

REEVALUATION REPORT

Student's Name:

REEVALUATION REPORT (RR)

School Age

Student Name:

Date of Report (mm/dd/yyyy):

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:

Date IEP Team reviewed 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.

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:
2. Evaluations and information provided by the parent (or documentation of LEA's attempts to obtain parental input):
3. Aptitude and achievement tests:
4. Current classroom-based assessments and local and/or state assessments:
5. Observations by teacher(s) and related services provider(s), when appropriate:

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Student's Name:

6. Teacher recommendations:

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.

Yes No Lack of Appropriate Instruction in math. Provide evidence.

Yes No Limited English proficiency. Provide evidence.

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

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

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

Reason(s) additional data are not needed:

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:

ii. Summary of Findings

Student's educational strengths and needs:

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

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):

OR

REEVALUATION REPORT

Student's Name:

- 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.)

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.)

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.

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.

Interpretation of additional data:

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:

- ii. Summary of Findings

Student's educational strengths and needs:

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

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):

OR

REEVALUATION REPORT

Student's Name:

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

OR

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

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

| Evaluation Team Participation | | Agreement and Disagreement required ONLY when evaluating students for specific learning disability. | |
|-------------------------------|-------|---|------------|
| Evaluation Team Participants* | Title | Agree | Disagree** |
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* A certified school psychologist is required for evaluation of the following disability categories: Autism, Emotional Disturbance, Intellectual Disability, 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

_____ 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.

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DETERMINATION OF SPECIFIC LEARNING DISABILITY

NOTE: This component must be completed when determining eligibility for Specific Learning Disability. The information must be attached to and/or incorporated into Sections 5 and 6 of the completed Evaluation 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.

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

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:

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:

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

4. The educationally relevant medical findings, if any:

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

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:

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

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:

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

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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

Visual, hearing, motor disability:

Intellectual disability:

Emotional disturbance:

Cultural factors:

Environmental or economic disadvantage:

Limited English proficiency:

Upon completion of the SLD Component, attach and/or incorporate this information into Section 5 and 6 of the completed Evaluation Report.

重新评估报告

学生姓名:

重新评估报告 (RR)

学龄

学生姓名:

报告日期 (月/日/年):

向家长/监护人/代理人提供报告的日期:

学生出生日期:

年龄:

年级:

当地教育机构 (LEA):

学生就读学校:

目前的教育计划:

居住郡:

电话 (家庭):

家长/监护人/代理人的姓名和地址: 电话 (工作):

其他信息:

IEP 团队审查现有评估数据的日期:

IEP 团队必须决定它是否有足够的数据来确定: 学生的教育需求;学生目前的学业成绩水平和相关发展需求;是否需要特殊教育及相关服务进行任何补充或修改, 以使能够实现 IEP 中可衡量的年度目标, 并酌情参与普通教育课程;以及学生是否继续需要特殊教育和相关服务。

I. 总结资料回顾

为所有学生完成项目 1-7。

1. 与学生的残疾和特殊教育需求相关的身体状况, 社会或文化背景以及适应性行为:

2. 家长提供的评估和信息 (或 LEA 试图获取家长意见的文件):

3. 能力倾向和成就测试:

4. 当前基于课堂的评估以及地方和/或州评估:

重新评估报告

学生姓名:

5. 教师和相关服务提供者的观察结果（如适用）：

6. 教师推荐：

7. 决定因素：如果学生疑似残疾的决定因素是下面列出的任何一个因素，则不得发现学生有资格获得特殊教育和相关服务。对以下每个决定因素作出“是”或“否”的答复，并为其提供证据。

是 否 缺乏阅读方面的适当指导，包括阅读指导的基本组成部分。请提供证据。

是的 否 缺乏适当的数学指导。请提供证据。

是 否 英语水平有限。请提供证据。

确定是否需要补充数据、摘要和结论

根据审查的所有评价数据，填写第 1 项或第 2 项。

1. IEP 团队确定不需要其他数据。

不需要其他数据的原因：

结论：完成 A 或 B 或 C 部分。

A. 学生有残疾，继续需要为其专门设计的教学。

i. 残疾类别

主要残疾类别：

次要残疾类别（如果有的话）：

ii. 调查结果摘要

学生的教育优势和需求：

重新评估报告
学生姓名:

目前的学术成就水平和相关的发展需求，包括适当的过渡需求：

IEP 团队考虑的建议，涉及对特殊教育和相关服务的任何增加或修改，以使能够实现 IEP 中可衡量的年度目标并酌情参与通识教育课程（包括 IEP 团队在制定 IEP 之前必须考虑的特殊考虑因素，可衡量的年度目标，专门设计的指导，以及补充辅助工具和服务）：

或

- B. 学生没有残疾，不再有资格接受特殊教育。（家长可以要求进行评估，以确定学生是否继续是残疾学生。

或

- C. 学生有残疾，但不再需要专门设计的教学，不再有资格接受特殊教育。（父母/监护人/代理人可以要求进行评估，以确定学生是否继续是残疾学生。

2. IEP 团队确定需要额外的数据。

LEA 必须签发重新评估许可 - 同意书，并根据需要管理测试和其他评估材料以生成以下数据。

请注意：如果重新评估学生以确定特定的学习障碍，请在完成以下部分之前，在本文档末尾完成特定学习障碍部分的确定。

附加数据的解释：

结论：完成 A 或 B 或 C 部分。

- A. 学生有残疾，继续需要专门设计的教学。

i. 残疾类别

主要残疾类别：

次要残疾类别（如果有的话）：

ii. 调查结果摘要

学生的教育优势和需求：

目前的学术成就水平和相关的发展需求，包括适当的过渡需求：

IEP 团队考虑的建议，涉及对特殊教育和相关服务的任何增加或修改，以使能够实现 IEP 中可衡量的年度目标并酌情参与通识教育课程（包括 IEP 团队在制定 IEP 之前必须考虑的特殊考虑因素，可衡量的年度目标，专门设计的指导，以及补充辅助工具和服务）：

或

重新评估报告

学生姓名:

B. 学生没有残疾，不再有资格接受特殊教育。
或

C. 学生有残疾，但不再需要专门设计的教学，不再有资格接受特殊教育。

重新评估完成后，当地教育局将完成并向评估小组成员发布报告。

| 评估团队参与 | | 只有在评估学生的特定学习障碍时，才需要同意和不同意。 | |
|----------|------------|----------------------------|-------|
| 评估小组参与者* | 标题 (Title) | 同意 | 不同意** |
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*评估以下残疾类别需要经过认证的学校心理学家：自闭症、情绪障碍、智力残疾、多重残疾、其他健康障碍、特定学习障碍或创伤性脑损伤。聋盲症、聋哑人和听力障碍、言语/语言障碍、视力障碍和骨科障碍则不需要经过认证的学校心理学家。

**仅针对特定的学习障碍，如果团队成员不同意团队关于识别学生具有特定学习障碍的结论，则该成员必须向 LEA 提交一份单独的声明，表达该成员的异议。此信息必须附加到重新评估报告中。请将本声明提交至：

LEA 代表

电话号码

电子邮件地址

您可向您孩子的学校索取程序保障通知的副本。该文件解释了您的权利，并包括州和地方倡权组织，这些组织可以帮助您了解您的权利以及特殊教育过程的运作方式。

为了帮助您理解本表，您可在网站上的“搜索”功能中的 www.pattan.net 键入“Annotated Forms”中获取有所注释的学术成就和功能摘要。如果您无法访问互联网，可以通过致电 800-441-3215 致电 PaTTAN 来请求获取带注释的表格。

重新评估报告

学生姓名:

确定特定的学习障碍

请注意：在确定特定学习障碍的资格时，必须完成此部分。该信息必须附在和/或纳入已完成的评估报告的第 5 节和第 6 节中。

请为第 1-10 项 提供相关的文档。

1. 学生在以下一个或多个领域没有达到与学生年龄相适应的学习经验和科学指导或国家批准的年级水平标准和英语语言能力水平时，没有达到学生年龄或国家批准的年级水平标准：口语表达，听力理解，书面表达，基本阅读技巧，阅读流利度技能，阅读理解，数学计算和数学问题解决。

2. 在下面查看以确定用于确定资格的流程。

对基于科学研究的干预（RtI）的反应。记录以下条件。

学生在以下一个或多个领域没有取得足够的进步来达到年龄或国家批准的年级标准：口语表达，听力理解，书面表达，基本阅读技能，阅读流利技能，阅读理解，数学计算和数学问题解决：

智力与成就之间的严重差异。记录以下条件。

学生在表现，成就或两者方面表现出相对于年龄，标准或智力发展的优势和劣势模式：

3. 使用的教学策略和收集的以学生为中心的数据：

4. 与教育相关的医学发现（如有）：

5. 学生的环境、文化或经济背景所造成的影响：

6. 有关数据证明在转荐之前或作为特定学习障碍转荐过程的一部分，学生的常规教育教学由合格人员提供，包括英语作为第二语言（ESL）课程，如果适用的话：

7. 以合理的时间间隔重复评估成绩的数据文档，反映教学过程中的进展，提供给家长：

8. 在学生的学习环境（包括常规课堂设置）中的观察，以记录学生在困难领域的学习成绩和行为。注意这种行为与学生的学业能力的关系：

9. 其他数据（如有需要），由评估小组确定：

10. 为以下每个项目提供一份说明，以支持评价小组的结论，即调查结果主要不是以下因素的结果：

视觉、听力、运动障碍：

重新评估报告

学生姓名:

智力障碍:

情绪障碍:

文化因素:

环境或经济劣势:

英语水平有限:

完成 SLD 部分后，将此信息附上和/或合并到已完成的评估报告的第 5 和第 6 节中。