

# Evaluation (Massachusetts)

Last Modified on 03/04/2025 2:58 pm CST

## Tool Search: Special Ed Documents

Evaluations are used to document the student's educational needs and determine eligibility for special education. This document describes each editor, the section(s) of the print format that includes the entered information, a description of each field on the editor, and any special considerations and instructions for using the editor and fields.

**An evaluation must be created whether or not the student is determined to have a disability.** The school district gives a copy of the evaluation summary report, including the documentation of eligibility, to the student's parents. For information on general functionality, navigation, and additional plan and evaluation features, see the core [Plan and Evaluation Information](#) article.

The current format of this document is the **MA ESR 2023**. Evaluation formats are selected in [Eval Types](#).

Editor Home - **MA ESR 2023 ⓘ			
NAME	STATUS	MODIFIED BY	COMPLETED BY
Evaluation Information	<span>IN PROGRESS</span>	System Administrator 12/27/23 11:02 AM	>
Enrollment Information	<span>NOT STARTED</span>		>
Student Information	<span>IN PROGRESS</span>	System Administrator 12/27/23 11:02 AM	>
Parent/Guardian Information	<span>IN PROGRESS</span>	System Administrator 12/27/23 11:02 AM	>
SLD: Component 1	<span>NOT STARTED</span>		>
SLD: Component 2	<span>NOT STARTED</span>		>
SLD: Component 3-4	<span>NOT STARTED</span>		>
SLD: Determination	<span>NOT STARTED</span>		>

*Editor Home*

## Evaluation Information

The Evaluation Header editor lists general information about the Evaluation, including relevant dates.

This editor cannot be placed in a NOT NEEDED status.

Evaluation Information IN PROGRESS
Editor 1 of 11

**Meeting Information**

Meeting Type \*

Initial Evaluation

Reevaluation

Placement

Meeting Date \*

Referral Date \*

Consent Date

Consent Received

*Evaluation Information Editor*

▶ [Click here to expand...](#)

Field	Description	Validation
<b>Meeting Type</b> <i>Required</i>	The type of meeting. Options include: <ul style="list-style-type: none"> <li>• Initial Evaluation</li> <li>• Re-Convene</li> <li>• Reevaluation</li> <li>• Placement</li> <li>• Three Year Reevaluation</li> </ul>	Multiple selections can be made.
<b>Meeting Date</b> <i>Required</i>	The day of the meeting.	This field auto-populates with the date evaluation was created.
<b>Referral Date</b> <i>Required</i>	The day of referral.	N/A
<b>Consent Sent</b>	The day consent was asked.	N/A
<b>Consent Received</b>	The day consent was received.	N/A

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## Enrollment Information

The Enrollment Information editor reports Special Education information from the student's Enrollment.

Enrollment Information IN PROGRESS
Editor 2 of 11

Click Refresh to retrieve a new copy of data from a selected Enrollment record.

**Grade**  
03

**Assigned School Information (Complete after a placement has been made)**

School Name:  School Phone:

School Street Address:  School City:  School State:  School Zip:

Cost-Shared Placement:  Specify Agency:

---

**District Information**

District Number:  District Name:

District Address:  District Phone:

District SPED Address:  District SPED Phone:

*Enrollment Information Editor*

▶ [Click here to expand...](#)

Field	Description	Validation
<b>Enrollment Information</b> <i>Click Refresh to retrieve a new copy of data from a selected Enrollment record.</i>		
<b>Grade</b>	The student's grade level.	This field auto-populates from the selected Enrollment record upon Refresh.
<b>Assigned School Information (Complete after a placement has been made)</b>		
<b>School Name</b>	The name of the school associated with the student's Enrollment record.	This field auto-populates from the selected Enrollment record upon Refresh.
<b>School Phone</b>	The phone number of the school associated with the student's Enrollment record.	This field auto-populates from the selected Enrollment record upon Refresh.
<b>School Address</b>	The address of the school associated with the student's Enrollment record.	This field auto-populates from the selected Enrollment record upon Refresh.
<b>Cost-Shared Placement</b>	Indicates this school is a cost-shared location. Options are Yes or No.	N/A
<b>Specify Agency</b> <i>*Required</i>	The agency associated with the placement.	*This field is available and required when Yes is selected from Cost Shared Placement field.

Field	Description	Validation
<b>District Information</b> The fields below are read-only.		
<b>District Number</b>	The district number associated with the Enrolled school.	This field auto-populates from the selected Enrollment record upon Refresh (District Information > State District Number).
<b>District Name</b>	The district name associated with the Enrolled school.	This field auto-populates from the selected Enrollment record upon Refresh (District Information > Name).
<b>District Address</b>	The district address associated with the Enrolled school.	This field auto-populates from the selected Enrollment record upon Refresh (District Information > Address).
<b>District Phone</b>	The district phone number associated with the Enrolled school.	This field auto-populates from the selected Enrollment record upon Refresh (District Information > Phone).
<b>District SPED Address</b>	The district special education address associated with the Enrolled school.	This field auto-populates from the selected Enrollment record upon Refresh (District Information > District SPED Address).
<b>District SPED Phone</b>	The district special education phone associated with the Enrolled school.	This field auto-populates from the selected Enrollment record upon Refresh (District Information > District SPED Phone).

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## Student Information

The Student Information editor displays basic information about the student such as demographic information. This is a read-only editor.

The **Refresh** button retrieves a fresh copy of data from the student's record from Census. See

the [General Information](#) section for additional information.

This editor cannot be placed in a Not Needed status.

Student Information IN PROGRESS
Editor 3 of 11

When an Evaluation is generated, a snapshot of the student's information is taken from Census. Click Refresh to retrieve a new copy of data.

<b>Last Name</b> [Redacted]	<b>First Name</b> WALKER	<b>Middle Name</b> LOPEZ	<b>Suffix</b> 
<b>Age</b> 8	<b>Birthdate</b> [Redacted]	<b>Gender</b> M	
<b>Student Language</b> Spanish		<b>Language of Instruction *</b> <input type="text"/>	
<b>Address</b> [Redacted] MA 02301		<b>LASID</b> [Redacted]	<b>SASIS</b> [Redacted]
<b>If 18 or older:</b> <input type="text"/>		<b>Specify Court Appointed Guardian</b> <input type="text"/>	

**Case Manager Information**

<b>Name</b>	<b>Title</b>
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Student Information Editor

▶ [Click here to expand...](#)

Field	Description	Validation
<b>Last Name</b>	The student's last name.	<p>This field auto-populates from student's Demographics record when Education Plan is saved and each time Refresh is clicked.</p> <p>Demographics &gt; Last Name</p> <p>identity.lastName</p>
<b>First Name</b>	The student's first name.	<p>This field auto-populates from student's Demographics record when Education Plan is saved and each time Refresh is clicked.</p> <p>Demographics &gt; First Name</p> <p>identity.firstName</p>

Field	Description	Validation
<b>Middle Name</b>	The student's middle name.	<p>This field auto-populates from student's Demographics record when Education Plan is saved and each time Refresh is clicked.</p> <p>Demographics &gt; Middle Name</p> <p>identity.middleName</p>
<b>Suffix</b>	The student's suffix.	<p>This field auto-populates from student's Demographics record when Education Plan is saved and each time Refresh is clicked.</p> <p>Demographics &gt; Suffix Name</p> <p>identity.suffix</p>
<b>Age</b>	The student's age.	<p>This field auto-populates from student's Demographics record when Education Plan is saved and each time Refresh is clicked.</p>
<b>Birthdate</b>	The student's date of birth.	<p>This field auto-populates from student's Demographics record when Education Plan is saved and each time Refresh is clicked.</p> <p>Demographics &gt; Birth Date</p> <p>identity.birthDate</p>
<b>Gender</b>	The student's gender.	<p>This field auto-populates from student's Demographics record when Education Plan is saved and each time Refresh is clicked.</p> <p>Demographics &gt; Gender</p> <p>identity.gender</p>

Field	Description	Validation
<b>Student Language</b>	The student's home primary language.	This field auto-populates from student's Demographics record when Education Plan is saved and each time Refresh is clicked.  Demographics > Language At Home  identity.homePrimaryLanguage
<b>Language of Instruction</b> <i>Required</i>	The language the student is to receive instruction.	The values available in this dropdown are populated from the Attribute Dictionary > Definition > ISO Language List.
<b>Address</b>	The student's address.  This field becomes a dropdown when more than one address exists for the student. The primary household displays by default.	Household Address Information tool  address.number; address.street; address.tag; address.prefix; address.dir; address.apt; address.city; address.state; address.zip
<b>LASID</b>	The student's local ID number.	This field auto-populates from student's Demographics record when Education Plan is saved and each time Refresh is clicked.  Demographics > Student Number  identity.studentNumber
<b>SASID</b>	The student's state ID number.	This field auto-populates from student's Demographics record when Education Plan is saved and each time Refresh is clicked.  Demographics > State ID Number
<b>If 18 or older</b>	The student's decision making determination when they are 18 years old or older. Options include: <ul style="list-style-type: none"> <li>• Acting on Own Behalf</li> <li>• Shared Decision Making</li> <li>• Delegate Decision Making</li> </ul>	N/A

Field	Description	Validation
<b>Specify Court Appointed Guardian</b>	The name of the court appointed guardian of the student.	N/A
<b>Case Manager Information</b>		
<b>Name</b>	The name of the student's case manager.	This field auto-populates with active Case Manager Name from Team Members tool.  Special Ed Team Members > Name  teamMember.firstName teamMember.lastName
<b>Title</b>	The role of the student's case manager.	This field auto-populates with active Case Manager Title from Team Members tool.  Special Ed Team Members > Title  teamMember.title
<b>Phone</b>	The phone number of the case manager.	This field auto-populates with active Case Manager Work Phone from Team Members tool.  Special Ed Team Members > Work Phone

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## Parent/Guardian Information

The Parent/Guardian Information editor populates based on the guardian checkbox on the student's [Relationships](#) tool. The editor includes [Demographics](#) information for the student's guardian.

The **Remove** button next to each parent/guardian can be used to remove a parent/guardian from the IEP.

The **Refresh** button retrieves a new copy of parent/guardians' data. This also returns any accidentally deleted people. Manually entered fields do not change when the refresh button is clicked. The user must **Save** after clicking Refresh to capture changes.

This editor cannot be placed in a Not Needed status.





**Parent/Guardian Information** IN PROGRESS Editor 4 of 11

When a Plan is generated, a snapshot of the parent/guardian information is taken from Census. Individuals on the Relationship tool for the student display below. Click Refresh to retrieve a new copy of data.

**\*Only records with a sequence of 1 or 2 will print.**

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**[REDACTED], LUCIO B - FATHER**

Print Sequence 1	Legal Guardian Yes	Delete
Home Phone [REDACTED]	Work Phone [REDACTED]	Cell Phone [REDACTED]
E-mail [REDACTED]	Home Primary Language English	
Parent Preferred Mode of Communication Phone	Specify Other [REDACTED]	

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**[REDACTED], MARITZA SOFIA - MOTHER**

Print Sequence 2	Legal Guardian Yes	Delete
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Parent/Guardian Information Editor

▶ [Click here to expand...](#)

Field	Description	Validation
<b>Last Name</b>	The last name of the parent/guardian.	This is part of the header for the guardian.  Demographics > Last Name  identity.lastName
<b>First Name</b>	The first name of the parent/guardian.	This is part of the header for the guardian.  Demographics > First Name  identity.firstName
<b>Middle Name</b>	The suffix of the parent/guardian.	This is part of the header for the guardian.  Demographics > Middle Name  identity.middleName

Field	Description	Validation
<b>Suffix</b>	The suffix of the parent/guardian.	This is part of the header for the guardian.  Demographics > Suffix  identity.suffix
<b>Relationship</b>	The relationship between the student and guardian.	This is part of the header for the guardian.  Relationships > Relationships  planGuardian.relationship
<b>Print Sequence</b>	The print order of the parent/guardian(s) on the IEP.	When no Sequence is selected, parent/guardian(s) print in the order displayed in the UI.  When any Sequences are selected, parent/guardian(s) with a sequence number print in the order defined, then un-sequenced parent/guardian(s) print at the bottom.
<b>Legal Guardian</b>	Indicates this person is the student's legal guardian. Options are Yes or No.	N/A
<b>Address</b>	The address of the guardian's home.  When multiple addresses exist, this field becomes a dropdown selection.	This field auto-populates from the guardian's Census record when the plan is saved and each time the Refresh button is clicked.  Households Information > Address Info  address.number; address.street; address.tag; address.prefix; address.dir; address.apt; address.city; address.state; address.zip

Field	Description	Validation
<b>Home Phone</b>	The home phone number of the guardian.	<p>This field auto-populates from the guardian's Census record when the plan is saved and each time the Refresh button is clicked.</p> <p>Households Information &gt; Household Phone &amp; Address(es) &gt; Phone</p> <p>contact.homePhone</p>
<b>Work Phone</b>	The work phone number of the guardian.	<p>This field auto-populates from the guardian's Census record when the plan is saved and each time the Refresh button is clicked.</p> <p>Demographics &gt; Personal Contact Information &gt; Work Phone</p> <p>contact.workPhone</p>
<b>Cell Phone</b>	The cell phone number of the guardian.	<p>This field auto-populates from the guardian's Census record when the plan is saved and each time the Refresh button is clicked.</p> <p>Demographics &gt; Personal Contact Information &gt; Cell Phone</p> <p>contact.cellPhone</p>
<b>Email</b>	The email address of the guardian.	<p>This field auto-populates from the guardian's Census record when the plan is saved and each time the Refresh button is clicked.</p> <p>Demographics &gt; Personal Contact Information &gt; Email</p> <p>contact.email</p>

Field	Description	Validation
<b>Home Primary Language</b>	The language spoken at the guardian's home.	This field auto-populates from the guardian's Census record when the plan is saved and each time the Refresh button is clicked.  Demographics > Person Information > Home Language  identity.homePrimaryLanguage
<b>Parent Preferred Mode of Communication</b>	The manner in which the parent/guardian wants to be communicated. Options include: <ul style="list-style-type: none"> <li>• Phone</li> <li>• Email</li> <li>• Messaging App</li> <li>• Other</li> </ul>	N/A
<b>Specify Other</b> <i>*Required</i>	The other manner of communication.	*This field is available and required when Other is selected as the Parent Preferred Mode of Communication field.

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## SLD: Component 1

The SLD: Component 1 editor includes a review of the student's previous education, Participation Skills assessed, Performance History considered, and relevant Medical Information.

SLD: Component 1 NOT STARTED
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**Historical Review**  
 When evaluating a student for Specific Learning Disability, the Team must ensure that the student's underachievement is not due to lack of appropriate instruction in reading or math. Therefore, the Team has considered that:  
 A. the student has been provided appropriate instruction in general education settings and that instruction has been delivered by qualified personnel;  
 B. there is data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of the student's progress and this documentation was provided to the student's parents.

**Have the above requirements been met?**

Yes, both A and B have been met.  
 Some, but not all of the requirements in A and B have been met. The Team must determine what additional information is needed and how they will obtain the information within the evaluation timeframe. See SLD TA 3.  
 No, the requirements have not been met and therefore the referral for special education evaluation should not go forward until the school has sufficient information to determine that the student has been given appropriate opportunities to learn in the general education environment. See SLD TA 4.

**Participation Skills**  
 Assessments of the student's attention skills, memory, and social relations with groups, peers, and adults have been collected

**Performance History**  
 Supporting evidence shows that the student has

consistently performed within the range of performance of same-aged peers; or  
 consistently performed better than same-aged peers; or  
 consistently performed less well than same-aged peers; or  
 demonstrated inconsistent performance throughout his/her educational history

**Medical Information**  
 Educationally relevant medical findings are noted.  
 N/A

*SLD: Component 1 Editor*

▶ [Click here to expand...](#)

Field	Description	Validation
<b>Have the above requirements been met?</b>	Indicates the above requirements were met. Options include: <ul style="list-style-type: none"> <li>Yes, both A and B have been met</li> <li>Some, but not all of the requirements in A and B have been met. The Team must determine what additional information is needed and how they will obtain the information within the evaluation timeframe. See SLD TA 3.</li> <li>No, the requirements have not been met and therefore the referral for special education evaluation should not go forward until the school has sufficient information to determine that the student has been given appropriate opportunities to learn in the general education environment. See SLD TA 4.</li> </ul>	Only one option can be selected.
<b>Participation Skills</b>		

Field	Description	Validation
<b>Assessments of the student's attention skills, memory, and social relations with groups, peers, and adults have been collected</b>	Indicates assessments of the student's attention skills, memory, and social relations have been collected.	N/A
<b>Performance History</b>		
<b>Supporting evidence shows that the student has</b>	Options include: <ul style="list-style-type: none"> <li>consistently performed within the range of performance of same-aged peers; or</li> <li>consistently performed better than same-aged peers; or</li> <li>consistently performed less well than same-aged peers; or</li> <li>demonstrated inconsistent performance throughout his/her educational history</li> </ul>	Only one option can be selected.
<b>Medical Information</b>	Options include: <ul style="list-style-type: none"> <li>Educationally relevant medical findings are noted</li> <li>N/A</li> </ul>	N/A
<b>Findings</b>	A description of the findings.	N/A

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## SLD: Component 2

The SLD: Component 2 editor describes the method used to determine eligibility.

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**Method of determination**

A. If using a scientific, research-based intervention as an eligibility determination procedure, check this box.  
 B. If using the IQ/achievement discrepancy model as an eligibility determination procedure, check this box.

**A1. Based on assessment data\*, the student is not making effective educational progress for his/her age or to meet ELA or Math Curriculum Framework standards when using a process based on the student's response to scientific, research-based intervention in one or more of the following areas**

Oral Expression  Written Expression  
 Basic Reading Skills  Reading Comprehension  
 Reading Fluency Skills  Listening Comprehension  
 Mathematics Problem Solving  Mathematics Calculation

\*Assessment data includes classroom performance information as well as data related to visual and auditory processing of information

**A2. Has the scientific, research-based intervention method that was implemented provided sufficient information so that a responsive, data-driven IEP can be developed for the student?**

Yes, sufficient evidence exists regarding how the student learns and what is impeding learning so that a responsive, data-driven IEP can be developed  
 No (If no, attach additional diagnostic assessments that will determine how the student learns and what is impeding learning, that will assist in the writing of a responsive, data-driven IEP and designing specialized instruction based on the student's needs.)

**A3. Attach documentation of the instructional strategies used and the student-centered data collected that shows evidence that**

- the student has been instructed using research-based instructional strategies;
- repeated, student-centered assessment data has been collected at reasonable intervals; and
- the student's parents have been notified regarding the amount and nature of assessment data that is collected based on the student's instruction and academic progress, strategies implemented to increase the student's learning, and the parent's right to request an evaluation.

SLD: Component 2 Editor

▶ [Click here to expand...](#)

Field	Description	Validation
<b>SLD: Component 2</b>		
<b>Method of Determination</b>	The method of determination. Options include: <ul style="list-style-type: none"> <li>A. If using a scientific, research-based intervention as an eligibility determination procedure, check this box.</li> <li>B. If using the IQ/achievement discrepancy model as an eligibility determination procedure, check this box.</li> </ul>	Only one option can be selected.
<b>The following fields display when A is selected from Method of Determination.</b>		

Field	Description	Validation
<p><b>A1. Based on assessment data*, the student is not making effective educational progress for his/her age or to meet ELA or Math Curriculum Framework standards when using a process based on the student's response to scientific, research-based intervention in one or more of the following areas</b></p>	<p>Options include:</p> <ul style="list-style-type: none"> <li>• Oral Expression</li> <li>• Basic Reading Skills</li> <li>• Reading Fluency Skills</li> <li>• Mathematics Problem Solving</li> <li>• Written Expression</li> <li>• Reading Comprehension</li> <li>• Listening Comprehension</li> <li>• Mathematics Calculation</li> </ul>	<p>Multiple options can be selected.</p>
<p><b>A2. Has the scientific, research-based intervention method that was implemented provided sufficient information so that a responsive, data-driven IEP can be developed for the student?</b></p>	<p>Options include</p> <ul style="list-style-type: none"> <li>• Yes, sufficient evidence exists regarding how the student learns and what is impeding learning so that a responsive, data-driven IEP can be developed</li> <li>• No (If no, attach additional diagnostic assessments that will determine how the student learns and what is impeding learning, that will assist in the writing of a responsive, data-driven IEP and designing specialized instruction based on the student's needs.)</li> </ul>	<p>Only one option can be selected.</p>
<p><b>The following fields display when B is selected from Method of Determination.</b></p>		



Field	Description	Validation
<b>B1. Based on a finding of a severe discrepancy between IQ and achievement, the student exhibits a pattern of strengths and weaknesses in performance, achievement or both, relative to age or ELA or Math Curriculum Framework standards, or intellectual development, in the areas of</b>	Options include: <ul style="list-style-type: none"> <li>• Oral Expression</li> <li>• Basic Reading Skills</li> <li>• Reading Fluency Skills</li> <li>• Mathematics Problem Solving</li> <li>• Written Expression</li> <li>• Reading Comprehension</li> <li>• Listening Comprehension</li> <li>• Mathematics Calculation</li> </ul>	Multiple options can be selected.
<b>B2. Technically sound instruments have been used that assess cognitive and behavioral factors as well as physical or developmental factors</b>	Options are Yes or No.	N/A
<b>B3. More than one measure or assessment has been implemented</b>	Options are Yes or No.	N/A

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## SLD: Component 3-4

The SLD: Component 3-4 editor includes other considerations that should be addressed when determining eligibility.

SLD: Component 3-4

NOT STARTED

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In determining Special Education eligibility with a Specific Learning Disability, the Team must ensure that the identified area of concern is not primarily the result of one of the following. As you work through the questions, keep the student's area of concern in mind and consider individual characteristics of the student as you answer Yes or No to each of the questions.

Is the student's lack of sufficient progress in the area of concern due primarily to cultural factors?

Is the student's lack of sufficient progress in the area of concern due primarily to an environmental or economic disadvantage?

Is the student's lack of sufficient progress in the area of concern due primarily to limited English proficiency?

Is the student's lack of sufficient progress in the area of concern due primarily to a visual, hearing, or motor disability?

Is the student's lack of sufficient progress in the area of concern due primarily to intellectual disability?

Is the student's lack of sufficient progress in the area of concern due primarily to an emotional disturbance?

If any answers are 'Yes' the student **cannot** be found eligible for Special Education as a student with a Specific Learning Disability. If *all* answers are 'No' the Team may consider eligibility for Special Education as a student with a Specific Learning Disability.

SLD: Component 3-4 Editor

[Click here to expand...](#)

Field	Description
<b>SLD: Component 3-4</b>	
<b>Is the student's lack of sufficient progress in the area of concern due primarily to cultural factors?</b>	Options are Yes or No.
<b>Is the student's lack of sufficient progress in the area of concern due primarily to an environmental or economic disadvantage?</b>	Options are Yes or No.
<b>Is the student's lack of sufficient progress in the area of concern due primarily to limited English proficiency?</b>	Options are Yes or No.
<b>Is the student's lack of sufficient progress in the area of concern due primarily to a visual, hearing, or motor disability?</b>	Options are Yes or No.
<b>Is the student's lack of sufficient progress in the area of concern due primarily to intellectual disability?</b>	Options are Yes or No.
<b>Is the student's lack of sufficient progress in the area of concern due primarily to an emotional disturbance?</b>	Options are Yes or No.
<b>Component 4</b>	
<b>Relevant behavior has been observed and the relationship of that behavior to the student's academic functioning has been noted.</b>	Indicates behavior has been observed and how it impacts the student's academics has been noted.

## SLD: Determination

The SLD: Determination editor indicates if the team has identified the student as eligible for special education services as a result of the observations of the previous editors.

SLD: Determination NOT STARTED Editor 8 of 11

The Team has reviewed Components 1-4 and has determined that the student has a Specific Learning Disability and requires Special Education services.

Yes ▼

*SLD: Determination Editor*

## Eligibility Determination

The Eligibility Determination expands on the student's eligibility, including identifying the student's primary disability and the date of determination.

Eligibility Determination IN PROGRESS Editor 9 of 11

1. Does the student have one or more of the following types of disability?

Yes ▼

**Specify Disability(ies)**

<input type="checkbox"/> Autism	<input type="checkbox"/> Neurological
<input type="checkbox"/> Developmental Delay	<input type="checkbox"/> Emotional
<input type="checkbox"/> Intellectual	<input type="checkbox"/> Communication
<input checked="" type="checkbox"/> Sensory/Hearing	<input type="checkbox"/> Physical
<input type="checkbox"/> Sensory/Vision	<input type="checkbox"/> Specific Learning
<input type="checkbox"/> Sensory/Deaf-Blind	<input type="checkbox"/> Health

If NO, the student is NOT ELIGIBLE for special education but may be eligible for other services in other programs.  
If YES, continue with Question 2a.

2a. Is the student making effective progress in the general education program? In the case of a three-year reevaluation, would the student continue to make effective progress in the general education program without special education services?

  ▼

If YES, the student is NOT ELIGIBLE for special education but may be eligible for accommodation(s) for disability(ies) under Section 504 of the Rehabilitation Act or may be eligible for other services in other programs.  
If NO, continue with Question 2b.

2b. Is the lack of progress the result of the student's disability?

  ▼

If NO, the student IS NOT ELIGIBLE for special education but may be eligible for accommodation(s) for disability(ies) under Section 504 of the Rehabilitation Act or may be eligible

*Eligibility Determination Editor*

▶ [Click here to expand...](#)

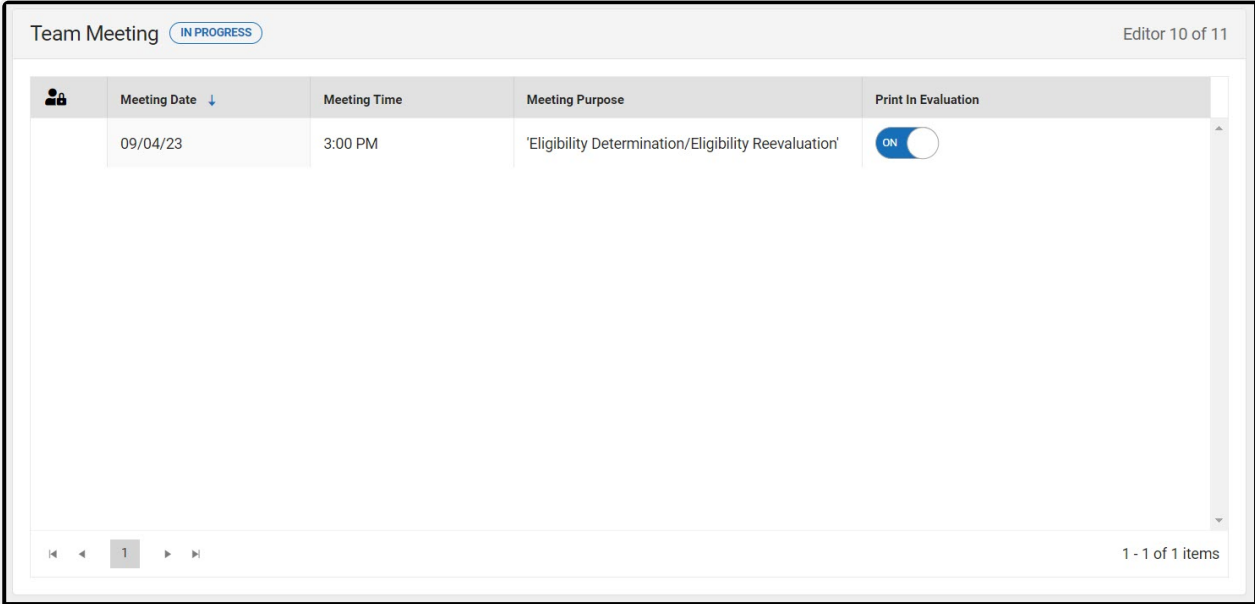
Field	Description	Validation
<b>Eligibility Determination</b>		

Field	Description	Validation
<b>Does the student have one or more of the following types of disability?</b>	Options are Yes or No.	N/A
<b>Specify Disability(ies)</b>	The student's disability(ies). Options include: <ul style="list-style-type: none"> <li>• Autism</li> <li>• Developmental Delay</li> <li>• Intellectual</li> <li>• Sensory/Hearing</li> <li>• Sensory/Vision</li> <li>• Sensory/Deaf-Blind</li> <li>• Neurological</li> <li>• Emotional</li> <li>• Communication</li> <li>• Physical</li> <li>• Specific Learning</li> <li>• Health</li> </ul>	Multiple options can be selected.
<b>2a. Is the student making effective progress in the general education program? In the case of a three-year reevaluation, would the student continue to make effective progress in the general education program without special education services?</b>	Options are Yes or No.	N/A
<b>2b. Is the lack of progress the result of the student's disability?</b>	Options are Yes or No.	N/A
<b>2c. Does the student require special education and/or related services to make effective progress or to access the general education curriculum.</b>	Options are Yes or No.	N/A
<b>Is parent satisfied with school evaluation?</b>	Options are Yes or No.	N/A
<b>Key Evaluation Finding and/or Next Steps</b>	A description of findings and/or next steps.	This field is limited to 8000 characters.

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# Team Meeting

The Team Meeting editor lists the team members who were in attendance for this evaluation and whether those members agreed with the decision reached.



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Meeting Date ↓	Meeting Time	Meeting Purpose	Print In Evaluation
09/04/23	3:00 PM	'Eligibility Determination/Eligibility Reevaluation'	<input checked="" type="checkbox"/>

1 - 1 of 1 items

*Team Meeting List Screen*

▶ [Click here to expand...](#)

## Team Meeting List Screen

Column Name	Description
<b>Padlock Icon</b>	The user currently editing the record.
<b>Meeting Date</b>	The day of the meeting.
<b>Meeting Time</b>	The time of the meeting.
<b>Meeting Purpose</b>	The purpose of the meeting.
<b>Print in Evaluation</b>	Indicates this record prints in the plan.

## Team Meeting Detail Screen

Select an existing record or click **New** to view the detail screen.

Team Meeting: 9/4/2023

Print In Evaluation

Meeting Date \*  Meeting Time  Meeting Location  Invite Date

Purpose of Meeting \*

Eligibility Determination/Eligibility Reevaluation  
 IEP Development  
 Placement  
 Transition  
 Other

Specify Other

Comments

Team Meeting Detail Screen

Field	Description	Validation
<b>Team Meeting: &lt;Date&gt;</b>		
<b>Print in Eval</b>	Indicates this record prints in the plan.	This defaults to marked.
<b>Meeting Date</b> <i>Required</i>	The day of the meeting.	N/A
<b>Meeting Time</b>	The time of the meeting.	N/A
<b>Meeting Location</b>	The location of the meeting.	N/A
<b>Invite Date</b>	The date the invitation to the meeting was sent.	N/A
<b>Purpose of Meeting</b> <i>Required</i>	The purpose of the meeting. Options include: <ul style="list-style-type: none"> <li>• Eligibility Determination/Eligibility Reevaluation</li> <li>• IEP Development</li> <li>• Placement</li> <li>• Transition</li> <li>• Other</li> </ul>	N/A
<b>Specify Other</b> <i>*Required</i>	The other purpose of the meeting.	*This field is available and required when Other is selected from Purpose of Meeting.

Field	Description	Validation
<b>Comments</b>	Any comments related to the meeting.	This field is limited to 8000 characters.
<b>Attendance</b>		
<b>First Name</b> <i>Required</i>	The person's first name.	This field is read-only when the name pulls in from the Team Members tool when the Refresh button is clicked. Displays as a text field when the user manually enters the Team Member using the Add button.
<b>Last Name</b> <i>Required</i>	The person's last name.	This field is read-only when the name pulls in from the Team Members tool when the Refresh button is clicked. Displays as a text field when the user manually enters the Team Member using the Add button.
<b>Role Name</b>	The person's role.	N/A
<b>Invited</b>	Indicates the person has been invited.	When Invited is marked, the team member displays on the printed document.
<b>Accepted</b>	Indicates the person accepts the determination of the team.	N/A
<b>Rejected</b>	Indicates the person rejects the determination of the team.	N/A
<b>Stay Put</b>	Indicates the person does not agree with the evaluation decision and the evaluation should be placed in a holding status until mediation steps take place to resolve the issue.	N/A

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## Consent

The Consent editor indicates the assessment tools and strategies used to gather the information that determines the educational needs of the student.

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Type of Assessments: A variety of assessment tools and strategies should be used to gather information that determines the educational needs of this student. (Select yes or no for each assessment.)

**Are the following assessments recommended?**

**Assessment in All Areas Related to the Suspected Disability(ies)**  
describes the student's performance in any area related to the child's suspected disability(ies)

Yes

List recommended assessment(s)

example assessment

**Educational Assessment**  
includes the history of the student's educational progress in the general curriculum and includes current information on the student's performance

Yes

**Observation of the Student**  
includes the student's interaction in the student's classroom environment or in a child's natural environment or an early intervention program

Yes

**Health Assessment**  
details any medical problems or constraints that may affect the student's education

*Evaluation Consent Form (N1A) Editor*

▶ [Click here to expand...](#)

Field	Description	Validation
<b>Are the following assessments recommended?</b>		
<b>Assessment in All Areas Related to the Suspected Disability(ies)</b>	Options are Yes or No.	N/A
<b>List recommended assessment(s)</b>	A description of the recommended assessment.	This field is limited to 8000 characters.
<b>Educational Assessment</b>	Options are Yes or No.	N/A
<b>Observation of the Student</b>	Options are Yes or No.	N/A
<b>Health Assessment</b>	Options are Yes or No.	N/A
<b>Psychological Assessment</b>	Options are Yes or No.	N/A
<b>Home Assessment</b>	Options are Yes or No.	N/A

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