

Written Description for Completing “Triennial/Three-Year” Re-evaluations

REED – Reevaluation of Existing Data

- To be completed as the first step in the process of a reevaluation (all evaluations)
- The REED is started 8-16 weeks prior to re-evaluation due date, (this is imperative in case the diagnostician needs to be scheduled)
- Vision and Hearing Screening – conducted by school nurse and part of the documentation collected, (nurse screening form must be completed and provided to nurse)
- All members of the student’s IEP team are required to provide information to inform the REED documentation, including the diagnostician, (can add previous evaluation data and review REED for validity and completeness).
- Email parent or guardian (s) Prior Written Notice (PWN), to inform parent or guardian (s) that their child is due for their triennial reevaluation, a “Case History” form and copy of “Parent Rights” prior to or the same day as the REED is started. An explanation is provided to parents describing the nature in which this information is being asked. For example, “Your child is due for his/her “three-year” re-evaluation. As part of the process, we are asking that you please complete the attached paperwork, ‘Case History’ form, and return as soon as possible. The PWN and Parental Rights are for your records. Please let me know if you have any questions. Thank you “
- The REED is then shared with teachers and related service providers for their input.
- Each member is asked to complete their section of the REED with pertinent information regarding the student, (present levels of performance, assessment data, etc.). Members are asked to complete within a two-week window of receiving shared documentation. If information needed is within 2-3 weeks of Progress Towards Goals being completed by teachers and related service providers, the information can be used as present levels for the REED.
- Special Education Director/Teacher ensures documentation is reviewed and checked for accuracy.
 - o Upon completion of the REED, with all required data, an email is sent to the diagnostician for their review of the documentation. This ensures that all data is accurate and detailed. If there are any changes to be made or additional data needed, communication between the diagnostician and the Special Education Director/Teacher will occur to update the document if necessary.
 - o Upon completion of the review, with the IEP team, a decision is made as to whether the student requires formal assessment or not, (Please see flow chart on lastpage).
 - o A Prior Written Notice of Intent is sent to parents as there is enough information to determine if additional data (formal evaluation) is needed.



Formal Assessment is not required:

- The last date all information was collected for the REED is the new evaluation date. Invite all pertinent members of the EDT/IEP Team and schedule an EDT meeting.
- Conduct EDT Meeting,
- Document Eligibility Decisions on the Eligibility Determination Form(s)
- Complete additional required forms depending on area of eligibility, (e.g.; SLD – Determination of Specific Learning Disability; ASD – ASD Consideration form; HI – Communications form)
- Complete a Prior Written Notice
- EDT and IEP are permitted to be completed on the same day if time and member availability permits, otherwise, schedule a separate day/time for IEP.
- If you held an IEP to meet deadline, and conducted a REED or diagnostic evaluation anytime after the IEP was held, it is still required to hold another IEP (new IEP) even if there are no changes.

Child Continues to be Eligible:

- Team Develops IEP, (see written process for IEP's)
- Complete Prior Written Notice
- EDT and IEP are permitted to be completed on the same day if time and member availability permits, otherwise, schedule a separate day/time for IEP.

Child is not eligible:

- Complete EDT
- Refer Child to the Student Assistance Team

Formal assessment is required:

- Schedule parent (s) or guardian (s) to meet with diagnostician, in person, to obtain informed consent.
- Follow the Re-Evaluation Referral Checklist-form and create referral packet of the required documentation to be provided to diagnostician on the day of testing.

Special Education Director/Teacher

- Make one copy of the entire packet prior to providing it to the Diagnostician. This is kept in the student's 'red file' until you receive all documentation back from diagnostician and final evaluation report is received. Double check that you have all documentation as stated above.
- Packet and report are filed together under 'evaluations' in student's 'red file' once completed.

Diagnostician - Day of Testing

- Diagnostician will meet with parent (s)/guardian (s) on day of scheduled testing



- The diagnostician will obtain informed, signed consent.
- The diagnostician will provide Parent Rights documentation to parents at time of consent being signed in person.



Scheduling EDT/IEP

- Schedule EDT/IEP with parents, diagnostician, Special Education teacher, LEA (use form specified for this type of combined meeting) as soon as report is received from diagnostician. (EDT is required to be completed within 30 days of report being completed)
- The diagnostician may attend the EDT in person, virtually or by phone conferencing to go over the test results with parents. If diagnostician is unable to attend, he/she may contact the parents prior to the meeting to discuss the results. The Special Education Director may also interpret results if needed.
 - o If a student qualifies under IDEA for Specific Learning Disability, the diagnostician is required to be at the meeting in person, virtually or through phone conferencing.
 - o IEP can be conducted at the same time as EDT or can be scheduled separately
 - Invite parent (s) / Guardian (s) to meeting.
 - Send via email.
 - After confirmation is received, schedule the remaining team members (teachers/related service providers/diagnostician, etc.).

Complete required paperwork for eligibility determination

- Conduct EDT meeting.
- EDT is completed as a team.
- Signatures of agreement or disagreement are obtained at this time or sent via Adobe DocuSign if a meeting is held virtually. If a meeting is held in-person, physical signatures are required as per the PED.
- Proceed with IEP meeting, following “IEP Process”, either immediately after EDT meeting or schedule a separate meeting for the IEP within two weeks of the completed EDT meeting.

A. FULL AND INDIVIDUAL EVALUATION I.

TIMELINES A. Timeline for Initial Evaluations Authority: 34 CFR §300.301 Initial evaluations.

(c) Procedures for initial evaluation. The initial evaluation-- (1) (i) Must be conducted within 60 days of receiving parental consent for the evaluation; or (ii) If the State establishes a timeframe within which the evaluation must be conducted, within that timeframe; and (2) Must consist of procedures-- (i) To determine if the child is a child with a disability under §300.8; and (ii) To determine the educational needs of the child.

(d) Exception. The timeframe described in paragraph (c)(1) of this section shall not apply to the [district] if- (1) The parent of a child repeatedly fails or refuses to produce the child for the evaluation; or (2) A child enrolls in a school of another public agency after the relevant timeframe in paragraph (c)(1) of this section has begun, and prior to a determination by the child's previous public agency as to whether the child is a child with a disability under §300.8.

(e) The exception in paragraph (d)(2) of this section applies only if the subsequent public agency is making sufficient progress to ensure a prompt completion of the evaluation, and the parent and subsequent public agency agree to a specific time when the evaluation will be completed.

Authority: NMAC 6.31.2.10 IDENTIFICATION, EVALUATION AND ELIGIBILITY DETERMINATIONS

D. Evaluations and reevaluations (1) Initial evaluations (c) Procedures for initial evaluation. (i) The initial evaluation must be conducted within 60 calendar days of receiving parental consent for evaluation. (ii) The [district] must follow evaluation procedures in compliance with applicable requirements of 34 CFR Sec. 300.304 and other department rules and standards to determine:

(1) if the child is a child with a disability under 34 CFR §300.8; and

(2) if the child requires special education and related services to benefit from their education program. (iii) The [district] shall maintain a record of the receipt, processing and disposition of any referral for an individualized evaluation. All appropriate evaluation data, including complete SAT file documentation and summary reports from all individuals evaluating the child shall be reported in writing for presentation to the Eligibility Determination Team (EDT). (iv) A parent may request an initial special education evaluation at any time during the SAT process. If the [district] agrees with the parent that the child may be a child who is eligible for special education services, the [district] must evaluate the child. If the [district] declines the parent's request for an evaluation, the [district] must issue prior written notice in accordance with 34 CFR §300.503. The parent can challenge this decision by requesting a due process hearing.



(d) Exception to the 60-day time frame. The requirements of this subsection do not apply: (i) if the parent of a child repeatedly fails or refuses to produce the child for the evaluation; or (ii) if the child enrolls in a school of another LEA after the 60 day time frame in this subsection has begun, and prior to a determination by the child's previous public agency as to whether the child is a child with a disability under 34 CFR §300.8. (e) The exception to the 60-day time frame in Item (ii) of Subparagraph (d) of Paragraph (1) of Subsection D of 6.31.2.10 NMAC applies only if the subsequent public agency is making sufficient progress to ensure a prompt completion of the evaluation, and the parent and subsequent public agency agree to a specific time when the evaluation will be completed. (f) The Eligibility Determination Team (EDT) including the parent and child, if appropriate, must meet to determine if the child is a child with a disability and requires an IEP upon completion of the initial evaluation.

B. Timeline for Re-evaluations §300.303 Reevaluations.

(a) General. The [district] must ensure that a reevaluation of each child with a disability is conducted in accordance with §§300.304 through 300.311 (located in Chapter 3. - Evaluation)

(1) If the [district] determines that the educational or related service's needs, including improved academic achievement and functional performance, of the child warrant a reevaluation; or

(2) If the child's parent or teacher requests a reevaluation.

(b) Limitation. Reevaluation conducted under paragraph (a) of this section—

(1) May occur not more than once a year, unless the parent and the [district] agree otherwise; and

(2) Must occur at least once every 3 years, unless the parent and the [district] agree that a reevaluation is unnecessary.

Authority: NMAC 6.31.2.10 IDENTIFICATION, EVALUATION AND ELIGIBILITY DETERMINATIONS

D. (2) Reevaluations (a) The [district] must ensure that a reevaluation of each child is conducted at least once every three years, unless the parent and the [district] agree that a

reevaluation is unnecessary, and is in compliance with the requirements of 34 CFR §§300.303-300.311, and any other applicable department rules and standards. (b)



Reevaluations may be conducted more often if:

- (i) the LEA determines the educational or related service's needs, including improved academic achievement and functional performance, of the child warrant a reevaluation; or
- (ii) the child's parent or teacher requests a reevaluation.

(c) Reevaluations may not occur more than once a year, unless the parent and [district] agree otherwise.

II. EVALUATION PROCEDURES §300.122 Evaluation. Children with disabilities must be evaluated in accordance with §§300.300 through 300.311 of subpart D of this part. (All requirements are found in this Chapter 3. of the Policies and Procedures.) §300.304 Evaluation procedures.

(a) Notice. The [district] will provide notice to the parents of a child with a disability, in accordance with §300.503, that describes any evaluation procedures the [district] proposes to conduct. (see Chapter 2 for Notice and Consent, including consent for certain psychological evaluations.)

(b) Conduct of evaluation. In conducting the evaluation, the [district] will –

- (1) Use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent that may assist in determining-- (i) Whether the child is a child with a disability under §300.8; and (ii) The content of the child's IEP, including information related to enabling the child to be involved in and progress in the general education curriculum (or for a preschool child, to participate in appropriate activities);
- (2) Not use any single measure or assessment as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child; and
- (3) Use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.