

Welcome to our First Monthly Edition of the Collaborative Special Education Support Email List! Hoping your school year is off to a great start!

Consultants on the special education team at DPI who held various email lists (autism/EBD, ID, SLD, Early Childhood Special Education, and Speech and Language) have combined their email lists to provide you with a monthly update from DPI. We hope you enjoy these monthly collaborative updates.

Jump to any featured update below by clicking on the link below.

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Please feel free to ask any questions or provide any feedback on our new format by [clicking here](#).

Please forward this email to others who may be interested in receiving these monthly updates. To sign up, go to the [DPI email list web page](#) and scroll down to Special Education.

The collaborative special education support group welcomes 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.

Featured Professional Learning Opportunities from DPI Special Education Team
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In addition to our Featured Professional Learning Opportunities listed below for this month, [click here for a current listing of DPI Special Education Team sponsored professional learning opportunities](#) available throughout the year

DPI Collaborative Special Education Supports Conference

December 13-14, WI Dells ([Back to Top](#))

Please join us on December 13-14, 2018 at the Glacier Canyon Conference Center in Wisconsin Dells for the Collaborative Special Education Support Conference:

“Empowering Educators to Reach Students with IEPs: Access & Achievement”! 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. This year’s conference features three keynotes:

Dipesh Navsaria: a pediatrician with graduate degrees in public health, children’s librarianship, physician assistant studies, and medicine, bringing a unique combination of interests and experience together.

Keith Jones: the founder, president, and CEO of SoulTouchin’ Experiences, bringing a lived experience perspective to the issues of access, inclusion, and empowerment as a person with a disability.

Edgewood College Cutting Edge Program Panel: a panel of students to talk about the program, which provides students with intellectual or more significant neurological disabilities the opportunity to attend a traditional college campus and classes with additional supports.

DPI Legal updates

In addition, there will also be a variety of sectional strands featuring current practices in the field of education including:

Time with DPI Consultants

College and Career Ready IEPs

Supporting Social, Emotional and Mental Health as a Foundation for Learning

Literacy Supports for Students with IEPs

Student, Teacher, and Peer Relationships

Family and Community Engagement

Inclusive Strategies

Coaching, Facilitating, and Adult Professional Learning.

There is a lodging block set up at the Wilderness Resort. When booking your room, reference the group code #705474. Registration can be found at this link:

<https://goo.gl/forms/WPogH4vDZusBmguV2> and please see the Save the Date for more information [in the event flier folder](#).

Announcing a New Professional Learning System: Supporting Neurodiverse Students ([Back to Top](#))

We are excited to announce a new statewide professional learning system entitled *Supporting Neurodiverse Students*. This learning system includes trainings to be held at each CESA across the state, as well as online discussion groups, book clubs and other website resources. This system is designed to support educators serving students with disability-related needs in the area of social and emotional learning. Specific topics include self-regulation, social communication, flexibility, resilience, sensory processing and executive functioning. This training is beneficial for all education professionals supporting students with autism, students with emotional behavioral disabilities, or other neurodiverse students, including those who may have a history of adversity or be experiencing mental health challenges. (Parents are also invited to attend at no cost.) Emphasis will be placed on Universal Design for Learning, inclusive practices, self-determination and self-advocacy, College and Career Ready IEP Five Step Process and CCR-IEP Five Beliefs enriched by evidence-based improvement strategies. Additional information including links to registration is available on the flyer available in the [conference flier folder https://tinyurl.com/neurodiversitywi](https://tinyurl.com/neurodiversitywi).

Dynamic Learning Map Professional Development Webinars

Great opportunity to assist teachers with instruction aligned to alternate standards. New this year, offered by DLM:

- Four interactive webinar to assist teachers with providing instruction to students that is aligned to the DLM Essential Elements in ELA and Math.
- 45 minutes with 15 minutes overview of content and 30 minutes for live question and answers.
- Webinars are scheduled to be held during the following times:
 - **ELA, Tuesday, September 18, 3:30-4:15**
 - **Math, Tuesday, October 23, 3:30-4:15**
 - **ELA, Tuesday, November 13, 3:30-4:15**
 - **Math, Tuesday, December 11, 3:30-4:15**

Link for additional information and to join the webinars: <https://dynamiclearningmaps.org/professional-development>

CCR-IEP Professional Learning Resources ([Back to Top](#))

We are excited to announce that there are several new resources available to the field on the DPI [Website](#) regarding College and Career Ready IEPs (CCR-IEPs)! On the CCR-IEP [Learning Resources](#) page, we now have a [Full Day Training PowerPoint](#) available to better assist educators and families learn about the CCR-IEP 5 Beliefs and

5 Step Process. In addition, to complement the five recorded webinars on each Step in the [5 Step Process](#), we have made available slide decks with speaker notes that can be used in trainings to go deeper into each step to allow for more targeted professional learning. Finally, there is a new CCR IEP [testimonial video](#) on the [main CCR IEP web page](#).

Special Education Budget Announcement [\(Back to Top\)](#)

State Superintendent Tony Evers' second of four major budget requests for the 2019-21 biennium was announced on Monday in the area of special education. After decades of cutting or freezing support, Wisconsin provides less reimbursement to local schools for special education than any other state in the nation. In order to pay for these required services, school districts have to make difficult decisions, even reducing or cutting other opportunities for students. To better serve students with disabilities and relieve budgetary pressure, the department is requesting an additional \$600 million to support students with disabilities through the special education categorical aid, more than doubling the current reimbursement rate. The aid will bring the state's reimbursement rate to 60% by the end of 2019, moving us closer to the national average. Dr. Evers' special education budget request focuses on a significant reinvestment in special education and Wisconsin's students with IEPs!

For more information please see this infographic or visit the State Budget Information webpage.

Supporting Compassion Resilience: Supporting School Staff [\(Back to Top\)](#)

DPI's Student Services Wellness and Prevention Team has recently released some great new resources supporting Compassion Resilience in the workforce. Check out DPI's Resiliency Page here: <https://dpi.wi.gov/sspw/mental-health/resiliency>.

If you're interested in learning more about this work, consider attending a training opportunity provided by Sue McKenzie (Rogers Health) and Monica Wightman (SSPW) taking place on July 27th from 1:00 - 4:00 PM at DHS: 1 West Wilson ST, Room 751 (offered as a demo for Children's Mental Health Collective Impact). You can register for this opportunity [here](#).

The Role of Special Education within an Equitable Multi-Level System of Supports [\(Back to Top\)](#)

The Role of Special Education within an Equitable Multi-Level System of Supports is new guidance released by the DPI to support schools and districts in understanding how special education services are situated within an equitable multi-level system of supports as well as how specially designed instruction as an intensive intervention contributes to a continuum of supports available to learners. The questions answered in

the document were generated from Wisconsin educators, administrators and professional organizations. This guidance is available on the DPI website at <https://dpi.wi.gov/rti>.

DPI is proud to release a new video “Meaningful Inclusion in Early Childhood”

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Sometimes educators seem to feel daunted, or even overwhelmed, by the need to meaningfully include young children with disabilities in programs and classrooms with their peers. But a new video, proves how possible it is, and delivers a moving message that will help anyone to imagine the vision and understand its importance. This video highlights best practices for children with disabilities in inclusive early childhood settings; and features powerful interviews with teachers, parents, and administration from the Sun Prairie Area School District, where early inclusion is the norm. Watch this video for signs of meaningful inclusion, such as engagement, participation, peer and adult interaction, a sense of belonging, natural supports, and services which are embedded and integrated in the classroom as a part of the child’s routine.

To watch the video, please follow this link: <https://dpi.wi.gov/sped/early-childhood>
For more information, please feel free to contact Jenny Giles, Early Childhood Consultant, Special Education, Department of Public Instruction; at Jennifer.Giles@dpi.wi.gov or at (608) 267-9172.

INCLUSION-THEMED PODCASTS (from Paula Kluth News Blog) [\(Back to Top\)](#)

If you are a podcast fan check out podcasts from [The Inclusive Classroom](#) and [Think Inclusive](#), as well as [Inclusive Education Project](#), a program about disability and “modern activism.” The hosts are Amanda Selogie and Vickie Brett, two special education and civil rights attorneys. Topics range from IEP supports to gun violence to inclusive extracurricular activities. Check it out!

Model Special Education Policies and Procedures and Special Education Forms

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As a condition of funding under the Individuals with Disabilities Education Act (IDEA) and Wisconsin law, local educational agencies (LEAs) are required to establish written policies and procedures for implementing federal special education laws. The [Model Local Educational Agency Special Education Policies and Procedures](#), [Model Policies for 2r Charter Schools](#), and [Sample Special Education Forms](#) are available to help LEAs meet their obligation to establish and implement special education requirements.

Coaching Support from DPI [\(Back to Top\)](#)

Are you familiar with the exciting research that shows how coaching can significantly help improve outcomes for students? Are you interested in learning more about how coaching can support the staff in your district? Coaching is intentional, job-embedded professional learning designed to support teachers and staff in implementing practices with fidelity. The department is poised to support districts and schools in implementing coaching as intended. Check out our brand new [webpage](#) for more information, resources, and ways to connect to coaching.

Wisconsin Launches Social, Emotional Learning Guide and Resources ([Back to Top](#))

Increasingly, educators are finding that deliberate instruction in social and emotional learning improves the classroom environment, academic achievement, and students' future job prospects. And now, the resources to provide this instruction are available in one location through the Wisconsin Department of Public Instruction.

Additional information is available on the Department of Public Instruction newsroom website.

PDF: <https://dpi.wi.gov/sites/default/files/news-release/dpinr2018-52.pdf>

HTML: <https://dpi.wi.gov/news/releases/2018/wisconsin-launches-social-emotional-learning-guide-resources>

Resources

Infographic

[Social and Emotional Learning in Wisconsin PK-12 Schools](#)

Guide

[Social and Emotional Learning Competencies](#)

Videos

[Positivity through Social and Emotional Learning](#) (Adams-Friendship Area School District)

[Early Childhood Social and Emotional Learning](#) (Racine Unified School District)

Website

[Social and Emotional Learning](#)

DPI and DHS Joint Guidance ([Back to Top](#))

In conjunction with the Department of Health Services, the department has developed joint guidance on providing behavioral treatment for school-age children, covering such issues as school absences and treatment in the school setting. This guidance document clarifies the responsibilities under both the Individuals with Disabilities Education Act (IDEA) and federal Medicaid law, and highlights important considerations for both

school districts and behavioral treatment providers. The joint guidance may be found at the following link: <https://dpi.wi.gov/sites/default/files/imce/sped/pdf/DPI-and-DHS-Joint-Guidance.pdf>

Transition Planning App and Transition Lesson Plans ([Back to Top](#))

The Wisconsin Transition Planning App is now available on Google Play and iTunes. The App is free and can be an excellent tool to support student and family engagement in the transition planning process: www.WiTransition.com. More information can be found on the Transition Improvement Grant website: <http://www.witig.org/witransition-app.html>. In addition, the Transition Improvement Grant developed a set of transition-focused lesson plans that are available at no cost: <https://www.witig.org/wisconsins-self-directed-transition-planning-lesson-plans.html>

UDL Tips ([Back to Top](#))

Got Engagement?

Providing text in a digital format will increase opportunities for accessibility to information, and drive engagement for all learners. Apps like [Seeing AI](#), [Claro Scan Pen](#) and [Prizmo Go](#) use the camera on your mobile device to take a picture of text and then read it aloud. (Check out this [YouTube playlist](#) to see how these tools look in action.) How can varied ways to access text help every learner, including you? Check out the following article to learn more about supporting learner variability in EdSurge's article, "[Tips, Tricks, and Tools to Build Your Inclusive Classroom Through UDL](#)".

UDL Associate Credential from UDL-IRN

Following is a great learning opportunity that is free to anyone interested in UDL and transforming learning design. The Universal Design for Learning – Implementation Research Network (UDL-IRN) is actively mobilizing a field-change initiative to engage professionals in learning and using UDL principles to transform schools and create expert learners! At their recent 5th Annual UDL Summit UDL-IRN outlined an emerging collaboration system for sharing UDL resources, artifacts of practice, and tools to help convey the Why, What, and How of UDL. [Learning Designed](#) is being beta tested this summer – supported by CAST and UDL-IRN, and your help is needed!

Options to be beta tested are the Associate UDL Credential system (“earned” free of charge for beta testers), and a UDL Knowledge Domains Mini-Course – requiring 1-20 hours depending on how engaged you are with the material. Cohorts will start this summer and run through fall 2018. Regardless of your role, everyone is welcome! To watch a quick video and sign up to receive information from UDL-IRN, [click here](#). Feel free to contact Jayne Bischoff with any questions at jayne.bischoff@dpi.wi.gov.

Equity by Design

To ensure we are maximizing learning for every student, educators are often discussing how to meet student needs. The factors in how we perceive and understand students are generally viewed through our own cultural beliefs. These influences aren't inherently bad, but can be limiting to examining critically how equitable our mindset is in redressing old assumptions and expanding our capacity to take on new solutions. Universal Design for Learning helps "disrupt" our thinking with an equity-minded stance for the ways variability of learners is being supported, the importance of instructional goals that matter in developing expert learners, and that every learner should receive full benefit from universally designed instruction. Check out the Center for Urban Education's [Equity By Design: Five Principles](#) for the alignment with UDL! Please see the CCSSO's equity resource and Wisconsin's efforts reported [here](#).

Why UDL?

What we know really matters...It gives us the insight into whether or not what is in front of us is something to invest energy into, avoid, or do with minimal effort. UDL can be overwhelming for educators when planning for individual students every day. Luckily, UDL helps us to know about predictable areas of learner variability and organizes it into the UDL Guidelines so we can add value to student learning. [UDL and the Learning Brain](#) is a great resource for strengthening your commitment to, and understanding of, why UDL matters. So now you know!