

MANOR ISD SPECIAL EDUCATION

Operating Guidelines: Reevaluation of Students with Disabilities

I. What's Required/Purpose

Manor ISD will ensure that reevaluations of students with disabilities are conducted according to federal and state requirements. A reevaluation is conducted as a reassessment of a child who has already been determined to have a disability and a need for specific special educational assistance. A review of existing evaluation data (REED) is required as part of an initial evaluation, if appropriate, and as part of any reevaluation.

A reevaluation may be conducted under the following conditions:

- If a reevaluation is requested by the child's parents or teacher.
- If the school district determines the educational or related services needs warrant a reevaluation. (e.g. when a student exhibits improved academic achievement and functional performance that exceed expectations described in the IEP).
- Before determining that the child is no longer a child with a disability.
- To complete the **Summary of Performance** required for all high school seniors (refer to district guidelines for completing the Summary of Performance for all Manor ISD students during their final year of high school education).

A reevaluation must not occur more frequently than once a year, unless the parent and the district agree otherwise. However, a reevaluation **MUST** occur at least once every three years (unless the parent and the district agree that a reevaluation is not necessary).

Parental consent for reevaluations must follow state and federal requirements for consent, including situations where Manor ISD has made multiple, documented attempts to secure parental consent and the parent has not responded.

The REED is conducted by the members of the Admission, Review, and Dismissal (ARD) committee, including the parent. However, it does not have to take place in a meeting. Members review existing evaluation data about the child, including information provided by the parent, to determine the scope of the evaluation. In the case of the child with a visual impairment, the scope of any reevaluation must be determined by a multidisciplinary team that includes an appropriately certified orientation and mobility specialist.

The purpose of the REED is to review:

- Evaluation information and information provided by the parents
- Current classroom-based, local, or state assessments, and classroom-based observations; and
- Observations by teachers and related services providers

As a result of that review, members determine:

- 1) whether the child continues to have a disability,
- 2) the educational needs of the child,
- 3) the present levels of academic achievement and related developmental needs of the child, and
- 4) whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the individualized education program of the child and to participate, as appropriate, in the general education curriculum.

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II. How Compliance Is Monitored

- o Internal monitoring systems involving regular and frequent checks of reevaluation timelines and documentation
- o Quarterly internal folder reviews including review of current evaluations and ARD Committee deliberations regarding need for and completion of reevaluations

III. Manor ISD Procedures: How It's Done

The process in Manor ISD for ensuring that students in Special Education are reevaluated according to state and federal requirements is as follows:

Action	Person(s) Responsible	Timeline
<u>Evaluation Planning:</u> 1. Compile and monitor an administrative ARD report by campus on esped/eSTAR that includes: a) FIE listed by month, b) Annual review listed by month, c) Related Services, and d) Instructional Setting a. Use reports on a regular basis (preferably weekly) to monitor dates and maintain compliance b. Collaborate with related services personnel to align reevaluation dates and annual ARD dates, where possible	Assessment Specialists (LSSP, Educational Diagnostician, Speech/ Language Pathologist, Occupational Therapist, Physical Therapist, Teacher of Visually Impaired, O & M Specialist, APE instructor)	Beginning of the school year
2. The REED should be conducted prior to the due date of triennial (3-year) reevaluation and with enough time for any requested evaluation to be completed and the report written by the due date of the three-year reevaluation	Assessment Specialists	90 calendar days before reevaluation is due
<u>Reevaluation Process/Timelines</u> 3. Determine need for a Summary of Performance (SOP) review	Assessment Specialists	At beginning of school year

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Action	Person(s) Responsible	Timeline
a. A Summary of Performance (SOP) reevaluation is not required before the termination of a child's eligibility if it is due to graduation from secondary school with a regular diploma or due to exceeding the age eligibility for a free appropriate public education (FAPE).		
4. The REED is conducted to determine the need for a formal reevaluation. a. Gather data and recommendations from all applicable sources to determine need for a new Full Individual Evaluation (FIE) b. Complete the appropriate forms in esped: i. <u>Application</u>: <i>Reevaluation 2012 Screen: Review of Existing Evaluation Data (REED)/ Reevaluation Review form</i> ii. <u>Application</u>: eFIE <u>Screen</u>: <i>Documentation of Eligibility</i>	Assessment Specialists	90 calendar days before reevaluation is due
5. If the REED indicates that a new Full Individual Evaluation (FIE) is NOT warranted, notify parents that, based on the REED and information reviewed, no further testing is needed	Assessment Specialists	At least 45 calendar days before reevaluation to determine need for new FIE is due

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Action	Person(s) Responsible	Timeline
a. Address REED results at next annual ARD meeting b. REED review date becomes the new FIE date		
6. If the REED indicates that a new Full Individual Evaluation (FIE) IS warranted: a. Follow <i>Operating Guidelines: Conducting a Full Initial and Individual Evaluation</i> ensuring that procedures for providing notice of proposal to evaluate and obtaining consent to evaluate are followed b. If parents do not provide consent or do not respond to consent request, consult with Manor ISD Director of Special Education before proceeding with any reevaluation c. Schedule ARD meeting to review results of new FIE as applicable i. Provide copy of new FIE to parent at least 2 weeks prior to ARD meeting, or ii. If results not available 2 weeks prior to ARD, contact parent at least 5 school days prior to ARD to review results	Assessment Specialists	45 school days to complete FIE 30 calendar days to hold ARD to review new evaluation results At least two weeks prior to the annual ARD date (6ci) or at least 5 school days prior to ARD date (6cii)

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IV. Resources and Attachments, Legal Requirements

A. Legal Requirements

Federal Regulations	Texas Administrative Code (TAC)
§ 300.303 Reevaluations (a) <i>General.</i> A public agency must ensure that a reevaluation of each child with a disability is conducted in accordance with §§300.304 through 300.311— (1) If the public agency determines that the educational or related services needs, including improved academic achievement and functional performance, of the child warrant a reevaluation; or (2) If the child’s parent or teacher requests a reevaluation (b) <i>Limitation.</i> A reevaluation conducted under paragraph (a) of this section— (1) May occur not more than once a year, unless the parent and the public agency agree otherwise; and (2) Must occur at least once every 3 years, unless the parent and the public agency agree that a reevaluation is unnecessary. (Authority: 20 U.S.C. 1414(a)(2)) Last Amended: 71 FR 46785, Aug. 14, 2006 §300.305 Additional requirements for evaluations and reevaluations. (a) <i>Review of existing evaluation data.</i> As part of an initial evaluation (if appropriate) and as part of any reevaluation under this part, the IEP Team and other qualified professionals, as appropriate, must— (1) Review existing evaluation data on the child, including— (i) Evaluations and information provided by the parents of the child; (ii) Current classroom-based, local, or State assessments, and classroom-based observations; and (iii) Observations by teachers and related services providers; and (2) On the basis of that review, and input from the child’s parents, identify what additional data, if any, are needed to determine— (i) (A) Whether the child is a child with a disability, as defined in § 300.8, and the educational needs of the child; or	NA

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Federal Regulations	Texas Administrative Code (TAC)
(B) In case of a reevaluation of a child, whether the child continues to have such a disability, and the educational needs of the child; (ii) The present levels of academic achievement and related developmental needs of the child; (iii) (A) Whether the child needs special education and related services; or (B) In the case of a reevaluation of a child, whether the child continues to need special education and related services; and (iv) Whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the IEP of the child and to participate, as appropriate, in the general education curriculum. (b) <i>Conduct of review.</i> The group described in paragraph (a) of this section may conduct its review without a meeting. (c) <i>Source of data.</i> The public agency must administer such assessments and other evaluation measures as may be needed to produce the data identified under paragraph (a) of this section. (d) <i>Requirements if additional data are not needed.</i> (1) If the IEP Team and other qualified professionals, as appropriate, determine that no additional data are needed to determine whether the child continues to be a child with a disability, and to determine the child's educational needs, the public agency must notify the child's parents of— (2) (i) That determination and the reasons for the determination; and (ii) The right of the parents to request an assessment to determine whether the child continues to be a child with a disability, and to determine the child's educational needs. (3) The public agency is not required to conduct the assessment described in paragraph (d)(1)(ii) of this section unless requested to do so by the child's parents. (e) <i>Evaluations before change in eligibility.</i> (1) Except as provided in paragraph (e)(2) of this section, a public agency must evaluate a child with a disability in accordance with §§ 300.304 through 300.311 before determining that the child is no longer a child with a disability. (2) The evaluation described in paragraph (e)(1) of this section is not required before the termination of a child's	

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Federal Regulations	Texas Administrative Code (TAC)
eligibility under this part due to graduation from secondary school with a regular diploma, or due to exceeding the age eligibility for FAPE under State law. (3) For a child whose eligibility terminates under circumstances described in paragraph (e)(2) of this section, a public agency must provide the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals.	