



WATERFORD
EDUCATION COOPERATIVE

SPECIAL EDUCATION PROCEDURAL MANUAL
2026 - 2027

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Table of Contents

| | Page |
|--|-------------|
| Confidentiality and Record Maintenance | 1 |
| Child Find/Referral Process | 4 |
| Parental Consent | 5 |
| Evaluation Process | 6 |
| Reevaluation Process | 9 |
| Transfer Student Process | 10 |
| IEP Development Process | 11 |
| IEP Content | 12 |
| IEP Meeting Procedures | 19 |
| Processing Paperwork Following IEP | 21 |
| Extended School Year Eligibility | 22 |
| Continuum of Service Options | 23 |
| Transition Procedures | 24 |
| Discipline Procedures | 25 |
| Students Parentally Placed in Private Schools | 27 |
| WEC Expectations | 28 |
| TABLE: Progress Report | 29 |
| TABLE: Initial Evaluation | 30 |
| TABLE: Re-Evaluation | 31 |
| TABLE: Annual/IEP Review Revision | 32 |

Confidentiality and Record Maintenance

WEC Special Education File - This file contains all records pertaining to the child's special education evaluation, progress, IEP and all documents involved in the IEP process. This file will be stored separately from the child's general education cum file in a secured area within the WEC's Office (high school). Teachers and Related Service Providers who have these students on their caseload may have access to these files and may make copies of relevant documents for their own use in evaluating and instructing students. Anyone accessing these files will be asked to sign an access log documenting the date access was given. These files will not be removed from the WEC's Special Education Office. Teachers and Related Service Providers may keep copies for their own files, however official records requests from Parents/Legal Guardians or school transfers will be provided only by the WEC. Conversely, the files kept by Teachers and Related Service Providers can still be considered "public record" and can be subject to records requests or review at any time.

Building Special Education File - This file acts as a duplicate of the WEC's Special Education file. It contains all records pertaining to the child's special education evaluation, progress, IEP and all documents involved in the IEP process. This file will be stored separately from the child's general education cumulative file in a secured area within their building of attendance. Teachers and Related Service Providers who have these students on their caseload may have access to these files and may make copies of relevant documents for their own use in evaluating and instructing students. Anyone accessing these files will be asked to sign an access log documenting the date access was given. These files will not be removed from the building of attendance. Contact school office to determine if building special education files are located within the building.

Special Education DPI Forms - If pertinent, the following forms will be completed, using the WEC's special education software, printed by the WEC's Administrative Assistant, and sent to the appropriate building to be filed by the Building Secretary:

- **Referral Form, R-1**
(School Psychologist, Speech-Language Pathologist, or Early Childhood Case Manager)
- **Notice of Receipt of Referral and Start of Initial Evaluation, IE-1**
(School Psychologist, Speech-Language Pathologist, or Early Childhood Case Manager)
- **Initial Evaluation: Notice That No Additional Assessments Needed, IE-2**
(School Psychologist, Speech-Language Pathologist, or Early Childhood Case Manager)
- **Initial Evaluation: Notice and Consent Regarding Need to Conduct Additional Assessments, IE-3**
(School Psychologist, Speech-Language Pathologist, or Early Childhood Case Managers)
- **Evaluation Report: Need for Special Education, ER-1**
(School Psychologist, Speech-Language Pathologist, Special Education Teacher, and/or Related Service Staff)
- **Required Documentation for SLD – Initial Evaluation, ER-2AO**
(School Psychologist)
- **Required Documentation for SLD – Re-Evaluation, ER-2B**
(School Psychologist or Special Education Teacher)
- **Required Documentation for SLD – Initial Evaluation Using Significant Discrepancy, ER-2C**
(School Psychologist)
- **Notice of IEP Team Findings That Child is Not a Child With a Disability, ER-4**
(School Psychologist, Speech-Language Pathologist, or Early Childhood Program Support)
- **Notice of Re-Evaluation, RE-1**
(School Psychologist or Speech-Language Pathologist)
- **Notice of Agreement to Conduct a Re-Evaluation More Than Once a Year, RE-2**
(School Psychologist or Speech-Language Pathologist)
- **Notice of Agreement That a Three-Year Re-Evaluation Not Needed, RE-3**
(School Psychologist or Speech-Language Pathologist)

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- **Re-Evaluation: Notice That No Additional Assessments Needed, RE-4**
(School Psychologist or Speech-Language Pathologist)
 - **Re-Evaluation: Notice and Consent Regarding Need to Conduct Additional Assessments, RE-5**
(School Psychologist or Speech-Language Pathologist)
 - **Existing Data Review to Determine if Additional Assessments or Evaluation Materials Are Needed, ED-1**
(School Psychologist, Speech, Language Pathologist, Early Childhood Case Manager, or Special Education Teacher)
 - **Invitation to a Meeting of the Individualized Education Program (IEP) Team, I-1**
(Special Education Teacher or Speech-Language Pathologist)
 - **Request to Invite Outside Agency Representative to the IEP Meeting, I-1A**
(Special Education Teacher or Speech-Language Pathologist)
 - **Request to Invite Birth to 3 Program Representative to the IEP Meeting, I-1B**
(Special Education Teacher or Speech-Language Pathologist)
 - **Request to Invite Others with Knowledge or Special Expertise to an IEP Meeting, I-1C**
(Special Education Teacher or Speech-Language Pathologist)
 - **Parent Response to an Individualized Education Program (IEP) Meeting Invitation, I-1p**
(Special Education Teacher or Speech-Language Pathologist)
 - **Agreement That IEP Team Participant Not Required to Attend IEP Meeting, I-2**
(Special Education Teacher, School Psychologist, or Speech-Language Pathologist)
 - **Cover Sheet, I-3**
(School Psychologist, or Speech-Language Pathologist, or Special Education Teacher)
 - **Individual of Summary Findings, ER-1a**
(All IEP Team Members who completed assessment)
 - **Evaluation Report: Documentation for Determining Braille Needs for a Child with a Visual Impairment, ER-3**
(School Psychologist or Special Education Teacher)
 - **Participation Guidelines for Alternate Assessment, 1-7A**
(Special Education Teacher or Speech-Language Pathologist)
 - **IEP: Participation in Statewide Assessments, ACCESS, I-7ELL**
(Special Education Teacher or Speech-Language Pathologist)
 - **IEP: Participation in Statewide Assessments, FORWARD EXAM, I-7FWD**
(Special Education Teacher or Speech-Language Pathologist)
 - **IEP: Participation in Assessments (The ACT w/Writing), I-7W**
(Special Education Teacher or Speech-Language Pathologist)
 - **Participation in Statewide Assessments ACT Aspire, I-ACT**
(Special Education Teacher or Speech-Language Pathologist)
 - **IEP: Participation in District-Wide Assessments, I-7DWA**
(Special Education Teacher or Speech-Language Pathologist)
 - **IEP: Participation in Statewide Assessments – DLM, I-7DLM**
(Special Education Teacher or Speech-Language Pathologist)
 - **IEP Linking Form, I-4LF**
(Special Education Teacher, Speech-Language Pathologist, and Related Service Staff)
 - **Summary of Transition Services, Post Secondary Transition Plan (PTP), I-8**
(Special Education Teacher or Speech-Language Pathologist)
 - **Notice of Changes to IEP without meeting, I-10**
(Special Education Teacher, Speech-Language Pathologist, and/or Related Service Staff)
 - **Extended School Year, I-11**
(Special Education Teacher or Speech-Language Pathologist)

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- **Environmental Codes Worksheet, EE-1**
(Special Education Teacher or Speech-Language Pathologist)
 - **Determination and Notice of Placement: Consent for Initial Placement, P-1**
(Special Education Teacher or Speech-Language Pathologist)
 - **Determination and Notice of Placement, P-2**
(Special Education Teacher or Speech-Language Pathologist)
 - **IEP at a Glance, IAAG**
(Special Education Teacher or Speech-Language Pathologist)
 - **Manifestation Determination Review, I-12**
(School Psychologist)
 - **Consent to Bill Medicaid, M-5**
(Special Education Teacher, Speech-Language Pathologist, and Related Service Staff)
 - **Permission to Extend Evaluation Time Limit, M-3**
(Director of Special Education or School Psychologist)
 - **Notice of Agreement to Extend Time Limit to Complete Initial Evaluation: Transfer Student, M-2**
(Director of Special Education)
 - **Notice of Response to an Activity Requested by Parent, M-1**
(Director of Special Education)
 - **Parent Refusal for Special Education, M-4**
(Director of Special Education)
 - **Notice of Graduation, P-3**
(Special Education Teacher or Speech-Language Pathologist)
 - **Notice of Ending Services Due to Age, P-4**
(Special Education Teacher or Speech-Language Pathologist)
 - **Parent Revocation of Consent, P-5**
(Special Education Teacher, School Psychologist, or Speech-Language Pathologist)
 - **Notice of Cessation of Special Education, P-6**
(Director of Special Education)

Child Find/Referral Process

Child Find (GENERAL) - The Local Educational Agency (LEA) identifies, locates, and evaluates all children with disabilities, regardless of the severity of their disability, who are in need of special education and related services, including children attending private schools, children who are made a ward of the State, County, or Child Welfare Agency under chapter 54 or 880, children who are not yet three years of age, highly mobile children such as migrant and homeless children, and children who are suspected of being a child with a disability even though they are advancing from grade to grade. [34 CFR § 300.111; Wis. Stat. § 115.77\(1m\)\(a\)](#)

Referral (Initial) - Prior to submitting a referral, the people required to make referrals inform the Parent/Legal Guardian(s) of their intent to make a referral. The WEC accepts and processes referrals of children suspected to have a disability. The WEC has written procedures for accepting and processing referrals. A special education referral is made by one of the following sources: community agencies, physicians, preschool/private school personnel, public school personnel, parents or others. Licensed school personnel who reasonably believe a child has a disability are required to make a referral.

Speech and Language only referrals are submitted to the building Speech-Language Pathologist who serves as the Evaluation Team case manager through completion of the evaluation and IEP process. Early Childhood referrals are submitted to The Early Childhood Evaluation Team Coordinator who serves as the Evaluation Team case manager .

The LEA accepts written referrals. Each referral includes the name of the child and reasons why the person making the referral believes that the child is a child with a disability. The LEA documents and dates the receipt of each referral. The Parent/Legal Guardian(s) may choose to use the district form when making a referral; however, this is not required. The Parent/Legal Guardian(s) must document the child's name and the reason for the referral in written form. The district must then document the date that this referral was received.

All other referrals are submitted to the School Psychologist and Speech-Language Pathologists who serve as or the evaluation team case manager through completion of the evaluation and IEP process. It is the responsibility of the Evaluation Team case manager to ensure that all referral and consent for evaluation forms are provided to the Parent/Legal Guardian(s).

Reevaluation (including additional referrals) -Case Managers will maintain an accurate list of triennial evaluations due each school year. The Speech-Language Pathologist or the School Psychologist will initiate triennial evaluations as part of their Evaluation Team case manager responsibilities. They will also initiate additional referrals as part of these responsibilities. It is also the responsibility of the Evaluation Team case manager to ensure that all referral and consent for evaluation forms are provided to the Parent/Legal Guardian(s). If the IEP Team determines that no testing is required, the Case Manager serves as the Evaluation Team Chair.

Parental Consent

Parent Refuses Consent (IE-3) - If the Parent/Legal Guardian(s) of the child refuses to consent to the initial provision of special education and related services, or the Parent/Legal Guardian(s) fails to respond to a request to provide consent for the initial provision of special education and related services, the LEA will not be considered to be in violation of the requirement to make available Free and Appropriate Education (FAPE) to the child for the failure to provide the child with the special education and related services for which the LEA requests consent; and is not required to convene an IEP Team meeting or develop an IEP for the child for the special education and related services for which the LEA requests such consent. [34 CFR § 300.300\(b\)](#); [Wis. Stat. §115.79\(2\)](#)

Parent Revocation of Consent (P-5) - If at any time subsequent to the initial provision of special education and related services, the Parent/Legal Guardian(s) of a child revokes consent in writing for the continued provision of special education and related services, the School District:

- Will stop providing special education and related services to the child, but before doing so, will provide prior written notice in accordance with [34 CFR § 300.503](#);
- Will not use special education dispute resolution procedures, including mediation and due process, in order to obtain agreement or a ruling that the services may be provided to the child;
- Is not considered to be in violation of the requirement to make FAPE available to the child because of the failure to provide the child with further special education and related services;
- Is not required to convene an IEP Team meeting or develop an IEP for the child for further provision of special education and related services; 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 because of the revocation of consent. [34 CFR § 300.300](#)

Notice of Cessation of Special Education and Related Services in Response to Parental Revocation of Consent (P-6) – Once notified by School Staff or Parent/Legal Guardian(s), the Special Education Director will send out P-6.

Evaluation Process

Evaluations - State and Federal law requires the WEC evaluate children with disabilities who are suspected to be in need of special education and related services. The WEC evaluates children upon initial referral for special education, and reevaluates children with disabilities at least once every three years or when conditions warrant a reevaluation.

The WEC is committed to ensuring that each child's IEP Team bases its decisions on comprehensive, high quality, reliable, and educationally sound special education evaluations. As a result, the Wisconsin Department of Public Instruction has established the following criteria for all special education evaluations that the WEC conducts or obtains. Unique circumstances may justify deviation from these criteria. If a Parent/Legal Guardian(s) or WEC Staff Member is aware of such unique circumstances, **they should inform the Director of Special Education immediately.**

Assessment Planning and Expectations - The Evaluation Team case manager consults with other IEP Team Members regarding the need to conduct additional assessment as part of the evaluation. This includes consultation with the child's Parent/Legal Guardian(s) to discuss the assessments recommended and to gather input regarding parental concerns. All evaluations must be coordinated to be sufficiently comprehensive in order to identify all of the child's special education and related service needs that may exist..

Input from all applicable IEP Team Members are reflected on the **ED-1** and one of the following: **IE-2, IE-3, RE-1, RE-2, RE-3, RE-4, RE-5.** It is the expectation of the WEC that at least one standardized testing instrument will be attempted during any initial evaluation for special education eligibility determination. If the student is unable to respond to a standardized measure or a standardized measure will not provide an appropriate representation of a student's current functioning, Evaluators will utilize criterion-referenced, informal assessment, curriculum-based assessment, dynamic assessment, and/or observations to determine student functioning.

Assessment Assignment of IEP Team Members and Responsibilities - The Evaluation Team case manager will assign Members to the IEP Team. Special Education Staff assigned will make observations, administer assessments listed in the IE-3 or RE-5 and complete a written summary of their findings (ER-1a). All Members of the IEP Team will provide their individual evaluation reports (ER-1a) to the Parent/Legal Guardian(s) 1 week prior to the IEP meeting date. Evaluators assigned to complete assessments will hold the appropriate Wisconsin Department of Public Instruction license required to provide services for which they are determining eligibility. Cross-categorically licensed Special Education Teachers are able to assess students across multiple disability categories. `

Release of Information - The IEP Case Manager will complete, obtain signature of the Parent/Legal Guardian(s) on an *Authorization to Obtain and Release Information* form and submit the form to the relevant agency in order to gather medical and/or educational information relevant to the evaluation. This information will assist with conducting a thorough evaluation and will aid in the development of appropriate educational planning.

Independent Educational Evaluations - An Independent Educational Evaluation (IEE) is an evaluation conducted by a qualified examiner who is not an employee of a student's school. The Parent/Legal Guardian(s) are eligible to receive an IEE at public expense if the Parent/Legal Guardian(s) disagree with an evaluation that the WEC conducted or obtained for the child. For purposes of this policy, "evaluation" means the procedures used to determine whether a child has a disability and the nature and extent of the special education and related services the child needs. "Public expense" means that the WEC pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to the Parent/Legal Guardian(s).

The WEC's evaluation must be complete before a Parent/Legal Guardian(s) may obtain an IEE at public

expense. The WEC's evaluation is complete when the WEC provides the Parent/Legal Guardian(s) with proper Notice of Evaluation Findings (**ER-1**), as required by law. In addition, all IEEs must meet the WEC's criteria for special education evaluations, which is the criteria the WEC uses when it conducts its own evaluations. Finally, Parent/Legal Guardian(s) may only request one publicly funded IEE for each evaluation that the WEC conducts or obtains.

If the WEC receives a Parent/Legal Guardian(s) request for an IEE, the WEC may pay for the IEE. If the WEC does not pay for the IEE, the WEC will initiate a due process hearing without unnecessary delay and a hearing officer will decide who is responsible for the IEE costs under relevant State and Federal law. Consistent with the Parent/Legal Guardian(s) right to an IEE, the WEC may also propose mediation. The Parent/Legal Guardian(s) will be responsible for IEE costs if the hearing officer finds that:

1. The WEC's evaluation was appropriate; and/or
2. The IEE fails to meet WEC guidelines for special education evaluations and no unique circumstances justify deviation from those criteria.

Procedure to Request an IEE at Public Expense

1. Parent/Legal Guardian(s) shall submit a written request to the Waterford Special Education WEC Director of Special Education, and should include an explanation of the reasons they object to the evaluation the WEC conducted or obtained for the child. The WEC, however, will not deny Parent/Legal Guardian(s) a publicly funded IEE solely because they fail to submit a written request, or because they do not provide reasons requesting an IEE.
2. If a Parent/Legal Guardian(s) requests an IEE, the WEC will provide the Parent/Legal Guardian(s) with the following information:
 - a. A list of the names and addresses of IEE Examiners located in the Waterford area. The list will consist of IEE Examiners who, in the WEC's judgment, are qualified to perform the IEE. If a qualified examiner is not located in the area, the WEC will identify a qualified examiner elsewhere.
 - b. A copy of the WEC's guidelines for special education evaluations, including criteria regarding Evaluator qualifications and costs.

IEE Evaluation Plan - If the Parent/Legal Guardian(s) notify the WEC before obtaining an IEE, the Director of Special Education may recommend that the Parent/Legal Guardian(s) and the WEC develop an Evaluation Plan. The purpose of the Evaluation Plan is to encourage genuinely independent, unbiased IEEs that are valuable to both the Parent/Legal Guardian(s) and the WEC Staff Members of the IEP Team. The WEC, however, will not deny a publicly funded IEE because a Parent/Legal Guardian(s) refuses to participate in this process.

If the Parent/Legal Guardian(s) agree to participate in this process, the Parent/Legal Guardian(s) will work with the other Members of a child's IEP Team to develop an Evaluation Plan. An Evaluation Plan may identify the scope of the evaluation and the Evaluator, and help to ensure that the IEE will comply with WEC criteria for special education evaluations. In some cases, the WEC will contact the Evaluator directly to arrange for the IEE on the Parent/Legal Guardian(s) behalf.

Guidelines for Independent Educational Evaluations

1. The Evaluator must hold a valid license from the State of Wisconsin in the field related to the known or suspected disability. The Evaluator must have extensive training and experience in evaluation of the area(s) of concern and be able to interpret instructional implications of the evaluation results. In instances where no "applicable license" exists, the WEC must be satisfied that the Evaluator has extensive training and experience related to the known or suspected disability.
2. The Evaluator must be located within 25 miles of the school WEC.
3. The Evaluator must be permitted to directly communicate and share information with Members of the

IEP Team and the Director of Special Education. The Evaluator must also release the assessments and results, including any parent and teacher surveys, to the Members of the IEP Team and the Director of Special Education.

4. Unless otherwise determined by the Members of a child's IEP Team, the Evaluator must observe the child in one or more educational settings. The Evaluator shall make at least one contact with the child's Regular Education Teacher for the purpose of determining how the student is progressing in the general curriculum. In addition, Evaluators are encouraged to make additional contacts with other involved Regular or Special Education Teachers, and Related Service Providers.
5. Absent unique circumstances, evaluations may not exceed the WEC applicable maximum allowable costs. The maximum allowable cost per evaluation is one thousand dollars (\$1000). If a Parent/Legal Guardian(s) requests unreasonable reimbursement of travel costs or other related costs in connection with any evaluation, the WEC will suggest mediation and/or initiate a due process hearing. The WEC will not pay unreasonable travel costs unless a hearing officer, applying State and Federal law, orders the WEC to do so. The evaluation must comply with any and all relevant provisions of Wisconsin Statute [§ 115.782](#).

For more information, Parent/Legal Guardian(s) may contact the Waterford Education Cooperative, Director of Special Education, (262) 534-4034 or the Wisconsin Department of Public Instruction (608) 266-3390.

Eligibility Checklists - Eligibility checklists located on the DPI website, outline the State's criteria for each category of special education. They will be used for initial and triennial evaluations to assist the IEP Team in validly determining eligibility.

Further guidelines on IEP paperwork submission are located below. In addition, Initial Evaluation and Re-Evaluation process flowcharts are located on pages 30 and 31.

Reevaluation Process

Triennial - Special Education Law requires that school districts complete reevaluation to determine continuing eligibility for special education or related services every three years unless all IEP Team Members agree that a reevaluation is not necessary. Case Managers will maintain an accurate list of triennial evaluations due each school year.

The Speech-Language Pathologist or the School Psychologist will initiate triennial evaluations as part of their Evaluation Team case manager responsibilities. The Evaluation Team Chairperson consults with other IEP Team Members regarding the need to conduct additional assessments as part of the reevaluation. This includes consultation with the child's Parent/Legal Guardian(s) to discuss the assessments recommended and to gather input regarding parental concerns. Input from IEP Team Members is reflected on the **ED-1, the RE-1** and one of the following **RE-4 or RE-5**. If no testing is required, the Case Manager serves as the Evaluation Team Chairperson. If no standardized assessments are completed as part of the reevaluation, Evaluators will utilize criterion-referenced, informal, curriculum-based assessment, dynamic assessment and/or observations to determine student functioning. The Case Manager will consult the Parent/Legal Guardian(s) to schedule the IEP meeting date to determine continuing eligibility. Case Manager will provide parent/legal guardian(s) an **I-1** and may utilize the **I-1p** to document the Parent/Legal Guardian(s) response to the **I-1**. All documents required for the evaluation team report are completed, assembled and sent to the WEC Office by the Evaluation Team chairperson or, if no testing was completed, by the Case Manager. The complete evaluation team report consists of a combination of forms **ER-1 through ER-1a or ER-2** depending on the specific case. The Team must list interventions and the effects of those interventions when completing those forms. If no disability is identified and/or team agrees that the student does not demonstrate a continued need for special education services, form **ER-4** is included in the evaluation report. If the Evaluation Team completes the Individualized Education Program directly following the determination of eligibility, then forms **I-4LF through I-8, P-2 and EE-1** will also be included in the completed collection of evaluation materials submitted to the WEC Office. If the student has a Behavior Intervention Plan (BIP), Individualized Health Plan (IHP), and/or Post Secondary Transition Plan (PTP), the Evaluation Chairperson or Case Manager will include these documents in the completed set of paperwork. If the meeting to develop the IEP is held at a later time, then forms related to the IEP will be submitted to the WEC Office by the Case Manager for processing. If the IEP development meeting is held separately from the evaluation meeting, then it must include a new invitation (**I-1**) and new cover sheet (**I-3**).

Dismissal from Special Education Services (Primary Disability) - Students who are being considered for dismissal from either their primary disability category or any secondary disability categories must be reevaluated through the typical re-evaluation procedures described previously.

Transfer Student Process

Acceptance of a Transfer IEP - When a student transfers into a district within the WEC, school building office staff will notify WEC of the student's registration. The WEC will then request any necessary records for review, assign a Case Manager to the student, and provide intake instructions to the Case Manager per the Transfer Student Checklist.

Transfers from Out-of-State - When a student transfers from another state, an initial evaluation must be initiated as soon as possible following the initial evaluation timeline. This includes all of the required paperwork mentioned in the sections about initial evaluations listed above, including a **P-1** and **M-5**. The receiving LEA must make an eligibility determination and, if eligibility is determined by the IEP team, develop its own IEP as soon as possible after the student enrolls.

Approximation of IEP Services - When a student receiving special education services registers in a district within the WEC, the WEC is required to approximate the IEP services from the student's first day of attendance. There are instances when the WEC does not have a copy of the IEP or when the WEC is not initially made aware that the student has an IEP. In these cases the WEC will begin approximating services as soon as the WEC has knowledge of those services the student needs.

Request for Records - During the month of August the WEC Administrative Assistant will contact each Building Secretary weekly to obtain transfer special education student information. The WEC Administrative Assistant will request special education and any other necessary records from the previous School District. Once records are received and reviewed, the Director of Special Education and Pupil Services or designee will complete a Transfer Student Checklist. The WEC Administrative Assistant will forward copies of the Transfer Student Checklist and Records to the assigned Case Manager and Therapists. The School Social Worker will receive a copy of the Transfer Student Checklist via e-mail for any students transferring into Waterford Graded School District (with the exception of Speech/Language only). Staff members will collaboratively determine how and where to provide approximated IEP services. The Case Manager will contact the Parent/Legal Guardian(s) to discuss how services will be approximated and to communicate the steps in setting up the in-take IEP meeting.

IEP Development Process

Assignment of IEP Team Members to Annual Review - The student's Special Education Teacher or the Speech-Language Pathologist will assign IEP Team Members for the purposes of an annual or periodic (less than a year) review of the student's special education programming. IEP Team Member selection should involve consultation with the building Principal. The Parent/Legal Guardian(s), along with the student if age 14 and older, will always be identified as members of the team.

Parent and Student Input to IEP Development - It is the expectation of the WEC that parental input will be sought prior to or during the development of the Draft IEP. It is further the expectation that student input regarding strengths and concerns would also be sought for all IEPs. If the student will turn age 14 or older during the term of the new IEP, information regarding post secondary goals must also be collected.

Parent/Legal Guardian(s) will receive a copy of the Draft annual IEP, marked as "DRAFT", at least one school week prior to the scheduled IEP meeting date. The Special Education Case Manager is responsible for collecting and sending these draft copies to the Parent/Legal Guardian(s). This time will allow them to have a chance to review the draft and to provide additional input in a relaxed setting without time constraints.

****Each page of the Draft IEP must be labeled "DRAFT"*****

Parent Request to Record Team Meetings - In order to facilitate Parent/Legal Guardian(s) ability to fully participate in the IEP process, Parent/Legal Guardian(s) of students with disabilities are ordinarily permitted to record IEP Team meetings in accordance with the procedures set forth:

1. Parent/Legal Guardian(s) wishing to record an IEP Team meeting must utilize their own recording device and provide notice to the District prior to the date of the scheduled IEP Team meeting.
2. If Parent/Legal Guardian(s) elects to record an IEP Team meeting, the District will also record the meeting.

IEP Content

Invitation to IEP Meeting (I-1) - All identified IEP Team Members including both Parent/Legal Guardian(s) and student (if 14 years of age or older) should be listed on the I-1. The I-1 should clearly state the date, time, purpose and location of the meeting. The Parent/Legal Guardian(s) should receive the I-1 at least one week prior to the meeting date. For students open enrolled into our district, it is legally required to invite the LEA to the IEP meeting. If parent/legal guardian(s) request the attendance of an outside person or agency, it is their right to invite that individual or agency to the meeting.

***All students turning 14, or older, during the term of the IEP, must have an outside agency, related to transition, invited to their IEP and listed in the “Other Agencies” section of the I-1.**

Cover Sheet (I-3) - The I-3 should reflect the same date and purpose of the I-1. The I-3 should reflect the *actual* participants that attended the meeting. For example: If only one parent attended that meeting, only that parent should be listed. If the LEA from the open-enrolled district attended, the LEA's name should be accurately listed on the I-3. If parent/legal guardian(s) request the attendance of an outside person or agency, case managers must document that person or agency's attendance in the meeting. If a Staff Member that was listed on the I-1 is unable to attend, an I-2 will be completed. If it is agreed that a required IEP participant will be excused from a portion of the meeting, the individual's name appears on the I-3 as attending the meeting and an I-2 will be completed for that participant. If the Parent/Legal Guardian(s) do not to attend an IEP meeting after three valid attempts of notification, document each of the three valid attempts. **Three unanswered phone calls do not constitute a reasonable attempt.** Documentation of each attempt should include who attempted, the date, type of attempt (phone call with a detailed voicemail message, text, e-mail, written notice sent home with student, written notice US mailed to home, etc.) and the outcome of each attempt.

Linking Present Levels, Disability Related Needs, Goals and Services Form (I-4LF) - This section of the IEP will include statements reflecting the following information:

Present Level of Performance

1. Strengths of Student (academic skills, communication skills, social skills, interests, social-emotional behavior, and schoolwork/play habits).
2. Current Academic Achievement and Functional Performance

Academic achievement refers to a student's performance in academic content areas 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-age peers. Refer to WI DPI Academic Standards: <https://dpi.wi.gov/standards>

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. For WI SEL Competencies, refer to <https://dpi.wi.gov/sspw/mental-health/social-emotional-learning>

- a. 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).
- b. Describe the student's present level of functional performance in comparison to same aged peers (include 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. Participation in Physical Education – Check Regular P.E., Specially Designed P.E. or N/A. If the

student will participate in specially-designed PE, there must be a corresponding goal and specially-designed physical education must be documented in the Program Summary.

Special Factors

Describe the student's needs under each category. Devices and services needed to meet the identified needs must be documented in the Program Summary.

Behavior Concerns: If the child's behavior impedes the child's learning or that of others, describe how and address the behavioral needs of the student. If the student has a Behavior Intervention Plan (BIP) or other necessary behavior supports either recorded within the text of the IEP or as a separate document, it will be noted with positive behavioral supports on the Special Factors page. If the student's behavior impedes his/her own learning or the learning of others, it is expected that there will be corresponding goals/objectives related to the development of replacement behaviors within the text of the IEP. *If the student has a BIP, be sure to review, and update if required, at each meeting and enter the date of the most recent Functional Behavioral Assessment completed.

English Language Learners (ELL): If the student is an ELL, you must describe how this factor affects the student's needs related to the IEP.

Visual Impairments (VI): If yes, describe the needs including Braille needs and include the **ER-3** from the last evaluation.

Communication Needs: If yes, describe the communication needs including:

1. The student's language;
2. Opportunities for direct communication with peers and professional personnel in the student's language and communication mode; and
3. Academic level and full range of needs including opportunities for direct instruction in the student's language and communicative mode.

If the student is deaf or hard of hearing, identify:

1. Child's language and communication needs;
2. Opportunities for direct communication with peers and professional personnel in the child's language or communicative mode;
3. Child's academic level; and
4. Full range of needs, including opportunities for direct instruction in the child's language and communicative mode.

Assistive Technology: If yes, describe the needs (low and/or high tech) or access required and also document the needed services in the Program Summary.

Concerns of the Parents/Legal Guardian(s)

1. Describe the concerns of the parents/legal guardian(s) for enhancing the education of the student, including concerns about reading achievement or 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 of the student for enhancing his or her education.

Disability-Related Needs

Effects of the Disability

Every special education evaluation must be sufficiently comprehensive to identify how the child's disability affects the child's involvement and progress in the general education curriculum. The child's disability related needs, based on the effects of the disability, must be specified and targeted in order for the student to access and make progress toward meeting the expectations and standards that apply to all students of the same age or grade.

Question 1: The first question asks about the student’s progress toward grade-level reading standards. 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? If yes, include in response to Question 2 a description of how the disability affects reading. If yes, there must be a goal in the Goals section that corresponds to reading/early literacy as a disability related need. Check “No” if the disability is having no adverse effect on reading/early literacy skills.

Question 2: Describe how the disability affects each academic area and functional performance. 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.

Disability-Related Needs

1. To ensure that the student’s disability-related need(s) are listed, both boxes need to be filled in (Needs Category and the corresponding Disability-Related Needs); each disability-related need specifies **what skill/behavior/instruction the student needs in order to develop/improve so the student can meet grade-level standards and expectations**; and if the disability affects reading/early literacy, there is a corresponding disability-related need. *See example below taken from the I-4LF:*

F. DISABILITY-RELATED NEEDS

List 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.

| Needs Category | Disability Related Needs |
|----------------------|---|
| Math Problem Solving | practice identifying vocabulary to determine the operation necessary in order to accurately complete grade level word problems |

2. Each identified disability-related need must have at least one corresponding goal and service to address the need. One goal or service may address more than one disability related need. Services include special education, related services, supplementary aids and services, or program modifications or supports for school personnel.

General Ed and Family Engagement

Family Engagement: How will school staff 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, etc.)? : List ways the IEP team will communicate with and engage family during the IEP term, such as Progress Reports, Parent/Teacher Conferences, phone calls, e-mails, newsletters and/or notification of educational opportunities related to a specific disability area.

For students turning 17 years of age during the term of their IEP, information must be provided about legal rights and responsibilities upon turning 18. The “What You Should Know about Wisconsin Law: Your Legal Rights and Responsibilities” pamphlet can be obtained from the WEC Office and is to be provided to both the student and to the family annually until the student is no longer eligible for special education and related services. A statement that the student has been informed of the parental rights that will transfer to the student under special education law upon reaching the age of 18 must be included in the IEP each year it is provided.

Participation in General Ed Curriculum: 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. Except under rare circumstances, students with disabilities should participate in the general education curriculum. Check full-time student

participation in either the general education curriculum or in curriculum aligned with alternate achievement standards. If the curriculum is aligned with alternate achievement standards, the IEP Team must first consider and make this determination using the I-7A.

Review Annual Goals

Measurable Annual Goals

Before developing annual goals, review the previous IEP goals and progress (check box if Initial IEP)

Goals: Previous IEP goals will transfer to form. Indicate whether or not the goal was met. Input and reference data used in determining goal attainment. If the goal was not met, identify revisions, supports, services or modifications needed to IEP and document IEP Team recommendations addressing lack of sufficient progress.

Goals

Disability-Related Need - Select which disability-related need aligns with the goal. **Ensure that at least one disability-related need aligns with a student's goal.** Each goal may address more than one disability-related need.

Measurable Annual Goals

1. **Baseline:** Indicate student's current level of performance from which the progress toward this goal will be measured. Baseline should contain specific performance criteria, such as number of trials completed correctly, a percentage of accuracy, frequency of demonstration, or other descriptive data terms.
2. **Level of Attainment:** 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).
3. **Goal Statement:** List observable, measurable goals corresponding to disability-related needs. Goals should be specific, measurable, ambitious yet achievable, designed to address the student's disability-related need, time-limited, and changed annually. Goals and objectives will contain verbs and other phrases describing skills that allow quantifiable data to be collected and analyzed to determine student progress toward the goal or objective and should relate to the baseline data.
4. **Benchmark or Short-Term Objectives:** Required if a student participates in an alternate curriculum or check N/A. Benchmarks or Short-Term Objectives describe the amount of progress the student is expected to make within specific segments of the year and break the skills described into discrete measurable intermediate steps.
5. **Procedures for measuring the student's progress toward meeting the annual goal:** List data collection methods that allow for measurement of growth from baseline to level of attainment. Our target data collection schedule will be weekly for each objective on a student's IEP; however, some goals will require more frequent monitoring.
6. **When will reports about the student's progress toward meeting the annual goal be provided to parents:** Teachers, Therapists, and Related Service Providers will provide both Parent/Legal Guardian(s) with written reports on IEP goal/objective progress at least as often as Parent/Legal Guardian(s) of general education students at that grade level. Progress reports will be sent to both Parent/Legal Guardian(s) with the general education progress report and/or report card. Electronic forms will be monitored for completion.

Program Summary

1. Projected beginning and ending date(s) of IEP services & modifications: Start and end date of IEP. Must run for a full calendar year, minus one day.
2. Include a statement for each item 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, and 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 and other IEP team members. At least one special education service must be specified; include other services, if needed.

- a. Frequency and Amount: State the services in the IEP so the level of the LEA's commitment of resources is clear. Whenever possible, describe services using hours or minutes to be provided daily or weekly. Stating the amount of service as a minimum is not acceptable. If stating the service in hours and minutes is not possible, then clearly describe the circumstances under which the service will be provided and for how long. "As needed," "When appropriate," etc. do not make clear the LEA's level of commitment of resources.
- b. Location: Describe the setting in which services will be provided. The extent of removal from the regular education environment must be clear. If a service will be provided in two or more locations, the frequency and amount should be specified for each location on individual lines. If the frequency and amount is dependent on circumstances, then the primary location should be specified and the circumstances for removal should be described in Participation in the Regular Education Environment. If a supplementary aid and service applies to all environments, that may be stated.
- c. Duration: If a service will be provided for a period of time different from the beginning and ending date of the IEP, enter the beginning and the ending date of the service.
- d. 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).
- e. 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 education curriculum, so the student can meet the educational standards of the public agency that apply to all students. A student must receive specially-designed instruction to address at least one IEP goal. (Review *Need for Special Education* in the Evaluation Report, **ER-1**.) **For each special education service, identify the corresponding annual goal(s)**.
- f. Related Services Needed to Benefit from Special Education: Transportation and developmental, corrective and other supportive services required to assist a child to benefit from special education. Check None Needed if the student does not require Related Services (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).

- g. **Program Modifications or Supports for School Personnel:** Services or activities needed by teachers or other school personnel to provide services to students with disabilities. Check None Needed if a student does not require Program Modifications or Supports for School Personnel. **Identify the goals and needs addressed.**

Student Participation

Participation in Regular Education Environment (location, including regular education classrooms, extra-curricular and nonacademic activities, and workplace settings). Check that the student will or will not participate full-time with non-disabled peers in the regular education environment, or for preschoolers, with non-disabled peers in age-appropriate settings. If you have indicated a location other than the general education environment or age-appropriate settings in the Program Summary, you must answer Questions 1 and 2.

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

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

Participation in Assessment (I-7 et seq.) - All state-wide assessments in which the student will participate during the life of the IEP will be identified on the IEP. All identified accommodations and/or designated supports for district and statewide assessments must appear in the Supplementary Aids and Services section of the Program Summary section of the IEP. Listed accommodations and/or designated supports must be consistent with allowable accommodations and designated supports reported in each specific assessment administration manual and must be consistent with the student's specific deficit areas and needs. For example, a student having a deficit in the area of math calculations may need to use a calculator or multiplication table on the math sections of an assessment. However, a student with identified deficits in reading, but none in math, should not typically have the use of a calculator or multiplication table written into the accommodation or designated support sections for testing purposes. (See Special Education DPI Forms).

Transition Services (PTP/I-8) - Transition planning must be completed for a student who is 14 years and older or who will turn 14 during the IEP year. The student must be invited to the IEP Team meeting. Transition planning includes the student's strengths, preferences and interests. See WiTransition at <https://www.witransition.com/> to assist in transition planning. Students must complete an Interest Survey in 8th grade and sophomore year of high school. The IEP Team writes postsecondary goals and develops a coordinated set of activities based on the information provided by the student, parent and results from the completed survey. The annual goals in the student's IEP support the student's post-secondary goals. The transition information for each student is entered in the DPI Postsecondary Transition Plan (PTP) website.

Placement Determination (P-1, P-2, P-3) - The IEP Team needs to **determine placement at least annually. This means that the IEP meeting date needs to be held before the annual IEP meeting date from the previous year. Parent/Legal Guardian(s) need to receive notice of the placement prior to implementation of the IEP.** The Notice of Graduation (P-3), will be completed as part of the IEP starting second semester junior year once the team has met and determined whether graduation requirements will be met by the end of the senior year, whether the IEP goals will be substantially completed and what new goals are needed for the coming year prior to graduation. When making any placement determination, list all placement options considered and rejected by the team and list reasons for rejecting each considered option.

IEP at a Glance (IAAG) - IEP at a Glance forms must be updated and provided to all staff working with the

student. IAAG forms must be updated and distributed at the start of the academic year and following the completion of any initial, annual or review/revise IEP meeting. Information on the IAAG must be sufficient for reviewing staff to address all student needs, including Behavior Intervention Plan (BIP) information.

IEP Meeting Procedures

Participant Attendance - An IEP meeting must include a Special Education Teacher, Regular Education Teacher and LEA. The Regular Education Teacher is not required if the student is not of school age or does not participate in regular education. School age is considered 4K through 12th grade. All staff identified as IEP Team Members indicated on the Invitation to a Meeting of the Individualized Education Program Team (**I-1**) must attend the meeting. If some unforeseen event occurs preventing attendance an **I-2** form must be completed requesting Parent/Legal Guardian(s) agreement that an IEP participant need not attend the meeting. The **I-2** form also needs to include the alternate method of participation (written information, telephone conversation, email communication) that will be utilized so that the IEP Team will have input from the Member not in attendance. If the Parent/Legal Guardian(s) do not agree to release the IEP Team Member from participation, the IEP meeting will be rescheduled.

Introductions - The Evaluation Team case manager or the student's primary Special Education Teacher or Therapist will provide leadership during the IEP meeting. Introductions will be made at the beginning of the meeting or when a Member joins the meeting. Additionally, the Evaluation Team case manager will notify the IEP Team Members that, at any point, a Team Member has the right to stop the meeting and reconvene.

Purpose of Meeting Reviewed - The Evaluation Team case manager or the student's primary Special Education Teacher or Therapist will review the purpose of the meeting following introductions.

Parents Rights Brochure and Communication Options Form - At all IEP meetings, Evaluation Team case manager or the student's primary Special Education Teacher or Therapist will ask the Parent/Legal Guardian(s) if they received a copy of the brochure explaining Parent/Legal Guardian(s) rights in the special education process. They will also ask the Parent/Legal Guardian(s) if they have any questions regarding the brochure or the special education process in general. Parents/Legal Guardian(s) will also be provided with a copy of the Communications Options Form which includes names and contact information for those staff/agencies they can contact with questions about a student's special education services.

Review Draft IEP and Edit - The student's primary Special Education Teacher or Therapist will review the proposed IEP draft and make additions, deletions, or editorial changes agreed upon by participants during the IEP meeting. A copy of written changes will be offered to the Parent/Legal Guardian(s) at the end of the IEP meeting. This copy must be labeled as "Draft" on all pages.

Placement and Least Restrictive Environment - The student's IEP Team will determine which option or combination of options is most appropriate for a student. The IEP Team will begin with the assumption that the general education setting with support is the Least Restrictive Environment and then move toward more restrictive settings with caution and careful consideration of the negative impact of more restrictive settings apart from typical peers. Placement will be determined at least annually and Parent/Legal Guardian(s) will receive notification of that placement before services begin for their child. If the Case Manager is expecting the IEP Team to change placement outside of the district or back into the district, the Case Manager will need to ensure there is an Administrator acting as an LEA at that meeting. If the IEP team determines a change in placement within the year of the IEP, both placements with applicable dates should be listed on the P-2.

Medicaid Consent - The student's primary Special Education Teacher or Speech-Language Pathologist will complete the **M-5** and obtain Parent/Legal Guardian(s) signature with every initial placement including transfers into WEC. The WEC Administrative Assistant will keep an updated list of eligible students. If an addition or deletion occurs to the primary disability, related services or if the student changes districts within WEC (i.e. WGSD to WUHS), the student's primary Special Education Teacher or Speech-Language Pathologist should obtain a new signed **M-5** to be submitted to WEC.

Review Timeline for Paperwork and Initiation of Service - The student's primary Special Education Teacher or Therapist will review the timeline for paperwork processing and initiation of the new IEP. It is the WEC's expectation that IEP paperwork be submitted to the WEC within 5 business days of the date of the IEP meeting for review and processing. Final IEP will be sent to parent(s)/guardian(s) within 10 business days of the date of the IEP meeting. Failure to comply with timelines may result in a letter in the district personnel file.

Processing Paperwork Following IEP Meeting

IEP Team case manager / Evaluation Team Case Manager Responsibilities - If the IEP is part of an initial evaluation or a reevaluation, the Evaluation Team case manager will ensure all paperwork from other participants is completed and then submit all completed paperwork along with all signed consent forms to the WEC Office using the online Evaluation and IEP Submission Form. If the IEP is part of an annual, review/revise, or 1-10 Change Without a Meeting, the student's primary Special Education Teacher or Therapist will ensure all paperwork from other participants is completed and submit all completed paperwork long with all signed consent forms to the WEC Office using the online Evaluation and IEP Submission Form. Paperwork submission is due to the WEC Office **within 5 business days** after the meeting date.

Online Evaluation and IEP Submission Form - The online Evaluation and IEP Submission form link is located on the WEC Website. The person responsible for form submission, either the Evaluation Team Case Manager or IEP Team Case Manager, completes this form to submit all evaluation and IEP paperwork. Complete this form completely, listing all related services with provider names, specialized notes (i.e., open enrolled, off site placement, placement changes, services added or dismissed, contact information changes). Upload all required signature forms, BIPs and PTPs.

Special Education Office - WEC Staff will review IEPs for compliance and the Administrative Assistant will process all IEP forms and distribute the necessary forms to the Parent/Legal Guardian(s) and will notify the Case Manager that processing is complete. All Special Education staff can access the archived IEP forms digitally. The Administrative Assistant will file a copy in the WEC File room.

Special Education Case Manager - The Special Education Case Manager must send a new IEP at a Glance (IAAG) and an updated Behavior Intervention Plan (BIP) to staff that have a need to know.

Extended School Year Eligibility

Extended School Year Meeting - If either the Parent/Legal Guardian(s) or any Member of the IEP Team feels that the student will need Extended School Year (ESY) services in order to receive a FAPE they can request that an IEP review meeting be scheduled for the purpose of determining the need for ESY. Prior to scheduling the IEP review meeting, the Case Manager will notify the Director of Special Education that a student is being considered for ESY services. Every attempt will be made to hold this IEP review meeting prior to May 15th so that planning for needed services can occur. An I-11 must be completed as part of the IEP review meeting. An ESY review meeting must be conducted for any student who received ESY services the previous school year; however, the determination must be made independent of ESY eligibility decisions made in previous years.

During the ESY eligibility meeting, the IEP Team will consider all relevant factors to determine the need for ESY services. The factors must include but are not limited to:

- Describe data regarding this student's progress on specific IEP goals or objectives that indicate new skills are emerging.
- Describe data regarding this student's progress on specific IEP goals or objectives that indicate regression following breaks in the school calendar. Breaks might include summer, holidays or long weekends.
- Describe data that indicates the length of time it took for the student to recoup skills lost over breaks in the school calendar.
- Describe the anticipated benefits of providing Extended School Year services for the specific goals or objectives listed in question # 1.
- Describe the possible negative impacts or limitations of Extended School Year services in relation to this student's unique characteristics.

Extended School Year IEP and Services - Upon determining a student's eligibility for ESY services, the IEP Team will determine what goals/objectives from the IEP will be addressed during ESY programming. Additionally, the IEP Team will determine the extent and schedule of services (beginning/ending dates) during ESY programming.

- After the IEP review meeting, the Case Manager will notify the Director of Special Education that a student has been found eligible to receive ESY service. All relevant information regarding each student's ESY programming must be provided to the Director of Special Education for the purpose of planning for identified services.
- If a student was found eligible for ESY, it must be discussed and considered at the next annual IEP as well. The provision for subsequent ESY services should not be assumed to be needed.

Continuum of Service Options

Early Childhood Special Education - Early Childhood Special Education programming is offered in the district for children ages 3 to entering 5 year old Kindergarten age identified as having a special education need through the Individual Education Plan evaluation process. These children are able to receive services in a variety of locations. The IEP Team determines the services to be implemented and the location where the programming will take place. The continuum of options for Early Childhood Programming includes the following:

- Self-contained early childhood classroom located in an elementary school building with half day programming 1-4 days per week;
- Combination of self contained early childhood classroom and 4 year old kindergarten, preschool, or daycare programming;
- Private home if warranted;
- Community programs such as library story hour, organized play group, preschool age recreation programs, or other similar programs; and/or
- Other programming options as discussed and decided on by the IEP Team when determining eligibility for programming and determining how best to meet the needs of all students based on the least restrictive environment

School Age Special Education - Special Education programming is offered in the district for students in 5 year old kindergarten through 12th grade. The variety of options for Special Education programming includes the following:

- Cross-categorical consultative services provided within the general or special education classroom;
- Cross-categorical services providing support within the general education classroom;
- Cross-categorical services within a resource room setting;
- Cross-categorical services provided using a combination of the service models above;
- Cross-categorical services within a primarily self-contained setting;
- Cross-categorical homebound services within the student's home setting; and/or
- Additional service delivery options and settings determined by specific student needs that cannot be met within the school building due to the need for specialized services.

Transition Age Special Education-Special Education programming is available for students age 18 through age 21, should an IEP Team determine a need for specialized services. A variety of options for Transition Age Special Education programming is available and is determined by specific student needs for specialized services.

Placement and Least Restrictive Environment - The student's IEP Team will determine which option or combination of options is most appropriate for a student based on the specific student's needs. The IEP Team will begin with the assumption that the general education setting with support is the Least Restrictive Environment and then move toward more restrictive settings with caution and careful consideration of the negative impact of more restrictive settings apart from typical peers. Placement will be determined at least annually and Parent/Legal Guardian(s) will receive notification of that placement before services begin for their child.

Transition Procedures (Birth-3 to EC, EC to School Age, Elementary to Middle, Middle to High School, High School to 18-21 Services)

Birth-3 to Early Childhood Special Education - The EC Program Coordinator will collaborate with Birth to 3 Special Education Providers to identify preschool age children residing within the WEC who may require continued special education services. An initial evaluation for Early Childhood Special Education service eligibility will be completed prior to the child's 3rd birthday if they are already receiving services from a Birth to 3 program.

Early Childhood Special Education to 4/5 year old Kindergarten - The Case Manager (Early Childhood Special Education Teacher/Speech-Language Pathologist), Parent/Legal Guardian(s), and any other service providers will collaborate with the Special Education Staff from the building where the student will attend 4/5 year old kindergarten to develop an IEP that will allow for a smooth transition between settings. A 4/5 year old Kindergarten general education teacher, a Special Education Teacher and an LEA from the building where the student will attend 4/5 year old Kindergarten should be included on the IEP Team along with the current Team Members. Preschool students transitioning to the elementary school may have an opportunity to visit the elementary school and meet Special Education Staff they may work with in that setting.

Elementary School to Middle School - The elementary school special education service providers will collaborate with the middle school special education service providers to develop an IEP that will promote a smooth transition between settings. IEP teams should determine, based on student services and needs, if a Special Education representative from the Middle School should be included as part of the annual or transition IEP team meeting. Elementary school students transitioning to the middle school may have an opportunity to visit the middle school and meet Special Education Staff they may work with in that setting.

Middle School to High School - The middle school special education service providers will collaborate with the high school special education service providers to develop an IEP that will promote a smooth transition between settings. IEP teams should determine, based on student services and needs, if a Special Education representative from the High School should be included as part of the annual or transition IEP team meeting. Middle school students transitioning to the high school may have an opportunity to visit the high school and meet Special Education Staff they may work with in that setting.

High School to 18-21 Services- When considering the need for services for 18-21 year olds, the high school IEP team must include a representative from potential placement(s) being discussed to allow for necessary collaboration to determine appropriate placement and develop an IEP that will promote a smooth transition between settings.

Discipline Procedures

WEC and Building Rules/Codes of Conduct - Students receiving special education services in the WEC will have the same behavioral expectations as any other student enrolled. The building rules/code of conduct and consequences for violation of that code will be followed when determining discipline for Special Education students. The only exception to these expectations will be those determined by State or Federal law or specifics identified within the student's IEP.

Functional Behavior Assessment (FBA) - Students receiving special education services who are demonstrating a pattern of behavior that is negatively impacting their learning or the learning of others will have a Functional Behavior Assessment (FBA) completed by the Case Manager working in consultation with the building School Psychologist and other school staff. **Parent consent for the FBA must be obtained prior to the assessment.**

Seclusion/Restraint - Each building in the WEC has staff that are trained in The Crisis Prevention Institute - Nonviolent Crisis Intervention. This program focuses on crisis prevention and the creation of restraint-free environments through a commitment to *Care, Welfare, Safety, and Security*. Physical intervention procedures are taught as part of the program to provide staff with skills and confidence to manage emergency situations. Physical intervention is used as a last resort and only after other options have been exhausted.

- All incidences requiring seclusion and/or restraint will be documented using the WEC Seclusion/Restraint form and submitted to the WEC within 24 hours of the incident. Following their review of the Seclusion/Restraint form, the WEC reviewing staff will communicate to the report submitter that the report is ready to be provided to the student's parents/guardians.
- Parents/guardians MUST be verbally notified of the incident as soon as possible or within ONE business day of the incident by the building principal or designee. Furthermore, parents/guardians must be given a copy of the incident report within three business days of the incident.
- Copies of seclusion/restraint documentation are kept at the WEC Office and are reported to the School Boards annually.
- After the second incident within a school year in which seclusion/restraint is used with a student who receives special education services, the IEP team must meet to review the student's IEP and discuss appropriate positive behavior interventions and supports based on behavioral concerns.

Behavior Intervention Plan (BIP) - Students receiving special education services who are demonstrating a pattern of behavior that is negatively impacting their learning or the learning of others will have a Behavior Intervention Plan (BIP) developed following the completion Functional Behavior Assessment (FBA). This plan will identify behavior(s) to be decreased, replacement behavior(s), a plan for teaching replacement behaviors, a positive support plan to reinforce replacement behaviors and a procedure to manage target behaviors when they occur in stages. There will also be a plan for collecting data regarding behavioral progress and a schedule for reviewing the BIP at regular intervals. The student's Case Manager will collaborate with school staff and the building School Psychologist to develop the BIP. The Case Manager will be responsible for distributing the BIP to appropriate school staff. The Case Manager will also place an updated, dated copy of behavior plans in the BIP binder located in the school office. BIPs must be kept in a secure area, available for staff who have a "need to know" (i.e. assistants, contracted professionals, substitutes, etc.).

Suspension - Students receiving special education or students with 504 accommodation plans may be suspended from school by the Principal as a result of school rule/code of conduct violations. The maximum number of full day suspensions within one school year is 10 for students receiving special education services or students with 504 accommodation plans. Partial day suspensions are added up to make full day suspensions for the purpose of counting up to the 10 day limit. After the first 10 cumulative days without services in one school year, the WEC must provide services developed pursuant to IDEA procedural requirements. In the event that a student's suspension(s) total (including whole-day and partial-day suspensions) 10 school days, a **Manifestation Determination** meeting will be held to determine whether the student's actions were a manifestation of their disability/disabilities. **Expulsion** - Before expelling a student

receiving special education services or a student with a 504 accommodation plans, a **Manifestation Determination** meeting must be held.

Manifestation Determination Meeting and Alternate Educational Placement (AEP) - The purpose of a **Manifestation Determination** meeting is to determine if the behavior for which the student is being expelled is a manifestation of his or her disability/disabilities. The student's current IEP Team Members, the building Principal, the WEC School Psychologist and a WEC administrative representative will be invited to this meeting along with the Parent/Legal Guardian(s) and the student.

Form I-12 Manifestation Determination Review form - Complete during the Manifestation Determination Review meeting. If the IEP Team determines that the behavior was not a manifestation of the student's disability, the disciplinary action will be upheld. If the IEP Team determines that the behavior is a manifestation of the student's disability, then the disciplinary action is withdrawn. In either case the student's IEP, special education placement or 504 plan, and current behavior plan will be reviewed and changed as necessary. The School District still maintains an obligation to provide IEP services to students with disabilities during the period of expulsion. These services may occur within an **Alternate Educational Placement (AEP)** determined appropriate by the IEP Team for a period of time not to exceed limits set by State guidelines. The student must continue to receive special education services within the AEP.

Children Not Yet Identified as Eligible for Special Education - Students who are suspected of having a disability or who are in the midst of an evaluation to determine eligibility for special education will be treated as if they are already identified for the purposes of disciplinary action. A Manifestation Determination Review meeting is required on or before the 10th day of suspension during one school year or prior to an expulsion hearing.

Students Parentally Placed in Private Schools

Evaluation - Students attending private schools within the boundaries of the WEC will be evaluated for special education eligibility by WEC Staff including the School Psychologist, Speech Language Pathologist, Special Education Teacher, and Related Service Providers completing evaluation reports. Significant discrepancy is the criteria used to determine SLD within private schools.

Services Available - Currently, the only special education service available to students attending private schools within the WEC is Speech and Language Therapy. If the IEP Team recommends more extensive special education services, they will be offered to the student upon enrollment within one of the WEC's buildings.

Waterford Education Cooperative Expectations

Wisconsin State Statutes - It is expected that all Waterford Education Employees have read and are familiar with the following Wisconsin State Statutes:

- Chapter PI-11
- Chapter 115
- Individuals With Disabilities Education Act

Staff Employed by WUHS:

Calendar - WEC Employees (School Psychologist(s), Intervention Specialist, Speech and Language Therapist(s), Occupational Therapist(s) and Physical Therapist(s)) will be asked annually to provide the WEC Office their designated home school/district. It is the expectation that WEC employees will follow the calendar of their designated home school/district.

School District Handbook, Guidelines and Procedural Manual - It is the expectation that all WEC employees will follow the guidelines of the WEC Procedural Manual, Employee Handbook of WUHS, and the Employee Handbook of their designated home school/district.

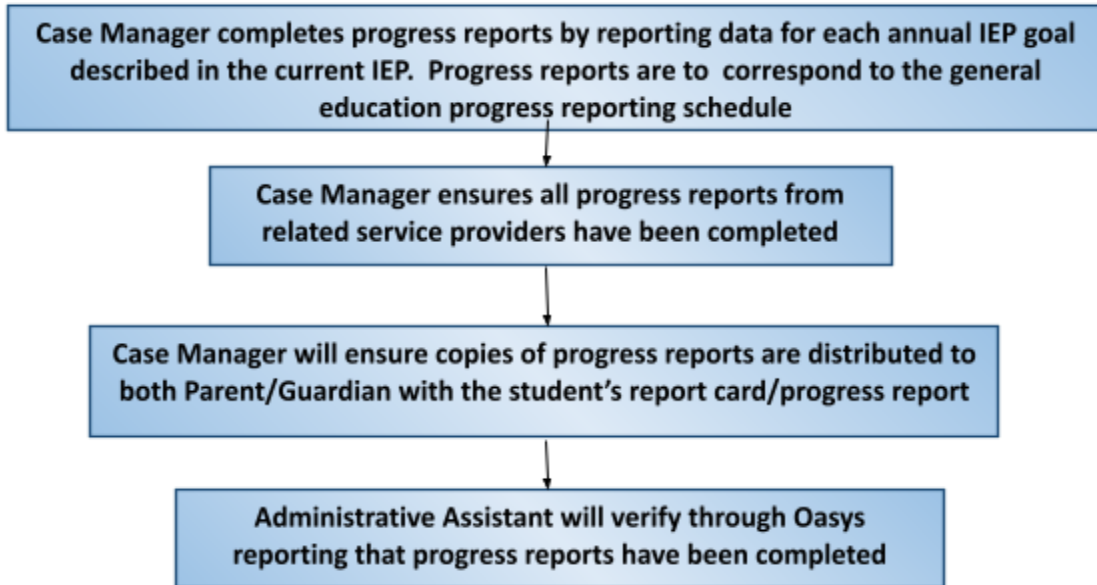
Work Schedule - Extracurricular assignments (e.g., coaching) may occasionally occur during part of an employee's regular workday in his/her other position(s) with the District (e.g., a teacher). In such cases, the employee shall consult with the supervisor of his/her regular assignment to determine the appropriate course of action. At the supervisor's sole discretion, the employee may: (1) be required to work a flexible schedule to make up time lost during his/her regular workday; (2) be relieved from the requirement to make up the time lost; (3) be required to reschedule the extracurricular activity; or (4) be required to take any other action that the supervisor deems reasonable.

Evaluation of Extracurricular Assignments/Curricular Assignments - Individuals holding extracurricular assignments shall be evaluated in the manner and frequency that their supervisor deems appropriate. When determining the manner and frequency of evaluations, the supervisor may take into account such factors as: (1) the individual's experience with the particular activity; (2) input received from participants, parents and other stakeholders; (3) the extent to which an individual needs additional guidance or oversight; and (4) any other consideration that a supervisor, in his/her reasonable discretion, deems appropriate.

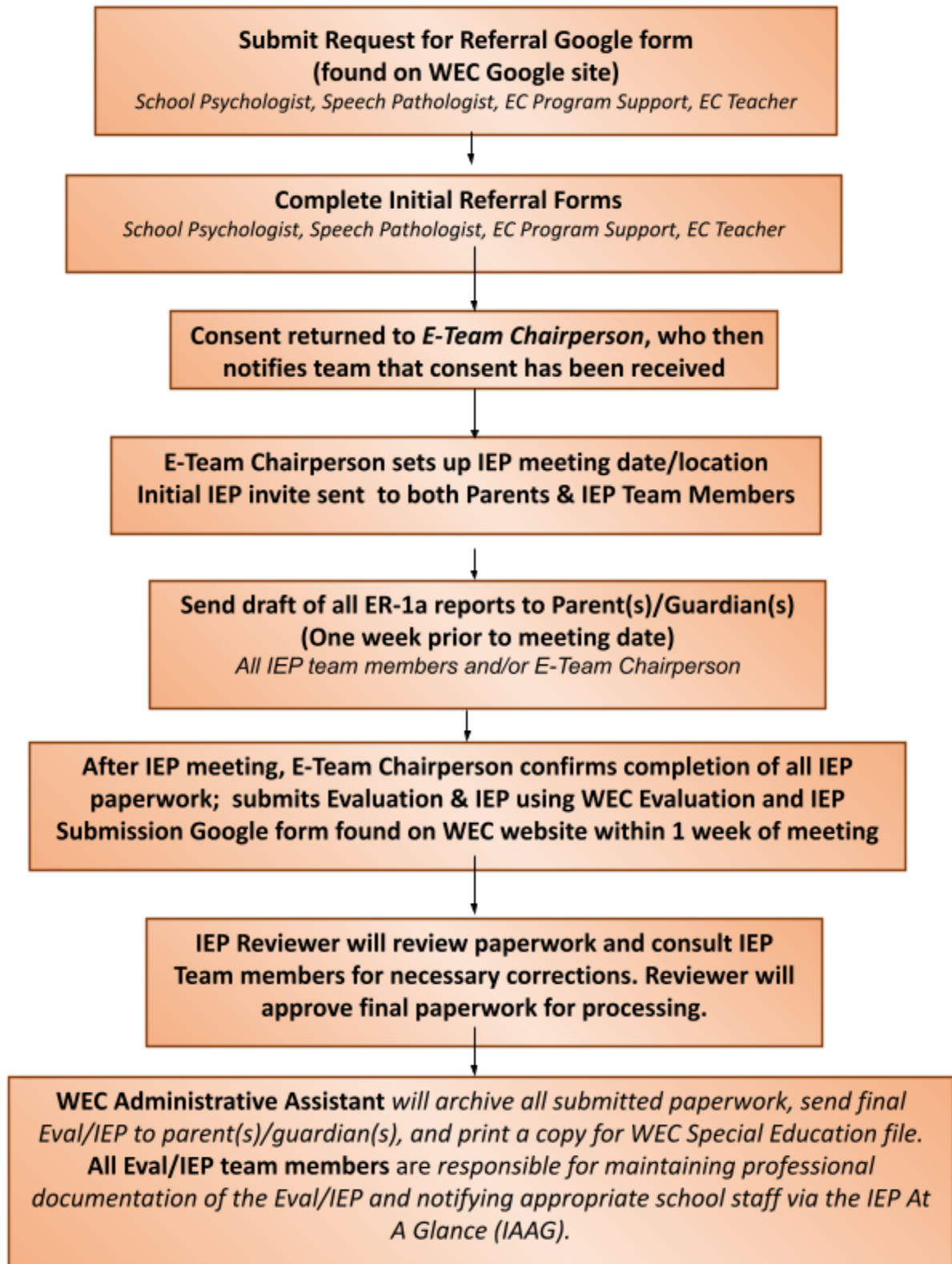
Accident Reports - All employees of the WEC, regardless of what building you are working in, should report injuries or accidents to the WUHS district office and an accident report will be completed.

**It is the expectation that all Special Education Teachers and Support Staff
will review and follow the Waterford Education Cooperative procedures
in this Procedural Manual.**

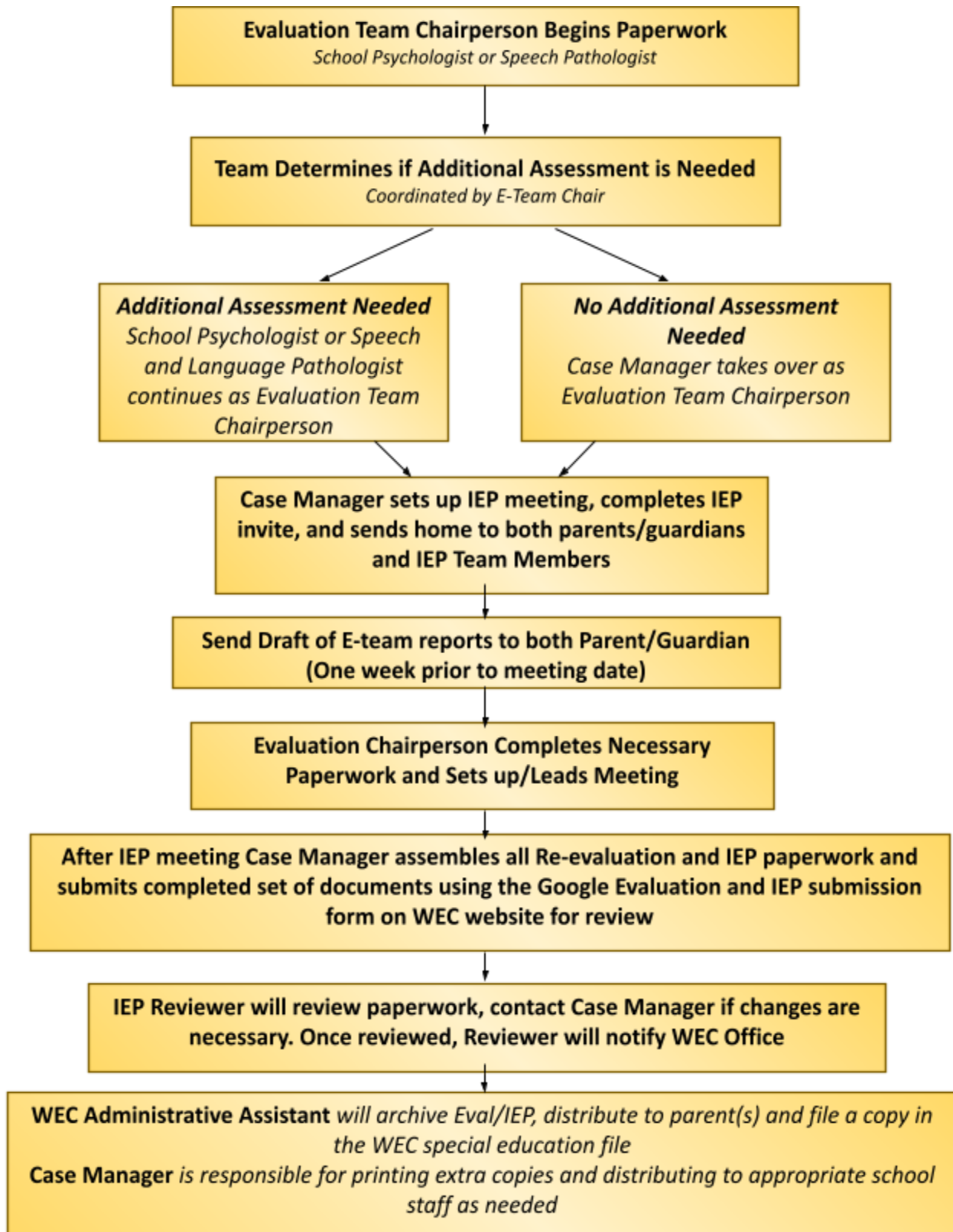
PROGRESS REPORTS



INITIAL EVALUATION



RE-EVALUATION



ANNUAL/IEP REVIEW REVISION

Case Manager contacts parents and designated IEP Team members to set up IEP meeting date then sends out invitation to parents and all other team members (including student if Transition age)

Case Manager sends IEP draft to both Parent/Guardian (One week prior to meeting date)

After IEP meeting Case Manager assembles all completed IEP paperwork and submits for review using the Google Evaluation and IEP submission form found on WEC website

IEP Reviewer will review paperwork, send back to Case Manager if changes are necessary. Reviewer will submit final paperwork to WSEC Office

WEC Administrative Assistant will archive Eval/IEP, make copies and distribute to parent(s)/building special education file/case manager
Case Manager is responsible for printing extra copies and distributing to appropriate school staff as needed