the CEC monograph *The Legal Meaning of Specific Learning Disability*; the more recently published books, *A Digest of Supreme Court Decisions Affecting Education and Student Teaching and the Law*; and the two-volume reference *Section 504, the ADA and the Schools*. In 2012, he received the Research into Practice Award from the American Educational Research Association (AERA) and the Excellence in Research Award from AERA's Division A (Administration, Organization & Leadership). In 2013, he received the University Council for Educational Administration's Edwin Bridges award for significant contributions to the preparation and development of school leaders. In 2016, he received the Education Law Association's Steven S. Goldberg Award for Distinguished Scholarship in Education Law. In 2017 he received the Council for Exceptional Children's Special Education Research Award. In 2021, he received the President's Award for Excellence from the National Association of School Psychologists. He co-directed the one-week Lehigh Special Education Law Symposium from 2003 to 2022. Finally, he provides a monthly special education legal update and share his publications via his website, perryzirkel.com.

Functional Behavior Assessment: Who, What, When, Where, and Why?

Tim Peerenboom, School Psychology Consultant, Wisconsin Department of Public Instruction

Eva Shaw, Autism and Emotional Behavioral Disabilities Consultant, Wisconsin Department of Public Instruction

Room: Sandstone 1

Level: Intermediate

Conducting Functional Behavior Assessments (FBAs) is one of the go-to tools in the toolbox of local educational agencies and Individualized Education Program teams in identifying and supporting students' social, emotional, and behavioral needs. At the same time, there is no consensus around legal, ethical, and practical issues around what an FBA is, or why, when, and how they must or should be conducted. This session will provide strategies, tools, and guiding questions to assist in aligning best practices in social, emotional and behavioral assessment with the legal and ethical requirements of FBAs.

Evidence-Based Strategies to Address Workload Challenges in Schools

Carlynn Higbie, Occupational Therapy and Physical Therapy Consultant, Wisconsin Department of Public Instruction

Dawn Merth-Johnson, Speech-Language and Assistive Technology Consultant, Wisconsin Department of Public Instruction

Room: Sandstone 4,5,6

Level: Intermediate

Educators who provide special education and related services require time to provide direct services to students with Individualized Education Program (IEPs) (e.g., supplementary aids and services, specially designed instruction, and related services). IDEA also requires special educators to provide indirect services on behalf of students (e.g., program modifications or supports for school personnel and school environments, consultation and collaboration with IEP team members, IEP management, supervision, instructional preparation, etc.). There is no one-size-fits-all method for determining special education personnel, caseloads, workloads, and the capacity for providing services. Special education, related services, and supplementary aids and services must be based on the individual needs of each child with a disability. This session will include evidence-based strategies to address workload challenges in schools in order to ensure each student with an IEP can receive all of their special education and related services.

Special Education Disciplinary Requirements

Michael Hickey, School Administration Consultant, Wisconsin Department of Public Instruction

Eric Kestin, School Administration Consultant, Wisconsin Department of Public Instruction

Room: Sandstone 3,8,9

Level: Intermediate

This sectional will discuss the standard for providing a free appropriate public education and how it might be impacted when addressing behavioral challenges, bullying, or shortened days. The sectional will also highlight some key requirements regarding disciplinary practices, and how they relate to the provision of a Free Appropriate Public Education (FAPE).

Self-Compassion and Compassionate School Cultures to Retain Our Invaluable Educators

Monica Caldwell, School Mental Health Consultant, Wisconsin Department of Public Instruction

Crystal Holmes, Dean of Students, Adams Friendship Area School District

Room: Tundra A,B,C

Level: Intermediate

Opportunities to show compassion to our students present themselves every day. Self compassion and compassion for each other as colleagues are the doorway to sustaining compassion for the long haul. This workshop will offer strategies for promoting self compassion in a very demanding job and offer a road map to create compassionate school cultures where staff feel seen, heard, supported, and are able to show up for each other in the big moments. Staff retention will be the frame for this discussion with strategies shared in this leadership forum.

What's New in Assessment and Standards

Iris Jacobson, Education Consultant, Wisconsin Department of Public Instruction

Michael Peacy, Education Consultant, Wisconsin Department of Public Instruction

Room: Tundra D,E,F

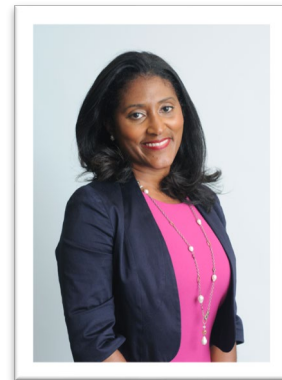
Level: Intermediate

Learn new information and updates on statewide assessments. This will include accessibility and accommodations, alternate interim assessment that can be aligned to districtwide assessments, and the use of the Instruction and Assessment Planner as a resource for teachers. This session will also include updates to state standards in English Language Arts, Mathematics, Science, and Social Studies along with the alignment of the Essential Elements. This time will also give an opportunity for participants to share their needs around servicing student with complex needs.

The Biology of Stress and Mental Health: Strategies to Help Struggling Children

Khadijah Booth Watkins, MD, MPH

12:15 – 1:15 p.m.
Wilderness Ballrooms



Keynote Description

In this keynote, Khadijah Booth Watkins, MD, MPH discusses the biology behind and impact of stress on a child's ability to learn and meet social, emotional, and academic goals, and strategies to support struggling children and teens. The cumulative effects of the pandemic along with numerous other stressors that children and teens face – including poverty, discrimination, and violence – are having a profound impact on their mental health and, as a result, their ability to learn. In order to help struggling children, educators and other school personnel need to know 1) what to look for – recognizing the signs that a child is stressed or suffering from a mental illness; 2) when to worry – identifying when signs and symptoms have reached the threshold warranting additional support and intervention; and 3) what to do – knowing effective ways to support struggling students through skills and strategies. Also necessary to having the capabilities to emotionally support students is the well-being of educators, themselves. Dr. Booth Watkins will address the importance of self-care for those who work with children, and the profound impact this has on the young people they engage with throughout the day.

Biography

Khadijah Booth Watkins, MD, MPH is the Interim Director of the Child and Adolescent Psychiatry Residency Training Program of the Massachusetts General Hospital (MGH) and McLean Hospital and the Associate Director of the Clay Center for Young Healthy Minds at MGH. She specializes in the evaluation, diagnosis, and treatment of psychiatric disorders in children, adolescents, and adults. Areas of interest include anxiety, ADHD, student mental health, diversity, and suicide prevention.

Dr. Watkins received her Bachelor of Science from Xavier University of Louisiana, Medical Degree from The University of Tennessee Health Science Center, College of Medicine, and Master of Public Health from Columbia University Mailman School of Public Health with an emphasis on healthcare and hospital policy and management.

Dr. Watkins completed her Internal Medicine Internship and General Psychiatry Residency at the University of Medicine and Dentistry-New Jersey Medical School and her fellowship in Child & Adolescent Psychiatry at the New York-Presbyterian Hospital (NYPH) combined program of Columbia University College of Physicians and Surgeons and Weill Cornell Medical College. She also completed a two-year Public Psychiatry Fellowship at Columbia University/New York State Psychiatric Institute.

She joined the faculty of Columbia University Medical Center as Assistant Clinical Professor of Psychiatry, working in the School-Based Mental Health Program and serving as the Interim Assistant Director of the NYPH Child & Adolescent Psychiatry Residency Program.

Dr. Watkins later joined the faculty at Weill Cornell Medical College as Assistant Professor of Psychiatry where she served as the Director of the Adolescent Partial Hospitalization Program, Assistant Training Director; Westchester Division, and the Youth Anxiety Center Psychiatrist, targeting transitional age youth at high risk of failing to shift into independent adulthood due to untreated anxiety. She also supervised students and trainees until June 2019, at which point she joined the faculty at MGH/Harvard Medical School.

Mental Health Challenges, Truancy, and IEPs: Technical and Adaptive Considerations for Leadership

Monica Caldwell, School Mental Health Consultant, Wisconsin Department of Public Instruction

Julie Incitti, School Social Work Consultant, Wisconsin Department of Public Instruction

Eva Shaw, Special Education Consultant, Wisconsin Department of Public Instruction

Room: Sandstone 1

Level: Intermediate

The nuts and bolts of addressing the intersection of special education best practices and attendance best practices when mental health challenges are present. You will gain an understanding the technical aspects of addressing truancy for students with suspected or known disabilities when mental health challenges are present; an understanding the adaptive based elements of addressing these situations in practice; and skill in leading teams that support students in these situations through the whole child approach.

Comprehensive School Mental Health as Continuous Improvement

Lisa Stein, Education Consultant, Wisconsin Department of Public Instruction

Room: Sandstone 4,5,6

Level: Intermediate

Discuss and share the continuous improvement process of advancing Comprehensive School Mental Health (CSMH) systems through the use of the Framework and setting achievable goals based on school, student, and family needs. Explore barriers to CSMH like staff buy-in, mental health stigma, and staff fatigue and examine how teams might work to overcome barriers.

Implementing and Documenting Alternatives to Suspension and Expulsion

Eric Kestin, School Administration Consultant, Wisconsin Department of Public Instruction

Tim Peerenboom, School Psychology Consultant, Wisconsin Department of Public Instruction

Room: Sandstone 3,8,9

Level: Advanced

Exclusionary Discipline results in immediate and long-term negative outcomes for not only the students who are suspended or expelled, but for their peers, the school, district, and community. This session will provide school and district leaders with specific strategies and procedures to be implemented instead of exclusionary practices. Participants will learn to plan, implement, and document strategies that can significantly reduce the use of harmful exclusionary discipline practices.

Wisconsin Accessible Education Materials (AEM): Are You Ready?

Daniel Parker, Assistant Director of Special Education, Wisconsin Department of Public Instruction

Jacklynne Ramirez, AEM Consultant, WI Center for the Blind and Visually Impaired

Kathy White, Assistive Technology Specialist, CESA #2

Room: Tundra A,B,C

Level: Intermediate

Students receiving special education services through an Individualized Education Program (IEP) are required to be provided with Accessible Educational Materials (AEM) in a timely manner if they do not access, use, and derive meaning from standard printed text. As part of good universal instruction, all students should have access to usable and beneficial educational materials in formats that support learning success. Come and learn about AEM and consider steps to ensure your system of support is intentional about providing all students what they need, when they need it, in the way they need it.

Wisconsin's Special Educator Induction Program: An Update

Lisa Aalgaard, RSN Director, CESA #3

Matt Collins, Director of Special Education, CESA #12

Brenda Jozwiak-Boldig, RSN Director, CESA #8

Barbara Van Haren, Education Consultant, Wisconsin Department of Public Instruction

Deb Wall, Statewide RSN Coordinator, CESA #8

Room: Tundra D,E,F

Level: Intermediate

First-year teachers who participated in a comprehensive set of induction activities were half as likely to leave the field as those who did not participate (Strong & Ingersoll, 2004). During the 2022-23, a Design Team of experts developed a statewide induction program for new special educators. The induction program consists of "just-in-time" professional learning, coaching, and support in emotional resilience. This sectional will provide an update on the development and initial implementation of the induction program in 2023-24.

Wisconsin Special Education and Pupil Discrimination Legal Updates

Marge Resan, Procedural Compliance Self-Assessment Consultant, Special Education Team
Paul Sherman, Procedural Compliance Self-Assessment Consultant, Special Education Team

2:45 – 3:45 p.m.

Wilderness Ballrooms

Keynote Description

Participants will learn about recent developments in law pertaining to special education, pupil nondiscrimination, and pupil services. This presentation will also include a review of recent IDEA state complaint decisions and updates from the pupil nondiscrimination program.



For More Information Contact:

Special Education Team

608-266-1781

dpi.wi.gov/sped

Student Services/Prevention and Wellness Team

608-266-8960

dpi.wi.gov/sspw

September 2023

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 ability and provides equal access to the Boy Scouts of America and other designated youth groups.