

REEVALUATION REPORT (ANNOTATED)

Student's Name: _____

REEVALUATION REPORT (Annotated)

School Age

ANNOTATION:

Purpose of Reevaluation Report: The Reevaluation Report (RR) documents the results of the reevaluation of a student and the team decision regarding the student's continued eligibility for special education. Reevaluations are conducted when: the child's performance indicates a need, the student's initial evaluation or reevaluation anniversary date is approaching (two years for students with Intellectual Disability or three years for all other disabilities); when requested by parents or Local Education Agency (LEA) (unless request is denied); when a special education student moves in to LEA from within Pennsylvania; when a student transitions from Early Intervention and has been identified with a disability recognized in school age services.

The RR should contain information and direction for the family, school staff and other professionals that interact with the student. More than a summary of assessment results, the RR provides recommendations and information that can improve outcomes for the student.

Intended Audience: An RR must be written with many different potential audiences in mind. These audiences can include parents, education and clinical professionals, school administrators and other service providers. As such, the RR should be written in a manner that ensures all readers of the document understand and gain information from the document. All contributing writers should attend to the length, readability levels and use of jargon in each section. RRs should be written with the intention of allowing the reader to utilize the information provided to address the educational needs of the student and allow them to make progress in the general education curriculum.

Student Name: _____

Date of Report (mm/dd/yy): _____ Date Report Provided to Parent/Guardian/Surrogate: _____

Student Birth Date: _____ Age: _____ Grade: _____

Local Education Agency (LEA): _____

School Student is Attending: _____

Current Educational Program: _____

County of Residence: _____ Phone (Home): _____

Name and Address of Parent/Guardian/Surrogate: _____ Phone: (Work): _____

Other Information: _____

ANNOTATION:

Include the demographic information listed above and additional information that may be useful.

The Date of Report above is the date that all of the information has been compiled and the report is written.

The Date Report Provided to Parent/Guardian/Surrogate is the date a copy of the written report was made available to the parent/guardian/surrogate.

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Copies of the Reevaluation Report must be provided to the parents at least 10 school days prior to the meeting of the IEP team, unless this requirement is waived by the parent in writing.

For all students, the reevaluation process begins with a review of existing evaluation data by the IEP team. The review of existing evaluation data should begin at least 60 calendar days prior to the reevaluation anniversary date. The review does not require permission from the parent, but the parent must be included in this review of existing evaluation data. The review of existing evaluation data is not required to be conducted at a meeting.

Date IEP Team Reviewed Existing Evaluation Data: _____

ANNOTATION:

Date the IEP Team completed the review of existing evaluation data.

The IEP team must decide if it has enough data to determine: the student's educational needs; the present levels of academic achievement and related developmental needs of the student; whether any additions or modifications to the special education and related services are needed to enable the student to meet the measurable annual goals in the IEP and to participate as appropriate in the general education curriculum; and whether the student continues to need special education and related services.

ANNOTATION:

This statement provides the IEP team with the purpose of the review of existing evaluation data. The IEP team must review existing student data to determine the student's educational and related developmental needs, present levels of academic achievement, if additions or modifications need to be made to the current IEP, and if the student continues to be eligible for special education services. The existing evaluation data to be reviewed are listed in items 1 - 7 in Section I. Section I is a summary of the data reviewed.

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I. SUMMARIZE INFORMATION REVIEWED

Complete items 1-7 for all students.

1. Physical condition, social, or cultural background, and adaptive behavior relevant to the student's disability and need for special education:

ANNOTATION:

This item allows for documentation of any physical, social or cultural background, or adaptive behavior that may affect a student's school performance.

There are many reasons outside of the presence of a disability that may lead to a student having difficulty in school. This section documents relevant information necessary for the evaluation team to make an accurate decision about the student's eligibility for special education and education programming. Document either the presence of an issue (e.g. chronic health problems) or the lack of an issue (e.g. hearing and vision screening results within normal limits).

Appropriate assessments must be conducted and information gathered to address these issues accurately.

2. Evaluations and information provided by the parent (or documentation of LEA's attempts to obtain parental input):

ANNOTATION:

The parents are a required and valuable member of the multidisciplinary evaluation team. Information provided by parents offers a unique and important perspective on the student. As such, this section is dedicated to the information the parent provides. This section can include information gathered directly from the parent and/or information the parent has obtained from other sources such as a pediatrician or independent evaluator. Information provided by the parent is included in this section and taken into consideration as decisions regarding eligibility for special education and program design are made.

Multidisciplinary teams can obtain information from the parent in many ways. It can be collected from written responses from parents, interviews, standardized rating scales or other appropriate methods. Parent input should be thoroughly documented in this section, clarifying how the information was collected and what responses were provided.

If schools are unable to gather input from a parent despite attempts, documentation of the attempts made will be documented within this section.

3. Aptitude and achievement tests:

ANNOTATION:

Summarize the results of existing aptitude and achievement assessments administered to the student and the interpretation of the assessment results.

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4. Current classroom based assessments and local and/or state assessments:

ANNOTATION:

Summarize the student's performance within the general education curriculum. This information should relate to the student'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.

Information collected should include a summary the student's progress monitoring data relative to measurable annual goals in his/her current IEP. The student's performance should be evaluated in reference to expected age and grade level standards. When appropriate, due to student age or need, include information that relates to the transition needs of the student.

Finally, include results of the student's performance on state and local assessments and any special circumstances under which the assessments were administered.

5. Observations by teacher(s) and related services provider(s), when appropriate:

ANNOTATION:

This item will include information gathered through observations of the student. Observations should be planned and conducted by appropriate personnel in settings related to the referral question(s). When referral question(s) relate to specific academic subjects or behaviors, structured observations in those settings will provide insight that will aid in the understanding of the students skills and areas of need. The type and setting of student observation(s) should be determined by the evaluation team and documented in this section.

6. Teacher recommendations:

ANNOTATION:

Input from a student's teacher(s) can provide valuable insight into that student's comprehensive level of functioning. Recommendations from teachers, documented in this section, should be rooted in data they have collected on the student. Teachers can provide recommendations formulated through review of a student's formative, diagnostic and benchmark assessments as well as progress monitoring data. Recommendations can relate to any aspect of a student's education but they must be formulated based on the student performance and assessment data results.

7. Determining factors: A student must not be found to be eligible for special education and related services if the determining factor for the student's suspected disability is any of those listed below. Respond Yes or No to, and provide evidence for, each determining factor below.

ANNOTATION:

Regulations state that a student must not be identified as a student with a disability if the reason they are not achieving is due to a lack of appropriate instruction in reading, math or due to limited English proficiency. This section requires a decision in each of those three areas, along with the evidence the team used to make the decision.

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A "Yes" response means the team believes that, yes, the student is struggling due to lack of appropriate instruction in reading, math, or English language proficiency level.

A "No" response means the team agrees that, no, the student's struggles are not due to a lack of appropriate instruction in reading, math, or English language proficiency level.

Teams must provide clear evidence as to why they chose their response to the "Yes" or "No" question. Describe why the team determined the student received appropriate instruction or possesses adequate language skills. Do not leave that section blank.

This section must be completed for all students, regardless of the suspected disability.

Yes No

Lack of appropriate instruction in reading, including the essential components of reading instruction. Provide evidence:

ANNOTATION:

Provide evidence that supports either the Yes or No response. Indicate whether the student had access to appropriate instruction, including the essential components of reading instruction.

If "yes" is checked, describe why reading instruction was not appropriate and provide data showing that such instruction negatively impacted the student's involvement in and progress in the general education curriculum.

If "no" is checked, include a statement that provides evidence of appropriate instruction in reading, including the essential components. Factors to consider can include the use of scientific research-based interventions, professional development in implementation of the interventions, the use of fidelity checks, and the certifications and qualifications of the teacher.

Yes No

Lack of appropriate instruction in math. Provide evidence:

ANNOTATION:

Provide evidence that supports your Yes or No response. Indicate whether the student had access to appropriate math instruction.

If "yes" is checked, describe why instruction in mathematics was not appropriate, and provide data showing that such instruction impacted negatively on the student's involvement in and progress in the general education curriculum.

If "no" is checked, include a statement that provides evidence of appropriate instruction in mathematics. Factors to consider can include the use of scientific research-based interventions, staff development in implementation of the interventions, the use of fidelity checks, and the qualified status of the teacher(s).

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Yes No

Limited English proficiency. Provide evidence:

ANNOTATION:

Provide evidence that supports the Yes or No response. Indicate whether the student's level of English language proficiency had a negative impact on their progress or not.

A student cannot be found to have a disability if lack of achievement is due to limited English proficiency.

If "yes" is checked, provide evidence on how the student's level of English language proficiency is having a negative impact on their ability to make progress in the general education curriculum.

If "no" is checked, In this section, provide evidence that limited English proficiency has not been a factor in the student's involvement and progress in the general education curriculum.

ANNOTATION:

If a student is currently identified as having a specific learning disability, the items in the SLD section of this report must be addressed as part of the review of existing evaluation data. Documenting the review of those items can occur by either completing the SLD component and attaching it to the *Reevaluation Report*, or by incorporating the review into Section I items 1-7.

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II. DETERMINATION OF NEED FOR ADDITIONAL DATA, SUMMARY AND CONCLUSIONS

ANNOTATION:

The review of existing evaluation data, completed in Section I of this document, is conducted by the IEP team to determine if enough information exists to complete the reevaluation process. At the end of the data review, the IEP team will determine one of the following:

1. The IEP team determines **ADDITIONAL EVALUATION DATA ARE NOT NEEDED**
2. The IEP team determines **THERE IS A NEED FOR ADDITIONAL EVALUATION DATA**

The decision the IEP team makes determines next steps and which section of this report the team completes.

By determining that **ADDITIONAL EVALUATION DATA ARE NOT NEEDED**, the IEP team is indicating they believe enough information exists to: determine continued eligibility for special education and to develop an IEP for the student if needed. The team completes Item 1 in this section, beginning with a thorough explanation of why the team determined that additional evaluation data are not needed. Item 1 also requires a summary of information that led to the conclusion as to the continued eligibility of the student.

By determining that **THERE IS A NEED FOR ADDITIONAL EVALUATION DATA**, the IEP team is indicating that more information is needed to: determine continued eligibility for special education and/or develop an IEP for the student if needed. Following the gathering of the additional evaluation data, the team completes item 2 in this section, reporting on the results of the data collection and their conclusion as to continued eligibility of the student.

While a meeting to review existing evaluation data is not required, the information that will be reviewed must be provided to all members of the IEP team, including the parents, before making the decision that new evaluation data are needed or are not needed.

When the decision is made to collect additional evaluation data, the team must seek permission from the parents using the *Prior Written Notice for Reevaluation and Request for Consent Form - School Age*. If reasonable attempts to get permission are not successful, the team may conduct the reevaluation.

Based on all evaluation data reviewed, complete item 1 or item 2.

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1. The IEP team determined that additional data are not needed.

ANNOTATION:

If the IEP team determines that additional evaluation data are not needed, the LEA should complete the *Reevaluation Report* and issue it to the parents. The parent, as a member of the IEP team, has the right to request additional assessments at this point in the reevaluation process, to determine whether the student continues to be a student with a disability and eligible for special education services.

The *Reevaluation Report* must be provided to the parents no later than two years from the date of the previous *Evaluation Report* or *Reevaluation Report* for students with an Intellectual Disability, or not later than three years from the date of the previous *Evaluation Report* or *Reevaluation Report* for students with other disabilities. For students identified with a specific learning disability only, the parent and LEA may agree in writing to extend the required three year timeline.

If the parent requests additional assessments at this point in the reevaluation process, the LEA has the options of agreeing or disagreeing with the request for additional assessments.

- If the LEA agrees to conduct additional assessments, the LEA checks the box in Section II, Item 2 indicating that additional data are needed and issues the *Prior Written Notice for Reevaluation and Request for Consent Form - School Age* to the parent. The LEA will have 60 calendar days from receipt of parent permission to complete the reevaluation report and provide the parents with a copy of the report. Regardless of the 60 day period to complete the evaluation, the LEA still must complete the reevaluation process within the two or three year requirements.
- If the LEA does not agree to conduct additional assessments, the LEA issues a *Notice of Recommended Educational Placement/Prior Written Notice (NOREP/PWN)* with an explanation of the refusal.

If the LEA or parent initiate a reevaluation earlier than the mandated two-or three-year reevaluation, and the review of existing evaluation data indicates that additional evaluation data are not needed, a *Reevaluation Report* must be completed and issued to the evaluation team, including the parent, to reflect the summary and conclusions. While regulations are silent on a time frame for this process, the *Reevaluation Report* should be issued in a timely manner so it reflects current evaluation data.

Reason(s) additional data are not needed:

ANNOTATION:

A thorough explanation of the reasons for the IEP team decision that no additional evaluation data are needed is required in this section. By choosing the option that enough data currently exists, the IEP team is indicating that they have access to data that will allow them to make a decision regarding continued eligibility for special education and enough information to develop an IEP if needed.

Specify what information the team had available to them, the data they reviewed and why that data led to this decision.

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Conclusion: Complete section A or B or C.

ANNOTATION:

Utilizing the information gathered throughout the reevaluation process, the team must determine whether the student will continue to be eligible for special education. Eligibility decisions are made by answering the two-prong question:

- 1) _____ Does the student have a disability?
 -and-
- 2) _____ Does the student need specially designed instruction?

Eligibility for special education requires a "Yes" answer to both questions.

This section of the RR offers three possible responses to the eligibility question:

- A. The student has a disability and continues to need specially designed instruction
- B. The student no longer has a disability
- C. The student has a disability but no longer needs specially designed instruction

Choosing response A indicates that the team found that the student continues to be eligible to receive special education services. Choosing responses B or C indicates that the team found that the student is no longer eligible for special education.

- A. The student has a disability AND continues to need specially designed instruction.
 - i. Disability Category
 Primary disability category: _____
 Secondary disability category(s), if any: _____

ANNOTATION:

Two spaces are available to list identified disabilities: Primary and Secondary. The team chooses the order in which the disabilities impact the student. If more than two disabilities exist, identify those as well. Listing the order of the disabilities will have no impact on possible services or placements for the student. Services and placement will be determined based solely on the needs of the student.

- ii. Summary of Findings

ANNOTATION:

This section summarizes the review of evaluation data from Section I, Items 1 - 7.

Student's educational strengths and needs:

ANNOTATION:

Using information found in Section 1, Items 1 - 7, provide a summary of the student's educational strengths and needs.

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Student's Name:

Present levels of academic achievement and related developmental needs, including transition needs as appropriate:

ANNOTATION:

Using information found in Section 1, Items 1 - 7, provide a summary of how the student is performing within the general education curriculum, including reading, writing, and math. Assessment results and current instructional levels in these areas should be provided. Transition needs related to postsecondary training, education, employment, and where appropriate, independent living skills should be reported in this section. Developmental needs, including social, emotional, and communication needs should also be included in this section.

Recommendations for consideration by the IEP team regarding any additions or modifications to the special education and related services needed to enable the student to meet the measurable annual goals in the IEP and to participate as appropriate in the general education curriculum (including special considerations the IEP team must consider before developing the IEP, measurable annual goals, specially designed instruction, and supplementary aids and services):

ANNOTATION:

Using information found in Section 1, Items 1 - 7, include recommendations regarding modifications, specially designed instruction, and related services that the student needs to be able to meet his/her IEP goals and to participate in the general education setting. The current IEP and progress monitoring information should help to identify changes or additions to be included in the new IEP.

OR

B. The student does not have a disability and no longer is eligible for special education. (The parent may request an assessment to determine whether the student continues to be a student with a disability.)

ANNOTATION:

Select this option to indicate the team has concluded that enough existing evaluation data exists to determine that the student does not currently have a disability, and therefore, is no longer eligible to receive special education services.

In this situation, the parent has the right to disagree, and request additional evaluation data be collected. If the parent requests additional evaluation data at this point in the reevaluation process, the LEA has the option of agreeing or disagreeing with the request.

If the LEA agrees to gather additional evaluation data:

- The LEA will notify the parent within a reasonable amount of time that the additional evaluation data will be collected
- The LEA will send the parent a *Prior Written Notice for Reevaluation and Request for Consent Form - School Age* within a reasonable amount of time

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- Once the consent form is received, the parent should sign and return it as soon as possible, thus giving the LEA permission to continue with the reevaluation.
- Within 60 calendar days (not including summer days) of the date the LEA receives parental consent to collect additional evaluation data, the parent will receive a copy of the *Reevaluation Report*. The *Reevaluation Report* will summarize the data reviewed during reevaluation and the conclusion about a student's continued eligibility for special education services.

If the LEA refuses the parental request for additional evaluation data collection, the LEA must issue a *Notice of Recommended Educational Placement/Prior Written Notice (NOREP/PWN)* with an explanation for the refusal.

Option B represents a change in eligibility and will result in the LEA issuing a NOREP/PWN to inform the parent that the student is no longer eligible to receive special education services.

OR

- C. The student has a disability but no longer needs specially designed instruction, and no longer is eligible for special education. (The parent/guardian/surrogate may request an assessment to determine whether the student continues to be a student with a disability.)

ANNOTATION:

Select this option to indicate the team has concluded that enough existing evaluation data exists to determine that the student no longer needs specially designed instruction, and therefore, is no longer eligible to receive special education services.

In this situation, the parent has the right to disagree, and request additional evaluation data be collected. If the parent requests additional evaluation data at this point in the reevaluation process, the LEA has the options of agreeing or disagreeing with the request.

If the LEA agrees to gather additional evaluation data:

- ◆ The LEA will notify the parent within a reasonable amount of time that the additional evaluation data will be collected
- ◆ The LEA will send the parent a *Prior Written Notice for Reevaluation and Request for Consent Form - School Age* within a reasonable amount of time
- ◆ Once the consent form is received, the parent should sign and return it as soon as possible, thus giving the LEA permission to continue with the reevaluation.
- ◆ Within 60 calendar days (not including summer days) of the date the LEA receives parental consent to collect additional evaluation data, the parent will receive a copy of the *Reevaluation Report*. The *Reevaluation Report* will summarize the data reviewed during reevaluation and the conclusion about a student's continued eligibility for special education services.

If the LEA refuses the parental request for additional evaluation data collection, the LEA must issue a *Notice of Recommended Educational Placement/Prior Written Notice (NOREP/PWN)* with an explanation for the refusal.

Option B represents a change in eligibility and will result in the LEA issuing a NOREP/PWN to inform the parent that the student is no longer eligible to receive special education services.

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Student's Name:

2. The IEP team determined that there is a need for additional data.
The LEA must issue the *Permission to Reevaluate - Consent Form* and administer tests and other evaluation materials as may be needed to produce the data below.

ANNOTATION:

If the IEP team concludes, following the review of existing evaluation data, that more information is needed, the team will seek consent from the parents to proceed with further assessment. The LEA will send the parent a *Prior Written Notice for Reevaluation and Request for Consent Form - School Age*. If, after reasonable attempts, the LEA has not received permission from the parent, the LEA may proceed with the collection of additional evaluation data.

The additional evaluation data are collected and used to determine if the student continues to be eligible for special education.

The reevaluation must be completed by its anniversary date and within 60 calendar days of the receipt of the signed *Prior Written Notice for Reevaluation and Request for Consent Form - School Age*.

NOTE: IF REEVALUATING THE STUDENT TO DETERMINE SPECIFIC LEARNING DISABILITY, COMPLETE THE *DETERMINATION OF SPECIFIC LEARNING DISABILITY* COMPONENT AT THE END OF THIS DOCUMENT BEFORE COMPLETING THE SECTION BELOW.

ANNOTATION:

When reevaluating a student already eligible for special education services under the category of specific learning disability, the review of all items in the SLD component must be documented either by completing the SLD component of the *Reevaluation Report* or by incorporating the review of all items in the SLD component into appropriate sections of the *Reevaluation Report*.

The SLD component must also be completed when reevaluating a student already eligible for special education under a different disability category but is thought to also be a student with specific learning at the time of the reevaluation.

Interpretation of additional data:

ANNOTATION:

This section includes a summary and analysis of the additional evaluation data collected in the reevaluation. This information, along with the existing evaluation data reviewed by the IEP team and summarized in Section I, will be used to make the determination of eligibility for special education services.

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ANNOTATION:

Utilizing the information gathered throughout the reevaluation process, the team must determine whether the student will continue to be eligible for special education. Eligibility decisions are made by answering the two-prong question:

- 1) _____ Does the student have a disability
-and-
- 2) _____ Does the student need specially designed instruction?

Eligibility for special education requires a "Yes" answer to both questions.

This section of the RR offers three possible responses to the eligibility question:

- A. The student has a disability and continues to need specially designed instruction
- B. The student no longer has a disability
- C. The student no longer needs specially designed instruction

Choosing response A indicates that the student continues to be eligible to receive special education services. Choosing responses B or C indicates the team found that the student is not eligible for special education.

- A. The student has a disability AND continues to need specially designed instruction.
 - i. Disability Category
Primary disability category: _____
Secondary disability category(s), if any: _____

ANNOTATION:

Two spaces are available to list identified disabilities: Primary and Secondary. The team will choose the order they believe the disabilities impact the student. If more than two disabilities exist, identify those as well. Listing the order of the disabilities will have no impact on possible services or placements for the student. Services and placement will be determined based solely on the needs of the student.

- ii. Summary of Findings
Student's educational strengths and needs:

ANNOTATION:

Findings from all evaluation data are summarized to document the student's educational strengths and needs.

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Present levels of academic achievement and related developmental needs, including transition needs as appropriate:

ANNOTATION:

Provide a summary of how the student is performing within the general education curriculum, including reading, writing, and math. Assessment results and current instructional levels in these areas should be provided. Transition needs related to postsecondary training, education, employment, and where appropriate, independent living skills should be reported in this section. Developmental needs, including social, emotional, and communication needs should also be included in this section.

Recommendations for consideration by the IEP team regarding any additions or modifications to the special education and related services needed to enable the student to meet the measurable annual goals in the IEP and to participate as appropriate in the general education curriculum (including special considerations the IEP team must consider before developing the IEP, measurable annual goals, specially designed instruction, and supplementary aids and services):

ANNOTATION:

Include recommendations regarding modifications, specially designed instruction, and related services that the student needs to be able to meet his/her IEP goals and to participate in the general education setting. The current IEP and progress monitoring information should help to identify changes or additions to be included in the new IEP.

OR

- B. The student does not have a disability and therefore no longer is eligible for special education.

ANNOTATION:

Selecting option B indicates the student no longer meets the criteria for a disability and is no longer eligible for special education services. Choosing this option represents a change in eligibility and will result in the LEA issuing a Notice of Recommended Educational Placement/Prior Written Notice to inform the parent that student is no longer eligible to receive special education services.

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- C. The student has a disability but no longer needs specially designed instruction, and no longer is eligible for special education.

ANNOTATION:

Selecting option C indicates the student no longer demonstrates a need for specially designed instruction and is no longer eligible for special education services. Choosing this option represents a change in eligibility and will result in the LEA issuing a Notice of Recommended Educational Placement/Prior Written Notice to inform the parent that student is no longer eligible to receive special education services.

Upon completion of the reevaluation, the Local Education Agency will complete and issue the report to the members of the evaluation team.

ANNOTATION:

The LEA is to provide a copy of the Reevaluation Report to the parent at least 10 school days prior to the IEP meeting (unless a waiver is signed).

Evaluation Team Participation		Agreement and Disagreement required ONLY when evaluating students for specific learning disability.	
Evaluation Team Participants*	Title	Agree	Disagree**
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>

ANNOTATION:

Certified school psychologists are required members of the multidisciplinary evaluation team when specific disability categories are under consideration.

* A certified 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. A certified school psychologist is not required for Deaf-blindness, Deaf and Hard of Hearing, Speech/Language Impairment, Visual Impairment and Orthopedic Impairment.

** For specific learning disability only, if a team member disagrees with the team's conclusion related to the identification of the student as having a specific learning disability, the member must submit a separate

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statement presenting the member's dissent to the LEA. This information must be attached to the *Reevaluation Report*. Please submit this statement to:

ANNOTATION:

The "Agree" and "Disagree" boxes are only required when the team is considering eligibility of a student due to a specific learning disability. If specific learning disability is not being considered, team members are not required to indicate whether they "Agree" or "Disagree."

If the Evaluation Team Participants names were added electronically and the team is considering eligibility due to a specific learning disability, team members should initial near the checked "Agree" or "Disagree" box to indicate their choice.

If a team member chooses to "Disagree" with the team decision regarding a specific learning disability, they must provide a statement of dissent to the LEA.

LEA Representative Name

Phone Number

Email Address

A copy of the *Procedural Safeguards Notice* is available upon request from your child's school. This document explains your rights, and includes state and local advocacy organizations that are available to help you understand your rights and how the special education process works.

For help in understanding this form, an annotated *Reevaluation Report* is available on the PaTTAN website at www.pattan.net. Type "Annotated Forms" in the Search feature on the website. If you do not have access to the Internet, you can request the annotated form by calling PaTTAN at 800-441-3215. The annotated forms offer assistance and guidance to parents and educators, and are not intended as an exclusive manner for complying with state and/or federal special education regulations.

DETERMINATION OF SPECIFIC LEARNING DISABILITY

ANNOTATION:

This component of the RR is completed only if the student was being evaluated to determine if they met the criteria to be identified as having a specific learning disability. All ten items in this section must be completed whether the student was found to be eligible or not. If the student was not evaluated for the possibility of a specific learning disability, it is advisable, but not required, to answer "Not Applicable" to each of the ten questions.

When there is overlap of information between sections of the RR, it is permissible to refer the reader to the other sections or to copy information from one section to another.

NOTE: This component must be completed when determining eligibility for Specific Learning Disability. The information must be attached to and/or incorporated into Section II item 2 of the completed *Reevaluation Report*.

Provide documentation for items 1-10.

1. The student does not achieve adequately for the student's age or does not meet State-approved grade-level standards in one or more of the following areas when provided with learning experiences and scientifically based instruction appropriate for the student's age or State-approved grade level standards and level of English language proficiency: oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation, and mathematics problem-solving.

ANNOTATION:

The evaluation team must determine if the student is making adequate achievement in the eight areas listed above. Sources of data used to make this determination include (but are not limited to) benchmark assessments; progress monitoring data; performance on district-wide assessments; statewide tests of achievement and norm-referenced tests of academic achievement. Multiple sources of data collected over time should be used during the decision making process.

The student's achievement in these areas should be evaluated in relation to their age or State-approved standards. To warrant identification, the student's achievement level should be significantly deficient. The regulations do not explicitly define the term significantly deficient. Making the determination to identify a student is a team decision. It is the responsibility of individual LEA to establish or define appropriate assessment parameters (see *PA Guidelines for Identifying Students with Specific Learning Disabilities*) available at www.pattan.net.

The team must address the student's English language proficiency and whether this may be impacting on his/her ability to meet age and grade level standards. Limited English proficiency (as addressed in section 4 Determining Factor) is a disqualifying factor in determining eligibility. A student is not to be identified as eligible for special education if the reason they are struggling is due solely to their limited English language skills.

2. Check below to identify the process(es) used to determine eligibility.

ANNOTATION:

Chapters 14 and 711 allow for the choice of two models of identification of specific learning disabilities: the discrepancy model and the response to intervention model. It is the decision of the LEA which model(s)

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will be used as their method of identification. However, LEA's must seek approval from the Pennsylvania Department of Education (PDE) to use the Response to Intervention model to make an eligibility decision regarding a specific learning disability. The LEA's decision as to which model (s) will be used is documented in the district's Special Education Plan and in the Annual Plan for charter schools.

It is the decision of the evaluation team as to which available model is used to evaluate a child. Only one model is to be used during an evaluation for each individual child even if both models are available to the LEA. An LEA may be moving toward implementation of a Response to Intervention model but still be relying on the Discrepancy Model for identification purposes. In that case, the data collected as the child progressed through the tiers is available for use during the evaluation process but the decision is still made using the discrepancy model. Similarly, response to intervention may be available within the elementary grades of an LEA but not at the secondary level. In that case, the team chooses the discrepancy model for identification of a secondary student even though both models are available on the special education plan.

Check the box that indicates the model used to determine SLD for this student.

Response to Scientific Research-Based Intervention (RtI). Document the criteria below.

The student does not make sufficient progress to meet age or State-approved grade-level standards in one or more of these areas: oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation, and mathematics problem-solving:

ANNOTATION:

To identify a student as having SLD, the student must demonstrate a deficit in achievement of age or State-approved standards as well as an inadequate rate of improvement when the student is provided increasingly intense interventions. Documentation of this should include: evidence that the student was provided with appropriate instruction in the general education setting; evidence that the student's rate of improvement (slope) was significantly inadequate when provided with multiple tiers of research-based interventions; and evidence that research-based core instruction and interventions were offered with fidelity for sufficient length of time. Progress monitoring data collected over time will provide information about the level of achievement and rate of improvement.

Severe Discrepancy between Intellectual Ability and Achievement. Document the criteria below.

The student exhibits a pattern of strengths and weaknesses in performance, achievement or both relative to age, standards or intellectual development:

ANNOTATION:

Teams will evaluate the student's pattern of strengths and weaknesses to determine if there is a discrepancy between intellectual ability and academic achievement. A discrepancy between the two is not enough to identify a student as having an SLD; the student also must be demonstrating achievement significantly below age or grade level. The regulations do not explicitly define significantly below age or grade level. It is the responsibility of individual LEAs to establish or define appropriate assessment parameters (see *PA Guidelines for Identifying Students with Specific Learning Disabilities*) available at www.pattan.net.

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3. The instructional strategies used and the student-centered data collected:

ANNOTATION:

Explicitly describe the instructional strategies and/or interventions used with the student and the impact those interventions had on their achievement. Provide information gathered through progress monitoring and/or classroom work. This information can come both from before and after this multidisciplinary evaluation process began. In addition, this section should document the data collected on the student as part of the evaluation process.

Information on successful, and unsuccessful, strategies used in the classroom will prove valuable if an IEP is to be developed for the student. If the student is not going to receive special education services, this information will be valuable in providing recommendations for best ways to work with a student.

4. The educationally relevant medical findings, if any:

ANNOTATION:

Provide a summary of the student's relevant medical history or current state. Describe any evidence that medical issues could account for the deficits in the student's academic performance. Information provided by the family, vision and hearing screening results and information from outside sources is included in this section.

If there are no relevant medical issues in the history or at the time of this evaluation, provide a statement to that effect.

5. The effects of the student's environment, culture, or economic background:

ANNOTATION:

Describe any evidence that an aspect of the student's environment, culture or economic background is negatively impacting his/her academic achievement. Clarify the issue, the impact it is having and any strategies that may have been attempted to eliminate the negative impact.

6. Data demonstrating that prior to referral or as part of the referral process for a specific learning disability, the student's regular education instruction was delivered by qualified personnel, including the English as a Second Language (ESL) program, if applicable:

ANNOTATION:

Document that general education was delivered by qualified personnel. This should be evidenced by State certifications and trainings completed in intervention strategies or core curriculum. If the student is in an ESL program, document that the ESL curriculum was being delivered by a qualified teacher.

7. Data based documentation of repeated assessments of achievement at reasonable intervals, reflecting progress during instruction, which was provided to the parents:

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ANNOTATION:

Report the results of academic assessments collected over time that were used to monitor the achievement level of the student and how that information was provided to the parent. Such tools could include universal screenings, progress monitoring reports, PSSA scores or local assessments.

8. An observation in the student's learning environment (including the regular classroom setting) to document the student's academic performance and behavior in the areas of difficulty. Note the relationship of that behavior to the student's academic functioning:

ANNOTATION:

Regulations regarding observations for students being evaluated for the possibility of a specific learning disability vary slightly than for other disability categories. The student must be observed in the student's learning environment to determine if the student's behavior is a possible cause of deficient academic achievement. The observation should take place during the class time in which the student is having academic difficulties and the interactions of the student with peers and teachers should be documented. The observer must comment on the relationship between the student's behavior and academic functioning.

9. Other data, if needed, as determined by the evaluation team:

ANNOTATION:

Any other information the evaluation team collects, as well as information from outside sources, such as evaluations completed outside of school, is included in this section.

10. Include a statement for each item below to support the conclusions of the evaluation team that the findings are not primarily a result of:

ANNOTATION:

The evaluation team must determine that the student's academic deficiencies are not the result of the factors below, which are considered contra-indicators of SLD. To rule out these factors, evaluation teams should document, in the *Evaluation Report*, evidence that each of these factors has been excluded from consideration in the screening process, or if necessary, conduct a more extensive evaluation to eliminate them from consideration. Each exclusionary factor is discussed in detail below.

Visual, hearing, motor disability:

ANNOTATION:

Vision screening is routinely conducted in Pennsylvania schools and is required by Pennsylvania special education regulations. Health records in the school nurse's office should be consulted to determine if the screening results indicated a possible visual problem. If there are lingering concerns about vision, the student can be re-screened. If the screening indicates a possible visual problem, a referral to an optometrist or ophthalmologist would be indicated. If the student is found by the medical professional to have a visual impairment that is the primary cause of the student's academic difficulties, the student is excluded from consideration for SLD at that time.

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Hearing screening also is routinely conducted in the schools and is required by Pennsylvania special education regulations. These records should be available and consulted by the evaluation team. If there are lingering concerns about the student's hearing, the student can be re-screened. If the screening indicates a possible hearing problem, a referral to an audiologist for an audiological examination would be indicated. A student who is found to have a hearing impairment that is the likely source of the student's academic difficulties cannot be considered as a student with SLD.

Screening for orthopedic problems can be conducted by the school nurse or other health professional. If there are concerns that orthopedic problems may be the reason for the student's academic difficulties, a referral to a physical or occupational therapist or other medical practitioner should be made. If the student is found to have an orthopedic disability that is causing academic problems, that student cannot be identified as SLD.

Mental retardation:

ANNOTATION:

Federal regulations define mental retardation, now "intellectual disability", as "... significantly sub-average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's educational performance."

School psychologists have traditionally evaluated students for the possibility of an intellectual disability with measures of intellectual functioning and adaptive behavior. These methods remain the most valid way of identifying this disability if there is concern that the student might have sub-average general intellectual functioning. However, it also is appropriate to screen out the possibility of intellectual disability if the student displays clear evidence of general intellectual functioning in at least the low average range. For example, if the student displays inadequacies in reading, but performs proficiently in mathematics and otherwise displays appropriate adaptive behavior, the evaluation team may choose to rule out intellectual disability without administering intelligence tests or adaptive behavior measures. The rationale for this rule out should be included in the *Evaluation Report*. However, if there are concerns about significant cognitive and adaptive behavior difficulties, assessments of the student's cognitive functioning and adaptive behavior are recommended.

Emotional disturbance:

ANNOTATION:

Students with academic problems often display inappropriate and disruptive classroom behavior. Other students may have emotional problems that do not manifest themselves in observable behaviors. It is the responsibility of the evaluation team to determine if a student's academic difficulties are primarily caused by an emotional disturbance rather than a specific learning disability. Generally, emotional disturbance is determined through the use of behavior rating scales and functional behavior assessments.

The evaluation team is responsible for ruling out that these factors as a cause of the student's academic difficulties. Essentially, for students who display behavior problems, the evaluation team must determine whether the student's learning problems are instigating the behavior problems, or whether underlying emotional problems are impacting the student's ability to acquire academic skills. Students whose academic difficulties are predominantly a result of emotional disturbance may not be identified as SLD.

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Cultural factors:

ANNOTATION:

Students should not be identified as having a disability when the reason for their academic or other difficulties are related to cultural factors. If a student is operating from their cultural framework and it is resulting in difficulties in school, those are teachable moments not evidence of a disability.

In addition to language acquisition issues, students also may display academic deficiencies that are related to their acculturation experience in the United States. Evaluation teams need to weigh the relative impact of these cultural issues, while not overlooking possible indications of SLD.

Environmental or economic disadvantage:

ANNOTATION:

The evaluation team must also assess whether issues regarding environmental or economic problems are the primary source of a student's academic deficiencies rather than SLD.

Situations such as homelessness, child abuse, poor nutrition, chronic stress and other factors can have an adverse impact a student's ability to learn. Interviews with the family and developmental histories are useful tools to assess and document these issues.

A student may not be identified as having a specific learning disability if their academic difficulties are a result of environmental or economic disadvantage.

Limited English proficiency:

ANNOTATION:

Federal laws indicate that all students must be screened to determine if their primary language is other than English. If so, the student's proficiency in the English language (listening, speaking, reading, and writing) must be assessed by school personnel.

Research has indicated that students who are English language learners (ELLs) take approximately two years to acquire basic interpersonal communication skills (BICS) and between five and seven years to acquire the cognitive academic language proficiency (CALP) that is required to function effectively in content subjects.

Students who are in the process of learning English often will display academic deficiencies, especially if their education has been disrupted during an immigration experience. Similarly, ELLs may be particularly at risk for lack of instruction issues if interventions that address language issues have not been appropriately provided. Delays in the acquisition of academic skills that are the result of limited English proficiency are contraindications of SLD. Students must not be identified as eligible for special education when the cause for academic inadequacies is Limited English Proficiency.

Upon completion of the SLD Component, attach and/or incorporate this information into Section II Item 2 of the completed *Reevaluation Report*.

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