

May 2017 Forms Changes Summary

R-1 (Referral For Special Education)

- Simplified language “date of receipt of referral” to date referral received to clear up confusion.

IE-2, IE-3, RE-4, RE-5 (Notice That No Additional Assessments Needed-Initial and Reevaluation and Notice and Consent Regarding Need to Conduct Additional Assessments- Initial and Reevaluation)

- Now that existing data review is required, changed the sentence to refer to that form and eliminated a sentence and prompt fill in that is redundant.
- RE-4 only: Missing a period on last sentence of first paragraph, page 2.

ED-1 (Existing Data Review)

- Clarified purpose of the form in the first text box
- Formatting updates
- Removed references to the ER-1 to ensure in line with 5 Step Process.
- Added space to document three attempts to involve parents
- Moved form completed by line to end of form, rather than at beginning

ER-1 (Evaluation Report)

- Clarified title of Section I “Information from Existing Data”
- Collapsed information sources in information from Section I “Existing Data Review” to reduce redundancy and mirror Section II “INFORMATION FROM ADDITIONAL ASSESSMENTS AND OTHER SOURCES.” Wording changes to provide additional clarity.
- Removed direct link from student needs to I-4 Effect of the Disability to ensure in line with 5 Step Process.
- Changed references to Wisconsin Model Early Learning Standards to “early learning standards.”

ER-2 a and ER-2c (Required Documentation for SLD-Initial and Initial Using Significant Discrepancy)

- Changed order of SLD prongs from inadequate classroom achievement and then insufficient progress to insufficient progress and then inadequate classroom achievement to align with practice.
- ER-2c only: Added summary of eligibility criteria consideration.

I-4 (Linking Form)

- Simplified Section I title to just “Information about the Student”
- Took out statements about present levels needing to provide enough information to give baselines and develop goals because the linkage was causing confusion.
- Removed references to ER-1 to ensure alignment with 5 Step Process.
- Added sentence in text box linking special factors with effects of disability, disability related needs, goals, and services.

- Changed references from English Language Learner or ELL to English Learner or EL. (Based on language from Every Student Succeeds Act or ESSA)
- Changed references to Wisconsin Model Early Learning Standards to “early learning standards.”
- Added (s) around disability related need(s) and academic and/or functional to emphasize disability related needs should be academic and functional and there could be more than one disability related need.
- Changed language around participation in curriculum to emphasize that only students with the most significant cognitive disabilities can participate in the alternate curriculum.
- Added parenthetical to provide a reminder that short-term objectives and benchmarks must also include a baseline and level of attainment.
- Added sentence to participation in the regular education environment to remind teams to consider extracurricular and nonacademic support needs in the program summary.

I-5 (Annual Review of IEP Goals)

- Reformatted table to allow teams to consider all goals individually and whether or not they were met (Designed to more like the I-6 – interim review - table).

I-6 (Interim Review of IEP Goals)

- Removed sentence at the top about review for the IEP dated _____ to eliminate confusion.

I-7-A (Participation Guidelines for Alternate Assessment)

- In draft form through May 2017 to allow for additional stakeholder feedback.
- Aligned form with requirements under ESSA.
 - Prompt 1: draft definition of most significantly cognitively disabled
 - Prompt 2: student instructed using Wisconsin Essential Elements
 - Prompt 3: Parent notification requirements

I-7 District-wide Assessment

- Updated formatting to clarify differences between district-wide assessment and alternate district-wide sections.
- Added more information in civics exam section including an N/A and a student will take civics exam and consideration of accommodations prompt.
- Added required field in alternate district-wide to describe why the alternate is appropriate, if needed.

I-7 ACCESS

- Changed reference from No Child Left Behind to ESSA
- Changed references from ELL to EL in line with language of ESSA.

I-7 ACT with Writing

- Assessment now called the ACT with writing.

- Subtest names changed from Reading for Information, Locating Information and Applied Mathematics to Workplace Documents, Graphic Literacy, and Applied Math (ACT change)
- Updated reference to The ACT Test Administration (ACT change)
- Updated Section C, ACT only requires IEP to apply for scoreable accommodations rather than I-7 ACT with Writing form.

I-7 ACT Aspire

- Minor wording change.

I-7 Forward

- Changed references from ELL to EL in line with language of ESSA.
- Removed italics in table for consistency.

I-10

- Combined I-10-A and I-10-B to create one form that meets both informing parent(s) and prior written notice requirements.

M-4

- Removed.

M-5

- Added period at the end of the second paragraph that was missing.