

**WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
GUIDE TO SPECIAL EDUCATION FORMS
Originally published September 2008.
Last updated April 2017.**

INTRODUCTION

Special education forms assist local educational agencies (LEA) and parents in implementing federal and state special education laws by guiding them through referring and evaluating students, developing individualized education programs (IEPs), and determining educational placements. Some forms assist in implementing other requirements, such as conducting a manifestation determination or determining the need for extended school year services. In addition, the forms serve as a LEA's primary documentation tool for demonstrating compliance with many of the requirements of federal and state special education laws and improving outcomes for students with disabilities. Information about improving outcomes for students with disabilities under Results Driven Accountability may be found at <http://dpi.wi.gov/sped/results-driven-accountability>.

The information in this guide is intended to provide general guidance to assist LEA staff and parents in implementing requirements of federal and state special education law. It is not intended to provide child-specific legal advice. State special education law, Subchapter V of Chapter 115, and the Federal IDEA are available at <http://dpi.wi.gov/sped/laws-procedures-bulletins>. Related information and materials for implementing federal and state special education requirements may also be found at that location.

The Department of Public Instruction's (DPI) special education forms and this guide are available in hard copy by contacting the Special Education Team, DPI, P.O. Box 7841, Madison, WI 53707-7841; or accessing the DPI website at <http://dpi.wi.gov/sped/laws-procedures-bulletins/procedures/sample>. The special education forms are also [available in Spanish](#).

TABLE OF CONTENTS

Page

INTRODUCTION	1
Prior Written Notice	5
Timelines	6
Referral and Evaluation	9
R-1 Referral Form - Special Education and Related Services	9
IE-1 Notice of Receipt of Referral and Start of Initial Evaluation	11
IE-2 Initial Evaluation: Notice that No Additional Assessments Needed	14
IE-3 Initial Evaluation: Notice and Consent Regarding Need to Conduct Additional Assessments	16
RE-1 Notice of Reevaluation	19
RE-2 Notice of Agreement to Conduct a Reevaluation More Than Once a Year	22
RE-3 Notice of Agreement that a Three-Year Reevaluation Not Needed	24
RE-4 Reevaluation: Notice that No Additional Assessments Needed	26
RE-5 Reevaluation: Notice and Consent Regarding Need to Conduct Additional Assessments	29
ED-1 Existing Data Review to Determine if Additional Assessments or Evaluation Data Are Needed	32
ER-1 Evaluation Report Including: Determination of Eligibility and Need for Special Education	35
ER-2A, ER-2B, ER-2C Evaluation Report: Additional Documentation Required When Child is Evaluated for Specific Learning Disabilities	41
ER-3 Evaluation Report: Documentation for Determining Braille Needs for a Child with a Visual Impairment	43
ER-4 Notice of IEP Team Findings that Child Is Not a Child with a Disability	44
Arranging/Scheduling Individualized Education Program Meetings	45
I-1 Invitation to a Meeting of the Individualized Education Program Team (IEP)	45
I-1-A Request to Invite Outside Agency Representative(s) to the Individualized Education Program (IEP) Meeting	50
I-1-B Request to Invite Birth to 3 Program Representative(s) to the Initial Individualized Education Program (IEP) Meeting	52
I-1-C Request to Invite Others with Knowledge or Special Expertise to an Individualized Education Program (IEP) Meeting	53
I-2 Agreement on IEP Team Participant Attendance at IEP Meeting	54
I-3 IEP Team Meeting Cover Page	57
Developing Individualized Education Programs	60

I-4	IEP: Linking Present Levels, Needs, Goals and Services Form	60
I-5	Annual Review of IEP Goals	73
I-6	Interim Review of IEP Goals	74
I-7	Statewide and District-wide Assessment	75
I-7-A	Participation Guidance for Alternative Assessment	77
I-7-District-wide	Assessment	78
I-7-ACCESS	for ELLs®/Alt. ACCESS for ELLs™	80
I-7	The ACT® with Writing and ACT WorkKeys®	82
I-7	ACT ASPIRE™ Early High School	83
I-7	DLM	84
I-7	Forward	86
I-8	Summary of Transition Services	87
EE-1	Worksheet for Determining Educational Environment Codes	90
I-10	Notice of Changes to IEP without an IEP Meeting	91
I-11	Extended School Year	92
I-12	Manifestation Determination Review	93
DW-1	Worksheet for Documenting Educational Services Provided During Disciplinary Removals that Do Not Constitute a Disciplinary Change of Placement	95
Determining Placements		96
P-1	Determination and Notice of Placement: Consent for Initial Placement	96
P-2	Determination and Notice of Placement	99
P-3	Notice of Graduation	101
P-4	Notice of Ending of Services Due to Age	103
P-5	Parent Revocation of Consent for Special Education*	104
P-6	Notice of Cessation of Special Education and Related Services in Response to Parental Revocation of Consent*	105
Miscellaneous		107
M-1	Notice of Response to an Activity Requested by a Parent	107
M-2	Notice of Agreement to Extend Time Limit to Complete Evaluation for Transfer Student	108
M-3	Agreement to Extend the Time Limit to Complete the Evaluation of a Child Suspected of Having a Specific Learning Disability	110

Prior Written Notice

Parents must be provided written notice a reasonable time before an LEA:

- Proposes to initiate or change the identification, evaluation, or educational placement of a child or the provision of FAPE to the child; or
- Refuses to initiate or change the identification, evaluation, or educational placement of a child or the provision of FAPE to the child.

Anytime written notice is required it must include:

- A description of the action proposed or refused by the LEA;
- An explanation of why the LEA proposes or refuses to take the action;
- A description of each evaluation procedure, assessment, record or report the LEA used as a basis for the proposed or refused action;
- A description of any other options that the LEA considered and the reasons why those options were rejected;
- A description of other factors that are relevant to an LEA's proposal or refusal;
- A statement that parents have protection under the procedural safeguards of special education law and, if the notice is not an initial referral for evaluation, the means by which a copy of a description of the procedural safeguards can be obtained; and
- Sources for parents to contact to obtain assistance in understanding the provisions of special education law.

Notices must be:

- Written in language understandable to the general public; and
- Provided in the native language of the parent or other mode of communication of the parent, unless it is clearly not feasible to do so.
- If the native language or other mode of communication of the parent is not a written language the LEA must take steps to ensure that (1) the notice is translated orally or by other means to the parent in his or her native language or other mode of communication, and (2) the parent understands the content of the notice. The LEA must maintain written evidence of having complied with the requirements in (1) and (2).

NOTE:

When a student reaches the age of majority (age 18 in Wisconsin), the rights under special education law transfer to the student unless a guardian has been appointed. Consequently, when any of the above notices are sent to an adult student, the LEA should modify the language (e.g., changing "your child" to "you"). In addition, when any of these notices are sent to an adult student, a copy also must be sent to the student's parents.

Timelines

Evaluation

- At least **annually** the LEA must inform parents and others required to make referrals about the LEA's referral and evaluation procedures.
- Notify the parent(s) in writing of the receipt of referral and start of the initial evaluation, or of initiating a reevaluation.
- Within **15 business days** of receiving a referral to evaluate a child, or initiating a reevaluation, the IEP team must complete its review of existing evaluation data and send the child's parents a request for consent to evaluate, or if no additional data are necessary, notify the parents of that determination. "Business day" means Monday through Friday except for Federal and State holidays. There are no legal exceptions or provisions for extension of the 15 business day timeline.
- Within **60 calendar days** of receiving parent consent to evaluate, or informing parents that no additional assessment or evaluation data are needed, the LEA must complete its evaluation of the child and determine whether the child is or continues to be a child with a disability. There are exceptions to the 60-day timeline. The timeline may be extended by written agreement between the parent and the LEA when the child is being evaluated for a specific learning disability for the first time. This provision provides the LEA time to gather information about a child's responses to interventions. Also the timeline may be extended when a student transfers from one LEA to another during the 60-day time period if the receiving LEA is making sufficient progress to ensure prompt completion of an initial evaluation or reevaluation, and the parent and LEA agree to a specific time when it will be completed. Another exception is when the parent repeatedly refuses or fails to make the child available for an evaluation or a reevaluation.
- At least **once every 3 years** a child with a disability must be reevaluated, unless the parent and LEA agree that a reevaluation is unnecessary. There are no exceptions or provisions for extension in the law.
- The IEP team reevaluates the child no more than once a year unless the child's parents and the LEA agree otherwise.

Individualized Education Programs (IEPs)

- Within **30 calendar days** of determining a child is or continues to be a child with a disability, the IEP team must meet to develop an IEP and determine a placement for the child.
- IEPs must be reviewed at least **annually**.
- Beginning not later than the first IEP that will be in effect when a child with a disability is or turns **age 14** and updated annually thereafter, the IEP must include a statement of measurable postsecondary goals and the transition services necessary to assist the child in reaching the goals.

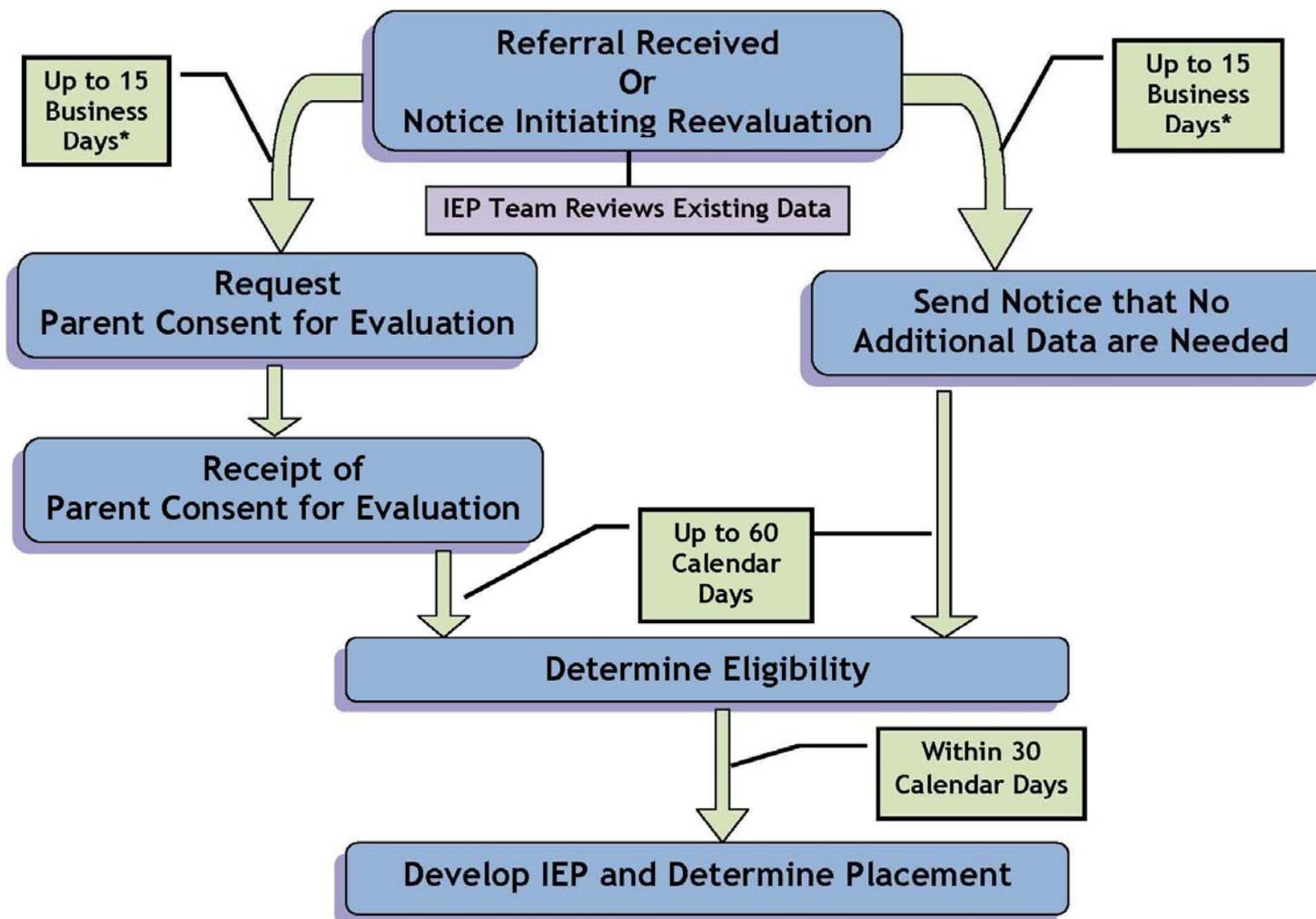
Placement

- Within **30 calendar days** of determining a child is or continues to be a child with a disability, the IEP team must meet to determine a placement for the child.
- A child's placement must be determined at least **annually**.

Other

- A manifestation determination must be made within **10 school days** of any decision to change the placement of a child with a disability for disciplinary reasons.

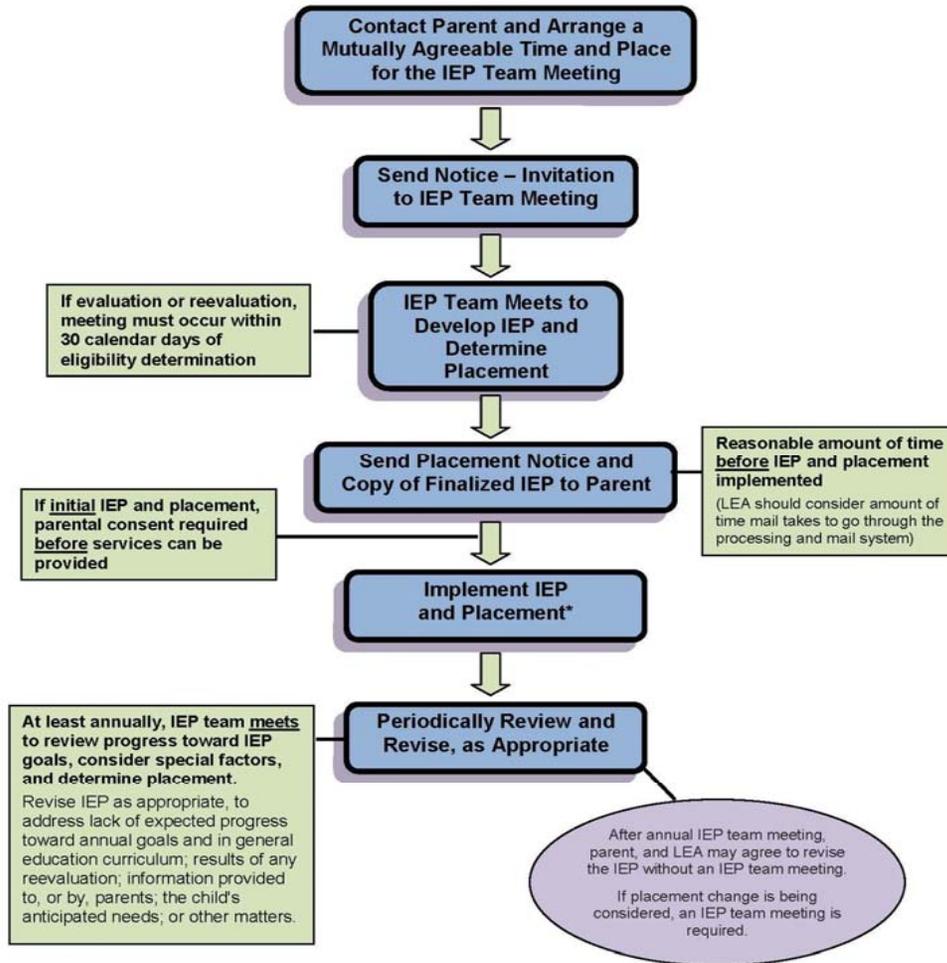
Evaluation Timelines



*"Business day" means Monday through Friday except for Federal and State holidays.

May 2013

IEP & Placement Timelines



*At the beginning of each school year, each LEA must have an IEP in effect for each student for whom the district has FAPE responsibility

May 2013

Referral and Evaluation

R-1 Referral Form - Special Education and Related Services

Form R-1 is used to start the initial evaluation process to determine whether a child is a child with a disability. State law does not allow an LEA to refuse a referral for an initial evaluation. When a referral is received by the LEA, the LEA must notify the parent(s) in writing of receipt of the referral and start of the initial evaluation. The date the LEA receives the referral begins the 15-business day timeline to complete the review of existing evaluation data and send the child's parent(s) notice and request to administer additional assessments or other evaluation materials or notify the parents no additional assessments or other evaluation materials are needed.

Under state special education law, LEAs are required to do all of the following:

- Establish written procedures for accepting and processing referrals.
- Provide information and in-service opportunities to all of its licensed staff to familiarize them with the LEA's referral procedures.
- At least annually, inform parent(s) and persons required to make referrals about the LEA's referral and evaluation procedures.

The State of Wisconsin has developed an electronic referral system (Program Participation System or PPS) enabling Birth to 3 programs to refer children with suspected disabilities to LEAs prior to their third birthdays. The date the LEA receives the referral in PPS begins the 15-business day timeline. If a child referred by a county Birth to 3 program is determined to be a child with a disability, the LEA must develop and implement an IEP by the child's third birthday. The LEA must participate in a transition planning conference arranged by the lead agency for the Birth to 3 program. The LEA determines the LEA personnel who will attend the transition planning conference.

Implementation Considerations:

Each LEA must establish procedures for accepting and processing referrals. The referral procedures must address referrals from school staff, parents, and others in the community. Districts must establish consistent procedures, including electronic procedures where appropriate, for recording and tracking dates and timelines related to the IEP process. LEAs should establish and implement a process to ensure whoever receives the referral records the date it was received.

IEP team participants should be informed of the date by which the IEP team must complete their review of existing evaluation data and determine whether additional assessments are needed so the LEA within the 15-business day timeline can notify the parent(s) and request consent to administer the additional assessments or other evaluation materials or notify the parents no additional assessments or other evaluation materials are needed.

LEAs have an obligation to inform parents of the procedures for making special education referrals. If a parent or other individual indicates they believe a child may have a disability and need special education, the LEA must inform the individual how to make a referral. The referral must be in writing and include the name of the child and the reasons why the person believes the child is a child with a disability. Since a referral must be in writing, most LEAs use a referral form for documentation. An LEA cannot require a parent who submitted a written referral in another manner to complete the LEA's referral form as a prerequisite to acting on the referral.

FORM CONTENT

CLARIFICATION/EXPLANATION

Date and method of notifying parent of intent to refer

An individual required under state law to make a referral must notify the child's parent(s) before submitting a referral to the LEA. The parent may be informed orally or in writing, e.g., by email, letter, phone call, at a parent-teacher conference, etc.

Parent's native language or other primary mode of communication, if other than English and whether an interpreter is needed

This information helps ensure parent(s) will receive notices and other information in a manner that is understandable to them.

Student's native language or other primary mode of communication if other than English

This information identifies the student's native language or other primary mode of communication for administering tests and other evaluation materials.

Date of receipt of referral by school district / LEA

The LEA must document the date of receipt of each referral. This date begins the 15-business day timeline in which to complete the review of existing evaluation data and send the child's parent(s) notice and consent regarding need to conduct additional assessments, or notice no additional assessments are needed.

State the reasons you believe the child has a disability

The person making the referral must state the reason(s) why s/he believes the child is a child with a disability (has an impairment and a need for special education). This information is required and will help identify areas to evaluate.

Include information about any of the following, if known

Additional supporting information is helpful to the IEP team when identifying existing data for IEP team review or the need for additional assessments. Supporting information may include the child's academic/reading achievement or for preschool children, pre-academic (early literacy) skills; functional performance, including behavior; medical information, such as information about a student's vision and hearing; and interventions attempted and the results. This supporting information is not required.

IE-1 Notice of Receipt of Referral and Start of Initial Evaluation

Following receipt of a referral for an initial evaluation, form IE-1 is completed and sent to the parents (or adult student with a copy to the parents).

The purposes for conducting an initial evaluation are to determine:

- whether the child is a child with a disability and the educational needs of the child;
- the present levels of academic achievement and functional performance and related developmental needs of the child;
- whether the child needs special education and related services;
- if applicable, the nature and extent of special education and related services the child needs; and
- if applicable, the content of the child's IEP including information related to enabling the child to be involved in and progress in the general education curriculum.

An LEA receiving a referral for an initial evaluation to determine whether a child is a child with a disability must appoint an IEP team and conduct an evaluation of the child. State law does **not** allow an LEA to refuse a referral for an initial evaluation.

Each IEP team must consist of the following:

- The parents of the child.
- At least one regular education teacher of the child if the child is, or may be, participating in a regular educational environment.
- At least one special education teacher who has recent training or experience related to the child's known or suspected area of special education needs or, where appropriate, at least one special education provider of the child.
- A representative of the local educational agency who is qualified to provide or supervise the provision of special education; is knowledgeable about the general curriculum; and is knowledgeable about and authorized to commit the available resources of the local educational agency.
- An individual who can interpret the instructional implications of evaluation results.
- At the discretion of the parent or the LEA, other individuals who have knowledge or special expertise about the child, including related services personnel as appropriate.
- Whenever appropriate, the child. If a purpose of the meeting will be consideration of post-secondary goals and transition services, the LEA must invite the child.
- If a child is attending school through whole grade sharing, open enrollment or a tuition waiver, at least one person designated by the resident district who has knowledge or special expertise about the child.
- When a child is suspected of having a specific learning disability for the first time and progress data from intensive intervention will be considered, a licensed person qualified to assess data on individual rate of progress using a psychometrically valid and reliable methodology, the licensed person who implemented the scientific, research-based or evidence-based, intensive interventions with the referred pupil, and a licensed person qualified to conduct individual diagnostic evaluations of children.
- When a child is suspected or known to need occupational therapy, physical therapy, or speech and language therapy, a therapist in each respective area of service.

Implementation Considerations:

Another LEA member of the IEP team, e.g., the special education teacher, may also serve as the LEA representative, provided the individual meets the requirements

to act in that capacity. To identify the LEA representative in these situations, write the individual's name in each applicable space on the form. Likewise, IEP team participants filling the required roles when considering SLD eligibility for the time may serve in more than one capacity on the IEP team, as appropriate.

The determination of whether an individual invited to the IEP team meeting by the parent or by the LEA has knowledge or special expertise about the child is made by the party who invited the individual.

FORM CONTENT

CLARIFICATION/EXPLANATION

The LEA received a referral to evaluate a child to determine whether the child has a disability.

An LEA must inform the parents of why it proposes to evaluate a child. The notice documents that the reason for the referral is to determine whether the child has a disability.

The IEP team will conduct the evaluation.

Under state special education law, an IEP team must conduct the evaluation. The LEA must send a written notice of its proposed action to the child's parents.

IEP team participants

Parents must be notified about the composition of the IEP team, including the participants' names if known at the time of the notice.

Other options considered and reasons rejected, and a description of any other relevant factors

Enter other options, if any, that were considered, the reasons those options were rejected, and a description of any other relevant factors. For example, the parent may request particular LEA staff be included or excluded from the IEP team, and the LEA may refuse to honor the request. If no options were considered, check the "None" box.

IEP team will review existing data to determine what, if any, further assessment or evaluation data are needed

The LEA must inform the parents of the specific actions the LEA proposes to take. The first action is a review of existing evaluation data to determine whether additional data are needed. Enter the date by which the LEA will request parent consent for evaluation or notify the parent no additional data are needed.

Narrative regarding the IEP team role, the evaluation and IEP process, timelines, and right to be provided additional time

The notice also provides general information to assist parents in understanding the evaluation and IEP process, including the timelines for completing the evaluation.

If the parents of a child or LEA staff determine additional time is needed to permit meaningful parent participation, the LEA must provide it within the applicable timelines for completing an evaluation and meeting to develop an IEP.

Parents have procedural safeguards and can contact other sources for assistance about understanding their rights

Any required notice must inform parents of the protections they have under the procedural safeguards of state and federal special education law and of sources they may contact to obtain information and assistance in understanding state and federal special education law. Because this evaluation is an initial

evaluation, the LEA is required to provide the parents with a complete procedural safeguards notice.

IE-2 Initial Evaluation: Notice that No Additional Assessments Needed

The IEP team, including the parents, must review existing evaluation data to determine whether additional assessments are needed. Form IE-2 is used when the IEP team determines additional assessments are not needed.

There must be sufficient information and data for the IEP team to determine:

- whether the child is a child with a disability and the educational needs of the child;
- the present levels of academic achievement and functional performance and related developmental needs of the child;
- whether the child needs special education and related services;
- the nature and extent of special education and related services that the child needs; and
- the content of the child's IEP including information related to enabling the child to be involved in and progress in the general education curriculum.

Implementation Consideration:

The review of existing evaluation data may be done at an IEP team meeting; however, there is no requirement to conduct a meeting for this purpose. LEAs should use the *Existing Data Review to Determine if Additional Assessments or Evaluation Materials are Needed* (form ED-1) to document the review.

FORM CONTENT

CLARIFICATION/EXPLANATION

Date of notice

The notice must be sent within **15 business days** of receiving the referral. See the date of receipt of referral on form R-1.

The date form IE-2 is sent begins the **60-calendar day** timeline in which to complete the evaluation of the child and determine if the child is a child with a disability.

The IEP team, including the parents, has considered existing data available about the child and determined that additional testing or evaluation is not needed

As part of the notice, parents must be provided a description of the information used as the basis for the IEP team's decision not to conduct additional assessments. This list includes:

- Evaluations and information provided by the parents;
- Current classroom based, local, or state assessments;
- Classroom-based observations; and
- Observations by teachers and related service providers.

Based on data from these sources, the IEP team has determined no additional assessments or other evaluation materials such as achievement or performance tests, interviews, observations, checklists, or rating scales are needed.

Documentation of parent participation

Parents are IEP team participants and must have an opportunity to participate in the decision about whether additional assessments are needed. Check the first box if parents participated in determining no additional assessments are needed. Describe the manner in which the parents participated. If the

parents did not participate in the decision, check the second box and describe the LEA's attempts to involve the parents.

The review may be conducted without a parent's participation if the LEA is unable to convince the parent to participate. If the parent did not participate, the LEA must document at least three reasonable attempts to convince the parent to participate. Examples of documentation include:

- detailed records of telephone calls and the results of those calls;
- copies of correspondence sent to parent and any response received; and
- detailed records of visits made to the parent's home or place of employment and results of the visits.

Often school personnel will attempt to contact parents by telephone. A telephone call where there is no answer is not a reasonable attempt. A voice mail message or a delivered e-mail are reasonable attempts.

Reasons for this determination and other options considered

The LEA must document the reasons why it proposes not to conduct additional assessments, including a description of other options, if any, the LEA considered and the reasons for rejecting those options, and a description of any other relevant factors. For example, the results of recent comprehensive testing at a clinic may be available, and, therefore, no additional assessment may be required.

Narrative regarding the IEP team role, the evaluation and IEP process, and right to be provided additional time

The notice also provides general information to assist parents in understanding the evaluation and IEP team process. The IEP team process may be concluded in one meeting or may require more than one meeting.

If the parents or LEA staff determine additional time is needed to permit meaningful parent participation, the LEA must provide additional time. However, when providing additional time the LEA must comply with applicable timelines. See "General Comments About Timelines."

Parents have procedural safeguards and can contact other sources for assistance about understanding their rights

Any required notice must inform parents of the protections they have under the procedural safeguards of IDEA and of sources to obtain information and assistance in understanding IDEA and state special education law. Since the LEA previously provided a copy of the procedural safeguards with the initial notice of evaluation (form IE-1), the LEA is not required to provide the parents with another copy unless requested.

IE-3 Initial Evaluation: Notice and Consent Regarding Need to Conduct Additional Assessments

Form IE-3 is used when the IEP team, after reviewing existing data including information from the parents, determines additional assessments or other evaluation materials need to be administered.

The IEP team, including the parents, must review existing evaluation data to determine whether additional assessments are needed. There must be sufficient information and data for the IEP team to determine:

- whether the child is a child with a disability and the educational needs of the child;
- the present levels of academic achievement and functional performance and related developmental needs of the child;
- whether the child needs special education and related services;
- if applicable, the nature and extent of special education and related services that the child needs; and
- if applicable the content of the child's IEP including information related to enabling the child to be involved in and progress in the general education curriculum.

Parent consent is required before tests or other evaluation materials are administered to a child.

Implementation Considerations:

The review of existing evaluation data may be done at an IEP team meeting; however, there is no requirement to conduct a meeting for this purpose. LEAs should use the *Existing Data Review to Determine if Additional Assessments or Evaluation Materials are Needed* (form ED-1) to document the review.

If a parent of a child enrolled in or seeking to enroll in a public school does not consent to an initial evaluation, the LEA may, but is not required to, pursue the evaluation by requesting mediation or initiating a due process hearing. However, if the child is enrolled in a home-based private education program (home-schooled) or in a private school, the LEA may not use mediation or a due process hearing.

FORM CONTENT

CLARIFICATION/EXPLANATION

Date of notice

The notice must be sent within 15 business days of receiving the referral. See the date of receipt of referral on form R-1.

The IEP team, including the parents has reviewed existing data available about the child and determined that there is a need to gather additional information and data through the use of additional assessments and other evaluation materials

As part of the notice, parents must be provided a description of the information used as the basis for the IEP team's decision to conduct additional assessments. This list includes:

- Evaluations and information provided by the parents;
- Current classroom based, local, or state assessments;
- Classroom-based observations; and
- Observations by teachers and related service providers.

Based on data from these sources, the IEP team has determined additional assessments or other

evaluation materials, such as achievement or performance tests, interviews, observations, checklists, or rating scales are needed.

Documentation of parent participation

Parents are IEP team participants and must have an opportunity to participate in the decision about whether additional assessments are needed. Check the first box if parents participated in determining additional assessments are needed. Describe the manner in which the parents participated. If the parents did not participate in the decision, check the second box and describe the LEA's attempts to involve the parents in the decision.

The review may be conducted without a parent's participation if the LEA is unable to convince the parent to participate. If the parent did not participate, the LEA must document at least three reasonable attempts to convince the parent to participate. Examples of documentation include:

- Detailed records of telephone calls and the results of those calls;
- Copies of correspondence sent to parent and any response received; and
- Detailed records of visits made to the parent's home or place of employment and results of the visits.

Often school personnel will attempt to contact parents by telephone. A telephone call where there is no answer is not a reasonable attempt. A voice mail message or a delivered e-mail are reasonable attempts.

Areas to be evaluated including assessments to be given, and individuals who will administer the assessments or other evaluation materials

The LEA must notify parents of any test or other evaluation materials it proposes to administer. If the specific assessment tools are known, list the specific tools along with a brief description. At a minimum, describe the types of tools that will be used and the area(s) that will be assessed, e.g. standardized testing to measure academic ability and achievement. In addition, identify the names of the evaluator(s), if known at the time of the notice. If the names are not known, identify the types of evaluators, e.g., school psychologist.

Options considered and reasons rejected

Enter other evaluation options considered, if any, the reasons those options were rejected, and any other factors relevant to the proposed evaluation. For example, if a parent requests a particular test and the LEA denies the request, the LEA must notify the parents in writing of its decision and the reason why the test will not be administered. The LEA may state another test is more appropriate, or a newer test is now available and should be used. If no other options were considered, check the "None" box.

Narrative regarding the IEP team role, the evaluation and IEP process, and right to be provided additional time

The notice provides general information to assist parents in understanding the evaluation and IEP team process.

If the parents of a child or LEA staff determine additional time is needed to permit meaningful parent

participation, the LEA must provide additional time within the applicable timelines for completing the evaluation and meeting to develop an IEP. See “General Comments About Timelines” in this guide.

Parents have procedural safeguards and can contact other sources for assistance about understanding their rights

Any required notice must inform parents of the protections they have under the procedural safeguards of IDEA and state law, and of sources they can contact to obtain information and assistance in understanding IDEA and state special education law. The LEA is not required to provide the parents with another procedural safeguards notice if, in the current school year, the LEA previously provided the notice. However, if the parents request a copy, or requested the reevaluation, then the LEA must provide the parents a procedural safeguards notice.

Consent is needed before administering assessments or other evaluation materials

The LEA must obtain the informed consent of the parent before administering tests and other evaluation materials to the child. The LEA must make reasonable efforts to obtain informed consent. The consent for evaluation may not be construed as consent for initial provision of special education services.

Explanation regarding consent is voluntary, the right to revoke that consent, and the possible effects of not granting consent

The LEA must inform parents the granting of their consent is voluntary and may be revoked at anytime prior to the administration of tests or other evaluation materials. Parents must be informed they are not required to give their consent, and if consent is not granted, the LEA may request mediation or a due process hearing about whether the assessments should be administered.

Revocation of consent is not retroactive. Revocation does not negate an action that has occurred after the consent was given and before the consent was revoked.

Date school district received parent consent

In the box under the parent’s signature and date, enter the date the LEA received parental consent. This date starts the **60-calendar day** timeline in which to complete the evaluation and determine if the child is a child with a disability.

RE-1 Notice of Reevaluation

Form RE-1 is used to provide written prior notice to parents that the LEA is initiating a reevaluation. It explains the reevaluation process and identifies the functions the IEP team will perform.

An LEA must reevaluate a child with a disability if the LEA determines the educational or related services needs of the child, including the child's academic achievement and functional performance, warrant a reevaluation, or if the child's parent or teacher requests a reevaluation. However, a reevaluation may occur not more than once a year unless the parent and the LEA agree otherwise (see form RE-2). A reevaluation must occur at least once every 3 years unless the parent and LEA agree a reevaluation is unnecessary (see form RE-3). In addition, a child with a disability must be reevaluated before determining the child is no longer a child with a disability.

The purposes for conducting a reevaluation are to determine:

- whether the child continues to be a child with a disability and the educational needs of the child;
- the present levels of academic achievement and functional performance and related developmental needs of the child;
- whether the child continues to need special education and related services;
- the nature and extent of special education and related services that the child needs;
- the content of the child's IEP including information related to enabling the child to be involved in and progress in the general education curriculum; and
- whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the IEP of the child.

Each IEP team must consist of the following:

- The parents of the child.
- At least one regular education teacher of the child if the child is, or may be, participating in a regular educational environment.
- At least one special education teacher who has recent training or experience related to the child's known or suspected area of special education needs or, where appropriate, at least one special education provider of the child.
- A representative of the local educational agency who is qualified to provide or supervise the provision of special education; is knowledgeable about the general curriculum; and is knowledgeable about and authorized to commit the available resources of the local educational agency.
- An individual who can interpret the instructional implications of evaluation results, who may be another member of the IEP team other than the parents or the child.
- At the discretion of the parent or the LEA, other individuals who have knowledge or special expertise about the child, including related services personnel as appropriate.
- Whenever appropriate, the child. If a purpose of the meeting will be consideration of post-secondary goals and transition services, the LEA must invite the child.
- If a child is attending school through whole grade sharing, open enrollment or a tuition waiver, at least one person designated by the resident district who has knowledge or special expertise about the child.
- When a child is suspected of having a specific learning disability for the first time and progress data from intensive intervention will be considered, a licensed person qualified to assess data on individual rate of progress using a psychometrically valid and reliable methodology, the licensed person who implemented the scientific, research-based or evidence-based, intensive interventions with the referred pupil, and a licensed person qualified to conduct individual diagnostic evaluations of children.

- When a child is suspected or known to need occupational therapy, physical therapy, or speech and language therapy, a therapist in each respective area of service.

Implementation Considerations:

Another LEA member of the IEP team, e.g. the special education teacher, may also serve as the LEA representative, provided the individual meets the requirements to act in that capacity. To identify the LEA representative in these situations, write the individual’s name in each applicable space on the form. Likewise, IEP team participants filling the required roles when considering SLD eligibility for the first time may serve in more than one capacity on the IEP team, as appropriate.

The determination of whether an individual invited to the IEP team meeting by the parent or by the LEA has knowledge or special expertise about the child is made by the party who invited the individual.

An evaluation conducted after an initial evaluation that determines a child is eligible for special education is considered a reevaluation. For example, if a child initially found eligible as a child with a learning disability is evaluated for an emotional behavioral disability or for a speech or language impairment, the new evaluation is a reevaluation. If a child who was previously evaluated and determined not eligible for special education is referred again, the new evaluation is considered an initial evaluation. Note the law does not permit an LEA to refuse any referral for an initial evaluation.

FORM CONTENT

CLARIFICATION/EXPLANATION

Date of notice

The date of this notice begins the **15-business day** timeline in which to complete the review of exiting evaluation data and send the child’s parents a request for consent to evaluate, or if no additional data are necessary, notify the parents of that determination. If an LEA uses form R-1 to initiate a reevaluation, the date the LEA received form R-1 begins the 15 business day timeline.

LEA intends to reevaluate a child and reason for the reevaluation

The notice informs the parents of the LEA’s intent to reevaluate their child and the reason(s) for the reevaluation.

IEP team participants

The LEA must notify the parents about the composition of the IEP team, including the names of the participants if known at the time of the notice.

Other options considered and reasons rejected, and a description of any other relevant factors

Enter other options, if any, that were considered and rejected, the reasons those options were rejected, and a description of any other relevant factors. For example, the parent may request particular LEA staff be included or excluded from the IEP team, and the LEA may refuse the request. If no options were considered and rejected, check the “None” box.

Narrative regarding the IEP team role, the reevaluation and IEP process, timelines, and the right to be provided additional time

The notice also provides general information to assist parents in understanding the reevaluation and IEP team process including the timelines in which these activities must be carried out.

If the parents of a child or the LEA staff determine additional time is needed to permit meaningful parent participation, the LEA must provide it within the applicable timelines for completing the reevaluation and meeting to revise the child's IEP. The notice informs parents of their right to request a copy of the IEP team's most recent evaluation report. If requested, the LEA must provide the parent with a copy before any IEP team meeting or due process hearing, and in no case more than 45 days after the request.

Parents have procedural safeguards and can contact other sources for assistance about understanding their rights

Any required notice must inform parents of the protections they have under the procedural safeguards of IDEA and state law, and of sources they can contact to obtain information and assistance in understanding IDEA and state special education law. The LEA is not required to provide the parents with another procedural safeguards notice if, in the current school year, the LEA previously provided the notice. However, if the parents request a copy, or requested the reevaluation, then the LEA must provide the parents a procedural safeguards notice.

RE-2 Notice of Agreement to Conduct a Reevaluation More Than Once a Year

A reevaluation may not occur more frequently than once a year unless the parent and the LEA agree otherwise. *Notice of Agreement To Conduct A Reevaluation More Than Once A Year* (form RE-2) is used when a parent and an LEA agree to reevaluate a child with a disability within a 12-month period. Prior to sending this notice, the parent and LEA must agree about the need for a reevaluation. If the parent and LEA agree to conduct a reevaluation, form RE-2 is sent to the parents starting the evaluation process.

Implementation Considerations:

The LEA should identify a process for obtaining information to decide whether a child should be evaluated more than once within 12 months. The LEA may involve the IEP team in this process. However, neither an IEP team meeting nor an IEP team is required to make the decision. The LEA should designate staff with authority to enter into an agreement with the parent to reevaluate the child. The designated staff should consult with staff working with the child.

If an LEA believes a reevaluation is needed, but the parent disagrees, the LEA may request mediation or initiate a due process hearing regarding whether the child should be reevaluated. The LEA cannot unilaterally decide to conduct more than one evaluation of a child within 12 months of the previous evaluation.

The date of the most recent eligibility determination begins the 12-month period. (see form ER-1). For example, if the date of a child's IEP meeting to determine eligibility was 10/1/06, any reevaluation initiated prior to 10/1/07 requires agreement of the parent and LEA. If a reevaluation is initiated on or after 10/1/07, the LEA may conduct the reevaluation without an agreement between the parent and the LEA.

If a child previously evaluated and determined not to be a child with a disability is referred for an evaluation, even if the referral is within 12 months of the previous evaluation, the new evaluation is considered an initial evaluation. Note state law does not allow an LEA to refuse a referral for an initial evaluation. In this case, the LEA uses form IE-1, *Notice of Receipt of Referral and Start of Initial Evaluation*, to initiate the evaluation.

FORM CONTENT

CLARIFICATION/EXPLANATION

Date of notice

The date of form RE-2 begins the **15-business day** timeline in which to complete the review of existing evaluation data and send the child's parents a request for consent to evaluate, or if no additional data are necessary, notify the parents of that determination.

Parent agreement to conduct more than one evaluation in a year

Form RE-2 documents the parent and LEA agree to conduct more than one evaluation in a year. The notice documents the date and manner in which the agreement took place, e.g. face-to-face conference, phone conversation, or exchange of e-mails. The parent is not required to sign the agreement.

Reason for the reevaluation

The LEA must identify the reason(s) for the reevaluation, e.g., a change in the child's academic achievement or functional performance.

Other options considered related to initiating the reevaluation and reasons rejected, and a description of any other relevant factors

Enter other options, if any, considered when initiating the reevaluation and the reasons they were rejected, including a description of any other relevant factors. If no other options were considered, check the “None” box.

IEP team participants

The LEA must notify the parents about the composition of the IEP team, including the names of the participants if known at the time of the notice.

Other options considered related to selection of IEP team participants and reasons rejected, and a description of any other relevant factors

Enter a description of other options, if any, that were considered and rejected, the reasons those options were rejected, and a description of any other relevant factors. For example, the parent may request particular LEA staff be included or excluded from the IEP team, and the LEA may refuse the request. If no options were considered and rejected, check the "None" box.

Narrative regarding the IEP team role, the reevaluation and IEP process, timelines, and the right to be provided additional time

The notice also provides general information to assist parents in understanding the reevaluation and IEP process including the timelines in which these activities must be carried out.

If the parents of a child or the LEA staff determine that additional time is needed to permit meaningful parent participation, the LEA must provide additional time within the applicable timelines for completing the reevaluation and meeting to revise the child’s IEP. The notice further informs parents of their right to request a copy of the IEP team’s most recent evaluation report. If requested, the LEA must provide parents with a copy before any IEP team meeting or due process hearing and in no case more than **45 days** after the request.

Parents have procedural safeguards and can contact other sources for assistance about understanding their rights

Any required notice must inform parents of the protections they have under the procedural safeguards of IDEA and state law, and of sources they can contact to obtain information and assistance in understanding IDEA and state special education law. The LEA is not required to provide the parents with another procedural safeguards notice if, in the current school year, the LEA previously provided the notice. However, if the parents request a copy, or requested the reevaluation and the LEA agreed to conduct the reevaluation, then the LEA must provide the parents a procedural safeguards notice.

RE-3 Notice of Agreement that a Three-Year Reevaluation Not Needed

A reevaluation must occur at least once every three years, unless the parent and the LEA agree a reevaluation is unnecessary. Form RE-3 is used when the parent and LEA agree not to conduct a three-year reevaluation. Prior to sending this notice, the parent and LEA must discuss and come to agreement that a reevaluation is unnecessary. If the parent and LEA agree a three-year reevaluation is not needed, the LEA does not appoint an IEP team to conduct a reevaluation. Form RE-3 is sent to the parents instead of form RE-1. If the parent and the LEA do not agree a three-year reevaluation is unnecessary, the LEA must conduct the reevaluation.

Implementation Considerations:

The LEA should designate the staff with authority to enter into an agreement with a parent not to conduct a three-year reevaluation. Whomever the LEA designates with authority to enter into an agreement with the parent should consult with staff working with the child. The LEA should identify a process for obtaining information and deciding whether to agree not to conduct a three-year reevaluation. The LEA may involve the IEP team in this process. However, neither an IEP team meeting nor an IEP team is required in making this decision.

The decision not to conduct a three-year reevaluation must be given careful consideration. The parent and the designated school staff should discuss the advantages and disadvantages of conducting a reevaluation, as well as what effect a reevaluation might have on the child's educational program. A reevaluation may be necessary to obtain current data to determine the educational needs of the child; the present levels of academic achievement and functional performance; the content of the child's IEP including information related to enabling the child to be involved in and progress in the general education curriculum; and whether any additions or modifications to the special education and related services are needed to enable the child to meet the IEP annual goals.

If the LEA does not conduct a three-year reevaluation as a result of an agreement between the LEA and the parent, the next evaluation is due in three years. For example, if a child was reevaluated on October 1, 2004, and continued to be a child with a disability, the child's next three-year reevaluation must be completed no later than October 1, 2007. However, if the parent and LEA agree not to conduct the three-year reevaluation due October 1, 2007, the next evaluation must be completed on or before October 1, 2010.

FORM CONTENT

CLARIFICATION/EXPLANATION

Reason for not conducting a three-year reevaluation

The LEA must identify the reason(s) for not conducting a three-year reevaluation.

Other options considered and reasons rejected, and a description of any other relevant factors

Enter other options considered, if any, and the reasons they were rejected when agreeing not to conduct the reevaluation and other factors relevant to the proposed action. If no other options were considered, check the "None" box.

Parent agreement that a three-year reevaluation is not needed

The notice documents the parent and LEA agreed that a three-year reevaluation is unnecessary. There is no requirement the parent sign the agreement.

Parents have procedural safeguards and can contact other sources for assistance about

Any required notice must inform parents of the protections they have under the procedural safeguards of IDEA and state law, and of sources they can contact to obtain information and assistance in

understanding their rights

understanding IDEA and state special education law. The LEA is not required to provide the parents with another procedural safeguards notice if, in the current school year, the LEA previously provided the notice. However, if the parents request a copy, or requested the reevaluation and the LEA agreed to conduct the reevaluation, then the LEA must provide the parents a procedural safeguards notice.

RE-4 Reevaluation: Notice that No Additional Assessments Needed

The IEP team, including the parents, must review existing evaluation data to determine whether additional assessments are needed. Form RE-4 is used when the IEP team determines additional assessments are not needed.

There must be sufficient information and data for the IEP team to determine:

- whether the child continues to be a child with a disability and the educational needs of the child;
- the present levels of academic achievement and functional performance and related developmental needs of the child;
- whether the child needs special education and related services;
- the nature and extent of special education and related services that the child needs; and
- the content of the child's IEP including information related to enabling the child to be involved in and progress in the general education curriculum.

Implementation Consideration:

The review may be done at an IEP team meeting; however, there is no requirement to conduct a meeting for this purpose. LEAs should use the *Existing Data Review to Determine if Additional Assessments or Evaluation Materials are Needed* (form ED-1) to document the review. See form ED-1 for more information.

FORM CONTENT

CLARIFICATION/EXPLANATION

Date of notice

The notice must be sent no more than **15 business days** from the date the LEA initiated the reevaluation. A reevaluation may be initiated by sending form RE-1 or RE-2 to the parents. However, if the referral form (R-1) is used to initiate the reevaluation, then the date on form RE-4 may be no more than 15 business days from the date the LEA received the referral as recorded on form R-1.

The date of this notice starts the **60-calendar day** timeline in which to complete the reevaluation of the child and determine if the child continues to be a child with a disability.

IEP team, including the parents has considered existing data available about the child and determined that additional testing or evaluation is not needed

As part of the notice, parents must be provided a description of the information used as the basis for the IEP team's decision not to conduct additional assessments. This list includes:

- Evaluations and information provided by the parents;
- Current classroom based, local, or state assessments;
- Classroom-based observations; and
- Observations by teachers and related service providers.

Based on these data sources, the IEP team has determined no additional assessments or other evaluation materials, such as achievement or performance tests, interviews, observations, checklists, or rating scales, are needed.

Documentation of parent participation

Parents are IEP team participants and must have an opportunity to participate in the decision about

whether additional assessments are needed. The review may be conducted without a parent's participation if the LEA is unable to convince the parent to participate. If the parent did not participate, the LEA must document at least three reasonable attempts to convince the parent to participate. Examples of documentation include:

- Detailed records of telephone calls and the results of those calls;
- Copies of correspondence sent to parent and any response received; and
- Detailed records of visits made to the parent's home or place of employment and results of the visits.

Often school personnel will attempt to contact parents by telephone. A telephone call where there is no answer is not a reasonable attempt. A voice mail message or a delivered e-mail are reasonable attempts.

Check the first box if parents participated in determining additional assessments are needed. Describe the manner in which the parents participated. If the parents did not participate in the decision, check the second box and describe the LEA's attempts to involve the parents in the decision.

Reasons for this determination and other options considered

The LEA must document the reasons why it proposes not to conduct additional assessments or other evaluation materials, including a description of other options, if any, the LEA considered and the reasons for rejecting those options, and a description of any other relevant factors.

Parent has right to request that additional assessments or other evaluation materials be conducted

If the IEP team determines additional assessments are not needed, parents have the right to request additional assessments to determine whether the child continues to be a child with a disability and to determine the child's educational needs. The right to additional assessments is limited to determinations of continued eligibility for special education services and the child's educational needs. The LEA is not required to conduct assessments for other reasons, such as meeting entrance requirements for admission to college. If the LEA denies such a request from the parent, the LEA must provide reasons why the LEA refuses to conduct additional assessments under the section "other options considered and reasons rejected" on this form or form M-1.

Narrative regarding the IEP team role, the evaluation and IEP process, and right to be provided additional time

The notice provides general information to assist parents in understanding the reevaluation and IEP team process.

If the parents of a child or the LEA staff determine additional time is needed to permit meaningful parent participation, the LEA must provide additional time within the applicable timelines for completing the reevaluation and meeting to review and revise the child's IEP. The notice informs parents of their right to request a copy of the IEP team's most recent evaluation report. If requested, the LEA must provide the parent with a copy before any IEP team meeting or due process hearing, and in no case more than 45 days after the request.

Parents have procedural safeguards and can contact other sources for assistance about understanding their rights

Any required notice must inform parents of the protections they have under the procedural safeguards of IDEA and state law, and of sources they can contact to obtain information and assistance in understanding IDEA and state special education law. The LEA is not required to provide the parents with another procedural safeguards notice if, in the current school year, the LEA previously provided the notice. However, if the parents request a copy, or requested the reevaluation and the LEA agreed to conduct the reevaluation, then the LEA must provide the parents a procedural safeguards notice.

RE-5 Reevaluation: Notice and Consent Regarding Need to Conduct Additional Assessments

Form RE-5 is used when the IEP team, after reviewing existing data including information from the parents, determines additional assessments or other evaluation materials need to be administered. Prior to providing this notice, the IEP team, including the parents, must consider the existing evaluation data. The review may be conducted at an IEP team meeting, but there is no requirement to conduct an IEP team meeting for this purpose.

There must be sufficient information and data for the IEP team to determine:

- whether the child continues to be a child with a disability and the educational needs of the child;
- the present levels of academic achievement and functional performance and related developmental needs of the child;
- whether the child continues to need special education and related services;
- if applicable, the nature and extent of special education and related services that the child needs; and
- if applicable, the content of the child's IEP including information related to enabling the child to be involved in and progress in the general education curriculum.

Before additional assessments are administered to a child, parent consent is required. However, if the LEA can demonstrate it has made reasonable efforts to obtain parental consent and the child's parent failed to respond, the LEA can proceed with administering tests or other evaluation materials. This exception only applies to reevaluations, not to initial evaluations.

Implementation Considerations:

The review of existing evaluation data may be done at an IEP team meeting; however, there is no requirement to conduct a meeting for this purpose. LEAs should use the *Existing Data Review to Determine if Additional Assessments or Evaluation Materials are Needed* (form ED-1) to document the review.

A parent's denial of consent and a parent's failure to respond to a request for consent are not the same. Tests or other evaluation materials may be administered without parental consent only when the parent **fails to respond** to requests for consent.

If the parent refuses consent for a reevaluation, the LEA may, but is not required to, pursue the reevaluation through mediation or a due process hearing. However, if the child is enrolled in a home-based private education program (home-schooled) or placed in a private school by the parents, the LEA may not use mediation or a due process hearing.

FORM CONTENT

CLARIFICATION/EXPLANATION

Date of notice

The notice must be sent no more than **15 business days** from the date the LEA initiated the reevaluation. A reevaluation may be initiated by sending form RE-1 or RE-2 to the parents. If the referral form (R-1) is used to initiate the reevaluation, the date on form RE-5 can be no more than 15 business days from the date the LEA received the referral as recorded on form R-1.

The IEP team, including the parents has

As part of the notice, parents must be provided a description of the information used as the basis for

considered existing data available about the child and determined that additional testing or evaluation is needed

the IEP team's decision to conduct additional assessments. This list includes:

- Evaluations and information provided by the parents;
- Current classroom based, local, or state assessments;
- Classroom-based observations; and
- Observations by teachers and related service providers.

Based on these data sources, the IEP team has determined additional assessments or other evaluation materials, such as achievement or performance tests, interviews, observations, checklists, or rating scales are needed.

Documentation of parent participation

Parents are IEP team participants and must have an opportunity to participate in the decision about whether additional assessments are needed. The review may be conducted without a parent's participation if the LEA is unable to convince the parent to participate. If the parent did not participate, the LEA must document at least three reasonable attempts to convince the parent to participate. Examples of documentation include:

- Detailed records of telephone calls and the results of those calls;
- Copies of correspondence sent to parent and any response received; and
- Detailed records of visits made to the parent's home or place of employment and results of the visits.

Often school personnel will attempt to contact parents by telephone. A telephone call where there is no answer is not a reasonable attempt. A voice mail message or a delivered e-mail are reasonable attempt.

Check the first box if parents participated in determining additional assessments are needed. Describe the manner in which the parents participated. If the parents did not participate in the decision, check the second box and describe the LEA's attempts to involve the parents in the decision.

Areas to be evaluated including assessments to be given, and individuals who will administer the assessments or other evaluation materials

The LEA must notify parents of any test or other evaluation materials it proposes to administer. If the specific assessment tools are known, the specific tools should be listed along with a brief description. At a minimum, the LEA must describe the types of tools that will be used and the area(s) that will be assessed, e.g. standardized testing to measure academic ability and achievement. In addition, the LEA must identify the names of the evaluator(s), if known at the time of the notice. If the names are not known, the LEA must identify the types of evaluators, e.g., school psychologist.

Options considered and reasons rejected

Enter other evaluation options considered, if any; the reasons those options were rejected; and any other factors relevant to the proposed evaluation. For example, if a parent requests a particular test and the LEA denies the request, the LEA must notify the parents in writing of its decision and reason why the test will not be administered. The LEA may state another test is more appropriate, or a newer

<p>Narrative regarding the IEP team role, the evaluation and IEP process, and right to be provided additional time</p>	<p>test is now available and should be used. If no other options were considered, check the “None” box.</p> <p>The notice also provides general information to assist parents in understanding the reevaluation and IEP team process including the timelines within which these activities must be carried out.</p> <p>If the parents of a child or the LEA staff determine additional time is needed to permit meaningful parent participation, the LEA must provide it within the applicable timelines for completing the reevaluation and meeting to review and revise the child’s IEP. The notice informs parents of their right to request a copy of the IEP team’s most recent evaluation report. If requested, the LEA must provide the parent with a copy before any IEP team meeting or due process hearing, and in no case more than 45 days after the request.</p>
<p>Parents have procedural safeguards and can contact other sources for assistance about understanding their rights</p>	<p>Any required notice must inform parents of the protections they have under the procedural safeguards of IDEA and state law, and of sources they can contact to obtain information and assistance in understanding IDEA and state special education law. The LEA is not required to provide the parents with another procedural safeguards notice if, in the current school year, the LEA previously provided the notice. However, if the parents request a copy, or requested the reevaluation, then the LEA must provide the parents a procedural safeguards notice.</p>
<p>Consent is needed before administering assessments or other evaluation materials</p>	<p>The LEA must have the informed consent of the parent before administering tests and other evaluation materials to the child. The LEA must make reasonable efforts to obtain informed consent.</p>
<p>Explanation regarding consent is voluntary, the right to revoke that consent, and the possible effects of not granting consent</p>	<p>The LEA must inform parents the granting of their consent is voluntary and may be revoked at anytime prior to the administration of tests or other evaluation materials. Parents must be informed they are not required to give their consent, and if consent is not granted, the LEA may request mediation or a due process hearing about whether the assessments should be administered.</p> <p>Revocation of consent is not retroactive. Revocation does not negate an action that has occurred after the consent was given and before the consent was revoked.</p>
<p>Date school district received parent consent</p>	<p>The date the LEA receives parental consent starts the 60-calendar day timeline in which to complete the evaluation and determine if the child continues to be child with a disability.</p> <p>If the parent fails to respond to the LEA’s request for consent, the LEA may proceed with the reevaluation if it documents it has taken reasonable efforts to obtain the parent’s consent, and the child’s parent failed to respond. The LEA must notify the parent in writing it will proceed with the evaluation. The date of this notification begins the 60-calendar day timeline.</p>

ED-1 Existing Data Review to Determine if Additional Assessments or Evaluation Data Are Needed

As part of an evaluation, the IEP team first must review existing evaluation data available on the child. The review occurs after the parent has been notified in writing of receipt of referral and start of the initial evaluation, or notice of reevaluation. Parental consent is not required before reviewing existing data as part of an initial evaluation or a reevaluation. Based on that review the IEP team must decide what additional data, if any, are needed to determine:

- Whether the child is, or continues to be, a child with a disability;
- The present levels of academic achievement (including reading achievement/ or for preschool children, early literacy skills) and functional performance;
- Related developmental needs of the child;
- Whether the child needs or continues to need special education and related services;
- If applicable, the nature and extent of special education and related services the child needs;
- The content of the child's IEP, including information related to enabling the child to be involved in and progress in the general education curriculum; and
- In the case of a reevaluation, whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the IEP.

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.

Implementation Considerations:

Sources of evaluation data may include the child's permanent or cumulative file, the behavioral records of the child, medical records, work samples, grades on daily assignments or tests, and teacher observations.

The information reviewed and the sources of information are identified on the ED-1. It is important to have sufficient information about reading achievement/early literacy skills in order to determine if a student has a disability-related need that affects reading. If the IEP team determines additional data are needed after reviewing existing data, the new assessments to be administered and other needed evaluation materials are described on the ED-1. This description along with the names of the specific assessment tools and personnel responsible for administering the evaluation(s), if known, are recorded on form IE-3 or RE-5.

The review of existing data is an IEP team function and the parents are IEP team participants. If the review occurs during an IEP team meeting, record the date of the meeting and the name of the person completing the form. Whether or not the review of existing data is completed at an IEP team meeting, the LEA must document the parent's participation or at least three attempts to convince the parent(s) to participate in the review of existing data. Often LEA personnel will attempt to contact parents by telephone. The LEA may not count as an attempt a telephone call where there is no answer. A telephone call where a message is left may be counted as an attempt. The LEA may count a delivered email as an attempt.

The names of the IEP team members involved in the review of existing data, along with the date they participated and method of involvement is documented. A common error when conducting the review of existing data is failing to obtain the input of the LEA representative, especially when the LEA representative is the principal.

Sometimes an error occurs when what is documented is a review by a problem-solving team (e.g., teacher assistance team, building consultation team) prior to referral, instead of the IEP team's review to decide whether additional evaluation data is needed to complete an IEP team evaluation. Sometimes IEP team participants

will review data prior to the parent being notified of the start of an initial evaluation or reevaluation. The review of existing data occurs by IEP team participants after a parent is notified in writing of the start of an initial evaluation or reevaluation. Another common error occurs when an IEP team participant completes form ED-1 and fails to include his or her own input. If the individual completing the form is one of the IEP team participants, the individual needs to remember to record his/her name in the list of IEP team participants involved in the review of existing data to determine if additional information is needed.

The ED-1 becomes part of the student's education record and may be provided to the parent prior to or with the notice and consent regarding need to conduct additional assessments or the notice that no additional assessments are needed, or when the Evaluation Report is provided to the parent.

FORM CONTENT

CLARIFICATION/EXPLANATION

Notice of receipt of referral

Record the date the notice of referral and start of initial evaluation or notice of reevaluation was provided to the parents. After the notice is provided to the parent and within 15 business days of the district receiving the referral, the review of existing data must be completed and the parent must be sent a request for consent to conduct additional assessments or notice that no additional testing is needed.

Information from referral

The IEP team verifies they have reviewed information provided on the referral for special education or notice of reevaluation by checking "Yes" or "No." It is good practice to review the referral for information about the student's reading ability or other existing information.

Section I.
Existing Data Review

The IEP team must review existing data related to academic achievement and functional performance, as well as previous interventions and the effects of the interventions. Check the box next to each area of existing data reviewed. If no, or insufficient, data exists in a particular area, the IEP team must determine if testing is needed or additional information needs to be gathered.

Sources of Information

Check the box next to the sources of information. The IEP team must review existing evaluation data, including:

- Information provided by the parents;
- Previous evaluations;
- Current classroom based, district-wide, or state assessments;
- Observations by teachers, related service providers and others (including current classroom-based observations and observations by reading teacher/specialist, if applicable); and
- Information from other sources (e.g., postsecondary transition, medical, etc.).

Section II
Description of Additional Data Needed

Once the existing data is reviewed, the IEP team must determine whether additional academic or functional data is needed. If an IEP team member, including the parent, identifies additional data is

needed, check the box “Yes.” Describe the additional assessments and other evaluation materials needed in Section II of the ED-1. The description of additional assessments and other evaluation materials and titles and the personnel responsible for administering assessments, if known, must be recorded on Form IE-3 or RE-5. Ensure there is sufficient information about reading achievement/early literacy skills compared to grade-level standards/age level expectations.

Section III. IEP Team Involvement

Parents

The consideration of existing data is an IEP team function and parents are IEP team participants. Documentation on the ED-1 of the parents’ involvement in the review of existing data must include the date and method of involvement. The parent’s input should be documented on the ER-1 and reviewed during the meeting to determine eligibility. If the review of existing data was conducted at a meeting, the parent’s involvement is documented on the *IEP Team Meeting Cover Page* (Form I-3).

The review may be conducted without a parent’s participation if the LEA is unable to convince either parent to participate. If a parent did not participate, the LEA must document at least three reasonable attempts to convince a parent to participate. Examples of documentation include:

- Detailed records of telephone calls and the results of those calls;
- Copies of correspondence sent to the parent and any response received;
- Detailed records of visits made to the parent’s home or place of employment and results of the visits.

The requirement for involving parents in the review is the same as for IEP team participation. If the parents did not participate in the review, the LEA should document three good faith attempts to involve the parents. Often school personnel will attempt to contact parents by telephone. A telephone call where there is no answer is not counted as an attempt. A telephone call where the phone is answered and a message is left may be counted. A delivered e-mail message counts as an attempt.

Other IEP team participants

Documentation on form ED-1 must include the name of each individual, the date they were involved in the review of existing data, and the method of involvement. Input regarding additional assessments and other needed evaluation materials is documented in section II. If the consideration of existing data was done at a meeting, the IEP team participants are also listed on the *IEP Team Meeting Cover Page* (Form I-3).

ER-1 Evaluation Report Including: Determination of Eligibility and Need for Special Education

As part of any initial evaluation or reevaluation, an IEP team must develop an evaluation report that includes documentation of a determination of eligibility. Form ER-1 must be completed for all initial evaluations and reevaluations. Additional evaluation report forms may be needed to document the evaluation results depending on the circumstances, e.g. *Additional Documentation Required for Specific Learning Disabilities (ER-2A, 2B, or 2C)*, *Evaluation for Determining Braille Needs (ER-3)*, *et cetera*.

Implementation Considerations:

While individual summaries of IEP team participant's findings are not required, it is good practice for IEP team members who administer tests or other evaluation materials to prepare a written summary of their individual findings that may assist parents and other IEP team members in program planning.

DPI has developed eligibility criteria worksheets and evaluation guides to assist with meeting special education compliance requirements and recommended best practices. Eligibility criteria resources may be accessed via the department's website at <http://dpi.wi.gov/sped/laws-procedures-bulletins/laws/eligibility>.

Parents must be provided with a copy of the IEP team's evaluation report; however, neither federal nor state law specifies when parents must be provided with a copy. Typically, the LEA provides the parents with a copy of the evaluation report with the child's IEP and notice of placement. It is, however, important LEAs ensure parents have the information they need to participate meaningfully in IEP team meetings. Parents may need to review their child's education records. An LEA must comply with a parent request to inspect and review existing education records, including IEP team evaluation reports or summaries of IEP team participants' findings, without unnecessary delay and before any meeting regarding an IEP or a due process hearing and in no case longer than 45 days after the request.

FORM CONTENT

CLARIFICATION/EXPLANATION

Type of evaluation

The IEP team identifies whether the evaluation being completed is an initial evaluation or a reevaluation. Check the appropriate box. See the comments under 'Implementation Considerations' on forms RE-1 and RE-2 for a discussion of when an evaluation is an initial evaluation and when it is a reevaluation.

Date on which eligibility determination was made

Enter the eligibility determination date. The date of the eligibility determination is the date the IEP team meets and determines whether the child is or continues to be a child with a disability.

In the case of an initial evaluation or a reevaluation the IEP team must make the eligibility determination within 60 calendar days of receiving parent consent for administering tests and other evaluation materials, (see form IE-3 or RE-5) or providing the parent notice that no additional assessments are needed (see form IE-2 or RE-4).

There are three exceptions to the 60-calendar day evaluation timeline. The exceptions include situations when (1) the parent of a child repeatedly fails or refuses to produce the child for the evaluation; (2) a child enrolls in a school of another LEA after the 60-calendar day timeline has

begun but prior to a determination of eligibility or continuing eligibility by the child's previous LEA (see form M-2); or (3) there is a written agreement with the parent to extend the timeline to complete the evaluation of a child suspected of having a specific learning disability (see form M-3).

The date of eligibility determination also begins the **30-calendar day** timeline within which the IEP team must meet to develop an IEP and determine a child's placement.

Section I

Information from review of existing data

In this section, IEP teams document information from existing data. Refer to Form ED-1 when completing this section. During the IEP team meeting to determine special education eligibility, document and consider the relevant data and information from existing data. This is information that existed prior to the current evaluation. Any data from additional testing or other evaluation materials administered as part of the current evaluation is documented on form ER-1, Section II, under "Information from Additional Assessments and Other Sources." When interpreting evaluation data to determine special education eligibility and a child's educational needs, IEP teams are required to document and carefully consider data from a variety of sources.

Academic Achievement and Functional Performance

Academic achievement, including reading, mathematics, written language, communication and other academic areas; for preschool children, information about the child's acquisition and use of knowledge and skills (including early language/communication and early literacy and other pre-academic skills); and functional performance skills needed for independence (including positive social-emotional skills and behaviors) are broken out into two separate areas for documentation. For each area, consider existing data from the following sources:

Information provided by parents/family: Record information provided by the parents and family discussed at the IEP team meeting. LEAs should encourage parents' participation in discussing their child's strengths and abilities and what they view as their child's difficulties. Encourage the parent to share information about how their child is reading. LEAs may want to provide resources and encourage parents to access other tools before the IEP team meeting to prepare to participate in the IEP team meeting. If the parents/family have no information to provide, document that no additional information was provided.

Summary of previous evaluations: Include previous district evaluations, reading evaluations, and independent educational evaluations whether at school district expense or parent expense. For functional performance, also include the results of any functional

performance assessments or evaluations. If no previous evaluations exist, document this on the form.

Current classroom-based, local, or state assessments: Include the child’s performance on classroom tests, quizzes, assignments, and district-wide and state assessments. Include data on reading achievement and other academic areas. The assessments may have been conducted in the regular education classroom or in a special education classroom. Local or district-wide assessments include any standardized tests administered district-wide (e.g., *Iowa Test of Basic Skills*, *STAR*, *PALS*, *MAPS*). If no previous classroom-based, local, or state assessments exist, document this on the form.

Observations by teachers, related service providers and others, including current classroom-based observations: Document information from observations of the child by the regular education teacher, or, if the child is not participating in a regular education classroom, observations of the child in his/her special education setting by the child’s special education teacher. When applicable, include observations by a reading teacher or specialist. For preschool children, use the results of their Indicator 7 Child Outcomes Ratings, when appropriate. If the child is not in a school environment, include the observations of professionals in the child’s current environment. If no information on observations exists, document this on the form.

Information from other sources: Include any other existing data here. This may include information pertaining to postsecondary transition, pertinent medical information (including vision and hearing) and any other pertinent data.

Previous interventions and the effects of those interventions:

Identify any previous interventions, including instructional methodologies, provided in the regular education classroom or a special education setting, and the effects of those interventions on reading achievement/early literacy and other academic and functional areas. Include data on how the child responded to the interventions (e.g., Previous intervention: Direct instruction in reading fluency for eight weeks; Effect: Increase of two words per minute.) Prior interventions are required before an initial eligibility decision may be made for a Specific Learning Disability (SLD).

Section II

Information from additional assessments and other sources

In this section, IEP teams document the new information gathered as part of the evaluation or reevaluation. Identify if information from additional assessments or other sources was gathered during this evaluation/reevaluation by checking the “Yes” or “No” box. If yes, document data and information obtained from assessments and other evaluation materials administered as part of the current evaluation. The data may include recent reading assessment data, results from checklists, behavior rating scales, interviews, standardized tests, and informal assessments. Summarize the data

and information obtained during the evaluation under academic achievement or functional performance, as applicable. It is important to have current information on reading performance.

Section III Determination of Eligibility and Need for Special Education

A. Determination of Eligibility

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. The IEP team should consider all suspected impairments and, using the eligibility criteria in section [PI 11.36, Wisconsin Administrative Code](#), document how the student meets (or does not meet) the criteria. If the student meets eligibility criteria, check the box next to the impairment area on Form ER-1. Check all impairment areas for which the student meets criteria. For each impairment area identified, document how the student meets the criteria. Attach the [eligibility checklist worksheet](#) (<http://dpi.wi.gov/sped/laws-procedures-bulletins/laws/eligibility>), if used.

If some impairments are identified and others are considered but rejected, document how the student did not meet the criteria for the other impairments. If no impairments are identified, document which ones were considered and how the student did not meet the criteria. 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, there is no need for special education and the IEP team may include recommendations other than special education for the district and parents to consider. If the student meets the criteria for one impairment from the list of impairments, the IEP team then determines if the student needs special education.

If the student has a significant developmental delay (SDD), SDD should be the only impairment checked. The IEP team should first consider other areas of impairment before identifying SDD.

If the IEP team identifies a Specific Learning Disability, document the additional information required for Specific Learning Disabilities on form ER-2A, 2B, or 2C.

If the IEP team identifies a visual impairment, document the additional information required for determining a child's need for Braille on form ER-3.

When considering whether the student meets the criteria for one or more impairments, the IEP team may not find the student eligible if the determining factor is due to a lack of appropriate instruction in reading or math, or due to limited English proficiency. The district must take steps to address the lack of appropriate instruction or the student's limited English proficiency. The IEP team may

provide recommendations (e.g., resources or supports) for the district to consider.

B. Need for Special Education

This section is completed if the student is found to have one or more impairments. The IEP team must determine that a child needs special education as a result of the impairment before the child may be identified as a child with a disability. It is possible for a child to have an identified impairment and **not** need special education and, therefore, not be a child with a disability.

Question 1 - Check the appropriate box to indicate whether or not the student has an impairment that adversely affects the student's educational performance and as a result needs special education (specially designed instruction). If there is no need for special education, list other recommendations, if any, the district may take to address the student's needs through regular education or other means. No further questions are answered. The student is not eligible for special education and no IEP is developed for the student. If there is a need for special education, complete questions 2 and 3 below.

Question 2 - Check the appropriate box to indicate whether the impairment adversely affects progress toward meeting grade-level reading standards or for preschoolers, progress toward the early learning standards for language development, communication and/or early literacy. If yes, include under question 3 a description of the needs related to reading that cannot be met through the regular education program as structured. If no, complete question 3 describing other needs that cannot be met through the regular education program as structured. Questions 3 must be completed whether or not the student's impairment adversely affects reading.

Question 3.a. - Describe the student's needs that cannot be met through the regular education program as structured. Include a description of 1.) how the impairment adversely affects the student's reading ability, 2.) how the disability adversely affects other academic or functional areas, and 3.) why the needs cannot be met through the regular education program as structured. The needs identified here should be reflected on the IEP: Linking Form (I-4) under *Effects of Disability* and considered when identifying the root cause of the student's disability-related needs.

Question 3.b. - Describe the supplementary aids and services, supports and accommodations the student needs in regular education that will enable the student to access the general education curriculum, meet the educational standards that apply to all students and be educated with nondisabled students to the maximum extent appropriate. The aids and services described here should be considered when developing the IEP Program Summary.

Question 3.c. - Describe the specially designed instruction to 1.) address the needs that adversely affect reading, 2.) address the needs that adversely affect other areas including academic and

functional performance, and 3.) enable the student to access the general curriculum so the student can meet the educational standards that apply to all students. This may include adaptations to the content, methodology, or delivery of instruction to meet the unique needs of the student that result from the student's disability. Consider these descriptions of specially designed instruction when developing the IEP Program Summary.

ER-2A, ER-2B, ER-2C Evaluation Report: Additional Documentation Required When Child is Evaluated for Specific Learning Disabilities

Form ER-2A, 2B, or 2C is used **only** when a child is being evaluated or reevaluated in the area of Specific Learning Disabilities (SLD).

FORM CONTENT

CLARIFICATION/EXPLANATION

Documentation for eligibility determination, Items.

The Department has created three sample forms for meeting state and federal documentation requirements for Individualized Education Program (IEP) team SLD eligibility determinations:

- [ER-2A](#) *Required documentation for SLD – Initial Evaluation:* This form includes required documentation for initial SLD eligibility decisions for all enrolled public school students.
- [ER-2B](#) *Required documentation for SLD – Reevaluation:* This form includes documentation requirements specific to SLD reevaluation.
- [ER-2C](#) *Required documentation for SLD – Initial Evaluation using Significant Discrepancy:* This form may **only** be used for parentally placed private school or homeschooled students. IEP teams may elect to use ER-2A if data meeting the standards are available.

These forms provide prompts to ensure IEP teams address all state and federal SLD eligibility criteria requirements. The Department of Public Instruction (DPI) has developed resource materials to assist IEP teams with completing the forms. The materials describe the types of data and information that must be included. The materials are available on the DPI's website at <http://dpi.wi.gov/sites/default/files/imce/sped/pdf/sld-forms-instructions.pdf>. Additional guidance regarding SLD eligibility criteria is available at <http://dpi.wi.gov/sped/program/specific-learning-disabilities>.

Assurance that decision is based on a variety of sources and agreement with conclusions of whether the child is a child with a Specific Learning Disability

When determining whether a child has a specific learning disability, the IEP team must base its decision on information from a variety of sources and not on any single measure or assessment as the sole criterion.

Each IEP team participant, including the parents, signs form ER-2 and indicates if she/he agrees with the team's conclusion about whether or not the child has a specific learning disability. If any IEP team participant, including the parent, does not agree with the team's conclusions, then s/he must also attach a statement reflecting his/her conclusions. If a parent disagrees with the conclusions of the team and refuses to submit a statement, the LEA cannot compel the parent to do so. The LEA may summarize the parent's position in writing and indicate the parent refused to submit a separate statement.

ER-3 Evaluation Report: Documentation for Determining Braille Needs for a Child with a Visual Impairment

Form ER-3 is used **only** when the IEP team determines a child has a visual impairment (see form ER-1). The law requires the IEP provide for instruction in Braille and the use of Braille **unless** a determination is made that instruction in Braille or the use of Braille is not appropriate for the child. This form should be attached to the IEP if form I-5, *Special Factors*, indicates the child does **not** need instruction in Braille or in the use of Braille.

Implementation Considerations

In some situations, e.g., a child of preschool age or a child with a degenerative disease of the eye, it may not be possible to make a determination of the child's future need for instruction in Braille or the use of Braille. In these instances, the IEP team should follow and monitor the child's progress to determine if there are any changes in the child's need for instruction in Braille or the use of Braille.

FORM CONTENT

CLARIFICATION/EXPLANATION

Evaluation of reading and writing skills, needs and appropriate media

For a child with a visual impairment, an IEP team must evaluate reading and writing skills, needs, and appropriate reading and writing media, including the child's future need for instruction in Braille or the use of Braille.

Determination of current need for instruction in Braille or use of Braille

Check "Yes" or "No" to indicate whether the child demonstrates a current need for instruction in Braille and/or the use of Braille. If "No" is checked, enter an explanation of the basis for this conclusion.

Determination of future need for instruction in Braille or use of Braille

Check "Yes," "No," or "Cannot be determined at this time" to indicate the IEP team's conclusion about whether the child demonstrates a future need for instruction in Braille or the use of Braille. If "No" or "Cannot be determined at this time" is checked, enter an explanation of the basis for the conclusion.

ER-4 Notice of IEP Team Findings that Child Is Not a Child with a Disability

Form ER-4 is used **only** when an IEP team determines upon initial evaluation a child does not have a disability or upon reevaluation that a child no longer continues to be a child with a disability.

FORM CONTENT

CLARIFICATION/EXPLANATION

Findings by the IEP team

When an IEP team determines a child is not a child with a disability, or is no longer a child with a disability, the LEA must provide written notice to the parents of the determination. Federal and state laws require the LEA provide notice to parents whenever the LEA proposes or refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of free appropriate public education (FAPE).

Check the first box if the child is determined not eligible after an initial evaluation. Check the second box if the child is determined no longer eligible after a reevaluation.

A copy of the IEP team's evaluation report

The LEA is required to provide a copy of the IEP team's evaluation report to the parents. Enclose the report with form ER-4.

Other options considered and reasons rejected, and a description of any other relevant factors

Enter other options considered, if any, related to the determination the child is not a child with a disability and any other factors relevant to the determination. If no other options were considered, check the "None" box.

Parents have procedural safeguards and may contact other sources for assistance about understanding their rights

Any required notice must inform parents about the protections they have under the procedural safeguards of IDEA and sources they may contact to obtain information and assistance in understanding IDEA and state special education law. The LEA is not required to provide the parent with a copy of the complete procedural safeguards notice if the LEA previously provided the parent with a copy of the procedural safeguards in the current school year. However, if the parent requests another copy, the LEA must provide one.

Arranging/Scheduling Individualized Education Program Meetings

I-1 Invitation to a Meeting of the Individualized Education Program Team (IEP)

Whenever an LEA will conduct an IEP team meeting, form I-1 is used to notify parents the LEA will conduct the IEP team meeting.

Implementation Considerations:

LEAs commonly contact parents to arrange a mutually agreed upon date and time for an IEP team meeting before sending form I-1. This practice saves time when scheduling IEP team meetings. If the parent requests specific LEA personnel be included and the LEA decides to include them, the personnel must be listed on the invitation.

If an IEP team meeting ends and is reconvened on another day, the parent participation requirements must be followed, including providing an invitation to the next meeting.

When scheduling IEP team meetings, the LEA must observe required timelines. For example, a meeting to develop a child's IEP and determine placement must occur within 30 calendar days of the determination the child is eligible for special education services. LEAs should schedule IEP team meetings well before a timeline ends to permit meetings to be rescheduled, if needed, and still meet the timeline. Whenever possible, LEAs should avoid scheduling IEP team meetings on or shortly before the last day of a timeline.

If transition is checked on form I-1 as one purpose of the IEP team meeting, the student must be invited to the IEP meeting. A separate invitation may be sent to the student. Alternatively, the student's name may be included with the parents' names on the invitation and envelope, or the student may be invited verbally. The date and method for inviting the student should be documented on form I-8.

When a manifestation determination is required for a student, an IEP team meeting may be held for this purpose, although an IEP team meeting is not required. IDEA allows the LEA, the parent, and relevant members of the IEP team to make the determination. However, if it is determined the child's behavior that resulted in the disciplinary action is a manifestation of the disability, an IEP team meeting will be required to develop a functional behavioral assessment (FBA) and a behavioral intervention plan (BIP) or review an existing BIP and modify it as necessary. Also an IEP team must review and revise the IEP and determine placement, as appropriate. Therefore, it may be expeditious to conduct manifestation determination reviews at IEP team meetings.

FORM CONTENT

Informing parents of the IEP team meeting

CLARIFICATION/EXPLANATION

The LEA must take steps to ensure one or both of the child's parents are present at the IEP team meeting or are afforded the opportunity to participate.

The LEA must do the following.

- Notify the parents of the meeting early enough to ensure they have an opportunity to attend;
- Schedule the meeting at a mutually agreed on time and place;
- Inform the parents of the purpose, time, and location of the meeting and who will attend;

- Inform the parents of their right to bring other people they believe have knowledge or special expertise about their child; and
- Inform the parents of the right to request the LEA invite the Birth to Three coordinator or other representative to the IEP team meeting if their child is transitioning from a county Birth to Three program.

Consolidation of IEP team meetings

The IDEA requires an LEA to encourage, to the extent possible, the consolidation of reevaluation meetings and other IEP team meetings. Often LEAs determine continuing eligibility for special education, revise the IEP, and determine educational placement at the same IEP team meeting.

Purpose of the meeting

Check all boxes in this section that apply to the meeting. For example, if the LEA intends (1) to determine a child's continuing eligibility for special education, (2) develop an annual IEP, (3) address transition, and (4) determine the child's continuing placement at the meeting, then all four purposes must be checked.

Purpose: Evaluation and Reevaluation.

If one purpose of the meeting is to determine initial or continuing eligibility for special education, then the child's eligibility must be determined no more than **60 calendar days** from either:

- 1) the date the parents were provided notice no additional assessments were needed (form IE-2, for initial evaluations or form RE-4 for reevaluations) or
- 2) the date the LEA received parent consent (form IE-3, for initial evaluations or RE-5 for reevaluations).

Exceptions to the 60-calendar day timeline may apply when:

- 1) the parent of a child repeatedly fails or refuses to produce the child for evaluation;
- 2) a child transfers from another LEA after the 60-calendar day timeline has begun but prior to an eligibility determination by the previous LEA (see form M-2.); or
- 3) a parent agrees in writing to an extension to complete the evaluation of a child suspected of having a specific learning disability (see form M-3).

Purpose: Individualized Education Program (IEP)

Develop an initial IEP: The date the IEP team meets to develop the IEP must be no more than **30 calendar days** from the date the IEP team made the eligibility determination. See form ER-1. An IEP team may develop an initial IEP at the same meeting the IEP team determines the child's initial eligibility.

Develop an annual IEP: An IEP team must meet periodically, but no less than annually, to review the IEP. The IEP team must meet no more than **12 months** from the date the IEP team last met and developed the child’s annual IEP. At an annual IEP team meeting, the IEP team must review the IEP to determine whether the annual goals are being achieved. The team must revise the IEP, as appropriate, to address:

- any lack of expected progress toward the annual goals and in the general education curriculum;
- the results of any reevaluation;
- information about the child provided to or by the parents;
- the child’s anticipated needs;
- special factors (See form I-4.); and
- other matters.

Review/Revise IEP: An IEP team may conduct a meeting to review/revise a child’s IEP at any time. After a reevaluation, an IEP team must meet within **30 days** of a determination of continuing eligibility to review and revise the IEP, as appropriate, to address the results of the reevaluation. The IEP team may review and revise the IEP at the same meeting the IEP team determines the child’s continuing eligibility.

An IEP team meeting to review/revise an IEP is considered an annual IEP meeting only if the IEP team reviews the IEP to determine whether the annual goals are being achieved and revises the IEP, as appropriate, to address all the factors listed above under “Develop an annual IEP.” If the IEP team does not review annual goal progress and revise the IEP to address all of the factors above, the meeting cannot be considered the annual IEP meeting.

An IEP may be modified or amended without holding an IEP team meeting after the annual IEP meeting. See forms I-10-A and I-10-B.

Transition: If a child is 14 or older or will turn age 14 during the dates the IEP will be in effect, transition must be checked as one purpose of the meeting. If transition is checked as one purpose, the student must be invited to attend. In addition, the LEA must inform the child’s parents their child will be invited to the IEP meeting.

Purpose: Placement

If one purpose of the meeting is to develop an initial placement following the development of the child’s initial IEP, the date the IEP team meets to determine the placement must be no more than **30 calendar days** from the date the IEP team determined the child is eligible for special education. See form ER-1.

If one purpose of the meeting is to determine a child’s **continuing placement** following a

reevaluation and review and revision of the child's IEP, the date the IEP team meets to determine the child's continuing placement must be no more than **30 calendar days** from the date the IEP team determined the child's continued eligibility. See form ER-1.

An IEP team must determine a child's placement at least annually. The date of the IEP team meeting to determine placement must be no more than **12 months** from the date the IEP team last determined the child's placement. For example, if an IEP team last met and determined a placement on 10/1/07 (form P-1 or P-2), an IEP team must determine the child's placement again no later than 10/1/08.

Purpose: Other

Review of existing information: An LEA is not required to conduct an IEP team meeting to review existing evaluation data to determine whether to administer tests during an evaluation. See form ED-1. However, an LEA may hold an IEP team meeting for this purpose. If it holds a meeting for this purpose, the LEA must invite the child's parents.

Conduct a manifestation determination: A manifestation determination is required within **ten school days** of a decision to change a placement because of a violation of a code of student conduct. An IEP team meeting is not required to conduct a manifestation determination; however, an IEP team meeting may be conducted for this purpose. See "Implementation Considerations" above.

Determine setting for services during disciplinary change in placement: When a disciplinary removal is a change of educational placement, the IEP team is required to determine the appropriate services and the setting in which the services will be provided. If this is one purpose of an IEP team meeting, the appropriate boxes under "IEP" and "Placement" must also be checked on form I-1.

Participating transition agency representative

If "Transition" is checked as one purpose of the meeting, with the consent of the parent or adult student (see form I-1-A.), the LEA must invite a representative of any participating agency likely to be responsible for providing or paying for transition services. Enter the name of the agency along with the name and title of the individual representing the agency. If the name of the individual who will attend is not known, at a minimum enter the title or position of the individual who will attend, e.g., DVR counselor. If an outside agency representative will not be invited, check the "None" box.

IEP team participants

Each IEP team must consist of the following.

- The parents of the child.
- At least one regular education teacher of the child if the child is, or may be, participating in a regular educational environment.
- At least one special education teacher who has recent training or experience related to the child's known or suspected area of special education needs or, where appropriate, at least one special education provider of the child.
- A representative of the local educational agency who is qualified to provide or supervise the

provision of special education; is knowledgeable about the general curriculum; and is knowledgeable about and authorized to commit the available resources of the local educational agency. An LEA member of the IEP team may also serve in the capacity of the LEA representative at the meeting if the individual meets the legal requirements to serve as an LEA representative.

- An individual who can interpret the instructional implications of evaluation results.
- At the discretion of the parent or the LEA, other individuals who have knowledge or special expertise about the child, including related services personnel as appropriate.
- Whenever appropriate, the child. If a purpose of the meeting will be consideration of post-secondary goals and transition services, the LEA must invite the child.
- If a child is attending school through whole grade sharing, open enrollment or a tuition waiver, at least one person designated by the resident district who has knowledge or special expertise about the child.
- When a child is suspected or known to need occupational therapy, physical therapy, or speech and language therapy, a therapist in each respective area of service.
- If the purpose of the meeting is to conduct an evaluation to consider a suspected specific learning disability for the first time, and progress data from intensive intervention will be considered, a licensed person qualified to assess data on individual rate of progress using a psychometrically valid and reliable methodology, the licensed person who implemented the scientific, research-based or evidence-based, intensive interventions with the referred pupil, and a licensed person qualified to conduct individual diagnostic evaluation of children.

Parents must be informed of who will attend an IEP team meeting. Parents have the right to bring to the meeting an individual, even if the individual is not listed on the invitation or known to the LEA in advance. However, if a parent is bringing another individual to the meeting, they are encouraged to provide the LEA with advance notice.

Parents right to additional time

If during any meeting addressing an evaluation, IEP development (including IEP review and revision), or placement, either the LEA or the parent determines additional time is needed to ensure meaningful parent participation, the LEA must provide it, subject to the required timelines for evaluation, and IEP development, and placement.

Parents have the right to a copy of the procedural safeguards and to contact other sources for assistance about understanding their rights

The LEA is not required to provide the parents with a copy of the complete procedural safeguards notice if the LEA previously provided the parents with a copy in the current school year. However, if the parents request another copy, the LEA must provide it.

Other sources parents can contact to obtain information and assistance in understanding IDEA and state special education law must be identified.

I-1-A Request to Invite Outside Agency Representative(s) to the Individualized Education Program (IEP) Meeting

To the extent appropriate, and with the consent of the parent or adult student, an LEA must invite a representative of any outside agency likely to be responsible for providing or paying for transition services. Form I-1-A is used to obtain parental consent to invite a representative of such an agency to the IEP team meeting, where information about the student will be disclosed. The consent requirement is included in the IDEA regulations specifically to address the disclosure of confidential information to transition agency representatives at IEP team meetings.

Implementation Considerations:

Before sending the invitation to the IEP team meeting (form I-1), the LEA must obtain parent or adult student consent to invite an outside agency representative. It is a good practice to discuss attendance of an outside agency representative with the parents or the adult student prior to requesting written consent. Information and materials for collaborating with outside agencies are available at the Department's website at <http://dpi.wi.gov/sped/topics/transition> and at the Wisconsin Transition Improvement Grant website, <http://www.witig.org/>.

Obtaining parent or adult student consent on this form **only** allows the disclosure of information to an outside agency representative at an IEP meeting to discuss post-high school goals and transition services needed to achieve the goals. It does not permit the disclosure of information to an agency representative under other circumstances. For example, if an LEA wishes to disclose information about a child to an agency following a disciplinary removal from school, the LEA must obtain a separate consent from the parent or adult student for this purpose. An LEA may disclose personally identifiable information about a child under three circumstances: (1) with the written consent of the parent, guardian or adult student; (2) pursuant to a court order; and (3) by authority of statute. For additional information about confidentiality, see the publication, "Student Records and Confidentiality" on the Department's website at <http://dpi.wi.gov/sped/topics/records>.

Because **form I-1-A provides authority only to disclose information at an IEP team meeting where transition is considered**, some LEAs have modified their general consent forms for release of records or information to include consent for inviting an agency representative to IEP team meetings. A consent form for release of records must identify the records, information or data that may be disclosed, the purpose of the disclosure, and the parties or class of parties to whom the disclosure may be made. The Department recommends the form include the effective period of the consent, e.g. 9/1/07 through 8/31/08, and the effective period be no more than one year. If consent is needed for longer than one year, a new consent should be obtained.

FORM CONTENT

CLARIFICATION/EXPLANATION

Participating outside agency representative

Enter the name of the agency representative, if known, who will be invited to the IEP meeting. If the name of an agency representative is not known, identify the individual's title or position, e.g. DVR counselor.

Parent or adult student consent

The parent or adult student checks the appropriate box, signs, dates, and returns form I-1-A to the LEA.

Parents have the right to a copy of the procedural safeguards and to contact other sources for assistance about understanding their

If consent is not obtained, the LEA cannot invite an outside agency representative. The LEA is not required to provide the parents with a copy of the complete procedural safeguards notice if the LEA previously provided the parents with a copy of the procedural safeguards in the current school year.

rights

However, if the parents request another copy, the LEA must provide it. Other sources parents can contact to obtain information and assistance in understanding IDEA and state special education law are identified.

I-1-B Request to Invite Birth to 3 Program Representative(s) to the Initial Individualized Education Program (IEP) Meeting

In Wisconsin, early intervention services for children between birth and three years of age are coordinated by Birth to 3 Programs, and children over the age of three receive special education services provided by the LEA.

Birth to 3 Programs and LEAs work closely to support smooth and effective early childhood transitions. With parent consent, Birth to 3 Program representatives can share knowledge of the child with the LEA that may be useful in the transition planning process. Using DPI Sample Special Education Form I-1-B the LEA must obtain parent consent to invite Birth to 3 Program representative(s) to the child's initial IEP meeting.

For more information to help ensure a smooth and effective early childhood transition, please visit <http://dpi.wi.gov/sped/about/state-performance-plan/indicators/12-transition-preschool>.

I-1-C Request to Invite Others with Knowledge or Special Expertise to an Individualized Education Program (IEP) Meeting

Many children who receive Early Childhood Special Education Services also attend a community-based regular early childhood program. When a child is participating or may participate in a community-based regular early childhood program during the term of the IEP, it is important to consider information from the teacher of the child when making IEP team decisions.

Using DPI Sample Special Education Form I-1-C, the LEA can obtain parent consent to invite another individual with knowledge or special expertise regarding the child to the IEP team meeting.

The LEA should use this form for the following purposes:

- 1) To invite the community-based appropriately licensed regular early childhood teacher of the child to serve as the regular education teacher representative on the IEP team. Please see <http://dpi.wi.gov/sites/default/files/imce/sped/pdf/ec-reg-ed-participation.pdf> to determine if a teacher is appropriately licensed.
- 2) To invite the community-based teacher of the child, even if he/she is not appropriately licensed, to the IEP team meeting.
- 3) To invite another individual with knowledge or special expertise regarding the child to the IEP team meeting.

For more information on determining regular education teacher participation on the IEP team for children receiving early childhood special education services, please visit <http://dpi.wi.gov/sites/default/files/imce/sped/av/ec-iep-reg-ed/player.html>.

I-2 Agreement on IEP Team Participant Attendance at IEP Meeting

Under certain conditions, and with the written agreement or consent of the parent and the LEA, IDEA permits a required IEP team participant to be excused from attending an IEP team meeting in whole or in part. The excusal provisions are intended to allow added flexibility for parents and LEAs in scheduling IEP team meetings to avoid delays when there is a scheduling conflict. Excusing required IEP team participants from attending meetings in whole or in part should be the exception. The summary of comments and changes to the IDEA regulations states, “An LEA that routinely excuses IEP Team members from attending IEP Team meetings would not be in compliance with the requirements of the Act, and, therefore, would be subject to the State’s monitoring and enforcement provisions.” [Analysis of Comments and Changes, 34 CFR Parts 300 and 301, *Federal Register*, Vol. 71, No. 156, Monday, August 14, 2006/Rules and Regulations, p.46674]

Required IEP team participants include the following:

- The parents of the child.
- At least one regular education teacher of the child if the child is, or may be, participating in a regular educational environment.
- At least one special education teacher who has recent training or experience related to the child’s known or suspected area of special education needs or, where appropriate, at least one special education provider of the child.
- A representative of the local educational agency who is qualified to provide or supervise the provision of special education, is knowledgeable about the general curriculum and is knowledgeable about and authorized to commit the available resources of the local educational agency.
- An individual who can interpret the instructional implications of evaluation results, who may be another member of the IEP team other than the parents or the child.
- At the discretion of the parent or the LEA, other individuals who have knowledge or special expertise about the child, including related services personnel as appropriate.
- Whenever appropriate, the child. If a purpose of the meeting will be consideration of post-secondary goals and transition services, the LEA must invite the child.
- If a child is attending school through whole grade sharing, open enrollment or a tuition waiver, at least one person designated by the resident district who has knowledge or special expertise about the child.
- When a child is suspected or known to need occupational therapy, physical therapy, or speech and language therapy, a therapist in each respective area of service.
- When the purpose of the meeting is to conduct an evaluation to consider a suspected specific learning disability for the first time, and progress data from intensive intervention will be considered, a licensed person qualified to assess data on individual rate of progress using a psychometrically valid and reliable methodology, the licensed person who implemented the scientific, research-based or evidence-based, intensive intervention with the referred pupil, and a licensed person qualified to conduct individual diagnostic evaluations of children.

At least one individual serving in each required participant category must attend the IEP team meeting or must be excused. When a child has more than one regular education teacher and at least one of them will attend the IEP team meeting, an excusal is not required for the child’s other regular education teachers. Similarly, when at least one of the child’s special education teachers will attend the meeting, an excusal is not required for the other special education teachers who do not attend.

If a required participant’s area of curriculum or related service will not be modified or discussed at the IEP team meeting, the participant may be excused from the meeting if the parent agrees in writing. When a required participant’s area of curriculum or related service will be modified or discussed, the participant may be excused from the meeting if (1) prior to the meeting, the participant submits written input for IEP development to the parent and other IEP team participants and (2)

the parent consents in writing to the excusal. At the time consent is obtained, the LEA must provide the parent with appropriate and sufficient information to ensure the parent fully understands the parent is consenting to excusing a required participant whose area of curriculum or related services will be changed or discussed. If the parent does not consent, the IEP team meeting must be held with that required participant.

Implementation Considerations:

LEAs should carefully consider, based on the needs of the child and the issues to be addressed, whether it makes sense to conduct the IEP team meeting without a particular member or whether it would be better to reschedule the meeting. The LEA should determine the individual(s) with authority to consent or agree with the parent to excuse an IEP team participant. The individual must have the authority to bind the LEA to the agreement.

The LEA should discuss an excusal with the parent before the IEP team meeting. Prior to agreeing in writing to an excusal, the parent may request to discuss the proposed excusal with the individual(s) who would be excused from the meeting. If the parent agrees to the excusal, the parent is requested to sign the form *Agreement on IEP Team Participant Attendance at IEP Meeting* (form I-2). The reason for the excusal is documented along with any other options considered and relevant factors.

While the IDEA and state special education law permit the excusal of an LEA representative from an IEP team meeting, it may not be reasonable for an LEA to agree to the excusal of the LEA representative if that individual is needed to ensure decisions can be made at the meeting about the commitment of agency resources to implement the child's IEP.

When a participant is excused from the entire meeting, the excused individual's name does not appear on the *IEP Team Meeting Cover Page* (form I-3) as attending or participating in the meeting. Instead, the individual's name appears in the appropriate section on a signed form I-2. If it is agreed that a required IEP team participant will be excused from attending a portion of the IEP meeting, the excused individual's name appears on the form I-3 as attending the meeting and also appears in the appropriate section on a signed form I-2.

FORM CONTENT

CLARIFICATION/EXPLANATION

Date and manner of discussion

Enter the date and manner in which the discussion about excusal took place, e.g., face-to-face conference, phone conversation, or exchange of emails.

Circumstances of excusal

Mark the appropriate box and identify the individual who will not attend the IEP meeting in its entirety or in part. Check the first box when the named participant will not attend the IEP meeting because the participant's area of curriculum or related service will not be modified or discussed. Check the second box if the named participant is excused from the IEP meeting when the participant's area of curriculum or related service will be modified or discussed, and the participant provides the IEP team written information. Check the third box when the participant will attend the meeting when the participant's area of curriculum or related service is modified or discussed, but will be excused from attending the rest of the meeting.

Other options considered and reasons rejected,

Enter other options considered, if any, related to the excusal of an IEP team participant and the

and a description of any other relevant factors

reasons for rejecting those options, including any other relevant factors. If no other options were considered, check the “None” box.

Parents have the right to a copy of the procedural safeguards and to contact other sources for assistance about understanding their rights

The LEA is not required to provide the parents with a copy of the complete procedural safeguards notice if the LEA previously provided the parents with a copy of the procedural safeguards in the current school year. However, if the parents request another copy, the LEA must provide it. Other sources parents can contact to obtain information and assistance in understanding IDEA and state special education law are identified.

Written parent agreement or consent

When consent is sought, the parent must be informed his/her consent is voluntary and may be revoked at any time prior to the activity for which the consent is sought. The parents are also informed they may request to confer with an IEP team participant who may be excused before agreeing or consenting to excusing the individual from attending the IEP meeting.

I-3 IEP Team Meeting Cover Page

When an IEP team meets, an *IEP Team Meeting Cover Page* is completed. It is used in conjunction with forms ER-1, ER-2, ER-3 and ER-4; I-4, I-5, I-6, I-11, and I-12; and P-1, P-2 and P-3, as appropriate. The *Cover Page* documents the child's demographic information, the purpose(s) of the IEP team meeting, and those in attendance.

Implementation Considerations:

While the names of IEP team participants in attendance must be documented, their signatures are not required. An LEA may request an IEP team participant to sign the cover sheet or write initials next to a printed name. The signature is not an indication of agreement with the IEP, but is simply documentation of attendance.

Some LEAs enter the names of IEP team member on form I-3 before the IEP meeting is conducted. LEAs that follow this practice should use check marks or participants' initials next to the names of participations or some other means to indicate the individuals who actually participated in the meeting.

FORM CONTENT

CLARIFICATION/EXPLANATION

Transfer students

When a student transfers between LEAs in Wisconsin, or transfers from an LEA in another state, the new LEA must provide a free appropriate public education (FAPE) to the student. The new LEA must either adopt the student's evaluation and IEP from the previous LEA or conduct its own evaluation and develop its own IEP. Until then, the LEA must provide the student services, in consultation with the student's parents, comparable to those described in the student's IEP from the previous LEA.

If the LEA adopts the evaluation and IEP, enter the name of the individual(s) who reviewed and adopted the evaluation and IEP and the dates. An IEP team meeting is not required to review and adopt the evaluation and IEP. An IEP team meeting is also not required to determine placement if the student will attend the school s/he would attend if not disabled and the IEP can be implemented as written. However, if the student's IEP cannot be implemented as written in the school the student would attend if not disabled, an IEP team must meet to determine the student's placement.

When a Wisconsin LEA adopts the evaluation and IEP of a student transferring from an LEA in another state, a new parental consent for initial provision of services is not required if the parent granted consent in the other state.

If a student transfers from one LEA to another **within** Wisconsin and the new LEA does not adopt the evaluation from the previous LEA and initiates its own evaluation, this evaluation is a reevaluation.

If a student transfers from an LEA in **another** state and the Wisconsin LEA does not adopt the

evaluation from the previous LEA and initiates its own evaluation, this evaluation is considered an **initial** evaluation. The purpose of the evaluation is to determine if the child is a child with a disability under state eligibility criteria and to determine the educational needs of the child.

Date of meeting

Enter the month, day, and year of the meeting. When conducting IEP team meetings, LEA staff must observe the state and federal timelines for evaluation, IEP development, and placement. For example, the LEA must conduct a meeting to develop an IEP and determine a student's placement within **30 days** of a determination the student is a child with a disability.

Purpose of the meeting

The purposes of the meeting are grouped by events on form I-3: Evaluation and Reevaluation, IEP, Placement, and Other. Check each applicable purpose of the IEP team meeting. The purpose(s) checked should correspond to those on the invitation (form I-1). Review of existing information is included as a purpose of an IEP team meeting under *Other*. A meeting is not required for this purpose, but the review may be conducted during an IEP team meeting. When this occurs, form I-3 should be used to document an IEP team meeting was held for this purpose.

Consideration of the initial or most recent evaluation, statewide assessments and district wide assessments

If one purpose of the meeting is to develop an initial or annual IEP or review and revise an IEP, the IEP team must consider the results of the student's initial or most recent evaluation, as well as any results from statewide and district-wide assessments. Check "Yes" to indicate the IEP team considered these results. Check "Not applicable" only when one of the purposes of the meeting is not to *Develop an initial IEP, Annual IEP review, or Review/revise IEP*.

IEP team participants attending or participating by alternate means

List the names of those who participate in the IEP team meeting in its entirety or in part, either by attending or participating through alternate means (i.e., conference phone call or video conferencing). The LEA may use alternate means of meeting participation if the LEA and the parents agree. An individual who submits written information prior to the meeting and does not participate in real time has not participated by alternate means. It is a good practice to record the alternate method of participation on form I-3.

If a parent and LEA agree to excuse a required IEP team participant from a meeting in its entirety, do not record the individual's name on the *IEP Team Meeting Cover Page*. Attach the signed agreement excusing the participant (form I-2) to the *IEP Team Meeting Cover Page*. If a required IEP team participant is excused from part of a meeting, record the individual's name on the *Cover Page* and attach the agreement (form I-2).

Documentation of efforts to involve parents

An LEA must take steps to ensure one or both parents are present at each IEP team meeting or are afforded the opportunity to participate. If neither parent can attend the meeting in person, the LEA must use other means to ensure participation, including an individual or a conference phone call. It is a good practice to record the alternate method of participation on form I-3.

An IEP team meeting may be held without the parents only if the LEA is unable to convince the parents they should participate. In this case, the LEA must have a record of its attempts to arrange a mutually agreed upon time and place for the meeting, such as telephone calls made and attempted and the results of those calls; copies of correspondence sent to the parents and any responses received; and detailed records of visits to the home or the parent's place of employment and of the results of those visits. Enter on form I-3 the date of each attempt, the method by which the LEA attempted to contact the parents, and the results.

Generally, a good faith effort to convince parents to participate in an IEP team meeting includes not less than three reasonable attempts. For example, a record of three phone calls with no answer would not be considered a good faith effort.

If an LEA documents the parents agreed to participate in a meeting, the LEA does not need to document additional attempts. If the parents are not present at the agreed upon meeting time, it is a good practice to attempt to reach them prior to beginning the meeting. In addition, if the parents did not participate in the IEP team meeting, it is a good practice for the LEA to contact them and offer to meet to review the information discussed at the meeting.

Developing Individualized Education Programs

I-4 IEP: Linking Present Levels, Needs, Goals and Services Form

Form I-4 is used when the IEP team develops an initial or annual IEP or reviews and revises a student's IEP. Information about the student is shared and documented including the student's strengths, the student's current academic achievement and functional performance, special factors, concerns of the parents/family/student, and the effects of the disability(ies) on the student's academic achievement and functional performance. This information should create a "snapshot" of the student's skills and abilities and encompass all areas of disability-related need for the student. Measurable annual goals are developed to address the unique needs of the student that result from the student's disability and special education services are identified to allow the student to make progress toward the IEP goals and access the general education curriculum aligned with grade-level academic standards and functional expectations. The needs, goals and services are linked throughout the process and form. See guidance on the [College and Career Ready IEP 5-Step Process](http://dpi.wi.gov/sped/laws-procedures-bulletins/procedures/sample) at <http://dpi.wi.gov/sped/laws-procedures-bulletins/procedures/sample> and at <https://dpi.wi.gov/sped/college-and-career-ready-ieps>.

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.

Section I. Information about the Student, Including Present Levels of Academic Achievement and Functional Performance

FORM CONTENT

CLARIFICATION/EXPLANATION

Strengths

In developing a student's IEP, the IEP team must describe the student's strengths. The strengths should be considered when determining how best to engage the student in the learning process. Consider the student's strengths in such areas as academic/vocational, communication, social skills, and interests/talents/passions, social-emotional behavior, school/work/play habits. For preschoolers, consider knowledge and skills such as early language development, communication and early literacy skills.

Current academic achievement and functional performance

Identify the student's current levels of academic achievement and functional performance compared to grade-level standards and expectations.

Academic achievement generally refers to a student's performance in academic content areas (e.g., reading, math, written language) compared to grade-level expectations. For preschool children it refers to knowledge and skills such as early language development, communication, early literacy skills, cognition and general knowledge compared to same-aged peers.

Functional performance includes the following:

- Routine activities of daily living.

- Skills needed for independence and performance at school, in the home, in the community, for leisure time, and for post-secondary and life-long learning.
- Motor skills, personal care, time and money, school/work habits, home/community orientation.
- Behavior and interpersonal relationships.

The statements of present levels should be written in language understandable to all, including the parent, and contain sufficient information to establish a baseline from which each annual goal is developed. If scores are used, they should be compared to scores considered typical for same-aged peers in order to provide a frame of reference. It is important to include data and information about the student's reading achievement (or for preschooler, early literacy skills) so that the IEP team can determine if the student is not reading at grade level and consider what affect the disability has on reading/early literacy. If the IEP team determines the student is meeting grade-level standards or expectations, this should also be documented in the IEP. In this way, a more complete picture of the student is included in the description of present levels. The present levels should not just include areas in which the student is not meeting grade-level standards or expectations.

Special Factors

The IEP team must consider *Special Factors*, when developing an initial or annual IEP or reviewing and revising an IEP after a reevaluation. Describe the student's needs under each category of *Special Factors*, as appropriate. Devices and services needed to meet the identified needs must be documented in the *Program Summary* and include frequency and amount, location and duration. If appropriate, provide a clear description of the circumstances under which the services are needed rather than a specific amount and frequency of time. "As needed" is an insufficient description.

Behavior - If the child's behavior impedes the child's learning or that of others, the IEP team must describe how and address the behavioral needs of the student, and consider using positive behavioral interventions and supports and other strategies to address the behavior. Examples of positive behavioral interventions or supports include social skills instruction; modifying or adjusting classroom seating; providing increased opportunities for the student to make choices; and foreshadowing change. An IEP that **only** includes negative consequences, such as suspension or detention, does **not** meet the standard. Describe the student's needs under *Special Factors* and document any needed services in the *Program Summary*.

Information related to addressing inappropriate behavior, including functional behavioral assessment (FBA) and behavior intervention plans (BIP), is available at the Department's website at <http://dpi.wi.gov/sped/topics/functional-behavioral-assessment>. Directives for implementing seclusion and restraint can be found at <http://dpi.wi.gov/sped/topics/seclusion-restraint>.

English Language Learner (ELL) - If a child with a disability also has limited English proficiency,

the IEP team must consider the language needs of the child related to the IEP. For more information visit <http://dpi.wi.gov/english-learners/effective/special-ed>.

Braille needs - The IEP team must provide for instruction in Braille or the use of Braille for a child who is visually impaired, unless the IEP team decides after an evaluation that instruction in Braille or the use of Braille is not appropriate. Attach form ER-3, *Documentation for Determining Braille Need for A Child with A Visual Impairment*, to the IEP to document the child does not have a need for instruction in Braille or the use of Braille.

When determining Braille needs, consider if there is evidence that indicates the student cannot use typical print-based materials effectively due to a print disability that impacts reading fluency and/or access to print information. Determine whether or not the student understands instructional content at grade level but is unable to read with sufficient accuracy and fluency to support comprehension at the same rate as his/her peers, or cannot physically manipulate the print medium, or due to blindness/low vision cannot see standard print materials. If so, the student may need materials in accessible formats (audio, braille, digital, large print). For more information about accessible formats visit (www.wamp.k12.wi.us). Supports for students who cannot effectively use print-based materials should be documented in the *Program Summary* and wherever appropriate in the IEP (e.g. conditions of the goal, statewide testing accommodations.)

Communication needs - If the student has communication needs that could impede learning, document the communication needs. A student must have opportunities for direct communications with peers and professional personnel in the student's language and communication mode, as well as direct instruction in the student's language and communication mode. If the student has communication needs that could impede learning, including speech and language needs, describe the needs. If the student is deaf or hard of hearing, also identify (a) the child's language and communication needs, (b) opportunities for direct communication with peers and professional personnel in the child's language and communication mode, (c) the child's academic level, and (d) full range of needs including opportunities for direct instruction in the child's language and communicative mode.

Assistive technology services or devices - The IEP team must consider any particular assistive technology (AT) devices or services the child needs. For example, some students may need AT devices or services to access grade-level reading content. Describe the student's needs and document any needed services in the *Program Summary*. For more information visit <http://dpi.wi.gov/sped/educators/consultation/assistive-technology>.

Concerns of the Parents/Family

Parents/family and the student (when appropriate) should be encouraged to participate and contribute throughout the development of the IEP. In this section, describe the concerns of the parents/family and student for enhancing the education of the student. This may include concerns about reading

achievement, early language/communication or early literacy skills, other academic areas, social-emotional needs, sensory needs, behavior, the child's future and postsecondary transition, etc.

Effects of Disability

Review the present levels of academic achievement. If the student is not meeting grade-level reading standards, the IEP team must determine if the student's disability is having an adverse effect on the student's progress. For preschoolers, does the disability adversely affect progress toward the early learning standards for language development, communication and/or early literacy? Consider *how* the student's disability is affecting his or her progress toward meeting grade-level reading standards/early learning standards. Check "Yes" if the disability is adversely affecting the student's ability to meet grade-level reading standards/early learning standards. Check "No" if the disability is having no adverse effect on reading/early literacy skills.

In Question 2, describe how the disability affects each academic area (e.g., reading, math, science, social studies) and functional performance (e.g., daily-living skills, workplace environment, play). 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. The term "general education curriculum," refers to the same curriculum as for nondisabled students in the same grade in which the student is enrolled. It is the common core of subjects and curriculum areas adopted by each LEA or schools within the LEA that applies to all students within each general age grouping from preschool through secondary school.

For preschool children, describe how the disability affects participation in age-appropriate activities, including language development, communication and/or early literacy. Address how the child's disability affects the child's participation in age-appropriate activities. "Age appropriate activities" means activities that children of that chronological age typically engage in as part of a formal preschool program or in informal activities, for example coloring, pre-reading activities, play time, sharing time, listening to stories read by teachers or parents.

A statement that just acknowledges a student's disability impacts his/her performance or a restatement of the eligibility criteria is not sufficient, e.g., "Due to John's specific learning disability, he has difficulty achieving the goals of the general education curriculum." The statement should explain *how* a child's performance or progress is impacted, e.g. "John's difficulty with decoding interferes with reading science and social studies texts." Look for statements that tell how the student's progress is impacted by the disability. Review *Need for Special Education* in the student's *Evaluation Report* (ER-1) for information about the student's needs. For more information on disability-related needs, visit <http://dpi.wi.gov/sped/laws-procedures-bulletins/procedures/sample>.

Summary of Disability-Related Needs

At this point in the IEP team meeting a great deal of information about the student has been shared (e.g., student's strengths, current academic achievement and functional performance, special factors,

concerns of the family, and effects of the disability). It is important to pause and summarize the disability-related needs that have been identified. The disability-related need is identified by asking *why* the student is not achieving grade-level standards or expectations. This includes *why* the student is not able to access, be involved in or make progress in the general education curriculum and why the student is not achieving grade-level reading standards/early learning standards. A root cause analysis is conducted to identify the reasons. This will help ensure everyone on the IEP team understands how the disability is affecting the student’s academic achievement and functional performance and inform what goals and services are needed. Include reading needs, or early literacy needs, and needs due to special factors, if identified. For more information on identifying the disability-related need refer to Step 2 of the [5-Step Process](http://dpi.wi.gov/sped/laws-procedures-bulletins/procedures/sample) at <http://dpi.wi.gov/sped/laws-procedures-bulletins/procedures/sample>.

The needs are numbered for reference purposes, not to signify order of importance. The numbers are referenced when developing the goals and should also be referenced in the *Program Summary*. This will emphasize the linkages between the student’s needs and the goals and services.

Section II. Family Engagement

Family Engagement

Research shows family engagement in a child’s education promotes improved student outcomes. Document how school staff will engage parents/families in the education of the student (e.g. sharing resources, communicating with parents/families, building upon family strengths, connecting parents/families to learning activities). The IEP team should only include strategies the district will provide to enable greater family engagement in a student’s education. Any activity included in this section must be implemented by the district. Parents cannot be required to provide the strategies or activities that are listed. It is the district’s responsibility to provide a free appropriate public education (FAPE) for the student. This section is not intended to be a restatement of when or how progress reports will be provided to parents. Rather, it should capture the activities or strategies the district will use to help engage the parents and family in the student’s education. Refer to the guidance on family engagement posted at <http://dpi.wi.gov/excforall/family-and-community-engagement/family-engagement>.

Section III. Participation in General Education Curriculum

Participation in General Education Curriculum

Except under rare circumstances, students with disabilities should participate in the general education curriculum. The term “general curriculum” means the same standards and curriculum as those that apply to nondisabled students in the same grade. It is the subjects and curriculum areas adopted by each LEA or schools within the LEA that applies to all students within each general age grouping from preschool through secondary school.

A child with a disability may be taught the general curriculum with accommodations, modifications,

or other supports. The student is in the general curriculum as long as the student is expected to meet the general curriculum standards for the student's general age grouping– even if the student is using different texts or other materials.

This requirement is about *what* the student will be taught, not where the student will be taught. A student may still be participating in the general curriculum if he or she is pulled out of class to a resource room, for speech therapy, or for other services, but is still expected to meet the same general curriculum standards as other students.

Some students with the most significant cognitive disabilities cannot meet the general education standards, even with accommodations and modifications. The IEP team decides if a student with a disability will not participate full-time in the general education curriculum. These students are instructed using alternate academic achievement standards. The alternate academic achievement standards are descriptions of what students with the most significant cognitive disabilities are expected to know and be able to do at each grade level from kindergarten through grade 12 (See <http://dpi.wi.gov/sped/topics/essential-elements>). If a student's instruction addresses alternate academic achievement standards (e.g., Wisconsin Essential Elements linked to grade-level academic content standards), the student would not be participating in the general education curriculum. A student is either full-time in general education curriculum aligned with the general education standards that apply to all students, or full-time in curriculum aligned with alternate achievement standards. The IEP team may not chose alternate achievement standards for only some academic areas. IEP teams should make the decision to use alternative academic achievement standards only after careful consideration of the potential long-term impacts of limiting a student's opportunity to learn the same skills, knowledge and concepts expected of their peers. Guidance for IEP teams to consider in making this determination is available at <http://dpi.wi.gov/assessment/dlm>. Only students with the most significant cognitive disabilities may be instructed using the alternate academic achievement standards and not participate full-time in the general education curriculum.

Section IV. Measurable Annual Goals

Before developing annual goals

Before developing annual goals, the IEP team must review the previous IEP goals and progress. Review form I-6 *Interim Review of IEP Goals* and form I-5 *Annual Review of IEP Goals*. Check the box on the I-4 to indicate the review was conducted prior to developing the goals. See clarification/explanation regarding form I-5 and the I-6 for additional guidance. If the student has not met their previous year's goals, the IEP team should determine why the student did not make sufficient progress and consider revising the goals and services to help ensure the student will meet their goals during the period of the IEP.

Goal (numbered)

Document the child's measurable annual goals, including academic and functional goals. Measurable annual goals address the student's disability-related needs so the student may be involved in and make

progress in the general education curriculum (in the case of a preschool child, participate in age-appropriate activities and early learning standards). Each annual goal must include a goal statement, baseline information, and the level of attainment. The IEP team must identify which disability-related need is being addressed by the goal and the procedures for measuring progress and when progress will be reported to parents. Each goal is numbered for reference in the *Program Summary*. The numbers do not indicate priorities. If the student's impairment adversely affects reading and/or any other academic or functional area, this is considered a disability-related need. Goals address "why" the student is not able to access, be involved in or make progress in the general education curriculum. Each disability-related need must be addressed by a corresponding goal and special education service, or in some rare instances (e.g., transportation) by a special education service only. Goals should be ambitious and achievable so that the gap in academic achievement or functional performance is narrowed or closed during the period of the IEP. Each goal must address at least one disability-related need. If the IEP team determines the student's disability-related need affects reading, the IEP must include a minimum of one goal to address this need. This may be a behavior goal if, for example, the behavior is adversely affecting access to the general education reading curriculum and instruction.

Goal statement, baseline and level of attainment

The goal statement should describe the desired skill or targeted area of achievement to address a disability-related need (e.g., the student will increase decoding skills). It is developed and read in conjunction with the baseline (the student is able to decode grade-level multi-syllable words with 50% accuracy) and level of attainment (by the end of the year, the student will decode grade-level multi-syllable words with 98% accuracy). The baseline is the student's current level of performance related to the goal. The level of attainment is how much growth is anticipated during the period of the IEP, or what level of proficiency is expected at the end of the period. The baseline and level of attainment must align, using the same method of measurement (e.g., percentage). The goal should be specific, measurable, ambitious yet achievable, designed to address the student's disability-related need, and time limited. Annual goals such as "pass all classes," "take classes to meet graduation requirements," or "receive a C in the regular education class" apply to all students and do not meet the standards for an annual goal. A goal such as "increase reading proficiency" does not provide a level of specificity required to address a student's disability-related need. The goal must address *why* the student is not reading at grade-level proficiency. Refer to the department's webpage for guidance on developing goal statements, and determining baseline and level of attainment (Step 3 of the [5-Step Process](http://dpi.wi.gov/sped/laws-procedures-bulletins/procedures/sample) at <http://dpi.wi.gov/sped/laws-procedures-bulletins/procedures/sample>).

Benchmarks or short-term objectives

If a student is taking the alternate assessment (Dynamic Learning Maps) aligned to alternate achievement standards ([Wisconsin Essential Elements](#)) enter benchmarks or short-term objectives for all annual goals, include baseline and level of achievement. Benchmarks or short-term objectives describe the amount of progress the student is expected to make within specific segments of the year. Benchmarks or short-term objectives break the skills described in the annual goal into discrete measurable intermediate steps. There is no requirement to develop a benchmark or short-term

objective for each alternate achievement standard. 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.

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 occasion when 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 and
- 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 attained in order for the goal to be considered met.

Annual goal addresses disability-related need(s)

Record the number that corresponds to the disability-related need being addressed by the goal. Refer to *Section I Summary of Disability-Related Needs* on the I-4 to identify which need(s) the goal addresses. A goal may address more than one need. A need may be addressed by more than one goal.

Procedures for measuring progress

Identify the procedures that will be used to measure a student's progress toward meeting the measurable annual goals. Examples of procedures include work samples, classroom tests, observations, logs, attendance records, and point or tally sheets. The measures used to determine progress must align with the baseline and level of attainment measures (e.g., keeping a tally of percentage correct).

Informing parents of their child's progress

Parents of children with disabilities must be informed periodically about their child's progress toward meeting the measurable annual goals. Identify when parents will be informed of their child's progress. Interim reporting on annual goal progress may be done through quarterly or other periodic reports issued concurrently with report cards. LEAs may use form I-6 *Interim Review of IEP Goals* to document reports on the student's progress. Refer to the clarification/explanation in this guide regarding the I-6 for more guidance.

Section V. Program Summary

The IEP team must determine the special education services needed to meet the student's disability-related needs, including needs relating to the special factors, and allow the student to make progress in the general education curriculum. These services should be documented in the *Program Summary*.

Special education services must be provided at no cost to the student or the student's parents. "At no cost" means the specially designed instruction, related services, and supplementary aids and services are provided to the student without charge. Incidental fees that are normally charged to students without disabilities or their parents as part of the regular education program are permitted. Specify the duration of the services if different from the beginning and ending dates of the IEP. If the duration of

a service is not different from the beginning and ending dates of the IEP, it is not necessary to specify the duration. Identify *where* the services will be provided (e.g., regular education classroom). The location specified in the *Program Summary* should be consistent with information about the student’s participation in the regular education environment (Section VI.). Based on this information, parents and staff should clearly be able to determine the amount of time the student will be removed (if any) from the regular education classroom or environment. Statements such as “regular education or special education classroom” does not meet this requirement because it is unclear how much time the student will spend in each environment.

IEP beginning and ending dates

Enter the projected beginning and ending dates for the IEP services and modifications to be provided to the child. The dates must include the month, day, and year. These dates only include scheduled school days during the regular school term, unless otherwise specified.

Program summary

The IEP team must determine the supplementary aids and services, special education, related services, and program modifications and supports for school personnel that will allow the student to (a) access, be involved in and make progress in the general education curriculum; (b) be educated and participate with other students with and without disabilities to the extent appropriate; (c) participate in extracurricular and other nonacademic activities; and (d) advance appropriately toward attaining the annual IEP goals. These services should be aligned to the annual goals and/or the disability-related needs. For more information on aligning special education services, refer to Step 4 of the [5-Step Process](http://dpi.wi.gov/sped/laws-procedures-bulletins/procedures/sample) at <http://dpi.wi.gov/sped/laws-procedures-bulletins/procedures/sample>).

Supplementary Aids and Services (Section A) Once a student is determined to need special education, the IEP team should first consider the supplementary aids and services a student needs to be educated with nondisabled students. This priority is in keeping with the intent of IDEA, to educate students with disabilities in the least restrictive environment. Supplementary aids and services are aids, services, and other supports provided in regular education classes or other education-related settings to enable a child with a disability to be educated with nondisabled children to the maximum extent appropriate. These aids and services could include assistive technology, accessible instruction materials, and/or other accommodations which assist the student to access and achieve in the general education environment. The frequency and amount of time specified for each service must be appropriate to the service and stated in a manner that can be understood by all involved in developing and implementing the IEP. If the frequency and amount cannot be appropriately specified in terms of hours and minutes, describe the circumstances under which the aids and services will be provided. In determining the supplementary aids and services to address the student’s IEP goals and disability-related needs, review *Need for Special Education* in the *Evaluation Report*, ER-1, for needed modifications and accommodations, if any, that can be made in the regular education program that will allow the student to access the general education curriculum and meet the education standards that apply to all students. List the corresponding annual goal number(s) that each supplementary aid

or service supports (e.g., the student is provided a study guide outline to help the student improve reading comprehension, one of his IEP goals). In some situations, there may not be a corresponding goal. In those situations it is acceptable to identify the disability-related need(s) supported by the aids and services (e.g. a high school student may receive books on tape to enable the student to access the general education curriculum due to the student’s disability-related needs that affect reading). If the student does not need supplementary aids and services check “None needed.”

Special Education (Section B) is specially designed instruction adapting, as appropriate to the needs of an eligible student, the content, methodology, or delivery of instruction to address the unique needs of the student that result from the student’s disability; and ensure access of the student to the general curriculum, so the student can meet the educational standards of the public agency that apply to all students. Examples of special education are “specially designed instruction in reading,” “specially designed instruction in daily living skills,” “specially designed instruction in emotional regulation and social skills,” and “speech and language therapy.” In Wisconsin, speech and language pathology services may be special education or a related service. LEAs may choose to use [reading teachers](#) to provide specially design instruction in reading as outlined in a student’s IEP. Review the *Need for Special Education* in the Evaluation Report, ER-1, for needed specially designed instruction. Identify which corresponding annual goal(s) is addressed by the specially designed instruction. A student who is identified as needing special education, must receive specially designed instruction to address at least one IEP goal.

Related services (Section C) are transportation and developmental, corrective and other supportive services required to assist a child with a disability to benefit from special education. The list of related services on form I-4 is not an exhaustive list. The IEP team must consider whether the student needs related services. If the student does not need related services, check “None needed.” If the student needs one or more related services, check the services needed. If a service the student needs does not appear on the list, check “other” and list the service needed. Review the *Need for Special Education* in the *Evaluation Report*, ER-1, for needed services. For each related service, identify the corresponding annual goal(s). In some situations, there may not be a corresponding goal. In those situations it is acceptable to identify the disability-related need(s) (e.g., Because of the student’s orthopedic impairment and inability to walk more than a block, the IEP team included door-to-door transportation in the student’s IEP as a related service.)

Program modifications or supports for school personnel (Section D) are services or activities needed by teachers and other school personnel to provide services to students with disabilities. The IEP team must consider whether program modifications or supports for school personnel are needed. If such services are needed, describe the services. If they are not needed, check “None needed.” Identify the goals or needs addressed by the modifications or supports by recording the associated number. For instance consultation may be needed to help the regular education teacher better

understand the student’s disability-related need and how it impacts academic achievement in their subject area. Some examples of program modifications or supports for school personnel might include “consultation between regular and special education teacher,” “assistance modifying an assignment,” “training in nonviolent crisis intervention,” or “literacy training.”

There may be a relationship between supplementary aids and services for students and program modifications or supports for school personnel. For example, if a child needs assistance transferring from one chair to another (supplementary service), a teacher or paraprofessional may need instruction from a physical therapist on how to safely transfer the child (program support for school personnel).

Describe the frequency, amount, location, and duration of each IEP service.

Frequency/amount, location and duration of services

Frequency and Amount: State the services in the IEP so the level of the LEA’s commitment of resources is clear to the parents and other IEP team members. The amount of time to be committed to each of the various services must be appropriate to the specific service and stated in a manner that can be understood by all involved in developing and implementing the IEP. Whenever possible, the IEP should describe services using hours or minutes provided daily, or as appropriate, weekly allotments of hours or minutes. “One hour daily”, “20 minutes three times per week”, or “40 minutes per week” are acceptable statements.

The amount of time may be stated in a narrow range, but only if the child’s IEP team determines use of a range is appropriate based on the child’s unique needs (e.g., “Occupational Therapy, Weekly, 20-30 minutes depending on student’s level of fatigue indicated by inability to maintain an upright posture for 5 minutes”). A range may not be used for administrative convenience, such as personnel shortages or uncertainty regarding the availability of staff. Stating the amount of service as a minimum is not acceptable because it is not a clear commitment of resources (e.g., “a minimum of 15 minutes three times per week”).

If it is not appropriate to state the amount of a service in hours or minutes, then clearly describe the circumstances under which the service will be provided and for how long. Statements such as “as needed,” “as deemed necessary,” “when appropriate,” or “available daily” do not make clear the LEA’s level of commitment of resources. Use specific objective criteria to describe when a particular service will be provided. This makes it clear when the service must be provided. The frequency and amount boxes on for I-4 for *Supplementary Aids and Services* in the *Program Summary* are merged to accommodate a description of the circumstances.

Sometimes the IEP team decides a student’s self-advocacy skills need to be developed. They want to encourage the student to realize when s/he needs help and to ask for it. In this case, it is appropriate to include an annual goal to develop self-advocacy skills. In such a case, do not state the amount and

frequency of the service as “upon student request.” The amount and frequency of the service must be clearly described.

Location: The location refers to the setting in which particular services will be provided. For example, a service may be provided in a regular education classroom, a special education resource room, or in both. The extent of removal from the regular education environment, if any, must be clear. If a service will be provided in two or more locations, if possible, the frequency and amount should be specified for each location. If the frequency and amount is dependent upon circumstances, then the primary location should be specified and the circumstances for removal should be described under section VI.A., “Participation in Regular Education Environment,” (describe the extent to which the child will be removed from the regular education environment to receive special education services.) If a supplementary aid and service applies to all environment and does not affect removal, then it is sufficient to state “general education/special education.” or “across all environments” as the location.

Duration: If a service will be provided for a period of time different from the beginning date to the ending date of the IEP, enter the beginning date and the ending date of the service.

Section VI. Student Participation

Participation in Regular Education Environment

Each student must be educated to the maximum extent appropriate with nondisabled peers in regular education environments, or for preschoolers in age-appropriate settings. This requirement addresses **where** the student will be taught, not what will be taught. Removal from the regular education environment must only occur when the student cannot be satisfactorily educated in that environment with the use of supplementary aids and services. A student may not be removed from education in age-appropriate regular education classrooms solely because of needed modifications in the general education curriculum. The IEP team must decide whether the student will be full time in the regular education environment. If not, the team must determine the extent of the removal and document it in the IEP.

If a student will participate full time with nondisabled peers in regular education (or for preschoolers, in age-appropriate settings), check the first box in Section VI. No explanation is necessary.

Check the second box if a location other than the regular education classroom or environment (or age-appropriate setting for a preschooler) is listed under “Location” in the *Program Summary*. If the second box is checked, describe the extent of removal and provide an explanation of why the student will not participate full time in regular education classes, extracurricular and nonacademic activities, and/or workplace settings, as appropriate.

The LEA must take steps, including providing supplementary aids and services, to provide

nonacademic and extracurricular services and activities in the manner necessary to afford students with disabilities an equal opportunity to participate. Nonacademic and extracurricular services and activities may include general counseling services available to all students, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the LEA, referrals to agencies that provide assistance to individuals with disabilities, and employment of students, including both employment by the LEA and assistance in making outside employment available. The LEA must ensure each student participates in the services and activities, including meals and recess periods, to the maximum extent appropriate.

Physical Education

Check the appropriate box to indicate whether the student will participate in regular physical education or specially designed physical education. The LEA must ensure physical education is available to every student with a disability unless the LEA does not provide physical education to children without disabilities in the same grade. If a student with a disability needs specially designed physical education in order to receive FAPE, then it must be provided regardless of whether physical education is provided to other students in the same grade. Each student with a disability must be afforded the opportunity to participate in the regular physical education program available to nondisabled students, unless the student is enrolled full time in a separate facility or the student needs specially designed physical education as described in the student's IEP.

When physical education is specially designed for a student with a disability, it is special education. Physical education includes the development of physical and motor fitness; fundamental motor skills and patterns; and skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports). It also includes special physical education, adaptive physical education, movement education, and motor development. Specially designed physical education must address a disability-related need. If the IEP team determines the student needs specially designed physical education, there must be a corresponding goal to address the need(s) and specially designed physical education must be documented in the *Program Summary* with the appropriate frequency and amount, duration and location.

I-5 Annual Review of IEP Goals

The IEP Team must review the IEP at least annually to determine whether the annual goals for the student are being achieved and revise the IEP as appropriate to address any lack of expected progress toward the annual goals and in the general education curriculum.

Form I-5 is only completed if the student had an IEP during the previous school year. Before developing annual goals, use Form I-5 to document the review of the previous IEP goals and progress. The purpose of the review is to determine if the student met the previous year's goals and short term objectives (STOs), and if not, address the lack of progress through the development of the new annual IEP. This may include revising and/or adding goals and services.

Check the box that corresponds with the results of the review, either "All goals met" or "All goals not met." Check "All goals met" if the student met all the goals and short term objectives (when appropriate). No further information is required, however, the team may choose to document the goals met in the table. If the student did not meet **all** of his/her goals and short term objectives (when appropriate), check "All goals not met" and complete the table below the prompt. If a student met some (but not all) of their goals, check "All goals not met" and complete the table.

FORM CONTENT

CLARIFICATION/EXPLANATION

List goal(s) and short term objectives or benchmarks not met

List the goals or short term objectives not met. Include the goal number(s). Include each of the goal statements or short term objectives in the IEP not met (rows may be added to the form, if desired).

Describe / provide data or other information related to progress

Describe the student's current level of performance relative to the goal or short term objectives. Provide available data (attach reports, when appropriate). The data must align/be comparable with the baseline and level of attainment measures so the amount of progress may be determined.

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

Describe how the new IEP will be revised to address the lack of progress. Review effects of disability (section E of form I-4) and summary of disability-related needs (section F of form I-4) to examine why the student did not make sufficient progress toward the annual goals. In order to know how to revise the IEP, it is important to understand what impact the student's disability has on academic achievement and functional performance and address the student's disability-related needs. It may be necessary to conduct a root cause analysis to determine why the student did not make sufficient progress. Revise the IEP to address the disability-related needs. Revisions documented on Form I-5 should be included in the new IEP.

I-6 Interim Review of IEP Goals

Form I-6 may be used to document progress toward the IEP goals and to provide a report to the parents of the student. Form I-4 (section III.B.5) specifies when progress will be reported to the parents. Often progress on IEP goals is reported on a quarterly basis in conjunction with quarterly report cards. If a student is not making sufficient progress toward achieving their goals within the specified time period, the IEP team should consider revising the IEP to address lack of progress. An IEP team meeting is required when considering a change in the student's placement, including changing the amount of time the student is removed from the regular education environment.

FORM CONTENT

CLARIFICATION/EXPLANATION

Interim Review of IEP Goals for IEP dated	Document the date the IEP was developed so it is clear which IEP is being reviewed.
Date of review	Document the date when the IEP was reviewed. For example, if the IEP is reviewed quarterly, document each date the IEP is reviewed.
Goal Statement, including baseline and level of attainment. Short Term Objective (STO) or Benchmark, if appropriate.	For each goal, include the goal number and goal statement, baseline and anticipated level of attainment. Include short term objectives or benchmarks, if appropriate. This allows for easy comparison with the student's current level of performance.
Is student making sufficient progress to meet the goal in the desired timeline?	Indicate by checking "Yes" or "No" if the student is making sufficient progress toward achieving the goal within the specified time period. Use data that is comparable to the baseline measurement.
Basis for this decision (<i>e.g., summary of progress data</i>)	Document the data used to determine if the student is making sufficient progress. Include results that are comparable to the baseline measurement. For example, if the baseline states, "Given 100 single syllable words at the beginning first grade level, the student is able to accurately decode 50% of the words," an appropriate statement might be: "progress data shows the student is now able to decode 75% of the words, given 100 single syllable words at the beginning first grade level."
Factors affecting lack of progress and plan to address	For any goals or STOs the student is not making sufficient progress towards, identify the factors that are affecting the student's lack of progress. Consider new strategies, interventions or revisions to the IEP to address the factors affecting progress. It may be necessary to reexamine the effects of the student's disability on progress and the disability-related needs. Revise the IEP as appropriate.
Date shared with parent	Document the date the progress report is shared with parents.

I-7 Statewide and District-wide Assessment

Any student who will take a statewide or district-wide assessment will have the corresponding I-7 form included in their IEP. There are separate I-7 forms for district-wide assessment and each of the statewide assessments. These include:

- I-7-District-Wide Assessment
- I-7-ACCESS for ELLs®/Alt. ACCESS for ELLs™
- I-7 ACT® Plus Writing and The ACT WorkKeys®
- I-7 ASPIRE™ Early High School
- I-7 DLM
- I-7 Forward

The IEP team must consider the student's grade level and which assessments they will participate in during the term of the IEP. When a student will be in a grade in which a statewide or a district-wide assessment is given, the IEP team completes the applicable I-7 form. All sections of the appropriate form related to the required assessments must be completed. If the student will be in a grade in which only a district-wide assessment is given, form I-7 District-wide Assessment is the only form to be completed.

Implementation Considerations:

LEAs should monitor appropriate use of accommodations by comparing the assessment accommodations provided during testing with those required by students' IEPs. Students who need accommodations in order to participate in a statewide or district-wide assessment most likely need the same accommodations in the classroom or to complete school work. Accommodations should:

- be consistent with day-to-day instructional methods;
- not be introduced during testing for the first time (students should be comfortable using accommodations); and
- enhance access what is being measured.

If the student will be in grades 4, 8, or 12 during the next 12 months, they are eligible to participate in the National Assessment for Educational Progress (NAEP). The LEA may use the accommodations listed for the statewide assessment when administering NAEP. More information about NAEP Accommodations and Supports is available at <http://nces.ed.gov/nationsreportcard/about/inclusion.asp>. Schools participating in NAEP should visit their MyNAEP webpage (www.mynaep.com) to review specific accommodations policies for the upcoming NAEP administration.

Typically, assessment accommodations are only considered for the grade(s) the student will be in during the term of the IEP. However, in some instances, test vendors require accommodation approvals many months prior to the student taking the assessment. In those instances, it may be appropriate for the IEP team to discuss the assessment the year before the assessment will be given as long as IEP team members understand that the assessment will be the following year.

Permissible accommodations vary by the individual assessment. A list of permitted accommodations for students with disabilities participating in statewide assessments are at the following links:

- I-7-ACCESS for ELLs®/Alt. ACCESS for ELLs™: <http://dpi.wi.gov/assessment/ell/accommodations>.
- I-7 ACT® Plus Writing and ACT/WorkKeys® and I-7 ASPIRE™ Early High School: <http://dpi.wi.gov/assessment/act/accommodations>
- I-7 DLM: <http://dpi.wi.gov/assessment/dlm/accommodations>

- I-7 Forward: <http://dpi.wi.gov/assessment/forward/accommodations>

I-7-A Participation Guidance for Alternative Assessment

Form I-7-A is used **only** when an IEP team considers whether a student should participate in an alternate assessment because the student is receiving instruction based on the Wisconsin Essential Elements. Only students with the most significant cognitive disabilities should be instructed using the Wisconsin Essential Elements and assessed using an alternate assessment, typically 1% of all students statewide. It is critical that IEP teams are knowledgeable and parent(s) are informed about the long term implications for future educational opportunities in determining whether a particular student will participate in instruction based on the Wisconsin Essential Elements and assessed using alternate assessments.

Directions for completing the *Participation Guidelines for Alternate Assessment* are included on the form. A student must meet all three criteria in order to be eligible to receive instruction based on the Wisconsin Essential Elements and take an alternate assessment. In a given year, students must participate in either all general education assessments or all alternate assessments, not parts of both. Additional information about alternate assessment is available at <http://dpi.wi.gov/assessment/dlm>.

I-7-District-wide Assessment

Implementation Considerations:

District-wide assessments are tests given at the district level and can apply to students in all grade levels (4K-12). Districts often use district-wide formative or interim assessments as part of a strategic assessment plan to inform instruction and benchmark or monitor a student's progress. It is important that IEP teams consider those assessment and any accommodations

District-wide assessments extend beyond screeners or interim assessments. District-wide assessments include the high school civics test requirement and the assessment for reading readiness. While required by state law, both the assessment of reading readiness (required for 4k-2nd grade) and the statewide civics graduation requirement are the responsibility at the district level. Therefore, they are considered a district-wide assessments and the determination about the student's participation should be documented on I-7 District-Wide Assessment form.

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 district-wide assessment, *the I-7-A Participation Guidelines for Alternate Assessment* (<http://dpi.wi.gov/sites/default/files/imce/sped/doc/form-i7a.doc>) must be included with the IEP in a given year a student must participate.

IEP teams will need to have access to accommodations guidelines for the district-wide assessment(s) their district uses at each grade level in order to ensure the assessments are not invalidated.

FORM CONTENT

CLARIFICATION/EXPLANATION

District-wide assessment table

Complete this section if the student is taking district-wide assessment(s).

District-wide assessment(s) the student will take:

Consider the districts practice for district-wide assessment(s). Please list all district-wide assessment(s) the student will take in a separate row.

Are accommodations needed? (yes/no)

For each district-wide assessment, list whether or not the student will need accommodations on each district-wide assessment the student will participate in.

If yes, describe the accommodations needed

If the student will be in a grade where a district-wide assessment will be given, the IEP must include a statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the student on district-wide assessments. If the IEP team determines the student needs an accommodation on a district-wide assessment, it must be provided. List the needed accommodations (more than one line, if needed).

Alternate Assessment

If the individualized education program team determines that a student will take an alternate district-wide assessment, the IEP must include a statement of why the student cannot participate in the general education

assessment and why the particular alternate assessment selected is appropriate. Include that statement in the space below the “alternate assessment” area.

Alternate assessment table

Complete this section if the student is taking an alternate to the district-wide assessment(s).

Alternate assessment(s) the student will take:

Consider the districts practice for district-wide assessment(s). Please list all alternate assessment(s) the student will take.

Are accommodations needed? (yes/no)

List whether or not the student will need accommodations on each district-wide assessment the student will participate in.

If yes, describe the accommodations needed

If the student will be in a grade where a district-wide assessment will be given and an alternate will be provided, the IEP must include a statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the student on alternate district-wide assessments. If the IEP team determines the student needs an accommodation on an alternate district-wide assessment, it must be provided. List the needed accommodations.

Civics exam requirement

The IEP team must consider whether a student needs accommodations to participate in the high school civics graduation requirement. If the IEP team determines it is not appropriate to administer the high school civics exam to the student, it must document that by checking the box that it is not appropriate and the student does not have to participate in the assessment. The civics exam requirement is not a statewide assessment and therefore parents do not have the ability to "opt out."

I-7-ACCESS for ELLs®/Alt. ACCESS for ELLs™

All English Learner (EL) students with English Language Proficiency (ELP) levels 1-5 are required to take the state’s language assessment regardless of disability status. Unlike other statewide assessments, the ACCESS for ELLs® is administered in all grades Kindergarten through 12th grade. English learners with significant cognitive disabilities AND who are in Kindergarten, should participate in the ACCESS for ELLs® with or without accommodations.

The worksheet *Individualized Education Program: Participation in Statewide English Language Proficiency Assessment Checklist and Accommodations* is only applicable and should only be completed for students who are both limited English proficient/English Learner (LEP/EL) and have a disability. This worksheet has been developed to help IEP teams determine which language assessment a student should take and describe the language accommodations used, if any.

IEP teams are responsible for deciding 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. In general, students will participate in the ACCESS for ELLs® with or without accommodations. If the IEP team determines a student has the most significant cognitive disabilities and form I-7-A Participation Guidelines for Alternate Assessments has been completed, the student will take the Alternate ACCESS for ELLs.™

Available test accommodations for I-7-ACCESS for ELLs®/Alt. ACCESS for ELLs™ (test administration procedures, accessibility tools, and accommodations) are available at <http://dpi.wi.gov/assessment/ell/accommodations>. If the IEP team identifies an appropriate accommodation that is not listed, a written request for approval must be submitted to the DPI Office of Student Assessment at least two weeks prior to testing. Written consent for any alternate accommodation must be granted prior to its use.

FORM CONTENT

CLARIFICATION/EXPLANATION

Complete “1” or “2”

A student may be considered an eligible candidate for the Alternate ACCESS for ELLs™ only if the IEP team can answer “yes” to all three of the participation criteria on form I-7-A. The Alternate ACCESS for ELLs™ is an assessment for students in grades 1-12 with the most significant cognitive disabilities for whom meaningful results cannot be obtained, even with accommodations on the ACCESS for ELLs™. If the English Learner meets the guidelines for participating in the Alternate ACCESS for ELLs™, the student completes this assessment for all four language domains: speaking, listening, reading, and writing. Once section 1 or 2 is checked, complete Section A, B, C, and additional considerations.

Section A: Test Administration Procedures

Please list any test administration procedures needed by the student. Be sure to refer to the DPI Office of Student Assessment webpage at <http://dpi.wi.gov/assessment/ell/accommodations> for allowable test administration procedures. Enter “None” if no test administration procedure accommodations are needed.

Section B: Accessibility Tools

Please list any embedded or nonembedded accessibility tools needed by the student. Be sure to refer to refer to the DPI Office of Student Assessment webpage at <http://dpi.wi.gov/assessment/ell/accommodations> for allowable embedded and nonembedded accessibility tools. Enter “None” if no accessibility tools are needed.

Section C: Accommodations

Within the grid, identify whether the student will participate with or without accommodations for each four language domains. If the English Learner needs one or more accommodations for a specific language domain, check the “with accommodations” box and list the accommodation(s). Be sure to refer to refer to the DPI Office of Student Assessment webpage at <http://dpi.wi.gov/assessment/ell/accommodations> for allowable accommodations. Check the “without accommodations” box if no accommodations are needed in a particular language domain. All 4 charts must be completed.

Additional Considerations

Please list any additional considerations.

I-7 The ACT® with Writing and ACT WorkKeys®

Implementation Considerations:

Disability-related documentation must be submitted for accommodations on The ACT® with Writing and ACT WorkKeys®. See Section C for more information.

FORM CONTENT

CLARIFICATION/EXPLANATION

Section A: Local test arrangements

Please list any local test arrangements that follow ACT policy, determined at the testing site level, that do not require ACT approval. Examples of such decisions include preferential seating and wheelchair access. Be sure to refer to the DPI Office of Student Assessment webpage at <http://dpi.wi.gov/assessment/act/accommodations> for more information on locally approved decisions.

Section B: Accommodations

The IEP team must consider each of the 8 The ACT® with Writing and ACT WorkKeys® subtests and check whether the subtest will be taken **without or with** accommodations. It is important that IEP teams consider the implications of a particular accommodation and whether it will result in a college reportable or non-college reportable ACT® score in line with the student's post-secondary plans and goals for the future. Be sure to refer to the DPI Office of Student Assessment webpage at <http://dpi.wi.gov/assessment/act/accommodations> for more information on accommodations. The IEP team must check **without accommodations or with accommodations** for each of the 8 subtests.

Section C:

In order to submit requests for ACT-approved accommodations, LEAs must submit a complete and current IEP directly to ACT. Failure to request ACT approval for students with disabilities may raise concerns related to disability-based discrimination. For more information on how to submit accommodations requests to ACT, see <http://dpi.wi.gov/assessment/act/accommodations>.

I-7 ACT ASPIRE™ Early High School

Implementation Considerations:

Unlike the ACT® Plus Writing and ACT/WorkKeys®, disability-related documentation does not have to be submitted for accommodations on ACT ASPIRE™.

FORM CONTENT

CLARIFICATION/EXPLANATION

Participation in statewide assessment

If the student will be in 9th or 10th grade during the term of the IEP, circle the grade the student will be in.

Section A: Open Access Tools

Please list any open access tools that will be activated through the Personal Needs Profile (PNP) for the student in advance of the assessment. Be sure to refer to the DPI Office of Student Assessment webpage at <http://dpi.wi.gov/assessment/act/accommodations> for more information on open access tools.

Section B: Accommodations

The IEP team must consider each of the 5 ACT ASPIRE™ subtests and check whether the subtest will be taken without or with accommodations. It is important that IEP teams consider the implications of a particular accommodation and whether it will be available for use on ACT® Plus Writing and ACT/WorkKeys® and whether that accommodation will result in a reportable or non-reportable ACT® Plus Writing and ACT/WorkKeys® score in line with the students post-secondary plans. Be sure to refer to the DPI Office of Student Assessment webpage at <http://dpi.wi.gov/assessment/act/accommodations> for more information on accommodations. The IEP team must check without accommodations or with accommodations for each of the 5 subtests.

I-7 DLM

Implementation Considerations:

If the IEP team determines a student with the most significant cognitive disability will participate in alternate assessments on *Form I-7-A Participation Guidelines for Alternate Assessment*, the student will take the Dynamic Learning Maps (DLM) assessment rather than participate in The ACT® Plus Writing, ACT WorkKeys®, ACT ASPIRE™, or the Forward Exam.

Social studies is assessed in grades 4, 8, and 10 utilizing a teacher rater form. This form should be based upon classroom observations and IEP teams do not need to document use of accommodations.

The DLM was designed using the principles of universal design for learning (UDL) and therefore the term accommodation is replaced with the phrases “accessibility features” and “supports.” This is an online assessment delivered either via the computer; however, some students may need their teacher to present the items to them. The teacher will then enter the student’s response into the online platform.

As with all assessments, accessibility features should be chosen on the basis of the individual student's needs, not on the basis of the disability category, grade level, or instructional setting. Once selected, accessibility supports should be used consistently for instruction (as much as possible) and assessment. Due to the nature of computerized assessments versus non-computerized instruction, some supports may not be usable during instruction. To help students gain experience with the specific supports selected for them, educators should work with students to complete practice activities and take released assessments online. Students can use the practice activities as often as needed. Each educator, and anyone responsible for the implementation of the accessibility supports, must be informed of the specific supports that have been selected for each student and should participate in the evaluation of the supports.

FORM CONTENT

CLARIFICATION/EXPLANATION

Participation in DLM

In the introductory paragraph, circle the grade(s) the student will be in during the term of the assessment.

Category 1: Accessibility features/supports provided within the DLM system

Some accessibility features/support are provided within the DLM system (embedded), but must be activated through the Personal Needs Profile (PNP) before administering the assessment. Previous examples of accessibility features/supports provided within DLM included, but were not limited to magnification, spoken audio, and color contrast. Please list the embedded accessibility features/supports the student needs. For information on accessibility features/supports within DLM, see <http://dpi.wi.gov/assessment/dlm/accommodations>.

Category 2: Accessibility features/supports requiring additional tools/materials

Other accessibility features/supports require additional tools or materials. Previous examples of accessibility features/supports requiring additional tools or materials included, but were not limited to uncontracted Braille and individualized manipulatives. Please list the accessibility features/supports requiring additional tools or materials that the student needs. For information on other accessibility features/supports that require additional tools and materials, see <http://dpi.wi.gov/assessment/dlm/accommodations>.

Category 3: Accessibility features/supports provided *outside* of the DLM system

Finally, some accessibility features/supports are provided outside the DLM system. Previous examples of accessibility features/supports provided outside the DLM system included, but were not limited to human read aloud and sign interpretation. Please list the accessibility features/supports provided outside the DLM system the student needs. For information on accessibility features/supports outside DLM, see <http://dpi.wi.gov/assessment/dlm/accommodations>.

I-7 Forward

Implementation Considerations:

Wisconsin students began to take the Forward Exam in spring 2016. The Forward is administered in English language arts and mathematics in grades 3 through 8, in science in grades 4 and 8, and in social studies in grades 4, 8, and 10. High school students in grades 9 through 11 will continue to take the ACT suite of exams.

Accommodations and supports are practices and procedures that provide equitable access to grade-level content. They are intended to reduce or eliminate the effects of a student's disability or level of language acquisition; they do not reduce learning expectations. The accommodations or supports provided to a student must be consistent for classroom instruction, classroom assessments, and district and state assessments. 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.

The Forward Exam contains a number of universal tools available to all students which cannot be turned off in the student profile (eDIRECT). It is important that all students, including students with disabilities are familiar and comfortable with the universal tools. For more information on the universal tools available on the Forward Exam, see <http://dpi.wi.gov/assessment/forward/accommodations>.

Universal tools, designated supports, and accommodations on the Forward may be either embedded (built into the Forward Exam) or non-embedded.

FORM CONTENT

CLARIFICATION/EXPLANATION

Participation in Forward

In the introductory paragraph, circle the grade(s) the student will be in during the term of the assessment.

Section A: Designated Supports

Designated supports are for students who regularly use a similar support as part of regular classroom instruction. Test Coordinators will need to set up designated supports in eDIRECT prior to printing a test ticket. Please list any designated supports that will be activated for the student in advance of the assessment. Be sure to refer to refer to the DPI Office of Student Assessment webpage at <http://dpi.wi.gov/assessment/forward/accommodation> for more information on Forward designated supports.

Section B: Accommodations

The IEP team must consider each of the 4 Forward content areas to determine which apply to the student for the grade tested. If applicable, the IEP team must determine whether the student will take the content area assessment **without or with** accommodations. Be sure to refer to refer to the DPI Office of Student Assessment webpage at <http://dpi.wi.gov/assessment/forward/accommodations> for more information on accommodations. The IEP team must check **without accommodations or with accommodations** for each of the 4 subtests.

I-8 Summary of Transition Services

Each student must have a postsecondary transition plan in place beginning with the first IEP that will be in effect when the child is 14 and updated annually. Normally the student's postsecondary transition plan is created using the online IEP: Postsecondary Transition Plan (PTP) application. Form I-8 is used only when the online application is not available. The information collected on form I-8 should be entered into the online application as soon as the application is available.

Transition services means a coordinated set of activities designed to be within a result-oriented process that is focused on improving academic and functional achievement to facilitate a student's movement from school to post-school life. The activities are based on the child's needs and must take into account the child's strengths, preferences, and interests. The activities include instruction, related services, community experiences, development of post-school adult living objectives, acquisition of daily living skills if appropriate, and a functional vocational evaluation if appropriate. Additional information related to transition services may be found at <https://dpi.wi.gov/sped/about/state-performance-plan/indicators/13-transition> and at the Wisconsin Transition Improvement Grant website, <http://www.witig.org/>.

Implementation considerations:

While it may be possible to learn about a student's interests and preferences from the student's parents, it is preferable this information be obtained directly from the student. It is a good practice to identify the student's preferences and interests in the IEP.

The IEP must contain a course of study aligned with the student's postsecondary goals. It is a good practice to include a multi-year description of coursework.

If a participating agency fails to provide the transition services it agreed to provide, the LEA must conduct an IEP team meeting to identify alternative strategies to meet the postsecondary goals for the student.

FORM CONTENT

CLARIFICATION/EXPLANATION

Date and method of inviting student

If a purpose of the IEP team meeting is to discuss a student's post-secondary goals and transition services needed to reach the goals, the student must be invited. Record the date and method the student was invited to the IEP meeting.

Steps taken to ensure that student's interest and preferences considered

If a student does not attend an IEP meeting to discuss post-secondary goals and transition services, the IEP team must take other steps to ensure the student's preferences and interests are considered. Document how the preferences and interests were determined, e.g., a student interview or completion of an interest inventory.

Postsecondary goals based on age-appropriate transition assessments

Postsecondary goals must be based on age-appropriate transition assessments. Maintain documentation of the transition assessments. Check "Yes" or "No" to indicate whether the measurable postsecondary goals are based on age-appropriate transition assessments and are documented. Transition assessments may be formal or informal. They may include paper and pencil tests, structured student and family interviews, observational community or work-based assessments (situational), and

curriculum-based assessments. It is good practice to identify in a student's IEP the transition assessments used in determining the student's postsecondary goals. For more information on transition assessments go to <http://transitionta.org>.

Measurable postsecondary goals

Record at least one measurable postsecondary goal for the student related to each of the following: (1) education and training, (2) employment and, (3) where appropriate, independent living skills. Education refers to community or technical colleges, college or university programs, and continuing education. Training may include short-term employment training and attending a vocational technical school (less than a two year program). Employment includes competitive, supported, or sheltered employment, and military service. Independent living skills refer to activities of daily living. Postsecondary goals state what a student will achieve after high school and are measurable. For each postsecondary goal, include at least one measurable annual goal or short-term objective (form I-4) in the IEP that will help the student make progress toward achieving the postsecondary goal.

Transition services needed

Transition services focus on improving the academic and functional achievement of the child to facilitate movement from school to post-school life. Services may include instruction, related services, community experiences, integrated employment, the development of employment and other post-school adult living skills (including daily living skills), and functional vocational evaluations. State the transition services needed to assist the student in reaching the postsecondary goals.

Involvement of other agencies in providing transition services

To the extent appropriate, and with the consent of the parent or adult student, the LEA must invite to the IEP team meeting a representative of any participating agency likely to be responsible for providing or paying for transition services needed to assist the student in reaching postsecondary goals.

Check the appropriate box to indicate whether another agency is or will be involved in providing transition services to meet the student's postsecondary goals. Also check the appropriate box to indicate whether a representative of a participating agency was invited to the IEP team meeting.

Courses of study

Enter a course(s) of study that focus on academic achievement and functional performance to assist the student to reach postsecondary goals.

Transfer of rights, age of majority

Beginning at least one year before a student's 18th birthday, and annually thereafter, the IEP must include a statement that the student has been informed about the rights under state and federal special education law that transfer to the student at age 18. The law also requires an LEA to inform the student's parents about the transfer of rights. The LEA must continue to provide any notice required by special education law to both the student and the parents.

Indicate whether the student will be 17 or older during the timeframe of the IEP by checking the appropriate box. If the student will be 17 or older during the timeframe of the IEP, document how the student and the parents were informed of the rights that transfer, e.g., “On 9-19-2007 via letter.” Each IEP developed after the student is first informed of the rights that transfer at age 18 must include a statement that the student was informed about the rights.

Graduation

Eligibility for a Free Appropriate Public Education (FAPE) ends when the student is granted a regular high school diploma, or at the end of the school term in which the student turns age 21. Check the appropriate box indicating whether the student will receive a regular high school diploma or turn age 21 at the conclusion of the current academic year.

EE-1 Worksheet for Determining Educational Environment Codes

Coming Soon

I-10 Notice of Changes to IEP without an IEP Meeting

Form I-10-B is used to provide parents notice of changes to an IEP without an IEP team meeting. An LEA must provide a notice of changes to an IEP a reasonable time prior to implementing the changes. The LEA is not required to obtain parental consent prior to implementing the changes.

FORM CONTENT

CLARIFICATION/EXPLANATION

Notice of changes to IEP without an IEP meeting

Form I-10-B provides the parents with notice of the changes to the IEP and documents who was involved in determining the changes and when and how, (face-to-face conference, phone conversation, or exchange of emails) an agreement was reached. The notice specifies the date the changes will begin and informs the parents the changes will be implemented in the child's current placement.

Reason for the changes to the IEP

The LEA must identify the reason(s) for changing the IEP.

Other options considered and reasons rejected, and a description of any other relevant factors

Enter a description of other options considered, if any, the reasons those options were rejected, and a description of any other relevant factors. If no options were considered and rejected, check the "None" box.

Parents have procedural safeguards and can contact other sources for assistance about understanding their rights

Any required notice must inform parents of the protections they have under the procedural safeguards of IDEA and state law, and of sources they can contact to obtain information and assistance in understanding IDEA and state special education law. The LEA is not required to provide the parents with another procedural safeguards notice if, in the current school year, the LEA previously provided the notice. However, if the parents request a copy, or requested a reevaluation, then the LEA must provide the parents a procedural safeguards notice.

I-11 Extended School Year

Form I-11 is used when an IEP team considers whether extended school year (ESY) services are necessary to provide FAPE to a child. ESY services are provided to a child with a disability beyond the normal school year. ESY services are provided only if a child's IEP team determines, based on the individual needs of the child, that the services are necessary for the provision of FAPE to the child. ESY services must be provided in accordance with the child's IEP and at no cost to the child's parents. The services must meet the standards of the Department, e.g., appropriately licensed staff. An LEA may not limit ESY services to particular categories of disability or unilaterally limit the type, amount, or duration of those services.

Implementation Considerations:

There are no specific criteria in state or federal special education law for determining when ESY services are required. However, the courts have provided some guidance for making this decision. Information related to ESY is available on the Department's website at <http://dpi.wi.gov/sped/laws-procedures-bulletins/bulletins/10-02>.

FORM CONTENT

CLARIFICATION/EXPLANATION

Need for ESY

If the IEP team considers ESY services and determines they are required, check the "Yes" box and identify the annual goals to be addressed. If the IEP team considers ESY services and determines they are not required, check the "No" box and document the reasons.

Goals to be addressed

If the IEP team determines ESY services are required, the IEP team identifies the IEP annual goals, and short-term objectives if applicable, that will be addressed during the ESY. New goals may be developed, goals from the child's existing IEP may be used, or existing goals may be modified.

Needed services

The IEP team describes the special education, related services, supplementary aids and services, or program modification or other supports for school personnel that will be provided during the ESY. All types of service may not be required. Enter "none" if a particular type of service is not required. List the required ESY services. For each ESY service, describe the frequency and amount, location, and duration of the service.

I-12 Manifestation Determination Review

Form I-12 is used to document a manifestation determination review when a child's placement is changed for disciplinary reasons. Within **ten school days** after the date on which the decision to change the child's placement is made, the public agency, the parent and relevant members of the IEP team must determine whether the conduct in question is a manifestation of the child's disability.

Implementation Considerations:

The law requires a manifestation determination be made by the parent and relevant members of the child's IEP team. While not required by law, LEAs often conduct manifestation determination reviews through the IEP team process because the IEP team is required to make other decisions that are related and may be discussed during the meeting. For example, if the conduct in question is determined to be a manifestation of the child's disability, an IEP team meeting is required to either complete a functional behavioral assessment (FBA) and develop a behavioral intervention plan (BIP), or review the BIP, if one exists, and modify it as necessary.

A review team must determine the behavior in question was caused by or had a direct and substantial relationship to the child's disability or the conduct in question was a direct result of the LEA's failure to implement the student's individualized education program (IEP). This is determined on a case-by-case basis, and the analysis is dependent upon the particular circumstances involved.

If there is a disciplinary change in placement, an IEP team meeting is required to determine the appropriate services for the child during the period of removal and the setting in which the services will be provided. Except where a student is disciplined for behavior involving weapons, drugs or serious bodily harm, if the behavior is determined to be a manifestation, the IEP team must return the child to the placement from which the child was removed, unless the parent and the LEA agree to a change of placement. If the behavior is determined not to be a manifestation of the child's disability, the LEA may remove the child to the same extent it would remove a child who does not have a disability.

Information Update Bulletin 14.02 provides additional information about manifestation determinations, and can be found on the Department's website at <https://dpi.wi.gov/sped/laws-procedures-bulletins/bulletins/14-02>.

FORM CONTENT

Date decision made to change the child's placement and date manifestation determination made

Review team participants

CLARIFICATION/EXPLANATION

A manifestation determination must be made within **ten school days** of any decision to change the placement of a child for disciplinary reasons.

IDEA allows the public agency, the parent, and relevant members of the child's IEP team to make the determination. A space is provided on form I-12 to document the individuals who participate in the manifestation determination review. If a full IEP team makes the manifestation determination in an IEP team meeting, the IEP team participants' names are recorded on form I-3, *Evaluation Report and IEP Cover Sheet* and are not recorded here.

Description of behavior	In section I.A. include a description of the behavior subject to disciplinary action. The description should be as objective and factual as possible. Additional pages may be attached, including an incident report or other information.
Consideration of all relevant information	In making the determination, all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents, must be reviewed. This list is not exhaustive and all relevant information must be considered. Document consideration of all relevant information in section I.B.
Manifestation determination	When determining a behavior is a manifestation of the disability, the review team must determine the behavior was caused by or had a direct and substantial relationship to the child's disability or was a direct result of the LEA's failure to implement the child's IEP. In sections II.A. and II.B., document the review team's conclusions and the basis for the conclusions. If a child's behavior in question was a direct result of the LEA's failure to implement the child's IEP, the behavior is a manifestation of the child's disability and the LEA must take immediate steps to remedy the failure to implement the IEP. Check the appropriate box in the "Summary" section to indicate whether the behavior in question was a manifestation of the student's disability.

DW-1 Worksheet for Documenting Educational Services Provided During Disciplinary Removals that Do Not Constitute a Disciplinary Change of Placement

Coming Soon

Determining Placements

A child's placement is determined by an IEP team after developing the child's IEP. The placement must be in the least restrictive environment (LRE). To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, must be educated with children who are not disabled. Special classes, separate schooling, or other removal of the child from the regular education environment occurs only if the nature or severity of the child's disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Each public agency must ensure a continuum of placements is available to meet the special education and related service needs of children with disabilities. The continuum must include instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions.

P-1 Determination and Notice of Placement: Consent for Initial Placement

Form P-1 is used to provide parents notice the LEA will implement the child's initial IEP and the school or other facility at which it will be implemented. It is also used to obtain consent from the parent for the initial provision of special education services.

Implementation Considerations:

An LEA must provide parents with notice a reasonable time before the LEA implements their child's IEP and placement. In implementing this requirement, the LEA should consider the amount of time mail takes to go through the LEAs processing and mailing system.

If an IEP is in effect for a period in which a child will move from one school to another because of a change of level, e.g., from elementary to middle school, the IEP team may determine placement for both levels at the same meeting and include the information in the notice of placement. "ABC Elementary School from January 17, 2008 to June 6, 2008 and XYZ Middle School from September 4, 2008 to January 16, 2009." If only the current school placement is listed, e.g., "ABC Elementary School," the IEP team must meet again to determine the child's next school placement, and the child's parents must receive a new notice of placement prior to implementation of the IEP in the next school.

FORM CONTENT

CLARIFICATION/EXPLANATION

Date of placement determination

A child's placement must be determined **at least annually**. No more than twelve months may elapse between IEP team meetings to determine a child's placement.

Date parent provided with notice of placement

The parents must receive a notice of placement, including a copy of their child's IEP, a reasonable time before the LEA initiates the child's placement and begins implementing the IEP.

Date of IEP development

The date of IEP development is the date of the IEP team meeting to develop the child's IEP. The child's placement must be based on the IEP.

School or other facility where IEP

This entry identifies the school or other facility (e.g., home, residential care center, hospital) where

implemented and services provided

the child's IEP will be implemented. If the child's IEP will be implemented in a public school, enter the name of the public school and the school district within which it is located. If the child's IEP will be implemented in another facility, identify the facility and the city in which it is located. A placement must be as close as possible to the child's home.

Unless the IEP requires another arrangement, the child must be educated in the school that the child would attend if not disabled. If the child's IEP will be implemented in the school the child would attend if not disabled, mark the "Yes" box. If the child will **not** attend that school, mark the "No" box and explain why. If the child is three or four years old and the LEA does not provide regular education programs for children of that age, document consideration of the child's current age-appropriate settings for the delivery of special education and related services.

Other options considered and reasons rejected, and a description of any other relevant factors

Enter other options considered, if any, related to the child's IEP and the placement of the child, including the reasons for rejecting those options along with any other relevant factors. If no other options were considered, check the "None" box.

Copies of evaluation report and IEP

The LEA must provide the child's parents with a copy of an evaluation report that includes documentation of determination of eligibility for special education. If the LEA provided the parents with a copy of their child's latest evaluation report, the LEA is not required to provide another copy unless a parent requests a copy. An LEA may provide the report with the placement notice or provide it prior to providing the placement notice. An LEA must provide parents a copy of their child's IEP **with** the placement notice. Check the appropriate box to indicate whether the LEA previously provided a copy of the child's evaluation report to the parents and is providing a copy of the IEP with form P-1, or the LEA is providing both the evaluation report and the IEP with form P-1.

Parents have procedural safeguards and can contact other sources for assistance about understanding their rights

Any required notice must inform parents of the protections they have under the procedural safeguards of IDEA, and of sources they may contact to obtain information and assistance in understanding IDEA and state special education law. Because the LEA previously provided a copy of the complete procedural safeguards with the initial notice of evaluation (form IE-1), the LEA is not required to provide the parents with another copy of the procedural safeguards notice unless the parents request it.

Parent permission is needed for services

The LEA must obtain the consent of the child's parent before the initial provision of special education and related services. Page 2 of form P-1 is used to obtain this consent. The parent's consent for evaluation may not be construed to be consent for the initial provision of special education and related services.

Explanation regarding consent is voluntary, the right to revoke that consent, and the

The LEA must inform parents the granting of consent is voluntary and may be revoked at any time. If a parent does not grant consent for services, the LEA may **not** request mediation or initiate a due

possible effects of not granting consent

process hearing regarding whether services should be provided.

P-2 Determination and Notice of Placement

Form P-2 is used after a parent has consented to the initial provision of special education services. It is used to provide notice to the parents that a new annual IEP or a revised IEP will be implemented and to provide notice of the school or other facility where the IEP will be implemented.

Implementation Considerations:

An LEA should schedule an annual IEP team meeting far enough in advance of the one year anniversary of the IEP team meeting to ensure compliance with the requirements to conduct an IEP team meeting at least annually to review the IEP and to determine a child's placement. LEAs sometimes err by arranging the IEP team meeting date based on the date of the last notice of placement, rather than on the date of the last IEP team meeting to determine a placement.

An LEA must provide parents with notice a reasonable time before the LEA implements their child's IEP and placement. In implementing this requirement, the LEA should consider the amount of time mail takes to go through the LEAs processing and mailing system.

FORM CONTENT

CLARIFICATION/EXPLANATION

Date of placement determination	A child's placement must be determined at least annually . No more than twelve months may elapse between IEP team meetings to determine a child's placement.
Date parent provided with notice of placement	The parents must receive a notice of placement, including a copy of their child's IEP, a reasonable time before the LEA initiates the child's placement and begins implementing the annual or revised IEP.
Date of IEP development	The date of IEP development is the date of the IEP team meeting to develop or review/revise the child's IEP. The child's placement must be based on the IEP.
School or other facility where IEP implemented and services provided	This entry identifies the school or other facility (e.g., home, residential care center, hospital) where the child's IEP will be implemented. If the child's IEP will be implemented in a public school, enter the name of the public school and the school district within which it is located. If the child's IEP will be implemented in another facility, identify the facility and the city in which it is located. A placement must be as close as possible to the child's home. In selecting a placement, consideration must be given to any potential harmful effect on the child or on the quality of services that s/he needs.
The school the child would attend if not disabled	Unless the IEP requires another arrangement, the child must be educated in the school that s/he would attend if not disabled. If the child's IEP will be implemented in the school the child would attend if not disabled, mark the "Yes" box. If the child will not attend the school s/he would attend if not disabled, mark the "No" box. Explain why the child cannot attend that school. If the child is three or four years old and the LEA does not provide regular education programs for children of that age, document consideration of the child's current age-appropriate settings for the delivery of special education and related services.

Other options considered and reasons rejected, and a description of any other relevant factors

Enter other options considered, if any, related to the child's IEP and the placement of the child, including the reasons for rejecting those options along with any other relevant factors. If no other options were considered, check the "None" box.

Copies of evaluation report and IEP

The LEA must provide the child's parents with a copy of an evaluation report that includes documentation of determination of eligibility for special education. If the LEA provided the parents with a copy of their child's latest evaluation report, the LEA is not required to provide another copy unless a parent requests a copy. An LEA may provide the report with the placement notice or provide it prior to providing the placement notice. An LEA must provide parents a copy of their child's IEP **with** the placement notice. Check the appropriate box to indicate whether the LEA previously provided a copy of the child's evaluation report to the parents and is providing a copy of the IEP with form P-2, or the LEA is providing both the evaluation report and the IEP with form P-2.

Parents have procedural safeguards and can contact other sources for assistance about understanding their rights

Any required notice must inform parents of the protections they have under the procedural safeguards of IDEA, and of sources they can contact to obtain information and assistance in understanding IDEA and state special education law.

The LEA is not required to provide the parents with a copy of the complete procedural safeguards notice if the LEA previously provided the parents with a copy of the procedural safeguards in the current school year. However, if parents request another copy of the procedural safeguards, the LEA must provide one.

P-3 Notice of Graduation

Form P-3 is used to provide the parent and adult student with notice of graduation with a regular high school diploma and to provide the student a summary of academic achievement and functional performance. Graduation from high school with a regular high school diploma ends a child's eligibility for special education and related services and is a change of placement requiring written prior notice. Receipt of a high school equivalency diploma (HSED) does not end a student's eligibility for special education services. Children who do not graduate with a regular high school diploma continue to have a right to a free appropriate public education (FAPE) until the end of the school term in which they turn 21. Additional information about graduation is available at <http://dpi.wi.gov/sped/topics#graduation>

Implementation Considerations:

An appropriate time before a child is scheduled to receive a high school diploma, an IEP team should meet and determine whether the child will meet the LEA's graduation requirements; if the child's goals will be substantially completed; and new goals are not needed for the coming school year.

When the IEP team meets to consider graduation, it should consider information provided by the parent or adult student, previously completed tests or other evaluations, grades, credits earned, the measurable postsecondary goals stated in the IEP, and other relevant information.

FORM CONTENT

CLARIFICATION/EXPLANATION

Parent or adult student participation

The parent or the adult student is an IEP team participant and must have an opportunity to participate in the decision-making process. When a parent or an adult student participates in the IEP team meeting to consider graduation, the first box is checked. If the parent or adult student does not participate, then the second box is checked, and the LEA's attempts to convince the parent or adult student to participate in the meeting are documented.

Decision the child is eligible to graduate and basis for making decisions about graduation

The parent and the adult student must be provided with a description of any evaluation procedures, tests, and records or reports used as the basis for the IEP team's decisions. Enter this information. The notice informs the parent and adult student the child is expected to graduate. Enter the date the child is expected to graduate.

Other options considered and reasons rejected, and a description of any other relevant factors

Enter other options considered, if any, related to a student's graduation, including the reasons for rejecting those options along with any other relevant factors. If no other options were considered, check the "None" box.

Effect of graduating

The parent and adult student are informed that graduation from high school with a regular diploma permanently ends a student's eligibility for special education and related services.

Summary of academic achievement, functional

An evaluation is not required before the termination of a child's eligibility due to graduation with a

performance, and recommendations to assist in meeting postsecondary goals

regular diploma. However, the LEA must provide the student with a summary of his/her academic achievement and functional performance, including recommendations on how to assist with his/her postsecondary goals. More information is available at <http://dpi.wi.gov/sped/topics/transition> and <http://www.witig.org/>. Record a summary of academic achievement, a summary of functional performance, and recommendations to assist in meeting postsecondary goals on page 2 of form P-3.

Parents and adult students have procedural safeguards and can contact other sources for assistance about understanding their rights

A required notice must inform parents and the adult student of the protections they have under the procedural safeguards of IDEA and of sources they can contact to obtain information and assistance in understanding IDEA and state special education law.

The LEA is not required to provide the parents or adult student with a copy of the complete procedural safeguards notice if the LEA previously provided the parents or adult student with a copy of the procedural safeguards in the current school year. However, if the parents or adult student request another copy of the procedural safeguards, the LEA must provide one.

P-4 Notice of Ending of Services Due to Age

A child with a disability who has not graduated from high school with a regular high school diploma has a right to a free appropriate public education (FAPE) until the end of the school term in which s/he attains the age of 21. Form P-4 is used to inform the parent and adult student the student will exceed the age of eligibility for FAPE and, therefore, will no longer be eligible for special education and related services. The form also is used to provide the student with the required summary of academic achievement and functional performance.

FORM CONTENT

CLARIFICATION/EXPLANATION

Information related to ending special education and related services

Enter the first day the student will no longer be eligible for special education and related services.

Summary of academic achievement, functional performance and recommendations to assist in meeting postsecondary goals

An evaluation is not required before the termination of a child's eligibility due to exceeding the age of eligibility for FAPE. However, the LEA must provide the student with a summary of his/her academic achievement and functional performance, including recommendations on how to assist with his/her postsecondary goals. Record a summary of academic achievement, a summary of functional performance, and recommendations to assist in meeting postsecondary goals on form P-4. More information is available at <http://dpi.wi.gov/sped/topics/transition> and <http://www.witig.org/>.

Other options considered and reasons rejected, and a description of any other relevant factors

Enter other options considered, if any, related to the end of eligibility for FAPE and the summary of performance, including the reasons for rejecting those options along with any other relevant factors. If no other options were considered, check the "None" box.

Parents and adult students have procedural safeguards and can contact other sources for assistance about understanding their rights

A required notice must inform parents and the adult student of the protections they have under the procedural safeguards of IDEA and of sources they can contact to obtain information and assistance in understanding IDEA and state special education law.

The LEA is not required to provide the parents or adult student with a copy of the complete procedural safeguards notice if the LEA previously provided the parents or adult student with a copy of the procedural safeguards in the current school year. However, if parents or adult student request another copy of the procedural safeguards, the LEA must provide one.

P-5 Parent Revocation of Consent for Special Education*

A parent may revoke consent for special education and related services at any time. The revocation of consent must be in writing. The revocation must be for all special education and related services. A parent cannot decide to revoke consent for some services, but keep others. Form P-5 may be given to and used by a parent to provide written revocation of consent. However, a particular form is not required, and a parent may use other ways to provide written revocation. When the LEA receives written revocation of consent, the LEA must promptly provide prior written notice a reasonable time before stopping special education and related services (see Form P-6). An LEA may not use mediation or due process procedures to challenge revocation of consent.

FORM CONTENT

CLARIFICATION/EXPLANATION

Statement revoking consent and signature.

Revocation of consent must be in writing and this provides the required documentation.

Consequences of revocation.

The form explains the following consequences of revoking consent so the LEA can establish a sufficient record that the parent has been appropriately informed. Once special education and related services stop, the LEA:

- Is not required to make a free and appropriate education (FAPE) to the child;
- Is not required to have an IEP team meeting or develop an IEP for the child;
- Is not required to follow discipline protections under the Individuals with Disabilities Education Act (IDEA); and
- Is not required to amend the child's education records to remove any reference to the child's receipt of special education and related services.

Right to future evaluation and services.

The form provides the following information so the LEA can establish a sufficient record that the parent has been appropriately informed. By revoking consent, a parent does not waive the right to a future special education evaluation, and if found eligible, future special education and related services. After revocation of consent, a future evaluation would be treated as an initial evaluation.

*Parent includes an adult student if parental rights have transferred.

P-6 Notice of Cessation of Special Education and Related Services in Response to Parental Revocation of Consent*

A parent may revoke consent for special education and related services at any time. The revocation of consent must be in writing. When a LEA receives a written revocation of consent, the LEA must promptly respond by providing prior written notice regarding the resulting change in placement and services. The prior written notice must be in accordance with 34 CFR § 300.503 (see page 4 of this Guide to Special Education Forms). The prior written notice must be provided within a reasonable time before stopping special education and related services. Providing this notice a reasonable time before discontinuing services gives a parent the necessary information and time to fully consider the change. This form may be used to provide the required prior written notice.

FORM CONTENT

CLARIFICATION/EXPLANATION

Date of cessation of services.

When a parent revokes consent for special education, the LEA must provide prior written notice informing the parent when the services will end.

Attachment of IEP.

The prior written notice must inform the parent of the educational services and supports declined. Attaching the IEP gives this information.

A parent has unilateral authority to stop special education and related services.

A prior written notice must contain the following content requirements (see page 4 of this Guide to Special Education Forms):

- A description of the action proposed or refused by the LEA;
- An explanation why the LEA proposes or refuses to take the action;
- A description of each evaluation; procedure, assessment, record or report the LEA used as a basis for the proposed or refused action;
- A description of any other options that the LEA considered and the reasons why those options were rejected; and
- A description of other factors relevant to an LEA's proposal or refusal.

This section documents that a parent has the unilateral authority to stop special education and related services, and that an LEA cannot refuse a parent's request to do so. Consequently, there is no other basis for the LEA's action.

Parents have procedural safeguards and can contact other sources for assistance about understanding their rights.

Any required notice must include a statement that the parents of a child with a disability have protections under the procedural safeguards of IDEA and of sources to obtain information and assistance in understanding IDEA and state special education law. The LEA is not required to provide the parent with another procedural safeguard notice if, in the current school year, the LEA previously provided the notice. However, if the parent requests another copy, then the LEA must provide the parent one.

Narrative regarding consequences of revocation.

The notice explains the consequences of revoking consent so the LEA can establish a sufficient record that the parent has been appropriately informed. Once special education and related services stop, the

LEA:

- Is not required to make a free and appropriate education (FAPE) to the child;
- Is not required to have an IEP team meeting or develop an IEP for the child;
- Is not required to follow discipline protections under the Individuals with Disabilities Education Act (IDEA); and
- Is not required to amend the child's education records to remove any reference to the child's receipt of special education and related services.

Right to future evaluation and services.

The notice provides the following information to ensure an informed decision. By revoking consent, a parent does not waive the right to a future special education evaluation, and if found eligible, future special education and related services. After revocation of consent, a future evaluation would be treated as an initial evaluation.

*Parent includes an adult student if parental rights have transferred.

Miscellaneous

M-1 Notice of Response to an Activity Requested by a Parent

Form M-1 is used when a parent requests the LEA to take an action, and the LEA either proposes an alternate course of action or refuses the parent's request.

Implementation Considerations: A parent may request an IEP team meeting to address services for his/her child, and the LEA should grant any reasonable request for an IEP team meeting. If the district denies the request for an IEP team meeting, the LEA must provide the parent with a notice of refusal in writing. The notice must include an explanation of why the LEA refuses to grant the request

FORM CONTENT

CLARIFICATION/EXPLANATION

Date of request and notice

The LEA must respond within a reasonable amount of time after receiving a parent request to initiate or change the identification, evaluation, educational placement of the child, or the provision of free appropriate public education (FAPE) to the child.

Action requested by parent and LEA response

Enter a description of the action requested by the parent, the date of the request, and the child's name. If the LEA proposes an alternate course of action, check the box "Proposes the following action regarding your request." State the course of action, the reason, and any other options considered and the reasons rejected. If the LEA refuses the action proposed by the parent, check the box "Refuses your request." State the reasons and any other options considered and the reasons rejected.

Parents have procedural safeguards and can contact other sources for assistance about understanding their rights

A required notice must inform parents of the protections they have under the procedural safeguards of IDEA and of sources they can contact to obtain information and assistance in understanding IDEA and state special education law.

The LEA is not required to provide the parents with a copy of the complete procedural safeguards notice if the LEA previously provided the parents with a copy of the procedural safeguards in the current school year. However, if parents request another copy of the procedural safeguards, the LEA must provide one.

M-2 Notice of Agreement to Extend Time Limit to Complete Evaluation for Transfer Student

Within 60 calendar days of receiving parent consent to administer tests or other evaluation materials as a part of an initial evaluation or a reevaluation, or informing parents that no additional assessment or evaluation data are needed, an IEP team must meet and determine whether a child is or continues to be a child with a disability. Form M-2, *Notice of Agreement To Extend Time Limit To Complete Evaluation For Transfer Student*, is used to document an agreement between a parent and an LEA to extend the 60-calendar day timeline. The law permits extension of the 60-day timeline when a student transfers from one LEA to another during the 60-day time period, but only if the parent and receiving LEA agree to a specific time when the evaluation will be completed and the receiving LEA makes sufficient progress to ensure prompt completion of the evaluation. An LEA may neither unilaterally impose an extension nor request an extension from the Department of Public Instruction. The Department has no authority to grant extensions of the 60-day time limit.

Implementation Considerations:

The LEA should establish a process to obtain information to decide whether to propose an extension and designate the personnel with the authority to agree with a parent to extend the time in which to complete the evaluation.

While an agreement between the LEA and the parent is required, there is no requirement the parent sign a written agreement. Form M-2 documents the agreement between the LEA and the parent.

FORM CONTENT

CLARIFICATION/EXPLANATION

Parent agreement to extend the time to complete the evaluation

Document on form M-2 that the parent and LEA agreed to extend the time limit in which to complete the evaluation, including the date of the agreement and how the agreement occurred, e.g., face-to-face conference, phone conversation, or exchange of e-mails. Enter the agreed upon date (month, day, year) for the evaluation to be completed.

Reason for the extension

Identify the reason(s) that an extension of the 60-day timeline is needed.

Other options considered and reasons rejected, and a description of any other relevant factors

Enter other options considered, if any, when proposing to extend the 60-day timeline and the reasons those options were rejected along with any other factors relevant to the timeline extension. If no other options were considered, check the "None" box.

General information about the right to be provided additional time

If the parents of a child or LEA staff determine that additional time is needed to permit meaningful parent participation, the LEA must provide it within the applicable timelines for completing the evaluation and meeting to develop an IEP.

Parents have procedural safeguards and can contact other sources for assistance about understanding their rights

A required notice must inform parents of the protections they have under the procedural safeguards of IDEA, and of sources they can contact to obtain information and assistance in understanding IDEA and state special education law.

The LEA is not required to provide the parents with a copy of the complete procedural safeguards notice

if the LEA previously provided the parents with a copy of the procedural safeguards in the current school year. However, if parents request another copy of the procedural safeguards, the LEA must provide one.

M-3 Agreement to Extend the Time Limit to Complete the Evaluation of a Child Suspected of Having a Specific Learning Disability

Within 60 calendar days of receiving parental consent to administer tests or other evaluation materials as a part of an initial evaluation or a reevaluation, or informing parents that no additional evaluation data are needed, an IEP team must meet and determine whether a child is or continues to be a child with a disability. The law permits extension of the 60-day timeline to complete an evaluation for a specific learning disability (SLD) if the parent and the LEA agree in writing. This exception applies when SLD is being considered for the first time and permits an LEA the necessary time to collect data on a child’s response to required intensive interventions. An LEA may neither unilaterally extend the time limit nor request an extension from the Department of Public Instruction. The Department has no authority to grant extensions.

Implementation Considerations:

The LEA should establish a process to obtain information to decide whether to propose an extension and should designate the personnel with the authority to agree with a parent to extend the time in which to complete the evaluation.

Note the effective date of an agreement to extend the evaluation is the date the parent signs a written agreement, not the date the LEA and the parent discussed the matter and agreed upon an extension.

FORM CONTENT

CLARIFICATION/EXPLANATION

Agreement to extend the time to complete the evaluation

The notice documents discussions with the parent about an extension and the agreed upon date (month, day, year) for the evaluation to be completed. Enter the date the LEA personnel and the parent spoke or communicated by other means and agreed on a date to complete the evaluation. Enter the agreed upon date to complete the evaluation.

Reason for the extension

The LEA must identify the reason(s) for extending the evaluation.

Other options considered and reasons rejected, and a description of any other relevant factors

Enter other options considered, if any, when proposing an extension of the 60-day timeline and the reasons the other options were rejected along with any other factors relevant to the timeline extension. If no other options were considered, check the “None” box.

Written parent agreement needed

The parent signs form M-3 and enters the date the parent signed.

Parents have procedural safeguards and can contact other sources for assistance about understanding their rights

A required notice must inform parents of the protections they have under the procedural safeguards of IDEA and of sources they can contact to obtain information and assistance in understanding IDEA and state special education law.

The LEA is not required to provide the parents with a copy of the complete procedural safeguards notice if the LEA previously provided the parents with a copy of the procedural safeguards in the current school year. However, if parents request another copy of the procedural safeguards, the LEA must provide one.

M-5 Consent to Bill Wisconsin Medicaid for Medically-Related Special Education and Related Services

Through the Medicaid school-based services (SBS) benefit, LEAs may submit claims to Wisconsin Medicaid for covered services provided to Medicaid-eligible students. Form M-5 is used to obtain parental consent to release education records to Wisconsin Medicaid and to obtain consent to bill Medicaid for covered services. The services must be listed in a student's IEP.

Implementation Considerations:

Districts are required to obtain consent before billing Medicaid. Consent may be obtained one time for the specific services and the duration of the services identified in a student's IEP. The consent is effective until the parent revokes consent or specific conditions apply. Please refer to bulletin 14.01 at <https://dpi.wi.gov/sped/laws-procedures-bulletins/bulletins/14-01> for further guidance.

CLARIFICATION/EXPLANATION

FORM CONTENT

Identification of services that will be claimed under Wisconsin Medicaid	The LEA may submit a claim to Medicaid through the school-based services benefit for nursing services, physical therapy, occupational therapy, speech and language pathology services, specialized medical transportation, psychological services, counseling, social work services, and developmental testing and assessment. Enter the specific school-based services in the student's IEP to be billed to Wisconsin Medicaid.
Consent is needed before releasing education records to the Medicaid agency	Both the Family Educational Rights and Privacy Act (FERPA) and IDEA prohibit an LEA from releasing a student's education records to a State Medicaid agency for insurance billing without parental consent. List education records which the LEA may disclose to Wisconsin Medicaid. The parents must be informed of the reason for the disclosure, and that upon request they may receive copies of the records disclosed.
Consent is needed before billing Wisconsin Medicaid	The LEA may not bill Medicaid for covered services in a student's IEP unless and until it obtains parental consent for billing.
Explanation regarding consent is voluntary, the right to revoke that consent, and the effect of refusing consent	The LEA must inform parents the granting of their consent is voluntary and may be revoked at any time. Parents must be informed they are not required to give their consent. Revocation of consent is not retroactive. Revocation does not negate an action that has occurred after the consent was given and before the consent was revoked. Therefore, it does not negate any billing that occurred after consent was given and before it was revoked. If the parent refuses to consent, the LEA must ensure that all required special education and related services are provided at no cost to the parent.