Re-evaluation/Re-determination IEP Meeting

Re-evaluations of eligible individuals are required at a minimum, every three years. Re-evaluations are required sooner if:

- The child’s parent or teacher requests a re-evaluation.
- The IEP team determines that a re-evaluation is warranted in order to address the educational or related services needs of the eligible individual including improved academic achievement and functional performance. As the team addresses these needs by considering the addition, deletion or change to a service or support on the IEP, it does not automatically mean that a re-evaluation must be conducted. The team needs to look at what information is already available (e.g., classroom-based assessments, etc.) that will assist the IEP team in their planning and decision making on behalf of the eligible individual. If adequate data already exist, then no re-evaluation is required.
- The IEP team will be considering whether a child is no longer an eligible individual (i.e., returning to regular education with no special education services).
- The available data for a transfer student from out-of-state is insufficient to establish eligibility for special education in Georgia or to develop an appropriate IEP.

Re-evaluations are not required before the termination of a child’s eligibility from school with a regular diploma, or due to exceeding the age of eligibility for FAPE under state law.

However, at the time of graduation or termination due to age from special education services, the student must be provided a summary of their academic achievement and functional performance which shall include recommendations on how to assist the child in meeting his/her postsecondary goals.

Re-evaluations may not be conducted more than once per year, unless it is agreed upon by the parents and the District LEA.

Steps to Follow in the Re-evaluation Process

1. Determine when a re-evaluation needs to be conducted. Take into account practical considerations, such as aligning the IEP review date with the re-evaluation.

2. Begin the process in a timely manner. All required procedures in the re-evaluation process must be completed and an IEP meeting with the parents must be held on or before the three year anniversary date of the last eligibility determination.

3. Involve the appropriate people. The re-evaluation process, including the review of existing information, is completed by the IEP team. See the section entitled the IEP Team for a list of required IEP team members.
4. Review existing information and consider need for additional assessment. "Existing information" comprises data contained in records and the input of individuals who are knowledgeable about the eligible student.

As part of any re-evaluation the IEP team and other qualified professionals, as appropriate, must review existing evaluation data on the eligible student including:

- Evaluations and information provided by the parents of the child,
- Current classroom-based, local, or state assessments, and classroom-based observations, and
- Observations by teachers and related services providers.

"Existing information" comprises data contained in records and the input of individuals who are knowledgeable about the eligible individual. Sources of existing information may include:

- Current IEP progress monitoring data
- Previous evaluation reports
- School records
- Work samples
- Interviews
- Data from outside agencies
- Observations
- District-wide assessments
- Individual and classroom-based assessments

Procedures for Reviewing Existing Information in the Re-evaluation Process

The review of existing information does not require a meeting and does not require parental consent. However, the review process must ensure the meaningful participation of all members of the IEP team, including the parents. Educators may make a proposal to the parents regarding the re-evaluation (e.g., that no additional assessments are necessary) but they must seek parental input and response regarding the recommendation.

Parents should be informed, if in the gathering of existing information, the eligible individual will come into contact with professionals who do not have routine interaction with the student (e.g., an interview by the guidance counselor or District support staff).

Consider the need for additional assessment. Based on this review the IEP team will identify what additional data, if any, are needed to determine:
Bibb County Public School District Program for Exceptional Children  
2012-2013

- Whether the child continues to have a disability, and the educational needs of the child
- The present levels of academic achievement and functional performance of the child
- Whether the child continues to need special education and related services
- 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 and, as appropriate, in the general education curriculum

**Requirements if No Additional Information is Needed**

If the IEP team determines that no additional data are needed, the “Reevaluation/Redetermination Conference form” in SEMS must be completed in order to inform parents and serves as prior written notice:

- The determination that no additional data are needed and the reasons for the determination.
  - The LEA is not required to conduct additional assessments unless requested to do so by the parents.
  - Parents do not need to sign the form when no additional assessment procedures are being requested.
- Their rights as parents to request additional assessments to determine whether the child continues to be a child with a disability and need for special education and related services.

**Requirements if Additional Information is Needed**

If the IEP team determines that additional information is required, then the following must be done:

- The Reevaluation/Redetermination Conference form and Parent Consent for Evaluation for Special Education Services must be completed and parental consent obtained and documented by the signature on both forms.
- A copy of the Parents Rights should be made available and reviewed with the parents either in person or via phone.
- Parents must be notified of their right to request assessments in addition to those proposed if they so desire.
- Referral for re-evaluation form must be completed and forward to PEC office within 3-5 days.

**Steps for Handling Parent Refusal for Additional Assessment**

If the IEP team determines that additional assessment is necessary, and the parent refuses to provide the signed consent, the following steps should be followed:

1. Contact the parent to discuss their concerns with the re-evaluation process. The contact may be made by any appropriate member of the IEP team.

2. If the parent refuses to consent to the re-evaluation and the IEP team has decided that additional assessment information is essential, the following options are available but should only be pursued with the knowledge and support of the Director of Special Education or designee.

   a. Pursue the re-evaluation by utilizing the procedural safeguards including mediation. (This is not an option for children who are home schooled or placed in private schools by their parents at their own expense.)

   b. Decline to pursue the re-evaluation with the knowledge that it does not violate the child find obligations.

**Re-evaluation WITHOUT Parental Consent**

If reasonable efforts have been made to obtain parental consent and the parent has failed to respond, the re-evaluation may be conducted without parental consent.

"Reasonable efforts" requires that a record of attempts to secure consent be kept including:

- Detailed records of telephone calls made or attempted and the results of those calls
- Copies of correspondence sent to the parents and any responses received
- Detailed records of visits made to the parent's home or place of employment and the results of those visits

**Procedures for a IEP Meeting to Refer New Evaluation Results Requested**

A re-evaluation meeting is held to inform parents of the results of the re-evaluation and determine the special education and related services to be delivered. A new IEP must be written to reflect updated information.

1. Provide a Notice of Special Education IEP/Placement Committee Meeting completed in SEMS to the parent. This notice includes the purpose of the meeting and a mutually agreed upon date, time and location. Parents must be afforded opportunities to meaningfully participate in all meetings. It is critical that the appropriate box is checked to reflect discussion and response of the meeting.

2. Document the re-evaluation on the new eligibility form and whether or not the student continues to meet eligibility criteria special education services.

3. Provide a "Prior Written Notice of Action Proposed/Refused" to the parent if the district proposes to change the identification or placement, or change the provision of a free appropriate public education. Prior written notice consists of sending parent a copy of all paperwork resulting from the meeting. Be sure to document date paperwork is sent to parent on the last page of the IEP in SEMS.
Sample Re-evaluation/Re-determination IEP Meeting Agenda to Review New Reevaluation Data

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1</td>
<td>Welcome &amp; Introduction of Team Members (verify that participants match the participants listed on the IEP Meeting Notice that was sent to the parent)</td>
</tr>
<tr>
<td>2</td>
<td>Review Purpose of the Meeting (be sure to cover the items you checked on the meeting notice sent to parents)</td>
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<tr>
<td>3</td>
<td>Establish Time Parameters (if needed)</td>
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<td>4</td>
<td>All Members Sign the Attendance Form</td>
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<td>5</td>
<td>Excusal from IEP Meeting Form (this is only applicable to members whose names appeared on the meeting notice sent to parents)</td>
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<tr>
<td>6</td>
<td>Review Parent Rights/Procedural Safeguards Regarding Special Education</td>
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<td>7</td>
<td>Parent's Concerns &amp; Observations</td>
</tr>
<tr>
<td>8</td>
<td>Review Most Recent Comprehensive Evaluation Results and Existing Data (document data for Present Levels of Academic Achievement and Functional Performance – PLAAF)</td>
</tr>
<tr>
<td>9</td>
<td>IEP Team to Reach Consensus on Continued Eligibility or Need for Additional Data for Instructional Planning</td>
</tr>
<tr>
<td>10a</td>
<td>Develop Transition Plan (if appropriate – this is to be done no later than the student’s entry into 9th grade and/or by age 16; should also include a review of the current high school tracking sheet for graduation, if appropriate)</td>
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<tr>
<td>10b</td>
<td>Transition Plan – Discussion of Transfer of Rights (this is to be documented on the last page of the student’s Transition Plan; note this discussion takes place with the student and parent at age 17)</td>
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<td>10c</td>
<td>Transition Plan – Summary of Performance, if appropriate (this is to be completed when a child’s eligibility under special education terminates due to graduation with a regular education diploma, or due to exceeding the age of eligibility – see Procedures Manual Section 9)</td>
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<tr>
<td>11</td>
<td>Present DRAFT IEP in SEMS (discuss student’s current level of performance; obtain data from regular and special education teachers – this includes all the data previously presented – that data does not have to be re-shared)</td>
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<tr>
<td>a.</td>
<td>Present Level of Academic Achievement and Functional Performance (i.e., results of initial or most recent evaluation and results of state and district assessments; description of academic, developmental and/or functional strengths; description of academic, developmental and/or functional needs; review of progress toward meeting current IEP goals; parental concerns regarding their child’s education; impact of the disability on involvement and progress in the general education curriculum, for preschool, how the disability affects participation in appropriate activities)</td>
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<td>b.</td>
<td>Consideration of Special Factors (i.e., behavior; limited English proficiency; blindness/visual impairment; communication needs; deaf or hard of hearing; assistive technology needs; alternative format for instructional materials)</td>
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<td>c.</td>
<td>Measurable Annual Goals, Short Term Objectives and Reporting Student Progress (short term objectives are required for students assessed on GAA)</td>
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<td>d.</td>
<td>Identification of Student Supports (i.e., instructional accommodations; classroom testing accommodations; grading; supplemental aids and services; supports for system personnel)</td>
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<td>e.</td>
<td>Assessment Determination for District and Statewide Assessments for Grades K-12</td>
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<td>f.</td>
<td>Identification of the Instruction/Related Services in General Education Classroom/Early Childhood Setting and Outside the General Education Classroom (refer to LRE service options available)</td>
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<td>g.</td>
<td>Related Services, if needed (i.e., audiology; interpreting; psychological services; physical and/or occupational therapy; transportation, recreation; counseling; rehabilitation counseling; orientation and mobility services; medical services – diagnostic or evaluation services only; school health services; school nursing services; school social work services; parent counseling and training)</td>
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<td>h.</td>
<td>Participation with Peers (i.e., Extent Student will NOT Participate with Non-disabled Peers in General Education and/or Extra-curricular Activities)</td>
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<td>i.</td>
<td>Extended School Year, if applicable</td>
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<td>12</td>
<td>Summarize Decisions and Check Parental/Student Understanding of Decisions Made by the IEP Team</td>
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<td>13</td>
<td>Parental Consent for Evaluation (signed by parent only if the team concluded reevaluation is necessary)</td>
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<td>14</td>
<td>Sign Forms, Compile packet for Central Office and Forward Completed Packet to Parent within 3-5 Days</td>
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<tr>
<td>15</td>
<td>Thank everyone for attending and exit immediately.</td>
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