Writing the IEP – Part 4

The IEP

FAPE = Free, appropriate public education
IEP = Individualized Education Program

Written plan
Meet individual needs
IEP Team develops
Legal commitment

IEP Sections

I. STUDENT INFORMATION
A. Student Strengths
B. Academic & Functional Performance
C. Special Factors
D. Parent & Student Concerns
E. Effects of Disability
F. Disability-Related Needs

II. FAMILY ENGAGEMENT

III. ANNUAL GOALS

IV. PROGRAM SUMMARY
A. Supplementary Aids & Services
B. Special Ed./Specially Designed Instruction
C. Related Services
D. Program Modifications & Supports for School Staff

V. STUDENT PARTICIPATION
A. General Education
B. Physical Education

HQ: IEP Form I-4
## IV. Program Summary

### B. Special Education / Specially Designed Instruction

<table>
<thead>
<tr>
<th>Describe</th>
<th>Frequency</th>
<th>Amount</th>
<th>Location</th>
<th>Duration</th>
<th>Goal(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialized Instruction in Reading &amp; Writing</td>
<td>3 times weekly</td>
<td>50 min</td>
<td>Special Education</td>
<td>3</td>
<td>1,2,3,4,5,6</td>
</tr>
<tr>
<td>Travel Training</td>
<td>3 times monthly</td>
<td>50 min</td>
<td>Community</td>
<td>1/5/2021 to 6/10/21</td>
<td>7</td>
</tr>
<tr>
<td>Retraining Regular Ed. Classroom Activities</td>
<td>1 time daily</td>
<td>15 min</td>
<td>Special Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specially Designed Physical Education</td>
<td>3 times weekly</td>
<td>50 min</td>
<td>Regular Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specialized Instruction in Oral Communication</td>
<td>3 times monthly</td>
<td>10 min</td>
<td>Regular Education</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Special Instruction in Oral Communication &amp; Language</td>
<td>1 time weekly</td>
<td>40 min</td>
<td>Special Education</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

Frequency = how often  
Time period (day, week, month)  
Circumstances – “when...”
IV. Program Summary

**Amount** = how much
- Time – minutes or hours
- Circumstances – “when...”

**Location** = where
- Regular ed., special ed., bus, hallway, playground, community, job site, etc.

**Duration** = how long
Projected begin/end dates
- Same
- Different
V. A. Participation in Reg.Ed.

- to the maximum extent possible, students with disabilities will be educated with their non-disabled peers

WHERE

- Will participate full-time in Regular Ed.
- Will NOT participate full-time in Reg. Ed.
  1. Extent (when, how much)
  2. Why
V.B. Participation in Phys.Ed.

General PE or Adapted PE?

Specially designed PE to meet the unique needs of a child with a disability

Transition

- Transition = preparing for life as an adult
- First IEP in effect at age 14 (in WI)
- Postsecondary Transition Plan (PTP)

Extra Stuff
Transition

- Areas of Need
  - training, education, employment, independent living skills
- Transition Assessment
- Postsecondary Goals
- Transition Services

Problem-Solving

- Independent Educational Evaluation
- Facilitated IEP
- Mediation
- IDEA State Complaint
- Due Process Hearing

PTP Worksheet
- PTP Demo Site
- WiTransition app
- PTP I-8
Prior Written Notice

Prior Written Notice (M-1)
- Written description of action proposed or refused
- Why proposed/refused
- Basis for decision
- Options considered
- Procedural safeguards
- Send reasonable time

Placement

Timeline

Revise October 2019
Placement

Participation with nondisabled children to maximum extent appropriate
- LRE (#00-04)
- Group decision
- Once a year

Placement

- Close to home
- In school would attend if not disabled
- Range of options

Placement

- Nonacademic & extracurricular activities
Consent

- Written consent for initial placement
- Consent is voluntary
- Form P-1 (initial) & P-2

Revoke Consent

- Parents can revoke consent anytime (P-5)
- Revocation is for ALL services
- LEA - Prior written notice (P-6)
- LEA can’t refuse

That’s It for Today!

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

THANK YOU!