

# Graves County Schools

## Re-Evaluation Worksheet for Folder Review

**NOTE:** This form is to be used for Middle and High School students who have had more than one consistent evaluation for the same disability area.

**STEP 1:** Case Manager collects the following data **PRIOR** to the Annual Review to discuss re-evaluation needs and before the three-year re-evaluation date. The information (folder review worksheet) is then sent to testing center for a Re-Evaluation written report.

**Student Name:** \_\_\_\_\_ **Age:** \_\_\_\_\_ **DOB:** \_\_\_\_\_  
**Teacher:** \_\_\_\_\_ **School:** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **Today's Date:** \_\_\_\_\_  
**Parent/Guardian:** \_\_\_\_\_ **Re-Evaluation Due Date:** \_\_\_\_\_  
**Parent Address:** \_\_\_\_\_ **Parent Telephone #** \_\_\_\_\_

**Current Disability Eligibility:**  
If a Specific Learning Disability, list the specific area(s)

### Review of Current Special Education Program and Services from student files:

1. Do the two previous assessments still accurately represent the student's educational performance?  
 Yes     No

Previous Test Results (Records must contain at least two previous evaluations that show consistent cognitive scores.)

Cognitive:

Date: \_\_\_\_\_ Evaluation: \_\_\_\_\_ VIQ \_\_\_\_\_ PIQ \_\_\_\_\_ FSIQ \_\_\_\_\_  
Date: \_\_\_\_\_ Evaluation: \_\_\_\_\_ VIQ \_\_\_\_\_ PIQ \_\_\_\_\_ FSIQ \_\_\_\_\_

Academic:

Date: \_\_\_\_\_ Evaluation: \_\_\_\_\_ Reading \_\_\_\_\_ Math \_\_\_\_\_ Written Lang \_\_\_\_\_  
Date: \_\_\_\_\_ Evaluation: \_\_\_\_\_ Reading \_\_\_\_\_ Math \_\_\_\_\_ Written Lang \_\_\_\_\_

Communication:  NA

Date: \_\_\_\_\_ Evaluation: \_\_\_\_\_ Score \_\_\_\_\_  
Date: \_\_\_\_\_ Evaluation: \_\_\_\_\_ Score \_\_\_\_\_

Adaptive:  NA

Date: \_\_\_\_\_ Evaluation: \_\_\_\_\_ Score \_\_\_\_\_  
Date: \_\_\_\_\_ Evaluation: \_\_\_\_\_ Score \_\_\_\_\_

Social/Behavioral:  NA

Date: \_\_\_\_\_ Evaluation: \_\_\_\_\_ Score \_\_\_\_\_  
Date: \_\_\_\_\_ Evaluation: \_\_\_\_\_ Score \_\_\_\_\_

2. Attach **Summary of Progress** to include the following:

- Informal Observations/Anecdotal notes (attach or summarize)
- IEP Progress Reports (attach)

If applicable:

- Behavior Plan Progress/Behavior Log/Discipline Referral (attach for EBD only)
- Medical History – Has There Been a Change Since the Last Evaluation? Current Medication?
- Parent Input/Concerns:

3. Attach a copy of current IEP (for domains of goals and objectives, amount of time for specially designed instruction, types of specially designed instruction, accommodations, and modifications).

4. Are the student's weaknesses a result of, or due to, his/her educational disability?

Yes  No

5. Are the student's educational needs adequately identified? (Do we know what this student needs to help him/her be successful in the general curriculum?)  Yes  No

6. What additional information, if any, is needed for continued eligibility and/or about the student's current functioning levels to plan his education program?

7. Is another educational disability suspected, which might be causing these difficulties?

Yes  No

If so, what is the suspected disability?

Explain

8. If another disability is suspected, what are specific *Assessment* questions which need to be answered in order to assist in determining eligibility and/or planning for his/her program?

### **Educational History**

Is the student's attendance an issue? \_\_\_\_\_

### **Additional Information**

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**STEP 2: Once report is completed, schedule Annual Review/re-evaluation ARC meeting. On the Annual Review Notice of ARC include the following Purposes:**

- To review/revise IEP and make placement decisions
- To determine Re-evaluation needs and/or eligibility determination
- To discuss post-secondary Transition needs and/or services

**STEP 3: During this Annual Review ARC meeting review the Re-evaluation report to determine if the data is sufficient to determine eligibility or if additional testing is needed.**

Option 1: If the ARC determines data is sufficient to determine eligibility based on the information in the report and no additional testing is needed, then complete the following documents:

- Determination of Eligibility Form
- Consent for Special Education Services (if applicable)

\*If eligible, this ARC meeting date will establish new Re-evaluation due date and the Re-evaluation process is now completed.

Option 2: If the ARC determines additional testing is needed to determine eligibility based on the information in the report, then complete the following documents:

- Consent to Re-evaluate
- Evaluation Planning Form

**Option 2 STEP 4: Complete additional testing information and send this information to testing center for them to write an Addendum to previous Re-evaluation report.**

**Option 2 STEP 5: Once Addendum report is completed, schedule a Re-evaluation ARC meeting by 3 year due date. On the Notice of ARC include the following purposes:**

- To review/revise IEP and make placement decisions
- To determine Re-evaluation needs
- To discuss post-secondary Transition needs and/or services (if applicable)

**Option 2 STEP 6: During this Re-evaluation ARC meeting, review the Addendum report and determine eligibility. Complete the following documents:**

- Eligibility Determination Form
- Consent for Special Education Services (if applicable)

\*If eligible, this ARC meeting date will establish new Re-evaluation due date and the Re-evaluation process is now completed.