



Ann Arbor Public Schools  
 STUDENT INTERVENTION & SUPPORT SERVICES  
 2555 South State Street  
 Ann Arbor, Michigan 48104-6145  
 Telephone & TDD (734) 994-2318, Voice Mail Boxes 994-8292, Fax 994-1826

## FORMS INSTRUCTION MANUAL

### Section 10: Reevaluation Information

#### Completing the SER

Note: **BLUE** text is from the Michigan OSE/EIS Evaluation Review Manual (5/27/2003).

## COMPLETING THE SER FORM

Telephone & TDD (734) 994-2318  
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### STUDENT EVALUATION REVIEW AND PLAN

Last Name: <u>Walstra</u>		First: <u>Ripple</u>		Middle: _____		Birth Date: <u>03/21/2001</u>	
Address: <u>4622 Central Blvd</u>						City: <u>Ann Arbor</u>	
State: <u>MI</u>		Zip: <u>48108</u>		County: <u>Washtenaw</u>		Telephone: <u>(734) 528-0188</u>	
Resident Dist: <u>Ann Arbor Public Schools</u>				Operating Dist: <u>Ann Arbor Public Schools</u>			
Attending Bldg: <u>Roberto Clemente Student Development Center</u>							
Native Language of Student: <u>English</u>				Native Language of Parent: _____			
Date Requested: _____		Initial MET Date: _____		Previous MET/Re-Evaluation Date: _____			
Current Eligibility: Primary: _____				Secondary: _____			

The purpose of the review meeting is to develop a plan for conducting: <input type="checkbox"/> A Re-evaluation <input type="checkbox"/> Termination of eligibility <input type="checkbox"/> Other: _____	Purpose of the Document: <input type="checkbox"/> SER (Planning Document) <input type="checkbox"/> Re-evaluation (MET) Report
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Check the box for **Re-Evaluation**.

Note: *Termination of Eligibility* will be removed from the ENCORE! form consistent with the decision of the county Special Education directors and the WISD. The rationale for this decision was that it may appear that the outcome was predetermined. However, even if the team suspects the student no longer qualifies, check Re-Evaluation.

Individuals Knowledgeable About the Student Involved in Completing this Plan:

*Parent/Guardian/Surrogate Parent	*District Representative
*General Education Teacher	+Outside Agency
*Special Education Teacher	+Teacher Consultant
+Occupational Therapist	+Physical Therapist
+Other	+Other

\*Required Members; +As Appropriate

## WHO should be involved in an SER?

The participants required to participate in an Evaluation Review are the same as for an IEP Team. However, this DOES NOT mean that an Evaluation Review MUST be done at an IEPT meeting. See the exact legal language below.

The evaluation review is conducted by the IEP Team, meaning a group of individuals composed of [34 CFR §300.344]:

- (i) the parents of a child with a disability;
- (ii) at least one regular education teacher of such child (if the child is, or may be, participating); in the regular education environment);
- (iii) at least one special education teacher, or where appropriate, at least one special education provider of such child;
- (iv) a representative of the local educational agency who —
  - (I) is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of student's with disabilities;
  - (II) is knowledgeable about the general curriculum; and
  - (III) is knowledgeable about the availability of resources of the local educational agency;
- (v) an individual who can interpret the instructional implications of evaluation results,
- (vi) at the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child including related services personnel as appropriate; and
- (vii) whenever appropriate, the child with a disability.

### Special Education Program/Related Services:

Placement/Programs:

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Related Services:


Participation in General Ed: \_\_\_\_\_

- ➡ Enter the appropriate eligibility(ies) in the Placement/Programs fields.
- ➡ Enter all related services the student currently receives in the Related Services fields.
- ➡ Select the percentage of time the student spends in general education. Divide the hours in general education by the total number of hours the student attends school each week.

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE	
Evaluation/Assessments Reviewed	Performance Levels/Concerns
Special Education Evaluation Related Service Provider Data: <i>(Consider data from the following: previous MET report, OT, PT, Speech/Language, SSW, Nursing, other)</i>	
Classroom Based Assessments: <i>(Consider the following: curriculum-based assessments, Tier 1-2-3 Interventions, MEAP/MI-Access, student work samples, vocational interest surveys, grades, productivity, other)</i>	
Teachers, Staff and Related Service Providers' Observations: <i>(Consider the following observations: social/emotional, behavioral, health related, other)</i>	
Information and Evaluations Provided by the Parent: <i>(Consider the following parent observations: social/emotional, behavioral, health related, homework/study habits, other)</i>	

The purpose of the PLAAFP section is to review current data. The IEP team should provide a detailed description of the student's current performance. Please refer to [LINK HERE](#) for more information on writing PLAAFP statements.

### What EVALUATION DATA should be reviewed?

Evaluation data reviewed may include, but is not limited to, the following: the student's educational record, behavior assessment data, or discipline records. If no evaluation data exists, this should be indicated on the form. The evaluation review does not constitute an IEP Team meeting for the purpose of determining a FAPE in the least restrictive environment.

Review existing evaluation data, including current classroom-based assessments and observations [34 CFR §300.533]. The IDEA 1997 requires review of the above information. The written description is optional if the SER is to be used as a planning document. If the SER will be the evaluation report, written descriptions must be provided.

Review teacher and related service(s) providers' observations [34 CFR §300.533]. The IDEA 1997 requires review of the above information. The written description is optional if the SER is to be used as a planning document. If the SER will be the evaluation report, written descriptions must be provided.

Review evaluations and information provided by the parent [34 CFR §300.533]. The IDEA 1997 requires review of the above information. The written description is optional if the SER is to be used as a planning document. If the SER will be the evaluation report, written descriptions must be provided.

**What if the SER determines ADDITIONAL DATA is needed?**

**➔Complete Section A**

**RE-EVALUATION PLAN**

A. It was determined, based on the present level of educational performance statement, that additional assessments are required to determine the needs of the student and the need for continued Special Education support.

Check if Needed	Area	Type of Assessment	Title of Professional(s) to Conduct Assessment
<input type="checkbox"/>	Eligibility: Data to determine whether the student continues to have a disability, or has an additional disability		
<input type="checkbox"/>	Data to determine whether the student continues to need special education and related services		
<input type="checkbox"/>	Data to determine the present levels of performance and educational needs of the student		
<input type="checkbox"/>	Data to determine whether additions or modifications to special education & related services are needed to enable student to meet annual goals and to progress in the general curriculum		

Describe additional data or evaluation needed [34 CFR §300.533]. Evaluations may include, but are not limited to, functional behavioral assessments, academic assessments, or assessments related to assistive technology.

**Must SPECIFIC TESTS, MATERIALS be Listed On The SER, If They Are Needed?**

The public district/agency need not identify the specific tests or evaluation materials. Tests and evaluation materials may be identified by the types or the nature of the additional diagnostic information still needed. It is not necessary to identify specific staff members by name in this section.

**What if the SER determines NO ADDITIONAL DATA is needed?**

[34 CFR §300.533(d)] - If the IEP Team and other qualified professionals, as appropriate, determine that no additional data are needed to determine whether the child continues to be a child with a disability, the public agency—

- (A) shall notify the child’s parents of—
  - (i) that determination and the reasons for it; and
  - (ii) the right of such parents to request an assessment to determine whether the child continues to be a child with a disability; and
- (B) shall not be required to conduct such an assessment unless requested to by the child’s parents.

If you check the box for “no additional information or assessment...”, a brief summary statement must be entered in the section below the following statement.

B. 1. After a review of the data, it was determined that (Choose one):

- additional assessments are needed, see listing above.
- no additional information or assessment data is required for continued eligibility as:

Primary:  Secondary:

**If it is determined that no additional information or assessment is needed, the team must provide a rationale (reason) for why further information is not required.**

**BRIEF SUMMARY STATEMENT WITH IMPLICATIONS AND RECOMMENDATIONS:**

2. After reviewing the IEP Team's determination, the parent/guardian/surrogate parent/student requests additional assessment:

- No
- Yes Specific assessment(s) requested:

If the parent requests additional assessment, even if the IEPT team determines no additional information or assessment(s) is necessary, you must check Yes and record the specific assessment(s) that the parent is requesting. Indicate the district's response to the request in the space provided.

**Note:** The district is only responsible for conducting evaluations to determine a student's educational needs in the school setting.

**PARENT/GUARDIAN/SURROGATE PARENT/STUDENT NOTICE AND CONSENT**

I have been fully informed of my rights and have received a copy of the procedural safeguards.  No Response  
 (from whom: \_\_\_\_\_ )

I agree to the proposed evaluation plan.

I do not agree with the proposed evaluation plan. (Explain concerns)

\_\_\_\_\_  
 Parent/Guardian/Surrogate Parent/Student Signature

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 District Representative/Designee Signature

\_\_\_\_\_  
 Date

Attempts to Contact Parent/Guardian/Surrogate Parent/Student:

Date: \_\_\_\_\_ Method: \_\_\_\_\_ By: \_\_\_\_\_  
 Date: \_\_\_\_\_ Method: \_\_\_\_\_ By: \_\_\_\_\_

**Is PARENTAL CONSENT NEEDED For The Content Of An SER?**

Each public agency shall obtain informed parental consent prior to conducting any reevaluation of a student with a disability, except that such informed parental consent need not be obtained if the local educational agency can demonstrate that it had taken reasonable measures to obtain such consent and the student's parent has failed to respond. [34 CFR §300.505(a)].

If the parent does not participate in the completion of the SER, document your attempts to contact the parent in that section of the form. *If a parent refuses to give consent to the proposed evaluation or makes unusual requests, contact the Assistant Director assigned to the building.*

**MUST EVALUATION RESULTS BE SHARED With Parents?**

To the extent feasible, the results of evaluations conducted under this part should be provided to parents and appropriate school personnel before any meeting to discuss the identification, evaluation, or educational placement of the student, or the provision of a FAPE to the student [Attachment 1 to 34 CFR §300, Analysis of Comments and Changes, pg. 12578].