



Family Engagement Newsletter

Should Your Child Attend the IEP Meeting?

By Wendy Overturf

Parents always have the right to include their child in the IEP meeting. It will be up to the parents to determine if this is appropriate for their child. Parents can also decide the amount of time they want their child at the meeting. Listed below are reasons why your child should attend their IEP meeting.

The team gets to see the child in person. There can be many people on the IEP team who have very limited contact with your child. Some evaluators only see your child every 2-3 years. The LEA representative, who is responsible for allocating resources that were cited in the IEP, may never have met your child. Or, they may only see them in one environment. This is an opportunity for the team to see the child in person.

They need to learn to self-advocate. Children don't just automatically develop self-advocacy skills when they turn 18 or 21. Check out this [link](#) to learn more on how to help your child learn and practice self-advocacy skills.

According to the Individuals with Disabilities Education Act (IDEA), if transition is checked as one of the purposes of this meeting, your child **will be invited** to attend. In Wisconsin, transition requirements begin no later than in the IEP that will be in effect when the child is 14 and updated annually thereafter. A postsecondary transition plan (PTP) must include measurable postsecondary goals for students based on age-appropriate transition assessments related to training/education, employment and, independent living skills (if appropriate) and a description of transition services including courses of study needed to assist the students in reaching their goals.

Although parents and other professionals are involved with the development of a PTP, the students' should begin thinking about what they want to do as an adult before their first transition planning meeting takes place. This is their chance to take an active role in planning their education and making school relevant to their future. This is the time for the students to propose dreams and set goals for reaching them. It is an avenue to prove what they can accomplish, to identify things they enjoy and feel competent doing, and to set themselves on a path of their choosing. At the same time, students should be realistic about how they need to accommodate for their disability while pursuing their education and vocational plans.

Learn more about how to involve children with disabilities in their own IEP meetings and find materials that will help you do so, with the following resources:

[Transition Suite](#)

[Students Get Involved!](#)

[WI Transition Improvement Grant \(TIG\)](#)

Statewide Events

[Reaching High Expectations: Success for ALL-Technology Rich Solutions for Supporting Inclusive Practices](#)

This conference with a UDL (Universal Design for Learning) lens is a great way to connect with colleagues engaging in meeting the full range of learner variability. From the context of the learning environment, to lesson design, and the foundation mindset needed to connect every student to learning, this conference will meet a wide range of professional learning needs.

Date: February 7-8, 2019

Location: Glacier Canyon Lodge at the Wilderness, Wisconsin Dells

[Transition Conference 2019: Continuing the Pathways to Brighter Futures!](#)

Join hundreds of teachers, administrators, parents, students, support staff, community agencies and other stake holders across the state and region for the Wisconsin Transition Conference for youth and young adults with disabilities. *Continuing the Pathways to Brighter Futures* invites participants to imagine, learn and connect with others, share their learned experiences, evidence-based practices, advocacy, and/or resources for transition age youth receiving services.

Date: February 21-22, 2019

Location: Kalahari Resort and Convention Center, Wisconsin Dells

Statewide Events

[Advocacy for Change](#)

This is a full-day advocacy and skills training for families, professionals, and providers who support children with disabilities or special health care needs.

Date: March 13, 2019

Location: Concourse Hotel, Madison, WI

[Autism Society of Wisconsin's 30th Annual Conference](#)

Information for those new to autism and for those with experience. The keynote on April 12 will be Kelly Mahler, MS, OTR/L, "Interception, the 8th Sense: Influence on Self-Regulation, Health and Emotional Well-Being."

Date: April 11-13, 2019

Location: Kalahari Resort and Convention Center, Wisconsin Dells, WI

[UW-Whitewater Early Childhood Conference](#)

The April 12 pre-conference day "I Don't Remember Learning That": A Day to Reflect, Practice and Build Relationships with Other Early Childhood Providers as We Take on Some of the Big Topics." Speaker, Robin Fox, will tackle some pressing early childhood education topics through information sharing, activities, scenario work, and developing individual professional development plans. On April 13, keynote, Ann Terrell, will share some lessons learned on her leadership journey to becoming an award winning and inspiring leader.

Date: April 12-13, 2019

Location: UW-Whitewater, Whitewater

[Circles of Life Conference-Save the Date!](#)

Circles of Life is Wisconsin's annual conference for families who have children with disabilities and professionals who support them.

Date: May 2-3, 2019

Location: Holiday Inn – Convention Center, Stevens Point, WI

[2019 Endless Possibilities Conference: Supporting Students with Learning Disabilities- Save the Date!](#)

Shawn Robinson, Ph.D. keynotes August 2, *Transforming the Impossible to Possible—Journey from Special Education to Ph.D.* He is the author of [Dr. Dyslexia Dude](#). Pre-conference, August 1, is Youth Mental Health First Aid.

Date: August 1-2, 2019

Location: UW-Whitewater



At Home Learning Strategies



[January Daily Fun with Your Little One Calendar](#)

This calendar is filled with craft ideas, math and science activities, book suggestions, songs, and more to celebrate unique "National" days, such as: Sticker Day, Opposite Day & Chocolate Cake Day!

The New Year is a great time to reflect on the past year. You can help your child think about what kind of new year she would like. Sometimes the hardest part of setting a goal is actually creating the goal in the first place. There is a saying "that if you don't have a map, how will you know where to go?" That's why writing down and reflecting on New Year's goals and resolutions is such a great idea. This [link](#) provides a printable to assist you and your child to writing a goal.

[Snowball Fight](#) is a fun winter math game that helps your child practice the times tables! In this game, the child is presented with math facts. If he answers the math problem correctly, he will throw a snowball at one of the kids in the game. If he gets the answer wrong, the other "children" get to throw a snowball. What a fun way to spend a cold winter day! Play a great game while practicing multiplication facts.



With winter's shorter days come more opportunities to explore nature at night. Heading outside and looking up at the night sky for a few minutes is one of the simplest ways to make a nature connection right in your own backyard. One activity for younger children is counting stars. Winter boasts more brilliant stars than any other season of the year. Counting them is especially fun for the littlest explorers and you can ask if they can find the biggest? Or find the brightest?



Older kids may enjoy looking for constellations among the stars. An [app from SkyView® Lite](#) brings stargazing to everyone! Simply point your iPhone, iPad, or iPod at the sky to identify stars, constellations, and satellites.

Using the [My Weather Chart](#) you can help your child record the weather, just like weather people, or meteorologists, do. You can also help her begin to see patterns in weather over time by counting the number of sunny, rainy, or windy days.

[Turn Your Child into a Super Reader!](#)

Independent reading is a joyful part of every child's learning and growth. Finding the right books is the key to helping them learn to love to read and opens a world of possible. Reading Tips sheets in English and Spanish.



[Engage, Motivate, Connect: Top 20 Super Reading Conversation Starters](#)

Talking about books, stories, poems, articles, blogs, backs of cereal boxes, comics and just about anything and everything children read in the world deepens our bond with our children. We can learn about them not just as readers, but as human beings, and at the same time we will help them increase their reading skills by inviting deeper, richer conversation about what they read. By asking thought-provoking questions of our children as readers, we help them soar beyond the page, developing important muscles of comprehension and depth of thinking that inspire them to become "super reader" strong. Article & questions by Pam Allyn.

Online Resources: Transition

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

This website has many links to articles and information on transition that are specifically designed for both parents and students.

[WI Transition Improvement Grant \(TIG\)](#)

This grant is designed to strengthen and accelerate the transition process in Wisconsin schools to improve the quality of postsecondary transition plans, increase high school graduation rates, encourage outside agency connections and develop strong career and college readiness among our students with disabilities. TIG regional coordinators and statewide post-high school coordinators will assist students, educators, parents and transition stakeholders to transform transition programming by providing professional development through statewide networking opportunities, transition academies, in district trainings, county council support, and other supports as needed.

[Wisconsin Department of Public Instruction](#)

This website has a variety of resources related to transition, including information about outside agencies.

[Postsecondary Transition Plan “Demo” Site](#)

This is a link to a “demo” site where parents and students can access questions that are on the Postsecondary Transition Plan (PTP). A PTP is required in Wisconsin for all IEPs if the student will be turning 14 during the duration of the IEP. It is then included in all subsequent years.

[Transition of Students with Disabilities to Postsecondary Education: A Guide for High School Educators](#)

The purpose of this guide is to provide high school educators with answers to questions students with disabilities and their families may have as they get ready to move to the postsecondary education environment.

[Transition Planning for Students with IEPs](#)

Learn how this part of the IEP allows teens in special education to outline goals that will help them achieve their post-high school plans.

[The National RAISE Center](#)

The National Resources for Access, Independence, Self-Advocacy and Employment (RAISE) Center website has a multitude of links related to transition planning for students with disabilities.

[Transition Guide to Postsecondary Education and Employment for Students and Youth with Disabilities](#)

The guide addresses transition planning, services and requirements, as authorized by IDEA and the Rehabilitation Act; education and employment options for students after high school; and supported decision-making.

[National Center for Secondary Education and Transition](#)

The National Center on Secondary Education and Transition (NCSET) coordinates national resources, offers technical assistance, and disseminates information related to secondary education and transition for youth with disabilities in order to create opportunities for youth to achieve successful futures.



WI FACETS

Webinars
Trainings
Workshops

Event title links to information & registration for WI FACETS FREE workshops & webinars:
By phone, Sandra: 877-374-0511
All webinars 12:00—1:00 PM (unless otherwise noted)

[WSEMS-Dispute Resolution Options](#)

Date: January 7, 2019
Presenters: Nissan Bar-Lev, CESA 7 and Courtney Salzer, WI FACETS

[Wisconsin Transition App](#)

Date: January 9, 2019
Presenter: Pam Jensen, TIG

[Literacy for All \(Spanish\)](#)

Date: January 10, 2019
Presenter: Hector Portillo

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

Date: January 17, 2019
Presenters: Pam Jensen (TIG) and Sarah Lincoln (DVR)

[Section 504 and Education: What Parents and Schools Need to Know](#)

Date: January 22, 2019
Presenter: Matthew Zellmer, WI FACETS

[Inclusive Supports for Children on the Autism Spectrum](#)

Date: January 23, 2019
Presenter: Shannon Stuart, UW-Whitewater

[Supporting Para-Professionals in Special Education](#)

Date: January 30, 2019
Presenter: Eva Kubinski, WI DPI



The Wisconsin Department of Public Instruction writes [Information Update Bulletins](#) that provide guidance and often answer “frequently asked questions” related to a specific special education related topic. A [bulletin](#) released in June 2018 discusses “free and appropriate public education” in response to a recent Supreme Court decision.

On March 22, 2017, the United States Supreme Court, in the case of *Endrew F. v. Douglas County School District*, (137 S.Ct. 988), issued a unanimous ruling on what it means to provide a free appropriate public education (FAPE) to a student with a disability through an individualized education program (IEP) tailored to the student’s unique needs. The purpose of this information update is to provide guidance in light of the recent Supreme Court decision and to highlight particular circumstances that could impede the provision of FAPE. The bulletin includes links to a 5-Step Process for developing College and Career Ready (CCR) IEPs to help ensure an IEP is developed to meet the student’s unique disability-related needs and promote positive student outcomes

Research to Read

Transition Planning for Students with Disabilities: A Special Topic Report of Findings from the National Longitudinal Transition Study-2 (NLTS2)

Cameto, R., Levine, P., & Wagner, M. (2004). *Transition Planning for Students with Disabilities. A Special Topic Report from the National Longitudinal Transition Study-2 (NLTS2)*. Menlo Park, CA: SRI International.

[Article Link](#)

ABSTRACT:

In its 1997 reauthorization, the Individuals with Disabilities Education Act (IDEA '97), acknowledged that a primary purpose of the free appropriate public education guaranteed to children and youth with disabilities is to “prepare them for employment and independent living” [IDEA '97 Final Regulations, Section 300.1(a)]. Requirements were added in IDEA '97 to include transition planning in the individualized education programs (IEPs) of all secondary school students with disabilities beginning at age 14 (or earlier, if appropriate) in an effort to prepare them for the challenges of adulthood. The Office of Special Education Programs (OSEP) of the U.S. Department of Education is working to provide the information needed to improve the transition and post-school outcomes of secondary school students with disabilities, in part through the National Longitudinal Transition Study-2 (NLTS2). The findings of this 10-year study generalize to youth with disabilities nationally and to youth in each of the federal special education disability categories in use for students in the NLTS2 age range. This report examines efforts to prepare youth with disabilities for the transition from secondary school to adulthood. It highlights the transition planning process undertaken during high school with and for youth with disabilities as they prepare for life after school.

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 woverturf@wifacets.org.*



Contributions to the Newsletter

Upcoming newsletter topic: February: Intellectual Disabilities

March: Early Childhood

April: Autism Spectrum Disorders

To submit contributions, you may use either the attached word document for contributing articles, events, or resources. Send submissions to woverturf@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.



This document was produced under grants from the U.S. Dept. of Education, (PTIC-#H328M150015 and WI Dept. of Public Instruction (#84.027/2019-M132-WIFACETS) to WI FACETS. The content does not necessarily represent the policy of the U.S. Dept. of Education, WI Dept. of Public Instruction, or WI FACETS. You should not assume endorsement by the U.S. Dept. of Education, WI Dept. of Public Instruction, or WI FACETS of any product, commodity, service or enterprise mentioned in this publication. U.S. Dept. of Education Project Officer, David Emenheiser; WI Dept. of Public Instruction Grant Director, Rita Fuller. This product is public domain. Authorization to reproduce it in whole or in part is granted. The citation should be: U.S. Dept. of Education, WI Dept. of Public Instruction, and WI FACETS, Milwaukee, WI, 2019.