

2018- 2019 Annual Report

State Superintendent's Advisory Council on Special Education

Submitted September 2019

Mandated under Chapter 15.377(4), Wisconsin Statutes and 20 U.S.C. 1412(a) (21), the Wisconsin State Superintendent's Advisory Council on Special Education (Council) serves as an advisory council to the State Superintendent on matters related to statewide delivery of special education programming and related services. The Council also provides input when requested to proposed changes and revisions to state policies, rules, regulations, and initiatives that affect students with disabilities and their advocates.

Council members are appointed by the State Superintendent. They represent a wide range of interested citizens, professionals, and educators from throughout the state. Council members include parents, teachers, administrators, administrators of programs for students with disabilities, and others concerned about the education of students with disabilities. Council meetings covered in this report were held on June 22, 2018, September 28, 2019, December 7, 2019; March 15, 2019. The meetings were open to the public and anyone wishing to address the council is always permitted to do so.

Council Member Reports and Issues

- In 2018-2019, eight new members were welcome to the council.
- Council members reviewed Due Process Hearing Findings and Decisions. DPI Compliance Director was available to answer questions.
- Council members discussed Council roles and responsibilities, compliance complaint procedures were reviewed, Council policies and procedures, becoming more advisory to both DPI and decision makers around the state.
- A review of the agenda approval process was conducted. Concern was expressed for children who are waiting for long-term support and budgetary revisions to assist with the reduction of that wait.
- Council members reviewed Due Process Hearing Findings and Decisions. DPI Compliance Director was available to answer questions.

Open Public Forum and Public Forum Response:

A Public Forum/Listening Session that occurred on March 6-13, 2019. The forum was held with members of all CESA representatives and parents attending. Topics discussed included Dyslexia, inclusive environments, fear of retaliation, communication between home and school and transition from grade to grade.

There were 59 participants. All members felt the online forum was a better structure than past forums.

Department of Public Instruction Information and Discussion:

- Staffing updates at the state and federal levels were provided.
- Information regarding the 2019-2021 budget for Special Education programs was disseminated.
- DPI notified all LEAS exceeding 1.0% participation in one or more given subject areas on the alternate assessment Dynamic Learning maps.
- An article from the Association of Wisconsin School Administrators (AWSA) has written an article to ensure the continuation of a free appropriate public education (FAPE) for students with disabilities.

New Proposal from the White House

A merger between the Department of Education and the Department of Labor has been proposed. The program would create a new Department of Education and the Workforce with four main subdivisions focusing on K-12 education enforcement of labor and civil rights laws, and research.

Results Driven Accountability (RDA):

DPI is interested in thoughts about what is working well and what should change in the State Performance Plan/Annual Performance Report. A request was made to submit all impute to determine what is working well and what should be changed in the State Performance Plan/Annual Performance Report (SPP/APR), the State Systemic Improvement Plan, (SSIP), annual determinations under the Individuals with Disabilities Education Act (IDEA) and OSEP's system of differentiated monitoring and supports (DMS).

IDEA Complaint Findings & Decisions and Due Process Hearing Findings & Decisions:

Equity in IDEA - The USDE is postponed the compliance date for implementing the significant disproportionality regulations by two years, from July 1, 2018 - July 1, 2020. The USDE is also postponed the date children ages 3 - 5 must be included in the analysis of significant disproportionality, from July 1, 2020 - July 1, 2022. The committee intends to provide comments opposing the delay and recognizing the importance of eliminating racial disparity in special education.

Differentiated Monitoring and Supports:

Wisconsin received the annual Differentiated Monitoring and Support (DMS) designation from OSEP. The DMS system is a component of Results Driven Accountability. DMS is a multi-tiered model for monitoring and providing support based on the principle that supports are first provided at a core or universal level to effectively address the needs of all States. Intensive monitoring and support is

reserved for those states with the most intense or complex challenges to implementation.

LEA Determinations:

The Individuals with Disabilities Education Act requires DPI to determine if each local educational Agency (LEA) meets the requirements of part B of the federal requirements, including both compliance and results indicators. When calculating the preliminary 2018 IDEA determinations, the DPI continued the process of gradually shifting toward balancing results and compliance indicators and using the weights of 65% Compliance and 35% results for 2018 LEA determinations.

EIPA Score Changes:

The State Superintendent's Advisory Council on Deaf/Hard of Hearing Programs recommended and the DPI has accepted the required EIPA Performance score for the renewable educational interpreter license be set at 3.3 beginning July 1, 2019, and be set at 3.5 beginning July 2020.

Licensing Update:

The rewrite of Wisconsin Administrative Code PI 34 has been approved and went into effect August 1. If a license expires June 30, 2019 or earlier and the application is submitted prior to June 30, 2019, the application is eligible to use renewal requirements under the old PI 34.34 (30) or the new PI 34.086.

Legal Updates:

DPI issued a new bulletin, No. 18-3, on the Legal Requirements for Accessible Educational Materials for (AEM) for the Students with Print Disabilities.

U.S. Department of Education announced the launch of an initiative to address the possible inappropriate use of restraints in the nation's schools.

OSEP Updates:

There is a proposal of an increase for the US Department of Education which would result in 87 million dollars related to IDEA.

New framework was released titled "Rethinking Special Education" which will focus on how we service early childhood students with disabilities and highlight some the work done in different states.

A team of OSEP-funded Parent Centers curated a collection of web-based resources on trauma-informed care. Topics covered are 1) What is trauma-informed care 2) Trauma and specific populations 3) Building trauma-informed schools and 4) Responding to disaster.

Grant Opportunities:

The Enhancing Sensory, Social and Emotional, and Self-Regulation Skills in Students with IEPs (ES3) grant provides selected districts with tools, resources, processing and coaching support to examine and enhance systems, skills and beliefs as they pertain to supporting the sensory social and emotional, and self-regulatory needs of students with IEPs.

Transition Readiness Grant Program is available to assist districts and independent charter schools in expanding capacity to provide transition services for pupils with disabilities. The program was established to help identify and create competitive work opportunities for pupils with disabilities who are currently not

Research to Practice: Inclusive Communities Grant Opportunity – Twelve districts (one from each CESA across Wisconsin) will join the Research to Practice Inclusive Communities (RPIC) project. Each district will receive professional development to establish professional learning communities.

Evidence - Based Practice Fund Grant Opportunity – School districts and charter schools are eligible to complete for funding that supports evidence-based practices related to successful transition from high school to beyond for student with IEPs.

Support for students on the autism spectrum – new professional development opportunities for supporting neuro-diverse students is offered by CESA across the state. Training will be beneficial for family members as well as all educators.

Special Reports:

The council heard presentations and had discussions related to the following topics:

State Systemic Improvement Plan (SSIP)

Julia Hartwig presented on Indicator 17, the newest indicator added by OSEP. The updates were provided on four improvement strategies included in Wisconsin's plan. Previously, council helped set the State Identified Measureable Result (SiMR). Council members provided input to DPI on accuracy, slippage, and the amount of testing students are expected to participate in each year.

Office of School Safety

Glenn Rehberg provided an update from the Office of School Safety as well as grant funding and resources available to schools. Council members asked questions about building safety plans individualized to each level, training requirements, consulting with other agencies, data reports, and funding opportunities for school safety.

Impact of Changes to Equitable Participation under Title 1, Part A Funds

Information was presented on the distribution and allocation of Title 1 funds to public and private schools. Title 1 funds are distributed based on a set simple formula, and

distributed to low income families statewide. Almost all districts in Wisconsin get Title 1 funds. Private schools can choose not to accept and participate in Title 1 funds.

Setting Indicator 3C Targets

Indicator 3C targets the statewide assessment proficiency for students with IEPs. The DPI recommendation is to make the assessments the same for all grades 3-8 and 11. Council agrees with targets for Indicator 3C in line with the ESSA consolidated plan.

Setting Indicator 8 Targets

An overview and presentation of Indicator 8, and who it targets, was given. Indicator 8 is officially the parent involvement indicator but in ESSA the language was changed to family engagement.

Statewide Continuous Improvement Efforts

A presentation was made on the coherent continuous improvement for advancing equity in education, how IDEA and ESSA related in equity, Federal Identifications focusing on responsiveness to needs, preliminary joint federal notification packet, racial disproportionality in special education, continuous improvement plan, and proposed supports for continuous improvement. The continuous improvement efforts focus is building supports for district who are identified as needing support. A website on continuous improvement was reviewed and the council determined the content is useful to schools and districts, but not useful for families and communities. The council suggested making the site useful for families by adding a parent tab where key information is clarified with the use of terms that make more sense to parents.