

**Actual questions and scenarios submitted by school district or student record system staff.
The questions have not been edited. (Rev. 11/2008)**

Overlapping both data collections

1. Inquiry: A special education student turns 3 during the reporting period, can the student be reported in both the Initial Evaluation Timeline Report as well as the Part C to Part B Report.

Answer: Yes, it is appropriate for the student to be included in both reports.

2. Inquiry: Same situation as inquiry above: In the initial evaluation report, would you include students we are evaluating because they are nearing their 3rd birthday and received services through a Birth to 2 program. They are being included in the Transition from Part C to Part B report.

Answer: Yes, it is appropriate for the student to be included in both reports.

3. Inquiry: When a student is being served under Part C and is evaluated for services under Part B, is that considered an initial evaluation or reevaluation?

Answer: This is considered an initial evaluation and the student would also be included on the Part C to Part B Transition report as well.

4. Inquiry: If a student transfers in to the district with an evaluation in process, but not yet completed, can the district extend the 35 school day timeline?

Answer: Yes, if the district is making sufficient progress to ensure prompt completion of the evaluation and the parent and district agree to a specific time when the evaluation will be completed. See question 13 on the correct way of documenting this on the data collection form.

Initial Evaluation

5. Inquiry: An Initial Evaluation is done and an IEP is written. The student completes his IEP and is exited from Special Education. The student continues regular education in the district. The student is referred again, and gets a new Evaluation. Would this new one be considered an Initial Evaluation or a Reevaluation?

Answer: Once a student is exited from special education he or she is no longer eligible. Therefore, if later, he or she is referred for special education, this would be considered an initial evaluation.

6. Initial Eval: Inquiry: A student begins the evaluation process, but it is not completed for some reason. Six months later the student is referred again and another evaluation is performed and completed. Is this second evaluation an Initial Evaluation or a Reevaluation?

Answer: Initial Evaluation

7. Inquiry: Student receives an evaluation and begins his IEP. He then transfers to another district that does not accept his IEP and he is not served as a special education student in that other district. The student then returns to the original district after the expiration of the original evaluation and IEP. He is referred again and another evaluation is performed. Is this an Initial Evaluation or a Reevaluation?

Answer: Reevaluation because the student was never determined ineligible by the other district. As your scenario suggests, the other district just chose not to serve an eligible student and the evaluation eventually lapsed. If the other district had actually conducted a reevaluation and the student was determined ineligible while in that district and then was re-referred when he returned to the original district, the original district would conduct an initial evaluation.

8. Inquiry: A student comes to the district from out-of-state but did not qualify in WA, after we evaluated them. Are they included in this report?

Answer: Yes, if the district is evaluating them for the first time.

9. Inquiry: Do we use the date the parent signed the permission form or do we use the date we received the permission? Sometimes there is a couple weeks difference between the two dates, and how can we start an evaluation unless we know we have permission?

Answer: The date the district received permission. We realize the day the parent signs and the day it is received back in the district may be different. Other course, make sure you document the date received.

10. Inquiry: Can a student be counted more than once on the report? Example, if a student has an evaluation and was determined not eligible for special education, then within the same reporting year, has another initial evaluation and now is determined eligible. Should this student be counted in both rows A.2.a and A.2.b?

Answer: This form does not address duplicate count, so yes it is possible that a district might have a determined a student was not eligible and then later reevaluated and found eligible. If so, you would address each situation for the student.

11. Inquiry: How do we count school days if the evaluation is done when school is not in session (no calendar attached). Example, the evaluation is processed during the summer (e.g. the parent gives permission for the evaluation August 2 but school doesn't start until September 5). What if the student is referred to the special education department over summer, does the 35 school day timeline still apply?

If the evaluation was done over the summer, then likely it goes in the row indicating it was done within the 35 school days (if some school days were part of the evaluation period, then include them i.e., 1-15 days for example). There is no calendar attached because every school district has different scheduled leave days.

12. Inquiry: How do you count an evaluation that crosses over reporting periods? Example, the evaluation permission date was given on June 15th but was not completed until July 15th.

Answer: Include those students in Column A1 of either report template.

13. Inquiry: If an initial evaluation is completed outside of the 35 school day timeline because the student was a transfer, where do you report this on the form?

Answer: If the parent and district agreed to a new evaluation completion date, this student would be counted under either B.3.c. OR C.3.c., depending on whether or not the student was determined eligible or not eligible. Falls in the area of WAC 392-172A-03005(d)(ii).

Part C to Part B Transition Timelines

14. Inquiry: In Section C the instruction indicates the number of children referred from Part C who completed the evaluation process with an IEP developed and implemented. My question is do you want to report as of their completed evaluation or as of when the IEP was developed. Example, Student completed the evaluation as of their 3rd birthday but IEP was not developed and implemented 5 days after the 3rd birthday. Do we report Student in C.1 or C.2

Answer: Report Student in C.2, the only students who should be included in C.1 are those who had both the Evaluation and IEP in place prior to their 3rd birthday.

15. Inquiry: If an initial evaluation is completed outside of the 35 school day timeline because the student was a transfer, where do you report this on the form?

Answer: If the parent and district agreed to a new evaluation completion date, this student would be counted under D.4. Falls in the area of WAC 392-172A-03005(d)(ii).

EVALUATIONS AND REEVALUATIONS

WAC 392-172A-03005 Referral and timelines for initial evaluations. (1) A parent of a child, a school district, a public agency, other persons knowledgeable about the child may initiate a request for an initial evaluation to determine if the student is eligible for special education. The request will be in writing, unless the person is unable to write.

(2) The school district must document the referral and:

(a) Notify the parent that the student has been referred because of a suspected disability and that the district, with parental input, will determine whether or not to evaluate the student;

(b) Collect and examine existing school, medical and other records in the possession of the parent and the school district; and

(c) Within twenty-five school days after receipt of the referral, make a determination whether or not to evaluate the student. The school district will provide prior written notice of the decision that complies with the requirements of WAC 392-172A-05010.

(3) When the student is to be evaluated to determine eligibility for special education services and the educational needs of the student, the school district shall provide prior written notice to the parent, obtain consent, fully evaluate the student and arrive at a decision regarding eligibility within:

(a) Thirty-five school days after the date written consent for an evaluation has been provided to the school district by the parent; or

(b) Thirty-five school days after the date the refusal of the parent is obtained by agreement through mediation, or overridden by due process procedures; or

(c) Such other time period as may be agreed to by the parent and documented by the school district, including specifying the reasons for extending the timeline.

(d) Exception. The thirty-five school day time frame for evaluation does not apply if:

(i) The parent of a child repeatedly fails or refuses to produce the child for the evaluation; or

(ii) A student enrolls in another school after the consent is obtained and the evaluation has begun but not yet been completed by the other school district, including a determination of eligibility.

(e) The exception in (d)(ii) of this subsection applies only if the subsequent school district is making sufficient progress to ensure a prompt completion of the evaluation, and the parent and subsequent school district agree to a specific time when the evaluation will be completed.