

# Reevaluation Report (Pennsylvania)

Last Modified on 03/05/2025 9:21 am CST

Tool Search: Special Ed Documents

The Evaluation in Campus is 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 **PA RR 2024**. Evaluation formats are selected in [Eval Types](#).

PA RR 2021

Editor Home			
NAME	STATUS	MODIFIED BY	COMPLETED BY
Evaluation Header	NOT STARTED		
Enrollment Information	NOT STARTED		
Student Information	NOT STARTED		
Parent/Guardian Information	NOT STARTED		
Sources of Evaluation Data	NOT STARTED		
Summary of Findings	NOT STARTED		
Team Meetings	NOT STARTED		
Determination of SLD	NOT STARTED		

*Editor Home*

## Evaluation Header

The Evaluation Header editor includes general information about the evaluation, including relevant dates, the type of evaluation, and basic student information.

This editor must be saved before continuing to other parts of the evaluation.

Evaluation Header Editor 1 of 8

**NOT STARTED**

<b>Date of Report *</b> <input type="text" value="01/13/2025"/>	<b>Date Report Provided to Parent/Guardian/Surrogate *</b> <input type="text" value="month/day/year"/>	<b>Date IEP Team Reviewed Existing Evaluation Data *</b> <input type="text" value="month/day/year"/>
<b>Local Education Agency (LEA)</b> <input type="text"/>	<b>Current Educational Program</b> <input type="text"/>	
<b>LEA Representative Name</b> <input type="text"/>	<b>Phone Number</b> <input type="text" value="( ) - - x"/>	<b>Email Address</b> <input type="text"/>

Other Information Add Template

**B**   *i*   **A:**

Evaluation Header Editor

▶ [Click here to expand...](#)

Field	Description	Validation
<b>Date of Report</b> <i>Required</i>	The date the Evaluation was created.	This field auto-populates with today's date, but it can be modified.
<b>Date report Provided to Parent/Guardian/Surrogate</b> <i>Required</i>	The date the Evaluation report was given to the student's parent/guardian/surrogate.	N/A
<b>Date IEP Team Reviews Existing Evaluation Data</b> <i>Required</i>	The date the team reviewed the student's existing Evaluation data.	N/A
<b>Local Education Agency (LEA)</b>	A public board of education or other public authority within a state that maintains administrative control of public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a state.	N/A

Field	Description	Validation
<b>Current Educational Program</b>	The student's current educational program.	N/A
<b>LEA Representative Name</b>	The name of the LEA representative.	N/A
<b>Phone Number</b>	The phone number for the LEA representative.	N/A
<b>Email Address</b>	The email address for the LEA representative.	N/A
<b>Other Information</b>	Any other information regarding the LEA representative or the student's current education program.	The Template Bank associated with this field is named Evaluation Other Information.

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## Enrollment Information

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

The **Refresh** button retrieves a fresh copy of data from the student's record. See the [General Information](#) section for additional information.

Enrollment Information IN PROGRESS
Editor 2 of 12

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

<b>Resident District</b>	<b>Grade</b>	
:	08	
<b>School Name</b>	<b>School Phone</b>	<b>School Year</b>
STRONG VINCENT MIDDLE SCHOOL	814-555-0084	21-22

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**District Information**

<b>District Number</b>	<b>District Name</b>	
105252602	School District City of Erie	
<b>District Address</b>		<b>District Phone</b>
148 WEST 21ST, ERIE, PA 16502		(874)-555-0197
<b>District SPED Address</b>		<b>District SPED Phone</b>

Enrollment Information Editor

▶ [Click here to expand...](#)

Field	Description	Ad Hoc	Validation
<b>Resident District</b>	The student's district of residence.	Learner Planning > Learning Plans > residentDistrictNumber	This field is pulled from the Enrollment record and cannot be modified.
<b>School Name</b>	The name of the school associated with the student's Enrollment record.	Learner Planning > Learning Plans > servingSchoolName	This field is pulled from the Enrollment record. This field is read only.
<b>School Phone</b>	The phone number of the school associated with the student's Enrollment record.	N/A	This field is pulled from the Enrollment record. This field is read only.
<b>School Year</b>	The school year associated with the student's Enrollment record.	N/A	This field is pulled from the Enrollment record. This field is read only.
<b>Grade</b>	The student's current grade.	Enrollment > Grade enrollment.grade	This field is pulled from the Enrollment record. This field is read only.
<b>District Information</b>			
<b>District Number</b>	The district number associated with the Enrolled school.	System Administration > Resources > District Information > State District Number	N/A
<b>District Name</b>	The district name associated with the Enrolled school.	System Administration > Resources > District Information > Name	N/A
<b>District Address</b>	The district address associated with the Enrolled school.	System Administration > Resources > District Information > Address	N/A
<b>District Phone</b>	The district phone number associated with the Enrolled school.	System Administration > Resources > District Information > Phone	N/A
<b>District SPED Address</b>	The district special education address associated with the Enrolled school.	System Administration > Resources > District Information > SPED Address	N/A

Field	Description	Ad Hoc	Validation
<b>District SPED Phone</b>	The district special ed phone number associated with the Enrolled school.	System Administration > Resources > District Information > SPED Phone	N/A

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

Student Information Editor 3 of 12

IN PROGRESS

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> ██████████	<b>First Name</b> SOFIA	<b>Middle Name</b> ANGELINA	<b>Suffix</b>
<b>Age</b> 13	<b>Birthdate</b> ██████████	<b>Gender</b> F	
<b>Federal Designation</b> Two or more races	<b>Federal Race(s)</b> 3: Asian 6: White	<b>Race, Ethnicity (state)</b> 5: White, not Hispanic	
<b>Home Primary Language</b>			
<b>Address</b> ████████████████████		<b>Student Number</b> ██████████	<b>State ID</b> ██████████

**Case Manager Information**

<b>Name</b>	<b>Title</b>
██████████	██████████
<b>Phone</b>	
██████████	

*Student Information Editor*

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Field Name	Description	Ad Hoc
<b>Last Name</b>	The student's last name.	Census > People > Demographics > Last Name identity.lastName
<b>First Name</b>	The student's first name.	Census > People > Demographics > First Name identity.firstName

Field Name	Description	Ad Hoc
<b>Middle Name</b>	The student's middle name.	Census > People > Demographics > Middle Name identity.middleName
<b>Suffix</b>	The student's suffix.	Census > People > Demographics > Suffix Name identity.suffix
<b>Age</b>	The age of the student.	Census > People > Demographics > Age
<b>Birthdate</b>	The student's birthdate.	Census > People > Demographics > Birth Date identity.birthDate
<b>Gender</b>	The student's gender.	Census > People > Demographics > Gender identity.gender
<b>Federal Designation</b>	The student's federally designated race/ethnicity.	Census > People > Demographics > Federal Designation identity.raceEthnicityFed1, raceEthnicityFed2, raceEthnicityFed3, raceEthnicityFed4, raceEthnicityFed5
<b>Federal Race(s)</b>	The student's federal race(s).	Census > People > Demographics > Race(s) identity.raceEthnicity???????
<b>Race, Ethnicity (state)</b>	The student's state race/ethnicity designation.	Census > People > Demographics > State Race/Ethnicity identity.raceEthnicity
<b>Home Primary Language</b>	The student's home primary language.	Census > People > Demographics > First Language identity.homePrimaryLanguage
<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.	Census > Households > Address Info address.number; address.street; address.tag; address.prefix; address.dir; address.apt; address.city; address.state; address.zip
<b>Student Number</b>	The student's identification number.	Census > People > Demographics > Student Number
<b>State ID</b>	The student's state identification number.	Census > People > Demographics > State ID

Field Name	Description	Ad Hoc
<b>Case Manager Information</b>		
<b>Name</b>	The name of the student's Case Manager.	Student Information > Special Ed > General > Team Members > Name
<b>Title</b>	The title of the staff member.	Student Information > Special Ed > General > Team Members > Caseload Role
<b>Phone</b>	The staff member's phone number.	Student Information > Special Ed > General > Team Members > Other 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 **Delete** button next to each parent/guardian can be used to remove a parent/guardian from the Evaluation.

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.

Parent/Guardian Information IN PROGRESS
Editor 4 of 12

When an evaluation is generated, a snapshot of the parent/guardian information is taken from Census. Individuals with the Guardian check box marked on the Relationship tool for the student display below. Click Refresh to retrieve a new copy of data.

AKBAR - FATHER - DAUGHTER

Print Sequence

1

Address

Home Phone
Work Phone
Cell Phone

E-mail

Home Primary Language
Spanish

IRYNA - MOTHER - DAUGHTER

Print Sequence

2

Address

Home Phone
Work Phone
Cell Phone

*Parent/Guardian Information Editor*

▶ [Click here to expand...](#)

Field Name	Description	Ad Hoc	Validation
<b>Relationship</b>	The relation of the parent/guardian to the student.	Census > People > Relationships	This field populates from Census. This is part of the header for the parent/guardian.
<b>Last Name</b>	The last name of the parent/guardian.	Census > People > Demographics > Last Name identity.lastName	This field populates from Census. This is part of the header for the parent/guardian.
<b>First Name</b>	The first name of the parent/guardian.	Census > People > Demographics > First Name identity.firstName	This field populates from Census. This is part of the header for the parent/guardian.
<b>Middle Name</b>	The middle name of the parent/guardian.	Census > People > Demographics > Middle Name identity.middleName	This field populates from Census. This is part of the header for the parent/guardian.
<b>Suffix</b>	The suffix of the parent/guardian.	Census > People > Demographics > Suffix Name identity.suffix	This field populates from Census. This is part of the header for the parent/guardian.



Field Name	Description	Ad Hoc	Validation
<b>Print Sequence</b>	The print order of the parent/guardian(s) on the IEP.	N/A	When no Sequence is selected, parent/guardian(s) print in the order displayed in the UI. When any Sequences are selected, only parent/guardian(s) with a sequence number prints in the order defined.
<b>Address</b>	The parent/guardians' address.	Census > Households > Address Info address.number; address.street; address.tag; address.prefix; address.dir; address.apt; address.city; address.state; address.zip	This field populates from Census.  When there are multiple addresses for a person, a drop down with an option to select which address displays. When there is only one address, the drop down only has one option. The populated address is the one marked "Primary."
<b>Home Phone</b>	The home phone number of the parent/guardian.	Census > People > Demographics > Household Phone	This field populates from Census.
<b>Work Phone</b>	The work phone of the parent/guardian.	Census > People > Demographics > Work Phone	This field populates from Census.
<b>Cell Phone</b>	The cell phone of the parent/guardian.	Census > People > Demographics > Cell Phone	This field populates from Census.
<b>Email</b>	The primary email address for the parent/guardian.	Census > People > Demographics > Email	This field populates from Census.

Field Name	Description	Ad Hoc	Validation
<b>Home Primary Language</b>	The home primary language of the parent/guardian.	Census > People > Demographics > Home Primary Language identity.homePrimaryLanguage	This field populates from Census.  The dropdown options are pulled from the Home Primary Language Attribute/Dictionary list. See the <a href="#">Attribute/Dictionary</a> documentation for additional information.

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## Sources of Evaluation Data

The Sources of Evaluation Data editor is used to describe the variety of data sources used to consider in determining the student's eligibility.

Sources of Evaluation Data Editor 5 of 8

The IEP team must decide if it has enough data to determine: the student's educational needs; the present levels of academic achievement and related developmental needs of the student; whether any additions or modifications to the special education and related services are needed to enable the student to meet the measurable annual goals in the IEP and to participate as appropriate in the general education curriculum; and whether the student continues to need special education and related services.

Complete items 1-7 for all students.

1. Physical condition, social, or cultural background, and adaptive behavior relevant to the student's disability and need for special education \*

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2. Evaluations and information provided by the parent (or documentation of LEA's attempts to obtain parental input) \*

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*Sources of Evaluation Data Editor*

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Field	Description
<b>1. Physical condition, social, or cultural background, and adaptive behavior relevant to the student's disability and need for special education:</b> <i>Required</i>	A description of the student's physical condition, background, and behaviors relevant to the student's disability and need for special education.
<b>2. Evaluations and information provided by the parent (or documentation of LEA's attempts to obtain parental input):</b> <i>Required</i>	A description of the evaluation information provided by the parent/guardian.
<b>3. Aptitude and achievement tests:</b> <i>Required</i>	A description of any achievement and/or aptitude tests given to the student.
<b>4. Current classroom based assessments and local and/or state assessments:</b> <i>Required</i>	A description of any classroom based or local/state assessments provided to the student.
<b>5. Observations by teacher(s) and related services provider(s), when appropriate:</b> <i>Required</i>	A description of the teachers' observations of the student.
<b>6. Teacher recommendations:</b> <i>Required</i>	A description of the teachers' recommendation for the student.
<b>Determining factors: A student must not be found to be eligible for special education and related services if the determining factor for the student's suspected disability is any of those listed below. Respond Yes or No to, and provide evidence for, each determining factor below.</b>	A description of the determining factors for special education.

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## Summary of Findings

The Summary of Findings editor documents the student's functional levels in academic achievement, functional performance, and behavioral information.

Summary of Findings NOT STARTED
Editor 6 of 8

Based on all evaluation data reviewed, complete item 1 or 2.

1. The IEP team determined that additional data are not needed.  
 2. The IEP team determined that there is a need for additional data.

Reason(s) additional data are not needed Add Template

B i U A: [List Icons] [Undo] [Redo] [Fullscreen] [Help]

Conclusion: Complete section A or B or C. \*

A. The student has a disability AND continues to need specially designed instruction.  
 B. The student does not have a disability and no longer is eligible for special education. (The parent may request an assessment to determine whether the student continues to be a student with a disability.)  
 C. The student has a disability but no longer needs specially designed instruction, and no longer is eligible for special education. (The parent/guardian/surrogate may request an assessment to determine whether the student continues to be a student with a disability.)

Additional Evaluation Information Add Template

B i U A: [List Icons] [Undo] [Redo] [Fullscreen] [Help]

Summary of Findings Editor

▶ [Click here to expand...](#)

Field	Description	Additional Information
<b>1. The IEP team determined that additional data are not needed</b>	Indicates the IEP team determined additional data are not needed.	N/A
<b>Reason(s) additional data are not needed:</b> <i>Displays when 1 is marked</i>	Describes why the IEP team determined why additional data are not needed.	The Template Bank associated with this field is called PA RR Additional Data Not Needed.
<b>2. The IEP determined there is a need for additional data</b>	Indicated the IEP team determined additional data is needed.	N/A
<b>Interpretation of additional data:</b> <i>Displays when 2 is marked</i>	Describes the interpretation for additional data.	The Template Bank associated with this field is called PA RR Interpretation of Data.

Field	Description	Additional Information
<b>Conclusion: Complete section A or B or C.</b> <i>Required</i>		
<b>A. The student has a disability AND continues to need specially designed instruction</b>	The IEP team has determined the student has a disability and still needs specially designed instruction.	N/A
<b>B. The student does not have a disability and no longer is eligible for special education. (The parent may request an assessment to determine if the student continues to be a student with a disability.)</b>	The IEP team has determined the student does not have a disability and is no longer eligible to receive special education services.	N/A
<b>C. The student has a disability but no longer needs specially designed instruction, and no longer is eligible for special education. (The parent/guardian/surrogate may request an assessment to determine whether the student continues to be a student with a disability.)</b>	The IEP team has determined the student has a disability, but no longer required specially designed instruction and is no longer eligible for special education services.	N/A
<b>i. Disability Category</b>		
<b>Primary disability category</b>	The student's primary disability.	N/A
<b>Secondary disability category, if any</b>	The student's second disability, if applicable.	N/A
<b>Tertiary disability category, if any</b>	The student's third disability, if applicable.	N/A
<b>Disability Area 4</b>	The student's fourth disability, if applicable.	N/A
<b>Disability 5</b>	The student's fifth disability, if applicable.	N/A
<b>ii. Summary of Findings</b>		

Field	Description	Additional Information
<b>Student's education strengths and needs:</b>	Describes the student's educational strengths and needs.	The Template Bank associated with this field is called PA RR 2021: Summary of Findings – Student's education strengths and needs.
<b>Present levels of academic achievement and related developmental needs, including transition needs as appropriate:</b>	Describes the students present level of academic achievement and related developmental needs.	The Template Bank associated with this field is called PA RR 2021: Summary of Findings – Present levels of academic development...
<b>Recommendations for consideration by the IEP team regarding an additions or modifications to the special education and related services needed to enable the student to meet the measurable annual goals in the IEP and to participate as appropriate in the general education curriculum (including special considerations the IEP team must consider before developing the IEP, measurable annual goals, specially designed instruction, supplementary aids and services):</b>	Describes the recommendations for consideration by the IEP team.	The Template Bank associated with this field is called PA RR 2021: Summary of Findings – Recommendations for considerations by the IEP team...
<b>Additional Evaluation Information</b>	Described any additional evaluation information.	The Template Bank associated with this field is called PA RR Additional Evaluation information.

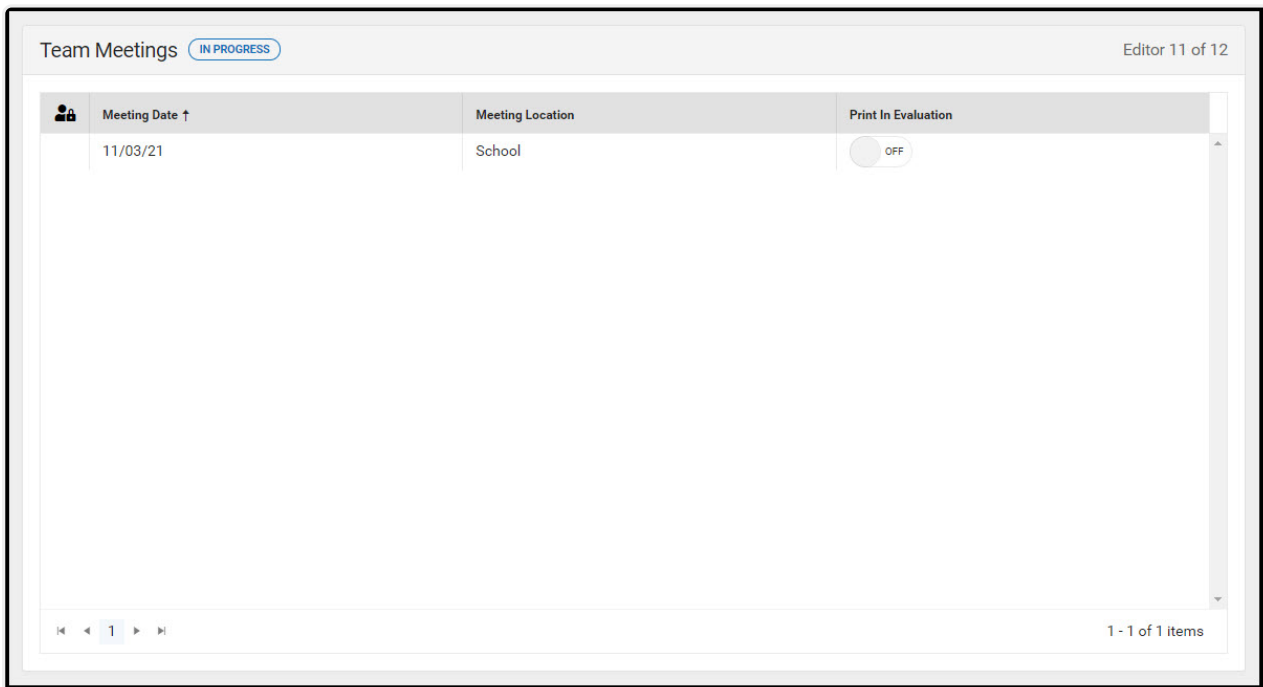
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## Team Meetings

The Team Meeting editor is used to document meeting information.

▶ [Click here to expand...](#)

## Team Meeting List Screen



*Team Meeting List Screen*

Field	Description
<b>Padlock Icon</b>	The user currently working on the record.
<b>Meeting Date</b>	The date of the meeting.
<b>Meeting Location</b>	The location of the meeting.
<b>Print in Evaluation</b>	Indicates this meeting information prints on the Evaluation.

## Team Meeting Detail Screen

Team Meeting: 11/3/2021

Print In Evaluation

Meeting Date \*  Meeting Time  Meeting Location

Invite Date

Comments

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Attendance ⓘ

First Name *	Last Name *	Role Name	Agreed	Disagreed	
CARA	ADIUTORI	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox" value=""/>

Team Meeting Detail Screen

Field	Description
<b>Print in Evaluation</b>	Indicates this meeting information prints on the Evaluation.
<b>Meeting Date</b> <i>Required</i>	The date of the evaluation meeting.
<b>Meeting Time</b>	The time of the meeting.
<b>Meeting Location</b>	The location of the meeting.
<b>Invite Date</b>	The date the team members were invited to the meeting.
<b>Comments</b>	Any comments related to the meeting.
<b>Attendance</b>	
<b>First Name</b> <i>Required</i>	The first name of the team member.
<b>Last Name</b> <i>Required</i>	The last name of the team member.
<b>Role Name</b>	The role of the team member.
<b>Agreed</b>	Indicated this team member agrees with the evaluation conducted for the student.
<b>Disagreed</b>	Indicates this team member disagreed with the evaluation conducted for the student.



# Determination of SLD

The Determination of SLD (Specific Learning Disability) is used to document details related to the determination for eligibility.

This editor must be completed when determining eligibility for Specific Learning Disability.

Determination of SLD NOT STARTED
Editor 8 of 8

NOTE: This component must be complete when determining eligibility for Specific Learning Disability. The information must be attached to and/or incorporated into Sections 5 and 6 of the completed Evaluation report.

Provide documentation from items 1-10

**1. The student does not achieve adequately for the student's age or does not meet State-approved grade-level standards in one or more of the following areas when provided with learning experiences and scientifically based instruction appropriate for the student's age or State-approved grade level standards and level of English language proficiency: oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation, and mathematics problem-solving.**

**2. Check below to identify the process(es) used to determine eligibility.**

**Response to Scientific Research-Based Intervention (RTI). Document the criteria below.**

**The student does not make sufficient progress to meet age or State-approved grade-level standards in one or more of these areas: oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation, and mathematics problem-solving.**

**Severe Discrepancy between Intellectual Ability and Achievement. Document the criteria below.**

**The student exhibits a pattern of strengths and weaknesses in performance, achievement or both relative to age, standards or intellectual development.**

*Determination of SLD Editor*

[▶ Click here to expand...](#)

Field	Description
<p><b>1. The student does not achieve adequately for the student's age or does not meet State-approved grade-level standards in one or more of the following areas when provided with learning experiences and scientifically based instruction appropriate for the student's age or State-approved grade level standards and level of English language proficiency: oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation, and mathematics problem-solving.</b></p>	<p>Describes if the student is not achieving an academic standard that complies with state-approved grade-level standards.</p>
<p><b>2. Check below to identify the process(es) used to determine eligibility.</b></p>	
<p><b>Response to Scientific Research-Based Intervention (RtI). Document the criteria below.</b></p>	<p>Indicates that a scientific research based intervention was used to determine the student's special ed eligibility.</p>
<p><b>The student does not make sufficient progress to meet age or State-approved grade-level standards in one or more of these areas: oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation, and mathematics problem-solving.</b></p>	<p>Describes the areas the student is not meeting state approved grade-level standards.</p>
<p><b>Severe Discrepancy between Intellectual Ability and Achievement. Document the criteria below.</b></p>	<p>Indicates that an intellectual ability and achievement process was used to determine the student's special ed eligibility.</p>
<p><b>The student exhibits a pattern of strengths and weaknesses in performance, achievement or both relative to age, standards or intellectual development.</b></p>	<p>Describes the student's pattern of behaviors related to their academic achievement for their age and development.</p>
<p><b>3. The instructional strategies used and the student-centered data collected</b></p>	<p>Describes the instructional strategies used.</p>
<p><b>4. The educationally relevant medical findings, if any</b></p>	<p>Describes relevant medical findings.</p>

Field	Description
<b>5. The effects of the student's environment, culture, economic background</b>	Describes the effects of the student's environment.
<b>6. Data demonstrating that prior to referral or as part of the referral process for a specific learning disability, the student's regular education instruction was delivered by qualified personnel, including the English as a Second Language (ESL) program, if applicable</b>	Describes the data collected prior to the student's referral or as part of the referral process indicating the student was taught by a qualified personnel.
<b>7. Data based on documentation of repeated assessments of achievement at reasonable intervals, reflecting progress during instruction, which was provided to the parents</b>	Describes data provided by the parent/guardian(s) of the student.
<b>8. An observation in the student's learning environment (including the regular classroom setting) to document the student's academic performance and behavior in the areas of difficulty. Note the relationship of that behavior to the student's academic functioning.</b>	Describes the student' academic performance and behaviors in the areas of difficulty.
<b>9. Other data, if needed, as determined by the evaluation team</b>	Describes any other data pertaining to the evaluation.
<b>10. Include a statement for each item below to support the conclusions of the evaluation team that the findings are not primarily the result of</b>	
<b>Visual, hearing, motor disability</b>	A statement of the student's conclusion regarding the student's visual, hearing, motor disability.
<b>Intellectual Disability</b>	A statement of the student's conclusion regarding the student's intellectual disability.
<b>Emotional Disturbance</b>	A statement of the student's conclusion regarding the student's emotional disturbance.
<b>Cultural factors</b>	A statement of the student's conclusion regarding the student's cultural factors.
<b>Environmental or economic disadvantage</b>	A statement of the student's conclusion regarding the student's environmental or economic disadvantage.

Field	Description
<b>Limited English proficiency</b>	A statement of the student's conclusion regarding the student's limited English proficiency.

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