

A photograph of three women sitting at a table, laughing heartily. The woman on the left wears glasses and a patterned cardigan. The woman in the middle is wearing a light-colored shirt. The woman on the right is wearing a dark top. They are all smiling and looking towards the camera. The image is overlaid with a semi-transparent blue and purple gradient.

# Understanding the IEP and Reevaluation Processes

# Our Mission



The mission of the PEAL Center is to educate and empower families to ensure that children, youth and young adults with disabilities and special health care needs lead rich, active lives as full members of their schools and communities.



# Participants will be able to:

- List and define the key principles of IDEA
- List important facts about the Reevaluation process
- Identify the parts of the IEP and the importance of each one
- Discuss ways that families can provide meaningful input throughout the IEP process
- Prepare a “snapshot” of their child to provide input during the IEP meeting

# Key principles of IDEA

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Disability is a **natural part of the human experience** and in no way diminishes the right of the individual to participate in or contribute to society.

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Parents should be **informed decision-makers**

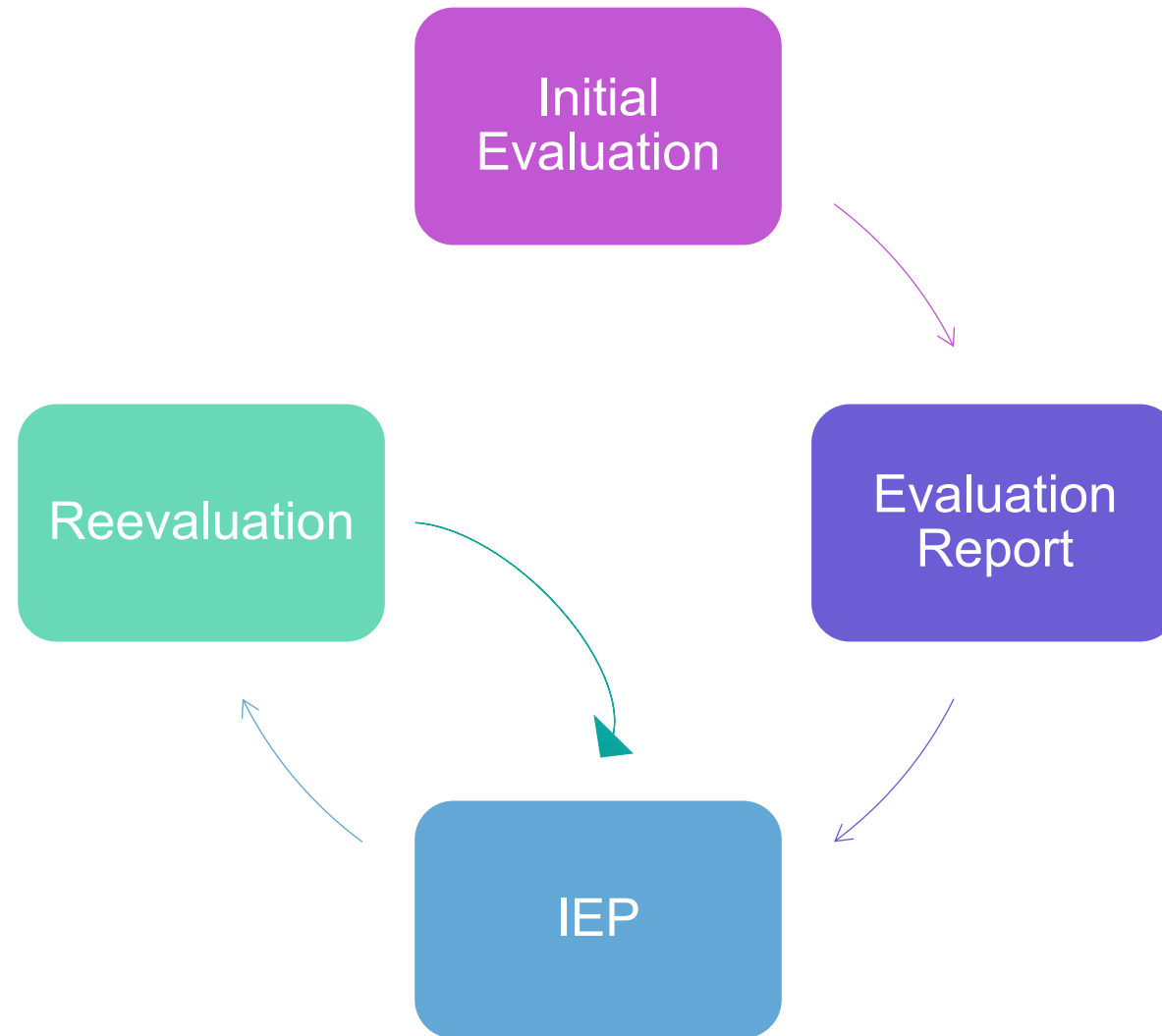
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Children with disabilities should be **educated with their non-disabled peers** to the maximum extent appropriate (LRE)

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**Supplementary aids and services** must be considered and provided to **support learning and participation** in general education classrooms and extracurricular activities

# Special Education Process



# Reevaluation Process

# Reevaluation Requirements

- PA State law requires that a student who receives Special Education Services be reevaluated **every three years**, unless the student has an **Intellectual Disability (ID)**, then they must be reevaluated **every two years** to confirm continued eligibility for special education.
- Typically, reevaluation does not occur more than once a year.



# Reasons for Reevaluation

Reevaluation is conducted when:

- initial evaluation or reevaluation **anniversary date** is approaching
- the child's **performance indicates a need**,
- **requested** by parents or Local Education Agency (LEA)
- a special education student **moves into LEA** from another School District within PA
- a student **transitions from Early Intervention** and has been identified with a disability recognized in school age services



# Other Reasons to Reevaluate

- No progress being made, regression, and/or failing grades may warrant a reevaluation
- New or changing concerns in these areas may warrant a reevaluation:
  - Reading
  - Math
  - Writing
  - Mental health
  - Behavior
  - Social skills

# Waive Reeevaluation? What's that?

At the 3-year anniversary date, the parent and the school may agree that a Reeevaluation is not needed, and the Reeevaluation will not be done – this is called “waiving the reevaluation”

The requirement for a student who has an Intellectual Disability (ID) to be reevaluated every 2 years **may not be waived**

# Reevaluation | Transitions

Transition periods in your child's education may warrant a reevaluation, such as:

- Early intervention to school age
- Elementary school to middle school
- Middle school level to high school (if it does not align to the mandated Transition Planning meeting at 14 years old)
- Transition Planning meeting at 14 years old
- High school to post-school age services
- Changes in Assistive Technology needs



# School Initiated -- Permission to Reevaluate (PTRE)



- Step 1:** Review existing data and determine whether new data is needed.
- a. If IEP team decides that **no new data** is needed, then the IEP team generates a reevaluation report based upon existing data  
OR
  - b. If the IEP team decides that **new data is needed**, then the parent must give consent for additional testing/assessment by signing a **Permission to Reevaluate Consent form**.

# Parent-Initiated -- Permission to Reevaluate (PTRE)



**Step 1:** Parent requests a reevaluation, then school district must provide a **Permission to Reevaluate Request Form** within 10 calendar days

- Parent signs and returns form, IEP team **reviews existing data** and decides if additional data are needed
  - a. If the IEP team decides that **no new data** is needed to complete a reevaluation, the IEP team generates a reevaluation **report based upon existing data**
  - b. If the IEP team decides that **new data is needed** to complete a reevaluation, then the parent must give consent for additional testing by signing a **Permission to Reevaluate form**

# Reevaluation Report Content

- Review existing data
- Determine the need for additional data
  - Why additional data needed
  - Why additional data is not needed
- New assessments (i.e., assistive technology)
- Transition assessments (e.g., postsecondary training, education, employment, independent living)
- Social and emotional needs
- Communication needs

# Reevaluation Report Timelines

The Reevaluation Report must be completed and given to parents or guardians

- Within **60 calendar days** of parent's providing *written consent*. (*this excludes summer breaks*)
- At least **10 school days** prior to the Individualized Education Plan (IEP) meeting (unless waived by the parent).

**Note: Parents have ten days** to review the Reevaluation Report before the IEP meeting. Be sure you get a timely copy.

**Remember:** a key principle of IDEA is **meaningful participation by parents as informed decision makers.**

# Prior Written Notice and Consent Forms



Original single document has been separated into two forms

**Prior Written Notice for a  
Reevaluation**

**Request for Consent for a  
Reevaluation**



To make sure that districts give parents both prior written notice AND obtain parent consent at proper times during the reevaluation process



# Reevaluation | Parental Request Denied



IF

School District denies written parent request for reevaluation

THEN

School District must issue a NOREP/PWN and the parent then may use their procedural safeguards

# Highlights – Reevaluation Process

## **Reevaluations must be conducted:**

- every 3 years **OR**
- every 2 years for student with an intellectual disability

## **Reevaluations may:**

- Be only a review of existing data
- Include new testing, assessments or evaluations
- Parents must give consent if new information is being collected during the reevaluation
- Reevaluations may be conducted more frequently due to parent or school request

# Part 2

- Individualized Education Program (IEP)



# Be an Informed Decision Maker!



- Let's look at the "STUDENT SNAPSHOT" to prepare for the Reevaluation and IEP Meetings.
- Consider your child's school day
- Don't forget the importance of extracurricular activities
- Know the different parts of the IEP and where you can add your input

# Individual Education Program (IEP)

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A good IEP begins with a good evaluation

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The evaluation is to be multi-disciplinary

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Concerns expressed when the child is being evaluated drive the types of assessments that will occur during the evaluation

# POINTS to Remember

## 1) Demographics and Dates

IEP meeting must occur no less than  
\_\_\_\_\_ per calendar year

How often can the IEP be re-opened in a  
calendar year?

Can the IEP be revised without a meeting?

- YES or NO

# POINTS to Remember

## 2) Signature Page



- Does a signature mean **attendance or agreement** at the meeting?
- Procedural Safeguards Notice must be given to the family at least once a year
- There are required members of the IEP team

# IEP Team Members

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Parent

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Regular Education Teacher

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Special Education Teacher

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Local Education Agency (LEA) representative

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Person who can interpret evaluation results

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Others with knowledge or expertise

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Student, when appropriate

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Participation can be waived with parental consent



# POINTS to Remember

## 3) Special Considerations



Blind/Visually  
Impaired



Deaf/Hard of  
Hearing



Communication



Assistive  
Technology



Limited English  
Proficiency



Behavior



COVID-19

# Special Considerations

If any of these areas are checked, they must be addressed in the Present Levels of Academic Achievement and Functional Performance:

- a student with a behavior plan should have the *Behaviors that impede his/her learning or that of others* box checked



# POINTS to Remember

## 4) Present Levels



- Both Functional and Academic Levels of Performance
- At age 14, includes transition assessments
- All needs identified by the IEP in this section must be addressed in subsequent sections of IEP
- PARENTAL concerns

# Present Levels of Academic Achievement and Functional Performance



- Should include present levels for **Transition** (age 14+ in PA)
- Lists and describes the student's strengths and needs
- If a need is identified, it **must** be addressed in the IEP
- Needs can be “addressed” via
  - Goals/objectives
  - Specially Designed Instruction
  - Supplementary Aids and Services
  - Related Services
  - Support to Team

# Parental Concerns



- Using the Student Snapshot
- What to add to this section of the IEP
  - long- and short-term expectations
- Write your thoughts ahead of time

# Does your child have needs related to:



- Traveling to school
- Before school begins
- Academic classes
- Related Services
- Lunch/Recess
- Traveling throughout the building
- Homework organization
- Extra-curricular activities
- Traveling home



# POINTS to Remember

## 5) Transition Services

Three areas:

- Post-secondary education & training
- Employment
- Community Participation

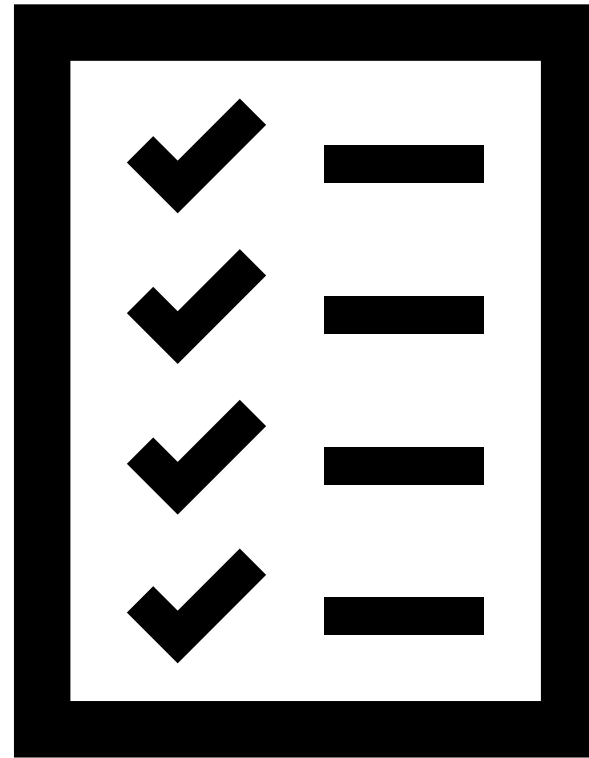
Outcomes > Activities > IEP  
Goal



# POINTS to Remember

## 6) Participation in State and Local Assessments

- Lists grade levels the different assessments are given at
- Identify accommodations needed to participate
- Decisions regarding participation in PSSA or the PASA





# Assessments

- Note the different grade levels
- See the PDE website for allowable PSSA accommodations
  - Accommodations Guidelines  
<https://www.education.pa.gov/K-12/Assessment%20and%20Accountability/PSSA/Pages/TestingInformation.aspx>
- See PDE website for information on criteria for PASA
  - PASA Criteria  
<https://www.education.pa.gov/Documents/K-12/Special%20Education/Assessment/PASA%20Eligibility%20Criteria.pdf>

# POINTS to Remember

## 7) Goals and Objectives



Direct relationship to Levels of Performance



Must include short term objectives if the student participates in the PASA



Objectives have same components as Goals



Reporting Progress

# Goals and Objectives

- Must be measurable!
- Will tell what the student will:
  - be able to do
  - how well
  - how frequently will it be evaluated
  - how will it be measured
- On the “Writing Effective IEP Goals handout, there are several examples of measurable goals.



# POINTS to Remember

## 8) Program Modifications & SDI



Adapting as appropriate, the content, methodology, or delivery of instruction to address the unique needs of the student At age 14, includes transition assessments



SDI supports students with disabilities as active participants with nondisabled peers as well as to enable their access to the general curriculum

# Specially Designed Instruction



Adapting the content, methodology, or delivery of instruction



Addresses the unique needs of the student



Helps ensure the student's access to the general education curriculum



Utilize “Student Snapshot” when thinking about SDI

# How Your Student will Access General Education Curriculum



Not “whether” the child will have access to the general education curriculum, but HOW?

# Key Principles of IDEA: Supplementary Aids and Services (SaS)

- **Supplementary aids and services** must be considered and provided to **support learning and participation** in general education classrooms and extracurricular activities
- In PA: Framework for Access and Belonging (FAB)

<https://sites.google.com/pattan.net/fab-framework-for-access-belon/home?authuser=0>

# POINTS to Remember

## 9) Related Services



If the IEP team determines that a student has an educational need for a service in order to benefit from a free appropriate public education, then it must be provided.



Includes Location, Duration, Implementation Date



**What are some examples of types of related services?**



# Related Services

Includes but is not limited to:

- transportation
- speech-language pathology and audiology
- interpreting services
- psychological services
- physical and occupational therapy
- recreation, including therapeutic recreation
- social work services
- school nurse services
- counseling including rehabilitation counseling
- orientation and mobility services
- medical services for diagnostic or evaluation purposes

# POINTS to Remember

## 10) Supports for School Personnel

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- Aids, resource materials, training or equipment
- Great section to advocate for the needs of the teachers



# Supports for School Personnel

Be creative!

Includes but is not limited to:

- trainings
- consultations
- defined time for teachers and paraprofessionals to meet
- books or periodicals
- Regularly scheduled team meetings
- Training in the use of assistive technology

# POINTS to Remember

## 11) Extended School Year (ESY)



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Criteria considered can go beyond “regression” and “recoupment” data

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For example, it can be “observations and opinions by educators, parents and others”

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ESY assessments can be done over school breaks, such as the winter holiday

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[PaTTAN ESY Guide](#)

# Extended School Year

Must be goals that the student is working on during the school year



Must determine eligibility within the IEP by February 28th



NOREP by March 31



Can cover academics, therapies, and socialization

# POINTS to Remember

## 12) Educational Placement



- 4 questions
- Ensures IEP team has given adequate consideration to placement of this student in the general education classroom with supplementary aids and services, prior to considering removal from the general education classroom

# POINTS to Remember

## 13) Amount, Type, and Location of Support

Amount of  
support  
from

special  
education  
personnel

(not  
paraeducat  
ors)

Type

(Learning  
Support,  
Autistic  
Support,  
etc.)

Location:  
District,  
building

## POINTS to Remember

### 14) PennData Reporting


Report to US Dept  
of Ed

Includes amount of  
time with non-  
disabled peers





Have more  
questions?

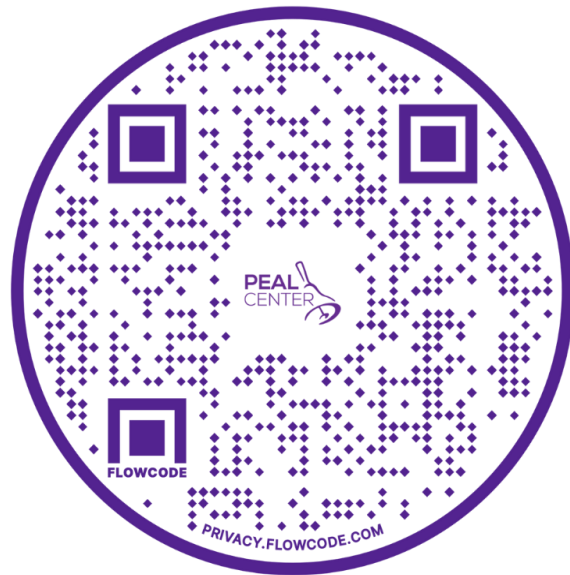


Contact The PEAL Center  
to talk to a Family Resource  
Specialist!

[https://www.pealcenter.org/  
need-to-talk/](https://www.pealcenter.org/need-to-talk/)



# Evaluation: Evaluation and Reevaluation



## HOW TO SCAN QR CODE



**Open the Camera APP on your phone.**



**Point the camera at the circle.**



**Tap the screen to open the page.**

<https://www.surveymonkey.com/r/PEALtrainingeval>

# Questions and Discussion

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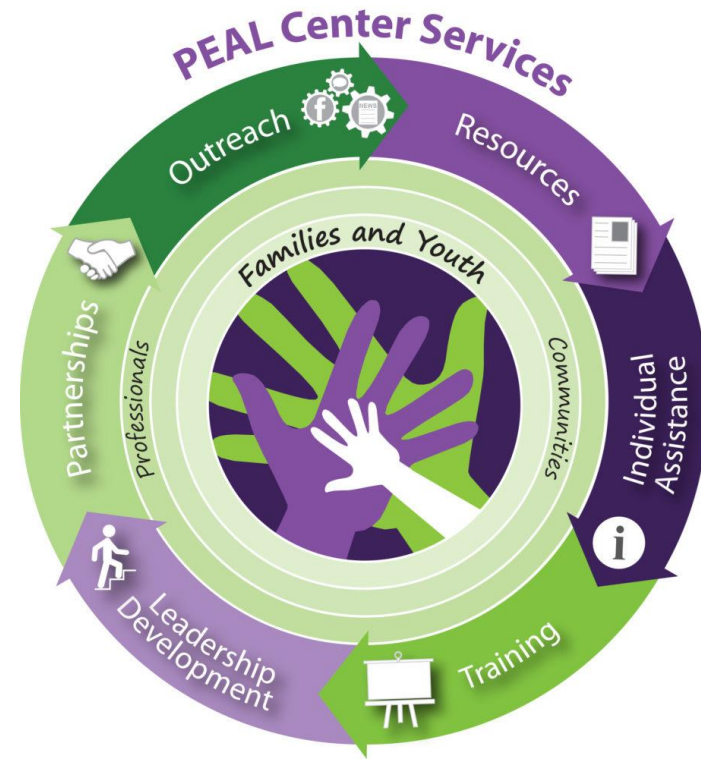
# Thank You!



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*Serving families across PA with offices in Pittsburgh and Philadelphia*