



Special Education Operating Procedures

South San Antonio Independent School District

RE-EVALUATIONS

A Special Education Re-Evaluation is a comprehensive review of a student's needs and/or abilities. The purpose is to:

- Determine if a student still qualifies for Special Education services;
- Determine if student's needs have changed;
- Gather information about the student's needs and abilities; and/or
- Develop an appropriate Individualized Education Plan (IEP)

The group of qualified professionals which collects and reviews evaluation data must include, but is not limited to:

- A licensed specialist in school psychology (LSSP)
- An educational diagnostician, any other appropriately certified/ licensed practitioner with experience and training in the area of the disability or a licensed/certified professional for a specific disability category.

A re-evaluation must be sufficient to determine the student's present needs, access to general education curriculum, educational progress and achievement and if special education services be continued.

The Review of Existing Evaluation (REED) is conducted in an ARD meeting as follows:

- The ARD Committee reviews existing data, including observations, assessment data, classroom performance data, etc.
- The team reviews input from parents and/or guardians
- The team determines if additional assessments are needed.

The ARD Committee determines the educational or related service's needs to address the academic achievement and functional performance of the child.

Additional information may be considered if there is other information available for review to include:

- If a re-evaluation is requested by the child's parents or campus staff; or
- before determining that the child is no longer a child with a disability; or
- Outside evaluation reports from physicians or other agencies are provided to the campus.

A re-evaluation is not required, but a Summary of Performance is required before the termination of a child's eligibility due to the law and:



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- Graduation from secondary school with a regular diploma; or
- Exceeding the age eligibility for a Free Appropriate Public Education under State law

Beginning of the School Year

All assessment personnel are responsible for compiling the list of students needing re-evaluation within the school year and this information will be monitored and updated by district staff throughout the school year.

The assigned assessment employee will conduct a Review of Existing Evaluation Data (REED) meeting approximately one semester before the due date of the three-year re-evaluation date so that the evaluation can be completed within the timeline.

The Assessment Staff (LSSP, Diagnostician, SLP, VI Teacher, D/HH Teacher) and Related Service Providers (OT, PT) will be responsible for collecting and documenting all appropriate existing evaluation data information in prior to the Open REED ARD in the district Special Education software system. The Open REED will occur at the ARD during the semester prior to the 3-year re-evaluation due date.

The ARD Facilitator will schedule the Open REED ARD and prepare the district Special Education software system Notice as needed documenting three (3) legal attempts with at least five (5) school days' notice:

- If Parent agrees that the REED be conducted in their absence, or 3 legal attempts to contact the parent have been made, the agreement and/or attempts should be documented in the deliberations.
- The ARD committee will determine if additional evaluation is needed.
- If additional evaluation is NOT being requested, the Review of Existing Evaluation Data (REED) must occur at an Annual or Review ARD.
- If additional evaluation data is NOT requested, the student's FIE date becomes the Date of the ARD. All areas of eligibility must reflect the new FIE date. Continuing areas of eligibility DO NOT require new Disability Reports. The OPEN/CLOSE REED must be Archived in the software system by Assessment Personnel within 3 days of the ARD Meeting.
- If additional evaluation data is requested, Notice of Evaluation will be created by Assessment Personnel in the software system and Parental Consent will be obtained, BOTH NOTICE of EVALUATION AND SIGNED CONSENT will be Archived in the software system WITH the Receipt of Procedural Safeguards, within 2 days of receipt of the signed Consent.
- Assessment Personnel will be responsible for documenting this evaluation on the Evaluation Tracking Log (ETL) immediately after Notice and Consent are Archived.



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- If Parent Consent is unable to be obtained, the attempts should be documented in the Parent Contact Log in Notice on Frontline and on the Evaluation Tracking Log under Comments. In order to proceed with testing when no Parent Consent is signed, please discuss with the Director of Special Education.
- All reevaluations must be completed within forty (40) school days of signed Consent, even if the FIE/Reevaluation DUE DATE is later, with an ARD Meeting to review results scheduled within 30 calendar days.
- Assessment Staff, Related Service Providers, and/or Speech Pathologist must complete all requested evaluations, input evaluation results into Frontline prior to the CLOSE REED ARD Meeting, and be prepared to review results in an ARD meeting as scheduled (40/25-day timeline) or ON or BEFORE the three-year FIE/Re-evaluation DUE DATE if REED is **opened with less than 40 school days before the FIE/Reevaluation DUE DATE.**
- The Close REED must include all components of an FIE, dated the date of the CLOSE REED ARD Meeting, and be Archived in Frontline **by Assessment Personnel, within 3 days of the ARD Meeting.** New Disability Reports must be completed for any NEW, additional areas of eligibility.
- All Close REED ARD meetings must be completed with all required members (i.e., a fully constituted ARDC).
- If the ARD Meeting is in person, the ARD signature page will be used for team member signatures. If the ARD Meeting is Virtual, ARD Facilitators will request electronic signatures. If the REED results in Dismissal from Special Education, A physical pen/ink signature must be obtained by all members participating in the ARD Meeting.
- If a Related Service Provider and/or Speech Pathologist is unable to attend the ARD to review evaluation, they must review results with the parent **prior** to ARD and get **prior** permission from the parent to be excused from the ARD meeting. This permission for excusal must be documented in the deliberations by the ARD Facilitator.
- Once evaluation results have been reviewed at an ARD, determination of eligibility will be made by a fully constituted ARD.
- A copy of the new Full and Individual Evaluation (FIE/Reevaluation/Close REED) and Annual ARD/Review ARD/Dismissal ARD must be provided to the parent. If the parent is not in attendance, a copy should be sent to the parent within 5 school days of the ARD Meeting.
- If the ARD determines that the student no longer qualifies for services (Dismissal), parent(s) must be provided with a copy of the Procedural Safeguards and the PWN included with the Dismissal ARD.

Data Collection

The assigned assessment employee is responsible for collecting previous evaluations and information provided by the parents, current classroom-based, local, and/or state



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assessments, classroom-based observations and related service providers, and health information provided by the school nurse.

General Education and/or Special Education personnel forms may be completed by multiple sources.

The person completing the form should address those competencies about which they have direct knowledge and/or observation.

Information from parents should be sent home for completion by the parent(s)/guardian(s). The school nurse completes the Health Information Form (all relevant health information should be addressed).

Review of Data

The assigned assessment employee conducts a REED (Review of Existing Evaluation Data) to review the student's current eligibilities and current progress.

Based on the available data, the determination of the need for a formal evaluation is made by the REED committee with the same membership as an ARD Committee.

If the decision is to formally evaluate, the parent, guardian, or adult student will be provided Notice of the Evaluation and asked to sign the Consent for Evaluation.

If the decision is to continue the current disability identification without any additional formal evaluation information, the assigned assessment employee will complete the REED document and it will become the new Full and Individual Evaluation report. This information is archived in the Special Education assessment software system.

The assigned assessment employee will contact the ARD Facilitator who will schedule an ARD/IEP Committee meeting, at which time the assigned assessment employee will review the re-evaluation data.

The FIE will need to be finalized and accepted by the ARD/IEP Committee by the FIE due date.

ARD/IEP Committee

The ARD/IEP Committee must include persons needed to establish eligibility for specific disabilities.

For VI students, a representative of the Programs for the Visually Impaired must be present.



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For DH/H, a representative from the Program for the Deaf and Hard of Hearing must be a part of the ARD/IEP Committee.

In determining whether or not additional data is needed, the committee should consider the following:

- The specific disability: certain disabilities may change over time and require formal evaluation to substantiate developmental changes.
- Every three years, the ARD/IEP Committee will consider whether a full, partial assessment, or a documented review of existing evaluation data should be completed. Depending on the student's needs, formal and full evaluations could be completed more often but not more than once a year unless the parent and school agree.
- Age of the student: each case should be considered on an individual basis.
- Emotional/behavioral factors: behavioral considerations should be documented in various settings for all students. Specific documentation and appropriate and current evaluations will impact future decisions if a Manifestation Determination Review (MDR) is needed.
- Special education services and supports provided: special education services and supports that are in place and the effect of eliminating, reducing, or changing those services should be considered.
- Instructional demands of grade-level standards: a major consideration should be the degree to which the student can meet the instructional demands of grade-level standards without special education and related services.

Parents

The parent/guardian's right to request a formal evaluation always overrides the committee's decision to continue the disability identification.

The parent has the right to request a formal evaluation to determine whether the student continues to be a student with a disability.