

## Special Education Referral Process



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## Topics for Today

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



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## Handouts

- Access handouts at our website [here](#)
  - Handout 1: Slides
  - Handout 2: Special Education in Plain Language
  - Handout 3: Referral Form
  - Handout 4: Notice of Receipt of Referral Form
  - Handout 5: More Resources



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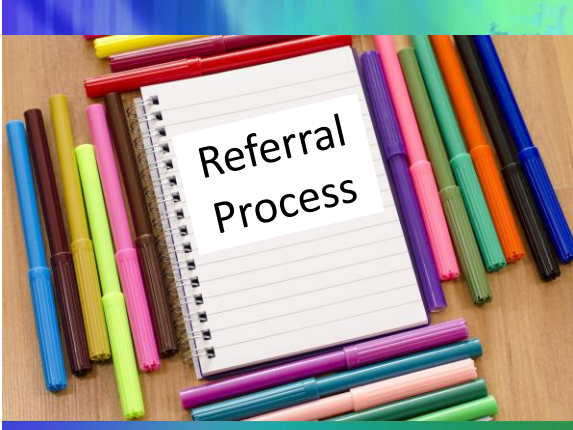
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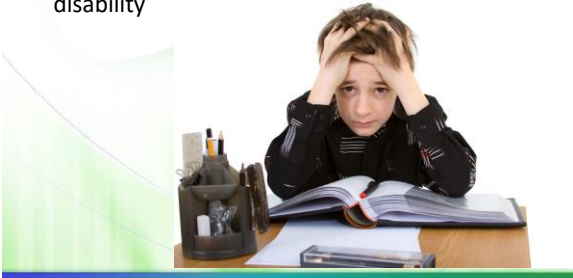
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### When to Refer?

- 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)

SCHOOL DISTRICT			
Name of child (last, first, middle)	DOB	Grade	MSIS# (if known)
Name of parent or legal guardian	Address (street, apt., care, etc.)	Telephone home (with area code)	
Parent's native language		Date and method of working parent of same or other language	
Is an emergency needed? <input type="checkbox"/> Yes <input type="checkbox"/> No		Parent's native language or other primary mode of communication, if other than English (specify)	
Is student's native language or other primary mode of communication, if other than English (specify)		Other referrals received by school district (L.E.A.) (month/year year)	
<p>The state has adopted various educational supports for children with disabilities to which to complete the review of existing information and to assist the parents of children additional assessment are needed.</p> <p>In completing the following information, consider reasons about the student's access, engagement and progress in our district and consider alternative educational, instructional, accommodations or other school activities.</p>			
1. Describe why you believe this student has a disability:			
2. If known, include information about any of the following:			
<ul style="list-style-type: none"> <li>a. Academic (pre-writing/reading achievement (including reading achievement or early literacy))</li> <li>b. Functional performance (i.e. daily living skills, executive functioning, social, emotional, and behavior)</li> <li>c. Relevant medical information (including vision and hearing)</li> <li>d. Progress, services, or interventions that have been used to address the student's needs and the results of such interventions.</li> </ul>			

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## Educational 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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## Required Participants

# Parents!



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## Other Required Participants

- 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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## Other IEP Team Members

- 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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## The Job of the IEP Team

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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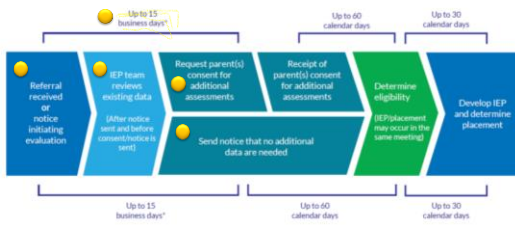
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## Timeline

### Evaluation Timeline



WI Dept. of Public Instruction Special Education Team  
Revised October 2019

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That's It for Today!

• Questions? 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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