

## FAQs For the Re-Evaluation Process

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### 1. What is a review of existing evaluation data (REED)?

A review of existing evaluation data (REED) is the **process** of looking at a student's existing data to determine if additional information is needed to answer any of the below questions.

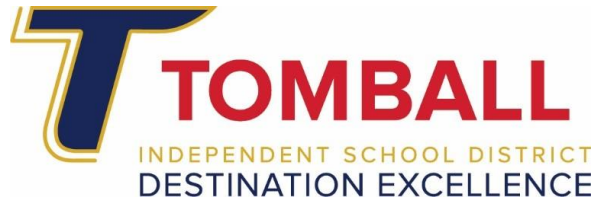
1. Whether the student has or continues to have a disability and the education needs of the student.
2. The present levels of academic and functional performance and developmental needs of the student.
3. Whether the student needs or continues to need special education and/or related services.
4. Whether any additions or modifications to the special education and/or related services are needed to enable the student to meet the measurable annual goals set out in the IEP and to participate, as appropriate, in the general curriculum.

### 2. Can a student be dismissed from special education without an updated evaluation?

No. Re-evaluation through FIE must occur before determining that the child no longer has a disability or no longer needs special education services. The ARD committee will determine the extent of the re-evaluation. For students being considered for dismissal from speech therapy, a re-evaluation with formal data should be completed. If parents refuse consent, the notice and consent must be provided and returned indicating this and then the speech language pathologist may continue with a REED for an FIE.

### 3. When does the group conducting the review of existing evaluation data meet?

The group of professionals completing the re-evaluation may informally meet to consider if formal evaluation may be recommended as part of the re-evaluation, or if the group will complete the re-evaluation by informal means. It is recommended that this group meet as early as possible in the school year to discuss the scope of the re-evaluation for all students with disabilities who require a re-evaluation during the current school year. **Use [this required form to document the team's determination.](#)** Parents must be contacted about the plan for the re-evaluation. When the school does not recommend formal testing, parents must be informed of the reasons for this recommendation and their right to request formal testing in the areas of disability. This information must be documented in the Parent Contact Log in Frontline or **you can use the appropriate form found [here](#) and upload it to Frontline Archive Manager.**



**4. Does the parent have to agree if the multidisciplinary team will complete the re-evaluation without collecting new formal data?**

Yes. The parent must provide verbal or written agreement with the decision to complete the re-evaluation without collecting new formal data. If the parent requests the re-evaluation to be completed by collecting formal evaluation data, evaluation consent must be obtained from the parent.

**5. How do we ensure parental participation in the 3-year/triennial re-evaluation process?**

The parent's voice is an essential component of any special education evaluation. The multidisciplinary evaluation team should work with the parent to ensure current parent information is included in the re-evaluation process.

**6. How do we determine team collaboration for testing recommendations to occur?**

Communication. Campus-based evaluation teams must determine the best way to communicate regarding campus needs. This collaboration is REQUIRED to be documented. Use [this](#) sheet for documentation purposes.

**7. How is the re-evaluation conducted if discipline(s) (i.e. Educational Diagnosticians, SLP, LSSP) within the group agree to complete the re-evaluation through informal means, while other discipline(s) wish to complete the re-evaluation by collecting formal data?**

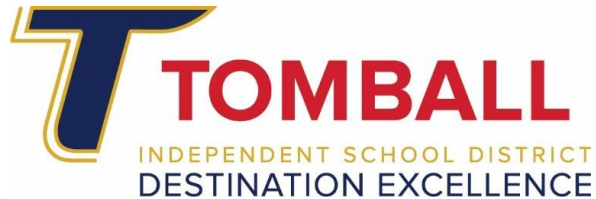
**You first need to assign the evaluator "lead."**

- The "lead" is the evaluator requesting formal assessment (SLP, LSSP, Diag).
- If more than one evaluator (SLP, LSSP or Diag) or if any other personnel is requesting a formal assessment, then the Diagnostician will be the "lead"

Once consent is obtained, if appropriate, the team member requiring formal data may begin testing before others review the data.

**What is the "lead" responsible for?**

- Getting consent, if applicable
- Communicating parent rights and documenting the conversation
- Sending Evaluation Request to all members of the team



- Obtain the required Documentation Form, found [here](#), complete it, and retain it for the duration of the school year.

**8. How will the discipline that is not testing be informed of the FIE completion date?**

Through the Evaluation Request form in Frontline.

**9. Will team members who are not completing formal testing be added on the Evaluation Request?**

Yes. Once consent is obtained, an Evaluation Request form is submitted to notify campus-based evaluation staff who may be a part of the multidisciplinary team. Be sure to include the case manager/special education teacher.

**10. Is there a re-evaluation timeline following parental consent for a reevaluation?**

Yes. The re-evaluation must be completed and accepted by the ARD committee by the 3-year re-evaluation due date. If a re-evaluation is being conducted outside of the 3-year re-evaluation time frame, the due date will be determined by the ARD committee and should be mutually agreed upon by the school-based members and the parents. This due date should also be documented in the Evaluation Request form.

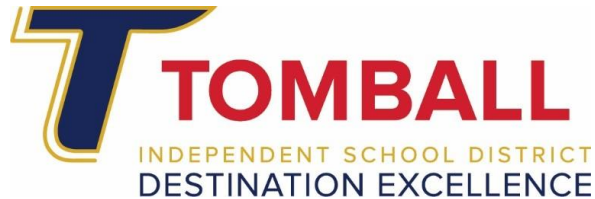
**11. When should evaluators begin inputting information in the FIE application?**

Prior to entering any re-evaluation data, a draft record should be created in Frontline. Informal data such as student grades, progress towards IEP goals and objectives, benchmark scores, STAAR scores, etc. can be input at any time. Formal evaluation data may only be collected and entered after evaluation consent is obtained. New data (formal and informal) should be placed in the FIE application of Frontline under the student's draft record.

**12. What is a stand-alone evaluation?**

A stand-alone evaluation is an evaluation that is completed outside of a complete FIE/re-evaluation process. Stand-alone evaluations are rare and only occur in limited/specific circumstances. These circumstances typically occur when an additional need for support is being considered but is not related to disability identification such as

- Occupational Therapy
- Physical Therapy
- Music Therapy
- Functional Behavioral Evaluation (FBA)



- Additional Support Assessment
- Adaptive Physical Education (APE)
- Counseling as a Related Service
- In-Home Training
- Parent Training

However, if the results of the targeted/stand-alone evaluation could contradict the current FIE, a complete FIE/re-evaluation should be completed with updated information in all areas.

### 13. Does a stand-alone evaluation trigger a complete FIE/re-evaluation?

After a stand-alone evaluation is completed and BEFORE it is shared with parents, the multidisciplinary team needs to review the current evaluation and stand-alone to determine if a re-evaluation is needed. Please use the guiding questions to help determine the next steps.

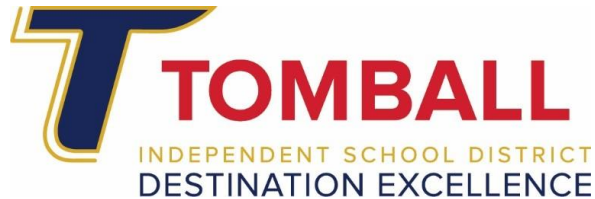
Guiding Questions	YES	NO
Does the new information contradict previous information reported?	Need to do a re-evaluation	If the answer to both questions is “no” then a re-evaluation will not be necessary and the date of the evaluation will not change.
Are the results/recommendations substantially different from the current FIE?	Need to do a re-evaluation	

### 14. Who obtains consent for stand-alone evaluation?

- The evaluator requesting formal assessment (SLP, LSSP, Diag) will obtain consent and complete the Evaluation Request form in Frontline.
- If more than one evaluator (SLP, LSSP or Diag) **or** if any other personnel is requesting formal assessment, then the Diagnostician will obtain consent and complete the Evaluation Request in Frontline.

### 15. Does a stand-alone evaluation change the FIE date?


Not always. If the findings in the targeted/stand-alone evaluation are not substantially different from the FIE and are in general aligned with the FIE, the date of the FIE would not change.



The results of a stand-alone evaluation may be reviewed in an Annual or Revision ARD, and the FIE date remains the same.

#### 16. How is a stand-alone evaluation documented?

All stand-alone evaluations will be completed using the “FIE Forms” in the Frontline screens. The stand-alone evaluation should be clearly labeled with the evaluation type and date in the report and on the sources of data located on the form.

 Adding Stand Alone as "Additional Assessment" to Completed FIE.docx

### ADDITIONAL ASSESSMENT

#### TO THE FULL AND INDIVIDUAL EVALUATION (FIE) COMPLETED ON [last FIE date]

Note: This additional assessment supplements but does not revise the student's current eligibility and qualification for special education and related services as reported in the FIE completed on [last FIE date].

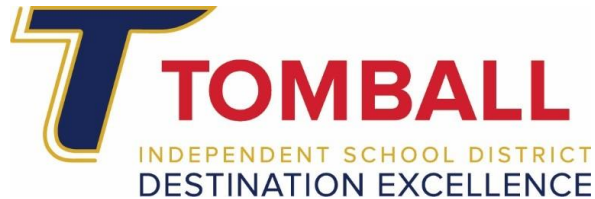
Student:	Campus:
Grade:	Examiner:
DOB:	Report Date:

#### Reason for the Evaluation

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#### Sources of Data


17. If the related services evaluation does not change the FIE date, how would the ARD committee keep track of different dates?



Any stand-alone evaluations completed outside of the re-evaluation/FIE timeline should be summarized as part of the next three-year re-evaluation.

**18. Can a related service be discontinued based on the Present Levels of Academic Achievement and Functional Performance (PLAAFPs), or is a new evaluation required?**

If the ARD committee members are in agreement with the recommendation to dismiss, Related Services do not require a formal re-evaluation to dismiss. If any ARD committee member disagrees, consent for re-evaluation will be requested. A re-evaluation for a child with a disability must occur before determining that the child is no longer a child with a disability.

**19. Does a stand-alone evaluation trigger an annual ARD?**

No. If a stand-alone evaluation is completed outside of the three-year re-evaluation, it should be reviewed within 30 days of the completed evaluation. The stand-alone evaluation can be reviewed in a revision ARD as long as the schedule of services for instructional or relative services is not being changed. Three-year re-evaluations need to be reviewed in an Annual ARD as the ARD Committee determines the presence of the disability and the need for specially designed instruction.

**20. Who archives the document after a stand-alone?**

The evaluator notifies the campus diagnostician that the report is completed and added into the active FIE as an “additional assessment”.

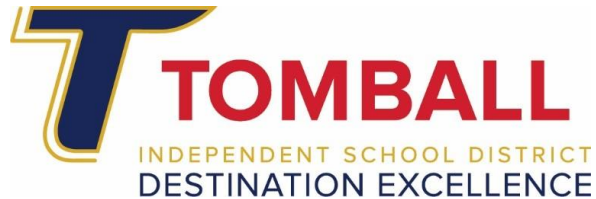
The diagnostician archives the active FIE without changing any dates or content of the original FIE. In “re-archiving” the report the same disability reports or other required documents continue to be included in the archive.

The diagnostician shares the newly archived full FIE with the parent noting that the only change in the report is the addition of the additional assessment.

The diagnostician then schedules the IEP committee review of the newly completed evaluation.

**21. What is a “Focused Assessment?”**

A focused assessment concentrates on specific areas of ongoing concern related to the individual's SLD.



**22. What cognitive academic areas are targeted with formal assessment within a focused assessment?**

Within a focused assessment a diagnostician only formally assesses cognitive and academic weaknesses identified in the prior comprehensive evaluation. The strengths are assessed with informal data only (i.e., grades, classroom assessments, observations, etc.).

**23. Can a diagnostician elect to complete a full and individual initial evaluation (FIE) by way of a focused assessment.**

No.

**24. What is the difference between a focused assessment and a REED?**

A REED does not require parent consent and relies on informal data for the entire evaluation, whereas a focused assessment includes formal assessments of SLD cognitive and academic weaknesses only and informal data for the remaining portions of the assessment.

**25. What happens if the student no longer demonstrates cognitive and/or academic weakness during a focused assessment?**

The diagnostician should broaden the scope of the evaluation and assess all cognitive and academic areas to determine if the student continues to meet SLD criteria.

**26. Is parent consent required for a focused assessment?**

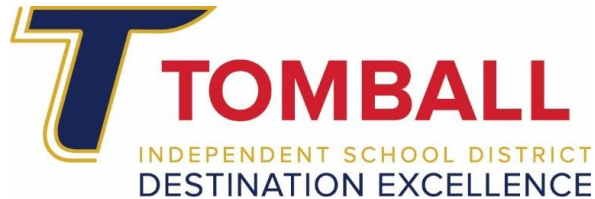
Yes.

**27. Can a focused assessment be completed as part of an initial evaluation?**

No.

**28. How do I archive a stand-alone assessment?**

**Make sure the Form is selected in the Forms section of the FIE**



<input type="checkbox"/>	Form Date	Form Type	Submitted By	Options
1. <input checked="" type="checkbox"/>	01/05/2024	Stand Alone Report- Generic	Keri Williams	Edit  Delete

## Go To FIE, then Select Reports

[Save](#) [Clear Unsaved Changes](#) [Previous](#) [Next](#) [Students](#) [Reports](#) [Preview](#) [Print/Archive](#)

## Select the Screen: Print Multiple Reports

[1. Print Multiple Reports](#) [2. Print Multiple Reports](#) [3. Print Multiple Reports](#)

Screen: [2. Print Multiple Reports](#)

Double-click on FIE: Determination and then FIE: Custom Forms– then click on

[Create](#)

\*\*\* Make sure you order the documents with the FIE Determination on top.

Lastly, you go to “Archive Prepared Reports

Then you are ready to share it with the team and parents.