



# School District of New London

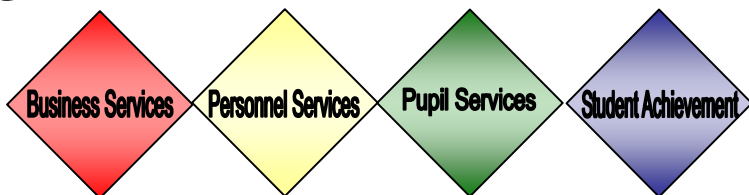
**DIVISION**

**MONTHLY UPDATE**

**By: Ann Christopherson**

**Division: Pupil Services**

**Date: February 2011**



## ACCESS Tryouts



The WIDA Consortium, an organization of states working together to support English Language Learners, and the Center for Applied Linguistics (CAL), has selected our high school bilingual teacher, Lori Menning, to be a consultant for the 2011 ACCESS for ELLs field tryouts. Her materials for the tryouts will arrive on Tuesday, February 22<sup>nd</sup>, and she will "tryout/test" materials and return them by Friday, March 11<sup>th</sup>.

These organizations are thanking Lori in advance for her participation and lending a level of expertise to the process of test development.

## ACCOLADES!

### New London staff recognized again!

We recently received word that two members of the School District of New London will be recognized in February by the Wisconsin Association of School Counselors (WSCA).



Jo Collar is being recognized as a School Administrator of the year. Her recognition is for outstanding contributions to the field of school counseling through her support and leadership.

Connie Morton, school counselor for Sugar Bush and Lincoln Elementary Schools, is receiving the Althea Brach Counselor of the Year Award for the Elementary counseling level. She is recognized for providing outstanding service to her students.

Mrs. Collar and Mrs. Morton play remarkable roles in the lives of our youth in New London and are extremely deserving of such recognition.

## Contributions to Our Schools

Recently the special education program received some additional gifts. Dan and Barb Schultz donated materials to the Cognitive Disabilities – Severe (CD-S) program to be utilized in our functional skills room. Their gifts include a small trampoline, puzzles, and games appropriate for these students.



A second gift in the form of a program, Signing Time: Classroom Edition, was donated by the Down Syndrome Association of Wisconsin: Fox Cities. The gift came through a parent request made by Mary Swifka and Dean Sauers to benefit their child and others. The new classroom resource is already being utilized by our speech and language pathologist who serves this population.

As a special education program, we are always grateful for contributions to the program, in serving our diverse needs of our children with identified disabilities.

## Impacts of the New SLD Rule

New State law for determining a Specific Learning Disability (SLD) went into effect on December 1, 2010. Criteria for determination of a specific learning disability have been revised. Some of the important changes which affect all educators include:

- \* Additional documentation related to interventions is now required for all initial SLD eligibility determinations. LEAs (Local Educational Agents) must document that intensive intervention was applied in a manner highly consistent with its design, was closely aligned to pupil need, and was culturally appropriate. *This must be done prior to starting the referral process.*
- \* Documentation requirements have been added to incorporate progress monitoring before, during, and after identification.
- \* By December 2013, all schools in the state of Wisconsin will implement research-based or evidence-based intervention (RTI – Response to Intervention) to determine SLD initial eligibility. *Currently the School District of New London is working within every building to build the skill set of teachers with progress monitoring and use of research-base interventions to be ready for this new requirement by 2013.*

## Data Monitoring – More DPI Oversight



Beginning July 1, 2011, the DPI requirements for special education extend into more data collections for every school district. Currently we monitor and report on 52 separate functions under DPI's Twenty Indicators in Special Education. Our information is rolled into a State Performance Plan (SPP), a six-year plan for improving outcomes of children with disabilities in Wisconsin. The SPP is then reported to the US Dept. of Education's Office of Special Education Programs (OSEP).

Starting this summer, we will monitor all children for progress in early intervention (ages 3-5) annually (Indicator 7). We will also begin monitoring transition progress for students ages 14-21, for compliance indicator 13. This measures how students, their parents, and school plan for post secondary goals – education, training, employment, and independent living. During the 2012-13 school year, we will undergo compliance monitoring for our school district.