

*Empowering Educators to Reach Students with IEPs*



**2018 Special Education**

**Collaborative  
Support  
CONFERENCE**

**December 13-14, 2018**

Glacier Canyon Conference Center,  
Wilderness Resort, Wisconsin Dells, WI

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

### **Please Help Us Make this a Great Conference**

- Arrive promptly for sessions; late entrances are distracting.
- If you must leave early, please do so quietly.
- Please do not tip the chairs in session rooms or main 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 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 recycling properly.

Thank you for your participation!

## Connecting to Wi-Fi

Enjoy the free internet access on the public “GCL” Wi-Fi Network.

## Schedule at a Glance

<b>Thursday, December 13</b>	<b>Friday, December 14</b>
8:00 Morning Snack and Registration	7:30 Morning Snack and Registration
9:00 DPI Welcome: Barb Van Haren, State Director of Special Education	8:00 DPI Welcome: Carolyn Stanford Taylor, Assistant State Superintendent
9:15 Keynote Address: Dr. Dipesh Navsaria	8:15 Legal Updates: Patti Williams
10:30 Break	9:00 Break
10:45 Session 1 Breakout Sectionals	9:15 Session 4 Breakout Sectionals
12:00 Lunch	10:30 Break
12:20 Lunch Keynote: Keith Jones	10:45 Session 5: Conference Reflections
1:30 Break	11:45 Lunch and Networking
1:45 Session 2 Breakout Sectionals	12:45 Afternoon Keynote: Cutting Edge Panel
3:00 Break	1:45 Break
3:15 Session 3 Breakout Sectionals	2:00 Session 6: Time with DPI Consultants
4:30 Adjourn	3:00 Adjourn

# Keynote Presentations

Thursday, December 13

## **Sandstone Ballroom**

### **9:00 to 9:15 am (Welcome)**

**Barbara Van Haren, PhD, Director of Special Education, Wisconsin Department of Public Instruction**

Wisconsin Department of Public Instruction continues to innovate in the areas of supporting students who require special education services through an individualized education program (IEP). Educators and other educational leaders play a critical role in how Wisconsin addresses the challenges and opportunities facing education.

### **9:15 to 10:30 am (Morning Keynote)**

#### **Early Experiences Elevate Everything: Early Brain and Child Development and the Future of Society**

**Dr. Dipesh Navsaria**

Dipesh Navsaria, MPH, MSLIS, MD is a pediatrician working in the public interest. He blends the roles of physician, occasional children's librarian, educator, public health professional and child health advocate. With graduate degrees in public health, children's librarianship, physician assistant studies, and medicine, he brings a unique combination of interests and experience together. With a graduate degree in children's librarianship, he has the right skill set to be the founding medical director of Reach Out and Read Wisconsin and the founder and director of the Pediatric Early Literacy Projects at the University of Wisconsin. With respect to education, Dr. Navsaria is heavily involved in advocacy training for and is frequently involved in medical student and physician assistant education from the clinical arena through myriad small group and lecture formats.

Learn more information about Dr. Navsaria: [www.navsaria.com](http://www.navsaria.com); [www.facebook.com/DrLibrarian](https://www.facebook.com/DrLibrarian); Twitter: @navsaria; [www.linkedin.com/in/DipeshNavsaria](https://www.linkedin.com/in/DipeshNavsaria).

Dr. Navsaria will discuss the critical importance of the first thousand days of life and the key role human relationships and interactions play in that time period. The concepts of toxic stress and how early adversity leads to lifelong issues will be reviewed, with practical examples and discussion of research which highlights these areas. Broad policy and programmatic principles that may help address the issue will also be discussed, providing a practical framework for those who work with children and families.

### **12:20 to 1:30 pm (Lunch Keynote)**

#### **Building Culturally Welcoming and Inclusive Schools and Communities and Why do we Educate**

**Keith Jones**

As the Founder, President, and CEO of SoulTouchin' Experiences, Keith Jones has become a powerful voice on the issues of access, inclusion, and empowerment, including education and employment. Mr. Jones has been awarded the Disability Law Center's 2011 Individual Leadership Award, New Leadership Development Award From The President's Committee on Employment of People with Disabilities, the Commonwealth Coalition's Progressive Leadership Award, the 2006 Moro Fleming Consumer Involvement Award from the Massachusetts Rehabilitation Commission, and is also a graduate of the inaugural class of Initiative for Diversity in Civic Leadership. Mr. Jones over the past years has been recognized nationally and internationally as a strong advocate on a wide breadth of issues. During the course of his work, Mr. Jones has given keynote presentations on some of the issues facing the individual groups, business, and organizations.

This presentation discusses the importance of the roles families, educators, and communities play in the attaining and delivering of equitable and high quality education for all students and particularly for students with disabilities. Mr. Jones will discuss the importance of developing new policies and practices to address barriers to true inclusion of people with disabilities in the classroom and community.

Friday, December 14

## **Sandstone Ballroom**

### **8:00 to 8:15 am (Welcome)**

**Carolyn Stanford Taylor, Assistant State Superintendent, Wisconsin Department of Public Instruction**

### **8:15 to 9:00 am (DPI Legal Updates)**

**Patti Williams, PhD, Assistant Director of Special Education, Wisconsin Department of Public Instruction**

Patricia Williams is an Assistant Director with the Wisconsin Department of Public Instruction. As part of her role, she oversees the Wisconsin special education dispute resolution system and the department's monitoring system to ensure compliance with state and federal special education law.

Updates from the Wisconsin Department of Public Instruction (DPI) on legal developments affecting special education professionals in Wisconsin.

### **12:45 to 1:45 pm (Afternoon Keynote)**

#### **Edgewood College: Cutting-Edge Overview and Student Panel**

**Facilitated by Marissa Blackmore, Cutting Edge Coordinator of Alumni Relations and**

**Caitlynn Suiter, Cutting Edge Housing Coordinator**

Marissa Blackmore serves as the Alumni Relations Coordinator for the Cutting-Edge Program at Edgewood College. In her role, she assists Cutting-Edge students in making the transition from college into the community. Marissa also coordinates the Alumni Program for Cutting-Edge, which provides individualized supports for Cutting-Edge graduates, as well as provides educational and social opportunities in the community.

Caitlynn Suiter recently graduated from Edgewood College with a B.S. in psychology with a clinical counseling concentration. She is currently a graduate student in Edgewood's Marriage and Family Therapy Program and works with Cutting Edge as their Housing Coordinator. She partners with Residence Life to help create a fully inclusive college experience for our students.

Cutting Edge was the first program at a four-year college in Wisconsin to offer a fully inclusive college experience for individuals with intellectual and developmental disabilities. This panel of Edgewood College students will give a presentation of the Cutting Edge Program, its academic pathways, and its supports, followed by a facilitated discussion of students and alumni who will describe their experience in the program.

# Sectional Presentations

10:45 am to 12:00 pm, Thursday December 13

## **Session 1 - A: CCR IEPs - Monitoring IEP Goal Progress**

ROOM: **Tundra D-E-F**

*Presentation Strand: College and Career Ready IEPs: Improving Outcomes for Students 3 - 21*

**Paula Volpiansky, Education Consultant and Technical Writer, Wisconsin Department of Public Instruction**  
**Gail Anderson, RSN Director and Senior Leader of Continuous Improvement and Implementation Center of Excellence, CESA 2**

This sectional will provide an overview of the relationship between IEP goal development (Step 3) and progress monitoring in the context of the CCR IEP process. Key ideas and examples will be presented to illustrate how progress monitoring strategies may be used to measure student progress toward the level of attainment specified in IEP goals. The role of progress monitoring data during Step 5 (Analyze Progress) of the CCR IEP process will also be addressed.

### **Student Outcomes**

IEPs developed using the 5 Step CCR IEP Process should directly and clearly address a student's disability related need(s) and lead to improved academic achievement and functional performance. During Step 3, IEP goals are developed and methods are specified for monitoring progress toward goal attainment. Ongoing and effective monitoring of IEP goals is critical to analyzing student progress and making subsequent IEP team decisions during step 5.

## **Session 1 - B: Meeting Students' Emotional Needs Through Small Groups**

ROOM: **Wilderness 2-5**

*Presentation Strand: Supporting Social, Emotional and Mental Health as a Foundation for Learning*

**Letha Oppman, Teacher for Students with Visual Impairments, Appleton School District**

Students with visual impairments are at high risks for depression and anxiety and are often the only student with a visual impairment within their home school. In an effort to reduce emotional distress a case study was conducted in which students with visual impairments met as a small group to learn braille and assistive technology together. The types of activities and results will be presented in this session.

### **Student Outcomes**

This session will give individuals the tools to create small groups based on emotional and academic need, create academic activities that include opportunities to support students emotionally, and track progress through data collection. This benefits students, who are willing to take more risks and are more focused in the classroom when they feel emotionally supported, which directly impacts learning.

10:45 am to 12:00 pm, Thursday December 13

### **Session 1 - C: I Can Read Your Words: The Who, What, Why, and How of Classroom Captions**

ROOM: **Wilderness 4**

*Presentation Strand: Literacy Supports*

**Jennifer Meyer, Educational Consultant, WESP-DHH Outreach**

**Laura Plummer, Technology Services Coordinator, WESP-DHH Outreach**

**Stefanie Kessen, Education Specialist for the Deaf and Hard of Hearing, The Online Itinerant**

Captioning can provide increased critical access to auditory information in the classroom and on statewide assessments. Learn more about the students who specifically benefit from this UDL practice, where to find access to captioned materials, and how to create your own captioned materials.

#### **Student Outcomes**

Students with IEPs and students without IEPs will benefit by having increased access and exposure to print materials, increased access to auditory information presented in an additional sensory format to accommodate diverse learning styles, and increased opportunities for engaging with curricular content.

### **Session 1 - D: Providing the Complete College Experience to Students with an Intellectual Disability: UW-Whitewater LIFE**

ROOM: **Wilderness 1**

*Presentation Strand: Student Relationships: Teacher, Family, and Community Engagement*

**James Collins, Associate Professor of Special Education, UW-Whitewater**

**Ashlea Roselle, LIFE Program Coordinator, UW-Whitewater**

This session will provide an overview of UW-W LIFE (learning is for everyone), which is the first postsecondary program in the UW-System that will fully serve students who have ID. Characteristics of successful student applicants will be discussed, in addition to challenges/barriers encountered during development.

#### **Student Outcomes**

Information can be used to guide transition planning for students who are on-track to attend college in the future and to increase awareness of postsecondary options for students with ID. We view college and career readiness as a meaningful goal for all students, including those who historically have had limited opportunities.

## Sectional Presentations (cont'd)

10:45 am to 12:00 pm, Thursday December 13

### **Session 1 - E: Engaging Adult Learners**

ROOM: Tundra A-B-C

*Presentation Strand: Coaching, Facilitating, and Adult Professional Learning*

**Katie Berg, Supporting Neurodiverse Students Statewide Trainer, IDEA Discretionary Grant Staff**

Participants will be introduced to researched based strategies for adult learning. Through an interactive workshop, participants will learn strategies and planning tools to be able to build a professional learning event that supports adult brains while making learning fun and engaging.

#### **Student Outcomes**

Through effectively building capacity of educators, outcomes for students with IEPs will improve.

### **Session 1 - F: The Preschool Inclusion Puzzle: Putting Promising Practices Pieces Together**

ROOM: Glacier A-B-C-D

*Presentation Strand: Inclusive Strategies*

**Simone Devore, Professor at the UW-Whitewater**

**Karen Russell, Early Childhood Program Support Teacher, CESA 2**

The presenters share how they were able to learn with and from preschool educators who teach in inclusive 4-K classrooms. This is a hands-on session during which the presenters and participants engage in discussions, learning games, and exchange of practical resources. First, we will unpack early childhood inclusion terms (e.g. itinerant, consultation, coaching). Second, we will share insights gained when working with 4-K inclusion teams in a school district. The presenters share how teams engaged in collaborative consultation during a three-year process. Finally, we will highlight resources that support the implementation of promising inclusion practices. The resources are designed for all educators providing inclusive education and care for children three years and older. Shared resources are aligned with specific inclusive teacher practices such as membership, communication, transitions between activities, adaptations of group activities, adult guidance of free-choice and play, adult involvement in peer interaction, and others.

#### **Student Outcomes**

We know that providing inclusionary opportunities in high quality preschool programs is best practice for our youngest learners. Professionals who implement high quality inclusive practices will assure that children practice communication and social skills with peers with varying abilities, interests, and communication styles. Learners will be members of a fully inclusive learning community where they will build developmentally appropriate skills in all areas of development. We also know systems change can be challenging and learning how one community approached inclusion for their students can lead to additional inclusive opportunities in other districts.

1:45 pm to 3:00 pm, Thursday December 13

### **Session 2 – A: College and Career Ready IEP Practitioners Panel**

ROOM: **Tundra D-E-F**

*Presentation Strand: College and Career Ready IEPs: Improving Outcomes for Students 3 - 21*

**Anita Castro, School Administration Consultant, Wisconsin Department of Public Instruction**

**With panel of district staff from Marathon County and Barron Area School District**

Professionals will share their experiences with developing College and Career Ready IEPs using the 5-Step Process. Panelists will represent such perspectives as how to develop CCR IEPs for students with intellectual disabilities, speech and language impairments, and cover ages from early childhood to post-secondary transition. They will tackle the challenging concept of disability-related needs.

#### **Student Outcomes**

Using the 5-Step process of CCR IEP development, IEP teams identify and address the root cause of why a student is not meeting grade level standards. Goals and services are then aligned to assist a student in improving outcomes.

### **Session 2 - B: Social and Emotional Learning and IEP Development**

ROOM: **Wilderness 2-5**

*Presentation Strand: Supporting Social, Emotional, and Mental Health as a Foundation for Learning*

**Jessica Nichols, Education Consultant, Wisconsin Department of Public Instruction**

**Beth Herman, Education Consultant, Wisconsin Department of Public Instruction**

Did you know social and emotional skills have a direct correlation with academic outcomes? This presentation will begin with a review of what Social and Emotional Learning (SEL) is and why it matters. We will discover the WI SEL Competencies and learn how they can assist IEP teams in understanding current levels of functional performance and disability-related SEL needs for students with IEPs. We will review the College and Career Ready IEP Five Step Process and Five Beliefs through a SEL lens, and discuss how universal social and emotional supports can be embedded in classrooms and schools to address specific needs of students with IEPs while also reducing stigmatization and isolation for students with disabilities and allow for additional benefit to students without IEPs.

#### **Student Outcomes**

Participants attending this session will deepen their understanding of how to address social and emotional disability-related needs and develop services and supports to address these needs.

## Sectional Presentations (cont'd)

1:45 pm to 3:00 pm, Thursday December 13

### **Session 2 – C: Removing Barriers: Standards-Based Literacy Learning for All**

ROOM: **Wilderness 4**

*Presentation Strand: Literacy Supports*

**Barb Novak, Literacy Consultant, Wisconsin Department of Public Instruction**

Participants in this interactive session will explore Wisconsin's Standards for English Language Arts and Standards for Literacy in All Subjects in order to plan instruction and assessment that meets the needs of each learner. In addition, participants will make connections between standards and the College and Career Ready IEP process. Many resources from the session will be drawn from DPI-created professional learning resources found at <https://dpi.wi.gov/ela/standards>.

#### **Student Outcomes**

This session will improve outcomes for students with IEPs by providing an overview of a process to identify and eliminate barriers in standards-based literacy instruction and assessment.

### **Session 2 - D: Engaging Families in Literacy**

ROOM: **Wilderness 1**

*Presentation Strand: Student Relationships, Teacher, Family, and Community Engagement*

**Robyn Morris, Family Engagement Coordinator, Wisconsin Statewide Parent-Educator Initiative**

**Michelle Ogorek, Statewide Early Childhood Coordinator, CESA 1**

This presentation will share strategies to engage families of students with IEPs in the literacy process. Participants will also learn about a training series that was developed to support family engagement in literacy and hear outcomes from districts who have implemented the series.

#### **Student Outcomes**

Information from this presentation will provide participants with strategies, ideas and tools to use to directly engage families in the literacy process. If families are meaningfully engaged and are aware of the expectations of students with IEPs in the area of literacy, then this will contribute to increased outcomes for the students.

1:45 pm to 3:00 pm, Thursday December 13

### **Session 2 - E: What Defines Quality Coaching?**

ROOM: **Tundra A-B-C**

*Presentation Strand: Coaching, Facilitating, and Adult Professional Learning*

**Rachel Fregien, Education Consultant - Coaching Supports, Wisconsin Department of Public Instruction**

**Joseph Kanke, Statewide Systems Coaching Coordinator, CESA 2**

**Janice Sinor, PLC Coach, CESA 1 and CESA 8**

Many have heard that coaching is pivotal to supporting best practice. Often coaching is implemented into a system without a clear understanding of what that means! The questions remain: WHAT defines quality coaching? And WHO defines quality coaching? If coaching means different things to different people in different settings, we do not have fidelity to coaching. If we don't have fidelity to coaching, we cannot get to the promise of the research. This session will provide a clear and consistent definition of coaching how it can be used to inform and improve coaching practices.

#### **Student Outcomes**

Often, students with IEPs also have mental health challenges, from anxiety to grief and loss, to first episode psychosis. Participants will learn how to collaborate with other support systems and how changes in the overall school environment can expand the supports in a student's IEP.

### **Session 2 - F: Co-Planning and Co-Teaching with UDL**

ROOM: **Glacier A-B-C-D**

*Presentation Strand: Inclusive Strategies*

**Longfellow Elementary School Universal Design for Learning Team**

This presentation will convey the main tenets of UDL and teacher collaboration strategies to support learner variability for students with and without IEPs as well as students who are English Language Learners. Come and learn about UDL implementation and how teachers collaborate to create more inclusive and equitable learning environments through co-planning and co-teaching using the UDL design framework. Come and learn how this district builds UDL capacity in all teaching staff!

#### **Student Outcomes**

Participants will be able to identify UDL framework options that specialists and support staff can offer, use the POP planning method, and understand the use of digital, collaborative lesson planning formats.

## Sectional Presentations

3:15 pm to 4:30 pm, Thursday December 13

### **Session 3 – A: Comprehensive Evaluation for Special Education Eligibility**

ROOM: **Tundra D-E-F**

*Presentation Strand: College and Career Ready IEPs*

**Iris Jacobson, Education Consultant, Department of Public Instruction**

**Andrea Bertone, Education Consultant, Department of Public Instruction**

Special education evaluations should be sufficiently comprehensive to allow the IEP team to determine eligibility and identify the needs of the student being evaluated. Specifically, the IEP team must apply IDEA and Wisconsin Statute Chapter 115 requirements when administering tests or other evaluation procedures to determine a child's eligibility for special education. The evaluation must also provide enough information to identify the student's needs so the IEP team can subsequently develop an IEP that promotes student access, engagement and progress in grade level standards based curriculum, instruction and environments. Come learn about DPI's upcoming guidance in relation to comprehensive evaluation including additional resources and tools that will be released in spring 2019 to support the evaluation process.

#### **Student Outcomes**

Evaluations that are comprehensive in nature ensure that student's needs will be met when the IEP is developed as well as supporting the unique background, strengths, and interests of each student.

### **Session 3 - B: Compassion Resilience: A Toolkit to Guide Systems and Strategies that Support Emotional Well-Being at Work**

ROOM: **Wilderness 2-5**

*Presentation Strand: Supporting Social, Emotional, and Mental Health as a Foundation for Learning*

**Monica Wightman, Education Consultant, Wisconsin Department of Public Instruction**

The CR Toolkit is a flexibly implemented set of resources to build awareness of compassion fatigue and strategies to increase compassion resilience in all staff from the system, team, and individual perspectives. The toolkit invites adults in schools to understand, recognize, and minimize the experience of compassion fatigue and to increase compassion resilience perspectives and skills. This breakout session will familiarize you with the information, activities and resources from the toolkit to see if this work is a good fit for your district. 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 CR Toolkit was developed in partnership with the Wisconsin Department of Public Instruction, Rogers InHealth and a collaborative team of educators, community mental health practitioners and parents.

#### **Student Outcomes**

When teachers are well supported emotionally, they are stronger and more compassionate educators. This work acknowledges and supports the adults who work with students with complex needs.

3:15 pm to 4:30 pm, Thursday December 13

### **Session 3 – C: Apps and Services to Support Literacy in the Classroom and Across Educational Environments**

ROOM: **Wilderness 4**

*Presentation Strand: Literacy Supports*

**Amy Snow, Statewide Assistive Technology Specialist, Wisconsin Center for the Blind and Visually Impaired**

This session will focus on 1-to-1 devices, services, and peripheral technology that individuals can use to access written materials. The focus will be on students who are blind or visually impaired, but most strategies and services may be generalized to any student with a print related disability.

#### **Student Outcomes**

Attendees will leave this session with an increased knowledge of what services and supports are available to students with visual impairments and other disabilities that would enable them to access printed materials and written information.

### **Session 3 – D: Ubuntu! “I Am, Because We Are.” Reaching our Collective Responsibility with a Collective Mindset**

ROOM: **Wilderness 1**

*Presentation Strand: Student Relationships, Teacher, Family, and Community Engagement*

**Kedibonye Carpenter, Statewide Multicultural Specialist, Wisconsin Family Assistance Center for Education, Training, & Support (WI FACETS)**

**Timothy Markle, Director, Southern Regional Center for Children and Youth with Special Health Care Needs**

“Ubuntu” is a philosophy of collective humanity which says, “I am, because we are.” This session will provide examples and activities that will demonstrate that as individuals, we belong to an educational community with many shared goals and values. By becoming culturally responsive educational leaders, we unleash the great power of our diverse students, families, and communities. As we learn to recognize our differences without letting them divide us, we bring people together around the common goal of quality education for all of Wisconsin’s children. We can come together effectively when we develop our cultural curiosity and learn to communicate with awareness of our cultural influences. Participants will gain the knowledge and motivation to take Ubuntu concepts back to their districts and communities, foster family engagement, and to enhance and promote excellence for all.

#### **Student Outcomes**

Knowledge of Ubuntu concepts will help IEP teams collaborate more effectively. The presentation directly addresses four of the five core beliefs shared by the WI Department of Public Instruction about College and Career Ready IEPs.

## Sectional Presentations (cont'd)

3:15 pm to 4:30 pm, Thursday December 13

### **Session 3 – E: Improving Student Engagement and Progress in the General Curriculum through Co-Teaching & Co-Planning**

ROOM: **Tundra A-B-C**

*Presentation Strand: Coaching, Facilitating, and Adult Professional Learning*

**Alyson Collins, Special Education Teacher, Wheatland Center School**

**Rachel Hartley, Middle School ELA Teacher, Wheatland J1 School District**

We know that in order for learning to occur, students must be meaningfully engaged in learning activities. Students with learning differences often struggle to access and engage in grade level content unless the planning of those lessons are intentional and accommodating of student's individual needs. Co-teaching and co-planning empowers teachers to work collaboratively to remove barriers to student learning within the classroom. Learn how educators at Wheatland School are implementing specially designed instruction in an inclusive setting and maximizing learning for all. This session will provide an overview of our co-teaching journey, including specific strategies used to support students with IEPs in the the general education setting.

#### **Student Outcomes**

This presentation will provide ways through co-planning and collaboration that teachers can remove barriers for students with IEPs in the general education setting so that they can access instruction and engage in learning activities in the general education setting.

### **Session 3 - F: Students with Visual Impairments – Inclusion and Supports**

ROOM: **Glacier A-B-C-D**

*Presentation Strand: Inclusive Strategies*

**Melanie Baumunk, Teacher of Students with Visual Impairments, Janesville School District**

**Holly Smith, Teacher of Students with Visual Impairments, Lakeland School**

This session will explain the ways that students with visual impairments can be included in regular education classrooms, the supports provided, and who provides that support in our roles.

#### **Student Outcomes**

Students with IEPs receiving accessible materials and instruction will have the confidence to take educational risks and therefore, experience and increase in school/social performance.

9:15 am to 10:30 am, Friday December 14

### **Session 4 – A: Top 10 Procedural Compliance Self-Assessment Common Errors**

ROOM: **Tundra D-E-F**

*Presentation Strand: College and Career Ready IEPs*

**Patti Williams, Assistant Director – Special Education Team, Wisconsin Department of Public Instruction**

What is the RDA:PCSA? What is the data from the first year? What areas did DPI find that districts were evaluating differently than the standards and directions intended? What changes will be made for future years? Come to this session and hear Patti Williams from the Special Education Team discuss the big take aways from the first year of this new monitoring process.

#### **Student Outcomes**

Ensuring districts follow state and federal regulations relating to IEPs benefits all students to ensure they receive a free and appropriate public education.

### **Session 4 – B: Play Unified: Promoting Social Inclusion Through Youth Leadership, Whole School Engagement and Sports**

ROOM: **Wilderness 2-5**

*Presentation Strand: Supporting Social, Emotional, and Mental Health as a Foundation for Learning*

**Elizabeth Menzer, Senior Director, Unified Program, Special Olympics Wisconsin**

**Jahlieh Henderson, Special Educator, Columbus School District**

Students face many challenges today, from achieving personal and academic success to feeling emotionally and physically health and safe. These challenges are compounded for some students due to the presences of an intellectual disability. Learn how Special Olympics Unified Champion Schools program collaborates with schools to introduce -- and amplify -- positive school climate, engaging young people as leaders promoting acceptance and inclusion with sports and wellness as a catalyst.

#### **Student Outcomes**

Attendees will understand the core components and key characteristics of Unfied Champion Schools.

## Sectional Presentations (cont'd)

9:15 am to 10:30 am, Friday December 14

### **Session 4 – C: Growing Readers**

ROOM: **Wilderness 4**

*Presentation Strand: Literacy Supports*

**Theresa Rubin, Instructional Support Teacher – Literacy, Oshkosh Area School District**

**Janelle Galica, Literacy Coach, Oshkosh Area School District**

**Angela Wachtel, Literacy Coach, Oshkosh Area School District**

**Kristin Kasper, Special Education Teacher, Oshkosh Area School District**

**Sherry Zwicky, Teacher, Oshkosh Area School District**

North and West High Schools in the Oshkosh Area School District are exploring ways to better meet the needs of students with IEPs within the constraints and demands of a high school schedule. We are working to provide flexible and targeted course and schedule options, expert training and partnerships for special education staff, and workshop-style English courses to allow for greater differentiation at the universal level. We are one year into this journey and will share how special education staff began to learn to think like reading teachers, how each building has approached targeted reading instruction time, the role of the universal level, and the various challenges that we continue to face.

#### **Student Outcomes**

Finding time for targeted reading instruction and providing training for staff to think like reading teachers within that time leads to improved outcomes in reading for students with IEPs.

### **Session 4 – D: Project SEARCH: Promoting Success**

ROOM: **Wilderness 1**

*Presentation Strand: Student Relationships, Teacher, Family, and Community Engagement*

**Jennifer Smith, Project SEARCH Teacher and Coordinator, Madison Metropolitan School District**

**Nancy Molfenter, Assistant Director of Special Education, Madison Metropolitan School District**

**Kristin Erickson, Vocational Rehabilitation Counselor, Division of Vocational Rehabilitation**

Project SEARCH is a vocational skills program for young adults with disabilities that operates as a collaboration between community agencies including a local business, school district, division of vocational rehabilitation, and a vocational agency. Project SEARCH-Madison was established in 2008 at the VA and UW Hospitals, has provided community-based work experiences for over 100 students and has maintained an average of approximately a 90% employment rate for the last three years. This session will provide an overview of the structure and key components of Project SEARCH, information about Project SEARCH sites across Wisconsin, and strategies used by Project SEARCH to enhance employment outcomes for young adults with disabilities.

#### **Student Outcomes**

This session will enhance educators' knowledge of best practices to enhance employment outcomes for students with IEPs.

9:15 am to 10:30 am, Friday December 14

### **Session 4 – E: Shifting the Paradigm: Learner-Centered Approaches to Inclusive Environments**

ROOM: **Tundra A-B-C**

*Presentation Strand: Coaching, Facilitating, and Adult Professional Learning*

**Kathy Kramer, Director of Graduate Studies, Carroll University**

**Debra Ahrens, Education Consultant, Wisconsin Department of Public Instruction**

In this session, participants will be introduced to the Inclusive Learning Communities Practice Profile (ILC-PP). The ILC-PP serves as a starting point for practitioners to examine their practice from a learner-centered perspective as a way to implement change at a classroom and school level. The ILC-PP describes the essential attributes of a learning environment which is inclusive of each and every learner.

#### **Student Outcomes**

Research supports that students with IEPs who are included in all environments have measurably improved academic, social, emotional and functional outcomes.

### **Session 4 – F: Developing Professional Expertise as an Inclusive Educator Throughout Your Career**

ROOM: **Glacier A-B-C-D**

*Presentation Strand: Inclusive Strategies*

**Dr. Andrea Ruppap, Assistant Professor, University of Wisconsin - Madison**

A framework for professional expertise in inclusive education for students with significant intellectual disability will be presented. Participants will learn about indicators of quality instruction for students with significant intellectual disability throughout career stages.

#### **Student Outcomes**

Ensuring teachers' professional development throughout the career in key practice areas will improve students' access to quality education.

## Sectional Presentations - Conference Reflections, Team Planning, Next Steps

10:45 am to 11:45 am, Friday December 14

### Conference Reflections, Team Planning, Next Steps

Participants may choose any of the below sessions to reflect, plan, and explore tools and resources for any of the conference strands. Participants may also plan independently in the whole group conference meeting room. For participants that choose planning based on a sectional strand, DPI staff will be available to facilitate, provide support, and provide a brief overview of resources to assist teams with planning around each sectional strand topic.

#### **Session 5 – A: Planning and Supports for College and Career Ready IEPs: Improving Outcomes for Students 3 through 21**

ROOM: Tundra D-E-F

**Facilitators:** *Eva Kubinski and Daniel Parker*

#### **Session 5 – B: Planning and Supports for Supporting Social, Emotional, and Mental Health as a Foundation for Learning**

ROOM: Wilderness 2-5

**Facilitators:** *Jess Nichols and Andrea Bertone*

#### **Session 5 – C: Planning and Supports for Literacy Supports**

ROOM: Wilderness 4

**Facilitators:** *Marolyn Johnson and Barb Novak*

#### **Session 5 – D: Planning and Supports for Student Relationships, Teacher, Family, and Community Engagement**

ROOM: Wilderness 1

**Facilitators:** *Rita Fuller and Alicia Reinhard*

#### **Session 5 – E: Planning and Supports for Coaching, Facilitating, and Adult Professional Learning**

ROOM: Tundra A-B-C

**Facilitators:** *Jennifer Meyer, Kathy Kramer, Debra Ahrens, and Katie Berg*

#### **Session 5 – F: Planning and Supports for Inclusive Strategies**

ROOM: Glacier A-B-C-D

**Facilitators:** *Jenny Bibler and Iris Jacobson*

# Sectional Presentations - Time with DPI Consultants

2:00 pm to 3:00 pm, Friday December 14

## Time with DPI Consultants

Participants may choose any of the below sessions to receive updates and ask questions to DPI consultants based on various areas of content and topics relating to students with IEPs. For each group of DPI consultants, the main topic area(s) are listed.

### Session 6 – A:

ROOM: Tundra D-E-F

**Facilitators:** Daniel Parker, Anita Castro, and Dani Scott

**Topics Include:** College and Career Ready IEPs, comprehensive evaluation for special education eligibility, procedural compliance self-assessment, Accessible Educational Materials (AEM) eligibility.

### Session 6 – B:

ROOM: Wilderness 2-5

**Facilitators:** Jess Nichols and Katie Berg

**Topics Include:** Neurodiverse Learners, Social and Emotional Learning, Trauma Sensitive Schools, Mental Health, Functional Supports, Autism, Emotional Behavior Disability, Functional Behavior Assessment, and Behavior Intervention Plans.

### Session 6 – C:

ROOM: Wilderness 4

**Facilitators:** Marolyn Johnson, Elizabeth Cook, and Barb Novak

**Topics Include:** Current topics in the areas of literacy instruction (universal instruction and intervention), literacy specific to special education, collaboration around reading, Universal Design for Learning, DPI-created resources for literacy and support for struggling readers, Specific Learning Disabilities, WI Mental Health Framework, and Trauma Sensitive Schools.

### Session 6 – D:

ROOM: Wilderness 1

**Facilitators:** Session 6 – D:

ROOM: Wilderness 1

**Facilitators:** Rita Fuller, Kay Rhode, Meghan Fredel, Jennifer Meyer, and Alisha Ragainis

**Topics Include:** Family and Community Engagement, teachers of the Visually Impaired (TVI) - Roles and Responsibilities, Orientation and Mobility Instructors (O & M) - Roles and Responsibilities, instructional and assistive technology for students who are blind or have low vision, Pre-Braille, and Braille literacy, Deaf and Hard of Hearing, School Audiology, Educational Interpreters, Interveners, Expanded Core Curriculum, Assistive Listening Devices/FM Systems.

### Session 6 – E:

ROOM: Tundra A-B-C

**Facilitators:** Iris Jacobson, Eva Kubinski, David O'Connor, and Alicia Reinhard

**Topics Include:** Academic Accommodations and Instructional Modifications, Intellectual Disabilities, Students with the Most Significant Cognitive Disabilities, Alternate Standards and Assessment, Essential Elements, Dynamic Learning Maps (DLM), 1% Participation Cap in Alternate Assessment, Academic Career Planning (ACP), Transition from high school to adult life for youth with disabilities, including the Postsecondary Transition Plan (PTP), the Workforce Innovation and Opportunity Act (WIOA), Indicator 13, Indicator 14, and the Transition Incentive Grants, Transition Readiness Grants, Supporting American Indian Students with IEPs, Other Health Impairment, Traumatic Brain Injury, Orthopedic Impairment.

### Session 6 – F:

ROOM: Glacier A-B-C-D

**Facilitators:** Jenny Bibler, Andrea Bertone, and Michelle Ogorek

**Topics Include:** Early Childhood Special Education, Speech and language, related services, Augmentative and Alternative Communication (AAC), Assistive Technology resources, significant developmental delay..



**For More Information Contact:**

Special Education  
608-266-1781  
dpisped@dpi.wi.gov

[dpi.wi.gov/sped](http://dpi.wi.gov/sped)

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