**About the DPI Sample IEP Snapshot**

Wisconsin DPI developed the IEP Snapshot based on feedback from the State Superintendent’s Council on Special Education. This council recommended DPI develop a sample IEP snapshot based on feedback from the council’s annual public forum as well as review of comments on Wisconsin’s Indicator 8 Family Engagement Survey where many family members expressed concerns that key elements of students’ IEPs were not always known to everyone working with the student. Council members shared that some IEP systems include a “snapshot” of key information in the IEP, however, at times this information does not include everything that those working with the student may need to know. Following this recommendation, DPI worked with council members through multiple regular and special meetings to develop this sample IEP snapshot to include their recommendations of what a sample IEP snapshot should include.

This version of the snapshot was revised last on June 21, 2023

**How to Use the IEP Snapshot**

The IEP snapshot is an optional worksheet for IEP teams to summarize and expand on information provided to general education teachers, paraprofessionals, parents, and others that work with a student.

The purpose of the IEP snapshot is to summarize key components of the IEP.

The IEP snapshot does not replace the legal requirements for documentation of a student's Individualized Education Program (IEP).

Developing the IEP is a collective responsibility of the entire IEP team. Similarly, creating an IEP Snapshot should also be developed collaboratively between students, families, and educators.

The IEP snapshot does not replace the full IEP and should be attached to the complete IEP.

All members of the IEP team, including the parents and any educators who have legitimate educational interest in the student (e.g. general education teachers, teaching aides or paraprofessionals) should have knowledge and access to both the IEP snapshot and the student’s full IEP.

The IEP snapshot should be reviewed and updated each time the IEP is updated.

**Student Name**:

**Educator Responsible for Student’s IEP (e.g. case manager)**:

**Case Manager Phone and Email**:

***This snapshot was updated on (date)***:

**Strengths and Assets**

|  |
| --- |
|  |

**Disability-Related Needs / IEP Goal Skills**

(Identify the specific skill(s) that the student will improve to access, engage, and make progress in general education curriculum, instruction, activities, and environments)

|  |  |
| --- | --- |
| **Academic** | **Functional**  *(e.g. communication, cognitive learning, independence and self determination, physical and health, and social and emotional learning)* |
|  |  |

**Supplementary Aids and Services**

*Optional – put (A) for those that support academics and (F) for those that support functional*

*(e.g. cognitive learning, communication, independence, physical/health, and social and emotional learning)*

|  |  |  |
| --- | --- | --- |
| **Assistive Technology**  *(including Accessible Educational Materials)* | **Accommodations** | **Modifications** |
|  |  |  |

**Additional IEP Services**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Related Services** | Frequency, Duration, Amount, Location | **Specially Designed Instruction** | Frequency, Duration, Amount, Location | **Program Modifications and Support for School Personnel**  ***(e.g. consultation, training)*** | Frequency, Duration, Amount, Location |
|  |  |  |  |  |  |

**Additional Information to Support the Student (may not be listed in IEP)**

*(to be developed with student and parent input)*

|  |  |
| --- | --- |
| **What are Student Interests and Likes**  *(to support social and emotional learning, belonging, engagement, and academic success)* | **What are external triggers or students dislikes**  *(what in the social, academic, or physical environment might cause anxiety, frustration, or irritability)* |
|  |  |
|  |  |
|  |  |

**Additional Academic and Social Emotional Support Strategies (may not be listed in IEP)**

*(to be developed with student and parent input and may include positive teaching strategies, de-escalation strategies, strategies to redirect the student to stay engaged, ways to support belonging and adult-student or student-peer relationships, or supports provided in the student’s educational environment)*

|  |  |
| --- | --- |
| **Educators Should** | **Educator Should Avoid** |
|  |  |
|  |  |

**What Does the Student Feel is the Most Important Support they Get from the IEP?**

|  |
| --- |
|  |

**Family Engagement (e.g. communication preferences, learning strategies, resources)**

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| --- |
|  |

**IEP Terminology and Links to Additional Information**

Below are plain language definitions and terms used on this worksheet. Many of these terms are linked to Wisconsin DPI resources and additional information.

**Academics:** Includes knowledge, skills, and habits within specific content areas such as reading, written language, mathematics, science, disciplinary literacy, etc.

**Accessible Educational Materials (AEM):** Accessible educational materials, or AEM, are print- and technology-based educational materials, including printed and electronic textbooks and related core materials that are designed or enhanced in a way that makes them usable across the widest range of learner variability, regardless of format (e.g., print, digital, graphic, audio, video). [Connecticut State Department of Education](https://portal.ct.gov/SDE/Publications/Assistive-Technology-Guidelines-Section-1-For-Ages-3-22/Accessible-Educational-Materials#aem).

**Accommodations:** Adaptations or changes in educational environments or practices that help students overcome the barriers presented by their disability. [IRIS Center](https://iris.peabody.vanderbilt.edu/micro-credential/micro-accommodations/p01/).

**Assistive Technology:** An assistive technology device means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a student with a disability. The term does not include a medical device that is surgically implanted or the replacement of such a device. 34 CFR § 300.5.

**Case Manager:** Case manager is a term often used to describe the educator in the school or school district responsible for managing a students Individualized Education Program (IEP) such as scheduling meetings, documenting the IEP team conversation and decisions in the IEP form, and responding to questions from parents or educators about a student’s IEP.

**Confidential:** State and federal regulations require that certain student records are kept confidential, including a students Individualized Education Program (IEP). IEPs may be shared with school personnel who has legitimate educational interest of the child. For more information see Wisconsin DPI [Student Records and Confidentiality.](https://dpi.wi.gov/sites/default/files/imce/sspw/pdf/srconfid_11-16-18.pdf)

**Disability-Related Needs:** IEP teams are required to identify each student's unique disability-related needs that affect the student’s access, engagement, and progress in age or grade level general education standards, curriculum, instruction, or environment.

**Functional:** A student’s functional skills include skills of everyday living that help a student access, engage, and make progress in age or grade level general education standards, curriculum, instruction, or environment. Functional skills may include but not limited to skills in areas of communication, cognitive learning, independence and self determination, physical and health, and social and emotional learning.

**Goals:** IEP goals are required for each student with a disability and should describe a skill that the student will improve to assist the student in accessing, engaging, and making progress in age or grade level general education standards, curriculum, instruction, or environment.

**IEP:** An Individualized Education Program is developed by the IEP team, including the parent and documents how the student will receive a Free and Appropriate Public Education (FAPE).

**Modifications:** Modifications are adaptations that change what students learn and are used with students who require more support or adjustments than accommodations can provide. Whereas accommodations level the playing field, modifications change the playing field. [IRIS Center](https://iris.peabody.vanderbilt.edu/micro-credential/micro-accommodations/p01/).

**Program Modifications and Support for School Personnel:** Program modifications or supports for school personnel are services or activities needed by school personnel to meet the needs of the student. [34 C.F.R § 300.320(a)(4) and Wis. Stat. § 115.787(2)(c)].

[**Related Services**](https://dpi.wi.gov/sped/topics/related-services)**:** Related services are transportation and such developmental, corrective, and other supportive services required to assist a student with a disability to benefit from special education. [34 C.F.R § 300.34 and Wis. Stat. § 115.76 (14)].

**Social and Emotional Support Strategies:** Social and emotional support strategies are strategies to support the student’s self-regulation, engagement, and behavior to assist the student in accessing, engaging, and making progress in age or grade level general education standards, curriculum, instruction, or environments.

**Supplementary Aids and Services:** Supplementary aids and services are aids, services, and other supports provided in general education classes or other education-related settings to enable a student with a disability to be educated with students without disabilities to the maximum extent appropriate. [34 C.F.R § 300.34 and Wis. Stat. § 115.76 (16)].

[**Specially Designed Instruction**](https://dpi.wi.gov/sites/default/files/imce/sped/pdf/What_is_SDI_and_Who_Can_Provide.pdf)**:** Specially Designed Instruction, or SDI, is instruction in which the content, methodology, or delivery of the instruction is individually adapted to address the student’s disability-related needs so the student can access, engage, and make progress in the general education curriculum and meet the standards and expectations that apply to all students of the same age or grade. This is true irrespective of where the instruction is provided.

**Strengths and Assets:** Strengths and assets are characteristics of the student that assist the student in accessing, engaging, and making progress in age or grade level general education standards, curriculum, instruction, or environments.

**Triggers and Dislikes:** Triggers and dislikes are actions, events, or things that may cause anxiety or otherwise make it difficult for a student to access, engage, and make progress in age or grade level general education standards, curriculum, instruction, or environments.

**Additional IEP Resources for Families**

* [Communication Options for Families if the Disagree with a Decision of the School or IEP Team](https://dpi.wi.gov/sites/default/files/imce/sped/pdf/par-comm-options-families-eng.pdf)
* [Introduction to Special Education](https://dpi.wi.gov/sites/default/files/imce/sped/pdf/intro-se.pdf)
* [Special Education in Plain Language](https://dpi.wi.gov/sites/default/files/imce/sped/pdf/spec-ed-plain-lang-english.pdf)
* [Wisconsin Statewide Parent Educator Initiative (WSPEI) IEP Resources](https://wspei.org/resources/)
* [Wisconsin Family Assistance Center for Education, Training, and Support (FACETS) IEP Resources](https://wifacets.org/resources/)