

Section 11: Evaluation Review

EVALUATION REVIEW

Student's Last Name	First Name	Initial	Student ID #	Date of Birth	Date of Review
The purpose of this review is to plan for: <input type="checkbox"/> an initial evaluation <input type="checkbox"/> a reevaluation <input type="checkbox"/> termination of eligibility					

As part of an initial evaluation (if appropriate) and as part of any reevaluation, the IEP Team and other qualified professionals shall complete an evaluation review [H.R. 1350 §614(c)]. A reevaluation is required every 3 years unless the parent and the local educational agency agree that a reevaluation is unnecessary. [H.R. 1350 §614(a)(2)(B)(i) and (ii)]. However, it may be necessary to conduct reevaluations earlier at the request of the student's parent or teacher.

Purpose - The public school district/agency must evaluate a student with a disability before determining that the student is no longer a student with a disability or educational need. The evaluation is not required before the determination of ineligibility due to graduation from secondary school with a regular diploma or exceeding the age of eligibility [34 CFR §300.534(c)(1)].

Participants [34 CFR §300.344] The following individuals participated in this Evaluation Review. Additional participants should be noted and attached to this form [20 USC §1414(d)(1)(B)].	
Student (when appropriate)	District Representative/Designee
Parent	General Education Teacher
Parent	Special Education Teacher/Provider
An individual who can interpret the instructional implications of evaluation results	Other
	Other

Participants - The Evaluation Review is conducted by the IEP Team, meaning a group of individuals composed of [34 CFR §300.344]:

- (i) the parents of a child with a disability;
- (ii) at least one regular education teacher of such child (if the child is, or may be, participating);
- (iii) at least one special education teacher, or where appropriate, at least one special education provider of such child;
- (iv) a representative of the local educational agency who —
 - (I) is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of student's with disabilities;
 - (II) is knowledgeable about the general curriculum; and
 - (III) is knowledgeable about the availability of resources of the local educational agency;
- (v) an individual who can interpret the instructional implications of evaluation results,
- (vi) at the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child including related services personnel as appropriate; and
- (vii) whenever appropriate, the child with a disability.

PARENT.—The term 'parent' means—

- (A) a natural, adoptive, or foster parent of a child (unless a foster parent is prohibited by State law from serving as a parent);
- (B) a guardian (but not the State if the child is a ward of the State);
- (C) an individual acting in the place of a natural or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, or an individual who is legally responsible for the child's welfare; or
- (D) except as used in sections 615(b)(2) and 639(a)(5), an individual assigned under either of those sections to be a surrogate parent. [H.R. 1350 §602(23)]

Evaluation Review

☐ Review existing evaluation data, including current classroom-based, local, or state assessments and classroom-based observations [H.R. 1350.614(c)]¹. Describe: _____

☐ Review teacher and related service(s) providers' observations [H.R. 1350.614(c)]¹.

Describe: _____

☐ Review evaluations and information provided by the parent [H.R. 1350.614(c)]¹.

Describe: _____

On the basis of the above review and the educational needs of the child, and input from the student's parent(s), identify the additional data needed to determine [H.R. 1350.614(c)]:

1) Whether the student has a disability² or, in case of reevaluation, whether the student continues to have such a disability³.

Describe additional data or evaluation needed³: _____

If the IEP Team determines that no additional data is needed to determine whether the student continues to have a disability and such educational needs, a reason must be given: _____

2) The present level(s) of academic achievement functional performance and related developmental needs of the student. Describe additional data or evaluation needed³: _____

3) If the student needs special education and/or related services or, in the case of reevaluation, if the student continues to need special education and related services. Describe additional data or evaluation needed³: _____

4) Whether any additions or modifications to the special education and related services are needed to enable the student to meet the measurable annual goals set out in the IEP of the student and to make progress, as appropriate, in the general education curriculum.

Describe additional data or evaluation needed³: _____

¹The IDEA 2004 requires review of the above information. The written description is optional.

²Follow current MET procedures for all initial evaluations for special education eligibility.

³If no additional data or evaluation is needed, indicate "None."

Evaluation Review - The Evaluation Review must examine existing evaluation data to determine if additional data/evaluation is necessary to complete the student's IEP [H.R. 1350 §614(c)]. If no evaluation data exists, this should be indicated on the form. The Evaluation Review does not constitute an IEP Team meeting for the purpose of determining a FAPE in the least restrictive environment.

To the extent feasible, the results of evaluations conducted under this part should be provided to parents and appropriate school personnel before any meeting to discuss the identification, evaluation, or educational placement of the student, or the provision of a FAPE to the student.

Evaluation data reviewed may include, but is not limited to, the following: the student's educational record, behavior assessment data, or discipline records.

If no information was provided by the parent, the district must document its efforts to obtain information from the parent. This documentation may be indicated on the lines provided for parent input.

The public district/agency need not identify the specific assessments or evaluation measures. Assessments and evaluation measures may be identified by the types or the nature of the additional diagnostic information still needed.

In reference to #4, for a reevaluation, describe any additional data needed to determine whether any additions or modifications to the special education and related services are needed to meet the annual goals and participate in the general education curriculum. No annual goals will have been established prior to an initial IEP. Therefore, before the initial IEP, this statement may be interpreted to mean that additional evaluation is required to determine if special education and related services are necessary for the student to benefit from the general education curriculum. In response to #4, evaluations may include, but are not limited to, functional behavioral assessments, academic assessments, or assessments related to assistive technology.

Requirements if Additional Data are not Needed (Related to item 1.) [H.R. 1350 §614(c)] - 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, the public agency—

- (A) shall notify the child's parents of—
 - (i) that determination and the reasons for it; and
 - (ii) the right of such 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; and
- (B) shall not be required to conduct such an assessment unless requested to by the child's parents.

Evaluations Before Change in Eligibility [34 CFR §300.534] - The public agency shall evaluate a student with a disability before determining that the student is no longer a student with a disability. However, an Evaluation Review is not required before termination of a student's eligibility due to graduation with a regular high school diploma or attaining age 26 [34 CFR §300.534(c)(2)].

Parental Consent [34 CFR §300.505(a)] - Each public agency shall obtain informed parental consent prior to conducting any reevaluation of a student with a disability, except that such informed parent consent need not be obtained if the local educational agency can demonstrate that it had taken reasonable measures to obtain such consent and the student's parent has failed to respond. In this context, "reevaluation" means any evaluation conducted for the student after the initial evaluation. This may include evaluations to consider additional programs and services, such as speech and language or occupational therapy.