The Howard County Public School System
Department of Special Education
10910 Clarksville Pike
Ellicott City, MD 21042

Reevaluation Report				
Student Name:	**Student ID#:**		**Date of Birth:**	
Grade:	**Age:**	Years, Months	**Date of Meeting:**	
School:	**Current Disability:**		**Current Disability Code:**	

The IEP team shall review the child's IEP and determine the need for assessment at least once every three years (or more frequently if conditions warrant reevaluation), if the child's parent or teacher requests a reevaluation, or before determining a child is no longer a child with a disability. **A reevaluation for each child with an educational disability should be a thoughtful, meaningful, functional, and individualized process.** This Reevaluation Report shall be completed by the IEP team.

Rationale: A reevaluation process involves a multi-disciplinary team that determines the diagnostic questions and the types of information needed to answer those questions. Reevaluation serves several purposes:

 1. Verification of a disability and eligibility for special education services

>   Does the child continue to exhibit an educational disability?

>   Does the identified disability or condition/impairment adversely impact educational performance as determined through educational assessment and other measures of educational performance?

>   Does the child require special education due to the disability or condition/impairment?

 2. Appropriateness of the current IEP

>   Are the student's IEP and special education program effective?

>   Has the student made expected progress?

>   What (if any) changes in instruction are needed to help the student attain the IEP goals and participate, as appropriate, in general education? Consider the following, as appropriate:

- Curriculum
- Instructional strategies
- Behavioral interventions/supports

I. Summary of Current Data:

Describe present levels of academic achievement and functional performance in areas addressed in the IEP, existing data, observations by teachers and related service providers, results of classroom-based, local, or State assessments, instructional interventions and strategies, and/or formal assessments, and information provided by the parent. Include the measures used.

Academic Performance:

Communication:

Cognitive:

Motor Abilities:

Social, Emotional, and Behavioral Status:

Health (Vision, Hearing, etc.):

II. Educational Needs of the Child:

III. Decision of the IEP Team

As a result of the review of current data, evaluations and information provided by the parent, and educational needs of the child, the IEP team determines the following:

A. Verification of a Disability and Eligibility for Special Education Services

1. Does the child continue to be a student with a disability that adversely impacts educational performance?
☐ Yes ☐ No ☐ Additional data is needed

If yes, is the current disability the most appropriate? ☐ Yes ☐ No ☐ Additional data is needed

2. Does the child continue to need special education and related services?
☐ Yes ☐ No ☐ Additional data is needed

B. Appropriateness of Current IEP

1. Have the student's present levels of academic achievement and functional performance (as documented in part I.) and educational needs (as documented in part III.) been identified?
☐ Yes ☐ No ☐ Additional data is needed

2. Are changes in instruction needed to help the student attain the IEP goals and participate, as appropriate, in general education? Consider the following, as appropriate:

Curriculum   ☐ Yes ☐ No ☐ Additional data is needed

Instructional strategies   ☐ Yes ☐ No ☐ Additional data is needed

Behavioral interventions/supports   ☐ Yes ☐ No ☐ Additional data is needed

NOTICE TO PARENTS: If the IEP team determines that no additional data is needed, you have the right to request that a formal assessment be conducted to determine whether your child continues to be a student with a disability.

Is additional data needed to determine eligibility?
☐ Yes
☐ No

IV. Determine Additional Data Needed:

List the areas of concern and list the areas where additional data is recommended.

Assessments are being recommended to answer the following question(s):

Areas to collect informal data:

Assessments Recommended: