



FAMILY ENGAGEMENT NEWSLETTER

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Learn More about the “Summary of Performance” Requirement

By Wendy Overturf

Do you have a child with an IEP who will be graduating from high school this year or will be exiting high school due to reaching the age of 21? If so, it is important that you are aware of the Summary of Performance (SoP) requirement.

(The following information was adapted from the [Transition Improvement Grant \(TIG\) website](#).)

The SoP was made a requirement for students with disabilities upon the reauthorization of the Individuals with Disabilities Education Act (IDEA) in 2004. The SoP is required for students with IEPs as outlined below.

- Students who will graduate from high school with a regular diploma.
- Students who will be exiting high school at the end of the school term in which the student turns 21.
- Students who completed a [High School Equivalency Diploma](#) within a DPI approved [General Education Option #2](#) program.

Note: Students who drop-out of school are not required to have a SoP.

The purpose of the SoP is to provide your child with a summary of their academic achievement and functional performance to assist them in transitioning beyond high school. The SoP must include recommendations on how to assist your child in meeting their postsecondary goals. The SoP is typically completed during your child’s final year of schooling. It is not necessary to conduct an IEP meeting to develop the SoP. At times, it may be helpful to complete this document earlier. Doing so might assist your child in working with outside agencies such as the Division of Vocational Rehabilitation (DVR) or with a post-secondary educational institution, for example a university, technical college or trade school. The SoP does not automatically qualify your child for services but is helpful for others to understand what accommodations and supports your child needs to be successful.

In Wisconsin, there is no required form for the SoP. The school district can choose to either use the [Best Practice Summary of Performance Document](#) or the [P-3](#) or [P-4](#) form (Notice of Graduation or

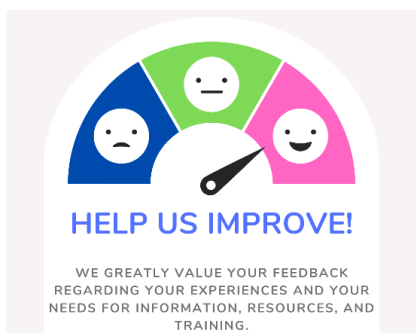
Ending Services due to age). Use of the Notice of Graduation form (P-3) does require an IEP meeting.

As families prepare for the significant transitions that accompany a child's progression from high school to postsecondary environments, effective communication and early engagement with families and the student are key. We encourage parents and guardians to initiate conversations with their child's education team early in the school year to discuss the development of the Summary of Performance (SoP) and to explore postsecondary goals. Utilize resources such as the Transition Improvement Grant (TIG) website and the WiTransition App, which offer detailed guides and tools to assist in these discussions. By actively participating in this process, families can ensure that the transition plan is tailored to the unique needs and aspirations of their student, paving the way for a seamless and successful transition to life beyond high school.

Additional Resources

- Visit the [TIG website](#) for more information on the SoP.
- [Questions and Answers on Secondary Transition from the U.S. Department of Education](#)- Questions related to the Summary of Performance start on page 7.

WI FACETS Parent/Youth Services Survey 2024-25



We Value Your Input!

*Attention parents of children with disabilities:
WI FACETS needs your feedback!
Please take 5 minutes to complete our [SURVEY](#).
Your input is vital in improving our services.
Thank you for making a difference!*

UPCOMING WI FACETS EVENTS

[Beyond 18 Individualized Programming](#)

Presenter: Shelley Burke-Otto, CESA 9

Date: January 8, 2025

[Cómo la ADA Ayuda a Padres e Hijos con Discapacidades](#)

Presenter: Oscar Gonzalez, University of Illinois, Chicago

Date: January 9, 2025

[Graduation, Diplomas, and Certificates](#)

Presenter: Alicia Reinhard, WI DPI

Date: January 15, 2025

[Sirviendo en grupos 1: Oportunidades para participar](#)

Presenter: Alejandra Loeza, WI FACETS

Date: January 16, 2025

[Top 5 Parental Issues and Concerns: Supporting Healthy Sexuality During Pubescence](#)

Presenter: Terry Cowenhoven. M.S.

Date: January 21, 2025

IEP 1: Conceptos básicos de educación especial

Presenter: Nathaly Silva, WI FACETS

Date: January 23, 2025

Think Big!: Building Meaningful Lives Across the Lifespan

Presenter: Sean Roy. Transcen, Inc.

Date: January 27, 2025

Sirviendo en grupos: Oportunidades para participar y tipos de grupos (Secciones 2)

Presenter: Alejandra Loeza, WI FACETS

Date: January 30, 2025

HOME LEARNING



January Journaling

Start a daily journal where kids can write about their day, something new they learned, or something they enjoyed. Add drawings or photos to make it more engaging.

Months of the Year Word Search Free Activity

Your child can develop their reading and word skills with this fun and free activity.



Help Your Child Become a Great Reader (adapted from [Scholastic](#))

Bring Your Family Together

A good book and a few minutes a day are all it takes to strengthen the bond between you and your child. Read aloud daily, and they will thank you with a joy you will treasure for a lifetime.

Enhance Your Home with Books

Building a home library gives your child instant access to worlds of discovery. Let them choose their own books, and they will have a constant reminder of what they love reading most.

Be a Reading Role Model

Set an example with your own enthusiasm for reading.

Encourage Conversation

Ask your child about what they are reading.

Make It Fun

Make reading fun by using family time for read-aloud activities. Or create a special book nook your child can call their own.

Questions to Ask Your Child (from [PBS Kids](#))

- When reading together, ask open-ended questions to help kids connect with the story: What do you think will happen next? Why do you think the character made this decision? What would you do if this happened to you?
- Whether it's a picture book you are reading together or a beginner chapter book that your child is reading on their own, ask what they are thinking about or imagining as they read: What is happening so

far? What is surprising you? Is that something you knew before?

- After finishing a book, explore what stood out to your child: What was your favorite part of the book? Why? What emotions did you feel?
- For older children, try asking: Why do you think the author wrote the book? What would you have liked the author to change?



Martin Luther King Day

This observance day commemorates the January 15, 1929, birth of Dr. Martin Luther King Jr. King was a civil rights leader, minister, and winner of the 1964 Nobel Peace Prize. Born in Atlanta, Georgia, he was assassinated April 4, 1968.

Martin Luther King Jr. Day is a federal holiday observed on the third Monday of January. Learn more about this day with a [video from PBS Kids](#).



Winter Stargazing

The cool, clear air in the winter makes it a great time to go out and look up into the sky!

The American Museum of Natural History has a great page for kids to [learn more about stargazing](#) that is worth checking out. They also have links to constellation maps for different times of the year that you may find helpful as you head outside. You can also find helpful information at [NASA's Space Place website](#), along with directions on [how to make your own star finder!](#)



Math Card Games

Card games are excellent for reinforcing math skills in a fun and interactive way. They are versatile, easy to set up, and can be adapted for various skill levels. This makes them perfect for practicing math concepts like addition, subtraction, multiplication, and more. Below are several card games that promote math learning for kids.

Math War

- Skills Practiced: Basic arithmetic (addition, subtraction, multiplication).
- How It Works: Players flip over cards simultaneously, and the player with the highest sum/product keeps the cards. The winner is the one with the most cards at the end.

24 Game

- Skills Practiced: Addition, subtraction, multiplication, division, mental math.
- How It Works: Players use numbers from 4 cards and combine them using any math operation(s) to reach the number 24. You may need to make some blank cards with addition, subtraction, multiplication, and division signs.

UPCOMING STATE EVENTS

[Medicaid Storytelling Webinar Series](#)

National disability advocates and media reports think a federal bill will be introduced early next year that will include cuts to Medicaid. Federal changes to Medicaid will impact state budgets and state Medicaid programs (like Family Care and IRIS). Join us in January to discuss what this could mean for Wisconsinites. Questions? Contact Tami Jackson at Tamara.Jackson@wisconsin.gov

Training for Home Language Interpreters: Supporting Families through the Special Education Process

For those seeking training for home language interpreters for families at IEP meetings, DPI has partnered with WI FACETS, LEAs, and other organizations to develop a one-day training for home language interpreters who interpret for families at IEP meetings. Language interpretation training is a requirement to meet the provisions outlined in DPI's Providing Language Assistance to Parents guidance document. The training provides increased awareness of state and federal regulations related to the educational rights of students who receive special education through an IEP and who may also be English Language Learners. The training also provides increased knowledge and resources related to legal responsibilities and ethical considerations for translation and interpretation of special education terms and concepts.

There will be a virtual training held on Friday, February 7th, 2025. Registration is available [here](#).

Please register for either of these **in-person** training dates:

February 10, 2025 – School District of Reedsburg – [Register with CESA 5](#)

March 7, 2025 – School District of Lomira – (registration information will be available soon at [Home Language Interpreters Wisconsin | Resources | WI FACETS](#)).

WI FACETS is still seeking to partner with at least two more school districts or CESAs in the 2024-25 school year. For more information contact Lori Karcher, lkarcher@wifacets.org

First Nations Studies 2024-2025 Webinar Lecture Series

The [Wisconsin Department of Public Instruction \(DPI\) - American Indian Studies Program](#) in partnership with [CESA 12](#) is offering a unique opportunity to participate in a series of webinars to continue your journey of personal and professional development around First Nations Studies. These monthly 1.5-hour webinar lecture series workshops began in November 2024 and will continue through June 2025. The lecture series will feature various Native American scholars in the fields of history, literature, education, among other academic content areas. At each session, you will have the opportunity to hear from and learn from Indigenous authors and speakers.

[Raising Wisconsin's Children Conference](#)

The Raising Wisconsin's Children Conference is a free, online learning event for parents, teachers, and caregivers of children providing supportive, practical parenting and child development information. Join this virtual opportunity to learn more about unlocking the power of social and emotional skills in children and teens. All sessions will be available as recordings for a month after the conference. To access the recordings, you must register. Recording information will be sent to all registrants after the conference.

Date: January 28, 2025, 8:15am-4:30pm

Location: Virtual

[Wisconsin Transition Conference](#)

Join hundreds of your colleagues at the 23rd Annual Transition Conference. In addition to the keynote speakers, the conference will have over 20 breakout sessions to choose and built in networking time.

Dates: February 13-14, 2025

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

[36th Annual Autism Conference](#)

This is the largest and longest running autism conference in Wisconsin. It brings together 1000+ members of the autism community from across the state. Participants will walk away with innovative ideas for supporting day-to-day life and making the world a better place for autistic children and adults.

Dates: April 3-5, 2025

Location: Kalahari Convention Center, Wisconsin Dells, WI

[Circles of Life Conference](#)

Dates: May 8-9, 2025

Location: Wilderness Resort, Wisconsin Dells, WI

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

FOR YOUR INFORMATION

[Have you heard about Think Ability Wisconsin?](#)

Think Ability Wisconsin is a free, statewide transition and employment resource network that helps special educators, service providers, students with disabilities, and their families solve problems, navigate systems, and plan for the future. [Think Ability Wisconsin navigators](#) provide free confidential and referral information by phone or email. Hours are 8am – 5pm, Monday through Friday. Call (888) 695-2030 or info@thinkabilitywi.org

[Think Ability Wisconsin online resource center](#) also has easy to understand transition toolkits and resources for educators, service providers, students, families, and employers.

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.

[Transition IEP Checklist](#)

This resource, developed by WI FACETS, was written to provide a short overview of how to prepare to discuss transition at the IEP meeting.

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

The Transition Improvement Grant (TIG) is designed to strengthen and accelerate the transition process in Wisconsin schools to increase high school graduation rates, decrease dropout rates, improve the quality of postsecondary transition plans (PTP), and develop strong career, college, and community readiness among students with disabilities.

[How to Use the WiTransition App & Your Postsecondary Transition Plan \(PTP\)](#)

This resource helps guide parents and students in using the WiTransition App to prepare for an IEP meeting that includes a Postsecondary Transition Plan (PTP). A PTP is required in Wisconsin for all students with IEPs if the student will be turning 14 during the duration of the IEP. It is then included and may be updated in all subsequent years.

[Transition Planning for Students with Disabilities from WI Department of Public Instruction](#)

Find a variety of resources related to transition, including information about outside agencies.

[College, Career, and Community Readiness for Students with IEPs](#)

This website has resources to support students at all ages and developmental levels to be independent and college, career, and community ready.

[Before Age 18](#)

This website is great for teens or for those who support a teen with a disability. Turning 18 is a big deal and taking some actions now can help prepare for the future.

[Division of Vocational Rehabilitation \(DVR\)](#)

One of the functions of DVR is to help with transition. DVR works with high school students with disabilities who are transitioning from high school to postsecondary education and employment. DVR partners with the Department of Public Instruction (DPI) and the Department of Health Services (DHS) to work with the student and community resources to provide a smooth transition from school to the world of work and community services. Their website has many links to related resources.

[Opening Doors to Self-Determination Skills](#)

Setting and achieving goals helps students grow. Knowing their strengths and addressing their challenges is important as students prepare for life after high school. Students also must consider what kind of work they would like to do, what they need to do to pursue this work, what living arrangements do they envision, and what education, training, and services will be available to them along the way. Students can work with counselors, parents, and teachers as they work with this resource.

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

Published by the U.S. Department of Education Office for Civil Rights, 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.

[National Parent Center on Transition and Employment](#)

This site is filled with information related to transition planning and work-based learning for students with disabilities.

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

This guide is published by the Office of Special Education and Rehabilitative Services (OSERS). OSERS developed this transition guide to advance their efforts in ensuring that all students and youth with disabilities are equipped with the skills and knowledge to be engaged in the 21st Century workforce.

[Self Determination Youtube Channel](#)

This site has videos of self-advocates from Wisconsin discussing a variety of topics related to transition and self-determination.

[Family Voices of Wisconsin Transition Resources](#)

The mission of Family Voices of Wisconsin is to advance comprehensive healthcare and community support based on family-professional partnerships and family-centered principles that assure the health and well-being of children and youth with special healthcare needs or disabilities and their families.

[RAISE](#)

RAISE partners with the [Center for Parent Information and Resources \(CPIR\)](#) to provide information on a variety of transition-related topics. Parent centers, families, and youth can search the resource database, courtesy of the CPIR.

[Wisconsin Board for People with Developmental Disabilities \(BPDD\)](#)

The Board's mission is to help people with developmental disabilities become independent, productive, and included in all facets of community life.

[The ADA, Section 504 & Postsecondary Education](#)

This is a brief question and answer article related to how the American with Disabilities Act and Section 504 intersect in postsecondary education institutions.

[Helping Students with Disabilities Plan for Post-High School Settings](#)

This website is mainly for professionals to gain knowledge on how they can help students plan for post-high school settings.

Positive Behavioral Intervention Supports (PBIS)

Positive Behavioral Interventions and Supports ([PBIS](#)) is a strategy schools use to teach children expected behavior. Check this [article](#) for more detailed information on PBIS.

Positive Behavioral Interventions and Supports (PBIS) can be effectively used to encourage kids to clean their bedrooms by focusing on clear expectations, modeling, positive reinforcement, and consistent routines. Here's a PBIS-based approach to help your child to clean their bedroom.

Set Clear Expectations

- Define What "Clean" Means: Be specific about what cleaning the bedroom entails. For example, "clean" might mean making the bed, picking up toys, putting dirty clothes in the laundry basket, and putting

books back on the shelf.

Teach and Model the Expected Behavior

- Demonstrate Cleaning: Show your child how to clean their room by modeling each task. Clean alongside them the first few times so they can see what is expected.

Use Positive Reinforcement

- Praise Specific Behaviors: Instead of general praise, be specific about what they did well, such as “Great job putting all your toys in the bin!” or “I love how you made your bed so neatly.”

Consistent Routines

- Daily or Weekly Cleaning Time: Establish a regular time for cleaning, like before dinner or every Saturday morning. Consistency helps make cleaning part of the routine and reduces resistance.

RESEARCH

Creating the Inclusive Higher Education Classroom for Students with Disabilities: The Role of Attitude and Confidence among University Faculty

Shine, D. & Stefanou, C., International Journal of Teaching and Learning in Higher Education, v33 n2 p216-224 2022.

[Read Full Article](#)

Faculty at postsecondary institutions are working with students with disabilities at a higher rate in the last two decades than ever before due to an increase in students with disabilities pursuing and entering higher education. The American with Disabilities Act Title II requires faculty and universities to provide accommodations to students with disabilities, so they have equal access to higher education. This study assessed faculty self-efficacy in working with students with disabilities and what effect their self-efficacy had on their perceptions of and willingness to accommodate students with disabilities. Engaging in professional development related to creating inclusive environments was found to affect teacher self-efficacy, and higher teacher self-efficacy was found to be related to more positive perceptions of and willingness to accommodate students with disabilities. These findings provide researchers with information relevant for future studies on differences in willingness to accommodate specific disabilities of college students, as well as set the stage for recognizing the importance of professional development for understanding and accommodating students with disabilities in higher education.

CONTRIBUTIONS TO THE NEWSLETTER

Upcoming Newsletter Topics:

February: Intellectual Disabilities

March: Early Childhood

April: Autism Spectrum Disorders

To submit contributions of articles, events, or resources you may use the [Word document](#). Send submissions to [Wendy Overturf](#). If you are unable to access the form, you may send the information in an email.

Material appropriate for the monthly newsletter include web links to 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 monthly update is provided by 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 email [WI FACETS](#).

The WI FACETS Family Engagement E-Newsletter can be found online: www.servingongroups.org/newsletter



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