



# SUMMIT 2021

MAY 25-27 • 2021 | NEW ORLEANS • LA





# SUMMIT 2021

THE VIRTUAL SERIES



The background of the slide features a teal and green abstract pattern with organic, rounded shapes. A white, torn-edge paper strip is layered over the top and bottom of this pattern, serving as a background for the text.

**Reevaluation Data Review:  
Reevaluation and Waiver Processes in SER**

**Sarah Fletcher, Ph.D.**

# Agenda

1. History and Rationale
2. What it Looks Like
3. How it Prints
4. What this Means for School Systems
5. Guidance Topics and Resources
6. Closeout



# History and Rationale



# Supporting Students with Disabilities

The Department organizes the way in which we support students with disabilities around four key strategies:

1. Early & Accurate Identification
2. High-Quality Instruction
3. Specialized Supports & Related Services
4. Coordinated & Effective Transitions

Evaluations, including reevaluations, provide key information to ensure the needs of students with disabilities are accurately identified and aligned with appropriate supports and services that lead to meaningful student engagement in high-quality instruction every day and allow students to successfully navigate key transition points.





# Supporting Students with Disabilities

Individualized instructional programming for students with disabilities is based on

- accurate information regarding a student's present levels of performance, and
- identification of priority educational needs.

Accurate and meaningful student data is needed to make programming decisions and improve student outcomes. For students with disabilities, this data is often obtained through classroom assessments, IEP progress monitoring and evaluation processes, including reevaluations.

Data enables educators to provide appropriate supports for students with disabilities so they are given the same opportunities as their peers to experience the same

- high levels of academic performance, and
- rates of academic growth.



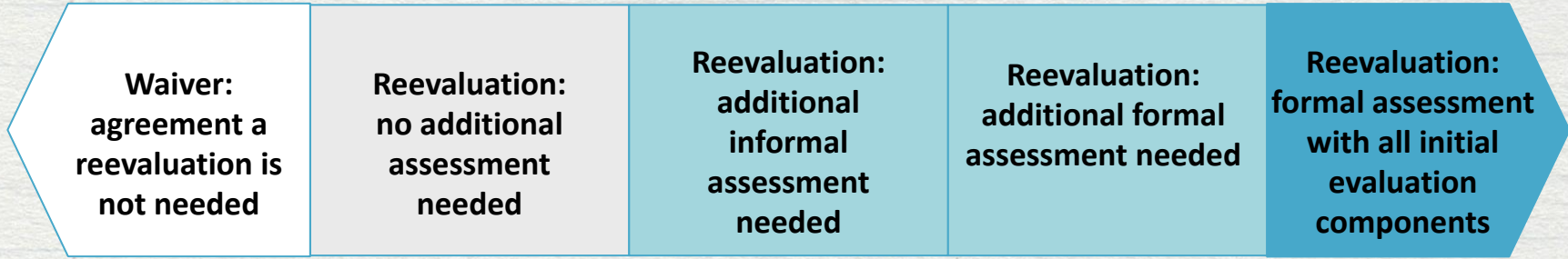
# Impact of the Reevaluation Process

## Special education reevaluations:

- Affect over 23,000 special education students each year in Louisiana.
- Allow teams to compare data from the last (re)evaluation to measure progress.
- Provide teams a way to measure effectiveness of a student's IEP over time.
- Provide an opportunity for teams to gather data to determine if a student
  - benefited from the services they received, or
  - continues to need services.
- Are used to revise teaching strategies, programming and student goals to ensure educators are continually providing appropriate services and supports.



# Reevaluation Continuum



Our goal is to improve implementation of the reevaluation continuum of options to ensure students with disabilities are receiving appropriate supports and services that enable them to make progress toward their goals.



# Current Reevaluation and Waiver Practices

In practice, around the state, we have seen:

- Inconsistent reevaluation and waiver practices.
- Teams over-utilizing the two extremes of the reevaluation continuum:
  - overuse of waivers, or
  - abundance of reevaluations that include initial eligibility components.
- Insufficient implementation of the continuum of reevaluation options.



# Supporting Students with Disabilities

The goal of the Reevaluation Pilot has been to inform the statewide scale out of reevaluation process enhancements in SER.

These enhancements will ensure reevaluation decisions for students with disabilities provide key information at critical points during their educational experiences. Enhancing this process leads to more accurate identification of students' needs, equipping educators to adequately implement strategies that improve outcomes for students with disabilities.

## *Improving Outcomes for* STUDENTS WITH DISABILITIES





# Purpose of the Reevaluation Process

Policy says that, on the basis of the review of existing evaluation data, the IEP team must identify what additional data, if any, are needed to determine:

## **Eligibility:**

1. If the student continues to have a disability or if a different disability area is suspected
2. If the student continues to need special education and related services

## **Programming:**

3. The student's present levels of academic achievement and functional performance
4. If there are any additions or modifications to the special education and/or related services needed for the student to meet measurable annual goals and participate in the general curriculum



# Reevaluation Options

**Reevaluation  
Data Review: no  
additional  
assessment  
needed**

**Reevaluation with  
additional  
components:  
additional  
assessment needed**

After determining that additional formal assessment is needed, teams can determine which components are necessary to answer specific evaluation questions.





What it Looks Like



Save Close Cancel

Submit to SER

### Student Information

<b>System:</b>		<b>Grade:</b>	
<b>Student Name:</b>		<b>ID:</b>	

In order to protect student privacy per RS 17:3914, refrain from using student name, date of birth, and other personally identifiable information.

Person coordinating completion of this process:

<b>Name:</b>		<b>Position:</b>	
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Person coordinating completion of this process:

**Name:**

**Position:**

**Student's Diagnosed Conditions or Impairments:**

**New/Updated Primary Exceptionality:**

**New/Updated Secondary Exceptionality:**

**Date of Dissemination:**





## Previous Evaluations

	Report Disseminated Date	Exceptionality	Evaluation	Start Date	Extension
<a href="#">View</a>		Other Health Impairments	Re-Evaluation		
<a href="#">View</a>		Other Health Impairments	Re-Evaluation		
<a href="#">View</a>		Other Health Impairments	Initial		

Is a copy of most current (re)evaluation report being reviewed?

Yes  No

Is the student's current performance consistent with the most recent evaluation results?

Yes  No



## Previous Evaluations

	Report Disseminated Date	Exceptionality	Evaluation	Start Date	Extension
<a href="#">View</a>		Other Health Impairments	Re-Evaluation		
<a href="#">View</a>		Other Health Impairments	Re-Evaluation		
<a href="#">View</a>		Other Health Impairments	Initial		

Is a copy of most current (re)evaluation report being reviewed?

Is the student's current performance consistent with the most recent evaluation?

**The View button on the Evaluations section will cause the history of assessment scores to pop up.**

Yes  No

Yes  No

## Previous Evaluations

	Report Disseminated Date	Exceptionality	Evaluation	Start Date	Extension
<a href="#">View</a>		Other Health Impairments	Re-Evaluation		
<a href="#">View</a>		Other Health Impairments	Re-Evaluation		
<a href="#">View</a>		Other Health Impairments	Initial		

### History of assessment scores

Assessment Type	Assessment Completed	Assessment Name	Date Administered	Standard Deviation	Respondent
Intellectual Functioning / Cognitive Assessments	Yes				
Adaptive Behavior Assessments	No				

Is a copy of most current (re)evaluation report being reviewed?

Yes  No

Is the student's current performance consistent with the most recent evaluation results?

Yes  No



## Purpose of Reevaluation (Please select at least one)

**1. Required Reevaluation**

- a. Prior to determining a student is no longer eligible for special education services
- b. Prior to a more restrictive placement
- c. School system does not have most recent evaluation report and/or the student's present levels cause the team to question the accuracy or appropriateness of the student's current classification
- d. Student is classified with:
  - i. Developmental Delay who is about to turn nine
  - ii. Deafness and/or hearing loss and judged to be 'at risk' for Usher Syndrome
  - iii. Traumatic brain injury with notable changes in attention, ability to think/reason, physical functions and/or speech
  - iv. Visual impairments that are progressive or unstable

**2. Triennial Reevaluation Review**

**3. New or additional area(s) of need**

**4. Parent/ School Personnel request**

**5. Other:**

## Purpose of Reevaluation (Please select at least one)

**1. Required Reevaluation**

- a. Prior to determining a student is no longer eligible for special education services
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- c. School system does not have most recent evaluation report and/or the student's present levels cause the team to question the accuracy or appropriateness of the student's current classification
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  - iv. Visual impairments that are progressive or unstable

**2. Triennial Reevaluation Review**

**3. New or additional area(s) of need**

**4. Parent/ School Personnel request**

**5. Other:**

**Can select more than one, if applicable, and add detail in text box if necessary**





## Student Services and Service Provider Input

Services on student's current IEP:

Services	Date to Begin	Duration	Indiv / Group	Where student will receive special education services					
				Regular Class		Community		Special Class	
				Minutes	Sessions	Minutes	Sessions	Minutes	Sessions
Speech/Language Therapy Services		1 IEP YE	Both	0	0	0	0	30	2
Special Education Instruction		1 IEP	Both	0	0	0	0	420	5

Information from Input, Interviews and/or Observations from Current Service Providers:

[+ Add New](#)

Name	Position	Received Date	Information from Input, Interviews and/or Observations	
<input type="text"/>	<input type="text"/>	<input type="text"/> 	<input type="text"/>	<a href="#">Delete</a>
<input type="text"/>	<input type="text"/>	<input type="text"/> 	<input type="text"/>	<a href="#">Delete</a>

## IEP Goals and Progress Review

Team Meeting Date	Type	Parent Decision	Placement Determination	Current Grade
	Review		Inside Regular Class Less Than 40% of Day	6th - Sixth
	Review		Inside Regular Class Less Than 40% of Day	5th - Fifth
	Review	Did Not Attend	Inside Regular Class 79-40% of Day	4th - Fourth
	Review		Inside Regular Class 79-40% of Day	3rd - Third
	Review		Inside Regular Class 79-40% of Day	2nd - Second
	Initial	Approved	Inside Regular Class 79-40% of Day	1st - First

\* IEP Review Findings



1. [Current IEP Progress Report](#)
2. [Previous IEP Progress Report](#)
3. Progress Report by need area
  - i. [Academic / Cognitive](#)
  - ii. [Behavior](#)
  - iii. [Communication](#)
  - iv. [Motor](#)
  - iv. [Self-Help](#)
  - iv. [Social](#)

\* IEP Progress Review Finding Summary

## IEP GOALS AND PROGRESS REVIEW

1. [Current IEP Progress Report](#)
2. [Previous IEP Progress Report](#)
3. Progress Report by need area
  - i. [Academic / Cognitive](#)
  - ii. [Behavior](#)
  - iii. [Communication](#)
  - iv. [Motor](#)
  - iv. [Self-Help](#)
  - iv. [Social](#)



**These links will open a window that has the student's past 3 years of progress reports by goal area.**

\* IEP Progress Review Finding Summary

**Clicking these lines in the bottom right corner will allow you to expand the text box.**





## Review of Student Data and Information

SCHOOL RECORDS

Attendance       Concern    No Concern

Grades             Concern    No Concern

Discipline /  
Behavior         Concern    No Concern

Hearing           Concern    No Concern

Vision             Concern    No Concern

Other              Concern    No Concern

REVIEW FINDINGS	DATE OF REVIEW
<input type="text"/>	<input type="text"/> 

Attendance       Concern    No Concern

Grades             Concern    No Concern

Discipline /  
Behavior         Concern    No Concern

Hearing          Concern    No Concern

Vision             Concern    No Concern

Other              Concern    No Concern

REVIEW FINDINGS	DATE OF REVIEW
<div style="border: 1px solid gray; height: 70px; width: 100%;"></div>	<div style="border: 1px solid gray; padding: 2px;"><input style="width: 100%;" type="text"/> </div>

\*INFORMATION PROVIDED BY PARENT

REVIEW FINDINGS	DATE OF REVIEW
<div style="border: 1px solid gray; height: 70px; width: 100%;"></div>	<div style="border: 1px solid gray; padding: 2px;"><input style="width: 100%;" type="text"/> </div>

OTHER INFORMATION

REVIEW FINDINGS	DATE OF REVIEW
<div style="border: 1px solid gray; height: 70px; width: 100%;"></div>	<div style="border: 1px solid gray; padding: 2px;"><input style="width: 100%;" type="text"/> </div>



## Additional Factors

1. ANTICIPATED CHANGES/TRANSITION:

2. SIGNIFICANT CHANGES:

3. CONSIDERATIONS PRIOR TO DETERMINING A STUDENT MAY NO LONGER BE ELIGIBLE FOR SPECIAL EDUCATION AND/OR RELATED SERVICES:

4. OTHER FACTORS:

## Conclusions (Please select at least one)

Does the team need additional or updated data to determine: exceptionality, continued need for services, accurate levels of performance and/or what changes, if any, should be made to the Individualized Education Program (IEP)?

No. Complete the reevaluation data review process with existing data.

Yes. Conduct a reevaluation to collect additional or updated information needed to determine eligibility for services and/or educational programming.



## Recommendations

+ Add New

Educational Need Areas	Content Areas	Recommendations to Address Support Needs	
<input type="text" value="-- SELECT ONE --"/>	<input type="text"/>	<input type="text"/>	<a href="#">Delete</a>

**Signature Lines**

+ Add New

Participant Name	Participant Role	
<input type="text"/>	<input type="text"/>	



## Signature Lines

+ Add New

**Participant Name**

**Participant Role**

Ms. A

Parent

[Delete](#)

Ms. B

Evaluation Coordinator



How it Prints Out



Student Name: AA

DOB: 01/01/2008 State ID: #####

Grade: 08

Local ID:

System: 000

Created 2020

## Reevaluation

## Purpose of Reevaluation :

Triennial Reevaluation Review

## Student's Diagnosed Conditions or Impairments :

Cerebral Palsy

## Current Exceptionality :

Primary Exceptionality : Orthopedic ImpairmentDate of Dissemination: 03/01/2021Secondary Exceptionality : n/a

**Previous Evaluations :**

Report Disseminated Date	Exceptionality	Evaluation	Start Date	Extension
3/2/2018	Orthopedic Impairment	Reevaluation	1/28/2018	
3/24/2015	Orthopedic Impairment	Reevaluation	1/12/2015	
6/7/2012	Orthopedic Impairment	Initial	5/11/2012	

Is a copy of most current (re)evaluation report being reviewed?

Yes

No

Is the student's current performance consistent with the most recent evaluation results?

Yes

No

AA's performance in math has improved since her previous evaluation. She is currently performing at the 56th percentile on the most recent math benchmarks and scored Basic on the Math LEAP last school year. Her reading performance is still behind grade level.



**Student Services and Service Provider Input**

Services on student's current IEP:

Service	Date to Begin	Duration	Individual / Group	Regular Class		Community		Special Class	
				Minutes	Sessions	Minutes	Sessions	Minutes	Sessions
Physical Therapy	1/30/2018	Y	I	0	0	0	0	15	2
Special Education Instruction	1/30/2018	IEP Year	Both	0	0	0	0	45	2
Adapted PE	1/30/2018	IEP Year	Both	0	0	0	0	30	1

Information from Input, Interviews and/or Observations from Current Service Providers:

Name	Position	Received Date	Information from Input, Interviews and/or Observations
Mary Smith	Physical Therapist	1/30/2021	AA is making progress in therapy and should continue receiving supports and services. She has mastered ABC skills and next we will work on DEF skills.
John James	Special Education Teacher	1/30/2021	AA is making progress in class and should continue receiving supports and services. She has mastered ABC skills and next we will work on DEF skills.
Tim Jones	APE Teacher	1/30/2021	AA is making progress in class and should continue receiving supports and services. She has mastered ABC skills and next we will work on DEF skills.

Student Name: AADOB: 01/01/2006 State ID: #####Grade: 08

Local ID:

System: 000

Created 2020

## IEP Goals and Progress Reviews

Team Meeting Date	Type	Parents Decision	Placement Determination	Current Grade
1/30/2018	Review		Inside Regular Class 80% or More of Day	5th - Fifth
2/3/2017	Review		Inside Regular Class 80% or More of Day	4th - Fourth
3/4/2016	Review	Approved	Inside Regular Class 80% or More of Day	3rd - Third
3/24/2015	Review	Approved	Inside Regular Class 80% or More of Day	2nd - Second
5/1/2014	Review	Approved	Inside Regular Class 80% or More of Day	1st - First
5/15/2013	Review	Approved	Inside Regular Class 80% or More of Day	Kindergarten
6/7/2012	Initial	Approved	Inside Regular Class 80% or More of Day	Kindergarten

## IEP Review Findings :

AA has received special education services since her kindergarten year and spends 80% or more of her day inside the regular class. She is expected to make progress in the general curriculum with continued push-in supports for academics and pull-out services for physical therapy and APE.

## IEP Progress Review Finding Summary:

Over the past three years, AA has demonstrated significant progress on her motor goals in both physical therapy and APE. She has improved her spatial awareness and can now balance on one foot. Academically, she enjoys solving problems in math but is still working approximately two years below grade level in reading.



## Review Student Data and Information

### SCHOOL RECORDS

Attendance	<input type="checkbox"/> Concern	<input checked="" type="checkbox"/> No Concern	Hearing	<input type="checkbox"/> Concern	<input checked="" type="checkbox"/> No Concern
Grades	<input checked="" type="checkbox"/> Concern	<input type="checkbox"/> No Concern	Vision	<input type="checkbox"/> Concern	<input checked="" type="checkbox"/> No Concern
Discipline / Behavior	<input type="checkbox"/> Concern	<input checked="" type="checkbox"/> No Concern	Other	<input type="checkbox"/> Concern	<input checked="" type="checkbox"/> No Concern

Date of Review: 1/31/2021

Review Finding: AA has made significant progress in math since her last evaluation, however she continues to perform behind grade-level in reading. AA has been promoted each school year. She has had satisfactory attendance in previous school years. She scored Approaching Basic on the Spring 2019 Louisiana Statewide Assessments in Math, ELA and Science. She hearing and vision were screened in November 2020.

### INFORMATION PROVIDED BY PARENT

Date of Review: 1/31/2021

Review Finding: Ms. A, AA's mother, reported that she is proud of the progress AA has made toward her motor goals and is happy with the support she receives in both PT and APE. Ms. A also celebrated AA's improvement in math, and noted that AA always wants to do her math homework first when she gets home. Ms. A noted that reading is still a struggle in general, but noted that she thinks the current level of supports and service provision she is receiving is helping her.

### OTHER INFORMATION

Date of Review: 1/30/2021

Review Finding: AA's health plan is current and on file with the nurse, reflecting her daily medication and mobility supports. She performed in the 7th percentile on her most recent DIBELS assessment (reading) and in the 56th percentile on STAR math. Current accommodations seem appropriate.

Student Name: AADOB: 01/01/2006 State ID: #####Grade: 08

Local ID:

System: 000

Created 2020

**Additional Factors**

## 1. ANTICIPATED CHANGES / TRANSITION:

AA will be going to high school next year, and as such her motor goals should focus on independence during hallway transitions.

## 2. SIGNIFICANT CHANGES:

n/a

## 3. CONSIDERATIONS PRIOR TO DETERMINING A STUDENT MAY NO LONGER BE ELIGIBLE FOR SPECIAL EDUCATION AND / OR RELATED SERVICES:

n/a

## 4. OTHER FACTORS:

n/a



## Conclusions

Does the team need additional or updated data to determine: exceptionality, continued need for services, accurate levels of performance and/or what changes, if any, should be made to the Individualized Education Program (IEP)?

No. Complete the reevaluation data review process with existing data.

AA continues to qualify for the exceptionality of Orthopedic Impairment. She is currently performing on grade level in math, so it is the belief of the team at this time that she no longer requires special education supports or goals in math. However, she should continue to receive supports and services and have goals in Reading. She should continue to receive PT and APE services.

Yes. Conduct a reevaluation to collect additional or updated information needed to determine eligibility for services and/or educational programming.

## Recommendations

Education Need Areas	Content Areas	Recommendations to Address Support Needs
Academic/Cognitive	Reading	AA should continue to receive additional support in reading to address the following areas: Skill X, Skill Y, Skill Z. Her teachers should continue to praise her strengths in Skill W to build positive momentum and avoid discouragement.
Motor	Physical Therapy	AA should continue to receive Physical Therapy services in school, targeting the following skills: Skill X, Skill Y, Skill Z.
Motor	APE	AA should continue to receive APE services in school, targeting the following skills: Skill X, Skill Y, Skill Z.

Jane Doe - Evaluation Coordinator  
Date: 3/01/2021

Mrs. A - Parent  
Date:3/01/2021

Save Close Cancel

Submit to SER

### Student Information

### Reeval Decision

+ Add Re-Evaluation

	Coordinator Name	Coordinator Position	Create Date
<a href="#">Print</a> <a href="#">Edit</a>	SF	LDOE	3/29/2021 12:00:00 AM
<a href="#">Print</a> <a href="#">View</a>	SF	evaluation coordinator	2/22/2021 12:00:00 AM

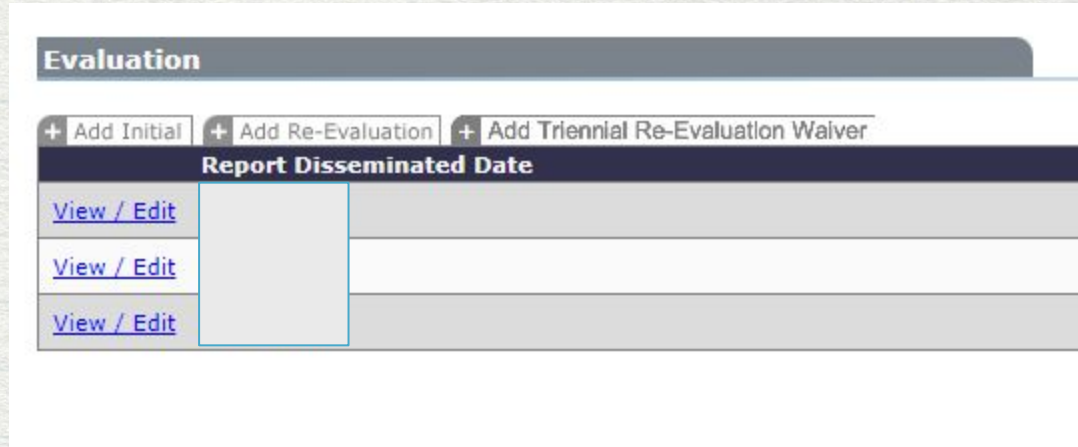




# Implications for School Systems

# Implications for School Systems

The “Add Triennial Re-Evaluation Waiver” button on the Evaluation tab will be removed from SER for the 2021-2022 school year. Evaluations and Reevaluations will still need to be logged in the Evaluation tab.



The screenshot shows a software interface for the Evaluation tab. At the top, there is a dark grey header with the word "Evaluation" in white. Below the header, there are three buttons: "+ Add Initial", "+ Add Re-Evaluation", and "+ Add Triennial Re-Evaluation Waiver". Below these buttons is a dark blue header for a table with the text "Report Disseminated Date". The table has three rows, each with a "View / Edit" link on the left and a greyed-out area on the right.

Report Disseminated Date	
<a href="#">View / Edit</a>	
<a href="#">View / Edit</a>	
<a href="#">View / Edit</a>	



# The Waiver Process

The waiver process will now be aligned to the Reevaluation Data Review process.

## E. Procedures for Reevaluation

1. When a triennial reevaluation must be conducted during the time period a student is classified as having developmental delays, the **waiver** process may be used when no other disability category is suspected and the student continues to have a disability and is still in need of special education and related services.

# For Reevaluations with New/Additional Components


## Option 1: Use the RDR Tab

- Complete additional components and write them up, and attach them to the data review completed in SER. This could be considered a complete reevaluation.
- Log the evaluation in the Evaluation tab in SER
- Store the evaluation and upload as usual.

## Option 2: Do Not Use the RDR Tab

- Complete the additional components within the context of the system they previously used for reevaluations with new concerns,
- Log the evaluation in the Evaluation tab in SER
- Store the evaluation and upload as usual.





Guidance Release  
Best Practices in Reevaluation Data Reviews



# Guidance

- Student Information
- Previous Evaluations
- Purpose of Meeting
- Student and Services and Service Provider Input
- IEP Goals and Progress Review
- Review of Student Data and Information
- Additional Information
- Conclusions
- Recommendations



## Reevaluation Data Review Guidance

Beginning in the 2021-2022 school year, the "Reevaluation Data Review" (RDR) tab will be available in SER. This document will provide guidance around when and how to use this new tab and what information should be available.

### Rationale and History

This tab will align to the waiver process outlined in Bulletin 1508 under the exceptionality category of Developmental Delay. If a school system is choosing to complete a waiver, the Reevaluation Data Review process will be used. This tab could also be used for all reevaluations to document the basic components that should be included in every reevaluation that is compliant with Bulletin 1508, although additional components may be necessary.

Data entered on this tab in SER should be treated like other information in SER, and teams should avoid the use of PII when entering data in text boxes. Additionally, evaluations will still need to be opened and logged in the Evaluation tab.

### Sections and Information

#### Student information

- Person coordinating completion of this process: Enter the name and position of the evaluation coordinator
- Student's Diagnosed Conditions or Impairments: Put most updated diagnoses, medical information, etc. if applicable. This should be equivalent to what would be entered in the "Medical Diagnosis" section of what would be entered on the Evaluation tab in SER.
- Previous and New/Updated Exceptionality: include a new or updated exceptionality if appropriate, and also list any detail here as would be entered under "Exceptionality Detail" on the Evaluation tab in SER (i.e., for Specific Learning Disability, include area like Basic Reading Skills, etc.). This will also need to be logged on the Evaluation tab.
- Date of Dissemination: include the dissemination date of this RDR. The dissemination date will also need to be logged on the Evaluation tab.

#### Previous Evaluations

- This section shows a snapshot of previous evaluations, start and dissemination dates. The View button on the Evaluations section will cause the history of assessment scores to pop up (e.g., cognitive and/or adaptive assessments administered and logged on the Evaluation tab).
- Is a copy of most current (re)evaluation report being reviewed? Choose yes or no, and if no, prompt to find the most recent evaluation report.
- Is the student's current performance consistent with the most recent evaluation results? Choose yes or no and provide detail and explanation in the text box if necessary, i.e., "A cumulative review of data indicates reported scores do not represent the student's current level of adaptive and/or cognitive functioning. Therefore, further assessment is being conducted in the area(s) of adaptive and/or cognitive functioning."

#### Purpose of Reevaluation

- Select an option from one listed in Bulletin 1508:
  - 1. Required Reevaluation
    - A. Prior to determining a student is no long eligible for special education services
    - B. Prior to a more restrictive placement
    - C. School system does not have the most recent evaluation report and/or the student's present levels cause the team to question the accuracy or appropriateness of the student's current classification
    - D. Student is classified with
      - i. Developmental Delay who is about to turn nine;
      - ii. Deafness and/or hearing loss and judged to be "at risk" for Usher Syndrome;
      - iii. Traumatic brain injury with notable changes in attention, ability to think/reason, physical functions and/or speech;
      - iv. Visual impairments that are progressive or unstable



# Frequently Asked Questions

## Frequently Asked Questions

- Timing
- Meetings
- Notification, Consent, Agreement, and Signatures
- Roles

# Timing

- School systems should maintain triennial evaluation timelines, and should start the reevaluation data review process to ensure that enough time is available to collect additional components, if needed.
- For example, a school system could begin the RDR process 90 days prior to the triennial deadline. If the RDR is completed within 30 days and additional components were determined to be necessary, the evaluation team would still have 60 days to collect the additional requirements.



# Meetings

- Information on the RDR tab can be collected remotely and/or in person.
- Dissemination meetings should be held if additional components are collected and/or if the student is classified with a new exceptionality.

# Notification, Consent, Agreement and Signatures

- Notification: Parents should be notified prior to starting the reevaluation process.
- Consent: Parent consent is not required prior to collecting the information within the RDR tab. It is best practice to obtain consent prior to collecting additional components.
- Agreement: It is best practice to get signatures of agreement from everyone who participated in the reevaluation process.



# Questions

As always, thank you for your work with students with disabilities as we strive to provide clarity and consistency to evaluation practices around the state of Louisiana. We are especially grateful to our pilot partners.

Please reach out via email to [specialeducation@la.gov](mailto:specialeducation@la.gov) with any questions.

# Session Feedback

Thank you for attending today's session. You can leave feedback on this session using the Teacher Leader Summit app. It takes less than a minute.

## How to leave feedback:

1. At the bottom right corner of your session window in the app, click on **"Rate This"**.
2. In the window that pops up, choose the facial expression that reflects your experience.
3. You can also leave an optional comment in the window that pops up.
4. Click submit to finalize.

