

Appendix I5: Reevaluation – Frequently Asked Questions

1. If the IEP team is considering dismissal from all services or some service(s), is it mandatory to complete formal assessments?

No, formal assessments are not mandatory, **but** data must be specific and clear. Refer to *Preparation for a Reevaluation IEP Meeting* for suggestions. Note: If there are any questions that cannot be answered with the data available, the team should err on the side of caution and conduct formal assessments.

Scenario #1: If the child is going to be dismissed from all services, the IEP team completes the *Reevaluation Report*, filling in all appropriate areas. If all data supports dismissal, completion of “Part IV. Decision of the IEP Team: Verification of a Disability and Eligibility for Special Education Services” indicates that the child does not continue to be a child with an educational disability and does not continue to need special education and related services. The remainder of the *Reevaluation Report* does not need to be completed. The parent has a right to request a formal assessment be conducted to determine if the student continues to have an educational disability.*

Scenario #2: If the child is going to be dismissed from one service, the IEP team meets to review the data presented in the area(s) services are recommended to be discontinued. The *Reevaluation Report* is completed if this decision is part of a reevaluation. If not part of a reevaluation, the data is included in the appropriate part of the IEP, e.g. the PLAAFP if it is an annual review or the documentation box on the services page if a meeting is held specifically for the purpose of dismissal considerations. If a written summary report (signed by the service provider) is provided, attach it to the IEP. If the *Reevaluation Report* is not used, the assessor(s) and IEP should follow the reevaluation process to make decisions about the service being reviewed, i.e., provide current and detailed data, discuss the educational needs of the student, and verify eligibility for the special education service. The parent has a right to request a formal assessment be conducted to verify that the student no longer qualifies for the service.*

2. If one team member feels that standardized tests are needed, do all professionals involved need to administer standardized tests in their area of expertise?

Scenario #1: If the purpose of the additional data relates to questions about disability mismatch, then the appropriate professionals conduct a formal assessment to answer the diagnostic questions.

Scenario #2: If the purpose of the additional data is to consider dismissal from special education services, then each professional may decide how to get the needed data. A special educator may choose to administer a Woodcock-Johnson in order to compare with previous results.

Scenario #3: If one team member feels standardized tests will answer their questions about goals for the IEP, and there are no questions about eligibility, then formal assessments in one area may be completed. Caution: Carefully consider the assessments you choose and whether they will provide complete information about goals and objectives. The other professionals may decide how to get the needed data. A Woodcock-Johnson should not be given in isolation in this scenario. Refer to the suggestions for gathering data on *Preparation for a Reevaluation IEP Meeting* to be used in conjunction with a WJ-III.

*Note: For any of the scenarios in questions #1 and #2, the parent may request formal assessments be conducted. The team should ask the parent what information the parent is seeking about the child. Based on the parent response, diagnostic questions must be determined (if any) and then based on these questions, the team and individual assessors decide how to gather the data to answer the questions. If the parent feels formal assessments are needed, the team should agree to conduct those assessments.

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3. What should the course of action be if one or more IEP team members does not want to recommend a formal reevaluation for one or both of the following reasons:

- A change in disability code would not affect the student’s educational programming
- The student may no longer qualify for special education services.

It is the professional and ethical responsibility of the IEP team and its members to complete a formal reevaluation if there are questions about the accuracy of the educational disability and/or the student’s eligibility for special education services.

4. If, at any time, it is determined that additional data is needed, does the IEP team have until the reevaluation date to compile/complete the additional data?

The IEP team must meet to review the additional data within 90 days of the meeting to recommend further assessment **or** by the reevaluation date, whichever comes first. The IEP must be revised within the 90 day time frame, if the data indicates revision is needed.

5. Should the SLD Supplement, ED Supplement, ADHD Supplement, DD Supplement, and Autism Supplement be used when completing the *Reevaluation Report*?

Yes, in each area of suspected disability.

6. Does the school have to complete formal assessments if requested by the parents?

The IEP team, with parent input, must determine if there are diagnostic questions. If so, the team decides how to gather the data to answer the questions. This may include formal assessments.

Parents may request formal assessments as described at the end of Section III in the *Reevaluation Report*: ***NOTICE TO PARENTS: If the IEP team determines that no additional data is needed, you have the right to request that a formal assessment be conducted to determine whether your child continues to be a student with a disability.***

7. Does every section in Part 1 of the *Reevaluation Report* need to be completed?

Yes, every section needs to be completed. If there is no concern in a particular area, write “Not a concern at this time.”

8. What is the timeline for completing a reevaluation?

The reevaluation must be completed within 90 days of the recommendation for a reevaluation. This includes the administration of assessments (if recommended), review of assessment results both formal and informal, and the development and approval of an amended or new IEP.