

# Reevaluation

---

#### Review of Existing Data

- Should occur at least 90 days prior to the reevaluation due date
- Includes various sources of data

#### If Recommended, Assessments are Conducted

- To include a variety of sources
- Evaluation reports are produced

#### Consideration of Changes to the IEP

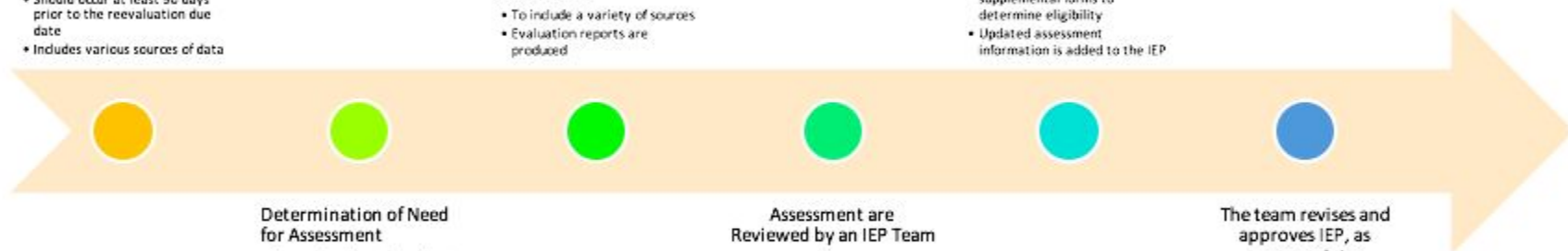
- The team completes supplemental forms to determine eligibility
- Updated assessment information is added to the IEP

#### Determination of Need for Assessment

- Team determines there is not a need for additional data and the team can continue to program for the student
- Team determines that additional data is needed to determine student's eligibility or to gain information about how program for the student

#### Assessments are Reviewed by an IEP Team

#### The team revises and approves IEP, as appropriate



# General Information

---

- ❖ Reevaluation of a student's continued eligibility for special education and related services must occur at least every 3 years.
- ❖ Reevaluation should be a thoughtful, meaningful, functional, and individualized process that includes review of previous testing, current classroom based data, and information from all other relevant sources.
- ❖ A reevaluation shall not occur more frequently than once a year, unless the parent and public agency agree otherwise and it must occur at least once every 3 years, unless the parent and the IEP team agree that a reevaluation is unnecessary.

# Why/when is it conducted?

---

- ❖ The IEP team must ensure that a reevaluation for each student with a disability is completed:
  - If the IEP team determines that the educational or related services needs, including improved academic achievement and functional performance, of the student warrant a reevaluation
  - If the student's parent or teacher requests a reevaluation
  - Before determining a student is no longer a student with a disability
- ❖ HCPSS best practice is to complete formal assessments every 6 years or 2 reevaluation cycles.

## Review of Existing Data

- Should occur at least 90 days prior to the reevaluation due date
- Includes various sources of data



# Review of Existing Data

---

- ❖ The reevaluation process begins with a review of existing evaluation data. This review must include:
  1. Evaluations and information provided by the parents of the child;
  2. Current classroom-based, local, or State assessments, and classroom-based observations; and
  3. Observations by teachers and related service providers.
- ❖ The IEP team, including the parent, documents the review of data using the *Reevaluation Report* form.

---

Reevaluation planning shall identify what additional data, if any, is needed to determine:

- a. Whether the student continues to be a student with a disability
- b. The educational needs of the student
- c. The present levels of academic achievement and related developmental needs of the student
- d. Whether additions or modifications to special education and related services are needed to enable the student to meet the measurable annual goals in the student's IEP and to participate in the general curriculum
- e. Whether the student continues to need special education and related services.



## Determination of Need for Assessment

- Team determines there is not a need for additional data and the team can continue to program for the student
- Team determines that additional data is needed to determine student's eligibility or to gain information about how program for the student



# Determination of Need for Assessment

---

- ❖ On the basis of this review of existing data and input from team members, the IEP team must determine whether any additional data is needed to determine whether the student continues to be a child with a disability and the educational needs of the student.

# If Assessments Are NOT Recommended

---

- ❖ If no additional data is needed, the review of existing evaluation data completes the reevaluation process. Decisions are also documented on *Section I: Meeting and Identifying Information - Eligibility* in the Howard County IEP.
- ❖ The reevaluation date on the cover page of the IEP is updated to the date of the meeting.
- ❖ Evaluation Report Supplement forms may be required depending upon the suspected disability.

# If Assessments ARE Recommended

---

- ❖ If additional data are needed, then assessments or evaluation materials needed must be identified, and the team shall designate the appropriate qualified personnel to conduct the assessments.
- ❖ Parent consent must be obtained prior to any assessments being completed.

# Parent Requests for Assessment

---

- ❖ Parents have the right to request an assessment to determine whether the student continues to be a student with a disability, and to determine the student's educational needs.
- ❖ With such requests, the IEP team should elicit information from the parents about the concerns that prompted their request for the school to conduct assessment procedures.
- ❖ The IEP team, including the qualified examiner(s), determines the appropriate assessments needed to address the parents' questions regarding their child's educational needs. These assessments may or may not include formal testing.

# Parental Consent

---

- Written parental consent is required when a student who is suspected of having a disability is administered individual measures not given to all students in a school, grade, or class.
- Informed consent means a parent has been fully informed of all information regarding the requested assessments in the parent's native language or other mode of communication.

### If Recommended, Assessments are Conducted

- To include a variety of sources
- Evaluation reports are produced



# Assessments are Conducted

---

- ❖ The recommended assessments are completed by the appropriate staff and reviewed at an IEP team meeting held on or before the date the reevaluation is due (3 years from the last evaluation or reevaluation).
- ❖ The written report shall be provided to the parents in accordance with HCPSS 5 business day procedures prior to the IEP team meeting and the reports must be available at the IEP team meeting.

# Timeline Requirements

- ❖ The IEP team must adhere to the 90-day timeline to:
  - Complete the assessments
  - Reconvene to review the assessments and determine the student's continued eligibility for special education and related services
  - ---

 Revise the student's IEP, as appropriate.





Assessment are  
Reviewed by an IEP Team

# Assessments are Reviewed

---

- ❖ The assessments are reviewed by the IEP team
- ❖ Decisions are also documented on *Section I: Meeting and Identifying Information - Eligibility* in the Howard County IEP.
- ❖ Evaluation Report Supplement forms may be required depending upon the suspected disability.

## Consideration of Changes to the IEP

- The team completes supplemental forms to determine eligibility
- Updated assessment information is added to the IEP



# Consideration of Changes to the IEP

---

- ❖ The reevaluation date on the cover of the IEP is changed to the date of meeting
- ❖ Using the assessment data as a guide, the team considers if amendments are needed to the IEP to include:
  - Possible changes to the primary disability
  - Assessment data added to Present Level sections of the IEP
  - Goals/objectives need to be adjusted based on student current strengths and needs
- ❖ Amendments are reviewed and approved within an IEP meeting and a copy of the updated IEP is provided to the parent/guardian within 5 days of the meeting



The team revises and  
approves IEP, as  
appropriate