



# LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

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**TITLE:** Three-Year Review Individualized Education Program (IEP) Psycho-Educational Reassessment Requirements

**NUMBER:** BUL-6639.0

**ISSUER:** Sharyn Howell, Associate Superintendent  
Division of Special Education

**DATE:** February 1, 2016

**ROUTING**  
 All Locations  
 Local District Superintendents  
 Local District Administrators of Operations  
 SESC Administrators  
 School Site Administrators  
 Psychological Services Administrators  
 Related Services Administrators  
 IEP Team Members

**POLICY:** In accordance with Federal Regulations, Title 34, CFR §300.303 and §300.305, and pursuant to Section 56381 of the California Education Code, a reassessment of a student with a disability shall be conducted if the Local Educational Agency (LEA) determines that the educational or related services needs, including improved academic achievement and functional performance, of the student warrant a reassessment, or if the student’s parent/guardian or teacher requests a reassessment.

A reassessment of a student with a disability shall be conducted at least once every three years or more frequently, if appropriate, unless the parent/guardian and the LEA agree, in writing, that a reassessment is unnecessary.

This Bulletin outlines District policies and procedures for Individualized Education Program (IEP) teams to follow when considering a comprehensive psycho-educational reassessment as part of a three-year review IEP.

**MAJOR CHANGES:** This is a new policy Bulletin.

**GUIDELINES:** **Three-Year Assessment Guidelines**  
 The purpose of a reassessment of a special education student, in general, is to:

1. Determine whether the student continues to meet eligibility criteria for special education,
2. Determine whether the student continues to need special education and related services,
3. Determine the present levels of performance and educational needs of the student, and/or
4. Determine whether any additions or modifications to the special education and related services are needed to enable the student to meet the measureable annual goals set out in the IEP and participate, as appropriate, in the general curriculum.



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### GUIDELINES (Continued):

#### I. How to determine if a psycho-educational reassessment is warranted:

As per Los Angeles Unified School District policy, the IEP team must determine at the 2<sup>nd</sup> Annual IEP Review whether or not a three-year comprehensive psycho-educational reassessment will be required as part of the upcoming three-year review IEP. The IEP team must document the team's decision on the IEP, in the FAPE 1 section titled "Preparation for Three-Year Review IEP".

The decision to conduct or not conduct a three-year comprehensive psycho-educational reassessment must be determined by the IEP team, with parent/guardian input. The decision must be made based on a review of existing information from:

- Existing evaluation data, including assessments and information provided by the parent/guardian.
- Current class-room based assessments and observations.
- Teacher and related services providers' observations.

#### A. Specific sources of information may include:

##### Review of Student Records

- School Records: Cumulative file (e.g. teacher comments related to learning/behavior, attendance, grades, etc.), discipline records, student progress in previously identified academic areas of weakness, District and state testing information, and behavioral concerns.
- Current Classroom-Based Assessment Data: MiSiS, MyData, DIBELS, periodic assessments, state testing, EL data, and grades.
- Previous IEPs: Progress toward goals, behavior support plans, related services, and history of changes in eligibility and placement.
- Previous psycho-educational assessments (from any source): Overall cognitive ability and identified strengths and weaknesses, and social-emotional concerns.
- Observations by teacher and related services providers.

#### B. The IEP team should also discuss the following considerations as part of its determination regarding whether a three-year comprehensive psycho-educational reassessment is necessary.

##### 1. Age and Grade Considerations

- Student's age at initial assessment.
- Whether student will matriculate to elementary school, middle school, or high school in the upcoming year.



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### GUIDELINES (Continued):

#### 2. Review/Discuss Other Considerations

- Consider whether there have been any significant health or behavior changes since last psycho-educational assessment that may be impacting the student's academic performance and progress toward goals.
- Whether other conditions warrant reassessment, including a lack of anticipated progress.
- Second language acquisition and language development status/growth.
- Length of time since the last psycho-educational assessment.
- Whether the last or current psycho-educational assessment was from another school district.

#### II. At the 2<sup>nd</sup> Annual Review IEP Meeting

The purpose of this meeting is to report on the student's present levels of performance, modify or update IEP goals, discuss supports, services and placement, and to determine whether a three-year comprehensive psycho-educational reassessment is required at the upcoming three-year review IEP.

*Note:* IEP team must align "Annual Review to be conducted by" date with "Next Three Year Review will be conducted by" date, in Section A on page 1 of the Welligent IEP, to ensure that the annual IEP or the Three Year Review will not become overdue. This can be accomplished by either moving the later date of the Annual Review or Three Year Review forward so that they will occur at the same meeting.

With parent/guardian input, IEP teams will utilize the "Three-Year Psycho-Educational Reassessment Determination Worksheet" (see Attachment A) as a guide for discussion and decision making with regard to the appropriateness of a comprehensive psycho-educational three-year reassessment. This worksheet will be completed by the IEP team, signed by parent/guardian at the IEP meeting, and uploaded to the 2<sup>nd</sup> Annual Review IEP by the IEP administrator/designee. The worksheet is available in Downloads in Welligent – "3 Year Psycho-Educational Reassessment".

A. IEP teams **must** use the following guidelines:

1. **A comprehensive psycho-educational three-year reassessment is required and may not be waived:**
  - a) For all students with an eligibility of Emotional Disturbance (ED).
  - b) For students on the general education curriculum whose previous three-year reassessment had been waived.
  - c) At the first three-year review IEP following an initial psycho-



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### GUIDELINES (Continued):

- educational assessment.
- d) When a parent/guardian or other member of the IEP team makes a request.
  - e) When a student is transitioning from early education/preschool programs to elementary programs (kindergarten or first grade, as applicable).
  - f) If a student is being considered for a change of curriculum from general curriculum to alternative curriculum, or vice versa.
  - g) When there is new information to suggest that the current eligibility is not appropriate.
  - h) When there is a significant change in health, behavior, or educational needs such that conditions would warrant a comprehensive reassessment.
  - i) Prior to determining that a child is no longer a child with a disability.
2. **When a comprehensive psycho-educational three-year reassessment should be considered:**
- a) When a student will matriculate to middle school or high school in the upcoming year.
  - b) If the last or current psycho-educational assessment is from another school district.
  - c) If there have been any significant health or behavior changes since the last psycho-educational assessment.
  - d) If the previous assessment was either a preschool initial evaluation or preschool reevaluation.
  - e) If the student has an eligibility of developmentally delayed (DD) on the existing IEP and is a student age 3-6.
  - f) If a significant change of placement may be considered and/or requested by a student's parent/guardian.
  - g) If other extenuating circumstances would warrant a comprehensive reassessment.
  - h) For any other reason by which the IEP determines additional assessment data would be necessary to provide the student a free appropriate public education.
3. **When it may be appropriate to waive a three-year reassessment:**
- a) The student had a comprehensive reassessment in the last three years **and:**
    - i. The student's eligibility and unique needs have remained consistent and the student continues to required special education services to work towards grade-level standards.
    - ii. The student has demonstrated academic consistency or progress on IEP goals as determined by teacher progress reports, curriculum



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### GUIDELINES (Continued):

based assessments, grades and progress towards meeting grade level standards.

- b) If the student is on alternative curriculum and there is no evidence supporting the need to change the curriculum, eligibility, or program supports.
4. If the team feels additional assessment is needed, an Assessment Plan will be developed to address the areas specified on the three-year psycho-educational reassessment worksheet at least 2 months prior to the Triennial Review date. The assessment must be conducted within 60 days of receipt of signed Assessment Plan, not including school breaks in excess of 5 days.

If the IEP team, with parent/guardian input, concludes that no additional assessment is warranted at this time, the parent/guardian must be informed of their right to request an assessment.

*Note:* Even if the three-year reassessment is determined to be unnecessary, a reassessment may be conducted if either the student's parent/guardian or a staff member requests that it be done.

### B. Documentation of IEP decision for reassessment as part of three-year IEP.

1. The IEP team's decision for reassessment must be documented on the IEP FAPE Part 1 page, in the section titled, "Preparation for Three-Year Review IEP".
  - a) If **no formal reassessment** is warranted, select the "**No**" radio button.
  - b) If the "**Yes**" button is selected, specify the areas to be reassessed in the designated section.
  - c) Do **NOT** leave this section **BLANK**.
2. Additionally, the IEP team will complete the "Three-Year Psycho-Educational Reassessment Determination Worksheet" (See Attachment A). Administrator/ designee will obtain parent/guardian signature and upload worksheet as an attached document to the 2nd annual review IEP, under IEP Management.

### C. Upcoming Three-Year Review IEP

1. The three-year IEP must be opened as a "Three-Year Review" on Welligent. A student's IEP record should reflect a "Review - Three-Year Evaluation", every three years.



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**GUIDELINES  
(Continued):**

2. The three year date will reset at each three-year review IEP and a new three-year date will be projected.

*Note:* A three-year review IEP **must** be held, regardless of the IEP team's decision to waive the formal comprehensive psycho-educational assessment. Both health and academic assessment plans are required for all triennials.

**AUTHORITY:** This is a policy of the Superintendent of Schools.

**ASSISTANCE:** For assistance or further information, please contact the Psychological Services Local District Unit Coordinator or Monique Arbuckle, Director, Psychological Services/Due Process, Division of Special Education at (213) 241-8303.

**ATTACHMENTS:** Attachment A: Three-Year Psycho-Educational Reassessment Determination Worksheet



**THREE-YEAR PSYCHO-EDUCATIONAL REASSESSMENT  
DETERMINATION WORKSHEET**

Date Form Completed: \_\_\_\_\_

Student Name: \_\_\_\_\_ ID#: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_ Three-Year IEP Due Date: \_\_\_\_\_

As part of determining the need for a three-year reassessment, the following have been considered:

- |  |   |
|--|---|
| <input type="checkbox"/> Review of student records and current classroom-based assessment data | <input type="checkbox"/> Parent/guardian input          |
| <input type="checkbox"/> Observations of student   | <input type="checkbox"/> Age & grade considerations     |
| <input type="checkbox"/> IEP present level of performance and progress on goals                | <input type="checkbox"/> Health status                  |
| <input type="checkbox"/> Previous psycho-educational assessments                               | <input type="checkbox"/> Gen Ed./Alternative curriculum |
| <input type="checkbox"/> Eligibility   |   |
| <input type="checkbox"/> Date of last psycho-educational assessment                            |   |

**Recommendation for the upcoming Three-Year Review IEP**

Based upon a review of data, including information referenced above, the District, in collaboration with parent/guardian, has determined that additional assessment is needed:  YES  NO

**If yes**, it is recommended that assessment be completed in the following areas: (Check all that apply)

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Health and Development | <input type="checkbox"/> Self-Help           | <input type="checkbox"/> Social Emotional      |
| <input type="checkbox"/> General Ability        | <input type="checkbox"/> Language and Speech | <input type="checkbox"/> Career and Vocational |
| <input type="checkbox"/> Academic Achievement   | <input type="checkbox"/> Motor               | <input type="checkbox"/> Mental Health (ERICs) |
| <input type="checkbox"/> Other/Related Services | <input type="checkbox"/> Abilities/Interests |  |
- (13-year olds and above only)

**If yes**, additional assessment data is needed to determine: (Check all that apply)

- 1. Whether the student continues to meet eligibility criteria for special education,
- 2. Whether the student continues to need special education and related services,
- 3. The present levels of performance and educational needs of the student,
- 4. Whether any additions or modifications to the special education and related services are needed to enable the student to meet the measureable annual goals set out in the IEP, and to participate, as appropriate, in the general curriculum.

**If no**, rationale for not recommending a three-year psycho-educational assessment: \_\_\_\_\_

**Parent/ Guardian**

- I understand that a three-year psycho-educational reassessment is not necessary at this time. I agree that my child will not participate in a three-year psycho-educational reassessment and will remain eligible and continue to receive special education services. I understand that I retain the right to request an assessment at any time.
- I request that my child participate in a three-year psycho-educational reassessment at the scheduled time.

Signature of Parent/Guardian \_\_\_\_\_

Date \_\_\_\_\_