



# Evaluation & Eligibility in the IEP Process

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## What Will You Learn Today?

- Special Education Timeline
- Evaluation Process
  - Review of Existing Data
  - Parent Consent
  - Tests & Assessments
- Determination of Eligibility
- Next Steps
- Resources



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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

**Interactive version:**  
<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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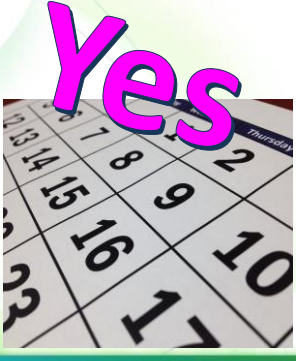
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### Any Exceptions to 60-Days?

1. If parent not make child available for testing
2. If evaluation is for SLD
3. If more time needed so parent can participate



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### What Starts the Evaluation Process?

- Written Referral
- Notice of Receipt of Referral & Start of Initial Evaluation (IE-1)
  - DATE
  - IEP Team



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### What is "Existing Data Review"?

- Enough data for a comprehensive evaluation?
- Existing data:
  - Things tried already to help the child learn
  - Current assessment info
  - Observations by teachers & other qualified persons
  - Other information
- Document the review (ED-1)

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15

Up to 15 business days

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### What's Parent Role in Existing Data Review?

- **Parents** are part of IEP Team
- Read child's school record
- Share information:
  - Medical, therapy, etc.
  - Help needed
- School documents 3 efforts to involve



1	2	3	4	5
6	7	8	9	10
11	12	13	14	15

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### Is Existing Data Enough?

- Enough → No more testing needed (IE-2)  
Up to 60-calendar days starts
- Not enough → More testing needed (IE-3)  
**Parent consent**  
Up to 60-calendar days starts



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### Is Consent Needed?

- 60-days starts when consent is received
- Consent is voluntary
- Consent is revocable
- Check "I give my consent" box & sign

Yes

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### Can a Parent Refuse?

- Parent can refuse to give consent
- School district has 3 options:
  - Do nothing
  - Mediation
  - Due Process

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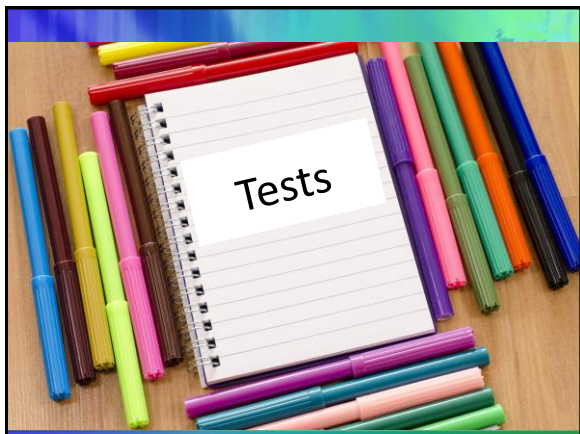
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**What to Know about Tests?**

- Information from many sources
- IEP Team members do the testing
- Must do more than 1 test
- Tests must be technically sound & fair to children of all cultures



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**What Can Parents Do?**

<ul style="list-style-type: none"> <li>• Parents can ask:           <ul style="list-style-type: none"> <li>• Explain the tests</li> <li>• See child's answer sheet</li> <li>• Use a particular test</li> <li>• Test a certain area</li> </ul> </li> </ul>	<p>Parent input important:</p> <ul style="list-style-type: none"> <li>• What the child does well</li> <li>• What the child likes to do</li> <li>• What is difficult</li> <li>• What they think their child's educational needs are.</li> </ul>
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### Does the Child Have a DISABILITY?

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

**PI 11.36**  
**Checklists**

A photograph showing a woman with dark hair, wearing a grey shirt, leaning over and talking to a young boy in a blue shirt. They are in a classroom with colorful decorations and toys in the background.

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### Does the Child NEED Special Education?

IEP Team identifies:

- Needs that **CAN** be met in regular education
- Needs that can **NOT** be met in regular education

A photograph of three children sitting at a table. A boy in a red and blue striped shirt is pointing at a book. A girl in a blue shirt is looking at the book, and another boy in a white shirt is also looking at it. They appear to be in a classroom setting.

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## What is the Evaluation Report?

- IEP Team writes it
- Existing data & Additional assessments
- Eligibility determination
- Reasons
- Parents get a copy



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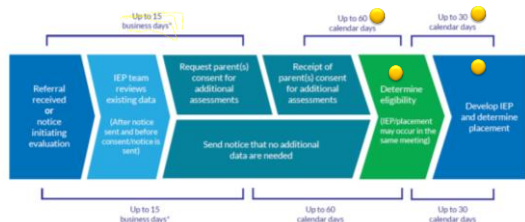
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## When Happens Next?

### Evaluation Timeline



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

Revised October 2018

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## Resources



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## Where Can I Get More Info?

- Special Education in Plain Language: <https://www.wsems.us/special-education-in-plain-language/>
- IDEA: <https://sites.ed.gov/idea/regs/b>
- WI PI 11.36: [https://docs.legis.wisconsin.gov/code/admin\\_code/pi/11/36](https://docs.legis.wisconsin.gov/code/admin_code/pi/11/36)
- DPI Special Ed Policies, Procedures & Sample Forms: <https://dpi.wi.gov/sped/model-special-education-policies-and-procedures-and-special-education-forms>
- DPI Info Bulletins: <https://dpi.wi.gov/sped/laws-procedures-bulletins/bulletins>
- DPI Eligibility Criteria Worksheets: <https://dpi.wi.gov/sped/laws-procedures-bulletins/laws/eligibility>



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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)
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](http://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.  
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