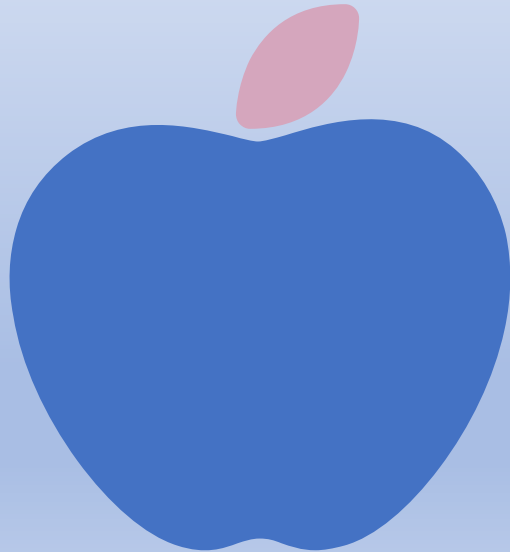


Partnering with Schools on Behavior and Discipline for Students with IEPs.



What You Need to Know...



Introductions:



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**Who is in
the room?**

Objectives

01



Discipline

Build awareness of IDEA protections for students with disabilities in regard to discipline

02



Collaboration

Learn how to work with your child's IEP/school team proactively when behaviors occur.

03



Behavior

Learn how to locate and consider your district's requirements for responding to behavior, your district handbook and your district policy on behavior

04



**Dispute
Resolution**

Understand dispute resolution options in Wisconsin

FAPE

IDEA mandates the IEP to ensure students receive a Free Appropriate Public Education

F

Free

No cost to families

A

Appropriate

Equal access to learning

P

Public

Supervised by the public school

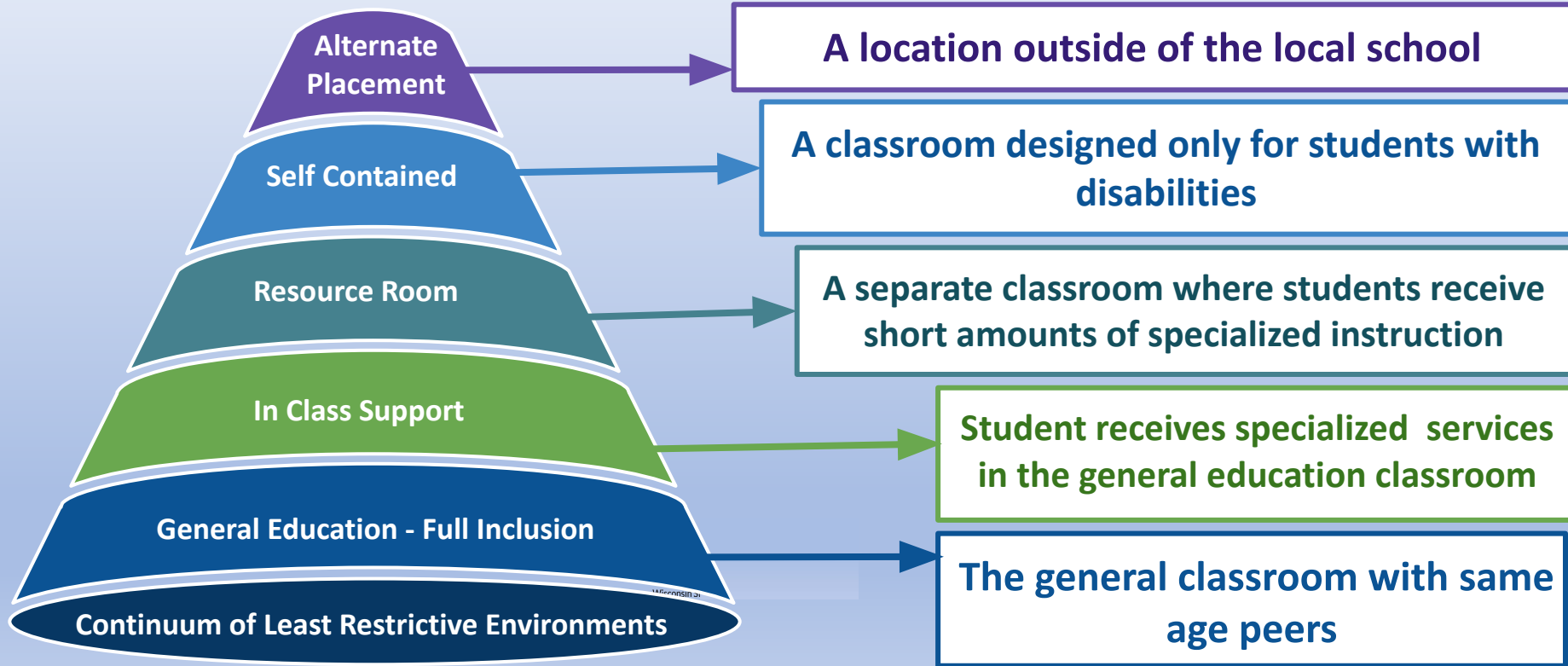
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Education

Learning that supports college, career, & community readiness

Least Restrictive Environment or Placement:

Where your child receives special education services



School District Response to Behavior

Form I-4

Name of Student _____

Page ____ of ____

C. Special Factors

Special Factors must be considered when developing the individualized education program. Consider the special factors when identifying the effects of disability, summarizing disability related needs, developing goals, and determining services in the Program Summary.

1. Does the student's behavior impede their learning or that of others?

☐ Yes ☐ No

If yes, describe the student's behavioral needs:



Has a functional behavioral assessment (FBA) been conducted?

☐ Not Applicable ☐ Yes (Date: _____) ☐ No



Document positive behavioral interventions, strategies, and supports, and other services in the Program Summary.

Supporting Students:

Positive Behavior Interventions and Supports (PBIS)

PBIS supports must:

- Effectively address a student's **unmet needs**
- Effectively address a student's **lack of skills**,
- Effectively address unsolved problems that are the **root cause** of why a student's behaviors interfere with the student's learning or the learning of others
- Capitalize on student strengths and accomplishments

Examples:

- Social skills instruction
- Modifying or adjusting classroom seating
- Providing increased opportunities for the student to make choices
- Foreshadowing change.

Look Closely: Check Everything

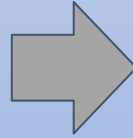
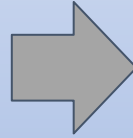
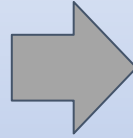
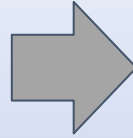


Talk to Everyone



Review:

- Teacher notes
- School records
- Parent insights
- Student's own thoughts
- Medical Information



Collect Information; Gather the Data



What to Look At:

- School records
- Behavior reports
- Attendance
- Previous interventions
- Teacher observations
- Test results
- Report Cards
- Behavioral Plans
- Home/Community
- Medical

Dig Deeper

What?

What's really preventing this student from accessing, engaging and progressing in school?

Why?

Is this about skills or results?

How?

How do the student's specific needs impact learning?

Goal: Find the Root Cause, not just the symptoms

Family Role in this Process

- Describe or explain **what you observe** when your child is at home and in the community
- If your child has an invisible disability (such as hearing loss, autism, ADHD, etc.), **share what you understand about the behaviors** associated with it and describe what that looks like
- **Ask questions** about anything that may be new or unfamiliar
- Share details about your child including, but not limited to, your **hopes and dreams** for your child
- Be prepared to **participate** in interviews, assessments and other conversations.
- Partner with your child's team by participating in **two way conversations** about your child.
- Ask questions about the proposed services and supports. **Ask** what it is, what it looks like, where it happens, why it is being used

Behavior

Andrew F. advocacy talking points

Talking point #3

The IEP must include behavioral services that your child needs to be able to learn.

Explanation: Kids have the right to an IEP that addresses any behavior that gets in the way of learning.

[English Andrew F. Toolkit](#)

[Spanish Andrew F. Toolkit](#)

Legal authority

"[The student] exhibited multiple behaviors that inhibited his ability to access learning in the classroom."

Andrew F. decision

"The failure to consider and provide for needed behavioral supports through the IEP process is likely to result in a child not receiving a meaningful educational benefit or FAPE."

ED Behavioral Supports Guidance
(Aug. 2016)

What can you say

"I know my child has the right to services and supports to help with behavior. But the IEP doesn't address _____. What can we change in the IEP to help my child make progress in school?"



Family Role

TIPS:



01

- Once the plan is in play...Address behavior problems with the IEP team when they occur to avoid more serious problems later
DON'T WAIT



02

- Think about adding a behavior goal to the IEP



03

- Punishment alone generally will not solve the problem. It only tells the child what not to do. It does not tell the child what to do.



04

- Schools in Wisconsin must implement a Code of Conduct. Parent should ask for a copy and review it when writing a behavior plan.

Discipline for Students with IEPs



IDEA

- The Individuals with Disabilities Education Improvement Act (IDEA) 2004 encourages the use of **proactive** measures to prevent **discipline** problems.



PBIS

- If a student's behavior impedes the student's learning or the learning of others, the student's individualized education program (IEP) team must consider the use of **positive behavioral interventions and supports** to address the behavior.



IEP





- If school personnel believe that a student's program and placement are inappropriate, they should work with the parents through the IEP team process to develop an **appropriate program and placement** that will meet the student's needs and ensure a safe and appropriate learning environment for all.



DPI

- The [Department of Public Instruction's website](#) provides information regarding discipline and expulsion.

What's the difference??

 School Handbook	District Policy
Updated Yearly	Updated in cycles
 Comprehensive document that serves as a guide for students, parents, and staff. It typically includes information about school policies, procedures, expectations, resources, and services.	Formal statements that outline rules, regulations, guidelines, and procedures governing various aspects of school operations
 Located on individual school website, families and students may receive a hard copy	Located on a school district website
 Developed by individual schools	Developed by a district school board

Student/Parent Handbooks



Become familiar with your school handbook and the behavioral expectations for all students



Become familiar with your school district's Behavior & Discipline Policy, including suspension and expulsion



Locate these on your school district's website!



Let's Explore!

Group Activity

- Name a district.
- What is the school's policy on Behavior?
- Find the parent handbook. What does it say about behavior?
- Where these documents easy to find?

Let's Explore: Hot Behavior Topics

**FBA: Functional
Behavior
Assessment**

01

**Behavior
Intervention
Plan**

02

**Manifestation
Determination**

03

**Suspension/
Expulsion**

04



Special Education in Plain Language

Take a look
Part 4: Special Education,
Behavior, and Discipline
Page. 56



Special Education in Plain Language



Lighthouse

*User-Friendly Handbook on
Special Education Laws, Policies
and Practices in Wisconsin*

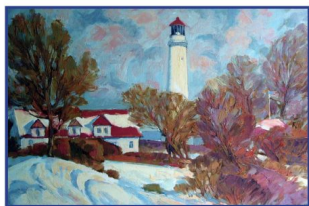
2009 • Third Edition • Including a 2019 Supplement



Let's Explore!

Special Education in Plain Language

Special Education in Plain Language



Lighthouse

*User-Friendly Handbook on
Special Education Laws, Policies
and Practices in Wisconsin*

2009 • Third Edition • Including a 2019 Supplement

- Each quarter of the room is assigned a topic.
- Find the information in Special Ed in Plain Language.
- Discuss the questions associated with your topic.
- Elect someone to share what was surprising with the full group.

Parents and Districts work together to:

- **Prevent** behaviors from becoming **problems**
- Make and **use** good **IEPs** that help the child **learn new behaviors**
- Give children the **level of services** they need to succeed in **learning new behaviors**
- Place children so their **behavior does not interrupt** their own or other children's learning.
- Know **who** to **communicate** with when issues arise.

District Special Education Contacts

- Do you know your Special Education Director or Pupil Service Director?
- Do you know how to contact this person?
- Can you find on your school district's website?
- Have you had contact or a relationship with your district's Special Education or Pupil Services Director?





Communication Options for Families

- English
- Spanish
- Hmong

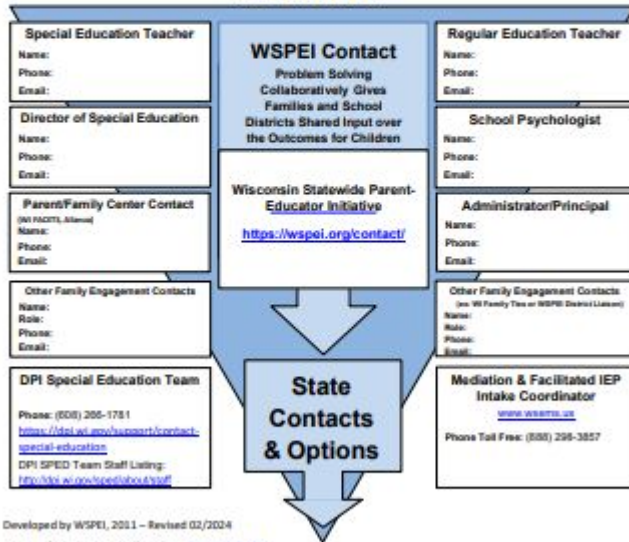
School District:

Communication Options for Families

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

Student Name _____

Who Can I Talk To?



Developed by WSPEI, 2011 – Revised 02/2024

WSPEI information can be found at: www.wspei.org

The contents of this product were developed under a grant from the Department of Education, CDEA (84.0276), through the Wisconsin Department of Public Instruction (WI DPI). WSPEI acknowledges Wisconsin DPI support for this federally funded grant resource.

Communication Options for Families

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

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

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

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

What can you do if questions or concerns arise?

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

What can you do in the meeting?

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

What if concerns are not fully resolved in the meeting?

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

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

Next Steps: What can be done if these attempts at solving problems don’t work?

- **Facilitated IEP:** An option for early conflict resolution Wisconsin has chosen to make available to families and schools. A neutral, trained professional helps the IEP team with the IEP process. <http://www.wispeis.org/spec/facilitation/iep-facilitation/>
- **Mediation:** An option for early conflict resolution available at no cost to families and schools. A mediator helps families and schools work toward resolution on special education conflicts/issues. www.wispeis.org/mediation/
- **IDEA State Complaints:** Anyone who believes a school district violated state or federal special education law has the right to file a complaint with DPI. More information: <http://dps.wi.gov/speced/dispute-resolution/complaints>
- **Due Process Hearings:** Parents, adult students, and school districts have the right to request due process hearings for special education disputes. More information: <http://dps.wi.gov/speced/dispute-resolution/due-process>

Access to WSPEI Family Engagement Coordinators and the WI Mediation System are provided at no cost to parents.

CEA – Cooperative Educational Service Agency

DPI – Department of Public Instruction

Developed 2011 – Revised 09/2022

IEP – Individualized Education Program

WSPEI – Wisconsin Statewide Parent Educator Initiative

WSPEI information can be found at: www.wspei.org

The contents of this product were developed under a grant from the Department of Education, CDEA (84.027), through the Wisconsin Department of Public Instruction (WI DPI). WSPEI acknowledges DPI support for this federally funded grant resource.

Wisconsin Special Education DISPUTE RESOLUTION OPTIONS



IEP Facilitation

This early conflict prevention option provides a neutral, trained facilitator to help the IEP team with the IEP process. The facilitator helps the IEP team maintain open, respectful, and productive communication and is provided by WSEMS.

Contact: Wisconsin Special
Education Mediation System
888-298-3857
gia@wsems.us



Mediation

Mediation is available to resolve issues by providing a free professional mediator. The goal of mediation is to come to a mutual decision, in writing, which is binding in federal and state court. Discussions during mediation are confidential and can't be used in further legal proceedings.

Contact: Wisconsin Special
Education Mediation System
888-298-3857
gia@wsems.us



IDEA State Complaint

Any individual or organization may file a complaint if they believe a school district has violated state or federal special education requirements. The complaint must be filed within one year of the alleged violation. DPI investigates the complaint and issues a decision.

Contact: DPI Special Education
Team
608-266-1781
dpisped@dpi.wi.gov



Due Process Hearing Request

A written request for a hearing by an administrative hearing officer related to the identification, evaluation, placement, issues pertaining to the IEP, or the provision of a free and appropriate public education of a child with a disability.

Contact: DPI Special Education
Team
608-266-1781
dpisped@dpi.wi.gov

wspei.org/contact/

Who we
are



Where to
find more
information



Contact Us: 833-879-7734

[About WSPEI](#)

[News & Events](#)

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Wisconsin Statewide Parent Educator Initiative

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[Information for
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FAMILY EFFICACY

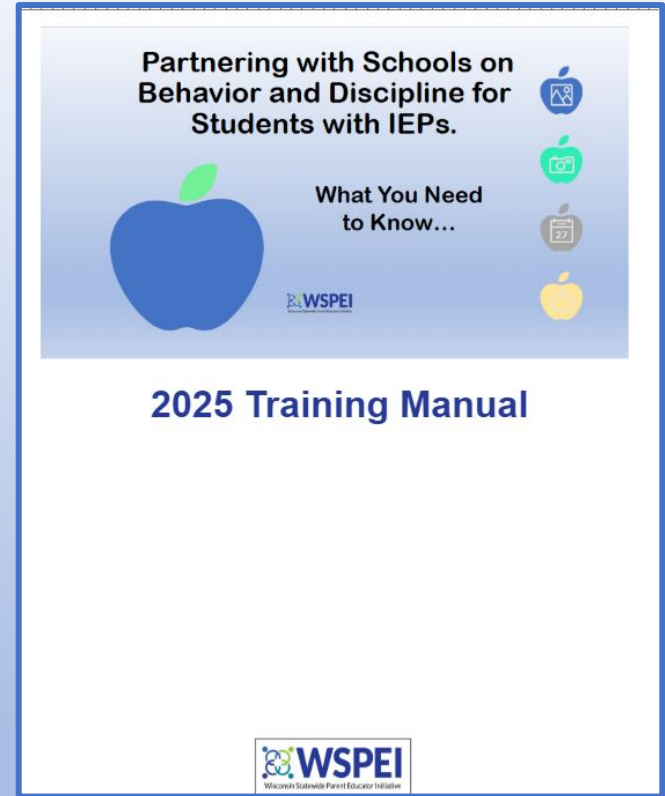
Building and supporting the capabilities, confidence, and connections of families.

[LEARN MORE](#)

Training Manual: Other Resources

- Root Cause Information
- Seclusion/Restraint
- FBA/BIP
- Shortened School Day
- Suspension/Expulsion
- And More...

Link to Training Manual





Questions

Final Thoughts...

What was most helpful today?

How will you use the information presented today?

What “lightbulb moments did you have?

What can you apply to your situation?