

Eligibility Report (Wisconsin) [.2307 - .2331]

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Tool Search: Special Ed Documents

Evaluations are used to document the student's educational needs and the student's determination of eligibility for special education. This document describes each editor, the section(s) of the print format that include the entered information, a description of each field on the editor, and any special considerations and instructions for using the editor and fields.

An evaluation must be created whether or not the student is determined to have a disability. A copy of the evaluation summary report, including the documentation of eligibility, is given to the student's parents by the school

The current format of this document is the **WI Eligibility Report 2022**. Evaluation formats are selected in [Eval Types](#).

Editor Home

The Editor Home lists the editors available on the student's Evaluation and the Modification and Completion information.

Editor Home - **WI Eligibility 2022 - current new ⓘ

NAME	STATUS	MODIFIED BY	COMPLETED BY
Eligibility Report Header	IN PROGRESS	System Administrator 12/13/22 9:34 AM	>
Enrollment Information	IN PROGRESS	System Administrator 12/13/22 9:05 AM	>
Student Information	IN PROGRESS	System Administrator 12/13/22 9:11 AM	>
Parent/Guardian Information	IN PROGRESS	System Administrator 12/13/22 9:14 AM	>
(I-3) Team Meeting Cover Page	IN PROGRESS	System Administrator 12/13/22 9:16 AM	>
(ER-1) Info from Existing Data	NOT NEEDED	System Administrator 12/13/22 9:34 AM	System Administrator 12/13/22 9:34 AM >
(ER-1) Previous Interventions	NOT NEEDED	System Administrator 12/13/22 9:34 AM	System Administrator 12/13/22 9:34 AM >

Print
Cancel

Editor Home

Header	Description
Name	The name of the editor.
Status	<p>The state of the editor. Statuses can be:</p> <ul style="list-style-type: none"> • In Progress indicates a user has entered and saved data in that editor. • Not Started is the default status for all editors. • Complete indicates a user has clicked the Complete button on the editor. This does not lock the editor from further editing, but indicates the user considers the editor to be finished. • Not Needed indicates a user has clicked the Not Needed button on the editor. This is usually done for editors that do not apply to the student.
Modified By	The date and the user by whom the editor was last edited.
Completed By	The date and the user who clicked the Complete button for that editor.

General Evaluation Information

The following table lists the buttons available for the editors:

Button	Description
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Button	Description
Save	<p>Different editors have different save options. Click the arrow next to the Save & Stay button to view all saving options for any given editor.</p> <ul style="list-style-type: none"> • Save captures progress and navigates the user to the Editor Home or to the List Screen for List editors. See the Editor Types section for additional information. • Save & Stay captures progress and keeps the user on the current editor. This save button is the default save option and usually found within the detail screen of List editors, such as Goals and Objectives. • Save & Next captures progress and navigates the user to the next editor. • Save & New captures progress and creates a new record. This save button is usually found within the detail screen of a list editor, such as Goals and Objectives. See the Editor Types section for additional information.
Refresh	<p>Retrieves a new copy of data from the student's record. This includes enrollment, student, parent/guardian, and team member information. This also returns any accidentally deleted people records. Manually entered fields do not change when the refresh button is clicked. The user must Save after clicking Refresh to capture changes.</p> <p>A side panel displays listing all applicable Enrollment records for the student. See the Enrollments tool documentation for additional information.</p>
Cancel	Navigates the user to the Editor Home screen or to the List Screen for List editors.
Status <i>i.e.</i> <i>Complete,</i> <i>Not</i> <i>Needed,</i> <i>etc.</i>	<p>Changes the status of the editor.</p> <ul style="list-style-type: none"> • Complete indicates the editor is finished. This makes the editor read-only. However, this does not lock the editor from further editing. To further edit after an editor is marked Complete, the user must click In Progress. • Not Needed indicates the editor does not apply to the student's evaluation. This makes the editor read only. However, this does not lock the editor from further editing. To further edit after an editor is marked Not Needed, click the In Progress button. • In Progress only displays when the editor is in the Complete or Not Needed status and allows additional edits to be made.
Print	Prints the entire evaluation.
Editors	Opens a side panel listing all the available editors and their status. Select an editor from this list to navigate to that editor or click Close to collapse the side panel.
Previous	Navigates the user to the previous editor.
Next	Navigates the user to the next editor.

Editor Types

There are two types of editors available: List or Basic editors. When navigating to a Basic editor,


the list of fields within the editor display. List editors display a list of all records within that editor. Clicking an existing record or the New button opens the detail view for an individual record. An example list editor is the Individual Student Data editor.

Padlock Icon

Only one user at a time can actively work on an editor. A person with a padlock icon  displays in the Editors side panel, Editor Home, and List Screen of list editors indicating which editors currently have users working on them. Hovering over the icon displays the name of the user who has checked out the editor, including the current user (you).

Editors that are currently being edited are read only for all other users. The name of the person working on the editor displays in the header. Once the editing user navigates away from an editor, that editor becomes available for others to work on.

Template Banks

Certain fields within several editors have a paper icon  displays next to their name. When the icon is clicked, a side panel displays with the available library of predetermined text for that field. [Template Banks](#) are managed in System Administration.

Editors

[Eligibility Report Header](#) | [Enrollment Information](#) | [Student Information](#) | [Parent/Guardian Information](#) | [\(I-3\) Team Meeting Cover Page](#) | [\(ER-1\) Info from Existing Data](#) | [\(ER-1\) Previous Interventions](#) | [\(ER-1\) Additional Assessments](#) | [\(ER-1\) Eligibility Determination](#) | [\(ER-1\) Need for Specially Designed Instruction](#) | [\(ER-3\) Braille Needs](#) | [\(ER-4\) No Disability](#) | [\(RE-3\) Waiver](#)

The following section lists each editor and describes each field on the editor.

Eligibility Report Header

The Evaluation Header editor lists general information about the Evaluation.

Eligibility Report Header
IN PROGRESS

Editor 1 of 13

Eligibility Determination Date *

10/03/2022

Evaluation Type *

Initial

Consent Date

month/day/year

Referral Date

month/day/year

For students transferring between public agencies: Evaluation Report reviewed and adopted (if applicable) by

on

month/day/year

For students transferring between public agencies: IEP reviewed and adopted (if applicable) by

on

month/day/year

Indicator 11 Reporting Purposes Only

Evaluation Delay Reason

Evaluation Late Reason

Eligibility Report Header Editor

► [Click here to expand...](#)

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Enrollment Information

The Enrollment Information editor reports Special Education information from the student's Enrollment.

The **Refresh** button retrieves a fresh copy of data from the student's record.

Enrollment Information

IN PROGRESS

Editor 2 of 13

Click Refresh to retrieve a new copy of data from a selected Enrollment record.

Identified Impairment(s) come from the (ER-1) Eligibility Determination Editor for Initial Evaluations or Reevaluations. When the document is a Waiver, the Identified Impairment(s) will be pulled in from the student's selected Enrollment.

Primary Impairment

See (ER-1) Eligibility Determination Editor

Secondary Impairment

See (ER-1) Eligibility Determination Editor

Third Impairment

See (ER-1) Eligibility Determination Editor

Fourth Impairment

See (ER-1) Eligibility Determination Editor

Fifth Impairment

See (ER-1) Eligibility Determination Editor

Grade

11

School Name

School

School Phone

District of Residence

Serving District

District Information

District Number

District Name

School District

District Address

WI 53404

District Phone

District SPED Address

WI 44444

District SPED Phone

Enrollment Information Editor

▶ [Click here to expand...](#)

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Student Information

The Student Information editor displays basic information about the student such as demographic information. This is a read-only editor.

The **Refresh** button retrieves a fresh copy of data from the student's record.

Student Information

IN PROGRESS

Editor 3 of 13

When an Evaluation is generated, a snapshot of the student's information is taken from Census. Click Refresh to retrieve a new copy of data.

Last Name	First Name	Middle Name	Suffix
	JAMARION	DANIEL	
Race, Ethnicity	Gender	Birthdate	Student Number
Black or African American	M		
Student Primary Language	Interpreter Needed	WISEid	
English			
Address			
WI 53405-5020			

Case Manager Information

Name	Title
Phone	

Student Information Editor

► [Click here to expand...](#)

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Parent/Guardian Information

The Parent/Guardian Information editor populates based on the guardian checkbox on the student's [Relationships](#) tool. The editor includes [Demographics](#) information for the student's guardian.

The **Delete** button next to each parent/guardian can be used to remove a parent/guardian from the IEP.

The **Refresh** button retrieves a new copy of parent/guardians' data. This also returns any accidentally deleted people. Manually entered fields do not change when the refresh button is clicked. The user must **Save** after clicking Refresh to capture changes.

When the **Private Flag** is marked on the Team Members tool for the parent/guardian, all contact information on this editor for that person is cleared out and a note on the editor display, "One or more records has been marked Private in the Team Members Tab. Contact information was not imported for those records and will appear blank below." On the printed document it reads, "Unpublished" in each of those areas.

When the **Educational Surrogate Flag** is marked on the Team Members tool, that person displays on the Parent/Guardian Information editor with "Educational Surrogate Parent" next to their name as the relationship and all other fields are hidden from the screen as well as on the printed document.

Parent/Guardian Information

IN PROGRESS

Editor 4 of 13

When an Evaluation is generated, a snapshot of the parent/guardian information is taken from Census. Individuals with the Guardian check box marked on the Relationship tool for the student display below. Click Refresh to retrieve a new copy of data.

DANIELLE - PARENT

Print Sequence

1

Delete

Address

WI 53405-5020

Home Phone

Work Phone

Cell Phone

E-mail

Primary Language

English

Interpreter Needed

JAMILL - PARENT

Parent/Guardian Information Editor

[Click here to expand...](#)

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(I-3) Team Meeting Cover Page

The Team Meeting Cover Page editor lists the team meetings held regarding the student and the participants of the meeting. Team Meetings display based on the Meeting Date. The **Print in Plan** slider must be marked On for the team meeting record to appear on the printed document.

Team members added on the [Team Members](#) tool can be added to team meetings. Team members can be added manually on this editor, but are not saved in the system and have to be created each time they are included in a meeting.

[Click here to expand...](#)

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(ER-1) Info from Existing Data

The Info from Existing Data editor reviews existing data from various sources regarding the student academic achievement in reading and other subjects.

(ER-1) Info from Existing Data

NOT STARTED

Editor 6 of 13


The evaluation report must be sufficiently comprehensive to document the IEP team's determination of the disability category and need for specially designed instruction. The IEP team must include information about both academic achievement and functional performance. For additional information, see [Guide to Special Education Forms](#).

Documentation regarding all areas of concern identified in the referral or during the review of existing data must be included under *Information from Existing Data* and/or *Information from Additional Assessments*.

I. INFORMATION FROM EXISTING DATA (Refer to the Referral (R-1 Form) and Existing Data Review (Form ED-1) to ensure the data is reflected in this section. Must include information about the student's academic and functional **early literacy** or **reading** skills. Include information from any relevant areas identified as concerns from the referral or during the review of existing data related to **academic or functional skills** such as achievement in content areas, cognitive learning, communication, independence and self-determination, physical and health, social and emotional learning.)

A. Information Provided By:

Parent(s)/Family: 

Teachers, Related Service Providers: 

Info from Existing Data Editor

[▶ Click here to expand...](#)

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(ER-1) Previous Interventions

The Previous Interventions editor records the previous interventions taken for the student and the effect of the intervention on the student's literacy and other areas.

[▶ Click here to expand...](#)

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(ER-1) Additional Assessments

The Additional Assessments editor records the results from additional assessments and other sources relating to the student's academic achievement and functional performance.

II. INFORMATION FROM ADDITIONAL ASSESSMENTS AND OTHER EVALUATION MATERIALS

Must include information about the student's academic and functional **early literacy** or **reading** skills. Include any information collected during the evaluation related to areas of concern (e.g., academic or functional skills such as achievement in content areas, cognitive learning, communication, independence and self-determination, physical and health, social and emotional learning).

Information from additional assessments or other evaluation materials was gathered:

If yes, summarize below or attach report(s).

No ▾

Academic:

Functional:

Additional Assessments Editor

► [Click here to expand...](#)

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(ER-1) Eligibility Determination

The Eligibility Determination editor provides a collection of checklists for each disability the student is determined to have. Checklists include the considerations and questions to be addressed for each disability.

► [Click here to expand...](#)

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(ER-1) Need for Specially Designed Instruction

The Need for Specially Designed Instruction editor lists the determination of the student's disability, the evidence for that decision and whether the student requires special education services as a result.

(ER-1) Need for Specially Designed Instruction


NOT STARTED

Editor 10 of 13

IV. DETERMINATION OF DISABILITY CATEGORY AND NEED FOR SPECIALLY DESIGNED INSTRUCTION

The IEP team must determine if a student meets the disability category criteria under PI 11.36, Wis. Admin. Code. A student is identified as having a disability if the IEP team determines the student has a disability that adversely affects the student's educational performance, and as a result needs specially designed instruction. Use the disability category criteria forms to assist in documentation of required elements for each disability category. Additional documentation is required for Specific Learning Disabilities and Blind and Visually Impaired (see below).

A. DETERMINATION OF DISABILITY CATEGORY

1. When considering whether the student meets the criteria for one or more disability categories, the IEP team may not find the student eligible if the determining factor is due to a lack of appropriate instruction in reading or math, or due to limited English proficiency. If one of these reasons applies, describe: 

☐ Not Applicable

2. The district must take steps to address the lack of appropriate instruction or the student's limited English proficiency. Recommendations: 

☐ Not Applicable

Need for Specially Designed Instruction Editor

► [Click here to expand...](#)

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(ER-3) Braille Needs


The Braille Needs editor describes whether the student requires learning assistance through Braille as a result of a visual impairment.

(ER-3) Braille Needs

NOT STARTED

Editor 11 of 13

Documentation for Determining Braille Needs for a Child with a Visual Impairment

Evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media: 

Does the child demonstrate a current need for instruction in Braille or the use of Braille?

If no, why not? 

Does the child demonstrate a future need for instruction in Braille or the use of Braille?

Braille Needs Editor

► [Click here to expand...](#)

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(ER-4) No Disability

The No Disability editor is used to document that the student was determined to not have a disability and does not need special education services.

(ER-4) No Disability
NOT STARTED

Editor 12 of 13

The Child is Not a Child with a Disability

Date *

month/day/year

Recently, the individualized education program (IEP) team met to determine if your child has or continues to have a disability (impairment and need for special education). The IEP team determined the following:

Initial evaluation: your child does not have a disability (impairment and need for special education).

☐

Reevaluation: your child no longer has a disability (impairment and need for special education).

☐

As a result, special education and related services will no longer be provided to your child as of:

month/day/year

Other options, if any, related to the above proposal which were considered and the reason(s) they were rejected, including a description of any other factors relevant to the proposed action include:

☐ None

No Disability Editor

► [Click here to expand...](#)

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(RE-3) Waiver

The Waiver editor is used to document the agreement the IEP team has made to not have a three-year reevaluation for the student.

(RE-3) Waiver
NOT STARTED

Editor 13 of 13

Three-Year Reevaluation Not Needed

Date

month/day/year

We agree a reevaluation to determine whether your child continues to be a child with a disability (impairment and a need for special education) and your child's educational needs is not necessary at this time. We base this on the following reason(s):

☐ None

Other options, if any, related to the above action which were considered and the reason(s) they were rejected, including a description of any other relevant factors include:

☐ None

Date Agreed

Agreed Method

Waiver Editor

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Classic View

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Previous Versions

[Eligibility Report \(Wisconsin\) \[.2251 - .2303\]](#)
