

# Understanding Education Disability Identification and Individualized Education Program (IEP) Development

Children with Medical Complexities Conference  
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WISCONSIN DEPARTMENT OF  
**Public Instruction**  
Jill K. Underly, PhD, State Superintendent

# Learning Topics

1. Understanding difference between educational and medical identification of disability.
2. Understanding of how an IEP is developed and who is involved in developing IEPs.
3. Understanding of how disability-related needs are identified and linked to IEP goals and services.

# High Leverage Practices (HLPs) in Special Education

Today's presentation covers the following HLPs

1. Collaborate with professionals to increase student success.
2. Organize and facilitate effective meetings with professionals and families.
3. Collaborate with families to support student learning and secure needed services.
4. Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs.
5. Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs.
6. Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.
7. Establish a consistent, organized, and respectful learning environment.



# Vocabulary Check

**School District or Local Educational Agency (LEA)**  
(school district means any public local educational agency including 2r and 2x charter schools)

**IEP**  
(individualized education program for students who receive special education. The IEP is developed by the IEP team, including the parent, to identify goals and services to support the unique disability-related needs of the student)

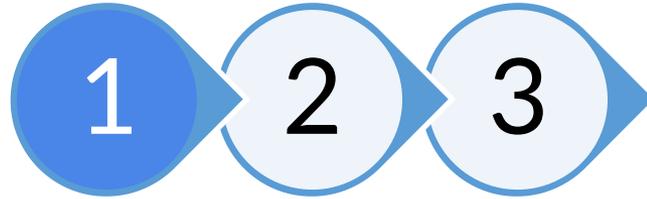
**IDEA**  
(Individuals with Disabilities Education Act. IDEA is a federal law protecting students who receive special education through an IEP)

**FAPE**  
(The IDEA states that students who receive special education through an IEP must receive a free and appropriate public education (FAPE))

**Procedural Safeguards**  
(A document given to parents that outlines the legal requirements relating to IDEA and the rights afforded to parents and students who receive special education through an Individualized Education Program)

# Learning Objective #1

**Understanding difference between educational  
and medical identification of disability**



# Special Education 50 Years Ago

- 1967: 200,000 people with significant disabilities institutionalized.
- 1970: 1 in 5 students with disabilities educated in public schools.
- Some states had laws restricting access to certain disability areas including deaf, blind, **emotionally disturbed, or mentally retarded.**

# A Move to Change



- ARC: One of many advocacy organization that led the charge to change federal laws to provide access and better outcomes to children and youth with disabilities.

# A Move to Change

- On November 29, 1975, President Gerald Ford signed into law the Education for All Handicapped Children Act (Public Law 94-142).
  - Guaranteed access to a Free and Appropriate Public Education (FAPE).
  - Provided due process rights to parents.
  - Required states to monitor progress in access and outcomes for students with disabilities.
- Now known as Individuals with Disabilities Education Act (IDEA).

# What Laws Protect Students with Disabilities in Schools?

## Federal Laws

- ➔ ● **Individuals with Disabilities Education Act (IDEA)** ←  
Protections for students and responsibility of publicly funded schools.
- **Section 504 of the Rehabilitation Act**  
Applies to any program receiving federal assistance (e.g. K-12 schools, universities).
- **Americans with Disabilities Act (ADA)**  
Applies to private-sector employment, transportation, state and local government programs, privately operated businesses open to the public, and telecommunications.
- **Family Educational Rights and Privacy Act (FERPA)**  
Protection of personally identifiable information (e.g. confidentiality of student records such as IEP).

# IDEA Versus Section 504 Key Differences

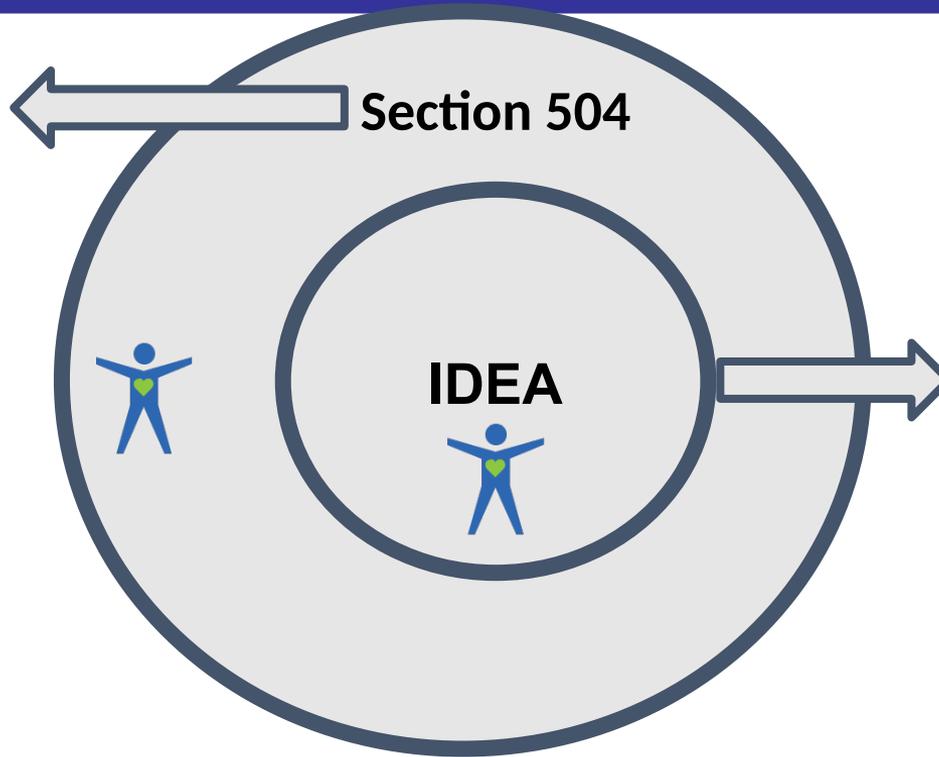
**Disability:** Any disability, broader criteria.

**Services:** Reasonable accommodations and related services.

**Placement:** General education setting.

**Funding:** No special funding to school districts.

**Dispute Resolution:** Office of Civil Rights authorized to resolve disputes.



**Disability:** Must meet specific state disability category criteria.

**Services:** Must receive specially designed instruction as well as other services covered in 504.

**Placement:** Least Restrictive Environment (LRE).

**Funding:** IDEA funding to school districts.

**Dispute Resolution:** Wisconsin DPI authorized to resolve disputes and required Procedural Safeguards.

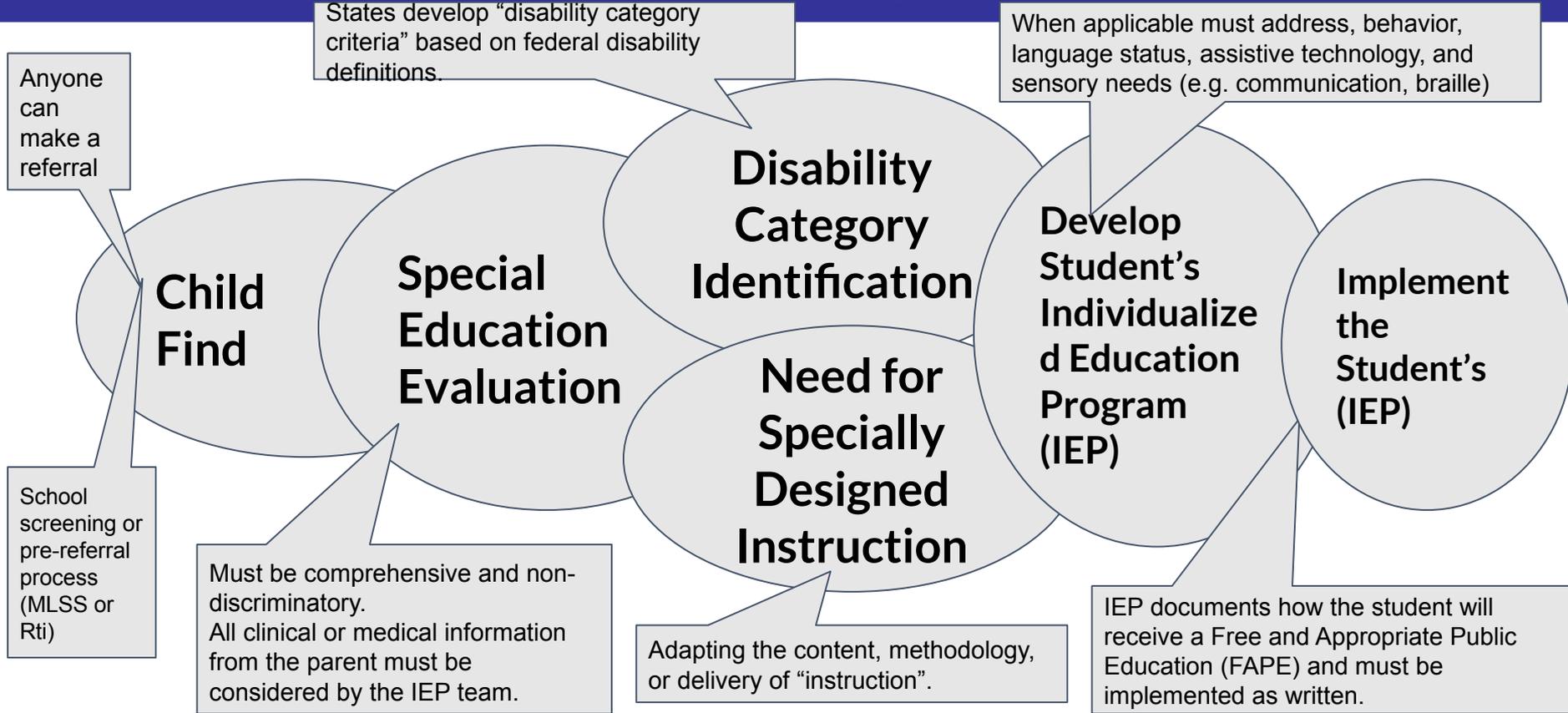
# Individuals with Disabilities Act (IDEA)

## Major Components

- Zero-reject and child find
- Non-discriminatory evaluation
- Free and appropriate public education (FAPE)
- Least restrictive environment (LRE)
- Procedural due process and dispute resolution options
- Parent and student participation

# Individuals with Disability Act (IDEA)

## School District Process for Identifying Student with a Disability



# Individuals with Disabilities Education Act (IDEA)

## IDEA ensures that students (3-21) with disabilities:

- Identified, evaluated, and offer an Individualized Education Program (IEP)
- Plan is developed by an IEP team
- Plan is designed to provide a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)



# Procedural Due Process

## Procedural Safeguards

- Outlines legal protections under IDEA
- DPI has a model copy in English, Spanish, Hmong
- Includes Disciplinary Protections
- Includes Confidentiality of Information

*More information can be found on*

[Wisconsin DPI Special Education Rights for Parents and Students webpage](#)



# Child Find

"Child find" is the affirmative, ongoing obligation of states and local districts to identify, locate, and evaluate all children with disabilities residing within the jurisdiction who are in need of special education and related services. 34 CFR 300.111 (a)(1)(i).

- Children transitioning out of birth to three
- Includes parentally placed private school and homeschooled students
- Anyone may make a referral for a special education evaluation



# Transition from Birth to Three

- When the child is age 2 years 3 months (27 months), the Birth to 3 Program notifies the Local Educational Agency (LEA), e.g. school district and the Department of Public Instruction (DPI) to inform them the child will shortly be reaching age 3 (unless parent signs Opt Out form)
- If the Birth to 3 team decides the child is potentially eligible for special education services from the LEA, unless there is a signed Opt Out form, the Birth to 3 Program must refer the child to the LEA and DPI before the child reaches age 2 years 9 months.

# Transition from Birth to Three

- Once the child is referred to the Local Educational Agency (LEA), e.g. school district, an IEP team will begin a special education evaluation to determine eligibility for special education services
- The IEP team will look at information provided by the parent and, with parent consent, the child's Birth to 3 Program
- The IEP team will decide if additional assessment is necessary and get consent from the parent

# Child Find and Medical Doctors or Clinicians

# Child Find District Responsibility



# Special Education Evaluations

- Local Educational Agencies (LEAs), e.g. school districts, are required under federal special education law to conduct comprehensive special education evaluations
- Special education evaluations must determine:
  - Does the student meets state and federal criteria as a child with a disability under IDEA
  - Does the student need specially designed instruction to access, engage, and make progress in regular education for the student's age or grade level

*What is Specially Designed Instruction and Who Can Provide It, Wisconsin DPI*

# Federal and State Disability Category Definitions and Criteria

## IDEA - Federal

Provides general definition of each disability category in which a student may be identified



## Ch. 115 & PI 11 Wisconsin

Provides more specific requirements for each disability category outlining assessment components and other procedural requirements for disability identification

# Evaluation and Assessment

For the purpose of this professional learning . . .

## Evaluation

A process & set of procedures used to determine whether a student has a disability and the nature and extent of the student's needs



## Assessment

A wide variety of methods, strategies, and tools, both formal and informal, used to gather information about an individual student

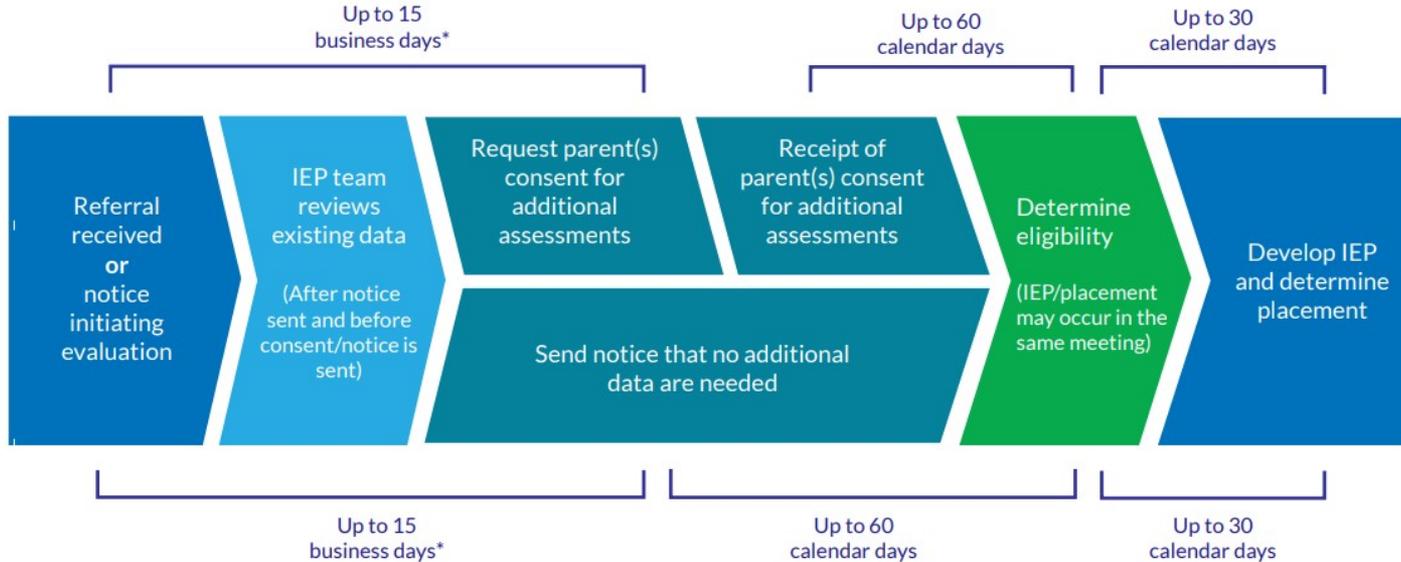
# What is an Evaluation for Special Education?

“Evaluation means procedures used . . . to determine whether a child has a disability and the nature and extent of the special education and related services that the child needs.”

34 CFR 300.15



# Special Education Evaluation Timeline Requirements



[Special Education Evaluation Timeline](#)

[Graphic](#)

[Special Education Evaluation Timeline Text](#)

# Legal Requirements

Both State and Federal Special Education Regulations Address Comprehensive Special Education Evaluation



*Individuals with Disabilities Education Act (IDEA)*

*Wisconsin State Statute CH 115 and Rules*

# Disability Category Criteria are Necessary but Not Sufficient

## Special Education Evaluation IS NOT Disability Category Specific:

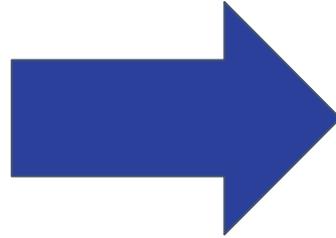
- “the evaluation is **sufficiently comprehensive** to identify all of the child’s special education and related service needs, whether or not commonly linked to the disability category in which the child has been classified.”

34 CFR 300.304 (c)(6)

# Words Matter

## Move From:

“We think this student has Autism. What assessments do we need to conduct to determine autism eligibility?”



## Move To:

“What information do we need to gather so we can determine special education eligibility AND identify all of the special education needs of the student?”

# Disability Category Criteria are Necessary but Not Sufficient

**The evaluation must provide sufficient information to determine:**

- i. Whether the child is a child with a disability, and
- ii. The content of the child's IEP, including information related to enabling the child to be involved in and progress in the general education curriculum or age appropriate activities.

34 CFR 300.304(b)(1)



# State Criteria are Necessary but Not Sufficient

## Be Aware

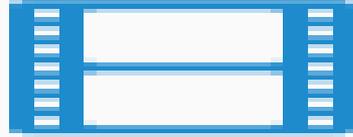
Collecting information to meet disability category criteria only assists the IEP team with determining if a child is a child with a disability (i.), as the information collected to meet criteria is often not sufficient in completing a special education evaluation and developing a student's IEP.

# Comprehensive Special Education Evaluation

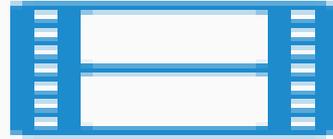
Tips for conducting a comprehensive special education evaluation:

- Explore multiple areas of known strengths and needs during the review of existing data (e.g. academic, cognitive learning, communication, independence/self determination, medical/health, social/emotional).
  - Engage students and families throughout the evaluation process.
  - Address bias in the special education evaluation process.
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# When is a medical information required?



# How about the other disability criteria areas?



# Summary of Educational versus Medical Disability Identification

- A medical evaluation has notable differences from an educational evaluation
- Only an IEP team, completing a comprehensive special education evaluation, can determine if a student meets disability criteria and requires specially designed instruction

# Role of Medical and Clinical Information in Special Education Evaluations and IEP Development

- When a student has a medical condition, **the IEP team must consider the effects of the condition within the context of the public school environment.**
- Not all students with medical conditions need special education services in school.
- A medical condition that does not have a substantial impact on educational performance may require medical or clinical intervention, but not school-based related services.

For more information see

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

, Wisconsin DPI

# Role of Medical and Clinical Information in Special Education Evaluations and IEP Development

- 1) How does the student's condition affect the student's ability to access, engage and make progress in age and grade level educational activities or make progress on IEP goals?
- 2) Does the IEP team need to include personnel with specific medical or clinical expertise to help other IEP team participants or school personnel better understand and address the effects of the student's medical condition in school?

For more information see

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

, Wisconsin DPI

# Role of Medical and Clinical Information in Special Education Evaluations and IEP Development

3) To what extent are school based services required from a school-based therapist, or other qualified educator?

4) Is consultation between a school-based therapist or other qualified educator and the student's teachers sufficient to address the student's medical condition in school settings, or for preschool age students, in natural educational environments?

For more information see

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

, Wisconsin DPI

# Summary of Educational versus Medical Disability Identification



# Summary of Educational versus Medical Disability Identification

- When a student has a medical condition, the IEP team must consider the effects of the condition within the context of the school environment
- Not all students with medical conditions need special education services
- The IEP team should keep in mind that the need for IEP services must always be **directly connected** to an educational need (including both academic and functional needs within the school context)

# Remember - at school we look for needs within an educational context

- Needs that have a substantial impact on the student's access, engagement and progress in school or, for preschool age students, natural learning environments
- A medical condition that does not have a substantial impact on educational performance may require medical or clinical intervention, but not school-based related services

# Resources: Transition from Birth to Three

## [Birth to 3 Program Transition Federal and State Timelines](#)

[Journey to 3! A Transition Roadmap for Families](#) is a downloadable infographic for parents and caregivers that explains the process when a child is referred by the Birth to 3 Program to the local educational agency (LEA) for special education and related services.

[Birth to 3 Program Transition Timeline for Families](#) is a downloadable infographic that outlines the timeline and transition steps from when a child begins receiving Birth to 3 Program early intervention services to the child receiving early childhood special education services from a school district.

# Learning Objective #2

**Understanding of how an IEP is developed and who is involved in developing IEPs**



# Individual Education Program (IEP)

- A written document
  - Developed, reviewed and revised by an IEP team
  - The plan for addressing an eligible student's unique disability-related needs, including a commitment of resources
  - The primary means for providing students with a free appropriate public education (FAPE)
  - A legal commitment of what will be provided
- 

# Free and Appropriate Public Education (FAPE)

Districts must provide FAPE to each student with a disability by **developing** a program based on the student's unique needs that is reasonably calculated to enable the student to make progress appropriate in light of the student's circumstances, **documenting** that program in the IEP, and **implementing** the program articulated in the IEP.



# IEP Team Membership

- parent(s)
- general education teacher
- special education teacher
- local educational agency (LEA) representative
- an individual who can interpret instructional implications of evaluation results

# IEP Team Membership

- Other individuals who have knowledge or special expertise regarding the child, including related service providers
- The child when appropriate (must be invited to IEP meeting starting at age 14 in Wisconsin)

# Information from the Parent

Federal and state law requires that IEP information provided by a student's parent information may include medical and educational and related information.



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# College and Career Ready IEP

## 5 Step Process



# Where might medical or clinical information show up in the IEP?

**Step 1:** Current levels of academic or functional performance (e.g. a summary of other diagnosis and levels of academic or functional current level of performance)

**Step 2:** Identify effect of disability and disability-related needs (e.g. how the disability impacts the student's education or specific skills that need to be developed)

**Step 3-4-5:** The student's identified disability-related needs then drive the development of IEP goals, alignment of IEP services, and progress monitoring



# Step 2: Identify Effects of Disability and Disability-Related Needs

## Key Points:

- Be aware of the difference between disability labels and disability-related needs
- Disability category criteria provide necessary, but most often, not sufficient information to identify a student's disability-related needs
- Disability-related needs are unique, specific, and individual to each student

# Step 2 - Effects of Disability Check

✓ During the Meeting (Discussion and Documentation using DPI [Sample Form I-4](#))

## Effects of Disability (Observe)

- Do the effects directly relate to [areas](#) in which the student is not meeting age or grade level academic or functional skill standards or expectations?
- Do the effects describe what one can see or hear related to access, engagement, and progress in general education curriculum, instruction and environments?
- Have observations of student success been shared and discussed?
- Have special factors and the observations and concerns of the family been considered?

# Step 2 - Disability-Related Needs Check

✓ During the Meeting (Discussion and Documentation using DPI [Sample Form I-4](#))

## Disability-Related Needs (Synthesize and Summarize)

- Do the disability-related needs address student skills or behaviors identified through a root cause analysis of one or more effect of the student's disability?
- Do the needs address [areas or skills](#) that will improve access, engagement and progress in meeting age or grade level standards and expectations?
- Do the identified need(s) point to clear, specific, and measurable IEP goal(s) and services?
- Has the team explored disability-related needs affecting reading achievement?

# The Link Between Effect of Disability and Disability-Related Need

Addressing the student's "skill(s)" in the disability-related need statement should . . .

- reduce or eliminate the "effect of disability" (e.g. what you observe student having difficulty with)
- improve access, engagement, and progress in age or grade level instruction, curriculum, environments, or activities

# When Implementing Step 2

## Identify “Summarizing Disability-Related Needs”

A helpful way to understand how the connection between “effects” and “needs”

The student has difficulty (*effect of disability*) because (*root cause*).

If the student improves, increases, or maintains (*area or academic or functional need or skill related to root cause*), the student will (*address effect of disability*).

# Example of Summarizing and Documenting Disability-Related Needs in IEP

The student has difficulty **reading grade level text independently** (Effect of Disability) because they **lack sufficient reading fluency** (Root Cause).

If the student **increases their reading fluency and use of text to speech** (DRN), they will **independently read and understand grade level text** (Effect).

# Key Resources for Medical Providers

**The Role of Medical and Clinical Information in Special Education and IEP Development:** A resource outlining difference between educational and medical disability identification and services as well as how information from medical and clinical providers should be a part of special education decision making.

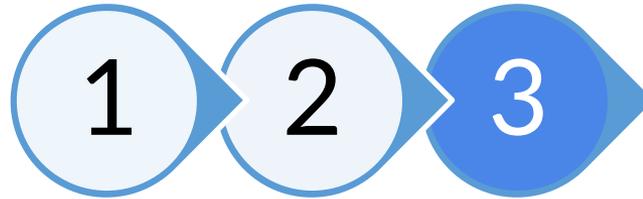
**School Nurse Documentation in Career and College Ready IEPs:** Assist school nurses and school administrators in understanding where and how to document a student's health needs in special education evaluations and when writing IEPs. The document is published on the School Health Services [Resources and Publications webpage](#).

**Restarting Safe Education & Testing (ReSET):** Tips, articles, and information to support students with complex health needs. The website was initially created as a resource for families, schools, and communities to think about how to best protect our most vulnerable students in returning to schools. TSee the [ReSET website](#) for more information.

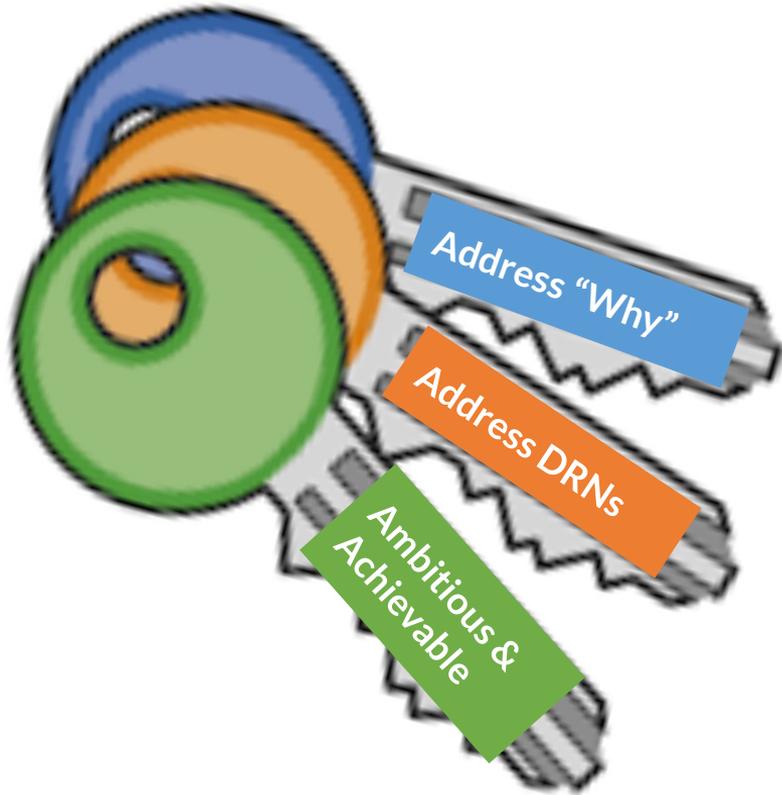
**Developing Contingency Plans for Individualized Education Programs,** ReSET Reader, Volume 2, August 2022

# Learning Objective #3

**Understanding of how disability-related needs are identified and linked to IEP goals and services**



# Keys to Developing IEP Goals



IEP goals must be aligned with the Academic content or functional skill standards\* and expectations for the grade in which a student is enrolled including:

- Alternate Academic Achievement Standards for students with the most significant cognitive disabilities
- Early Learning Standards for early childhood age students

\*see

[Academic Standards | Wisconsin Department of Public Instruction](#)

# Writing Appropriate Goal Statements

Reflects the student's unique disability-related need(s)

- Must include a skill(s) that is measurable
- Achieving the goal will address the effects of the disability and improve the student's access, engagement, and progress in general education curriculum and environment
- Include baseline and level of attainment in the goal statement OR under the goal statement
- May include condition statements



"The student will improve or increase or develop \_\_\_\_\_ (skill related to disability-related need/root cause)."

# What are the Types of Special Education Services under IDEA?

- **Supplementary aids and services**
  - Accommodations or modifications such as extra time, sensory supports, paraprofessional support, reduced workload
- **Related services**
  - Speech-language, occupational therapy, physical therapy, school counseling, school nurse, specialized transportation
- **Specially designed instruction**
  - Instruction in skills such as academics, social and emotional learning, independence and self determination, physical and health
- **Program modifications and support for school personnel**
  - Training or consultation from a professional within or outside of the school

# Step 4: Align Services

## Key Points

- Ensure each IEP service addresses specific IEP goals and disability-related need(s).
- Ensure each IEP service is *individualized* to each student and those who will provide the service are in the IEP meeting.
- Ensure staff have the support, training, and consultation required to address the student's disability-related needs and document in the IEP (e.g. program modifications and support for school staff).

# Determining “Who” Will Provide IEP Services

- The Local Educational Agency must ensure that IEP services are provided by appropriately licensed and trained individuals
- In many situations, a student’s disability-related need(s) may be supported by many different roles including:
  - General education teacher
  - Special education teacher
  - Related services (e.g. OT, PT, SLP, school nurse, school psychologist)
  - Paraprofessionals

# Determining “Who” Will Provide IEP Services

- **Supplementary aids and services (SAS)**
  - Any educator employed or contracted by the school district can provide supplementary aids and services
- **Related services**
  - Contingent on state license requirements may or may not be required to be employed by the school district. Examples include Speech-Language Pathologist, Occupational Therapist, Physical Therapist, School Counselor, School Nurse, School Psychologist, School Social Worker, Orientation and Mobility Specialist, Audiologist
- **Specially designed instruction**
  - Only provided by school district employed special education teachers, teachers with a reading teacher license, speech-language pathologists, and general education teachers if in co-teaching roles
- **Program modifications and support for school personnel**
  - Anyone employed or contract by the school can provide training and consultation

# Overview of Dispute Resolution Options

## STATEWIDE SYSTEM

### Dispute resolution options available to parents and schools

More parent and school input on outcomes and decisions



Less parent and school input on outcomes and decisions

Choosing the light green options gives parents and schools more control over the outcome. For more information about the IDEA Complaint and Due Process Hearing options, contact the Wisconsin Department of Public Instruction at (608) 266-1781, or toll free 1-800-441-4563.

# Dispute Resolution Options

Parents may not feel their child was appropriately identified in a timely manner as a child with a disability.

Informal dispute options include meeting with teachers, special education director, requesting a facilitated IEP meeting, or mediation.

**Child Find**

**Special Education Evaluation**

**Disability Category Identification**

**Need for Specially Designed Instruction**

**Develop Student's Individualized Education Program (IEP)**

**Implement the Student's (IEP)**

Parents may request an Independent Educational Evaluation (IEE) if they disagree with the results of the school district's evaluation.

Filing a state complaint or requesting a due process hearing are options that may be used at any time relating to child find, evaluation, IEP development, and provision of IEP services.

# What Resources can be Provided to Parents and Families?

Wisconsin Special Education  
**DISPUTE RESOLUTION OPTIONS**

**IEP Facilitation**  
This early conflict prevention option provides a neutral, trained facilitator to help the IEP team with the IEP process. The facilitator helps the IEP team maintain open, respectful, and productive communication and is provided by WSEMS.  
Contact: Wisconsin Special Education Mediation System  
608-298-3857  
jane@wsems.us

**Mediation**  
Mediation is available to resolve issues by providing a free professional mediator. The goal of mediation is to come to a mutual decision, in writing, which is binding in federal and state court. Discussions during mediation are confidential and can't be used in further legal proceedings.  
Contact: Wisconsin Special Education Mediation System  
608-298-3857  
jane@wsems.us

**IDEA State Complaint**  
Any individual or organization may file a complaint with the department if they believe a school district has violated state or federal special education requirements. The complaint must be filed within one year of the alleged violation. The department investigates the complaint and issues a decision.  
Contact: DPI Special Education Team  
608-266-1781  
dpsped@dpi.wi.gov

**Due Process Hearing Request**  
A written request for a hearing by an administrative hearing officer related to the identification, evaluation, placement, issues pertaining to the IEP, or the provision of a free and appropriate public education of a child with a disability.  
Contact: DPI Special Education Team  
608-266-1781  
dpsped@dpi.wi.gov

<https://dpi.wi.gov/sites/default/files/imce/sped/pdf/sped-dispute-resolution-options-visual.pdf>

## Communication Options for Families

Options Available if You Have Questions or Disagree with a Decision of the School

*Families and schools have a “built-in” partnership with the child as the focus.*

*This partnership will grow when parents and school staff work together.*

*Disagreements may happen, but working together improves your child’s education.*

**What can you do if questions or concerns arise?**

- ◊ If concerns arise, families are encouraged to first talk directly with the people involved as soon as possible (e.g. local contacts – ex: your child’s teachers, principal, other school administrators)
- ◊ First, call to schedule an informal meeting to discuss the situation
- ◊ Then, prepare for the meeting by making a list of concerns and some possible solutions

**What can you do in the meeting?**

- ◊ Identify student strengths and acknowledge what is working
- ◊ Identify concerns of families and educators
- ◊ Use active listening in order to understand the other person’s perspective
- ◊ Ask questions or restate ideas so the team has a clear understanding
- ◊ Work together to suggest some possible options to resolve the concerns
- ◊ Analyze all of the options to see if you can find areas of agreement
- ◊ Discuss what should happen next

**What if concerns are not fully resolved in the meeting?**

- ◊ Request a break or ask the IEP team to meet again and consider including additional team members.
- ◊ Call others for suggestions on possible future action (see Communication Options for Families chart).

*Problem solving at the school level gives families and school districts more collaborative options on outcomes for children.*

<https://dpi.wi.gov/sites/default/files/imce/sped/pdf/par-comm-options-families-eng.pdf>

# Information to Share with Families

- IEP Checklist, WI FACETS
- Student Snapshot, WSPEI
- An Introduction to Special Education, Wisconsin DPI
- Special Education in Plain Language, Wisconsin DPI
- Wisconsin DPI Sample IEP Forms, Wisconsin DPI
- Wisconsin Wayfinder, Wisconsin DHS
- Family Support and Advocacy Organizations, Wisconsin DPI

# CCR IEP Steps at a Glance

- A checklist for Steps 1-5 of the CCR IEP Process with sections that include:
  - Summary and definition of the IEP step
  - What to do before and after the IEP meeting
  - What to “look for” and “avoid”
  - Links to resources for each step
- [Link to CCR IEP Steps at a Glance Packet](#)

# Resources

**The following slides are resources that may be helpful for IEP teams**

# Get Updates or Engaged

## Updates: Collaborative Support Email List

Encourage anyone to sign up!

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

## Engaged: [Council on Special Education](#)

- Public comment at open meetings
- Fall listening session

# Wisconsin DPI Discipline Resources

- [Bulletin 06.02: School Discipline](#)
- [Bulletin 14.02: Manifestation Determination](#)
- [Bulletin 24.01: Shortened School Day](#)
- [Bulletin 23.01: Providing Positive Behavioral Interventions and Supports to Students with Disabilities and Use of Functional Behavioral Assessments](#)
- [2019 Wisconsin Act 118 - Pupil Seclusion and Restraint](#)

# Inclusive Strategies to Address Behavior Needs of Students with IEPs

[Inclusive Strategies to Address Behavior Needs of Students with IEPs Webpage  
Information Update Bulletin 23.01](#)

# U.S. Department of Education Guidance

[announced the release of new guidance](#)

- [Supporting Students with Disabilities and Avoiding the Discriminatory Use of Student Discipline under Section 504 of the Rehabilitation Act of 1973](#) and an accompanying [Fact Sheet](#).
- [Questions and Answers Addressing the Needs of Children with Disabilities and the Individuals with Disabilities Education Act's \(IDEA's\) Discipline Provisions](#)
- [Positive, Proactive Approaches to Supporting the Needs of Children with Disabilities: A Guide for Stakeholders](#).  
And,
- A [letter](#) from Secretary Cardona to our nation's educators, school leaders, parents, and students about the importance of supporting the needs of students with disabilities.

# Additional Resources

- AWSA article:  
[The Role of the LEA Representatives in IEP Meetings: Supporting CCR IEPs](#)
- [Wisconsin DPI College and Career Ready IEP Learning Resources](#)
- [Wisconsin DPI IEP Guide to IEP Forms](#) and [IEP Forms FAQ](#)
- [Wisconsin DPI Information Update Bulletin 10.07:  
Describing Special Education, Related Services, Supplementary Aids and Services, and  
Program Modifications and Supports](#)
- [Wisconsin DPI Information Update Bulletin 21.01:Special Education Evaluation |](#)
- [Wisconsin DPI Special Education Information Update Bulletin web page](#)
- [Wisconsin Special Education Mediation System \(WSEMS\) web page.](#)
- [Wisconsin Statewide Parent Educator Initiative \(WSPEI\) IEP resources for families](#)

# Know the Laws: Know

## Wisconsin DPI Special Education Update Bulletins!

- [Assistive Technology](#)
- [Free Appropriate Public Education](#)
- [Legal Requirements Relating to Disciplining Children with Disabilities](#)
- [Frequently Asked Questions About Special Education Paraprofessionals](#)
- [Describing Special Education, Related Services, Supplementary Aids and Services, and Program Modifications or Supports](#)
- [High School Graduation and Students with Disabilities: How Students with Disabilities Meet the High School Graduation Requirements](#)
- [Supported Decision-Making Agreements](#)
- [Shortened School Day](#)
- [Transportation Questions and Answers](#)
- [Legal Requirements for Accessible Educational Materials \(AEM\) for Eligible Students with Disabilities](#)
- [Special Education Evaluation](#)

Much, much, much more!

# DPI and OSEP Resources

[DPI Information Update 21.01: Special Education Evaluation](#)

[DPI Resources on Culturally Responsive Problem Solving](#)

[DPI Resources Relating to Educational Equity](#)

[DPI Sample Special Education IEP Forms](#)

[DPI College and Career Ready \(CCR\) IEP Learning Resources](#)

[DPI Special Education Professional Learning Events](#)

[DPI Comprehensive Special Education Evaluation Resources Page](#)

[IDEA Q&A on Free Appropriate Public Education following Endrew F. Supreme Court Decision](#)



# DPI Grant Projects to Support Educators, Families, and Students

- Assistive Technology Forward
- Early Learning Technical Assistance and Implementation
- Equitable Multi-Level Systems of Support
- Regional Special Education Network (RSN)
- Research to Practice Inclusive Communities (RPIC)
- Supporting Neurodiverse Students (SNS)
- The Network
- Transition Improvement Grant (TIG)
- UDL Forward!
- Wisconsin Special Education Mediation System (WSEMS)
- Wisconsin Statewide Parent Educator Initiative (WSPEI)

More information on the  
[Supports for Educating Students with IEPs webpage](#)

# Additional Resources

- Wisconsin Statewide Parent-Educator Initiative
  - [My Snapshot](#)
  - [Student Snapshot](#)
- The Search Institute
  - [Developmental Relationships Framework](#)
  - [Ideas for Building Developmental Relationships](#)

# Resources for Evidenced-Based Practices

- [National Organizations that Support Implementation of Evidence-Based Practices for Students with IEPs](#)
- [Autism Focused Intervention Resources and Modules](#)
- [IRIS Center Evidence-Based Practice Summaries](#)
- [National Center on Intensive Intervention Behavior Strategies to Support Intensifying Interventions](#)
- [National Professional Development Center on Autism Spectrum Disorders](#)

## Evidenced-Based Practices

- [Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children](#)  
[Evidenced-Based Practices](#)

