

WCED Non Reevaluation Guidance 2020-21 School Year

MDE has new language indicating there are situations when the district and parent can agree that a reevaluation is unnecessary which would include not writing an Evaluation Report. The team can discuss advantages and disadvantages but cannot review data as the act of reviewing data constitutes a reevaluation.

A reevaluation is required in certain situations and a non reevaluation isn't an option.

Required reevaluation situations include:

1. Categorical evaluation (see DD eval guidance below)
2. Secondary transition evaluation (see secondary transition guidance below)
3. New disability area is being considered
4. New needs have surfaced which weren't identified in the last ER
5. The team is considering exiting the student from all special education services
6. The non reevaluation option was used during the last 3 year reevaluation
7. When any of the questions below cannot be answered without new assessment data:
 - a. Does the student continue to have a disability?;
 - b. Does the student continue to have a need for special education and related services?;
 - c. Can the team determine the student's present levels of academic achievement and functional performance?;
 - d. Can the team determine additions/modifications needed for student's programming?

If none of the situations in items 1-6 are occurring and the team can answer all questions in item 7 without needing new data, the non reevaluation is an option if parents agree. Note: All non reevaluation decisions must go through the school psychologist at this point.

Steps in the non reevaluation process

1. Conduct child study and discuss Items 1-7. Every service provider must have equal opportunity to identify their response. If 1 service provider needs new assessment data, the team must conduct a re-eval even though many areas will be file review only. Be supportive in this process as a team to alleviate any team member from feeling responsible for requiring the reeval to occur. The team is 1 unit and responsible for the child's progress.

2. If the team determines the non reevaluation is appropriate, contact parent/guardian (or child if 18 and rights have been transferred) and discuss the new option:

Your child is due for their 3 year reevaluation soon. There is updated guidance from MDE allowing the team to determine if a reevaluation is necessary. As you know, evaluations typically include some testing, checklists and observations. The school team met at child study following our typical procedures and have determined no further testing data is needed in order to continue meeting your child's needs. From your opinion, do you feel the reevaluation is necessary? If so, tell me what you are wanting to learn from the assessments.

3. If the district and parent agree that a reevaluation is not necessary, A Notice of Agreement that a 3 Year Reevaluation is Not Needed Form will be completed and provided to the parent/guardian. (See SpEd Forms steps below)
4. The district must allow parents 14 calendar days to agree/disagree with the Notice.
5. The parent/guardian can disagree with this determination on the Notice of Agreement. If the parent/guardian disagrees, a reevaluation will be completed.
6. Hold an IEP team meeting to update the IEP, you may want to plan this date to be about 14 days from the date you send the Notice of Agreement that a 3 Year Reevaluation is Not Needed. Note: this still is an evaluation process which requires a new IEP to be written even if the annual IEP isn't due. See reminders at the end of this document for writing a good IEP PLAAFP.

SpEd Forms directions

- The Notice of Agreement that a 3 Year Reevaluation is Not Needed is in SpEd Forms with the IEP documents.
- The "Date Sent" field on the Notice of Agreement will be the new 3 year reeval date. It does NOT automatically populate for the IEP and ER date tracking.
- The new ER date must be entered in the Set Up Page under Eval Written which is in the right column for Special Education data.
- Be sure to Save so the new ER date will appear on the front of the IEP.
- Finalize and file a copy of the Notice of Agreement in the SpEd file folder "Current ER"

Considerations for DD and Secondary Transition Evals

- DD reevaluations for students ages 5 and 6:
 - The team could talk to the parent about doing a non reevaluation if all items in 7 can be answered.
 - The categorical evaluation would be conducted by age 7 to more accurately reflect the student's needs and functioning.
 - SpEd Forms identifies students who are nearing their 7th birthday with an orange face to alert the case manager to complete a categorical evaluation. There may need to be additional methods to track dates to ensure the reevaluation occurs as required.
- Reevaluations for 7th or 8th grade students who need secondary transition evaluations:
 - For students who have a reevaluation due in 7th or 8th grade and there is no other need for completing the reevaluation as listed above, the team could consider doing a

non reevaluation and complete the reevaluation including secondary transition evaluation tools by the end of 9th grade instead for the sake of more accurate data.

- SpEd Forms identifies students who are in 9th grade with an orange face to alert the case manager to complete secondary transition evaluations. There may need to be additional methods to track dates to ensure the re-evaluation occurs as required.

PLAAFP Reminders and Resources:

WCED PLAAFP guidance: [WCED Info Network](#)

Additional Resource: [St. Croix River Education District](#)

1. Background Information (brief summary of relevant information)
2. Information reported by parents/guardians (and/or student) inclusive of input relating to school performance
3. Student's strengths as they relate to goals and school performance
 - a. Input from parent and student
 - b. Input from teachers
 - c. Relative strengths noted on benchmark testing, progress data from goals
4. Academic Achievement - sources of information
 - a. Current goals and progress data
 - b. Benchmark assessment data
 - c. MCA data
 - d. Current Grades
 - e. Teacher input - assignment completion
 - f. Attendance information
5. Functional Performance - (activities of daily living; functional skills)
 - a. Current goals and progress data
 - b. Parent input
 - c. Teacher input
 - d. Skills checklists/inventories
6. Health Physical Status
 - a. Current vision and hearing screening
 - b. Other educationally relevant info from school nurse if applicable
7. Behavior Information if relevant for the student
 - a. Current goals and progress data
 - b. Parent input
 - c. Teacher input
8. How does the disability impact the student from progressing in the general education curriculum?
9. Educational Needs
10. Post-Secondary Transition
 - a. Must be addressed for students who have an ER that has included Transition Assessments. Typically starting within Grade 7 to 9; required by the end of Grade 9.
 - b. Post Secondary Education and Training
 - c. Employment
 - d. Independent Living (Home Living, Recreation and Leisure, Community Participation)

Location of the PLAAFP:

There isn't a rule about where PLAAFP information should be located. Choose a process that works for you and is clear to parents:

Option One: The "all in one PLAAFP" at the beginning of the IEP document

Option Two: At the beginning of each goal

Option Three: A hybrid of the two options - some case managers prefer to put elements of the PLAAFP at the beginning of the IEP in the "all in one" location and then put specific data about each goal area above the goal. They may make a general statement in the "all in one PLAAFP" that additional information is located at the beginning of each goal.

Link to a Non Reevaluation Flowchart model

- [Non Reevaluation Flowchart 20-21](#)