

The Sample IEP Forms were revised to align with Reading Drives Achievement: Success through Literacy with a focus on improving outcomes for students with disabilities while ensuring compliance. The forms were revised through an extensive stakeholder process over a one year period. Each form includes new guidance boxes and definitions to further assist IEP teams.

Referral for Special Education and Related Services (R-1)

Revision	Explanation
Removed "Initial" or "Reevaluation" check boxes.	This form is intended for initial referrals.
Added box to indicate WISEid, if known.	Updated to align with new information system.
Revised single prompt to multiple prompts.	Multiple prompts guide the person making the referral to consider various aspects. The first prompt must be answered; remaining prompts are completed if known, and are not required for a referral.
Removed Transition Planning Conference (TPC) date and who attended.	The TPC is not part of the referral process.
Added "including vision and hearing" to relevant medical information.	Vision and hearing impact learning, and it is helpful to know this information early.
Added references to reading: Include information about any of the following, if known: Academic/pre-academic achievement (including reading achievement or early literacy).	It is important to think about reading needs, as well as other needs, from the start of the special education process, so that the needs can be evaluated and addressed as appropriate. The content of the referral informs the evaluation process.

IEP Team Meeting Cover Page (I-3)

Revision	Explanation
Added WISEid and LEA's Student ID	Updated to align with new information system.
Removed race/ethnicity.	This information is available through WISEid.
Meeting purposes reordered.	The purposes are grouped by major events within the IEP process.
Review of existing information to determine need for additional assessments added to Purpose of Meeting under "Other".	The review of existing data may be conducted during an IEP team meeting.

Existing Data Review to Determine if Additional Assessments or Evaluations are Needed (ED-1)

Revision	Explanation
EW-1 is now ED-1 and is no longer a worksheet; it is now a form for documenting the review of existing data.	It is a requirement to review existing data. The form promotes consistency.
Moved "Form completed by" and "Date" to the top of the form.	Easier to quickly locate this information at the top of the form.
Added checkbox to indicate information from referral was reviewed.	There is often important information on the referral that is part of the existing data that should be reviewed.
Added checklist to identify existing data and sources of information.	The checklist allows quick documentation of the review of existing data and sources of information to determine if additional testing is needed. Input is recorded on the ER-1.
Added guidance box to clarify purpose and timing of the review.	The purpose and timing of the review of existing data is clarified.
Added notice of receipt of referral date.	Assists with tracking timelines.
References to reading: Information about the student's reading achievement.	It is important IEP teams determine if they have sufficient data to make an eligibility determination. This review

For preschool children, information about early literacy, language and communication.	informs what additional testing and information is needed to be gathered during the evaluation of the student. Preschool language aligned with Indicator 7 Child Outcomes.
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Evaluation Report Including: Determination of Eligibility and Need for Special Education (ER-1)

Revision	Explanation
Removed list and checkboxes of what the evaluation report includes.	Purpose of form included in title of form; checkboxes not needed.
Aligned prompts with ED-1 for documentation of review of existing data and additional assessments. Arranged prompts by topic, followed by sources of information.	Documentation of review of existing data for the purpose of determining eligibility. Promotes topical discussion and involvement of parents throughout.
Previous interventions and effects – chart added	Chart reminds to document the effect of the intervention, which was a common error in past monitoring cycles.
Determination of Eligibility: Exclusionary factors included and space to provide recommendations.	A student may not be found eligible for special education due to lack of appropriate instruction in reading or math or due to limited English proficiency. The district must take steps to address.
Determination of Eligibility: Impairments updated and alphabetized.	Intellectual Disability (formerly Cognitive Disability)
Need for Special Education: Does the impairment adversely affect progress toward meeting grade-level reading standards?	This is one of the “linking” questions. If the impairment adversely affects reading, special education goals and services must be included in the IEP to address the need.
Need for Special Education: Describe the needs that cannot be met through the regular education program.	This is reflected on the Linking Form (I-4) under Effects of Disability. Disability-related needs require special education goal(s) and service(s) to address.
List recommendations other than special education, if any, when student does not meet criteria for any impairments or does not need special education.	Student may not need special education, but there may be a need for supports provided by regular education or counselors, for example.
Need for Special Education: Questions/language more closely aligned with PI 11.34.	Once a student is found in need of special education, the IEP team must identify the disability-related needs and the supplementary aids and services and special education and related services to address the needs.
References to reading: Existing Evaluation Data and Information on student’s reading achievement / early literacy. Previous interventions and the effect on reading achievement / early literacy. Information from Additional Assessments: Reading achievement / early literacy Determination of eligibility: Does the impairment adversely affect progress toward meeting grade-level reading standards or (language for preschool)?	Because most students with disabilities are reading below grade level standards, it is important to thoroughly evaluate reading achievement and the effects of the impairment on reading (if any).* This analysis is the basis for the development of the IEP.
Cross-references / linkages: Review data and information in the Evaluation Report to inform development of the <i>Present Levels</i> (IEP: Linking Form, I-4). Identify the needs that cannot be met through regular education program as structured and cross-reference in the IEP Linking Form under <i>Effects of the Disability</i> .	The content of the evaluation report informs the development of the IEP.

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

Revision	Explanation
Combines I-4, I-5, I-6 and I-9	Promotes discussion and linkages from present levels, and needs to goals and services.
Concerns of the Parents/Family come later in the conversation. Parents are encouraged to share information throughout the process, not just concerns.	Starting the meeting with a discussion of the student's strengths puts the focus on the positive / strength-based. Some parents are uncomfortable sharing concerns at the beginning of the meeting. Parents and the student are asked to share their concerns following the discussion of the student's present levels and special factors.
Current Academic Achievement and Functional Performance are separated.	Functional performance was sometimes not addressed previously. Having separate prompts emphasizes the importance of both. Refer to the Evaluation Report when completing.
Effects of the Disability: Does the student's disability adversely affect progress toward meeting grade-level reading standards?	Because most students with disabilities are reading below grade level standards, it is important to consider if the student's disability has an adverse effect on reading so that the need can be addressed during the development of the IEP. Refer to the Evaluation Report when completing.
Effects of the Disability: Describe how the disability affects access, involvement and progress in the general education curriculum.	This was previously included in the statement of present levels and was not always addressed. Now it is a separate prompt to help ensure information about the student's disability-related needs is provided.
Summary of Disability-Related Needs: List and number the disability-related needs (including reading needs and needs due to special factors). Cross-reference in the goal statements.	This is a good point in the meeting to pause and reflect on the information discussed thus far and summarize the disability-related needs. This will help ensure all IEP team members, including parents, understand the disability-related needs to be addressed during IEP development. The list allows for cross-referencing with goals and services to ensure all are addressed.
Family Engagement question added.	Research shows engaging families in a child's education helps to improve student outcomes.
Participation in General Education Curriculum moved to before goal development. No longer need to describe the extent.	Students are either full-time in the general education curriculum or full-time in curriculum aligned with the alternate achievement standards. This information is important in the development of goals.
Measurable Annual Goals: Review annual goals prior to developing a new IEP (I-5, Annual Review of IEP Goals).	A review of the previous IEP goals and progress will help IEP teams consider if new goals and services are needed to help ensure sufficient progress. A separate form was developed to address software issues associated with electronically reopening an IEP.
Measurable Annual Goals: Reminder to include baseline and level of attainment within the goal statement.	This prevents the need to search through the present level statements to identify the baseline. The goal statement contains the starting and ending points, making them clear to the IEP team and helping enable a clear measure of progress.
Measurable Annual Goals: Identify disability-related need(s) addressed by the goal.	This is a linkage to the needs that were identified earlier and helps ensure each need is addressed.
Measurable Annual Goals: Interim reviews of progress toward the goal included on a separate page (I-6, Interim Review of IEP Goals).	Space is provided on the form to identify factors affecting lack of progress and a plan to address. The form is intended to be used to review and update parents on IEP goal progress.

<p>Program Summary: Supplementary Aids and Services considered first.</p>	<p>This reinforces the least restrictive environment and the desire to first consider education in the regular education environment with supports.</p>
<p>Program Summary: Added Service Addresses Goal(s) or Need(s) number</p>	<p>This linkage helps to ensure there is a special education service related to each goal to enable the student to make sufficient progress toward the goal. There may be more than one service to address a goal. There may be one service to address multiple goals. There may be a service that is not directly related to a goal, but meets a disability-related need (e.g., transportation).</p>
<p>Student Participation in Regular Education Environment follows the Program Summary. Extra-curricular and non-academic participation is embedded in the extent of participation question.</p>	<p>Promotes a flow of discussion from needs, to goals, to services. Location of services is identified in the Program Summary and informs the answers to these prompts.</p>
<p>References to Reading Present Level – Describe academic achievement (including reading achievement / early literacy). Describe functional performance (including impact on reading achievement / early literacy) Any assistive technology needed to assist with reading. Describe concerns of the family including concerns about reading achievement or early language / communication or early literacy skills. Does the disability adversely affect progress toward grade-level reading standards or WMELS? Must include goal to address disability-related needs that affect reading. Must include services to address disability-related needs that affect reading.</p>	<p>The primary vehicle for providing FAPE is through an appropriately developed and implemented IEP. An IEP must take into account the impact of the child’s disability on his or her involvement and progress in the general education curriculum. The IEP is the vehicle for addressing disability-related needs that affect reading.</p>
<p>Cross-references / Linkages Effects of Disability: Review Need for Special Education (ER-1) Summary of Disability-Related Needs: List and number the needs / cross-reference them in the goal statements or services. Baseline, level of attainment and procedures for measuring progress must align. Program Summary services include cross-reference to goal(s) or need(s) addressed. Also asked to review documentation on Evaluation Report. If goal not met, must address lack of progress (linkage to development of new IEP).</p>	<p>Goals are designed to specifically address the disability-related needs identified in the information about the student, including present levels of academic achievement and functional performance. Services are developed to enable the student to make sufficient progress toward the goals. There is alignment across the IEP.</p>

For questions about the revisions to the Sample IEP Forms, contact dpisped@dpi.wi.gov or (608) 266-1781.

*Fewer than twenty percent of students with disabilities are performing at grade-level reading standards.