



A Guide for Writing IEPs

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Comments

We are interested in improving this guide and welcome your suggestions.
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This Guide is available at <http://dpi.wi.gov/sped/pdf/iepguide.pdf>

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Preface

This guide is intended to provide technical assistance for educators, parents, and others who develop Individualized Education Programs (IEPs) for students with disabilities. The IEP ensures that a student with a disability receives a Free Appropriate Public Education (FAPE) in the least restrictive environment (LRE). This guide will assist the IEP team in developing a meaningful plan that can be implemented to meet each student's unique needs.

The following basic beliefs guided the development of this document. The IEP is:

- an important legal document written for students with disabilities;
- developed together through discussion at an IEP team meeting;
- more than a collection of papers;
- a process that is just as important as the product;
- a communication tool for parents, school and others;
- an opportunity for parents and school personnel to work together as EQUALS; and
- a vehicle for joint planning, problem solving and decision-making.

The content of this guide is based on the Individuals with Disabilities Education Act (IDEA 2004) and Chapter 115 of the Wisconsin Statutes with their implementing regulations. Both state and federal law identify the required Components of the IEP. This guide provides descriptions and examples of required IEP elements from the statement of present level of academic achievement and functional performance (PLAAFP) through the summary of educational services. It does not address determination of eligibility for services, placement, notice, or other requirements related to the IEP process.

Wisconsin local educational agencies (LEAs) responsible for insuring students with disabilities receive FAPE have adopted WDPI sample forms, forms adapted by CESAs, or have developed their own forms for documenting the IEP process. All forms documenting IEP team decisions must contain the components required by state and federal laws and described in this guide.

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Introduction

This technical assistance guide is intended to provide readers with an overview of how to develop a student's IEP within the framework of the IEP team meeting. This guide does not address evaluation or placement decisions. The guide begins with an outline of the IEP development process (as completed during an IEP team meeting) and end product (components addressed in the IEP document). Following the outline, there is a summary of each component covered during a typical IEP team meeting. Each component section is organized around the following content:

- Key questions
- Legal citations
- DPI resources
- Definition
- Purpose
- Key characteristics

The appendices of the guide include IEP content examples for students of different ages representing a range of disability related needs. The examples illustrate the application of the IEP component summaries and are annotated to provide further guidance for the user. An IEP checklist, references and related resources are also provided.

Outline: The IEP Development Process

The development of a student's IEP involves both "process" (IEP team meeting discussion) and "product" (written IEP documentation). This section includes recommendations for districts to consider regarding managing the IEP process including:

- planning the meeting;
- conducting the meeting;
- concluding the meeting;
- follow-up after the meeting.

Planning and Conducting the IEP Team Meeting

- Planning the Meeting:**
- 1. Identify roles**
 - Facilitator - Person who keeps the meeting moving forward. The facilitator also ensures everyone participates and discussion is recorded.
 - Recorder - Person who takes notes for later use in completing IEP forms, or who enters information on the IEP forms during the meeting.
 - Time Keeper - Person who reminds participants of the meeting time frame.
 - 2. Outline meeting agenda**
 - Introduction of participants.
 - Discussion of considerations
 - Recent evaluation data relevant to the student's disability related needs (NOTE: IEP team evaluation and reevaluation is not addressed in this guide.
 - Student's strengths and parental concerns.
 - Review of prior IEP progress (unless this is initial)
 - Discussion of IEP components to be addressed in IEP document
 - Anticipated length of the meeting (1 to 1 ½ hours is recommended).
 - 3. Arrange for writing surface for public notes**
 - It is good practice to publicly record important work-process notes during the meeting using a whiteboard, LCD and computer, large post-it-notes or flipchart.
- Conducting the Meeting:**
- 1. Set the stage**
 - Introduce participants.
 - Review the purpose of meeting.
 - Provide an overview of the agenda and state the anticipated length of meeting.
 - Announce a designated place to record issues for discussion at a

later date (parking lot).

- Inform parents of their right to request more time and a copy of the most recent evaluation report.

2. **Discuss each IEP component:**

- Team discusses key questions listed in *IEP Team Meeting Discussion Points* (pages 3-7) for each IEP component.
 - What is the student doing now in relationship to the general curriculum and what are the student's other disability related needs? (PLAAPF)
 - Are there special factors that need to be considered?
 - What should the student be doing in the next 12 months? (Goal)
 - How will progress toward goals be measured and reported?
 - Will the student participate in regular state and district assessments or alternate assessment?
 - What are the student's transition service needs (no later than age 14)?
 - What special education and other services are needed? (IEP-Program Summary)
 - Where will the student receive services? (IEP- Program Summary-extent of participation in general education environment; part of LRE consideration)
- Enhance Team Communication by:
 - Actively involve the student, parent(s), and outside agency representatives (as appropriate) in the IEP meeting.
 - Prompt parents to share information if they do not do so on their own.
 - Acknowledge family's efforts and respond to family's viewpoints, suggestions and concerns.
 - Share student progress data when discussing IEP goals and needs.
 - Participants (parents and educators) confirm areas of agreement and discuss areas not in agreement with goal of reaching consensus (voting is not appropriate).

Concluding the Meeting:

1. Briefly summarize the IEP team discussion.
2. Focus on a shared vision between parents and educators for working on goals at home and at school.
3. Inform parents when the completed IEP document will be sent to them if the IEP has not been completed at the meeting (*Note: the new or revised IEP cannot be implemented until parents receive placement notice and a copy of the IEP*).

Follow-up after the Meeting:

1. Complete written IEP documentation and send to parents if not completed by the end of the meeting. Contact parent to verify IEP was received and if parents have any questions that need clarification? Appendix A of this guide provides examples of IEP documentation content.
2. All of the student’s teachers, special education and general education, related service personnel and others who have the responsibility for implementing the student’s IEP must be informed of their responsibilities. One way to do this is to give each person a copy of the student’s IEP.
3. Reconvene the IEP team at least annually to review the IEP. Reconvene the IEP team to review and revise the IEP more frequently if the student is not making expected progress to meeting goals, following a reevaluation, if the student’s needs change, if new information is provided by the parents, or to address other matters as determined by the district.
4. For students with transition services provided by outside agencies, reconvene the IEP team if services are not being provided and identify alternative strategies to meet transition objectives.

Refer to Appendix B – IEP Review Checklist.

IEP Team Meeting Discussion Points

The student’s annual IEP is developed by the IEP team participants during an IEP team meeting discussion (process). The resulting IEP document (product) reflects decisions made by the IEP team about the student’s disability related needs and how they will be addressed. The IEP process is ongoing and includes annual IEP development, discussion of student progress towards goal, and IEP review and revision at least once a year.

Process Questions	Product – IEP Components
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Present Level of Academic Achievement and Functional Performance (PLAAFP)

(See pgs 8-10)

Key Question:

What is the student doing now?

1. Can you describe what the student is doing now?
 - Strengths
 - Needs related to the student’s disability
 - Parent concerns
2. How does the student’s disability affects the student’s involvement and progress in the general education curriculum (the same curriculum as for nondisabled students) OR for preschoolers, how does the student’s

- disability affect involvement in age-appropriate activities?
3. To what extent, if any, the student would not be involved in the general curriculum or, for preschoolers, age-appropriate activities?
 4. Does the PLAAFP establish a baseline of information about the student that can be used as the starting point from which to determine progress toward annual goals?
 - Describes both academic and non-academic areas such as classroom, community, bus, lunchroom.
 - Includes current formal and informal educational performance data.
 - Describes performance areas meaningful in the student's life and daily environment.
 - Uses understandable language.
 - Describes learning accommodations, learning strategies.

Special Factors (See pgs. 11-12)

Key Question:

Are there special factors that need to be considered to allow the student to benefit from his or her education?

1. Has the IEP team considered all the special factors without regard to disability category?
 - Behavior
 - Limited English proficiency
 - Communication
 - Assistive technology
2. If the student is visually impaired, has the IEP team considered the student's need for braille instruction?
3. If the student is hearing impaired, has the IEP team considered:
 - the student's language and communication needs;
 - opportunities for direct communication with peers and school staff;
 - the student's academic level and full range of needs?

Annual Goals (See pgs. 13-15)

Key Question:

What should the student be doing? (Goal)

1. What can the student reasonably be expected to accomplish in 12 months?
2. What areas of the general curriculum are affected by the disability?
3. What other academic or functional disability related needs should be addressed (including behavior, motor, social-emotional, communication, self-help)?
4. Is each goal measurable? (*The student... will do what... to what level/degree.*)
5. Are the goals related to information in the PLAAFP?

Short Term Objectives or Benchmarks (See pgs. 10-11)

Required for students with disabilities who participate in the Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD); optional for other students.

Key Question:

*What will the student need to do to achieve each goal?
(Objectives or benchmarks)*

1. What sequential intermediate steps or temporal milestones are needed to reach goal (2 or more for each goal)?
2. What indicators of progress toward meeting the goal will be measured intermittently during the year?

Measurement and Reporting (See pgs. 10-11)

Key Question:

How will progress toward goals be measured and reported?

1. Do the procedures measure and document progress toward the annual goal? Caution: The use of traditional standardized tests to measure progress does not allow for periodic progress monitoring. Measurement of progress toward goals should be ongoing and include intermittent data collection that provides updated evidence at the time progress is reported to parents.
2. Is progress on annual goals reported to parents periodically? See Appendix B – Sample Report of Student Progress Toward Annual Goals

Participation in State and District Assessments (See pgs. 16-17)

Key Question:

Will the student participate in state and district assessments?

1. Has the IEP team considered if the student will be eligible to participate in the Wisconsin Knowledge and Concepts Examination (WKCE) during the term of the IEP (required for 3rd, 4th, 5th, 6th, 7th, 8th and 10th grades)?
2. Has the IEP team considered the student's participation in district-wide standardized assessments?
3. For students who need assessment accommodations, have the accommodations been listed in the IEP?
4. For students participating in the Wisconsin Alternate Assessment-Students with Disabilities (WAA-SwD), has the IEP team completed the WAA-SwD Participation Checklist ?

Transition (infused throughout the student's IEP) (See pgs. 18-19)

Key Questions:

Beginning at age 14: What are the student's post-school goals?

1. Has an age-appropriate transition assessment of the student been conducted and documented?
2. Has a statement of measurable post-school goals been

What services, supports or programs does the student need to achieve his/her post-school goals?

Is the student linked to needed post-school services, supports or programs before leaving school?

- developed related to training, education, employment, and, where appropriate, independent living?
3. Has a course of study aligned with the student's desired post-school goals been developed?
 4. Have annual goals been developed that will reasonably enable the student to meet his/her postsecondary goals?
 5. Does the IEP specify any needed transition services in the areas of:
 - instruction;
 - related services;
 - community experiences;
 - employment;
 - post-school living objectives;
 - functional vocational evaluation;
 - daily living skills.
 6. Have the student, his/her parents, and appropriate agencies been invited in writing to the IEP meeting? If the student is unable to attend, have steps been taken to ensure his/her needs, preferences, and interests were considered?
 7. After the initial development of the student's transition plan, has it been reviewed and revised on an annual basis?
 8. If the student will be turning 18, has the transfer of parental rights been discussed?
 9. Has there been discussion about the student's graduation status if the student may be graduating prior to the end of the IEP term?

IEP Program Summary: Statement of Services, Participation in Regular Education Classes, Extra Curricular, and Non-Academic Activities (See pgs. 20-23)

Key Question:

What special education and other services are needed for the student to advance toward attaining his or her goals, be involved and progress in the general curriculum, and be educated with non-disabled peers?

Statement of Services (See pgs. 20-21)

1. Has the IEP team described the student specific services for:
 - special education (specially designed instruction)
 - related services
 - supplementary aids and services
 - program modifications or supports for school personnel.
2. For each service has the IEP team described:
 - frequency and amount
 - location (e.g., general education classroom, special education classroom, lunchroom, etc.)
 - duration
4. Are the services based on peer-reviewed research to the extent practicable?

Participation in Regular Education Classes (environment) (See pgs. 22-23)

Key Question:

Where will the student be educated?

Has the IEP team considered:

1. To what extent can the student be educated in the general education environment with the use of supplementary aids and services
2. To what extent can the student's special education and related services be provided in the general education environment
3. Can any of the student's IEP goals can be addressed in general education settings

Extra Curricular and Nonacademic Activities (See pg. 23)

Key Question:

Will the student participate with non-disabled peers in extracurricular and nonacademic activities?

1. What special education or supports, if any, are needed to allow the student to participate in extracurricular and nonacademic activities?
2. Are there any activities the student is unable to participate in even with support?

The next section of this guide provides a summary of each component noted in the above outline.

IEP Discussion Components

Present Level of Academic Achievement and Functional Performance (PLAAFP)

Key Question:	<p><i>What is the student doing now?</i></p> <ol style="list-style-type: none">1. What are the students:<ul style="list-style-type: none">○ Strengths?○ Needs related to the student's disability?○ Parent concerns?○ Current levels of academic achievement and functional performance?2. How does the student's disability affect the student's involvement and progress in the general education curriculum (the same curriculum as for nondisabled students) OR for preschoolers, how does the student's disability affect involvement in age-appropriate activities?<ul style="list-style-type: none">○ To what extent, if any, the student would not be involved in the general curriculum or, for preschoolers, age-appropriate activities?3. Does the PLAAFP establish a baseline of information about the student that can be used as the starting point from which to determine progress toward annual goals?<ul style="list-style-type: none">○ Describes both academic and non-academic areas such as classroom, community, bus, lunchroom.○ Includes current formal and informal educational performance data.○ Describes performance areas meaningful in the student's life and daily environment.○ Uses understandable language.○ Describes learning accommodations, learning strategies.4. Does the PLAAF address program modifications, accommodations, learning strategies, etc. that help the student participate in general education curriculum and environments?
Legal Citation(s)	34 C.F.R. §300.320(a)(1); 34 C.F.R. §300.320(a)(5) Wis. Stat. §115.787(2)(a); Wis. Stat. §115.787(2)(d)
DPI Resources	DPI Sample Form I-4 and accompanying forms guide Guide to Connecting Academic Standards and IEPs - http://dpi.wi.gov/sped/pdf/iepstandardsguide.pdf
Definition:	A statement about the student's <ul style="list-style-type: none">● strengths● current levels of academic achievement and functional performance

- needs resulting from the disability that affect involvement and progress in the general education curriculum (for preschoolers, age-appropriate activities)
- needs resulting from the disability that affect behavior, motor, communication, social-emotional or self-help skills
- parental concerns

The PLAAPF provides a baseline for IEP goals

General education curriculum refers to what the student will be taught, not where the student will be taught. General education curriculum is the common core of subjects and other curriculum areas adopted by the district or schools within a district all students within each general age or grade grouping from preschool through secondary school. “Full time in the general curriculum” means the student’s instruction addresses the curriculum standards for nondisabled children in the student’s general age grouping in all areas of the LEA’s curriculum. A student with a disability may participate in the general curriculum with or without accommodations. A student may participate in the general education curriculum even if the student receives instruction in a special education environment (e.g. resource room).

Purpose:

To establish a baseline of measurable information that is the starting point from which to measure progress toward annual goals.

Key Characteristics:

- Individualized
- Measurable means observable (you can see it, hear it, touch it).
- Describes both academic and non-academic areas of need related to the disability.
- Academic achievement refers to a student’s performance in academic content areas (e.g. reading, language arts, math, science, history).
- Functional refers to purposeful and practical activities in a student’s daily environment(s) such as classroom, community, bus, or lunchroom. Functional performance includes the following:
 - Activities and skills not considered academic or directly related to a student’s academic achievement
 - Routine activities of daily living.
 - Skills needed for independence and performance at school, in the home, in the community, for leisure time, and for post-secondary and life-long learning.
 - Motor skills, personal care, time and money, school/work habits, home/community orientation.
 - Behavior and interpersonal relationships.
- Includes current formal and informal educational performance data such as curriculum based measurements, IEP progress monitoring, behavior rating scales.

- Includes baseline data for each annual goal (including transition when age-appropriate).
- Uses understandable language.
- Describes specific learning accommodations, learning strategies, level of independence, and general need for assistance.
- Addresses the impact of the disability on the student's life
- Reflects consideration of all academic and non-academic areas affected by the student's disability.
- Addresses the student's ability to participate in the general education curriculum and environment and the extent to which the student can be involved full-time in the general education curriculum or, for preschoolers, in age appropriate programming. (See Appendix B- Access to General Curriculum (Standards & IEPs)
- When considering post-secondary transition, address the student's present levels of performance related to the student's need for post-secondary training, education, employment, and, where appropriate, independent living skills.

Keep this in mind! Your PLAAFP is complete when:

- It describes both the academic achievement and functional performance of the student;
- It describes the student's disability related needs in an observable and measurable way;
- A stranger can read it and understand what the student is doing; and
- It describes how the disability affects the student's involvement and progress in the general education curriculum.

Special Factors

Key Question: *Are there special factors that need to be considered to allow students to benefit from their education?*

Legal Citation(s) 34 C.F.R. §300.324(a)(2); Wis. Stat. §115.787(3)(b)

DPI Resources DPI Sample Forms I-4 and I-5 and accompanying forms guide

Definition: Special factors are considerations about how each of the following affect the student's ability to receive FAPE:

- Behavior
- Limited English proficiency
- Assistive technology
- Braille needs for students who have visual impairments
- Communication needs of students
 - Special considerations for students with deafness or hearing impairments

Key Characteristics: Special factors should be considered without regard to disability category (e.g. think about behavioral factors for all students not just those with emotional behavioral disabilities). There are specific special factors to consider for students who have vision and hearing impairments.

Behavior:

Key Questions:

1. Is the student's behavior impacting his or her learning or that of others?
2. If yes, what positive behavioral interventions, supports, or other strategies could address the behavior?
3. If special education services are needed to address the student's behavior needs, are the needs addressed in the IEP (e.g. in PLAAPF, goals and services as appropriate)?

Limited English Proficiency:

Key Questions:

1. Does the student's level of English language proficiency affect the special education and related services needed by the student? If so, to what extent?
2. Will any of the special education and related services needed by the student be provided in a language other than English?

Communication:

Key Questions:

1. Does the student have communication needs that hinder learning?
2. Does the student need to learn or use special language or

- communication skills and strategies?
3. If special education services are needed to address the student's communication needs, are the needs addressed in the IEP (e.g. in PLAAPF, goals and services as appropriate)
 4. **For students who are deaf or hard of hearing** also ask:
 - a. Does the student have opportunities for direct communication with peers and professional personnel in his or her language and communication mode and at the student's academic level? For example, a hearing impaired student may need opportunities to communicate with peers and teachers with American Sign Language (ASL).
 - b. What is the student's full range of needs, including opportunities for direct instruction in the student's language and communication mode?

Assistive Technology:

Key Questions:

1. What, if any, assistive technology devices or services does the student need to achieve her or his annual goals?
2. Does the student require special assistive technology to participate in the general education curriculum or environment?
3. Does the student need to learn new or improve skills to use assistive technology devices and/or services?
4. 3. If special education services are needed to address the student's behavior needs, are the needs addressed in the IEP (e.g. in PLAAPF, goals and services as appropriate)?

Braille Needs For Students With Visual Impairments:

Key Questions:

1. What are the student's reading and writing skills?
2. What learning medium (or media) does the student need to access core and expanded curriculum areas? Does the student need to use Braille in any area?
3. Does the student need instruction in Braille?
4. If a learning media other than braille is determined to be more appropriate for the student at this time, indicate the criteria used to make this decision.
5. If special education services are needed to address the student's behavior needs, are the needs addressed in the IEP (e.g. in PLAAPF, goals and services as appropriate)?

Annual Goal Statements including Short Term Objectives or Benchmarks and Progress Measurement and Reporting

Annual Goal

- Key Question:** *What should the student be doing in the next 12 months?*
1. Areas of the general curriculum affected by the disability.
 2. Each of the student's other educational needs resulting from the student's disability (academic and functional) including behavior, motor, social-emotional, communication, self-help.
 3. Addressed each disability related need addressed in the PLAAPF.
- Legal Citation(s)** 34 C.F.R. §300.320(a)(2)(i); Wis. Stat. §115.787(2)(b)
- DPI Resources** DPI Sample Form I-6 and accompanying forms guide
Guide to Connecting Academic Standards and IEPs-
<http://dpi.wi.gov/sped/pdf/iepstandardsguide.pdf>
- Definition:** An annual goal:
- is directly related to meeting a need of the student identified in the PLAAPF;
 - addresses the student's disability related needs to enable participation in the general education curriculum
 - AND any other education needs related to the disability;
 - specifies a clear, measurable level of attainment;
 - Addresses: *the student... will do what... to what level/degree.*
 - addresses academic and functional skill areas
 - includes short-term objectives **or** benchmarks for students with disabilities who take an alternative assessment aligned with alternate achievement standards (WAA-SwD); not required for students who take the Wisconsin Knowledge and Concepts Examination (WKCE).
- Purpose:** To describe what a student can reasonably be expected to accomplish within 12 months.
- Key Characteristics:**
- Related to meeting needs that result from the disability to enable involvement and progress in the general curriculum (based on the Wisconsin Model Academic Standards
 - Academic, non-academic and functional
 - Measurable – means observable (you can see it, hear it, count it).
 - Can be achieved within the term of the IEP
 - Includes a projected level of attainment.
 - Post-secondary transition related annual goals beginning at age 14 or younger, if needed

Short Term Objectives or Benchmarks

Required for students with disabilities who participate in the Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD); optional for other students.

Key Questions:

What will the student need to do to achieve each goal?

1. What sequential intermediate steps or temporal milestones are needed to reach goal (2 or more for each goal)?
2. What indicators of progress toward meeting the goal will be measured intermittently during the year?
3. Do the short-term objectives define the discrete steps to a goal; *The student... will do what...to what level/degree?* Or, do the benchmarks identify major milestones in achieving a goal within specified segments of a 12-month timeframe; *The student... will do what... to what level/degree... by when?*

Legal Citation(s)

34 C.F.R. §300.320(a)(2)(ii); Wis. Stat. §115.787(2)(bm)

DPI Resources

DPI Sample Form I-6 and accompanying forms guide

Purpose:

To outline the steps or milestones in moving from a student's PLAAPF toward an annual goal so that progress can be measured in intermediate steps or intervals during the year.

Key Characteristics:

- Required for each annual goal for students with disabilities who take the WAA-SWD. May be included for students who take the WKCE.
- General indicators of progress toward the goal
- Sequential (crawl, then walk) or parallel (decode accurately and understand what is read) OR temporal milestones to the goal (quarterly, semester)
- If the level of attainment is not included in the goal statement, is each short term objective or benchmark stated in measurable terms
- At least two short-term objectives or benchmarks for each goal

Progress Measurement and Reporting

Key Question:

How will progress toward IEP annual goals be measured and reported?

Legal Citation(s)

34 C.F.R. §300.320(a)(3)(i); 34 C.F.R. §300.320(a)(3)(ii)
Wis. Stat. §115.787(2)(h)(1), Wis. Stat. §115.787(2)(h)(2)

DPI Resources

DPI Sample Form I-6 and accompanying forms guide

Measure progress toward the annual goal:

- Emphasize measuring progress toward the annual goals, which include short-term objectives or benchmarks.
- Use work samples, classroom exams, anecdotal logs, attendance records, point sheets, and so on.
- Report this progress in addition to regular reporting on the student's progress in general education subjects or curricular areas.

Notify parents of the student's progress toward the annual goal:

- Provide statements about how and when parents will be informed of their student's progress toward each annual goal.
- Must share information on progress periodically. Progress reporting may be done through quarterly or other periodic reports (for example, IEP goal progress reports sent to the parent at the same time as general education report cards). Also see Appendix B - *Sample Report of Student Progress Toward Annual Goals*

Keep this in mind! Your annual goal (including short-term objectives or benchmarks as needed) is complete when you can visualize the behavior the student will be doing when the goal is achieved.

Participation in State and District Assessments

- Key Questions:**
1. Will the student participate in state and district assessments:
 - the same way as students without disabilities?
 - with accommodations?
 - with an alternate assessment?
 2. If the student needs testing accommodations, what accommodations are needed?

Legal Citation(s) 34 C.F.R. §300.320 (a)(6); Wis. Stat. § 115.787 (2)(e)

DPI Resources DPI Sample Forms I-7 and I-7(a) and accompanying forms guide Testing Accommodations Matrix- <http://dpi.wi.gov/oea/pdf/accom09.pdf>;
WAA-SwD Participation Checklist- <http://dpi.wi.gov/sped/assmt-waa.html>.

Definitions: **Participation** means providing students with disabilities the same opportunity as students without disabilities to demonstrate knowledge and skills on state or district assessments. State assessments mean the Wisconsin Student Assessment System (WSAS) which includes:

- Wisconsin Knowledge and Concepts Examination (WKCE) given at 3rd, 4th, 5th, 6th, 7th, 8th, and 10th grade;
- Wisconsin Alternate Assessment – Students with Disabilities (WAA-SwD) given at 3rd, 4th, 5th, 6th, 7th, 8th, and 10th grade.

Accommodations are adjustments in the way a test is given that creates access and diminishes the impact of the disability on the student's opportunity to demonstrate what they know without changing what the test is designed to measure. Accommodations may be necessary to measure academic achievement and functional performance on the WKCE and the WAA-SwD and district wide assessments.

Alternate assessment is the WAA-SwD. It is a performance based assessment. The WAA-SwD is used when the IEP team determines, even with accommodations, a student would be unable to demonstrate at least some of the knowledge and skills measured by a standardized assessment. The only alternate assessment for the WKCE is the WAA-SwD.

Purpose: To provide information about how a student with a disability is progressing in the general curriculum based on the Wisconsin Model Academic Standards or how a student is progressing in an alternate curriculum based on the Extended Grade Band Standards.

To guide decision making about the student's learning and instructional needs and participation in state and district assessments.

Key Characteristics:

Participation decisions made by the IEP team are based on knowledge of:

- The student's present level of academic achievement and functional performance;
- Wisconsin Model Academic Standards and the Extended Grade Level Standards;
- WKCE test format and what skills and knowledge are being measured by the assessments;
- District test formats and what skills and knowledge are being measured by the assessments;
- State guidelines and the use of appropriate testing accommodations listed in the Accommodation Matrix.
- Selected accommodations should be those already being used by the student in their educational program.
- The student should be familiar with selected accommodations prior to testing.

Participation decisions are made prior to the student taking the test;

- If a student cannot participate in a regular assessment, the IEP must state why the student cannot participate and why the alternate assessment is appropriate for the student using the WAA-SwD Participation Checklist.

Statement of Transition Service Needs (Beginning at Age 14)

Key Questions:	<p><i>What are the student's transition service needs?</i></p> <ol style="list-style-type: none">1. What does the student want to do and how does the student want to live after high school (post-school goals)?2. What is the student's present level of functioning in relation to his or her post-school goals?3. What transition services are needed to assist the student in reaching his or her post-school goals related to training, education, employment, and, where appropriate, independent living?4. Is the student expected to graduate with a regular diploma during the IEP term.5. Will any outside agencies provide needed transition services?
Legal Citation(s)	34 C.F.R. §300.320 (b); 34 C.F.R. §300.320 (c); 34 C.F.R. §300.305(e)(3) Wis. Stat. § 115.787 (2) (g); Wis. Stat. § 115.807
DPI Resources	DPI Sample Form I-8 and accompanying forms guide Transition Resources at http://www.dpi.wi.gov/sped/transition.html
Definition:	<p>The IEP statement of transition service includes:</p> <ul style="list-style-type: none">• appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment• transition services, including courses of study, that will reasonably enable the student to meet their postsecondary goals• annual IEP goals related to the student's transition services needs.
Purpose:	<p>A statement of transition services beginning at age 14 serves to:</p> <ul style="list-style-type: none">• identify goals for life after high school and develop a plan to achieve them;• provide school experiences that develop the skills and competencies needed to achieve post-school goals;• actively involve the student and his/her family in transition IEP development;• encourage self-advocacy;• identify accommodations and modifications needed to achieve post-school goals.
Key Characteristics:	<ul style="list-style-type: none">• Developed beginning when the student first becomes 14, or younger if appropriate. Then, reviewed and revised annually• Part of an ongoing process of transition assessment.• Takes into account individual needs, preferences and interests.

- Describes the student's post-school goals.
- Measurable annual goal(s) have been developed to enable the student to meet post-secondary goals
- Describes transition services needed to enable the student to meet his or her postsecondary goals related to training, education, employment, and, where appropriate, independent living
- Includes a course of study aligned with the student's desired post-school goals?
- The student must be invited to the IEP team meeting where transition services are to be discussed
- If appropriate, a representative of any participating agency is invited to the IEP team meeting with the prior consent of the parent or adult student.
- Beginning at least one year before the student turns 18, the student must be informed of the parental rights that will transfer to him or her at age 18. The student's parents must also be informed.
- If the student is expected to graduate during the IEP term, discuss the student's graduation status and performance summary

IEP Program Summary: Statement of Services, Participation in Regular Education Classes (environment), and Extra Curricular and Non-Academic Activities

Statement of Services

- Key Questions:**
1. What special education, related services and supplementary aids and services are needed by the student to:
 - a. Attain annual goals?
 - b. Be involved and progress in the general education curriculum?
 - c. Participate in extracurricular and other non-academic activities?
 - d. Be educated and participate with other students with and without disabilities?
 2. What program modifications or supports are needed for school personnel to enable the student to meet IEP goals, progress in the general curriculum, participate in extracurricular and other non-academic activities, and be educated with disabled and non-disabled peers?
 3. Are the student's special education, related services and supplementary aids and services based on peer-reviewed research to the extent practicable?

Legal Citation(s) 34 C.F.R. §300.106; 34 C.F.R. §300.114; 34 C.F.R. §300.320(a)(4); 34 C.F.R. §300.320(a)(5); Wis. Stat. §115.79 (c-d); Wis. Stat. §115.787(2) (c-d); Definitions: 34 C.F.R. §300.34, 34 C.F.R §300.39, 34 C.F.R §300.42; Wis. Stats §115.76(14-16).

DPI Resources DPI Sample Form I-9 and accompanying forms guide
DPI Sample Form I-11 (when extended school year services considered)
Information Update Bulletin 96.01- <http://www.dpi.wi.gov/sped/bul96-01.html>
EE-1 Data Worksheet for Determining Environment Codes

- Definitions:**
- **Special education** means specially designed instruction, regardless of where the instruction is conducted, at no cost to the parents, to meet the unique needs of a student with a disability. Special education may include specially designed physical education, vocational education and travel training.
 - **Related services** means transportation and such developmental, corrective and other supportive services as are required to assist a student with a disability to benefit from special education.
 - **Supplementary aids and services** means aids, services and other supports provided in general education classes, other education-related

settings and in extracurricular and nonacademic settings, to enable a student with a disability to be educated with nondisabled students to the maximum extent appropriate.

- **Program modifications or supports for school personnel** are provided on behalf of the student and may include services such as consultation between general and special education teachers, training, or assistance with modifying assignments, teaching techniques, curriculum materials, or classroom assessment methods.
- **Extended School Year Services (ESY)** means special education services provided beyond the normal school schedule. ESY services are considered only when the IEP team determines they are required for the student to receive FAPE.

Purpose: To describe the services the district will provide to address a student's disability related needs in a manner clear to the parents, other IEP team participants, and staff responsible for implementing the IEP. The statement of services documents the district's commitment to provide special education and related services to the student.

- Key Characteristics:**
- Describes student specific specially designed instruction and other services needed to implement the student's IEP goals and address other disability related needs described throughout the IEP (e.g. reading, social skills, occupational therapy, transportation, accommodations).
 - Describes how much and how often (amount and frequency) the service is provided (e.g. 20 minutes 3 times per week, 100 minutes daily, tests read when text is above student's independent reading level).
 - Describes the setting(s) where (location) the service is delivered (e.g. special education classroom, general education classroom, lunchroom, counselor's office).
 - Describes for how long the service is delivered (duration), if different from the IEP beginning and ending dates (e.g. twice weekly during first semester, between January 1 and June 5, 201X).
 - Identifies curriculum adaptations and modifications (supplementary aids and services) needed to allow the student to meaningfully participate to the maximum extent appropriate in the general education curriculum and environment(s).
 - Consider supports for school personnel needed to allow the student to meet IEP goals, meaningfully participate to the maximum extent appropriate in the general education curriculum and environment(s), and address other disability related needs.
 - Describes extended school year services if the IEP team determines such services are needed. When ESY is considered the IEP team addresses skill regression and recovery problems.

Participation in Regular Education Classes (part of Least Restrictive Environment (LRE) Consideration)

- Key Question**
1. Will the student participate full-time with non-disabled peers in the general education environment?
 - a. Will the student be educated in general education classes/environment with the use of supplementary aids and services?
 - b. Will special education and related services be provided to the student in the general education classes/environment?
 2. Will a preschool child participate in age appropriate settings with nondisabled peers?

- Definition**
- Participation in regular education** refers to the environment(s) in which a student will receive a free, appropriate public education (FAPE). This includes regular education classes and other school environments. The Regular education environment is:
- the environment where the student would be if he or she were not disabled.
 - the environment where other students this student's age receive instruction.

The degree to which a student will be educated and participate with non-disabled peers in regular education environment(s) is part of the consideration of least restrictive environment (LRE). The LRE decision evolves from the IEP team's consideration of the student's ability to participate in the general education curriculum, needs for specially designed instruction and related services and the degree to which participation with non-disabled peers can be achieved with the use of supplementary aids and services. The concept of LRE is reflected throughout the individualized education plan

- Purpose**
- To document the degree to which the student will participate full-time with non-disabled peers in regular education environment(s), or for preschoolers, in age-appropriated settings.

- Key Characteristics:**
- Based on the individual needs of the student
 - Considers the nature and severity of the student's disability
 - Considers which student needs can be met satisfactorily with the use of supplementary aids and services in the general education environment
 - Considers the environments where other students of the same age/grade receive instruction and participate in other school activities
 - Describes the extent to which the student will participate in the same environments as age/grade peers (e.g. full, partial, none)

- For preschool age students, consider natural environments (e.g. child care, preschool, kindergarten, home, Head Start etc.)

Special Note: The LRE decision is documented in several places in the student’s IEP. Part of the IEP team decision about LRE is documented in the Program Summary. LRE decisions are also documented on the Placement Notice. This section of this guide addresses only the portion found in the program summary- See forms guide and DPI website for information about making placement decisions, assigning environment codes and placement notice requirements. The IEP team may use DPI form EE-1 Data Worksheet for Determining Environment Codes.

Extra Curricular and Nonacademic Activities

Key Question: Will the student participate with non-disabled peers in extracurricular and nonacademic activities?

- Key Characteristics:**
- Consider the extracurricular and nonacademic activities in which the student will participate, if any.
 - Describe what special education services the student will need to participate in extracurricular and nonacademic activities.
 - Describe what related services the student will need to participate in extracurricular and nonacademic activities.
 - Describe what supplementary aids and services the student will need to participate in extracurricular and nonacademic activities.
 - Describe what program modifications ore supports the student will need to participate in extracurricular and nonacademic activities.
 - Describe the extent to which the student will not be involved in extracurricular and nonacademic activities with nondisabled students.

Keep this in mind! You have completed the summary of educational services when it reflects each goal and addresses the student’s other disability related needs.

Appendix A: Case Examples

Coming Soon

Appendix B: Tools for Developing and Tracking an IEP

IEP Review Checklist

Access to General Curriculum (Standards & IEPs)

Report of Student Progress Toward Annual Goals

IEP Review Checklist

Present Level of Academic Achievement and Functional Performance (PLAAFP)

- Did you describe what the student is doing now?
 - ___ strengths
 - ___ needs related to the student's disability
 - ___ parent concerns
 - ___ current levels of achievement and functional performance?

- Did you describe how the student's disability affects the student's involvement and progress in the general education curriculum, or for preschoolers, how the student's disability affects involvement in age appropriate activities?

- Did you describe to what extent if any the student would not be involved in the general education curriculum or, for preschoolers, age-appropriate activities?

- Does the PLAAFP establish a baseline of information about the student that can be used as the starting point from which to determine progress toward annual goals?
 - ___ Describes both academic and non-academic areas such as classroom, community, bus, lunchroom.
 - ___ Includes current formal and informal educational performance data.
 - ___ Describes performance areas meaningful in the student's life and daily environment.
 - ___ Uses understandable language.
 - ___ Describes learning accommodations, learning strategies.

- Does the PLAAFP addresses program modifications, accommodations, learning strategies, etc. that help the student participate in general education curriculum and environments.

Special Factors

- Has the IEP team considered special factors without regard to disability category?
 - ___ behavior
 - ___ limited English proficiency
 - ___ communication needs
 - ___ assistive technology

- Have Braille needs been considered for students with visual impairments?

- Have special communication needs of students with hearing impairments been considered?

Annual Goals--Short Term Objectives or Benchmarks--Measurement and Reporting

Annual Goal

- Did you describe what the student can accomplish in 12 months?
 - ___ related to meeting the needs resulting from the disability
 - ___ related to meeting needs that enable involvement in the general curriculum (based on Wisconsin Academic Standards)
 - ___ related to academic achievement, non-academic activities and functional performance

- Is each annual goal:
 - ___ measurable? – means observable (you can see it, hear it, count it).
 - ___ attainable (can be achieved within the term of the IEP)
 - ___ stated in the following terms: *The student... will do what... to what level/degree.*

- Is each goal directly related to meeting a disability related need identified in the present level of performance?

Short Term Objectives or Benchmarks

- For students with disabilities who take the WAA-SwD, the IEP team must develop short term objectives or benchmarks for each annual goal. Objectives or benchmarks may be developed for students with disabilities who take the WKCE.

- Did you describe what the student will need to do to achieve each annual goal?

- If the level of attainment is not included in the goal statement, is each short term objective or benchmark stated in measurable terms

- Are the short term objectives or benchmarks:
 - ___ sequential intermediate steps or temporal milestones to the goal
 - ___ indicators of progress a student is expected to make that can be measured intermittently during the year?
 - ___ Are there at least two short-term objectives or benchmarks for each goal?

Measurement and Reporting Procedures

- Do the procedures measure progress toward the annual goal?

- Is progress on annual goals reported in addition to regular reporting on the student's progress in general education subjects or curricular areas?

- Does the report address sufficient progress toward the annual goal?

- Does the IEP describe how and when parents will be informed of the student's progress?

Participation in State and District Assessments

- Has the IEP team considered whether the student will participate in the WKCE (regular statewide assessment) during the term of the IEP (3rd, 4th, 5th, 6th, 7th, 8th, and 10th grade)?
- If the IEP team has determined the student will participate in the WAA-SwD (alternate statewide assessment), have they documented the decision using the *WAA-SwD Participation Checklist*?
- Has the IEP team considered whether the student will participate in any standardized district assessments with or without testing accommodations, or considered if the student needs an alternate assessment?
- For students needing accommodations to participate in regular or alternate state and district assessments, have these accommodations been listed in the IEP?
- For students needing testing accommodations, are the accommodations ones the student is familiar with and uses during every day instruction?

Transition

- Has the student and his or her parent(s) been invited to the IEP meeting to discuss transition?
- If the student did not attend, were the student's needs, preferences, and interests considered?
- If the student will be age 14 during the term of the IEP (or younger if appropriate), does the IEP specify appropriate, measurable postsecondary goals based on age appropriate transition assessments related to:
 - training
 - education
 - employment
 - independent living skills, where appropriate
- Does the IEP describe the student's course of study related to the student's postsecondary goals?
- If appropriate, was a representative of an outside agency invited to the IEP team meeting with the prior consent of the parent or adult student?
- If the student is 18 or will be turning 18 within a year, was the student informed his or her parental rights and were the student's parent (s) informed of the transfer of parental rights?

- If the student is expected to graduate during the IEP term, discuss the IEP team discuss the student's graduation status and develop a performance summary

IEP Program Summary: Statement of Services, Participation in Regular Education Classes (environment), and Extra Curricular and non-Academic Activities

- Has the IEP team considered what is needed to enable the student to be meaningfully educated with non-disabled peers and progress in the general education curriculum to the maximum extent possible?
- Has the IEP team considered peer reviewed research when determining services?
- Has the IEP team described needed student-specific services?
___ special education (specially designed instruction)
___ related services
___ supplementary aids and services
___ program modifications and supports for school personnel?
- Has the IEP team clearly described the following for each service?
___ frequency and amount (time or conditions)
___ location (general or special education classroom, lunchroom, etc.)
___ duration (generally beginning and ending dates of IEP, unless otherwise specified)
- Is each statement of service clear and unambiguous?
- If the student will not participate in the general education environment (age appropriate and natural settings for preschool children) full time, did the IEP team describe why full-time participation with non-disabled peers is not appropriate?
- Has the IEP team considered whether the student will participate with non-disabled peers in extracurricular and non-academic activities?

Sample Report of Student Progress Toward Annual Goals

STUDENT NAME: _____

Annual Goals	Date: Summary of Progress Data	Date: Summary of Progress Data	Date: Summary of Progress Data	Date: Summary of Progress Data
1. The student will.....				
2.				
3.				
4.				
5.				

Example code for reporting on progress toward the annual goal:

AP = adequate progress

SP = slow progress/emerging

NP = no progress (consider if an IEP team meeting is needed to review goals)

GA = goal attained

Access to General Curriculum (Standards & IEPs)

The IEP must enable the student to be involved in and progress in the general curriculum **AND** meet any other educational needs that result from the student's disability.

The general curriculum is based on the Wisconsin Model Academic Standards and district benchmarks which are learning targets for all students, including those with disabilities. The standards provide the lens through which to view classroom instruction, including specially designed instruction documented in an IEP. Thus, all academic instruction that takes place is based on standards and district benchmarks.

Other disability related needs may include access skills, social emotional skills, behavior, communication, self-help and motor skills. In developing the present level of academic achievement and functional performance, goals and IEP services, **BOTH** the academic needs, defined by standards and district benchmarks, and the student's other disability related needs must be addressed to ensure involvement and progress in the general curriculum, no matter where instruction takes place.

For more information on Standards & the IEP refer to A Guide Connecting Academic Standards and IEPs, found at <http://dpi.wi.gov/sped/pdf/iepstandardsguide.pdf>



Appendix C: Resources

Resources

WEBSITES:

Special Education Team Website Index: <http://dpi.wi.gov/sped/tm-specedtopics.html>

Special Education IEP resource page: <http://dpi.wi.gov/sped/sbiep.html>

Special Education Information Update Bulletins: <http://dpi.wi.gov/sped/bulindex.html>

DPI Sample Special Education Forms and Notices: http://dpi.wi.gov/sped/form_int.html

Sample Forms - <http://dpi.wi.gov/sped/forms06.html>

Forms Guide - <http://dpi.wi.gov/sped/doc/forms-guide.doc>

DPI Procedural Compliance resource page: <http://dpi.wi.gov/sped/spp-selfassmt.html>

IEPs and Behavior

IEP goals and objectives to address behavior - <http://dpi.wi.gov/sped/doc/fbaiepintr.doc>,
<http://dpi.wi.gov/sped/doc/iepbehavior.doc>

BIPs to IEPs - <http://dpi.wi.gov/sped/doc/fbabipintr.doc>,
http://dpi.wi.gov/sped/ppt/bips_iep.ppt

WDPI Directives for the Appropriate Use of Seclusion and Physical Restraint in Special Education Programs - <http://dpi.wi.gov/sped/doc/secrestrgd.doc>

IEPs and Family Involvement

DPI Parent Resource Page - <http://dpi.wi.gov/sped/hmparents.html>

Introduction to Special Education - <http://dpi.wi.gov/sped/pdf/intro-se.pdf>

Special Education in Plain Language - <http://www.specialed.us/pl-07/pl07-index.html>

Wisconsin Statewide Parent-Educator Initiative - <http://dpi.wi.gov/sped/parent.html>

Preparing For The IEP - <http://dpi.wi.gov/sped/hmparents.html>

Training Opportunities for Parents or Educators - http://dpi.wi.gov/sped/par_traing.html

Parent Record File in English or Spanish - <http://dpi.wi.gov/sped/hmparents.html>

Wisconsin FACETS Downloadable Resources - <http://wifacets.org/downres09.html>

Building the Legacy/Construyendo el Legado: A Training Curriculum on IDEA 2004
(National Dissemination Center for Children with Disabilities (NICHCY) -
<http://www.nichcy.org/Laws/IDEA/Pages/BuildingTheLegacy.aspx>

Developing Your Child's IEP (National Dissemination Center for Children with Disabilities (NICHCY) <http://www.nichcy.org/informationresources/documents/nichcy%20pubs/pa12.pdf>

Guidelines for Conflict Management (Portland Oregon School District) - <http://www.directionservice.org/cadre/guidelines5962.cfm>

Creating Agreement - <http://dpi.wi.gov/sped/agreement.html>

IEPs and Transition

DPI Transition Page - <http://dpi.wi.gov/sped/transition.html>

Wisconsin Statewide Transition Initiative - <http://www.wsti.org/>

Transition Professional Development Modules - http://www.wsti.org/prof_dev_modules.php

Transition Action Guide - http://dwd.wisconsin.gov/dvr/pdf_files/tag.pdf

Opening Doors Guides:

<http://dpi.wi.gov/sped/pdf/tranopndrs.pdf>

<http://dpi.wi.gov/sped/pdf/tranopndrs-employmt.pdf>

<http://dpi.wi.gov/sped/pdf/tranopndrs-self-determination.pdf>

IEPs, Standards and Assessment

Students with Disabilities and Standardized Assessment resource page -

<http://dpi.wi.gov/sped/assessmt.html>

Connecting Academic Standards and IEPs - <http://dpi.wi.gov/sped/pdf/iepstandardsguide.pdf>

Wisconsin Model Academic Standards - <http://dpi.wi.gov/oea/wkce.html>

Wisconsin Model Early Learning Standards - <http://dpi.wi.gov/ec/index.html>

Wisconsin Assessment Frameworks - <http://dpi.wi.gov/oea/wkce-crt.html>

Assessment Accommodations Matrix - <http://dpi.wi.gov/oea/pdf/accom09.pdf>

Wisconsin Alternate Assessment (WAA- SwD) Resource Page - <http://dpi.wi.gov/sped/assmt-waa.html>

Extended Grade Band Standards - <http://dpi.wi.gov/sped/assmt-extstd.html>

WAA-SwD Participation Checklist - <http://dpi.wi.gov/sped/doc/form-i7a.doc>

Least Restrictive Environment:

Environment Codes - <http://dpi.wi.gov/sped/spp20-envir.html>

Preschool Options - <http://www.preschooloptions.org/>

Other

Wisconsin Adaptive Skills Resource Guide - <http://dpi.wi.gov/sped/adaptskills.html>

TEXT RESOURCES:

Bateman, B. D. and Linden, M. (2006). Better IEPs: How to develop legally correct and educationally useful programs. Verona, WI: Attainment Company, Inc.