State Superintendent's Advisory Council on Special Education 2024-2025 Annual Report

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Message from the Chairs

Report submitted by Co-Chairs: Loucricia Carson and Jacob Roberts

Greetings and peace be unto you as our state enters the 2025-26 academic school year. We continue to collaborate with one another, encourage equity and emphasize the importance of supporting diverse learners. We'd like to express our gratitude to all council members who dedicated time and effort to make contributions. The diversity of our council is appreciated and please know that your voice has value. We acknowledge and thank the Department of Public Instruction (DPI) team for the collaborations, adjustments and changes they've made as a result or outcome of the council priorities throughout recent years. Changes such as the development of the Dyslexia Guidebook, Act 20, and The Assistive Technology Community of Practice and Professional Development Tool are a few of the positive changes that have been observed.

Annually our team diligently works towards developing recommendations to the State Superintendent in effort to help inform policies as we promote academic achievement, appropriate access to education and increased accountability across Wisconsin School Districts. Through our collaborative meetings we frequently acknowledge the statewide shortage of educators in the classroom, reading achievement in accordance with Act 20, statewide recruitment efforts, promoting best practices in professional development and strategic plans to improve teacher retention in the state of Wisconsin. We believe that our work is aligned as it addresses parent and educator concerns, while taking steps towards making progress in these areas.

The wellbeing and education of all students is a top priority thus we diligently pursue effective strategies to impact the professional development of educators and support for families, realizing their value as significant stakeholders that foster meaningful learning experiences. Cultivating greater outcomes for our children involves helping to empower and support those dedicating the most time to imparting sound knowledge with students while emphasizing universal design for learning principles (UDL) and promoting consistent implementation of assistive technology (AT) for those that require it, in order to maximize their learning experience.

Public Forum Summary

In October, The Wisconsin Council on Special Education facilitated the 2024 Public Forum. Comments were received online as well. Our council observed an increase in attendance/participation compared to what was noted in previous years. There were several heartfelt comments and ideas expressed by parents and educators during the Forum. These expressions were documented and compiled into thematic summaries of focus such as seclusion and restraint, personnel shortages and special education funding. Please find the full document attached to this report.

Council Purpose

The role of the Council is to bring the voice of various special education stakeholders to the Department of Public Instruction (DPI), share information from DPI with those stakeholder groups, and provide input on pending rules, regulations, and Wisconsin's federal reporting to the U.S. Department of Education. DPI strives to have advisory councils that reflects the racial, ethnic, and geographic diversity of Wisconsin. The Council must be comprised of a majority of parents of Individuals with Disabilities Education Act (IDEA)-eligible students (age 3-21) or individuals with disabilities.

Council Functions

- Advising the state education agency of unmet needs in the education of children with disabilities within the state.
- Advising the state education agency in developing evaluations and reporting on data to the U.S. Department of Education.
- Advising the state education agency in developing plans to address findings identified in federal monitoring reports.
- Advising the state education agency in developing and implementing policies relating to the coordination of services for children with disabilities and on any other matters upon which the state superintendent wishes the Council's opinion.
- Commenting publicly on any rules proposed by DPI regarding the education of children with disabilities.
- Reviewing the findings of facts and decisions of hearings and appeals brought before the state superintendent.

Council Meeting Schedule for 2024-2025

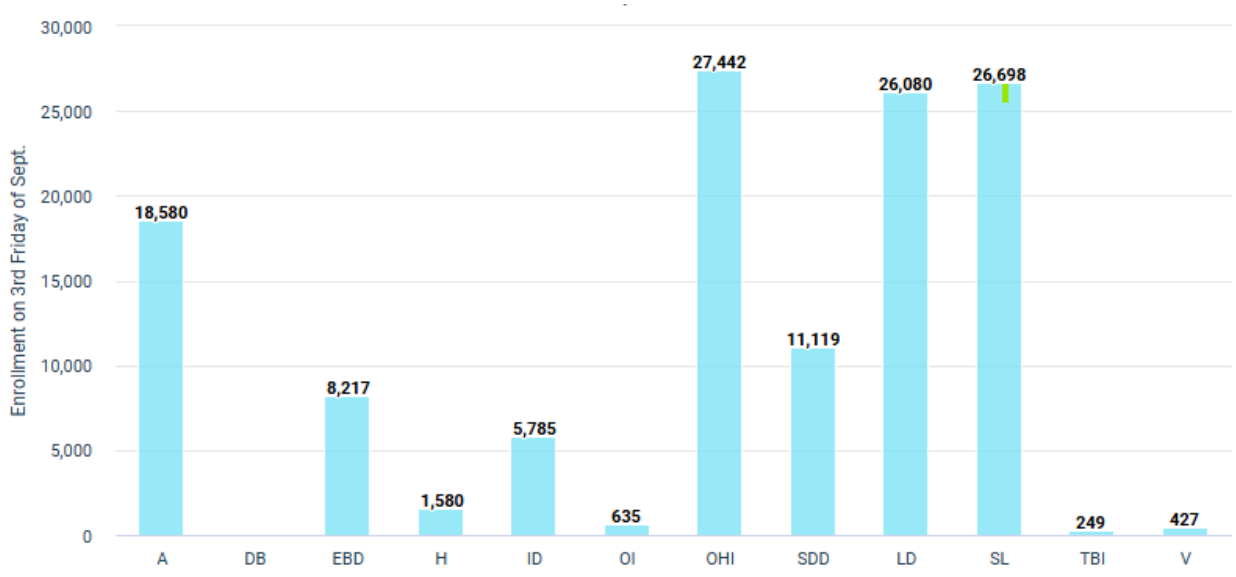
Note: Council holds special meetings on the day of all regular business meetings immediately following the regular business meeting. Special meeting times are optional for council members to work with DPI on clarifying council recommendations and working on council projects.

- Friday, October 04, 2024
- Wednesday, October 9, 2024 (Public Forum)
- Friday, December 13, 2024

- Friday, March 14, 2025
- Friday, June 6, 2025

All meeting agendas and meeting notes may be found on the DPI Special Education Special Education Council Agenda and Meeting webpage.

Special Education Student Count 2024-2025



Ongoing Council Agenda Items

Updates from Wisconsin DPI Special Education Director

- Updates include personnel updates, recent guidance from US Department of Education Office of Special Education Programs and Wisconsin DPI, new or updated special education resources, grant or project updates, and upcoming professional learning events available to Wisconsin school districts and families.

State Complaint Review

- Council members reviewed quarterly reports of state complaints and due process hearings filed with Wisconsin DPI. These reports are disaggregated by race and CESA region of the person filing the state complaint as well as a list of common complaint topics. Brief details of each complaint filed are also included in this report. See appendix A for a summary of all quarterly reports.

2024-2025 Council Agenda Special Topics and Discussion

October 2024 Special Reports

- State Performance Plan (SPP) and Annual Performance Report: Focus on Literacy Indicator 3 [Included Act 20 Update]

December 2024 Special Reports

- State Performance Plan/Annual Performance Discussion: Baseline for Indicator 14 and 17
- Mental Health and the IEP
- School Based Services for Medicaid Update
- Council on Special Education Public Forum Debrief

March 2025 Special Reports

- State Performance Plan and Annual Performance Report: Overview of Federal Fiscal Year 2023
- Extracurricular Activities for Students with Disabilities
- Expulsion and Manifestation Determinations
- Indicator 8: Family Engagement Survey

June 2025 Special Reports

- Extracurricular Activities
- Expulsion and Manifestation Determinations
- Act 20 and Students with IEPs
- Board for People with Developmental Disabilities (BPDD) Strategic Planning Feedback

Special Meetings of Council

Council may request additional meetings for council to work on projects, continue discussion, or hold votes. No special meeting topics were called for 2024-2025.

Appendix A: Summary of Quarterly Complaint and Due Process Hearings

Complaints Received May 23, 2024 – September 27, 2024:

Number of total complaints received during quarter: 35 (completed through 24-110)

Number of total complaints received in previous quarter: 44

Complaints filed by parent's identified ethnicity and race:

Hispanic/Latino: 3
Not Hispanic/Latino: 20
American Indian/Alaska Native: 0
Asian: 0
Black/African American: 5
Native Hawaiian/Other Pacific Islander: 0
White:20

Complaints filed by location:

CESA 01: 6
CESA 02: 10
CESA 03: 3
CESA 04: 4
CESA 05: 4
CESA 06: 1
CESA 07: 1
CESA 08: 0
CESA 09: 3
CESA 10: 0
CESA 11: 2
CESA 12: 1

- **In this quarter, 0 of the complaints went to mediation.**
- **In this quarter, 2 of the complaints were withdrawn.**
- **In this quarter, 23 (48%) decisions were found to have a violation.**

Complaint Decisions May 23, 2024 – September 27, 2024:

Number of total complaint decisions issued this quarter: 48 (through 24-094)
Number of total complaint decisions issued previous quarter: 23

Complaint decisions by complainant's identified ethnicity and race:

Hispanic/Latino: 3
Not Hispanic/Latino: 26
American Indian/Alaska Native: 2
Asian: 1
Black/African American: 4
Native Hawaiian/Other Pacific Islander: 1
White: 23

Complaint decisions by location:

CESA 01: 16
CESA 02: 7

CESA 03: 4
CESA 04: 2
CESA 05: 4
CESA 06: 4
CESA 07: 3
CESA 08: 1
CESA 09: 1
CESA 10: 0
CESA 11: 1
CESA 12: 5

Complaint decisions this quarter involving:

Additional Services: 3
Child Find: 4
Evaluation: 5
Extracurricular Activities: 0
IEP Development: 15
IEP Implementation: 20
Placement: 9
Post-Transition Planning: 0
Discipline: 4
Behavior: 1
Shortened School Day: 4
Parent Communication: 11
ESY: 2
Seclusion/Restraint: 6
Transportation: 3

Due Process Hearing Requests (completed through 24-0030)

Due Process Requests: 25
Due Process Decisions: 0

Due Process Hearing Requests filed by parent's identified ethnicity and race:

Hispanic/Latino: 1
Not Hispanic/Latino:6
American Indian/Alaska Native: 0
Asian: 0
Black/African American: 3
Native Hawaiian/Other Pacific Islander: 0
White: 4

Due Process Hearing Requests filed by location:

CESA 01: 8
CESA 02: 6
CESA 03: 1
CESA 04: 0
CESA 05: 2
CESA 06: 2
CESA 07: 4
CESA 08: 1
CESA 09: 0

CESA 10: 0
CESA 11: 1
CESA 12: 0

Complaints Received September 27, 2024-December 2, 2024:

Number of total complaints received during quarter: 29 (completed through 24-140)
Number of total complaints received in previous quarter: 35

Complaints filed by parent's identified ethnicity and race:

Hispanic/Latino: 1
Not Hispanic/Latino: 16
American Indian/Alaska Native: 0
Asian: 2
Black/African American: 5
Native Hawaiian/Other Pacific Islander: 0
White:17

Complaints filed by location:

CESA 01: 12
CESA 02: 8
CESA 03: 0
CESA 04: 3
CESA 05: 4
CESA 06: 0
CESA 07: 2
CESA 08: 0
CESA 09: 0
CESA 10: 0
CESA 11: 0
CESA 12: 0

- **In this quarter, 0 of the complaints went to mediation.**
- **In this quarter, 1 of the complaints were withdrawn.**
- **In this quarter, 9 (69%) decisions were found to have a violation.**

Complaint Decisions September 27, 2024-December 2, 2024:

Number of total complaint decisions issued this quarter: 13 (through 24-113)
Number of total complaint decisions issued previous quarter: 48

Complaint decisions by complainant's identified ethnicity and race:

Hispanic/Latino: 1
Not Hispanic/Latino: 9
American Indian/Alaska Native: 0
Asian: 0
Black/African American: 4
Native Hawaiian/Other Pacific Islander: 0
White: 8

Complaint decisions by location:

CESA 01: 4
CESA 02: 3
CESA 03: 0

CESA 04: 2
CESA 05: 1
CESA 06: 0
CESA 07: 0
CESA 08: 0
CESA 09: 2
CESA 10: 0
CESA 11: 1
CESA 12: 0

Complaint decisions this quarter involving:

Additional Services: 0
Child Find: 0
Evaluation: 3
Extracurricular Activities: 1
IEP Development: 6
IEP Implementation: 8
Placement: 2
Post-Transition Planning: 0
Discipline: 6
Behavior: 3
Shortened School Day: 1
Parent Communication: 4
ESY: 1
Seclusion/Restraint: 1
Transportation: 2

Due Process Hearing Requests (completed through 24-0035)

Due Process Requests: 5
Due Process Decisions: 0

Due Process Hearing Requests filed by parent's identified ethnicity and race:

Hispanic/Latino: 0
Not Hispanic/Latino:1
American Indian/Alaska Native: 0
Asian: 0
Black/African American: 0
Native Hawaiian/Other Pacific Islander: 0
White: 1

Due Process Hearing Requests filed by location:

CESA 01: 0
CESA 02: 1
CESA 03: 0
CESA 04: 0
CESA 05: 0
CESA 06: 0
CESA 07: 1
CESA 08: 0
CESA 09: 0
CESA 10: 1

CESA 11: 1
CESA 12: 1

Complaints Received December 3, 2024-February 26, 2025:

Number of total complaints received during quarter: 31 (completed through 25-031)
Number of total complaints received in previous quarter: 29
Complaints filed by parent's identified ethnicity and race:

Hispanic/Latino: 2
Not Hispanic/Latino: 16
American Indian/Alaska Native: 0
Asian: 1
Black/African American: 5
Native Hawaiian/Other Pacific Islander: 0
White:15

Complaints filed by location:

CESA 01: 6
CESA 02: 13
CESA 03: 3
CESA 04: 0
CESA 05: 1
CESA 06: 3
CESA 07: 3
CESA 08: 0
CESA 09: 0
CESA 10: 0
CESA 11: 1
CESA 12: 1

- **In this quarter, 6 of the complaints went to mediation.**
- **In this quarter, 3 of the complaints were withdrawn.**
- **In this quarter, 12 (50%) decisions were found to have a violation.**

Complaint Decisions December 3, 2024-February 26, 2025:

Number of total complaint decisions issued this quarter: 24 (through 24-145)
Number of total complaint decisions issued previous quarter: 13
Complaint decisions by complainant's identified ethnicity and race:

Hispanic/Latino: 1
Not Hispanic/Latino: 13
American Indian/Alaska Native: 0
Asian: 1
Black/African American: 5
Native Hawaiian/Other Pacific Islander: 0
White: 15

Complaint decisions by location:

CESA 01: 7
CESA 02: 8
CESA 03: 0
CESA 04: 3

CESA 05: 3
CESA 06: 0
CESA 07: 3
CESA 08: 0
CESA 09: 0
CESA 10: 0
CESA 11: 0
CESA 12: 0

Complaint decisions this quarter involving:

Additional Services: 3
Child Find: 0
Evaluation: 5
Extracurricular Activities: 5
IEP Development: 1
IEP Implementation: 17
Placement: 4
Post-Transition Planning: 0
Discipline: 2
Behavior: 8
Shortened School Day: 4
Parent Communication: 5
ESY: 0
Seclusion/Restraint: 4
Transportation: 2

Due Process Hearing Requests (completed through 25-0009)

Due Process Requests: 13
Due Process Decisions: 0

Due Process Hearing Requests filed by parent's identified ethnicity and race:

Hispanic/Latino: 0
Not Hispanic/Latino:6
American Indian/Alaska Native: 0
Asian: 1
Black/African American: 1
Native Hawaiian/Other Pacific Islander: 0
White: 7

Due Process Hearing Requests filed by location:

CESA 01: 8
CESA 02: 2
CESA 03: 1
CESA 04: 0
CESA 05: 1
CESA 06: 0
CESA 07: 0
CESA 08: 0
CESA 09: 0
CESA 10: 1
CESA 11: 0

CESA 12: 0

Complaints Received February 27, 2025-May 30-2025:

Number of total complaints received during quarter: 40 (completed through 25-077)
Number of total complaints received in previous quarter: 31
Complaints filed by parent's identified ethnicity and race:

Hispanic/Latino: 3
Not Hispanic/Latino: 21
American Indian/Alaska Native: 0
Asian: 0
Black/African American: 3
Native Hawaiian/Other Pacific Islander: 0
White:22

Complaints filed by location:

CESA 01: 10
CESA 02: 10
CESA 03: 3
CESA 04: 1
CESA 05: 1
CESA 06: 2
CESA 07: 6
CESA 08: 0
CESA 09: 4
CESA 10: 1
CESA 11: 0
CESA 12: 2

- **In this quarter, 3 of the complaints went to mediation.**
- **In this quarter, 4 of the complaints were withdrawn.**
- **In this quarter, 12 (50%) decisions were found to have a violation.**

Complaint Decisions February 27, 2025-May 30-2025:

Number of total complaint decisions issued this quarter: 24 (through 25-039)
Number of total complaint decisions issued previous quarter: 24
Complaint decisions by complainant's identified ethnicity and race:

Hispanic/Latino: 1
Not Hispanic/Latino: 12
American Indian/Alaska Native: 0
Asian: 1
Black/African American: 3
Native Hawaiian/Other Pacific Islander: 0
White: 11

Complaint decisions by location:

CESA 01: 6
CESA 02: 9
CESA 03: 3
CESA 04: 1
CESA 05: 0

CESA 06: 3
CESA 07: 1
CESA 08: 0
CESA 09: 0
CESA 10: 0
CESA 11: 0
CESA 12: 1

Complaint decisions this quarter involving:

Additional Services: 0
Child Find: 0
Evaluation: 4
Extracurricular Activities: 0
IEP Development: 12
IEP Implementation: 20
Placement: 4
Post-Transition Planning: 1
Discipline: 4
Behavior: 8
Shortened School Day: 3
Parent Communication: 2
ESY: 0
Seclusion/Restraint: 3
Transportation: 2

Due Process Hearing Requests (completed through 25-0022)

Due Process Requests: 13
Due Process Decisions: 1

Due Process Hearing Requests filed by parent's identified ethnicity and race:

Hispanic/Latino: 0
Not Hispanic/Latino:6
American Indian/Alaska Native: 1
Asian:
Black/African American: 1
Native Hawaiian/Other Pacific Islander: 0
White: 3

Due Process Hearing Requests filed by location:

CESA 01: 4
CESA 02: 3
CESA 03: 1
CESA 04: 0
CESA 05: 1
CESA 06: 2
CESA 07: 0
CESA 08: 0
CESA 09: 0
CESA 10: 1
CESA 11: 1
CESA 12: 0

Complaint Decision Findings

Complaint Decisions from May 23, 2024 – September 27, 2024

CASE NO.	ISSUE NO.	ISSUES/FINDINGS
24-036	1	The district properly determined the educational placement of a student with a disability in the least restrictive environment (LRE).
	2	The district properly improperly shortened the school day of the student.
	3	The district properly developed the student's IEP to address the student's behavioral needs.
	4	The district properly utilized seclusion and/or physical restraint with the student.
	5	The district properly provided special education services utilizing properly licensed and trained staff.
24-039	1	The district properly developed the individualized education program (IEP) of a student with a disability to address the student's behavioral needs.
	2	The district properly followed special education disciplinary requirements.
24-040	1	The district properly developed the individualized education program (IEP) of a student with a disability to address the student's behavioral needs.
24-041	1	The district improperly developed the individualized education program (IEP) of a student with a disability to address the student's disability related needs in reading and behavior.
	2	The district improperly provided the parent of a student with a disability a copy of the student's IEP prior to its implementation.
	3	The district improperly implemented special education disciplinary requirements.
24-042	1	The district properly fulfilled its responsibility to locate, identify, and evaluate a student with a suspected disability.
	2	The district properly responded to a parent's request for a special education evaluation.
24-043	1	The district improperly used physical restraint with the student.
		The district properly responded to a parent's request for student records.
	2	The district improperly developed and implemented the individualized education program (IEP) of a student with a
	3	disability regarding the student's behavioral needs.
24-045	1	The district improperly responded to parent's request for an individualized education program (IEP) team meeting.
	2	The district improperly and timely conducted a three-year re-evaluation including properly considering information provided by the student's parents.
	3	The district provided special education services using properly trained and licensed staff.
24-046	1	The district properly afforded the parent of a student with a disability meaningful opportunity to participate in individualized education program (IEP) team meetings.

	2	The district properly responded to the parent's request for student records.
24-047	1	The district properly developed an individualized education program (IEP) describing the present levels of academic achievement and functional performance of a student with a disability, and how the student's disability affects the student's involvement and progress in the general curriculum.
	2	The district properly determined the student's placement in the least restrictive environment.
	3	The district properly implemented the student's IEP regarding holding an IEP team meeting prior to the 2023-24 school year and participation in a vocational program.
24-048	1	The district properly developed and implemented the individualized education program (IEP) of a student with a disability regarding the student's disability related to reading and emotional/behavioral needs.
	2	The district properly responded to allegations of bullying regarding a student with a disability.
24-049	1	The district properly conducted a functional behavioral assessment for a student with a disability.
	2	The district properly conducted a meeting of the student's individualized education program (IEP) team meeting included all required participants and properly documenting decisions of the IEP team.
	3	The district properly provided the student's parents prior written notice regarding the waiver of a reevaluation.
	4	The district properly provided the student's parents a copy of the IEP prior to its implementation.
	5	The district properly responded to the student's parents' requests for a reevaluation.
	6	The district properly responded to the student's parent's request to add supplementary aids and services to the student's IEP.
	7	The district improperly utilized seclusion and/or physical restraint with the student.
	8	The district properly determined student's placement in the least restrictive environment, including improperly shortening the student's school day.
	9	The district properly the implemented the student's IEP regarding supplementary aids and services (access to a swing, noise canceling headphones, laminated paper, visual schedules, scheduled sensory breaks, alternative seating, first/then choice board, social stories, break cards), specially designed instruction in social skills and emotional regulation skills, and specialized transportation.
	10	The district properly implemented the IEP regarding state testing accommodations.
	11	The district improperly followed special education disciplinary procedures.
24-050	1	The district improperly determined the placement of a student with a disability in the least restrictive environment (LRE).
24-051	1	The district improperly utilized seclusion and/or physical restraint with a student with a disability.
	2	The district improperly developed and implemented the student's individualized education program (IEP) regarding specially designed instruction supplementary aids and services for behavior and positive behavior interventions and support.
24-052	1	The district properly implemented the individualized education program (IEP) of a student with a disability regarding health and safety needs.

24-054	1 2	The district improperly shortened the length of the school day of a student with a disability. The district properly responded to the student's parent's request for a functional behavioral assessment.
24-056	1	The district properly fulfilled its responsibility to identify, locate, and evaluate a student suspected of having a disability.
24-057	1 2	The district properly followed special education disciplinary requirements. The district properly responded to the request of the parents of a student with a disability for student records.
24-058	1 2 3	The district improperly developed the student's individualized education program (IEP) to address communication and academic needs. The district improperly implemented the student's IEP regarding daily communication reports, related services, specially designed instruction, and personal care. The district properly provided the student an educational placement in the least restrictive environment (LRE).
24-059	1	The district properly provided the parent of a student with a disability prior written notice of a denial of the parent's request related to the student's transportation.
24-062	1	The district improperly implemented the individualized education program (IEP) of a student with a disability utilizing properly trained and licensed staff.
24-063	1	The district properly developed the individualized education program (IEP) of a student with a disability regarding eligibility for specialized transportation during extended school year (ESY) programming.
24-065	1 2	The district properly provided the student an educational placement in the least restrictive environment (LRE). The district improperly developed and implemented the individualized education program (IEP) of a student with a disability specific to the provision of paraprofessional support and behavior supports.
24-066	1	The district improperly followed transfer procedures and provided special education services to a student with a disability who transferred from another Wisconsin school district.
24-068	1 2 3	The district properly documented decisions made by the Individualized Education Program (IEP) team of a student with a disability. The district improperly provided the student's parent prior written notice including a copy of the student's IEP before its implementation. The district properly implemented the student's IEP regarding assistive technology.
24-069	1 2	The district properly developed the individualized education program (IEP) of a student with a disability regarding post high school transition services. The district properly determined the student's educational placement.
24-070	1	The district improperly developed and implemented the individualized education program (IEP) of a student with a disability regarding specialized transportation.
24-071	1	The district improperly implemented the individualized education program (IEP) of a student with a disability regarding positive behavioral interventions and supports.
24-072	1	The district properly responded to allegations of incidents of bullying regarding two students with disabilities.

	2	The district improperly implemented the individualized education programs (IEPs) of the students regarding positive behavioral supports.
24-073	1	The district improperly implemented the individualized education program (IEP) of a student with a disability regarding speech and language therapy services.
24-074	1 2 3 4	The district properly provided a student with a disability an educational placement in the least restrictive environment. The district properly shortened the student's school day. The district properly developed and implemented the student's individualized education program (IEP) with regard to positive behavioral supports. The district properly provided the student's parent prior written notice of an IEP team meeting.
24-076	1	The district properly fulfilled its obligation to identify, locate, and evaluate a student with a disability.
24-077	1 2	The district improperly implemented the student's individualized education program (IEP) regarding homebound instruction. The district improperly determined the student's eligibility for extended school year (ESY) services.
24-078	1 2 3	The district properly implemented the individualized education program (IEP) of a student with a disability regarding specially designed instruction (SDI) for social skills and reading, and supplementary aids and services. The district improperly provided the student's parents periodic reports of progress toward annual IEP goals. The district improperly revised the IEP outside of an IEP team meeting.
24-079	1	The district improperly implemented the individualized education program (IEP) of a student with a disability regarding specially designed instruction in math and supplementary aids and services.
24-080	1	The district properly responded to the request of a parent of a student with a disability for a meeting of the student's individualized education program (IEP) team.
24-081	1	The district improperly responded to the request from the parent of a student with a disability for student records during the 2023-24 school year.
24-082	1 2 3	The district improperly developed and implemented the student's individualized education program (IEP) regarding behavioral supports, and whether the district improperly shortened the school day of a student with a disability. The district improperly determined the student's educational placement in the least restrictive environment (LRE). The district properly implemented special education discipline procedures.
24-083	1	The district properly provided the complainant an opportunity to participate in a meeting of their child's individualized education program (IEP) team meeting.
24-085 & 24-086	1	The district properly responded to a parent's request for special education evaluations for two children.
24-088	1	The district improperly conducted a special education evaluation.
24-089	1	The district properly implemented the individualized education program (IEP) of a student with a disability specific to positive behavior supports, paraprofessional support, and occupational therapy.

	2	The district properly utilized seclusion and/or physical restraint with the student.
24-090	1	The district appropriately implemented the individualized education program (IEP) of a student with a disability regarding positive behavior supports.
	2	The district properly implemented the student's behavior intervention plan (BIP).
24-091	1	The district improperly conducted a special education evaluation.
24-092	1	The district improperly implemented the individualized education program (IEP) of a student with a disability, including the provision of adaptive physical education; and properly provided special education services using appropriately licensed, trained, and supervised staff.
	2	The district improperly made changes to the student's IEP, including discontinuing direct services for speech and language therapy, occupational therapy, and physical therapy.
	3	The district improperly provided the student's parent a copy of the student's revised IEP prior to changes taking effect.
	4	The district properly utilized seclusion and/or physical restraint with the student.
24-093	1	The district improperly fulfilled its responsibility to identify, locate, and evaluate a student suspected of having a disability.
24-094	1	The district improperly implemented the individualized education program (IEP) of a student with a disability regarding accommodations of read aloud or speech-to-text for assignments, quizzes and tests.
	2	The district properly conducted a meeting of the student's IEP team including all required participants, and properly developed the student's IEP regarding the services of an audiologist and a deaf/hard of hearing (DHH) teacher.
Due Process Decisions Posted from May 23, 2024 – September 27, 2024		
		None

Complaint Decisions from September 27, 2024-December 2, 2024

CASE NO.	ISSUE NO.	ISSUES/FINDINGS
24-099	1	The district improperly implemented special education disciplinary requirements.
24-100	1	The district properly followed special education disciplinary procedures, including properly conducting a manifestation determination and providing the student services during periods of disciplinary removals.
	2	The district properly implemented the individualized education program (IEP) of a student with a disability regarding assigning grades.
	3	The district properly responded to a request from the student's parent for special education records.
	4	The district properly provided parents with notices of their procedural safeguards.
24-102	1	The district properly implemented the individualized education program (IEP) of a student with a disability regarding physical therapy and regular movement.
	2	The district properly developed and implemented the student's IEP to allow the student to participate in nonacademic and extracurricular activities.
24-103	1	The district improperly identified who was authorized to make special education decisions for a student with a disability,
	2	The district properly changed the special education placement of the student,
	3	The district improperly conducted a reevaluation of the student,
	4	The district improperly provided the student's parent a copy of their IEP prior to its implementation, and
	5	The district properly followed special education disciplinary procedures.
24-104	1	The district improperly developed and implemented the individualized education program (IEP) of a student with a disability regarding positive behavioral supports.
	2	The district improperly provided the student educational services in the least restrictive environment.
	3	The district properly followed special education disciplinary procedures.
	4	The district properly utilized seclusion and/or physical restraint with the student.
	5	The district improperly provided the student's parent a copy of the student's revised IEP prior to its implementation.
24-106	1	The district properly followed transfer procedures when a student with a disability transferred into the district from an out-of-state local educational agency (LEA).
	2	The district improperly provided the student an educational placement in the least restrictive environment.

	3	The district properly shortened the length of the student's school day.
	4	The district properly responded to the student's parent's request for special education records.
	5	The district improperly responded to the student's parent's request for a reevaluation.
24-107	1	The district improperly implemented the student's IEP regarding accommodations for meals, including provision of a separate setting.
24-108	1	The district properly developed the individualized education program (IEP) of a student with a disability regarding placement in the least restrictive environment and specially designed transportation.
	2	The district properly provided the student's parents meaningful opportunity to participate in the development of the IEP.
24-109	1	The district properly developed and implemented the individualized education program (IEP) of a student with a disability regarding behavioral supports, and one-to-one aide support.
	2	The district properly had an IEP in effect for the student at the beginning of the school year.
	3	The district improperly followed special education disciplinary procedures.
24-110	1	The district properly responded to a parent's request for a special education evaluation.
	2	The district properly conducted a special evaluation.
	3	The district properly allowed the parent meaningful opportunity to participate in meetings of their child's individualized education program (IEP) team.
24-111	1	The district improperly developed and implemented the individualized education program (IEP) of a student with a disability regarding adult supervision and safety concerns.
24-112	1	The district improperly developed and implemented the individualized education program (IEP) of a student with a disability regarding the services of a Visual Impairment (VI) licensed teacher, Orientation and Mobility service, braille instruction, and assistive technology.
	2	The district improperly developed the IEP regarding parent concerns, effects of disability, disability related needs, testing accommodations, present levels, special factors, and annual goals.
	3	The district improperly provided homebound instruction according to the amount and frequency indicated in the student's IEP.
	4	The district properly made changes to the student's IEP outside of an IEP team meeting.
	5	The district properly determined the student's eligibility for extended school year (ESY) services.
	6	The district improperly provided the student's parent reports on the student's progress toward achieving annual IEP goals.
	7	The district properly provided specialized transportation as a related service.

24-113	1 2 3	The district properly developed and implemented the individualized education program (IEP) of a student with a disability to address the student's behavioral needs. The district properly followed special education disciplinary procedures. The district properly considered the results of an outside evaluation obtained by the student's parents.
Due Process Decisions Posted from September 27, 2024-December 2, 202		
		None

Complaint Decisions from December 3, 2024-February 26, 2025

CASE NO.	ISSUE NO.	ISSUES/FINDINGS
24-114	1 2 3 4 5	The district properly implemented the individualized education program (IEP) of a student with a disability regarding direct adult support, support of the student's use of a communication device at school, occupational therapy, and parent/school communication. The district properly responded to the student's parent for a shortened school day. The district properly responded to the parent's requests for outside providers to observe the student at school. The district improperly utilized seclusion and/or physical restraint. The district properly determined the student's need for adaptive physical education.
24-115	1 2 3 4 5	The district properly determined the educational placement of a student with a disability. The district properly provided the student's parent prior written notice of its refusal to change the student's placement. The district improperly developed the student's individualized education program (IEP) regarding annual goals and to enable the student to participate in extracurricular and noncurricular activities. The district properly implemented the student's IEP regarding speech and language therapy. The district properly monitored the student's progress toward attaining annual IEP goals and provided periodic progress reports to the student's parents as required by the IEP.
24-116	1	The district improperly utilized seclusion or physical restraint with a student with a disability.
24-117	1 2 3	The district properly shortened the student's school day. The district properly implemented the individualized education program (IEP) of a student with a disability regarding behavioral supports. The district properly utilized seclusion and/or physical restraint with the student.

24-118	1	The district properly implemented special education discipline procedures.
24-119	1 2 3	The district properly implemented the student's individualized education program (IEP) related to specially designed instruction and occupational, physical and speech and language therapies; provided the student with a paraprofessional, and implemented communication logs and the student's visual schedule. The district properly provided an appropriately licensed teacher. The district properly responded to a parent request for an IEP meeting.
24-121	1	The district properly developed and implemented the individualized education program (IEP) of a student with a disability to enable the student to participate in extracurricular activities.
24-122	1	The district improperly implemented the individualized education program (IEP) of a student with a disability regarding an out of classroom safe space, consultation between the student and staff, occupational therapy, homework, and notetaking.
24-123	1 2	The district properly developed and implemented the student's individualized education program (IEP) to address safety issues and enable the student to participate in extracurricular activities. The district properly utilized physical restraint.
24-124	1	The district properly implemented the individualized education program (IEP) of a student with a disability regarding one-to-one support, study skills class, advanced notice of changes to staffing or schedule, psychological services, and specially designed instruction in reading, math, emotional/behavioral concerns.
24-125	1	The district properly implemented the individualized education program (IEP) of a student with a disability regarding specialized transportation.
24-126	1	The district improperly implemented the individualized education program (IEP) of a student with a disability regarding provision of an American Sign Language (ASL) interpreter.
24-129	1	The district improperly developed and implemented the individualized education program (IEP) of a student with a disability regarding speech and language therapy.
24-130	1 2 3	The district properly responded to an allegation of bullying regarding a student with a disability. The district improperly developed and implemented the student's individualized education program (IEP) to allow the student to participate in nonacademic and extracurricular activities and provision of class notes. The district properly the student's IEP regarding support from a paraprofessional.
24-131	1	The district properly implemented the individualized education programs (IEPs) of two students with disabilities regarding specialized transportation.
24-135	1 2	The district improperly developed and implemented the individualized education program (IEP) of a student with a disability regarding the student's annual goals.

	3	The district properly developed and implemented the individualized education program (IEP) of a student with a disability regarding positive behavior interventions and supports. The district improperly developed and implemented the individualized education program (IEP) of a student with a disability regarding supplementary aids and services.
24-137	1	The district properly determined the educational placement of a student with a disability in the least restrictive environment and improperly shortened the student's school day.
	2	The district properly developed the student's individualized education program (IEP) regarding behavioral supports.
	3	The district properly utilized seclusion and/or physical restraint with the student.
	4	The district properly conducted a comprehensive special education evaluation of the student.
	5	The district properly provided the student's parents a meaningful opportunity to participate in the development of the student's IEP.
24-138	1	The district properly developed and implemented the individualized education program (IEP) of a student with a disability regarding positive behavior supports.
	2	The district improperly developed and implemented the individualized education program (IEP) of a student with a disability regarding specially designed instruction in mathematics.
24-139	1	The district properly developed and implemented the individualized education program (IEP) of a student with a disability regarding positive behavioral supports and regarding their participation in extracurricular and noncurricular activities.
	2	The district improperly provided the student's parents a meaningful opportunity to participate in IEP team meetings, including providing an interpreter.
	3	The district improperly conducted a special education reevaluation of the student.
	4	The district properly provided the student's parents special education records prior to an IEP team meeting.
24-140	1	The district properly developed and implemented the individualized education program (IEP) of a student with a disability regarding behavior supports.
	2	The district properly determined the student's educational placement.
24-141		The department did not conclude whether the district properly conducted a special education evaluation and properly followed special education disciplinary procedures due to the dates being outside of the one year timeline review.
24-144	1	The district properly responded to a parent's request for an evaluation.
24-145	1	The district properly developed and implemented the individualized education program (IEP) of a student with a disability regarding positive behavioral supports.

	2 3	The district properly shortened the student's school day. The district properly followed special education discipline procedures.
Due Process Decisions Posted from December 2, 2024-February 26, 2025		
24-0037	1	The district correctly determined that the student's conduct was not a manifestation of their disability.

Complaint Decisions from February 27, 2025-May 30-2025

CASE NO.	ISSUE NO.	ISSUES/FINDINGS
25-002	1	The district properly developed and implemented the individualized education program (IEP) of a student with a disability regarding assistive technology to address communication needs, placement in the least restrictive environment, and occupational therapy.
	2	The district properly responded to allegations of bullying regarding the student.
	3	The district improperly conducted a meeting of the student's IEP team including all required participants and accurately documenting meeting attendance.
	4	The district properly allowed the parents of a student with a disability meaningful opportunity to participate in meetings of the student's IEP team.
	5	The district properly provided the student's parent prior written notice within a reasonable time before the district refused to implement parent requests.
	6	The district properly responded to the student's parent's request for special education records.
25-003	1	The district properly implemented the individualized education program (IEP) of a student with a disability regarding provision of weekly services during school interruptions including short weeks, staff or student absences, etc.
	2	The district properly developed and implemented the student's IEP regarding specially designed instruction in math and accommodations for impact of frequent absences.
	3	The district properly provided the student's parents prior written notice of changes to the student's IEP.
	4	The district properly implemented the student's IEP during a student health incident on December 16, 2024.
25-006	1	The district properly responded to a parent's request for a special education evaluation.
	2	

	3	The district improperly implemented the individualized education program (IEP) of a student with a disability regarding paraprofessional support, social stories, specially designed instruction, provision of bathroom breaks, school counselor service, and feeding assistance.
	4	The district properly responded to the student's parent's request for an independent educational evaluation (IEE).
	5	The district properly developed the student's IEP regarding positive behavior supports.
		The district properly responded to allegations of incidents of bullying involving the student.
25-007	1	The district improperly developed and implemented the individualized education program (IEP) of a student with a disability to address the student's emotional and behavioral disability related needs.
	2	The district improperly shortened the student's school day.
	3	The district improperly determined the student's placement in the least restrictive environment.
	4	The district improperly implemented the student's IEP regarding specialized transportation.
	5	The district improperly followed special education disciplinary requirements.
25-009	1	The district properly developed and implemented the individualized education program (IEP) of a student with a disability to address the student's emotional and behavioral needs.
	2	The district properly utilized seclusion and/or physical restraint with the student.
25-010	1	The district properly implemented the individualized education program (IEP) of a student with a disability including the behavior intervention plan.
	2	The district properly made changes to the IEP.
25-013	1	The district properly implemented the individualized education program (IEP) of a student with a disability regarding supplementary aids and services, specifically food logs, assistive technology, support for academic and independent work time, modified assignments, and exposure to regular education vocabulary.
	2	The district properly developed and implemented the IEP to address the student's behavioral needs.
	3	The district properly determined the student's placement in the least restrictive environment.
25-015	1	The district properly developed and implemented the individualized education program (IEP) of a student with a disability regarding the student's emotional and behavioral needs.
	2	The district improperly shortened the student's school day.
	3	The district improperly developed the student's placement including considering least restrictive environment requirements.
	4	The district properly followed special education disciplinary requirements.
25-017	1	The district improperly shortened the school day of a student with a disability.
	2	

	3 4 5	The district properly developed the individualized education program (IEP) regarding positive behavior supports. The district properly followed special education discipline procedures. The district improperly determined the student's least restrictive environment. The district improperly utilized seclusion and/or physical restraint with the student.
25-019	1 2	The district improperly implemented the student's Individualized Education Program (IEP) regarding supplementary aids and services (visual schedule, assistive technology, sensory diet for regulation, adult support, adaptive seating, parent communication), and specially designed instruction in reading and fine motor skills. The district properly ensured all staff responsible for implementing the student's IEP were properly trained, licensed, and informed of their responsibilities.
25-020	1	The district properly developed and implemented the student's IEP to address disability related needs in English Language Arts (ELA) including spelling and writing, and properly responded to allegations of bullying regarding a student with a disability.
25-021	1	The district improperly implemented the student's Individualized Education Program (IEP) regarding specialized transportation.
25-025	1	The district improperly responded to a parent request for a special education evaluation. The district improperly provided prior written notice regarding procedural safeguards.
25-026	1	The district properly provided the parent notice of an IEP team meeting. The district improperly provided the student's parent prior written notice of changes to the student's IEP prior to implementation.
25-027	1	The district properly developed and implemented the IEP regarding post-secondary transition planning requirements.
25-028	1	The district properly implemented the student's individualized education program (IEP).
25-029	1 2	The district properly developed and implemented the IEP regarding positive behavior supports. The district improperly utilized seclusion and/or physical restraint with a student with a disability.
25-031	1	The district properly implemented the individualized education program (IEP) of a student with a disability.
25-032	1 2	The district properly implemented the student's IEP regarding breaks. The district properly responded to allegations of bullying.
25-033	1 2 3	The district properly provided the parent prior written notice. The district properly conducted IEP team meetings including all required staff. The district provided the student's parents meaningful opportunities to participate in the IEP team meetings.

25-036	1 2 3	The district improperly implemented the student's Individualized Education Program (IEP) regarding Deaf and Hard of Hearing (DHH) and interpreter services; including interpreting for extra-curricular activities. The district properly provided special education services using properly licensed staff. The district properly provided interpreter for participation in IEP meetings.
25-037- 25-038	1 2 3	The district properly developed the individualized education program (IEP) of one student with a disability (Student A) regarding their annual reading goal. The district improperly implemented Student A's IEP regarding making up missed physical education classes. The district properly developed and implemented the IEP of a second student with a disability (Student B) regarding mathematics.
25-038	1	The district properly responded to a parent's request for an evaluation.
25-039	1 2 3 4	The district properly implemented the individualized education program (IEP) of a student with a disability. The district properly conducted IEP team meetings. The district properly followed special education disciplinary requirements. The district properly disclosed special education records.
Due Process Decisions Posted from February 27, 2025-May 30-2025		
24-0036	1 2	The district improperly physically restrained and secluded the student. The district failed to provide the student with a free appropriate public education.

Appendix B: Response from Council Chairs and Summary of Wisconsin Council on Special Education Public Forum Held October 9, 2024

Thank you and Appreciation from Council Chairs

Hello everyone,

We would like to thank everyone in attendance for our annual public forum. The Wisconsin Council on Special Education understands that every child is unique, and special education programs should be tailored to meet individual strengths and challenges of the student population. Collaboration among educators, parents, and specialists is crucial to developing effective Individualized Education Programs (IEPs), 504 Plans, and other necessary services to all students who require them.

We know that special education faces many challenges: limited funding, teacher shortages, organized and transparent reporting, and inconsistencies in how services are implemented. Your shared experiences are greatly appreciated in our efforts to investigate topics to better serve our student population through systematic improvements.

We will continue to discuss topics from the public forum throughout the year with an initial focus on inclusion in extracurricular activities and opportunities for students with IEPs and 504s. Let's not forget to be mindful to highlight success stories. Hearing about students who thrive with proper support inspires hope and reminds us why this work is so important. Please feel free to reach out with any questions or further information that would be helpful.

Jacob Roberts and Loucricia Carson

Wisconsin Council on Special Education Co-Chairs

Email: spedcouncil@dpi.wi.gov

Introduction to Public Forum Summary

This document provides a summary of both online and virtual comments received from the October 09, 2024 council on special education public forum. This summary is used in two ways:

- First, the summary is used by the council on special education to reflect on comments received from the public forum, support future meeting discussions, assist with making recommendations to DPI, and help identify council priorities.
- Second, the summary is used to share back information to the public, including those who submitted comments during the public forum. Specifically, to share a summary of major themes shared from both online and virtual comment. After each major theme, the Wisconsin DPI added existing resources related to the theme that may be helpful to families, educators, and others supporting Wisconsin schools. We recognize that these resources may not address all of the specific concerns shared.

Background

Each year, the Wisconsin Council on Special Education holds an annual Public Forum. The public forum lasts 1.5 hours and provides community members 3-5 minutes to speak on any topic. The public forum is an opportunity for family members, educators, and community members to comment on the educational needs of students who receive special education through an Individualized Education Program. Council members role in Public Forum is to listen to the public and wait to respond until after the following council meeting when all Public Forum comments are discussed by the full council. More information can be found on the Wisconsin Council on Special Education Public Forum webpage.

The Council uses input from the public forum to guide recommendations to the State Superintendent for the Wisconsin Department of Public Instruction as well as set priorities for future council meeting topics and special meetings.

There were 163 participants that registered for the virtual public forum on October 09th and 19 that provided comments during the public forum. In addition, there was an opportunity for online public forum commenting period for one week in October. The online comments included 46 additional comments for a total of 65 comments. All council members were provided with this summary document along with the individual online comments from each individual that submitted an online comment.

The Council met on Friday December 13th to discuss Public Forum online and virtual comments to assist with setting priorities and future council agenda topics. Council chose to prioritize discussion related to professional development, special education teacher retention, and extracurricular activities.

Major Highlights and Public Comment Summary

The following are topic shared at the public forum. The topics are listed in no particular order or priority and were regrouped from individual participants to common themes with accompanying key details or requests.

1) Parent Consent Prior to Implementing IEP

Summary: Current state and federal special education regulations do not require signature by parent to finalize the annual IEP. Signature and parent consent is required for initial placement in special education as well as consent for assessment as part of an initial evaluation or reevaluation. Comment recognized that legislation may be required to consider this change in Wisconsin. In the chat feature of the meeting, other participants stated they felt this was something that was needed in Wisconsin.
An online comment asked for parents to sign the IEP stating that they understand everything that is in the IEP as much of the information is gone over too quickly during the meeting.

Resources

- Parental Consent in Special Education, Center for Parent Information and Resources (this resource describes when consent is required under federal special education law)
- Communication Options for Families, DPI and Wisconsin Statewide Parent Educator Initiative (WSPEI)
- Dispute Resolution Options, DPI
- Special Education Rights for Parents and Students, DPI
- Special Education in Plain Language, Collaboratively developed by Wisconsin Parents, Advocacy Organizations, School and Special Education Administrators, General and Special Educators, Service Providers, Union Members, Special Education Attorneys, and Wisconsin Department of Public Instruction

2) Require Local Educational Agencies to submit immediately to DPI a universal report for each seclusion and restraint that occurs within the LEA following each instance of seclusion and restraint

Summary: Concerns that districts are not consistent in how they report seclusion and restraint in the annual report and that the data submitted often underrepresents the actual number of seclusion and restraint used within the district. The participant feels that non-reporting and under-reporting is a widespread issue due to lack of funding for school staff to be trained in laws and policies, lack of accountability and no process for auditing. The parent stated that the school did not report to them when seclusion and restraint was being used. The participant also discussed how they pulled their child out of school to homeschool due to trauma associated with seclusion and restraint.
This parent suggested there be a process to upload a form to DPI after each incident and that this requirement would improve fidelity of reporting and further put a focus on the overuse of seclusion and restraint in Wisconsin schools. In the chat feature of the meeting, other participants stated they felt this was something that was needed in Wisconsin. This participant also surveyed 28 families online through social media asking them to look at the DPI data on seclusion and restraint in schools and asked if they felt it

was accurate and the 50% said they felt it did not. The survey also found that 7 participants homeschooled their child for safety concerns at school due to seclusion and restraint.
An online comment also stated that there is too much seclusion and restraint occurring in schools. Another comment stated that the school did not report her child's restraint at school and feels this is a widespread issue. The comment felt that special education funding, training, lack of knowledge of trauma informed care, neuroscience, and accountability are reasons why there continues to be seclusion and restraint as well as non-reporting of seclusion and restraint.

Resources

- Seclusion and Physical Restraint, DPI (includes legal requirements, leveled support system for public schools, and additional resources and action steps for reduction and prevention)

3) Personnel Shortages

Summary: Teacher shortages, paraprofessional, interventionalist, and related service shortages are greatly impacting the education of students with disabilities. One parent shared that their child had no deaf/blind teacher for two years due to the shortage and had to homeschool the child. Several participants commented in chat that personnel shortages were a big issue in their schools. In addition, one participant shared also that unqualified personnel are working with children with disabilities. Another comment stated that schools are pushing kids out of services like occupational therapy, physical therapy and speech-language therapy or reducing minutes for these students, especially for students in elementary who have high needs and are non-verbal. An online comment said we need double the number of special education teachers and aids trained in trauma informed care. The comment also requested more Projects for Assistance in Transition from Homelessness (PATH) providers. Another online comment expressed the lack of sign language interpreters in schools and increase salaries for these interpreters. An online comment requested more funding for special education teacher salaries. Another comment stated that it is too difficult to get certified because of requirements for an advanced degree. Another online comment stated that paraprofessionals are underpaid and can make more in fast food restaurant than in a school and are extremely important roles for students with disabilities. Another comment requested a pathway for licensure through a two-year degree program.
Another online comment expressed concerns about teacher retention due to educators having less rigorous higher education experiences and the burden of school districts to do more in-service training of new teachers.

Resources

- Resources to Attract, Prepare, and Retain Special Educators and Related Service Providers, (includes links and videos to the Wisconsin Special Educator Induction Program and links to additional state and national resources)
- Workload Considerations, DPI
- Bulletin 24.02: Considering Services from a Speech-Language Pathologist for Students with Disability-Related Needs in the Area of Communication, DPI

4) Deafblind Resources

Summary: One person in the chat was seeking resources for students who are deafblind. Specifically, trying to find the best schools to work with a child with deafblindness. The individual feels schools do not have resources to support students with sensory needs. There was another comment in chat that teachers of the visually impaired, orientation and mobility specialist, and teachers of the deaf need more support in helping students within their real-world setting at the home public school.
Another participant thanked DPI for the Deafblind criteria. They stated they filed a complaint with DPI and DPI assisted them. Contacting DPI also helped her child get a referral for special education who had hearing and vision needs.
Resources

- Wisconsin Deafblind Technical Assistance Project (WDBTAP), DPI (includes a link to request services or training from WDBTAP and other resources for families and school personnel)
- Deafblind, DPI (this is the main page for links to resources including Guidance for Implementing WI Criteria for Deafblindness)
- National Center on Deafblindness
- Information on interveners:
    - Interveners in Wisconsin, WDBTAP
    - National Intervener and Advocate Association, NIAA
    - Deafblindness and Intervener Article, WDBTAP
    - Intervener Job Performance Rubric, DPI
- Expanded Core Curriculum Resources
    - Expanded Core Curriculum Considerations for Students Who Are Deafblind
    - Expanded Core Curriculum for Students Who Are Deaf or Hard of Hearing
    - Expanded Core Curriculum (Blind and Visually Impaired)

5) Special Education Funding
Summary: There is deep concern about 100-million-dollar shortfall in special education budget. Shortfall leads to personnel cuts including paraprofessionals and interventionalists that has a devastating effect on students with disabilities. Several participants commented in chat that funding concerns are a big issue in their schools. A participant shared about a 2019 or 2020 blue ribbon commission on special education funding. Additional funding concerns included the need to increase the amount of state aid districts are receiving to support students with disabilities, the over-reliance on districts having to go to referendums to support their educational needs.
Other participants commented that there is a lack of parent and teacher awareness of the budget shortfall and feels DPI needs to do a better job of educating parents of children with and without disabilities on how a lack of special education funding impacts the entire school community. In addition, a comment stated that low revenue districts suffer disproportionately higher effects from budget cuts and lack of special education funding. A bump in state funding could help relieve stress on teachers and schools and support at the federal level is also needed and would be helpful.

Participants also asked for information and names of advocacy organizations that focus on special education funding. In addition, a participant stated that 1/8 students in our state have special education needs of some level. One participant was from Fox City Advocates and shared their organizational information to support improved funding. The participant would like to see more information about these students such as real video and stories about what quality special education does for them. The ideas was to have videos that bring students' with disabilities lives, humanity and stories to legislators, fellow school members, personnel, advocates and community members.
A concern was shared about private schools participating in the special need scholarship program getting funding when public schools are struggling with funding. Specifically, why school districts are reimbursed 33% when the rate is 90% for private choice schools who are not required to provide services to students with disabilities.
Multiple online comments also requested more special education funding to move from 33% to 90% and one comment asked for more pressure on the legislature to increase funding for special education. Additional online comments mentioned the personnel issues in their school districts for lack of occupational therapists, speech language pathologists, physical therapists. Another comment stated that they felt lack of funding is leading to more "clustering" of students with disabilities in schools. Another comment gave an example of how asking for an aide on a bus is considered unreasonable to fund and how the district is having to transfer funding from Fund 10 to Fund 27 to support special education needs.
An online comment asked a question on the difference account 630 and 730 for a local school district, and question about ability to re-allocate different funds to pay for day-to-day operations to properly staff special education classrooms.

Resources

State superintendent stresses importance of student belonging, investing in public schools during State of Education Address | Wisconsin Department of Public Instruction

2023-2025 State Budget Special Education Funding One Pager

2021-2023 State Budget Proposal Special Education Funding One Pager

Wisconsin Budget Proposal 2019-2021 One Pager

Wisconsin DPI Special Education Aids web page (provides information on various special education funding sources with link on page for additional questions)

6) School Seizure Policies

Summary: Participant expressed concern about the seizure policy at their local school district and feels that the policy requires their child to be sent home or taken to hospital when it is unnecessary. The participant wants more individualization with seizure policies in schools. The current district policy states that if a student has a seizure at school lasting more than five minutes, EMS must be called, or parent must pick the student up. However, in this student's situation, the student is allowed to take medication after five minutes and feels that this gives the school protocol no time for the medicine to work. This parent suggests reviewing the protocols to make them more individualized including information from physician and or parents. This parent had a medical background and felt the district

policy was not appropriate for their child. The policy was quoted and taken from the "WISHA illness and injury" protocols. Another participant in chat wrote that their school district requires an individualized seizure action plan signed by their child's doctor to be filed at the start of each school year, so it may vary by district. Parents also commented on wanting more training about Individualized Health Plans from their school districts. They feel parents need to be aware of all the services and resources schools can and should offer to students with disabilities. The participant felt that is often kept "secret" from parents as schools do not want to promote or encourage extra work or costs to the district. The original participant also said in chat that schools will not follow what their doctor set as a plan. They are very strict and say he needs to leave the school at 5 mins if he gets a rescue medication.

Resources

Epilepsy or Seizure Disorder, DPI (links to state and national resources)

7) Alternate Academic Standards and State Assessment

Summary: In chat a participant stated that the "Significant Intellectual Disability" categorization on the IEP is used as an excuse by school districts to avoid extra resources. (note that they were likely referencing Students with a Most Significant Cognitive Disability). The participant stated that schools often follow the script of the curriculums chosen by the district, which leaves confusion or lack of knowledge in how to make it accessible or applicable to students with cognitive disabilities who wish to remain within the general education classroom with non-disabled peers. A participant asked for lifting the time limit for Dynamic Learning Map (DLM) reviews and improving communication between DPI investigation and teachers so they are secure.

A participant thanked DPI for their guidance on "accessibility" on the Forward Exam and talked about how this helped her child take the state assessments.

The participant stated that students with a cognitive or intellectual disability does not mean a child is incapable of learning or preparing for their adulthood. They feel that state assessments and school tests and curriculums are created and designed for non-disabled students, which means they are not accessible for 20% of the student population. They stated that students can learn general education curriculum, participate with all peers, and school districts need to know how to teach all students. The participant suggested that the Expanded Core Curriculum could become a requirement for all students, especially students with disabilities and cognitive disabilities. (note that expanded core curriculum is most likely referencing a type of curriculum for students who are blind and visually impaired, deafblind, or deaf and hard of hearing. The "expanded core curriculum" is known in the sensory disability world as curriculum that should be considered by IEP teams for students with disabilities to help identify needs, goals, and services). Another participant in chat stated that having an F on their report cards because their child can't meet the grade level material and standards is not helping their child's mental health. Another online comment expressed the difficulty districts have in developing meaningful entry points into instructional standards for all students, specifically for students with significant disabilities and difficulty in balancing functional and academic instruction for this group of students with limited resources. The comment stated that funding,

personnel, and balancing individual needs versus district budgets are challenges for this group of students.

Resources

- Wisconsin Alternate Academic Achievement Standards, DPI (includes links to a Parent's Guide to Understanding the Wisconsin Essential Elements and Dynamic Learning Map (DLM) Information for Families as well as mini-maps under subject areas for English Language Arts, Mathematics and Science)
- TIES Center (a national technical assistance center to support the movement of students with disabilities from less inclusive to more inclusive environments)
    - TIES Brief 5: The General Education Curriculum–Not an Alternate Curriculum!
    - TIES Brief 6: Grading My Child with Significant Cognitive Disabilities in an Inclusive Classroom
    - TIES Tips for grading
    - TIES Tip #13: Talking About Grading with Parents or Guardians and Students for Inclusive Classrooms Article
- Grades and Graduation, DPI
- Questions and Answers on Report Cards and Transcripts For Students with Disabilities Attending Public and Elementary and Secondary Schools, USDE
- OCR Dear Colleague Letter: Report Cards and Transcripts for Students with Disabilities, dated October 17, 2008), USDE
- Individualizing a Grading System for a Student with an IEP, Great Schools.org
- Equitable Grading Practices for Students Who Have IEPs, Great Schools.org

8) Inclusion of Students with Disabilities within Regular Education

Summary: A participant expressed concern about the level of universal understanding of inclusion. They suggested that there should be universal guidance about inclusion for all school personnel to learn so that everyone in the school can refine skills related to inclusive practices. They suggested that inclusion is an important concept for students and teachers' health and wellbeing.

A second concern related to inclusion was playground accessibility. A participant stated that playgrounds should be accessible above and beyond requirements of ADA to encourage participation by those in wheelchairs and those with visual impairments specifically which is not fully addressed in ADA. They provided examples of how wood chips may meet some standards but are still not accessible to students using a wheelchair. Many participants commented in chat and supported the comment related to the need for a deeper focus on inclusion of students with disabilities. One participant stated that special education is not a place.

One participant stated that Eau Claire Area School District also deserves a shout out for doing a great job!

Another participant stated a concern that having push for full inclusion has pushed districts to not provide life skills, self-determination, transition services, social skills, etc

because we have to teach all core subjects to Forward assessment. For example, the student has to have required classes so no time for special education services that focus on the life skills listed above.
Another participant stated that inclusion can greatly reduce seclusion and restraint and reduce trauma. Another participant stated that we need to think if these are outsiders view of being inclusive or is it taking the perspective of the child and whether they believe it is inclusive for their needs. Another participant stated we know so much more now and we should update our views of discipline.
Another participant stated perhaps the DPI district report cards needs to be redesigned to show more valuable insights about the district. The state just released reading & math results that 50% of students meet standards, which is a sad result on already low expectations.
Online comments included concerns about students being put into regular education classrooms that do not meet the student's individual needs and is not the "least restrictive environment" for students that need environments that are calmer or have a different pace of learning. A comment that inclusion and mainstreaming is more difficult as students get older and a request for more extracurricular opportunities for inclusion.
Another online comment asked for training resources for educators to learn to teach in an inclusive learning environment. Additionally, a comment stated that there were not enough paraprofessionals to support her child who can be successful in regular education when given the appropriate personnel and that the self-contained classroom was not a good influence on her child and requested a better learning environment for her "high functioning" child.
One online comment discussed how Wisconsin is ahead of many other states in data related to inclusion of students with disabilities. They also discussed how higher education programs are moving to dual certification programs and feels this is a good step toward more inclusive education along with the decline of self-contained school programs and how CESAs help support school districts. The comment shared that districts that do more inclusion also struggle more financially and how placement decisions are often financially motivated.
There were additional online comments requested more support on how to integrate students with disabilities. One comment stated that their child is fully included but that the IEP is not implemented as written due to personnel shortages. Another comment felt that regular education teachers are over-reliant on paraprofessionals to support inclusion.
There were also a few comments outlining how well a child with a significant disability has been included in their school district based on the commitment of personnel and resources.

Resources

- Early Childhood Inclusion Video, DPI

Inclusive Learning Communities, DPI

Inclusive Learning Communities Practice Profile, DPI

Inclusive Practices, DPI and Research to Practice Inclusive Communities Project

Co-teaching Resources, DPI

Co-teaching Practice Profile, DPI

Inclusive Strategies to Support Behavior Needs of Students with IEPs, DPI

Comprehensive Special Education Evaluation: Six Areas of Academic and Functional Skill, DPI

Bulletin 00.04: Least Restrictive Environment, DPI

Bulletin 10.03: Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) for Preschoolers (3-5) with Disabilities, DPI

Bulletin 18.02: Free and Appropriate Public Education (FAPE), DPI

Role of Speech-Language Pathologists in a Multi-Level System of Supports, DPI

Guidance for Use of Paraprofessionals to support Speech and Language, DPI

Inclusion of Students with Significant Cognitive Disabilities, IRIS Center

TIES Center (a national technical assistance center to support the movement of students with disabilities from less inclusive to more inclusive environments)

The 5-15-45 Tool

TIES Center: Inclusive Instruction

SWIFT Education Center (the National Center on Inclusion Toward Rightful Presence)

9) Transition and Beyond 18 Programs

Summary: In the meeting chat, a participant asked if anyone knows if there are state specific guides for parents whose special needs child is turning 18 soon. Many participants and council members provided resources in the chat. An online comment stated that schools need to do more with transition planning and not put this all on the parents.

Resources

- Transition Planning for Students with Disabilities, DPI
- Transition Improvement Grant (TIG), DPI (a wide variety of resources and technical assistance including online learning and a self-advocacy suite of resources)
- Transition Improvement Grant Beyond 18 Webpage, Transition Improvement Grant
- Transition Programming Beyond 18, DPI & Transition Improvement Grant
- College, Career and Community Readiness for Students with IEPS, DPI (includes links to state and national resources along with video testimonials)
- Opening Doors to Transition Series, DPI

- Supported Decision Making: Because Choice Matters, DPI
- Wisconsin DPI Academic Career Planning (ACP), DPI
- Center for Deaf-Blind Persons
- Helen Keller National Center (HKNC)

10) Positive Behavioral Supports and Interventions for Students with Disabilities
Summary: A participant made the suggestion to increase awareness around new best practice shift from behavior to brain-based training for teachers and teams. The participant called out a training called the Neurosequential Model in Education. (Note: this is a training model that DPI has advertised through CESAs recently). This model is considered neuro-affirming and this shift for neurodiverse population including relational and belonging styles. The participant called for a move from "behaviorism" to "humanism" and this shift needs to occur in both general and special education.
Another parent expressed concerns that young children with disabilities and behavioral issues do better with a slow transition. The parent's concern is that due to updates in the Information Update Bulletin 24.1: Shortened School Day, that slower and more gradual transition into school is more of a barrier.
Another participant in chat shared about how the Alliance Against Seclusion and Restraint developed a new program with the Crisis Prevention Institute (CPI) called Reframing Behavior for school districts to help shift perspective. (Note: this is a training that DPI has recommended to school districts versus traditional seclusion and restraint trainings).
An online participant requested more instruction on self-regulation for students that have mental health and anxiety.
Resources

- Inclusive Strategies to Support Behavior Needs of Students with IEPs, DPI
- Bulletin 23.01: Providing Positive Behavioral Interventions and Supports to Students with Disabilities and Use of Functional Behavioral Assessments, DPI
- Bulletin 06.02:Legal Requirements Relating to Disciplining Children with Disabilities, DPI
- Bulletin 18.02: Free and Appropriate Public Education (FAPE), DPI
- Functional Behavioral Assessment (FBA), DPI
- Crisis Prevention Institute (CPI) Reframing Behavior Program, Crisis Prevention Institute
- Wisconsin School Mental Health Framework, DPI (includes links to social and emotional learning and trauma sensitive school videos, modules, and resources)
- Supporting Neurodiverse Students, A DPI funded project to support students whose behavior interferes with learning or the learning of others.

11) Extracurricular Options for Students with Disabilities
Summary: A participant shared concerns about inclusion as it relates to extracurricular sports and other elective activities. Several participants in the chat expressed concerns that extracurricular activity leaders do not have training on inclusion. Another participant suggested that there be an inclusion plan for students with disabilities to be involved in sports and other activities. Another participant suggested that schools should ensure that

students with disabilities are recognized and honored for their participation in extracurricular activities including Special Olympics and adaptive sports leagues as well as requiring reporting data to DPI on participation of students with disabilities in sports. In the chat, several participants reacted to verbal commentors that requested more sports and extracurricular options for students with disabilities.
One participant wrote in chat that WIAA should create an adaptive/inclusive/accessible sports option, and several other participants agreed with this comment in chat. One participant stated that this is a WIAA problem and not a school district problem or DPI problem. A participant stated that districts have policies related to WIAA and they also determine if they will approve of the students with disabilities being on the sports teams. Most often, they deny access to the sports if it requires the school to provide adult support as they are required to follow the IEP when it comes to sports & extra-curriculars. Another participant commented that it is not just sports that need more inclusion of students with disabilities but all clubs and activities at school. A participant stated that the WIAA hides behind the district's rules. They did nothing to help us. We had to file a complaint with the school. In fact, they told us they wouldn't take a complaint. Another participant stated that WIAA has non-discrimination policies, if the school won't listen you can always file a complaint with WIAA about it and/or DPI and/or state or federal Civil Rights Departments.
A participant suggested that one idea is for schools to have a freshman or JV team, Varsity which will have cuts, and an "All School Team" that would include students with and without disabilities to be on the team with age-appropriate kids and still get to compete. Another comment stated that AASD created an adaptive sports league last year, and it has been very well received, and the students are having a rewarding and fun experience. Additional online comments expressed concerns about lack of opportunity in extracurricular activities. One comment stated schools are kicking students off teams as they prioritize winning over inclusion.

Resources

- IEP Forms Guide, DPI (see page 146 for definition and requirements related to documenting student participation in extracurricular activities)

12) Advocacy Support within Indigenous Nations and General Advocacy Needs

Summary: A community member who is a Tribal member expressed concern related to services and supports provided to the students living on reservations in the tribal community. Their concern revolves around the thought that there is lack of trust with systems providing services and streamlining processes for increased ease might help improve success for the community seeking support. Providing resources for complaint directions and processes in English and other languages will help families connect and communicate concerns. They would like to see information using indigenous words and materials to help families feel more comfortable and engage in resources available.
In chat, someone asked how to get legal help to advocate for your child and what is a good resource if your child is being discriminated against. Several participants and council members put resources of family support and advocacy organizations in the chat as well as the Wisconsin Special Education Mediation System.

Another participant that works with Independence First in Milwaukee shared information about their programs and offered Independence First as an additional resource to support individuals and families.
An online comment stated that parents should not have to "fight" or have an advocate to be able to get what their child needs in a special education program. Other online comments expressed concerns about hostility and disrespect given to parents at IEP meetings and the lack of support parents receive to fully participate in IEP team meetings.
Resources

- American Indian Studies Program, DPI (links to state and national resources including professional learning events, annual summer institute, and calendar of events)
- Wisconsin Special Education Mediation System (WSEMS), DPI and WSEMS
- List of Family Support Organizations, DPI Resources, and Other Family Resources in Wisconsin, DPI (links to state and federally funded free resources to families)
    - Disability Rights Wisconsin
    - Wisconsin Family Assistance Center for Education, Training, and Support (WI FACETS) (includes recorded video presentations on a variety of special education topics)
    - Wisconsin Family Ties
    - WSPEI (Wisconsin Statewide Parent Educator Initiative)
    - Independence First, Independence First

13) **Transportation for People with Disabilities**
Summary: This topic was discussed as it relates to students being transported on "Type A" busses (understood to be for disability only). The concern is that there should be a formal analysis of how and whether bus drivers and students should be trained in inclusion to have positive interactions with students on "Type C" Busses (understood to be regular education transportation). The participant also said bus drivers need "DIY" training (thought to mean diversity, equity, and inclusion).
An additional topic of concern was transportation for children with disabilities and getting transportation to extracurricular activities and how they can access events at school if the parents are not drivers. An online comment requested that DPI allow districts to give gas cards to families to support child's transportation when home transportation best meets needs of the child.
Resources

- Bulletin 18.01: Transportation Questions and Answers, DPI
- Non-Driver Interactive Mapping Tool, Wisconsin Department of Transportation
- Improving Transportation for Non-Drivers, Wisconsin Department of Transportation

14) Private Schools
Summary: There was concern that students in private schools with disabilities were not provided adequate support and sometimes were "sent back" to public school due to appropriate services not being provided. A concern was shared about private schools getting funding when public schools are struggling with funding. An online comment

stated that the public schools in Wisconsin could not meet her child's needs, and the child had to go to a private placement in Illinois and shared concerns about the lack of support public schools provide to some students with disabilities.

Resources

- Bulletin 06.03: Parentally Placed Private School Children with Disabilities, DPI
- Bulletin 22.01: Out of District Private Placement, DPI
- Private School Choice Programs, DPI
- Private School Choice Programs: Frequently Asked Questions for Parents, DPI

15) Changes in Identification Rates Across Disability Categories and Movement

Summary: A participant recommend DPI investigate a bump in special education referrals since Covid and increase in Other Health Impairment identification. The participant wondered if there was any analysis of patterns of identification in various disability categories or if perhaps changes to administrative rules for identification has led to some disability categories decreasing and others increasing. The participant also inquired about student demographics for students with disabilities in terms of students moving in and out of public education. For example, student movement after cut dates and are students leaving after cut dates or graduating. (note that cut dates was inferred as October child counts). The participant recommended DPI release quarterly reports on the demographics of students with disabilities across public schools in Wisconsin as opposed to just an annual report so that the quarterly reports can show when movement occurs.

Resources

- WISEdash Public Portal, DPI (click on "dashboards", "enrollment", "filter data", "filter" to group data by school district and disability category to find enrollment numbers for the most recent year and past year data".

16) Complaint Process for IDEA State Complaints

Summary: A participant recommend DPI ensure that when DPI personnel are doing interviews during the complaint process to ensure confidentiality when conducting interview on a virtual platform. For example, ensuring that when interviewing school personnel during the school day asking if anyone else is in the room when doing interview (students, other personnel, etc). In addition, participant recommended DPI follow up and make sure to validate the facts that individuals at the school provide when conducting investigations. The participant also requested DPI extend the 365 day complaint requirement so that a complaint can be filed prior to 365 days of the event occurring. (note that requirement is in IDEA). An online comment requested that there is more fact checking in the complaint process and that the process was rushed over the summer. Another online comment felt the complaint process included lies from the school district and felt DPI failed to support their child.

Resources

- Section 300.153, United States Department of Education, Individuals with Disabilities Education Act Regulations (note that federal law requires that the violation must have occurred within one year)

- IDEA State Complaints, DPI (includes a link to a document that outlines DPI State Complaint Procedures)
- Wisconsin Special Education Mediation System (WSEMS), DPI and WSEMS
- Communication Options for Families, DPI and Wisconsin Statewide Parent Educator Initiative (WSPEI)
- Dispute Resolution Options, DPI
- Special Education Rights for Parents and Students, DPI
- Special Education in Plain Language, Collaboratively developed by Wisconsin Parents, Advocacy Organizations, School and Special Education Administrators, General and Special Educators, Service Providers, Union Members, Special Education Attorneys, and Wisconsin Department of Public Instruction

17) Assistive Technology

Summary: A participant stated that schools need more guidance on how to provide assistive technology to students with disabilities. An online comment requested more funding for the DPI contracted Assistive Technology Lending Cener (ATLC).

Resources

- Assistive Technology (AT), DPI (links to legal requirements, AT Forward, and state and national AT resources).
- Assistive Technology (AT) Forward, DPI (links to sign up to a free community of practice (CoP), recorded CoP meetings by topic, professional learning videos, micro-credentials, statewide assistive technology resource map, archived newsletters, and other resources.
- Bulletin 22.02: Assistive Technology, DPI
- WisconsinAT4All (WisTech), Wisconsin Department of Health Services (DHS)
- Assistive Technology Myths and Facts
- More to the Myths and Facts: Addressing Accessible Educational Materials in the 2024 Assistive Technology Guidance

18) Applied Behavior Analysis (ABA) Therapy in Schools

Summary: A participant stated that schools need better collaboration with ABA therapists through the parents' behavioral treatment program outside of school and more collaborative teams supporting the child.

Resources

- Department of Public Instruction and Department of Health Services Joint Guidance for Behavioral Treatment for School-Age Youth, DPI
- Guidance for Behavioral Treatment for School-Age Youth, Forward Health Article

19) Shortened School Day

Summary: An online comment requested a revision to DPI's Shortened School Day bulletin to not restrict children with an IEP to attend non-school medical or therapeutic services during the school day stating some school districts are not allowing students with IEPs to attend outside agency support during the school day for therapeutic services

while other school districts understand the importance of sharing resources with outside agencies.

Resources

- Bulletin 24.01: Shortened School Day, DPI

20) Open Enrollment

Summary: An online comment expressed that the open enrollment regulations are not equitable for students with disabilities and how special education services vary widely from district to district. They feel districts should not be able to open enroll students without IEPs and at the same time deny open enrollment for any students with IEPs as this denies families of students with disabilities any choice. **Resources**

- Open Enrollment in Special Education web page, DPI

21) Bullying

Summary: An online concern expressed how schools need to take bullying of students with disabilities more seriously and there needs to be more training for educators in this area. The comment also asked for more buddy programs and peer support programs in schools.

Resources

- A Comprehensive Approach to Bullying Prevention web page, DPI
- Bullying Prevention and Awareness Presentation, WI FACETS webinar
- Bulletin 18.02: Free and Appropriate Public Education, DPI (describes IEP requirements related to bullying)

22) Additional Comments

Summary: Additional online comments included:

- requiring more responsibility from families for follow up on their child's behaviors outside of school (e.g. sleep, gaming, diet),
- reevaluating the "30-day rule" so that "30 days" means "30 school days" and stating that special education teachers having to work during school breaks to complete IEPs,
- difficulty enrolling child in school district's 4k program and requesting someone in enrollment office to be able to answer questions,
- a recommendation that more parents of children with disabilities should be on school boards,
- recommendation to totally overhaul education as we are teaching the same way and needs of students have changed in last 10 years. Recommend more flexible school days, curriculum, options, etc.,
- request to require teachers of deaf and hard of hearing to be fluent in sign language to be licensed and another request that more educators be fluent in sign language to help other disability areas (e.g. autism, significant disabilities, etc)
- concern that the Wisconsin School for the Deaf does not support students with other disability-related needs (e.g. autism, ADHS, dyslexia),

- request for more knowledge in Wisconsin about the role of interveners for deafblind students and more support for getting individuals licensed or trained as interveners,
- concerns from parents having to pull child out of public school and homeschool as school could not meet the child's needs and another comment describing how the parent was never able to get the services from the public schools in their area to meet the needs of their child,
- requirement to provide more play for younger children before focusing on math and literacy and how lack of play then leads to more special education referrals due to lack of functional skills,
- concerns that the RTI process in the school district delayed child receiving an IEP and needed services for two years,
- concern that school districts have policies that do not allow IEP meetings to be recorded for families that would benefit from understanding more about the IEP if they could review recordings,
- concerns that IEP were not implemented as written such as not receiving paraprofessional support for a field trip that was written into the IEP and school not allowing child to go on the trip,
- importance of 3 to 5-year-olds receiving services at the school versus home,
- a need for more frequent reporting of progress and more frequent communication in general between home and school,
- request that DPI allow schools to hire Board Certified Behavior Analysts (BCBAs) as they have training in proactive strategies to support behavioral needs of students and could be billable to insurance.

Resources

- To support families with children with disabilities to serve on school boards: Serving on Groups that Make Decisions, WI FACETS
- Specific concerns about special education implementation
    - Communication Options for Families, DPI and Wisconsin Statewide Parent Educator Initiative (WSPEI)
    - Dispute Resolution Options, DPI
    - Wisconsin Special Education Mediation System (WSEMS), DPI and WSEMS
    - IDEA State Complaints, Wisconsin DPI (includes a link to a document that outlines Wisconsin DPI State Complaint Procedures)
    - Special Education Rights for Parents and Students, DPI
    - Special Education in Plain Language, DPI
- Additional Resources for Families
    - Center for Parent Information and Resources, CPIR
    - Center for Appropriate Dispute Resolution in Special Education , CADRE
    - Family Support and Advocacy Organizations, DPI