



Reevaluation

A student's special education needs may change throughout the course of their educational career, and the reevaluation process is developed to assess these evolving needs. A district must ensure a reevaluation of each student with a disability is conducted when the district determines the student's special education and related services and the student's educational needs, including improved academic achievement and functional performance, warrant a reevaluation; or the child's parent or teacher requests a reevaluation.

For more information on the reevaluation, access the Michigan Department of Education [Reevaluation Process Policy Guidance Document](#).

When a Reevaluation Can Be Done

- Not more than once a year, unless the parent and school agree otherwise.
- Must occur every three years, unless the parent and school agree reevaluation is not necessary.
- The three-year date for reevaluation is not reset based on an evaluation to add or remove a service.

Review of Existing Evaluation Data (REED)

A REED is the first step to a reevaluation. This activity includes:

- Evaluation and input from parents.
- Current classroom, local, or state assessments.
- Observations in the classroom or by teachers and related service providers.

Based on the REED, the IEP Team decides if additional data is needed to determine:

- The educational needs of the student.
- Whether the student maintains the disability.
- Present level of academic achievement and related developmental needs.
- If special education or related services are still needed.
- If additions or modifications to the special education or related services are needed to enable the student to meet their IEP goals, and to access the general education curriculum.

If the IEP Team determines no additional data is needed, the IEP Team must notify the parent of the reasons for this determination.

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When Additional Data is Needed

When the IEP Team and other qualified professionals determine additional data is needed to decide whether the student continues to be a student with a disability, and to determine the student's educational needs, the district must:

- Develop an evaluation plan.
- Get parent consent to implement the evaluation plan.
- Use needed measures to produce the noted data.

A student: 1) Does not have to fail or be retained in a course or grade in order to be considered for continued eligibility for special education programs and related services; 2) Has met criteria of one of the special education eligibility categories specified in the Michigan Administrative Rules for Special Education (MARSE).

Considerations Before a Change in Eligibility

Before a student exits from special education, districts must evaluate the student with a disability, unless the student is graduating or aging out of special education. Districts should consider the impact on the student's education progress when exiting from special education and related services. This is especially important to consider in the last year of high school. If the IEP Team determines the student's instruction and overall special education program have been appropriate and the student has not been able to exit special education in the past, this may be evidence the student's eligibility needs to continue.

Resources



Michigan Alliance for Families
information, support, and education

[Michigan Alliance for Families:
REED](#)

- [Michigan Administrative Rules for Special Education \(MARSE\) with Related IDEA Federal Regulations](#)
- [Michigan Department of Education \(MDE\): Special Education Reevaluation Process](#)
- [OSEP Letter to \(Redacted\), Interpreting IDEA and the Regulations that Implement IDEA, February 6, 2007](#)
- [US Department of Education: Questions and Answers on Individualized Education Programs \(IEPs\), Evaluations and Reevaluations](#)