

# Individual Education Plan (Wisconsin)

Last Modified on 12/14/2025 8:45 pm CST

Tool Search: Special Ed Documents

The Individual Education Plan is used to capture student special education plan information and match the required documentation provided by the state of Wisconsin. This document describes each editor, a description of each field on the editor, and any special considerations and instructions. For information on general functionality, navigation, and additional plan and evaluation features, see the core [Plan and Evaluation Information](#) article.

The current format of this document is the **WI IEP 2025**. Plan formats are selected in [Plan Types](#).

Editor Home			
NAME	STATUS	MODIFIED BY	COMPLETED BY
Education Plan	IN PROGRESS	System Administrator 6/27/22 2:07 PM	>
Enrollment Information	NOT STARTED		>
Student Information	IN PROGRESS	System Administrator 6/21/22 1:26 PM	>
Parent/Guardian Information	IN PROGRESS	System Administrator 6/21/22 1:26 PM	>
(I-3) Team Meeting Cover Page	IN PROGRESS	System Administrator 6/22/22 11:27 AM	>
(I-4) Present Levels	NOT STARTED		>
(I-4) Special Factors	NOT STARTED		>
(I-4) Concerns of Parents/Family & Effect of Disability	NOT STARTED		>
(I-4) Summary of Disability-Related Needs	IN PROGRESS	System Administrator 6/23/22 10:12 AM	>
(I-4) Family Engagement	NOT STARTED		>

Editor Home

## Education Plan

The Education Plan editor includes general meeting and screening information and lists the dates associated with the plan, such as dates the plan is active.

This editor must be saved before entering data into other editors.

Education Plan
IN PROGRESS
Editor 1 of 29

Plan Name

Plan Type \*

Initial

Placement Consent

IEP Meeting Date: \*

Start Date: \*

End Date: \*

Eval Date: \*

For students transferring between public agencies: Evaluation Report reviewed and adopted (if applicable) by
On

For students transferring between public agencies: IEP reviewed and adopted (if applicable) by
On

Education Plan Editor

► [Click here to expand...](#)

Field	Description	Ad hoc	Validation
<b>Plan Name</b>	A text field used to name the plan.	N/A	N/A
<b>Plan Type</b> <i>Required</i>	The type of plan. Options include: <ul style="list-style-type: none"> <li>Initial</li> <li>Annual</li> <li>Amendment</li> <li>Amendment without a Meeting</li> </ul>	N/A	The "Amendment" option defaults during the Amendment Process, but this can be modified if needed.
<b>Placement Consent</b>	The date consent to place was given by the parent/guardian.	N/A	N/A
<b>IEP Meeting Date</b> <i>Required</i>	The date of the IEP meeting.	Learner Planning > Learning Plans > meetingDate	This field is grayed out when "Amendment without a Meeting" is selected as the Plan Type.
<b>Start Date</b> <i>Required</i>	The first day of the plan.	Learner Planning > Learning Plans > planStartDate	This date cannot be on or before the IEP Meeting Date.
<b>End Date</b> <i>Required</i>	The last day of the plan.	Learner Planning > Learning Plans > planEndDate	This cannot be before the start date.  This field becomes read only during the Amendment process.

Field	Description	Ad hoc	Validation
<b>Eval Date</b> <i>Required</i>	The date the student was evaluated for special education services.	N/A	This field auto-populates from the most recent Evaluation.  The Evaluation Date must be less than or equal to the IEP Meeting date.
<b>For students transferring between public agencies: Evaluation Report reviewed and adopted (if applicable) by</b>	A text field used to document the person who reviewed the evaluation provided by a different public agency.	N/A	N/A
<b>On</b>	The date the evaluation was reviewed.	N/A	N/A
<b>For students transferring between public agencies: IEP reviewed and adopted (if applicable) by</b>	A text field used to document the person who reviewed the IEP provided by a different public agency.	N/A	N/A
<b>On</b>	The date the IEP was reviewed.	N/A	N/A

## Enrollment Information

The Enrollment Information editor reports Special Education information from the student's Enrollment.

Enrollment Information

NOT STARTED

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Click Refresh to retrieve a new copy of data from a selected Enrollment record. Information entered into this editor will modify the student's current Enrollment record when the plan is locked.

Primary Impairment

LD: Specific Learning Disability

Secondary Impairment

N: Not IDEA Eligible or No Disability

Third Impairment

Fourth Impairment

Fifth Impairment

Special Ed Status \*

Y: Yes

Resident District

District of Placement

School Name

Gifford

School Phone

(262)555-0515x\_\_\_\_\_

Grade

06

► [Click here to expand...](#)

Field	Description	Ad hoc	Validation
<b>Primary Impairment</b>	The primary disability of the student. Options available are the same as those at Student Information > General > Enrollments > SPED > Primary Impairment.	Learner Planning > Learning Plans > disability1	<p>When the editor is first opened, this field auto-populates with "N: Not IDEA Eligible or No Disability". On Save, this field cannot have "N: Not IDEA Eligible or No Disability" as a value.</p> <p>This field auto-populates from the selected Enrollment on Refresh. Users can also manually edit the value if needed.</p>

Field	Description	Ad hoc	Validation
<b>Secondary Impairment</b>	The second disability of the student, if applicable. Options available are the same as those at Student Information > General > Enrollments > SPED > Primary Impairment.	Learner Planning > Learning Plans > disability2	<p>This field auto-populates from the selected Enrollment on Refresh. Users can also manually edit the value if needed.</p> <p>When "Significant Developmental Delay" is selected as the Primary Impairment, this field is grayed out.</p>
<b>Third Impairment</b>	The third disability of the student, if applicable. Options available are the same as those at Student Information > General > Enrollments > SPED > Primary Impairment.	Learner Planning > Learning Plans > disability3	<p>This field auto-populates from the selected Enrollment on Refresh. Users can also manually edit the value if needed.</p> <p>When "Significant Developmental Delay" is selected as the Primary Impairment, this field is grayed out.</p>
<b>Fourth Impairment</b>	The fourth disability of the student, if applicable. Options available are the same as those at Student Information > General > Enrollments > SPED > Primary Impairment.	Learner Planning > Learning Plans > disability4	<p>This field auto-populates from the selected Enrollment on Refresh. Users can also manually edit the value if needed.</p> <p>When "Significant Developmental Delay" is selected as the Primary Impairment, this field is grayed out.</p>

Field	Description	Ad hoc	Validation
<b>Fifth Impairment</b>	The fifth disability of the student, if applicable. Options available are the same as those at Student Information > General > Enrollments > SPED > Primary Impairment.	Learner Planning > Learning Plans > disability5	<p>This field auto-populates from the selected Enrollment on Refresh. Users can also manually edit the value if needed.</p> <p>When "Significant Developmental Delay" is selected as the Primary Impairment, this field is grayed out.</p>
<b>Special Ed Status</b>	<p>The student's special ed status. Options include:</p> <ul style="list-style-type: none"> <li>• N: No</li> <li>• Y: Yes</li> </ul>	Learner Planning > Learning Plans > specialEdStatus	<p>This field auto-populates from the selected Enrollment on Refresh. Users can also manually edit the value if needed.</p> <p>On Save, this value must be "Y: Yes".</p>
<b>Resident District</b>	The student's district of residence.	Learner Planning > Learning Plans > residentDistrictNumber	<p>This field is read-only.</p> <p>This field auto-populates from selected Enrollment on Refresh from Enrollment &gt; Resident District.</p>
<b>District of Placement</b>	The student's district of placement.	Learner > Active Enrollment > Core > servingDistrict	<p>This field is read-only.</p> <p>This field auto-populates from selected Enrollment on Refresh from Enrollment &gt; Serving District.</p>

Field	Description	Ad hoc	Validation
<b>School Name</b>	The name of the school associated with the student's Enrollment record.	Learner Planning > Learning Plans > servingSchoolName	This field auto-populates from selected Enrollment on Refresh. User can also manually edit the values if needed.
<b>School Phone</b>	The phone number of the school associated with the student's Enrollment record.	N/A	This field auto-populates from selected Enrollment on Refresh from System Administration > Resources > School > (School Name that matches Enrollment record) > Phone. User can also manually edit the values if needed.
<b>Grade</b>	The student's current grade.	Enrollment > Grade enrollment.grade	This field auto-populates from selected Enrollment on Refresh. User can also manually edit the values if needed.
<b>District Information</b> <i>These fields are read-only.</i>			
<b>District Number</b>	The district number associated with the Enrolled school.	System Administration > Resources > District Information > State District Number	N/A
<b>District Name</b>	The district name associated with the Enrolled school.	System Administration > Resources > District Information > Name	N/A
<b>District Address</b>	The district address associated with the Enrolled school.	System Administration > Resources > District Information > Address	N/A
<b>District Phone</b>	The district phone number associated with the Enrolled school.	System Administration > Resources > District Information > Phone	N/A

# Student Information

The Student Information editor displays basic information about the student such as demographic information. This is a read-only editor.

The **Refresh** button retrieves a fresh copy of data from the student's record. See the [General IEP Information](#) section for additional information.

When the **Private Flag** is marked on the Team Members tool for the student, all contact information on this editor is cleared out and a note on the editor displays, "The student record has been marked Private in the Team Members Tab. Contact information was not imported for this student and will appear blank below.". On the printed document it reads, "Unpublished" in each of those areas.

Student Information

IN PROGRESS

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When a Plan is generated, a snapshot of the student's information is taken from Census. Click Refresh to retrieve a new copy of data.

Last Name	First Name	Middle Name	Suffix
	JULIEANNA		
Race, Ethnicity	Birthdate	Gender	
White		F	
Home Primary Language			
eng: English			
Address	Student Number	State ID	

Case Manager Information

Name	Title
SUSAN	Special Ed. Teacher
Phone	

Student Information Editor

► [Click here to expand...](#)

Field	Description	Ad Hoc
<b>Last Name</b>	The student's last name.	Census > People > Demographics > Last Name identity.lastName
<b>First Name</b>	The student's first name.	Census > People > Demographics > First Name identity.firstName
<b>Middle Name</b>	The student's middle name.	Census > People > Demographics > Middle Name identity.middleName



Field	Description	Ad Hoc
<b>Suffix</b>	The student's suffix.	Census > People > Demographics > Suffix Name identity.suffix
<b>Race, Ethnicity</b>	The student's state defined race.	Census > People > Demographics > State Race/Ethnicity
<b>Birthdate</b>	The student's birthdate.	Census > People > Demographics > Birth Date identity.birthDate
<b>Gender</b>	The student's gender.	Census > People > Demographics > Gender identity.gender
<b>Home Primary Language</b>	The student's home primary language.	Census > People > Demographics > First Language identity.homePrimaryLanguage
<b>Address</b>	The student's address.  This field becomes a dropdown when more than one address exists for the student. The primary household displays by default.	Census > Households > Address Info address.number; address.street; address.tag; address.prefix; address.dir; address.apt; address.city; address.state; address.zip
<b>Student Number</b>	The student's identification number.	Census > People > Demographics > Student Number
<b>State ID</b>	The student's state identification number.	Census > People > Demographics > State ID
<b>Case Manager Information</b> <i>These fields are read-only.</i>		
<b>Name</b>	The first and last name of the team member.	Student Information > Special Ed > General > Team Members
<b>Title</b>	The role of the team member.	Student Information > Special Ed > General > Team Members
<b>Phone</b>	The phone number of the team member.	Student Information > Special Ed > General > Team Members

## Parent/Guardian Information

The Parent/Guardian Information editor populates based on the guardian checkbox on the

student's [Relationships](#) tool. The editor includes [Demographics](#) information for the student's guardian.

The **Delete** button next to each parent/guardian can be used to remove a parent/guardian from the IEP.

The **Refresh** button retrieves a new copy of parent/guardians' data. This also returns any accidentally deleted people. Manually entered fields do not change when the refresh button is clicked. The user must **Save** after clicking Refresh to capture changes.

When the **Private Flag** is marked on the Team Members tool for the parent/guardian, all contact information on this editor for that person is cleared out and a note on the editor display, "One or more records has been marked Private in the Team Members Tab. Contact information was not imported for those records and will appear blank below." On the printed document it reads, "Unpublished" in each of those areas.

When the **Educational Surrogate Flag** is marked on the Team Members tool, that person displays on the Parent/Guardian Information editor with "Educational Surrogate Parent" next to their name as the relationship and all other fields are hidden from the screen as well as on the printed document.

Parent/Guardian Information
IN PROGRESS

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When a Plan is generated, a snapshot of the parent/guardian information is taken from Census. Individuals with the Guardian check box marked on the Relationship tool for the student display below. Click Refresh to retrieve a new copy of data.

KRISA - PARENT

Print Sequence

1

Delete

Address

Home Phone

Work Phone

Cell Phone

E-mail

Parent/Guardian Information Editor

► [Click here to expand...](#)

Field	Description	Ad Hoc	Validation
<b>Last Name</b>	The last name of the parent/guardian.	Census > People > Demographics > Last Name identity.lastName	This field populates from Census. This is part of the header for the parent/guardian.

Field	Description	Ad Hoc	Validation
<b>First Name</b>	The first name of the parent/guardian.	Census > People > Demographics > First Name identity.firstName	This field populates from Census. This is part of the header for the parent/guardian.
<b>Middle Name</b>	The suffix of the parent/guardian.	Census > People > Demographics > Suffix Name identity.suffix	This field populates from Census. This is part of the header for the parent/guardian.
<b>Suffix</b>	The suffix of the parent/guardian.	Census > People > Demographics > Suffix Name identity.suffix	This field populates from Census. This is part of the header for the parent/guardian.
<b>Relationship</b>	The relation of the parent/guardian to the student.	Census > People > Relationships	This field populates from Census. This is part of the header for the parent/guardian.
<b>Print Sequence</b>	The print order of the parent/guardian(s) on the IEP.	N/A	When no Sequence is selected, parent/guardian(s) print in the order displayed in the UI. When any Sequences are selected, only parent/guardian(s) with a sequence number prints in the order defined.

Field	Description	Ad Hoc	Validation
<b>Address</b>	The parent/guardians' address.	Census > Households > Address Info address.number; address.street; address.tag; address.prefix; address.dir; address.apr; address.city; address.state; address.zip	This field populates from Census.  When there are multiple addresses for a person, a drop down with an option to select which address displays. When there is only one address, the drop down only has one option. The populated address is the one marked "Primary."
<b>Home Phone</b>	The home phone number of the parent/guardian.	Census > People > Demographics > Household Phone	This field populates from Census.
<b>Work Phone</b>	The work phone of the parent/guardian.	Census > People > Demographics > Work Phone	This field populates from Census.
<b>Cell Phone</b>	The cell phone of the parent/guardian.	Census > People > Demographics > Cell Phone	This field populates from Census.
<b>Email</b>	The primary email address for the parent/guardian.	Census > People > Demographics > Email	This field populates from Census.

## (I-3) Team Meeting Cover Page

The Team Meeting Cover Page editor lists the team meetings held regarding the student and the participants of the meeting. Team Meetings display based on the Meeting Date. The **Print in Plan** slider must be marked On for the team meeting record to appear on the printed document.


Team members added on the [Team Members](#) tool can be added to team meetings. Team members can be added manually on this editor, but are not saved in the system and have to be created each time they are included in a meeting.

► [Click here to expand...](#)

## Team Meeting List Screen

(I-3) Team Meeting Cover Page IN PROGRESS

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	Meeting Date ↑	Meeting Location	Print in Plan
	05/09/2022	Counselor's Office, High School	<input checked="" type="checkbox"/>

1

1 - 1 of 1 items

Team Meeting List Screen

Column Name	Description	Description
<b>Padlock Icon</b>	The user currently editing the team meeting record.	N/A
<b>Meeting Date</b>	The date of the meeting.	This is pulled from the <b>Meeting Date</b> field on the Team Meeting detail screen.
<b>Meeting Location</b>	The location of the meeting.	This is pulled from the <b>Meeting Location</b> field on the Team Meeting detail screen.
<b>Print in Plan</b>	Indicates this meeting prints in the IEP.	This field defaults to marked. Any action taken with this slider automatically updates on the Print in Plan slider on the Team Meeting list screen.

## Team Meeting Detail Screen

Select an existing record or click **New** to view the Team Meeting detail screen.

(I-3) Team Meeting Cover Page: 5/9/2022

Print in Plan



Meeting Date \*

05/09/2022



Meeting Time

2:00 PM



Meeting Location 

Counselor's Office, High School

Invite Date

05/02/2022



Purpose of Meeting (check all that apply):

Evaluation and Reevaluation

- ☒ Evaluation including determination of initial eligibility for special education  
☐ Reevaluation including determination of continuing eligibility for special education

Individualized Education Plan (IEP) (if student is eligible)

- ☒ Develop an initial IEP  
☐ Develop an annual IEP  
☐ Review/revise IEP  
☐ Transition - the consideration of post-secondary goals and transition services (Required for students beginning at age 14).

Team Meeting Detail Screen

Field Name	Description	Validation
<b>Team Meeting</b>		
<b>Print in Plan</b>	Indicates this meeting prints in the IEP.	This field defaults to marked. Any action taken with this checkbox automatically updates on the Print in Plan slider on the Team Meeting list screen.
<b>Meeting Date</b> <i>Required</i>	The date of the meeting.	This field auto-populates with the Meeting Date from the Education Plan editor.
<b>Meeting Time</b>	The time of the meeting.	N/A
<b>Meeting Location</b>	The location of the meeting.	N/A
<b>Invite Date</b>	The date the invitation for the meeting was sent to participants.	N/A
<b>Purpose of Meeting</b>		
<b>Evaluation and Reevaluation</b>	Options include: <ul style="list-style-type: none"> <li>Evaluation including determination of initial eligibility for special education</li> <li>Reevaluation including determination of continuing eligibility for special education</li> </ul>	N/A

Field Name	Description	Validation
<b>Individualized Education Plan (IEP) (if student is eligible)</b>	Options include: <ul style="list-style-type: none"> <li>• Develop an initial IEP</li> <li>• Develop an annual IEP</li> <li>• Review/revise IEP</li> <li>• Transition - the consideration of post-secondary goals and transition services <i>(Required for students beginning at age 14).</i></li> </ul>	N/A
<b>Placement (must be determined when the IEP is developed or reviewed/revised)</b>	Options include: <ul style="list-style-type: none"> <li>• Determine initial placement</li> <li>• Determine continuing placement</li> </ul>	N/A
<b>Other</b>	Options include: <ul style="list-style-type: none"> <li>• Review existing information to determine needs for additional assessments or other evaluation materials <i>(IEP team meeting optional)</i></li> <li>• Conduct a manifestation determination <i>(check appropriate boxes under IEP &amp; Placement if changes in either are contemplated)</i></li> <li>• Determine setting for service during disciplinary change in placement <i>(must check appropriate boxes under IEP &amp; Placement)</i></li> <li>• Other</li> </ul>	
<b>Specify</b> <i>*Required</i>	A text field used to specify the reason for the meeting.	*This field displays and is required when "Other" is selected above.
<b>If a purpose of this meeting is IEP development, review, and/or revision related to the academic, developmental and functional needs of the child, the IEP team considered the results of:</b>		

Field Name	Description	Validation
<b>Initial or most recent evaluation</b>	Indicates the IEP team considered the initial or most recent evaluation in their determination. Options include: <ul style="list-style-type: none"> <li>• Yes</li> <li>• Not Applicable</li> </ul>	N/A
<b>Statewide Assessments</b>	Indicates the IEP team considered any statewide assessment in their determination. Options include: <ul style="list-style-type: none"> <li>• Yes</li> <li>• Not Applicable</li> </ul>	N/A
<b>District-wide assessments</b>	Indicates the IEP team considered any district-wide assessments in their determination. Options include: <ul style="list-style-type: none"> <li>• Yes</li> <li>• Not Applicable</li> </ul>	N/A
<b>Documented Efforts</b> <i>If a parent did not attend or participate in the meeting by other means and did not agree to the time and place of the IEP team meeting, document three efforts to involve the parent(s)/guardian(s) +</i>		
<b>Date</b>	The date the attempt was made.	This field is duplicated a total of three times to document the three attempts.
<b>Method</b>	The method of contact.	This field is duplicated a total of three times to document the three attempts.
<b>Result</b>	The result of the attempt.	This field is duplicated a total of three times to document the three attempts.
<b>Comments</b>	Any additional comments needed to document the attempts.	N/A
<b>Attendance</b>		
<b>First Name/Last Name</b> <i>Required</i>	The name of the participant.	The Team Member names listed are read-only. The name is pulled from the person's District Assignment and cannot be modified.



Field Name	Description	Validation
<b>Role</b>	The title of the participant.	N/A
<b>LEA</b>	The Local Education Agency contact.	At least one Team Member must be marked as LEA.
<b>Invited</b>	Indicates the participant was invited.	This determines whether or not the team member prints on the IEP.
<b>Attended</b>	Indicates the participant attended the meeting.	Team Members also display on the printed document when this is marked, even if the Invited checkbox has not been marked for them.
<b>Delete Button</b>	Removes the participant from the meeting.	N/A
<b>Add</b>	Creates a new participant to participate in the meeting who is not listed on the Team Members tool.	This does NOT create a record for the person on the student's Team Members tool.

## (I-4) Present Levels

The Present Level editor indicates if the student is preschool or school age and includes all relevant information concerning the student's current interests, abilities, and performance.

All fields are required in order to Complete the editor.



(I-4) Special Factors
NOT STARTED
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**C. Special Factors**

Special Factors must be considered when developing the individualized education program. Consider the special factors when identifying the effects of disability, summarizing disability related needs, developing goals, and determining services in the Program Summary.

1. Does the student's behavior impede their learning or that of others?

If yes, describe the student's behavioral needs:

Document positive behavioral interventions, strategies, and supports, and other services in the Program Summary

Has a functional behavioral assessment (FBA) been conducted?

Date FBA Conducted

month/day/year

2. Is the student an English Learner (EL)?

If yes, describe how this factor affects the student's needs related to the IEP

(I-4) Special Factors Editor

► [Click here to expand...](#)

Field	Description	
<b>1. Does the student's behavior impede their learning or that of others?</b> <i>*Required</i>	Indicates if the student's behavior impedes their ability to learn or disrupt others' learning. Options include: <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>	*This field is required in order to Complete the editor.
<b>If yes, describe the student's behavioral needs</b> <i>*Required</i>	A description of the student's behavioral needs.	*This is required when Yes is selected in the corresponding dropdown.
<b>Has a functional behavioral assessment (FBA) been conducted?</b> <i>*Required</i>	Indicates if a functional behavioral assessment was conducted. Options include: <ul style="list-style-type: none"> <li>• Not applicable</li> <li>• Yes</li> <li>• No</li> </ul>	*This field is required in order to Complete the editor.
<b>Date FBA Conducted</b> <i>*Required</i>	The date the functional behavioral assessment was conducted.	*This field is required to save the editor when Yes is selected for the corresponding dropdown.

Field	Description	
<b>2. Is the student an English Learner (EL)?</b> <i>*Required</i>	Indicates if the student is a English Learner. Options include: <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>	*This field is required in order to Complete the editor.
<b>If yes, describe how this factor affects the student's needs related to the IEP</b> <i>*Required</i>	A description of how the student's EL status impacts the student's needs related to the IEP.	*This is required when Yes is selected in the corresponding dropdown.
<b>3. In the case of a child who is blind or visually impaired, does the student need instruction in Braille or the use of Braille?</b> <i>*Required</i>	Indicates if the student requires instruction in Braille or needs to use Braille. Options include: <ul style="list-style-type: none"> <li>• Not Applicable</li> <li>• Yes</li> <li>• No</li> <li>• Cannot be determined at this time</li> </ul>	*This field is required in order to Complete the editor.
<b>If yes, describe needs, including Braille needs</b> <i>*Required</i>	A description of the student's Braille needs.	*This is required when Yes is selected in the corresponding dropdown.
<b>If no, explain why not</b> <i>*Required</i>	An explanation of why the student does not need Braille instruction nor needs to use Braille.	*This is required when No is selected in the corresponding dropdown.
<b>4. Does the student have communication needs that could impede their learning?</b> <i>*Required</i>	Indicates if the student has communication needs that impacts their learning. Options include: <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>	*This field is required in order to Complete the editor.
<b>a. If yes, describe the communication needs</b> <i>*Required</i>	A description of the student's communication needs.	*This is required when Yes is selected in the corresponding dropdown.

Field	Description	
<b>b. If the student is deaf, hard of hearing, or deafblind, describe (a) the student's language and communication needs; (b) opportunities for direct communication with peers and professional personnel in the student's language and communication mode; and, (c) academic level and full range of needs including opportunities for direct instruction in the student's language and communicative mode</b>	A detailed description of the student's language/communication needs, opportunities for communication with peers/personnel, and opportunities for instruction in the student's language/communicative mode.	This field is available when Yes is selected for question 4.
<b>5. Does the student need assistive technology services or devices?</b> <i>*Required</i>	Indicates the student has assistive technology needs. Options include: <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>	*This field is required in order to Complete the editor.
<b>If yes, describe the student's assistive technology needs</b> <i>*Required</i>	A description of the student's assistive technology needs.	*This is required when Yes is selected in the corresponding dropdown.

## (I-4) Concerns of Parents/Family

The Concerns of Parents/Family editor record concerns of the family and student regarding the student's education and the effect of the student's disability on their education.

(I-4) Concerns of Parents/Family & Effect of Disability

NOT STARTED

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**D. Concerns of the Parent(s)/Family**

**1. Describe the concerns of the parent(s)/family for enhancing the education of the student:**

This may include concerns about reading achievement, early language/communication or early literacy skills, other academic areas, health-enhancing physical activity, social and emotional needs, sensory needs, behavior, the child's future and postsecondary transition, etc.

**2. Describe the concerns (if any) of the student for enhancing their education:**

**E. Effects of Disability**

Effects of the disability identifies **how** the student's disability affects academic achievement and functional performance. The effects are what the IEP Team observes when the student has difficulty accessing, engaging and making progress in the general education curriculum, instruction, and environments. This item must be addressed for all students, regardless of the disability category, including students identified as having a speech or language impairment.

**1. Describe how the student's disability affects their access, involvement and progress in the general education curriculum, including how the disability affects reading.**

For preschool children, describe how the disability affects participation in age-appropriate activities, including language development, communication and/or early literacy. Consider special factors when identifying the effects of the disability on academic achievement and functional performance.

(I-4) Concerns of Parents/Family & Effect of Disability Editor

► [Click here to expand...](#)

Field	Description	Validation
<b>D. Concerns of the Parent(s)/Family</b>		
<b>1. Describe the concerns of the parent(s)/family for enhancing the education of the student</b> <i>*Required</i>	A description of the parent/guardian/family concern regarding the education of the student.	*This is required to Complete the editor.
<b>2. Describe the concerns (if any) of the student for enhancing their education</b> <i>*Required</i>	A description of the student's concern regarding their education.	*This is required to Complete the editor.
<b>E. Effects of Disability</b>		
<b>1. Describe how the student's disability affects their access, involvement and progress in the general education curriculum, including how the disability affects reading.</b> <i>*Required</i>	A description of how the student's disability impacts their access, involvement, and progress in the general education curriculum.	*This is required to Complete the editor.

Field	Description	Validation
<b>2. Does the student's disability adversely affect their progress toward meeting age/grade-level reading standards?</b> <i>*Required</i>	Indicates if the student's disability negatively impacts their progress toward age/grade-level reading standards. Options include: <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>	*This is required to Complete the editor.
<b>3. Is this a student with the most significant cognitive disability whose achievement will be aligned with alternate achievement standards?</b> <i>*Required</i>	Indicates the student will take alternate achievement standards. Options include: <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>	*This is required to Complete the editor.

## (I-4) Summary of Disability-Related Needs

The Summary of Disability - Related Needs editor describes each of the student's specific needs related to identified disabilities.

At least one record must be saved in order to Complete this editor.

► [Click here to expand...](#)

## Summary of Disability-Related Needs List Screen

(I-4) Summary of Disability-Related Needs
IN PROGRESS
Editor 9 of 29

Sequence Number ↑ 1	Title ↑ 2	Description
1	Example	This is an example need.

1 - 1 of 1 items

Summary of Disability-Related Needs List Screen

Column Name	Description
<b>Padlock Icon</b>	The user currently editing the team meeting record.
<b>Sequence Number</b>	The unique number associated with the need record.
<b>Title</b>	The name of the need.
<b>Description</b>	A description of the need.

## Summary of Disability-Related Needs Detail Screen

Select an existing record or click **New** to view the detail screen.

(I-4) Summary of Disability-Related Need

**A disability-related need:**

1. Addresses the **effect** of the student's disability on access, engagement, and progress in the general curriculum and environment;
2. Addresses the **root cause** why a student is not meeting age/grade level academic standards and functional expectations; and
3. Specifies what **skill/behavior** the student needs to develop/improve so the student can meet age/grade level standards and expectations.

If the IEP team determines the student has a disability-related need(s) that affects reading (academic and/or functional), the IEP must include a minimum of one goal to address this need(s). Each identified disability-related need must have at least one corresponding goal and/or service to address the need. A goal or service may address more than one need. Services include special education, related services, supplementary aids and services, or program modifications or supports for school personnel.

Based on a root cause analysis of the effects of the student's disability, **list and number** the disability-related needs. Include reading needs, or early literacy needs, and needs due to special factors, if identified (e.g., decoding, identifying the main idea, basic math calculation, and word problems). Reference numbered needs in the measurable annual goal statements (add rows, as needed).

(The student needs to develop/improve skill...)

Sequence Number \* Title \*

1 Example

Description \*

Example description

(I-4) Summary of Disability-Related Need Detail Screen

Field	Description	Validation
<b>Sequence Number</b> <i>Required</i>	The unique number associated with the need record.	This field auto populates with the next number in sequential order and requires unique numbers.
<b>Title</b> <i>Required</i>	The name of the need.	N/A
<b>Description</b> <i>Required</i>	A description of the need.	N/A

## (I-4) Family Engagement



The Family Engagement editor describes how families are included in the student's education and whether goals in the previous goals have been reviewed.

(I-4) Family Engagement NOT STARTED
Editor 10 of 29

**II. Family Engagement**

How will school staff engage parent(s)/families in the education of the student?

e.g. sharing resources, communicating with parent(s)/families, building upon family strengths, connecting parent(s)/families to learning activities, etc.

**IV. Annual Goal Review**

**A. Before developing annual goals,** review the previous IEP goals and progress (*document review and student's progress on the I-5, Annual Review of IEP Goals*).

Previous IEP goals reviewed:

▼

*Family Engagement Editor*

► [Click here to expand...](#)

Field	Description	Validation
<b>II. Family Engagement</b>		
<b>How will school staff engage parent(s)/families in the education of the student?</b> <i>*Required</i>	A description of how the staff will engage the parent/guardian/family of the student in their education.	<i>*This field is required to Complete the editor.</i>
<b>IV. Annual Goal Review</b>		
<b>Previous IEP goals reviewed:</b> <i>*Required</i>	Indicates if the previous IEP goals have been reviewed. Options include: <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> <li>• N.A.</li> </ul>	<i>*This field is required in order to Complete the editor.</i>


## (I-5) Annual Review of Goals

The Annual Review of Goals editor is used to document when the student's goals had last been reviewed and whether or not the student has met that goal.

The goals available to select are pulled from the Measurable Annual Goals editor on the most recent, locked Plan. At least one record must be saved in order to Complete this editor.

▶ [Click here to expand...](#)

## Annual Review of Goals List Screen

(I-5) Annual Review of Goals <span>IN PROGRESS</span>					Editor 11 of 29
	Review Date ↑ 1	Goal Number ↑ 2	Goal	Met or NOT Met	
	05/09/2022	3	Julieanna will increase her reading skills in the areas of Decoding and Fluency.	Met	
					1 - 1 of 1 items

Column Name	Description
<b>Padlock Icon</b>	The user currently editing the team meeting record.
<b>Review Date</b>	The date the goal was last reviewed.
<b>Goal Number</b>	The number of the goal.
<b>Goal</b>	The name of the goal.
<b>Met or NOT Met</b>	An indication if the goal has been reached or not.

## Annual Review of Goals Detail Screen

Select an existing record or click **New** to view the detail screen.

## (I-5) Annual Review of Goals

Date of Annual Goal Review \*

05/09/2022

Transfer Goal

☐

Annual Goal, including baseline and level of attainment. Include benchmark or short-term objective, if appropriate.

4 goal(s) to review

Goal #3 Reading - Decoding & Fluency

Goal:

Julieanna will increase her reading skills in the areas of Decoding and Fluency.

Baseline:

Currently, Julieanna is able to read leveled text at a Level K with 95% accuracy. She is also able to read 63 words correct per minute on a 2nd grade level reading fluency probe.

Level of Attainment:

Julieanna will read leveled text at a Level N with 98% accuracy and will be able to read 75 words correct per minute on a 6th grade level reading fluency probe, placing her at the 3rd percentile compared to her 6th grade peers.

Was the goal/short term objective or benchmark met? \*

Met

### Annual Review of Goals Detail Screen

Field	Description	Validation
<b>Date of Annual Goal Review</b> <i>Required</i>	The date the goal was last reviewed.	This field auto-populates to the Meeting Date.
<b>Transfer Goal</b>	Indicates this goal is a Transfer Goal.	
<b>Goal</b> <i>*Required</i>	A description of the Transfer Goal.	*When Transfer Goal is marked, this field displays and is required.
<b>Annual Goal, including baseline and level of attainment. Include benchmark or short-term objective, if appropriate.</b>  <# goal(s) to review>	The values available in this dropdown are pulled from the Measurable Annual Goals editor from the most recent, locked Plan.	When Transfer Goal is marked, this field does not display.
<b>Was the goal/short term objective or benchmark met?</b> <i>Required</i>	Indicates if the student has met the goal or not. Options include: <ul style="list-style-type: none"> <li>Met</li> <li>Not Met</li> </ul>	N/A
<b>Student's current progress (include data).</b> <i>*Required</i>	A description of the student's current progress.	*This field is required when Met OR Not Met is selected for the "Was the goal/short term objective or benchmark met?" question.

Field	Description	Validation
<b>Include factors affecting lack of progress and plan to address in new IEP.</b> <i>*Required</i>	A description of the factors impacting the student's progress toward their goal and the plan to address it in the new IEP.	*This field is required when Not Met is selected for the "Was the goal/short term objective or benchmark met?" question.
<b>Not Applicable</b>	Indicates there is no plan to address the factors impacting the student's progress.	<p>When marked, the text field "Include factors affecting lack of progress..." above becomes unavailable.</p> <p>When "Not Met" is marked for the question, Was the goal/short term objective or benchmark met, this checkbox is not available.</p>

## (I-4) Measurable Annual Goals

The Measurable Annual Goals editor lists measurable goals designed to improve the student's progress in general education and how accomplishing those goals is tracked and determined.

At lease one record must be saved in order to Complete this editor.

► [Click here to expand...](#)

## Measurable Annual Goals List Screen

(I-4) Measurable Annual Goals IN PROGRESS
Editor 12 of 29

	Goal Number ↑ 1	Goal ↑ 2
–	1	Example Goal
<b>Objective(s)</b> Objective 1 - Student will read one sentence out loud. Objective 2 - Student will read two sentences out loud. Objective 3 - Student will read three sentences out loud. Objective 4 - Student will read four sentences out loud.		

1
1 - 1 of 1 items

Measurable Annual Goals List Screen

Column Name	Description
<b>Padlock Icon</b>	The user currently editing the team meeting record.
<b>Goal Number</b>	The goal number.
<b>Goal</b>	The name of the goal.

## Measurable Annual Goals Detail Screen

Select an existing record or click **New** to view the detail screen.

(I-4) Measurable Annual Goal

III. Measurable Annual Goals

Each goal must address at least one disability-related need.

Develop / revise one or more measurable annual academic or functional goal to:

- address any lack of expected progress toward the annual goals, if appropriate;
- address the unique needs of the student that result from the student's disability (see section I.F. above);
- enable the student to progress toward age/grade-level reading standards, or for preschoolers, early learning standards for language development, communication and early literacy;
- enable the student to be involved in the general education curriculum i.e., the same curriculum as for nondisabled students;
- enable the student to progress toward meeting age/grade-level academic standards; and
- enable the student to be educated and participate with nondisabled students.

If the IEP team determines the student has a disability-related need that affects reading (academic or functional), the IEP must include a minimum of one goal to address this need. Refer to [Forms Guide](#) for more information.

Measurable Annual Goal

Goal # \*

The Goal # changes as goals are added. Complete 1 through 5 below for each goal.

1

▲ ▼

Goal Title \*

Example Goal

1. Goal Statement:

(I-4) Measurable Annual Goal Detail Screen

Field	Description	Validation
<b>III. Measurable Annual Goals</b>		
<b>Goal #</b> <i>Required</i>	The unique goal number.	This field auto populates with the next number in sequential order and requires unique numbers.
<b>Goal Title</b> <i>Required</i>	The name of the goal.	N/A
<b>1.Goal Statement</b>	A description of the goal.	N/A

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Field	Description	Validation
<b>a. Baseline:</b>  <b>Student's current level of performance from which progress toward this goal will be measured</b>	The student's current level of performance and measurement method.	N/A
<b>b. Level of Attainment:</b>  <b>Must relate to the baseline measurement and reflect progress</b>	The level at which the student will meet the goal.	N/A
<b>2. Benchmarks for Short Term Objectives</b> <i>Required for student with the most significant cognitive disability expected to participate in an assessment aligned with alternate academic achievement standards.</i>		
<b>Not Applicable</b>	Indicates this goal does not need a short term objective benchmark.	N/A
<b>3. Annual goal addresses disability-related need(s) of the student.</b>	Indicates which disability-related need the goal address.	The values available in the multi-select dropdown are pulled from the (I-4) Summary of Disability-Related Needs editor.
<b>4. What procedures will be used for measuring the student's progress toward meeting the annual goal from baseline to level of attainment?</b>	The method of measuring the student's progress toward their goal.	N/A
<b>5. When will reports about the student's progress toward meeting the annual goal be provided to the parent(s)?</b>	The timing of progress reports towards the student's goal provided to the parent(s)/guardian(s).	N/A
<b>6. Will annual goal (including benchmarks or short term objectives) be addressed during ESY?</b>	Indicates if the goal will be addressed in an Extended School Year program. Options include: <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> <li>• N/A</li> </ul>	N/A

Field	Description	Validation
<b>Objectives &lt;#: Name&gt;</b>	Users needs to enter a goal and save before the objective card is available.	
<b>Objective #</b> <i>Required</i>	The number of the objective.	N/A
<b>Objective:</b> <i>Required</i>	A description of the objective.	N/A
<b>Baseline:</b>  <b>Student's current level of performance from which progress toward this goal will be measured</b>	The student's current level of performance and measurement method.	N/A
<b>Level of Attainment:</b>  <b>Must related to the baseline measurement and reflect progress</b>	The level at which the student will meet the objective.	N/A
<b>Delete</b>	Removes the objective record.	N/A
<b>Add</b>	Adds a new objective record.	N/A

## (I-4) Supplementary Services

The Supplementary Services editor lists additional supports provided to the student, such as accommodations.

At lease one record must be saved in order to Complete this editor.

► [Click here to expand...](#)

## Supplementary Services List Screen

(I-4) Supplementary Services
IN PROGRESS
Editor 13 of 29

	Sequence Number ↑ 1	Service Name ↑ 2	Start Date	End Date
1	1	1:1 Educational Assistance	05/16/22	05/15/23

1 - 1 of 1 items

*Supplementary Services List Screen*

Column Name	Description
<b>Padlock Icon</b>	The user currently editing the team meeting record.
<b>Sequence Number</b>	The unique sequence number of the service.
<b>Service Name</b>	The name of the service.
<b>Start Date</b>	The first day of service.
<b>End Date</b>	The last day of service.

## Supplementary Services Detail Screen

Select an existing record or click **New** to view the detail screen.

(I-4) Supplementary Service

**A. Supplementary Aids and Services** ⓘ

Aids, services, and other supports (accommodations) that are provided in regular education, other educational settings, and in extracurricular and nonacademic settings, to enable students with disabilities to be educated with nondisabled students to the maximum extent appropriate. The amount of time specified for each service must be appropriate to the service and stated in a manner that can be understood by all involved in developing and implementing the IEP. *For each supplementary aid and service, identify the corresponding annual goal(s). In some situations, there may not be a corresponding goal. In those situations it is acceptable to identify the disability-related need(s). If assistive technology devices are provided, specify the type that will be used.*

**None Needed**

☐

**Sequence Number \***

The Sequence # changes as Services are added.

1

**Supplementary Aids and Services \***

1:1 Educational Assistance

**Description/Comments**

*Supplementary Services Detail Screen*



Field	Description	Validation
<b>None Needed</b>	Indicates the student does not require supplementary services.	When marked, all fields below are grayed out and the Program Modifications and Supports drop down populate with "NONE NEEDED."
<b>Sequence Number</b> <i>Required</i>	The unique sequence number for the service record.	This field auto-populates with the next number in sequential order and requires unique numbers.
<b>Supplementary Aids and Services</b> <i>Required</i>	The type of aid or service to be provided to the student.	The values available in the dropdown are pulled and set up at System Administration > Special Ed > <a href="#">Services</a> .
<b>Description/Comments</b>	A description or additional comments related to the type of aid or service.	N/A
<b>Location</b> <i>Required</i>	The location at which the service takes place.	N/A
<b>Address Goal(s)</b> <i>Required</i>	Indicates which goal(s) the service addresses.	The values available in the multi-select field are pulled and setup in the (I-4) Measurable Annual Goals editor.
<b>Address Need(s)</b> <i>Required</i>	Indicates the need(s) the service addresses.	The values available in the multi-select field are pulled and setup in the (I-4) Summary of Disability-Related Needs editor.
<b>Duration and Frequency</b>		
<b>Start Date</b> <i>Required</i>	The first day of service.	This field auto-populates from the Start Date on the Education Plan editor.
<b>End Date</b> <i>Required</i>	The last day of service.	This field auto-populates from the End Date on the Education Plan editor.
<b>Frequency and Amount</b> <i>Required</i>	A description of the frequency at which the service will be provided to the student.	N/A


## (I-4) Special Education / Specially Designed Instruction

The Special Education / Specially Designed Instruction editor lists services provided to the student in a Special Education setting.

At least one record must be saved in order to Complete this editor.

▶ [Click here to expand...](#)

### Special Education / Specially Designed Instruction List Screen

(I-4) Special Education / Specially Designed Instruction <span>IN PROGRESS</span>					Editor 14 of 29
	Sequence Number ↑ 1	Service Name ↑ 2	Start Date	End Date	
	1	DHH Specialized instruction with literacy skills	05/16/22	05/15/23	
<div> <span>◀</span> <span>▶</span> <span>1</span> <span>▶</span> <span>▶▶</span> </div>					1 - 1 of 1 items

*Special Education / Specially Designed Instruction List Screen*

Column Name	Description
<b>Padlock Icon</b>	The user currently editing the team meeting record.
<b>Sequence Number</b>	The unique sequence number of the service.
<b>Service Name</b>	The name of the service.
<b>Start Date</b>	The first day of service.
<b>End Date</b>	The last day of service.

### Special Education / Specially Designed Instruction Detail Screen

Select an existing record or click **New** to view the detail screen.

## (I-4) Special Education / Specially Designed Instruction

### B. Special Education / Specially Designed Instruction i

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).

#### Sequence Number \*

The Sequence # changes as Services are added.

#### Special Education Service \*

#### Description/Comments

#### Location \*

### Special Education / Specially Designed Instruction Detail Screen

Field	Description	Validation
<b>Sequence Number</b> <i>Required</i>	The unique sequence number of the service.	This field auto populates with the next number in sequential order and requires unique numbers.
<b>Special Education Service</b> <i>Required</i>	The type of service to be provided to the student.	The values available in the dropdown are pulled and set up at System Administration > Special Ed > <a href="#">Services</a> .
<b>Description/Comments</b>	A description or additional comments related to the type of aid or service.	N/A
<b>Location</b> <i>Required</i>	The location at which the service takes place.	N/A
<b>Address Goal(s)</b> <i>*Required</i>	Indicates which goal(s) the service addresses.	The values available in the multi-select field are pulled and setup in the (I-4) Measurable Annual Goals editor.  *This field is required when goals are available.
<b>Duration and Frequency</b>		
<b>Start Date</b> <i>Required</i>	The first day of service.	This field auto-populates from the Start Date on the Education Plan editor.

Field	Description	Validation
<b>End Date</b>	The last day of service.	This field auto-populates from the End Date on the Education Plan editor.
<b>Minutes per Session</b> <i>Required</i>	The number of minutes per service session.	N/A
<b>Session Frequency</b> <i>Required</i>	The number of sessions per frequency.	N/A
<b>Frequency</b> <i>Required</i>	The frequency of the sessions. Options include: <ul style="list-style-type: none"> <li>• week</li> <li>• year</li> <li>• term</li> <li>• month</li> <li>• day</li> <li>• none</li> </ul>	N/A

## (I-4) Related Services

The Related Services editor lists developmental, corrective or other supportive services required to assist the student with a disability.

At least one record must be saved in order to Complete this editor.


► [Click here to expand...](#)

## Related Services List Screen

#### (I-4) Related Services Needed to Benefit from Special Education

IN PROGRESS

Editor 15 of 29

	Sequence Number ↑ 1	Service Name ↑ 2	Start Date	End Date
	1	Counseling Services	05/16/22	05/15/23

1 - 1 of 1 items

Related Services List Screen

Column Name	Description
<b>Padlock Icon</b>	The user currently editing the team meeting record.
<b>Sequence Number</b>	The unique sequence number of the service.
<b>Service Name</b>	The name of the service.
<b>Start Date</b>	The first day of service.
<b>End Date</b>	The last day of service.

## Related Services Detail Screen

Select an existing record or click **New** to view the detail screen.

#### (I-4) Related Services Needed to Benefit from Special Education

##### C. Related Services Needed to Benefit from Special Education ⓘ

Transportation and such developmental, corrective, and other supportive services as are required to assist a student with a disability to benefit from special education. For each related service, identify the corresponding annual goal(s). In some situations, there may not be a corresponding goal. In those situations it is acceptable to identify the disability-related need(s).

None Needed

☐

**Sequence Number \***

The Sequence # changes as Services are added.

**Related Service \***

Description/Comments

Related Services Detail Screen

Field	Description	Validation
<b>None Needed</b>	Indicates the student does not require related services.	When marked, all fields below are grayed out and the Program Modifications and Supports drop down populate with "NONE NEEDED."
<b>Sequence Number</b> <i>Required</i>	The unique sequence number of the service.	This field auto populates with the next number in sequential order and requires unique numbers.
<b>Related Service</b> <i>Required</i>	The type of service to be provided to the student.	The values available in the dropdown are pulled and set up at System Administration > Special Ed > <a href="#">Services</a> .
<b>Description/Comments</b>	A description or additional comments related to the service.	N/A
<b>Location</b> <i>Required</i>	The location at which the service takes place.	N/A
<b>Address Goal(s)</b>	Indicates which goal(s) the service addresses.	The values available in the multi-select field are pulled and setup in the (I-4) Measurable Annual Goals editor.
<b>Address Need(s)</b> <i>Required</i>	Indicates the need(s) the service addresses.	The values available in the multi-select field are pulled and setup in the (I-4) Summary of Disability-Related Needs editor.
<b>Duration and Frequency</b>		
<b>Start Date</b> <i>Required</i>	The first day of service.	This field auto-populates from the Start Date on the Education Plan editor.
<b>End Date</b>	The last day of service.	This field auto-populates from the End Date on the Education Plan editor.
<b>Minutes per Session</b> <i>Required</i>	The number of minutes per service session.	N/A
<b>Session Frequency</b> <i>Required</i>	The number of sessions per frequency.	N/A

Field	Description	Validation
<b>Frequency</b> <i>Required</i>	The frequency of the sessions. Options include: <ul style="list-style-type: none"> <li>• week</li> <li>• year</li> <li>• term</li> <li>• month</li> <li>• day</li> <li>• none</li> </ul>	N/A


## (I-4) Program Modifications or Supports for School Personnel

The Program Modifications or Supports for School Personnel editor lists ways in which a standard education program has been modified to suit the student's needs.

At lease one record must be saved in order to Complete this editor.

► [Click here to expand...](#)

### Program Modification or Supports List Screen

(I-4) Program Modifications or Supports for School Personnel <span>IN PROGRESS</span>				Editor 16 of 29
	Sequence Number ↑ 1	Service Name ↑ 2	Start Date	End Date
	1	Modifications as Defined Below	05/16/22	05/15/23
<div> <span>◀</span> <span>▶</span> <span>1</span> </div> <div>1 - 1 of 1 items</div>				

*Program Modification or Supports List Screen*

Column Name	Description
<b>Padlock Icon</b>	The user currently editing the team meeting record.

Column Name	Description
Sequence Number	The unique sequence number of the service.
Service Name	The name of the service.
Start Date	The first day of service.
End Date	The last day of service.

## Program Modification or Supports Detail Screen

Select an existing record or click **New** to view the detail screen.

(I-4) Program Modification or Supports for School Personnel

**D. Program Modifications or Supports for School Personnel** ⓘ  
Services or activities for school personnel to meet the needs of the student. *Identify the goal(s) or need(s) addressed.*

None Needed  
☐

**Sequence Number \***  
The Sequence # changes as Services are added.

**Program Modifications or Supports \***

**Description/Comments**

**Location \*** ⓘ

Program Modification or Supports Detail Screen

Field	Description	Validation
<b>None Needed</b>	Indicates the student does not require related services.	When marked, all fields below are grayed out and the Program Modifications and Supports drop down populate with "NONE NEEDED."
<b>Sequence Number</b> <i>Required</i>	The unique sequence number of the service.	This field auto populates with the next number in sequential order and requires unique numbers.
<b>Program Modifications or Supports</b> <i>Required</i>	The type of program modification or support to be provided to the student.	The values available in the dropdown are pulled and set up at System Administration > Special Ed > <a href="#">Services</a> .



Field	Description	Validation
<b>Description/Comments</b>	A description or additional comments related to the program modification or support.	N/A
<b>Location</b> <i>Required</i>	The location at which the program modification or support takes place.	N/A
<b>Address Goal(s)</b>	Indicates which goal(s) the program modification or support addresses.	The values available in the multi-select field are pulled and setup in the (I-4) Measurable Annual Goals editor.
<b>Address Need(s)</b>	Indicates the need(s) the program modification or support addresses.	The values available in the multi-select field are pulled and setup in the (I-4) Summary of Disability-Related Needs editor.
<b>Duration and Frequency</b>		
<b>Start Date</b> <i>Required</i>	The first day of service.	This field auto-populates from the Start Date on the Education Plan editor.
<b>End Date</b>	The last day of service.	This field auto-populates from the End Date on the Education Plan editor.
<b>Minutes per Session</b> <i>Required</i>	The number of minutes per service session.	N/A
<b>Session Frequency</b> <i>Required</i>	The number of sessions per frequency.	N/A
<b>Frequency</b> <i>Required</i>	The frequency of the sessions. Options include: <ul style="list-style-type: none"> <li>• week</li> <li>• year</li> <li>• term</li> <li>• month</li> <li>• day</li> <li>• none</li> </ul>	N/A

## (I-4) Student Participation/Participation in PhyEd

The Student Participation/Participation in PhyEd editor describes the extent to which the student participates in a regular education environment and in physical education classes.

(I-4) Student Participation/Participation in PhyEd
IN PROGRESS
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**V. Student Participation**

**A. Participation in Regular Education Environment** (location, including regular education classrooms, extracurricular and nonacademic activities, and workplace settings) Ensure any supplementary aids and services needed for the student to participate in the regular education environment, including regular education classrooms, extracurricular and nonacademic activities, and workplace settings, are included in the Program Summary. Refer to Placement Form (Form P-1 or P-2) and [Forms Guide](#) for more information.

☐ The student will participate full-time with non-disabled peers in the regular education environment, or for preschoolers, with non-disabled peers in age-appropriate settings.

If you have indicated in the Program Summary a location other than regular education environment, or age-appropriate setting for preschoolers, you must check the box below and answer question 1.

☐ The student will not participate full-time with non-disabled peers in the regular education environment, or for preschoolers, with non-disabled peers in age-appropriate settings. This includes students on a shortened day.

1. Describe the extent to which the student will not participate with non-disabled peers in the regular education environment, or age-appropriate settings in the case of a preschooler, including extracurricular and nonacademic activities:

**B. Participation in Physical Education**

☐ N.A. (If the student is in a grade-level where physical education is not offered and the student does not require adapted physical education as part of a free appropriate public education.)

☐ General Physical Education

(I-4) Student Participation/Participation in PhyEd Editor

► [Click here to expand...](#)

Field	Description	Validation
<b>The student will not participate full-time with non-disabled peers in the regular education environment, or for preschoolers, with non-disabled peers in age-appropriate settings. This includes students on a shortened day</b>	Indicates the student will participate full-time with non-disabled peers in regular educational environment.	Users are only allowed to pick one option between this field and the one below. Marking one automatically unmarks the other.
<b>The student will not participate full-time with non-disabled peers in the regular education environment, or for preschoolers, with non-disabled peers in age-appropriate settings. This includes students on a shortened day</b>	Indicates the student will NOT participate full-time with non-disabled peers in regular educational environment.	<p>Users are only allowed to pick one option between this field and the one above. Marking one automatically unmarks the other.</p> <p>When marked, question 1 is available and required.</p>

Field	Description	Validation
<b>1. Describe the extent to which the student will not participate with non-disabled peers in the regular education environment, or age-appropriate settings in the case of a preschooler, including extracurricular and nonacademic activities</b> <i>*Required</i>	A description of the extent to which the student will not participate with non-disabled peers in the regular education environment, etc.	*When the above checkbox is marked (The student will not participate...), this field is available and required.
<b>B. Participation in Physical Education</b> <i>*Required</i>	Options include: <ul style="list-style-type: none"> <li>• N.A. (if the student is in a grade-level where physical education is not offered and the student does not require adapted physical education as part of a free appropriate public education.)</li> <li>• General Physical Education</li> <li>• Adapted Physical Education</li> </ul>	*Section B is required in order to Complete the editor.

## (I-7-A) Participation Guidelines for Alt Assessment

The Participation Guidelines for Alternate Assessment editor describes the student's current learning progress and educational setting in relation to participation in an Alternate Assessment.

## (I-7-A) Participation Guidelines for Alternate Assessment

NOT STARTED

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### Participation Guidelines for Alternate Assessment

#### Form I-7-A

IEP teams are responsible for deciding whether students with disabilities will participate in general education assessments with or without testing accommodations, or in the alternate assessment with or without accommodations. In a given year, a student must participate in either all general education assessments or all alternate assessments, not parts of both.

Participation in the alternate assessment must not be based solely on any of the following:

1. A disability category or label
2. Poor attendance or extended absences
3. Native language/social/cultural or economic difference
4. Expected poor performance on the general education assessment
5. Academic and other services student receives
6. Educational environment or instructional setting
7. Percent of time receiving special education
8. English Learner (EL) status
9. Low reading level/achievement level
10. Anticipated student's disruptive behavior
11. Impact of student scores on accountability system

Participation Guidelines for Alternate Assessment Editor

► [Click here to expand...](#)

Field	Description	
<b>1.The student has a most significant cognitive disability.</b> <i>*Required</i>	Indicates the student has a significant cognitive disability. Options include: <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>	*This is required to Complete the editor.
<b>Document evidence used to make determination</b> <i>*Required</i>	Evidence to support the above determination.	*This is required to Complete the editor.
<b>2. The student is instructed using the alternate achievement standards across all content areas.</b> <i>*Required</i>	Indicates the student will be instructed using the alternate achievement standards. Options include: <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>	*This is required to Complete the editor.
<b>Document evidence used to make determination</b> <i>*Required</i>	Evidence to support the above determination.	*This is required to Complete the editor.

Field	Description	
<b>3. Parent/guardian notification</b> <i>*Required</i>	Indicates the parent has been notified about the determination. Options include: <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>	*This is required to Complete the editor.
<b>Document evidence used to make determination</b> <i>*Required</i>	Evidence to support the above determination.	*This is required to Complete the editor.
<b>The IEP team agrees that all three of the criteria describe the student, and determined the student must participate in alternate assessment(s).</b> <i>*Required</i>	Indicates the IEP agrees that all three criteria above accurately describe the student. Options include: <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>	*This is required to Complete the editor.  When all three questions above are No, this dropdown must also be No.
<b>Document evidence used to make determination</b> <i>*Required</i>	Evidence to support the above determination.	*This is required to Complete the editor.

## (I-7) ACCESS for ELLs/Alt. ACCESS for ELLs

The Access for ELLs/ ALT Access for ELLs editor records whether the student is participating in either of those assessments for English language learners.

(I-7) ACCESS for ELLs/Alt. ACCESS for ELLs
NOT STARTED
Editor 19 of 29

**Individualized Education Program: Participation in Statewide English Language Proficiency Assessment Checklist and Accommodations**

**I-7 ACCESS for ELLs®/Alt. ACCESS for ELLs™**

*To be completed for students required to participate in statewide English language proficiency assessment*

The Elementary and Secondary Education Act requires all English learners (EL) to take an annual assessment in English language proficiency in all four language domains (reading, writing, speaking and listening) regardless of disability status. Individualized Education Program (IEP) teams are required to decide annually whether students who are classified as EL and who have a disability will participate in (1) the ACCESS for ELLs® with or without accommodations, or (2) the Alternate ACCESS for ELLs™ with or without accommodations.

Accommodations for the ACCESS for ELLs® or Alternate ACCESS for ELLs™ are specific to these assessments. Please check the Office of Student Assessment website (<http://dpi.wi.gov/assessment/ell/accommodations>) for the current accommodation policies.

The Elementary and Secondary Education Act (ESEA) requires that students whose disabilities preclude assessment in one or more domains of the annual proficiency assessment be assessed in the remaining domains available to them, and a score created which accounts for the missing domain(s). For example, a deaf student who is unable to hear the Listening Test. To qualify for this exemption, a student must be a student with a disability for which there are no appropriate accommodations for the affected domain.

As this exemption will require a manual score calculation and potentially requires manual changes to the test sessions in the WIDA Assessment Management System (AMS) portal, the Department of Public Instruction must be made aware of student receiving this waiver. Prior to the student beginning testing, you must provide the information required to support the student through the link on the Office of Student Assessment website at (<http://dpi.wi.gov/assessment/ell/accommodations>).

The student will take:

ACCESS for ELLs/Alt. ACCESS for ELLs Editor

► [Click here to expand...](#)

Field	Description	Validation
<b>The student will take:</b>	Options include: <ul style="list-style-type: none"> <li>• ACCESS for ELLs</li> <li>• Alternate ACCESS for ELLs</li> </ul>	The option chosen determines which fields display below.
<b>1. ACCESS for ELLs</b> <i>This section displays when the ACCESS for ELLs option is selected above.</i>		
<b>A. Test Administration Procedures: Certain procedures can be used for all ELs but may be required by a student with a disability in order to access the assessment. Please list any test administration procedures necessary for the student.</b>  <i>*Required</i>	Any test administration procedures the student needs.	*This is required to Complete the editor.
<b>B. Accessibility Tools: Accessible tools are available for all ELs but dependent upon whether the assessment is taking an online or paper assessment. Please list any accessibility tools necessary for the student.</b>  <i>*Required</i>	Any accessibility tools the student needs.	*This is required to Complete the editor.

Field	Description	Validation
<b>Speaking</b> <i>*Required</i>	Indicates whether or not the student requires speaking accommodations for the ACCESS for ELLs. Options include: <ul style="list-style-type: none"> <li>• ACCESS for ELLs without accommodations in the language domain of speaking</li> <li>• ACCESS for ELLs with accommodations in the language domain of speaking</li> <li>• Domain Waived</li> </ul>	*This is required to Complete the editor.
<b>Accommodations</b> <i>*Required</i>	A description of the speaking accommodations.	This field becomes available when the "with accommodations" option is selected.  *This is required to Complete the editor.
<b>Listening</b> <i>*Required</i>	Indicates whether or not the student requires listening accommodations for the ACCESS for ELLs. Options include: <ul style="list-style-type: none"> <li>• ACCESS for ELLs without accommodations in the language domain of listening</li> <li>• ACCESS for ELLs with accommodations in the language domain of listening</li> <li>• Domain Waived</li> </ul>	*This is required to Complete the editor.
<b>Accommodations</b> <i>*Required</i>	A description of the listening accommodations.	This field becomes available when the "with accommodations" option is selected.  *This is required to Complete the editor.

Field	Description	Validation
<b>Reading</b> <i>*Required</i>	Indicates whether or not the student requires reading accommodations for the ACCESS for ELLs. Options include: <ul style="list-style-type: none"> <li>• ACCESS for ELLs without accommodations in the language domain of reading</li> <li>• ACCESS for ELLs with accommodations in the language domain of reading</li> <li>• Domain Waived</li> </ul>	*This is required to Complete the editor.
<b>Accommodations</b> <i>*Required</i>	A description of the reading accommodations.	This field becomes available when the "with accommodations" option is selected.  *This is required to Complete the editor.
<b>Writing</b> <i>*Required</i>	Indicates whether or not the student requires writing accommodations for the ACCESS for ELLs. Options include: <ul style="list-style-type: none"> <li>• ACCESS for ELLs without accommodations in the language domain of writing</li> <li>• ACCESS for ELLs with accommodations in the language domain of writing</li> <li>• Domain Waived</li> </ul>	*This is required to Complete the editor.
<b>Accommodations</b> <i>*Required</i>	A description of the writing accommodations.	This field becomes available when the "with accommodations" option is selected.  *This is required to Complete the editor.



Field	Description	Validation
<b>Any additional considerations:</b>	A description of any additional considerations.	N/A
<b>2. Alternate ACCESS for ELLs</b> <i>This section displays when the Alternate ACCESS for ELLs option is selected above.</i>		
<b>Speaking</b> <i>*Required</i>	Indicates whether or not the student requires speaking accommodations for the Alternate ACCESS for ELLs. Options include: <ul style="list-style-type: none"> <li>• Alternate ACCESS for ELLs without accommodations in the language domain of speaking.</li> <li>• Alternate ACCESS for ELLs with accommodations in the language domain of speaking.</li> <li>• Domain Waived</li> </ul>	*This is required to Complete the editor.
<b>Accommodations</b> <i>*Required</i>	A description of the speaking accommodations.	This field displays when the "with accommodations" option is selected.  *This is required to Complete the editor.
<b>Listening</b> <i>*Required</i>	Indicates whether or not the student requires listening accommodations for the Alternate ACCESS for ELLs. Options include: <ul style="list-style-type: none"> <li>• Alternate ACCESS for ELLs without accommodations in the language domain of listening.</li> <li>• Alternate ACCESS for ELLs with accommodations in the language domain of listening.</li> <li>• Domain Waived</li> </ul>	*This is required to Complete the editor.

Field	Description	Validation
<b>Accommodations</b> <i>*Required</i>	A description of the listening accommodations.	This field displays when the "with accommodations" option is selected.  *This is required to Complete the editor.
<b>Reading</b> <i>*Required</i>	Indicates whether or not the student requires reading accommodations for the Alternate ACCESS for ELLs. Options include: <ul style="list-style-type: none"> <li>• Alternate ACCESS for ELLs without accommodations in the language domain of reading.</li> <li>• Alternate ACCESS for ELLs with accommodations in the language domain of reading.</li> <li>• Domain Waived</li> </ul>	*This is required to Complete the editor.
<b>Accommodations</b> <i>*Required</i>	A description of the reading accommodations.	This field displays when the "with accommodations" option is selected.  *This is required to Complete the editor.

Field	Description	Validation
<b>Writing</b> <i>*Required</i>	Indicates whether or not the student requires writing accommodations for the Alternate ACCESS for ELLs. Options include: <ul style="list-style-type: none"> <li>Alternate ACCESS for ELLs without accommodations in the language domain of writing.</li> <li>Alternate ACCESS for ELLs with accommodations in the language domain of writing.</li> <li>Domain Waived</li> </ul>	*This is required to Complete the editor.
<b>Accommodations</b> <i>*Required</i>	A description of the writing accommodations.	This field displays when the "with accommodations" option is selected.  *This is required to Complete the editor.
<b>Any additional considerations:</b>	A description of any additional considerations.	N/A

## (I-7) ACT with Writing

The ACT with Writing editor stores information about the student's participation on the assessment, including official and locally approved accommodations.

(I-7) The ACT with Writing

NOT STARTED

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Individualized Education Program: Participation in Statewide Assessments

Form I-7 The ACT with Writing


To be completed for students participating in The ACT with Writing

The student will be in 11th grade when The ACT® with writing assessment is given. The ACT with writing assessment is administered in the content areas of Reading, English, Writing, Mathematics, and Science. The student will be taking general education assessments<sup>1</sup> for all content areas required at this grade level.

The ACT with writing has specific policies and guidance regarding Universal Supports, Designated Supports, and Accommodations permitted on the assessment. Refer to the *ACT Accessibility Supports Guide* available on the Office of Educational Accountability website (<https://dpi.wi.gov/assessment/act/accommodations>) for current policies and guidance. It is important to note that while some accommodations or supports may be appropriate for instructional use, they may not be appropriate for use on a standardized assessment.

Section A

**Universal Supports** are embedded into testing practices and are available to all students administered the ACT with writing. Universal Supports do not require prior submission to ACT. Refer to the *ACT Accessibility Supports Guide* for a list of Universal Supports.

List all Universal Supports required for the student at the time of testing: 

Section B

~~Designated Supports, also known as local arrangements, are available to any student for whom a need has been identified, so long as test security is not compromised, and testing~~

(I-7) The ACT with Writing Editor

► [Click here to expand...](#)

Field	Description	Validation
<b>List any Universal Supports that are needed:</b> <i>*Required</i>	A description of the universal supports needed.	*This is required to Complete the editor.
<b>List any Designated Supports that are needed:</b> <i>*Required</i>	A description of the designated supports needed.	*This is required to Complete the editor.
<b>Reading</b> <i>*Required</i>	Indicates whether or not the student requires speaking accommodations for the ACT with Writing assessment. Options include: <ul style="list-style-type: none"> <li>• Reading without accommodations</li> <li>• Reading with accommodations</li> </ul>	*This is required to Complete the editor.
<b>Accommodations</b> <i>*Required</i>	A description of the reading accommodations.	This field displays when the "with accommodations" option is selected.  *This is required to Complete the editor.

Field	Description	Validation
<b>English</b> <i>*Required</i>	Indicates whether or not the student requires English accommodations for the ACT with Writing assessment. Options include: <ul style="list-style-type: none"> <li>English without accommodations</li> <li>English with accommodations</li> </ul>	*This is required to Complete the editor.
<b>Accommodations</b> <i>*Required</i>	A description of the English accommodations.	This field displays when the "with accommodations" option is selected.  *This is required to Complete the editor.
<b>Writing</b> <i>*Required</i>	Indicates whether or not the student requires writing accommodations for the ACT with Writing assessment. Options include: <ul style="list-style-type: none"> <li>Writing without accommodations</li> <li>Writing with accommodations</li> </ul>	*This is required to Complete the editor.
<b>Accommodations</b> <i>*Required</i>	A description of the writing accommodations.	This field displays when the "with accommodations" option is selected.  *This is required to Complete the editor.
<b>Mathematics</b> <i>*Required</i>	Indicates whether or not the student requires mathematics accommodations for the ACT with Writing assessment. Options include: <ul style="list-style-type: none"> <li>Mathematics without accommodations</li> <li>Mathematics with accommodations</li> </ul>	*This is required to Complete the editor.

Field	Description	Validation
<b>Accommodations</b> <i>*Required</i>	A description of the mathematics accommodations.	This field displays when the "with accommodations" option is selected.  *This is required to Complete the editor.
<b>Science</b> <i>*Required</i>	Indicates whether or not the student requires science accommodations for the ACT with Writing assessment. Options include: <ul style="list-style-type: none"> <li>Science without accommodations</li> <li>Science with accommodations</li> </ul>	*This is required to Complete the editor.
<b>Accommodations</b> <i>*Required</i>	A description of the science accommodations.	This field displays when the "with accommodations" option is selected.  *This is required to Complete the editor.
<b>Local educational agencies must submit a complete and current IEP to The ACT with Writing when they submit request for ACT-approved accommodations.</b> <i>*Required</i>	Any additional comments.	*This is required to Complete the editor.

## (I-7) PreACT Secure

The PreACT Secure editor stores information about the student's participation on the assessment, including official and locally approved accommodations.

(I-7) PrecACT Secure NOT STARTED

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**Individualized Education Program: Participation in Statewide Assessments**

**Form I-7 PrecACT Secure**

**To be completed for students participating in PreACT Secure**

The student will be in grade 9 or 10 when the PreACT® Secure is given in Reading, English, Mathematics and Science. The student will be taking general education assessments<sup>1</sup> for all content areas required at this grade level.

PreACT Secure has specific policies and guidance regarding Universal Supports, Designated Supports, and Accommodations permitted on the assessment. Refer to the *PreACT Secure Accessibility Supports Guide* available on the Office of Educational Accountability website (<https://dpi.wi.gov/assessment/PreACT/accommodations>) for current policies and guidance. It is important to note that while some accommodations or supports may be appropriate for instructional use, they may not be appropriate for use on a standardized assessment.

**Section A**

**Universal Supports** are embedded into testing practices and are available to all students administered the PreACT Secure. Universal Supports do not require prior submission to ACT.

List all Universal Supports required for the student at the time of testing: 

(I-7) PreACT Secure Editor

► [Click here to expand...](#)

Field	Description	Validation
<b>List any Universal Supports that are needed:</b> <i>*Required</i>	A description of the universal supports needed.	*This is required to Complete the editor.
<b>List any Designated Supports that are needed:</b> <i>*Required</i>	A description of the designated supports needed.	*This is required to Complete the editor.
<b>Reading</b> <i>*Required</i>	Indicates whether or not the student requires speaking accommodations for the ACT with Writing assessment. Options include: <ul style="list-style-type: none"> <li>Reading without accommodations</li> <li>Reading with accommodations</li> </ul>	*This is required to Complete the editor.
<b>Accommodations</b> <i>*Required</i>	A description of the reading accommodations.	This field displays when the "with accommodations" option is selected.

Field	Description	Validation
<b>English</b> <i>*Required</i>	Indicates whether or not the student requires English accommodations for the ACT with Writing assessment. Options include: <ul style="list-style-type: none"> <li>English without accommodations</li> <li>English with accommodations</li> </ul>	*This is required to Complete the editor.
<b>Accommodations</b> <i>*Required</i>	A description of the English accommodations.	This field displays when the "with accommodations" option is selected.  *This is required to Complete the editor.
<b>Writing</b> <i>*Required</i>	Indicates whether or not the student requires writing accommodations for the ACT with Writing assessment. Options include: <ul style="list-style-type: none"> <li>Writing without accommodations</li> <li>Writing with accommodations</li> </ul>	*This is required to Complete the editor.
<b>Accommodations</b> <i>*Required</i>	A description of the writing accommodations.	This field displays when the "with accommodations" option is selected.  *This is required to Complete the editor.
<b>Mathematics</b> <i>*Required</i>	Indicates whether or not the student requires mathematics accommodations for the ACT with Writing assessment. Options include: <ul style="list-style-type: none"> <li>Mathematics without accommodations</li> <li>Mathematics with accommodations</li> </ul>	*This is required to Complete the editor.



Field	Description	Validation
<b>Accommodations</b> <i>*Required</i>	A description of the mathematics accommodations.	This field displays when the "with accommodations" option is selected.  *This is required to Complete the editor.
<b>Science</b> <i>*Required</i>	Indicates whether or not the student requires science accommodations for the ACT with Writing assessment. Options include: <ul style="list-style-type: none"> <li>Science without accommodations</li> <li>Science with accommodations</li> </ul>	*This is required to Complete the editor.
<b>Accommodations</b> <i>*Required</i>	A description of the science accommodations.	This field displays when the "with accommodations" option is selected.  *This is required to Complete the editor.
<b>Local educational agencies must submit a complete and current IEP to The ACT with Writing when they submit request for ACT-approved accommodations.</b> <i>*Required</i>	Any additional comments.	*This is required to Complete the editor.

## (I-7) District-Wide Assessment

The District-Wide Assessment editor provides extended options for recording student participation and accommodation in district assessments.

At least one record must be saved in either the District-Wide Assessments or Alternate District-Wide Assessment sections to mark this editor as Complete.

The following Ad hoc fields associated with the editor have been deprecated:

- wil7DistWide.dwaGrade
- wil7DistWide.dwaParticipate

- wil7DistWide.dwaNotAppropriate
- wil7DistWide.dwaNotApplicable
- wil7DistWide.dwaStudentTakes
- wil7DistWide.dwaAccommodations
- wil7DistWide.altDWAStudentTakes
- wil7DistWide.whyCannotPartDWA
- wil7DistWide.whySpecificAltDWA
- wil7DistWide.altDWAAccomm

(I-7) District-Wide Assessment
NOT STARTED

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**Individualized Education Program: Participation in District-Wide Assessments**

**Form I-7 District-Wide Assessment**

**To be completed for students participating in reading readiness assessment, civics, and district-wide assessments**

**Reading Readiness Assessment:** Reading readiness assessment means a fundamental skills screening assessment (4K) or universal screening assessment (5K-3) public school districts and independent charter schools administer to all Wisconsin students enrolled in the corresponding grade level. Wis. Stat § 118.016. IEP teams are not prohibited from conducting out of level assessments if they believe such assessments will provide data that will assist in the development of the student's IEP. IEP teams in rare cases determine that a screening assessment would not yield valid and reliable results and advance the student to the diagnostic assessment would not yield valid and reliable results and advance the student to the diagnostic assessment.

**Reading Readiness Assessment**

▼

**Explain the decision to advance the student**

District-wide assessments (including the high school civics test requirement and the assessment for reading readiness) are tests given at the district level and can apply to students in all grade levels (4K-12).

Students with disabilities must be included in district-wide assessments unless the IEP team determines that an alternate to the district-wide assessment is appropriate. Alternate assessments are intended only for students with the most significant cognitive disabilities. If the student will be taking an alternate assessment, the I-7-A Participation Guidelines for Alternate Assessment (<https://dpi.wi.gov/sites/default/files/imce/sped/doc/form-i-7-a.doc>) must be included with the IEP.

**District-Wide Assessment**

District-wide assessments are tests given at the district level and can apply to students in all grade levels (4K-12). If the district-wide assessment provides descriptive information on the student's reading and meets requirements under Act 20, it may serve as a diagnostic assessment. Wis. Stat. § 118.016(1)(b). If the IEP team determines the student will take district-wide assessments, the IEP must contain a statement of any individual appropriate accommodations needed to measure the academic achievement and functional performance of the student.

District-Wide Assessment Editor

► [Click here to expand...](#)

Field	Description	Validation
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Field	Description	Validation
<b>Reading Readiness Assessment</b> <i>*Required</i>	<p>Indicates if the student is eligible to take the reading readiness district-wide assessment. Options include:</p> <ul style="list-style-type: none"> <li>The student is not in a grade level requiring reading readiness assessment</li> <li>The student is in a grade requiring reading readiness assessment (Include screening assessment on the accommodations table below and describe any individual appropriate accommodations needed to measure the academic achievement and functional performance of the student)</li> <li>The student is in a grade level requiring reading readiness assessment and the IEP team decided to advance the student to the diagnostic assessment (Include diagnostic assessment on accommodations table below and describe any individual appropriate accommodations needed to measure the academic achievement and functional performance of the student)</li> </ul>	<p>*This is required to Complete the editor.</p> <p><b>Ad hoc Inquiries:</b> Student &gt; Learner Planning &gt; Learning Plans &gt; I-7 District-Wide Assessment &gt; readingReadiness</p>

Field	Description	Validation
<b>Explain the decision to advance the student</b> <i>*Required</i>	A description of the reasoning behind advancing the student.	<p>*This field is available and required when "The student is in a grade level requiring reading readiness assessment and the IEP team decided to advance the student to the diagnostic assessment" is selected for the Reading Readiness Assessment.</p> <p>This field is limited to 8000 characters.</p> <p><b>Ad hoc Inquiries:</b> Student &gt; Learner Planning &gt; Learning Plans &gt; I-7 District-Wide Assessment &gt; decisionToAdvance</p>
<b>Civics Test Eligibility</b> <i>*Required</i>	Indicates if the student is eligible to take the civics district-wide assessment. Options include: <ul style="list-style-type: none"> <li>The student has already taken the civics test</li> <li>The student is not eligible</li> <li>The student is eligible to take the civics test this year</li> </ul>	<p>*This is required to Complete the editor.</p> <p><b>Ad hoc Inquiries:</b> Student &gt; Learner Planning &gt; Learning Plans &gt; I-7 District-Wide Assessment &gt; civicsTestEligibility</p>
<b>Civics Test Administration</b> <i>*Required</i>	Indicates whether or not it is appropriate to administer the civics test to the student. Options include: <ul style="list-style-type: none"> <li>It is appropriate to administer the civics test to the student. (Complete district-wide table below)</li> <li>It is not appropriate to administer the civics test to the student.</li> </ul>	<p>This field is available when "The student is eligible to take the civics test this year" is selected from the dropdown above.</p> <p>*When available, this is a required field.</p> <p><b>Ad hoc Inquiries:</b> Student &gt; Learner Planning &gt; Learning Plans &gt; I-7 District-Wide Assessment &gt; civicsTestAdmin</p>

Field	Description	Validation
<b>District-Wide Assessments</b> The following columns display: <ul style="list-style-type: none"> <li>• Assessment(s) the student will take</li> <li>• Are accommodations needed?</li> <li>• Describe the needed accommodations</li> </ul> <p>Select an existing record or the <b>Add Assessment</b> button to open the District-Wide Assessment side panel. Note that users must save the editor initially before adding Assessment records. The <a href="#">Template Bank</a> associated with these fields is I-7 District-Wide Assessment Template. The following fields display in the side panel:</p> <ul style="list-style-type: none"> <li>• <b>Assessment the student will take</b> (This is limited to 300 characters. <b>Ad hoc Inquiries:</b> dwAssessment)</li> <li>• <b>Are accommodations needed (Ad hoc Inquiries:</b> dw.Accommodations)</li> <li>• <b>If yes, describe the accommodations needed</b> (This field is available and required when Yes is selected and is limited to 2000 characters. <b>Ad hoc Inquiries:</b> dwAccommodationsDescription)</li> </ul>		
<b>Alternate District-Wide Assessment</b> The following columns display: <ul style="list-style-type: none"> <li>• Alternate district-wide assessment(s) the student will take</li> <li>• Describe why the student cannot participate in the district-wide assessment</li> <li>• Describe why the particular alternate district-wide assessment is appropriate</li> <li>• Are accommodations needed?</li> <li>• Describe the needed accommodations</li> </ul> <p>Select an existing record or the <b>Add Assessment</b> button to open the Alternate District-Wide Assessment side panel. Note that users must save the editor initially before adding Assessment records. The <a href="#">Template Bank</a> associated with these fields is I-7 District-Wide Assessment Template. The following fields display in the side panel:</p> <ul style="list-style-type: none"> <li>• <b>Alternate district-wide assessment(s) the student will take</b> (This field is limited to 300 characters. <b>Ad hoc Inquiries:</b> altAssessment)</li> <li>• <b>Describe why the student cannot participate in the district-wide assessment (Ad hoc Inquiries:</b> whyCannotParticipateDWA)</li> <li>• <b>Describe why the particular alternate district-wide assessment is appropriate (Ad hoc Inquiries:</b> whyAlternateDWAappropriate)</li> <li>• <b>Are accommodations needed? (Ad hoc Inquiries:</b> altAccommodations)</li> <li>• <b>Describe the needed accommodations</b> (This field is available and required when Yes is selected and limited to 2000 characters.)</li> </ul>		

## (I-7) Dynamic Learning Maps


The DLM (Dynamic Learning Maps) editor stores information about the student's participation in the Dynamic Learning Maps assessment, including accessibility supports.


(I-7) Dynamic Learning Maps
NOT STARTED
Editor 23 of 29

**Individualized Education Program: Participation in Statewide Assessments**  
**Form I-7-DLM**  
*To be completed for students participating in Dynamic Learning Maps*

The student will be in a grade when the Dynamic Learning Maps (DLM) assessment is administered in English language arts in grades 3-11, mathematics in grades 3-11, and science in grades 4 and 8-11. IEP teams do not need to document accommodations for social studies in grades 4, 8, and 10 as it is rated based on classroom observation using a teacher rating form. The student will be taking the alternate assessment\* for all content areas required at this grade level (the I-7-A Participation Guidelines for Alternate Assessment must be included with the IEP).

The DLM was designed using the principles of universal design for learning, as such the term 'accommodation' is replaced with the phrases 'accessibility features' and 'supports'. IEP determinations regarding the use of accommodations on the DLM assessment apply to all of the content areas the student is participating in based on their grade level. Please check the office of Student Assessment website for the current accommodation policies: <http://dpi.wi.gov/assessment/dlm/accommodations>.

**Category 1: Accessibility features/supports provided within the DLM system must be activated via the Personal Needs Profile (PNP) prior to administering the assessment. Please list required supports:** 

**Category 2: Accessibility features/supports requiring additional tools/materials. Please list required supports:** 

*Dynamic Learning Maps Editor*

► [Click here to expand...](#)

Field	Description
<b>Category 1: Accessibility features/supports provided within the DLM system must be activated via the Personal Needs Profile (PNP) prior to administering the assessment. Please list required supports:</b> <i>*Required</i>	A list of the required supports for accessibility features/supports provided within the DLM.  *This is required to Complete the editor.
<b>Category 2: Accessibility features/supports requiring additional tools/materials. Please list required supports:</b> <i>*Required</i>	A list of the required supports for additional tools/materials.  *This is required to Complete the editor.
<b>Category 3: Accessibility features/supports provided outside of the DLM system. Please list required supports:</b> <i>*Required</i>	A list of the required supports for outside the DLM.  *This is required to Complete the editor.

## (I-7) Forward

The Forward editor records accommodations supplied to students participating in the Forward Exam.

(1-7) Forward NOT STARTED
Editor 24 of 29


**Individualized Education Program: Participation in Statewide Assessments**  
**Form I-7 Forward**  
*To be completed for students participating in the Forward Exam*

The student will be in a grade when the Forward Exam is given. Students in grades 3-8 will participate in English language arts (ELA) and mathematics. Science is administered in grades 4 and 8. Social Studies is administered in grades 4, 8, and 10. The student will be taking general education assessments<sup>1</sup> for all content areas required at this grade level.

The Forward Exam has specific policies and guidance regarding the Universal Tools, Designated Supports and Accommodations permitted on the assessments in each content area. Refer to the Forward Exam Accessibility Guide available on the Office of Educational Accountability website (<https://dpi.wi.gov/assessment/forward/accommodations>) for the current accommodation policies. It is important to note that while some accommodations or supports may be appropriate for instructional use, they may not be appropriate for use on a standardized assessment.

Universal Tools are available to all students. These tools **cannot** be turned off on an individual basis and therefore all students should be familiar with their use.

**Section A: Designated Supports**  
 Designated Supports are also available for any student for whom the need has been indicated and are a part of their classroom instruction. Refer to the Forward Exam Accessibility Guide for information about allowable designated supports.

Please list any Designated Supports that may be required for the student at the time of testing: 

*Forward Editor*

► [Click here to expand...](#)

Field	Description	Validation
<b>Please list any Designated Supports that may be required for the student at the time of testing:</b> <i>*Required</i>	A list of any designates supports the student may need.	*This is required to Complete the editor.
<b>English Language Arts grades 3-8</b> <i>*Required</i>	Indicates whether or not the student requires English Language Arts accommodations for the Forward Exam. Options include: <ul style="list-style-type: none"> <li>• ELA without accommodations</li> <li>• ELA with accommodations</li> <li>• The student is not in a grade level that includes Forward testing of this content area, during the timeframe of this IEP</li> </ul>	*This is required to Complete the editor.
<b>Accommodations</b> <i>*Required</i>	A description of the English language arts accommodations.	This field displays when the "with accommodations" option is selected.  *This is required to Complete the editor.

Field	Description	Validation
<b>Mathematics</b>  <b>grades 3-8</b> <i>*Required</i>	Indicates whether or not the student requires mathematics accommodations for the Forward Exam. Options include: <ul style="list-style-type: none"> <li>Mathematics without accommodations</li> <li>Mathematics with accommodations</li> <li>The student is not in a grade level that includes Forward testing of this content area, during the timeframe of this IEP</li> </ul>	*This is required to Complete the editor.
<b>Accommodations</b> <i>*Required</i>	A description of the mathematics accommodations.	This field displays when the "with accommodations" option is selected.  *This is required to Complete the editor.
<b>Science</b>  <b>grades 4 and 8</b> <i>*Required</i>	Indicates whether or not the student requires science accommodations for the Forward Exam. Options include: <ul style="list-style-type: none"> <li>Science without accommodations</li> <li>Science with accommodations</li> <li>The student is not in a grade level that includes Forward testing of this content area, during the timeframe of this IEP</li> </ul>	*This is required to Complete the editor.
<b>Accommodations</b> <i>*Required</i>	A description of the science accommodations.	This field displays when the "with accommodations" option is selected.  *This is required to Complete the editor.



Field	Description	Validation
<b>Social Studies</b>  <b>grades 4, 8 and 10</b> <i>*Required</i>	Indicates whether or not the student requires social studies accommodations for the Forward Exam. Options include: <ul style="list-style-type: none"> <li>Social Studies without accommodations</li> <li>Social Studies with accommodations</li> <li>The student is not in a grade level that includes Forward testing of this content area, during the timeframe of this IEP</li> </ul>	*This is required to Complete the editor.
<b>Accommodations</b> <i>*Required</i>	A description of the social studies accommodations.	This field displays when the "with accommodations" option is selected.  *This is required to Complete the editor.

## (I-11) Extended School Year

The Extended School Year editor indicates if the student requires services beyond the standard school time, such as beyond school hours or during breaks.

(I-11) Extended School Year NOT STARTED
Editor 25 of 29

Does the child require extended school year (ESY) services to receive a free and appropriate public education (FAPE)?  
Yes ▼  
If yes, specify all needed services under the (I-11) ESY Services Editor.

Extended School Year Editor

► [Click here to expand...](#)

Field	Description	Validation
-------	-------------	------------

Field	Description	Validation
<b>Does the child require extended school year (ESY) services to receive a free and appropriate public education (FAPE)?</b> <i>*Required</i>	Indicates if the student requires extended school year services. Options include: <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>	Additional text displays when Yes is selected: "If yes, specify all needed services under the (I-11) ESY Services Editor."  <i>*This is required in order to Complete the editor.</i>
<b>If no, explain reasons rejected:</b> <i>*Required</i>	A description of why extended school year services are not appropriate for the student.	<i>*This field displays and is required when No is selected.</i>

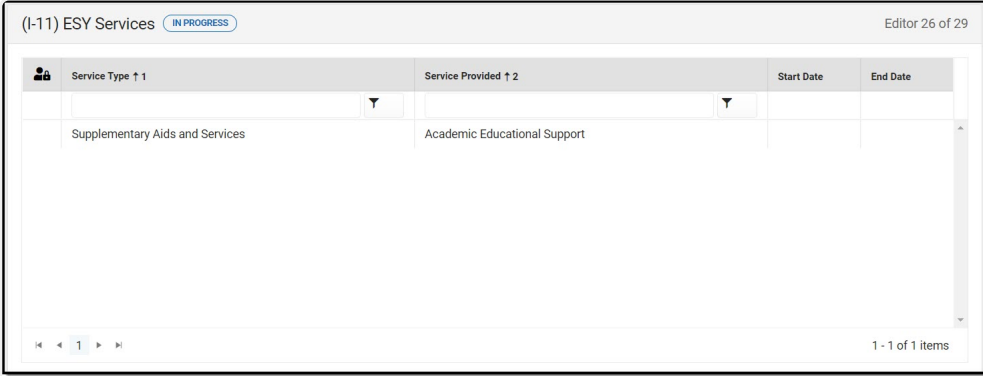
## (I-11) ESY Services

The Extended School Year Services editor if the student requires services beyond the standard school time, such as beyond school hours or during breaks.

When No is selected on the Extended School Year editor, this editor is in a Not Needed status. When Yes is selected on the Extended School Year editor, at least one record must be saved in order to Complete the editor.

► [Click here to expand...](#)

## ESY Services List Screen



(I-11) ESY Services IN PROGRESS Editor 26 of 29

Service Type ↑ 1	Service Provided ↑ 2	Start Date	End Date
Supplementary Aids and Services	Academic Educational Support		

1 - 1 of 1 items

*Extended School Year Services List Screen*

Column Name	Description
-------------	-------------

Column Name	Description
<b>Padlock Icon</b>	The user currently editing the team meeting record.
<b>Service Type</b>	The type of service provided.
<b>Service Provided</b>	The name of the service.
<b>Start Date</b>	The first day of service.
<b>End Date</b>	The last day of service.

## ESY Services Detail Screen

Select an existing record or click **New** to view the detail screen.


(I-11) ESY Service

Service Type \*

Service Type is required

Service Provided \*

Description/Comments

Location 

Address Goal(s)  
Select Goals ...

Extended School Year Services Detail Screen

Field	Description	Validation
<b>Service Type</b> <i>Required</i>	Indicates the ESY service type to be provided to the student. Options include: <ul style="list-style-type: none"> <li>Supplementary Aids and Services</li> <li>Special Education/Specially Designed Instruction</li> <li>Related Services Needed to Benefit from Special Education</li> <li>Program Modifications or Supports for School Personnel</li> </ul>	N/A

Field	Description	Validation
<b>Service Provided</b> <i>Required</i>	The name of the service.	The values available are setup from System Administration > Special Ed > Services. Different values display depending on the options selected in the Service Type field.
<b>Description/Comments</b>	A description or additional comments related to the type of aid or service.	N/A
<b>Location</b>	The location at which the service takes place.	N/A
<b>Address Goal(s)</b>	Indicates which goal(s) the service addresses.	The values available in the multi-select field are pulled and setup in the (I-4) Measurable Annual Goals editor.
<b>Address Need(s)</b>	Indicates the need(s) the service addresses.	The values available in the multi-select field are pulled and setup in the (I-4) Summary of Disability-Related Needs editor.
<b>Duration and Frequency</b>		
<b>Start Date</b>	The first day of service.	N/A
<b>End Date</b>	The last day of service.	N/A
<b>Minutes per Session</b> <b>Amount</b>	The number of minutes per service session.	N/A
<b>Session Frequency</b> <b>#times per</b>	The number of sessions per frequency.	N/A
<b>Service Frequency</b>	The frequency of the sessions. Options include: <ul style="list-style-type: none"> <li>• week</li> <li>• year</li> <li>• term</li> <li>• month</li> <li>• day</li> </ul>	N/A

## (P1/P2) Determination and Placement

The Determination and Placement editor describes the special education determination for the student and consent of the initial placement for the student.

(P1/P2) Determination and Placement IN PROGRESS Editor 27 of 29


**Placement \***  
Initial Placement

**Date of the placement determination**  
month/day/year

**Date parent(s) provided with notice of placement and IEP**  
month/day/year

**The IEP developed or revised on**  
month/day/year

**Projected date of IEP implementation**  
month/day/year

If services are implemented somewhere other than the current enrollment school, enter the location here   
If left blank, the value will default to the School Name found on the Enrollment Status editor

1. Will the student attend the school they would attend if nondisabled?  
If no, you must complete a and b below

a. List other options considered, if any, related to the school determination  
e.g., physical place where attending

b. Explain the reason(s) for rejecting the other school options considered, and describe any other factors relevant to the proposed action

(P1/P2) Determination and Placement Editor

► [Click here to expand...](#)

Field	Description	Validation
<b>Placement</b> <i>Required</i>	Indicates the student's determination of placement for special education services. Options include: <ul style="list-style-type: none"> <li>Initial Placement</li> <li>Continuing Placement</li> </ul>	Selecting Initial Placement prints the P1 document and selecting Continuing Placement prints the P2 document. The UI remains the same.
<b>Date of the placement determination</b> <i>*Required</i>	The day the determination was made.	*This field is required in order to Complete the editor.
<b>Date parent(s) provided with notice of placement and IEP</b> <i>*Required</i>	The day the parent/guardian was provided notice of the placement and IEP.	*This field is required in order to Complete the editor.
<b>The IEP developed or revised on</b> <i>*Required</i>	The day the IEP was created OR revised.	*This field is required in order to Complete the editor.

Field	Description	Validation
<b>Projected date of IEP implementation</b> <i>*Required</i>	The projected day IEP implementation takes place.	*This field is required in order to Complete the editor.
<b>If services are implemented somewhere other than the current enrollment school, enter the location here.</b>	The alternate location for IEP implementation other than the student's current enrolled school.	When left blank, the value defaults to the School Name found on the Enrollment Status editor.
<b>1. Will the student attend the school they would attend if non-disabled?</b>	Indicates if the student will attend the school they would attend if non-disabled. Options include: <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>	When Yes is selected, sub-questions 1a and 1b become available, but are not required.  When No is selected, sub-questions 1a and 1b are required.
<b>a. List other options considered, if any, related to the school determination</b> <i>*Required</i>	A list of other options considered related to the placement determination.	*This field is required when No is selected for question 1.
<b>b. Explain the reason(s) for rejecting the other school options considered, and describe any other factors relevant to the proposed action</b> <i>*Required</i>	A list of reasons why these other options were rejected and a description of any other factors relevant to the proposed action.	*This field is required when No is selected for question 1.
<b>2. Other options considered and rejected. Refer to Form I-4, Section V. Is the student participating full-time in the regular education environment?</b>	Indicates if the student will be removed from their regular education environment. Options include: <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>	When Yes is selected, sub-questions 2a and 2b become available, but are not required.  When No is selected, sub-questions 2a and 2b are required.
<b>a. List other options considered, if any</b> <i>*Required</i>	A list of other options considered related to the placement determination.	*This field is required when No is selected for question 2.

Field	Description	Validation
<b>b. Explain why full-time participation in the regular education environment or age-appropriate settings with the use of supplementary aids and services cannot be achieved satisfactorily, the reason(s) for rejecting the other options considered, and describe any other factors relevant to the proposed action</b> <i>*Required</i>	A list of reasons why these other options were rejected and a description of any other factors relevant to the proposed action.	*This field is required when No is selected for question 2.
<b>Child's Evaluation Report</b>	Indicates if the student's Evaluation is enclosed or was previously received. Options include: <ul style="list-style-type: none"> <li>You previously received a copy of your child's evaluation report and a copy of their IEP is enclosed.</li> <li>A copy of your child's evaluation report and IEP are enclosed.</li> </ul>	Only one option can be made.
<b>Contact Name</b>	The special education contact for the district.	The name comes from from System Administration > Resources > <a href="#">District Information</a> > (District Name) > SPED Contact First Name and SPED Contact Last Name.  This only populates if the information is available prior to the initial save. After the initial save, the user needs to manually enter data.

Field	Description	Validation
<b>Phone</b>	The phone number for the special education contact.	<p>The phone comes from from System Administration &gt; Resources &gt; <a href="#">District Information</a> &gt; (District Name) &gt; SPED Phone.</p> <p>This only populates if the information is available prior to the initial save. After the initial save, the user needs to manually enter data.</p>
<b>Title</b>	The title of the special education contact.	N/A
<b>Alternate Contact Name</b>	The alternate special education contact for the district.	<p>The name comes from from System Administration &gt; Resources &gt; <a href="#">District Information</a> &gt; (District Name) &gt; Alternate SPED Contact First Name and Alternate SPED Contact Last Name.</p> <p>This only populates if the information is available prior to the initial save. After the initial save, the user needs to manually enter data.</p>
<b>Phone</b>	The phone number for the alternate special education contact.	<p>The phone comes from from System Administration &gt; Resources &gt; <a href="#">District Information</a> &gt; (District Name) &gt; Alternate SPED Phone.</p> <p>This only populates if the information is available prior to the initial save. After the initial save, the user needs to manually enter data.</p>

## Contingency Plan

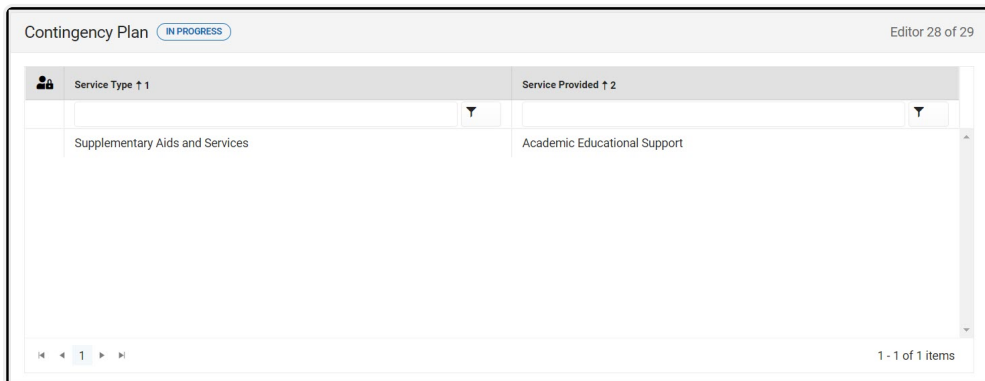
The Contingency Plan is used to document the various model of services that may be provided during unique circumstances.



At least one record must be saved in order to Complete the editor.

► [Click here to expand...](#)

## Contingency Plan List Screen

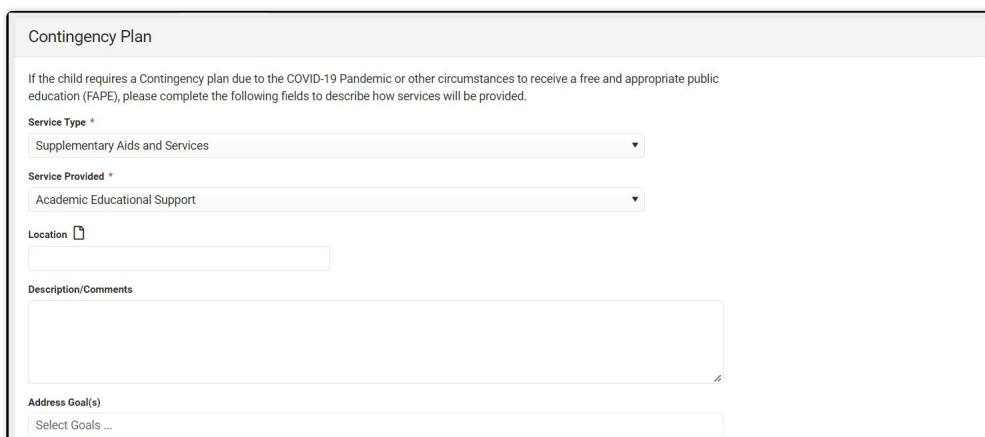


Contingency Plan List Screen

Column Name	Description
<b>Padlock Icon</b>	The user currently editing the team meeting record.
<b>Service Type</b>	The type of service provided.
<b>Service Provided</b>	The name of the service.

## Contingency Plan Detail Screen

Select an existing record or click **New** to view the detail screen.



Contingency Plan Detail Screen

Field	Description	Validation
<b>Service Type</b> <i>Required</i>	Indicates the service type to be provided to the student. Options include: <ul style="list-style-type: none"> <li>• Supplementary Aids and Services</li> <li>• Special Education/Specially Designed Instruction</li> <li>• Related Services Needed to Benefit from Special Education</li> <li>• Program Modifications or Supports for School Personnel</li> </ul>	N/A
<b>Service Provided</b> <i>Required</i>	The name of the service.	The values available are setup from System Administration > Special Ed > Services. Different values display depending on the options selected in the Service Type field.
<b>Location</b>	The location at which the service takes place.	N/A
<b>Description/Comments</b>	A description or additional comments related to the type of aid or service.	N/A
<b>Address Goal(s)</b>	Indicates which goal(s) the service addresses.	The values available in the multi-select field are pulled and setup in the (I-4) Measurable Annual Goals editor.
<b>Address Need(s)</b>	Indicates the need(s) the service addresses.	The values available in the multi-select field are pulled and setup in the (I-4) Summary of Disability-Related Needs editor.
<b>Duration and Frequency</b>		
<b>Minutes per Session</b> <b>Amount</b>	The number of minutes per service session.	N/A

Field	Description	Validation
<b>Session Frequency</b> <b>#times per</b>	The number of sessions per frequency.	N/A
<b>Service Frequency</b>	The frequency of the sessions. Options include: <ul style="list-style-type: none"> <li>• week</li> <li>• year</li> <li>• term</li> <li>• month</li> <li>• day</li> <li>• none</li> </ul>	N/A

## (1-10) Notice of Changes Without IEP Meeting

The Notice of Changes Without IEP Meeting editor is used to document changes made to the IEP without a meeting.

This editor is only available when the Amendment without a meeting Plan Type is selected on the Education Plan editor. A note displays at the top of the editor that reads, "You do not need to fill out this editor. "Amendment without a Meeting" is not the selected Plan Type in the Education Plan editor."

When this editor is available, at lease one record must be saved in order to Complete the editor.

► [Click here to expand...](#)

## Notice of Changes Without IEP Meeting List Screen

(1-10) Notice of Changes Without IEP Meeting

IN PROGRESS

Editor 29 of 29

	Date of Communication ↑	Change to IEP	Start Date for Change	Print In Plan
+		1 change(s) recorded	06/28/2022	<input type="radio"/> OFF

1 - 1 of 1 items

Notice of Changes Without IEP Meeting List Screen

Column Name	Description
<b>Padlock Icon</b>	The user currently editing the team meeting record.
<b>Date of Communication</b>	The day communication about the change was made.
<b>Change to IEP</b>	The change being made to the IEP.
<b>Start Date for Change</b>	The day the change takes place.
<b>Print in Plan</b>	Indicates this record prints in the IEP.

## Notice of Changes Without IEP Meeting Detail Screen

Select an existing record or click **New** to view the detail screen.


(I-10) Notice of Changes Without IEP Meeting

Print in Plan

☐


Date Form Completed \*

month/day/year




Date of Communication of Changes \*

month/day/year



Start Date for Changes \*

month/day/year



Name(s) and Title(s)

List Team Member(s) who communicated changes

Contact Method \*

Changes to IEP \*

No saved records.

Notice of Changes without IEP Meeting Detail

Field	Description	Validation
<b>Print in Plan</b>	Indicates this record prints in the IEP.	This field defaults to marked. Any action taken with this checkbox automatically updates on the Print in Plan slider on the list screen.
<b>Date Form Completed</b> <i>Required</i>	The date the documentation was completed for the change.	
<b>Date of Communication of Changes</b> <i>Required</i>	The day communication about the change was made.	N/A

Field	Description	Validation
<b>Start Date for Changes</b> <i>Required</i>	The day the change takes place.	N/A
<b>Name(s) and Title(s)</b>  <b>List Team Member(s) who communicated changes</b>	The name and titles of the team members who communicated changes.	N/A
<b>Contact Method</b> <i>Required</i>	The contact method. Options include: <ul style="list-style-type: none"> <li>• Met</li> <li>• Spoke on Phone</li> <li>• Exchanged Emails</li> <li>• Exchanged Text Messages</li> </ul>	For this field to become available, the plan type must be "Amendment without a Meeting" on the Education Plan editor.
<b>The changes are</b> <i>Required</i>	The change itself.	N/A
<b>The reason(s) for making the changes are</b>	The reason for making the change.	N/A
<b>Other options, if any, related to the above action which were considered and the reason(s) why they were rejected including a description of any other relevant factors include:</b>	Any other options considered and why they were rejected.	N/A
<b>None</b>	Indicates no other options were considered.	When this is marked, the text area for the "Other options, if any..." field above becomes unavailable.
<b>Contact Name</b>	The special education contact name.	<p>The name comes from from System Administration &gt; Resources &gt; <a href="#">District Information</a> &gt; (District Name) &gt; SPED Contact First Name and SPED Contact Last Name.</p> <p>This only populates if the information is available prior to the initial save. After the initial save, the user needs to manually enter data.</p>

Field	Description	Validation
<b>Phone</b>	The phone number of the special education contact.	<p>The phone comes from from System Administration &gt; Resources &gt; <a href="#">District Information</a> &gt; (District Name) &gt; SPED Phone.</p> <p>This only populates if the information is available prior to the initial save. After the initial save, the user needs to manually enter data.</p>
<b>Title</b>	The title of the special education contact.	N/A
<b>Alternative Contact Name</b>	The alternate special education contact for the district.	<p>The name comes from from System Administration &gt; Resources &gt; <a href="#">District Information</a> &gt; (District Name) &gt; Alternate SPED Contact First Name and Alternate SPED Contact Last Name.</p> <p>This only populates if the information is available prior to the initial save. After the initial save, the user needs to manually enter data.</p>
<b>Phone</b>	The phone number for the alternate special education contact.	<p>The phone comes from from System Administration &gt; Resources &gt; <a href="#">District Information</a> &gt; (District Name) &gt; Alternate SPED Phone.</p> <p>This only populates if the information is available prior to the initial save. After the initial save, the user needs to manually enter data.</p>

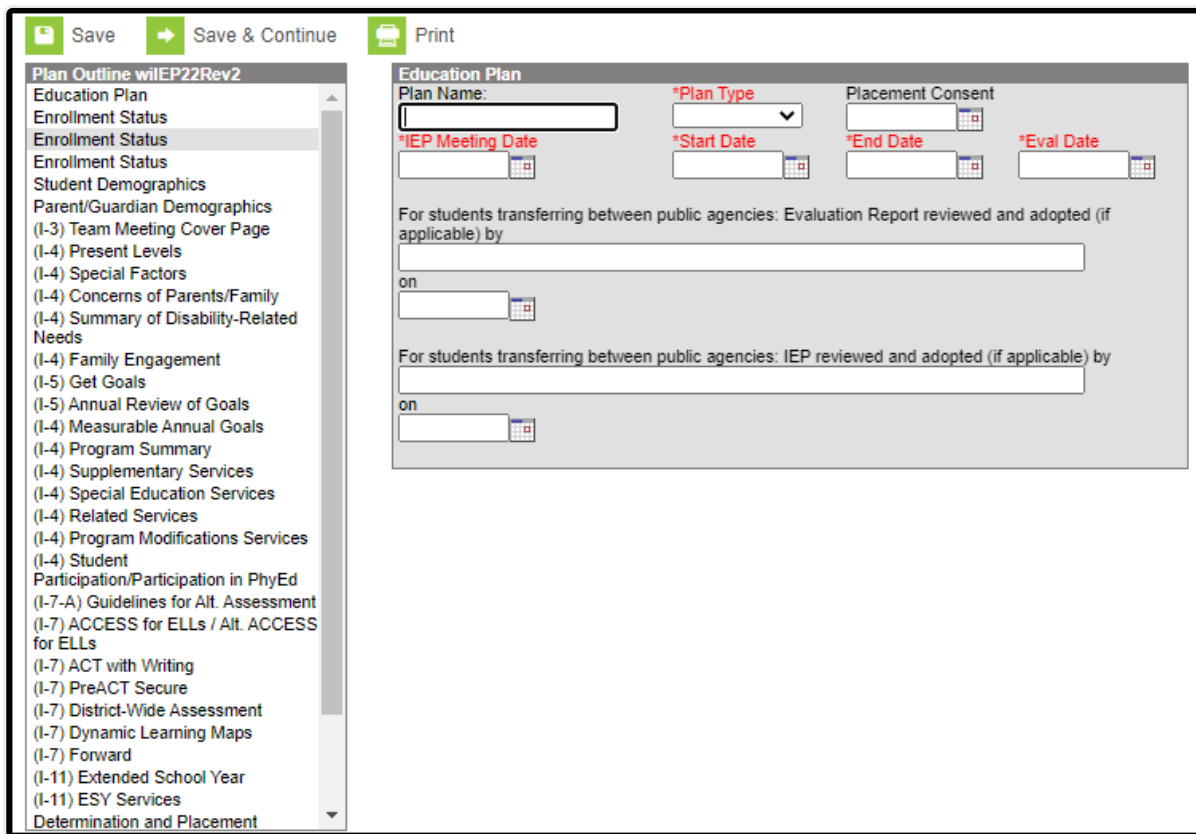
## Classic View

► [Click here to expand...](#)

The editors available on the Individual Education Plan provide all required information by the State of Wisconsin. Editors and fields are listed below. Included here are instructions on entering data

into Campus and references to state-defined guidelines. **The Individual Service Plan (ISP) is the same format as the IEP used for Private Schools in Wisconsin.**

The current format of this document is the **WI IEP 2022.2** and **WI ISP 2022.2**. Plan formats are selected in [Plan Types](#).



Save Save & Continue Print

**Plan Outline wilEP22Rev2**

- Education Plan
- Enrollment Status
- Enrollment Status
- Student Demographics
- Parent/Guardian Demographics
- (I-3) Team Meeting Cover Page
- (I-4) Present Levels
- (I-4) Special Factors
- (I-4) Concerns of Parents/Family
- (I-4) Summary of Disability-Related Needs
- (I-4) Family Engagement
- (I-5) Get Goals
- (I-5) Annual Review of Goals
- (I-4) Measurable Annual Goals
- (I-4) Program Summary
- (I-4) Supplementary Services
- (I-4) Special Education Services
- (I-4) Related Services
- (I-4) Program Modifications Services
- (I-4) Student Participation/Participation in PhyEd
- (I-7-A) Guidelines for Alt. Assessment
- (I-7) ACCESS for ELLs / Alt. ACCESS for ELLs
- (I-7) ACT with Writing
- (I-7) PreACT Secure
- (I-7) District-Wide Assessment
- (I-7) Dynamic Learning Maps
- (I-7) Forward
- (I-11) Extended School Year
- (I-11) ESY Services
- Determination and Placement

**Education Plan**

Plan Name:

\*Plan Type:

Placement Consent:

\*IEP Meeting Date:

\*Start Date:

\*End Date:

\*Eval Date:

For students transferring between public agencies: Evaluation Report reviewed and adopted (if applicable) by  on

For students transferring between public agencies: IEP reviewed and adopted (if applicable) by  on

WI IEP Editors

Data entered in the I-7 editors of an IEP is available in [Ad hoc Reporting](#) at the following location: Filter Designer > Student Filter > Student > Learner Planning > Learning Plans > I-7 Sections.

## Individual Education Plan Editors

The following table lists the editors available on the student's Individual Education Plan, the section(s) of the print format that include the entered information, a description of what the editor is used for and any special considerations and instructions for using the editor.

Editors only print if information has been entered and saved.

Editor Name	Description	Special Considerations and Instructions
<b>Education Plan</b>	The Education Plan editor includes general meeting and screening information and lists the dates associated with the plan, such as dates the plan is active.	<p>This editor must be saved before continuing to other areas of the plan. Field definitions may vary by district.</p> <p><b>Eval Date</b> auto-populates the Evaluation Date from the student's locked Evaluation if available.</p> <p>The Creation and Modification information for the plan appears at the bottom of this editor.</p> <p>A warning message displays if the Start Date is the same or before the Meeting Date.</p>
<b>Enrollment Status</b>	The Enrollment Status editor reports Special Education information from the student's Enrollment.	<p>Clicking <b>Get Info from Enrollment</b> synchronizes the information in the editor with the student's <a href="#">Enrollments</a> record. Users can select which Enrollment to link the Enrollment Status editor to using the <b>Enrollment</b> dropdown.</p> <p>There are three versions of this editor. Best practice is to use the third editor. This editor fetches special education data from the student's Enrollment, values which can be edited in the IEP. If values are modified, the student's Enrollment will be updated based on the IEP when saved.</p>



Editor Name	Description	Special Considerations and Instructions
<b>Student Demographics</b>	The Student Demographics editor populates basic information about the student such as demographic data, address and school information.	Clicking <b>Refresh Student Information</b> synchronizes information in the editor with the most recent information entered for the student from the <a href="#">Demographics</a> , <a href="#">Households</a> , <a href="#">Enrollments</a> and <a href="#">School</a> tabs.
<b>Parent/Guardian Demographics</b>	The Parent/Guardian Demographics editor populates based on the established student/guardian relationships created on the student's <a href="#">Relationships</a> tab or indicated by the guardian checkbox on the <a href="#">Households</a> tab. The editor includes <a href="#">Demographics</a> information for the student's guardian.	<p>Clicking <b>Refresh Guardian Information</b> synchronizes information in the editor with the most recent information from the student's guardian's <a href="#">Demographics</a>, <a href="#">Households</a>, and <a href="#">Team Members</a> tool.</p> <div data-bbox="1058 994 1423 1697"> <p>If the Start Date for the Educational Surrogate Parent checkbox on the Team Members tool falls anytime before or during the Plan window, the data will pull into the Parent/Guardian Demographics editor. If the End Date for the Educational Surrogate Parent falls before or on the Start Date of the Plan, the data will NOT pull in to the Parent/Guardian Demographics editor.</p> </div>
<b>(I-3) Team Meeting Cover Page</b>	The Team Meeting Cover Page indicates the reason the evaluation meeting was held, including if the meeting was a result of the student's performance on assessments or an evaluation.	This page is available as an interactive form.

Editor Name	Description	Special Considerations and Instructions
<b>(I-4) Present Levels</b>	The Present Level editor indicates if the student is preschool or school age and includes all relevant information concerning the student's current interests, abilities, and performance.	N/A
<b>(I-4) Special Factors</b>	The Special Factors editor identifies possible concerns that may interfere with the student's learning, such as behavior issues, limited English proficiency, visual or communication impairments or assistive technology.	N/A
<b>(I-4) Concerns of Parents/Family</b>	The Concerns of Parents/Family editor record concerns of the family and student regarding the student's education and the effect of the student's disability on their education.	<a href="#">Template Banks</a> are established in System Administration and available by clicking the white paper icon where it appears.
<b>(I-4) Summary of Disability - Related Needs</b>	The Summary of Disability - Related Needs editor describes each of the student's specific needs related to identified disabilities.	Needs should be numbered and referred to in the Measurable Annual Goals list.

Editor Name	Description	Special Considerations and Instructions
<b>(I-4) Family Engagement/Participation in Gen. Ed.</b>	The Family Engagement/Participation in Gen. Ed. editor describes how families will be included in the student's education, the extent to which the student participates in general education, and whether goals in the previous goals have been reviewed.	N/A
<b>(I-5) Get Goals</b>	The Get Goals editor retrieves goal information from the most previous locked Plan.	Users have the ability to delete duplicate goals if the Get Goals button is pressed multiple times. This editor does not print, it only pulls information used in the <i>I-5 Annual Review of Goals</i> editor.
<b>(I-5) Annual Review of Goals</b>	The Annual Review of Goals editor records the review of goals for the student including how the goals are progressing and whether they've been met.	N/A
<b>(I-4) Measurable Annual Goals</b>	The Measurable Annual Goals editor lists measurable goals designed to improve the student's progress in general education and how accomplishing those goals is tracked and determined.	<a href="#">Template Banks</a> are established in System Administration and available by clicking the white paper icon where it appears.
<b>(I-4) Program Summary</b>	The Program Summary editor summarizes the services provided to the student, including Physical and Vocational education, environmental modifications, and extracurricular activities.	Date fields default to the Start and End Dates of the plan.

Editor Name	Description	Special Considerations and Instructions
<b>(I-4) Supplementary Services</b>	The Supplementary Services editor lists additional supports provided to the student, such as accommodations	Only active <a href="#">Services</a> with a Type of <i>Supplementary</i> can be included in this editor. <a href="#">Services</a> , <a href="#">Service Providers</a> and <a href="#">Service Positions</a> are established in System Administration. Date fields default to the Start and End Dates of the plan.
<b>(I-4) Special Education Services</b>	The Special Education Services editor lists services provided to the student in a Special Education setting.	Only active <a href="#">Services</a> with a Type of <i>Special Education Services</i> can be included in this editor. <a href="#">Services</a> , <a href="#">Service Providers</a> and <a href="#">Service Positions</a> are established in System Administration. Date fields default to the Start and End Dates of the plan.
<b>(I-4) Related Services</b>	The Related Services editor lists developmental, corrective or other supportive services required to assist the student with a disability.	Only active <a href="#">Services</a> with a Type of <i>Related</i> can be included in this editor. <a href="#">Services</a> , <a href="#">Service Providers</a> and <a href="#">Service Positions</a> are established in System Administration. Date fields default to the Start and End Dates of the plan.
<b>(I-4) Program Modifications Services</b>	The Program Modifications Services editor lists ways in which a standard education program has been modified to suit the student's needs.	Only active <a href="#">Services</a> with a Type of <i>Modifications</i> can be included in this editor. <a href="#">Services</a> , <a href="#">Service Providers</a> and <a href="#">Service Positions</a> are established in System Administration. Date fields default to the Start and End Dates of the plan.

Editor Name	Description	Special Considerations and Instructions
<b>(I-4) Student Participation/Participation in PhyEd</b>	The Student Participation/Participation in Phys Ed editor describes the extent to which the student participates in a regular education environment and in physical education classes.	N/A
<b>(I-7-A) Guidelines for Alt Assess</b>	The Guidelines for Alternate Assessment editor describes the student's current learning progress and educational setting in relation to participation in an Alternate Assessment.	N/A
<b>(I-7) ACCESS for ELLs/Alt. ACCESS for ELLs</b>	The Access for ELLs/ ALT Access for ELLs editor records whether the student is participating in either of those assessments for English language learners.	N/A
<b>(I-7) ACT Plus Writing</b>	The ACT Plus Writing editor stores information about the student's participation on the assessment, including official and locally approved accommodations.	The Print in Plan checkbox must be marked for data in this editor to be included in the printed document.
<b>(I-7) PreACT Secure</b>	The PreACT Secure editor stores information about the student's participation in the PreACT Secure assessment, including accommodations.	The Print in Plan checkbox must be marked for data in this editor to be included in the printed document.
<b>(I-7) District-Wide Assessment</b>	The District-Wide Assessment editor provides extended options for recording student participation and accommodation in district assessments.	N/A
<b>(I-7) Dynamic Learning Maps</b>	The DLM (Dynamic Learning Maps) editor stored information about the student's participation in the Dynamic Learning Maps assessment, including accessibility supports.	The Print in Plan checkbox must be marked for data in this editor to be included in the printed document.

Editor Name	Description	Special Considerations and Instructions
<b>(I-7) Forward</b>	The Forward editor records accommodations supplied to students participating in the Forward Exam.	N/A
<b>(I-11) Extended School Year</b> <i>Not available on the ISP</i>	The Extended School Year editor indicates if the student requires services beyond the standard school time, such as beyond school hours or during breaks.	N/A
<b>(I-11) ESY Services</b> <i>Not available on the ISP</i>	The Extended School Year Services editor if the student requires services beyond the standard school time, such as beyond school hours or during breaks.	N/A
<b>Determination &amp; Placement (P1/P2)</b>	The Determination & Consent of Initial Placement editor describes the special education determination for the student and consent of the initial placement for the student.	N/A
<b>Worksheet DW-1</b> <i>Not available on the ISP</i>	The Worksheet DW-1 records the use of this form to track educational services provided to the student during a disciplinary removal.	N/A
<b>Wisconsin LEA Child Outcome Summary Form</b> <i>Not available on the ISP</i>	The Wisconsin LEA Child Outcome Summary Forms editor records the use of COSF forms to track student progress in early childhood programs.	N/A
<b>Contingency Plan</b> <i>Not available on the ISP</i>	The Contingency Plan is used to document the various model of services that may be provided during unique circumstances.	N/A

When using the Student Records Transfer, current, locked IEPs transfer as a locked document. Locked IEPs that are not current transfer as a PDF. Locked documents do not transfer.

## Previous Version

[Individual Education Plan \(Wisconsin\) \[.2247 - .2231\]](#)

[Individual Education Plan \(Wisconsin\) \[.2227 - .2243\]](#)

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