
REEVALUATION OF STUDENT FOR SPECIAL EDUCATION (SED-P005)

WENATCHEE SCHOOL DISTRICT

1.0 SCOPE:

- 1.1 This outlines the procedure for determining whether a student is properly identified as having a disability, whether the student continues to qualify for special education, or whether the student's program and placement continue to meet that student's needs. The reevaluation must be completed within three-year timeline established by state and federal regulations. There are no extensions for reevaluations as they are to be completed within the three-year timeline.

**The online version of this
procedure is official;
therefore, all printed versions
are unofficial copies.**

2.0 RESPONSIBILITY:

- 2.1 Director of Special Education, Assistant Director of Special Education, School Psychologist, CST, Evaluation Team, and related service providers.

3.0 APPROVAL AUTHORITY:

- 3.1 Director of Special Education or Assistant Director of Special Education

4.0 DEFINITIONS:

- 4.1 Reevaluation – A school district must ensure that a reevaluation of each student eligible for special education is conducted at least once every three years. Reevaluations must be completed within 35 school days after the date written consent for an evaluation has been provided to the school district by the parent or within the 3-year period, which ever comes first.
- 4.2 Evaluation Report – Final written report from the evaluation staff designating student qualification for special education services.
- 4.3 Child Study Team (CST) - may include the principal, school counselor, general education teachers, school psychologist, Special Education teachers, appropriate building staff members, and parent(s).
- 4.4 Evaluation Team - The team may include the school psychologist, Speech Language Pathologist, Occupational Therapist, parent and other staff as needed.
- 4.5 Individualized Education Program (IEP) - is a written statement of an educational program for a student eligible for special education that is developed, reviewed and revised in accordance with state and federal guidelines (at least annually).
- 4.6 Independent Educational Evaluation (IEE) – a student evaluation performed by a qualified professional who is not an employee of the district.

5.0 PROCEDURE:

- 5.1 Special Education office staff sends notice of reevaluation to parents and other team members prior to the three-year due date.

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- 5.1.1 Notice includes request for parent signature for reevaluation.
- 5.1.2 Parents are invited to be members of the evaluation team and/or provide any further information.
- 5.1.3 If parents do not return the signed consent, reevaluation may take place as long as there is documentation of the attempt to get parent signature.
- 5.1.4 If parents refuse to allow reevaluation, district team members must meet to decide whether to ask for mediation or file for a Due Process Hearing. See related procedure.
- 5.2 The evaluation team determines assessment needs.
- 5.3 Evaluation team members complete their individual evaluations.
- 5.4 The team reviews their evaluations and determines whether the student continues to qualify for special education services.
 - 5.4.1 Team determines student's qualifying condition.
 - 5.4.2 Team determines student's program and placement needs, including accommodations and modifications and schedules parent meeting to discuss assessment results.
 - 5.4.3 Team members sign off on Evaluation Report.
 - 5.4.4 If parents disagree with outcome, they can ask for mediation, file for a Due Process Hearing, or request an IEE. See related procedure.
- 5.5 Team leader presents written report to the Records Clerk by the reevaluation due date.
 - 5.5.1 Report is given to the Director for review.
 - 5.5.2 The director signs off on report if all paperwork is complete.
- 5.6 If student no longer qualifies for special education services, parents are sent notification and building CST is informed.
 - 5.6.1 Exit IEP meeting is scheduled.

6.0 ASSOCIATED DOCUMENTS:

- 6.1 Notice of Reevaluation SED-F015 and Notice of Results
- 6.2 Evaluation Report

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7.0 RECORD RETENTION TABLE:

*NOTE: Special Education files the original evaluation, the latest evaluation, and the latest Individualized Education Plan. The documents listed here are included in this.

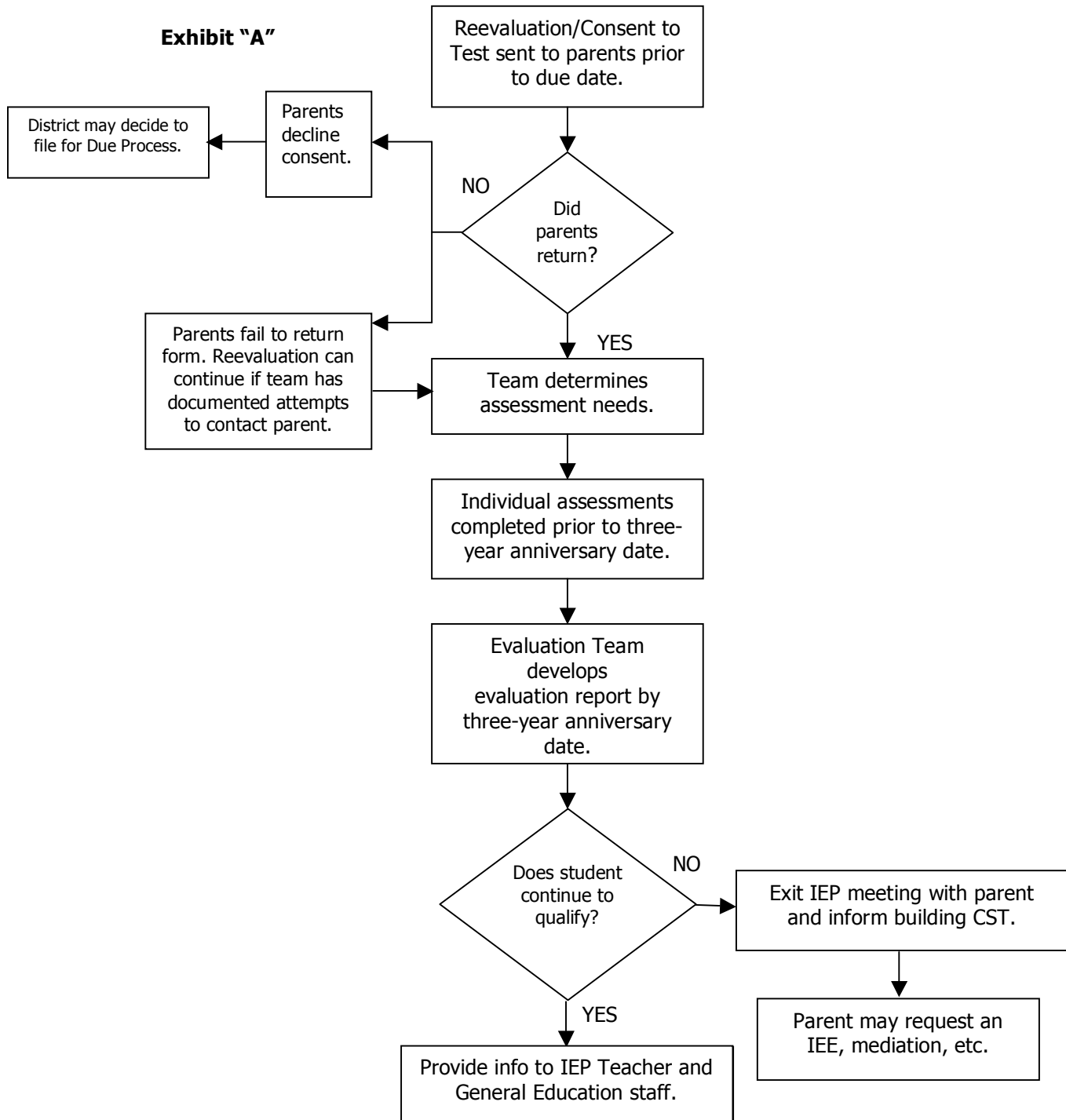
<u>Identification</u>	<u>Storage</u>	<u>Retention</u>	<u>Disposition</u>	<u>Protection</u>
All documents in 6.0 above	Special Education Cumulative File; Student's building site	According to state and federal guidelines, six years after services end	Letter sent to last known address; if no response, records destroyed after one month	Stored in one location; fireproof

8.0 REVISION HISTORY:

<u>Date:</u>	<u>Rev:</u>	<u>Description of Revision:</u>
10-May-01	A	Original Release
25-Jan-02	B	Clarified timeline in 5.1 and parental role in MDT in 5.1.2; also made clerical corrections in 5.2, 5.3, and 5.4
4-Feb-02	C	Updated protection information
16-Jan-03	D	Updated records approval authority to include Assistant Director of Special Education, retention details, and form numbers
12-Sept-03	E	Updated records retention data, replacing seven years with six
04-Nov-04	F	Added parent(s) to CST definition; added general education staff to MDT definition; replaced "student's twenty-first birthday" with "services end" in retention data
19-Sept-08	G	Redefine 4.0 definitions; update language in 5.0 procedures; update 6.0 associated documents.

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**** End of procedure ****