

Individual Service Plan (Wisconsin)

Last Modified on 05/31/2024 9:19 am CDT

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Tool Search: Special Ed Documents

The Individual Service 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. **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 ISP 2023.1**. 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

Editor Home

The Editor Home lists the editors available, their status, and Modification and Completion information.

Header	Description
Name	The name of the editor.
Status	<p>The state of the editor. Statuses can be:</p> <ul style="list-style-type: none"> • In Progress indicates a user has entered and saved data in that editor. • Not Started is the default status for all editors. • Complete indicates a user has clicked the Complete button on the editor, and the editor is read-only. This does not lock the editor from further editing but indicates the user considers the editor finished. • Not Needed indicates a user has clicked the Not Needed button on the editor. This is usually done for editors that do not apply to the student. <p>The following statuses are only available for certain state-specific documents:</p> <ul style="list-style-type: none"> • ESign indicates that the editor has functionality related to the eSignature process. See the Nevada Individual Education Plan eSignature Process for additional information. • Complete Pending eSignature indicates the plan has been entered and sent via the Campus Parent portal to the student's guardian for eSignature.
Modified By	The date and the user by whom the editor was last edited.
Completed By	The date and the user who clicked the Complete button for that editor.

General Information

The following table lists the actions available for the editors. When resizing the window, certain buttons are condensed into a single **Action** button.


Button	Description
Save	<p>Different editors have different save options. Click the arrow next to the Save & Stay button to view all saving options for any given editor.</p> <ul style="list-style-type: none"> • Save captures progress and navigates the user to the Editor Home or to the List Screen for List editors. See the Editor Types section for additional information. • Save & Stay captures progress and keeps the user on the current editor. This save button is the default save option and is usually found within the detail screen or list editors, such as Goals and Objectives. • Save & Next captures progress and navigates the user to the next editor. • Save & New captures progress and creates a new record. This save button is usually found within the detail screen of a list editor, such as Goals and Objectives. See the Editor Type section for additional information.

Button	Description
Refresh	Retrieves a new copy of data from the student's record. This includes enrollment, student, parent/guardian, and team member information. This also returns any accidentally deleted records. Manually entered fields do not change when the refresh button is clicked. The user must Save after clicking Refresh to capture changes. A side panel displays a listing of all the student's applicable enrollment records. See the Enrollments tool documentation for additional information.
Cancel	Navigates the user to the Editor Home screen or the List Screen for List editors.
Status	Changes the status of the editor. <ul style="list-style-type: none"> • Complete indicates the editor is finished. This makes the editor read-only. However, this does not lock the editor from further editing. The user must click In Progress to further edit after an editor is marked Complete. • Not Needed indicates the editor does not apply to the student's plan or evaluation. This makes the editor read-only. However, this does not lock the editor from further editing. Click the In Progress button to further edit after an editor is marked Not Needed. • In Progress only displays when the editor is in the Complete or Not Needed status and allows additional edits to be made. <p>The following status is only available for the Nevada IEP:</p> <ul style="list-style-type: none"> • Complete Pending eSignature only displays for the Procedural Safeguards, IEP Implementation, and Medicaid Consent editors. This button marks the editor as complete until the parent/guardian electronically signs those sections of the plan via the Campus Parent Portal. See the Nevada Individual Education Plan eSignature Process for additional information.
Print	Prints the entire document.
Editors	Opens a side panel listing all the available editors and their status. Select an editor from this list to navigate to that editor or click Close to collapse the side panel.
Previous	Navigates the user to the previous editor.
Next	Navigates the user to the next editor.

Editor Types

There are two types of editors available: List or Basic editors. When navigating to a Basic editor, the list of fields within the editor is displayed. List editors display a list of all records within that editor. Clicking an existing record or the **New** button opens the detail view for an individual record.

Editor Lock Out and Release Logic

Only one user at a time can actively work on an editor. A person with a padlock icon ()

) displays in the Editors side panel, Editor Home, and List Screen of list editors indicating which editors currently have users working on them. Hovering over the icon displays the name of the user who has checked out the editor, including the current user (you).

Editors that are currently being edited are read-only for all other users. The name of the person working on the editor displays in the header.

To release an editor, the user must:

- navigate to the next editor by clicking **Save and Next** or the **Editors** button and selecting the next editor from the side panel.
- click the **Cancel** button to return to the Editor Home screen.
- log out of the Campus application.
- navigate to a different tool in the Campus application.

Editors are automatically released when the in-application timeout limit has been exceeded. This is a back-end process and is usually around 30-60 minutes.

Template Banks

Certain fields within several editors have an **Add Template** icon that displays next to their name. Clicking this button displays a side panel with the available library of predetermined text for that field. [Template Banks](#) are managed in System Administration.

Categories	Sequence	Selected Template Bank Values
+ Course of Study English (4 Templates)		No records selected.
+ Course of Study Math (4 Templates)		

Template Bank Side Panel

Click the plus (+) icons next to the category to view the available template values.

Template Banks

Categories	Sequence	Selected Template Bank Values										
- Course of Study English (4 Templates) <table border="1"> <thead> <tr> <th>Add</th> <th>Templates</th> </tr> </thead> <tbody> <tr> <td><input type="button" value="Add"/></td> <td>Course of Study 10 Grade 10: English 200</td> </tr> <tr> <td><input type="button" value="Add"/></td> <td>Course of Study 11 Grade 11: English 300</td> </tr> <tr> <td><input type="button" value="Add"/></td> <td>Course of Study 12 Grade 12: English 400</td> </tr> <tr> <td><input type="button" value="Add"/></td> <td>Course of Study 9 Grade 9: English 100</td> </tr> </tbody> </table>	Add	Templates	<input type="button" value="Add"/>	Course of Study 10 Grade 10: English 200	<input type="button" value="Add"/>	Course of Study 11 Grade 11: English 300	<input type="button" value="Add"/>	Course of Study 12 Grade 12: English 400	<input type="button" value="Add"/>	Course of Study 9 Grade 9: English 100	1 <input type="button" value="▲"/> <input type="button" value="▼"/>	Course of Study 9 <input type="button" value="X"/> Grade 9: English 100
Add	Templates											
<input type="button" value="Add"/>	Course of Study 10 Grade 10: English 200											
<input type="button" value="Add"/>	Course of Study 11 Grade 11: English 300											
<input type="button" value="Add"/>	Course of Study 12 Grade 12: English 400											
<input type="button" value="Add"/>	Course of Study 9 Grade 9: English 100											
	2 <input type="button" value="▲"/> <input type="button" value="▼"/>	Course of Study 10 <input type="button" value="X"/> Grade 10: English 200										
	3 <input type="button" value="▲"/> <input type="button" value="▼"/>	Course of Study 11 <input type="button" value="X"/> Grade 11: English 300										
	4 <input type="button" value="▲"/> <input type="button" value="▼"/>	Course of Study 12 <input type="button" value="X"/> Grade 12: English 400										
+ Course of Study Math (4 Templates)												

Expanded Category and Values Selected

Template Bank Categories display on the left and the selected text displays on the right. Click the **Add** button to add the template value. This adds the template to the queue of values on the right. The red **X** removes selected templates while the sequence field can be used to reorder the templates. Another option is to use the up and down arrows next to the sequence field to reorder values.

Click **Cancel** to go back to the document. The **Clear Selected Template(s)** button removes all selected template values from the right selection screen.

Once selections are finalized, click the **Insert Selected Template(s)** button to add the values to the field within the document in the selected order. Template values are separated by carriage returns.

Courses of Study:

Grade 9: English 100

Grade 10: English 200

Grade 11: English 300

Grade 12: English 400

Example Template Bank Selections in the Document

Text Editors

Images should not be inserted into text fields.

Editors

[Education Plan](#) | [Enrollment Information](#) | [Student Information](#) | [Parent/Guardian Information](#) | (I-3) [Team Meeting Cover Page](#) | (I-4) [Present Levels](#) | (I-4) [Special Factors](#) | (I-4) [Concerns of Parents/Family & Effects of Disability](#) | (I-4) [Summary of Disability-Related Needs](#) | (I-4) [Family Engagement](#) | (I-5) [Annual Review of Goals](#) | (I-4) [Measurable Annual Goals](#) | (I-4) [Supplementary Services](#) | (I-4) [Special Education / Specially Designed Instruction](#) | (I-4) [Related Services](#) | (I-4) [Program Modifications or Supports for School Personnel](#) | (I-4) [Student Participation/Participation in PhyEd](#) | (I-7-A) [Participation 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](#) | (P1/P2) [Determination and Placement](#) | (1-10) [Notice of Changes Without ISP Meeting](#)

The following section lists each editor and describes each field on the editor.

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 26

Plan Name <input type="text" value="Example ISP"/>	Plan Type * <input type="text" value="Initial"/>	Placement Consent <input type="text" value="03/07/2022"/>
ISP Meeting Date: * <input type="text" value="03/14/2022"/>	Start Date: * <input type="text" value="03/28/2022"/>	End Date: * <input type="text" value="03/27/2023"/>
For students transferring between public agencies: Evaluation Report reviewed and adopted (if applicable) by <input type="text"/>		On <input type="text" value="month/day/year"/>
For students transferring between public agencies: ISP reviewed and adopted (if applicable) by <input type="text"/>		On <input type="text" value="month/day/year"/>

Education Plan Editor

▶ [Click here to expand...](#)

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Enrollment Information

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

Enrollment Information NOT STARTED
Editor 2 of 29

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	Secondary Impairment	Third Impairment
LD: Specific Learning Disability ▼	N: Not IDEA Eligible or No Disability ▼	▼
Fourth Impairment	Fifth Impairment	
▼	▼	
Special Ed Status *		
Y: Yes ▼		
Resident District	District of Placement	
School Name	School Phone	
Gifford	(262)555-0515x_____	
Grade		
06		

Enrollment Information Editor

▶ [Click here to expand...](#)

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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 ISP 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
Editor 3 of 29

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

Case Manager Information

Name SUSAN [REDACTED]	Title Special Ed. Teacher
Phone	

Student Information Editor

▶ [Click here to expand...](#)

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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 ISP.

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
Editor 4 of 29

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...](#)

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(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...](#)

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(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) Present Levels NOT STARTED Editor 6 of 26

I. INFORMATION ABOUT THE STUDENT
 Information about the student, including strengths, effects of the disability / special factors, present level of academic achievement and functional performance, and any concerns must be considered when identifying the student's disability-related needs and developing goals and services to address those needs. Include strategies that have been effective in improving the student's academic achievement and functional performance and access to general education. Refer to [Forms Guide](#) for more information. **Parents are important members of the ISP team and are encouraged to share information throughout the process. The student should be included, whenever appropriate, and encouraged to provide input throughout the process.**

A. Strengths
 Describe the student's strengths that can be used to engage the student in learning 
 including academics, cognitive learning, communication, independence and self-determination, physical/health, social and emotional learning

B U A: [Rich Text Editor Icons]

B. Current Academic Achievement and Functional Performance (including academics, cognitive learning, communication, independence and self-determination, physical/health, social and emotional learning).

(I-4) Present Levels Editor

▶ [Click here to expand...](#)

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(I-4) Special Factors

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.

(I-4) Special Factors IN PROGRESS Editor 7 of 26


C. Special Factors
 Special Factors must be considered when developing the individualized service plan. 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

Example behavior

Has a functional behavioral assessment (FBA) been conducted? Date FBA Conducted *



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

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

(I-4) Special Factors Editor

[▶ Click here to expand...](#)

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

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 Editor 8 of 26

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 ISP 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 & Effects of Disability Editor

[▶ Click here to expand...](#)

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(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...](#)


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(I-4) Family Engagement

The Family Engagement editor describes how families will be 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 26

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 ISP goals and progress (*document review and student's progress on the I-5, Annual Review of ISP Goals*).

Previous ISP goals reviewed:

▼

Family Engagement Editor

▶ [Click here to expand...](#)

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(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...](#)

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

▶ [Click here to expand...](#)

(I-4) Supplementary Services

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

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

[▶ Click here to expand...](#)

(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...](#)

(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...](#)

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

[Click here to expand...](#)

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(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 Editor 17 of 26

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...](#)

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(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

Editor 18 of 26

Participation Guidelines for Alternate Assessment
Form I-7-A

ISP 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 Alt Assessment Editor

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(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 26

Individualized Service 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 Service Program (ISP) 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...](#)

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(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
Editor 20 of 26

Individualized Service Plan: 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 assessments¹ 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

(I-7) The ACT with Writing Editor

▶ [Click here to expand...](#)

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(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
Editor 21 of 26

Individualized Service Plan: 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 assessments¹ 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...](#)

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(I-7) District-Wide Assessment

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

(I-7) District-Wide Assessment NOT STARTED
Editor 22 of 26

Individualized Service Program: Participation in District-Wide Assessments
Form I-7 District-Wide Assessment
To be completed for students participating in district-wide assessments

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 ISP 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 ISP.

District-Wide Assessment

If the ISP team determines the student will take district-wide assessments, the ISP must contain a statement of any individual appropriate accommodations needed to measure the academic achievement and functional performance of the student on district-wide assessments.

Students with ISPs must take the civics exam unless the ISP team determines it is not appropriate, but graduation cannot be conditioned upon passing a certain number of questions correctly. If the student will take the civics exam, list it as a district-wide assessment and include a statement of any needed accommodations.

Civics Test Eligibility

Civics Test Administration

District-Wide Assessment Editor

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(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 26

Individualized Service 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. ISP 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 ISP).

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'. ISP 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

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(I-7) Forward

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

(I-7) Forward
NOT STARTED
Editor 24 of 26

Individualized Service 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 assessments¹ 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

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(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 25 of 26

Placement *

Date of the placement determination
Date parent(s) provided with notice of placement and ISP
The ISP developed or revised on
Projected date of ISP implementation

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 of Placement Editor

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(1-10) Notice of Changes Without ISP Meeting

The Notice of Changes Without ISP Meeting editor is used to document changes made to the ISP 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 least one record must be saved in order to Complete the editor.

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Classic View

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Previous Version

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