The Reevaluation Report

Procedural Safeguards Webinar Series
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PaTTAN’s Mission

The mission of the Pennsylvania Training and Technical Assistance Network (PaTTAN) is to support the efforts and initiatives of the Bureau of Special Education, and to build the capacity of local educational agencies to serve students who receive special education services.
PDE’s Commitment to Least Restrictive Environment (LRE)

Our goal for each child is to ensure Individualized Education Program (IEP) teams begin with the general education setting with the use of Supplementary Aids and Services before considering a more restrictive environment.
Agenda

I. Purpose
II. Ten most common compliance errors
III. Initial Information
IV. Reevaluation report
V. SLD Component
VI. Resources
Reevaluation Report

*Purpose*

1. Document reevaluation team’s assessment and eligibility decision
2. Used when school age student is already identified as special education student

No changes to Reevaluation Report or laws or regulations
School District/Charter School Compliance Monitoring System

File review section question numbers

1. 209 - A copy of the RR was disseminated to parents at least 10 school days prior to the meeting of the IEP team (unless this requirement is waived by parent in writing)*

2. 208 - Reevaluation was completed within timelines

3. 240 - For Students with SLD: Documentation that team members Agree/Disagree

4. 211 - Date IEP team reviewed existing evaluation data

5. 227 - Summary of finding includes recommendations for consideration by the IEP team regarding additions or modifications to the student’s programs

*Also #1 Error for ERs during same time frame
School District/Charter School Compliance Monitoring System
File Review section question numbers

6. 239 - For All Students: Documentation of Evaluation Team Participants

7. 226 - Summary of findings includes present levels of academic achievement and related developmental needs, including transition needs as appropriate

8. 225 - Summary of findings includes student’s educational strengths and needs

9. 215 - Current classroom based assessments and local and/or state
# 1 Compliance Error: Copy of RR disseminated 10 school days prior to the meeting of IEP team (unless requirement is waived by parent)

- Date RR given to parents in relation to IEP meeting date

*Also #1 Error for ERs during same time frame*
#2 Compliance Error: Reevaluation was completed within timelines

- Date Report Provided to Parents in relation to reevaluation timelines
- Completing the reevaluation includes getting the report to the parents
- Important to start process early to ensure meeting timelines
- SLD can have timelines extended through written agreement
#4 Compliance Error: Date IEP team reviewed existing evaluation data

The date that all team members, including parents, completed their review of existing data
Reevaluation Report

I. Summarize Information Reviewed

II. Determination of Need for Additional Data, Summary and Conclusions
   1. No Additional Data are Needed
   2. There is a Need for Additional Data

III. Evaluation Team Participation

IV. Determination of Specific Learning Disability
Reevaluation Process begins with the review of existing data by IEP team.

Done for every student, permission not needed to review existing data.

IEP team must decide if it has enough information to determine: student’s educational needs; present levels of academic achievement and related developmental needs of the student; any changes needed to special education and related services to meet IEP goals and participate in gen ed as appropriate; and whether student continues to need special education and related services.
I. Summarize Information Reviewed

1. Physical condition, social, or cultural background, and adaptive behavior relevant to the student’s disability and need for special education
2. Evaluation and information provided by the parent
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
6. Teacher recommendations
7. Determining factors
I. Summarize Information
Reviewed

7. **Determining Factors**

a) 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:

I. Lack of appropriate instruction in reading, including the essential components of reading instruction.
II. Lack of appropriate instruction in math #10 Compliance Error
III. Limited English proficiency

b) Check Yes or No box

a) Yes – there is a lack of instruction
b) No – there is not a lack of instruction
II. Determination of Need for
Additional Data, Summary and
Conclusions

Two possible conclusions to the IEP team’s review of data:

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

2. The IEP team determined that *additional data are needed*

If 1 - complete Reason(s) additional data are not needed section and Section A or B or C

If 2 - issue Permission to Reevaluate – Consent form, complete assessments and gather data as necessary, write interpretation of additional data (SLD component if appropriate) and complete Section A or B or C

Sections A, B and C are identical for 1 and 2
II. Determination of Need for Additional Data, Summary and Conclusions

A. The student has a disability and continues to need specially designed instruction
   i. Disability Category
      Primary, secondary (if any)
   ii. Summary of Findings
      - Student’s educational strengths and needs
        #8 Compliance Error (No additional data)
      - Present levels of academic achievement and related developmental needs, including transition needs as appropriate #7 Compliance Error (No additional data)
      - Recommendations for consideration by the IEP team #5 Compliance Error (No additional data)
II. Determination of Need for Additional Data, Summary and Conclusions

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

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

Decisions regarding A, B or C are made by the team
III. Evaluation Team Participation

1. SLD *only* - Signed or initialed (if electronically signed) by evaluation team members

For other disability categories, document (list) team members #6 Compliance Error

2. SLD *only* – evaluation team members must document Agree or Disagree #3 Compliance Error

If a member disagrees with team decision, they must submit a separate statement presenting their dissent to the LEA
III. Evaluation Team Participation

3. Certified school psychologist is required when evaluating a student for autism, emotional disturbance, mental retardation, multiple disabilities, other health impairments, specific learning disabilities or traumatic brain injury

4. Include LEA Representative contact information
Reevaluation Report – SLD Section

1. Adequate Achievement -
   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. Identify eligibility model used – choose one

a) Response to Scientific Research-Based Intervention (RtII)

b) Severe Discrepancy between Intellectual Ability and Achievement

Must comply with LEA’s Special Education Plan
3. The instructional strategies used and the student-centered data collected

   a) Describe instructional strategies and/or interventions used

   b) Information from before evaluation began and during evaluation
4. The educationally relevant medical findings, if any
   a) Are there issues that would account for the lack of achievement?
   b) Information from family, school screenings or outside sources
5. The effects of the student’s environment, culture, or economic background

a) Describe any aspect of environment, culture, or economic background that would impact achievement/school performance
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

a) Document that regular education was delivered by qualified personnel

b) Address trainings completed by staff in curriculum, interventions and/or staff certifications
7. Data based documentation of repeated assessments of achievement at reasonable intervals, reflecting progress during instruction, which was provided to the parents

a) Document academic assessments collected over time that were used to monitor achievement

b) Document how information was given to 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

a) Observe in learning environment
b) Should be in setting where academic difficulties occur
c) Document interactions with teachers and peers
d) Comment on relationship between student’s behavior and academic functioning
9. Other data, if needed, as determined by the evaluation team
   a) Add any additional, relevant information
   b) Outside evaluations, etc.
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:

a) Visual, hearing, motor disability
b) Mental retardation
c) Emotional disturbance
d) Cultural factors
e) Environmental or economic disadvantage
f) Limited English proficiency

Rule out statements
1. Special Education Forms:  http://www.pattan.net/category/Legal/Forms
2. Federal Law and Regulation:  
http://www.pattan.net/category/Legal/Federal%20Law%20and%20Regulations
3. PA Law and Regulations:  
http://www.pattan.net/category/Legal/PA%20Law%20and%20Regulations
4. Side-by-Side Chapter 14/IDEA 2004:  
http://www.pattan.net/category/Resources/Handouts/Browse/Single/?id=4de79f7fcd69f980199c0000
5. PA Guidelines for Identifying SLD  
http://www.pattan.net/category/Resources/PaTTAN%20Publications/Browse/Single/?id=4dc09560cd69f9ac7fc90000
6. Chapter 14 Questions and Answers:  
http://www.pattan.net/category/Legal/PA%20Law%20and%20Regulations/page/Chapter_14_Questions__Answers.html
7. IDEA webinar series: monthly topics related to evaluation and reevaluation, register on PaTTAN web site, past webinars and materials archived on PaTTAN web site.
Questions?
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Commonwealth of Pennsylvania
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Pennsylvania Department of Education
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