

Sample IEP Forms
Frequently Asked Questions (FAQ)
(Updated 3/25/19)

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Background

1. Why were the state's Sample IEP Forms revised?

In June 2014, the federal Office of Special Education Programs (OSEP) announced a shift in the way they monitor the effectiveness of states' special education programs. OSEP instituted a new accountability system called Results Driven Accountability, or RDA.

The previous accountability system had a heavy emphasis on compliance with the requirements of the Individuals with Disabilities Education Act (IDEA), which although was effective at ensuring compliance, did not result in improved outcomes for students with disabilities. The new system puts a focus on improving outcomes, bringing accountability for compliance and results into balance.

The Department of Public Instruction has aligned the state's monitoring system with Results Driven Accountability. Through an extensive stakeholder process that included parents and educators, DPI analyzed data and current initiatives to identify the area of greatest need and leverage. Reading was selected because it was the lowest area of performance for students with disabilities and holds the greatest potential for impacting positive outcomes for students. The Procedural Compliance Self-Assessment was revised to focus on improving outcomes, with a particular emphasis on reading, and the sample IEP forms were aligned to promote these discussions.

2. Which Sample IEP Forms did DPI revise under Reading Drives Achievement (RDA)?

Through an extensive stakeholder process, DPI aligned the Procedural Compliance

Self-Assessment (PCSA) and Sample IEP Forms with the new Reading Drives Achievement (RDA): Success through Literacy accountability system. The following forms were enhanced and replace the previous versions:

- Referral for Special Education and Related Services (R-1),
- IEP Team Meeting Cover Page (I-3)
- Existing Data Review to Determine if Additional Assessments or Evaluation Data are Needed (ED-1) replaced (EW-1)
- Evaluation Report Including Determination of Eligibility and Need for Special Education (ER-1)
- IEP: Linking Present Levels, Needs, Goals and Services Form (I-4) replaced IEP: Present Levels (I-4), Special Factors (I-5), Annual Goals (I-6) and Program Summary (I-9)
- Annual Review of Goals (I-5)
- Interim Review of Goals (I-6)

The forms are available at [Sample special education forms, English](#). For information on the revisions to these forms, see [Highlights of RDA changes to Sample Forms](#) and [Detailed Explanation of RDA changes to Sample Forms](#).

3. When are districts required to begin using the department's Sample IEP Forms?

The Special Education Team provides [sample forms](#) for use in the IEP process. The forms are intended to assist LEAs in complying with state (Ch. 115) and federal (IDEA) special education requirements.

LEAs are strongly encouraged, but not required, to use the sample forms. LEAs may use modified or other versions of forms as long as the content are substantively similar to DPI forms. As in previous years, if an LEA plans to use forms with substantively different content (such as significant rewording, and omission or addition of content), the LEA must submit the forms for DPI review. Changes to demographic information, reordering items, changes to the public agency or logos do not count as substantive changes that require review. LEAs may contact DPI for clarification on whether their forms may require review.

In the spring of 2016, DPI revised a number of forms to better align with Results Driven Accountability and Wisconsin's focus on literacy. Forms R-1, ED-1, ER-1, I-3, I-4 (IEP: LF), I-5, and I-6 replaced previous versions of forms R-1, EW-1, ER-1, I-3, I-4, I-5, I-6 and I-9. The forms were updated following significant stakeholder feedback. DPI released the forms in spring to allow LEAs sufficient time to update their systems, work with vendors, and train staff. The enhanced forms will guide IEP teams to engage in conversations focused on improving student outcomes. DPI recommends LEAs adopt the enhanced forms as they prepare for the revised Procedural Compliance Self-Assessment, which will begin in the 2017-18 school year. The sample forms, along with supporting resources and information about model policies, procedures and notices are available [here](#).

Evaluation

4. What is the distinction between the ED-1 and the ER-1? *(added 5/18/17)*

The ED-1 and the ER-1 are required forms. The Existing Data Review to Determine if Additional Assessments or Evaluation Data are Needed (Form ED-1) was designed to help the IEP team indicate what data and information is currently available and what other data and information should be gathered during the evaluation period. The purpose of ED-1 is to document whether or not the IEP team has sufficient data to conduct a comprehensive evaluation or the team needs to collect more data.

The purpose of Section I of the ER-1 is to analyze existing data and to document a summary of that information. The purpose of Section II of the ER-1 is to share and analyze any new testing that was conducted or new information gathered (after the review of existing data to determine if additional assessments or evaluation data were needed) and document that information. Based on the analysis of existing data and new data, a determination of eligibility and need for special education is made and documented on the ER-1.

5. When does the IEP Team send out the Existing Data Review (ED-1) form? *(updated 10/6/16)*

The review of existing data to determine if additional assessments or evaluation data are needed must occur after the parent is notified in writing of the start of an evaluation. An IEP team meeting is not required for the purpose of the review although it is permissible to hold a meeting. Form ED-1 is used to document the review of data - whether at a meeting or not. The ED-1 becomes part of the student's education record. DPI suggests it is sent with the notice and consent regarding need to conduct additional assessments or the notice that no additional assessments are needed. However, it may also be provided to the parents prior to the notice and consent regarding the need to conduct additional assessments or the notice that no additional assessments are needed, or when a copy of the Evaluation Report is provided to the parent.

6. If all the members of an IEP Team get together to review existing data, is it classified as an IEP Team Meeting and do the notification procedures need to be followed? *(added 10/26/17)*

Yes. Form ED-1 is used by the IEP team to document the review of existing evaluation data. An IEP team meeting is not required for this purpose although it may be appropriate to hold one. If a meeting is held, the Invitation to a Meeting of the IEP Team (form I-1) must be sent to the parents and form ED-1 is used with the IEP Team Meeting Cover Page (form I-3) to document the meeting.

7. Where should we document RTI on the ER-1?

Response to Intervention (RTI) would most likely be documented on the ER-1 under Section C, Previous interventions and the effects of those interventions. It might also be found under the Information from the Review of Existing Data Question #3 Classroom-based, local, or state assessment results; #4 Observations by teachers...; or #5 Information from other sources.

8. Please clarify what this prompt means under Determination of Eligibility on the Evaluation Report (ER-1): “If no, there is no need for special education.” (added 9/20/16)

In order to identify a child as a child with a disability, the IEP team must first determine the child has one or more impairments and then determine if the child needs special education as a result of the impairment(s). The IEP team should consider all suspected impairments/areas of concern using the eligibility criteria in [PI 11.36](#). If an impairment is identified, the IEP team should document how the student meets the criteria. If some impairments are identified and others are considered but rejected, the IEP should document how the child did not meet the criteria for a particular impairment. If no impairments are identified, the IEP team should document which ones were considered and how the student did not meet the criteria. If no impairments are identified, the IEP team would not consider if the student needs special education. A student must be found to have an impairment before the IEP team considers if the student needs special education. If there is no impairment, the team will not discuss need for special education. If there is no impairment, the IEP team may include recommendations other than special education for the district and parents to consider. If a student is found to have an impairment, the IEP team must determine whether or not the student needs special education regardless of whether or not other impairments were considered and rejected.

9. Where is IQ testing information documented on the revised ER-1?

Data from IQ testing may be documented under Additional Assessments “Other” or it could be found under Review of Existing Data Question #2 Summary of previous evaluations or #5 Information from other sources.

10. How do the prompts regarding a student’s needs and services discussed during the determination of eligibility and need for special education and documented on the Evaluation Report under III.B. relate to the disability-related needs, goals and services documented on the I-4 Linking Form? (added 2/22/17)

The IEP team must determine if a student is eligible and needs special education before an IEP is developed. The purpose of the prompts under Evaluation Report (ER-1) Section III. B. is to document that the student has an impairment and the need for special education. There should be a relationship between what the IEP

team determines and documents in the Evaluation Report and the IEP that is subsequently developed. Therefore, the needs identified during the evaluation process are also reflected under Effects of the Disability on the I-4 Linking Form. These effects are then explored further through a root-cause analysis during IEP development to determine why a student is not meeting grade-level academic content standards and functional expectations (the disability-related needs). Similarly, there should be a relationship between any needed additions or modifications identified during the determination of need for special education and the services documented in the Program Summary. A deeper analysis of these services, including alignment of special education services with the disability-related needs and IEP goals occurs during Steps 3 and 4 of IEP development. It is important an IEP team follows the 5-Step Process of IEP development in sequence and documents the discussion on the I-4 Linking Form. The discussion held during the determination of eligibility and need for special education (documented on the ER-1) helps to inform subsequent IEP development. In years following an evaluation/reevaluation, in addition to reviewing information from the most recent evaluation, the IEP team will also rely on information about the student's progress toward IEP goals and meeting grade-level academic content standards and functional expectations in order to analyze and address the student's needs and develop subsequent IEPs.

Effects of Disability and Summary of Disability-Related Needs

11. For the effects of disability questions, why is it only asking if the disability affects reading? *(Added 10/12/16)*

Through a stakeholder process that involved data and impact analysis, reading achievement was identified as a priority area for needed improvement for students with disabilities in our state. The *Effects of Disability* prompt was specifically included on the I-4 IEP form to promote consideration of whether or not the student's disability-related need adversely affects reading, so that goals and services could be developed to address the disability-related need(s) in order to have a positive impact on improving reading achievement. This does not exclude consideration of other academic or functional areas. For more information, see question below: Is it necessary to describe how the student's disability affects his or her access, involvement and progress in the general education curriculum if the disability does not affect reading (question I.E.2 on the I-4)?

12. Does every disability-related need require specially designed instruction or could services be provided under supplemental aids and services or related services? *(Added 10/12/16)*

No, not every disability-related need must be addressed through the provision of specially designed instruction. If not addressed by specially designed instruction, then there must be supplementary aids or services, related services, or program

modifications or supports for school personnel to address the need. In order for a student to be eligible for special education, there must be a need for specially designed instruction. Consequently, there must be at least one disability-related need that requires specially designed instruction. The IEP team identifies what special education services are needed to address the student's disability-related needs.

13. Is it necessary to describe how the student's disability affects his or her access, involvement and progress in the general education curriculum if the disability does not affect reading (question I.E.2 on the I-4)? *(Added 9/9/16)*

Yes, the IEP team must always answer question 2, describing how the student's disability affects his or her access, involvement and progress in the general education curriculum. Although the form reminds IEP teams to provide a description of how the disability affects reading, even if the disability has no adverse effect on reading, the IEP team would describe other areas that are affected by the disability. If the disability has no adverse effect on the student's access, involvement and progress in the general education curriculum, then the student does not need special education.

14. If a district's current practice in documenting information in present levels is very detailed and explains the "disability-related needs," can an IEP team cut and paste the information from present levels into the Summary of Disability-Related Needs?

The purpose of the Summary is to pause and reflect on the information that has been discussed during the meeting. It is also to clarify the student's disability-related needs so that all IEP team members understand the needs and can develop goals and services in the IEP to address the needs. The IEP team could review the information under present levels or Effects of Disability and cut and paste the relevant information into the Summary, as long as the needs are listed and there is not simply a reference back to earlier sections of the form (e.g., "see present levels" is insufficient).

15. Can reading comprehension be the "disability-related need"?

The key to identifying a disability-related need is when the IEP team has sufficient information to develop goals and services to address the identified need. Digging a little deeper and asking the next why question (e.g., Why isn't the student able to comprehend grade-level reading materials?) could drastically shift ideas about how to address the reading comprehension concern.

For example, one possible reason a student may not be able to comprehend written text is because the student struggles to sound out the words in the text. Other students may have difficulties with perspective taking, summarizing, distractibility, or many more. In addition, some students may have multiple reasons their reading

comprehension is delayed. It is important to narrow the disability-related need(s) so that the IEP goals and services address the cause for the delay.

For more information about “disability-related needs” see: <http://dpi.wi.gov/sites/default/files/imce/sped/pdf/rda-disability-related-need-affecting-reading-definition.pdf>

16. How will DPI analyze responses on the Summary of Disability-Related Needs prompt?

The standard as currently written in the Procedural Compliance Self-Assessment Directions and Standards document is: A statement that just acknowledges that a student’s disability affects his/her performance is not sufficient. Look for statements that tell how the student’s progress [in the general education curriculum and progress toward meeting grade-level reading standards/expectations] is impacted by the disability.

A restatement of the impairment category is insufficient. An analysis of “why” the student is unable to meet grade-level standards and expectations is required to identify the needs and to guide the IEP team in the development of goals and services to address the needs.

17. Is transportation considered a disability-related need if the student has special transportation due to seizures? (*Added 12/13/16*)

Transportation is not a disability-related need. Transportation is the service to address the need. Transportation may be identified by the IEP team as a related service to address the student’s needs resulting from the seizures. Transportation as a related service must be provided if it is required in order for the student to benefit from special education. The IEP team must consider how the student’s disability affects the student’s need for transportation, including determining whether the student’s disability prevents him/her from using the same transportation as nondisabled students, or from getting to school in the same manner as nondisabled students. Not every disability-related need requires a goal.

Also see FAQ question *Does every disability-related need require a goal?*

18. Under special factors related to communication, do we answer the additional clarifying questions for all students, even if they are not deaf or hard of hearing? (*Added 12/13/16*)

We have received a number of questions about this prompt and have revised the form to include two separate sub-prompts to help clarify. One prompt is regarding all students with communication needs (including students with speech and language needs and students who are deaf or hard of hearing). The IEP team should describe the student’s communication needs. The second prompt is for additional

requirements regarding students who are deaf or hard of hearing. The additional questions (student's language, opportunities for direct communication with peers and professional personnel in the student's language and communication mode, and academic level and full range of needs including opportunities for direct instruction in the student's language and communication mode) are only answered for students who are deaf or hard of hearing.

Measurable Annual Goals and Goal Reviews

19. If a student has multiple disability-related needs, may the IEP team prioritize the needs and only address some of the needs in the current IEP? (Updated 11/27/18)

Each disability-related need identified by the IEP team must be addressed by annual goals and/or services in the current IEP. Although the state's sample IEP forms require numbering of the goals for the purpose of linking them to the needs and services, the numbering does not represent prioritization of the goals. It would be appropriate to cluster multiple needs as short-term objectives under a goal.

20. When completing I-4 section 4 (Measurable Annual Goals), if you state the annual goal in a fashion that includes baseline and level of attainment, do you have to also repeat that information in part a. and b.? Does the level of attainment need to be written separately from the goal? (Added 12/13/16)

The sample IEP forms provide a model for documenting requirements and encouraging discussions to address a student's disability-related needs. We recommend IEP teams document the baseline and level of attainment separately from the goal statement for several reasons:

- a. This helps to ensure a discussion about the baseline and level of attainment occur during the IEP team meeting.
 - b. This makes it very clear to all IEP team members what is the current level of performance regarding the goal (baseline) and what is the expected level of attainment at the end of the IEP period.
 - c. This makes it easier to align baseline, with level of attainment and progress monitoring measures.
21. Must an annual goal include baseline and a level of attainment, or can these measurements be found in the short-term objectives? (Updated 10/23/18)

Based on questions and concerns received from the field on IEP goal measurability and the use of benchmarks or short-term objectives, we have revised our guidance.

In order for an annual goal to be measurable, the goal must include a baseline measure to use as a starting point for measuring progress and a level of attainment to identify the desired end point. Benchmarks or short-term objectives are read as

part of the annual goal statement. For children with disabilities who take alternate assessments aligned to alternate achievement standards, benchmarks or short-term objectives must be included in the IEP for all goals. Benchmarks or short-term objectives may also be included in IEPs of students who do not take alternate assessments. When a goal includes benchmarks or short-term objectives, if at all possible, the annual goal should include a baseline and level of attainment. In the rare occasions this is not possible, a separate baseline and level of attainment for the goal is not required **if**:

- Each benchmark or short-term objective is directly related to the goal
- Each benchmark or short-term objective includes a baseline and level of attainment

When benchmarks or short-term objectives are used to measure the annual goal, all benchmarks or short-term objectives must be met (each level of attainment attained) in order for the goal to be considered met. Progress monitoring measures must align with the baseline and level of attainment measures in order to determine progress.

If a student has a most significant cognitive disability and is taking the alternate assessment, each benchmark or short-term objective must have a baseline and level of attainment. If a student is not taking the alternate assessment but their IEP goals have benchmarks or short-term objectives, each benchmark or short-term objective does not need to have a baseline or level of attainment as long as the annual goal contains a baseline and level of attainment and each benchmark or short-term objective relates to the goal statement. However, if the goal refers to the benchmark or short-term objective, such as “as measured by the objectives below,” each benchmark or short-term objective must include a baseline and level of attainment.

22. Are we no longer allowed to write objectives for students not taking the DLM?
(Added 12/13/16)

While short-term objectives or benchmarks are only required for students who take the alternate assessment aligned to alternate achievement standards, they may also be included in IEPs of students who do not take the alternate assessment. Benchmarks or short-term objectives describe the amount of progress the student is expected to make within specific segments of the year and break the skills described in the annual goal into discrete measurable intermediate steps.

23. Are short-term objectives (STOs) required if the parent opts out of state testing, but curriculum is aligned with alternate achievement standards? (added 5/18/17)

Yes, short-term objectives are required even if a parent opts out of their student participating in the alternate assessment.

24. On the I-5, what level of specificity is required in the annual review of goals? (updated 2/15/18)

Form I-5 is a new form for documenting the review of the previous IEP goals prior to developing a new IEP. A review of the previous IEP goals and progress towards the goals will help IEP teams consider if new goals and services are needed to help ensure sufficient progress. It would be appropriate to:

- a. List all the goals (and short term objectives) not met the previous year,
- b. With each goal statement, include the baseline and level of attainment,
- c. Provide the student's current level of achievement (data related to, or compared to, the baseline and level of attainment),
- d. Consider why the student did not make sufficient progress, and
- e. Describe how the IEP will be revised to address lack of progress.

Revisions documented on the I-5 should correspond to revisions in the new IEP.

In assessing and complying with the annual review of goals requirement, the district must have conducted an annual review of the IEP within one calendar year, and there must be documentation that the annual goals were reviewed, and the IEP was revised, if appropriate, to address lack of expected progress. There should be more than a box checked "yes" or "no" for the annual goal review – at a minimum we would expect to see data aligned with the goal measurement, and how the IEP was revised to address any lack of progress. We recommend using the prompts in the I-5 to provide the documentation. If the district's special education software pre-populates the I-5 or the documentation into the IEP that is ending, the district must ensure the parent receives a copy and that form, although not part of the current IEP, is available for review by DPI.

25. Does every student's IEP have to contain a reading goal? (added 9/20/16)

The IEP team must include information/data about each student's reading achievement compared to grade-level standards in the present levels of academic achievement. Based on this information, the IEP team determines if a student is reading at grade-level standards/expectations. If a student is not meeting grade-level standards/expectations in reading, the IEP team must determine if the student has any disability-related need(s) that affect access to or progress in grade-level reading curriculum and instruction. To determine if the student has a disability-related need(s) affecting access to or progress in grade-level reading curriculum and instruction, the IEP team considers why the student is not meeting grade-level standards/expectations in reading. If the IEP team determines the student has a disability-related need affecting reading achievement, the IEP must include a minimum of one goal to address the student's disability-related need. The goal may directly address reading skills or the goal may address a different area affecting the student's performance in reading. The goal(s) will depend on the reason(s) why the student is not meeting grade-level

standards/expectations in reading and should not be based solely on the student's area of impairment (e.g. specific learning disability, emotional behavioral disability, speech and language). The goal(s) addresses why. For instance, if the student is not meeting grade-level standards/expectations in reading because the student has behavior needs, then the goal may address behavior. The behavior goal and associated special education services may be sufficient for the student to access and make progress in the general education reading curriculum. For other students a goal in reading and specially designed instruction in reading may be needed, while other students may require goals in academic and functional skills to improve access and make progress in general education reading curriculum and instruction. Determining IEP goals based on a student's unique disability-related needs is an IEP team decision. Once goals are developed, the IEP team identifies which disability-related needs are addressed by the goal. A goal may address more than one disability-related need and a single disability-related need may be associated with multiple goals. If a student is meeting grade-level standards/expectations in reading and does not have a disability-related need affecting reading, there is no requirement to have a reading goal.

26. Do 18-21 year olds have to have a reading goal? And if so, what standards are they supposed to align with? *(Added 12/13/16)*

If the student has a disability-related need that adversely affects reading, the IEP team must determine how to address the need. It would be appropriate to use grade 12 standards for comparison of the student's current reading achievement and functional performance.

27. Does every disability-related need require a goal? *(Added 10/12/16) (Updated 2/15/18)*

Not every disability-related need requires a goal. Most disability-related needs will be addressed by at least one goal. Some disability-related needs may be addressed by multiple goals. If the IEP team determines the student's disability-related need affects reading, the IEP must include a minimum of one goal to address the need. In some rare instances the disability-related need will only be addressed by related services, supplementary aids or services, or program modifications or supports for school personnel. This would be a situation where the student is not working on a goal, but requires a service to access the general education curriculum or environment or benefit from special education (e.g., special transportation to school).

In those rare cases where a student's disability-related need only requires supplementary aids and services or related services to address the need, IEP teams may consider if it would be appropriate to develop a goal, such as a "self-determination" goal or a corresponding skill, to support the supplementary aid and service. In other words, it might be helpful for the student to learn how to identify, discuss, request, self-monitor, or reflect on a supplementary aid and service they

receive. When writing a “self-determination” goal, it is important to ensure that the actual supplementary aid and service is implemented as written in the IEP (location, frequency, amount, and duration). In describing the frequency and amount, it is not permissible to state “upon student request.” If a particular service is required, then it must be provided to the student and the commitment of resources must be clear. It would be appropriate to describe the circumstances when the service is required regardless of whether or not the student requests the service.

For a self-determination goal, it is important IEP teams are measuring the student’s use and understanding of the supplementary aid and service separate from the provision of the service. Thus, if the student is not meeting the goal (e.g., not requesting, not understanding, not reflecting) the student still receives the service as outlined in the IEP to address their disability-related need.

Results Driven Accountability: Procedural Compliance Self-Assessment (RDA: PCSA)

28. In 2017-18, will the RDA: PCSA checklist only reference the revised sample IEP form numbers (ex: I-4 IEP Linking Form) or will they also refer to the old sample forms?

Only the revised sample IEP forms are referenced in the RDA: PCSA Directions and Standards document. Local educational agencies will be monitored on these Directions and Standards beginning in the 2017-18 school year. The old forms have been removed from the department’s website and are no longer part of the state’s sample special education forms.

29. For LEAs monitored in the 2017-18 school year, what is the date of the oldest IEP form that would end up part of the sample for the Procedural Compliance Self-Assessment?

January 1, 2017 would be the oldest IEP date in the sample. DPI understands districts are working hard with their vendors and district staff to adopt the revised sample IEP forms and that it will take time to get systems in place and staff trained. Therefore, for the RDA:PCSA conducted during the 2017-2018 school year, only those evaluations and IEPs developed between January 1, 2017 and June 30, 2017 will be included in the sample.

30. Which items on the new RDA: PCSA checklist refer to prompts on the revised sample IEP forms which are NOT included in the previous forms?

The sample IEP forms were revised to specifically align with the new RDA: PCSA checklist making it very clear where documentation can be found related to each item on the checklist. The RDA: PCSA Directions and Standards document refers to areas on the revised forms where documentation of the various requirements

would likely be found. The revised forms encourage discussion focused on improving student outcomes, and the new prompts on the forms were intentionally developed to capture those conversations. The RDA: PCSA also assesses alignment of the student's disability-related needs with IEP goals and special education services to address the needs. Throughout the revised forms, these linkages are clearly documented by naming and numbering the needs and then referencing those numbers in the goals and services documented in the Program Summary. This type of documentation did not occur on the previous forms.

Examples of checklist items and corresponding prompts from the revised IEP forms are provided below.

Checklist Item:

The statement of present level of academic achievement and functional performance includes a description of how the student's disability affects the student's involvement in the general education curriculum, instruction and progress toward grade-level reading standards/expectations, or for preschool children, participation in age appropriate activities and progress toward early literacy standards.

New prompt on the I-4:

Describe how the student's disability affects his or her access, involvement and progress in the general education curriculum, including how the disability affects reading. For preschool children, describe how the disability affects participation in age-appropriate activities, including language development, communication and/or early literacy.

Checklist Item:

The IEP team must meet to review the student's IEP periodically, but not less than once per year, to determine whether the annual goals for the student are being achieved and to revise the IEP as appropriate to address any lack of expected progress toward the annual goals and in the general education curriculum.

Prompts on new I-5:

Before developing annual goals, review the previous IEP goals and progress.
Upon review: All goals met All goals not met (specify below)

List goal(s) and short term objectives or benchmarks not met (if applicable) (include goal number(s))

How will the IEP be revised to address lack of sufficient progress?

Information on the changes to the sample IEP forms may be found at [Highlights of RDA changes to Sample Forms](#) and [Detailed Explanation of RDA changes to Sample Forms](#)

Special Education Services

31. How should the IEP team address reading needs in the IEP if the student is a “speech/language only” student? (Updated 9/1/16)

If a child is not meeting grade-level standards/expectations in reading, the IEP team must address the student’s disability-related needs that affect reading. This is true for all disability areas, including speech and language. Even for students whose only disability is speech and language, the IEP team must identify in the present level of academic achievement the student’s reading skills compared to same-aged peers. This may involve consulting with or including additional teachers of the child or a reading specialist as members of the IEP team. If the student is not meeting grade-level standards/expectations in reading, the IEP team considers *why* the student is not meeting grade-level standards/expectations in reading. If the IEP team determines the student’s speech and language disability adversely affects reading, then the IEP team develops goals to address the student’s reading needs and identifies services in the program summary with the frequency amount and duration of the service to be provided. For some students, speech and language services may be sufficient to positively impact reading achievement. For other students, they may also need specially designed instruction in reading in addition to the speech and language services. This is an IEP team decision based on the unique needs of the student. If the IEP goals for the student reflect core content instruction in the area of reading, this requires the teacher to hold the appropriate license. While speech and language pathologists address many areas of literacy that impact reading, they are not licensed to teach reading. In this situation the speech and language pathologist and other educators work in collaboration to meet the needs of the student. If the IEP team does not find the child has reading delays, then there would not need to be a goal addressing reading. When considering the needs related to speech and language impairment, it is important to consider the effect of speech and language on reading achievement, as well as other areas of achievement and functional performance, and develop goals and services to address the needs.

32. Is it appropriate to include Title I services in an IEP? (Updated 9/9/16)

Title I services should not be included as a special education service in an IEP. Title I services are a general education service available to students, including students with disabilities, who meet the Title I criteria (<http://dpi.wi.gov/title-i/faq>). This is not an IEP team decision. If a student is already receiving Title I services, it would be appropriate to include this as background information in the IEP under the Current Academic Achievement and Functional Performance section of the I-4 Linking Form.

LEAs may choose to use reading teachers (1316 license) to provide specially designed literacy instruction outlined in a student’s IEP. When reading instruction is included in an IEP, the LEA may determine whether a special education teacher

or a certified reading teacher will provide the specially designed instruction.

33. Does the 5-Step CCR IEP Process apply to service plans? *(Added 10/12/16)*

Each parentally placed private school student designated by the school district to receive special education or related services must have a services plan in place before the student receives the services. A services plan describes the specific special education and/or related services the student will receive from the school district in light of the services the school district has determined will be available to private school students. To the extent appropriate, the services plan includes IEP elements at section 34 CFR 300.320. The elements in each student's services plan may vary depending on the services to be provided. A school district must follow the procedural requirements for IEPs when developing, reviewing, and revising a services plan. A school district could choose to use the 5-step CCR IEP process when developing the service plan.

34. When looking at the I-4, Section III (Participation in General Education Curriculum) what box would the IEP team check if the student is intellectually capable of participating in the Wisconsin Forward, but has some modified curriculum? *(Added 12/13/16)*

A student is either full-time in the general education curriculum aligned with academic content and achievement standards that all students are expected to meet, or full-time in curriculum aligned with the Wisconsin Essential Elements alternate achievement standards. Students may participate full-time in the general education curriculum with supports, accommodations and modifications. Only students with the most significant cognitive disabilities should be instructed using the Wisconsin Essential Elements and assessed using an alternate assessment, the Dynamic Learning Maps Assessment. Under the Every Student Succeeds Act (ESSA), the number of students who may take the alternate assessment is limited to no more than 1.0 percent of the total number of all students in the State who are assessed in a given subject (i.e., reading/language arts, mathematics, and science). This 1% cap is at the state level. For the student who is intellectually capable of participating in the Wisconsin Forward but has some modified curriculum, the IEP team would indicate the student participates full-time in the general education curriculum. The student would also participate in the Wisconsin Forward assessment with or without accommodations as determined by the IEP team.

35. Should health plans, such as the administration of medication, be documented in the IEP (e.g., allergy medication)? *(Added 12/22/16)*

Whether or not the need for medication administration is related to the student's disability and should be listed as a related service is determined by each IEP team on a case-by-case basis. If the medication administration is not addressing a student's disability-related need, then it would be described in a health plan. For example, if a student has a specific learning disability in the area of math but

needed medication for an unrelated health condition, medication administration would not need to be included as a related service. However, if a student is identified with other health impairment, the medication administration may be directly related to the student's disability and should be included as a related service. Each IEP team must make the determination based on a thorough consideration of how the student's health needs affect the student's disability and the student's ability to benefit from special education and be educated with nondisabled peers. Including a nurse as an IEP team member is strongly encouraged when these discussions occur as this staff member has the expertise to help the team understand the potential relationship between a student's health needs and the student's disability.

36. What is the expectation when filling in frequency and amount related to co-teaching in a regular education setting? *(Added 1/4/17)*

Co-Teaching utilizes two or more professionals with equivalent licensure (e.g. special education teacher and a general education teacher) that share instructional responsibility and accountability for a single classroom. Special education is specially designed instruction provided by a special education teacher to meet the unique needs of a student with a disability. Specially designed instruction in reading may also be provided by a licensed reading teacher. How often and for how long the special education teacher provides specially designed instruction in a co-taught regular education class is documented under frequency and amount in the program summary. For instance, if the special education teacher provides 20 minutes of specially designed instruction each day during a one hour co-taught math class in which the student participates, then the special education would be specially designed instruction in math, the frequency would be daily, the amount would be 20 minutes, and the location would be regular education classroom. Other students in a co-taught class may receive incidental benefit from specially designed instruction. It is important to determine each student's special education services and the location where the services are delivered based on the individual needs of the student. The IEP team must determine the amount of special education service an individual student will receive based on the individual student's needs not based on the school's class schedule.

37. If a student age 18-21 is participating in a transition program, how do you determine if the student participates in the general education curriculum? *(added 5/18/17)*

In a dear colleague letter issued November 16, 2015, by the U.S. Department of Education, the Office of Special Education and Rehabilitative Services emphasized that an individualized education program (IEP) for an eligible student with a disability under the Individuals with Disabilities Education Act (IDEA) must be aligned with the academic content standards for the grade in which the student is enrolled. A student either participates full-time in general education curriculum aligned with the general education standards that apply to all students, or for

students with the most significant cognitive disability, participate in curriculum aligned with alternate achievement standards. This is an IEP team decision documented on the I-4 Linking Form under PARTICIPATION IN GENERAL EDUCATION CURRICULUM.

A student with a disability continues to have a right to FAPE until graduation with a regular diploma or until the age of 21. For 18-21 years old who have not yet graduated with a regular diploma and are participating in a community-based transition program, the IEP team should determine if the student has a significant cognitive disability and will participate in curriculum aligned with alternate achievement standards. If the student does not have a significant cognitive disability, the student would participate in curriculum aligned with the general education standards that apply to all students. The community-based instruction is preparing students for further education, employment and independent living to the standards that apply to all students, or for students with the most significant cognitive disability, to alternate achievement standards.

We recommend the IEP team follow the 5-Step Process of College and Career Ready (CCR) IEP development when developing goals aligned with academic content standards for the grade in which the student is enrolled.

38. Does the IEP team have to meet to determine a change in the location of services?
(added 5/18/17)

Educational placement includes increasing or decreasing the amount of time in special education.

For example, moving a student from a regular education classroom to a special education resource room would be a change of placement, as it would change the student's level of interaction with his or her nondisabled peers.

Only the student's IEP team may make decisions about change in placement. An IEP team meeting is required when making a change of placement. If a change in the location of special education services would increase or decrease the amount of time with nondisabled peers, then the IEP team must meet to make the determination.

39. What do periodic reports on progress entail? (added 2/15/18)

Periodic reports are provided to the parents as specified in the IEP on the progress the student is making toward meeting each goal. These periodic reports on progress must be provided as often as is indicated in the IEP, provide information on each of the annual goals, and include information that corresponds with the baseline measurement. Therefore, in determining compliance with this item, you want to look at three things:

- First, whether a report was provided as specified in the IEP—i.e., quarterly, et cetera;
- Second, was progress reported on all of the IEP goals; and
- Third, did the reported progress match the measurement provided in the annual goal. For example, if the annual goal is to sequence events from 6th grade narrative text with 80% accuracy, and baseline is 40% accuracy, then the progress reported should include the student's current percentage of accuracy.

40. What should the IEP team keep in mind when determining appropriate IEP goal measures of progress? (3/25/19)

When determining appropriate IEP goal measures of progress, the IEP team should consider the following:

- The progress measure(s) used must be appropriate for measuring progress on the target behavior addressed by the goal.
- At least one of the measurement tools must be sensitive enough to administer frequently so progress can regularly be tracked and reported.
- Multiple (appropriate) measurement tools may be used to measure progress.
- If multiple measurement tools are used, there must be a corresponding baseline and level of attainment for each measure.
- Measures of baseline, levels of attainment, and progress must be aligned so that the same tool is used for each.

For questions about this information, contact the Special Education Team at 608-266-1781.