

May 2018 Forms Changes Summary

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)

- Added an open field for the student's name.

RE-3 (Notice of Agreement That A Three-Year Reevaluation Not Needed)

- Removed the sentence about district staff reviewing existing assessments and educational records. The language was changed to clarify that a review of existing data is not required before agreeing not to conduct a three year reevaluation.
- Rewording to reflect that make the decision to waive the three-year reevaluation is an agreement between the parent(s) and district.
- Added the words "to determine" to emphasize the importance of the three-year reevaluation to determine a student's educational needs and appropriate goals and services, not just to determine continued special education eligibility.

ER-1 (Evaluation Report)

- Removed the academic and functional sections in both Section I (Information from Existing Data) and Section II (Information from Additional Assessments and Other Sources) to improve the form's organization and reduce form length and redundancy. Both sections still must include both academic and functional information, which was added to the direction text box.
- Kept the specific prompts about reading and other academic areas to align with the results-driven accountability focus on reading.
- Split Section I (Information from Existing Data) into prompts for each source of information.
- Changed observations by teachers, related service providers and others (including classroom-based observations) from Section I to "Information provided by teachers, related service providers, and others" and added parenthetical to Section II (Information from Additional Assessments and Other Sources) to emphasize that formal observations on a particular student to determine eligibility and educational needs of a student typically require consent and should be included in Section II. Section I is for any informal information provided by school staff.
- Added a reminder that if the student only requires modifications or accommodations that can be made in the regular education program, they do not need special education in the directions.
- Reorganized the need for special education section to align with the flow of the meeting and the requirements of administrative rule P.I. 11.35.
 - All of these steps include the language "if any" because they may or may not apply to a particular student.
 - This language is intended as a preliminary conversation to determine whether or not the student needs special education/specially designed instruction. They are not intended to replace the rich discussion of the effect of the student's disability, the student's disability related needs, the goals, or the services that will take place as part of IEP development later in the process.
 - First, the team lists the modifications or accommodations that can be made to the regular education program that the evaluation indicates may assist the student with access, engagement, and progress in grade level general education curriculum, instruction, and environment.

- Next, the team lists any student needs that cannot be met through the regular education program as structured at the time the evaluation was completed.
- Finally, the team lists additions or modifications which are not provided through the general education curriculum that the evaluation indicates may assist the student with access, engagement, and progress in grade level general education curriculum, instruction, and environment.
- Once those preliminary questions are answered, the IEP team has met the requirements of PI 11.35, and has more information needed to determine whether or not the student's identified impairments which adversely affect the student's education performance needs special education/specially designed instruction.
- We added the definition of special education/specially designed instruction
- Removed question about how the disability affects progress toward grade level reading standards to reduce redundancy.

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

- Removed reference to "intensive interventions" as this form is only to identify students with SLD under the significant discrepancy model. This only applies to students who are in private or home-based educational programs, therefore "intensive interventions" under PI 11.36 are not required.
- Standard deviation language removed because it is similarly irrelevant.

I-3 (IEP Cover Page)

- Added (s) to parent and legal guardian to emphasize the requirement to involve both parent(s) or legal guardian(s)
- Updated purpose of meeting from "Annual IEP review" to "Develop an annual IEP" to align with the IEP Invitation (DPI Model Form I-1)

I-4 (Linking Form)

- Changed social/emotional to social and emotional skills to align with the social and emotional learning competency work of DPI.
- Added health-enhancing physical activity as an example of functional performance concerns that may need to be added to the present levels or the concerns of the parent.
- More information added to the behavioral example in the special factors text box to describe how the special factors are not just considered in this part of the form – they must also be considered when determining the effects of the disability, the student's disability related needs, and developing goals and services.
- Changed the language of what must be entered if the student's behavior impedes his/her learning or that of others from describing how it affected learning to describing the student's behavioral needs.
- Added a parenthetical to consider the need for accessible educational technologies or formats such as NIMAC to the assistive technology prompt.
- Added a prompt to describe the student's needs regarding assistive technology.
- Added a reminder at the bottom of prompt 1 (behavior) and prompt 5 (assistive technology) in the special factors section to document positive behavioral interventions, strategies and supports for behavior and necessary services or devices for assistive technology in the Program Summary.
- Changed the order of the questions of the effects of disability to emphasize the requirement to describe how the student's disability affects their access, involvement, and progress in the general curriculum for all students and moved the question specifically about reading as the second question.

- Added a definition for disability-related needs to the disability-related needs text box.
- Updated language to emphasize that if the student participates in curriculum and assessment aligned with alternate academic achievement standards benchmark or short-term objectives are required and must include a baseline and level of attainment.
- Updated language in student participation to mirror the language of the rest of the prompt. (Non-disabled peers and regular education environment).
- Updated language from “specially designed” PE to adapted PE to align with current practice.
- Changed “regular physical education” to general physical education because adaptive physical education can be provided in regular or special education environments. Physical education in this context is about the curriculum and we use the word “general” to describe curriculum and “regular” to define a teacher role or location.

I-5 (Annual Review of IEP Goals)

- Removed sentence at the top about review for the IEP dated _____ to eliminate confusion.
- Revised the language around the annual goal restatement to match the language in the I-6 form.
- Revised the language to emphasize the need to report the student’s current progress, including data that matches the annual goal measurement.
- Revised language to include factors affecting lack of progress and plan to address and N/A, if appropriate.

I-6 (Interim Review of IEP Goals)

- Revised the language around the annual goal restatement to match the language in the I-5 form.
- Flipped third and fourth column and revised language – first determine student’s current progress, including data that matches the annual goal measurement and then address whether the progress is sufficient to meet the goal during the term of the annual IEP.
- Changed language to report how the IEP will be revised to address lack of progress on goals or N/A, if appropriate.

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

- Slight wording and grammatical changes.

I-7 District-wide Assessment

- Minor formatting changes.
- Reminder to complete district-wide table to consider any needed accommodations if it is appropriate for the student to take the civics exam.

I-7 ACT with Writing

- Removed language on non-college reportable scores at the end of the form.

I-7 ACT Aspire

- Minor wording change to align with ACT branding.
- Moved hyperlink to accommodations to that section of the form.

I-7 Forward

- Minor wording changes.

- Added language to remind teams that Forward accommodations should only be used if they are similar to accommodations provided through classroom instruction.

I-11

- Updated extended school year form to align with program summary in the linking form and provide space for the goals and disability-related needs it addresses.

P-2

- Added “or revised” to the statement “The IEP developed or revised on ____” to emphasize the need to provide an updated placement page (which also serves as prior written notice in Wisconsin) when an annual IEP is written or the IEP is revised.