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Subject: Collaborative Special Education Support Email Update
Date: Friday, March 1, 2019 3:16:05 PM

Greetings,

Welcome to our Fifth Edition of the Collaborative Special Education Support Email List!
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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.

Message from Dr. Barb Van Haren, New Assistant Superintendent, Division of Learning Support, WI DPI

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I am honored and privileged to be appointed by State Superintendent Carolyn Stanford Taylor to her Cabinet as the Assistant State Superintendent of the Division for Learning Support. It has also been an honor and privilege to serve as your State Director of Special Education for the past five years. While my role is changing, I am not leaving! I will continue to support the Special Education Team, two State Schools and Outreach Programs, and have now gained the opportunity to support the Student Services Prevention and Wellness (SSPW) team!

As you know, State Superintendent Stanford Taylor is committed to continuing and enhancing the department's work on equity. This critical work around equity, along with setting high expectations and providing safe and healthy learning environments for our students will continue through the initiatives from special education, SSPW and state schools. We anticipate a smooth and seamless transition, including a continuation of this weekly update.

I assumed my new role on February 18th. I look forward to working with all of you as we ensure each and every student's needs are met in Wisconsin!

Last Chance to Register, Preserving Early Childhood Conference

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March 12-14, 2019, Concourse Hotel, Madison WI

Registration is open for the 2019 Preserving Early Childhood Conference. The theme for this year's conference is: Developmentally Appropriate Learning: Play is the Way! We look forward to seeing you on March 12 -14, 2019 at the Concourse Hotel in Madison. For more information, please contact: Jennie Mauer at Jennie.Mauer@dpi.wi.gov.

Online Article from ASWA: Successful Inclusive Practices - When Everyone Belongs

by Debra Ahrens, Education Consultant, DPI, and Jenny Bibler, Education Consultant, DPI

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It's Monday in Ms. Romero's class. In reviewing her daily schedule, she notes which students will be leaving the class throughout the day, in ones, twos, or more, for specially designed instruction provided by another educator in another part of the building. She sighs when she realizes that there is no block of time when all of her students will be present for instruction in their home class. She wonders how she can possibly ensure that all of her students are accessing the core content that will prepare for them for the next grade. When she looks at trend data, she sees that the students who are taught in segregated, pull-out settings are actually falling further behind their peers every year. To read more [click here](#).

Does your child/student have a print disability and eligible to receive free Accessible Educational Materials? Read this New Special Education Bulletin for More Information

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DPI recently issued a new bulletin, [No. 18-03](#), on the Legal Requirements for Accessible Educational Materials for (AEM) for Students with Print Disabilities, which replaces Bulletin No. 13.02. This bulletin covers such topics as what services are available, how to obtain a NIMAS file, what types of specialized formats should the IEP team consider, and how to document that a student has a print disability in the IEP. DPI would like to thank WCASS, and in particular Nissan Bar-Lev, as well as our own Wisconsin Center for the Blind and Visually Impaired, for their extensive assistance in developing this document. This bulletin is intended as a companion document to the WCASS Guide for IEP teams: Supporting Students with Print Disability, which may be found [here](#).

Enhancing Social and Emotional Skills in Students with IEPs (ES3)

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The Wisconsin Department of Public Instruction's Special Education team will begin accepting applications for a second cohort of a new Individuals with Disabilities Education Act (IDEA) discretionary grant on March 1st, 2019. The ES3 grants assist educators working in district-level teams to learn how to implement evidence based improvement strategies supporting social and emotional learning in students with IEPs, with a focus on supporting students with autism and students with emotional behavioral disabilities. Through a coaching model designed to build capacity for sustainability, participants will receive support in identifying beliefs, skills, and systems to support social and emotional development with an emphasis on utilizing Universal Design for Learning (UDL) to enhance inclusive practice enriched by evidenced based improvement strategies.

The current grant application for School Year 2019-20 will consider applications from LEAs within the following CESA regions: 1, 5, 6, 8, 9, 10, 11, and 12.

Application including additional information and instructions for submission may be found [here](#). The deadline to apply for this grant is midnight on April 5, 2019. Questions regarding the ES3 grant may be directed to Jess Nichols at Jessica.Nichols@dpi.wi.gov. Questions regarding the application process may be directed to Izzy Wilson Orno at Isabel.WilsonOrno@dpi.wi.gov.

Avoid Burning Out: Compassion Resilience Toolkit for Educators

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DPI is proud to support resources for educators on compassion resiliency. Check out this link to the free on-line toolkit for Compassion Resilience for Educators

www.compassionresiliencetoolkit.org

Department of Public Instruction's Director for Special Education Team Position

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The Wisconsin Department of Public Instruction's Special Education Team is recruiting for the position of Director for Special Education Team. This position provides leadership for the Special Education Team at the state level. For more information please go to:

[http://wisc.jobs/public/job_view.asp?](http://wisc.jobs/public/job_view.asp?annoid=97766&jobid=97280&org=255&class=59540&index=true)

[annoid=97766&jobid=97280&org=255&class=59540&index=true](http://wisc.jobs/public/job_view.asp?annoid=97766&jobid=97280&org=255&class=59540&index=true). The window for submitting applications closes on March 7.

Interested in the future of Career and Technical Education?

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March 8, 2019, 2 pm - 4 pm, At Kilbourn Public Library, Wisconsin Dells, WI
Stakeholder Engagement and Listening Session

The State of Wisconsin Department of Public Instruction in collaboration with the Wisconsin Technical College System is developing a new state plan around the Strengthening Career and Technical Education for the 21st Century Act (Perkins V). We would like your input.

Join us to share your thoughts on how best to design CTE so that it prepares all students for the future. Watch for more information at <https://dpi.wi.gov/cte/perkins-v>. Thank you.

This is the first of five in-person listening sessions that will be held throughout Wisconsin. If you're not able to attend any of the five, you may also share your thoughts through a written survey. Watch for details at <https://dpi.wi.gov/cte/perkins-v>

Graduation Rate Improves with Class of 2018

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Students in the class of 2018 graduated at higher rates than their predecessors. The overall graduation rate jumped a point from the 2016-17 school year to 89.6 percent. Four-year graduation rates improved from the prior year for most subgroups of students as well. Additional information is available on the Department of Public Instruction newsroom website.

News Release

PDF: <https://dpi.wi.gov/sites/default/files/news-release/dpinr2019-14.pdf>

HTML: <https://dpi.wi.gov/news/releases/2019/graduation-rate-improves-class-2018>

UDL Tip: Roses for you!

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Todd Rose is the Director of the Mind, Brain, and Education program at the Harvard Graduate School of Education, and David Rose (no relation) is a co-founder of UDL at CAST. The following short videos provide support for anyone new to UDL wondering about the “Why”. These two “Roses” are sent to you with love for helping educators align their mindsets and practices with intentional use of [UDL Principles and Guidelines!](#)

Todd Rose, [The End of Average](#)

David Rose, [Embracing Learner Variability](#)

Study to Explore Early Development (SEED)

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The Study to Explore Early Development (SEED) is a national study of autism spectrum disorder and other developmental disabilities, supported by the Centers for Disease Control and Prevention.

At your discretion and that of your school and/or district, we would like to ask special education professionals in eligible counties (Adams, Chippewa, Clark, Columbia, Dane, Eau Claire, Green, Jefferson, Juneau, Kenosha, Marathon, Milwaukee, Ozaukee, Portage, Racine, Rock, Sauk, Walworth, Waukesha and Wood) to please refer parents with a child under 5 1/2 who has **autism or another developmental disability** such as ADHD, anxiety disorder, behavioral or emotional difficulties, speech/language pathology, a genetic syndrome or others, to our study (to see a flyer for families click [here](#)). Any questions may be addressed to Leslie Seltzer, PhD at leslie.seltzer@wisc.edu. Thank you for your support.

www.wiseed.org

Social and Emotional Professional Learning Opportunities: Summits, Webinars, and Workshops through summer 2019!

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The following are professional learning opportunities that support the Wisconsin Department of Public Instruction’s social and emotional learning competencies.

For more information go to: <https://dpi.wi.gov/sspw/mental-health/social-emotional-learning/conference>

Creating Safe & Supportive School Communities Social & Emotional Learning Symposium

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June 19-20, Steven’s Point Holiday Inn and Conference Center

June 19 will offer 8 two hour breakout sessions in addition to a keynote on SEL and Equity from Roberto Rivera and a general session.

June 20 will offer 4 post-conference half-day or full-day training opportunities.

Featured Topics:

- SEL and Equity

- Integration of SEL with academic instruction
- Alignment of SEL with other initiatives
- Engaging parents/guardians and families in promoting SEL
- Promoting and supporting adult SEL
- Assessing SEL
- Panel presentation of implementers across the state
- Implementing SEL in out-of-school time programs

Registration coming soon!

Workshops on Implementing the Wisconsin Social and Emotional Learning Competencies

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Learn about next steps for social and emotional learning by attending a Moving Forward with Social and Emotional Skills Workshop through your local CESA

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

[Day 1 North March 7, 2019 Marshfield](#)

[Day 1 South April 10, 2019 Waukesha](#)

Social and Emotional Learning Webinar Series

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During the 2018-2019 school year, DPI will be hosting a monthly webinar on an SEL topic of interest. One Wednesday a month you are invited to join your colleagues from 12:00-1:00 to:

- receive short and focused topical content
- hear about local school experiences when available
- ask questions

After registering, you will receive a confirmation email containing information about joining the webinar. All webinars will be recorded and posted to the web site.

Topics include:

March 27: Trauma Sensitive Schools and SELD: Universal approaches to student wellness

April 24: SEL and PBIS: The Matrix

May 22: Using the WI SEL Competencies to support IEP Development

Webinars are recorded and archived.

Visit the following page for topics such as “Getting Started”, “Coaching and SEL”, “SEL a Foundation for Digital Citizenship”, “Integrating SEL with Academic Instruction”, “Assessment and Screening of SEL”

<https://dpi.wi.gov/sspw/mental-health/social-emotional-learning/conference>

Do you know anyone interested in presenting at the 2019 Self-Determination Conference?

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The Board for People with Developmental Disabilities are seeking session proposals for Tuesday, October 15 & Wednesday, October 16.

This year's theme: Self-Determination: Powered by Innovation will explore and showcase how technology is helping people with disabilities lead Self-Determined lives.

Things to know when submitting a proposal:

- Proposals must include a self-advocate(s) as a lead or co-presenter.
- Panels should be limited to no more than 3 people.
- Conference sessions must support Self-Determination and Self-Directed principles.
- Presentations must include an activity and tools that can be used at the session and as a takeaway. Presentations should focus on practical, take-home strategies that people can implement in their work and lives.
- Sessions should not promote specific agencies or products.
- Repeat or similar sessions from previous conferences will not be considered.
- Sessions will be 1.5 hours in length.
- A typical session has an audience of 50-75 attendees.

All proposals are due by 12 p.m. on Tuesday, April 2, 2019.

Download and fill out the Presentation Proposal here: <http://wi-bpdd.org/wp-content/uploads/2019/02/SDC-Presenter-Form-2019.docx>

Please submit your completed proposal form to:
Fil Clissa at Fil.Clissa@wisconsin.gov or mail to BPDD, 101 E. Wilson St., Room 219, Madison, WI 53703

Autism Society Pre-Conferences Featuring DPI Workshops

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DPI is proud to partner with the Autism Society of Wisconsin to support two pre-conference workshops that will take place on Thursday, April 11th.

Pre-conference sessions A & B will be held during the morning session, and C & D will be held during the afternoon session. Participants can choose one workshop per session.

DPI staff are assisting in providing one pre-conference workshop in the morning to highlight recent guidance relating to comprehensive evaluation for special education eligibility. The comprehensive evaluation workshop will also provide small group facilitating discussion and information on assessment strategies common to needs of students on the autism spectrum. An additional afternoon workshop from DPI will focus on College and Career Ready IEP guidance through the lens of autism. Full descriptions are below.

For more information and registration go to: <https://www.asw4autism.org/event-cal/30th-annual-conference/>

Preconference Morning Options 9:00 am – 12:00 pm

Pre-Conference A: Comprehensive Evaluation for Special Education Eligibility

DPI and Discretionary Grant Staff

Special education evaluations should be sufficiently comprehensive to allow the IEP team to determine eligibility and identify the needs of the student being evaluated. Specifically, the IEP team must apply IDEA and Wisconsin Statute Chapter 115 requirements when administering tests or other evaluation procedures to determine a child's eligibility for special education. The evaluation must also provide enough information to identify the student's needs so the IEP team can subsequently develop an IEP that promotes student access, engagement and progress in grade level standards based curriculum, instruction and environments. Come learn about DPI's upcoming guidance in relation to comprehensive evaluation and specific considerations for autism.

Pre-Conference B: I Think We're Ready for This... ASD and Preparing for Puberty

Shana Nichols, Ph.D.

Preparation for puberty and assisting youth as they navigate the physical, emotional, and social changes that occur during this time is an essential component of healthy sexuality education. Positive support and learning provides the foundation for this important time of social learning and growing up. Youth and young teens with ASD experience unique learning challenges that can impact their journey through puberty (e.g., sensory issues, difficulties with change); families, educators and professionals need to know how best to teach and assist youth during this time period in order to facilitate a smooth transition and positive growth and development. From privacy, boundaries and personal space, to learning about physical changes, taking care of one's body, coping with emotions, and experiencing attraction, a lot happens during this developmental period. Therefore, puberty preparation encompasses knowledge, behaviors, thoughts, feelings, and skills. Ideally, it helps for youth to know about the changes associated with puberty before they happen so that they know what to expect.

Despite its importance, families may find that teaching about puberty is not easy. Success for parents comes from the 3 Cs: feeling Comfortable, Competent and Confident. This training will address how parents and their teaching team can help youth and young teens on the spectrum successfully progress through puberty – know your child, start early, and create and implement a teaching plan. If you are feeling behind, no worries – it's never too late to get started! Engaging case presentations and materials will be shared providing practical skills that participants can use to create an effective puberty preparation education plan. From assessment to instruction and evaluation of progress, this training will guide participants in feeling confident, in developing a solid plan and a practical teaching "toolkit" and in accessing available resources related to puberty and healthy sexuality development and learning.

Preconference Afternoon Options 1:30 pm - 4:30 pm

Pre-Conference C: College and Career Ready IEPs Through the Lens of Autism

DPI and Discretionary Grant Staff

This interactive workshop will increase participant understanding of the CCR-IEP Process. The focus will be on the application of Steps 1, 2 and 3 with examples of disability-related needs

common among learners with autism. Participants are strongly encouraged to attend in groups of at least two from the same district. Each district team may bring a copy of a student's IEP* to use as reference or have access to an IEP online to use during the training.

Pre-Conference D: It's Different For Girls: Understanding and Supporting Females with ASD

Shana Nichols, Ph.D.

In recent years, an emerging focus in both research and clinical practice has identified the importance of the female experience of ASD and how it may differ from that of males on the spectrum. This workshop will provide a brief overview of what is known about differences between males and females and the importance of an accurate diagnosis for girls and women. Appropriate diagnostic protocols for females suspected of having ASD will be discussed. The primary focus of this workshop will be identifying successful intervention strategies and approaches to support the unique needs of girls and women in living a meaningful and enriching life. Topics will include navigating the social world, emotional regulation and mental health, self-concept, and healthy sexuality and personal safety. Using case examples and the experiences of women with ASD, effective strategies, therapeutic approaches and a wealth of resources will be reviewed.

*This presentation will provide a basic, brief overview of what was covered in last year's session, but the primary focus will be to cover new information related to successful strategies and approaches that wasn't previously presented.

Call for State Superintendent's Advisory Council on Blind and Visual Impairment Education Nominations

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Is someone you know (or you!) passionate about the education of students who are blind or visually impaired in Wisconsin? Collaborative, and willing to share their voice? Please consider making a nomination for a three-year term to the State Superintendent's Advisory Council on Blind and Visual Impairment Education.

The 17-member State Superintendent's Blind and Visual Impairment Education Council advises the state superintendent on statewide activities that will benefit students who are blind or visually impaired; makes recommendations for improvements in services provided by the Wisconsin Center for the Blind and Visually Impaired; and proposes ways to improve the preparation of teachers and staff and coordination between the department and other agencies that offer services to the visually impaired. Members serve a 3-year term and meet 3-4 times a year in Madison, Milwaukee, or Janesville.

The member categories the council is seeking to fill include:

- Licensed General Education teacher
- One person with experience BVI or in educating BVI and is affiliated with an IHE
- Three members, at least one of whom is BVI
- One person who is a library of congress certified braille transcriber

DPI strives to have advisory councils that reflects the racial, ethnic, and geographic diversity of Wisconsin. Click here (<http://www.wcbvi.k12.wi.us/outreach/state-superintendents-advisory-council>) for more information about the council.

DLM Professional Development Instructional Webinars

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The DLM interactive webinars are designed to address your questions about instruction and connect you with other teachers who are working to provide instruction aligned with the DLM Essential Elements in English Language Arts and Mathematics.

This spring DLM will focus specifically on students with more complex needs who complete the DLM assessments at the Initial and Distal Precursor Linkage Levels.

Each 45-minute webinar will begin with a brief overview of recommended modules, but the emphasis will be on Q&A.

The webinars will be hosted using Skype for Business. If you would prefer to call in the number and conference ID are: Number: +1 (785) 864-4545 Conference ID: 7358027. For the best viewing experience, please **do not use** Chromebooks or the Android app for Skype for Business.

Upcoming Webinars:

- Wednesday, March 20, 3:30 pm (Central Time) - English Language Arts
- Tuesday, April 16, 3:30 pm (Central Time)

Great information relating to the DLM and other statewide assessments can be found on the DAC Digest link:

https://dpi.wi.gov/sites/default/files/imce/assessment/pdf/DAC_Digest_2-06-19.pdf

ACT and WorkKeys Emergency and Inclement Weather Plans

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Please review, print, and share the emergency and inclement weather plans for ACT and WorkKeys state testing. These plans provide instructions to schools on what to do if school is delayed or closed on test day due to weather or another emergency.

[ACT Emergency and Inclement Weather Plan](#)

[WorkKeys Emergency and Inclement Weather Plan](#)

Youth Leadership Forum-2019 Applications Available

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The Wisconsin Youth Leadership Forum (YLF) is a week-long leadership training and career awareness program for high school sophomores, juniors and seniors with disabilities. For students selected to attend the YLF is a distinct honor that they can be very proud of. Please take the time to encourage your child/student to apply – they'll have the time of their life!

Youth Leadership Forum is for:

- Students who show leadership potential by being active in their school and community
- Students who have a disability (physical, learning, cognitive, emotional, sensory, etc.)

- Wisconsin residents
- Students who are currently sophomores, juniors or seniors in high school

Why Attend the Youth Leadership Forum:

- To give you a place to meet other students your age who are experiencing similar issues and concerns
- To help you increase your leadership skills so you can further your future goals and reach them
- To assist you in becoming a leader in your school and community

To apply for the 2019 Youth Leadership Forum fill out the application and send to Jenny Neugart at jennifer.neugart@wisconsin.gov or if you print out the application you can mail it to Jenny at 101 E Wilson St Rm 219 Madison, WI 53703.

Electronic fillable form: [Application](#)

Print Version: [Application](#)

March 2019 Public Forum of the Wisconsin State Superintendent's Advisory Council on Special Education

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The special education council will hold an online public forum from March 6 to 13.

The public forum is electronic and distributed to parents by local CESAs, school districts, community organizations, and family support agencies.

A **link to submit comments** will be available on the DPI Advisory Council on Special Education web page on **March 6**.

The purpose of this public forum is to assist council members in advising the State Superintendent of Public Instruction on the educational needs of students who receive special education through an Individualized Education Program.

The Public Forum allows the State Superintendent's Advisory Council on Special Education to:

- Listen to families, school administrators, educators, community representatives, etc.
- Gather input on the unique challenges and successes of special education in Wisconsin
- Advise the State Superintendent and the Department of Public Instruction.
- Hear about any topic upon which people may choose to comment.

A flier for this forum is available on the council for special education web site:

<https://dpi.wi.gov/sped/council>

For more information on this public forum please contact Rita Fuller, rita.fuller@dpi.wi.gov.

New Website for PBIS Network and RtI Center!

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We are proud to announce the Wisconsin PBIS Network website and the Wisconsin RtI Center website have become one website to assist in implementing equitable, multi-level systems of supports. The new website is now live.

You can access the website at www.wisconsinrticenter.org to access services for Wisconsin districts and schools on both their academic and their behavior implementation journeys. The

Center met with your peers (districts and schools) to create an experience that meets their needs, and hopefully, exceeds expectations.