
Review of Special Education Assignments Policy 3-402e

Purpose

To ensure that the District fulfills its obligation under the law to maintain procedures for the ongoing review of special education programs and placements, and for correcting any identified problems.

This policy supports both systemwide program evaluation and individual teacher input regarding classroom assignments.

Scope:

The District shall implement procedures for both the regular evaluation of special education programs and for allowing teachers to initiate a review of individual student placements when concerns arise.

Evaluation

Evaluations shall occur to ensure all students receive services in the most appropriate setting and allow staff to help maintain high-quality and legally compliant programs.

SELPA Involvement

The District shall also collaborate with the SELPA while conducting and responding to reviews requested by teachers.

Adopted on: September 9, 2026
Revised on: N/A

Page 2 of 5

The policies are developed in collaboration with the Small School Districts' Association for general informational, educational and procedural purposes only and are not intended to constitute legal advice for any specific situation.

Administrative Regulations

1. Program-Wide Evaluation and Monitoring

- All special education programs shall be reviewed at least annually to assess:
 - Legal compliance
 - IEP implementation fidelity
 - Service delivery effectiveness
 - Student outcomes
- Reviews shall include input from staff, administrators, families, and students where appropriate.

2. Monitoring Tools May Include:

- Classroom observations
- File and IEP audits
- Stakeholder surveys
- Self-assessment rubrics
- Analysis of service logs and outcomes data

3. Corrective Action Plans

When noncompliance or systemic deficiencies are found:

- **A Corrective Action Plan (CAP)** shall be developed, including:
 - Description of the problem
 - Steps to remedy the issue
 - Responsible parties
 - Timelines for completion
- Follow-up monitoring will ensure implementation.

- Findings and resolutions shall be documented and reported to the SELPA and the Board as appropriate.

4. Teacher-Initiated Placement Review Process

Regular and special education teachers may request a District-level review of the classroom assignment of a student receiving special education services.

- **Procedures:**

- The teacher submits a written request for review to their supervisor and/or the Special Education Director. The request must include:
 - a. Student's name; and
 - b. Specific concerns regarding placement
- The designated administrator will initiate a review within 30 school days of receipt.
- The review may involve consultations with related service providers (e.g., school psychologist, SLP, OT).
- The District shall issue a written finding that includes:
 - a. Whether current placement is appropriate;
 - b. Whether an IEP team meeting should be convened to address concerns;
 - c. Basis for the findings; and
 - d. Recommended non-IEP changes (e.g., classroom setup or supports)
- If referral to the IEP team is warranted, the District shall begin the process immediately.

Note: This policy does not change statutory timelines for requesting an IEP meeting or the requirements for teacher participation in IEPs under federal or state law.

5. Documentation and Reporting

- A summary of reviews and corrective actions shall be included in an annual report to the Board and shared with the SELPA.
- Records related to teacher-initiated placement reviews will be maintained in the student's file, with a copy provided to the requesting teacher upon conclusion.

- Documentation of findings, corrective actions, and follow-ups shall be maintained for a minimum of five years.

6. Continuous Improvement

- Data collected through program monitoring shall inform professional development planning, staffing decisions, and budget development.
- The District shall engage in regular collaboration with the SELPA to identify shared needs, improve procedures, and develop regional resources.