

## Useful Resources in the IEP Process



© WI FACETS



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## Today's Topics

### Useful Resources from:

- WI FACETS
- U.S. Department of Education
- WI Department of Public Instruction
- Dispute Resolution Resources
- And a few more...



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WI FACETS  
Resources

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## WI FACETS Website



### 5 Literacy Modules

- Literacy components
- At home activities
- Literacy assessments
- IEP literacy goals
- Summer reading ideas

<https://wifacets.org/resources/supporting-learning-literacy-and-behavior-at-home>

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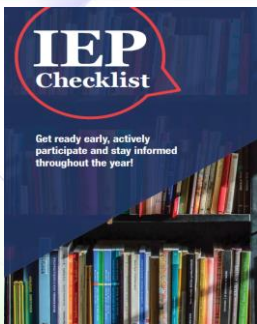
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## WI FACETS Website



### IEP Checklist

- STEP 01** Before IEP meeting
- STEP 02** At the IEP meeting
- STEP 03** After IEP meeting
- IEP OVER** Transition tips

<https://wifacets.org/resources/other-resources>

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## WI FACETS Website

### Special Education in Plain Language



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

2008 • Third Edition • Including a 2019 Supplement

- Topics
- What the law says
- What the law means
- What needs to be done
- What parents can do

<https://wifacets.org/resources>

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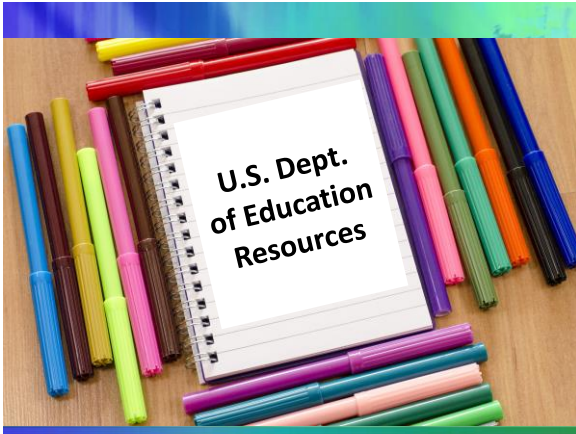
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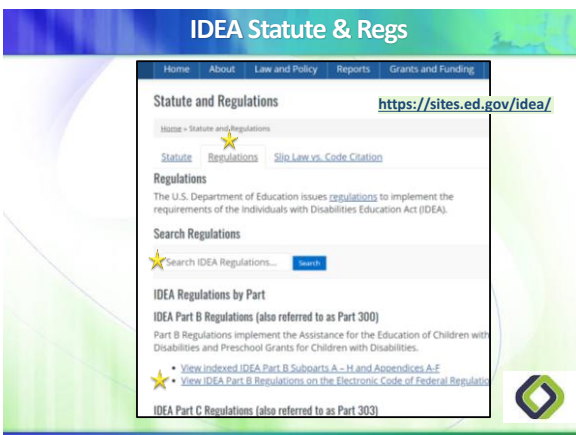
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## OSEP Policy Documents

**Policy Letters and Policy Support Documents** <https://sites.ed.gov/idea/>

OSEP's Policy Letters and Policy Support Documents

The U.S. Department of Education's Office of Special Education Programs (OSEP) issues written guidance to support the implementation of the Individuals with Disabilities Education Act (IDEA).

**Policy Letters**

OSEP's policy letters provide written guidance and clarification regarding implementation of the IDEA. OSEP typically issues these letters in response to specific questions raised by parents, educators, representatives of advocacy organizations, state educational agencies, early intervention programs and their providers, and other interested parties.

**Policy Support Documents**

OSEP issues broader written guidance in the form of memos, Dear Colleague Letters, or frequently asked questions (FAQ) documents, as determined appropriate, based on:

- Information gathered through OSEP's oversight of implementation of the IDEA by state educational agencies and Part C local agencies;
- Stakeholder-identified needs for clarification of the IDEA's provisions;
- Needs identified due to new statutory or regulatory provisions or court cases.

**Search Policy Letters and Policy Support Documents**

Some documents have been redacted to protect the privacy rights of individuals or the children for whom they contacted the Department seeking written guidance.

- [View all Policy Guidance 2001 to present](#)
- [Policy Letters and Policy Support Documents Issued Prior to 2001 \(PDF\)](#)

Search Policy Guidance...

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**WI Dept.  
of Public  
Instruction  
(DPI)  
Resources**

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## WI DPI Special Ed. Website

<https://dpi.wi.gov/sped>

**Special Education**

- COVID-19 and Special Education
- Special Education Index
- Weekly News
- Information for Educators
- Information for Families
- Results Driven Accountability
- College and Career Ready RPI's
- Special Education Program - Issues
- Early Childhood Special Education
- Special Education Laws, Procedures, and Bulletins
- Dispute Resolution Options

**The Special Education Team**

Welcome to Special Education

**Team Mission:**  
Provide leadership to improve outcomes and ensure a free appropriate public education for students provided under the Individuals with Disabilities Education Act (IDEA).

**Team Beliefs:**

- We believe that supporting a culture of high expectations to promote excellence for all students is best achieved through intentional partnerships.
- We believe educational decisions are made with and by students and their families, supporting all students to become experts in their own learning and active participants in determining their future.
- We believe all educational environments should be accessible, inclusive and equitable to achieve social justice.
- We believe that everyone brings valuable perspectives that deserve representation when developing and implementing policies and best practices.

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## Chapter 115, WI Statute

### Special Education Laws/Procedures/Bulletins

#### Timelines

- Evaluation Timeline [\[2\]](#)
- IEP & Placement Timeline [\[2\]](#)

#### State and Federal Laws

- May 2006 Memo: Chapter 115, WI Stats., Significant Changes in State Law Effective July 1, 2006 [\[2\]](#) - (5/23/06)
- Chapter 115, Wis. Stats. Scroll down to Public Instruction, Chapter 115
- PI 11, Wis. Admin. Code
- Eligibility Criteria (State Rule)
- Federal Website Information about IDEA 2004

#### Subchapter V.

- 115.76 Definitions.
- 115.777 Special Ed. Referrals.
- 115.78 IEP team; timelines.
- 115.782 Evaluations.
- 115.787 IEPs.
- 115.79 Educational Placements.
- 115.791 Reimbursement for private school placement
- 115.7915 Special Needs Scholarship Program.
- 115.792 Procedural safeguards.
- 115.797 Mediation.
- 115.80 Due process hearings.
- And more.....

<https://dpi.wi.gov/sped/laws-procedures-bulletins>

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## PI 11, Administrative Code



<https://dpi.wi.gov/sped/laws-procedures-bulletins>

- PI 11.02 Definitions
- PI 11.07 Transfer pupils
- PI 11.12 Hearing officers
- PI 11.24 Related service: physical & occupational therapy
- PI 11.35 Determination of eligibility
- PI 11.36 Areas of impairment



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## Eligibility Criteria

### Special Education Laws/Procedures/Bulletins

#### Timelines

- Evaluation Timeline [\[2\]](#)
- IEP & Placement Timeline [\[2\]](#)

#### State and Federal Laws

- May 2006 Memo: Chapter 115, WI Stats., Significant Changes in State Law Effective July 1, 2006 [\[2\]](#) - (5/23/06)
- Chapter 115, Wis. Stats. Scroll down to Public Instruction, Chapter 115
- PI 11, Wis. Admin. Code
- Eligibility Criteria (State Rule)
- Federal Website Information about IDEA 2004



Wisconsin Department of Public Instruction  
**ELIGIBILITY CHECKLIST**  
AUTISM  
EIS-AUT-001 (Rev. 07-09)  
This form is provided for local use only.

**INSTRUCTIONS:** This form is used to determine if a child is eligible for an individualized education program (IEP) based on the criteria in the Wisconsin State and the eligibility criteria Code. The IEP team should complete this form for each student who is referred for an evaluation.

Student Name: \_\_\_\_\_

Criteria for impairment in the area of autism can be documented as follows:

**Section I. (Both must be checked "Yes.")**

☐ Yes ☐ No The child displays difficulties or differences or both in interacting with people and events and maintains reciprocal relationships with people. The child may seek consistency in exhibiting rigidity in routines.

☐ Yes ☐ No The child displays problems which extend beyond speech and language to other areas of receptive and expressive language. The child's verbal language may be absent or, if present, which may involve distortion or delay or both. The child may have a speech or language communication difficulties associated with autism.

**Section II. (At least one must be checked "Yes.")**

☐ Yes ☐ No The child exhibits delays, arrests, or regressions in motor, sensory, social or learning and advanced skill development, while other skills may develop at normal or extremely rapid developmental patterns in the acquisition of skills.

<https://dpi.wi.gov/sped/laws-procedures-bulletins>

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## Model IEP Forms

### Sample Special Education Forms

- Printable version of all forms in English: [Updated 6/2019](#) Ejemplos de formularios de educación especial, en español: [Updated 3/2017](#) The OSEP Spanish Glossary [\[2\]](#)
- [Guide to Special Education Forms](#) [\[3\]](#) (updated 12/2018). Model IEP team forms developed by the DPI serve as a guide and also the primary tool for documenting compliance with federal and state special education requirements related to the IEP team process. This companion document provides guidance on the use of the forms. It includes a discussion of the specific requirements relating to each form, directions for the use of each form, and tips for implementing the IEP team process.
- History of Changes to the Sample Special Education Forms
- Current Changes
  - May 2020: Annual forms update. Changes made to R-1, I-1, I-3, I-4, I-7-A, I-7-ACCESS FOR ELLS, ACCESS FOR ELLS, M-6, M-7, M-8, ER-1, ED-1, ER-2-A, ER-2-B, ER-2-C, I-1-A, I-1-C, I-2, I-7 ACT Appra, I-7 DLM, I-7 District-wide Assessment, I-7 Forward, I-4, I-5, I-6, M-5, P-1, P-2, P-4, and RE-4. A detailed description of changes are available [here](#) [\[5\]](#). The Forms Guide update will be coming soon.
  - June 2019: I-7 ACT with Writing.

Search Table

Form No.	Form Title - English	Form Title - Español	Form Title - Meaning	Guidance
R-1	Referral for Special Education <a href="#">[6]</a>	Remisión para evaluación de educación especial <a href="#">[6]</a>	R-1 Guidance <a href="#">[7]</a>	

<https://dpi.wi.gov/sped/laws-procedures-bulletins/procedures/sample/forms>

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## Bulletins

### Information Update Bulletin I

This index lists the most current bulletins first. Some bulletins have been retired, inaccurate and/or outdated information. As a result, there are gaps in the number of bulletins.

\*These bulletins contain information still useful. However, please use caution re information as it may have changed with the passage of IDEA 04. When final federal regulations are completed, the special education team will be revising these bulletins to bring them into compliance with statutory changes.

Number	Title
<a href="#">19.01</a>	Supported Decision-Making Agreements
<a href="#">18.03</a>	Legal Requirements for Accessible Educational Materials (AEM) for Print Disabilities [This replaces Bulletin 13.02]
<a href="#">18.02</a>	Free Appropriate Public Education
<a href="#">18.01</a>	Transportation Questions and Answers [Replaces Bulletin 13.01]
<a href="#">14.03</a>	Shortened School Day Bulletin

<https://dpi.wi.gov/sped/laws-procedures-bulletins/bulletins>

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## CCR IEP Process




### CCR IEP Step 3: Develop Goals



**Step 3**  
Develop Goals  
At A Glance  
[\[5\]](#)



**Step 3**  
Webinar



**Step 3**  
Slide Presentation  
with Notes  
[\[6\]](#)

<https://dpi.wi.gov/sped/college-and-career-ready-ieps/learning-resources/5-step-process>

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## PTP Demo Site

**Special Education**  
**IEP: Postsecondary Transition Plan**

**DEMO SITE**

Main Menu C

DEMO VERSION

Welcome to the electronic version of the statement of transition services, Form I-8. By accessing this interactive program, the Individualized Education Program (IEP) Team will be guided through the transition requirements by responding to a series of inquiries and questions. The use of this program is intended to assist IEP Teams develop a postsecondary transition plan (PTP) to meet the unique needs of the student and ensure documentation of compliance with the various transition services requirements contained in federal and state special education law.

Once completed, the IEP Team can print a PTP - Form I-8 for inclusion in a student's IEP. In addition, a separate summary error report, if any errors had occurred, can be printed. The error report will also include the corrective actions to be taken to correct the identified errors.

Prior to conducting the IEP Team meeting and accessing the electronic postsecondary transition plan program, the following actions should have been completed:

1. The student was invited to the IEP Team meeting.
2. An age-appropriate transition assessment of the student was completed.
3. If an outside agency is likely to be responsible for providing or paying for a transition service(s), a representative of that agency, with the written consent of the parent or adult student, was invited to the IEP Team meeting.

[Learn More](#)  
[Create initial PTP Record](#)

<https://uasped.dpi.wi.gov/ptpdemo/Pages/DistrictMenu.aspx>

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## WiTransition App

<https://www.witig.org/witransition-app.html>

**WiTransition Postsecondary Transition Planning (PTP) Student Report**

Student Name: Helen  
Current Grade: 11th grade  
Date:

This report outlines my interests, hopes, needs, and future plans that I would like to discuss at my IEP meeting regarding my Postsecondary Transition Plan (PTP).

I am 18 years or older. I'm attending my IEP team meeting to provide input and develop a statement of required services and supports to help me prepare for and transition to adult life. This plan will be updated each year until I graduate. In Wisconsin, by the time I am 17 years or older, I will need to be told how my rights will change since I turn 18 and am officially considered an adult.

**About Me!**

To help me figure out where I'm going, let's talk about what I'm currently doing in life or interested in.

My hobbies are: reading, drawing.

At school, I'm currently involved in: music, snack cart, buttons and balloons.

**My goals after high school:**

Education and/or Training:

- Attend a technical/community college and earn an associate degree, diploma or certificate

Employment - The job I would like to have is:

I would like to work as a C.N.A.

Independent Living - I would like to:

Live with my family  
live with my aunt or grandma.

GET IT ON

Google play

Available on the

App Store

(Search: WiTransition)

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**CADREworks**  
*Supporting the prevention and resolution of child abuse and neglect*

[About Us](#) • [CADRE Commission](#)

### CADRE's Literature

## IEP Facilitators protect the opportunities their experts

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*An Examination of Self and Problem Solving Through Storytelling, by*

[Read this article »](#)

### State Agency & Parent Center Information



A map portal providing contact information for state education agencies, early intervention law agencies, and federally funded parent centers.

[Learn More »](#)

### Dispute Resolution Parent Guides

Offers specific communication skills that may be helpful to parents as they develop and maintain partnerships with their child's school.



[Learn More »](#)

### Educational Advocates: A Guide for Parents



This resource provides families interested in hiring an advocate with questions to consider and highlights additional resources available to families.

[Learn More »](#)

### Working Together



Five interactive self-directed courses for families and educators

[Learn More »](#)

### Dispute Resolution Parent Guides



Five parent guides for IDEA Part B Dispute Resolution, available in English and Spanish.

[Learn More »](#)

### Dispute Resolution Family Guides



Four guides on Part C dispute resolution processes, a comparison chart, commonly used terms, and more!

[Learn More »](#)

5 Quick Guides for Parents of Children & Youth

<http://www.cadreworks.org>

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# That's It for Today!

- Please complete your evaluation.
- Questions? WI FACETS 877-374-0511
- Training calendar: [www.wifacets.org](http://www.wifacets.org)

# 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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www.wifacets.org

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