



DPI New School Social Work Resource Sharing Sessions

Special Education

School Social Worker Resources

Guidance on Role of School Social Worker in Special Education

- [Related Services in the IEP](#) - This resource describes what related services are, tips for IEP teams on how to make related services decisions, examples of who and where related services can be provided, and an appendix that includes definitions of common related services, how each service supports students with disabilities, license requirements, and additional resources for each related service.
- [DPI Role of SSW in WI. Sample Job Descriptions, Models and Standards Webpage](#) - Includes information on School Social Work in Special Education.
- [Role of SSW](#) - School Social Work Association of America (SSWAA) resources and information on the role of school social workers.
- [IDEA Language](#) - Role of school social work, Related Services
- [Chapter 5 Student Evaluation and Assessment Procedures](#) - Guidance from Minnesota School Social Work Association on Social developmental history, Problem-solving consultation, Classroom observation, Functional behavioral assessment, Mental health screening, Mental health screening as part of an evaluation for EBD standardized assessments, Functional adaptive behavior skills, Normed/criterion references, Behavior Rating Scale
- [Illinois School Social Work Best Practice Guide 3rd Edition](#) - Includes a chapter on Special Education Services
- [MPSW 1.11 Psychometric testing](#) - Wisconsin Psychometric Testing Administrative Rule Language

Medicaid Billing

- SSW may bill for certain services for Medicaid-enrolled students
 - [Medicaid Information for Pupil Services](#) - DPI
 - Information about the Medicaid expansion as of 2025
 - [Medicaid School-Based Services \(SBS\)](#) - DPI
 - Information about services and billing for students with IEPs or other documented medical necessity

Parent Support and Mediation Information

- [Family Support and Advocacy Organizations](#): Important links for parent resources, peer-peer support, advocacy, and mediation.
- [Dispute Resolution Options](#): Options for parents and school districts when they are unable to agree on important IEP team decisions or processes
- [Communication Options for Families](#): A resource from the Wisconsin State Parent Educator Initiative (WSPEI) that districts (or parents themselves) can fill out regarding the specific people to contact regarding their child's IEP and services

Student and Family Engagement

- [DPI Emotional Regulation Plans](#) -

- The emotional regulation plan is family-driven and youth-guided, and is developed when the student is in a calm and well-regulated state.
- [The Importance of Student Involvement in IEPs \(Video\)](#) - [I'm Determined Project](#) - Students, parents and educators discuss the benefits of having student input in their IEPs with the help of "It's About Me!" PowerPoint presentations at the elementary/middle school level, as well as student-led IEP meetings at the high school level.
- **Co-Planning Student Snapshots (WSPEI)** -
 - [Student Snapshot](#) (Completed by Student)
 - [Student Snapshot](#) (Completed by Family)

Special Education General Resources

★ [Special Education in Plain Language Third Edition](#) (Including a 2019 Supplement)

- Special education is for children who have a disability. Schools must follow certain procedures to decide if a child is eligible for special education. These procedures are written in state and federal laws. The special education laws and procedures are complicated and can be hard to understand.
- This book will help parents, school professionals and others understand some of the procedures of special education. The book is not a complete explanation of all the special education laws, but it has information about many of the most common things readers may want to know. This book is not meant to give legal advice. If legal advice is needed, talk to a lawyer.

[The Role of Medical and Clinical Information in Special Education Evaluation and IEP Development](#)

- Schools and IEP teams often receive information from medical or clinical providers when conducting comprehensive special education evaluations and when developing a student's Individualized Education Program (IEP). To clarify the important role medical and clinical information has in special education evaluation and IEP processes, Wisconsin DPI developed this informational resource document.

[What is Specially Designed Instruction and Who Can Provide It?](#)

- "Specially Designed Instruction" is only one of the special education services a student may receive. However, it is an important one because in order to be eligible to receive special education services, a student must have a demonstrated need for specially designed instruction, as identified by the student's IEP team. This resource helps education professionals and parents understand what specially designed instruction is, and who is qualified and licensed to provide these services to meet the disability related needs of the student.

[Pupil Seclusion and Restraint](#)

- Information, data, and resources related to Wisconsin Statute 118.305 Pupil Restraint and Seclusion.

[Functional Behavioral Assessment Resources](#)

- Tools and resources for administering functional behavioral assessments (FBAs) and develop behavior intervention plans (BIPs) (Materials will be updated shortly)

[Free and Appropriate Public Education \(FAPE\) Responsibility by Residence](#): Provides information about who is responsible for providing a student with an IEP a free and appropriate public education (FAPE) depending on where the student is living [Free Appropriate Public Education \(FAPE\) Responsibility](#)

[Frequently Asked Questions \(FAQ\) Related to the Definitions, Roles, and Responsibilities of Parents, Persons](#)

[Acting as the Parent of a Child, and Surrogate Parents](#): Over the years, the Department of Public Instruction (DPI) and the Department of Children and Families (DCF) have frequently received questions relating to the definitions of “parent,” “person acting as the parent of a child,” and “surrogate parent.” Those definitions are of particular importance when it comes to children under the guardianship of DCF and children with disabilities. This document tries to address the questions which have been most frequently asked. This is not an exhaustive document and it should be noted that both Departments encourage school districts, county departments of social/human services, and tribal child welfare agencies to consult with their agency attorneys. This document does not constitute legal advice from either DCF or DPI.

[IDEA 2004: Procedural Safeguards Notice](#): The Individuals with Disabilities Education Act (IDEA), the Federal law concerning the education of students with disabilities, requires schools to provide parents of a child with a disability with a notice containing a full explanation of the procedural safeguards available under the IDEA and U.S. Department of Education regulations. A copy of this notice must be given to parents only one time a school year, except that a copy must be given to the parents:

1. upon initial referral or parent request for evaluation;
2. upon receipt of the first State complaint under 34 CFR §§300.151 through 300.153 and upon receipt of the first due process complaint under §300.507 in a school year;
3. when a decision is made to take a disciplinary action that constitutes a change of placement; and
4. upon parent request. [34 CFR §300.504(a)]

[Bulletin 24.01: Shortened School Day](#): Shortening the school day of a student with a disability creates significant barriers to providing a free, appropriate public education (FAPE) under the Individuals with Disabilities Education Act (IDEA). Under Least Restrictive Environment (LRE) requirements, IEP teams must ensure each student is educated, to the maximum extent appropriate, with their nondisabled peers. It is not appropriate to shorten the school day for a student with a disability unless the student’s IEP team determines a shortened day is required to address the student’s unique, disability-related needs.

[Information Update Bulletins Index](#): As new rules and regulations are released, the Special Education Team creates bulletins that provide our interpretation of the information within the context of state and federal requirements. This index page places the various bulletins in chronological order.

[Section 504 of the Rehabilitation Act of 1973](#)

- DPI doesn’t monitor or adjudicate complaints, The Office of Civil Rights at the US Department of Education has that responsibility
- DPI does review Pupil Non-discrimination violations
- [Section 504 vs IDEA Comparison Chart](#)

[Special Education Laws/Procedures/Bulletins](#): Links to different resources and tools to help parents and educators understand Special Education laws and regulations.

[Information Update Bulletin 21.01: Comprehensive Special Education Evaluations](#): Frequently asked questions regarding special education evaluation process from referral to eligibility determination.

[Emotional Behavioral Disabilities Resources and Information](#) - DPI

[Wisconsin Guide to Special Education Forms](#) (December 2019)

- Special education forms assist local educational agencies (LEA) and parents in implementing federal and state special education laws by guiding them through referring and evaluating students, developing individualized education programs (IEPs), and determining educational placements.
- The information in this guide is intended to provide general guidance to assist LEA staff and parents in implementing requirements of federal and state special education law. It is not intended to provide student-specific legal advice.

[College and Career Ready \(CCR\) IEPs](#)