

Writing the IEP (Part 3) & Placement



1

What Will You Learn Today?

- Program Summary
 - Supplementary Aids & Services
 - Special Ed./Specially Designed Instruction
 - Related Services
 - Program Modifications & Supports for School Personnel
- Participation in Regular Ed. & Physical Ed.
- Transition
- Prior Written Notice
- Placement Process



2

Special Education in Plain Language



User-Friendly Handbook on Special Education Laws, Policies and Practices in Wisconsin

2009 • Third Edition • Including a 2019 Supplement

pdf version:

- Webinar handout
- IEP components p.29
- State assessments p.74
- Transition p. 31
- Placement p. 39

Online:

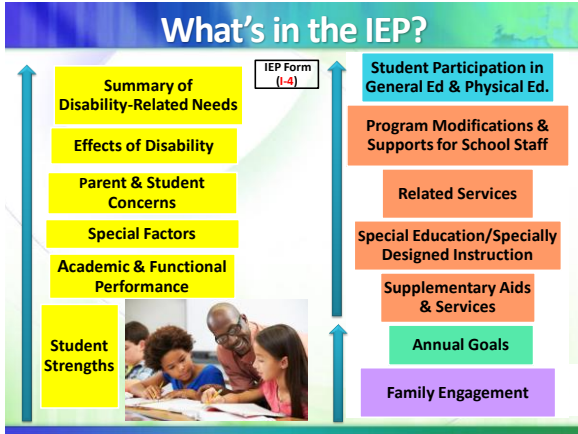
<https://www.wsems.us/special-education-in-plain-language/introduction/>

Hard copy:

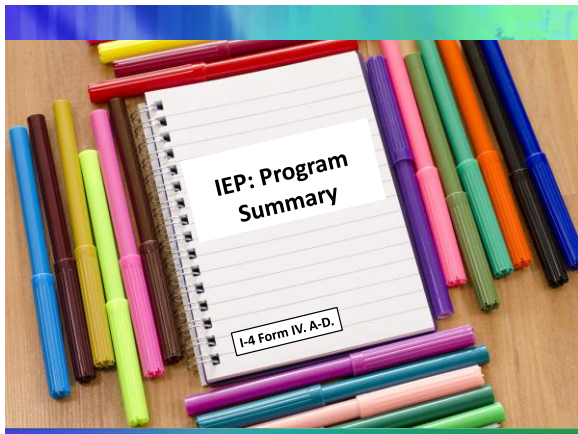
- Your school district
- WI FACETS



3



4



5

What is the Program Summary?

Statement of all the SERVICES the child will receive in order to do all this:

1. Make progress toward annual IEP Goals
2. Be involved in & make progress in general education curriculum
3. Be part of extracurricular & other nonacademic activities
4. Be educated with children with and without disabilities

Program Summary

115.787(2)(c)

6

What are Supplementary Aids & Services?

What the student needs: services & supports (accommodations) provided in regular ed. classes, other education-related settings & extracurriculars

Examples:

- **Environment:** Preferential seating; planned seating on bus, class, lunch, etc.; altered physical room arrangement; small class size; noise buffer
 - **Level of staff:** 1:1 assistance, full-time classroom companion, consultation, stop-in support
 - **Materials:** scanned tests & notes into computer, notetaker, shared notetaking, class outlines, graphic organizers, Braille, large print/magnifier tool, screen reader, assistive technology
 - **Pacing:** scheduled breaks, extended time, home set of materials
 - **Subject matter presentation:** taped lectures, sign language, primary language, paired reading & writing, FM system, RPM (rapid prompting method)
- (continued next slide...)

Supplementary Aids & Services IV.A.

7

What are Supplementary Aids & Services?

More examples:

- **Assignment modification:** shorter assignments, taped lessons, instructions by steps, allow student to record or type assignment...
- **Specialized Equipment:** wheelchair, computer, software, voice synthesizer, augmentative communication device, headphones, restroom equip., utensils...
- **Self-manage:** assignment notebook, calendar, behavior chart, teach study skills...
- **Social interaction:** Circle of Friends, use coop. learning group, teach social skills...
- **Testing adaptations:** Read test to child, oral test taking, extended time, modify format, large print...



Supplementary Aids & Services IV.A.

8

What about Accommodations for State Assessments?

- WI Forward, ACT Aspire Early HS, ACT with Writing (gen. ed.)
- Dynamic Learning Maps (alternate)
- Support tools (all students)
- Accommodation tools (SwD)
- Use in day-to-day instruction

INDIVIDUALIZED EDUCATION PROGRAM		This is completed for students participating in the ACT [®] with writing		Page 1 of 2
PARTICIPATION IN STATE ASSESSMENTS				
Part 1 of Two ACT [®] with Writing (gen. ed.)				
Section A: Local test arrangements do not require review or prior approval from ACT (e.g., wheelchair access, professional setting, however, a test administrator report must be submitted to ACT). Local test arrangements are available to any student based upon need and are outlined in The ACT Test Administration Manual. List any local test arrangements that are needed.				
Magnifier tool, screen reader, bar reader, color contrasting, highlighter, click to settings, search page				
Section B: Accommodations (complete all if applicable)				
Accommodations used for assessment should be consistent with day-to-day instructional practices.				
The ACT[®] with Writing				
Reading	<input type="checkbox"/> Reading without accommodations	<input type="checkbox"/> Reading with accommodations (list):	The read aloud, one-on-one testing with alternative communication (30%), extended time 1x, noise buffer, table	
English	<input type="checkbox"/> English without accommodations	<input type="checkbox"/> English with accommodations (list):	The read aloud, one-on-one testing with alternative communication (30%), extended time 1x, noise buffer, table	
Writing	<input type="checkbox"/> Writing without accommodations	<input type="checkbox"/> Writing with accommodations (list):	The read aloud, one-on-one testing with alternative communication (30%), extended time 1x, noise buffer, table	
Mathematics	<input type="checkbox"/> Mathematics without accommodations	<input type="checkbox"/> Mathematics with accommodations (list):	The read aloud, one-on-one testing with alternative communication (30%), extended time 1x, noise buffer, table, calculator	
Science	<input type="checkbox"/> Science without accommodations	<input type="checkbox"/> Science with accommodations (list):	The read aloud, one-on-one testing with alternative communication (30%), extended time 1x, noise buffer, table	

Supplementary Aids & Services IV.A.

9

What is Special Education?

- Every IEP must include Special Education (I-4 IV.B)
- Specially-designed instruction, at no cost to parents, to meet the unique needs of a child with a disability
- What the teacher teaches: adapting, as appropriate, the content, methodology, or delivery of instruction

Examples:

- Speech therapy
- Specially designed Phys. Ed.
- Assistive technology
- Instruction in subject areas
- Travel training
- Vocational education



Special Education/Specially Designed Instruction IV.B.

10

What are Related Services?

Transportation & other developmental, corrective, & other supportive services need to help student benefit from special education (300.34)

IDEA list:

- Assistive Technology
- Audiology
- Counseling
- Educational Interpreting
- Medical Services (Dx & Eval)
- O&M, OT, PT, S&L
- Psychological Services
- Recreation therapy
- Rehab Counseling
- School Nurse/Health Services
- School Social Work Services
- Other

• NOT - surgically implanted devices (cochlear implants)



Related Services IV.C

11

What are Supports for School Personnel?

Services or activities for school personnel to help them meet the needs of the student.

Examples:

- Attending training/in-service
- Team teaching
- Planning time
- Help with materials modification
- Peer consultations
- Time with outside consultant
- Extra staff time
- Classroom Aide
- Special equipment



Program Modifications or Supports for School Personnel IV.D.

12

What Else Goes in Program Summary?

- Frequency (how often), Duration (how long), Amount (how much), and Location (where)
- For **EACH** Goal and Service Needed

B. Special Education / Specially Designed Instruction

Adapting, as appropriate to the needs of an eligible student, the content, methodology, or delivery of instruction to address the unique needs of the student that result from the student's disability, and ensure access of the student to the general curriculum, so the student can meet the educational standards of the public agency that apply to all students. For each special education service, identify the corresponding annual goal(s).

Describe	Frequency	Amount	Location	Duration	Address Code(s) #
Specialized Instruction in Math	Daily	50 min	Special Education		1
Special Instruction in Reading & Written Language	3 times weekly	50 min	Special Education		1,2
Specially Designed Physical Education	3 times weekly	50 min	Regular Education		1,3
Specialized Instruction in Oral Communication & Language	3 times monthly	10 min	Regular Education		6
Specialized Instruction in Oral Communication & Language	1 time weekly	40 min	Special Education		6
Specialized Instruction in Academic Readiness Skills: Rereaching Regular Ed. Classroom Activities	1 time daily	15 min	Special Education		1,2,3,4,5,6
Travel Training	3 times monthly	50 min	Community	4/1/2020 to 6/10/2020 and 9/15/2020-11/30/2020	7

Program Summary

13



14

What is Extent of Participation?

- Explanation of the extent to which the child will **NOT** participate with non-disabled children in regular classes, in the general curriculum, and in extracurricular & other nonacademic activities.

115.787 (2)(d)

- 1. If & When; 2. Why
- Supports in Program Summary
- LRE** (DPI Bulletin 00.04)



Student Participation in Regular Education I-4 V.A.

15

What is Participation in PE?

- General PE?
- Or Adapted PE? (specially designed PE to meet the unique needs of a child with a disability)
- IDEA Commentary
- Resources
 - DPI Bulletin 10.04
 - Videos
 - Wrightslaw link



Participation in Physical Education I-4 V.B.

16

Extra Stuff

17

How is Transition included in the IEP?

- **Transition = preparing for life as an adult**
- Postsecondary Transition Plan (PTP) in IEP:
 - No later than **age 14** (WI) & annually after
 - Student must be invited
 - IEP includes:
 - Annual Postsecondary Goals
 - Transition services to meet child's needs for: training, education, employment, independent living skills
- Writing the PTP:
 - PTP demo site for parents: xxxxxxxxxxxxxxxxxxxx
 - PTP app for students: <http://www.witransition.com/>
 - Paper form I-8



18

What if a Parent Doesn't Agree with IEP?

- Signing the IEP only indicates attendance at the meeting – **NOT** agreement with the IEP
- Problem-solving options (SEPL p.47)
 - Independent Educational Evaluation
 - Facilitated IEP or Mediation (www.wsems.us)
 - IDEA State Complaint or Due Process Hearing (<https://dpiPwi.gov/sped/dispute-resolution>)
- M-1 Form



19

What is Prior Written Notice?

- M-1 Form
- If school **proposes to take (or refuses to take)** an action parent has requested
- Prior Written Notice [§300.503(b)]
 - Description of **the action** proposed/refused
 - Explanation of **why**
 - What was used as **basis for the decision**
 - **Other options** considered & why rejected
 - **Procedural safeguards** info
 - Send in reasonable amount of time



20

Placement

21

What is Required?

- Group decision (WI – IEP Team)
- At least once a year
- Based on IEP
- LRE (#00-04)
- As close to child’s home as possible
- School attend if not disabled
- Can’t remove from regular classroom only if need modifications in gen. curriculum



22

What Types of Placements Are There?

Continuum of alternative placements:

- Regular classes
- Separate classes
- Special schools (Public or private separate school or residential facility)
- Homebound
- Hospital or institution



23

What about Nonacademic Settings?

Participation with nondisabled children to maximum extent appropriate:

- Lunch
- Recess
- Counseling
- Athletics
- Transportation
- Recreational activities
- Health services



24

What is Consent for Placement?

- Written parent consent required for initial placement before school can start special education
- Consent is voluntary
- WI DPI Form P-1
- Parents can refuse to give initial consent
- Consent for initial placement & special education is good until parents revoke



25

What is Revocation of Consent?

- Parents have unilateral authority to revoke consent for special education anytime
- Revocation is for ALL services
- Revocation of consent must be in writing (letter or WI DPI P-5)
- LEA respond with Prior Written Notice (WI DPI P-5)
 - What services declined (include IEP copy)
 - When services will end
- LEA cannot refuse request
- LEA cannot challenge via mediation or DPH



26



27

Where Can I Get More Info?

- **Special Education in Plain Language:** <https://www.wsems.us/special-education-in-plain-language/>
- **WI DPI Sample Forms:** <https://dpi.wi.gov/sped/model-special-education-policies-and-procedures-and-special-education-forms> (I-4, I-7, I-8, M-1, P-1, P-2):
- **WI Bulletins:** <https://dpi.wi.gov/sped/laws-procedures-bulletins/bulletins>
 - 00.04 LRE; 10.04 Physical Education; 10.07 Program Supports
- **WI Student Assessment System:** <http://dpi.wi.gov/assessment>
- **College & Career Ready IEPs – Step 3 Align IEP Services:** <https://dpi.wi.gov/sped/college-and-career-ready-ieps>
- **IEP Checklist:** <https://wifacets.org/resources/other-resources>
- **IDEA 2004:** <http://www.wifacets.org/resources/idea-2004-info> (300.34 Related Services)
- **Related Services** – <https://www.parentcenterhub.org/iep-relatedservices/>
- **WI DPI Specially Designed PE:** <https://dpi.wi.gov/sped/topics/specially-designed-physical-education>
- **Physical Education for Students with Disabilities (Videos):** <https://attendee.gotowebinar.com/register/2113785095852185859>
<https://www.uwlax.edu/center/cdnapa/adapted-physical-education-instructional-videos/>
- **Wrightslaw on PE:** <https://www.wrightslaw.com/info/pe.index.htm>
- **WI DPI Transition info:** <https://dpi.wi.gov/sped/topics/transition>
- **Prior Written Notice:** <https://www.parentcenterhub.org/notice-prior/>



28

Are There More IEP Mini Modules?

1. Starting the IEP Process: Special Education Basics
2. Special Education Referral Process
3. Evaluation & Eligibility in the IEP Process
4. Reevaluation & Independent Educational Evaluations
5. Writing the IEP (Part 1)
6. Writing the IEP (Part 2)
7. Writing the IEP (Part 3)
- 8. IEP Revisions & Extended School Year**
9. Parent Rights in the IEP Process
10. Useful Resources in the IEP Process
11. IEP Checklist



Register – www.wifacets.org

29

That's It for Today!

- 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.
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30
