

DCD Re-Evaluation Report Checklist

Student Name: 3-Year Due Date:
Case Manager: Current Day 20:
Coordinator: Current Day 30:

PRELIMINARY RESPONSIBILITIES

- ☐ “Materials and Procedures” on the PWN match the plan from the psychologist EXACTLY – If you feel as though something is missing or have questions contact the psychologist or coordinator.
- ☐ The re-evaluation begins upon district receipt of the signature or after 14 calendar days have passed from the date on the PWN.
- ☐ Notify the coordinator/supervisor and all specialists of the start date/20 days/30 days
- ☐ Upload signed PWN into SpedForms

The following is available in the Google Drive (the link is below):

- DCD Re-Eval ER Checklist (guide to what needs to be included under each section)
- DCD Student Interview
- DCD Parent Interview
- DCD Teacher Interview
- Informal Summary of Adaptive Behavior Skills
- Template Informal Summary of Adaptive Behavior Skills (if you choose to use it)
- DCD Definitions of levels of support
- DCD Re-Eval Summary Template (if you choose to use it)

https://drive.google.com/drive/folders/1SXV2I_E2oHd5w-A5xdeSHvbA8O1eplzr?usp=sharing

Reason for Referral

- ☐ Student's current category
- ☐ History of when they started SPED and services received

Background Information

- ☐ Copy and paste previous progress report (only goals and progress toward goals, including data points) - If Progress Report is older than 4-5 weeks, update progress towards goals, including data points

Information, Strengths and Concerns Reported by Parent(s)

- ☐ Parent interview summarized
- ☐ Includes statements about the parent's concerns regarding adaptive functioning

Educationally Relevant Medical Findings

- ☐ Medical Diagnoses that impact learning
- ☐ Medications that impact learning

Special Considerations

- ☐ The template is changed if: the student needs accommodations for assessments, student needs accommodations for hearing, student needs accommodations for vision, etc.

Intellectual

- ☐ Review of most recent intellectual testing
- ☐ Cut and paste complete information for that test into the new evaluation

- ☐ Change date of assessment to “Date Administered”
- ☐ After the psychologist’s name, add “Reviewed by: (Your Name)” AND “Date Reviewed: (Current Date)”
- ☐ Change wording of the write-up to reflect past tense

Academic

Achievement Review

- ☐ Review of most recent achievement testing
- ☐ Cut and paste complete information for that test into the new evaluation
- ☐ Change date of assessment to “Date Administered”
- ☐ After the administrator’s name, add “Reviewed by: (Your Name)” AND “Date Reviewed: (Current Date)”
- ☐ Change wording of the write-up to reflect past tense

Record Review

- ☐ Current or most recent grades
- ☐ Attendance
- ☐ Discipline Records/Behavior Data
- ☐ Local and State test scores (MCA, NWEA, STARS, FAST, etc.)
- ☐ Description of what the test scores mean (Norms, Percentiles, Meets/Does not meet, etc.)
- ☐ Data from informal curriculum based probes
- ☐ Other relevant information to help establish present levels

Interviews

- ☐ Teacher Interview
- ☐ Student Interview

Communication

- ☐ Specialist has entered data from all assessments listed on the PWN
- ☐ If no specialist is involved with communication, statement of “The team determined no need for formal assesment in this area at this time.”

Motor

- ☐ Specialist has entered data from all assessments listed on the PWN
- ☐ If no specialist is involved with motor, statement of “The team determined no need for formal assesment in this area at this time.”

Sensory Status

- ☐ Nurse has entered information about *current* vision and hearing screenings

Health/Physical Status

- ☐ Nurse has entered information about current medical diagnoses, medications, immunizations, attendance, etc.

Social/Emotional/Behavioral

- ☐ IF ON THE PWN: Informal Behavior Checklist is written up
- ☐ If not addressed on the PWN, statement of “The team determined no need for formal assessment in this area at this time.”

Functional/Adaptive Behavior

- ☐ Informal Summary of Adaptive Behavior Skills is written up

Observations

- ☐ Observations are entered and summarized if included on the PWN
- ☐ If included, observations describe student's adaptive behavior as seen in the classroom
- ☐ If no observations are done, statement of "Because this is a re-evaluation, new observations are not needed at this time. A review of records indicated that two observations were conducted in support of initial eligibility criteria."

Transition

- ☐ Includes written summary of both transition assessments listed on the PWN
- ☐ All questions in the template on SpedForms are answered (do not delete this template)
- ☐ Information indicates what the student needs to learn specifically regarding managing their disability
- ☐ Section is deleted if the student is below 7th grade (this is the only section that can be deleted from the report)

Summary

- ☐ Every heading in the report is summarized using the "Summary Template" in the Google Drive or on your own
- ☐ Summary template statements are changed as they apply to this student

Special Education Needs That Derive From The Disability

- ☐ Needs statements derive from the data in the report
- ☐ Needs are listed in a way that leads them to turn into IEP goals

Adaptations/Modifications

- ☐ All adaptations that will help the student succeed in the classroom are listed in a way they can be transferred to the IEP

FINAL REPORT RESPONSIBILITIES

- ☐ Eligibility boxes are checked
- ☐ Complete the "Primary disability and team membership" page in SpedForms
- ☐ Levels of support definitions are copied into eligibility section A.2 in the "Eligibility" section
- ☐ ALL materials listed on the PWN have write-ups and are clearly labeled in the report