



Reevaluation

Student:	Student UID#	DOB:
School:	Grade:	Age:

REEVALUATION

Current EC Eligibility Category(ies):

Commented [CAH1]: List both primary and secondary eligibility categories.

I. Review of Existing Data (Must address all areas if data is available)

Commented [CAH2]: If data is not available, IEP Teams should document "Data not available"

Record Review

Attendance:

[Empty text box for Attendance]

Commented [CAH3]: IEP teams should note patterns of attendance (tardies, absences, etc.) This data set should include attendance patterns since the last reevaluation to the present.

Past and current grades/work samples:

[Empty text box for Past and current grades/work samples]

Commented [CAH4]: This data set should include grades/work samples from the last reevaluation to the present.

Results of local and state assessment data:

[Empty text box for Results of local and state assessment data]

Commented [CAH5]: This data set should include results of local/state assessment from the last reevaluation to the present.

Relevant medical/health information:

[Empty text box for Relevant medical/health information]

Commented [CAH6]: This data set should include relevant medical/health information from the last reevaluation to the present.

Discipline reports:

[Empty text box for Discipline reports]

Commented [CAH7]: This data set should include discipline from the last reevaluation to the present.

IEP Progress:

[Empty text box for IEP Progress]

Commented [CAH8]: This data set should include IEP Progress from the last reevaluation to the present.

Summary

Evaluations and information provided by the parent/guardian(s):

[Empty text box for Evaluations and information provided by the parent/guardian(s)]

Commented [CAH9]: Document to the results of evaluations or other information provided by the parent/guardian.

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Classroom-based assessments:

[Empty box for classroom-based assessments]

Observational data collected:

Date:		Results:	
Date:		Results:	

Commented [CAH10]: Remember – this observational data is a part of “existing data”. Any new observations, if required by area of suspected disability must be added to the evaluation plan and parental consent obtained.

Additional observational data provided by teachers, administrators, and other relevant school staff:

[Empty box for additional observational data]

Additional information (if any) reviewed from other sources: (i.e. absences, tardies, suspensions, mobility rates, out-of-state IEP, medical information)

[Empty box for additional information]

II. Reevaluation Decision

The IEP Team has determined that no additional formal evaluations are needed.

If no additional formal evaluations are needed, explain why:

[Empty box for explanation]

Commented [CAH11]: This option is selected if there is sufficient existing (current/ relevant) data to determine that the student continues to be a student with a disability. This means that all the required evaluations for the current disability category have existing data that are current and relevant and supports the decision that the student continues to be a student with a disability.

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I disagree with the IEP Team decision to not conduct formal evaluations.

Signature: _____ Date: ____/____/____

The IEP Team has decided that formal evaluations are needed to determine:

YES	NO	Eligibility
		If the student continues to have a disability, or a different disability area is suspected.
		If the student continues to need special education and related services.

YES	NO	Programming: Development of the Individualized Education Program
		Present levels of academic achievement and functional performance.
		Whether any additions or modifications to special education and/or related services are needed to meet measurable annual goals and participation in the general curriculum.

III. IEP Team Participants

The following IEP Team members participated in the reevaluation and/or evaluation plan.

Name	Position	Date
	Parent/Guardian/Student	
	Parent/Guardian/Student	
	LEA Representative	
	Special Education Teacher	
	General Education Teacher	
	Interpreter of Instructional Implications of Evaluations	

IV. Procedural Safeguards

- A copy of the *Parent Rights and Responsibilities in Special Education: Notice of Procedural Safeguards* has been provided to the parent/guardian if evaluations will be conducted.
- A copy of the Reevaluation Report, Eligibility Report, and Prior Written Notice will be provided to the parent/guardian.

Commented [CAH12]: If the parent/guardian/student disagrees with the IEP Team decision to not conduct formal evaluations as part of the reevaluation, document the decision and obtain the signature. The IEP team must determine if the parent requested evaluations are needed for eligibility and/or programming; if so, they must conduct the evaluations.

Commented [CAH13]: The IEP Team must determine if evaluations are needed for eligibility and/or programming.

If needed for eligibility, the IEP Team must develop an evaluation plan that includes all the required evaluations/screenings for the area of suspected disability/continued eligibility unless existing data for some required evaluations is sufficient. The IEP team may not make an eligibility determination until the evaluations are completed – unless a student continues to have one disability and a new/secondary disability is suspected.

If evaluations are needed for programming, the IEP Team may determine eligibility and develop an evaluation plan for the evaluations necessary for programming only.

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