

Instructions – Reevaluation Summary Report

PURPOSE: To document the review of all special education records at the time of the student's reevaluation as required in Federal Register, 34 CFR Parts 300 and 301 (August 14, 2006), § 300.305.

§ 300.305 Additional requirements for evaluations and reevaluations.

(a) *Review of existing evaluation data.* As part of an initial evaluation (if appropriate) and as part of any reevaluation under this part, the IEP Team and other qualified professionals, as appropriate, must—

(1) Review existing evaluation data on the child, including—

(i) Evaluations and information provided by the parents of the child;

(ii) Current classroom-based, local, or State assessments, and classroom-based observations; and

(iii) Observations by teachers and related services providers; and

(2) On the basis of that review, and input from the child's parents, identify what additional data, if any, are needed to determine—

(i)(A) Whether the child is a child with a disability, as defined in § 300.8, and the educational needs of the child; or

(B) In case of a reevaluation of a child, whether the child continues to have such a disability, and the educational needs of the child;

(ii) The present levels of academic achievement and related developmental needs of the child;

(iii)(A) Whether the child needs special education and related services; or

(B) In the case of a reevaluation of a child, whether the child continues to need special education and related services; and

(iv) Whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the IEP of the child and to participate, as appropriate, in the general education curriculum.

(b) *Conduct of review.* The group described in paragraph (a) of this section may conduct its review without a meeting.

(c) *Source of data.* The public agency must administer such assessments and other evaluation measures as may be needed to produce the data identified under paragraph (a) of this section.

(d) *Requirements if additional data are not needed.* (1) 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, and to determine the child's educational needs, the public agency must notify the child's parents of—

(i) That determination and the reasons for the determination; and

(ii) The right of the parents to request an assessment to determine whether the child continues to be a child with a disability, and to determine the child's educational needs.

(2) The public agency is not required to conduct the assessment described in paragraph (d)(1)(ii) of this section unless requested to do so by the child's parents.

(e) *Evaluations before change in eligibility.* (1) Except as provided in paragraph (e)(2) of this section, a public agency must evaluate a child with a disability in accordance with §§ 300.304 through 300.311 before determining that the child is no longer a child with a disability.

(2) The evaluation described in paragraph (e)(1) of this section is not required before the termination of a child's eligibility under this part due to graduation from secondary school with a regular diploma, or due to exceeding the age eligibility for FAPE under State law.

(3) For a child whose eligibility terminates under circumstances described in paragraph (e)(2) of this section, a public agency must provide the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals. [Authority: 20 U.S.C. 1414(c)]

Instructions – Reevaluation Summary Report

FORM USE: The Reevaluation Summary Report provides a format for documentation of information gathered at the time of reevaluation required for special education students. Sections I, II, III, and IV in the Reevaluation Summary Report include:

- review of previous health, sensory/medical, and assessment reports;
- review of the student's IEP goals/objectives and services developed since the last evaluation;
- review of the effectiveness and appropriateness of the student's special education and general education programs;
- review of the student's cumulative records (grades, group assessment performance, behavioral and attendance concerns), or other pertinent information; and
- review of other information such as current observational and/or other assessment data gathered during the reevaluation process for program planning.

There are two formats that may be accessed to complete Sections I through IV. The Document format can be downloaded, printed, and completed manually. The Electronic Forms Document format may be saved and completed electronically by tabbing to each requested field. After the Electronic Forms Documents for Sections I, II, III, and IV of the Reevaluation Summary Report have been completed, the report can be printed and then become the Written Report which is reviewed by the IEP Team at the time Section V is completed. In addition, this report can be electronically saved and accessed for the student's next Reevaluation.

Section V of the Reevaluation Summary Report is completed manually by the IEP team and is not available electronically.

SECTIONS I and II – Background, Medical/Sensory, and Records Review

Overview: Sections I and II provide a review of student demographics and procedural safeguards, and background information (medical/sensory, IEP and records review). This information may be obtained by either a special education services provider or by an assessment specialist.

Instructions: Demographic Information

1. Student Name (Last, First, Middle Initial)		2. Birthday (month, day, year) ____/____/____		3. Sex <input type="checkbox"/> Male <input type="checkbox"/> Female	
4. School System		5. School of Enrollment		6. Grade	7. Primary Language
8. Name of Parent/Guardian				9. Primary Language at Home	

1. Student Name – Fill in the student's name in the order of last, first and middle initial.
2. Birthday – Fill in the student's birthday (month, day, and year).
3. Sex – Check male or female.
4. School System – Fill in the name of the student's current school system.
5. School of Enrollment – Fill in the name of the school where the student currently attends.
6. Grade – Fill in the student's current grade placement.
7. Primary Language – Fill in the primary language used by the student.
8. Name of Parent/Guardian – Fill in the name(s) of the child's custodial parents.
9. Primary Language in the Home – Fill in the primary language spoken in the student's home by parents, grandparents, and other relatives.

Instructions – Reevaluation Summary Report

Instructions: Procedural Safeguards

	<u>Month</u>	<u>Day</u>	<u>Year</u>
10. Prior Written Notice for Reevaluation	_____	_____	_____
11. Date Parent/Guardian Signed Consent for Reevaluation	_____	_____	_____

10. Prior Written Notice for Reevaluation – Fill in the month, day and year of Prior Written Notice being sent to parents for reevaluation.

11. Date Parent/Guardian Signed Consent for Reevaluation – This is completed after the IEP Team meets to review the reevaluation information. It is necessary only when the IEP team determines a Comprehensive Evaluation is needed before continuing eligibility determination can be made.

Instructions: Background Information – Medical and Sensory Information

Questions 1: Address medical issues. Indicate yes or no or N/A if there are no medical concerns, current medications, or medical evaluations included in the review.

Question 2: Review previous findings from vision and hearing screenings and evaluations. Record the most recent results from school-based or medically based evaluations for vision and hearing, follow-up screenings at school, and whether the student wears visual or auditory aids.

Instructions: Background Information – IEP and Records Review

Question 1: Record the student's primary disability and secondary disability, if applicable, with the date of eligibility for each disability. Record in the spaces provided all previous disabilities and the date of each disability determination and relevant evaluation reports in the student's file.

Question 2: Fill in the date of the last meeting held by the student's IEP team.

Question 3: List all Related Services received by the student.

Question 4: List the number of special education hours the student is presently receiving.

Question 5: Check all services currently being provided for the student. List all program modifications being made for the student (in both general education and special education classrooms).

Question 6: Review the student's cumulative records and determine whether the student's attendance is adequate or problematic (e.g., frequent absences or tardiness). Record the grades in which the student has been retained in school and the number of schools the student has attended since the previous evaluation.

Question 7: Record (check "yes" or "no") whether the student's behavior in school has been adequate or problematic. If behavior has been problematic:

- determine whether the current evaluation has adequately addressed the presenting behavioral issues (check "yes" or "no"),
- whether the student needs further evaluation of behavior difficulties (check "yes" or "no"),
- list the behavioral concerns addressed through the student's current IEP and previous evaluations,
- determine if the targeted behaviors are addressed in the student's IEP Goals/Objectives (check "yes" or "no") or through a separate Behavior Plan (check "yes" or "no"),
- describe specific interventions which have been used (past and present) to address the target behaviors, and
- reviewer sign and date Sections I and II.

Instructions – Reevaluation Summary Report

SECTION III – Evaluation and Assessment Review

Overview: Section III provides documentation of any previously administered student evaluations or assessments and the results of those assessments. The form is designed to review assessment components that are required when evaluating students identified with different disabilities. Inappropriate and/or unused student review sheets should not be included in the Reevaluation Summary Report. Only an appropriate assessment specialist should complete, sign, and date the needed pages from Section III – Evaluation Review.

Instructions: Review of Previous Evaluations and Assessments

Complete all pertinent Section III pages from the following:

- Achievement Evaluation Review
- Adaptive Behavior Evaluation Review
- Articulation Evaluation Review
- Fluency and Voice Evaluation Review
- Hearing Impairment/Deafness Evaluation Review
- Intellectual/Cognitive Evaluation Review
- Language Evaluation Review
- Preschool Evaluation Review
- Orthopedic/Other Health Impairment Evaluation Review
- Social/Emotional/Behavioral Evaluation Review
- Visual Impairment Evaluation Review

SECTION IV – Curriculum Based Assessment Review

Overview: Section IV provides documentation of the student's performance on statewide and district-wide assessments, including any accommodations provided, since the previous evaluation. Additional observations gathered during the reevaluation review process are indicated in Section IV and attached to the Reevaluation Review Summary. This information may be obtained by either a special education services provider or by an assessment specialist.

Instructions: Curriculum Based Assessment Review

- Group Achievement Test Review – Complete this section for the previous three years. Fill in the name of the test (e.g., TerraNova or Tennessee Comprehensive Assessment Program--TCAP) and the percentile scores obtained for each subtest and the composite score of that battery.
- Alternate Assessment Test Review – Complete this section for the previous three years. Fill in the name of the test [i.e., TCAP-Alt: Portfolio Assessment (PA) or TCAP-Alt: Academic Skills Assessment (ASA)], the student's grade and date for the test, and the scores obtained for each entry (PA) or subtest (ASA) and the total score.
- Competency/Gateway Test Results – Complete this section for each attempt made by the student to pass these assessments. Fill in the date of the test, whether the student passed or failed, and the student's score.
- TCAP Writing Assessment Results – Indicate the student's grade level (4/5, 7/8, or 11) when taking the assessment, and fill in the student's score (1 – 6).
- Group Assessment Accommodations – List all accommodations used by the student during the assessments, whether they are documented on the IEP, used in the general education classroom, and all required conditions are compliant.
- Additional Information – Indicate all observations provided and attach to Section IV.

Instructions – Reevaluation Summary Report

SECTION V – IEP TEAM REEVALUATION DECISION

Instructions: IEP Review Summary

Document all previous information gathered and recorded in Sections I, II, III, and IV of the Reevaluation Summary Report. The IEP team convenes to review and complete Section V of this report. After review of this information has been made, the IEP team determines whether there is sufficient information to determine continuing eligibility or additional information is needed and an Eligibility Report is written as indicated. The parent receives a copy of the Reevaluation Summary Report and Eligibility Report.

IEP Review Summary

Based on the review of existing evaluation data, including information provided by the parent(s) and current classroom based assessments and observations (information reported in Sections I, II, III, and IV), the IEP team will respond to the following questions. A response of Yes indicates the team has adequate information and does not require additional individual standardized testing to determine the student's continued eligibility. A response of No indicates the need for additional assessment for program planning or a comprehensive evaluation to determine the student's continued eligibility.

- Yes No 1. Is there team agreement this student continues to demonstrate the characteristics of a student with an educational disability?
- Yes No 2. Is there team agreement this student continues to need special education and/or related services?
- Yes No 3. Is there sufficient information documented about this student's educational strength, weaknesses, and current levels of functioning to plan future programming?
- Yes No 4. Is there team agreement the previously determined disability is accurate and current?
- Yes No 5. Is there team agreement the present or proposed educational program and related services are appropriate to meet the student's stated annual goals?
- Yes No 6. Is there team agreement the team agree that the student's present level of performance is consistent with results from previous evaluation(s)?
- Yes No 7. Is there team agreement the student's current IEP goals are appropriate, comprehensive, and consistent with assessment findings?

Instructions IEP Team Decision

After review of all data documented in the Reevaluation Summary Report (Sections I, II, III, IV), the IEP Team decision as described in the four options listed below is determined.

IEP Team Decision

Check only one of the following options:

- 1) The IEP Team reviewed all available information gathered and determined no additional data and/or assessment is needed. The student continues to be eligible for Special Education services.
DISABILITY: _____
Complete the Eligibility Report at this meeting and attach to the Reevaluation Summary Report. The student is eligible for continuing services in special education.
- 2) The IEP Team reviewed all available information gathered and determined no additional data and/or assessment is needed. The student is no longer eligible for Special Education services.
Complete the Eligibility Report at this meeting and attach to the Reevaluation Summary Report. The student is no longer eligible for services in special education.

Instructions – Reevaluation Summary Report

- 3) The IEP Team reviewed all available information gathered and determined additional data and/or assessment is needed for program planning purposes only.
 DISABILITY: _____
Complete the Eligibility Report at this meeting and attach to the Reevaluation Summary Report. The student is eligible for continuing services in special education. Note: After additional data or assessment is completed, the school will notify the parent and schedule a meeting to discuss the results of this assessment and make revisions to the IEP, as needed.
- 4) The IEP Team reviewed all available information and determined an additional evaluation is needed to determine if this student continues eligibility for Special Education services.
Complete the Assessment Plan below and required procedures for conducting a Comprehensive Evaluation.

Instructions: Assessment Plan

When a Comprehensive Evaluation is required, the Assessment Plan must be completed. The Assessment Plan outlines the areas of assessment required, the signature of each person responsible for that component of assessment, and his/her position (e.g., special education teacher, school psychologist). Complete the Assessment Plan (below) when Option 4 is checked. Obtain from the parent the following: Informed Parental Consent for Evaluation, Prior Written Notice, and Notice of Procedural Safeguards.

Assessment Plan

Area of Assessment	Position	Person Responsible Signature
<input type="checkbox"/> Vision/Hearing Assessments		
<input type="checkbox"/> Sensory/Medical		
<input type="checkbox"/> Academic Achievement		
<input type="checkbox"/> Intellectual Functioning		
<input type="checkbox"/> Speech/Language Skills		
<input type="checkbox"/> Self-Help/Adaptive Behavior		
<input type="checkbox"/> Vocational Assessment		
<input type="checkbox"/> Social-Emotional Assessment		
<input type="checkbox"/> Social/Developmental History		
<input type="checkbox"/> Functional Behavioral Assessment		
<input type="checkbox"/> Fine/Gross Motor		
<input type="checkbox"/> Assistive Technology Assessment		
<input type="checkbox"/> Other		

Instructions: IEP Team Signatures and Agreement

All members of the IEP Team present for the Reevaluation Review Meeting should sign in agreement and date where indicated.

IEP Team Signatures and Agreement

Position	Signature	Date
Principal/Designee		
General Education Teacher		
Special Education Teacher		
Assessment Specialist		
Consultant/Coordinator		
Parent		
Other/		
Other/		

Instructions – Reevaluation Summary Report

Instructions: Parent Agreement to IEP Team Decision (Procedural Safeguards)

Based on information provided by documentation in the Reevaluation Summary Report, the parent must check and sign statements in one of the four boxes listed below.

Box # 1 The parent checks, signs, and dates each of the required components in this box when the IEP team agrees no further assessment is required for the student's continuing eligibility. If the parent is not attending the meeting, document attempts to obtain this information and place in the student's file when it is returned to the school. Next, an Eligibility Report is written and this date becomes the Eligibility Date for the next reevaluation.

1. No data/assessments are required – student continues to be eligible for special education services.

- I agree that no further data is needed for my child's eligibility to receive special education services.
- I am informed of the reasons that no further assessments are needed.
- I understand that the school system does not need to complete further assessments unless I request them.
- I received a written copy of my child's *Reevaluation Summary Report* and *Eligibility Report*.
- I am informed of and received a copy of the *Notice of Procedural Safeguards*, including the right to request a Comprehensive Evaluation.

Signature of Parent or Guardian

Date

Box # 2 The parent checks, signs, and dates each of the required components in this box when the IEP Team agrees that no further data is needed and the child's needs will be met in the general education classroom without special education (is no longer eligible). An Eligibility Report is written to document the student is no longer eligible for special education.

2. No data/assessments are required – student is no longer eligible for Special Education services.

- I agree that no further data is needed. I understand my child is no longer eligible to receive special education services because his or her needs can be met in the general education curriculum without special education.
- I am informed of the reasons that no further assessments are needed.
- I understand that the school system does not need to complete further assessments unless I request them.
- I received a written copy of my child's *Reevaluation Summary Report* and *Eligibility Report*.
- I am informed of and received a copy of the *Notice of Procedural Safeguards*, including the right to request a *Comprehensive Evaluation*.

Signature of Parent or Guardian

Date

Instructions – Reevaluation Summary Report

Box # 3 The parent checks, signs and dates each of the required components in this box when the IEP Team agrees there is a need for additional data and/or assessment for program planning purposes only. The student's Eligibility Report is written and this date becomes the Eligibility Date for the next reevaluation. A follow-up meeting is scheduled to discuss results of additional assessment and the IEP is updated accordingly.

3. Additional data and/or assessment are needed for program planning purposes only—student continues to be eligible for Special Education services.

- I agree that additional data and/or an assessment is needed for program planning purposes only.
- I am informed of the reasons for additional data and/or assessments.
- I agree that my child continues to be eligible for special education services.
- I received a current written copy of my child's *Reevaluation Summary Report and Eligibility Report*.
- I am informed of and received a copy of the *Notice of Procedural Safeguards*, which includes the right to request a *Comprehensive Evaluation*.

Signature of Parent or Guardian

Date

Box # 4 If the IEP team recommends that further assessment, or a Comprehensive Assessment, is required in order to determine the student's continuing eligibility; obtain the parent's signature and agreement to each of the required components listed below. If the parent is not present at the Reevaluation Review Meeting and the decision has been made to conduct a Comprehensive Evaluation, obtain permission to evaluate with either the Informed Parental Consent for Evaluation or the parent's signature and agreement where indicated in Box #4 before proceeding. Document all attempts to obtain permission and record in the student's records before proceeding.

4. Additional assessment (Comprehensive Evaluation) is required to determine student's continuing eligibility for special education services.

- I agree with the IEP Team decision a Comprehensive Assessment is needed.
- I give permission for the identified assessment to be administered.
- I am informed of and received a copy of the *Notice of Procedural Safeguards*.
- I received a current written copy of my child's *Reevaluation Summary Report*.
- I received a copy of *Prior Written Notice*.

Signature of Parent or Guardian

Date