



Wisconsin DPI Special Education Team Updates May 2022

IEP Forms Revisions 2022-23

Since 2020, the Department of Public Instruction has minimized revisions to the sample special education forms in light of the added COVID-19 stressors on local educational agencies and families. To that end, most revisions to the IEP forms for the 2022-23 school year are intended to assist IEP teams with documenting comprehensive special education evaluation and making least restrictive environment decisions. These are aligned with new areas of focus in the 2022-27 Procedural Compliance Self-Assessment. In addition, the Criteria for Disability Category forms (formerly worksheets) are now required forms beginning in the 2022-23 school year. The criteria forms include updates aligned with rule changes in PI 11.36 and revisions based on user feedback. A summary of the revisions to the forms and highlighted versions of each form is posted at Sample Special Education Forms.

NEW District dashboard focused on special education data

A NEW dashboard in the WISEdash Public Portal will replace the Special Education District Profile for FFY 2020 onwards. Please use the dashboard to improve educational results and functional outcomes of students with disabilities.

To access the dashboard, go to the WISEdash Public Portal and select 'Student Engagement' > 'Special Ed Indicators'. Further information about the dashboard can also be found on the accompanying About the Data page.

New Bulletin: Out-of-district Private Placements

The Special Education Team has issued a new bulletin 22-01 on out-of-district private placements. This bulletin discusses a district's ongoing responsibility for providing a free appropriate public education when an IEP team places a student in a private school or facility. The bulletin also outlines what districts should consider and what steps should be taken before placement. We would like to acknowledge the contributions of Claudia Hendrickson, the Executive Director of Student Services for the Green Bay School District, and Caroline Mihalski, the Director of Student Services for

the Wrightstown Community School District, for a document that they developed, which served as the outline for this bulletin.

FAQ on Emotional Behavioral Disability Rule

A new resource is available with answers to frequently asked questions regarding the rule for identifying an emotional behavioral disability. To access, please see the [Emotional Behavioral Disability Rule Change Frequently Asked Questions document](#). Additional resources and information can be found on the [Emotional Behavioral Disability webpage](#). If you have additional questions, please contact Eva Shaw, Consultant on the Special Education Team, at eva.shaw@dpi.wi.gov or Tim Peerenboom, School Psychology Consultant on the Student Services, Prevention and Wellness Team, at timothy.peerenboom@dpi.wi.gov.

Early Childhood Special Education Email List

Wisconsin DPI is very excited to launch the new Early Childhood Special Education (ECSE) email list. This email list will provide individuals who work with and support preschoolers with IEPs with information on best practices, Early Childhood indicators, state updates, and professional learning opportunities across the state. To join, send an email message by putting ecse@lists.dpi.wi.gov in the "To" field of the email. Send the email. You will receive a confirmation email. If you have any questions about the ECSE email list, please contact mogorek@cesa1.k12.wi.us.

Questions about Worksheet DW-1

Recently we have received questions regarding the "[Worksheet For Documenting Educational Services Provided During Disciplinary Removals that Do Not Constitute a Disciplinary Change of Placement \(DW-1\)](#)." This worksheet is part of DPI's Model Forms and is intended for documenting the provision of services during a disciplinary removal. As a reminder, after a student with a disability has been removed for a violation of a code of student conduct from the student's current placement for more than 10 cumulative school days in the same school year, educational services must be provided to enable the student to continue to participate in the general education curriculum, although in another setting, and to make progress toward their annual individualized education program (IEP) goals. This form is not required but is useful in demonstrating that these services have been

determined and provided. The form is not intended for when there is a disciplinary change of placement. In those cases, the IEP team determines services, and the services would be documented in the student's IEP.

Specific Learning Disability Evaluations in Homeschool and Private School Settings

Emergency Rule 2129, originally set to expire May 3, 2022, has been extended and will remain in effect until July 2, 2022. This emergency rule allows LEAs to use significant discrepancy to evaluate a child in a private school or home-based private education setting (homeschool) when considering the disability category of Specific Learning Disability. Additional resources and information regarding the use of significant discrepancy can be found on our Specific Learning Disabilities webpage. In addition, DPI has proposed to make the use of significant discrepancy for evaluations in private and homeschool settings part of the permanent SLD rule.

New Teleservice Module: IEP Documentation for Teleservice

Teleservice Fast Forward is a series of pre-recorded conversations, 5-10 minutes in length, with local and national teleservice experts. Each session will spotlight strategies and best practices for school-based teleservice. Episode 10 is now available!

Episode 10: IEP Documentation for Teleservice. IEP teams are expected to implement IEPs as written, and continue to provide services regardless of whether a student is attending in-person, virtually, or a combination of both. This episode reviews key IEP components for teams to keep in mind as they consider teleservices. Viewers will learn important process questions that can be used in development of an IEP for virtual learning in order to maintain FAPE and LRE considerations to support student engagement and participation. Teleservice Fast Forward is a part of the Teleservices Help Desk, sponsored by The Wisconsin Department of Public Instruction in conjunction with CESA #1. The Teleservices Help Desk has a team of experts ready to assist. To seek assistance, fill out the online form, or call 262-787-9500, ext. 9800, or email teleservicehelp@cesa1.k12.wi.us and someone will respond, usually within one work day.

Residential Care Centers (RCC)

The following is a reminder of the free appropriate public education (FAPE) responsibility for students in Residential Care Centers. When a student with a disability receiving special education services through an individualized education program (IEP) enters into an RCC, the local education agency (LEA) must ensure the student continues to receive a Free and Appropriate Public Education (FAPE). The requirements for LEAs to address FAPE for students with disabilities receiving special education services through an IEP are outlined on the [Wisconsin DPI Duties of the Responsible LEA for Children in RCCs webpage](#). In addition, please review the [Wisconsin DPI Free and Appropriate Public Education \(FAPE\) Responsibility Chart](#) to ensure you know who has FAPE responsibility for a student entering into an RCC or other placement. There is also additional information about RCCs on the [Wisconsin DPI RCC webpage](#).

New Deafblind Disability Category

With the new disability category of deafblind, what do you know about deafblindness? The two most common questions we receive at Wisconsin Deafblind Technical Assistance Project (WDBTAP):

1. What does it mean to be deafblind?
2. What is WDBTAP?

We have some amazing student stars to help us answer those questions, check out our new video to help you and others in your district understand that deafblindness is a broad spectrum of students and what resources your district can request for free from WDBTAP at [Wisconsin Deafblind Technical Assistance Project](#).

TIG Implementation Specialist Vacancy

The Transition Improvement Grant (TIG) is currently seeking applicants for a year-round (220 days) Implementation Specialist. The Implementation Specialist will provide support for continuous improvement to change adult practices and district policy that will positively impact the graduation rates and post-school outcomes for all students with Individualized Education Programs (IEPs) with an increased focus on closing gaps in access and achievement for students of color. A quality candidate would have experience in secondary transition and exhibit strong collaborative, communication, and coaching skills. The candidate must also have the ability to travel throughout Wisconsin, focusing on the CESA 1 region, regularly

including overnight stays. [Visit the WECAN website for more details and to apply for this position.](#)

Hiring for Statewide Information and Support Specialist

The Wisconsin Statewide Parent-Educator Initiative is hiring for a Statewide Information and Support Specialist position. This position will assist the Department of Instruction staff in responding to special education questions from parents and family members. The person in this position will provide general information about state and federal special education requirements, including special education evaluation, IEP development, and IEP implementation processes and timelines. View [the complete job description](#) to see the responsibilities and qualifications required. For more information and to apply, visit www.indeed.com (for “what” job search “WSPEI”, for “location” search “Remote”) or www.wecan.waspa.org (search under certified). Contact Caroline Rossing, WSPEI Grant Coordinator, with questions at crossing@cesa3.org.

Great Opportunity for Professionals Related to English Learner (EL) and Students with the Most Significant Disabilities

WIDA is seeking K-12 educators familiar with multilingual learners with significant cognitive disabilities to help create the new Alternate ACCESS for ELLs by reviewing test items before they are field-tested with students.

- Bias and Sensitivity reviewers ensure test items are free of material that might favor any subgroup of students over another on the basis of gender, race or ethnicity, disability, home language, religion, culture, region, or socioeconomic status.
- Content reviewers ensure test items are grade-level appropriate and factual.

If you have expertise with multilingual learners with significant cognitive disabilities and are willing to support this work, please complete this [interest survey](#). The survey has more information on these reviews, and it closes on May 27.

Register for the Wisconsin Summer Inclusion Institute

The 29th Annual Statewide Institute on Best Practices in Inclusive Education 2022 Inclusion Institute will be held virtually from July 26 and 27, 2022. [Click here to register and for more information.](#)

Children's Mental Health Awareness

National Children's Mental Health Awareness Week shines a national spotlight on the importance of caring for every child's mental health and reinforces that positive mental health is essential to a child's healthy development. Join us in raising awareness and sharing resources during the whole month of May as we recognize Mental Health Awareness Month. This is an opportunity to change your school community's perceptions around mental health.

Resources to Consider (*Resources are not endorsed by DPI and are for your consideration only.*):

- [DIY Tools for Mental Health](#)– Mental Health America

Find apps, worksheets, and other tools to improve your mental health on your own.

- [Mental Health Topics](#) – Child Mind

Boost your mental health literacy with Child Mind Institute's Topics and Parenting Guides, covering such areas as ADHD, Anxiety, Behavior Problems, Depression, Diagnosis Eating Disorders, Suicide, Healthy Development, etc.

- [Healthy Minds Thriving Kids](#) – Child Mind

A series of free, evidence-based video and print resources that caregivers and educators can use to teach their kids critical mental health and coping skills. The project was born of an innovative partnership between the state of California and the Child Mind Institute.

- ["Meet Little Monster" Coloring & Activity Book](#) -NAMI

To help foster dialogue between children and the safe adults in their lives, as well as provide children a tool for helping express and explore their feelings in a fun, creative and empowering way, NAMI offers "Meet Little Monster," a mental health coloring and activity book, available for download at no-cost in both [English](#) and [Spanish](#).

- [Activities Guide: Enhancing and Practicing Executive Function Skills with Children from Infancy to Adolescence](#) - Harvard Center on the Developing Child

Executive function and self-regulation (EF/SR) skills provide critical support for learning and development, and while we aren't born with these skills, we are born with the potential to develop them through interactions and practice. This 16-page guide describes various activities and games that

represent age-appropriate ways for adults to support and strengthen various components of EF/SR in children.

- LGBTQ+ Resources for School Mental Health Providers and School Personnel - Center of Excellence on LGBTQ+ Behavioral Health Equity

Use the resources to stay up to date with the most accurate and affirming language and approaches to supporting LGBTQ+ clients.

- Implicit Bias Module Series – Kirwan Institute for the Study of Race and Ethnicity

A free video series from leading experts on implicit bias. Dig in to better understand how implicit bias plays into academic achievement, school discipline, and other topics.

- A Trauma-Informed Resource for Strengthening Family-School Partnerships – NCTSN

Helps schools assess what level of partnering currently exists within their school community, areas that require enhancement, and strategies for implementing these enhancements. This tool is for administrators and staff to drive further conversations about family-school partnerships. It builds on the NCTSN Trauma-Informed Schools Framework and is aligned with SAMHSA's 6 Principles of Trauma-Informed Care.

Final Two AT CoP Meetings for 2021-2022!

Please join the Assistive Technology (AT) Forward project for the last two webinars of the year. May 11, 2022: 4:00pm-5:00pm: Non-Academic Activities: Engaging Students in Social and Leisure Activities. This one hour session will focus on the activities that occur throughout a student's school day that are not academic-specific. Presenters will share resources for engaging students in social activities and tools for leisure times during the school day. May 19, 2022: 4:00pm-5:00pm: Supporting Students with Medical Complexities. In this presentation, a school nurse and parent from Madison Metropolitan School District will discuss how a student with medical complexities has engaged in classroom learning without the use of regular homebound teachers. Discussions around what collaborative processes worked well and where the teams can improve will be shared. A 1st grade student will provide a personal snapshot of how she learns via a robot while living with a complex medical diagnosis. For more information on AT Forward and to join this free CoP go to the Wisconsin DPI AT Forward webpage.

Comprehensive School Mental Health Academy 2022-23 Registration Open

The Department of Public Instruction (DPI), in partnership with the Association of Wisconsin School Administrators (AWSA) and Wisconsin Council of Administrators of Special Services (WCASS), presents the Comprehensive School Mental Health Academy. The overall goal is to assess the quality of your school's mental health system components and use improvement cycles to make effective changes. This academy will equip leaders with easy-to-access resources, tools, and application examples so that relevant, local action can be thoughtfully implemented and monitored. *Commitment:* Local implementation teams will be expected to complete the School Mental Health Quality Assessment (SMH-QA) and engage in ongoing Plan, Do, Study, Act cycles throughout the academy. If you are interested in improving mental health systems in your school community, then consider participating in the Comprehensive School Mental Health Academy. Please see the [Academy informational document](#) for more details and expectations. Registration is available at <https://awsa.memberclicks.net/mha>.

Instructional Decision-Making Survey

Dynamic Learning Maps (DLM) is seeking educators who teach academics to students with extensive support needs (i.e., students who take alternate academic assessments) in grades 3-12 to take an online survey that includes sections about their background, teaching experience, and how they make instructional decisions. The purpose of this research is to understand how teachers think about academics and how they make decisions on what to teach. Having a greater understanding of how teachers use data to make instructional decisions can inform future work in the DLM practices (e.g., instructional resources). The survey must be completed all at once and is expected to take approximately 10-15 minutes. At the end of the survey, teachers can indicate interest in participating in a follow-up interview (approximately one hour) to provide additional information about how they make academic decisions. Teachers who complete the interview will receive an honoraria of \$50. The survey closes on Monday, May 9. To participate, click on this link or paste this URL into your browser: https://kusurvey.ca1.qualtrics.com/jfe/form/SV_eWGLLVbsDk7KC5o

If you have any questions about the study, you may contact project staff at ATLAS-AAI@ku.edu.

April is OT Month!

School-based occupational therapy (OT) practitioners use their expertise to ensure the students they serve have access to supports, modifications, and direct service as needed to make progress in their education. A student's occupational performance (daily life tasks and learning tasks) may be impaired in the school setting by a physical, developmental, sensory, attentional, or learning challenge. The social, cultural, and physical environment might also impact the student's occupational performance in the school setting. As related service providers, occupational therapists provide a continuum of support to students when the IEP team determines that occupational therapy skills are required to meet the student's educational needs and assist a student in achieving their IEP goals. Here's to all the OTs who work hard on behalf of their students, families, and colleagues throughout the school year! See the following resources for current best-practice information about school-based OT services: [Joint Statement on Interprofessional Collaborative Goals in School-Based Practice and Workload Approach: A Paradigm Shift for Positive Impact on Student Outcomes; Joint Statement by AOTA, APTA, ASHA](#). You may also be interested in [this article written by Carlynn Higbie](#), Wisconsin DPI OT and physical therapy consultant, that includes additional links to helpful information about the role of OTs in a school-based setting.

Wisconsin Indian Education Association Annual (WIEA) Conference

The 2022 WIEA Annual Conference will take place on May 13-14, 2022. The host location is the [Indian Community School](#) in Franklin, WI. The theme of the "Seeds of Sovereignty" focuses on native language and culture, land, food, relationship, responsibility, reciprocity, and respect. Early bird registration rates have been extended through April 18. The conference committee has reserved a block of rooms at a special rate at the [Hampton Inn & Suites Milwaukee/Franklin](#). Anyone interested in Indian education is encouraged to attend. More information can be found at <https://www.wieaconference.com/>. Here are some upcoming deadlines:

- April 15; [Youth Art Contest](#); submissions must be postmarked by this date

- April 18; [Early bird registration](#); register soon to get the reduced rate
- April 18; [Award Nomination](#); nominate outstanding students, educators, elders, parents, friends of Indian education
- April 18; [Workshop Proposals](#); presenter, co-presenter, and youth track presenters all in one form
- April 18; [Vendor registration](#); we have room for 40 vendors
- April 29; [Lodging](#); special rate at the Hampton Inn & Suites Milwaukee/Franklin ends

Questions can be directed to the conference planning committee by emailing 2022WIEA@gmail.com.

2022 Wisconsin Summer Inclusion Institute

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Wisconsin School for the Deaf Welcome CODA Oscar wins with Open Arms. See this [linked news article](#) featuring our Wisconsin School for the Deaf.

Portable AT Tools to Benefit the Needs of Students

The AT Forward invites you to join for the following April Community of Practice (CoP) Meeting: Tuesday, April 26, 2022 (4:00p.m.-5:00p.m.) [Finding](#)

Tools to Fit the Needs of Today's Student. This one-hour session will focus on assistive technology tools that are small enough to be portable. Assistive technology that can be carried with a student allows them access in a greater variety of locations. Participants will have the opportunity to share their favorite "in your pocket" tool and examples of such tools will be shared. For additional information, please visit the AT Forward Project's website and help us in reaching our goal to have a representative from each LEA in Wisconsin. So far we have 765 members across 214 school districts.

Resource to Support Neurodiverse Students and Root Cause Analysis

The Supporting Neurodiverse Students (SNS) Professional Learning System, supported through a grant from the Wisconsin DPI, provides learning opportunities with a focus on regulation, social communication, flexibility, resilience, sensory processing, and executive functioning. It includes regional training sessions, web-based events, a web-based toolkit, and other professional learning opportunities to support educators and families serving students with disability-related needs in the area of social and emotional learning (SEL). One highlighted resource is an animated video on Root Cause Analysis: A Problem Solving Process, created in collaboration with Islands of Brilliance a nonprofit organization that serves children and young adults on the autism spectrum. The video depicts fictional characters based on the real life experiences of the students who helped to create it. The purpose of the video is to give adults an opportunity to work through the process of a root cause discussion to summarize a student's disability-related needs.

Exploring Race and Culture from a Trauma-Informed Lens Video Resource

The Office of Children's Mental Health (OCMH) Trauma-Informed Care Team has produced a 3-segment training series: "Exploring Race and Culture from a Trauma-Informed Lens,"

Each segment contains one or two 30- minute videos along with a toolkit with discussion questions and related resources, and is designed to provide trauma-informed care training for Wisconsin's workforce that is accessible for teams to complete during a one-hour time frame. This training resource, along with additional resources from the OCMH, is available on the OCMH Trauma-Informed Care Training webpage.

Transition Readiness Grant Applications Due April 28

School districts and 2r/2x charters with a secondary population are encouraged to apply for the 2022-23 Transition Readiness Grant (TRG) Awards. The department recently published a [recording of the Q&A webinar](#) for interested applicants. The \$1.5 Million dollar fund will support the implementation of evidence-based transition practices in order to improve post-school outcomes for students with IEPs. For more information on the TRG program and to access application materials, [visit the TRG webpage](#).

Webinar Series on Teacher Shortages

Starting April 14, the Council for Exceptional Children (CEC) and the [CEEDAR Center](#) are collaborating with national partners and practitioners to produce a free 12-part webinar series focused on evidence-based strategies to strengthen and diversify the special education workforce. From supporting new educators to implementing inclusive leadership plans, you'll walk away with evidence-based strategies you can actually use and put into practice to start combatting special educator shortages in your states, schools, districts, and educator preparation programs. For more information and registration go to the [CEC Combatting Shortages of Educator Serving Students with Disabilities webpage](#).

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TAP Hearing Aid Assistance will now offer up to \$1,500 for eligible applicants.

The Office for the Promotion of Independent Living (OPIL) is pleased to announce that the Telecommunications Assistance Program (TAP) is now offering applicants up to \$1,500 towards the purchase of new or refurbished hearing aids or cochlear implant processors. Funding is limited and will be distributed on a first-come, first-served basis. To be eligible, applicants must meet the TAP eligibility requirements. For information on eligibility and how to apply, visit the [TAP webpage](#) or contact the [TAP program coordinator](#).

A separate resource that may be helpful is the [Wisconsin Infant and Children's Statewide hearing Aid Exchange Service \(WISHES\)](#). WISHES program which provides loans of hearing aids to children while they wait to receive their own through insurance, etc.

Save the Date for Endless Possibilities Conference 2022

Endless Possibilities will hold a Virtual Conference on August 5, 2022 with the theme of Effective Family Engagement Honoring Diversity for Successful Partnerships. Lola Dada-Olley is the keynote speaker. You can view her [TedTalk: Your Path is Your Future](#) and we look forward to a full lineup of presentations and day of professional learning. Please share with families, educators, and agencies to save this date. Early registration will open early May. More Information Coming Soon! Visit: [Endless Possibilities 2022 Flier](#) or visit the [WI FACETS Endless Possibilities webpage](#) in May.

Child-size Masks Available to Distribute to Child Care Agencies and Schools

The Department of Health Services (DHS) Warehouse now has child-size face masks and KN95 masks for children ages 2-12. Schools, child-care facilities, after-school programs, and community groups are prioritized to receive these masks. DHS has asked child care agencies to request these masks through their local or tribal health department. *School districts may continue to submit requests via the [DHS Stockpile Request form](#).* Masks will be provided for current enrollment only and while supplies last.

WI FACETS Family Engagement Newsletter

The [April WI FACETS Family Engagement Newsletter](#) can be found [here](#). The newsletter's focus is to have a resource for families, schools, and agencies to provide timely and relevant information on other special education-related topics, at-home learning strategies, online resources, recent research, and statewide events.

Wisconsin DPI Resources on Social and Emotional Learning

The Wisconsin Department of Public Instruction (DPI) is pleased to share our new report, built on sessions, conversations, and interviews with professionals across the state, with you: [Wisconsin's Guide to SEL and Workforce Readiness: A Powerful Combination](#). You can find this report on

Page 14

our [SEL website](#), under [alignment and teaching and learning](#), SEL and Career Readiness. Please contact [Andrea Donegan](#) or [Karin Smith](#) with questions.