

Reevaluation Considerations

10/01/04 (draft #1)

The Cooperative shall follow these procedures in conducting a reevaluation:

- A. Use a variety of assessment tools and strategies to gather relevant functional and developmental information, including information provided by the parent, that may assist in determining whether the child is an exceptional student and the content of the student's IEP, including information related to enabling the student to be involved, and progress, in general curriculum or, for preschool students, to participate in appropriate activities.

Method: Variety doesn't exclusively refer to the number of assessments, tools, and strategies used. Team members shall look for more than one type of data (i.e.: general ed. intervention data, student cum file record review information, interviews, observations and tests. Sources of data for this information include reports of assessments from individual team members, results of locally developed or adopted assessments that are aligned with the general ed. curriculum, the evaluation team report, test protocols and records of other observations, rating scales, and interviews.

- B. Ensure the student is assessed in all areas of suspected disability, including, if appropriate, the following: health, vision, hearing, social and emotional status, general intelligence (especially if former tests-more than one reveal significant differences in range of ability), academic performance, communicative status, and motor abilities.
- C. Ensure the use of assessment tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the student are provided.

FOOTNOTES: Reevals needed on students attending a school out-side of their home school/district will be coordinated by the school psychologist assigned to the students home district. The student's current case-manager in the students residing school will be responsible for all academic assessments. The school psychologist will be responsible for the cognitive assessment and will coordinate with the case-manager the assessment of adaptive behavior (if needed). Teacher checklists will also be coordinated by the school psychologist and case-manager. Hearing and vision screenings will be conducted by licensed personnel available to the building the student is currently being served in. Speech and Language assessments will be conducted by the speech pathologist assigned to the students current classroom/building.