

Section 3

EVALUATION PROCESS



Area: INITIAL EVALUATION

Introduction: The referral process begins with a teacher, parent, student, and/or agency identifying a student in a general education program who is perceived as having a problem. **The parents must be notified in their native language and offered an opportunity to participate in all meetings with respect to the identification, evaluation, educational placement, and provision of free and appropriate education (FAPE) for the student.** In most cases, the student has previously gone through the pre-referral process as noted in Section 2. Any student between the ages of birth and 21, who has not graduated from high school and who resides within the school district, may be referred for a suspected disability. The referent—teacher, parent, student, and/or agency—shall have made every effort to assist the student and resolve the problem over time through extensive interventions to address and identify concerns.

Members of the building team, which must include all appropriate related service personnel have 25 school days to substantiate a rationale for an evaluation. During this period of time, the following shall occur: file review, contact with referring source, and review of past and present interventions. If formal interventions have not been done over time, they should be instituted during this pre-referral time.

If an interpreter is needed for the evaluation and/or home communication, an interpreter will be obtained.

<i>PROCEDURES</i>	<i>FORMS</i>	<i>RESPONSIBILITY</i>	<i>TIMELINE</i>	<i>SOURCE</i>
1. Upon receipt of referral, the evaluation team reviews existing evaluation data on the student; and based upon their review and input from the parent(s), identifies what additional data, if any, is needed to determine eligibility, present levels of performance, and educational needs of the student.	Referral and notice of referral	Evaluation Team, including the Parent	25 school days from date of referral	WAC 392-172A-03005
2. If the team determines there is a suspected disability, a consent for evaluation is obtained from the parent/guardian or adult student. If it is determined there is no need to evaluate or if the parent does not give consent, then complete a Prior Written Notice reflecting the decision.	Cons for Eval.	Special Education Team		WAC 392-172A-03020
3. On the day consent is received at the school, the psychologist or related service personnel dates the signed consent form and submits it to the Special Services compliance secretary.		Psychologist or related service personnel	Begins 35 school day evaluation period	
4. The psychologist or related service personnel informs the evaluation team, including SLP, OT, PT, Vision Specialist, and teachers of receipt of the consent form and the deadline for holding the results meeting.		Psychologist or related service personnel	Immediately upon receipt of signed consent	

5. Evaluation begins. The scope of the evaluation of a student should be in all areas related to the suspected disability. No single test instrument or procedure should be used as the sole criterion for determining a student’s eligibility for special education.	Evaluation Team	WAC 392-172A-03020
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PROCEDURES	FORMS	RESPONSIBILITY	TIMELINE	SOURCE
<p>6. During the course of the evaluation, if it becomes apparent that another area is of concern that was not originally identified, then the school Psychologist or related service personnel will be notified. A new Evaluation Consent form will be obtained for the new service area, and a Prior Written Notice sent to the parents with the agreed upon timeline.</p> <p>7. The team, including the parent(s) and all identified team members, discusses results and determines if the student is eligible and requires specially designed instruction. In making eligibility decisions, teams need to remember that students must meet all three of the following criteria:</p> <ul style="list-style-type: none"> • <i>Is there a disability?</i> Use norm reference tests and WAC guidelines to determine if there is a disability. • <i>Is there an adverse educational impact?</i> The effect of the disability on learning cannot be speculative. There needs to be evidence that the student is not making expected progress in this area because of the disability. • <i>In need of specially designed instruction.</i> The student needs specially designed instruction that is different in content methodology and/or delivery from what is available in the general education setting and the accommodations or modifications are insufficient to address learning needs. This also cannot be speculative; the evaluator shall provide evidence of a lack of progress. <p>8. The evaluation report should be sufficient in scope to develop an IEP.</p>	<p>Con-sent, Prior Written Notice</p>	<p>Psychologist</p> <p>Evaluation Team</p> <p>Evaluation Team</p>	<p>Begins 35 school-day evaluation period</p> <p>Ends 35 school-day eval. period</p>	<p>WAC 392-172A-03035</p>

9. A Prior Written Notice of the eligibility decision is sent to the parents, and to the student at the age of 18. Notification must include the decision (action) and date of the action.	Notice of Results	Evaluation Team	Within 10 school days	
10. The evaluation team could obtain parent consent for special education services at the eligibility meeting. Services may not begin until the IEP team meets to determine initial placement, develop and sign the IEP.	Consent For Initial Placement	Evaluation Team	WAC 392-172A-03005(3)(b)	
11. Extension of evaluation timeline: <ul style="list-style-type: none"> • Provide rationale statement and specify on a Prior Written Notice the reasons for extending the timeline, e.g., “child frequently unavailable,” “parent scheduling issues,” etc. • Obtain parent/adult student agreement and indicate on the written consent for extension and Prior Written Notice. • Submit to the SpEd Dept, ERAC, Compliance Secretary the reason for not meeting 35 school-day timeline—along with the evaluation, Prior Written Notice, and written consent for extension. • The extension timeline must be completed prior to the evaluation due date. 	Prior Written Notice and Written Consent for Extension			
12. Reminder: send all original evaluation documents to the Special Education Department, ERAC, Compliance Secretary for both eligible and ineligible students: the referral forms, the evaluation (with original signatures), the Evaluation Consent, any out-of-district records (doctor reports, etc.), and a copy of the Notice of Results.	Eval. docs.	Evaluation Team	Immediately after decision	
13. If a student leaves the district or withdraws prior to completing evaluation, the evaluation cover sheet must be sent to ERAC. Explain why the evaluation is incomplete on a Prior Written Notice.	Eval. Cover Sheet	Evaluation Team		

Area: REEVALUATION

Introduction: A reevaluation occurs by law every three years or if requested by the student’s parent, teacher, or other authority and the team agrees. A reevaluation occurs to determine continuing need for special education services. *Possible rationale(s) for reevaluation: three-year requirement, parent/school request, change of category, change in placement is being considered, or termination of service(s).* If it appears that a student no longer needs special education services, a reevaluation must occur in order to exit the student from special education. The reevaluation must be completed by the anniversary date.

All reevaluations due in September must be completed prior to summer vacation.

PROCEDURES	FORMS	RESPONSIBILITY	TIMELINE	SOURCE
<p>1. The psychologist or related service personnel will contact all current service providers and parents. Team members must mutually agree upon preliminary timelines for completion of the reevaluation, but no later than 35 school days after consent is obtained, and prior to the 3-year due date. Team members will also determine what new assessment data (if any) if required to make eligibility decisions.</p>		<p>Psychologist or related service personnel; Evaluation Team</p>		<p>WAC 392-172A-03015</p>
<p>2. The following are determined by the evaluation team:</p> <ul style="list-style-type: none"> a. Areas to be covered, to be evaluated, and/or to be reviewed. b. The date by which all data are to be completed and given to the team member assigned to summarize the data in a report. <p>Note: The team must finalize the report and approve decisions by the date the team had previously decided the reevaluation must be completed. Reevaluation in every area may not be required. The team determines what to replicate; however, each area needs to be addressed.</p> <p>Example of replication decision—Vision and Hearing: If the student has had three or more consecutive years of normal vision and hearing screenings, and there are no current concerns, the group can decide to refer to past screenings as rationale not to replicate.</p>		<p>Evaluation Team, Including the parent</p>	<p>At least 35 school days prior to 3 year evaluation deadline.</p>	<p>WAC 392-172A-03015</p>
<p>3. Written notice of reevaluation is sent to the parent/guardian. One notice can suffice for:</p> <ul style="list-style-type: none"> a. Notification of reevaluation, and b. The meeting date to discuss content of reevaluation. 	<p>Prior Written Notice</p>	<p>Evaluation Team</p>	<p>At least 35 school days prior to 3 year evaluation deadline, or when a request is made</p>	<p>WAC 392-172A-03070</p>

PROCEDURES	FORMS	RESPONSIBILITY	TIMELINE	SOURCE
<p>4. If parent written consent is not returned, consent may be obtained verbally and documented in the Prior Written Notice. Parent consent must be obtained unless:</p> <ul style="list-style-type: none"> a. The team reviews existing data and decides that the student continues to qualify based on that data. The team notifies the parent that no additional data is needed to determine eligibility, the reasons for that determination, and the right of the parents to request an evaluation to determine continuing eligibility. b. Tests administered to the student are administered to every student (e.g., High School Proficiency Exam, etc). <p>Contact attempts to obtain consent are to be documented on the written Consent for Evaluation form. There must be a minimum of two attempts, one of which needs to be mailed in writing. It is also permissible to document contact attempts on the Prior Written Notice.</p> <p>5. At the re-evaluation results meeting, the evaluation team determines whether the student is eligible for special education services. The team must use the three-prong test to determine if, in the given area, the student (1) has a disability which (2) results in a significant adverse educational impact, such that (3) the student requires specially designed instruction.</p> <p>6. The evaluation report and a Prior Written Notice are sent to the parent(s). Notification must include the following information:</p> <ul style="list-style-type: none"> a. If the student continues to be eligible. b. If any additions or modifications to special education services, and any necessary related services, are needed to enable the student to meet the measurable annual goals and to participate in the general education curriculum. c. If the student no longer needs special education services and will be exited. d. Action to be taken and date of the action. <p>7. Send all original evaluation documents to the Compliance Secretary in the Special Education Department at ERAC, for both eligible and ineligible students: the evaluation (with original signatures), and the Evaluation Consent, any out-of-district records (doctor reports, etc.), and a copy of the Notice of Evaluation Results.</p> <p>8. When a determination is made that the IEP is no longer appropriate, an IEP team meeting shall be convened.</p>	<p>Prior Written Notice</p> <p>Eval. docs.</p> <p>Invite. to Mtg.</p>	<p>Evaluation Team, including the parent and adult student</p> <p>Evaluation Team, including the parent and adult student</p> <p>Evaluation Team</p> <p>Evaluation Team</p> <p>Evaluation Team</p>	<p>Within ten calendar days</p> <p>Immediately after decision</p>	<p>WAC 392-172A-03025</p> <p>WAC 392-172A-03040</p> <p>WAC 392-172A-03030</p>

Area: Assessment Revision

Introduction: Assessment Revisions are typically used to drop a service when data shows a student has progressed and no longer needs specially designed instruction or related service in a specific area. Assessment Revisions may also be used to add a service when a student demonstrates a need in an area of specially designed instruction or related service to implement the student’s IEP. Assessment Revisions are only to be used when dropping or adding a service area does not significantly affect the entire program of the student with an IEP.

<i>PROCEDURES</i>	<i>FORMS</i>	<i>RESPONSIBILITY</i>	<i>TIMELINE</i>	<i>SOURCE</i>
<ol style="list-style-type: none"> 1. An Assessment Revision must be completed to add or drop a goal area. (For example, when dropping a goal area and removing SDI to move to a Related Service). 2. If less than a year remains before the reevaluation expires, or more than one area of eligibility is being considered to add/drop a service, a more careful review of the student’s current levels of performance is warranted and a full reevaluation needs to be completed, resetting the triennial reevaluation date. 3. The team must use current student data, including general education input, to support the evaluation in the areas of eligibility (added or dropped service). This does not reset the evaluation timeline. 4. Once complete there must be an IEP team meeting with all required members present to create a new aligned IEP or to make any necessary amendments to the IEP. 5. A maximum of one revision to an assessment may be made, so it is important to reconvene the entire evaluation team when making this decision. Contact the Director who works with your school if there is an exception to consider. 6. In order to drop a goal area directly related to the student’s eligibility category (Communication service for Speech/Language Impairment, Motor service for Orthopedic Impairment), contact the appropriate Director for approval. 7. In order to exit a student from Special Education and/or change a disability category, it must be done through the evaluation process. A Re-evaluation must be initiated and completed; we cannot use an Assessment Revision in these instances. 	<p>IEP Online Assessment Revision Form</p> <p>IEP</p>	<p>Psychologist or Related Service personnel</p> <p>IEP team</p>	<p>When need is determined by the team</p>	

Area: INDEPENDENT EDUCATIONAL EVALUATION (IEE)

Introduction: Independent Educational Evaluation is defined as “an evaluation conducted by a qualified examiner who is not employed by the school district or other public agency responsible for the education of the student in question . . .” A parent/legal guardian/adult student has the right to request an independent educational evaluation at school district expense if they disagree “with the school district’s or other public agency’s evaluation . . .” ([WAC 392-172A-05005](#)). This right refers to a special education student or a student referred for special education. The district may request an explanation for the IEE, but the school district or agency may not require an explanation. The request can be either verbal or written; and when the IEE is requested, the district either agrees to pay for the evaluation or must initiate a hearing within 15 calendar days of the request.

<i>PROCEDURES</i>	<i>FORMS</i>	<i>RESPONSIBILITY</i>	<i>TIMELINE</i>	<i>SOURCE</i>
<p>Parent/legal guardian/adult student requests IEE.</p> <p>The school personnel initially informed by the parent of a request for an IEE will notify the special education Assistant Director who works with his or her building and the Executive Director of Student Support Services.</p> <p>The school district provides to parent(s): “information about where an IEE may be obtained and the agency criteria applicable for IEE as set forth in subsection 1b” of WAC 392-172A-05005.</p> <p>Decision by the school district—either pay for the IEE or initiate a hearing.</p> <p>Parent’s input in their request for an IEE is critical, but the school district makes the final decision.</p> <p>If the school district pays for the IEE: Public expense defined: The school district or public agency “either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to the parent, consistent with this chapter.”</p> <ul style="list-style-type: none"> • The district takes the case to hearing when: <ul style="list-style-type: none"> ◆ An IEE “did not meet agency criteria” ◆ The school district evaluation is considered appropriate 	<p>Verbal or Written</p> <p>Written List of Independent Evaluators</p>	<p>Parent</p> <p>Assistant Director and Executive Director</p> <p>Assistant Director and Executive Director</p>	<p>15 calendar days</p> <p>15 calendar days</p>	<p>WAC 392-172A-05005</p>

PROCEDURES	FORMS	RESPONSIBILITY	TIMELINE	SOURCE
<ul style="list-style-type: none"> ● If the decision from the hearing officer is that the school district evaluation is appropriate, parents can still have an IEE “but not at public expense.” ● If the decision from the hearing is that an IEE must be done, “the cost of the evaluation must be at public expense.” <p>If the IEE is at public expense, it must meet the same criteria that the school district or other public agency uses. The school district establishes the criteria for the IEE.</p> <p>If the IEE is at public expense, other than the criteria in subsection 10, “a school district or other public agency may not impose conditions or timelines related to obtaining an independent educational evaluation . . .”</p> <p>If the IEE is completed either at public or private expense:</p> <ul style="list-style-type: none"> ● The school district must consider whether or not it meets their agency’s criteria. ● The school district must make any decisions regarding provision of FAPE to the student. ● All are to be made aware that the IEE “may be presented as evidence at a hearing under this chapter . . .” 		Parent Assistant Director and Executive Director IEE Evaluator School District		

Area: DUAL SERVICE IN BILINGUAL AND SPECIAL EDUCATION PROGRAMS

Introduction: Students identified eligible for both the English Language Learning (ELL) and Special Education programs will participate in the ELL program to the same degree and consideration given to every other child in ELL. [See the Highline ELL Services Guide for additional information on English Language Learners and Special Education.](#)

PROCEDURES	FORMS	RESPONSIBILITY	TIMELINE	SOURCE
<p>The requirements for English Language Learner (ELL) students who also qualify for special education services:</p> <ol style="list-style-type: none"> To properly evaluate a child who is limited English proficient (LEP), the student's proficiency in English as well as in his or her native language should be assessed to distinguish language proficiency from disability needs. An accurate assessment of the child's language proficiency should include objective assessment of reading, writing, speaking, and understanding. In situations where it is clearly not feasible to provide and administer tests in the child's native language or mode of communication for a child with limited English proficiency, the district must still obtain and consider accurate and reliable information that will enable them to make an informed decision as to: <ul style="list-style-type: none"> Whether the child has a disability, and The effects of the disability on the child's educational needs. The Individual Education Plan (IEP) team shall consider the language needs of the child and how the child's level of English proficiency affects the special education and related services that the child needs. It is important that ELL staff knowledgeable of second language acquisition are involved in developing an IEP for a limited English proficient (LEP) child with a disability. 	<p>Evaluation Summary</p> <p>IEP</p>	<p>Evaluation Team, including ELL Specialist</p> <p>Evaluation Team, including ELL Specialist</p>	<p>35 school days from consent</p> <p>30 calendar days from eligibility date</p>	<p>WAC 392-172A-03005</p> <p>WAC 392-172A-03015</p> <p>WAC 392-172A-03020</p>
<p>The requirements for exiting a special education/ELL student from ELL services:</p> <ol style="list-style-type: none"> Special Education students are required to be assessed annually with the Washington English Language Proficiency Assessment (WELPA) with testing accommodations based on the student's IEP. The IEP team will annually evaluate the assessment results and the student's progress toward acquiring English language proficiency to determine whether the student may be reclassified as "non-LEP due to conditions beyond linguistic parameters" and officially exited from ELL. 	<p>IEP</p>	<p>Evaluation Team, including ELL Specialist and IEP case manager</p>	<p>Annually</p> <p>Annually</p>	