



EVALUATION REPORTS

Case Manager's NEW Components for Re-Evaluations

Northland Learning Center
Special Education Inservice
August 22, 2018







REVIEW OF RE-EVALUATION STEPS


1. 90 days before the student's re-evaluation is due, the case manager will scan/email the Re-evaluation to the school psychologist(s).


2. School psychologist will email the case manager with the Evaluation Plan and will indicated who will be overseeing the Re-Evaluation.






3. The school psychologist will email the case manager with the Evaluation Plan and will indicate who will be overseeing the Re-Evaluation process.

- » If new formalized testing is needed by the school psychologist, the school psychologist will oversee it.
 - » In formalized testing is not needed by the school psychologist, your coordinator/supervisor will oversee it.
- 



4. The case manager will follow the steps on the Re-Evaluation Process Checklist form.





NEW! CASE MANAGER'S COMPONENTS for Re-Eval Reports when no formalized testing by school psychologists is needed:

- » **NEW!** According to MDE, all re-evaluations must indicate student progress/present levels on last year's IEP goals/objectives.
- » **Summary**
- » **Needs**
- » **Adaptations/Modifications**
- » **Eligibility Criteria**



Let's Break Each Component Down

NEW! According to MDE, all re-evaluations must indicate student progress/present levels on last year's IEP goals/objectives.

WHERE IN THE RE-EVALUATION REPORT SHOULD I REVIEW LAST YEAR'S IEP GOALS?

- » The student's most recent IEP Goals should be summarized in the "Reason for Referral/Background Information" section (first page).
- » Reference the student's most recent goals (objectives not necessary) and present levels. Progress reports can be copied and pasted.

Remember: Data must be measurable.



**NEW! Case managers will complete
the **Summary** section of the
Re-Evaluation Report.**






SUMMARY SECTION

All areas on the Evaluation Report must be summarized, even if no testing was done in that area. One to two sentences at minimum per section.

Related service providers (Speech, OT, PT, D/APE, etc.) will complete the summary for their area in the Summary section of the Evaluation Report.

Check the Evaluation PWN to make sure all areas have been summarized.





**NEW! Case managers will complete
the **Needs** section of the
Re-Evaluation Report.**





STUDENT NEEDS SECTION

Student Needs are based on information in the Evaluation Report.

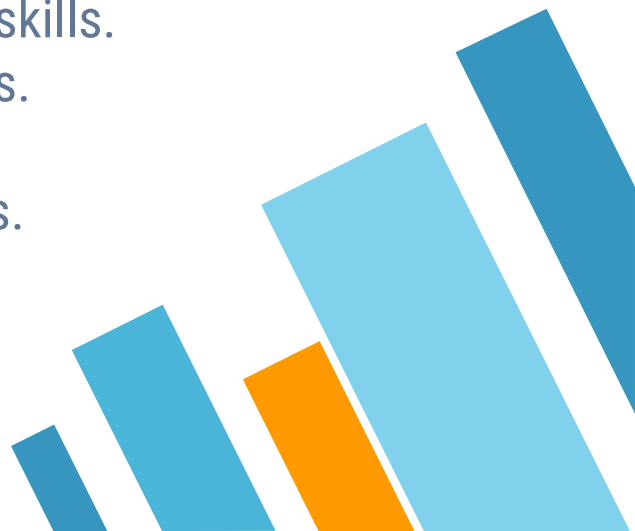
Student Needs translate into IEP goals.

Student Needs can and should be prioritized.






STUDENT NEED EXAMPLES:

- » Student needs to increase his reading comprehension skills.
 - » Student needs to increase his self-regulation skills.
 - » Student needs to increase his fine motor skills.
 - » Student needs to increase his social skills.
 - » Student needs to increase his functional skills.
- 

**NEW! Case managers will complete
the **Adaptations/Modifications**
section of the Evaluation Report.**




ADAPTATIONS/MODIFICATIONS

- » Think them through very carefully. What does the student need in order to be successful?
 - » We want to support students to be the best they can be, but we don't want to enable students to be less than they can be.
 - » Often, the Adaptations/Modifications can be copied from the student's IEP (Program Modifications, Supports and Adaptations in General and Special Education). Make sure they are still relevant and necessary.
- 

NEW! Case managers will complete the **Eligibility Criteria section of the Evaluation Report.**




ELIGIBILITY CRITERIA

- » All areas of Eligibility Criteria must be reviewed.
 - » If a student has not met the goals and objectives on his/her IEP, he/she continues to qualify for special education services based on continued need.
- 



POINTERS

- » Reference past Evaluation Reports for templates for each section.
 - » If existing data is being reviewed, copy and paste those sections from the previous ER into a Word document. Then copy and paste them into the new ER template.
- 



YOU GOT THIS!

Any questions?

Contact your Supervisor/Coordinator

- » Tina Fredrickson: tfredrickson@northlandsped.org
 - » Sue Ostman: sostman@northlandsped.org
 - » Gary Pernu: gpernu@northlandsped.org
 - » Amanda Slattery: aslattery@northlandsped.org
 - » Christi Sickel: csickel@northlandsped.org
- 