



Enhancing Social and Emotional Skills in Students with IEPs (ES3) One Year Discretionary Grant

As part of the response to districts identified with high use of seclusion and restraint, the Wisconsin DPI wants to provide opportunities to support district and school teams to implement evidence-based improvement strategies to better meet the needs of students whose behavior interferes with their learning or the learning of others.

The Supporting Neurodiverse Students Professional Learning System (SNS) supports the Enhancing Social and Emotional Skills in Students with IEPs (ES3) One Year Discretionary Grant. The ES3 One Year grant provides public school districts with the structures and processes to identify and support the beliefs, skills, and systems needed to improve academic and functional outcomes for students with Individualized Education Programs (IEPs). The goal of this project is to improve adult systems and processes of implementation at the team and district levels to apply intensive interventions based on students' unique disability-related needs, with a focus on social and emotional skill sets for students with IEPs.

Districts accepting the ES3 One Year grant are supported by the Supporting Neurodiverse Students (SNS) Coordinators. The SNS Coordinators support district and school teams through a continuous improvement process to address the district's identified root cause(s) and will assist them through coaching, professional learning, and resources to implement evidence-based improvement strategies to support educators' and students' growth. Districts accepting the grant will have a range of options for their time and level of commitment for this process, with a grant award that can range from \$4000 for a 4 meeting commitment up to \$10,000 for a 10 meeting commitment.

There are ten grant awards available and will be offered to districts identified with high use of seclusion and restraint in need of Level 3 support.



The Supporting Neurodiverse Students Professional Learning Grant (CFDA# 84.027A) acknowledges the support of the Wisconsin Department of Public Instruction in the development of this material and for the continued support of this federally-funded grant project. There are no copyright restrictions on this document; however, please credit the Wisconsin DPI and support of federal funds when copying all or part of this material.