

Forms Change Summary for 2019

Substantive

- **R-1: REFERRAL FORM**
 - Changed title to “Referral for Special Education Evaluation” from “Referral for Special Education and Related Services”
 - Added language in the text box about considering a student’s access, engagement and progress in age/grade level curriculum, instruction, environment, and other school activities.
 - Took out parenthetical about impairment and need for special education
 - Moved “If known” clause to beginning of sentence
 - Added additional examples of areas to consider under functional performance
 - Took out “special” from programs that have been used to address the students’ needs and the results.
- **I-3: IEP TEAM COVER PAGE**
 - Added text field for identified impairment area(s) (if applicable) to give context for the IEP.
- **I-4: LINKING PRESENT LEVELS, NEEDS, GOALS, & SERVICES**
 - Pronoun changes
 - Added “age” to “grade-level expectations” to be more inclusive
 - Adding section about whether an FBA was conducted and when, if applicable
 - Removed section III: Participation in the General Education Curriculum and replaced it with a question about students with the most significant cognitive disability participating in curriculum aligned with alternate achievement standards in section I.E: Effects of Disability section to reduce paperwork.
 - Updated language to clarify that all students participate in the general education curriculum
 - Updated language to clarify that all students with the most significant cognitive disability (even those whose parents opt-out of assessments) should have benchmarks or short-term objectives for goals
 - Added lines for supplementary aids and services and special education/specially designed instruction so that a single service is listed on each line
- **I-7-A: PARTICIPATION GUIDELINES FOR ALTERNATE ASSESSMENT**
 - Removed redundant language
 - Moved impermissible factors for participation in alternate assessment from bottom of the form to the top

- Added column to document evidence used to determine a student is a student with the most cognitive disability
- **I-7: ACCESS FOR ELLs®/ALT. ACCESS FOR ELLs**
 - Added word “Form” to the header
 - Added “language” in opening paragraph for clarification
 - Added language around ESSA requirement to waive domains where there are no appropriate accommodations for a particular test domain.
 - Added column for “Domain Waived” in each area.
- **I-7 ACT WITH WRITING and ACT WORK KEYS**
 - Added period to first sentence in section C
 - References to ACT Work Keys removed as it is no longer required by the Department of Public Instruction.
- **M-6: NOTIFICATION OF UPCOMING TRANSFER OF RIGHTS**
 - New form to document the requirement to provide notice to the parent(s) and student one year prior the student reaching the age of majority. 34 CFR 300.320(c)
 - Included new state law requirement that the district provide information on supported decision-making under Chapter 52, other alternatives to guardianship, and strategies to remain engaged in the individual’s secondary education. Wis. Stat. 115.807(4).
- **M-7: STUDENT NOTIFICATION OF TRANSFER OF RIGHTS**
 - New form to document the requirement to provide notice to the student upon reaching the age of majority. 34 CFR 300.320(c)
- **M-8: PARENT NOTIFICATION OF TRANSFER OF RIGHTS**
 - New form to document the requirement to provide notice to the parent(s) upon the student reaching the age of majority. 34 CFR 300.320(c)

Non-substantive

- **ER-1: EVALUATION REPORT INCLUDING: DETERMINATION OF ELIGIBILITY AND NEED FOR SPECIAL EDUCATION**
 - Added language in the text box about the evaluation’s purpose and scope.
 - Change language in Section II from “Other Evaluation Sources” to “Materials” to align with the law
 - Took out parenthetical examples in Section II to remove duplicative information (was already included in text box)
 - Noun change: he or she to “the student”
 - Added age/grade level for “grade level”
- **ED-1: EVALUATION REPORT INCLUDING: DETERMINATION OF ELIGIBILITY AND NEED FOR SPECIAL EDUCATION**

- Language changes to align with comprehensive evaluation guidance
- **ER-2-A REQUIRED DOCUMENTATION FOR SPECIFIC LEARNING DISABILITY (SLD) – INITIAL EVALUATION**
 - Fixed capitalization errors
 - Pronoun changes
 - Added language which clarifies Exclusionary factors “as a primary reason” DO NOT apply.
- **ER-2-B: REQUIRED DOCUMENTATION FOR SPECIFIC LEARNING DISABILITY (SLD) – REEVALUATION**
 - Pronoun changes
 - Eliminate unnecessary comma
 - Added clarifying language around exclusionary factors as a primary reason
 - Added checkbox which asks IEP teams to verify that information from a variety of sources was gathered, and identification is not based on a single measure
- **ER-2-C: REQUIRED DOCUMENTATION FOR SPECIFIC LEARNING DISABILITY (SLD) – INITIAL EVALUATION USING SIGNIFICANT DISCREPANCY**
 - Pronoun changes
 - Eliminate unnecessary comma
 - Added clarifying language around exclusionary factors as a primary reason
- **I-1: INVITATION TO A MEETING OF THE IEP TEAM**
 - Title of the form changes to “NOTICE OF MEETING OF THE INDIVIDUALIED EDUCATION PROGRAM (IEP) TEAM
- **I-1-A: REQUEST TO INVITE OUTSIDE AGENCY REPRESENTATIVE(S) TO THE INDIVIDUALIZED EDUCATION PROGRAM (IEP) MEETING**
 - Pronoun changes
- **I-1-C: REQUEST TO INVITE OTHERS WITH KNOWLEDGE OR SPECIAL EXPERTISE TO AN INDIVIDUALIZED EDUCATION PROGRAM (IEP) MEETING**
 - Pronoun changes
- **I-2: AGREEMENT ON IEP TEAM PARTICIPANT ATTENDANCE AT IEP MEETING**
 - Pronoun changes
- **I-7 ACT ASPIRE**
 - Removed grade specific language
- **I-7 DLM**
 - Removed grade specific language
 - Added grade ranges to subtest explanations
- **I-7 DISTRICTWIDE ASSESSMENTS**
 - Removed language regarding whether or not the civics exam is applicable and/or appropriate

- Added checkbox which states student is eligible to take the civics exam and then whether or not it's appropriate for them to take the exam (check boxes)
- **I-7 FORWARD**
 - Removed grade specific language
 - Grammatical change to second paragraph (changed "to" to "the")
- **I-8 PTP**
 - Pronoun changes
- **IE-1: NOTICE OF RECEIPT OF REFERRAL AND START OF INITIAL EVALUATION**
 - Pronoun changes
 - Noun change: "he/she" to "your child"
 - Added language which clarifies evaluation will also determine child's educational needs, not just whether or not they have a disability
- **IE-2: INITIAL EVALUATION: NOTICE THAT NO ADDITIONAL ASSESSMENTS NEEDED**
 - Pronoun changes
- **M-3: AGREEMENT TO EXTEND THE TIME LIMIT TO COMPLETE THE EVALUATION OF A CHILD SUSPECTED OF HAVING A SPECIFIC LEARNING DISABILITY**
 - Pronoun changes
 - Added "(date)" to help capture when district spoke to parents
 - Added "procedural safeguards (rights)" under notice of protection
- **P-1: DETERMINATION AND NOTICE OF PLACEMENT: CONSENT FOR INITIAL PLACEMENT**
 - Pronoun changes
 - Added "and IEP" to date field when parent provided notice of placement
- **P-2: DETERMINATION AND NOTICE OF PLACEMENT**
 - Pronoun changes
 - Added "and IEP" to date field when parent provided notice of placement
- **P-4: NOTICE OF ENDING OF SERVICES DUE TO AGE**
 - Pronoun changes
- **RE-4: REEVALUATION: NOTICE THAT NO ADDITIONAL ASSESSMENTS NEEDED**
 - Pronoun changes