

## Northern Lights Special Education Cooperative

[www.nlsec.org](http://www.nlsec.org)

16 East Hwy 61; PO Box 40 ~ Esko, MN 55733

Phone (218) 655-5018 ~ Fax (218) 451-4511

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Thank you for taking the time to plan and work together as an IEP team, including your service providers, school psychologist, as well as the student's parent(s) or family, on the 3-year reevaluation process of students receiving special education services. There are 3 "paths" that a team can take in this process, depending on the information at hand, as well as the student's individual situation. These paths are identified in the attached flowchart, for various scenarios.

The following pieces of additional or supplemental information are also important for the team to consider throughout the process of making a decision.

- The **pink** path is a reminder to teams of the options that have always been in place. The team can choose a "review of existing data" that is summarized in a report, in order to make a determination of continued need for special education. Alternatively, the team can proceed with a plan that includes new assessments and the collection of new data to make that determination.
- The **blue** path on the flowchart is a NEW process that's allowed by MDE. This involves a review of existing data by the team, including parents, and a determination that there is enough information to determine continued need for special education, and a reevaluation report is not necessary. In other words, the team **will not create any new data** and instead chooses to "skip" a reevaluation and go ahead with updating the PLAAFP based on existing data, in order to revise the annual IEP.
  - One additional situation to consider in this path is when a student is going to graduate or age out in the next 12 months. If so, contact the parent and tell them the student is due for a 3-year reevaluation. However, an evaluation is not always needed. If the parent is in favor, we can forgo the evaluation at this time.
  - **Teams should not** skip more than one reevaluation in a row.

Remember:

- The reason for reevaluation is to determine if a student has a continued need for special education services.
- Best practice for students indicates that evaluation planning is a **team** process in order to thoughtfully plan for the whole child and their IEP, in order to support progress in the general education curriculum *and* on their individual goals.
- A PLAAFP should include both Academic *and* Functional performance (think beyond just functional in cognitive disability terms-how does the student function throughout their school day?) Grades and test scores do not make a complete PLAAFP. It needs to be useful information from a variety of sources, including parents, that contributes to creating meaningful, measurable goals and objectives.

# Special Education Reevaluation Decision-Making Flowchart

Student is due for a 3-year reevaluation. Do any of the following apply?

All **certified service providers and the school psychologist should meet** to go through the following checklist. A reminder that at any time a student's behavior is interfering with the student's progress, a FBA should be considered (as part of either a comprehensive evaluation or as a stand-alone evaluation)

- Is the student aging out of Developmental Delay?
- Is the **team** considering changing primary disability?
- Is the **team** considering that the student may be discontinuing from special education?
- Is the student in grades 7, 8, or 9 and transition has not yet been evaluated?
- Has it been more than 5 years since a comprehensive evaluation has been completed?
- Have student needs changed since the last comprehensive evaluation?
- Are there concerns about the student's lack of progress given the child's developmental and cognitive level?
- For students who are graduating or aging out in the next 12 months, are there any concerns with transition needs?
- Has the student experienced significant growth and/or developmental stages (physical, cognitive, emotional changes) since the last evaluation?

If **YES** to any of the above questions,  
reevaluation IS necessary.

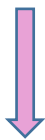


If **NO** to ALL of the above questions,  
The team may consider these questions.



**The team, including PARENTS, can then review existing data (i.e., data that doesn't have to be created-new assessments, new observations, new interviews, checklists, etc.) to determine:**

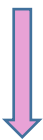
1. Does the student continue to have a disability and a need for special education services?
2. Does the **team** have current information on the student's present levels of academic achievement and functional performance (PLAAFP)?
3. Does the **team** have enough information about what additional supports and services a student might need to progress?
4. Does the parent agree that no additional data needs to be created and the **team** can use what they have to determined continued need for special education?



If **YES** to **ALL**  
of the above questions,

## **Reevaluation Plan with Review of Existing Data**

Only Develop a Reevaluation Plan/PWN. Follow the evaluation process and timelines.



If **NO** to any,

## **Reevaluation Plan with Assessments**

Develop a Reevaluation Plan/PWN with additional assessments and review of existing data. Follow the evaluation process and timelines.

Using **ONLY EXISTING DATA**,

1. Can the **team** determine if the student continues to have a disability?
2. Can the **team** determine if the student continues to have a need for special education services?
3. Can the **team** determine the student's present levels of academic achievement and functional performance with explicit data from progress monitoring, district benchmarks, class performance/grades, etc.?
4. Can the **team** determine additions and modifications needed to the student's programming?

If **YES** to **ALL** of the above questions,



If **NO** to any of the above questions,  
Return to the pink path



**Does the district and parents agree that a reevaluation is not necessary? If YES, re-evaluation is NOT necessary.**

Complete process for Non-Evaluation by Providing Parent/guardian with a Prior Written Notice

Hold IEP Team Meeting and update IEP with comprehensive PLAAFP.

February 2024