

WCED RE-EVALUATION GUIDELINES - 4/8/2020

BASIS for this document:

MDE Q & A Reevaluations under Part B of the Individuals with Disabilities Education Act (IDEA)

Question 10: When a district conducts a reevaluation for a student with a disability, is it always necessary to address each eligibility criteria component in the respective rule, including observations?

Answer: No. When a district conducts a reevaluation of a student, the evaluation team must review existing evaluation data and input from the student’s parents to identify what additional data, if any, is needed to determine whether the student continues to have the identified disability and the educational needs of the student. The evaluation report must document the student’s present levels of performance and educational needs that derive from the disability, so in some cases additional data (including observational data) is necessary to document the student’s present levels and education needs. But if the data is sufficient, additional evaluations, including observations, are unnecessary. **Authority:** 34 C.F.R. § 300.305(a)

WCED Re-evaluation Guidelines

Examples for some criteria areas ----->	SLD	OHD	EBD	DCD- MM/MS	ASD
Additional Testing is not needed if:	<ul style="list-style-type: none"> • Parents and the school feel they have sufficient data to document <u>present</u> levels and show that the student is discrepant from peers, and continues to have needs for specialized instruction. Current information from outside evals is available. • In regard to Secondary Transition, if you have current information to address present levels of performance at a minimum in the areas of Post-Secondary Training and Employment (ex. from a Careers Class or Transition activities you have conducted, informal inventories, PAES lab information) then further Transition evaluation is not required. <u>NOTE:</u> You must have eval information from <u>two</u> different sources by <u>two</u> different people (student/parent; student/case manager) 				
What data may be used if no additional testing is needed?	STAR, MCA, ACCESS, Aimsweb, FAST including SAEBRS, DBRs, progress reports from IEP, progress monitoring, current rating scales being used to document progress, teacher interviews, psych eval info, classroom performance & grades, informal parent/teacher checklists for behavior, previous FBA, office referrals, attendance data, PBIS data, DESSA. Current information from an outside evaluation. The evaluation must show present levels - previous assessment data ie. WJ, KTEA, WISC would only be included in the reeval as part of background info or clearly labeled				

<p>Additional Testing IS needed if:</p>	<p>Additional concerns have surfaced, showing additional needs, behaviors arise, Transition for the first time at the secondary level.*</p> <p>First reeval because best practice says 2 cognitive or if a child was given a WPPSI instead of WISC, EL situations, or if Psych has concerns about validity of first. There may be exceptions when only one cognitive is sufficient.</p> <p>Student initially qualified under LC/OE because other data may not show needs in this area. Consider WJ on first reeval if the student was given KTEA.</p>	<p>Additional concerns have surfaced, showing additional needs, organizational concerns, behaviors arise. Transition for the first time at the secondary level.*</p> <p>Significant change in medication or health status.</p> <p>Lacking sufficient current data on progress towards goals related to behavior</p>	<p>Additional concerns have surfaced, showing additional needs, academic issues surface, behaviors arise, Transition for the first time at the secondary level.*</p> <p>FBA/BIP doesn't adequately address current behaviors.</p> <p>Lacking sufficient current data on progress towards goals related to behavior</p>	<p>First reeval because best practice says 2 cognitive.</p> <p>Additional concerns have surfaced, showing additional needs, behaviors arise, Transition for the first time at the secondary level.*</p> <p>Adaptive behavior - truly discuss need for additional assessment - which may be based on age, and home/school behavior discrepancies.</p>	<p>Additional concerns have surfaced, showing additional needs, behaviors arise. Transition for the first time at the secondary level.*</p> <p>Lacking sufficient current data on progress towards goals related to behavior</p>
<p>Transition*</p>	<p>Typically, the first time Transition is being assessed you would likely need/want additional assessments. However, depending on your district and how both Gen Ed and SpEd address career and technical education, as well as the grade level of the student, you <u>may</u> have information embedded in your system that would suffice as Transition assessments.</p>				
<p>Observations</p>	<p>For reevaluations, the need for observations will be determined by individual needs of each student and the Child Study team's decision that observations will be one way to collect relevant current data for the eval.</p>				
<p>Other notes/thoughts</p>	<p>When we do 2nd cognitive it doesn't automatically mean</p>			<p>You may make a different choice about Adaptive Behavior</p>	

	we have to do a second WJ or the entire WJ. For example, if a student qualifies in Reading (WJ) you wouldn't need to assess other areas of WJ.			from one reeval to the next ex. may not need a new one in 5th but might by 8th grade or in 11th as you program for Transition.	
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EARLY GUIDANCE for details on Reevals:

Making the decision that no additional data is needed:

1. Consider the data you have and what additional data is needed to document the present levels and educational needs. See the Reevaluation Determination Guide as an optional resource for helping to make this decision.
2. It is important to include the parent in your discussion about not needing additional assessments before sending a PWN. Do not proceed in this manner unless the parent is clearly on board with the decision.
3. Conscious decision making to determine what data is needed to identify present levels of performance which lead to the instruction that will meet their educational needs.

Completing an Evaluation Plan and PWN when no additional testing is needed:

1. If you check "no additional data" on the Eval plan, you must still send the consent portion and wait 14 calendar days (if needed) to determine your due date and "begin" writing the evaluation report.
2. You do not need to list any assessments in the grid, but you may list "File Review" or "Review of Available Assessment data."

What will the ER look like if you do not do additional assessments:

1. You may continue to use the Summary First ER Template
2. WCED School Psychs and Coordinator will continue to work with you to develop acceptable reevaluations as we work through this evolution.
3. You may delete headers for areas that were not “need areas,” for example - Communication, Motor etc.
4. You should think about criteria areas as you choose which headers to use for reporting data for present levels.
5. See the Reevaluation “Laurie Sample” for other tips and hints.
6. Disclaimer: If you continue to do a reevaluation as you have in the past, nothing bad will happen to you.

How do to address criteria:

1. WCED School Psychs and Coordinator will continue to work with you to develop acceptable paragraphs if you are unsure of how to summarize criteria.
2. You do not need to use the criteria checklists.
3. This example was shared at Monitoring training and was determined to be in compliance by MDE Monitors:

Based on the information provided in this report and a review of the Minnesota eligibility criteria, the team determined that Oliver has a disability as defined by Minnesota eligibility criteria in the area of Autism Spectrum Disorder and Speech/Language impairment and is eligible to receive Special Education services. Oliver also qualifies to receive Developmental/Adapted Physical Education Services.