

November-December 2018 Update

**Welcome to our Third Monthly Edition of the Collaborative Special Education Support Email List! Hoping everyone has a good holiday break with time for yourself, family, and friends.**

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### **About the 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.*

Refer others by sending them to the [DPI email list web page](#), scroll down to Special Education, and click on “collabsupportlist” to subscribe.

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

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## **New Social and Emotional Learning Team Training Opportunity!**

**January 8, 2019, Holiday Inn Stevens Point**

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The SEL day long trainings at each CESA have been filling up fast.

This is not an introduction to SEL, rather it is a structured and facilitated team planning day to get your school started implementing SEL. Using the CASEL schoolguide Participants will:

- Map what is currently being done in their building or district to teach the competencies
- Conduct a gap analysis between the competencies and what is currently being taught
- Create a plan for filling in the gaps
- Figure out how to assess if students have mastered the competencies
- See how some school districts in our state are implementing Social Emotional Learning

This training costs \$25.00, including lunch and snacks.

Please see flyer in [professional events google folder](#) for more details including registration!

**Registration:** <https://login.myquickreg.com/register/event/event.cfm?eventid=22412>

**Registration Questions:** Mary Devine; (608) 786-4800 or [mdevine@cesa4.org](mailto:mdevine@cesa4.org)

## **DPI Trauma Sensitive School Online Professional Development System Has a New Look!**

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DPI's Trauma Sensitive School (TSS) Online Professional Development system has undergone a makeover! Rather than being listed, modules are now broken into three categories: *Foundations, Strategies and Practices, and Systems & Policy Approaches*. These three categories exist for both Universal and Selected/Targeted areas of TSS. It is our hope that these categories will promote maximum flexibility to school staff as they make strategic decisions about how to shape their trauma sensitive schools journey. Modules will continue to be added as the 2018-2019 school year unfolds, so check back often! See the changes and explore the PD system by visiting: <https://dpi.wi.gov/sspw/mental-health/trauma/modules>.

## **Know someone who is a leader in self-advocacy? Consider an award nomination opportunity!**

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The Governor's Committee for People with Disabilities (GCPD) is currently accepting nominations for the Dan C. Johnson Award for Advocacy Excellence. Currently there is no deadline for nominations so please pass along this award opportunity or nominate someone today! In his honor, the GCPD will present the **Dan C. Johnson Award for Advocacy Excellence** to individuals who are Wisconsin residents, persons with a disability, and who demonstrate:

- Exemplary advocacy or service to the cause of full inclusion of people with a disability;
- Outstanding leadership in efforts to reduce barriers to inclusion;
- Exceptional achievement through research, innovative practices or contributions that promise to reduce barriers to inclusion; and

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- A record of superb collaboration that advances inclusion and increases understanding by the broader community of disability issues and which fosters a positive perception of the capabilities and contributions of people with a disability.

Dan Johnson changed the landscape for people with disabilities in Wisconsin. Dan was a man of great strength with an unwavering commitment to full inclusion in all aspects of life for people with disabilities. As a person with a disability, he had a keen, first-person insight into the nature of barriers confronting people with disabilities and helped develop strategies to reduce them. Dan developed services in the private sector and influenced disability-related public policy that created equality and opportunity for all citizens in Wisconsin. While Dan lived most of his life with a disability, the full measure of who he was as a person was so much more. Dan was a superb husband, father, and grandfather. A role that brought him so much pure joy. He was affable and accessible. He was a model of human kindness, patience and forbearance.

Nomination forms are available at: <https://gcpd.wisconsin.gov/index.htm>. Please email completed nomination forms for consideration by GCPD to: [Sara.ODonnell@dhs.wisconsin.gov](mailto:Sara.ODonnell@dhs.wisconsin.gov).

### **Interested in Collaborating with Others around Assistive Technology?**

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The Wisconsin Assistive Technology Regional Network (WATRN) is hosting regional meetings around the state of Wisconsin bringing together school professionals interested in collaboration and learning about Assistive Technology (AT) and Augmentative and Alternative Communication (AAC). Please see [the invitation](#) for more details such as tentative agendas, dates, and locations.

### **WI 21<sup>st</sup> Century Community Learning Center Grant Applications Now Available!**

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The Wisconsin Department of Public Instruction (DPI) is pleased to announce that applications for 21<sup>st</sup> Century Community Learning Center (CCLC) grants are now being accepted for the 2019-20 school year. The 21<sup>st</sup> CCLC grant is a federal grant that funds after school programs across the state of Wisconsin. The purposes of the program are to:

- Provide opportunities for academic enrichment to help students, particularly students attending low-performing schools, to meet challenging state academic standards
- Offer students a broad array of additional services, programs, and activities designed to reinforce and complement the regular academic program of participating students
- Offer the families of students served by community learning centers opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development

Public school districts, private schools, charter schools, and community-based organizations (including faith-based organizations) targeting students enrolled in schools eligible for Title I, school wide programs are invited to apply. Applications are due on or before 4:00 PM on February

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22, 2019. Information about the application process and supportive materials are available on the DPI's 21<sup>st</sup> CCLC website at: <https://dpi.wi.gov/sspw/clc/grant-information>. Please note, this application is intended only for new applicants or current grantees in the fifth and final year of their grant cycles. Current WI 21<sup>st</sup> CCLC programs in years 1-4 of their grant cycles SHOULD NOT participate in this competitive grant process.\*\*

Additional information can be found on the 21<sup>st</sup> CCLC website <https://dpi.wi.gov/sspw/clc/grant-information>.

## **Just Released! Mental/Behavioral Health Screening Guide & New Webpage**

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DPI has just released a screening guide to support schools in selecting and implementing mental and behavioral health screeners. "The goal of screening is to generate new and useful information so that students can be better served in interventions that prevent or mitigate mental health challenges and promote resiliency. Thoughtful selection and implementation of a screening measure are critical to meeting this goal." WI Department of Public Instruction, 2018. Additionally, DPI has developed an action planning checklist that school teams can use to organize their planning process. Resources can be found: <https://dpi.wi.gov/sspw/mental-health/mental/behavioral-health-screening>

## **Are you in need of technical assistance for children with IEPs who participate in early childhood programs?**

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We are here to help. The Department of Public Instruction distributes IDEA Part B Discretionary Grant funding to promote and support statewide systemic change initiatives to ensure the greatest impact for children with disabilities in Wisconsin. For those who work with our youngest learners, the **Early Childhood Program Support and Leadership** grant provides early childhood program support and leadership to school districts to improve outcomes, with a focus on early language and literacy for preschool children with disabilities in Wisconsin, through evidenced based improvement strategies and meaningful inclusive practices. Additionally, this grant supports Indicators 6 (preschool environments); Indicator 7 (child outcomes); and Indicator 12 (early childhood transition) of the State Performance Plan (SPP).

For more information, please contact Jenny Bibler, Grant Director at (608) 267-9172 or contact your CESA Early Childhood Program Support Teacher, whose information can be found in the [professional learning google folder](#).

## **Special Education Transition Incentive Grants Coming Soon**

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Districts will soon be receiving notification regarding the Special Education Transition Incentive Grants aid payments. Aid for the Special Education Transition Incentive Grants is \$2,600,000 in FY18. FY19 funding has also been determined, and WDPI will offer these grants again for districts

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participating in the 2019 PSO Survey. The amount paid to your district is based on the unduplicated count of district exiters who responded to the survey and met one of the eligibility criteria. Districts will be eligible for \$1,000 per eligible survey response. For more information on the Transition Incentive aid's impact on IDEA MOE compliance, please see this [additional guidance](#).

## **New Web Based Learning Opportunity to Support Neurodiverse Students such as those with Autism or Emotional Behavioral Disabilities: Allison Posey from CAST is Guest Speaker January 2!**

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The Supporting Neurodiverse Students Professional Learning System invites you to consider an opportunity to engage in a web-based learning opportunity! Join this dynamic learning network and hear from expert guest speakers followed with an opportunity to engage in rich discussion with other practitioners as well as Katie Berg, Statewide Trainer. Participants may join at any time during the duration of the meeting (*it is not a requirement to attend the full time; however, please be prepared to enter and exit the conversation without disrupting the flow of the meeting*). Additional information and registration available at: <https://tinyurl.com/SNS-Web-Based>.

Topic #1: Guest Speaker UDL - Allison Posey from CAST  
January 2, 2019 from 1 - 3 PM

Topic #2: Guest Speaker UDL - Allison Posey from CAST  
February 6, 2019 from 9 - 11 AM

Topic #3 Social Communication  
April 3, 2019 from 1 - 3 PM

## **Supporting Neurodiverse Students Book Club**

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Interested in learning more about the work of Dr. Ross Greene and his philosophy that "Kids do well if they can, not because they want to?" Join an online book club discussion Wednesday, March 6 from 4:30 - 5:30 exploring the application of Lost and Found and how aspects of Dr. Greene's work apply to supporting the educational needs of students. Register at <https://tinyurl.com/SNS-Web-Based>.

## **Livebinder Family Engagement Resources for IEPs, Literacy, and IEPs**

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Have you ever wondered if there is one place you can go to find resources on literacy, college and career readiness, and Individualized Education Plans (IEPs). The Wisconsin Statewide Parent Educator Initiative (WSPEI) has developed a number of Livebinders with special education information for families and educators. The [WSPEI Literacy Resource Livebinder](#) and the [WSPEI College and Career Ready IEP Resources Livebinder](#) are two examples of these developed

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resources. For more information, contact Caroline Rossing, at [crossing@cesa3.org](mailto:crossing@cesa3.org) or visit [wspei.org](http://wspei.org).

## **New Statewide Special Education Phone Support Line for Families and Educators**

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Do you need someone to guide you or the families you support in navigating special education and partnering with schools in the IEP process and special education?

Are you the parent of a child with a disability? Are you looking for resources or have questions about special education? WSPEI (Wisconsin Statewide Parent Educator Initiative) is a great source of information and support for families and school districts!

*Please call the WSPEI Statewide Phone Support hotline.* The family information and support specialist is an initial point of contact, conducts the initial triage needed for families and others that have questions and concerns regarding special education and WSPEI. They make referrals, give resources and contact information, and continue with follow up support to the individual. This person also make referrals to the WSPEI regional coordinators for families that need more regional specific support and resources.

To connect with WSPEI statewide phone support specialist, call 833 “US-WSPEI” or 833-879-7734 or email WSPEI at [WSPEI@cesa12.org](mailto:WSPEI@cesa12.org). For more information, connect to our WSPEI Website: [www.wspei.org](http://www.wspei.org).

## **Reminder: Submit ACT Accommodations into the TAA System by January 11**

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School staff members submitting ACT accommodations for students should request access to the Test Accessibility and Accommodations System ([TAA](#)) as soon as possible.

Please refer to the [List of Allowable Supports](#) for what is a local arrangement versus an accommodation. *Submit requests early* - well before the January 11 deadline - so there is time to resubmit if additional documentation is needed to verify the disability. If a request is not approved, you can submit again for reconsideration. If you are unsure about what documentation to submit for reconsideration, consult the [ACT Documentation Policy](#) or contact the ACT Accommodations team at 800-553-6244 x1788 or [actstateaccoms@act.org](mailto:actstateaccoms@act.org). Log into TAA to view decisions on accommodations requests.

After receiving decisions, if accommodations requests are not approved, please contact Jennifer Bell with the DPI Office of Student Assessment ([jennifer.bell@dpi.wi.gov](mailto:jennifer.bell@dpi.wi.gov)) as soon as possible. Additional resources can be found on [DPI's ACT Accommodations Webpage](#).

## **ACT and WorkKeys Accommodations Training Webinar – Recording is now available!**

If you were not able to join the live Wisconsin ACT training webinar to learn about administering the statewide ACT with accommodations, the recording is now available and can be accessed through the [DPI ACT trainings webpage](#).

## Need Assistance on Supporting Students with Accessibility for State Assessments? Check out the 2018-19 Forward Exam Accessibility Guide

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[The Accessibility Guide](#), was released in September 2018. The guide provides information about the universal tools available to all students, and the designated supports and accommodations that are available for those students who need them during the administration of the Forward Exam. The guide includes descriptions of each accessibility feature and guidelines for their use. Please be sure to get a copy of this updated resource into the hands of your classroom teachers and IEP/504 teams. Updates to the guide include:

- Read Aloud in Spanish” is a new designated support.
- The “Text to Speech (TTS)” accommodation (only for newly blind students) is no longer available. The human “Read Aloud” accommodation is still available via Request Form for newly blind students only.
- The “Text to Speech (TTS)” designated support is still available. (see page 9 of the Accessibility Guide)

### Some important facts to remember about TTS or Read Aloud:

- TTS designated support should be used for the majority of students requiring text read to them, including students who have IEP or 504 plans.
- Read aloud designated support should only be used for students who cannot work with the computer voice due to hearing issues or things like autism.
- The read aloud accommodation is the only version that will allow for reading of passages in ELA session 4. This is only permitted for students who are newly blind and learning braille but not yet proficient.
- Wisconsin does not allow TTS or Read Aloud of ELA session 4 reading passages for any other students are we are testing reading in that section and the results will show the level of the student’s ability to read and comprehend the information.
- Note that Read Aloud and TTS are mutually exclusive and cannot be assigned together because they are the same support provided in different formats (computer read vs. human read.)

See the guide for more information about both changes. [The Accessibility Guide](#)

Contact OSA at [osamail@dpi.wi.gov](mailto:osamail@dpi.wi.gov) with any questions.

## Opportunity to Provide Input on Dynamic Learning Map Assessments

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Every year DLM recruits and invites professionals from states to participate in events related to alternate standards and the alternate assessment, Dynamic Learning Maps (DLM). This includes opportunities to participate in events such as testlet development, testlet review, and score validation of writing testlets. There are a range of participation options, including paid work, that can help develop professional skill sets and in some cases provide networking opportunities with other teachers and many other related DLM procedures. Participants may include general education teachers, special education teachers, teachers of students with the most significant

cognitive disabilities, content specialists and others who have experience related to content in the area of ELA, Math, Science and Social Studies.

DLM would like collect information on individuals interested in working on any of the DLM events to their database. DLM will use this database to match individuals with activities best suited to their expertise. If you or someone you know may be interested, please share this link to the survey: [DLM Qualtrics Survey](#)

Completing the survey does not obligate individuals to participate in any given event. Additional information included in: [Centralized Recruitment Letter \(pdf\)](#). If you have any questions please contact [iris.jacobson@dpi.wi.gov](mailto:iris.jacobson@dpi.wi.gov) or [michael.peacy@dpi.wi.gov](mailto:michael.peacy@dpi.wi.gov).

### **New Article for School Principals: Ensuring the Continuation of a Free Appropriate Public Education under the Individuals with Disabilities Education Act by *Patricia Williams, Assistant Director of Special Education, DPI Anita Castro, Consultant, DPI***

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Principals and associate principals serve an important role in ensuring the continuation of a free appropriate public education (FAPE) for students with disabilities under the Individuals with Disabilities Education Act (IDEA). But what is “FAPE” and how can administrators help ensure it is provided? Has the understanding of FAPE changed since the United States Supreme Court issued their ruling in the case of *Endrew F. v. Douglas County School District*? This article from the Association of Wisconsin School Administrators (AWSA) will help answer these questions and provide resources to support your school in ensuring FAPE for your students with disabilities. Read more about this article [here](#). For a complete list of DPI Special Education team articles with AWSA click [here](#).

### **71 Wisconsin Schools Promote Positive School Culture**

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Schools are providing inclusive youth leadership, and unified physical activities through Special Olympics Wisconsin’s Unified Champion Schools program.

The Special Olympics Unified Champion School programs is an education and sports based strategy powered by an engaged youth community that increases athletic and leadership opportunities for students with and without intellectual disabilities. All of this success helps to create communities of acceptance for all.

With sports as the foundation, the three component model offers a unique combination of effective activities that equip young people with tools and training to create sports, classroom and school climates of acceptance. These are school climates where students with disabilities feel welcome and are routinely included in, and feel a part of, all activities, opportunities and functions. Unified Champion Schools promote a school climate that:

- is free from bullying and exclusion,
- combats stereotypes and negative attitudes,
- eliminates hurtful language,
- promotes healthy activity and interactions, and
- is welcoming and values the engagement of all students.

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In Wisconsin, each Unified Champion School utilizes provided tools and resources to create inclusive school communities through Unified Sports, Leadership opportunities and whole school involvement activities. Many schools across the state are empowering their students to engage in these opportunities and become true agents of change.

Information on becoming a Unified Champion School can be found here:

<https://www.specialolympicswisconsin.org/community/become-a-unified-champion-school/>.