Evaluations and Reevaluations

Step by Step through the Special Education Evaluation and Reevaluation Process

May 9, 2023
Goals for Today

Participants will be able to answer the following questions:

• What are the requirements for evaluation and reevaluation?
• What is the evaluation/reevaluation process?
• When do you evaluate/reevaluate?
• How do you evaluate/reevaluate?
Goals for Today #2

Participants will be able to answer the following questions:

• What does it mean to waive a reevaluation?
• How do you report Student Record (SR) events associated with initial and reevaluations?
• How can GO-IEP help me report SR events correctly
• What are the requirements for Prior Written Notice related to evaluations and reevaluations?
Initial Evaluation
Transition from Babies Can’t Wait (BCW)

• The initial evaluation process may begin when an LEA receives notification that a student receiving services from BCW needs to be evaluated to determine if the student will transition to public school by age 3.

• This notification is the first step in the Initial Evaluation process for BCW students.

• The date of the notification will be reported in Student Records as SR Event 1.
Referral for Initial Evaluation

• For students who are not referred by BCW, the special education history begins with a request for evaluation. Before a student can be determined to be a student with a disability, a comprehensive evaluation must be completed. (GA Rule 160-4-7-.04 (1)(a))

• The usual referral sources are MTSS/SST Team or parent.
Prior Written Notice Requirements

- Prior written notice, or PWN, is a written statement that a district must provide to a parent before implementing or refusing to implement changes to a student’s special education program.
- Prior notice by the public agency; content of notice (4 C.F.R. §300.503(a))
  - Provided in written format
  - Meets requirements of 34 C.F.R. §300.503(b)
  - Given to parents of a child with a disability
  - A reasonable time before the public agency proposes or refuses to initiate or change:
    - the identification of the child (Example: initial evaluation),
    - the evaluation of the child (such as during initial or reevaluation),
    - the educational placement of the child (Example: initial IEP, Annual Review, or amendment)
    - the provision of a free appropriate public education (FAPE) to the child (Example: initial IEP, Annual Review, or amendment)
PWN Requirements (cont.)

PWN must also be provided “in the circumstances where a public agency is not proposing a change, but rather agreeing with a change that has been proposed by a parent. . . Nothing in the statute or regulations indicates that the notice is related to a parent’s attitude toward any changes proposed or refused by the public agency.” OSEP Letter to Lieberman, August 15, 2008.
LEA Refusal to Conduct an Initial Evaluation

• If a referral for an initial special education evaluation comes from a parent and the school system decides to refuse to conduct an initial evaluation after considering the request, Prior Written Notice must be provided to the parent explaining fully why the school system is refusing to conduct an initial evaluation. (34 C.F.R. § 300.503(a))

• This refusal to evaluate cannot be based upon lack of RTI data.
  • RTI should be started, if not already, upon receipt of the request allowing the student to receive interventions during the evaluation process.
  • The only eligibility category that requires RTI for eligibility determination is SLD.

• The school district must not delay completion of the evaluation because an MTSS or response to intervention (RTI) process is pending. (OSEP Policy Support 22-02 Letter, November 10, 2022)
LEA Proposal to Conduct an Initial Evaluation

• Regardless of the source, a decision to conduct or refuse an initial special education evaluation requires Prior Written Notice be provided to the parents. The consent form alone will not provide all required aspects of Prior Written Notice. (34 C.F.R. § 300.503(a))

• Include
  • Reason LEA is proposing or refusing an evaluation
  • Description of information considered in making that decision
  • Other factors considered
  • Other relevant information
Reporting the Initial Consent to Evaluate

• LEA Refusal to conduct an Initial Evaluation is not captured as an SR event.
• Lack of Parental Consent to conduct an Initial Evaluation is not captured as an SR event.
• Initial Consent to Evaluate is reported in Student Record as Event 02.
  • Event 02 is the date Initial Parent Consent for Evaluation is received by any LEA personnel giving permission to evaluate. Be sure your LEA is tracking the date the signed consent for initial evaluation is RECEIVED.
  • GO-IEP requires that field.
Comprehensive Evaluation

An initial evaluation needs to look at the needs of the whole child, regardless of the reason for the referral. In a comprehensive evaluation:

- Assess all areas related to any suspected disability, including, if appropriate, vision and hearing, health, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities;
- Use a variety of evaluation tools and strategies to gather relevant academic, functional, and developmental information about the child, including information provided by the parents;
- Do not use any single procedure as the only criterion for determining whether a child is a child with a disability or for determining an appropriate educational program for the child;

Georgia Special Education Rules Implementation Manual, Evaluation & Reevaluation
Comprehensive Evaluation Cont.

In addition, the comprehensive evaluations will

• Use assessment techniques that may assess developmental, physical, intellectual, academic, communication, and social/emotional skills;

• Use evaluation tools and strategies to provide relevant information that will directly assist the eligibility team in determining the educational needs of the child;

• Use assessments and other evaluation materials to assess specific areas of educational need and not only those that are designed to provide a single general intelligence quotient (IQ) score

• Select assessment methods that, when administered to a child with impaired sensory, manual, or communication skills (to include English Learner (EL) barriers), the results accurately reflect the child’s aptitude or achievement level and are not culturally biased.

Georgia Special Education Rules Implementation Manual, Evaluation & Reevaluation
Timeline for Completion of Evaluation

Rule 160-4-7-.04 Evaluations and Reevaluations

1. Each LEA shall ensure that evaluation procedures are established and implemented that meet the requirements of this Rule.

   (b) Once a child is referred for an evaluation by a parent or Student Support Team (SST) to determine if the child is a child with a disability, the initial evaluation:

   1. Must be completed within 60 calendar days of receiving parental consent for evaluation. [34 C.F.R. § 300.301(c)(1)(i)]

   2. This includes children referred by BCW once consent for an evaluation is received.

   There is not a fixed number of days during which the LEA must obtain the signed consent to evaluate. Allow enough time to complete the transition by age 3.
60-day Timelines Pause Rules

(i) Holiday periods and other circumstances when children are not in attendance for five consecutive school days shall not be counted toward the 60-calendar day timeline, including the weekend days before and after such holiday periods, if contiguous to the holidays except:

(ii) Any summer vacation period in which the majority of an LEA’s teachers are not under contract shall not be included in the 60-day timeline for evaluation. However, an LEA is not prohibited from conducting evaluations over a summer vacation period.

I. Consent received 30 days or more prior to the end of the school year must be completed within the 60-calendar day evaluation timeframe.
Pause DOES NOT Apply for Transition Timeline

NOTE: BCW students must be reported for both the 60-day timeline which applies to all students and the BCW Transition timeline.

• II. Students who turn three during the summer period or other holiday periods must have an eligibility decision and IEP (if appropriate) in place by the third birthday. 2. Must consist of procedures which determine if the child is a child with a disability and to determine the educational needs of the child [34 C.F.R. § 300.301(c)(2)(i) – (ii)]
GO-IEP & 60-day Timelines Pause Rules

• By mid-April of each year, GO-IEP LEAs must provide system calendars and GO-IEP program specialists will assist with submitting those in GO.

• This allows GO to calculate the due dates automatically after referring to the LEA calendar.

• On the calendar in GO, the date with a red circle on it reflects the last day of the normal 60-day count. The following day, the summer pause rules begin.
Completion of the Initial Evaluation

• Completion of the initial evaluation is defined as completion of the evaluation report(s).

• The evaluation report would need to be comprehensive to include all relevant information being utilized to support the student and the eligibility determination.

• A comprehensive evaluation report may include combined reports; however, the timeline will be based on the most date the last report was completed. LEAs must have a way to track that. For GO-IEP users, the program tracks that.

• Eligibility determination is not required to be completed during the 60-day initial evaluation timeline. However, the eligibility decision should be made within a reasonable period of time following the completion of the evaluation. (71 Fed. Reg. 46637 (2006)) As best practice the eligibility report should be completed within 10 days of the completion of the evaluation.

• If the evaluation and eligibility report are combined, the eligibility report must be completed within the 60 days.

Georgia Special Education Rules Implementation Manual, Evaluation & Reevaluation
Initial Evaluations of Transfer Students, including highly mobile students

• When a child transfers to a new school district in the same school year, whether in the same State or in a different State, after the previous school district has begun but has not completed the evaluation, both school districts must coordinate to ensure completion of the evaluation. This must occur as expeditiously as possible, consistent with applicable Federal regulations. The relevant time frame continues to apply unless: 1) the new school district is making sufficient progress to ensure prompt completion of the evaluation; and 2) the parent and the new school district agree to a specific time when the evaluation will be completed. (34 C.F.R. § 300.301(d)(2) and (e)).

• Local implementation of MTSS must not unnecessarily delay the initial evaluation of highly mobile children.

• Coordinating assessments by promptly exchanging relevant records is critical to completing evaluations of highly mobile children. GO-IEP helps ensure the prompt exchange of data.

OSEP Policy Support 22-02 Letter, November 10, 2022
Reporting the Completion of the Initial Evaluation

- Completion of the Initial Evaluation is reported in Student Record as Event 03.
- Event 03 is the date the comprehensive evaluation and all written reports for that evaluation were completed.
Determining Initial Eligibility
Comprehensive Eligibility

- The eligibility report should be comprehensive and include thorough information about the whole child, not just the area(s) of concern.
  - Be sure evaluation is not focused on a single category of disability.
- Areas should always include data, even if that data is from informal sources, and therefore terms such as “not applicable” or “NA” or “No Concerns” should never be used in the data reporting sections of the eligibility report. This applies to all grades including PK.
- Examine the standards when making decisions about educational impact. Consider social/emotional impact, not just academic impact. Many standards refer to an ability to interact with a group or do oral presentations.
## Domains that must be addressed:
### Academic and Adaptive Behavior

<table>
<thead>
<tr>
<th>Domain</th>
<th>Description</th>
<th>Sample statements instead of &quot;N/A&quot; or &quot;No concerns&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Achievement</strong></td>
<td>Oral Expression, Listening Comprehension, Written Expression, Basic Reading Skills, Reading Comprehension, Reading Fluency Skills, Mathematics Calculation, Mathematical Problem Solving. Results of formal achievement evaluations Informal information may be obtained from teacher interviews or work samples. Report Card grades, state and locally required formal assessments may also be cited.</td>
<td>General education teachers report that the student is successful in all academic areas.</td>
</tr>
<tr>
<td><strong>Adaptive Behavior</strong></td>
<td>Conceptual, Social, Practical skills required for daily living. A formal evaluation from the home and school setting indicating performance below a SS of 69 in both settings is required to support ID eligibility. Informal information may be obtained from teacher interviews, observations, or checklists.</td>
<td>The student's ability to care for needs in adaptive areas such as eating, dressing, grooming, and toileting is within age expected range.</td>
</tr>
</tbody>
</table>
## Domains that must be addressed:
### Communication and Intellectual Functioning

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Communication/Language</td>
<td>Speech sounds, language, fluency, voice, oral motor competency, pragmatics. Results from formal speech/language evaluation Informal information may be obtained from teacher interviews or observations.</td>
<td>Student is able to effectively communicate with peers and adults in all settings at an age appropriate level.</td>
</tr>
<tr>
<td>Intellectual Functioning</td>
<td>IQ; General mental capacity such as learning, reasoning, problem solving Results from formal speech/language evaluation Informal information may be obtained from teacher interviews or observations.</td>
<td>The student's intellectual functioning appears to be average.</td>
</tr>
</tbody>
</table>
## Domains that must be addressed:
**Medical and Motor**

| Domain | Description | Sample statements instead of "N/A" or "No concerns"
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>Medical</strong></td>
<td>Formal results include a medical evaluation report from a licensed Doctor of Medicine or licensed clinical psychologist. Evaluation should include diagnosis/prognosis of the student's health impairment indicating the medical condition causes limitations to strength, vitality or alertness which impact educational performance. This is a requirement for OHI eligibility. Informal information can also be obtained from parent and teacher interviews or records review.</td>
<td>Student has no known medical problems and appears to be in good health. School attendance is good.</td>
</tr>
<tr>
<td><strong>Motor</strong></td>
<td>Gross motor to include attainment of skills such as crawling, walking, running and navigating environment physically. Fine motor is related to drawing, writing, grasping, eating and dressing. Informal information may be obtained from parent and teacher interviews or observations. Formal information may be obtained from OT or PT reports.</td>
<td>Student has age-appropriate gross and fine motor skills based on observations in the classroom and outside.</td>
</tr>
</tbody>
</table>
## Domains that must be addressed:
Observation and Parent Information

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Observation</strong></td>
<td>Conducted in the learning environment, including the regular classroom setting, to document the student's academic performance and behavior in the areas of difficulty. The observation must include information from the routine classroom instruction and monitoring of the student's performance. This is required to be an area of weakness to support SLD or ID eligibility.</td>
<td>Use descriptions from the actual observation</td>
</tr>
<tr>
<td><strong>Parent Information</strong></td>
<td>Information on student's strengths, weaknesses, and interests as well as social interactions at home and in the community provided by the parent/guardian.</td>
<td>Parent information would always be included, even if it is from something asked or reported much earlier in the school year.</td>
</tr>
</tbody>
</table>
## Domains that must be addressed:
### Psychological Processing and Sensory

<table>
<thead>
<tr>
<th>Domain</th>
<th>Description</th>
<th>Sample statements instead of &quot;N/A&quot; or &quot;No concerns&quot;</th>
</tr>
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</table>
| Psychological Processing| Attending, discrimination/perception, organization, short-term memory, long-term memory, conceptualization/reasoning, executive functioning, processing speed, and phonological deficits  
Refer to a processing chart for specific processing skills which could be cited as strengths based on observation and interview.  
Contact a member of the GO-IEP team if you need this resource.  
For PK age students, comment on academic readiness skills. If the student is not able to access readiness skills at any level, then enter a comment in the weakness section explaining this.  
Remember that for a student who is identified as eligible in speech must have educational impact. Usually this will mean weaknesses in the areas of academics and/or social emotional. These weaknesses should be formally assessed. The classroom teachers should be able to provide benchmark data or state assessment data. | Example based on observation: He has strengths in the area of visual perception such as the ability to differentiate colors and shapes or look at a picture and give information. He can remember an item when it has been removed from view. He also has strengths in the areas of spatial awareness and proprioception. He can physically navigate an area without bumping into things. |
| Sensory (Hearing/Vision)| Sensory abilities related to sight or hearing. Use information from V/H screenings and/or any medical reports.                                                                                                   | Student's vision and hearing was judged to be within normal limits.                                                                                                                                                                                                                                                                 |

## Domains that must be addressed:

**Sensory Processing and Social/Emotional**

<table>
<thead>
<tr>
<th>Domain</th>
<th>Description</th>
<th>Sample statements instead of &quot;N/A&quot; or &quot;No concerns&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sensory Processing</td>
<td>Description of how the student registers and accurately interprets sensory input in the environment (including own body). Sensory processing is the way the brain receives, organizes, and responds to sensory input in order to behave in a meaningful &amp; consistent manner.</td>
<td>Student is able to process information through all senses adequately.</td>
</tr>
<tr>
<td>Social/Emotional/Behavioral</td>
<td>Understanding and controlling feelings &amp; behaviors - Informal information may be obtained from parent and teacher interviews or observations.</td>
<td>The student follows school rules, has many friends, and works well in collaborative settings.</td>
</tr>
</tbody>
</table>
## Domains that must be addressed:

**Work Samples**

<table>
<thead>
<tr>
<th>Domain</th>
<th>Description</th>
<th>Sample statements instead of &quot;N/A&quot; or &quot;No concerns&quot;</th>
<th>Use descriptions from the actual work samples.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work Samples</td>
<td>Analyzed classroom work samples indicating level performance as compared to the classroom normative sample. This is required to be an area of weakness to support LD eligibility. Use any written product or attempt at a work product. If the student is not able to even attempt a work product, then comment in the weakness section on why there are no work products that can be described.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Step 1: Making an Eligibility Decision

1. Begin by considering ALL disabilities and examining the Georgia Eligibility Rules for each.

2. Review the Progress Monitoring Information
   - If no interventions have been completed or have not been completed for an appropriate time to show effect or lack of effect as documented in the Progress Monitoring section, Specific Learning Disability (SLD) should be removed from consideration since a requirement for SLD is prior interventions being completed.
Step 2: Making an Eligibility Decision

Review the Student Data and the Weaknesses documented

• A disability should be removed from consideration if there is no evidence of each required weakness for that disability.
  o If there are no sensory weaknesses (vision or hearing), the team cannot determine the student to be eligible under the disabilities of Blind, Deaf, Hearing Impairment or Vision Impairment.
  o If there is no documentation of limited strength, vitality, or alertness, the team cannot determine the student to be eligible under OHI.
  o If there is no documentation of a weakness in classroom observations and work samples, the team cannot determine the student to be eligible under SLD.
Step 3: Making an Eligibility Decision

If a review of all student data summarized in the data section as well as any available progress monitoring indicates that the student is making adequate progress in skills and is expected to reach grade level benchmarks in a reasonable period, or the student is currently performing within normal age or grade level expectations,

- then none of the disabilities can continue to be considered since ALL categories for special education require a need for specialized instruction (special education services and related services).
Step 4: Making an Eligibility Decision

Review Exclusionary Factors

• Exclusionary factors must be considered for each remaining disability
• A factor is exclusionary if it is a primary or determinant factor creating the characteristics of the disability in question.
  o Example: A student who is an English Learner can be found eligible for Autism if the team feels that the EL status is not the primary or determinant factor creating the characteristics of Autism.
  o Example: A student who has an atypical educational history can be found eligible for PID if the team feels that the atypical history is not the primary or determinant factor creating the characteristics of ID.
  o Example: A student who has hearing loss can be found eligible for SLD if the team feels that the processing deficits are not due to a hearing loss so that is not the primary or determinant factor creating the characteristics of SLD.
Step 5: Making an Eligibility Decision

Review the eligibility criteria in Georgia rules for remaining categories of eligibility not eliminated through earlier steps.

- When making this decision, the team should consider the data included for the student in Case History, State Assessments and Student Data and compare that to the eligibility requirements for each disability.
- Determine whether the student meets criteria for special education eligibility under one or more disabilities.
PWN for Initial Eligibility

Since the Initial Eligibility decision is always a proposal or refusal to change the identification of the student, it must be provided with every initial eligibility regardless of the outcome (eligible or not eligible).

• Does the LEA propose or refuse to change the identification of the student with a determination of special education eligibility? (Example, student is eligible or NOT eligible in initial eligibility meeting)
  o Describe the action or option that the district/LEA is proposing.
  o Explain why the district/LEA is proposing that action.
  o Describe any other factors related to why the district/LEA proposed the action or option

• Is the district/LEA rejecting an option proposed or considered related to the identification of the student? (Example, parent felt that student should be eligible for Autism, but committee found student to be eligible for OHI)
  o Describe the action or option that the LEA is proposing.
  o Explain why the LEA is proposing that action.
  o Describe any other factors related to why the LEA proposed the action or option
Reporting the Initial Eligibility Decision

• Initial Eligibility Determination is reported in Student Record as Event 04.

• Event 04 is the date of the Initial Eligibility meeting.

• If the outcome is that the student is NOT ELIGIBLE, an Event 11 is also reported for this student using the same date as the Event 04.
What is the Reevaluation Process?

• Reevaluation is a process which must be completed on all special education students at least once every 3 years unless the parent and the public agency agree that it is not necessary.

• Reevaluation is to determine:
  • Whether any additions or modifications to the specially designed instruction and related services are needed to support the student in meeting the annual goals in the IEP and to participate in the general education environment; and
  • Whether the child continues to need special education and related services.

• The reevaluation may be conducted at any time if the LEA feels the needs of the child should be reevaluated or if the child’s teacher or parent requests a reevaluation. However, a reevaluation may not occur more than once a year unless the parent and the LEA agree to more than one a year. Evaluation and Reevaluation Implementation Manual.pdf (gadoe.org)
Reevaluation Process Waiver

• A parent and a public agency may agree that a reevaluation is unnecessary before the review of existing evaluation data occurs.
• The guidance does not define “who” is able to agree to this process on behalf of the public agency. This decision is an LEA decision.
• Eligibility categories cannot be changed through a Reevaluation Process Waiver.
• A waiver cannot be used if there is not an acceptable GA eligibility document on file.
• A Reevaluation Process Waiver does not require a meeting, but it must be documented that the parent and the public agency agree.
• The 2 required participants are the parent(s) and the public agency representative.
• The waiver is not reported as an Event 08 because a reevaluation did not occur.
• The date of the waiver will be captured as Student Record Event 15 and the 3-year triennial cycle starts over.
Reevaluation Process

A student must be reevaluated if the LEA determines that the educational or related service needs, including improved academic achievement and functional performance, of the child warrants a reevaluation.
Reevaluations Under IDEA

• Although an LEA must honor a parent’s request for a reevaluation if one has not been completed in the previous 12 months, the parent must make the request either verbally or in writing.

• PWN should include language to make the parent aware of this obligation.
Reevaluation is a process

A Reevaluation Data Review (RDR) is Step 1 in the reevaluation process. This may be the only step in the process for some students. The IEP Team, including the parent and other qualified professionals, must review and document existing data, including but not limited to:

• The most recent full eligibility report for the child.

• Additional available information such as evaluations and information provided by the parent, current classroom-based local or state assessments, classroom-based observations, and/or observations by the teacher and related service providers.

• Present levels of academic achievement and developmental needs.
  • Districts do not need to obtain parental consent to review existing data. New evaluations should not be completed prior to deciding if additional information is needed.
  • This review may be conducted without a meeting, if the parent and LEA agree not to convene a meeting for this purpose. In those cases, input should be obtained from all appropriate team members and documented in the RDR.
Reevaluation Data Review

- Data should be documented in the RDR related to the eligibility criteria & weaknesses required for the current disability category(ies). In GO-IEP, enter this in the student data sections.

- Reevaluation Data Reviews should be completed with sufficient information and data to support a student’s continued eligibility for all disability areas for which the student is currently eligible if no additional information is requested. (Example, include Medical for OHI, include processing deficits for SLD, include social/emotional weaknesses for EBD)

- Document any additional areas of concern

- If there is insufficient data to support continued eligibility or another disability area is suspected, the need for further evaluation must be selected.
  - Categories of eligibility cannot be removed, or dismissal of all special education services cannot be done without formal evaluation of the areas of weakness associated with the disability category(ies) and discussing the results of the evaluation through a new eligibility.
Reevaluation Data Review Suggested Areas to Address Chart for Autism through OHI

<table>
<thead>
<tr>
<th>If the disability category is...</th>
<th>Should add data available in the areas of...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autism</td>
<td>Communication Social/Emotional/Behavioral Information</td>
</tr>
<tr>
<td>Deaf/ Blind</td>
<td>Vision/Hearing Data</td>
</tr>
<tr>
<td>Deaf/ Hard of Hearing</td>
<td>Hearing Data</td>
</tr>
<tr>
<td>Emotional Behavior Disorder</td>
<td>Social/Emotional/Behavioral Information Behavioral Intervention Plan if appropriate</td>
</tr>
<tr>
<td>Intellectual Disability</td>
<td>Achievement Information Adaptive Behavior Psychological Evaluation, previously completed Observation</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>Medical Records Motor</td>
</tr>
<tr>
<td>Other Health Impairment</td>
<td>Medical Records Achievement Information</td>
</tr>
</tbody>
</table>
### Reevaluation Data Review Suggested Areas to Address Chart for SDD through VI

<table>
<thead>
<tr>
<th>If the disability category is…</th>
<th>Should add data available in the areas of…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Significant Developmental Delay</td>
<td>The areas identified as delayed in the Elig: Motor Communication Social/Emotional/Behavioral Information Adaptive Behavior Cognitive under Other AND/OR Psychological Evaluation, previously completed Must be less than 9 years old for reevaluation</td>
</tr>
<tr>
<td>Specific Learning Disability</td>
<td>Achievement Information Work samples Observation Psychological Processing under Psychological Evaluation, previously completed</td>
</tr>
<tr>
<td>Speech-Language Impairment</td>
<td>Communication / Speech</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>Medical</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>Vision Data</td>
</tr>
</tbody>
</table>
Five Reasons for Requesting Additional Information

• Two impact eligibility
  o Whether the student continues to be eligible for special education
  o Whether the student needs special education and related services

• Three impact IEP development
  o The present levels of academic achievement and related developmental needs
  o The special education and related services needed to meet the measurable annual goals
    o There are areas that need to be evaluated to determine strategies that might be appropriate in areas such as math, ELA, speech, behavior, etc.
    o There are concerns about related service needs, AT needs, or BIPs that require some type of assessment to be completed
  o The special education and related services needed to enable participation, as appropriate, in the general education curriculum
Tracking Reevaluations

LEAs should maintain a tracking process in order to ensure that reevaluations that require completion of a reevaluation after formal evaluations with an eligibility or IEP meeting are

- Completed in a timely manner
- Reported accurately in Student Record

For GO-IEP users,

- GO will capture the SR Event dates correctly.
- GO has a pending evaluation report with information on all initial and reevaluations in process, including the due dates. However, the reevaluation due date will reflect the 3-year due date. The report will also have information indicating that the reevaluation is for IEP planning purposes.
Three Options in Reevaluation Data Review

In your IEP software or template, these options may not be in the order listed below. The options should be the same Select only One option.

I. The team determines additional information/evaluations are needed to determine whether the child continues to be eligible for special education and requires special education and related services. These are eligibility questions and must be addressed by completing a new eligibility after gathering the required information.

- PWN must be provided with the RDR notifying the parent of the proposal to evaluate.
- Complete and provide the parent with an Evaluation Report unless the Eligibility Report can serve as the Evaluation Report.
- The reevaluation process will be completed, and a new triennial due date will be established after additional information is obtained and a new eligibility is completed.
- The new reevaluation eligibility date will be reported as an Event 8.
- PWN will be provided again with the reevaluation eligibility.
Requesting Additional Information before Termination of Eligibility

- The LEA must reevaluate a child with a disability before determining that the child is no longer a child with a disability who requires special education services. Select Option A from prior slide,

- This includes the dismissal of a student from one or more current areas of disability even if the student remains eligible for special education in another disability area such as a student with a primary area of SLD and a secondary disability of speech.

- When completing additional evaluations for that purpose, examine all possible areas in which a student might be eligible. (Example: Do not evaluate only speech when considering a dismissal from speech.)

- Exception: Reevaluation is not needed and PWN can be provided in the Summary of Performance:
  1. When the child graduates from high school with a regular education diploma and is no longer eligible for FAPE
  2. When the child has exceeded the age of eligibility (22nd birthday) for a FAPE.

Evaluation and Reevaluation Implementation Manual.pdf (gadoe.org)
Completing a Reevaluation Eligibility

• A reevaluation eligibility is very similar to an initial eligibility and the guidance in prior slides on completing an initial eligibility can be followed.
• In the section asking for Progress Monitoring data, use data collected to monitor progress on IEP goals and objectives. SST information is not needed.
• If the outcome is that the student is no longer eligible, the date of the meeting is also reported as an Event 9.
Three Options in Reevaluation Data Review

II. The team determines additional information/evaluations are needed to document present levels of academic achievement and related developmental needs and/or to determine special education and related services needed to meet the measurable annual goals and to enable participation, as appropriate, in the general education curriculum

- PWN must be provided to notify the parent of the LEA proposal to evaluate.
- The LEA must provide the parent with a written Evaluation Report for all evaluations completed. This can be done in a single document or in multiple documents. The IEP cannot serve as the Evaluation Report.
- The reevaluation process will be completed in a reasonable period, and a new triennial due date will be established after additional information is obtained and documented in a new AR or amendment, or in a series of ARs and amendments.
- GO-IEP will effectively capture the completion of the process and the appropriate date for Event 8. For LEAs using other software, be certain you have a process to track this.
- The date of the last AR or Amendment with those evaluation results and appropriate changes will be reported as an Event 8.
- PWN must be also be provided with the IEP if there are changes to the provision of FAPE including, but not limited to, changes in goals, services, BIP, AT, or accommodations.
Three Options in Reevaluation Data Review

III. The team determines NO additional information/evaluations are needed for any reason. Review the reasons carefully and ensure that this is an appropriate decision.

➢ Reevaluation Process is completed, and the 3-year cycle begins again.
➢ The date of the RDR is reported as an Event 8.
➢ PWN is required to notify the parents of that decision and the rationale supporting it.
➢ PWN must notify the parents of their right 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.
Procedural Requirements when Additional Information is Requested

• Reevaluation does not need to be identical to the initial evaluation.

• Reevaluation must be individualized and consider the current needs of the student.

• Reevaluation must be completed within a reasonable timeframe (maybe months, but not years), no later than the three-year reevaluation due date. Establish a process of monitoring this.
  o Many factors should be considered in determining a reasonable timeframe for the completion of a reevaluation, such as the needs of the student, particularly those resulting in a request for additional data, the date of the last comprehensive evaluation, parent input, changes in the child’s behavior, attendance, and rate of progress.
Sometimes, there are errors……

- After the RDR is completed, if someone disagrees with the documented recommendation, then a new RDR may need to be completed. Examples are:
  - The teacher requested an evaluation but the school psychologist does not think that is needed. Remember that this is a TEAM decision. If the decision needs to be revisited, a new RDR should be completed with all information considered and the team will make a decision. In those cases, carefully document the rationale if changing the original recommendation. (In GO-IEP, send up a support ticket so that the correct link will be available to start a new RDR.)
  - The teacher simply selected the wrong outcome and needs to correct inaccurate documentation. (In GO-IEP, send up a support ticket and we will review it and advise you on the best way to correct this.)
  - The parent decided that they do not want the student to be evaluated.
- There should never be an occasion where two Reevaluation Data Reviews are dated the same with different outcomes.
- PROVIDE TRAINING to staff to ensure correct documentation and selection of correct option. For GO LEAs, contact your GO specialist for assistance!
Requesting and Collecting Additional Information

- If a decision is made to conduct additional assessments, the LEA must provide PWN to the parent and request written informed parental consent before completing that assessment.

- A variety of evaluation tools and strategies could be used to gather relevant academic, functional, and developmental information about the student, including information provided by the parents.
What to Do if Parent Refuses Consent to Reevaluate

• The LEA may, but is not required to, pursue the reevaluation through mediation or a due process hearing.

• If the LEA believes, based on a review of existing evaluation data, that the child does not continue to have a disability or does not continue to need special education and related services, then the LEA can decide to discontinue the provision of special education services and supports without completing the additional assessments.

• Share with the parent that your preference would be to do a comprehensive evaluation of the student to ensure that you are making the correct decision.

• A new Eligibility meeting can be held documenting only available information and the team participants can make a decision based on that.

• If the LEA discontinues the provision of special education services, it must provide PWN to the parent of its proposal to discontinue the provision of FAPE to the child, including the right of the parent to request mediation or a due process hearing if the parent disagrees with the LEA’s decision to discontinue the provision of FAPE to the child.

Questions and Answers on Individualized Education Programs (IEPs), Evaluations, and Reevaluations, Question and Answer D-4, U.S. Dept of Educ., Office of Special Education and Rehabilitative Services (OSERS), September 2011.
Summary: Reporting the Reevaluation Completion

• Completion of the Reevaluation is reported in Student Record as Event 08 when:
  • A team determines during a review of existing data (reevaluation data review) that no evaluations are needed for ANY reason (the reevaluation process is completed so the date of the reevaluation data review is the completion of reevaluation)
  • OR after a review of existing data concludes that evaluation is needed for eligibility purposes, the new eligibility meeting is held (the reevaluation process is completed with the new eligibility, so the date of the new eligibility is the completion of reevaluation)
  • OR after a review of existing data concludes that evaluation is needed for IEP purposes, the IEP meeting is held that addresses the last evaluation report (the reevaluation process is completed with the IEP addressing the last evaluation report completed so the date of that IEP meeting is the completion of reevaluation)

• GO-IEP users can extract these events from GO-IEP to upload to GaDOE in the Special Education Student Record file.
Significant Developmental Delay (SDD) Eligibility

• A delay in a child’s development in adaptive behavior, cognition, communication, motor development or social/emotional development

• Must be initially established on or before the child’s 7th birthday (GO-IEP will not show SDD as an option if the child is already 7)

• May be used for children from age 2 through 9 creating an exception to the 3-year triennial rule
  • If triennial date is on or prior to June 30 of the year in which the child turns 9, it should be completed by the triennial date,
  • If triennial date is after June 30 of the year in which the child turns 9, it should be completed by June 30 of the year in which the child turns 9.
  • GO-IEP will calculate the triennial date, and June 30th of the year in which the child turns 9, and display the earlier of those dates as the due date.
GO-IEP SR Event Extract

GO-IEP users can extract each of these events from GO-IEP and upload the file directly to GaDOE in the Special Education Student Record application.

Please contact your GO-IEP Program Specialist for assistance as needed!
Contact Us – GO-IEP & Data

We’re Here to Help!

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LEAs not participating in GO-IEP, contact either of the Part B Data Managers with SR questions:

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