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

Last Modified on 06/27/2023 12:35 pm CDT

> You are viewing a previous version of this article. See Individual Education Plan (Wisconsin) for the most current information.

Editor Home | General IEP Information | Editor Types | Padlock Icon | Template Banks | Editors | Classic View

Classic View: Student Information > Special Ed > General > Documents

Search Terms: 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.

> The current format of this document is the **WI IEP 2022.** Plan formats are selected in Plan Types.

Editor Home

The Editor Home lists the editors available on the student's Individual Education Plan.

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

Header	Description
Name	The name of the editor.
Status	The state of the editor. Statuses can be: • **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 to be 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.
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 IEP Information

The following table lists the buttons available for the editors:

Button	Description
Save	Different editors have different save options. Click the arrow next to the Save & Stay button to view all saving options for any given editor. • **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 usually found within the detail screen of 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 Types section for additional information.
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 people 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 listing all applicable Enrollment records for the student. See the Enrollments tool documentation for additional information.
Cancel	Navigates the user to the Editor Home screen or to the List Screen for List editors.

Button	Description
Status *i.e. Complete, Not Needed, etc.*	Changes the status of the editor. • **Complete** indicates the editor is finished. This makes the editor read-only. However, this does not lock the editor from further editing. To further edit after an editor is marked Complete, the user must click **In Progress.** • **Not Needed** indicates the editor does not apply to the student's plan. This makes the editor read only. However, this does not lock the editor from further editing. To further edit after an editor is marked Not Needed, click the **In Progress** button. • **In Progress** only displays when the editor is in the Complete or Not Needed status and allows additional edits to be made.
Print	Prints the entire plan.
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 display. 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. An example list editor is the **Goals and Objectives** editor.

Padlock Icon

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. Once the editing user navigates away from an editor, that editor becomes available to work on.

Template Banks

Certain fields within several editors have a paper icon displays next to their name. When the icon is clicked, a side panel displays with the available library of predetermined text for that field. Template Banks are managed in System Administration.

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 | (I-4)

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 29
Plan Name	Plan Type *	Placement Consent
Example Plan	Initial	month/day/year
IEP Meeting Date: *	Start Date: *	End Date: *
05/09/2022	05/16/2022	05/15/2023

Education Plan Editor

▶ Click here to expand…

Field	Description	Ad hoc	Validation
Plan Name	A text field used to name the plan.	N/A	N/A
Plan Type *Required*	The type of plan. Options include: • Initial • Annual • Amendment • Amendment without a Meeting	N/A	The "Amendment" option defaults during the Amendment Process, but this can be modified if needed.

Field	Description	Ad hoc	Validation
Placement Consent	The date consent to place was given by the parent/guardian.	N/A	N/A
IEP Meeting Date *Required*	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.
Start Date *Required*	The first day of the plan.	Learner Planning > Learning Plans > planStartDate	This date cannot be on or before the IEP Meeting Date.
End Date *Required*	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.
Eval Date *Required*	The date the student was evaluated for special education services.	N/A	This field auto-populates from the most recent Evaluation.
For students transferring between public agencies: Evaluation Report reviewed and adopted (if applicable) by	A text field used to document the person who reviewed the evaluation provided by a different public agency.	N/A	N/A
On	The date the evaluation was reviewed.	N/A	N/A
For students transferring between public agencies: IEP reviewed and adopted (if applicable) by	A text field used to document the person who reviewed the IEP provided by a different public agency.	N/A	N/A
On	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 Editor

▶ Click here to expand...

Field	Description	Ad hoc	Validation
Primary Impairment	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	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. This field auto-populates from the selected Enrollment on Refresh. Users can also manually edit the value if needed.

Field	Description	Ad hoc	Validation
Secondary Impairment	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	This field auto-populates from the selected Enrollment on Refresh. Users can also manually edit the value if needed. When "Significant Developmental Delay" is selected as the Primary Impairment, this field is grayed out.
Third Impairment	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	This field auto-populates from the selected Enrollment on Refresh. Users can also manually edit the value if needed. When "Significant Developmental Delay" is selected as the Primary Impairment, this field is grayed out.
Fourth Impairment	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	This field auto-populates from the selected Enrollment on Refresh. Users can also manually edit the value if needed. When "Significant Developmental Delay" is selected as the Primary Impairment, this field is grayed out.

Field	Description	Ad hoc	Validation
Fifth Impairment	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	This field auto-populates from the selected Enrollment on Refresh. Users can also manually edit the value if needed. When "Significant Developmental Delay" is selected as the Primary Impairment, this field is grayed out.
Special Ed Status	The student's special ed status. Options include: • N: No • Y: Yes	Learner Planning > Learning Plans > specialEdStatus	This field auto-populates from the selected Enrollment on Refresh. Users can also manually edit the value if needed. On Save, this value must be "Y: Yes".
Resident District	The student's district of residence.	Learner Planning > Learning Plans > residentDistrictNumber	This field is read-only. This field auto-populates from selected Enrollment on Refresh from Enrollment > Resident District.
District of Placement	The student's district of placement.	Learner > Active Enrollment > Core > servingDistrict	This field is read-only. This field auto-populates from selected Enrollment on Refresh from Enrollment > Serving District.
School Name	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.

Field	Description	Ad hoc	Validation
School Phone	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.
Grade	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.
District Information *These fields are read-only.*			
District Number	The district number associated with the Enrolled school.	System Administration > Resources > District Information > State District Number	N/A
District Name	The district name associated with the Enrolled school.	System Administration > Resources > District Information > Name	N/A
District Address	The district address associated with the Enrolled school.	System Administration > Resources > District Information > Address	N/A
District Phone	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)   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	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
Last Name	The student's last name.	Census > People > Demographics > Last Name identity.lastName
First Name	The student's first name.	Census > People > Demographics > First Name identity.firstName
Middle Name	The student's middle name.	Census > People > Demographics > Middle Name identity.middleName
Suffix	The student's suffix.	Census > People > Demographics > Suffix Name identity.suffix
Race, Ethnicity	The student's state defined race.	Census > People > Demographics > State Race/Ethnicity
Birthdate	The student's birthdate.	Census > People > Demographics > Birth Date identity.birthDate
Gender	The student's gender.	Census > People > Demographics > Gender identity.gender

Field	Description	Ad Hoc
Home Primary Language	The student's home primary language.	Census > People > Demographics > First Language identity.homePrimaryLanguage
Address	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
Student Number	The student's identification number.	Census > People > Demographics > Student Number
State ID	The student's state identification number.	Census > People > Demographics > State ID
Case Manager Information *These fields are read-only.*		
Name	The first and last name of the team member.	Student Information > Special Ed > General > Team Members
Title	The role of the team member.	Student Information > Special Ed > General > Team Members
Phone	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 Editor

▸ Click here to expand...

Field	Description	Ad Hoc	Validation
Last Name	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.
First Name	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.
Middle Name	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.
Suffix	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.
Relationship	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.

Field	Description	Ad Hoc	Validation
Print Sequence	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.
Address	The parent/guardians' address.	Census > Households > Address Info address.number; address.street; address.tag; address.prefix; address.dir; address.apt; address.city; address.state; address.zip	This field populates from Census. When there are multiple addresses for a person, ta 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."
Home Phone	The home phone number of the parent/guardian.	Census > People > Demographics > Household Phone	This field populates from Census.
Work Phone	The work phone of the parent/guardian.	Census > People > Demographics > Work Phone	This field populates from Census.
Cell Phone	The cell phone of the parent/guardian.	Census > People > Demographics > Cell Phone	This field populates from Census.
Email	The primary email address for the parent/guardian.	Census > People > Demographics > Email	This field populates from Census.

^ Back to Top

(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
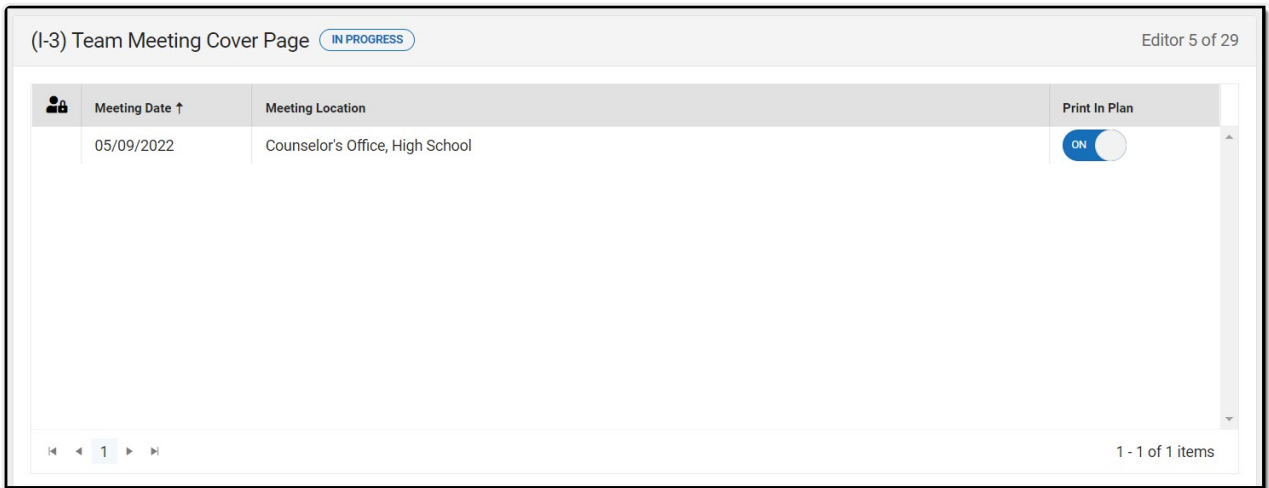
Team Meeting List Screen

Column Name	Description	Description
Padlock Icon	The user currently editing the team meeting record.	N/A
Meeting Date	The date of the meeting.	This is pulled from the **Meeting Date** field on the Team Meeting detail screen.
Meeting Location	The location of the meeting.	This is pulled from the **Meeting Location** field on the Team Meeting detail screen.
Print in Plan	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.

Team Meeting Detail Screen

Field Name	Description	Validation
Team Meeting		
Print in Plan	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.
Meeting Date *Required*	The date of the meeting.	This field auto-populates with the Meeting Date from the Education Plan editor.
Meeting Time	The time of the meeting.	N/A
Meeting Location	The location of the meeting.	N/A
Invite Date	The date the invitation for the meeting was sent to participants.	N/A
Purpose of Meeting		
Evaluation and Reevaluation	Options include: • Evaluation including determination of initial eligibility for special education • Reevaluation including determination of continuing eligibility for special education	N/A

Field Name	Description	Validation
Individualized Education Plan (IEP) *(if student is eligible)*	Options include: • 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).*	N/A
Placement *(must be determined when the IEP is developed or reviewed/revised)*	Options include: • Determine initial placement • Determine continuing placement	N/A
Other	Options include: • Review existing information to determine needs for additional assessments or other evaluation materials *(IEP team meeting optional)* • Conduct a manifestation determination *(check appropriate boxes under IEP & Placement if changes in either are contemplated)* • Determine setting for service during disciplinary change in placement *(must check appropriate boxes under IEP & Placement)* • Other	
Specify **Required*	A text field used to specify the reason for the meeting.	*This field displays and is required when "Other" is selected above.
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:		
Initial or most recent evaluation	Indicates the IEP team considered the initial or most recent evaluation in their determination. Options include: • Yes • Not Applicable	N/A

Field Name	Description	Validation
Statewide Assessments	Indicates the IEP team considered any statewide assessment in their determination. Options include: • Yes • Not Applicable	N/A
District-wide assessments	Indicates the IEP team considered any district-wide assessments in their determination. Options include: • Yes • Not Applicable	N/A
Documented Efforts *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) +*		
Date	The date the attempt was made.	This field is duplicated a total of three times to document the three attempts.
Method	The method of contact.	This field is duplicated a total of three times to document the three attempts.
Result	The result of the attempt.	This field is duplicated a total of three times to document the three attempts.
Comments	Any additional comments needed to document the attempts.	N/A
Attendance		
First Name/Last Name *Required*	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.
Role	The title of the participant.	N/A
LEA	The Local Education Agency contact.	At least one Team Member must be marked as LEA.
Invited	Indicates the participant was invited.	This determines whether or not the team member prints on the IEP.
Attended	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.

Field Name	Description	Validation
Delete Button	Removes the participant from the meeting.	N/A
Add	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.

Present Levels Editor

▶ Click here to expand...

Field	Description
A. Strengths... **Describe the student's strengths that can be used to engage the student in learning**	A text field used to describe the student's strengths.
B. Current Academic Achievement and Functional Performance... **1. Describe the student's present level of academic achievement**	A text field used to describe the student's present level of academic achievement.
Functional performance... 2. Describe the student's present level of functional performance.	A text field used to describe the student's present level of functional performance.

(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.

Special Factors Editor

▶ Click here to expand...

Field	Description
C. Special Factors **1. Does the student's behavior impede their learning or that of others?**	Indicates if the student's behavior impedes their ability to learn or disrupt others' learning. Options include: • Yes • No
If yes, describe the student's behavioral needs: **Document positive behavioral interventions, strategies, and supports, and other services in the Program Summary**	A description of the student's behavioral needs.
Has a functional behavioral assessment (FBA) been conducted?	Indicates if a functional behavioral assessment was conducted. Options include: • Not applicable • Yes • No
Date FBA Conducted	The date the functional behavioral assessment was conducted.

Field	Description
2. Is the student an English Learner (EL)?	Indicates if the student is a English Learner. Options include: • Yes • No
If yes, describe how this factor affects the student's needs related to the IEP:	A description of how the student's EL status impacts the student's needs related to the IEP.
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? **Attach Determining Braille Needs (ER-3) from the latest evaluation/reevaluation or any updated information.**	Indicates if the student requires instruction in Braille or needs to use Braille. Options include: • Not Applicable • Yes • No • Cannot be determined at this time
If yes, describe needs, including Braille needs:	A description of the student's Braille needs.
If no, explain why not:	An explanation of why the student does not need Braille instruction nor needs to use Braille.
4. Does the student have communication needs that could impede their learning?	Indicates if the student has communication needs that impacts their learning. Options include: • Yes • No
a. If yes, describe the communication needs: including speech and language needs	A description of the student's communication needs.
b. If the student is deaf or hard of hearing, 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:	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.
5. Does the student need assistive technology services or devices, including any services or devices needed to assist with reading? **Consider the need for accessible education technologies or materials available to students regardless of formats or features, including the National Instructional Materials Access Center/NIMAC.**	Indicates the student has assistive technology needs. Options include: • Yes • No

Field	Description
If yes, describe the student's assistive technology needs: *Document necessary services or devices in the Program Summary.*	A description of the student's assistive technology needs.
a. In addition to other needs that may require assistive technology, is the student able to access, use, and derive meaning from age or grade level standard printed text? **If no, document necessary accessible education materials (AEM) services or devices in the Program Summary.**	Indicates if the student is able to access, use, and derive meaning from age or grade level standard printed text. Options include: • Yes • No

<div align="right">^ Back to Top</div>

(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.

Concerns of Parent/Family and Effect of Disability Editor

▶ Click here to expand...

Field	Description
D. Concerns of the Parent(s)/Family	
1. Describe the concerns of the parent(s)/family for enhancing the education of the student:	A description of the parent/guardian/family concern regarding the education of the student.
2. Describe the concerns (if any) of the student for enhancing their education:	A description of the student's concern regarding their education.

Field	Description
E. Effects of Disability	
1. Describe how the student's disability affects their access, involvement and progress in the general education curriculum, including how the disability affects reading.	A description of how the student's disability impacts their access, involvement, and progress in the general education curriculum.
2. Does the student's disability adversely affect their progress toward meeting age/grade-level reading standards?	Indicates if the student's disability negatively impacts their progress toward age/grade-level reading standards. Options include: • Yes • No
3. Is this a student with the most significant cognitive disability whose achievement will be aligned with alternate achievement standards?	Indicates the student will take alternate achievement standards. Options include: • Yes • No

<p align="right">^ Back to Top</p>

(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.

▸ Click here to expand...

Summary of Disability-Related Needs List Screen

Summary of Disability-Related Needs List Screen

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

Summary of Disability-Related Needs List 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...)

Sequence Number *
1

Title *
Example

Description *
This is an example need.

Summary of Disability-Related Needs Detail Screen

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

^ Back to Top

(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.

Family Engagement Editor

▸ Click here to expand...

Field	Description	Validation
II. Family Engagement		
How will school staff engage parent(s)/families in the education of the student?	A description of how the staff will engage the parent/guardian/family of the student in their education.	N/A
IV. Annual Goal Review		
Previous IEP goals reviewed: *Required*	Indicates if the previous IEP goals have been reviewed. Options include: - Yes - No - N.A.	*This field is required in order to Complete the editor.

(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.

▸ Click here to expand...

Annual Review of Goals List Screen

Annual Review of Goals List Screen

Column Name	Description
Padlock Icon	The user currently editing the team meeting record.
Review Date	The date the goal was last reviewed.
Goal Number	The number of the goal.
Goal Title	The name of the goal.
Met or NOT Met	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.

Annual Review of Goals Detail Screen

Field	Description	Validation
Date of Annual Goal Review *Required*	The date the goal was last reviewed.	This field auto-populates to the Meeting Date.
Transfer Goal	Indicates this goal is a Transfer Goal.	
Goal **Required*	A description of the Transfer Goal.	*When Transfer Goal is marked, this field displays and is required.
Annual Goal, including baseline and level of attainment. Include benchmark or short-term objective, if appropriate. **<# 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.
Was the goal/short term objective or benchmark met? *Required*	Indicates if the student has met the goal or not. Options include: • Met • Not Met	N/A
Student's current progress (include data).	A description of the student's current progress.	N/A
Include factors affecting lack of progress and plan to address in new IEP.	A description of the factors impacting the student's progress toward their goal and the plan to address it in the new IEP.	N/A
Not Applicable	Indicates there is no plan to address the factors impacting the student's progress.	When marked, the text field "Include factors affecting lack of progress..." above becomes unavailable. When "Not Met" is marked for the question, Was the goal/short term objective or benchmark met, this checkbox is not available.

^ Back to Top

(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.

‣ Click here to expand...

Measurable Annual Goals List Screen

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

Measurable Annual Goals List Screen

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

Measurable Annual Goals Detail Screen

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

Measurable Annual Goals Detail Screen

Field	Description	Validation
III. Measurable Annual Goals		
Goal # *Required*	The unique goal number.	This field auto populates with the next number in sequential order and requires unique numbers.
Goal Title *Required*	The name of the goal.	N/A
1.Goal Statement	A description of the goal.	N/A
a. Baseline: **Student's current level of performance from which progress toward this goal will be measured**	The student's current level of performance and measurement method.	N/A
b. Level of Attainment: **Must relate to the baseline measurement and reflect progress**	The level at which the student will meet the goal.	N/A
2. Benchmarks for Short Term Objectives *Required for student with the most significant cognitive disability expected to participate in an assessment aligned with alternate academic achievement standards.*		
Not Applicable	Indicates this goal does not need a short term objective benchmark.	N/A
3. Annual goal addresses disability-related need(s) of the student.	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.
4. Procedures for measuring the student's progress toward meeting the annual goal from *baseline to level of attainment:*	The method of measuring the student's progress toward their goal.	N/A
5. When will reports about the student's progress toward meeting the annual goal be provided to the parent(s)?	The timing of progress reports towards the student's goal provided to the parent(s)/guardian(s).	N/A

Field	Description	Validation
6. Will annual goal (including benchmarks or short term objectives) be addressed during ESY?	Indicates if the goal will be addressed in an Extended School Year program. Options include: • Yes • No • N/A	N/A
Objectives <#: Name>	Users needs to enter a goal and save before the objective card is available.	
Objective # *Required*	The number of the objective.	N/A
Objective: *Required*	A description of the objective.	N/A
Baseline: **Student's current level of performance from which progress toward this goal will be measured**	The student's current level of performance and measurement method.	N/A
Level of Attainment: **Must related to the baseline measurement and reflect progress**	The level at which the student will meet the objective.	N/A
Delete	Removes the objective record.	N/A
Add	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.

▶ Click here to expand...

Supplementary Services List Screen

Supplementary Services List Screen

Column Name	Description
Padlock Icon	The user currently editing the team meeting record.
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.

Supplementary Services Detail Screen

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

Supplementary Services Detail Screen

Field	Description	Validation
None Needed	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."
Sequence Number *Required*	The unique sequence number for the service record.	This field auto-populates with the next number in sequential order and requires unique numbers.
Supplementary Aids and Services *Required*	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 > Services.
Description/Comments	A description or additional comments related to the type of aid or service.	N/A
Location *Required*	The location at which the service takes place.	N/A
Address Goal(s)	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.
Address Need(s) *Required*	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.
Duration and Frequency		
Start Date *Required*	The first day of service.	This field auto-populates from the Start Date on the Education Plan editor.
End Date *Required*	The last day of service.	This field auto-populates from the End Date on the Education Plan editor.
Frequency and Amount *Required*	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.

▸ Click here to expand...

Special Education / Specially Designed Instruction List Screen

Special Education / Specially Designed Instruction List Screen

Column Name	Description
Padlock Icon	The user currently editing the team meeting record.
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.

Special Education / Specially Designed Instruction Detail Screen

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

Special Education / Specially Designed Instruction Detail Screen

Field	Description	Validation
Sequence Number *Required*	The unique sequence number of the service.	This field auto populates with the next number in sequential order and requires unique numbers.
Special Education Service *Required*	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 > Services.
Description/Comments	A description or additional comments related to the type of aid or service.	N/A
Location *Required*	The location at which the service takes place.	N/A
Address Goal(s) *Required*	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.
Duration and Frequency		
Start Date *Required*	The first day of service.	This field auto-populates from the Start Date on the Education Plan editor.
End Date	The last day of service.	This field auto-populates from the End Date on the Education Plan editor.

Field	Description	Validation
Minutes per Session *Required*	The number of minutes per service session.	N/A
Session Frequency *Required*	The number of sessions per frequency.	N/A
Frequency *Required*	The frequency of the sessions. Options include: • week • year • term • month • day • none	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.

▶ Click here to expand...

Related Services List Screen

Related Services List Screen

Column Name	Description
Padlock Icon	The user currently editing the team meeting record.
Sequence Number	The unique sequence number of the service.
Service Name	The name of the service.

Column Name	Description
Start Date	The first day of service.
End Date	The last day of service.

Related Services Detail Screen

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

Related Services Detail Screen

Field	Description	Validation
None Needed	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."
Sequence Number *Required*	The unique sequence number of the service.	This field auto populates with the next number in sequential order and requires unique numbers.
Related Service *Required*	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 > Services.
Description/Comments	A description or additional comments related to the service.	N/A

Field	Description	Validation
Location *Required*	The location at which the service takes place.	N/A
Address Goal(s)	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.
Address Need(s) *Required*	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.
Duration and Frequency		
Start Date *Required*	The first day of service.	This field auto-populates from the Start Date on the Education Plan editor.
End Date	The last day of service.	This field auto-populates from the End Date on the Education Plan editor.
Minutes per Session *Required*	The number of minutes per service session.	N/A
Session Frequency *Required*	The number of sessions per frequency.	N/A
Frequency *Required*	The frequency of the sessions. Options include: • week • year • term • month • day • none	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.

▶ Click here to expand...

Program Modification or Supports List Screen

Program Modification or Supports List Screen

Column Name	Description
Padlock Icon	The user currently editing the team meeting record.
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.

Program Modification or Supports Detail Screen

Field	Description	Validation
None Needed	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."
Sequence Number *Required*	The unique sequence number of the service.	This field auto populates with the next number in sequential order and requires unique numbers.
Program Modifications or Supports *Required*	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 > Services.
Description/Comments	A description or additional comments related to the program modification or support.	N/A
Location *Required*	The location at which the program modification or support takes place.	N/A
Address Goal(s)	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.
Address Need(s)	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.
Duration and Frequency		
Start Date *Required*	The first day of service.	This field auto-populates from the Start Date on the Education Plan editor.
End Date	The last day of service.	This field auto-populates from the End Date on the Education Plan editor.
Minutes per Session *Required*	The number of minutes per service session.	N/A
Session Frequency *Required*	The number of sessions per frequency.	N/A

Field	Description	Validation
Frequency *Required*	The frequency of the sessions. Options include: - week - year - term - month - day - none	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.

Student Participation/Participation in PhyEd

▶ Click here to expand...

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

Field	Description	Validation
The student will not participate full-time with non-disabled peers in regular education environment, or for preschoolers, with non-disabled peers in age-appropriate settings.	Indicates the student will NOT 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 above. Marking one automatically unmarks the other.
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:	A description of the extent to which the student will not participate with non-disabled peers in the regular education environment, etc.	N/A
2. Explain why full-time participation with non-disabled peers is not appropriate, or in the case of a preschooler, participation in age-appropriate settings including extracurricular and nonacademic activities:	An explanation of why full-time participation with non-disabled peers is not appropriate.	N/A
B. Participation in Physical Education	Options include: • 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 • Adapted Physical Education	N/A

(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.

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
1.The student has a most significant cognitive disability.	Indicates the student has a significant cognitive disability. Options include: • Yes • No
Document evidence used to make determination	Evidence to support the above determination.
2. The student is instructed using the alternate achievement standards across all content areas.	Indicates the student will be instructed using the alternate achievement standards. Options include: • Yes • No
Document evidence used to make determination	Evidence to support the above determination.
3. Parent/guardian notification	Indicates the parent has been notified about the determination. Options include: • Yes • No
Document evidence used to make determination	Evidence to support the above determination.

Field	Description
The IEP team agrees that all three of the criteria describe the student, and determined the student must participate in alternate assessment(s).	Indicates the IEP agrees that all three criteria above accurately describe the student. Options include: • Yes • No
Document evidence used to make determination	Evidence to support the above determination.

(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. ACESS for ELLs Editor

▶ Click here to expand...

Field	Description	Validation
The student will take:	Options include: • ACCESS for ELLs • Alternate ACCESS for ELLs	The option chosen determines which fields display below.
1. ACCESS for ELLs *This section displays when the ACCESS for ELLs option is selected above.*		

Field	Description	Validation
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.	Any test administration procedures the student needs.	N/A
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.	Any accessibility tools the student needs.	N/A
Speaking	Indicates whether or not the student requires speaking accommodations for the ACCESS for ELLs. Options include: • ACCESS for ELLs without accommodations in the language domain of speaking • ACCESS for ELLs with accommodations in the language domain of speaking • Domain Waived	N/A
Accommodations	A description of the speaking accommodations.	This field becomes available when the "with accommodations" option is selected.

Field	Description	Validation
Listening	Indicates whether or not the student requires listening accommodations for the ACCESS for ELLs. Options include: • ACCESS for ELLs without accommodations in the language domain of listening • ACCESS for ELLs with accommodations in the language domain of listening • Domain Waived	N/A
Accommodations	A description of the listening accommodations.	This field becomes available when the "with accommodations" option is selected.
Reading	Indicates whether or not the student requires reading accommodations for the ACCESS for ELLs. Options include: • ACCESS for ELLs without accommodations in the language domain of reading • ACCESS for ELLs with accommodations in the language domain of reading • Domain Waived	N/A
Accommodations	A description of the reading accommodations.	This field becomes available when the "with accommodations" option is selected.

Field	Description	Validation
Writing	Indicates whether or not the student requires writing accommodations for the ACCESS for ELLs. Options include: • ACCESS for ELLs without accommodations in the language domain of writing • ACCESS for ELLs with accommodations in the language domain of writing • Domain Waived	N/A
Accommodations	A description of the writing accommodations.	This field becomes available when the "with accommodations" option is selected.
Any additional considerations:	A description of any additional considerations.	N/A
2.Alternate ACCESS for ELLs *This section displays when the Alternate ACCESS for ELLs option is selected above.*		
Speaking	Indicates whether or not the student requires speaking accommodations for the Alternate ACCESS for ELLs. Options include: • Alternate ACCESS for ELLs without accommodations in the language domain of speaking. • Alternate ACCESS for ELLs with accommodations in the language domain of speaking. • Domain Waived	N/A
Accommodations	A description of the speaking accommodations.	This field displays when the "with accommodations" option is selected.

Field	Description	Validation
Listening	Indicates whether or not the student requires listening accommodations for the Alternate ACCESS for ELLs. Options include: • Alternate ACCESS for ELLs without accommodations in the language domain of listening. • Alternate ACCESS for ELLs with accommodations in the language domain of listening. • Domain Waived	N/A
Accommodations	A description of the listening accommodations.	This field displays when the "with accommodations" option is selected.
Reading	Indicates whether or not the student requires reading accommodations for the Alternate ACCESS for ELLs. Options include: • Alternate ACCESS for ELLs without accommodations in the language domain of reading. • Alternate ACCESS for ELLs with accommodations in the language domain of reading. • Domain Waived	N/A
Accommodations	A description of the reading accommodations.	This field displays when the "with accommodations" option is selected.

Field	Description	Validation
Writing	Indicates whether or not the student requires writing accommodations for the Alternate ACCESS for ELLs. Options include: • Alternate ACCESS for ELLs without accommodations in the language domain of writing. • Alternate ACCESS for ELLs with accommodations in the language domain of writing. • Domain Waived	N/A
Accommodations	A description of the writing accommodations.	This field displays when the "with accommodations" option is selected.
Any additional considerations:	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.

ACT with Writing Editor

▶ Click here to expand...

Field	Description	Validation
List any Designated Supports that are needed:	A description of the designated supports needed.	N/A
Reading	Indicates whether or not the student requires speaking accommodations for the ACT with Writing assessment. Options include: • Reading without accommodations • Reading with accommodations	N/A
Accommodations	A description of the reading accommodations.	This field displays when the "with accommodations" option is selected.
English	Indicates whether or not the student requires English accommodations for the ACT with Writing assessment. Options include: • English without accommodations • English with accommodations	N/A
Accommodations	A description of the English accommodations.	This field displays when the "with accommodations" option is selected.
Writing	Indicates whether or not the student requires writing accommodations for the ACT with Writing assessment. Options include: • Writing without accommodations • Writing with accommodations	N/A
Accommodations	A description of the writing accommodations.	This field displays when the "with accommodations" option is selected.

Field	Description	Validation
Mathematics	Indicates whether or not the student requires mathematics accommodations for the ACT with Writing assessment. Options include: • Mathematics without accommodations • Mathematics with accommodations	N/A
Accommodations	A description of the mathematics accommodations.	This field displays when the "with accommodations" option is selected.
Science	Indicates whether or not the student requires science accommodations for the ACT with Writing assessment. Options include: • Science without accommodations • Science with accommodations	N/A
Accommodations	A description of the science accommodations.	This field displays when the "with accommodations" option is selected.
Local educational agencies must submit a complete and current IEP to The ACT with Writing when they submit request for ACT-approved accommodations.	Any additional comments.	N/A

(I-7) Aspire Early High School

The ACT Aspire Early High School editor stores information about the student's participation in the ACT Aspire Early High School assessment, including accommodations.

Individualized Education Program: Participation in Statewide Assessments
Form I-7 ACT Aspire™ Early High School
To be completed for students participating in The ACT Aspire™ Early High School

The student will be in a grade when the ACT Aspire™ Early High School is given in Reading, English, Writing, Mathematics, and Science. The student will be taking general education assessments[1] for all content areas required at this grade level.

Embedded System Tools are available to all students for computer administered ACT Aspire™ Early High School Assessments. No advance request is needed.

Section A: Open Access Tools
Open Access Tools are also available for any student for whom the need has been indicated but must be activated through the Personal Needs Profile (PNP), in advance of the student being placed in a test session.

Please list any Open Access Tools that may be required for the student at the time of testing.

Section B: Accommodations

ACT Aspire High School Editor

▶ Click here to expand...

Field	Description	Validation
Please list any Open Access Tools that may be required for the student at the time of testing.	A list of any open access tool the student may need for testing.	N/A
Reading	Indicates whether or not the student requires reading accommodations for the ACT Aspire High School assessment. Options include: • Reading without accommodations • Reading with accommodations	N/A
Accommodations	A description of the reading accommodations.	This field displays when the "with accommodations" option is selected.
English	Indicates whether or not the student requires English accommodations for the ACT Aspire High School assessment. Options include: • English without accommodations • English with accommodations	N/A

Field	Description	Validation
Accommodations	A description of the English accommodations.	This field displays when the "with accommodations" option is selected.
Writing	Indicates whether or not the student requires writing accommodations for the ACT Aspire High School assessment. Options include: • Writing without accommodations • Writing with accommodations	N/A
Accommodations	A description of the writing accommodations.	This field displays when the "with accommodations" option is selected.
Mathematics	Indicates whether or not the student requires mathematics accommodations for the ACT Aspire High School assessment. Options include: • Mathematics without accommodations • Mathematics with accommodations	N/A
Accommodations	A description of the mathematics accommodations.	This field displays when the "with accommodations" option is selected.
Science	Indicates whether or not the student requires science accommodations for the ACT Aspire High School assessment. Options include: • Science without accommodations • Science with accommodations	N/A
Accommodations	A description of the science accommodations.	This field displays when the "with accommodations" option is selected.

^ Back to Top

(I-7) District-Wide Assessment

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

District-Wide Assessment Editor

▶ Click here to expand...

Field	Description	Validation
Civics Test Eligibility	Indicates if the student is eligible to take the civics district-wide assessment. Options include: • The student has already taken the civics test • The student is not eligible • The student is eligible to take the civics test this year	N/A
Civics Test Administration *Required*	Indicates whether or not it is appropriate to administer the civics test to the student. Options include: • It is appropriate to administer the civics test to the student. (Complete district-wide table below) • It is not appropriate to administer the civics test to the student.	This field is available when "The student is eligible to take the civics test this year" is selected from the dropdown above. *When available, this is a required field.
List district-wide assessment(s) the student will take:	A list of the district-wide assessments the student will take.	N/A
Describe appropriate testing accommodations, if any:	A description of any test accommodations to be provided to the student.	N/A

Field	Description	Validation
Alternate District-Wide Assessment		
Alternate district-wide assessment(s) the student will take:	A description of the alternate district-wide assessment the student will take, if applicable.	N/A
Describe why the student cannot participate in the district-wide assessment:	An explanation as to why the student cannot participate in the district-wide assessment.	N/A
Describe why the particular alternate district-wide assessment is appropriate:	A description as to why the alternate district-wide assessment is appropriate for the student.	N/A
Describe the appropriate testing accommodations, if any:	A description of any test accommodations to be provided to the student.	N/A

^ Back to Top

(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.

Dynamic Learning Maps Editor

▶ Click here to expand...

Field	Description
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:	A list of the required supports for accessibility features/supports provided within the DLM.

Field	Description
Category 2: Accessibility features/supports requiring additional tools/materials. Please list required supports:	A list of the required supports for additional tools/materials.
Category 3: Accessibility features/supports provided outside of the DLM system. Please list required supports:	A list of the required supports for outside the DLM.

(I-7) Forward

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

Forward Editor

▶ Click here to expand...

Field	Description	Validation
Please list any Designated Supports that may be required for the student at the time of testing:	A list of any designates supports the student may need.	N/A
English Language Arts **grades 3-8**	Indicates whether or not the student requires English Language Arts accommodations for the Forward Exam. Options include: • ELA without accommodations • ELA with accommodations	N/A
Accommodations	A description of the English language arts accommodations.	This field displays when the "with accommodations" option is selected.

Field	Description	Validation
Mathematics **grades 3-8**	Indicates whether or not the student requires mathematics accommodations for the Forward Exam. Options include: • Mathematics without accommodations • Mathematics with accommodations	N/A
Accommodations	A description of the mathematics accommodations.	This field displays when the "with accommodations" option is selected.
Science **grades 4 and 8**	Indicates whether or not the student requires science accommodations for the Forward Exam. Options include: • Science without accommodations • Science with accommodations	N/A
Accommodations	A description of the science accommodations.	This field displays when the "with accommodations" option is selected.
Social Studies **grades 4, 8 and 10**	Indicates whether or not the student requires social studies accommodations for the Forward Exam. Options include: • Social Studies without accommodations • Social Studies with accommodations	N/A
Accommodations	A description of the social studies accommodations.	This field displays when the "with accommodations" option is selected.

^ Back to Top

(I-11) Extend 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.

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
Does the child require extended school year (ESY) services to receive a free and appropriate public education (FAPE)?	Indicates if the student requires extended school year services. Options include: • Yes • No	Additional text displays when Yes is selected: "If yes, specify all needed services under the (I-11) ESY Services Editor."
If no, explain reasons rejected: *Required	A description of why extended school year services are not appropriate for the student.	*This field displays and is required when "No" is selected.

^ Back to Top

(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.

▶ 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
Padlock Icon	The user currently editing the team meeting record.
Service Type	The type of service provided.

Column Name	Description
Service Provided	The name of the service.
Start Date	The first day of service.
End Date	The last day of service.

ESY Services Detail Screen

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

Extended School Year Services Detail Screen

Field	Description	Validation
Service Type *Required*	Indicates the ESY service type to be provided to the student. Options include: • Supplementary Aids and Services • Special Education/Specially Designed Instruction • Related Services Needed to Benefit from Special Education • Program Modifications or Supports for School Personnel	N/A
Service Provided *Required*	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.
Description/Comments	A description or additional comments related to the type of aid or service.	N/A

Field	Description	Validation
Location	The location at which the service takes place.	N/A
Address Goal(s)	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.
Address Need(s)	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.
Duration and Frequency		
Start Date	The first day of service.	N/A
End Date	The last day of service.	N/A
Minutes per Session **Amount**	The number of minutes per service session.	N/A
Session Frequency **#times per**	The number of sessions per frequency.	N/A
Service Frequency	The frequency of the sessions. Options include: • week • year • term • month • day	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.

Determination of Placement Editor

▶ Click here to expand...

Field	Description	Validation
Placement *Required*	Indicates the student's determination of placement for special education services. Options • Initial Placement • Continuing Placement	Selecting Initial Placement prints the P1 document and selecting Continuing Placement prints the P2 document. The UI remains the same.
Date of the placement determination	The day the determination was made.	N/A
Date parent(s) provided with notice of placement and IEP.	The day the parent/guardian was provided notice of the placement and IEP.	N/A
The IEP developed or revised on:	The day the IEP was created OR revised.	N/A
Projected date of IEP implementation	The projected day IEP implementation takes place.	N/A
If services are implemented somewhere other than the current enrollment school, enter the location here.	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.
1.Will the child attend the school they would attend if non-disabled?	Indicates if the student will attend the school they would attend if non-disabled. Options include: • Yes • No	N/A

Field	Description	Validation
If no, explain: *Required*	An explanation as to why the student will NOT attend the school they would attend if non-disable.	This field displays and is required when "No" is selected from question 1.
a. List other options considered, if any, related to the placement determination (e.g., where implemented):	A list of other options considered related to the placement determination.	N/A
b. List the reason(s) for rejecting other options, and describe any other factors relevant to the proposed action:	A list of reasons why these other options were rejected and a description of any other factors relevant to the proposed action.	N/A
2. Is the student removed from the regular education environment for any part of the full school day?	Indicates if the student will be removed from their regular education environment. Options include: • Yes • No	N/A
If yes, explain:	An explanation as to why the student will be removed from their regular education environment.	This field displays and is required when "Yes" is selected from question 2.
a. List other options considered, if any, (e.g., frequency, amount, location, and duration of the specially designed instruction, related services, supplementary aids and services, program modifications and supports):	A list of other options considered related to the placement determination.	N/A
b. List the reason(s) for rejecting other options, and describe any other factors relevant to the proposed action:	A list of reasons why these other options were rejected and a description of any other factors relevant to the proposed action.	N/A

Field	Description	Validation
Child's Evaluation Report	Indicates if the student's Evaluation is enclosed or was previously received. Options include: • You previously received a copy of your child's evaluation report and a copy of their IEP is enclosed. • A copy of your child's evaluation report and IEP are enclosed.	Only one option can be made.
Contact Name:	The special education contact for the district.	The name comes from from System Administration > Resources > District Information > (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.
Phone	The phone number for the special education contact.	The phone comes from from System Administration > Resources > District Information > (District Name) > SPED Phone. This only populates if the information is available prior to the initial save. After the initial save, the user needs to manually enter data.
Title	The title of the special education contact.	N/A

Field	Description	Validation
Alternate Contact Name	The alternate special education contact for the district.	The name comes from from System Administration > Resources > District Information > (District Name) > Alternate SPED Contact First Name and Alternate 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.
Phone	The phone number for the alternate special education contact.	The phone comes from from System Administration > Resources > District Information > (District Name) > Alternate SPED Phone. This only populates if the information is available prior to the initial save. After the initial save, the user needs to manually enter data.

^ Back to Top

Contingency Plan

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

▶ Click here to expand...

Contingency Plan List Screen
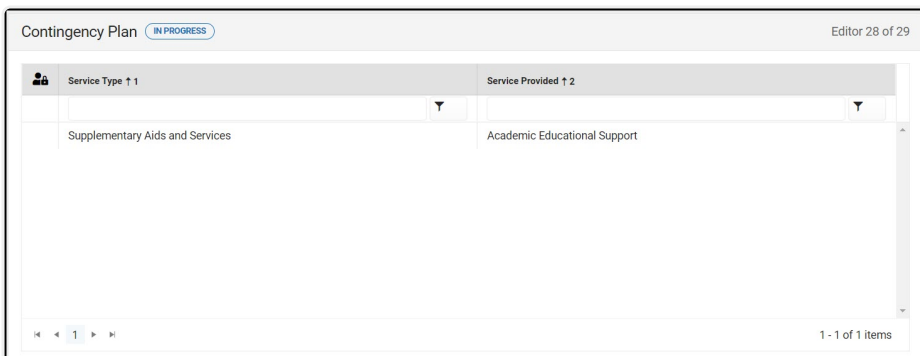
Contingency Plan List Screen

Column Name	Description
Padlock Icon	The user currently editing the team meeting record.
Service Type	The type of service provided.
Service Provided	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
Service Type *Required*	Indicates the service type to be provided to the student. Options include: • Supplementary Aids and Services • Special Education/Specially Designed Instruction • Related Services Needed to Benefit from Special Education • Program Modifications or Supports for School Personnel	N/A
Service Provided *Required*	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.
Location	The location at which the service takes place.	N/A

Field	Description	Validation
Description/Comments	A description or additional comments related to the type of aid or service.	N/A
Address Goal(s)	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.
Address Need(s)	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.
Duration and Frequency		
Minutes per Session **Amount**	The number of minutes per service session.	N/A
Session Frequency **#times per**	The number of sessions per frequency.	N/A
Service Frequency	The frequency of the sessions. Options include: • week • year • term • month • day • none	N/A

<div align="right">^ Back to Top</div>

(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."

▶ Click here to expand...

Notice of Changes Without IEP Meeting List Screen

Notice of Changes Without IEP Meeting List Screen

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

Notice of Changes Without IEP Meeting Detail Screen

Field	Description	Validation

Field	Description	Validation
Print in Plan	Indicates this record prints in the IEP.	This field defaults to unmarked. Any action taken with this checkbox automatically updates on the Print in Plan slider on the list screen.
Date Form Completed	The date the documentation was completed for the change.	N/A
Date of Communication of Changes	The day communication about the change was made.	N/A
Start Date for Changes *Required*	The day the change takes place.	N/A
Name(s) and Title(s) **List Team Member(s) who communicated changes**	The name and titles of the team members who communicated changes.	N/A
Contact Method	The contact method. Options include: - Met - Spoke on Phone - Exchanged Emails	N/A
The changes are:	The change itself.	N/A
The reason(s) for making the changes are:	The reason for making the change.	N/A
Delete	Removes the change record.	N/A
New	Adds a new change record.	N/A
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:	Any other options considered and why they were rejected.	N/A
None	Indicates no other options were considered.	When this is marked, the text area for the "Other options, if any..." field above becomes unavailable.

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

^ Back to Top

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** and **WI ISP 2022**. Plan formats are selected in Plan Types.

Wisconsin 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	Printed Document Section	Description	Special Considerations and Instructions
Education Plan	Plan Information	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 continuing to other areas of the plan. Field definitions may vary by district. **Eval Date** auto-populates the Evaluation Date from the student's locked Evaluation if available. The Creation and Modification information for the plan appears at the bottom of this editor. A warning message displays if the Start Date is the same or before the Meeting Date.

Editor Name	Printed Document Section	Description	Special Considerations and Instructions
Enrollment Status	Plan Information	The Enrollment Status editor reports Special Education information from the student's Enrollment.	Clicking **Get Info from Enrollment** synchronizes the information in the editor with the student's Enrollments record. Users can select which Enrollment to link the Enrollment Status editor to using the **Enrollment** dropdown. 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.
Student Demographics	Student Information	The Student Demographics editor populates basic information about the student such as demographic data, address and school information.	Clicking **Refresh Student Information** synchronizes information in the editor with the most recent information entered for the student from the Demographics, Households, Enrollments and School tabs.

Editor Name	Printed Document Section	Description	Special Considerations and Instructions
Parent/Guardian Demographics	Guardian Information	The Parent/Guardian Demographics editor populates based on the established student/guardian relationships created on the student's Relationships tab or indicated by the guardian checkbox on the Households tab. The editor includes Demographics information for the student's guardian.	Clicking **Refresh Guardian Information** synchronizes information in the editor with the most recent information from the student's guardian's Demographics, Households, and Team Members tool. 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.

Editor Name	Printed Document Section	Description	Special Considerations and Instructions
(I-3) Team Meeting Cover Page	Team Meeting Cover Page	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.
(I-4) Present Levels	Information About the Student, Including Present Levels of Academic Achievement and Functional Performance	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
(I-4) Special Factors	C. 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.	N/A
(I-4) Concerns of Parents/Family	D. Concerns of the Parents/Family E. 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.	Template Banks are established in System Administration and available by clicking the white paper icon where it appears.
(I-4) Summary of Disability - Related Needs	F. Summary of Disability-Related Needs	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	Printed Document Section	Description	Special Considerations and Instructions
(I-4) Family Engagement/Participation in Gen. Ed.	II. Family Engagement III. Participation in General Education Curriculum	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
(I-5) Get Goals	N/A	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-5 Annual Review of Goals* editor.
(I-5) Annual Review of Goals	Annual Review of IEP Goals	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
(I-4) Measurable Annual Goals	IV. 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.	Template Banks are established in System Administration and available by clicking the white paper icon where it appears.

Editor Name	Printed Document Section	Description	Special Considerations and Instructions
(I-4) Program Summary	V. Program Summary	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.
(I-4) Supplementary Services	A. Supplementary Aids and Services	The Supplementary Services editor lists additional supports provided to the student, such as accommodations	Only active Services with a Type of *Supplementary* can be included in this editor. Services, Service Providers and Service Positions are established in System Administration. Date fields default to the Start and End Dates of the plan.
(I-4) Special Education Services	B. Special Education/Specially Designed Instruction	The Special Education Services editor lists services provided to the student in a Special Education setting.	Only active Services with a Type of *Special Education Services* can be included in this editor. Services, Service Providers and Service Positions are established in System Administration. Date fields default to the Start and End Dates of the plan.

Editor Name	Printed Document Section	Description	Special Considerations and Instructions
(I-4) Related Services	C. Related Services Needed to Benefit from Special Education	The Related Services editor lists developmental, corrective or other supportive services required to assist the student with a disability.	Only active Services with a Type of *Related* can be included in this editor. Services, Service Providers and Service Positions are established in System Administration. Date fields default to the Start and End Dates of the plan.
(I-4) Program Modifications Services	D. Program Modifications or Supports for School Personnel	The Program Modifications Services editor lists ways in which a standard education program has been modified to suit the student's needs.	Only active Services with a Type of *Modifications* can be included in this editor. Services, Service Providers and Service Positions are established in System Administration. Date fields default to the Start and End Dates of the plan.
(I-4) Student Participation/Participation in PhyEd	VI. Student Participation	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
(I-7-A) Guidelines for Alt Assess	Participation Guidelines for Alternate Assessment Form	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

Editor Name	Printed Document Section	Description	Special Considerations and Instructions
(I-7) ACCESS for ELLs/Alt. ACCESS for ELLs	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.	N/A
(I-7) ACT Plus Writing	I-7 The ACT Plus Writing	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.
(I-7) Aspire Early High School	I-7-ACT Aspire Early High School	The ACT Aspire Early High School editor stores information about the student's participation in the ACT Aspire Early High School assessment, including accommodations.	The Print in Plan checkbox must be marked for data in this editor to be included in the printed document.
(I-7) District-Wide Assessment	I-7 District-Wide Assessment	The District-Wide Assessment editor provides extended options for recording student participation and accommodation in district assessments.	N/A
(I-7) Dynamic Learning Maps	Dynamic Learning Maps	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.
(I-7) Forward	I-7 Forward	The Forward editor records accommodations supplied to students participating in the Forward Exam.	N/A

Editor Name	Printed Document Section	Description	Special Considerations and Instructions
(I-11) Extended School Year *Not available on the ISP*	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.	N/A
(I-11) ESY Services *Not available on the ISP*	Extended School Year 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.	N/A
Determination & Placement (P1/P2)	Determination & Consent of Initial Placement AND Determination of Placement	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
Worksheet DW-1 *Not available on the ISP*	Worksheet DW-1	The Worksheet DW-1 records the use of this form to track educational services provided to the student during a disciplinary removal.	N/A
Wisconsin LEA Child Outcome Summary Form *Not available on the ISP*	Wisconsin LEA Child Outcome Summary Form	The Wisconsin LEA Child Outcome Summary Forms editor records the use of COSF forms to track student progress in early childhood programs.	N/A
Contingency Plan *Not available on the ISP*	Contingency Plan	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.