

IEP Revisions & Extended School Year



1

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



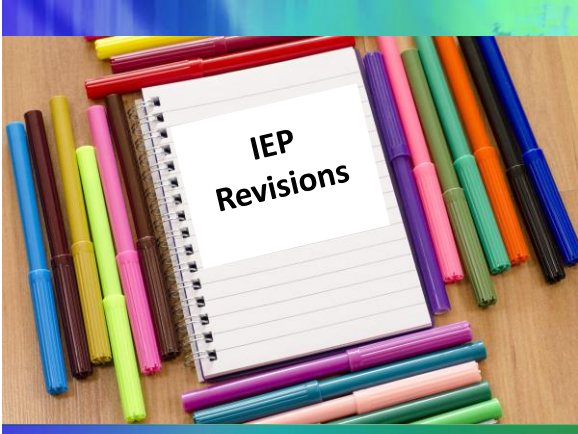
2

The IEP

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



3



4

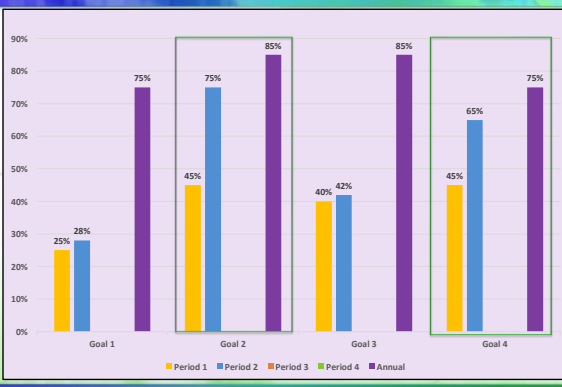
Periodic Progress Reports

- Parents get Reports on **each Annual Goal**
- At least as often as gen. ed. Reports
- Form I-6

INTERIM REVIEW OF IEP GOALS					Page ___ of ___	
SCHOOL DISTRICT						
Name of Student		WYSE#		LEA's Student ID		
Date of review	Annual goal, including baseline and level of attainment. Include benchmark or short-term objectives, if appropriate. Goal # ____	Student's current progress (include data). Ensure the data matches the measurement in the annual goal.	In student making sufficient progress to meet the annual goal during the term of the IEP?	How will the IEP be revised to address any lack of sufficient progress?	Data shared with parent(s)	
	Goal # ____		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> N.A.		
	Goal # ____		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> N.A.		

5

Chiffon's Progress Reports



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



7

IDEA Requirements

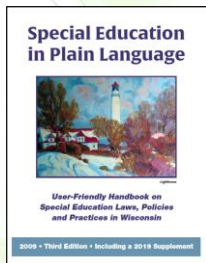
- IDEA §300.324 and WI Chapter 115.787(4)
- IEP revisions –at least annually to address:
 1. Lack of progress
 2. Goals already met
 3. New evaluations or reevaluations.
 4. Information from parents or teachers
 5. Child's anticipated needs
 6. Other matters
- Parents or school can request anytime



8

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



9

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

NOTICE OF CHANGES TO IEP WITHOUT AN IEP TEAM MEETING
Form I-10 (Rev. 02/2017)

SCHOOL DISTRICT _____
(If you need this notice in a different language or communicated in a different way, or have questions about this notice, please contact _____ at _____)

Date _____ Date _____

On _____ you and _____
(Name(s) and Title(s))

(met or spoke on the phone or exchanged emails) and agreed to change the IEP for your child without a meeting. Enclosed is a copy of your child's current IEP along with the changes. The changes will begin on _____ and be implemented in your child's current placement.

The changes are: _____ The reason(s) for making the changes are: _____

Other options, if any, related to the above action which were considered and the reason(s) they were rejected including a description of any other relevant factors include: _____

None

10



11

ESY Services

- 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



34 CFR 300.106

12

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



WI DPI Bulletin 10.02 ESY

13

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



14



15

That's It for Today!

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