



Sample IEP Forms Changes 2024-25

Update to the I-7-DWA Form

2023 Act 20 requires local educational agencies to administer a state-wide fundamental skills screening (4K) or universal reading screening (5K through grade 3). All students with disabilities must be included in the state-wide early literacy screening. IEP teams may in rare cases determine that a screening assessment would not yield valid and reliable results and advance the student to the diagnostic assessment.

The special education team sought input from districts, regional special education networks, forms vendors, and multiple teams within the department to assess how Act 20 impacted forms and special education compliance. This process has continued into the 2023-24 school year. Since October of 2016, local education agencies have documented administration of statewide reading readiness and civics exam accommodations to students with IEPs on the I-7-dwa form. Based on input from the field, the department chose this form to document Act 20 screening and diagnostic assessment accommodations for students with IEPs in a manner to minimize changes in IEP team practices.

Update to the ER-1-AUT Autism Criteria Form

The criteria form used by IEP teams to help identify the disability category of autism has been updated to include a summary of the full definition found in the Wisconsin Administrative Code. There were no changes to the definition or criteria.

When IEP teams are considering the disability category of autism, they must consider assessment information gathered from multiple sources using a variety of methods for each of the components of the disability category criteria. Some commercial assessment tools provide global scores used in making clinical diagnoses of autism; however, these measures are not based on the Wisconsin disability category criteria and are **not** sufficient to make a determination of the disability category of autism without additional information. IEP teams must gather and consider information from interviews with parents, caregivers, teachers, student, and others as appropriate; observations during different times and in different settings; standardized (formal) assessments; criterion referenced tools and checklists; informal assessments; records review; developmental histories; rating scales and checklists; and other sources as determined by the IEP team.