

_____ SCHOOL DISTRICT

Name of Student _____ WISEid _____ LEA's Student ID _____

I. INFORMATION ABOUT THE STUDENT, INCLUDING PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Information about the student, including strengths, effects of the disability / special factors, present level of academic achievement and functional performance, and any concerns must be considered when identifying the student's disability-related needs and developing goals and services to address those needs. Include strategies that have been effective in improving the student's academic achievement and functional performance and access to general education.

Parents are important members of the IEP team and are encouraged to share information throughout the process. The student should be included, whenever appropriate, and encouraged to provide input throughout the process.

A. Strengths

Describe the student's strengths (*including academic skills, communication skills, social skills, and interests*).

B. Current Academic Achievement and Functional Performance

Academic achievement generally refers to a student's performance in academic content areas (e.g., reading, math, written language, etc.). For preschool children, academic achievement generally refers to knowledge and skills such as early language development/communication, early literacy, cognition and general knowledge. Academic achievement statements must include information about student achievement and/or progress compared to grade-level expectations. Sources of information may include state, district-wide, or classroom assessments, rubrics, screeners or other tools (refer to the Evaluation Report, ER-1). The present levels provided must include sufficient information to establish a baseline from which each annual goal is developed.

1. Describe the student's present level of academic achievement (including reading achievement). For preschool children, describe the child's acquisition and use of knowledge and skills (including early language/communication and early literacy).

Functional performance includes activities and nonacademic skills needed for independence, access to instruction and performance at school, in the home, in the community, for leisure time, and for post-secondary and lifelong learning. Some examples include: activities of everyday living, school/work/play habits, and social-emotional behavior (refer to the Evaluation Report, ER-1). The present levels provided must include sufficient information to establish a baseline from which each annual goal is developed.

2. Describe the student's present level of functional performance (including impact on reading achievement and access to instruction). For preschool children, describe the child's positive social-emotional skills (including social relationships) and use of appropriate behaviors to meet their needs and the impact on early literacy.

C. Special Factors

Special Factors must be considered when developing the individualized education program. The services required to address the needs related to the special factors should be **documented in the Program Summary**. For example, if a student's behavior impedes learning, the positive behavioral interventions, strategies, and supports could include specially designed instruction, related services, supplementary aids and services and/or program modifications and supports for staff. The behavioral needs of the student may be determined through a functional behavioral assessment (FBA).

1. Does the student's behavior impede his/her learning or that of others?

Yes No

If yes, describe how (document needed services in the Program Summary):

2. Is the student an English Language Learner (ELL)?

Yes No

If yes, describe how this factor affects the student's needs related to the IEP:

3. In the case of a child who is blind or visually impaired, does the student need instruction in Braille or the use of Braille? (Attach Determining Braille Needs (ER-3) from the latest evaluation/reevaluation or any updated information.)

Not Applicable Yes No Cannot be determined at this time

If yes, describe needs, including Braille needs:

4. Does the student have communication needs that could impede his/her learning?

Yes No

a. If yes, describe the communication needs (including speech and language needs):

b. If the student is deaf or hard of hearing, describe (a) the student's language and communication needs; (b) opportunities for direct communication with peers and professional personnel in the student's language and communication mode; and, (c) academic level and full range of needs including opportunities for direct instruction in the student's language and communicative mode:

5. Does the student need assistive technology services or devices, including any services or devices needed to assist with reading?

Yes No

If yes, describe the needs (document needed services in the Program Summary):

D. Concerns of the Parent(s)/Family

1. Describe the concerns of the parent(s)/family for enhancing the education of the student. This may include concerns about reading achievement, early language/communication or early literacy skills, other academic areas, social-emotional needs, sensory needs, behavior, the child's future and postsecondary transition, etc.:

2. Describe the concerns (if any) of the student for enhancing his or her education:

E. Effects of Disability

Review *Need for Special Education* in the Evaluation Report (ER-1) for information about the student's disability-related needs.

1. Does the student's disability adversely affect his or her progress toward meeting grade-level reading standards? For preschoolers, does the disability adversely affect progress toward the Wisconsin Model Early Learning Standards (WMELS) for language development, communication and/or early literacy?

Yes No

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

F. Summary of Disability-Related Needs

If the IEP team determines the student has a disability-related need that affects reading (academic or functional), the IEP must include a minimum of one goal to address this need. Each identified disability-related need must have at least one corresponding goal and/or service to address the need. A goal or service may address more than one need. Services include special education, related services, supplementary aids and services, or program modifications or supports for school personnel.

List and number the disability-related needs. Include reading needs, or early literacy needs, and needs due to special factors, if identified. Reference numbered needs in the measurable annual goal statements (*add rows, as needed*).

1	
2	
3	
4	

II. FAMILY ENGAGEMENT

How will school staff engage parent(s)/families in the education of the student (e.g. sharing resources, communicating with parent(s)/families, building upon family strengths, connecting parent(s)/families to learning activities, etc.)?

III. PARTICIPATION IN GENERAL EDUCATION CURRICULUM *Choose one of the following:*

The IEP team determines whether the student is in the general education curriculum (the same curriculum as for students without disabilities) or the curriculum aligned with alternate achievement standards. Unless a student is expected to take alternate assessments aligned with alternate achievement standards, the student is full time in the general education curriculum. If the student participates in curriculum aligned with alternate achievement standards, include benchmarks or short-term objectives with the measurable annual goals. *(Select one below.)*

- The student participates full-time in general education curriculum aligned with the general education standards that apply to all students, or for preschoolers, in age-appropriate activities aligned with Wisconsin Model Early Learning Standards (WMELS).
- The student participates in curriculum aligned with alternate achievement standards. *See Participation Guidelines for Alternate Assessment Form I-7-A.*

IV. MEASURABLE ANNUAL GOALS

Each goal must address at least one disability-related need.

Develop / revise one or more measurable annual academic or functional goal to:

- address any lack of expected progress toward the annual goals, if appropriate;
- address the unique needs of the student that result from the student's disability (*see section I.F. above*);
- enable the student to progress toward grade-level reading standards, or for preschoolers, WMELS for language development, communication and early literacy;
- enable the student to be involved in the general education curriculum i.e., the same curriculum as for nondisabled students;
- enable the student to progress toward meeting grade-level academic standards; and
- enable the student to be educated and participate with nondisabled students.

If the IEP team determines the student has a disability-related need that affects reading (academic or functional), the IEP must include a minimum of one goal to address this need.

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

Previous IEP goals reviewed: Yes No Not Applicable

B. Goal # _____ (*The Goal # changes as goals are added. Complete 1 through 5 below for each goal.*)

1. Goal Statement:

a. Baseline (Student's current level of performance from which progress toward this goal will be measured):

b. Level of Attainment (Must relate to the baseline measurement and reflect progress):

2. Benchmarks or Short-Term Objectives (*Required if student participates in curriculum and assessment aligned with alternate academic achievement standards.*): Not Applicable

3. Annual goal addresses disability-related need(s) # _____ of the student. (*Needs identified in Section I.F.*)

4. Procedures for measuring the student's progress toward meeting the annual goal **from baseline to level of attainment**:

5. When will reports about the student's progress toward meeting the annual goal be provided to parent(s)? (*Document reviews and student's progress on the I-6, Interim Review of IEP Goals.*)

V. PROGRAM SUMMARY

Include a statement for each of A, B, C and D below to allow the student to (1) access, be involved in and make progress in the general education curriculum, (2) be educated and participate with other students with and without disabilities to the extent appropriate, (3) participate in extracurricular and other nonacademic activities, and (4) advance appropriately toward attaining the annual IEP goals. Include frequency, amount, location, & duration (if different from projected IEP beginning and ending dates). The services must be stated in the IEP so the level of the LEA's commitment of resources is clear to the parent(s) and other IEP team members. At least one special education service must be specified; include other services, if needed.

Projected beginning and ending date(s) of IEP services & modifications from _____ to _____.
(month/day/year) (month/day/year)

A. Supplementary Aids and Services

Aids, services, and other supports (accommodations) that are provided in regular education, other educational settings, and in extracurricular and nonacademic settings, to enable students with disabilities to be educated with nondisabled children to the maximum extent appropriate. The 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. (Review *Need for Special Education* in the Evaluation Report, ER-1.) *For each supplementary aid and 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).*

None needed

Describe	Frequency & Amount <i>(describe the circumstances, if appropriate)</i>	Location	Duration	Addresses Goal(s) # _____	Addresses Need(s) # _____

B. Special Education / 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. (Review *Need for Special Education* in the Evaluation Report, ER-1.) *For each special education service, identify the corresponding annual goal(s).*

Describe	Frequency	Amount	Location	Duration	Addresses Goal(s) # _____

C. Related Services Needed to Benefit from Special Education

Transportation and such developmental, corrective, and other supportive services as are required to assist a student with a disability to benefit from special education. Review *Need for Special Education* in the Evaluation Report, ER-1.) *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).*

None needed

Describe	Frequency	Amount	Location	Duration	Addresses Goal(s) #	Addresses Need(s) #
<input type="checkbox"/> Assistive Technology						
<input type="checkbox"/> Audiology						
<input type="checkbox"/> Counseling						
<input type="checkbox"/> Educational Interpreting						
<input type="checkbox"/> Medical Services for Diagnosis and Evaluation						
<input type="checkbox"/> Occupational Therapy						
<input type="checkbox"/> Orientation and Mobility (For students with Visual Impairments)						
<input type="checkbox"/> Physical Therapy						
<input type="checkbox"/> Psychological Services						
<input type="checkbox"/> Recreation						
<input type="checkbox"/> Rehabilitation Counseling Services						
<input type="checkbox"/> School Health Services						
<input type="checkbox"/> School Nurse Services						
<input type="checkbox"/> School Social Work Services						
<input type="checkbox"/> Speech / Language						
<input type="checkbox"/> Transportation						
<input type="checkbox"/> Other: specify						

D. Program Modifications or Supports for School Personnel

Services or activities for school personnel to meet the needs of the student. *Identify the goal(s) or need(s) addressed.*

None needed

Describe	Frequency	Amount	Location	Duration	Addresses Goal(s) #	Addresses Need(s) #

