

REEVALUATION REPORT (RR): ANNOTATED

***** School Age

DEMOGRAPHICS

Student Name:

Date of Report:

Local Education Agency:

School Child is Attending:

Student Birth Date:

Grade:

Current Educational Program:

Other Demographic Data, As Needed:

Date IEP Team Reviewed Existing Evaluation Data:

ANNOTATION:

LEAs are to include the demographic information listed above. LEAs may include additional information that they find useful. The Date of Report above is the date that all of the information has been compiled and the report is written. For school districts, the date must be no more that 60 school days from receipt of consent for evaluation. For charter schools, the date must be no more than 60 calendar days from receipt of consent for evaluation. The Date IEP Team Reviewed Existing Evaluation Data above is the date that the review of existing evaluation data was completed by all members of the IEP Team, including the parents.

SUMMARIZE INFORMATION REVIEWED

- Existing evaluation data (including physical, social, or cultural background and related developmental needs):

ANNOTATION: The text in this box cannot be viewed in its entirety. Can it be accessed by districts? This section should include information about the child's physical, social or cultural background, and other aspects of the child's life that impact on his/her current educational performance. In addressing cultural background, if appropriate, include a statement about the child's proficiency with the English language and the impact their skill level may have on their participation in the general education curriculum. Historical information that has no relevance to the recommendations regarding eligibility or programming should not be included. This information should be gathered from existing data.

Input from the parents should relate to, and offer information that would be helpful in determining the child's continued eligibility.

An important part of the ER is the input that has been provided by (not about) the parents and/or persons with whom the child lives, as well as the results of any independent educational evaluations that have been completed. The extent to which observed school performance is or is not demonstrated in the home or community can be important in planning a child's educational program. This is especially pertinent to the evaluation of the child's adaptive behavior. Information from the parents should be clearly indicated, with a phrase such as, "as reported by the parents..." If unable to get input from the parents, document attempts made to obtain the information.

- Evaluations and information provided by the parents:
- Current classroom based assessments and observations and local and/or state assessments:

ANNOTATION:

This section should include results of the child's performance within the general education curriculum, including curriculum-based or performance-based assessments. This information should be based on specific data related to the child's suspected disability or identified disability. It should be as comprehensive as possible across varied settings with the identification of as many variables of learning as possible. For example: Does the child demonstrate inappropriate behaviors only in certain settings? Does the child demonstrate partial competency (e.g., some phonological awareness, but no knowledge of alphabetic principle)? A description of direct interventions implemented in the regular classroom and outcomes should be included.

Any assessments, whether classroom based, local or state assessments, must take into account the child's English language proficiency level. All assessments must be offered in the child's native language or other mode of communication and in the form most likely to yield accurate results.

Finally, any information should be included about the child's performance on state and local assessments and any special circumstances under which the assessments were administered.

- Observations by teachers and related service providers:

ANNOTATION:

This section provides information about observations of the child in various settings. Observations may be conducted in instructional settings, in or outside the classroom, which may be related to the child's strengths, needs, and areas for specially designed instruction. The observations should document specific skills that the child is capable of performing, or specific skills that the child is lacking. The observations need to be structured and occur when the child is engaged. Observations may also include more than one subject or class, and determine task comprehension, task completion, time spent on task, classroom environment and level of peer interaction. If the child has or is suspected of having a specific learning disability, s/he must be observed by

- Whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals in the IEP and to participate as appropriate in the general education curriculum:

ANNOTATION:

This section includes any modifications and specially designed instruction that the child needs in order to be able to meet his or her goals and to participate in the general education setting. The current IEP and progress monitoring should help to identify needs for this section.

For a child suspected of having a specific learning disability, include a statement of:

1. whether the child has a specific learning disability;
2. the basis for making the determination (whether there is a severe discrepancy between achievement and ability that is not correctable without special education and related services or whether the child does not respond to research-based interventions or other);
3. the relevant behavior noted during the observation of the child;
4. the relationship of that behavior to the child's academic functioning;
5. the educationally relevant medical findings, if any;
6. the determination of the team concerning the effects of environmental, cultural, or economic disadvantage:

ANNOTATION:

This section is to be completed only for those children suspected of having a specific learning disability. If this section is not applicable, indicate *Not Applicable* or *N/A*.

In determining whether a child has a specific learning disability, the team must document that it has addressed all six areas indicated above. In its documentation, the team should identify the specific area(s) of disability (i.e. oral expression, listening comprehension, written expression, basic reading skill, reading comprehension, reading fluency skills, mathematical calculation, or mathematical problem solving).

The statement should include whether the determination was made based on 1) a severe discrepancy between achievement and intellectual ability in oral expression, listening comprehension, written expression, basic reading skill, reading comprehension, reading fluency skills, mathematical calculation, or mathematical problem solving, or 2) the child's response to scientific, research-based intervention, or 3) other basis.

The group may determine that the child has a learning disability if the child does not make sufficient progress to meet age or State-approved grade-level standards despite the use of a process based on their response to scientific, research-based intervention; or the child exhibits a pattern of strengths and weaknesses in performance, achievement or both relative to age, State-approved grade-level standards or intellectual development, that is determined by the group to be relevant to the identification of a specific learning disability, using appropriate assessments.

A child may not be identified as having a specific learning disability if the severe discrepancy between ability and achievement is primarily the result of a visual, hearing, or motor impairment; mental retardation; emotional disturbance; or environmental, cultural, economic disadvantage or limited English proficiency.

The team must ensure the lack of achievement is not due to lack of appropriate instruction in reading and math and must consider: Data demonstrating that prior to referral the child was provided appropriate instruction in regular education delivered by qualified personnel; data based documentation of repeated assessments of achievement at reasonable intervals, reflecting progress during instruction which was provided to the parents.

DETERMINATION OF NEED FOR ADDITIONAL DATA

The IEP Team determined that additional data are not required.

Reason(s) additional data are not required:

OR

The IEP Team determined that there is a need for additional data. The LEA shall issue the *Permission to Reevaluate* and administer tests and other evaluation materials as may be needed to produce the following data:

ANNOTATION:

The information reviewed by the IEP team must be provided to all members of the IEP team, including the parents, prior to the determination that new or no new data are needed to make a determination of continued eligibility. In this section, the team decides whether there is enough existing information to determine whether the child continues to have a disability and is still in need of special education, and to develop an IEP with appropriate program and services. If additional data are not needed, the first option is selected with an explanation as to why additional data are not needed. Then the remainder of this form is completed.

If the team determines that there is a need for additional data, the second option is selected and an indication of the type of additional data is listed. At this point, a *Permission to Reevaluate* form is provided to the parents. After administering the tests and/or other listed evaluation procedures (school districts have 60 school days to complete and charter schools have 60 calendar days to complete), the rest of this form is completed.

SUMMARY OF FINDINGS/INTERPRETATION OF ADDITIONAL DATA:

ANNOTATION:

If additional data were needed, this section should summarize those findings. A summary of all the data from the previous sections is also written here. An analysis of all of the data is written into a concise summary and the rationale for the determination of eligibility is explained.

The regulations state that a child must not be determined to be a child with a disability if the determining factor is a lack of appropriate instruction in reading and/or math or limited English proficiency. This applies to all disability categories, not just Specific Learning Disability. This is an appropriate section in which to consider this issue as additional data is collected and interpreted.

CONCLUSION

The student has a disability AND continues to be eligible for special education

Disability category:

Additional disability category(s), if any:

OR

[] The student is no longer eligible for special education. (The parent may request an assessment to determine whether the student continues to be a child with a disability)

ANNOTATION:
 The evaluation team must determine whether the child continues to be eligible for special education. In order to be eligible, the child must have a disability (i.e., mental retardation, hearing impairments including deafness, speech or language impairments, visual impairments including blindness, serious emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disability) and continue to need specially designed instruction. The disability category must be indicated. If the child has any additional disability category it should also be listed. If there are no additional disabilities, indicate *Not Applicable* or *N/A*.

If the child does not meet the disability requirement and/or does not continue to need specially designed instruction, the team should check the second option. A *Notice of Recommended Educational Program (NOREP)* must be provided to the parent.

The regulations specify that a child must not be determined to be a child with a disability if the determining factor is a lack of appropriate instruction in reading and/or math or limited English proficiency. This applies to all disability categories, not just Specific Learning Disability.

Upon completion of the reevaluation, the local education agency will complete and issue the report to the required members of the evaluation team.

Evaluation Team Participants*	Title	Agree (Required when evaluating children with specific learning disabilities)	Disagree
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

* For school districts, a school psychologist is **required** for evaluation of the following disability categories: Autism, Emotional Disturbance, Mental Retardation, Multiple Disabilities, Other Health Impairments, Specific Learning Disability or Traumatic Brain Injury. **Not required** for Deaf/Blind, Hearing Impaired, Speech/Language, Visual Impairment and Orthopedic Impairment.

Date copy of this report was provided to the parent:

A copy of the ***Procedural Safeguards Notice*** explaining your rights is available from your child's school.

ANNOTATION:
 The LEA is to provide a copy of the evaluation report and the documentation of determination of eligibility at no cost to the parent.