**RE-EVALUATION ELIGIBILITY IEP MEETINGS**

Whether or not additional data was collected for the re-evaluation, the team must convene a Re-evaluation Eligibility IEP Meeting to review the re-evaluation data, to determine if the child has or continues to have a disability, to determine if the disability adversely affects the student’s educational performance, and to determine if the student requires special education and related services.

**Forms to be Completed**

*Notification of Conference*

Parents must receive 10-day written notice prior to a Re-evaluation Eligibility IEP meeting unless the parent agrees to waive the 10-days. If the parent was not present at the time of the Domain Meeting, the team should not proceed to the Re-Evaluation Eligibility IEP Meeting without another 10-day written notice.

*Conference Summary Report*

The box “Re-Evaluation” should be checked for the purpose of the meeting. All attendees should sign to indicate attendance and should mark the box “Eligibility IEP.”

*Documentation of Evaluation Results – all disabilities except SLD*

All data taken into consideration in the re-evaluation should be included on this form. Refer to the section under Initial Eligibility IEP for details.

*Eligibility Determination – all disabilities except SLD*

The process for determining eligibility following a re-evaluation is exactly the same as the process for Initial Eligibility IEPs. Refer to that section.

*Documentation of Intervention/Evaluation Results – SLD*

The process for documenting evaluation results for existence of a learning disability is exactly the same as the process for Initial Eligibility IEPs. Refer to that section.

*Eligibility Determination – Specific Learning Disability*

The process for determining eligibility for SLD following a re-evaluation is exactly the same as the process for Initial Eligibility IEPs. Refer to that section.

*Notification of Conference Recommendations*

If the child continues to be eligible or has a change in eligibility, the first box on the form should be checked and the Eligibility Determination should be listed.

Other boxes may be checked if the team finds the student ineligible for special education, changes eligibility, moves from the Eligibility IEP into the Annual Review and/or IEP Review, etc.

**Discontinuation of a Primary or Secondary Eligibility**

When discontinuing eligibility for one or more disabilities, the procedures for a Referral for a Re-Evaluation must be followed. If termination of only one area of disability is being considered, focus on the relevant domains of that eligibility area in the Domain Meeting. For example, consideration of discontinuing eligibility for Speech/Language Impairment would focus primarily on the domain of Communicative Status. Proceed with the procedures for Re-evaluations and Re-Evaluation Eligibility IEPs.

If student remains eligible under other categories, then only list the areas of eligibility on the Eligibility Determination page and exclude any areas dismissed. Proceed to the appropriate IEP procedures.

**Copies of Forms**

Copies of all special education forms should be given to the parent and placed in the student’s temporary folder in the district. Team members present at the meeting may also request copies of the forms. Copies should be provided as soon as they are completed, but no later than 2 weeks following the meeting. **Original forms should be sent to VASE with the appropriate Forms Checklist attached to the front of the packet.**

Upon receipt of the original forms, the VASE Technical Assistant for Records will review the packet to verify accurate completion. The Technical Assistant will finalize the Referral Tracking Menu. The packet will then be given to the VASE Technical Assistant for State Reporting to input the information into the FACTS system. The packet may be forwarded to the VASE Director for review. If amendments are needed, personnel will be notified via email by VASE personnel.