



# Family Engagement Newsletter

## Step 4-College and Career Ready IEPs (CCR IEP)

By Wendy Overturf

In Step 4, the IEP Team aligns special education services needed to support the student's goals. Everyone on the IEP team talks about how they can work together to support the student.

Special education services include supplementary aids and services and specially designed instruction. They also include related services and program modifications and supports for school staff.

### Supplementary aids and services

- Aids, services, and other supports provided in general education classes or other education-related settings to allow the student to be educated with peers with to the maximum extent appropriate
- Examples: assistive technology, and/or other accommodations that support the student's goals

### Related services

- Transportation and other services needed to help the student to benefit from special education
- Examples: speech and language therapy, occupational therapy, or physical therapy

### Program modifications or supports for school staff

- Services or activities needed by school staff to help the student
- Example: training for special education and related service providers on autism

### Questions to be discussed

- Are all IEP goals and disability related needs addressed by at least one service?
- Are the types of services clearly described so everyone understands what will be provided?
- Is everyone on the team working together to support the student?
- Did the team consider if the staff working with the student have the information and training needed to support the student?
- Do the supplemental aids and services reflect that the team considered how they improve the student's independence in the school? Community? Post-secondary settings?
- Are there procedures or schedules for reviewing IEP implementation to ensure the student is receiving the IEP services?

In the April 2018 newsletter, Step 5 will be discussed. That step involves analyzing progress. Previous newsletters with discussion of Steps 1-3 can be found [here](#).

## Statewide Events

### Wisconsin DPI Autism Trainings

Statewide training opportunities to assist in ongoing staff development designed to improve educational outcomes for children with autism. Save the Dates for school year 2017-18 trainings (locations TBD):

#### [Teaching and Supporting New](#)

[Behaviors](#): March 7-8, 2018  
Crowne Plaza, Madison

#### [Supporting Autistic Thinking Style](#)

June 19-20, 2018  
Comfort Suites, Johnson Creek, WI

#### [Disability Advocacy Day](#)

Disability Advocacy Day is designed to connect you with your legislators, so you can talk about issues that matter to you. You are the expert in sharing how legislative policies affect people with disabilities in their everyday lives.

**Date:** March 20, 2018

**Location:** Monona Terrace, Madison, WI

#### [Project Search](#)

Project SEARCH is an exciting transition program to train adults with disabilities for employment. It is a unique, business-led program that takes place entirely in a host business from September through early June. Total workplace immersion facilitates a seamless combination of classroom instruction, career exploration and relevant job skills. 80% of our graduates have found community based employment. Project Search is offering [informational meetings and tours](#)

**Learning  
Opportunities**

## Statewide Events



### [Early Childhood Conference](#)

An all-day event that provides early childhood educators, administrators, and parents with learning and development opportunities.

**Date:** March 10, 2018

**Location:** UW-Platteville, Ullsvik Hall

### [Advocacy for Change](#)

Family Voices hosts Advocacy for Change, a leadership institute, for parents and family members to learn advocacy skills and strategies. Participants will learn about policy and legislative issues that affect Wisconsin families who have children with disabilities and special health care needs. The day includes visits with senators, representatives and staff at the State Capitol.

**Date:** April 12, 2018

**Location:** Concourse Hotel, Madison, WI

### [Autism Society of Wisconsin 29<sup>th</sup> Annual Conference](#)

**Dates:** April 19- 21, 2018

**Location:** Kalahari, WI Dells

**Preconference Sessions, April 19**

**General Conference, April 20 & 21**

**Keynote Friday, April 20**

Critical Mass, Purposeful Practice and Autism: Creating Independent Learners  
Presented by Brenda Smith Myles, Ph.D.

**Keynote Saturday, April 21**

Finding My Voice(s): My Personal Autism Journey towards Independence  
Presented by Jonathan and Jodi Murphy

### [Circles of Life Conference](#)

Wisconsin's annual conference for parents and family members who have children with disabilities and professionals who support them.

**Dates:** May 3-4, 2018

**Location:** Paper Valley Hotel, Appleton

### [Best Practices in Inclusive Education](#)

**Dates:** July 23-25, 2018

**Location:** Westwood Conference Center, Wausau, WI

## At Home Learning Strategies



Spring is in the Air—Time to think about outdoor activities again!



[March Activity Calendar](#) from Reading is Fundamental

[10 Family Favorite Easter Books](#)— Books are a perfect addition to your child's Easter baskets this year!

[Egg-cellent Egg Hunt](#)—Have your own alphabet egg scavenger hunt to help your child learn to write and identify letters and form words. (Target age 3-6)

### **Act out a Story**

There are so many wonderful adventurous picture books which can be easily acted out in the backyard or on a playground. Gather your kids, their friends and their favorite book and bring the story to life. Two different titles that would be perfect for your children to swish through grass, splash through water and plunge through mud are **We're Going on a Bear Hunt** by Helen Oxenbury and **We're Going on a Lion Hunt** by David Axtell. Both of these fun and daring tales call for an outside adventure.

### **Illustrate a Story**

One thing all kids love is playing with sidewalk chalk. Get some sidewalk chalk and pick out a new book to read to your kids. As you read each page out loud, let them use the chalk to illustrate the story. Not only will they enjoy a good book, but their imagination can run free as they bring their own version of the story to life on the sidewalk.



### [Camp Indoors with Reading Forts](#)

If the weather is not cooperating and you can't go outside, set up camp indoors with a cozy reading fort. Create a comfortable environment where kids can escape into their own little world to read the books they choose.

**Books related to special places:** Have books at the ready for rainy-day forts that relate to the idea of escaping to special places. [The Magic Tree House book series](#), written by Mary Pope Osborne and illustrated by Sal Murdocca, is a perfect match. Kids can use their own imagination to decide where, when, and which adventure their own special fort can whisk them off to once inside it. With more than 50 books in the series, there are sure to be enough to fill up many a rainy day.



Math facts is an area of learning that absolutely benefits from a lot of practice. A great way to get that practice in is with games and quick activities like this free [Easter printable](#). This connects the dots brings together math and art and doubles as a coloring page after the not so secret picture is revealed.

Spring is arriving! Little sprouts are popping up outside, even if there just had been a recent snow. Your child can measure and record the growth of the sprouts over time. In addition to increasing measuring skills, there is also some science involved.



## Online Resources:



### [Center for Parent Information and Resources \(CPIR\)](#)

This website has a variety of resources related to early childhood education. It also has a link to a webinar series on early childhood education.

### [Early Childhood Special Education-WI Department of Public Instruction](#)

Information about the special education laws and eligibility criteria related to early childhood special education. It also has a link to the DPI bulletin and frequently asked questions related to early childhood special education.

### [Too Small to Fail](#)

Works to help parents and businesses take meaningful actions to improve the health and well-being of children ages zero to five, so that more of America's children are prepared to succeed in the 21st century. The website has an abundance of links to resources related to children from 0-5 years of age.

### [National Association for the Education of Young Children \(NAEYC\)](#)

NAEYC is dedicated to improving the well-being of all young children, with particular focus on the quality of educational and developmental services for all children from birth through age 8. The Association administers a voluntary, national accreditation system for high-quality early childhood programs, sponsors a variety of initiatives to improve professional preparation of early childhood educators, and produces a wide array of early childhood resources.

### [ZERO TO THREE](#)

ZERO TO THREE's mission is to support the healthy development and well-being of infants, toddlers and their families. This multidisciplinary organization advances its mission by informing, educating, and supporting adults who influence the lives of infants and toddlers.

### [Wisconsin Head Start Association](#)

The Wisconsin Head Start Association (WHSA) is a private not-for-profit membership organization representing over 16,000 young children and their families and over 4,000 staff composing the 62 Head Start/Early Head Start programs—including American Indian and Migrant/Seasonal programs—in Wisconsin. One purpose of WHSA is to provide a network for information, training, advocacy, support, and action for directors, parents, and staff of Head Start & Early Head Start programs in Wisconsin.

### [United States Department of Education-Early Learning Resources](#)

This website has an extensive list of websites related to early literacy development and other critical early learning skills.

### [Milestones Checklists](#)

These milestones checklists can be used to help family and staff track the developmental progress of children ages three months to five years.

### [Get Ready to Read](#)

It is critical to help young children be ready for school by working with them to develop early literacy and learning skills. Because strong reading skills form the basis for learning in all subjects, it is important to identify those who struggle with reading as early as possible. Children who have been read to at home come to school with important early literacy skills. This site has an abundance of information related to early literacy. The site also has videos and webinars of examples of how parents can promote these important early literacy skills.



## UPCOMING WEBINARS

**Webinar title links to information & registration for FREE WI FACETS workshops & webinars:**

By phone, Sandra: 877-374-0511

All webinars 12:00—1:00 PM  
(unless otherwise noted)

**[WSEMS-Mediation](#)**

**Date:** March 5, 2018

**Presenter:** Nissan Bar-Lev, CESA 7 and Courtney Salzer, WI FACETS

**[Transition Planning and Services](#)**

**Date:** March 7, 2018

**Presenter:** Pam Jensen and Brian Kenney, Transition Improvement Grant (TIG)

**[Programa de Educación Individualizado \(IEP\) Parte 2](#)**

**Date:** March 8, 2018

**Presenter:** Sara Bachleitner, WI FACETS

**[Workforce Innovation and Opportunity Act \(WIOA\)](#)**

**Date:** March 14, 2018

**Presenter:** Nancy Farnon-Molfenter, DPI

**[Wisconsin Transition App](#)**

**Date:** March 21, 2018

**Presenter:** Brenda Swoboda, Transition Improvement Grant

**[Academic Career Plan \(ACP\) for Students with Disabilities](#)**

**Date:** March 28, 2018

**Presenter:** Nancy Farnon-Molfenter, DPI

**[Pasos hacia el Éxito: Comunicación con la Escuela de su Hijo](#)**

**Date:** April 5, 2018

**Presenter:** Sara Bachleitner, WI FACETS



**[Latino Autism Support Group](#)**

**Date:** March 24, 2018

**Location:** WI FACETS

**Contact:** Sara Bachleitner, WI FACETS (414) 374-4645, ext. 231

## Instructional Trends



### **Updated Special Education Informational Bulletin Regarding Transportation**

The Special Education Team at the WI Department of Public Instruction (DPI) has recently developed an [updated bulletin, 18.01](#), regarding transportation services for students with disabilities. In addition to transportation provided routinely to all students, some students with disabilities require transportation (often called “specialized transportation”) as a related service as part of their individualized education program (IEP). Students with disabilities are entitled to transportation as a related service only if the IEP team has determined that transportation is necessary for the student to benefit from special education. Outside of IEP team determinations about specialized transportation, state and local officials set most transportation policies and procedures.

The updated bulletin addresses questions regarding transportation as a related service, route considerations and other transportation logistics, as well as behavior and discipline as it relates to transportation. The bulletin also deals with the needed considerations when a student is placed in foster care, is homeless, or is participating in programs such as open enrollment or the special needs scholarship program. This new bulletin replaces bulletin 03.06. If you have any questions please contact the DPI at [dpisped@dpi.wi.gov](mailto:dpisped@dpi.wi.gov).



### **Set Your Bookmarks to the New IDEA Website**

The Office of Special Education and Rehabilitative Services (OSERS) launched the new [IDEA website](#) (Individuals with Disabilities Education Act) in June 2017 in order to provide updated department information regarding IDEA to the public including students, parents/families, educators, service providers, grantees, researchers and advocates. Whether you are a student, parent, educator, service provider, or grantee, you can find valuable information on this site and can explore resources on infants, toddlers, children, and youth with disabilities.

## Research to Read

### **Professional Development for Early Childhood Educators: Efforts to Improve Math and Science Learning Opportunities in Early Childhood Classrooms**

Piasta, S. B., Logan, J. A. R., Pelatti, C. Y., Capps, J. L., & Petrill, S. A. (2015). *Journal of Educational Psychology*, 107(2), 407–422.

**[Article Link](#)**

**ABSTRACT:** Because recent initiatives highlight the need to better support preschool-aged children’s math and science learning, the present study investigated the impact of professional development in these domains for early childhood educators. Sixty-five educators were randomly assigned to experience 10.5 days (64 hours) of training on math and science or on an alternative topic. Educators’ provision of math and science learning opportunities were documented, as were the fall-to-spring math and science learning gains of children (n = 385) enrolled in their classrooms. Professional development significantly impacted provision of science, but not math, learning opportunities. Professional development did not directly impact children’s math or science learning, although science learning was indirectly affected via the increase in science learning opportunities. Both math and science learning opportunities were positively associated with children’s learning. Results suggest that substantive efforts are necessary to ensure that children have opportunities to learn math and science from a young age.

This monthly update is provided by the Wisconsin Family Assistance Center for Education, Training & Support (WI FACETS) to share statewide information regarding parent leadership and family involvement. *If you would like to receive this monthly update or if you would like to have your name removed from the distribution list, please [click here](#) or contact: Wendy Overturf at [wverturf@wifacets.org](mailto:wverturf@wifacets.org).*



## Contributions to the Newsletter

**Upcoming newsletter topic:** April: Autism Spectrum Disorders  
May: Mental Health  
June: ADD/ADHD

*To submit contributions, you may use either the attached word document for contributing articles, events, or resources. Send submissions to [wverturf@wifacets.org](mailto:wverturf@wifacets.org). If unable to access form, send you may send information in an email.*

*Material appropriate for the monthly newsletter include web links to sources of family involvement/parent leadership resources, advertisements for statewide trainings for parents, youth or parent/educator audiences, information about statewide parent agencies, recent research pertaining to family engagement, and family engagement success articles.*



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