

Wisconsin Council on Special Education Meeting Minutes

Date July 21, 2017

Department of Public Instruction, Room P41

Meeting #314

Council members in attendance: Patricia Becker, Margaret Carpenter, Maria Escalante, Regene Floyd-Sambou, Mackenzie Gabler, Nicole Hansen, Michael Hipple, Sue Larsen, Jennifer Mims-Howell, Santiago Navarro, Sara Nerenhausen, Wendy Overturf, Lori Poppe, Lynette Stansfield, Amy Stevens, Samantha Villagomez, Carla Witkowski.

DPI Staff in attendance: Carolyn Stanford Taylor, Barbara Van Haren, Patti Williams, Julia Hartwig, Christina Spector, Rita Fuller, Jessica Nichols, Matt Baier, Kay Guberud, Nancy Molfenter, Molly Beaver, Kristin Burton, Dr. Tony Evers.

10:00 – 3:00 pm

BUSINESS MEETING #313: Jennifer Mims-Howell called the meeting to order, it was seconded, and the meeting came to order.

1. **Public Appearances: None**
2. **Superintendent Tony Evers**

- a. Dr. Tony Evers introduced himself and spoke about how important the Advisory Council is to informing him and the Special Education team. Dr. Evers provided an overview on the OSEP Conference in Washington DC emphasized at the state level, we have to amp it up in ways we have not done before. DPI's work and the Council's work is more important than ever before. On the whole, kids and teachers in this state go to school every day and accomplish some extraordinary things in this state." The council asked questions regarding state budgets, ESSA, inclusion, training for teachers, Title 2, and teacher licensing changing structure.
Superintendent Tony Evers recognition of Council Service (Regena Floyd-Sambou, Wendy Overturf, and Elsa Diaz-Bautista). Dr. Evers presented each exiting member their plaque of services and thanked them for their service to Council.
- b. **Special Education Team Director's Report: Barb Van Haren**
 - i. Introductions for Jess Nichols (Autism Consultant) & Matt Baier (Title 1 & SpEd).
 - ii. Provided personnel updates: Explained new staff's background, education and expertise.
 - iii. Annual Determination report came out on each state's performance on IDEA. Wisconsin met state requirements. One of 25 states that met requirements. 6 states need assistance, and 28 states need assistance and have been in that state for several years. One state needs intervention. Wisconsin is proud and is extending appreciation to all how do a tremendous job making sure we carry out IDEA in the way it is intended.
 - iv. ESSA Listening Session in Milwaukee: OSEP, ESSA, Determination, and Numbers on Mediation. At the end of June, final regulation with changes in ESSA was published, making sure 2 laws are not in conflict. That was releases at the end of June 2017.
 - v. Numbers and Mediation: Jane Burns reported we broke a record with 174 requests for mediation and 52 requests for IEP facilitation. A mediator will attend IEP meetings to participate within IEP meeting and help sides work through the IEP process. Schools or parents can request IEP Facilitation or mediation.

3. **Minutes of Meeting #313:** The minutes were read by the group. Co-Chair Jennifer Mims-Howell made a motion to approve the minutes and it was seconded.
4. **Correspondence/Chair & Co-Chair Report:** Discussed IDEA and Annual Report. State Budget,

Indicators and how they all fit together, SPDG, School resource officers. Reports that came to council were things we requested to hear about. IT is always good to ask for things. We don't hear enough about technology. Wisconsin should have a team to deal with technology. Response to intervention, budget request. WIOA. The 1% rule. Transition app, we should really connect parents and students to app so they are prepared for the 1% rule. Encouraged council to inform people of the 1% rule. DPI will require a justification, so start working on it.

5. Council Member Reports and Issues

- a. **Augmentative Communications:** Mike Hipple said the Augmentative and Alternative Communication (AAC) network is doing great. They have more people on the mail list. They are working on connecting with the school personnel responsible for AAC in each school building.

6. Department of Public Instruction Report: DPI Co-Teaching:

a. Kay Guberud, Molly Beavers, and Nancy Molfenter's Report

- i. Presented Practice Profiling and asked for Council Members feedback. They presented a co-teaching brief, slide deck with speaker notes, foundation for process, reflection tool, evaluation and planning guide, co-teaching practice profile. The reflection tool is for districts that have never implemented co-teaching, but provides foundation for those who would like to do co-teaching. The reflection tool walks the regular education and special education teacher through a plan, while guiding them to reflect on what they are doing well that works, and generates thinking to discuss what they can do different to ensure implementation of IDEA with fidelity. The team narrowed the co-teaching definition to mean one regular education teacher and one special education teacher, rather than including a speech and language pathologist or another licensed professional into the model of the co-teaching definition.
- ii. The team identified components of co-teaching. Team uses. Foundation for Success Reflection Tool is for districts who are exploring co-teaching for the first time. This is meant to help those teams navigate with their best foot forward from the beginning rather than making changes as they go. Survey is about systems levels for administrative to think about what are we doing now, what are we talking about for our students. This is part is a tool that aids in the process for evaluating practices and at the classroom level for teachers.
- iii. Team requested feedback on model from Council Members which generated positive discussions around the design of the model.

7. Department of Public Instruction Report: Statewide Assessment

a. Kristin Burton's Report

- i. Dynamic Learning Maps: Definition highlights students with the most significant cognitive disabilities participating in the assessment. Alternative academic achievement standards as well as the skills expectation that we are defining within the standards within each grade level. The Dynamic Learning MAPS Essential Elements are specific statements of content and skills that are linked to the college and career readiness grade level expectations. Math and Science have a similar format. The target skill is similar to what the grade level standard is. The thought behind developing the essential elements standards: For the last 2 years, we have been rolling our science and the standards behind science. There are 3 linkage levels in which we assess kids. Released Testlets and practice exams are available to become familiar with the test material. All released testlets follow the same format. There are 2 different types of testlets. Computer administered testlets are in the higher linkage testing level. They can use a variety of assistive technology but still supervised with a test administrator. The student drives their process within the system. Teachers can navigate the screen, utilize the item on the screen and receive an information page for the test, explaining if the student can use manipulatives for that testlet. Teachers have access to this prior to receiving the test. The testlet has common test features. There are forward and backwards button and allows the teacher to make sure all the questions were answered. It allows the teacher the opportunity to ensure that is complete before submitting the test. Information is on Dynamic Learning Maps website.

8. Department of Public Instruction Special Report: PSCA

a. Patti Williams

- i. RDA-PCSA:** Patti introduced the Results Driven Accountability Procedural Compliance Self-Assessment. It discussed the importance of Self-Assessment to lead to the best IEPs. This is new to the IEP process. The IEP needs to be implemented properly. Consider the needs for the student when developing the IEP and link goals to it. If a student has been removed for more than 10 days, the student will need services implemented to them. Districts can find out on the website when their district is up for the assessment. Compliance statement of standards with directions and listed on website. The application will open in August and districts will have until November 15th to take assessment. Evaluation items with 15 IEP items, 3-4 implementation items, and 2 discipline items are on the website.
- ii. e-Course.** Special Education director must verify their staff who will receive RDA:PCSA records have taken the e-course. It walks you through each part of the assessment process. It is open to anyone who wants to take it and learn about it. There are several parts. Once staff is trained, they are ready to go into the Special Education Portal where you get sample and enter in results from your self-assessment. The evaluation sample is pulled from initial or re-evaluations. IEP sample is the same as the evaluation sample. The implementation sample is a sub-set of the sample. It is more time consuming. The implementation sample is done over a 2 week period. The discipline sample includes two items: the first item is not a sample, it is looking at your process and ensuring you are properly counting disciplinary removals. The last time is looking at students who have been removed for over 10 days and whether or not they received services during that removal. Districts are required to go into the system to make corrections to any errors found in student records and choose actions to undertake to ensure those errors do not continue in a future sample to ensure current compliance.

9. Department of Public Instruction Special Report: SRO-Website

- a. Christina Spector's Report:** Staff had an open discussion with various stakeholders on what DPI can do to make things clearer for them about School Resource Officers and the stakeholders wanted more resources to make things more clear. DPI created a SRO website at <https://dpi.wi.gov/sspw/safe-schools/school-resource-officers>. Christina walked the Council through the website which gives the background of why we met and a memorandum of understanding that districts and law enforcement can use, and some best practice guidance. The website also includes some information with training opportunities.
 - i. Training Opportunities:** There is a national association of School Resource Officers. Two of the trainers live in Wisconsin. There are opportunities for 5-day trainings available in Madison. Encourage members to spread the word and attend their conference that educates officers about mental illness in law enforcement. Our goal is to provide as much resource as possible to people to bridge the gap.

10. Unfinished Business: None

11. New Business: None

12. Announcements

- a. Next meeting date: Friday, September 22, 2017, 10:00 am-3:00 pm, Department of Public Instruction, Room P041, 125 S. Webster Street, Madison; 608-266-1781
- b. Open Forum: Email DPI consultant, Rita Fuller with information on which CESA you will attend the Open Forum.
- c. Revised 2017-18 school year meeting calendar distributed. Open forum date chosen and time slightly adjusted to 5-6:30.
- d. Save the date:
 - i. First meeting date of 2017-18 School Year: Friday, September 22, 2017
 - ii. Remote Listening Session: Wednesday, October 11, 2017, 5-6:30
 - iii. State Superintendent's Conference on Special Education & Pupil Services Leadership Issues, October 17-18, 2017 – Wilderness Resort, Wisconsin Dells
- e. The Endless Possibilities Conference is coming up, DPI will send the link via email. (<https://tinyurl.com/EP2017>)

13. Public Appearances: Chan S. introduced herself to the Advisory Council as a law professional.

14. Adjournment: Jennifer Mims-Howell proposed adjourning the meeting, it was seconded, End at 3 pm.