IEP Revisions & Extended School Year

Topics for Today

IEP Revisions
• Progress Reports
• Legal Requirements
• Revise IEP with a meeting
• Revise IEP without a meeting

Extended School Year Services (ESY)
• Determining the need for ESY
• IEP for ESY

AGENDA

The IEP

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

Written plan
Meet individual needs
IEP Team develops
Legal commitment
Parents get Reports on each Annual Goal
At least as often as gen. ed. Reports
Form I-6
Concerned the IEP Isn’t Working?

If progress seems slower than expected:
1. Consider how long the IEP has been in place?
2. Parents may ask the teacher:
   • Are all services being implemented regularly as written?
   • Are all teachers & related services staff following the IEP?
   • Does my child understand & use the accommodations?
   • Can I see samples of my child’s work?
   • Do you have ideas for us to support the IEP at home?

Keep a Communication Log
Ask for an IEP Revision meeting

IDEA Requirements

IDEA §300.324 and WI Chapter 115.787(4)
IEP revisions – at least annually to address:
1. Lack of progress
2. Goals already met
3. New evaluations or reevaluations.
4. Information from parents or teachers
5. Child’s anticipated needs
6. Other matters
Parents or school can request anytime

IEP Revisions

Request meetings in writing
Notice of IEP meeting (Form I-1)
New cover page (Form I-3)
Changes to IEP (Form I-4)
   • Updated Annual Goals
   • Program Summary
   • Frequency, location, duration
   • IEP date stays the same
Get copy of revised IEP

Special Education in Plain Language
2016 Third Edition – including 2015 Revisions
IEP Revision Without a Meeting

- Parents & school must both agree (Form I-10)
- Must develop written document with changes
- Parents get a copy of revised IEP
- Team must be informed

Extended School Year Services (ESY)

- It is NOT “regular” summer school
- ESY is Special education & related services provided beyond the regular school year
- Decided on individual child basis
- No cost to parents
- School district may not:
  - Limit by disability category
  - Unilaterally limit type, frequency, duration

Resources

34 CFR 300.106
Is ESY Needed?
- Skill regression & recoupment; multi-factored determination; predictive data
- Will gains made during school year be threatened?
- Factors to consider:
  - Extent of skills that may be lost (Regression)
  - Time needed to relearn skills (Recoupment)
  - Extent of the disability
  - If parents can help
  - How fast the child learns
  - New skill being introduced
  - Behavior & physical needs
  - Emerging skills

ESY Goals and Services
- ESY Form I-11
- Disability-related needs
- Goals
- Services:
  - Supp. aids & services
  - Spec. ed/spec.-designed instruction
  - Related Services
  - Supports for school personnel
- Frequency, amount, location, duration

Resources
THANK YOU!

Please complete your evaluation.
Questions? WI FACETS 877-374-0511
Training calendar: www.wifacets.org

That's It for Today!