

Writing the IEP – Part 4



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The IEP

- FAPE = Free, appropriate public education
- IEP = Individualized Education Program
- Written plan
- Meet individual needs
- IEP Team develops
- Legal commitment



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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

IV. PROGRAM SUMMARY

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

II. FAMILY ENGAGEMENT

V. STUDENT PARTICIPATION

- A. General Education
- B. Physical Education


III. ANNUAL GOALS



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IV. Program Summary

- Frequency
- Amount
- Location
- Duration



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IV. Program Summary

B. Special Education / Specially Designed Instruction					
Describe	Frequency	Amount	Location	Duration	Goal #
Specialized Instruction in Reading & Written Language	3 times weekly	50 min	Special Education		3
Travel Training	3 times monthly	50 min	Community	1/5/2021 to 6/10/21	7
Reteaching Regular Ed. Classroom Activities	1 time daily	15 min	Special Education		1,2,3,4,5,6
Specially Designed Physical Education	3 times weekly	50 min	Regular Education		
Specialized Instruction in Oral Communication & Language	3 times monthly	10 min	Regular Education		6
Special Instruction in Oral Communication & Language	1 time weekly	40 min	Special Education		6

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IV. Program Summary

Frequency = how often


- Time period (day, week, month)
- Circumstances – “when....”

~~As needed~~

~~Minimum~~

~~At Student Request~~

~~As Determined by Teacher~~



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IV. Program Summary

Amount = how much

- Time – minutes or hours
- Circumstances – “when...”



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IV. Program Summary

Location = where

- Regular ed., special ed., bus, hallway, playground, community, job site, etc.



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IV. Program Summary

Duration = how long

Projected begin/end dates

- Same
- Different



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V. A. Participation in Reg.Ed.

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

LRE (00.04)

WHERE



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V. A. Participation in Reg.Ed.

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



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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



DPI Bulletin 10.04 PE

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Transition

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

Student must be invited



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Transition

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



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Transition

- PTP Worksheet
- [PTP Demo Site](#)
- [WiTransition app](#)



- PTP I-8



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Problem-Solving

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

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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

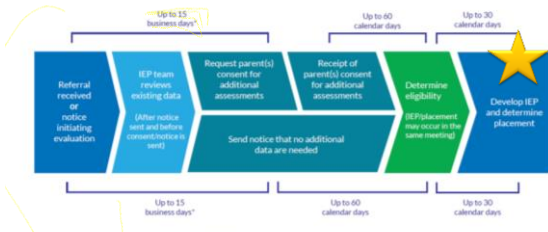


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Placement

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Timeline



Revised October 2018

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Placement

Participation with nondisabled children to maximum extent appropriate

- LRE (#00-04)
- Group decision
- Once a year



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Placement

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



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Placement

- Nonacademic & extracurricular activities



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Consent

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



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Revoke Consent

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



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That's It for Today!

- Register – www.wifacets.org
- 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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