

Welcome to our Second Monthly Edition of the Collaborative Special Education Support Email List!

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Collaborative Special Education Support Email List

We welcome any person who teaches or supports students with IEPs with a focus on those that mentor, coach, and provide professional learning to educators at a school, district, CESA, institution of higher education, family support, or affiliated organization.

Know of someone interested in monthly updates from the DPI Collaborative Special Education Support Workgroup? Forward this email and have them go to the [DPI email list web page](#) and scroll down to Special Education and click on "collabsupportlist" to subscribe.

Provide feedback to our email list by [clicking here](#).

Featured Professional Learning Opportunities from DPI Special Education Team

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[Click here for a current listing of DPI Special Education Team sponsored professional learning opportunities](#) available throughout the year.

Three Weeks Left to Register for DPI Collaborative Special Education Conference!

Please join us for this FREE conference taking place on December 13-14, 2018 at the Glacier Canyon Conference Center at the Wilderness Resort in Wisconsin Dells. The Collaborative Special Education Conference: "Empowering Educators to Reach Students with IEPs: Access & Achievement" welcomes any person who teaches or supports students with IEPs with a focus on those that mentor, coach, and provide professional learning to educators at a school, district, CESA, institution of higher education, family support, or affiliated organization.

Check out the [Schedule at a Glance](#) on our [website](#) if you are interested in learning more about presenters and topics.

If you are interested in attending, please register at this link:

<https://goo.gl/forms/WPogH4vDZusBmguV2>. There is a lodging block set up at the Wilderness Resort. When booking your room, reference the group code #705474. This lodging block reservation ends on November 22nd, so be sure to book your rooms before then!

Essential Elements Webinar for English Language Arts

The Dynamic Learning Maps® (DLM®) professional development team will host interactive webinars this fall on November 13, from 3:30-4:15, to assist teachers with providing instruction to students that is aligned to the Essential Elements in English Language Arts and Mathematics.

All webinars are free to attend and will be accessible via Skype for Business or telephone. Each Webinar is 45 minutes, begins with a 15 minute overview followed by a 30 minute live question and answer session. Additionally, each webinar will be recorded and posted online for those who are unable to attend a live session. Watch the recorded webinar on the Dynamic Learning Maps professional development site. More information regarding the webinars can be found on the Professional Development tab of the [DLM website](#).

Who is New on the DPI Special Education Team?

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Alicia Reinhard: Transition Consultant, Special Education Team

We are pleased to welcome Alicia Reinhard to the Special Education Team as a transition/graduation consultant! She will work with our statewide partners to increase transition and graduation outcomes for students with disabilities. Alicia has a BS in Special Education and MS in Educational Leadership, and she has worked as both a special education case manager and transition coordinator. She has also worked with community organizations and currently serves on the board of directors for the Family Support and Resource Center. Alicia starts October 15.

Marolyn Johnson: Learning Strategies and Support, Special Education Team

Marolyn Johnson has accepted the position of Education Consultant in the Division of Learning Strategies and Support. She is committed to being a lifelong learner and has Masters' degrees in Education and Administrative Leadership. She has over 11 years of experience in the area of special education including implementing specially designed instruction, evaluations, IEP development, procedural compliance, academic and behavioral interventions, educator

effectiveness, and inclusive practices. Most recently, she has worked as a Special Education Supervisor for Milwaukee Public Schools. In this role, Marolyn has led and facilitated the work of developing, supporting, guiding, and implementing special education programming. She has direct experience in facilitating professional development and providing guidance relating to evaluation for eligibility and implementing interventions for students with specific learning disabilities. Prior to being a supervisor, Marolyn worked as a special education teacher for 6 years and has fond memories of seeing her students grow and make progress towards their goals. Marolyn says her greatest fulfillment in both positions has been helping students succeed and empowering teachers. Outside of work, she enjoys spending time with family and traveling with her kids.

Congratulations Wisconsin! Universal Monitoring Designation from OSEP

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Wisconsin's is pleased to announce that we have received the designation of universal monitoring and supports from the Office of Special Education Programs (OSEP). A universal designation is an indication from OSEP that Wisconsin is doing well in relation to our state indicators and reporting relating to special education. OSEP's state monitoring system is a component of Results Driven Accountability and determines if states require universal, targeted, or intensive levels of engagement in each of four areas. These areas are results, compliance, state systemic improvement plan (SSIP), and fiscal. OSEP uses a multi-tiered model for monitoring and providing support to states based on the idea that supports are first provided at a core or universal level if additional supports are not needed. Targeted monitoring and support is generally based on OSEP's identification of common needs among multiple States. Intensive monitoring and support is reserved for those States with the most intense or complex challenges to implementation. We are pleased that Wisconsin was designated as universal support and thus not determined to need targeted or selected monitoring and supports. Universal supports allows Wisconsin to access supports available to all states such as webinars and national guidance documents. More information on OSEP's differentiated monitoring system can be found [here](#). We would like to extend our appreciation to all of our special education leaders throughout the state who made this possible! Thank you!

What IEP's teams should consider when determining participation in Alternate Standards and Alternate Assessment

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DPI provides guidance to IEP teams to assist them in determining which students should participate in alternate achievement standards, also known as the Essential Elements. The Every Student Succeeds Act (ESSA) requires that only students that are identified with the most significant cognitive disabilities should be considered for alternate standards and assessment. The decision of which students qualify as a student with a most significant cognitive disability is an IEP decision, however, IEP teams must also ensure they are following the requirements and definition of most significant cognitive disability.

A student must meet all of the following criteria:

- typically characterized as functioning at least two and a half to three standard deviations below the mean in both adaptive behavior and cognitive functioning; and
- performs substantially below grade level expectations on the academic content standards for the grade in which they are enrolled, even with the use of adaptations and accommodations; and
- requires extensive, direct individualized instruction and substantial supports to achieve measurable gains, across all content areas and settings.

Below are some tips and resources to assist IEP teams to prepare for this decision.

- Be sure you have correct information prior to the IEP meeting that is needed to make informed decisions:
 - Information and/or scores on the students cognitive ability and adaptive behavior skills (may need to look back at previous evaluations)
 - Student progress on academic content including extensive supports.
 - Be prepared to explain to parents your district's graduation and high school diploma policies related to students on alternate standards and alternate assessments
- Note: alternate standards and assessment must apply to all content areas.
- Decisions should not be based on expected poor performance on the general assessment. Guidelines can be found on Form I-7A: [PARTICIPATION GUIDELINES FOR ALTERNATE ASSESSMENT](#)

Other resources to help teams in determining alternate standards and assessment:

- [Students with the most significant Cognitive Disabilities](#)
- [Guide to Determining Students with the Most Significant Cognitive Disabilities](#)
- [1% Alternate Assessment Participation Cap Frequently Asked Questions](#)
- [Alternate Academic Achievement Standards/Essential Elements Resources](#)

Resources for Families for College and Career Ready IEPs (CCR IEPs)

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WSPEI is excited to present its College and Career Ready IEP (CCR-IEP) Livebinder site created by Cheri Sylla, WSPEI's CESA 1 Lead Coordinator! This site includes a wealth of CCR-IEP Family Engagement Resources for school staff who are looking for ways to engage families who have a child with a disability. Tools, lists, videos, and other resources are found in this live binder. To access the livebinder, visit: <http://www.livebinders.com/play/play?id=2191148>.

What is a Free and Appropriate Public Education (FAPE)?

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The Department of Public Instruction recently issued a bulletin on what it means to provide a Free Appropriate Public Education (FAPE) in light of the Endrew F. standard. The bulletin was developed by the Special Education Team and is posted on our website [here](#). The bulletin discusses the two most influential Supreme Court cases in this area, the Rowley and Endrew F cases, answers commonly asked questions, and highlights particular circumstances that could impede the provision of FAPE. We have included links to the 5-Step Process for developing [College and Career Ready \(CCR\) IEPs](#) to help ensure an IEP is developed to meet the student's individualized disability-related needs and promotes positive student outcomes. If you have any questions, please contact the Special Education Team at (608) 266-1781 or dpisped@dpi.wi.gov.

Refer one of your students for a Make-A-Wish grant!

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Make-A-Wish grants the wishes of children with life-threatening medical conditions. Children must be older than 2 ½ years old and younger than 18 years old at the time of referral. They can be referred by anyone in the medical team, a teacher, parent, or the child him/herself. This year about 500 children will be diagnosed with a life-threatening condition, and our goal is to grant the wish of every child diagnosed. Last year our chapter granted 400 wishes, so we are closer than ever to meeting our goal! Will you please help us? More information can be found on <http://wisconsin.wish.org/>. Referrals can be made at www.md.wish.org

Child Find Frequently Asked Questions (FAQ) for Children 3 – 5 years of Age

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Child Find is a continuous process of public awareness activities, screening and evaluation designed to locate, identify, and refer as early as possible all young children with disabilities and their families who are in need of an Early Intervention Program (Part C) or Early Childhood Special Education (Part B) services of the Individuals with Disabilities Education Act (IDEA). DPI has recently released an updated version of a [Child Find FAQ](#) for Children 3-5 years of age. If you have any questions or need further information, please feel free to contact Jenny Giles, Early Childhood Consultant at Jennifer.Giles@dpi.wi.gov or at 608-267-9172.

High Leverage Practices in Special Education - New Video Resources

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In partnership with the Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR), the Council for Exceptional Children has developed and published a set of High Leverage Practices (HLPs) for special educators and teacher candidates. The HLPs are organized around four aspects of practice:

- Collaboration
- Assessment
- Social/emotional/behavioral
- Instruction

These practices may be helpful to new special educators and good reminders of key instructional and teaching practices that support student outcomes. In addition to a [complete guide](#) outlining these high leverage practices, there is now a [video series](#) that highlights some of these practices with more videos to come.

Wisconsin OT and PT Evaluation System Resources Updated

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Please forward this message to all OTs and PTs working in your district and CESAs.

The 2018-2019 [OT and PT Wisconsin Evaluation System webpage](#) has been updated for the 2018-19 school year. The Evaluation Rubric and Rating Scale are now streamlined for user efficiency, and the Google forms have also been revised.

A special thank you to the following for their dedication, time and expertise in building and revising the evaluation rubric: Kellie Collins Middleton-Cross Plains; Stacy Wickershiem Appleton; Michelle Huber Edgerton; Kelly Norton Wauwatosa; Sue Haegele Howard-Suamico; and Tom Nebel Sheboygan. Shout out to Appleton Area School District for allowing our group to use their evaluation rubric as a guide for the WI OT and PT Evaluation Rubric.

Please forward any questions or comments to the Special Education Team at (608) 266-1781 and dpi.sped@dpi.wi.gov.

Choose to Include! Unified champion schools promote social inclusion

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Unified Champion Schools promote social inclusion by bringing together students with and without intellectual disabilities through sports and other activities. Students who “Play Unified” become better at helping others, standing up for each other, and sharing responsibility. Check out [Daina Shilts Special Olympics Snowboard Inspirational Video](#). For more information on becoming a Unified Champion School go to [Becoming a Unified Champion School](#).

Engage families in learning about the social and emotional skills that you are supporting in your classrooms!

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[Raising Caring Kids](#) is a project from the University of Wisconsin – Extension’s Institute of Human Development and Relationships and the Wisconsin Department of Public Instruction, and provides articles and short videos for parents to help their children explore social and emotional skills. This website provides articles and videos for parents of students in grades 1-5, to teach and support SEL skills at home. These articles can be sent by your school or district, providing a more personal connection to your families.

Offering *Raising Caring Kids* is easy! Sign up using a link on the webpage and they will send you an email with a document listing 18 weeks of emails for families. Copy and paste the weekly email and send to your school or organization email list each week. Repeat for four months – or 18 emails at times that work well for you.

The articles and the videos provide parents with activities, books and videos to use with their children to develop and foster social and emotional learning skills at home. It is a great way to authentically invite families to partner with you in implementing social and emotional learning.

Keeping kids safe online

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October was 'Keeping Kids Safe Online Month' in Wisconsin to highlight the need for responsible internet practices for schools and families today. The Wisconsin Department of Public Instruction, in partnership with the Department of Justice, has created a website that houses numerous resources, from a number of organizations and experts, about internet safety to assist with the month-long awareness campaign. Access these resources at [Keeping Kids Safe](#).