

Writing the IEP – Part 4



1

The IEP

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



2

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


HO: IEP Form I-4



3

IV. Program Summary

- Frequency
- Amount
- Location
- Duration



4

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

5

IV. Program Summary

Frequency = how often


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

~~As needed~~

~~Minimum~~

~~At Student Request~~

~~As Determined by Teacher~~



6

IV. Program Summary

Amount = how much

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



7

IV. Program Summary

Location = where

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



8

IV. Program Summary

Duration = how long

Projected begin/end dates

- Same
- Different



9



10

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



11

V. A. Participation in Reg.Ed.

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



HO-Special Ed. in Plain Lang., p. 31

12

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

13



14

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



15

Transition

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



16

Transition

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



- PTP I-8



17

Problem-Solving

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

HO-Spec. Ed. Plain Lang, p.47



18

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

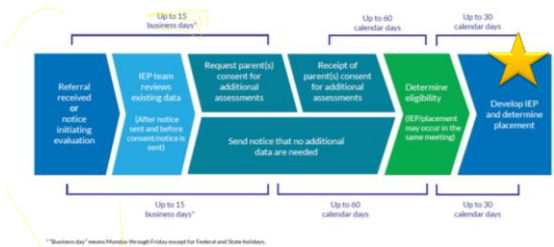


19

Placement

20

Timeline



Revised October 2018

21

Placement

Participation with nondisabled children to maximum extent appropriate

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



22

Placement

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



HO-Spec. Ed. Plain Lang, p.45

23

Placement

- Nonacademic & extracurricular activities



24

Consent

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



25

Revoke Consent

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



26

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.
© WI FACETS

27
