

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

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Tool Search: Special Ed Documents

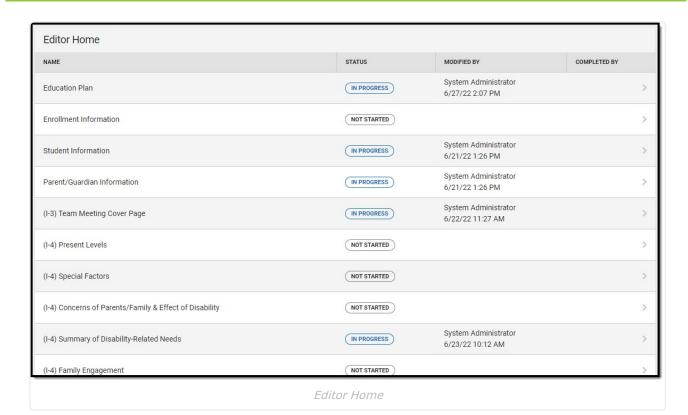
The Individual Service Plan is used to capture student special education plan information and match the required documentation provided by the state of Wisconsin. This document describes each editor, a description of each field on the editor, and any special considerations and instructions. The Individual Service Plan (ISP) is the same format as the IEP used for Private Schools in Wisconsin.

The current format of this document is the **WI ISP 2022.2**. Plan formats are selected in Plan Types.

### **Editor Home**

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





Header **Description** The name of the editor. Name The state of the editor. Statuses can be: **Status** • 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 The date and the user by whom the editor was last edited. By Completed The date and the user who clicked the **Complete** button for that editor. By

# **General ISP Information**

The following table lists the buttons available for the editors:

Button	Description				
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Button	Description
Save	<ul> <li>Different editors have different save options. Click the arrow next to the Save &amp; Stay button to view all saving options for any given editor.</li> <li>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.</li> <li>Save &amp; 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.</li> <li>Save &amp; Next captures progress and navigates the user to the next editor.</li> <li>Save &amp; 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.</li> </ul>
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 <b>Save</b> 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.
Status i.e. Complete, Not Needed, etc.	<ul> <li>Changes the status of the editor.</li> <li>Complete indicates the editor is finished. This makes the editor readonly. 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.</li> <li>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.</li> <li>In Progress only displays when the editor is in the Complete or Not Needed status and allows additional edits to be made.</li> </ul>
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 <b>Close</b> to collapse the side panel.
Previous	Navigates the user to the previous editor.



Button	Description
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 all 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) Summary of Disability-Related Needs | (I-4) Family Engagement | (I-5) Annual Review of Goals | (I-4) Measurable Annual Goals | (I-4) Supplementary Services | (I-4) Special Education / Specially Designed Instruction | (I-4) Related Services | (I-4) Program Modifications or Supports for School Personnel | (I-4) Student Participation/Participation in PhyEd | (I-7-A) Participation Guidelines for Alt Assessment | (I-7) ACCESS for ELLs/Alt. ACCESS for ELLs | (I-7) ACT with Writing | (I-7) PreACT Secure | (I-7) District-Wide Assessment | (I-7) Dynamic Learning Maps | (I-7) Forward | (P1/P2) Determination and Placement | (1-10) Notice of Changes Without ISP Meeting

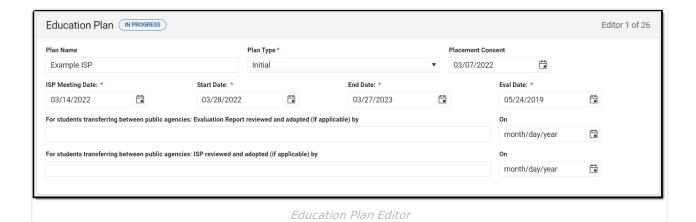
The following section lists each editor and describes each field on the editor.

#### **Education Plan**



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

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



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:	N/A	The "Amendment" option defaults during the Amendment Process, but this can be modified if needed. The End cannot be modified if an Amendment option is chosen.
Placement Consent	The date consent to place was given by the parent/guardian.	N/A	N/A
ISP Meeting Date Required	The date of the ISP meeting.	Learner Planning > Learning Plans > meetingDate	This field is grayed out when "Amendment without a Meeting" is selected as the Plan Type.

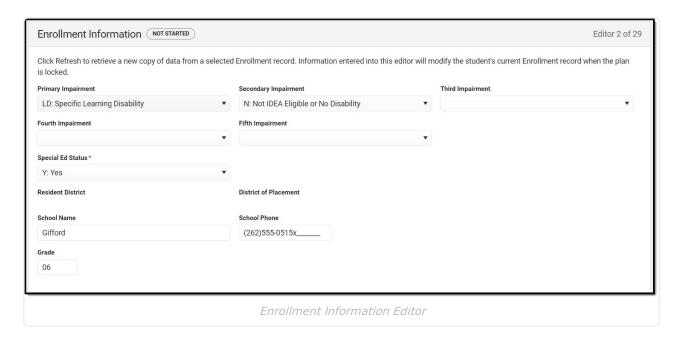


Field	Description	Ad hoc	Validation
Start Date Required	The first day of the plan.	Learner Planning > Learning Plans > planStartDate	This date cannot be on or before the ISP Meeting Date.
End Date Required	The last day of the plan.	Learner Planning > Learning Plans > planEndDate	This cannot be before 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: ISP reviewed and adopted (if applicable) by	A text field used to document the person who reviewed the ISP provided by a different public agency.	N/A	N/A
On	The date the ISP was reviewed.	N/A	N/A

# **Enrollment Information**

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





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.



Field	Description	Ad hoc	Validation
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.
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-o	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

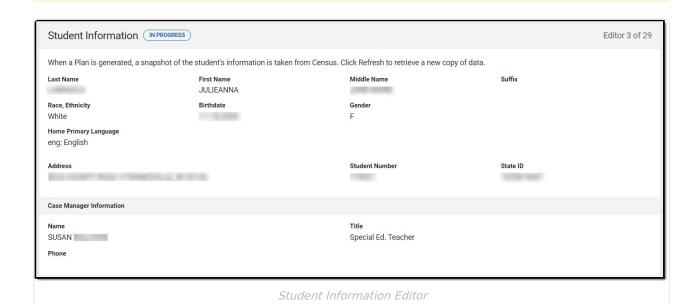


#### **Student Information**

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** ISP Information section for additional information.

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



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



Field	Description	Ad Hoc		
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		
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 if 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**

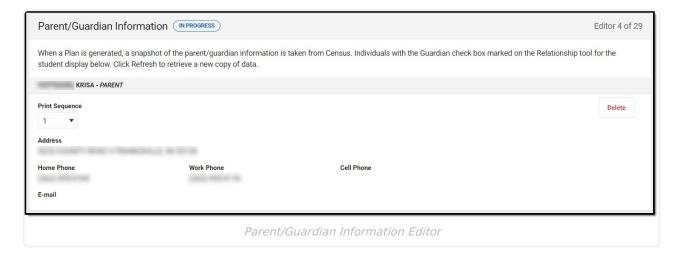
The Parent/Guardian Information editor populates based on the guardian checkbox on the student's Relationships tool. The editor includes Demographics information for the student's guardian.

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

The **Refresh** button retrieves a new copy of parent/guardians' data. This also returns any accidentally deleted people. Manually entered fields donot 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.



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.



Field	Description	Ad Hoc	Validation
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.
Print Sequence	The print order of the parent/guardian(s) on the ISP.	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, a drop down with an option to select which address displays.  When there is only one address, the drop down only has one option. The populated address is the one marked "Primary."



Field	Description	Ad Hoc	Validation
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.

# (I-3) Team Meeting Cover Page

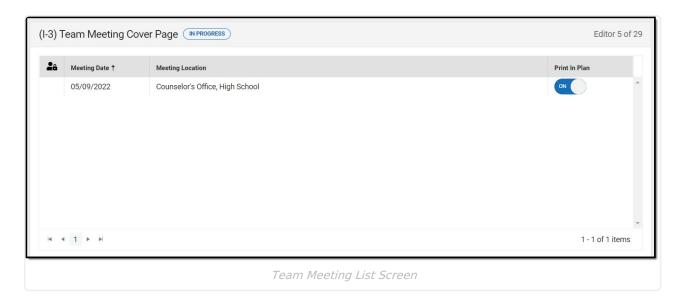
The Team Meeting Cover Page editor lists the team meetings held regarding the student and the participants of the meeting. Team Meetings display based on the Meeting Date. The **Print in Plan** slider must be marked On for the team meeting record to appear on the printed document.

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**



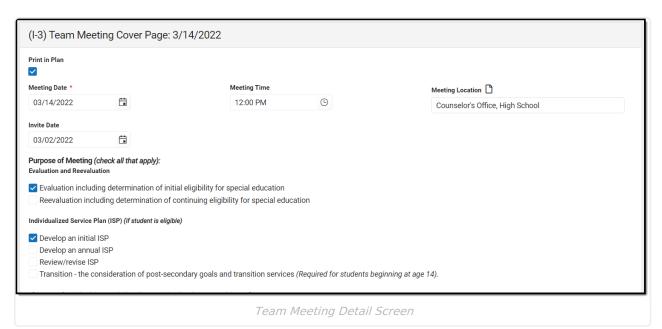


Column Name	Description	Validation
Padlock Icon	The user currently editing the team meeting record.	N/A
Meeting Date	The date of the meeting.	This is pulled from the <b>Meeting Date</b> field on the Team Meeting detail screen.
Meeting Location	The location of the meeting.	This is pulled from the <b>Meeting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

# **Team Meeting Detail Screen**

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





**Field Name Description Validation Team Meeting Print in Plan** Indicates this meeting prints in the This field defaults to marked. Any ISP. action taken with this checkbox automatically updates on the Print in Plan slider on the Team Meeting list screen. **Meeting Date** The date of the meeting. This field auto-populates with the Meeting Date from the Education Required 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 N/A meeting was sent to participants. **Purpose of Meeting Evaluation and** Options include: N/A Reevaluation Evaluation including determination of initial eligibility for special education Reevaluation including determination of continuing eligibility for special education



Field Name	Description	Validation
Individualized Service Plan (ISP) (if student is eligible)	<ul> <li>Options include:</li> <li>Develop an initial ISP</li> <li>Develop an annual ISP</li> <li>Review/revise ISP</li> <li>Transition - the consideration of post-secondary goals and transition services (Required for students beginning at age 14).</li> </ul>	N/A
Placement (must be determined when the ISP is developed or reviewed/revised)	Options include:  • Determine initial placement  • Determine continuing placement	N/A
Other	<ul> <li>Review existing information to determine needs for additional assessments or other evaluation materials (ISP team meeting optional)</li> <li>Conduct a manifestation determination (check appropriate boxes under ISP &amp; Placement if changes in either are contemplated)</li> <li>Determine setting for service during disciplinary change in placement (must check appropriate boxes under ISP &amp; Placement)</li> <li>Other</li> </ul>	
<b>Specify</b> *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 ISP development, review, and/or revision related to the academic, developmental and functional needs of the child, the ISP team considered the results of:



Field Name	Description	Validation		
Initial or most recent evaluation	Indicates the ISP team considered the initial or most recent evaluation in their determination.  Options include:  • Yes • Not Applicable	N/A		
Statewide Assessments	Indicates the ISP team considered any statewide assessment in their determination. Options include:  • Yes • Not Applicable	N/A		
District-wide assessments	Indicates the ISP team considered any district-wide assessments in their determination. Options include:  • Yes • Not Applicable	N/A		
If a parent did not atto time and place of the	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 ISP 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.		



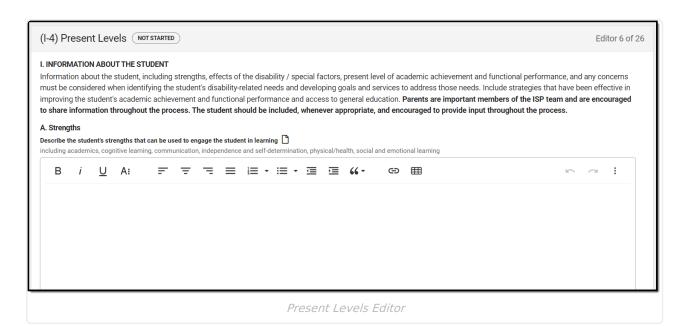
Field Name	Description	Validation
Role	The title of the participant.	N/A
LEA	The Local Education Agency contact.	At least one Team Member must be marked as LEA.
Invited	Indicates the participant was invited.	This determines whether or not the team member prints on the ISP.
Attended	Indicates the participant attended the meeting.	Team Members also display on the printed document if this is marked, even if the Invited checkbox has not been marked for them.
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.

All fields are required in order to Complete the editor.





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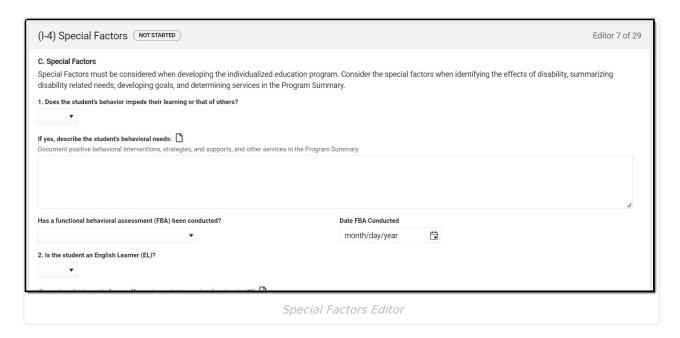
Field	Description
A. Strengths  Describe the student's strengths that can be used to engage the student in learning (including academics, cognitive learning, communications, independence and self-determination, physical/health, social and emotional learning).	A text field used to describe the student's strengths.
<ul><li>B. Current Academic Achievement and Functional Performance</li><li>1. Describe the student's present level of academic achievement</li></ul>	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.

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# (I-4) Special Factors

The Special Factors editor identifies possible concerns that may interfere with the student's learning, such as behavior issues, limited English proficiency, visual or communication impairments or assistive technology.





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



Field	Description	
Date FBA Conducted *Required	The date the functional behavioral assessment was conducted.	*This field is required to save the editor when Yes is selected for the corresponding dropdown.
2. Is the student an English Learner (EL)? *Required	Indicates if the student is a English Learner. Options include: • Yes • No	*This field is required in order to Complete the editor.
If yes, describe how this factor affects the student's needs related to the IEP *Required	A description of how the student's EL status impacts the student's needs related to the IEP.	*This is required when Yes is selected in the corresponding dropdown.
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.  *Required*	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	*This field is required in order to Complete the editor.
If yes, describe needs, including Braille needs *Required	A description of the student's Braille needs.	*This is required when Yes is selected in the corresponding dropdown.
If no, explain why not *Required	An explanation of why the student does not need Braille instruction nor needs to use Braille.	*This is required when No is selected in the corresponding dropdown.
4. Does the student have communication needs that could impede their learning?  *Required	Indicates if the student has communication needs that impacts their learning.  Options include:  • Yes • No	*This field is required in order to Complete the editor.



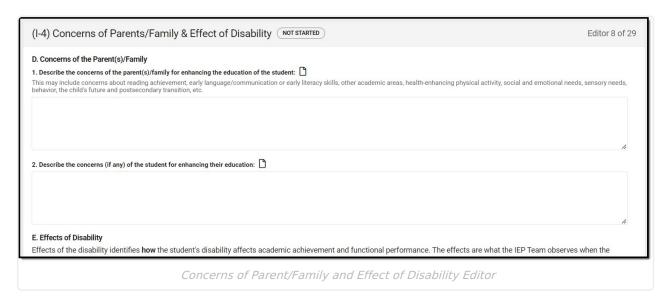
Field	Description	
a. If yes, describe the communication needs: including speech and language needs *Required	A description of the student's communication needs.	*This is required when Yes is selected in the corresponding dropdown.
b. If the student is deaf or hard of hearing, describe (a) the student's 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.	This field is available when Yes is selected for question 4.
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.  *Required	Indicates the student has assistive technology needs. Options include: • Yes • No	*This field is required in order to Complete the editor.



Field	Description	
If yes, describe the student's assistive technology needs:  Document necessary services or devices in the Program Summary.  *Required	A description of the student's assistive technology needs.	*This is required when Yes is selected in the corresponding dropdown.
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.  *Required	Indicates if the student is able to access, use, and derive meaning from age or grade level standard printed text.  Options include:  • Yes • No	*This field is required in order to Complete the editor.

# (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.





Field	Description	Validation	
D. Concerns of the Parent(s)/Family			
1. Describe the concerns of the parent(s)/family for enhancing the education of the student *Required	A description of the parent/guardian/family concern regarding the education of the student.	*This is required to Complete the editor.	
2. Describe the concerns (if any) of the student for enhancing their education *Required	A description of the student's concern regarding their education.	*This is required to Complete the editor.	
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.  *Required	A description of how the student's disability impacts their access, involvement, and progress in the general education curriculum.	*This is required to Complete the editor.	
2. Does the student's disability adversely affect their progress toward meeting age/grade-level reading standards?  *Required	Indicates if the student's disability negatively impacts their progress toward age/grade-level reading standards. Options include:  • Yes • No	*This is required to Complete the editor.	
3. Is this a student with the most significant cognitive disability whose achievement will be aligned with alternate achievement standards?  *Required	Indicates the student will take alternate achievement standards. Options include:  • Yes • No	*This is required to Complete the editor.	

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

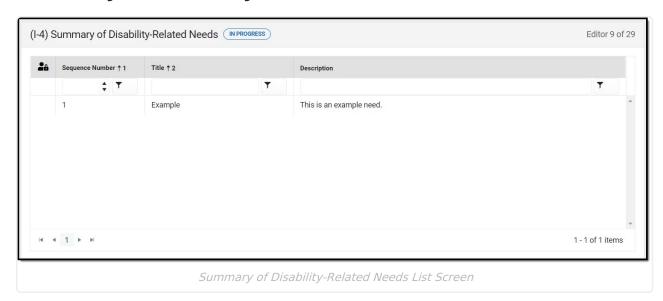
The Summary of Disability - Related Needs editor describes each of the student's specific needs related to identified disabilities.



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

▶ Click here to expand...

#### **Summary of Disability-Related Needs List Screen**

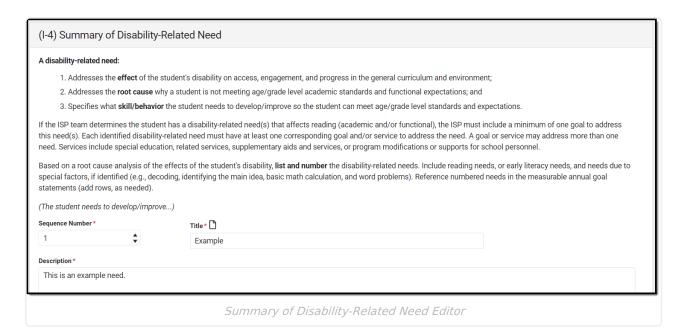


Column Name	Description
Padlock Icon	The user currently editing the team meeting record.
Sequence Number	The unique number associated with the need record.
Title	The name of the need.
Description	A description of the need.

### **Summary of Disability-Related Needs List Screen**

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



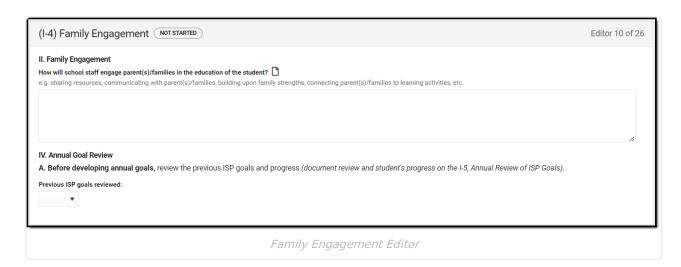


Field	Description	Validation
Sequence Number Required	The unique number associated with the need record.	This field auto populates with the next number in sequential order and requires unique numbers.
<b>Title</b> <i>Required</i>	The name of the need.	N/A
<b>Description</b> <i>Required</i>	A description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

# (I-4) Family Engagement

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





#### ▶ Click here to expand...

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

^ Back to Top

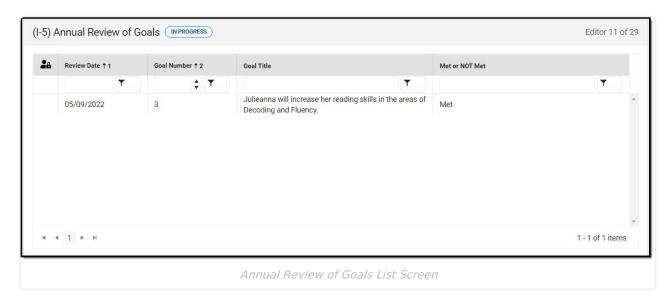
# (I-5) Annual Review of Goals

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

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



#### **Annual Review of Goals List Screen**

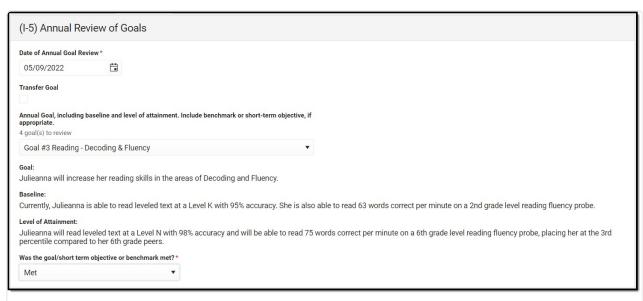


Column Name	Description
Padlock Icon	The user currently editing the team meeting record.
Review Date	The date the goal was last reviewed.
Goal Number	The number of the goal.
Goal Title	The name of the goal.
Met or NOT Met	An indication if the goal has been reached or not.

#### **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.	N/A
<b>Goal</b> *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



Field	Description	Validation
Include factors affecting lack of progress and plan to address in new ISP.	A description of the factors impacting the student's progress toward their goal and the plan to address it in the new ISP.	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.

# (I-4) Measurable Annual Goals

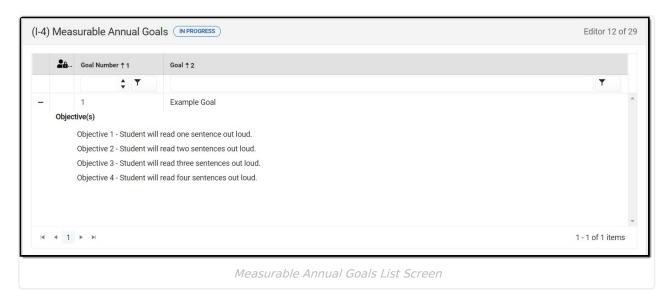
The Measurable Annual Goals editor lists measurable goals designed to improve the student's progress in general education and how accomplishing those goals is tracked and determined.

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

▶ Click here to expand...

#### **Measurable Annual Goals List Screen**

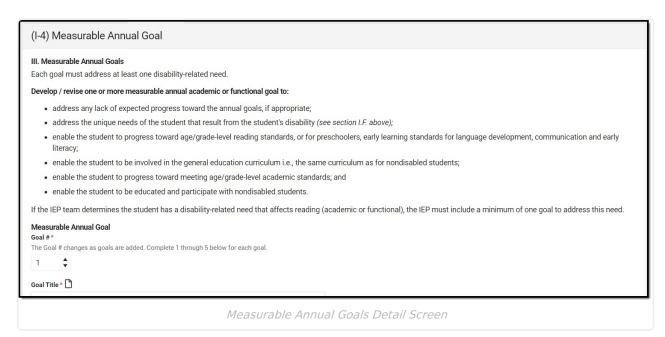




Column Name	Description
Padlock Icon	The user currently editing the team meeting record.
Goal Number	The goal number.
Goal	The name of the goal.

#### Measurable Annual Goals Detail Screen

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







Field	Description	Validation	
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
Objectives <#: Name>	Users need to enter a goal and is available.	save before the objective card
Objective # Required	The number of the objective.	N/A
Objective: Required	A description of the objective.	N/A
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 meets the objective.	N/A
Delete	Removes the objective record.	N/A
Add	Adds a new objective record.	N/A

# (I-4) Supplementary Services

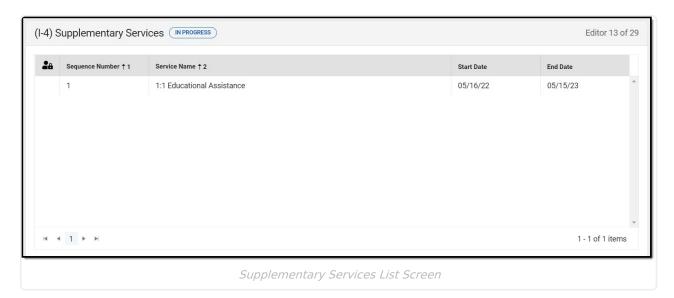
The Supplementary Services editor lists additional supports provided to the student, such as accommodations.

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

▶ Click here to expand...

### **Supplementary Services List Screen**

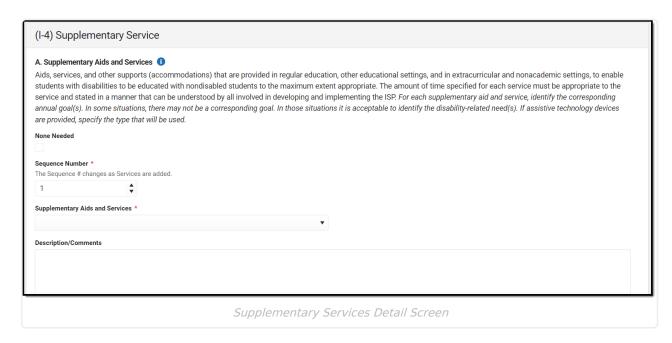




Column NameDescriptionPadlock IconThe user currently editing the team meeting record.Sequence NumberThe unique sequence number of the service.Service NameThe name of the service.Start DateThe first day of service.End DateThe last day of service.

### **Supplementary Services Detail Screen**

Select an existing record or click **New** to view the 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
<b>Location</b> <i>Required</i>	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.
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.
<b>Duration and Frequency</b>		
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 is provided to the student.	N/A



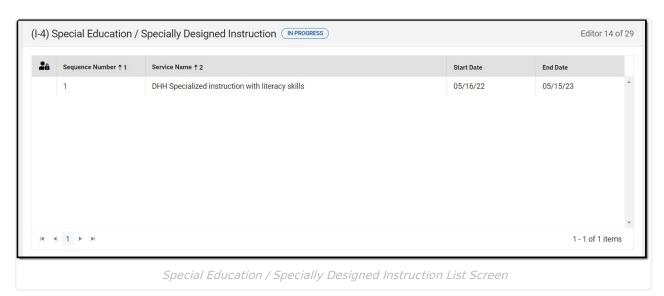
## (I-4) Special Education / Specially Designed Instruction

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

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

▶ Click here to expand...

## Special Education / Specially Designed Instruction List Screen

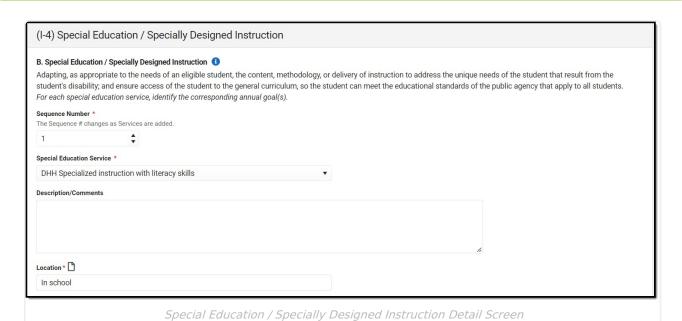


Column Name	Description
Padlock Icon	The user currently editing the team meeting record.
Sequence Number	The unique sequence number of the service.
Service Name	The name of the service.
Start Date	The first day of service.
End Date	The last day of service.

## Special Education / Specially Designed Instruction Detail Screen

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





Field	Description	Validation
Sequence Number Required	The unique sequence number of the service.	This field auto populates with the next number in sequentia 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
<b>Location</b> <i>Required</i>	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.



Field	Description	Validation
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) Related Services

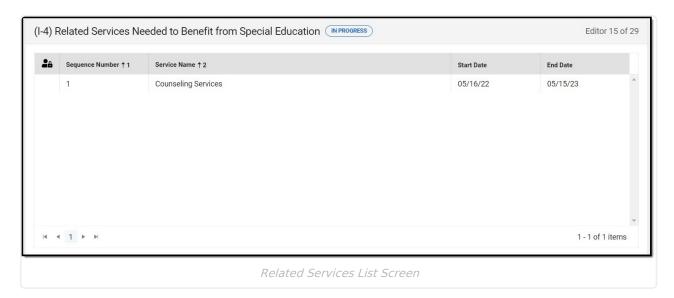
The Related Services editor lists developmental, corrective or other supportive services required to assist the student with a disability.

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

▶ Click here to expand...

### **Related Services List Screen**

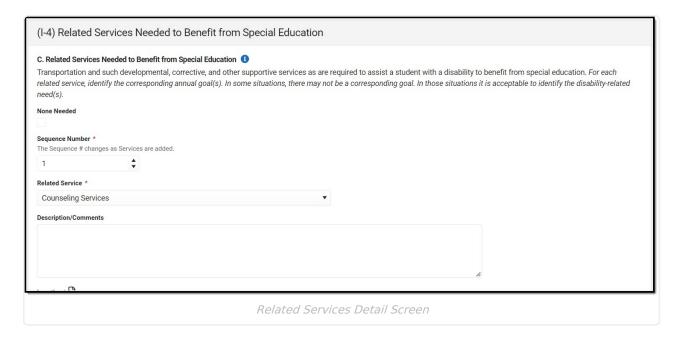




Column NameDescriptionPadlock IconThe user currently editing the team meeting record.Sequence NumberThe unique sequence number of the service.Service NameThe name of the service.Start DateThe first day of service.End DateThe last day of service.

### **Related Services Detail Screen**

Select an existing record or click **New** to view the 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
<b>Location</b> <i>Required</i>	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.
<b>Duration and Frequency</b>		
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

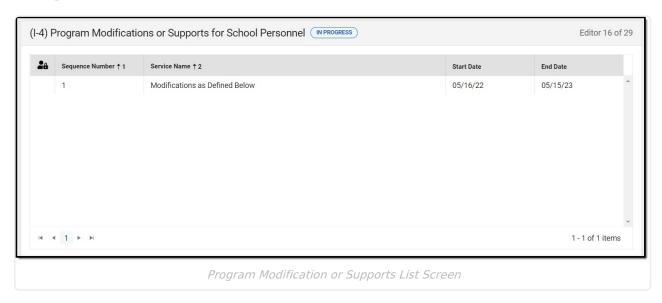
# (I-4) Program Modifications or Supports for School Personnel

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

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

▶ Click here to expand...

### **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.



Field	Description	Validation
None Needed	Indicates the student does not require program modifications.	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.



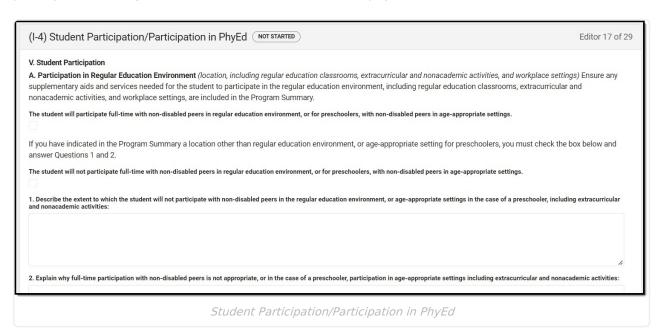
Field	Description	Validation
Program Modifications or Supports Required	The type of program modification or support to be provided to the student.	The values available in the dropdown are pulled and set up at System Administration > Special Ed > Services.
Description/Comments	A description or additional comments related to the program modification or support.	N/A
<b>Location</b> <i>Required</i>	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.
<b>Duration and Frequency</b>		
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.



Field	Description	Validation
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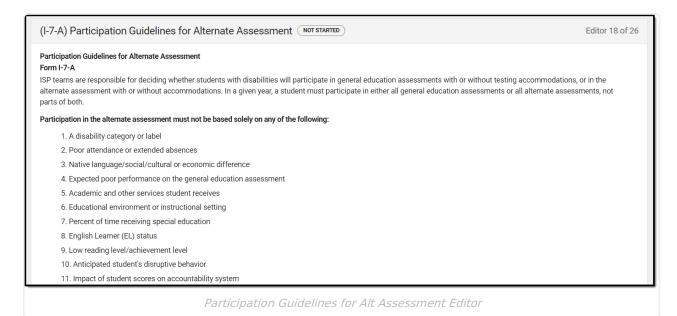
Field	Description	Validation
The student will participate full-time with non-disabled peers in regular education environment, or for preschoolers, with non-disabled peers in ageappropriate settings.	Indicates the student will participate full-time with non-disabled peers in regular educational environment.	Users are only allowed to pick one option between this field and the one below. Marking one automatically unmarks the other.
The student will not participate full-time with non-disabled peers in regular education environment, or for preschoolers, with non-disabled peers in ageappropriate 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.  When marked, question 1 and 2 are available and required.
1. Describe the extent to which the student will not participate with non-disabled peers in the regular education environment, or ageappropriate settings in the case of a preschooler, including extracurricular and nonacademic activities *Required	A description of the extent to which the student will not participate with non-disabled peers in the regular education environment, etc.	*When the above checkbox is marked (The student will not participate), this field is available and required.
2. Explain why full-time participation with non-disabled peers is not appropriate, or in the case of a preschooler, participation in ageappropriate settings including extracurricular and nonacademic activities *Required	An explanation of why full-time participation with non-disabled peers is not appropriate.	*When the above checkbox is marked (The student will not participate), this field is available and required.



Field	Description	Validation
B. Participation in Physical Education *Required	<ul> <li>N.A. (if the student is in a grade-level where physical education is not offered and the student does not require adapted physical education as part of a free appropriate public education.)</li> <li>General Physical Education</li> <li>Adapted Physical Education</li> </ul>	*Section B is required in order to Complete the editor.

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

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





Field	Description	
1.The student has a most significant cognitive disability. *Required	Indicates the student has a significant cognitive disability. Options include:  • Yes • No	*This is required to Complete the editor.
Document evidence used to make determination	Evidence to support the above determination.	N/A
2. The student is instructed using the alternate achievement standards across all content areas.  *Required	Indicates the student will be instructed using the alternate achievement standards.  Options include:  • Yes • No	*This is required to Complete the editor.
Document evidence used to make determination	Evidence to support the above determination.	N/A
3. Parent/guardian notification *Required	Indicates the parent has been notified about the determination. Options include:  • Yes • No	*This is required to Complete the editor.
Document evidence used to make determination	Evidence to support the above determination.	N/A
The IEP team agrees that all three of the criteria describe the student, and determined the student must participate in alternate assessment(s).  *Required	Indicates the IEP agrees that all three criteria above accurately describe the student. Options include:  • Yes • No	*This is required to Complete the editor.
Document evidence used to make determination	Evidence to support the above determination.	N/A

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

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



#### (I-7) ACCESS for ELLs/Alt. ACCESS for ELLs NOT STARTED

Editor 19 of 26

 $Individualized \ Service \ Program: Participation \ in \ Statewide \ English \ Language \ Proficiency \ Assessment \ Checklist \ and \ Accommodations$ I-7 ACCESS for ELLs®/Alt. ACCESS for ELLs™

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

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

Accommodations for the ACCESS for ELLs® or Alternate ACCESS for ELLs™ are specific to these assessments. Please check the Office of Student Assessment website ssment/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:

ACESS for ELLs/Alt. ACCESS for ELLs Editor

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.		
A. Test Administration Procedures: Certain procedures can be used	Any test administration procedures the student needs.	N/A

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.	needs.	
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



Field	Description	Validation
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.
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.



Field	Description	Validation
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.
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.



Field	Description	Validation
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.
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.



Field	Description	Validation
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.
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.

(I-7) The ACT with Writing NOT STARTED	Editor 20 of 26
Individualized Service Plan: Participation in Statewide Assessments Form I-7 The ACT with Writing To be completed for students participating in The ACT with Writing The student will be in 11th grade when The ACT® with writing assessment is given. The ACT with writing assessment is administered in the content areas of Reading, Writing, Mathematics, and Science. The student will be taking general education assessments¹ for all content areas required at this grade level.	English,
The ACT with writing has specific policies and guidance regarding Universal Supports, Designated Supports, and Accommodations permitted on the assessment. Refe Accessibility Supports Guide available on the Office of Educational Accountability website (https://dpi.wi.gov/assessment/act/accommodations) for current policies a is important to note that while some accommodations or supports may be appropriate for instructional use, they may not be appropriate for use on a standardized asset.	nd guidance. It
Section A  Universal Supports are embedded into testing practices and are available to all students administered the ACT with writing. Universal Supports do not require prior sub ACT. Refer to the ACT Accessibility Supports Guide for a list of Universal Supports.	omission to
List all Universal Supports required for the student at the time of testing:	
Section B	
(I-7) The ACT with Writing Editor	

Field	Description	Validation
List any Universal Supports that are needed:	A description of the universal supports needed.	N/A
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.



Field	Description	Validation
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.
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.



Field	Description	Validation
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 ISP to The ACT with Writing when they submit request for ACT-approved accommodations.	Any additional comments.	N/A

### (I-7) PreACT Secure

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

Individualized Service Plan: Participation in Statewide Assessments Form I-7 PrecACT Secure To be completed for students participating in PreACT Secure	
The student will be in grade 9 or 10 when the PreACT® Secure is given in Reading, English, Mathematics and Science. The student will be taking general all content areas required at this grade level.	education assessments <sup>1</sup> for
PreACT Secure has specific policies and guidance regarding Universal Supports, Designated Supports, and Accommodations permitted on the assessme Secure Accessibility Supports Guide available on the Office of Educational Accountability website (https://dpi.wi.gov/assessment/PreACT/accommodatio guidance. It is important to note that while some accommodations or supports may be appropriate for instructional use, they may not be appropriate for assessment.	ons) for current policies and
Section A  Universal Supports are embedded into testing practices and are available to all students administered the PreACT Secure. Universal Supports do not req ACT.	uire prior submission to
List all Universal Supports required for the student at the time of testing: 🖺	
	Z.



Field	Description	Validation
List any Universal Supports that are needed:	A description of the universal supports needed.	N/A
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

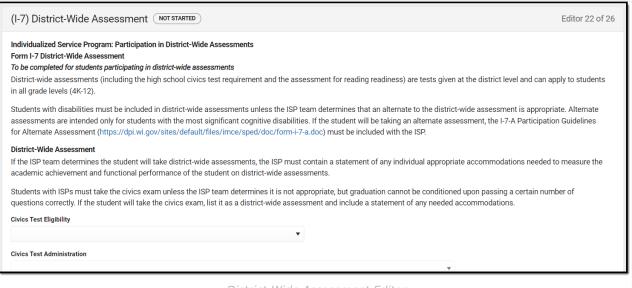


Field	Description	Validation
Accommodations	A description of the writing accommodations.	This field displays when the "with accommodations" option is selected.
Mathematics	Indicates whether or not the student requires mathematics accommodations for the ACT with Writing assessment.  Options include:  • 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) District-Wide Assessment

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





#### District-Wide Assessment Editor

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.



Field	Description	Validation
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
Alternate District-Wide Asse	ssment	
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

### (I-7) Dynamic Learning Maps

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



(I-7) Dynamic Learning Maps NOT STARTED	Editor 23 of 26
Individualized Service Program: Participation in Statewide Assessments  Form I-7-DLM  To be completed for students participating in Dynamic Learning Maps  The student will be in a grade when the Dynamic Learning Maps (DLM) assessment is administered in English language arts in grades 3-11, mathematics in a science in grades 4 and 8-11. ISP teams do not need to document accommodations for social studies in grades 4, 8, and 10 as it is rated based on classroom teacher rating form. The student will be taking the alternate assessment¹ for all content areas required at this grade level (the I-7-A Participation Guidelines for must be included with the ISP).  The DLM was designed using the principles of universal design for learning, as such the term 'accommodation' is replaced with the phrases 'accessibility feat ISP determinations regarding the use of accommodations on the DLM assessment apply to all of the content areas the student is participating in based on the check the office of Student Assessment website for the current accommodation policies: http://dpi.wi.gov/assessment/dlm/accommodations.  Category 1: Accessibility features/supports provided within the DLM system must be activated via the Personal Needs Profile (PNP) prior to administering the assessment. Please I	n observation using a or Alternate Assessment tures' and 'supports'. neir grade level. Please
Category 2: Accessibility features/supports requiring additional tools/materials. Please list required supports:	ı

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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.
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.

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### (I-7) Forward

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



(I-7) Forward NOT STARTED	Editor 24 of 26
Individualized Service Program: Participation in Statewide Assessments  Form I-7 Forward  To be completed for students participating in the Forward Exam  The student will be in a grade when the Forward Exam is given. Students in grades 3-8 will participate in English language arts (ELA) and mathematics. Science is a grades 4 and 8. Social Studies is administered in grades 4, 8, and 10. The student will be taking general education assessments <sup>1</sup> for all content areas required at the	
The Forward Exam has specific policies and guidance regarding the Universal Tools, Designated Supports and Accommodations permitted on the assessments in area. Refer to the Forward Exam Accessibility Guide available on the Office of Educational Accountability website (https://dpi.wi.gov/assessment/forward/accomn current accommodation policies. It is important to note that while some accommodations or supports may be appropriate for instructional use, they may not be apon a standardized assessment.	nodations) for the
Universal Tools are available to all students. These tools cannot be turned off on an individual basis and therefore all students should be familiar with their use.	
Section A: Designated Supports  Designated Supports are also available for any student for whom the need has been indicated and are a part of their classroom instruction. Refer to the Forward Ex	ram Accessibility

#### Forward Editor

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Guide for information about allowable designated supports.

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

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.

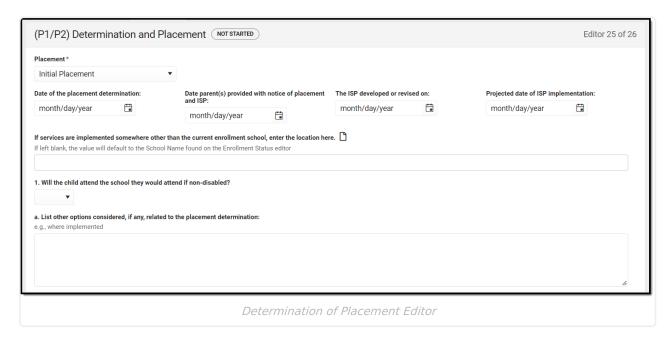


Field	Description	Validation
Mathematics grades 3-8	Indicates whether or not the student requires mathematics accommodations for the Forward Exam. Options include:  • Mathematics without accommodations • Mathematics with accommodations	N/A
Accommodations	A description of the mathematics accommodations.	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.

## (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.



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 ISP.	The day the parent/guardian was provided notice of the placement and ISP.	N/A
The ISP developed or revised on:	The day the ISP was created OR revised.	N/A
Projected date of ISP implementation	The projected day ISP implementation will take place.	N/A



Field	Description	Validation
If services are implemented somewhere other than the current enrollment school, enter the location here.	The alternate location for ISP implementation other than the student's current enrolled school.	If 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
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
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



Field	Description	Validation
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
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 ISP is enclosed.  • A copy of your child's evaluation report and ISP 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.

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

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

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

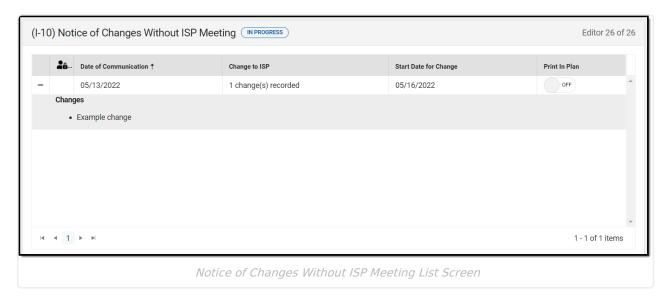
When this editor is available, at lease one record must be saved in order to Complete the editor.

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#### Notice of Channes Without ISP Meeting List Screen



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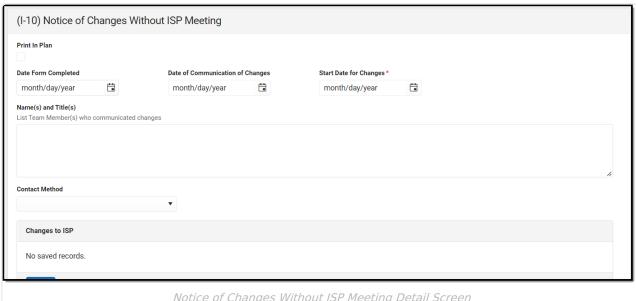


Column Name	Description
Padlock Icon	The user currently editing the team meeting record.
Date of Communication	The day communication about the change was made.
Change to ISP	The change being made to the ISP.
Start Date for Change	The day the change takes place.
Print in Plan	Indicates this record prints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

### **Notice of Changes Without ISP Meeting Detail Screen**

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





Notice of Changes Without ISP Meeting Detail Screen

Field	Description	Validation
Print in Plan	Indicates this record prints in the ISP.	This field defaults to unmarked. Any action taken with this checkbox automatically updates on the Print in Plan slider on the list screen.
<b>Date Form Completed</b> <i>Required</i>	The date the documentation was completed for the change.	N/A
Date of Communication of Changes Required	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 Required	The contact method. Options include:  • Met  • Spoke on Phone  • Exchanged Emails	N/A
The changes are Required	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.
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.



Field	Description	Validation
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.
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.

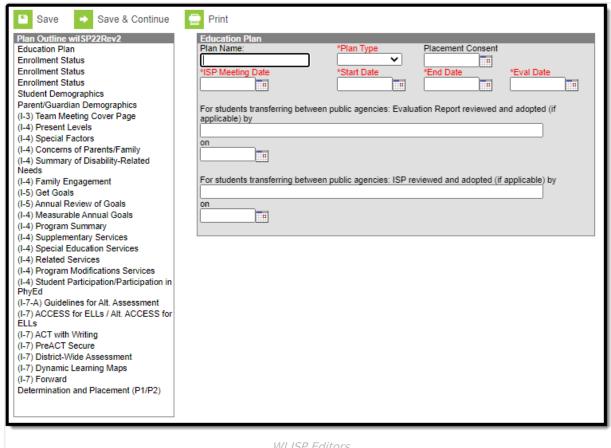
### **Classic View**

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The editors available on the Individual Education Plan provide all required information by the State of Wisconsin. Editors and fields are listed below. Included here are instructions on entering data into Campus and references to state-defined guidelines. **The Individual Service Plan (ISP) is the same format as the IEP used for Private Schools in Wisconsin.** 

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





WI ISP 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.

<b>Editor Name</b>	Description	<b>Special Considerations</b>
		and Instructions



Editor Name	Description	Special Considerations and Instructions
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 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.
Enrollment Status	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 are updated based on the IEP when saved.



Editor Name	Description	Special Considerations and Instructions
Student Demographics	The Student Demographics editor populates basic information about the student such as demographic data, address and school information.	Clicking <b>Refresh Student</b> Information synchronizes information in the editor with the most recent information entered for the student from the Demographics, Households, Enrollments and School tabs.
Parent/Guardian Demographics	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 pulls 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 does NOT pull in to the Parent/Guardian Demographics editor.
(I-3) 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.



Editor Name	Description	Special Considerations and Instructions
(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.	N/A
(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.	N/A
(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.	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	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.
(I-4) Family Engagement/Participation in Gen. Ed.	The Family Engagement/Participation in Gen. Ed. editor describes how families are 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



Editor Name	Description	Special Considerations and Instructions
(I-5) Get Goals	The Get Goals editor retrieves goal information from the most previous locked Plan.	Users have the ability to delete duplicate goals if the Get Goals button is pressed multiple times. This editor does not print, it only pulls information used in the <i>I-5 Annual Review of Goals</i> editor.
(I-5) Annual Review of 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	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.
(I-4) Program Summary  Not available on the ISP.	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	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.



Editor Name	Description	Special Considerations and Instructions
(I-4) Special Education Services	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.
(I-4) Related Services	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 <i>Related</i> 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	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 <i>Modifications</i> 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	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



Editor Name	Description	Special Considerations and Instructions
(I-7-A) Guidelines for Alt Assess	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
(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	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) PreACT Secure	The PreACT Secure editor stores information about the student's participation in the PreACT Secure assessment, including accommodations.	N/A
(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	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	The Forward editor records accommodations supplied to students participating in the Forward Exam.	N/A



Editor Name	Description	Special Considerations and Instructions
(I-11) Extended School Year Not available on the ISP	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	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)	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	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	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	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.

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### **Previous Version**

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

