

# Reevaluation Report (Pennsylvania)

Last Modified on 02/07/2025 10:56 am CST

Tool Search: Special Ed Documents

The Evaluation in Campus is used to document the student's educational needs and the student's determination of eligibility for special education. This document describes each editor, the section(s) of the print format that include 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.** A copy of the evaluation summary report, including the documentation of eligibility, is given to the student's parents by the school district.

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*

## Editor Home

The Editor Home lists the editors available, their status, and Modification and Completion information.

Header	Description
<b>Name</b>	The name of the editor.
<b>Status</b>	<p>The state of the editor. Statuses can be:</p> <ul style="list-style-type: none"> <li>• <b>In Progress</b> indicates a user has entered and saved data in that editor.</li> <li>• <b>Not Started</b> is the default status for all editors.</li> <li>• <b>Complete</b> indicates a user has clicked the Complete button on the editor, and the editor is read-only. This does not lock the editor from further editing but indicates the user considers the editor finished.</li> <li>• <b>Not Needed</b> indicates a user has clicked the <b>Not Needed</b> button on the editor. This is usually done for editors that do not apply to the student.</li> </ul> <p>The following statuses are only available for certain state-specific documents:</p> <ul style="list-style-type: none"> <li>• <b>ESign</b> indicates that the editor has functionality related to the eSignature process. See the following articles for your state's eSignature information: <ul style="list-style-type: none"> <li>◦ <a href="#">Nevada Plan eSignature Editors</a></li> <li>◦ <a href="#">Nebraska Plan eSignature Editors</a></li> <li>◦ <a href="#">Delaware Plan eSignature Editors</a></li> <li>◦ <a href="#">South Dakota Plan eSignature Editor</a></li> </ul> </li> <li>• <b>Complete Pending eSignature</b> indicates the plan has been entered and sent via the Campus Parent portal to the student's guardian for eSignature.</li> </ul>
<b>Modified By</b>	The date and the user by whom the editor was last edited.
<b>Completed By</b>	The date and the user who clicked the <b>Complete</b> button for that editor.

## General Information

The following table lists the actions available for the editors. When resizing the window, certain buttons are condensed into a single **Action** button.

Button	Description
--------	-------------


Button	Description
<b>Save</b>	<p>Different editors have different save options. Click the arrow next to the Save &amp; Stay button to view all saving options for any given editor.</p> <ul style="list-style-type: none"> <li>• <b>Save</b> captures progress and navigates the user to the Editor Home or to the List Screen for List editors. See the <a href="#">Editor Types</a> section for additional information.</li> <li>• <b>Save &amp; Stay</b> captures progress and keeps the user on the current editor. This save button is the default save option and is usually found within the detail screen or list editors, such as Goals and Objectives.</li> <li>• <b>Save &amp; Next</b> captures progress and navigates the user to the next editor.</li> <li>• <b>Save &amp; New</b> captures progress and creates a new record. This save button is usually found within the detail screen of a list editor, such as Goals and Objectives. See the <a href="#">Editor Type</a> section for additional information.</li> </ul>
<b>Refresh</b>	<p>Retrieves a new copy of data from the student's record. This includes enrollment, student, parent/guardian, and team member information. This also returns any accidentally deleted records. Manually entered fields do not change when the refresh button is clicked. The user must <b>Save</b> after clicking Refresh to capture changes.</p> <p>A side panel displays a listing of all the student's applicable enrollment records. See the <a href="#">Enrollments</a> tool documentation for additional information.</p>
<b>Cancel</b>	<p>Navigates the user to the Editor Home screen or the List Screen for List editors.</p>
<b>Status</b>	<p>Changes the status of the editor.</p> <ul style="list-style-type: none"> <li>• <b>Complete</b> indicates the editor is finished. This makes the editor read-only. However, this does not lock the editor from further editing. The user must click <b>In Progress</b> to further edit after an editor is marked Complete.</li> <li>• <b>Not Needed</b> indicates the editor does not apply to the student's plan or evaluation. This makes the editor read-only. However, this does not lock the editor from further editing. Click the <b>In Progress</b> button to further edit after an editor is marked Not Needed.</li> <li>• <b>In Progress</b> only displays when the editor is in the Complete or Not Needed status and allows additional edits to be made.</li> </ul> <p>The following status is only available for the Nevada IEP:</p> <ul style="list-style-type: none"> <li>• <b>Complete Pending eSignature</b> only displays for certain editors. This button marks the editor as complete until the parent/guardian electronically signs those plan sections via the Campus Parent Portal. See the <a href="#">Special Ed eSignature Process</a> articles for additional information.</li> </ul>
<b>Print</b>	<p>Prints the entire document.</p>
<b>Editors</b>	<p>Opens a side panel listing all the available editors and their status. Select an editor from this list to navigate to that editor or click <b>Close</b> to collapse the side panel.</p>
<b>Previous</b>	<p>Navigates the user to the previous editor.</p>

Button	Description
<b>Next</b>	Navigates the user to the next editor.

## Editor Types

There are two types of editors available: List or Basic editors. When navigating to a Basic editor, the list of fields within the editor is displayed. List editors display a list of all records within that editor. Clicking an existing record or the **New** button opens the detail view for an individual record.

## Editor Lock Out and Release Logic

Only one user at a time can actively work on an editor. A person with a padlock icon (  ) displays in the Editors side panel, Editor Home, and List Screen of list editors indicating which editors currently have users working on them. Hovering over the icon displays the name of the user who has checked out the editor, including the current user (you).

Editors that are currently being edited are read-only for all other users. The name of the person working on the editor displays in the header.

To release an editor, the user must:

- navigate to the next editor by clicking **Save and Next** or the **Editors** button and selecting the next editor from the side panel.
- click the **Cancel** button to return to the Editor Home screen.
- log out of the Campus application.
- navigate to a different tool in the Campus application.

Editors are automatically released when the in-application timeout limit has been exceeded. This is a back-end process and is usually around 30-60 minutes.

## Template Banks

Certain fields within several editors have an **Add Template** icon that displays next to their name. Clicking this button displays a side panel with the available library of predetermined text for that field. [Template Banks](#) are managed in System Administration.

Transition Goals and Services: Postsecondary

Sequence Number: 1

Area\*: Postsecondary Education and Training Goal

Goal: Add Template

Reading Goal

Courses of Study: Add Template

Save & Stay | Cancel

### Template Banks

Categories	Sequence	Selected Template Bank Values
+ Course of Study English (4 Templates)		No records selected.
+ Course of Study Math (4 Templates)		

Insert Selected Template(s) | Clear Selected Template(s) | Cancel

Template Bank Side Panel

Click the plus (+) icons next to the category to view the available template values.

### Template Banks

Categories	Sequence	Selected Template Bank Values										
<p>- Course of Study English (4 Templates)</p> <table border="1"> <thead> <tr> <th>Add</th> <th>Templates</th> </tr> </thead> <tbody> <tr> <td>Add</td> <td><b>Course of Study 10</b> Grade 10: English 200</td> </tr> <tr> <td>Add</td> <td><b>Course of Study 11</b> Grade 11: English 300</td> </tr> <tr> <td>Add</td> <td><b>Course of Study 12</b> Grade 12: English 400</td> </tr> <tr> <td>Add</td> <td><b>Course of Study 9</b> Grade 9: English 100</td> </tr> </tbody> </table>	Add	Templates	Add	<b>Course of Study 10</b> Grade 10: English 200	Add	<b>Course of Study 11</b> Grade 11: English 300	Add	<b>Course of Study 12</b> Grade 12: English 400	Add	<b>Course of Study 9</b> Grade 9: English 100	<p>1</p> <p>2</p> <p>3</p> <p>4</p>	<p><b>Course of Study 9</b> <input type="checkbox"/></p> <p>Grade 9: English 100</p> <p><b>Course of Study 10</b> <input type="checkbox"/></p> <p>Grade 10: English 200</p> <p><b>Course of Study 11</b> <input type="checkbox"/></p> <p>Grade 11: English 300</p> <p><b>Course of Study 12</b> <input type="checkbox"/></p> <p>Grade 12: English 400</p>
Add	Templates											
Add	<b>Course of Study 10</b> Grade 10: English 200											
Add	<b>Course of Study 11</b> Grade 11: English 300											
Add	<b>Course of Study 12</b> Grade 12: English 400											
Add	<b>Course of Study 9</b> Grade 9: English 100											
+ Course of Study Math (4 Templates)												

Insert Selected Template(s) | Clear Selected Template(s) | Cancel

Expanded Category and Values Selected

Template Bank Categories display on the left and the selected text displays on the right. Click the **Add** button to add the template value. This adds the template to the queue of values on the right.

The red **X** removes selected templates while the sequence field can be used to reorder the templates. Another option is to use the up and down arrows next to the sequence field to reorder values.

Click **Cancel** to go back to the document. The **Clear Selected Template(s)** button removes all selected template values from the right selection screen.

Once selections are finalized, click the **Insert Selected Template(s)** button to add the values to the field within the document in the selected order. Template values are separated by carriage returns.



*Example Template Bank Selections in the Document*

## Text Editors

Images should not be inserted into text fields.

## Editors

The following section lists each editor and describes each field on the editor.

### 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 NOT STARTED
Editor 1 of 8

**Date of Report \***

**Date Report Provided to Parent/Guardian/Surrogate \***

**Date IEP Team Reviewed Existing Evaluation Data \***

**Local Education Agency (LEA)**

**Current Educational Program**

**LEA Representative Name**

**Phone Number**

**Email Address**

**Other Information** Add Template

B i A: [Icons]

*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
<b>Current Educational Program</b>	The student's current educational program.	N/A

Field	Description	Validation
<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.

[^ Back to Top](#)

## 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 Editor 2 of 12

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

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

---

District Information

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

*Enrollment Information Editor*

[▶ Click here to expand...](#)

Field	Description	Ad Hoc	Validation
-------	-------------	--------	------------



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

[^ Back to Top](#)

## 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 IN PROGRESS
Editor 3 of 12

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*

▶ [Click here to expand...](#)

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
<b>Case Manager Information</b>		

Field Name	Description	Ad Hoc
<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

[^ Back to Top](#)

## 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 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 Delete

Address: [Redacted]

Home Phone: [Redacted]      Work Phone: [Redacted]      Cell Phone: [Redacted]

E-mail: [Redacted]

Home Primary Language: Spanish

---

**IRYNA - MOTHER - DAUGHTER**

Print Sequence: 2 Delete

Address: [Redacted]

Home Phone: [Redacted]      Work Phone: [Redacted]      Cell Phone: [Redacted]

*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.

[^ Back to Top](#)

## 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 NOT STARTED
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 \***

B i U A: [bulleted list] [numbered list] [checkbox] [link] [table]

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

B i U A: [bulleted list] [numbered list] [checkbox] [link] [table]

*Sources of Evaluation Data Editor*

[▶ Click here to expand...](#)

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.

Field	Description
<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.

[^ Back to Top](#)

## 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.

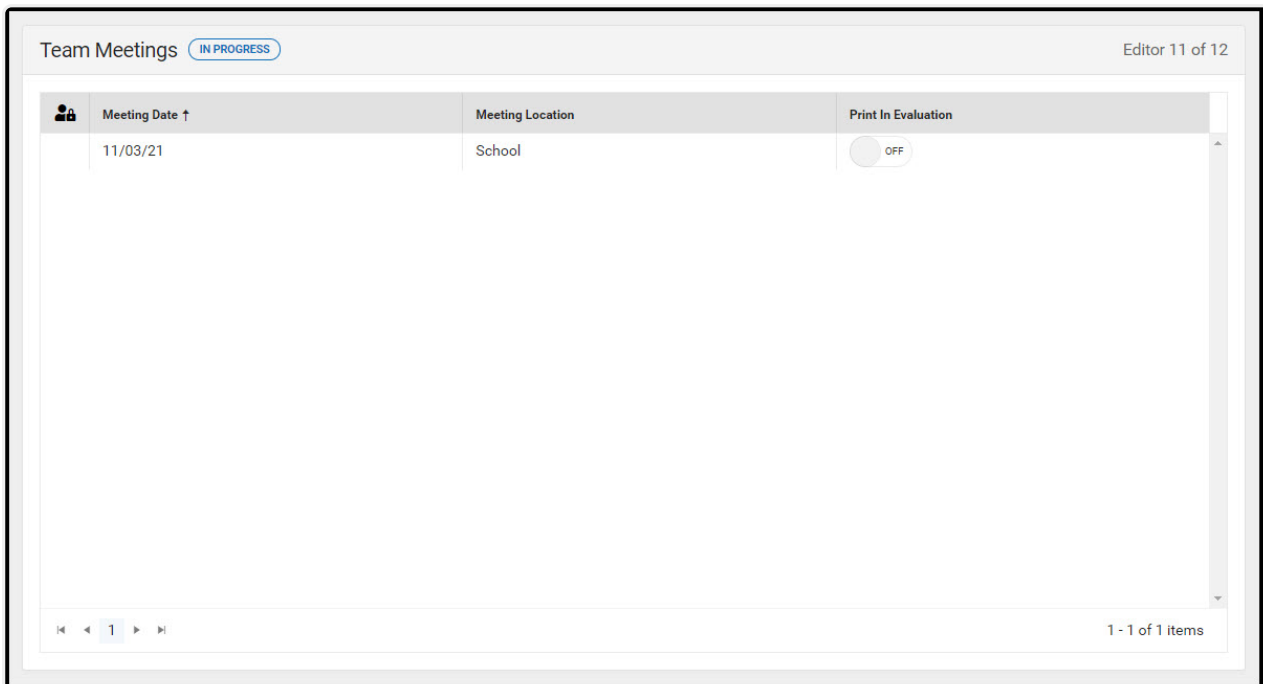
[^ Back to Top](#)

## 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**

---

**Attendance** ⓘ

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

*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.

[^ Back to Top](#)

---