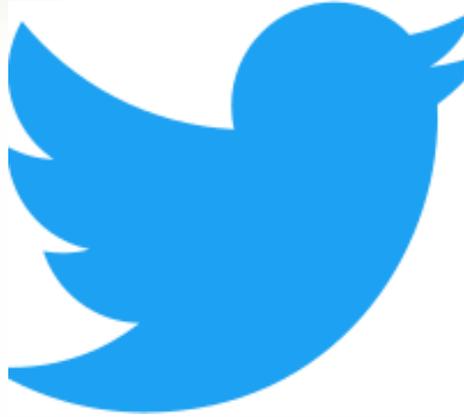


Wi-Fi Access



- Log into “GCL”
- No password needed

Share on Twitter



#WIDLLeaderCon2019

[@WisDPISPED](#)

Join Us Next Year

**36th Annual State Superintendent's Conference on
Special Education and Pupil Services Leadership Issues**

Glacier Canyon Lodge at the Wilderness Resort

November 17-18, 2020

We look forward to seeing you there!

Weekly Updates

Not receiving the division weekly updates?



Email sherri.honaker@dpi.wi.gov or DPILearningSupport@dpi.wi.gov.

December Conference

Building the Heart
of Successful Schools
CONFERENCE
December 5-6, 2019



<https://dpi.wi.gov/sspw/conference>

WCBVI Outreach Team

- 90 students served through direct student programming
- 12 adults served through our legislated summer adult program
- 396 individuals served through preschool consultations and trainings
- 1,255 instructional material requests filled
- 18 evaluations provided
- 70 students served through low vision clinics held
- 322 teachers and specialists served through professional development events

Join the [WCBVI Outreach Communication List](#)

Wisconsin Educational Services Program for the Deaf and Hard of Hearing (WESP-DHH)



WESP-DHH
Wisconsin School for the Deaf
Est. 1852

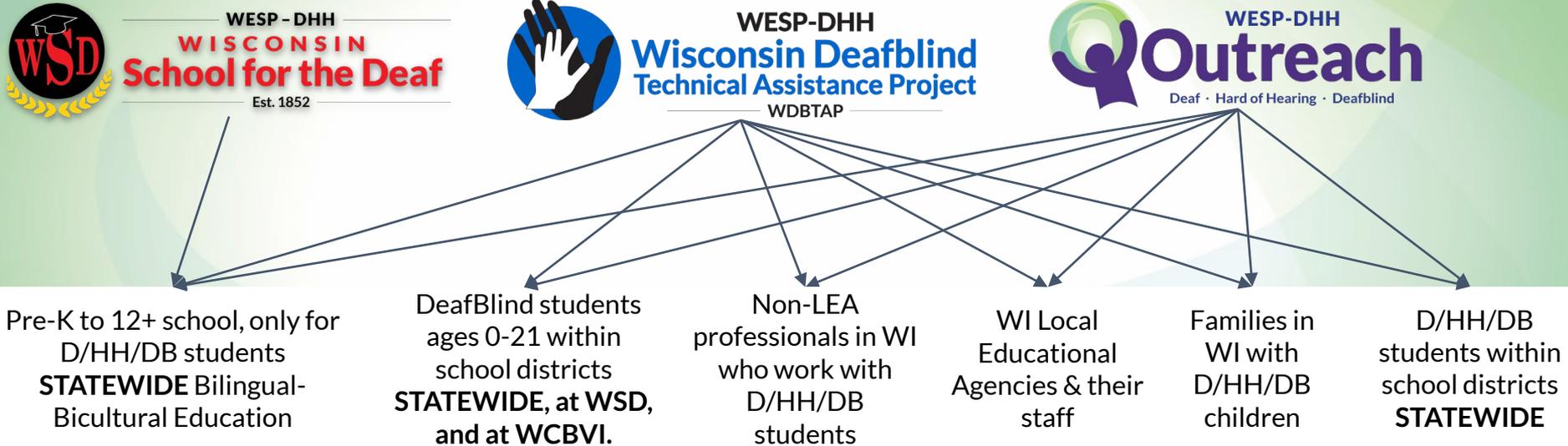


WESP-DHH
Wisconsin Deafblind Technical Assistance Project
WDBTAP



WESP-DHH
Outreach
Deaf · Hard of Hearing · Deafblind

WESP-DHH: Who We Serve



Supporting Deaf, Hard of Hearing, and Deafblind students ages **3-21** in Wisconsin

Wisconsin School for the Deaf (WSD)



Academics,
Athletics &
Residential Life

- Elementary
- Middle
- High School
- Transition



<http://wesp-dhh.wi.gov/wsd>

WESP-DHH Outreach Services

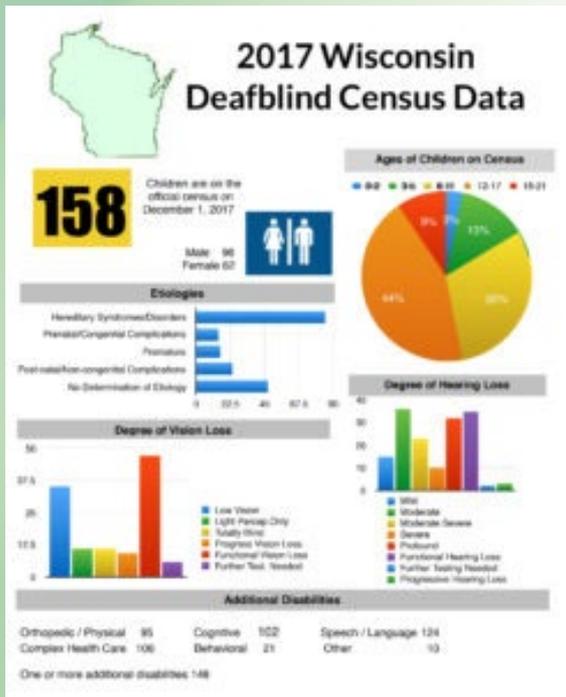


- Request a consultation
- Deaf Mentor Program
- Parent Mentor Program
- Request a training or professional development for your district or CESA



<http://wesp-dhh.wi.gov/outreach/>

WI Deafblind Technical Assistance Project (WDBTAP)



The Beacon

The Newsletter of the Wisconsin Deafblind Technical Assistance Project

Volume 9, Issue 3 September 2019



Ryan and Wendy with interpreters teaching.

the area are doing. Haptics uses reference signals to indicate color, numbers, writing, food, drink, animals, persons, and rooms. The reference signals will be those which is followed by other signals to provide more information about what is happening in the area. Haptics Communication can be used simultaneously with sign language, voiced languages, and print. The focus of Haptics for the receiver is how the signal feels on their body not how it looks. Haptics allows for the individual who is Deaf-Blind the autonomy to interpret others' emotions and actions.

Wisconsin Intervener Receives National Credential

By Jill Anderson, WDBTAP Family Engagement Coordinator

It is with great pleasure that we congratulate Mary Wilson on completing the requirements of the national intervener credential process. Mary Wilson is the 10th credentialed intervener in our state. Mary has worked with our son Liam since he was in kindergarten. She and Liam have a very special relationship built on trust and mutual respect. Liam has made so many gains thanks to her hard work and patience. Although she is not a water person, she knows the pool is good. Liam has learned to swim.



Liam and Mary walking

and hand right along with him so she knows all ways to provide access. She is very blessed to have her in his life. An intervener is a person who works consistently one-to-one with an individual who is deafblind and has training and specialized skills in deafblindness. An intervener provides a bridge to the world for the student who is deafblind. The intervener helps the student gather information, learn concepts and skills, develop communication and language, and establish relationships that lead to greater independence. The intervener is a support person who does with, not for the student. Specialized training is needed to become an effective intervener.

Continued on Page 5

WDBTAP Lending Library

Try It Before You Buy It

Family, teachers, and other service providers of children who are deafblind in Wisconsin may borrow books and other resources from the Resource Lending Library for a specified period of time. Books or other resources may be loaned to an individual for up to 3 months.

These resources are provided so that a family member or service provider may read and/or review the resource to determine whether or not it may be helpful to purchase.

How to Check Out a Resource

Use this form to select items by category: toys, books, technology, or equipment. Your items will be mailed to your residence or place of business. Call (608-356-2023) or email our WDBTAP office (wdbtap@wesp-dhh.wi.gov) with any questions you may have.

Types of Resources

Select from:
Books

<http://wesp-dhh.wi.gov/wdbtap/>

Meaningful Inclusion in Early Childhood

[DPI Early Childhood Video](#)



Early Childhood Special Education Connections

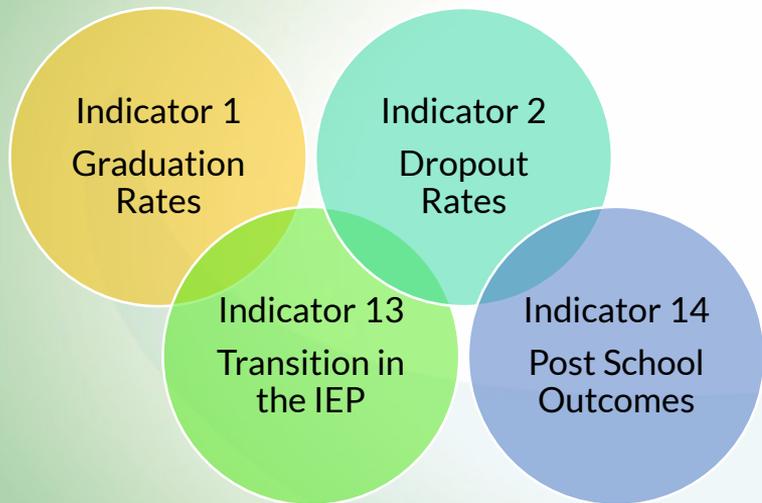
An online collaborative network designed to provide a forum for sharing and collaboration of best practices relating to Early Childhood Special Education (ECSE).



- November 4, 2019, **Measuring the Effectiveness of Preschool Inclusion**
- January 9, 2020, **An Equitable Multi-Level Systems of Supports**
- February 3, 2020, **Designing and Delivering Specially Designed Instruction**
- March 10, 2020, **Co-Teaching in EC Settings**
- April 2, 2020, **Adaptations, Accommodations and Modifications**
- May 11, 2020, **Resources to Support Inclusion**

Transition Improvement Grant

Areas of Focus



TIG Online Improvement Tools

Postsecondary Transition Plan

Transition Improvement Plan

Graduation Rate Improvement Plan

Indicator 14 Survey

Self-Advocacy Suite

Data - Planning - Implementation

WI Rtl Center and WI PBIS Network



**Changing our educational systems
is LIFE-CHANGING.**



LEARN MORE: [WISCONSINRTICENTER.ORG/RESEARCH](https://www.wisconsinrticenter.org/research)

Disproportionality Technical Assistance Network

The Network provides professional learning to develop and strengthen a belief framework that pays attention to race and values culturally responsive practices.



It's easy to join our mailing list!

Just send your email address by text message:

Text

DTAN

to **22828** to get started.

The goal is to strengthen educator commitment to educational equity and justice necessary to eliminate race as a predictor of success in Wisconsin schools.

Learn more at www.TheNetworkWI.com.



goodreads

High Leverage Practices in Special Education

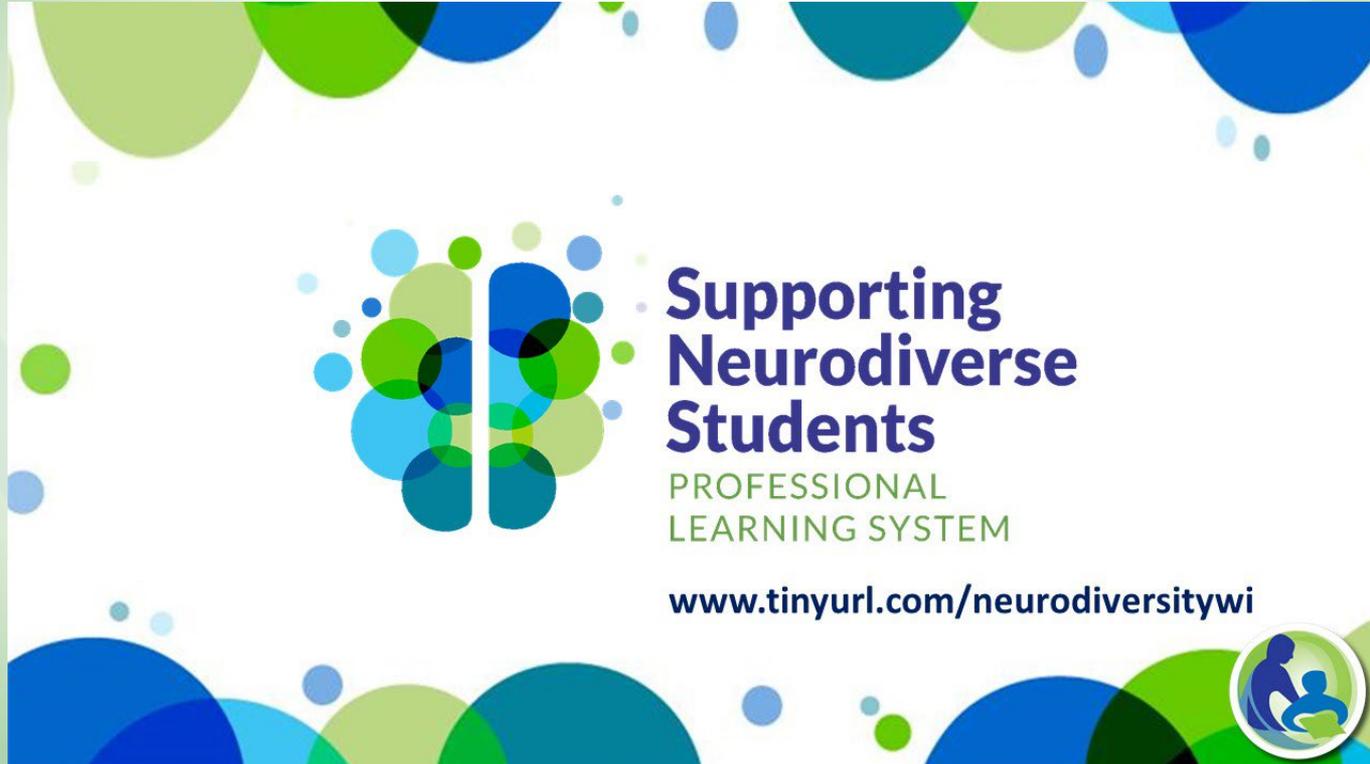


- CEDAR CENTER
- Council for Exceptional Children
- Council for Exceptional Children's Teacher Education Division



<https://highleveragepractices.org/>

Supporting Neurodiverse Students



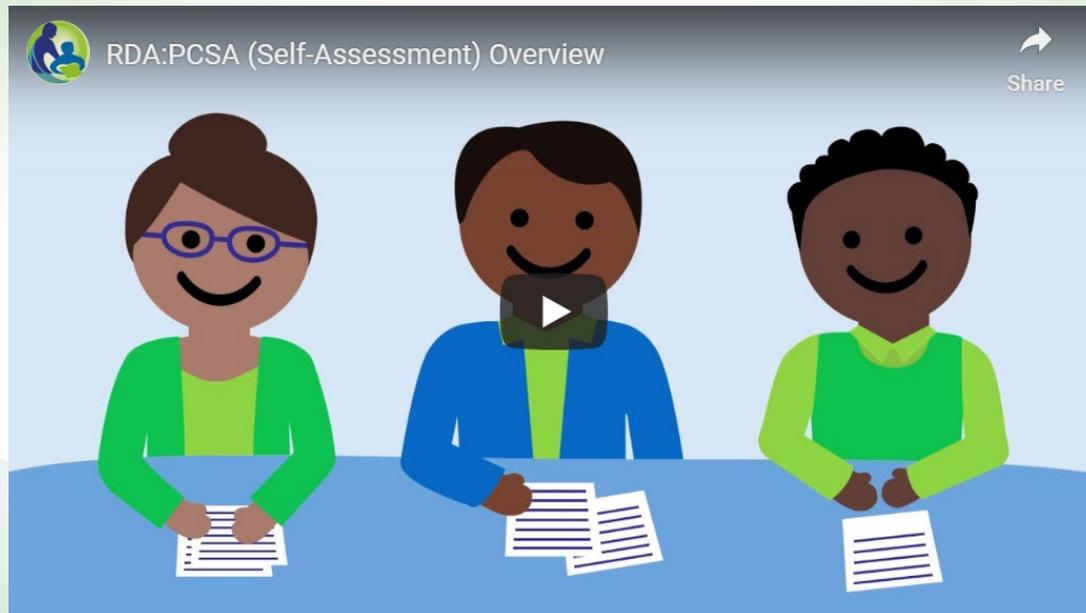
The graphic features a central logo composed of overlapping circles in shades of blue, green, and teal, forming a stylized human figure. To the right of the logo, the text reads: **Supporting Neurodiverse Students** in a large, bold, dark blue font, followed by **PROFESSIONAL LEARNING SYSTEM** in a smaller, green, all-caps font. Below this, the website address www.tinyurl.com/neurodiversitywi is displayed in a dark blue font. In the bottom right corner, there is a circular icon with a white border, containing a blue silhouette of an adult and a child sitting together. The background of the graphic is white with scattered circles in various sizes and colors (blue, green, teal) and larger semi-circles at the top and bottom edges.

**Supporting
Neurodiverse
Students**
PROFESSIONAL
LEARNING SYSTEM

www.tinyurl.com/neurodiversitywi



Reading Drives Achievement: Procedural Compliance Self-Assessment (RDA:PCSA)



<https://dpi.wi.gov/sped/educators/rdapcsa>

Sample Special Education Forms



The sample special education forms have an updated translation in Spanish and are translated in Hmong and available at

[https://dpi.wi.gov/sped/laws-procedures-bulletins/procedures/sample/forms.](https://dpi.wi.gov/sped/laws-procedures-bulletins/procedures/sample/forms)



Supported Decision-Making Agreements

[Section 115.807\(4\), Wis. Statutes](#) requires LEAs to provide students and their parents with information on supported decision-making under [Chapter 52](#).

Supported decision-making agreements permit an adult student, at least 18 years of age, with a functional impairment to enter into a written agreement with a supporter of their choosing to help them gather information, understand their options and communicate their decisions to others.

For more information, see [Information Update Bulletin 19.01](#).

CCR IEP Learning Resources

Home | Families & Students | Schools & Educators | Libraries | Data & Media



Search



Special Education

Special Education Index

What's New

Information for Educators ▾

Information for Families ▾

Results Driven
Accountability ▾

College and Career Ready
IEPs ▾

Special Education Program
Areas ▾

Early Childhood Special
Education ▾

CCR IEP LEARNING RESOURCES

CCR IEP Learning Resources

Explore in-depth information and resources about CCR IEPs.

Upcoming Learning Opportunities

Regional CCR IEP Training Calendar coming soon!

**Introductory
Resources
and Full
Day
Trainings**

5 Beliefs

High
Expectations

Culturally

5 Step Process

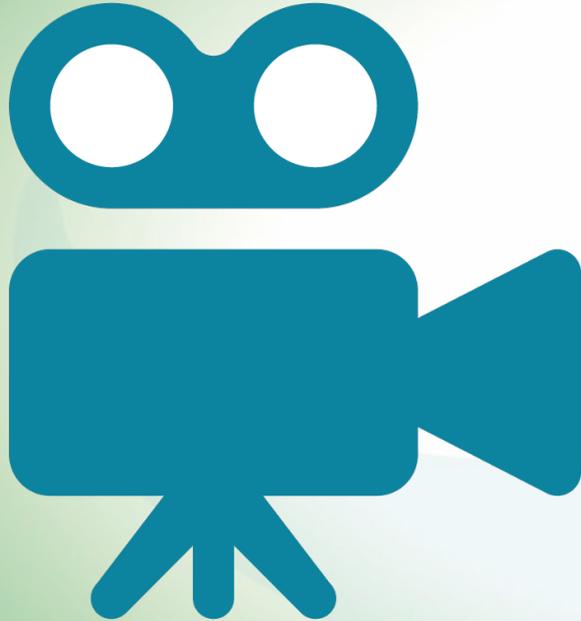
Step 1 -
Understand
Achievement

**Digging
Deeper:
Special
Topics**

Coming Soon!

<https://dpi.wi.gov/sped/college-and-career-ready-ieps/learning-resources>

Supports for Educating Students with IEPs



New Discretionary Project
Webpage and Videos

<https://dpi.wi.gov/sped/supports-educating-students-ieps>

Monitoring Progress of IEP Goals Webinar



November 21, 2019, from 3:30 p.m.
to 5:00 p.m.

Register at

https://zoom.us/webinar/register/WN_fSrOfuPSCWYf57oh8_HcQ

This webinar will be recorded and
posted to [CCR IEP web page](#)



Collaborative Special Education Support Email List

Interested in monthly updates from the DPI Collaborative Special Education Support Workgroup?

- 1) Go to the [DPI email list web page](#)
- 2) Scroll down to Special Education
- 3) Click on “collabsupportlist” to subscribe.

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.

<https://dpi.wi.gov/news/subscribe-email>

Create Inclusive Learning Communities



Students **belong** in their learning communities, in an environment together with their peers.

Educators are responsible to develop both accessible curriculum and environments for **each and every** student within that inclusive setting.

<https://tinyurl.com/yyxhcy6w>



*Scan for more
information*

***NEW* Coaching Resources Available!**



- Read about Newsletters, Book studies, & Blogs
- Find support setting up a Coaching System
- Learn about the Coach Evaluation Pilot

Visit the website:

<https://dpi.wi.gov/coaching>

Occupational Therapist and Physical Therapist Evaluation System Webpage

For the 2019-2020 school year, the Occupational Therapist and Physical Therapist Evaluation System webpage has a few updates:

- The *Wisconsin OT and PT Evaluation User Guide* will be posted soon.
- All Google forms have been updated, but with few revisions.
- <https://dpi.wi.gov/sped/educators/consultation/occupational-therapy/ot-pt-evaluation-rubric>

Referral Pathways Guidance

Mental Health referral pathways are the procedures and policies that a school has in place to help identify and connect students to needed mental health resources, both in the school and in the community. The [guidance document](#) includes a checklist to guide the creation and implementation of a referral pathway and other helpful forms that can be adapted to fit the local context.

https://dpi.wi.gov/sites/default/files/imce/sspw/pdf/DPI_Mental_health_referral_pathways_web.pdf

Youth Risk Behavior Survey (YRBS) 2019 Data

Participating schools and districts can access their reports with their WAMS IDs through Secure Home SAFE

County-level reports are publicly available on the Conducting A YRBS website.

State-level results are expected in late early 2020.

For more information, see

<https://dpi.wi.gov/sspw/yrbs/online> or

<https://dpi.wi.gov/sspw/yrbs/>.

Trauma Sensitive School Resources

New TSS online learning modules available now:

- Tier 1: Trauma Sensitive Academic Supports
- Tier 2/3: Compassion Resilience, Building Relationships Despite Challenges, Tier 2/3 Discipline

Coming very soon: Cognitive Problem Solving at Tier 2/3, Screening and Assessment, Emotional and Physical Regulation

Expanded resources to reduce and respond to sexual violence on the DPI website: <https://dpi.wi.gov/sspw/safe-schools/resources-reduce-and-respond-sexual-violence-schools>

Are Your Students LIFE-Ready?

Don't miss this joint educator-business-workforce conference to prepare regions all across Wisconsin to **LEVERAGE** the power of **COLLABORATION!**

The image is a promotional poster for a conference. It features a silhouette of a person standing on a pedestal with arms raised in a 'V' shape, set against a bright, hazy cityscape at sunrise or sunset. A red cape flows behind the figure. The text is centered on the left side of the image. The background of the poster has a blue and green curved graphic element in the top left corner.

Embrace the Force of the Future!
**EDUCATION AND BUSINESS
PARTNERSHIPS CONFERENCE**
December 11, 2019
Monona Terrace, Madison WI

Joint Federal Notification Packet

Why



For district continuous improvement so that Wisconsin can close achievement gaps in half within six years

What



ESSA identifications

- All schools will receive Annual ESSA Accountability Report
- NO new identifications for comprehensive supports (CSI) or additional targeted supports (ATSI)

IDEA identifications

- LEA Determinations for all districts will include LRE data and use 50% results-50% compliance
- Racial equity in Special Education for all districts will be included in final release

When



December 5
Preliminary release in SAFE

Dec-Jan
District technical assistance calls

February
Final release in SAFE



Continuous Improvement Supports

We need to do something differently to achieve our goal of cutting Wisconsin's persistent achievement gaps in half.



Technical Assistance Network for Improvement

New coordinated supports are available, and [staff at your CESA](#)—including data experts trained in the WISExplore process—are ready to help you.



Leading for Learning

The annual [Leading for Learning Summit](#) kicks off a year-long series of professional development opportunities for school-based teams: [Leading for Learning: Achieving Educational Equity](#).

Continuous Improvement Resources



[Criteria and rubric](#)

Data Inquiry Journal

Available in [WISEdash for Districts](#)

Evidence Based Improvement Strategies

Promoting
Excellence for All



<https://dpi.wi.gov/excforall>