

HOWARD COUNTY PUBLIC SCHOOL SYSTEM
DEPARTMENT OF SPECIAL EDUCATION

Considerations for Determining the Need for Formal Reevaluation

Prior to the IEP team meeting, review the student file and previous formal evaluation(s) and collect data to complete parts I and II of *Reevaluation Report* and when completing the *Student Record Review Worksheet for Newly Enrolled Students*. Then answer the following questions. ***If the answer is “YES” to any of the following questions, a formal reevaluation IS indicated.***

1. ___yes ___no Does the child have the disability code of Developmental Delay and will be turning age 8? (DD code must be changed to an existing categorical option prior to the age of 8 or by the end of the school year when the child turns 8 – see *Use of the Developmental Delay (DD) Category*)
2. ___yes ___no Do you have questions about whether previous assessment data were comprehensive and robust and continue to accurately reflect the child?
3. ___yes ___no Is the child making inadequate progress based on present levels of academic achievement and functional performance?
4. ___yes ___no Is there a disability mismatch based on current needs and services? (See attached “Examples of Mismatch Between Disability and current Needs and Services That Warrant Formal Reevaluation”)
5. ___yes ___no Does a diagnostic question indicate the need for an assessment in another area not previously assessed, e.g. question of SLI disability now being SLD or Autism?
6. ___yes ___no Do the present levels of academic achievement and functional performance indicate that the disability is no longer having significant educational impact? (If informal data clearly shows the child no longer qualifies for special education services, a formal assessment does not need to be completed. If there are any questions that cannot be answered with the data available, the team should err on the side of caution and conduct formal assessments.)
7. ___yes ___no Based on the completion of the *Student Record Review Worksheet for Newly Enrolled Students*, the IEP team determined that additional assessments are needed to verify an educational disability and eligibility for special education services.
8. ___yes ___no Are there other circumstances that warrant formal reevaluation?

Special Considerations

1. Has a formal assessment been conducted within the past 6 years? It is best practice not to let more than 6 years elapse before conducting a formal assessment to assist the school team in verifying the educational disability and determining the appropriateness of the current IEP.
2. Was the last formal assessment during a transition from Infant/Toddler, i.e., from an Extended IFSP, or Regional Early Childhood Program, i.e., the 4 year preschool, kindergarten, 1st, or 2nd grade year? Consider that a child may change significantly as a learner during preschool through 3rd grade and a formal assessment may be indicated before leaving elementary school.

IF

- ✓ Transitioning from Part C to Part B
- ✓ Formal Assessment in Pre-K
- ✓ Formal Assessment in K
- ✓ Identified in 1st
- ✓ Identified in 2nd

THEN

- Formal assessment in K
- Formal Assessment when reeval due
- Formal Assessment in 3rd
- Formal Assessment in 4th
- Formal Assessment in 5th

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3. Was the child newly identified or had his/her last formal evaluation in middle school? If so, consider formal assessments at the next three-year reevaluation to ensure that programming and accommodations remain appropriate for high school curriculum and other expectations.
4. Is the student changing levels the following school year, has a reevaluation due date before December 1st and a formal reevaluation is indicated as per considerations 1 through 8 on the first page? If so, a formal reevaluation should be completed by the sending school before the end of the school year. Note: A reevaluation must be completed by the sending school; the school team determines if it should be a formal reevaluation or one that enough data is available through informal measures to conduct the reevaluation.