

# Individual Education Plan (Wisconsin)

Last Modified on 10/22/2022 10:42 am CDT

[Editor Home](#) | [General IEP Information](#) | [Editor Types](#) | [Padlock Icon](#) | [Template Banks](#) | [Editors](#) | [Classic View](#)

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

**Search Terms:** Special Ed Documents

The Individual Education Plan is used to capture student special education plan information and match the required documentation provided by the state of Wisconsin. This document describes each editor, a description of each field on the editor, and any special considerations and instructions.

The current format of this document is the **WI IEP 2022**. Plan formats are selected in [Plan Types](#).

## Editor Home

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

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

*Editor Home*

Header	Description
<b>Name</b>	The name of the editor.
<b>Status</b>	<p>The state of the editor. Statuses can be:</p> <ul style="list-style-type: none"> <li>• <b>In Progress</b> indicates a user has entered and saved data in that editor.</li> <li>• <b>Not Started</b> is the default status for all editors.</li> <li>• <b>Complete</b> indicates a user has clicked the <b>Complete</b> 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.</li> <li>• <b>Not Needed</b> indicates a user has clicked the <b>Not Needed</b> button on the editor. This is usually done for editors that do not apply to the student.</li> </ul>
<b>Modified By</b>	The date and the user by whom the editor was last edited.
<b>Completed By</b>	The date and the user who clicked the <b>Complete</b> button for that editor.

## General IEP Information

The following table lists the buttons available for the editors:


Button	Description
<b>Save</b>	<p>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.</p> <ul style="list-style-type: none"> <li>• <b>Save</b> captures progress and navigates the user to the Editor Home or to the List Screen for List editors. See the <a href="#">Editor Types</a> section for additional information.</li> <li>• <b>Save &amp; Stay</b> 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>• <b>Save &amp; Next</b> captures progress and navigates the user to the next editor.</li> <li>• <b>Save &amp; New</b> 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 <a href="#">Editor Types</a> section for additional information.</li> </ul>

Button	Description
<b>Refresh</b>	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 <a href="#">Enrollments</a> tool documentation for additional information.
<b>Cancel</b>	Navigates the user to the Editor Home screen or to the List Screen for List editors.
<b>Status</b> <i>i.e. Complete, Not Needed, etc.</i>	Changes the status of the editor. <ul style="list-style-type: none"> <li>• <b>Complete</b> indicates the editor is finished. This makes the editor read-only. However, this does not lock the editor from further editing. To further edit after an editor is marked Complete, the user must click <b>In Progress</b>.</li> <li>• <b>Not Needed</b> 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 <b>In Progress</b> button.</li> <li>• <b>In Progress</b> only displays when the editor is in the Complete or Not Needed status and allows additional edits to be made.</li> </ul>
<b>Print</b>	Prints the entire plan.
<b>Editors</b>	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.
<b>Previous</b>	Navigates the user to the previous editor.
<b>Next</b>	Navigates the user to the next editor.

## Editor Types

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


## Padlock Icon

Only one user at a time can actively work on an editor. A person with a padlock icon  displays in the Editors side panel, Editor Home, and List Screen of list editors indicating which editors currently have users working on them. Hovering over the icon displays the name of the user who

has checked out the editor, including the current user (you).

Editors that are currently being edited are read only for all other users. The name of the person working on the editor displays in the header. Once the editing user navigates away from an editor, that editor becomes available to work on.

## Template Banks

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

## Editors

[Education Plan](#) | [Enrollment Information](#) | [Student Information](#) | [Parent/Guardian Information](#) | (I-3) [Team Meeting Cover Page](#) | (I-4) [Present Levels](#) | (I-4) [Special Factors](#) | (I-4) [Concerns of Parents/Family](#) | (I-4) [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) [Aspire Early High School](#) | (I-7) [District-Wide Assessment](#) | (I-7) [Dynamic Learning Maps](#) | (I-7) [Forward](#) | (I-11) [Extend School Year](#) | (I-11) [ESY Services](#) | (P1/P2) [Determination and Placement](#) | [Contingency Plan](#) | (1-10) [Notice of Changes Without IEP Meeting](#)

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

### Education Plan

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

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

Education Plan Editor 1 of 29

IN PROGRESS

Plan Name <input type="text" value="Example Plan"/>	Plan Type* <input type="text" value="Initial"/>	Placement Consent <input type="text" value="month/day/year"/>
IEP Meeting Date: * <input type="text" value="05/09/2022"/>	Start Date: * <input type="text" value="05/16/2022"/>	End Date: * <input type="text" value="05/15/2023"/>
For students transferring between public agencies: Evaluation Report reviewed and adopted (if applicable) by <input type="text"/>		On <input type="text" value="month/day/year"/>
For students transferring between public agencies: IEP reviewed and adopted (if applicable) by <input type="text"/>		On <input type="text" value="month/day/year"/>

*Education Plan Editor*

▶ [Click here to expand...](#)

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## Enrollment Information

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

Enrollment Information Editor 2 of 29

NOT STARTED

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

Primary Impairment <input type="text" value="LD: Specific Learning Disability"/>	Secondary Impairment <input type="text" value="N: Not IDEA Eligible or No Disability"/>	Third Impairment <input type="text"/>
Fourth Impairment <input type="text"/>	Fifth Impairment <input type="text"/>	
Special Ed Status* <input type="text" value="Y: Yes"/>		
Resident District <input type="text"/>	District of Placement <input type="text"/>	
School Name <input type="text" value="Gifford"/>	School Phone <input type="text" value="(262)555-0515x_____"/>	
Grade <input type="text" value="06"/>		

*Enrollment Information Editor*

▶ [Click here to expand...](#)

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## Student Information

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

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

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

Student Information Editor 3 of 29

IN PROGRESS

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

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

---

Case Manager Information

Name SUSAN [REDACTED]	Title Special Ed. Teacher
Phone	

Student Information Editor

▶ [Click here to expand...](#)

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## Parent/Guardian Information

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

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

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

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

document it reads, "Unpublished" in each of those areas.

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

Parent/Guardian Information IN PROGRESS Editor 4 of 29

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

**KRISA - PARENT**

Print Sequence Delete

1

Address

Home Phone                      Work Phone                      Cell Phone

E-mail

*Parent/Guardian Information Editor*

▶ [Click here to expand...](#)

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## (I-3) Team Meeting Cover Page

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

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

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## (I-4) Present Levels

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

(I-4) Present Levels

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

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

**B. Current Academic Achievement and Functional Performance (including academics, cognitive learning, communication, independence and self-determination, physical/health, social and emotional learning).**  
**Academic achievement** generally refers to a student's performance in academic content areas (e.g., reading, math, written language, etc.). For preschool children, academic achievement generally refers to knowledge and skills such as early language development/communication, early literacy, cognition and general knowledge. Academic achievement statements must include information about student achievement and/or progress compared to age/grade level standards. Sources of information may include state, district-wide, or classroom assessments, rubrics, screeners, recent evaluations, etc.

*Present Levels Editor*

▶ [Click here to expand...](#)

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## (I-4) Special Factors

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

(I-4) Special Factors NOT STARTED Editor 7 of 29

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

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

If yes, describe the student's behavioral needs:   
 Document positive behavioral interventions, strategies, and supports, and other services in the Program Summary

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

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

*Special Factors Editor*

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

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

(I-4) Concerns of Parents/Family & Effect of Disability Editor 8 of 29

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

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

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

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

**E. Effects of Disability**

Effects of the disability identifies how the student's disability affects academic achievement and functional performance. The effects are what the IEP Team observes when the

*Concerns of Parent/Family and Effect of Disability Editor*

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

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

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## (I-4) Family Engagement

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

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

**II. Family Engagement**

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

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

**IV. Annual Goal Review**

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

Previous IEP goals reviewed:

▼

Family Engagement Editor

▶ [Click here to expand...](#)

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## (I-5) Annual Review of Goals

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

The goals available to select are pulled from the Measurable Annual Goals editor on the most recent, locked Plan.

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## (I-4) Measurable Annual Goals

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

▶ [Click here to expand...](#)

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## (I-4) Supplementary Services

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

▶ [Click here to expand...](#)

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

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

▶ [Click here to expand...](#)

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## **(I-4) Related Services**

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

▶ [Click here to expand...](#)

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

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

▶ [Click here to expand...](#)

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

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

(I-4) Student Participation/Participation in PhyEd NOT STARTED

Editor 17 of 29

**V. Student Participation**

**A. Participation in Regular Education Environment** (*location, including regular education classrooms, extracurricular and nonacademic activities, and workplace settings*) Ensure any supplementary aids and services needed for the student to participate in the regular education environment, including regular education classrooms, extracurricular and nonacademic activities, and workplace settings, are included in the Program Summary.

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

If you have indicated in the Program Summary a location other than regular education environment, or age-appropriate setting for preschoolers, you must check the box below and answer Questions 1 and 2.

The student will not participate full-time with non-disabled peers in regular education environment, or for preschoolers, with non-disabled peers in age-appropriate settings.

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

2. Explain why full-time participation with non-disabled peers is not appropriate, or in the case of a preschooler, participation in age-appropriate settings including extracurricular and nonacademic activities:

*Student Participation/Participation in PhyEd*

▶ [Click here to expand...](#)

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

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

(I-7-A) Participation Guidelines for Alternate Assessment NOT STARTED

Editor 18 of 29

**Participation Guidelines for Alternate Assessment**

**Form I-7-A**

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

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

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

*Participation Guidelines for Alternate Assessment Editor*

▶ [Click here to expand...](#)

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

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

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

**Individualized Education Program: Participation in Statewide English Language Proficiency Assessment Checklist and Accommodations**  
**I-7 ACCESS for ELLs®/Alt. ACCESS for ELLs™**  
*To be completed for students required to participate in statewide English language proficiency assessment*

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

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

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

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

The student will take:

ACCESS for ELLs/Alt. ACCESS for ELLs Editor

▶ [Click here to expand...](#)

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## (I-7) ACT with Writing

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

(I-7) The ACT with Writing NOT STARTED
Editor 20 of 29

**Individualized Education Program: Participation in Statewide Assessments**  
**Form I-7 The ACT with Writing**  
*To be completed for students participating in The ACT with Writing*

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

ACT and Wisconsin DPI have specific policies and guidance related to accommodations. For the current accommodation policies, please check the Office of Educational Accountability website (<https://dpi.wi.gov/assessment/act/accommodations>).

**Section A**  
 Designated Supports do not require review or prior approval from ACT (e.g., wheelchair access, preferential seating); however, a test irregularity report must be submitted to ACT. Designated Supports are available to any student based upon need and are outlined in the *ACT Accessibility Supports Guide*.

List any Designated Supports that are needed:

**Section B: Accommodations**  
 Complete all 5 charts

ACT with Writing Editor

▶ [Click here to expand...](#)

## (I-7) Aspire Early High School

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

(I-7) ACT Aspire Early High School NOT STARTED
Editor 21 of 29

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

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

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

**Section A: Open Access Tools**

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

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

**Section B: Accommodations**

*ACT Aspire High School Editor*

▶ [Click here to expand...](#)

## (I-7) District-Wide Assessment

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

(I-7) District-Wide Assessment NOT STARTED
Editor 22 of 29

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

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

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

**District-Wide Assessment**

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

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

Civics Test Eligibility

Civics Test Administration

*District-Wide Assessment Editor*

▶ [Click here to expand...](#)

## (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 Editor 23 of 29

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

The student will be in a grade when the Dynamic Learning Maps (DLM) assessment is administered in English language arts in grades 3-11, mathematics in grades 3-11, and science in grades 4 and 8-11. IEP teams do not need to document accommodations for social studies in grades 4, 8, and 10 as it is rated based on classroom observation using a teacher rating form. The student will be taking the alternate assessment<sup>1</sup> for all content areas required at this grade level (the I-7-A Participation Guidelines for Alternate Assessment must be included with the IEP).

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

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

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

*Dynamic Learning Maps Editor*

▶ [Click here to expand...](#)

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## (I-7) Forward

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

(I-7) Forward Editor 24 of 29

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

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

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

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

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

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

*Forward Editor*

▶ [Click here to expand...](#)

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## (I-11) Extend School Year

The Extended School Year editor indicates if the student requires services beyond the standard

school time, such as beyond school hours or during breaks.

(I-11) Extended School Year Editor 25 of 29

Does the child require extended school year (ESY) services to receive a free and appropriate public education (FAPE)?

Yes

If yes, specify all needed services under the (I-11) ESY Services Editor.

*Extended School Year Editor*

▶ [Click here to expand...](#)

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## (I-11) ESY Services

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

▶ [Click here to expand...](#)

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## (P1/P2) Determination and Placement

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

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

Placement \*

Initial Placement

Date of the placement determination:	Date parent(s) provided with notice of placement and IEP:	The IEP developed or revised on:	Projected date of IEP implementation:
month/day/year <input type="button" value="c"/>	month/day/year <input type="button" value="c"/>	month/day/year <input type="button" value="c"/>	month/day/year <input type="button" value="c"/>

If services are implemented somewhere other than the current enrollment school, enter the location here.

If left blank, the value will default to the School Name found on the Enrollment Status editor

1. Will the child attend the school they would attend if non-disabled?

a. List other options considered, if any, related to the placement determination:  
e.g., where implemented

*Determination of Placement Editor*

▶ [Click here to expand...](#)

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## Contingency Plan

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



during unique circumstances.

▶ [Click here to expand...](#)

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

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

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

▶ [Click here to expand...](#)

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## **Classic View**

▶ [Click here to expand...](#)

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## **Previous Version**

[Individual Education Plan \(Wisconsin\) \[.2144 - .2223\]](#)

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