



ANNUAL REVIEW AND RE-EVALUATION

Annual Review

The Individualized Educational Program (IEP) shall be scheduled for review by an IEP team at least once a year (determined by the month/day of the initial or annual IEP).

For students in residential placements, the case manager must conduct quarterly face-to-face meetings at the residential facility with the student to monitor the level of care and supervision and the implementation of the IEP accordance with state law.

For students placed in a community treatment facility, regular evaluations are necessary in order to determine continuing student needs and appropriate placement in the least restrictive environment.

In addition, a parent may request that an IEP review be conducted at any time. When the LEA/district receives such a request (preferably in writing), an IEP meeting must be held within 30 days.

It is necessary to hold an IEP meeting if the student is not making sufficient progress towards goals and objectives. Parents and members of the IEP team must be notified by established notification procedures. The IEP team may:

- Modify the IEP or program, including the provision of related services and other support services.
- Discuss appropriateness of current goals and modify as appropriate based on data and input from members of the IEP team.
- Review and discuss the appropriateness of the current educational program and/or placement.

Re-Evaluation (Triennial Reviews)

According to CFR Title 34 § 300.304, a reassessment of the pupil shall be conducted at least every three years or more frequently, if conditions warrant. As part of this re-evaluation, the IEP team shall review existing evaluation data, including evaluations and information provided by the parents of the student, current classroom-based assessments and observations, and teacher and related service providers' observations.

If an assessment is warranted for a triennial evaluation, then an assessment plan will need to be completed and sent to the parent for signature. The procedures for completing an assessment plan are detailed in the "Assessment Plan" section of this Procedural Guide.

The triennial evaluation process is explained in the section entitled "Assessment, Test Selection and Reports" in this Procedural Guide.

As part of the triennial evaluation process, if the student qualifies under Specific Learning Disability (SLD) the psychologist must also complete the "SLD, page 1" (listed in each student's future IEP in SEIS) during the IEP and signatures on this page must be obtained.

Review of Records vs. Complete Re-Evaluation

The IEP team must identify what additional information, if any, is needed to establish:

- The present levels of performance.
- The educational needs of the student.
- Whether the student:
 - Continues to have a disability.
 - Continues to need special education and related services.
 - Requires any additions or modifications to the educational program in order to meet his/her annual goals and participate in the general curriculum.

The form entitled “Triennial Re-eval”, located in the future IEP record in SEIS, may assist in documenting the decision making process for this determination.

According to EC§ 56381 (g), a formal IEP meeting is not required to make the decision on whether additional assessment is necessary, unless requested by the parent, or agreement can’t be reached.

A reassessment of the pupil shall be conducted if the LEA/district determines that the educational or related service needs, including improved academic achievement and functional performance of the pupil warrant a reassessment, or if the pupil's parents or teacher requests a reassessment.

If the team agrees to a review of records, the Assessment Plan should reflect this decision and a Prior Written Notice should be provided to confirm the decision with parents.

Assessment is required in the following situations:

- Upon parent request (document on assessment plan) (EC § 56381(a))
- When dismissal from special education is being considered (EC § 56381(h))
- If the student has displayed inconsistencies in cognitive assessment results as indicated by two prior psycho-educational assessments

Circumstances When Re-Evaluations May Be Necessary

The following circumstances are examples of conditions warranting more frequent re-evaluation:

- If a substantial change has been observed in the student’s academic performance or disabling condition.
- If the IEP team suspects that the student has an additional area of eligibility for Special Education or needs that have not been previously assessed/accurately assessed.
- A request for change in placement may trigger a re-evaluation, particularly when the new placement is more restrictive. This is suggested, but not required by IDEA. Assessment prior to a placement change will ensure that the student’s eligibility is accurate, that appropriate needs have been defined via past assessments, and that supports, goals and services reflect identified needs.
- Re-evaluation is required prior to exiting a student from continued Special Education services:
 - If an LEA/district believes that a student no longer requires special education or related services, the student must be re-evaluated in all areas of suspected disability. The district

El Dorado County Charter SELPA Procedural Guidelines

may exit the child from special education if, after a comprehensive evaluation, it is determined that the student does not require Special Education and/or related services to obtain meaningful educational benefit. Related services include speech, occupational therapy, counseling, behavioral supports, adapted P.E, etc.