

**REEVALUATION REPORT (ANNOTATED)**

Student's Name: \_\_\_\_\_

**REEVALUATION REPORT (Annotated)**

**School Age**

**ANNOTATION:**

For all students, the reevaluation process begins with a review of existing data by the IEP team. This review of existing evaluation data should commence 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 is not required to be conducted at a meeting. This form documents the review of existing evaluation data, the decision about whether additional evaluation data are needed, and the conclusion about a student's continued eligibility for special education services.

Under Pennsylvania regulations, a certified school psychologist is a required member of the evaluation team when reevaluating a student for autism, emotional disturbance (ED), mental retardation (MR), multiple disabilities (MD), other health impairments (OHI), specific learning disability (SLD), or traumatic brain injury (TBI).

For more information about the reevaluation process, refer to the publications "Reevaluation Process for Students with Disabilities" and "The Special Education Reevaluation/IEP Process," which can be found under Publications on the PaTTAN website at [www.pattan.net](http://www.pattan.net) or by calling PaTTAN at 800-441-3215.

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:**

Local Education Agencies (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. The Date Report Provided to Parent/Guardian/Surrogate is the date a copy of the written report was given to the parent/guardian/surrogate. Copies of the *Reevaluation Report* must be disseminated 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 specific learning disability only, the parent and LEA may agree in writing to extend the required three year timeline.

Date IEP Team Reviewed Existing Evaluation Data: \_\_\_\_\_

**ANNOTATION:**

The Date IEP Team Reviewed Existing Evaluation Data is the date the review of existing evaluation data was completed by all members of the IEP team, including the parents, and a certified school psychologist when reevaluating a student for autism, ED, MR, MD, OHI, SLD, or TBI.

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The following are the reevaluation timelines both for school districts and charter schools:

- ◆ If, through the review of existing evaluation data the IEP team as described above determines that additional data are needed, the LEA will issue the *Permission to Reevaluate - Consent Form* to obtain parental consent to collect the additional data. If, after reasonable attempts to obtain parental consent, the LEA does not obtain consent, the LEA may proceed with the reevaluation. The parent will receive a copy of the *Reevaluation Report* within 60 days of the date the LEA receives parental consent (not including summer days) to collect additional data, but no later than two years from the date of the previous *Evaluation Report* or *Reevaluation Report* for students with mental retardation, or not later than three years from the date of the previous *Evaluation Report* or *Reevaluation Report* for students with other disabilities. The *Reevaluation Report* will summarize the data reviewed during reevaluation, and the conclusion about a student's continued eligibility for special education services.
- ◆ If, through the review of existing evaluation data the IEP team as described above, determines that additional data are NOT needed
  - The parent will receive the *Reevaluation Report* no later than two years from the date of the previous *Evaluation Report* or *Reevaluation Report* for students with mental retardation or not later than three years from the date of the previous *Evaluation Report* or *Reevaluation Report* for students with other disabilities. 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 or parent initiate a reevaluation earlier than the mandated two-or three-year reevaluation, and the review of data indicates that additional 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.
- ◆ If the parent requests that additional assessments be conducted as part of a reevaluation and the LEA
  - Agrees to the request, the LEA will issue a *Permission to Reevaluate - Consent Form* outlining the assessments it intends to conduct. The LEA will have 60 calendar days from the LEA's receipt of written parental consent to complete a *Reevaluation Report* and provide a copy to the parents, but no later than two years from the date of the previous *Evaluation Report* or *Reevaluation Report* for students with mental retardation, or not later than three years from the date of the previous *Evaluation Report* or *Reevaluation Report* for students with other disabilities.
  - Does not agree to the parental request for additional assessments, the LEA will issue within a reasonable time a *Notice of Recommended Assignment/Prior Written Notice (NOREP/PRN)* notifying the parents that it is rejecting their request for additional assessments.

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 data. The IEP team must review current 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.

## I. SUMMARIZE INFORMATION REVIEWED

Complete items 1-7 for all students.

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Student's Name:

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

**ANNOTATION:**

This item should summarize information reviewed regarding the student's physical, social or cultural background, and other aspects of the student's life that impact on his/her current educational performance. If appropriate, include a statement about the student's proficiency with the English language and the impact his/her skill level may have on participation in the general education curriculum with appropriate supplementary aids and services. Historical information that has no relevance to the recommendation regarding eligibility or programming should not be included. This information should be gathered from current student data.

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

**ANNOTATION:**

This item should summarize input from the parent that would be helpful in determining student strength, needs, and continued eligibility. An important part of the reevaluation is the input that has been provided by (not about) the parents and/or persons with whom the student lives, as well as the results of any outside 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 student's educational program. The LEA will develop a form and/or process for collecting parent input. This information may be provided in writing, via phone, through conversation, etc.

LEAs should keep a written record of the specific types of attempts used to obtain parental input (telephone calls, emails, certified mail, etc.) and the dates in which these attempts were made.

3. Aptitude and achievement tests:

**ANNOTATION:**

This item should summarize the results of existing aptitude and achievement assessment(s) administered to the student and the interpretation of the assessment results.

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

**ANNOTATION:**

This item should summarize the student's performance within the general education curriculum, including curriculum-based and performance-based assessments. This information should be based on specific data related 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. For example: Does the student demonstrate inappropriate behaviors only in certain settings? Does the student demonstrate partial competency (e.g., some phonological awareness, but no knowledge of alphabetic principle)?

Information collected should summarize 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.

Any assessment used, whether classroom based, local, or state assessments, must take into account the student's English language proficiency level. All of the assessments must have been administered in the student's native language or other mode of communication and in the form most likely to yield accurate results. Assessments and other evaluation materials used to assess a student must be selected and

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administered so as not to be discriminatory on a racial or cultural basis.

Finally, information should be included about 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 should summarize observations made by teachers and related services providers about the student in various settings. The observations should document specific skills that the student is capable of performing, or specific skills that the student lacks. Observations also may include information from more than one subject or class and include task comprehension, task completion, time spent on task, classroom environment and level of peer interaction. This section can include statements made about the student that are not the result of someone doing a formal observation of the student in a particular setting.

6. Teacher recommendations:

**ANNOTATION:**

Teacher recommendations should be based on the review of results and interpretation of the student's formative, diagnostic, and benchmark assessments, including progress monitoring data. Recommendations can be made regarding classroom strategies implemented that assist the student in accessing the general education curriculum and meeting the goals in his/her current IEP. Teachers may recommend supplemental aids and services (e.g., collaborative, instructional, physical, behavioral), modifications and specially designed instruction that would assist the student in meeting his/her goals and participating in the general educational setting.

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.

Yes  No

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

**ANNOTATION:**

The regulations state that a student must not be determined to be a student with a disability if the determining factor is a lack of appropriate instruction in reading. This applies to all disability categories, not just Specific Learning Disability. If "yes" is checked, describe why reading instruction was inappropriate 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, staff development in implementation of the interventions, the use of fidelity checks, and the qualified status of the teacher(s).

Yes  No

Lack of appropriate instruction in math. Provide evidence:

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Student's Name:

### ANNOTATION:

The regulations state that a student must not be determined to be a student with a disability if the determining factor is a lack of appropriate instruction in math. This applies to all disability categories, not just Specific Learning Disability. 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).

Yes  No

Limited English proficiency. Provide evidence:

### ANNOTATION:

A student cannot be found to have a disability if lack of achievement is due to limited English proficiency. In this section, provide an explanation that limited English proficiency has not been a factor in the student's involvement and progress in the general education curriculum, even with appropriate support from a bilingual/ESL program. Deficiencies in English for second language learners are not related to intellectual ability. Those students whose English skills suggest that they would not be expected to achieve age and state-approved grade level standards should not be identified as students with disabilities.

### ANNOTATION:

The items in the SLD component must be reviewed as part of the review of existing evaluation data when reevaluating a student already identified with specific learning disability. The review of these items must be documented either by completing the SLD component and attaching it to the *Reevaluation Report* or by incorporating the review into Section I items 1-7.

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

### ANNOTATION:

In this section, the teams decides whether there are enough existing 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.

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

If the IEP team determines additional data are not needed, option 1 is selected with an explanation as to why additional data are not needed. Option 2 is selected when the team determines additional evaluation data are needed.

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

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Student's Name:

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 proceed to issue the *Reevaluation Report* no later than two years from the date of the previous *Evaluation Report* or *Reevaluation Report* for students with MR, or not later than three years from the date of the previous *Evaluation Report* or *Reevaluation Report* for students with other disabilities.

- 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. 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 would check the box in Section II, Item 2 indicating that additional data are needed and issue the *Permission to Reevaluate - Consent Form* to the parent. If the LEA refuses the parental request for additional assessments, the LEA would issue a *Notice of Recommended Educational Placement/Prior Written Notice (NOREP/PWN)* with an explanation of the refusal.

Reason(s) additional data are not needed:

**ANNOTATION:**

This item must summarize the reasons the team has enough data to complete the reevaluation.

Conclusion: Complete section A or B or C.

- 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:**

The evaluation team must determine if the student continues to be eligible for special education. To be eligible, the student must have a disability (mental retardation, deafness or hearing impairment, 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 be in need of specially designed instruction. Federal regulations define specially designed instruction as adapting, as appropriate to the needs of an eligible student, the content, methodology, or delivery of instruction. to address the unique needs of the student that result from the student's disability and to ensure access of the student to the general curriculum, so that the student can meet the educational standards within the jurisdiction of the public agency that apply to all students.

The IEP team, including the parent, and a certified school psychologist when reevaluating a student for autism, ED, MR, MD, OHI, SLD, or TBI would select option 1A to indicate there are enough existing data to determine that the student has a disability and continues to be eligible for special education services. Findings from existing data are summarized by documenting 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

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the student continues to need special education and related services. The summary of the data that led to that decision must be listed. Then the remainder of the form is completed. The LEA must issue the *Reevaluation Report* no later than two years from the date of the previous *Evaluation Report* or *Reevaluation Report* for students with mental retardation or not later than three years from the date of the previous *Evaluation Report* or *Reevaluation Report* for students with other disabilities.

The team must identify the primary disability and, if appropriate, the secondary disability(ies). If a student is identified with mental retardation, that category of disability may be identified as either the primary or secondary disability.

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:**  
This section provides a summary of the student's strengths and needs relative to the student's deficit areas.

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

**ANNOTATION:**  
This section provides a summary of how the student is performing within the general education curriculum, including reading, writing, and math. Current instructional levels in these areas should be cited. Transition and developmental needs related to postsecondary training, education, employment, and where appropriate, independent living skills also should be reported 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:**  
This section includes 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 that may need to be made 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:**  
The IEP team, including the parent, and a certified school psychologist when reevaluating a student for autism, ED, MR, MD, OHI, SLD, or TBI would select option 1B to indicate that the team has determined there

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are enough existing evaluation data to determine that the student does not have a disability, and therefore, no longer is eligible to receive special education services. The LEA must issue the *Reevaluation Report* no later than two years from the date of the previous *Evaluation Report* or *Reevaluation Report* for students with mental retardation or not later than three years from the date of the previous *Evaluation Report* or *Reevaluation Report* for students with other disabilities.

In this situation, the parent has the right to disagree, and request additional assessments to determine whether the student continues to be a student with a disability and eligible for special education services. 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 for additional data. If the LEA agrees to gather additional data

- ◆ The LEA will notify the parent within a reasonable amount of time that the data will be collected
- ◆ The LEA will send the parent a *Permission to Reevaluate - Consent Form* 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 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 assessment, the LEA must issue a *Notice of Recommended Educational Placement/Prior Written Notice (NOREP/PWN)* with an explanation of the refusal.

Option B represents a change in eligibility and will result in the LEA issuing a NOREP/PWN to inform the parent that student no longer is 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:

The IEP team, including the parent, and a certified school psychologist when reevaluating a student for autism, ED, MR, MD, OHI, SLD, or TBI would select option 1C to indicate that the team has determined there are enough existing evaluation data to determine that the student continues to have a disability, but no longer needs specially designed instruction. Therefore, the student no longer is eligible to receive special education services. Option C represents a change in eligibility and will result in the LEA issuing a NOREP/PWN to inform the parent that student is no longer eligible to receive special education services.

The LEA must issue the *Reevaluation Report* no later than two years from the date of the previous *Evaluation Report* or *Reevaluation Report* for students with mental retardation or not later than three years from the date of the previous *Evaluation Report* or *Reevaluation Report* for students with other disabilities.

In this situation, the parent has the right to disagree, and request additional assessments to determine whether the student continues to be a student with a disability and eligible for special education services. 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 for additional data. If the LEA agrees to gather additional data

- ◆ The LEA will notify the parent within a reasonable amount of time (generally 10 school days) that the data will be collected
- ◆ The LEA will send the parent a *Permission to Reevaluate - Consent Form* 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

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Student's Name:

the LEA permission to continue with the reevaluation.

- ◆ Within 60 calendar days of the date the LEA receives parental consent (not including summer days) to collect additional 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 parent request for additional assessment, the LEA must issue a *Notice of Recommended Educational Placement/Prior Written Notice (NOREP/PWN)* with an explanation of the refusal.

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, including the parents, and a certified school psychologist when reevaluating a student for autism, ED, MR, MD, OHI, SLD, or TBI determines there is a need for additional data, then option 2 is selected and the *Permission to Reevaluate - Consent Form* is issued to the parents. The necessary evaluation data are collected to determine if the student continues to be eligible for special education. The evaluation team uses the information collected and documents their eligibility decision by choosing option 2A, 2B or 2C.

The reevaluation must be completed by its anniversary date and within 60 calendar days of the receipt of the signed *Permission to Reevaluate - Consent Form*.

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**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.**

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**ANNOTATION:**

The SLD component must be completed when reevaluating a student already eligible for special education under a different disability category and thought to be a student with specific learning disability.

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 and attaching it to the *Reevaluation Report* or by incorporating the review of all items in the SLD component into appropriate sections of the *Reevaluation Report*.

Interpretation of additional data:

**ANNOTATION:**

This section includes a summary and analysis of the additional data collected in the reevaluation.

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- 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:**

The evaluation team, including a certified school psychologist when reevaluating a student for autism, ED, MR, MD, OHI, SLD, or TBI must determine if the student continues to be eligible for special education. To be eligible, the student must have a disability (mental retardation, deafness or hearing impairment, 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 be in need of specially designed instruction. Federal regulations define specially designed instruction as adapting, as appropriate to the needs of an eligible student, the content, methodology, or delivery of instruction. to address the unique needs of the student that result from the student's disability and to ensure access of the student to the general curriculum, so that the student can meet the educational standards within the jurisdiction of the public agency that apply to all students.

The evaluation team would select option 2A to indicate that, based on all evaluation data, the student has a disability and continues to be eligible for special education services. Findings from all evaluation data are summarized by documenting the student's educational strengths and 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. Then the remainder of the form is completed.

The team must identify the primary disability and, if appropriate, the secondary disability(ies). If a student is identified with mental retardation, that category of disability may be identified as either the primary or secondary disability.

ii. Summary of Findings

Student's educational strengths and needs:

**ANNOTATION:**

Findings from all evaluation data are summarized to documenting the student's educational strengths and needs relative to the student's deficit areas.

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

**ANNOTATION:**

This section provides 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 cited. 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 also should be reported in this section.

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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:**

This section includes 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:**

The evaluation team, including a certified school psychologist when reevaluating a student for autism, ED, MR, MD, OHI, SLD, or TBI would select option 2B to conclude that all evaluation data indicate the student does not have a disability and, therefore, no longer is eligible to receive special education services. Option B represents a change in eligibility and will result in the LEA issuing a NOREP/PWN to inform the parent that 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.

**ANNOTATION:**

The evaluation team, including a certified school psychologist when reevaluating a student for autism, ED, MR, MD, OHI, SLD, or TBI would select option 2C to conclude that all evaluation data indicate the student has a disability but no longer needs specially designed instruction, and, therefore, no longer is eligible to receive special education services. Option C represents a change in eligibility and will result in the LEA issuing a NOREP/PWN 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 at no cost a copy of the *Reevaluation Report* to the parent and other members of the evaluation team.

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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"/>

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

\_\_\_\_\_  
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](http://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.

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Student's Name:

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### DETERMINATION OF SPECIFIC LEARNING DISABILITY

**ANNOTATION:**

The SLD component must be completed when reevaluating a student already eligible for special education services under the category of specific learning disability as well as for a student already eligible for special education under a different disability category and thought to be a student with specific learning disability. The information must be attached to and/or incorporated into Sections I or II of the completed *Reevaluation Report*. Conclusions about continued eligibility must be documented in Section II of the *Reevaluation Report*.

**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 not adequately achieving in one or more of the eight areas listed above. Sources of data could 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. The student's achievement level should be significantly deficient to warrant identification. The regulations do not define significantly deficient. 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](http://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.

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) will be used within the LEA. 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 reevaluate a child. Only one model is to be used during a reevaluation 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. All of the data collected on the child as they progressed through the tiers would be used in the reevaluation, but the decision would still be 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 would choose the discrepancy model for identification of a secondary student even though both models have been specified on the special education plan or annual plan.

It is the team's decision as to which available model they choose to use for each individual child. Only one model is used at a time. The team is responsible for collecting the appropriate information to make the decision

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using the model they choose. Clarification on information required for each model is found below and within the *PA Guidelines for Identifying Students with Specific Learning Disabilities* available at [www.pattan.net](http://www.pattan.net)

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](http://www.pattan.net)

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

**ANNOTATION:**

In this section, explicitly describe the instructional strategies and/or interventions used with the student. This information can come both from before and after the evaluation process began. In addition, this section should document the data collected on the student as part of the evaluation process.

4. The educationally relevant medical findings, if any:

**ANNOTATION:**

Describe any evidence that medical issues could account for the deficits in the student's academic performance. Information provided by the family, school vision and hearing screening results and information from outside sources can be discussed here. Findings that do impact the student's performance or a statement that relevant findings were uncovered should be included here.

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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.

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 regular 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:

**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, 4Sight data, PSSA scores.

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:**

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 when 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 his/her 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, would be added.

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 these factors which are considered contra-indicators of SLD. To rule out these factors, evaluation teams should document, in the *Reevaluation Report*, evidence that each of these factors have 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:

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### 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.

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 his/her academic problems, that student cannot be identified as SLD.

Mental retardation:

### ANNOTATION:

Federal regulations define mental retardation 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 mental retardation with measures of intellectual functioning and adaptive behavior. These methods remain the most valid way of determining 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 mental retardation 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 mental retardation without administering intelligence tests or adaptive behavior measures. The rationale for this rule out should be included in the *Reevaluation 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 externalizing 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 SLD. Generally, emotional disturbance is screened through the use of behavior checklists or more comprehensive behavior rating scales. The evaluation team is responsible for ruling out these factors as causative for 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

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difficulties are predominantly a result of emotional disturbance may not be identified as SLD.

Cultural factors:

**ANNOTATION:**

Students should not be identified as eligible for special education when the reason for their academic inadequacies involves cultural factors. 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 also must 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, and other factors may adversely impact a student's ability to learn. Interviews with the family and developmental histories are useful tools to assess these issues. In addition, chronic medical conditions, frequent absences, and sleep disorders should be duly considered. Whether these factors are impacting on the student's academic skills should be documented in the *Reevaluation Report*, and may serve to rule out SLD.

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.

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