

# OPERATING PROCEDURES

## REVIEW OF EXISTING EVALUATION DATA

Goose Creek CISD

101911

Template update May 2020

Legal Framework: REVIEW OF EXISTING EVALUATION DATA

[Related Resources](#)

Broad Category: EVALUATION

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### PROCEDURES:

#### RE-EVALUATION

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**34 CFR §300.301-300.306, 300.122; TAC § 89.1040, Eligibility Criteria.**

#### Overall Principles

Every evaluation after the initial evaluation is considered a re-evaluation.

Note: If the student transfers from outside the state of Texas, and there is a need to conduct an Evaluation because the out of state evaluation is not appropriate and/or the eligibility condition does not match TEA's eligibility condition, then the new evaluation is considered an Initial Evaluation and must follow the 45 school day initial timeline.

#### Procedures for Re-Evaluation When No New Eligibility is Suspected

1. As part of the planning process for a re-evaluation, a REED meeting (review of existing evaluation data meeting) must be held to identify the appropriate areas of the re-evaluation.
2. The campus-based evaluator is responsible for the REED meeting (Diagnostician, LSSP, or SLP). The REED meeting can be held in a variety of different ways including face-to-face, phone call, or email. This meeting is not an ARD meeting unless requested by parent. This meeting must include input from the campus diagnosticians, teachers, parents, and other staff members as appropriate.
3. The REED Meeting should be held no earlier than 60-75 days prior to the three-year re-evaluation due date.
4. If any formal testing is deemed necessary based on the REED documents, parental consent will be obtained and all components of the FIE template will be completed formally and/or informally. A FIE will be completed, compiling current and previous

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evaluation data into one comprehensive report.

5. The date of the report is the date it is completed. The eligibility report (if applicable) should have the same date. This date becomes the new FIE date.

#### **Procedures for Campus Re-Evaluations**

(Campus diagnostician is not initially suspecting a different eligibility condition)

1. If while completing a re-evaluation at the campus level, the data indicates the need to evaluate a different eligibility condition (e.g., LD to ID; LD to OHI for ADHD, etc.), the campus diagnostician will evaluate for the suspected area of disability.
2. Once the FIE has been completed in its entirety in ESPED, the evaluator will notify the campus clerk to schedule a review ARD.

#### **Procedures for Re-Evaluation for SI only when a second eligibility is suspected (this includes when Dyslexia is the second suspected condition)**

(Ex: student who is SI only and there is suspicion of a second eligibility)

1. The SLP, as the case manager, will collect all the necessary documentation needed from the Referral for FIE form (This is the same form used during the RtI team referral process) and complete the REED meeting to determine needed evaluations. The SLP will consult with the campus diagnostician.
2. The SLP will obtain informed consent from the parent.
3. After consent is obtained for an FIE, the SLP will upload any signed documents by the parent including consent to ESped. Please note that if Dyslexia is suspected the Diagnostician will conduct the evaluation. The Dyslexia Specialist may be consulted but does not conduct the Dyslexia evaluation as the Re-Evaluation will include the appropriate tests to determine if the student has Dyslexia.
4. Once consent is obtained, the campus evaluation staff will conduct the evaluation.
5. Once the evaluation is archived, the campus diagnostician will staff with the parent and campus and schedule the ARD.
6. It is the evaluator's responsibility to review the FIE with the parent prior to the ARD.

#### **Procedures for Re-Evaluation when multiple changes in eligibility are suspected**

(Ex: student who has had multiple changes in eligibility categories)

1. The campus diagnostician will collect all the necessary documentation needed from

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the Referral for FIE form (This is the same form used during the RTI team referral process) and REED documentation.

2. The campus diagnostician will obtain consent from the parent and upload all signed documents by the parent into eSped.
3. Once the evaluation is archived, the campus diagnostician will staff with the parent and campus and schedule the ARD.
4. It is the evaluator's responsibility to review the FIE with the parent prior to the ARD.

**Procedures for Re-Evaluation when the Special Education Student is a Transfer from another district** *NOTE: An evaluation from another school district within the state of Texas is acceptable if the evaluation is current and appropriate. If the current evaluation is not accepted by GCCISD and a re-evaluation is needed, GCCISD has 30 school days from the date of verification to complete the re-evaluation and conduct the annual ARD 89.1050 (i)(1).*

1. Within the first five days of enrollment, a Transfer agreement must be completed.
2. The campus diagnostician will make their best attempt to obtain the student's FIE and most current ARD from the prior district. If the evaluation is not received at the campus no later than ten calendar days from the date of enrollment, the campus diagnostician will initiate the process for the Re-evaluation to be conducted by the campus staff and the campus diagnostician will obtain consent for the FIE.
3. The campus diagnostician will upload the necessary signed documents by the parents in to eSped and begin the re-evaluation.
4. Upon completion of the evaluation, if the eligibility did not change, the campus diagnostician can archive the FIE once it is complete and then staff and complete the annual ARD.
5. Once the evaluation is archived, the campus diagnostician will staff with the parent and campus and schedule the ARD.
6. It is the evaluator's responsibility to review the FIE with the parent prior to the ARD.

*\* If for some reason the evaluation from the previous district is received after the ten days, and the evaluation is current, the campus diagnostician can choose to accept that evaluation and not continue the additional evaluation.*

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*\*\*If while completing the transfer agreement, the campus does have the evaluation from the student's previous district, but it does not meet district standards, then the campus diagnostician will obtain consent and conduct the evaluation. \*\**

**Procedures for Re-Evaluation when the Special Education Student is a Transfer from another State** (Ex: student who enrolls in GCCISD from out of state without an FIE, or an FIE with an eligibility that is not TEA recognized or does not match a TEA eligibility area)

*NOTE: An evaluation from out of state is acceptable if the evaluation is current and meets all TEA disability condition requirements.*

1. Within the first five days of enrollment, a Transfer agreement must be completed. The campus diagnostician will complete the Transfer agreement.
2. The Campus Based Diagnostician will make their best attempt to obtain the student's FIE and most current ARD from the prior district.
3. If the evaluation is not received at the campus no later than ten calendar days from the date of enrollment, the campus diagnostician will initiate the process for the Re-evaluation to be conducted by the campus staff and the campus based evaluator will obtain consent for the FIE.
4. If a Re-evaluation is required for a student transferring from another state, the Re-evaluation is considered an Initial Evaluation and the 45 day timeline is in effect.
5. Once the evaluation is archived, the campus diagnostician will staff with the parent and campus and schedule the ARD.
6. It is the campus diagnostician's responsibility to review the FIE with the parent prior to the ARD. If the parent is unavailable to review the FIE prior to the ARD, the diagnostician must notify the campus and complete the review via telephone.

*\*If the evaluation renders an eligibility of AU, ED, or OHI for ADHD, the LSSP must attend the school staffing. It is the responsibility of the LSSP to complete the draft AU supplement, Behavior Intervention Plan, and Behavior/Social goals and objectives for the ARD if these are recommended.*

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*\*\* If for some reason the evaluation from the previous district is received after the ten days and the evaluation is current and meets TEA guidelines, the campus diagnostician can choose to accept that evaluation and not continue the additional evaluation.*

#### **Re-Evaluation Utilizing the REED Process (continuing eligibility)**

If a student has had two consistent evaluations and at the REED meeting, the parent and school staff agree no new formal testing is warranted, the REED can serve as the re-evaluation. In this scenario, consent does not need to be obtained.

In addition to two consecutive evaluations with no eligibility changes, the following must be considered:

1. The parent and school staff must agree no new evaluation is needed for programming, eligibility, or dismissal. If any concerns are identified beyond the current eligibility or that warranted additional information for programming, conduct formal testing, a REED should not be used.
2. Student must be progressing on state assessment, IEP Goals & Objectives (academic and behavior).
3. If the REED is utilized, the REED is completed within the ARD document and must be completed prior to the student's 3 Year Re-evaluation date.

#### **STAFF RESPONSIBLE:**

**District Level:** Coordinator of Evaluation and Coordinator for Compliance and Accountability

**Campus Level:** Campus-based Assessment staff

#### **TIMELINES FOR REEDs:**

- Initial evaluations
- Reevaluations

#### **EVIDENCE OF PRACTICE:**

- eSped for to include Notice and Consent, FIEs, REEDs/reevaluations
- List of qualified personnel with required licenses and certifications to administer evaluations