Evaluation & Eligibility in the IEP Process

What Will You Learn Today?
- Special Education Timeline
- Evaluation Process
  - Review of Existing Data
  - Parent Consent
  - Tests & Assessments
- Determination of Eligibility
- Next Steps
- Resources

Agenda

Available:

Pdf version:
Webinar handout

Hard copy:
- Your school district
- WI FACETS
Any Exceptions to 60-Days?

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

What Starts the Evaluation Process?

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

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

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
Referral Process

Is Consent Needed?

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

Can a Parent Refuse?

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

What Can Parents Do?

- Parents can ask:
  - Explain the tests
  - See child’s answer sheet
  - Use a particular test
  - Test a certain area

- Parent input important:
  - What the child does well
  - What the child likes to do
  - What is difficult
  - What they think their child’s educational needs are.
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

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
What is the Evaluation Report?

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

When Happens Next?

Evaluation Timeline

Resources
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/
- WI PI 11.36: https://docs.legis.wisconsin.gov/code/admin_code/pi/11/36
- 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

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

THANK YOU!

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