

Department of Public Instruction
IEP Forms Change Summary 2022-23

Referral (R-1 & RE-1)

- Instructions updated with reference to academic and functional performance. Link to Guide to Special Education Forms added.
- New prompt regarding areas of concern.
- Aligned *information about any of the following* with six areas of comprehensive evaluation.

Existing Data Review (ED-1)

- Reduced instructions in box.
- Added reminder to review existing evaluation data to identify what additional data, if any, are needed to *assess areas of concern identified on the referral*.
- Removed rows from table so that sources of data may apply to both academic and functional performance.
- Aligned Existing Data column with [comprehensive evaluation six areas of academic and functional skill](#).
- Added to Sources of Information.
- Added prompt to document additional areas of concern identified during existing data review.

Evaluation Report (ER-1)

- Reduced instructions in box. Added link to Guide to Special Education Forms.
- Reminders to include documentation related to each area of concern identified on the referral or during the review of existing data. Added prompt to confirm the IEP team has done so.
- Need for Specially Designed Instruction – comprehensive evaluation language added to *how disability affects* prompt.
- Added cue to *disability-related need* prompt: *Based on a root cause analysis...identify the disability-related needs. Provided examples of discrete subskills that could be disability-related needs. Added sentence started to help focus on the student and not services.*

IEP: Linking Form (I-4)

- Strengths – to engage the student in learning.
- Academic and Functional – aligned with six areas of comprehensive evaluation.
- Special Factors – For a child who is blind or visually impaired, if instruction in Braille is not needed, explain why not. Added to AT prompt – In addition to other needs that may require assistive technology, is the student able to access, use, and derive meaning from age or grade level standard printed text?
- Effects of Disability – reminder to consider special factors.
- Concept change from *curriculum* - Students with significant cognitive disability *whose achievement will be* aligned with alternate achievement standards.

- Added cue to *disability-related need* prompt: *Based on a root cause analysis...identify the disability-related needs. Provided examples of discrete subskills that could be disability-related needs. Added sentence started to help focus on the student and not services.*
- Program Summary – Supplementary Aids and Service: *If AT devices are provided, specify the type; Related Services: AT – describe service or device, O&M – for students meeting criteria under BVI or DB, Transportation – describe details.*

Determination and Notice of Placement (P-1 & P-2)

- Will the child attend the school they would attend if nondisabled – new prompt separating *options considered* from *reasons for rejecting*.
- New prompt: *Is the student removed from the regular education environment for any part of the full school day?*
- New prompts separating *options considered* and *reasons rejected* when removed from the regular education environment.

Assessment Forms I-7 (Forward, districtwide, ACT with Writing)

- Minor word changes: team name change and *designated supports*
- New prompt on districtwide: *student is not eligible* for civics test

PTP (I-8)

- Designation from form to worksheet - data must be entered into the online PTP when available

Criteria Forms

- Formerly worksheets, now forms attached to the ER-1 if category is suspected
- Updates to PI 11.36, effective June 1, 2022, incorporated into criteria forms
- Improved accessibility
- Form ER-1-AUT
 - Revised disability category prompt to link to the need for specially designed instruction on the ER-1 form
- Form ER-1-BVI
 - Clarified instructions for reevaluations
 - Added reference to deafblind for suspected hearing loss
 - Revised disability category prompt to link to the need for specially designed instruction on the ER-1 form
- Form ER-1-DHH
 - Clarified instructions for reevaluations
 - Added reference to deafblind for suspected vision loss
 - Revised examples in educational performance section
 - Revised disability category prompt to link to the need for specially designed instruction on the ER-1 form
- Form ER-1-DB
 - Clarified instructions for reevaluations

- Revised prompts for completing BVI and DHH forms and documenting hearing and vision section
- Added examples for documenting educational impact
- Revised disability category prompt to link to the need for specially designed instruction on the ER-1 form
- Form ER-1-EBD
 - Emphasized inclusion on the IEP team of the LEA staff member, identified by the child when possible, as having a positive or the most positive relationship with the child
 - Clarified instructions for emotional behavioral functioning section
 - Revised disability category prompt to link to the need for specially designed instruction on the ER-1 form
- Form ER-1-ID
 - Clarified instructions for reevaluations
 - Clarified instructions for educational performance section
 - Revised disability category prompt to link to the need for specially designed instruction on the ER-1 form
- Form ER-1-OHI
 - Clarified instructions for completing first two sections
 - Revised disability category prompt to link to the need for specially designed instruction on the ER-1 form
- Form ER-1-OI
 - Created reevaluation prompts to align with rule change effective June 1, 2022
 - Revised disability category prompt to link to the need for specially designed instruction on the ER-1 form
- Form ER-1-SDD
 - Created reevaluation prompts to align with rule change effective June 1, 2022
 - Clarified instructions for completing first two sections
 - Revised disability category prompt to link to the need for specially designed instruction on the ER-1 form
- SLD forms (ER-2-A, ER-2-B, ER-2-C)
 - Disability category criteria determination incorporated into forms
- Form ER-1-SLI
 - Clarified instructions for both initial and reevaluations
 - Clarified instructions for documenting use of norm-referenced assessments
 - Minor revisions to sections six and seven
 - Revised disability category prompt to link to the need for specially designed instruction on the ER-1 form
- Form ER-1-TBI
 - Created reevaluation prompts to align with rule change effective June 1, 2022
 - Revised disability category prompt to link to the need for specially designed instruction on the ER-1 form