

# A Guide to the Reevaluation Process

Division for Special Education Services and Supports

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Georgia Department of Education



# Learning Targets



- I can identify the steps to be taken when a student is referred for reevaluation.
- I can identify three options for the reevaluation procedure.
- I can identify circumstances where the [REEVALUATION WAIVER](#) option might be appropriate.

# Reevaluation Essentials

- The purpose of a reevaluation is to determine continued eligibility and/or to inform IEP development.
- A reevaluation must be conducted at least once every 3 years, unless the parent and the LEA agree that a reevaluation is unnecessary.
- A parent consent must be obtained prior to conducting evaluations. Informed parent consent is not required if the LEA can document that reasonable measures were taken to obtain consent, but parents failed to respond.
- If the IEP Team determines that an evaluation is needed for eligibility determination or for IEP development, LEAs must conduct the evaluation within a reasonable time frame.

# Reevaluation Essentials

- There are three reevaluation options that the team may consider. **The Reevaluation Data Review Form must be completed for each of these reevaluation options.**
- **A.** No additional data is needed, and the student remains eligible for Special Education services and supports.
- **B.** A comprehensive evaluation is needed to determine continued eligibility.
- **C.** Additional data is needed to develop the IEP, not to determine continued eligibility for Special Education Supports and Services.

# Best Practices for LEAs

- Monitor timelines.
- Train teachers and service providers on the reevaluation process.
- Train teachers and service providers on how to collect and analyze data.
- Facilitate parent participation by:
  - sending notice of the IEP meeting 10 days in advance.
  - conducting meetings at a mutually convenient time.
  - conducting meetings using alternate modes of communication such as video conferencing, phone conference, etc. as needed.
  - avoiding the use of educational jargon.

# Common Errors

- The IEP team fails to conduct reevaluation every three years.
- The IEP team agrees to conduct a comprehensive evaluation but does not complete it.
- The IEP team recommends an evaluation to determine continued eligibility and doesn't complete it.
- The IEP team does not meet to review data to determine continued eligibility after evaluation is completed.

# Reevaluation: Option A

## No additional information needed

**Option A** is selected when the IEP team reviews information on the Reevaluation Data Review form and agrees that **no additional information** is needed to determine the following:

- whether the student continues to be eligible for special education
- whether the student needs special education and related services
- the present levels of academic achievement and related developmental needs
- the special education and related services needed to meet the measurable annual goals
- the special education and related services needed to enable participation, as appropriate, in the general education curriculum

# Reevaluation: Option A continued...

- Committee members agree that the student remains eligible for the existing disabilities, and no additional information is needed.
- The reevaluation process has been completed.
- The new reevaluation date is recorded on the IEP and in the LEAs student information system.

**Disability categories cannot be changed using this option.**



# Reevaluation: Option B

## To Determine Continued Eligibility

**Option B** is selected when the IEP team reviews information on the Reevaluation Data Review form and agrees that additional evaluations are needed to determine:

- whether the student is eligible for special education
- whether the student needs special education and related services

If the IEP Team determines that an evaluation is needed for eligibility determination, **a comprehensive eligibility report must be completed.**

# Reevaluation: Option B continued...

- A Parent Consent for Evaluation is obtained.
- A comprehensive evaluation is conducted with special focus on areas of concern.
- Eligibility is determined after reviewing evaluation results.
- A new eligibility report is developed based on the evaluation information.

The LEA must conduct the evaluation within a reasonable time frame.

# Reevaluation: Option C

## To inform IEP development

**Option C** is selected when an additional assessment is being requested to assist in the development of the IEP. After completion of the evaluation report(s), the committee will reconvene to review the results of the evaluation to amend or conduct an annual review. The assessment is needed to determine:

- The present levels of academic achievement and related developmental needs
- Whether the student needs any additions or modifications to the special education and related services to meet the measurable annual goals set in the IEP
- Whether the child needs any additions or modifications to the special education and related services to enable participation, as appropriate, in the general education curriculum.

# Reevaluation: Option C continued...

- Parent Consent for Evaluation must be obtained.
- Once the evaluation is completed the IEP team should use the information to either amend the existing IEP or to write a new IEP.
- The new reevaluation date must be noted on the IEP and logged into the LEA's student information system.

# Reevaluation Waiver

The parent and LEA may agree ***even before a review of existing evaluation data occurs*** that a reevaluation is unnecessary.

- The review of existing data that is typically part of the reevaluation process does not occur.
- The Reevaluation Waiver is signed.
- The decision is documented in the IEP.
- The 3-year reevaluation timeline begins again.

The [REEVALUATION WAIVER](#) is available here.

# Case Studies

**Answers to case studies are suggestions.  
The IEP Team ultimately decides the best reevaluation option.**

# Reevaluation - Case Study 1

Susie is a 7th grade student at XYZ Middle School. She is served on a consultative basis through the SLD program for reading comprehension. Susie is also served in the gifted program. Her 5th and 6th grade Milestones scores were either in the proficient or distinguished range. Susie has consistently made all As on her report card for the past two years with no accommodations or modifications. Susie's teachers and parents report that she is hard-working, motivated and well-adjusted at school, home, and in the community. Susie's 3-year reevaluation is due this school year.

**What option might the team consider when they meet to discuss reevaluation?**

**Why?**

# Case Study 1

**IEP Team may select Option B - To determine continued eligibility.**

- The student has been performing well over a period of time and receives consultative service one hour per month. The student does not receive any accommodations. The IEP team must determine if the child continues to have a disability and if the disability adversely impacts the student's academic performance.



# Reevaluation - Case Study 2

Thomas is a 9th grade student at XYZ High School. Thomas is an out-of-state transfer student with a current eligibility and a current IEP. A meeting was held and the LEA where Thomas is enrolled reviewed and accepted his transfer files which included the eligibility and the IEP. Thomas has been attending the new school for 6 months. His eligibility is Speech and Language Impairment. Thomas receives speech services 30 minute per week in a separate setting. Even though Thomas seems to be adjusting well to his new environment, he is struggling in math and science.

Continued....

# Reevaluation - Case Study 2 continued...

On his first and second 9-week report cards, Thomas' grades are as follows: ELA- A, PE- A, Auto Mechanics- B, Social Studies-B, Math-F, Science-F. Thomas' math and science teachers shared that Thomas does not understand concepts and becomes frustrated in class. He is starting to act out in class by not following teacher directions, not paying attention in class, and not completing assignments. Thomas' teachers and SLP are not sure what to do.

**Should the team reevaluate Thomas?**

**If so, what options could they choose and why?**

# Case Study 2

- **IEP Team may select one of the following:**
- **Option B** - a comprehensive evaluation to determine whether an eligibility category is needed to address Thomas' academic and behavioral weaknesses.
- **Option C** - additional assessments to add services, goals, or modifications to the current IEP that will enable successful participation in the general education curriculum.

# Reevaluation – Case Study 3

Jim is a 7th grade student at XYZ Middle School. He is served in the special education program as a student with autism. Jim has above average intelligence and his achievement scores are commensurate with his cognitive scores. Until this school year, Jim had been making above average grades in all academic areas. Jim has difficulty with social interactions and maintaining social relationships. He has good verbal language but has significant difficulty in the effective use of social or pragmatic communication. He receives speech services for social pragmatics, co-teaching services in all academic classes and because of his poor social skills he receives supportive services in nonacademic classes.

Continued.....

# Reevaluation - Case Study 3 Continued...

Jim has been benefitting from his Special Education services, but recently his grades have slipped due to not completing assignments. Jim is barely making C's. He is lashing out in his classes and getting into fight with his peers. Jim's teachers have tried positive reinforcement to increase task completion to no avail. He received in-school suspension for two days for getting into a fight during music. The teachers are at a loss as to how to address Jim's needs. Jim's three-year reevaluation is due during the current school year.

**What reevaluation option might the IEP team choose and why?**

# Case Study 3

- **IEP Team may select Option C to inform IEP development.**
- The IEP team may consider initiating or reviewing the current FBA/BIP to determine the function of Jim's behaviors in order to determine if additional goals, services, and supports are needed in Jim's IEP

# Reevaluation - Case Study 4

Mary is a 5th grade student at ABC Elementary school. Mary has been receiving special education services since kindergarten. Mary's cognitive and adaptive scores indicate intellectual function in the moderate range. She receives reading, math, and language arts instruction in a separate class, co-teaching services in science and social studies and supportive services in nonacademic and extra-curricular areas. Mary is benefitting from her current placement as is evident from her progress monitoring data and report card grades. Her parents are pleased with the progress she is making. Mary is due for a three-year reevaluation.

**What option might the team consider?**

**Why?**

# Case Study 4

- **The IEP Team may select Option A:**
- Mary is benefiting from her current IEP services and supports as evident in her progress monitoring data and report card grades. No additional information is needed.



# Reevaluation – Case Study 5

DeWayne is a deaf student who is currently being served at the Atlanta Area School for the Deaf. His teachers and parent agree that his current special education and related services are appropriate.

What reevaluation option might the IEP team consider?

# Case Study 5

**IEP Team may decide that a Reevaluation Waiver is appropriate.**

- DeWayne's disability category is unlikely to change. The parent and IEP team agree even before a review of existing evaluation data occurs that a reevaluation is unnecessary.

# Final Reminders

## Remember to:

- Document in the IEP which re-evaluation option the team selected
- Update reevaluation date on the IEP
- Update reevaluation date in the LEA's student information system

# Resources

[REEVALUATION DATA REVIEW](#)

[REEVALUATION WAIVER](#)

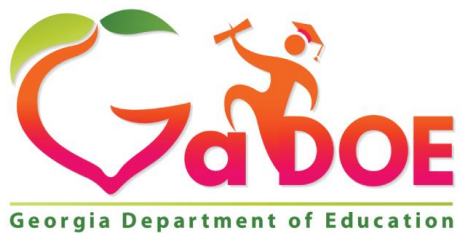
[SAMPLE FORMS](#)

[IMPLEMENTATION MANUAL](#)

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