


Special Education Referral Process




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What Will You Learn Today?

- Referral Process
- IEP Team Members
- IEP Team Jobs
- Timeline



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Special Education in Plain Language



*User-Friendly Handbook on
Special Education Laws, Policies
and Practices in Wisconsin*


2009 • Third Edition • Including a 2019 Supplement

Available:
<https://www.wsems.us/special-education-in-plain-language/introduction/>

pdf version:
 Webinar handout

Hard copy:

- Your school district
- WI FACETS

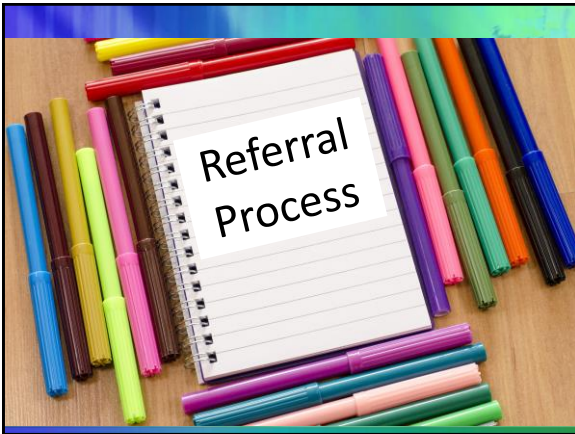


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Where Can I Get More Info?

Topic	What the Law Says	What the Law Means	What Needs To Be Done	What Parents Need To Know or Do
Referral	A referral is a written report that states an individual's educational performance, behavior, or other characteristics that indicate a child may have a disability. A person who is required to be licensed, such as a teacher, is not responsible for identifying a child as a child with a disability. Only a qualified individual can determine if a child has a disability. (34 CFR 300.101)	A referral is a written report that states an individual's educational performance, behavior, or other characteristics that indicate a child may have a disability. A person who is required to be licensed, such as a teacher, is not responsible for identifying a child as a child with a disability. Only a qualified individual can determine if a child has a disability. (34 CFR 300.101)	Schools cannot refer to a special education program unless they have first tried to help a child become ready for a general education classroom. Teachers should not refer a child to a special education program unless they have first tried to help a child become ready for a general education classroom. (34 CFR 300.111)	Parents can make a referral if they think their child might have a disability. Other people, like doctors, teachers, or neighbors, can also make a referral if they think the child has a disability. Other people can make a referral if they think the child has a disability.
Free or Reduced Cost	(34 CFR 300.130)	(34 CFR 300.130)	(34 CFR 300.130)	(34 CFR 300.130)
Informing parents before	Before referring a child to a special education program, a person must first notify the parent. The parent has the right to refuse to consent to the child's referral to a special education program. (34 CFR 300.111)	Before making a referral to a special education program, the person must first notify the parent. The parent has the right to refuse to consent to the child's referral to a special education program. (34 CFR 300.111)	Parents have the right to refuse to consent to a referral to a special education program. If a parent does not consent, the child cannot be referred to a special education program. (34 CFR 300.111)	Parents have the right to refuse to consent to a referral to a special education program. If a parent does not consent, the child cannot be referred to a special education program. (34 CFR 300.111)
IEP	(34 CFR 300.111)	(34 CFR 300.111)	(34 CFR 300.111)	(34 CFR 300.111)
IEP team participants	(34 CFR 300.111)	(34 CFR 300.111)	(34 CFR 300.111)	(34 CFR 300.111)

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When to Refer?

- When someone thinks a child may be a child with a disability


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Who Can Refer?

Someone who knows the child...

- Professionals (physician, nurse, social worker, Birth to 3 staff, licensed school staff)
- Other people

*Parents



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How to Refer?

STEP 1

- **MUST** be in writing
- School Form
- **OR** Letter ([R-1](#))
- Include:
 - Child's name
 - Reasons **WHY** ([PI 11.36](#))

REFERRAL FOR SPECIAL EDUCATION EVALUATION
Form to be completed by parent/guardian

SCHOOL DISTRICT

Name of child (last, first, middle) DOB Grade School Student ID (if known)

Name of parent or legal guardian Address (street, city, state, zip) Telephone (area code) number

Please send original to: Date and method of sending parent of child to take Day By Phone call Written

Parent's native language or other primary mode of communication, if other than English (specify):

Is an emergency referral? Yes No

Student's native language or other primary mode of communication, if other than English (specify):

Date referred received by school district/LEA (month/day/year)

(The data on this document is confidential under FERPA. It is intended for use only to complete the process of sending information and to verify the parent's/student's additional assessment are needed.)

In completing the following information, consider concerns about the student's access, engagement and progress in our school and general education curriculum, instruction, services, and resources, or other school activities.

1. Describe why you believe this student has a disability:

2. If known, include information about any of the following:

a. Academic/previous academic achievement (including reading achievement or early literacy);

b. Functional performance (i.e. daily living skills, executive functioning, social, emotional, and behavioral);

c. Relevant medical information (including vision and hearing);

d. Programs, services, or interventions that have been used to address this student's needs and the results of such interventions.

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What are the Disabilities?

1. Autism
2. Deaf/Blind
3. Emotional Behavioral Disability
4. Hearing Impairment
5. Intellectual Disability
6. Orthopedic Impairment
7. Other Health Impairment
8. Significant Developmental Delay
9. Specific Learning Disability
10. Speech & Language Impairment
11. Traumatic Brain Injury
12. Visual Impairment





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How to Refer?

STEP 2

- Inform parents 1st
- Deliver to school
- Keep **dated** copy




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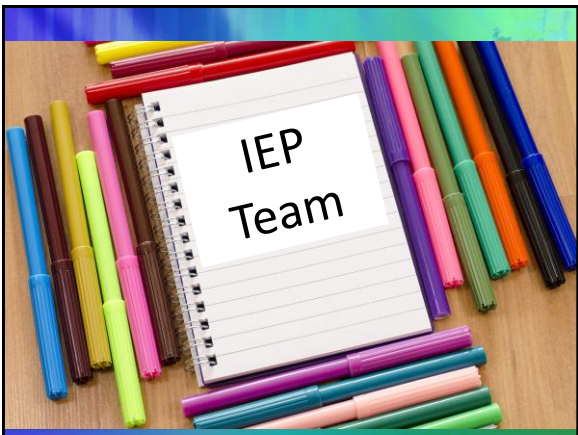
What Happens Next?

STEP 3

- School records referral & date
- School sends written notice to parents of referral receipt (**IE-1**)
- Date starts "Timeline"
- Referral must be accepted
- IEP Team appointed



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Who is *REQUIRED* on IEP Team?

Parents!




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Who else is *REQUIRED*?

- Regular Ed Teacher
- Special Ed Teacher
- Local Education Agency (LEA) Representative
- Someone to explain tests


- Related Services Therapist
- If Specific Learning Disability...
- If Out of District...
- Student



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What *OTHERS* on IEP Team?

- School or parent can invite **Others**
- *Knowledge or special expertise* about child
- Person inviting decides
- Birth to 3 rep
- Transition-related reps



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What is the IEP Team's Job?

1. Conduct the evaluation
2. Review evaluation results
3. Decide if child:
 - ✓ Has a **disability**, **AND**
 - ✓ **Needs special education**
4. Write the IEP
5. Decide placement



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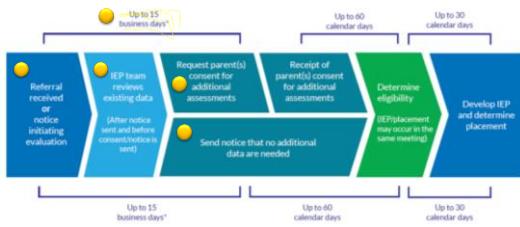
Timeline



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What is the Timeline?

Evaluation Timeline



* "Business day" means Monday through Friday except for Federal and State holidays.

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Where Can I Get More Info?

- **Special Education in Plain Language:**
<https://www.wsems.us/special-education-in-plain-language/>
- **DPI Special Ed Policies, Procedures & Sample Forms:**
<https://dpi.wi.gov/sped/model-special-education-policies-and-procedures-and-special-education-forms> (R-1; IE-1,2,3; ED-1)
- **WI PI 11.36:**
https://docs.legis.Wisconsin.gov/code/admin_code/pi/11/36
- **DPI Eligibility Criteria Worksheets:**
<https://dpi.wi.gov/sped/laws-procedures-bulletins/laws/eligibility>
- **DPI Info Bulletins:**
<https://dpi.wi.gov/sped/laws-procedures-bulletins/bulletins>
- **Center for Parent Information & Resources:**
<https://www.parentcenterhub.org>
- **Who are Required IEP Team Members - Parents? (VIDEO)**
<https://www.youtube.com/watch?v=h2ohX1S2bNM>

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Are There More IEP Mini Modules?

1. Starting the IEP Process: Special Education Basics
2. Special Education Referral Process
- 3. Evaluation & Eligibility in the IEP Process**
4. Reevaluation & Independent Educational Evaluations
5. Writing the IEP (Part 1)
6. Writing the IEP (Part 2)
7. Writing the IEP (Part 3) & Placement
8. IEP Revisions & Extended School Year
9. Parent Rights in the IEP Process
10. Useful Resources in the IEP Process
11. IEP Checklist

Register – www.wifacets.org

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That's It for Today!

- Please complete your evaluation.
- Questions? WI FACETS 877-374-0511

THANK YOU!

Content addressed in this module is based on federal and state law and regulations. The information is not intended to be a replacement for careful study of IDEA and Chapter 115. © WI FACETS

