**RE-EVALUATIONS**

**General Information**

Re-evaluations must be conducted before discontinuing eligibility for a disability.

Re-evaluations should not occur less than one year from the previous evaluation except under rare circumstances.

Re-evaluations must be conducted at least once every three years.

The date of the three-year re-evaluation is the date when eligibility was last determined. If partial evaluations are completed after the last case study evaluation, the earlier evaluation date should be used.

**Re-evaluations for Intellectual Disability**

If it is the first re-evaluation, then at least one formal standardized test of intelligence must be administered.

If previous intelligence testing occurred before age 7, then at least one formal standardized test of intelligence must be administered.

After the first re-evaluation, then every 6 years after at least one formal standardized test of intelligence must be administered.

**Re-evaluations for Specific Learning Disability**

Referrals for re-evaluations for learning disabled students should be initiated in the same manner as other disabled students. The IEP team must review all available data and determine if additional data in any of the relevant domains is needed. This is completed at the “domain” meeting.

The key is the amount and type of “existing data.” Existing data includes information from local or state assessments, individual assessments, classroom-based assessments and observations, observations by related service providers, and evaluations and information provided by the child’s parent. If data clearly shows a significant discrepancy no longer exists between the student’s performance and peer performance, then Progress Monitoring data is not needed because the student will not meet Inclusionary Criteria. If data clearly shows a significant discrepancy between the student’s performance and peer performance, then there must be progress monitoring data available for all areas of eligibility (e.g., Reading fluency, mathematical applications, etc). Grades alone do not constitute sufficient data*.*

If the student has received research-based instruction, and has been participating in progress monitoring by the case manager/special education teacher as part of their regular programming, then it is possible that no additional data will need to be collected for the re-evaluation. For example, if a student has been eligible in the area of reading fluency AND special education services have included instruction using a research-based fluency program AND there is progress monitoring data to show that the student continues to show slow progress and is performing below peers AND other exclusionary criteria are ruled out, then a case study evaluation could be waived and the student could remain eligible.

If the case manager/special education teacher has not been routinely progress monitoring as part of their regular programming, then consent for the re-evaluation must be obtained before progress monitoring can occur.

In the rare case that “existing data” is not sufficient, as in cases where research-based interventions were not implemented after entitlement to special education and/or no progress monitoring has occurred, then the team should implement a research-based intervention for the target area and conduct progress monitoring within the 60-school days period allotted for the evaluation.

**Timelines for Re-evaluations**

Re-evaluations must be completed within 60 school days from the date parental consent for the re-evaluation was obtained. Re-evaluations must be completed prior to the re-evaluation due date, which is three years from the date that initial eligibility was established.

**Evaluation Reports**

Whenever additional data is collected for a re-evaluation, the person collecting that data (i.e., completing a component of the evaluation) must complete a typed report. This report must be provided to the parent prior to the Eligibility IEP if requested by the parent. It is recommended that copies of the report may be distributed at the Eligibility IEP meeting. The final report shall be submitted to VASE with the Eligibility IEP forms, which must arrive at VASE within two weeks following the meeting.

Evaluation team members are encouraged to write joint reports rather than individual reports.

**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. 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.** Team members present at the meeting may also request copies of the forms.

**Referral Tracking Menu**

Upon receipt of the original forms, the VASE Technical Assistant for Records will review the re-evaluation referral packet to verify accurate completion and then input the reevaluation referral information into the Referral Tracking Menu. The Referral Tracking Menu is located on Filemaker’s Main Menu page for each student. The Technical Assistant will email each person responsible for a component of the evaluation.

After each evaluation component is completed, the person responsible for that component must submit the completion date on the Referral Tracking Menu.