



PUBLIC SCHOOLS OF NORTH CAROLINA

State Board of Education | Department of Public Instruction

Individualized Education Programs

Module #5: Reevaluation

Evaluation Plan

Consent for Evaluation/Reevaluation



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Reevaluation



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Reevaluation Process

What is a Reevaluation?



What is a Reevaluation?

- The process of examining existing data, and if determined necessary, gathering additional data in order to:

Eligibility → • Determine continuing eligibility for special education;

Programming ↗ • Assure that the continuing individual needs of a student are identified; and

↘ • Assure appropriate educational programming (review and/or revision of IEP)



Reevaluation Process

When is a reevaluation required?

Reevaluations NC 1503-2.4

- (a) General. A public agency must ensure that the timely reevaluation for each child with a disability is conducted in accordance with NC 1503-2.5 through NC 1503-3.5
 - (1) If the LEA determines that the educational or related services needs, including improved academic achievement and functional performance, of the child warrant additional evaluation data; or
 - (2) If the child's parent or teacher requests additional evaluation data.
- (b) Limitation. The reevaluation conducted under paragraph (a) of this section--
 - (1) May occur not more than once a year, unless the parent and the LEA agree otherwise; and
 - (2) Must occur at least once every three years.
- (c) Reevaluation of Children Identified as Developmentally Delayed. The reevaluation of children identified as developmentally delayed shall occur at least once every three years following placement; and prior to turning eight years of age, or prior to entering third grade (whichever comes first).

Reevaluations **MUST** Occur for **programming** purposes.

- (a) General. A public agency must ensure that the timely reevaluation for each child with a disability is conducted in accordance with NC 1503-2.5 through NC 1503-3.5
 - (1) If the LEA determines that the educational or related services needs, including improved academic achievement and functional performance, of the child warrant additional evaluation data; or
 - (2) If the child's parent or teacher requests additional evaluation data.

Reevaluations **MUST** Occur at least **once every three years.**

NC 1500-2.28

Reevaluation

Reevaluation is the process of examining existing data, and if determined necessary, gathering additional data in order to:

- Determine continuing eligibility for special education;
- Assure that the continuing individual needs of a student are identified; and
- Assure appropriate educational programming (review and/or revision of IEP).

Reevaluations **MUST** Occur

before a **change in eligibility** for special education.

- (e) Reevaluation before a change in eligibility for special education
- (1) Except as provided in paragraph (e)(2) of this section, an LEA must reevaluate a child with a disability in accordance with NC 1503-2.4 through NC 1503-3.5 before determining that the child is no longer a child with a disability.
 - (2) The reevaluation described in paragraph (e)(1) of this section is not required before the termination of a child's eligibility due to graduation from secondary school with a regular diploma, or due to exceeding the age eligibility for FAPE under State law.
 - (3) For a child whose eligibility terminates under circumstances described in paragraph (e)(2) of this section, a public agency must provide the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals.

Reevaluations **MUST** Occur

for students identified as **developmentally delayed** *before turning eight years of age or prior to entering third grade.*

- (c) Reevaluation of Children Identified as Developmentally Delayed. The reevaluation of children identified as developmentally delayed shall occur at least once every three years following placement; and prior to turning eight years of age, or prior to entering third grade (whichever comes first).

Part 1: Review of Existing Data



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Record Review

- Attendance
- Past/current grades/work samples
- Results of local and state assessment data
- Relevant medical/health information
- Discipline reports
- IEP Progress

Summary

- Evaluations and information provided by the parent/guardian/student
- Classroom-based assessments
- Observational data
- Additional information from other sources

Part II: Reevaluation Decision



Part II: Reevaluation Decision

The IEP Team has determined that no additional formal evaluations are needed.

If no additional formal evaluations are needed, explain why:



Part II: Reevaluation Decision

I disagree with the IEP Team decision to not conduct formal evaluations.

Signature:

Date:

- (d) Requirements if additional data are not needed.
- (1) If the IEP Team and other qualified professionals, as appropriate, determine that no additional data are needed to determine whether the child continues to be a child with a disability, and to determine the child's educational needs, the public agency must notify the child's parents of -
 - (i) That determination and the reasons for the determination; and
 - (ii) The right of the parents 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.
 - (2) The public agency is not required to conduct the assessment described in paragraph (d)(1)(ii) of this section unless requested to do so by the child's parents.



Part II: Reevaluation Decision

The IEP Team has decided that formal evaluations are needed to determine:

YES	NO	Eligibility
<input type="radio"/>	<input type="radio"/>	If the student continues to have a disability, or a different disability area is suspected.
<input type="radio"/>	<input type="radio"/>	If the student continues to need special education and related services.

YES	NO	Programming: Development of the Individualized Education Program
<input type="radio"/>	<input type="radio"/>	Present levels of academic achievement and functional performance.
<input type="radio"/>	<input type="radio"/>	Whether any additions or modifications to special education and/or related services are needed to meet measurable annual goals and participation in the general curriculum.

Part III: IEP Team Participants

III. IEP Team Participants

The following IEP Team members participated in the reevaluation and/or evaluation plan.

Name	Position	Date
	Parent/Guardian/Student	
	Parent/Guardian/Student	
	LEA Representative	
	Special Education Teacher	
	General Education Teacher	
	Interpreter of Instructional Implications of Evaluations	

Part IV: Procedural Safeguards

IV. Procedural Safeguards

- A copy of the *Parent Rights and Responsibilities in Special Education: Notice of Procedural Safeguards* has been provided to the parent/guardian if evaluations will be conducted.
- A copy of the Reevaluation Report, Eligibility Report, and Prior Written Notice will be provided to the parent/guardian.



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Evaluation Plan Consent for Evaluation/Reevaluation

Evaluation Plan

Area(s) of Suspected Disability	
<input type="checkbox"/> Autism	<input type="checkbox"/> Multiple Disabilities
<input type="checkbox"/> Deaf-Blindness	<input type="checkbox"/> Orthopedic Impairment
<input type="checkbox"/> Deafness	<input type="checkbox"/> Other Health Impairment
<input type="checkbox"/> Developmental Delay	<input type="checkbox"/> Specific Learning Disability
<input type="checkbox"/> Emotional Disability	<input type="checkbox"/> Speech or Language Impairment
<input type="checkbox"/> Hearing Impairment	<input type="checkbox"/> Traumatic Brain Injury
<input type="checkbox"/> Intellectual Disability	<input type="checkbox"/> Visual Impairment (including Blindness)

Screening(s)/Evaluation(s)

<input type="checkbox"/> Adaptive Behavior	<input type="checkbox"/> Medical Evaluation	<input type="checkbox"/> Progress Monitoring
<input type="checkbox"/> Audiological	<input type="checkbox"/> Motor Screening	<input type="checkbox"/> Psychological
<input type="checkbox"/> Braille Skills Inventory Learning Media Assessment	<input type="checkbox"/> Motor Evaluation	<input type="checkbox"/> Social/Developmental History
<input type="checkbox"/> Functional Vision Assessment	<input type="checkbox"/> Observation	<input type="checkbox"/> Speech-Language Screening
<input type="checkbox"/> Educational Evaluation	<input type="checkbox"/> Ophthalmological/Optometric	<input type="checkbox"/> Speech-Language/Communication Evaluation
<input type="checkbox"/> Health Screening	<input type="checkbox"/> Otological	<input type="checkbox"/> Vocational
<input type="checkbox"/> Other:	<input type="checkbox"/> Other:	<input type="checkbox"/> Other:
<input type="checkbox"/> *Summary of Conference(s) with Parents	<input type="checkbox"/> Review of Existing Data	<input type="checkbox"/> Review of Rtl Documentation of Problem-Solving

* Required but does not require parental consent.

CONSENT FOR EVALUATION/REEVALUATION

Dear

The IEP Team has recognized the need for gathering more information about the student through a formal evaluation. Each LEA must conduct a full and individualized initial evaluation prior to determining eligibility for special education and related services if the review of existing data is insufficient. You will be provided a copy of the evaluation report(s) and the results of evaluation will be shared with you.

Purpose: Evaluation Reevaluation

Evaluation Plan

<input type="checkbox"/>	Adaptive Behavior: The adaptive behavior evaluation refers primarily to the effectiveness with which the individual generally meets the standards of personal independence and social responsibility expected of his/her age and cultural group.
<input type="checkbox"/>	Audiological: An audiological evaluation is an examination by a licensed audiologist to determine auditory acuity, auditory perception, and amplification needs.
<input type="checkbox"/>	Braille Skills Inventory/Learning Media Assessment: The inventory/assessment is an appraisal of the student's most efficient reading medium (Braille and/or print).
<input type="checkbox"/>	Functional Vision Assessment: A functional vision assessment is an assessment conducted by a licensed teacher of children with visual impairments, or other qualified personnel, which provides information on how a student uses vision in familiar and unfamiliar educational and functional settings. It is intended to inform about the impact of a vision condition on a student's learning.

Crosswalk of Consent to Evaluate and Required Evaluations

Consent to Evaluate (form)	Required Evaluations (policy)
Adaptive Behavior	Adaptive Behavior Evaluation
Audiological Evaluation	Audiological Evaluation followed by ontological, when appropriate
	Audiological evaluation, including air/bone conduction testing; speech receptive testing with/without amplification, and impedance testing to determine the type and extent of hearing loss
Braille Skills Inventory/Learning Media Assessment	Braille Skills Inventory and/or Media Assessment
Functional Vision Assessment	Functional Vision Assessment
Educational Evaluation	Educational Evaluation

Crosswalk of Consent to Evaluate and Required Evaluations

Consent to Evaluate (form)	Required Evaluations (policy)
Health Screening	Health Screening
	Hearing Screening
	Review of Medical History/Records
	Vision Screening
Medical Evaluation	Medical Evaluation
Motor Screening	Motor Screening
Motor Evaluation	Motor Evaluation
Observation	Observation Across Settings
Ophthalmological or Optometric Evaluation	Ophthalmological or Optometric Evaluation

Crosswalk of Consent to Evaluate and Required Evaluations

Consent to Evaluate (form)	Required Evaluations (policy)
Otological Evaluation	Otological Evaluation
Progress Monitoring	(2) SRB Interventions to Address Academic/Behavioral Skills
	(2) SRB Interventions to Address Academic/Functional Skills
	(2) SRB Interventions to Address Academic Skills
	(2) SRB Interventions to Address Behavioral/Emotional Skills
Psychological Evaluation	Psychological Evaluation
	Psychological Evaluation for TBI
	Psychological Evaluation including Cognitive/Social-Emotional Measures
	Psychological Evaluation including Intellectual Evaluation

Crosswalk of Consent to Evaluate and Required Evaluations

Consent to Evaluate (form)	Required Evaluations (policy)
Social/Developmental History	Social/Developmental History
Speech-Language Screening	Speech-Language Screening
	Articulation/Fluency/Language/Voice/Resonance Screening
Speech-Language/Communication Evaluation	Articulation/Fluency/Language/Voice/Resonance Evaluation
	Communication Evaluation
	Communication Evaluation including Receptive, Expressive and Augmentative Skills
	Speech-Language Evaluation - including Language Semantics and Pragmatics
	Speech-Language Evaluation

Crosswalk of Consent to Evaluate and Required Evaluations

Consent to Evaluate (form)	Required Evaluations (policy)
Vocational Evaluation	Vocational Evaluation
Assessment/Behavior Rating Tool Specific to Autism	Assessment/Behavior Rating Tool Specific to Autism
Behavioral/Emotional Evaluation	Behavioral/Emotional Evaluation

Do I need to conduct a Reevaluation?

Special Transportation

Related Service

Secondary Disability

Exit from Special Education

Functional Behavior Assessment

Essential Questions

When determining whether or not to engage in a reevaluation, it is important to ask:

- What NEW or ADDITIONAL information (formal evaluation) is needed for
 - Eligibility;
 - Programming; or
 - Eligibility AND Programming.

Scenario #1: Special Transportation

Essential Questions

- Do I need to provide special transportation to enable the child to access their education at a particular school?
 - If yes, what formal evaluations are needed?

It is highly likely that this situation will not require formal evaluation, therefore, formal evaluation/reevaluation is not needed. The team should review and revise the IEP as appropriate based on existing data.

Scenario #2: Special Transportation

Essential Questions

- Do I need to provide special transportation as a result of a behavioral concern on the bus?
 - If yes, what formal evaluations are needed?

It is very possible that this situation will require a formal evaluation/reevaluation to obtain consent for a Functional Behavioral Assessment to determine what supports and services are required to transport the student safely to and from school.

Scenario #3: Adding/Removing a Related Service

Essential Questions

- Do I need to ADD a related service?
 - If yes, what formal evaluations are needed?

It is highly likely that this situation will require a formal evaluation /reevaluation to obtain consent for an appropriate formal evaluation to determine if related services are required to provide FAPE. The purpose of the reevaluation will be for PROGRAMMING.

Scenario #4: Add/Removing a Related Service

Essential Questions

- Do I need to REMOVE a related service?

- If formal evaluations are needed -

This situation will require a reevaluation to obtain consent for an appropriate formal evaluation since the team determined that there is not appropriate existing data (progress monitoring, etc.) available to remove the service.

The purpose of the reevaluation will be for PROGRAMMING.

- If no formal evaluations are needed –

This situation will require a review and revision of the IEP since the team had appropriate progress monitoring data available to remove the service from the IEP.

Scenario #5: Add/Removing a Secondary Disability

Essential Questions

- Do I need to ADD or REMOVE a primary/secondary disability?

Since this area is directly related one of the student's eligibility areas, a reevaluation MUST occur to gather the appropriate data to determine:

- *that the student no longer meets the eligibility criteria for the disability, or*
- *the student has an additional area of eligibility.*

The purpose of the reevaluation is ELIGIBILITY.

Examples: Primary – SLD

Primary: ED

Secondary – Speech

Secondary: Language Impairment

Scenario #6: Exiting from Special Education

Essential Questions

- Does someone suspect that the child is no longer eligible for special education and related services?
 - If yes, what formal evaluations are needed?

This situation always requires a reevaluation. The team must consider the appropriate evaluations necessary to determine whether or not the student continues to be a student with a disability, has an adverse effect, and requires special education and related services.

The purpose of the reevaluation is ELIGIBILITY.

Scenario #7: Functional Behavior Assessment (FBA)

Essential Questions

- Do I need to conduct an FBA to address a student's behavioral needs?
 - If yes, what formal evaluations are needed?

This situation will require a formal evaluation/reevaluation to obtain consent for a Functional Behavioral Assessment to determine what supports and services are required to address the student's unique behavioral needs.