


## Writing the IEP - Part 1



**WI FACETS**  
Wisconsin Statewide Center  
for Education, Training & Learning  
[www.wisconsin.edu](http://www.wisconsin.edu)

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## What Will You Learn Today?

- What an IEP is
- IEP Timeline
- IEP Team
- Required Notices
- IEP Overview
- Resources



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### Special Education in Plain Language



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


2009 • Third Edition • Including a 2019 Supplement

**Available:**  
<https://www.wsems.us/special-education-in-plain-language/introduction/>

**pdf version:**  
Webinar handout

**Hard copy:**

- Your school district
- WI FACETS



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### Where Is the IEP Information?

|   |   |   |   |
|---|---|---|---|
| <p><b>Who is responsible for writing the IEP?</b></p> <p><b>Administrative</b></p> <p><b>EVALUATION REPORT</b></p> <p><b>Evaluation report</b></p> <p><b>When an effect</b></p> <p><b>Who sees the IEP?</b></p> | <p><b>Who is responsible for writing the IEP?</b></p> <p><b>Administrative</b></p> <p><b>EVALUATION REPORT</b></p> <p><b>Evaluation report</b></p> <p><b>When an effect</b></p> <p><b>Who sees the IEP?</b></p> | <p><b>Who is responsible for writing the IEP?</b></p> <p><b>Administrative</b></p> <p><b>EVALUATION REPORT</b></p> <p><b>Evaluation report</b></p> <p><b>When an effect</b></p> <p><b>Who sees the IEP?</b></p> | <p><b>Who is responsible for writing the IEP?</b></p> <p><b>Administrative</b></p> <p><b>EVALUATION REPORT</b></p> <p><b>Evaluation report</b></p> <p><b>When an effect</b></p> <p><b>Who sees the IEP?</b></p> |
|---|---|---|---|

Special Education in Plain Language: <https://www.wsems.us/special-education-in-plain-language/>

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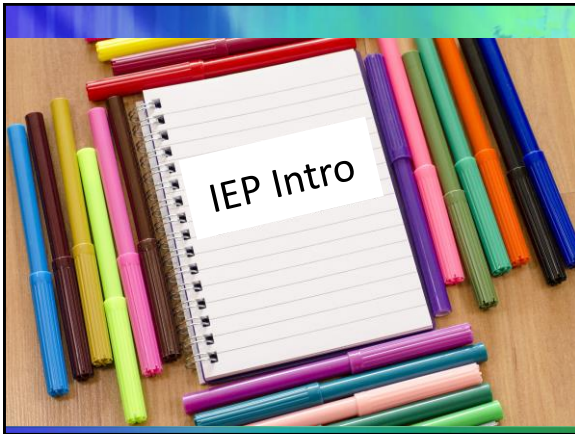
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### What 's an IEP?

- **Written plan designed to meet the child's individual needs**
- **Developed by IEP Team**
- **Child's strengths & needs**
- **Ambitious, achievable annual goals**
- **Special education & related services**
- **Legal commitment**

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## What 's an IEP?

- High expectations
- VISION: All students in WI graduate academically prepared and socially and emotionally competent**
- Rigorous academic standards

| CCSS Grade-Level Standards  | DLM Essential Elements  |
|---|---|
| <p><b>W.2.1</b> Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p><b>W.2.2</b> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p><b>W.2.3</b> Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> | <p><b>EE.W.2.1</b> Select a book and write, draw, or dictate to state an opinion about it.</p> <p><b>EE.W.2.2</b> Select a topic and use drawing, dictating, or writing to compose a message with one fact about the topic.</p> <p><b>EE.W.2.3</b> Select an event or personal experience and use drawing, writing, or dictating to compose a message about it.</p> |

<https://dpi.wi.gov/standards> <https://dpi.wi.gov/sped/topics/essential-elements>

- Tool to measure progress
- Changeable by IEP Team




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## When is the IEP Developed?

### IEP & Placement Timelines

**Key Notes:**

- If evaluation or reevaluation meeting must occur within 30 calendar days of ability determination.
- Reasonable amount of time before IEP and placement implemented. LEA should consider amount of time that takes to get through processing any mail matters.
- When possible, IEP team needs to review progress toward IEP goals, consider social factors, and determine placement. Because IEP is appropriate to address lack of expected progress through annual goals within general education curriculum, results of one reevaluation, information provided by the parents, the student's anticipated needs, or other matters.

Revised October 2018

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### Who is REQUIRED on IEP Team?

Parents!

- "Parent" definition:  
[34CFR 300.30\(a\)](#)
- Without a parent:  
[34CFR 300.322\(d\)](#)



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### Who else is REQUIRED?

- Regular Ed Teacher
- Special Ed Teacher
- Local Education Agency (LEA\*) Rep
- Someone to explain tests

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- Related Services Therapist(s)
- If Specific Learning Disability...
- If Out of District...
- Student



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### What OTHERS on IEP Team?

- School or parent can invite **OTHERS**
- *Knowledge or special expertise*
- Person inviting decides
- Birth to 3 rep
- Transition rep



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### What IEP Meeting Notice is Required?

- NOTICE to parents of **every** IEP Team meeting **(I-1)**  
34CFR 300.322
  - Purpose
  - Time and location
  - Who attending
  - "Others" OK
  - Part C/Transition
- Mutually agreed time and place

NOTICE OF MEETING OF THE INDIVIDUALIZED EDUCATION PROGRAM (IEP) TEAM

SCHOOL DISTRICT

If you need this invitation in a different language or communicated in a different way, or have questions about this invitation, please contact \_\_\_\_\_ at \_\_\_\_\_

Dear \_\_\_\_\_ Date \_\_\_\_\_

You are a participant on the IEP Team which will assist to address the educational needs of your child. IEP team meetings must be held at a mutually agreeable time and place. An IEP team meeting has tentatively been scheduled for the following date \_\_\_\_\_ and location \_\_\_\_\_ If these meeting arrangements are not agreeable to you, please call \_\_\_\_\_ or \_\_\_\_\_ You may bring other people who you believe have knowledge or special expertise about your child to the meeting with you. If your child is transitioning from a Birth to 3 Early Intervention Program, we will, at your request, send to the Birth to 3 coordinator or other representative an invitation to the IEP meeting.

The purpose of this IEP team meeting is (check all that apply):

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### How Can Parents Respond?

- **CAN** attend:
  - In-person
  - Phone, Skype, Zoom, etc.
  - Need different location
  - Need interpreter or translator
  - People they will bring
- **Can NOT** attend:
  - Find another mutually agreeable date & time



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# What Notice to Excuse is Required?

- Notice to Excuse a **Required** IEP Team participant from IEP meeting
- 2 ways to be excused:
  - Area of expertise **WILL NOT** be discussed or modified
  - Area **WILL be** discussed & they submit written report to parent & school team before the meeting
- Requires parent and LEA written agreement **WI sample form I-2**
- If parent does NOT consent, meeting must be held with the required participant



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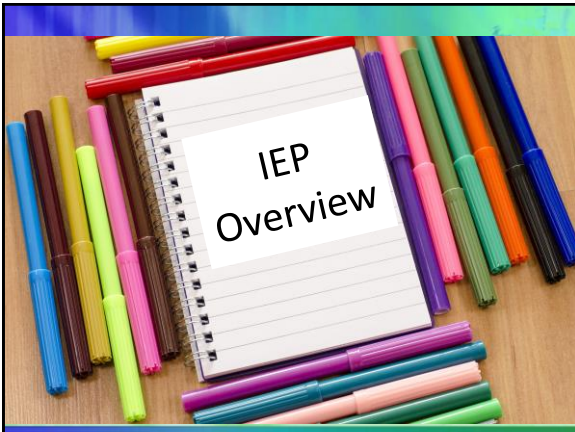
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# What to Look for 1st?

## IEP Front Page (I-3)

**Signature means attended - does NOT mean agree**

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### What Comes Next?

- Review Annual Goals (I-5)
  - Progress?
  - Met
  - Didn't meet



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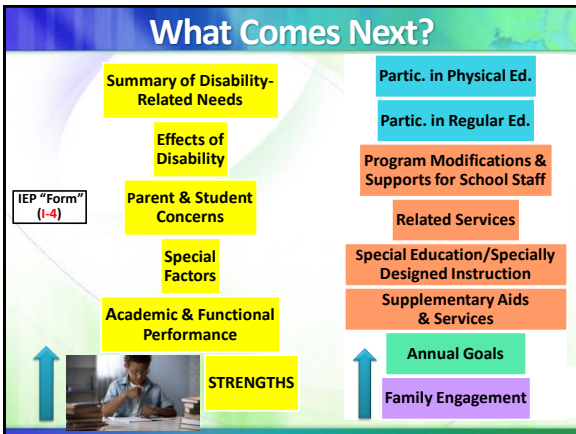
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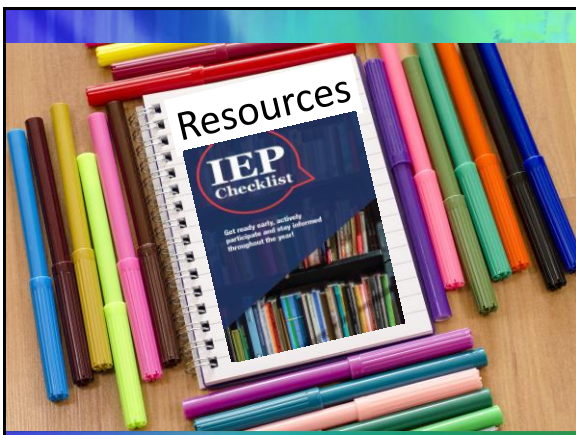
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## Where Can I Get More Info?

- **Special Education in Plain Language:** <https://www.wsems.us/special-education-in-plain-language/>
- **WI DPI Special Ed Policies, Procedures, Sample Forms (1-1,2,3,4,5):** <https://dpi.wi.gov/sped/model-special-education-policies-and-procedures-and-special-education-forms>
- **WI Bulletins:** <https://dpi.wi.gov/sped/laws-procedures-bulletins/bulletins>
  - **10.04** Physical Education AND **18.02** FAPE
- **WI Academic (Grade-Level) Standards:** <https://dpi.wi.gov/standards>
- **College & Career Ready IEPs:** <https://dpi.wi.gov/sped/college-and-career-ready-ieps>
- **WI FACETS' CCR-IEP Webinar:** <https://attendee.gotowebinar.com/register/5891241972081530371>
- **Parents as IEP Team Members (VIDEO):** <https://www.youtube.com/watch?v=h2ohX1S2bNM>
- **IEP Checklist:** <https://wifacets.org/resources/other-resources>
- **IDEA 2004 Info:** <http://www.wifacets.org/resources/idea-2004-info>
- **Parent Center Hub's 3 IEP Modules:** <https://www.parentcenterhub.org/webinar-training-modules-on-iep-idea/>



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## Are There More IEP Mini Modules?

1. Starting the IEP Process: Special Education Basics
2. Special Education Referral Process
3. Evaluation & Eligibility in the IEP Process
4. Reevaluation & Independent Educational Evaluations
5. Writing the IEP (Part 1)
6. **Writing the IEP (Part 2)**
7. Writing the IEP (Part 3)
8. IEP Revisions & Extended School Year
9. Parent Rights in the IEP Process
10. Useful Resources in the IEP Process
11. IEP Checklist



Register – [www.wifacets.org](http://www.wifacets.org)

23

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## That's It for Today!

- Please complete your evaluation.
- Questions? WI FACETS 877-374-0511

# THANK YOU!



Content addressed in this module is based on federal and state law and regulations. The information is not intended to be a replacement for careful study of IDEA and Chapter 115.  
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