

# Evaluation (Hawaii) [.2211 - .2231]

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You are viewing a previous version of this article. See [Evaluation \(Hawaii\)](#) for the most current information.

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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.

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The current format of this document is the **HI Eval 2022**. Evaluation formats are selected in the [Eval Types](#) tool.

## Editor Home

The Editor Home lists the editors available on the student's Evaluation and the Modification and Completion information.

Editor Home			
NAME	STATUS	MODIFIED BY	COMPLETED BY
Evaluation Status	NOT STARTED		>
Enrollment Information	NOT STARTED		>
Student Information	NOT STARTED		>
Parent/Guardian Information	NOT STARTED		>
Conference Announcement	NOT STARTED		>
Conference Notification	NOT STARTED		>
Conference Actual	NOT STARTED		>
Consent for Assessment	NOT STARTED		>
Assessment Report	NOT STARTED		>
Reason for Referral	NOT STARTED		>

Print Cancel

Editor Home

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 <b>Complete</b> button on the editor. This does not lock the editor from further editing, but indicates the user considers the editor to be 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>
<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 Evaluation Information


The following table lists the buttons available for the editors:

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 Master Screen for List editors. See the Editor Types 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 usually found within the detail screen of 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 Editor Types 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 people records. Manually entered fields will 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 listing all applicable Enrollment records for the student. See the <a href="#">Enrollments</a> tool documentation for additional information.</p>
<b>Cancel</b>	Navigates the user to the Editor Home screen or to the Master Screen for List editors.
<b>Status</b> <i>i.e.</i> <i>Complete,</i> <i>Not</i> <i>Needed,</i> <i>etc.</i>	<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. To further edit after an editor is marked Complete, the user will have to click <b>In Progress</b>.</li> <li>• <b>Not Needed</b> indicates the editor does not apply to the student's evaluation. This makes the editor read only. However, this does not lock the editor from further editing. To further edit after an editor is marked Not Needed, click the <b>In Progress</b> button.</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>
<b>Print</b>	Prints the entire evaluation.
<b>Editors</b>	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.
<b>Previous</b>	Navigates the user to the previous editor.
<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 display. List editors display a master list of all records within that editor. Clicking an existing record or the New button will open the detail view for an individual record. An example list editor is the Individual Conference Announcement editor.

## Padlock Icon

Only one user at a time can actively work on an editor. A person with a padlock icon  displays in the Editors side pane, Editor Home, and Master 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. Once the editing user navigates away from an editor, that editor becomes available to work on.

## Template Banks

Certain fields within several editors have a paper icon next to their name. When the icon is clicked, a side panel displays with the available library of predetermined text for that field. [Template Banks](#) are managed in System Administration.

## Editors

The following section lists each editor and describes each field on the editor. Available editors include:

[Evaluation Status](#) | [Enrollment Information](#) | [Student Information](#) | [Parent/Guardian Information](#) | [Conference Announcement](#) | [Conference Notification](#) | [Conference Actual](#) | [Consent for Assessment](#) | [Assessment Report](#) | [Reason for Referral](#) | [Summary and Interpretation of Evaluation Data](#) | [Exclusionary Factors](#) | [Eligibility Criteria Checklist](#) | [Evaluation Team Information](#) | [Eligibility Decision](#) | [Prior Written Notice](#) | [Initial Provision of SPED & Related Services](#)

## Evaluation Status

The Evaluation Status 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 Status** Editor 1 of 17

**Date \***  
This should be the date the document was created. On Complete, it needs to be updated to match Evaluation Meeting Date or Eligibility Determination Date.  
01/04/2022

**Type of Evaluation \*** Initial Evaluation     **Assessment Needed \*** Yes     **Evaluation Meeting Date** N/A     **Days until Timeline Due Date** N/A

**Consent Sent Date \*** 12/14/2021     **Consent Received Date** month/day/year     **Timeline Due Date** N/A     **Eligibility Determination Date** N/A

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**Evaluation Delay**

**Delay Date**  
Date parent(s)/guardian(s) were notified of the delay.  
month/day/year

**Primary Delay Reason**  
Provide an explanation as to why the student's evaluation was delayed.

**Comments**

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**Evaluation Withdrawn**

**Withdrawn Date** month/day/year     **Withdrawn Reason**

*Evaluation Status Editor*

▶ [Click here to expand...](#)

Fields	Description	Ad hoc	Validation
<b>Date</b> <i>Required</i>	The date this document was created.	Learner Planning > Evaluations > evalDate	When this editor is Completed, the Evaluation Date must match either the Evaluation Meeting Date or the Eligibility Determination Date, with the Eligibility Determination Date taking priority.  This date displays on the Documents tool.
<b>Type of Evaluation</b> <i>Required</i>	The type of eligibility documented; Initial Evaluation, Reevaluation, or Triennial Agreement.	Learner Planning > Evaluations > type	The values available in this dropdown are hard coded.

Fields	Description	Ad hoc	Validation
<b>Assessment Needed</b> <i>Required</i>	Indicates if an assessment is needed.	N/A	This field is grayed out when Triennial Agreement is selected as the Type of Evaluation.  Yes or No
<b>Evaluation Meeting Date</b> <i>*Required</i>	The date the student is evaluated to determine if they are eligible to receive special education services.	N/A	This field is blank upon entering the editor and read-only.  This field auto-populates with the date entered under Conference Actual > Actual Conference Date when the Evaluation Process checkbox is marked.  If multiple Conference Actual records exist that meet the criteria, the date will be updated to the most recent date.  *This field is required to Complete the editor when No is selected for the Assessment Needed field OR when Triennial Agreement is selected as the Type of Evaluation.

Fields	Description	Ad hoc	Validation
<b>Days until Timeline Due Date</b>	The difference between today's date and the Timeline Due Date.	N/A	<p>This is a read-only field.</p> <p>This field auto calculates.</p> <p>Negative values are supported, as needed.</p> <p>This field is grayed out when Triennial Agreement is selected as the Type of Evaluation.</p> <p>Once an Eligibility Meeting Date is entered, this field no longer calculates.</p>
<b>Consent Sent Date</b> <i>*Required</i>	The date the parent/guardian of the student was sent a request for consent to evaluate the student.	N/A	<p>This field is grayed out when No is selected in the Assessment Needed field.</p> <p>This field is grayed out when Triennial Agreement is selected as the Type of Evaluation.</p> <p><i>*This field is required when available.</i></p>

Fields	Description	Ad hoc	Validation
<p><b>Consent Received Date</b> <i>*Required</i></p>	<p>The date the parent/guardian of the student returned consent for their student to be evaluated.</p>	<p>Learner Planning &gt; Evaluations &gt; consentDate</p>	<p>This field is grayed out when No is selected in the Assessment Needed field.</p> <p>This field is grayed out when Triennial Agreement is selected as the Type of Evaluation.</p> <p>*This field is required in order to Complete the editor when available.</p>
<p><b>Timeline Due Date</b></p>	<p>The date the Evaluation is due.</p> <p>This value is 60 calendar days from the Evaluation Meeting Date if the Assessment Needed field is No OR 60 calendar days from the Consent received Date if the Assessment Needed field is Yes.</p>	<p>N/A</p>	<p>This is a read-only field.</p> <p>This field is grayed out when Triennial Agreement is selected as the Type of Evaluation.</p> <p>When No is selected in the Assessment Needed field, this date automatically calculates to a date 60 calendar days from the Evaluation Meeting Date.</p> <p>When Yes is selected in the Assessment Needed field, this field automatically calculates to a date 60 calendar days from the Consent Received Date.</p>



Fields	Description	Ad hoc	Validation
<b>Eligibility Determination Date</b> <i>*Required</i>	The date the student was determined to be either eligible or ineligible to receive Special Education services.	N/A	<p>*This is a required field upon completion of the Evaluation.</p> <p>This field is blank upon entering the editor and read only.</p> <p>This field is grayed out when Triennial Agreement is selected as the Type of Evaluation.</p> <p>This field automatically populates with the Actual Conference Date entered on the Conference Actual editor when the IDEA Eligibility checkbox is marked. If multiple Conference Actual records exist that meet the criteria, the date will be updated to the most recent date.</p>
<b>Evaluation Delay</b> <i>This section is grayed out when Triennial Agreement is selected as the Type of Evaluation.</i>			
<b>Delay Date</b>	The date the Evaluation Meeting will take place after a delay in the process.	N/A	N/A
<b>Primary Delay Reason</b> <i>*Required</i>	The reason for the delay in timeline. Options available can be found in the Attribute Dictionary and are hard coded.	N/A	This field is required if the Delay Date field is populated.

Fields	Description	Ad hoc	Validation
<b>Comments</b>	Any additional information related to the delay.	N/A	N/A
<b>Evaluation Withdrawn</b> <i>This section is grayed out when Triennial Agreement is selected as the Type of Evaluation.</i>			
<b>Withdrawn Date</b>	The date the student withdrew from Special Education services.	N/A	N/A
<b>Withdrawn Reason</b> <i>*Required</i>	The reason the student withdrew from Special Education services.	N/A	*This field is required if the Withdrawn Date field is populated.

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## Enrollment Information

The Enrollment Information editor reports Special Education information from the student's Enrollment record. This editor is read only.

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

Enrollment Information Editor 2 of 16

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

<b>District</b> 30: Leeward	<b>Complex Area</b> 931: Campbell-Kapolei	<b>Grade</b> 11
<b>School Name</b> Campbell High School	<b>School Phone</b> 808-555-0081	<b>School Year</b> 21-22

Enrollment Information Editor

[▶ Click here to expand...](#)

Field	Description	Ad hoc	Validation
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Field	Description	Ad hoc	Validation
<b>District</b>	The student's district of residence.	Learner Planning > Learning Plans > subDistrict	This field is pulled from the Enrollment record, then System Administration > Resources > <a href="#">School</a> > State Data Elements > Sub-District.
<b>Complex Area</b>	The location of the building.	Learner Planning > Learning Plans > complexDistrict	This field is pulled from the Enrollment record, then System Administration > Resources > <a href="#">School</a> > State Data Elements > Complex Area.
<b>Grade</b>	The student's current grade.	Enrollment > Grade enrollment.grade	This field is pulled from the Enrollment record.
<b>School Name</b>	The name of the school associated with the student's Enrollment record.	Learner Planning > Learning Plans > Enrollments > residentSchool enrollment.residentSchool	This field is pulled from the Enrollment record.
<b>School Phone</b>	The phone number of the school associated with the student's Enrollment record.	Learner Planning > Learning Plans > School > Phone v_SchoolCurrent.phone	This field is pulled from the Enrollment record, then System Administration > Resources > <a href="#">School</a> .
<b>School Year</b>	The school year associated with the student's Enrollment record.	N/A	This field is pulled from the Enrollment record.

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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 Evaluation Information section for additional information.

Student Information IN PROGRESS
Editor 3 of 16

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> Alana	<b>Middle Name</b> K	<b>Suffix</b>
<b>Age</b> 16	<b>Birthdate</b> [Redacted]	<b>Gender</b> F	
<b>Language at Home</b> A: English	<b>First Language</b> A: English	<b>Most Used Language</b> A: English	
<b>Address</b> [Redacted] HI 96706	<b>Student Number</b> [Redacted]	<b>State ID</b> [Redacted]	

**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
<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

Field Name	Description	Ad Hoc
<b>Language at Home</b>	The student's home primary language.	Census > People > Demographics > Language At Home  identity.homePrimaryLanguage
<b>First Language</b>	The student's first spoken language.	Census > People > Demographics > First Language  identity.languageAlt
<b>Most Used Language</b>	The language the student uses the most.	Census > People > Demographics > Language Most Used  identity.languageAlt2
<b>Address</b>	The student's address. This field becomes a dropdown if 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</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 will also return any accidentally deleted people. Manually entered fields will 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 16

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.

**[Redacted], Eric D. - Father**

Print Sequence: 2 Delete

Address: [Redacted] HI 96706

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

E-mail: [Redacted]

Interpreter Required:

**[Redacted], Naoko - Mother**

Print Sequence: 1 Delete

Address: [Redacted] HI 96706

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

E-mail: [Redacted]

Interpreter Required:

*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.

Field Name	Description	Ad Hoc	Validation
<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.
<b>Print Sequence</b>	The print order of the parent/guardian(s) on the IEP.	N/A	If no Sequence is selected, parent/guardian(s) print in the order displayed in the UI. If any Sequences are selected, only parent/guardian(s) with a sequence number will print 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.aprt; address.city; address.state; address.zip	This field populates from Census.  If there are multiple addresses for a person, they will have a drop down with an option to select which address. If there is only one address, the drop down will only hold one option.  The populated address will be 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.

Field Name	Description	Ad Hoc	Validation
<b>Email</b>	The primary email address for the parent/guardian.	Census > People > Demographics > Email	This field populates from Census.
<b>Interpreter Required</b>	Indicates an interpreter is needed to communicate with the parent/guardian.	N/A	N/A

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## Conference Announcement

The Conference Announcement editor is used to document planned meetings of the Evaluation team.

This editor is not optional and must be completed.

[▶ Click here to expand...](#)

## Conference Announcement List Screen

Conference Announcement <span>NOT STARTED</span>			Editor 5 of 16
Meeting Date ↑	Meeting Location	Print In Evaluation	
02/08/2021	Virtual	<input checked="" type="checkbox"/>	

*Conference Announcement List Screen*

Column Name	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 will print on the Evaluation.



# Conference Announcement Detail Screen

Conference Announcement: 2/8/2021

**Print In Evaluation**

**Scheduled Conference Date \*** 02/08/2021

**Scheduled Conference Time \*** 5:00 PM

**Announcement Date** 02/01/2021

**Scheduled Conference Location \*** Virtual

**Conference Location (specify)**

**The conference is for the following purpose(s):**  
 A conference announcement must be generated for each purpose.

Evaluation Process

- Describe the Student's Educational Concern (Impacts Learning).
- Review Current Data.
- Determine what additional data, if any, is needed to define the needs of your child.
- Determine if an IDEA initial evaluation or reevaluation is warranted.

IDEA Eligibility

- Discuss the results of an IDEA initial evaluation or reevaluation.
- Determine eligibility or continued eligibility for IDEA services.

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**Attendance** ⓘ

First Name *	Last Name *	Role *	Invited	Excused	Designee for Admin
Terry	Counselor	Special Education Teacher	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Conference Announcement Detail Screen

Field	Description	Validation
<b>Print in Evaluation</b>	Indicates this meeting information will print on the Evaluation.	This defaults to unmarked.
<b>Scheduled Conference Date</b> <i>Required</i>	The meeting date.	N/A
<b>Scheduled Conference Time</b> <i>Required</i>	The meeting time.	N/A
<b>Announcement Date</b>	The date a notification was sent notifying the team members of the meeting.	N/A
<b>Scheduled Conference Location</b> <i>Required</i>	The location of the meeting. Options include: Virtual, Phone, or In-Person.	N/A

Field	Description	Validation
<b>Conference Location (specify)</b>	The location of the meeting, if clarification or details are needed.	N/A
<b>Evaluation Process</b>	Indicates the type of evaluation processes needed for the student. Options include: <ul style="list-style-type: none"> <li>• Describe the Student's Educational Concern (Impacts Learning).</li> <li>• Review Current Data.</li> <li>• Determine what additional data, if any, is needed to define the needs of your child.</li> <li>• Determine if an IDEA initial evaluations or reevaluations is warranted.</li> </ul>	If the user selects one of these options, they will not be able to select IDEA Eligibility.
<b>IDEA Eligibility</b>	Indicates the student needs an IDEA Evaluation. Options include: <ul style="list-style-type: none"> <li>• Discuss the results of an IDEA initial evaluation or reevaluation.</li> <li>• Determine eligibility or continued eligibility for IDEA services.</li> </ul>	If the user selects this value they will not be able to select Evaluation Process.
<b>Attendance</b>		

Field	Description	Validation
<p><b>First Name</b></p>	<p>The first name of the team member.</p>	<p>This field is required for saving this editor.</p> <p>This field displays information from the <a href="#">Special Education Team Member</a> tool. Any Team Member with an active status will display here as read-only.</p> <p>The user can also enter an additional entry for this field and when they do, an open text field displays and the user will be required to enter a value.</p>
<p><b>Last Name</b></p>	<p>The last name of the team member.</p>	<p>This field is required for saving this editor.</p> <p>This field displays information from the <a href="#">Special Education Team Member</a> tool. Any Team Member with an active status will display here as read-only.</p> <p>The user can also enter an additional entry for this field and when they do, an open text field displays and the user will be required to enter a value.</p>

Field	Description	Validation
<b>Role</b>	The role of the team member.	<p>This field is required for saving this editor.</p> <p>Values available in this dropdown include locked attributes:</p> <ul style="list-style-type: none"> <li>• General Education Teacher</li> <li>• Related Service Provider</li> <li>• Special Education Teacher</li> <li>• Specialized Support Instructional Personnel</li> <li>• Principal</li> <li>• Vice Principal</li> </ul> <p>Unlocked Attribute values include:</p> <ul style="list-style-type: none"> <li>• determined by district</li> </ul>
<b>Invited</b>	Indicates this team member has been invited to the meeting.	N/A
<b>Excused</b>	Indicates this team member is excused from the meeting.	<p>This field only displays when the Role for that person is one of the following:</p> <ul style="list-style-type: none"> <li>• General Education Teacher</li> <li>• Related Service Provider</li> <li>• Special Education Teacher</li> <li>• Specialized Support Instructional Personnel</li> <li>• Principal</li> <li>• Vice Principal</li> </ul>
<b>Designee for Admin</b>	Indicates this team member has been designated as an administrator for the meeting.	When Role is Principal or Vice Principal, this check box is grayed out.

**Admin/Designee Statement**

*This section becomes available when the Designee for Admin checkbox is selected.*

Field	Description	Validation
<b>Admin Designee Statement:</b>	Indicates why an admin is being used in the meeting.	This is required for saving the editor when available.

## Conference Notification

The Conference Notification editor is used to document when notifications were sent out informing the team of meetings.

▶ [Click here to expand...](#)

## Conference Notification List Screen



The screenshot shows a table with the following data:

Conference Notification	IN PROGRESS	Editor 6 of 16
 Scheduled Meeting ↓	Mutually Agreed	
02/08/2021	Yes	

*Conference Notification List Screen*

Column Name	Description
<b>Padlock Icon</b>	The user currently working on the record.
<b>Scheduled Meeting</b>	The date of the planned meeting.
<b>Mutually Agreed</b>	Indicates if the parent/guardian consented to the meeting date.

## Conference Notification Detail Screen

### Conference Notification

<p><b>Scheduled Meeting Date *</b>  <input type="text" value="2/8/2021"/></p> <p><b>1st Notification</b>  <b>Notified Date</b>  <input type="text" value="02/01/2021"/></p> <p><b>Notify Method</b>  <input type="text" value="Email"/></p> <p><b>2nd Notification</b>  <b>Notified Date</b>  <input type="text" value="month/day/year"/></p> <p><b>Notify Method</b>  <input type="text" value="Select methods..."/></p> <p><b>3rd Notification</b>  <b>Notified Date</b>  <input type="text" value="month/day/year"/></p> <p><b>Notify Method</b>  <input type="text" value="Select methods..."/></p>	<p><b>Mutually Agree Upon</b>  <input type="text" value="Yes, parent agrees to date and time of meeting and knows the purpose(s) of the me"/></p> <p><b>Notified By</b>  <input type="text" value="Counselor"/></p> <p><b>Notified Outcome</b>  <input type="text" value="Response acquired"/></p> <p><b>Notified By</b>  <input type="text"/></p> <p><b>Notified Outcome</b>  <input type="text"/></p> <p><b>Notified By</b>  <input type="text"/></p> <p><b>Notified Outcome</b>  <input type="text"/></p>
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**Outside Agency Parent Consent Tracking**

AGENCY	CONSENT TO INVITE NEEDED	CONSENT TO INVITE RECEIVED	CONSENT RECEIVED DATE
Department of Health - Early Intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text" value="month/day/year"/>

*Conference Notification Detail*

Field	Description	Validation
<b>Conference Notification</b>		
<b>Scheduled Meeting Date</b>	The date of the scheduled meeting.	This field is required for saving the editor.  The options in this field are determined from the Conference Announcement entries.
<b>Mutually Agreed Upon:</b>	Indicates if the parent/guardian consents to the meeting date. Options include: <ul style="list-style-type: none"> <li>Yes, parent agrees to date and time of meeting and knows the purpose(s) of the meeting.</li> <li>No (unable to move forward until three attempts)</li> </ul>	These options are hard coded.
<b>Notified Date:</b>	The date the parent/guardian was notified of the planned meeting date.	There is space for a 1st, 2nd, and 3rd notification fields.

Field	Description	Validation
<b>Notified By:</b>	Indicates who sent the notification to the parent/guardian.	N/A
<b>Notify Method:</b>	The manner in which the parent/guardian was notified. Options include: <ul style="list-style-type: none"> <li>• Phone</li> <li>• Personal Contact</li> <li>• Regular Mail</li> <li>• Return Receipt Required</li> <li>• Personally Delivered</li> <li>• Email</li> <li>• Fax</li> </ul>	These options are hard coded.
<b>Notified Outcome:</b>	The outcome of the notification.	N/A
<b>Outside Agency Parent Consent Tracking</b>		
<b>Agency</b>	Indicates which outside agency is involved, if applicable. Options include: <ul style="list-style-type: none"> <li>• Department of Health - Early Intervention</li> <li>• Department of Health - Developmental Disabilities Division</li> <li>• Department of Health - Child/Adolescents Mental Health Division</li> <li>• Department of Human Services - Division of Vocational Rehabilitation</li> <li>• Other (specify)</li> </ul>	When Other (specify) is marked, the user will be able to manually enter their own value.
<b>Consent to Invite Needed</b>	Indicates that an Outside Agency should be invited and the Consent to Invite document is needed.	N/A
<b>Consent to Invite Received</b>	Indicates a signed Consent to Invite document was returned to the district.	N/A

Field	Description	Validation
<b>Consent Received Date</b>	The date the signed Consent to Invite document was returned to the district.	This field becomes available and required when the Consent to Invite Received check box is selected.
<p><b>Team Member Notification Tracking</b></p> <p>This table is read only and displays the following columns:</p> <ul style="list-style-type: none"> <li>• Team Member Name</li> <li>• Date</li> <li>• Method</li> <li>• Notified By</li> <li>• Outcome</li> <li>• &gt;</li> </ul> <p>All of these read only values come from the user selecting the <b>Add Notification</b> button and entering information on a side panel recording when notifications were made to certain team members.</p>		
<p><b>Notification Tracking</b> (side panel)</p> <p>This displays when the user clicks <b>Add Notification</b> or on the "&gt;" from a previous entry in the table.</p>		
<b>Team Member Name:</b>	The name of the team member.	<p>The options in this field are determined from the marked entries from Conference Announcement &gt; Invited checkbox.</p> <p>This displays as First Name Last Name, Role.</p>
<b>Date:</b>	The date the team member was notified.	N/A
<b>Method:</b>	<p>The manner in which the team member was notified. Options include:</p> <ul style="list-style-type: none"> <li>• Phone</li> <li>• Personal Contact</li> <li>• Regular Mail</li> <li>• Return Receipt Required</li> <li>• Personally Delivered</li> <li>• Email</li> <li>• Fax</li> </ul>	<p>These options are hard coded.</p> <p>Multiple options may be selected.</p>
<b>Notified By:</b>	The person who reached out to the team member.	N/A



Field	Description	Validation
<b>Outcome:</b>	The response or end result of the notification.	N/A

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## Conference Actual

The Conference Actual editor is used to document meetings that took place.

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## Conference Actual List Screen

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	Scheduled Meeting	Actual Meeting ↑	Actual Location
	02/08/2021	02/08/2021	Virtual

*Conference Actual List*

Column Name	Description
<b>Padlock Icon</b>	The user currently working on the record.
<b>Scheduled Meeting</b>	The date of the planned meeting.
<b>Actual Meeting</b>	The date the meeting took place.
<b>Actual Location</b>	The location of the meeting.

## Conference Actual Detail Screen

Conference Actual: 2/8/2021

Scheduled Meeting Date *	Scheduled Conference Time	Scheduled Conference Location	Scheduled Conference Location (specify)
2/8/2021	5:00:00 PM	Virtual	Virtual
Actual Conference Date *	Actual Conference Time *	Actual Conference Location *	Actual Conference Location (specify)
02/08/2021	5:00 PM	Virtual	Virtual

The conference is for the following purpose(s):  
 A conference announcement must be generated for each purpose.

Scheduled	Actual
<input type="checkbox"/>	<input type="checkbox"/> Evaluation Process <ul style="list-style-type: none"> <li>Describe the Student's Educational Concern (Impacts Learning).</li> <li>Review Current Data.</li> <li>Determine what additional data, if any, is needed to define the needs of your child.</li> <li>Determine if an IDEA initial evaluation or reevaluation is warranted.</li> </ul>
<input type="checkbox"/>	<input type="checkbox"/> IDEA Eligibility <ul style="list-style-type: none"> <li>Discuss the results of an IDEA initial evaluation or reevaluation.</li> <li>Determine eligibility or continued eligibility for IDEA services.</li> </ul>

Attendance				
TEAM MEMBER NAME / ROLE	ATTENDED	ADMIN/DESIGNEE	EXCUSED	REASON FOR EXCUSAL *
Terry Counselor / Special Education Teacher	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Conference Actual Detail

Field	Description	Validation
<b>Actual Conference Notification: &lt;date of actual conference&gt;</b> <i>The "&lt;date of actual conference&gt;" will populate based on the Actual Conference Date entered.</i>		
<b>Scheduled Meeting Date</b> <i>Required</i>	The date of the planned meeting.	The options in this field are determined from the Conference Announcement > Scheduled Conference Date entries.
<b>Scheduled Conference Time</b>	The time of the planned meeting.	The options in this field are determined from the Conference Announcement entries.  This field is read-only.
<b>Scheduled Conference Location</b>	The planned conference location.	The options in this field are determined from the Conference Announcement entries.  This field is read-only.

Field	Description	Validation
<b>Scheduled Conference Location (specify)</b>	The location of the meeting, if clarification or details are needed.	The options in this field are determined from the Conference Announcement entries.  This field is read-only.
<b>Actual Conference Date</b>	The date the meeting took place.	This is required for saving the editor.
<b>Actual Conference Time</b>	The time the meeting took place.	This is required for saving the editor.
<b>Actual Conference Location</b>	The location of the meeting. Options include: <ul style="list-style-type: none"> <li>• Phone</li> <li>• Virtual</li> <li>• In-Person</li> </ul>	This is a required element for saving the editor.  The values available are hard-coded.
<b>Actual Conference Location (specify)</b>	The location of the meeting, if clarification or details are needed.	N/A
<b>Evaluation Process:</b>	Indicates the type of evaluation processes needed for the student. Displays two rows of checkboxes, Scheduled and Actual. Options include: <ul style="list-style-type: none"> <li>• Describe the Student's Educational Concern (Impacts Learning).</li> <li>• Review Current Data.</li> <li>• Determine what additional data, if any, is needed to define the needs of your child.</li> <li>• Determine if an IDEA initial evaluations or reevaluations is warranted.</li> </ul>	The Scheduled column is read only and is determined based on the Scheduled Meeting Date selected.  The Actual column can be edited.  If the user selects one of these options, they will not be able to select IDEA Eligibility.

Field	Description	Validation
<b>IDEA Eligibility</b>	<p>Indicates the student needs an IDEA Evaluation. Displays two rows of checkboxes, Scheduled and Actual.</p> <p>Options include:</p> <ul style="list-style-type: none"> <li>• Discuss the results of an IDEA initial evaluation or reevaluation.</li> <li>• Determine eligibility or continued eligibility for IDEA services.</li> </ul>	<p>The Scheduled column is read only and is determined based on the Scheduled Meeting Date selected.</p> <p>The Actual column can be edited.</p> <p>If the user selects this value they will not be able to select Evaluation Process.</p>
<b>Attendance</b>		
<b>Team Member Name</b>	The name of the team member.	<p>This field is read-only and auto populates based on Team Members entered within the Conference Announcement editor who have the Invited checkbox marked.</p> <p>The First Name, Last Name, and Role fields display.</p>
<b>Attended</b>	Indicates the team member attended the meeting.	N/A
<b>Admin/Designee</b>	Indicates if the team member is an admin designee for the meeting.	This field is read-only and auto selected if it was selected within the Conference Announcement editor.
<b>Excused</b>	Indicated the team member was excused from the meeting.	This field is read-only and auto selected if it was selected within the Conference Announcement editor.
<b>Reason for Excusal</b>	The reason the team member was excused from the meeting.	This field is blank upon entering the editor and will require the user to enter a value if the corresponding Excused checkbox is marked.

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# Consent for Assessment

The Consent for Assessment editor is used to document the consent gathered to assess the student.

This editor is not available if Triennial Agreement is selected as the Evaluation Type. This editor is also not available if No is selected in the Assessment Needed field on the Evaluation Status editor.

### Consent for Assessment

Consent for Assessment Type  
102a - Part of an Initial

Provided to Parent Date \*  
month/day/year

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**Contact Efforts**

Contact Date ↓	Contacted By	Contacted Method	Contact Name
No records available.			

[New](#)

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**Contact Results**

Consent Given:

Consent Form Signed Date: month/day/year

School Received Consent Form Date: month/day/year

Name of Person Signing Consent Form:

Revocation:

*Consent for Assessment Editor*

[▶ Click here to expand...](#)

Field	Description	Validation
<b>Consent for Assessment</b>		

Field	Description	Validation
<b>Consent for Assessment Type</b>	Indicates the type of assessment needing consent. Options include: <ul style="list-style-type: none"> <li>• 102a - Part of an Initial</li> <li>• 102c - Part of a Reevaluation</li> </ul>	This is a read-only field.  This field will auto populate based on the Type of Evaluation selected within the Evaluation Header editor: <ul style="list-style-type: none"> <li>• When Initial Evaluation is selected, "102a - Part of an Initial" displays.</li> <li>• When Reevaluation is selected, "102c - Part of a Reevaluation" displays.</li> </ul>
<b>Provided to Parent Date Required</b>	The date the Consent for Assessment form was provided to the parent.	N/A
<b>Contact Efforts</b> <i>This table is read-only and displays the following columns:</i> <ul style="list-style-type: none"> <li>• +/-</li> <li>• Contact Efforts</li> <li>• &gt;</li> </ul> <i>All of these read-only values come from the user selecting the <b>Add</b> button and entering information on a side panel recording what Contact Efforts were made.</i>		
<b>Contacted Efforts (side panel)</b>		
<b>Contacted Date</b>	The date the parent/guardian was contacted.	N/A
<b>Contacted By</b>	The person who attempted to contact the parent/guardian.	N/A
<b>Contacted Method</b>	The manner in which the parent/guardian was contacted. Options include: <ul style="list-style-type: none"> <li>• Telephone</li> <li>• Personal Contact</li> <li>• Regular Mail</li> <li>• Return Receipt Requested</li> <li>• Personally Delivered</li> <li>• E-mail</li> <li>• Fax</li> </ul>	The values available are hard-coded.
<b>Contacted Name</b>	The person contacted.	N/A

Field	Description	Validation
<b>Relationship to Student</b>	The manner of relationship the person being contacted has to the student.	N/A
<b>Outcome</b>	The result of the contact.	N/A
<b>New</b>	Selecting this <b>New</b> button copies the top 6 fields for another entry of Contact Efforts.	N/A
<b>Contact Results</b>		
<b>Consent Given</b>	Indicates if consent was given by the parent/guardian.	Yes or No.  This is a required field on complete of the editor.
<b>Consent Form Signed Date</b>	The date consent was given.	This is a required field on complete of the editor.
<b>School Received Consent Form Date</b>	The date consent was received.	This is a required field on complete of the editor.
<b>Name of Person Signing Consent Form</b>	The name of the person who signed the consent form.	This is a required field on complete of the editor.
<b>Revocation</b>	Indicates consent has been revoked.	Additional fields become required when marked.
<b>Revocation Form Signed Date</b>	The date the person signed the revocation form.	Only available when Revocation is marked. This field is required on completion of this editor when available.
<b>Name of Person Signing Revocation Form</b>	The name of the person who revoked consent.	Only available when Revocation is marked. This field is required on completion of this editor when available.
<b>School Received Revocation Form Date</b>	The date revocation was received.	Only available when Revocation is marked. This field is required on completion of this editor when available.

Field	Description	Validation
<b>Consent Revocation Reason</b>	The reason for revoking consent.	Only available when Revocation is marked. This field is required on completion of this editor when available.

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## Assessment Report

The Assessment Report editor is used to document how data has been gathered concerning the student.

**Note:** Information from this editor displays at the end of the Evaluation document when printed.

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## Assessment Report List Screen

Assessment Report <span>IN PROGRESS</span>		Editor 9 of 17	
	Sequence ↑ 1	Assessment ↑ 2	Print In Evaluation
	1	Academic	<input checked="" type="checkbox"/>

*Assessment Report List Screen*

Field	Description
<b>Padlock Icon</b>	The user currently working on the record.
<b>Sequence</b>	The order in which the record will print.
<b>Assessment</b>	The Assessment type.
<b>Print in Evaluation</b>	Indicates this record will print on the Evaluation.

## Assessment Report Detail Screen



### Assessment Report

<b>Assessment *</b> <input type="text" value="Academic"/>	<b>Sequence</b> <input type="text" value="1"/>	<b>Print in Evaluation</b> <input checked="" type="checkbox"/>
<b>Examiner(s) *</b> <input type="text" value="Xenia Keeplearn"/>	<b>Date of Assessment *</b> <input type="text" value="03/01/2022"/>	
<input type="checkbox"/> <b>Licensed Supervisor Signature Required</b>	<input checked="" type="checkbox"/> <b>I verify the information in this report is accurate</b>	<input type="text"/> <b>Staff Member Signing Assessment Report</b>
<input type="checkbox"/> <b>Licensed Supervisor Signature Required</b>	<input type="checkbox"/> <b>I verify the information in this report is accurate</b>	<input type="text"/> <b>Licensed Supervisor Signing Assessment Report</b>

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**Academic Assessment Report**

This report is submitted to the eligibility team for consideration when making decisions regarding eligibility for special education, programming, and placement.

**REASON FOR REFERRAL**  
**The student was referred by: \***

**Referred due to the following concerns: \***

<input checked="" type="checkbox"/> Speaking	<input type="checkbox"/> Listening (understanding)
<input type="checkbox"/> Spelling	<input type="checkbox"/> Handwriting
<input type="checkbox"/> Math Calculation	<input type="checkbox"/> Math Reasoning
<input type="checkbox"/> Word Recognition (phonology, letter naming, phonics, word attack)	<input type="checkbox"/> Oral Reading Fluency (graded oral reading passages, words correct per minute [WCPM])

*Assessment Report Detail Screen (Academic Assessment Example)*

Field	Description	Validation
<b>Assessment</b> <i>Required</i>	The assessment type. Options include: <ul style="list-style-type: none"> <li>Academic</li> <li>Emotional Behavioral</li> <li>Cognitive</li> <li>Multi-Disciplinary</li> <li>Observation</li> <li>Occupational Therapy</li> <li>Physical Therapy</li> <li>Speech and Language</li> </ul>	The value selected in the Assessment field changes the rest of the editor (documented below).
<b>Print in Evaluation</b>	Indicates this record will print on the Evaluation.	N/A
<b>Sequence</b>	The order in which the record will print.	N/A
<b>Examiner(s)</b> <i>Required</i>	The person(s) responsible for assessing the student.	N/A
<b>Date of Assessment</b> <i>Required</i>	The day the assessment took or will take place.	N/A
<b>I verify the information in this report is accurate.</b> <i>Required</i>	A checkbox indicating the information in the report is accurate.	N/A

Field	Description	Validation
<b>Staff Member Signing Assessment Report</b>	The person who verified the accuracy of the information contained within the report (the person who marked the checkbox above).	This field is read-only and auto-populates with the person's name who is logged in to Camps when the checkbox above was selected.
<b>Licensed Supervisor Signature Required</b>	A checkbox indication a licensed supervisor signature is required on the report.	This field displays when any Assessment Report other than "Academic" or "Observation" is selected.
<b>I verify the information in this report is accurate.</b> <i>Required</i>	A checkbox indicating the information in the report is accurate.	N/A
<b>Licensed Supervisor Signing Assessment Report</b>	The signature of the licensed supervisor if the above checkbox is marked.	This field is read-only and auto-populates with the person's name who is logged in to Camps when the checkbox above was selected.

## Academic

Field	Description	Validation
<b>The student was referred by:</b> <i>Required</i>	The person who referred the student for the academic assessment.	N/A

Field	Description	Validation
<p><b>Referred due to the following concerns:</b> <i>Required</i></p>	<p>The reason for referral. Options include:</p> <ul style="list-style-type: none"> <li>• Speaking</li> <li>• Spelling</li> <li>• Math Calculation</li> <li>• Word Recognition (phonology, letter naming, phonics, word attack)</li> <li>• Written Composition (grammar, sentence writing, composition of story or essay, organization)</li> <li>• Reading (Language) Comprehension (summarizing, retelling, answering questions, completing cloze [maze] passages)</li> <li>• Listening (understanding)</li> <li>• Handwriting</li> <li>• Math Reasoning</li> <li>• Oral Reading Fluency (graded oral reading passages, words correct per minute [WCPM])</li> <li>• Vocabulary (recognition of word meanings, multiple-choice response, production of definitions, use of words in context)</li> </ul>	<p>N/A</p>
<p><b>Background Information</b></p>		
<p><b>Relevant information regarding:</b> <i>Required</i></p>	<p>Any pertinent information regarding the student's background.</p>	<p>N/A</p>
<p><b>Parent Information:</b> <i>Required</i></p>	<p>Any pertinent information regarding the student's parent/guardian.</p>	<p>N/A</p>

Field	Description	Validation
<b>Pre-referral Interventions:</b>	Any pre-referral interventions. Options include: <ul style="list-style-type: none"> <li>• Not Applicable</li> <li>• Attended Early Intervention Program</li> <li>• Received Private Occupational Therapy Services</li> <li>• Received School-Based Interventions</li> <li>• Received Teacher Interventions</li> <li>• No Interventions Provided</li> <li>• Other</li> </ul>	N/A
<b>Specify:</b> <i>*Required</i>	Additional information if "Other" is selected above.	*This field is required if "Other" is selected above.
<b>Outcomes:</b>	The outcome of the interventions.	N/A
<b>Environmental, Cultural and/or Dialectal Considerations</b>		
<b>Language(s) spoken in the home:</b> <i>Required</i>	The student's spoken language at home.	The values available in this field are pulled from Student Information > Census > Language Spoken in the Home.
<b>Dialect/Cultural Considerations:</b> <i>Required</i>	The student's language they primarily speak. Options include: <ul style="list-style-type: none"> <li>• Standard American English</li> <li>• Local Hawaiian Creole (i.e., pidgin English)</li> <li>• A mixture of English and Home Language(s)</li> <li>• Other</li> </ul>	N/A
<b>Specify:</b> <i>*Required</i>	Additional information if "Other" is selected above.	*This field is required if "Other" is selected above.
<b>Assessment Procedures and Results</b>		

Field	Description	Validation
<b>All domains pertaining to the area(s) of concern were assessed and test results are valid.</b>	A checkbox indicating all area(s) of concern were assessed.	N/A
<b>A variety of assessment procedures were used to gather information.</b>	A checkbox indicating a variety of assessment methods were used to gather data.	N/A
<b>Tests Administered:</b>	The tests administered to the student.	N/A
<b>Informal/Non-Standardized Measures/Methods Used:</b>	Any other assessment methods used. Options include: <ul style="list-style-type: none"> <li>• Records Review</li> <li>• Interview</li> <li>• Observation</li> </ul>	N/A
<b>Behavioral Observations</b>		
<b>Behavior in:</b>	Indicates how the student's behavior was assessed. Options include: <ul style="list-style-type: none"> <li>• One-to-One Setting</li> <li>• Group Setting</li> </ul>	N/A
<b>Behavior with:</b>	Indicates who assessed the student's behavior. Options include: <ul style="list-style-type: none"> <li>• Familiar Adult</li> <li>• Unfamiliar Adult</li> <li>• Peers</li> </ul>	N/A

Field	Description	Validation
<b>Behavior:</b>	The student's behavior assessment. Options include: <ul style="list-style-type: none"> <li>• Interacted with or responded</li> <li>• Used repetitive or perseverative behaviors</li> <li>• Difficulty switching tasks</li> <li>• Followed directions</li> <li>• Responded to questions after lengthy pauses</li> <li>• Did not interact/respond to communication partner</li> </ul>	N/A
<b>Academic Assessment Findings</b>		
<b>Analysis of Findings</b>	A text field used to describe the findings.	N/A
<b>Implications for Learning and Educational Impact</b>		
<b>Student has challenges with skill area(s) that prevent participation in educational activities.</b>	Indicates the student has challenges pertaining to their academic progress.	N/A
<b>Identify activities and impact on participation:</b>	The activities that impact the student's participation.	This field becomes available when the corresponding check box is selected.
<b>There is no adverse impact on the student's ability to participate in educational activities.</b>	Indicates the student does not have challenges pertaining to their academic progress.	N/A
<b>Summary and Recommendations</b>		
<b>Explain:</b>	A summary of the evaluation team's recommendations.	N/A

## Cognitive

Field	Description	Validation
<b>Reason for Referral</b>		
<b>Explain:</b>	The reason for referral.	N/A
<b>Background Information</b>		

Field	Description	Validation
<b>Explain:</b>	Any pertinent information regarding the student's background.	N/A
<b>Environmental, Cultural and or Dialectal Considerations</b>		
<b>Explain:</b>	Any pertinent information regarding the student's environment, culture, and dialect.	N/A
<b>Functional Performance</b>		
<b>Explain:</b>	Any pertinent information regarding the student's functional performance.	N/A
<b>Assessment Procedures and Results</b>		
<b>Test(s) Administered:</b>	The tests administered to the student.	N/A
<b>Date(s) of Assessment(s):</b>	When the tests were administered.	N/A
<b>All tests administered were validated for the purposes in the assessment. (Cognitive, Social/Emotional, Academic, etc.)</b>	A checkbox indicating all area(s) of concern were assessed.	N/A
<b>Testing Observation:</b>	Any results observed during testing.	N/A
<b>Assessment Results:</b>	The results of the test.	N/A
<b>Interpretation of Assessment Results:</b>	The interpretation of the test results.	N/A
<b>Implications for Learning and Educational Impact</b>		
<b>Explain:</b>	The implications for the student's learning based on the assessments.	N/A
<b>Summary and Recommendations</b>		
<b>Explain:</b>	A summary of the team's recommendations for action.	N/A

## Emotional Behavioral

Field	Description	Validation
<b>Why does the student require an EBA:</b>	The reason why the student requires an Emotional Behavioral Assessment.	N/A
<b>Background Information</b>		
<b>Include relevant information regarding the following (format of provided information to be determined by the assessor):</b>	Any pertinent information regarding the student's background.	N/A
<b>Environmental, Cultural and/or Dialectal Considerations.</b>		
<b>Language(s) spoken in the home:</b> <i>Required</i>	The student's spoken language at home.	The values in this field are pulled from Student Information > Census > Language Spoken in the Home.
<b>Dialect/Cultural Considerations:</b> <i>*Required</i>	The student's language they primarily speak. Options include: <ul style="list-style-type: none"> <li>• Standard American English</li> <li>• Local Hawaiian Creole (i.e., pidgin English)</li> <li>• A mixture of English and Home Language(s)</li> <li>• Other</li> </ul>	N/A
<b>Specify:</b>	Additional information if "Other" is selected above.	This field appears when "Other" is selected from the field prior.
<b>Cultural or Transcultural Considerations:</b>	Any cultural considerations.	N/A
<b>Any other student or environmental characteristics that affects assessment selection or interpretation:</b>	Any other informational that may impact the student's assessment or interpretation of the assessment.	N/A
<b>Assessment Procedures</b>		



Field	Description	Validation
<b>Sources of information and assessment tools:</b>	The methods of assessment.	N/A
<b>Additional Assessment Information Data:</b>	Any other assessment methods used.	N/A
<b>Results and Functional Performance</b>		
<b>Assessment Results:</b>	The results of the functional performance assessment.	N/A
<b>Implications for Learning and Educational Impact</b>		
<b>How the identified characteristics would be expected to impact the student's functioning in the classroom/school setting.</b>  <b>Include both positive impact and negative impact.</b>	The implications for the student's learning based on the assessments.	N/A
<b>Formulation</b>		
<b>Formulations/Conclusions (integrative description) and diagnostic impressions (if any)</b>	Any conclusions, if any.	N/A
<b>Summary and Recommendations</b>		
<b>Summarize:</b>	A summary of the evaluation team's recommendations.	N/A
<b>Strengths-Based Recommendations:</b>	Any recommendations based on the student's strengths.	N/A

### Multi-Disciplinary

Field	Description	Validation
<b>Reason for Referral</b>		
<b>Explain:</b>	The reason for referral.	N/A
<b>Background Information</b>		

Field	Description	Validation
<b>Explain:</b>	Any pertinent information regarding the student's background.	N/A
<b>Environmental, Cultural and or Dialectal Considerations</b>		
<b>Explain:</b>	Any pertinent information regarding the student's environment, culture, and dialect.	N/A
<b>Functional Performance</b>		
<b>Explain:</b>	Any pertinent information regarding the student's functional performance.	N/A
<b>Assessment Procedures and Results</b>		
<b>Test(s) Administered:</b>	The tests administered to the student.	N/A
<b>Date(s) of Assessment(s):</b>	When the tests were administered.	N/A
<b>All tests administered were validated for the purposes in the assessment. (Cognitive, Social/Emotional, Academic, etc.)</b>	A checkbox indicating all area(s) of concern were assessed.	N/A
<b>Testing Observation:</b>	Any results observed during testing.	N/A
<b>Assessment Results:</b>	The results of the test.	N/A
<b>Interpretation of Assessment Results:</b>	The interpretation of the test results.	N/A
<b>Implications for Learning and Educational Impact</b>		
<b>Explain:</b>	The implications for the student's learning based on the assessments.	N/A
<b>Summary and Recommendations</b>		
<b>Explain:</b>	A summary of the team's recommendations for action.	N/A

## Observation

Field	Description	Validation
<b>Reason for Referral</b>		
<b>The student was referred by:</b> <i>Required</i>	The person who referred the student for the assessment.	N/A
<b>Academic:</b>	The academic area. Options include: <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Math</li> <li>• Other</li> </ul>	N/A
<b>Specify:</b>	Additional information if "Other" is selected above.	This field becomes available when "Other" is selected from the corresponding field.
<b>Behavior:</b>	The behavior area. Options include: <ul style="list-style-type: none"> <li>• Unstructured Periods</li> <li>• Structured Activities</li> <li>• Other</li> </ul>	N/A
<b>Specify:</b>	Additional information if "Other" is selected above.	This field becomes available when "Other" is selected from the corresponding field.
<b>Background Information</b>		
<b>Relevant information regarding:</b>	Any pertinent information regarding the student's background.	N/A
<b>Parent Information:</b>	Any pertinent information regarding the student's parent/guardian.	N/A

Field	Description	Validation
<b>Pre-referral Interventions:</b>	Any pre-referral interventions. Options include: <ul style="list-style-type: none"> <li>• Not Applicable</li> <li>• Attended Early Intervention Program</li> <li>• Received Private Occupational Therapy Services</li> <li>• Received School-Based Interventions</li> <li>• Received Teacher Interventions</li> <li>• No Interventions Provided</li> <li>• Other</li> </ul>	N/A
<b>Specify:</b>	Additional information if "Other" is selected above.	This field appears when "Other" is selected from the field prior.
<b>Outcomes:</b>	The outcome of the interventions.	N/A
<b>Environmental, Cultural and/or Dialectal Considerations</b>		
<b>Language(s) spoken in the home:</b> <i>Required</i>	The student's spoken language at home.	The values in this field are pulled from Student Information > Census > Language Spoken in the Home.
<b>Dialect/Cultural Considerations:</b> <i>Required</i>	The student's language they primarily speak. Options include: <ul style="list-style-type: none"> <li>• Standard American English</li> <li>• Local Hawaiian Creole (i.e., pidgin English)</li> <li>• A mixture of English and Home Language(s)</li> <li>• Other</li> </ul>	N/A
<b>Specify:</b>	Additional information if "Other" is selected above.	This field becomes available when "Other" is selected from the corresponding field.
<b>Assessment Procedures and Results</b>		

Field	Description	Validation
<b>Observation in the domain of:</b>	A checkbox for the domain.	N/A
<b>Domain:</b> <i>Required</i>	The domain area.	This field becomes available when the corresponding field is selected.
<b>A variety of assessment procedures were used to gather information.</b>	A checkbox indicating a variety of assessment methods were used to gather data.	N/A
<b>Tests Administered:</b>	The tests administered to the student.	N/A
<b>Informal/Non-Standardized Measures/Methods Used:</b>	Any other assessment methods used. Options include: <ul style="list-style-type: none"> <li>• Records Review</li> <li>• Interview</li> <li>• Observation</li> </ul>	N/A
<b>Writing:</b>	The results of the writing assessment.	N/A
<b>Reading:</b>	The results of the reading assessment.	N/A
<b>Mathematics:</b>	The results of the mathematics assessment.	N/A
<b>Behavior:</b>	The results of the behavior assessment.	N/A
<b>Date of Observation:</b>	When the test was administered.	N/A
<b>Start Time of Observation:</b>	The start time of the test.	N/A
<b>End Time of Observation:</b>	The end time of the test.	N/A
<b>Setting of Observation:</b>	The test setting.	N/A
<b>#of Students in Setting:</b>	The number of students present during the test.	N/A
<b>#of Adults in Setting:</b>	The number of adults present during the test.	N/A
<b>Name and Title of Person Completing Observation:</b>	The person observing.	N/A

Field	Description	Validation
<b>Student was observed during:</b>	When the student was observed. Options include: <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Independent seatwork</li> <li>• Small group work</li> </ul>	N/A
<b>Student's level of engagement and participation:</b>	A description of the student's level of participation during the test.	N/A
<b>Special supports conditions observed:</b>	Any additional observations.	N/A
<b>Instructional strategies and/or behavior supports used during the instruction:</b>	The supports provided to the student during the test. Options include: <ul style="list-style-type: none"> <li>• Wait Time</li> <li>• Repetition</li> <li>• Visual Supports</li> <li>• Graphic Organizers</li> <li>• Rephrasing</li> <li>• Rate of Instruction</li> <li>• Manipulatives</li> <li>• Positive Reinforcement</li> <li>• Re-direction</li> <li>• Teacher Proximity</li> <li>• Environmental Factors (lesson organization, no visual supports)</li> <li>• External versus Internal (within student factors)</li> <li>• Other</li> </ul>	N/A
<b>Specify:</b>	Additional information if "Other" is selected above.	This field becomes available when "Other" in the corresponding field is selected.
<b>Student's reaction to instructional strategy(ies) and/or behavior supports provided:</b>	The student's response to the supports provided.	N/A

Field	Description	Validation
<b>Student's behavior during the observation session and how the behavior compares to that of other students in the class at the same time:</b>	A comparison between the student's behavior and their peers during the same session.	N/A
<b>Student's academic performance during the observation session and how the performance compares to that of other students in the class at the same time:</b>	A comparison between the student's academic performance and their peers during the same session.	N/A
<b>Implications for Learning and Educational Impact</b>		
<b>Student has challenges with skill area(s) that prevent participation in educational activities</b>	Indicates the student has challenges impeding their participation in educational activities.	N/A
<b>Identify activities and impact on participation:</b>	A description of activities and their impact on the student's education.	This field becomes available when the corresponding value is selected.
<b>There is no adverse impact on the student's ability to participate in educational activities</b>	Indicates the student does not have challenges impeding their participation in educational activities.	N/A
<b>Summary and Recommendations</b>		
<b>Explain:</b>	A summary of the evaluation team's recommendations.	N/A

## Occupational Therapy

Field	Description	Validation
<b>Reason for Referral</b>		
<b>The student was referred by:</b> <i>Required</i>	The person who referred the student for the assessment.	N/A

Field	Description	Validation
<b>Referred due to the following concerns:</b>	The reason for referral. Options include: <ul style="list-style-type: none"> <li>• School Related Activities of Daily Living</li> <li>• Environmental Factors (maintaining and changing positions, orientation and travel on campus, or recreational movement)</li> <li>• Student Roles (following class routines, safety awareness, respecting the space/time/materials of others, staying seated, requesting help, making needs known, social awareness, building/maintaining relationships)</li> <li>• Access to Learning (participating in class activities, following demonstrations, understanding cause and effect, carrying out verbal directions, attending to instruction, using classroom tools, managing materials, completing assignments, or transition between activities)</li> <li>• Play/Recreation (exploring/using objectives/environments/ideas, interacting with peers, modeling, imagining, or creating play schemes)</li> </ul>	N/A
<b>Background Information</b>		
<b>Relevant information regarding:</b>	Any pertinent information regarding the student's background.	N/A
<b>Parent Information:</b>	Any pertinent information regarding the student's parent/guardian.	N/A



Field	Description	Validation
<b>Pre-referral Interventions:</b>	Any pre-referral interventions. Options include: <ul style="list-style-type: none"> <li>• Not Applicable</li> <li>• Attended Early Intervention Program</li> <li>• Received Private Occupational Therapy Services</li> <li>• Received School-Based Interventions</li> <li>• Received Teacher Interventions</li> <li>• No Interventions Provided</li> <li>• Other</li> </ul>	N/A
<b>Specify:</b>	Additional information if "Other" is selected above.	This field appears when "Other" is selected from the field prior.
<b>Outcomes:</b>	The outcome of the interventions.	N/A
<b>Environmental, Cultural and/or Dialectal Considerations</b>		
<b>Language(s) spoken in the home:</b> <i>Required</i>	The student's spoken language at home.	The values in this field are pulled from Student Information > Census > Language Spoken in the Home.
<b>Dialect/Cultural Considerations:</b> <i>Required</i>	The student's language they primarily speak. Options include: <ul style="list-style-type: none"> <li>• Standard American English</li> <li>• Local Hawaiian Creole (i.e., pidgin English)</li> <li>• A mixture of English and Home Language(s)</li> <li>• Other</li> </ul>	N/A
<b>Specify:</b>	Additional information if "Other" is selected above.	This field appears when "Other" is selected from the field prior.
<b>Assessment Procedures and Results</b>		
<b>All domains pertaining to the area(s) of concern were assessed and test results are valid.</b>	A checkbox indicating all area(s) of concern were assessed.	N/A

Field	Description	Validation
<b>A variety of assessment procedures were used to gather information.</b>	A checkbox indicating a a variety of assessment methods were used to gather data.	N/A
<b>Tests Administered:</b>	The tests administered to the student.	N/A
<b>Informal/Non-Standardized Measures/Methods Used:</b>	Any other assessment methods used. Options include: <ul style="list-style-type: none"> <li>• Records Review</li> <li>• Interview</li> <li>• Observation</li> </ul>	N/A
<p><b>Context/Environment</b></p> <p><i>This section has multiple sections describing the different contexts or environments and the level of impact on the student. For each of the sections listed below, the level of impact and a description should be documented:</i></p> <ul style="list-style-type: none"> <li>• <i>Physical Layout</i></li> <li>• <i>Organization of Materials/Supplies</i></li> <li>• <i>Availability/Clarity of Performance Expectations</i></li> <li>• <i>Noise Level</i></li> <li>• <i>Visual Stimuli</i></li> <li>• <i>Lighting</i></li> <li>• <i>Number of Individuals Present</i></li> <li>• <i>Temperature</i></li> <li>• <i>Other</i></li> </ul>		
<b>Level of Impact:</b>	The level of impact pertaining to the particular environmental condition. Options include: <ul style="list-style-type: none"> <li>• No Impact</li> <li>• Minimal Impact</li> <li>• Significant Impact</li> </ul>	N/A
<b>Description of factor and how it impacts participation and performance in activities:</b>	A description of the environmental condition and specifically how it impacts the student's participation and performance.	N/A

Field	Description	Validation
<b>Functional Performance</b> <i>This section has multiple sections describing the functional areas and the student's strengths and challenges in that area. For each of the sections listed below, the student's performance, strengths, challenges, and additional factors should be documented:</i> <ul style="list-style-type: none"> <li>• Self-Care</li> <li>• Environmental Factors</li> <li>• Student Role/Interaction Skills</li> <li>• Learning/Academics</li> <li>• Play/Recreation</li> </ul>		
<b>Student Performance:</b>	The student's performance in the particular area.	N/A
<b>Strengths:</b>	The student's strengths with these activities.	N/A
<b>Challenges:</b>	The student's challenges with these activities.	N/A
<b>Factors Affecting Student Participation:</b>	Additional factors impacting the student's participation in these activities.	N/A
<b>Standardized Assessment Results</b>		
<b>Explain:</b>	A summary of the assessment results.	N/A
<b>Implications for Learning and Educational Impact</b>		
<b>Student has challenges with skill area(s) that prevent participation in educational activities.</b>	Indicates the student has challenges pertaining to their academic progress.	N/A
<b>Identify activities and impact on participation:</b>	The activities that impact the student's participation	This field becomes available when the corresponding checkbox is marked.
<b>There is no adverse impact on the student's ability to participate in educational activities.</b>	Indicates the student does not have challenges pertaining to their academic progress.	N/A

Field	Description	Validation
<b>Level of Support Needed</b>	The level of support the student needs in the particular area. Options include: <ul style="list-style-type: none"> <li>• Functional (little or no support needed)</li> <li>• Moderate Level of Support Needed</li> <li>• High Level of Support Needed</li> </ul>	The Levels of Support Needed, Responsiveness to Assistance, and Comments fields also applies to the following sections: <ul style="list-style-type: none"> <li>• Self-Care</li> <li>• Environmental Factors</li> <li>• Student Role/Interaction Skills</li> <li>• Learning/Academics</li> <li>• Play/Recreation</li> </ul>
<b>Responsiveness to Assistance</b>	The student's response to assistance in the particular area. Options include: <ul style="list-style-type: none"> <li>• Responsive</li> <li>• Somewhat Responsive</li> <li>• Not Responsive</li> </ul>	N/A
<b>Comments:</b>	Any additional information regarding the particular area.	N/A
<b>Summary and Recommendations</b>		
<b>Explain:</b>	A summary of the evaluation team's recommendations.	N/A

## Physical Therapy

Field	Description	Validation
<b>Reason for Referral</b>		
<b>The student was referred by:</b> <i>Required</i>	The person who referred the student for the assessment.	N/A

Field	Description	Validation
<b>Referred due to the following Mobility concerns within:</b>	The Mobility concerns of the student that led to the referral. Options include: <ul style="list-style-type: none"> <li>• Classroom</li> <li>• Campus (navigating between buildings, stairs, cafeteria, library, etc.)</li> <li>• Outdoor Recess Play Area</li> <li>• Other</li> </ul>	N/A
<b>Specify:</b>	Additional information if "Other" is selected above.	This field appears when "Other" is selected from the field prior.
<b>Background Information</b>		
<b>Relevant information regarding medical history:</b>	Any pertinent information regarding the student's background.	N/A
<b>Pre-referral Interventions:</b>	Any pertinent information regarding the student's parent/guardian. Options include: <ul style="list-style-type: none"> <li>• Not Applicable</li> <li>• Attended Early Intervention Program</li> <li>• Received Private Occupational Therapy Services</li> <li>• Received School-Based Interventions</li> <li>• Received Teacher Interventions</li> <li>• No Interventions Provided</li> <li>• Other</li> </ul>	N/A
<b>Specify:</b>	Additional information if "Other" is selected above.	This field appears when "Other" is selected from the field prior.
<b>Outcomes:</b>	The outcome of the interventions.	N/A

Field	Description	Validation
<b>Environmental, Cultural and/or Dialectal Considerations</b>		
<b>Language(s) spoken in the home:</b> <i>Required</i>	The student's spoken language at home.	The values in this field are pulled from Student Information > Census > Language Spoken in the Home.
<b>Dialect/Cultural Considerations:</b> <i>Required</i>	The student's language they primarily speak. Options include: <ul style="list-style-type: none"> <li>• Standard American English</li> <li>• Local Hawaiian Creole (i.e., pidgin English)</li> <li>• A mixture of English and Home Language(s)</li> <li>• Other</li> </ul>	N/A
<b>Specify:</b>	Additional information if "Other" is selected above	This field appears when "Other" is selected from the field prior.
<b>Assessment Procedures and Results</b>		
<b>All domains pertaining to the area(s) of concern were assessed and test results are valid.</b>	A checkbox indicating all area(s) of concern were assessed.	N/A
<b>A variety of assessment procedures were used to gather information.</b>	A checkbox indicating a variety of assessment methods were used to gather data.	N/A
<b>Tests Administered:</b>	<div style="border: 1px solid black; padding: 5px; width: fit-content;">           The tests administered to the student.         </div>	N/A
<b>Informal/Non-Standardized Measures/Methods Used:</b>	Any other assessment methods used. Options include: <ul style="list-style-type: none"> <li>• Records Review</li> <li>• Interview</li> <li>• Observation</li> </ul>	N/A

Field	Description	Validation
<p><b>Context/Environment</b></p> <p><i>This section has multiple sections describing the different contexts or environments and the level of impact on the student. For each of the sections listed below, the level of impact and a description should be documented:</i></p> <ul style="list-style-type: none"> <li>• <i>School Mobility</i></li> <li>• <i>Classroom Activities</i></li> <li>• <i>Bussing, Arrival, Dismissal</i></li> <li>• <i>Mealtime</i></li> <li>• <i>Toileting</i></li> <li>• <i>Playground/Recess</i></li> <li>• <i>Physical Education Performance and Participation</i></li> <li>• <i>Equipment Needs</i></li> <li>• <i>Other</i></li> </ul>		
<p><b>Level of Impact:</b></p>	<p>The level of impact pertaining to the particular environmental condition. Options include:</p> <ul style="list-style-type: none"> <li>• No Impact</li> <li>• Minimal Impact</li> <li>• Significant Impact</li> </ul>	<p>N/A</p>
<p><b>Description of factor and how it impacts participation and performance in activities:</b></p>	<p>A description of the environmental condition and specifically how it impacts the student's participation and performance.</p>	<p>N/A</p>
<p><b>Functional Performance</b></p> <p><i>This section has multiple sections describing the functional areas and the student's strengths and challenges in that area. For each of the sections listed below, the student's performance, strengths, challenges, and additional factors should be documented:</i></p> <ul style="list-style-type: none"> <li>• <i>Self-Care</i></li> <li>• <i>Environmental Factors</i></li> <li>• <i>Student Role/Interaction Skills</i></li> <li>• <i>Learning/Academics</i></li> <li>• <i>Play/Recreation</i></li> </ul>		
<p><b>Student Performance:</b></p>	<p>The student's performance in the particular area.</p>	<p>N/A</p>
<p><b>Strengths:</b></p>	<p>The student's strengths with these activities.</p>	<p>N/A</p>
<p><b>Challenges:</b></p>	<p>The student's challenges with these activities.</p>	<p>N/A</p>

Field	Description	Validation
<b>Factors Affecting Student Participation:</b>	Additional factors impacting the student's participation in these activities.	N/A
<b>Standardized Assessment Results</b>		
<b>Explain:</b>	A summary of the assessment results.	N/A
<b>Implications for Learning and Educational Impact</b>		
<b>Student has challenges with skill area(s) that prevent participation in educational activities.</b>	Indicates the student has challenges pertaining to their academic progress.	N/A
<b>Identify activities and impact on participation:</b>	The activities that impact the student's participation	This field appears when "Other" is selected from the field prior.
<b>There is no adverse impact on the student's ability to participate in educational activities.</b>	Indicates the student does not have challenges pertaining to their academic progress.	N/A
<b>Level of Support Needed:</b>	<p>The level of support the student needs in the particular area. Options include:</p> <ul style="list-style-type: none"> <li>• Functional (little or no support needed)</li> <li>• Moderate Level of Support Needed</li> <li>• High Level of Support Needed</li> </ul>	<p>The Levels of Support Needed, Responsiveness to Assistance, and Comments fields also applies to the following sections:</p> <ul style="list-style-type: none"> <li>• Self-Care</li> <li>• Environmental Factors</li> <li>• Student Role/Interaction Skills</li> <li>• Learning/Academics</li> <li>• Play/Recreation</li> </ul>
<b>Responsiveness to Assistance:</b>	<p>The student's response to assistance in the particular area. Options include:</p> <ul style="list-style-type: none"> <li>• Responsive</li> <li>• Somewhat Responsive</li> <li>• Not Responsive</li> </ul>	N/A
<b>Comments:</b>	Any additional information regarding the particular area.	N/A
<b>Summary and Recommendations</b>		



Field	Description	Validation
<b>Explain:</b>	A summary of the evaluation team's recommendations.	N/A

## Speech and Language

Field	Description	Validation
<b>Reason for Referral</b>		
<b>The student was referred by:</b>	The person who referred the student for the assessment. Options include: <ul style="list-style-type: none"> <li>• Teacher</li> <li>• Parent</li> </ul>	N/A
<b>Speech</b>	Indicates if the student was referred due to speech concerns.	N/A
<b>Briefly describe concerns:</b>	A description of the speech concern.	This field appears when "Speech" is selected from the corresponding field.
<b>Language</b>	Indicates if the student was referred due to language concerns.	N/A
<b>Briefly describe concerns:</b>	A description of the language concern.	This field appears when "Language" is selected from the corresponding field.
<b>Background Information</b>		
<b>Relevant information regarding speech and language development:</b>	Any pertinent information regarding the student's background.	N/A

Field	Description	Validation
<b>Pre-referral Interventions:</b>	Any pertinent information regarding the student's parent/guardian. Options include: <ul style="list-style-type: none"> <li>• Not Applicable</li> <li>• Attended Early Intervention Program</li> <li>• Received Private Occupational Therapy Services</li> <li>• Received School-Based Interventions</li> <li>• Received Teacher Interventions</li> <li>• No Interventions Provided</li> <li>• Other</li> </ul>	N/A
<b>Specify:</b>	Additional information if "Other" is selected above.	This field appears when "Other" is selected from the corresponding field.
<b>Outcomes:</b>	The outcome of the interventions.	N/A
<b>Parent Information:</b>	Any pertinent information regarding the student's parent/guardian.	N/A
<b>Environmental, Cultural and/or Dialectal Considerations</b>		
<b>Language(s) spoken in the home:</b> <i>Required</i>	The student's spoken language at home.	The options in this field come from Census > Language at Home.
<b>Dialect/Cultural Considerations:</b> <i>Required</i>	The student's language they primarily speak. Options include: <ul style="list-style-type: none"> <li>• Standard American English</li> <li>• Local Hawaiian Creole (i.e., pidgin English)</li> <li>• A mixture of English and Home Language(s)</li> <li>• Other</li> </ul>	N/A
<b>Specify:</b>	Additional information if "Other" is selected above.	This field appears when "Other" is selected from the corresponding field.

Field	Description	Validation
<b>Assessment Procedures and Results</b>		
<b>Speech and language skills were comprehensively assessed, and results are valid.</b>	Indicates the student's speech and language skills were adequately assessed.	N/A
<b>A variety of assessment procedures were used to gather information.</b>	A checkbox indicating a variety of assessment methods were used to gather data.	N/A
<b>Test Administered:</b>	The tests administered to the student.	N/A
<b>Informal/non-standardized measures/methods used:</b>	Any informal methods used for assessment.	N/A
<b>Behavioral Observations</b>		
<b>Behavior In:</b>	Indicates how the student's behavior was assessed. Options include: <ul style="list-style-type: none"> <li>• One-to-One Setting</li> <li>• Group Setting</li> </ul>	N/A
<b>Behavior With:</b>	Indicates who assessed the student's behavior. Options include: <ul style="list-style-type: none"> <li>• Familiar Adult</li> <li>• Unfamiliar Adult</li> <li>• Peers</li> </ul>	N/A
<b>Behavior:</b>	The student's behavior assessment. Options include: <ul style="list-style-type: none"> <li>• Interacted with or responded</li> <li>• Used repetitive or perseverative behaviors</li> <li>• Difficulty switching tasks</li> <li>• Followed directions</li> <li>• Responded to questions after lengthy pauses</li> <li>• Did not interact/respond to communication partner</li> </ul>	N/A

Field	Description	Validation
<b>Communication In:</b>	Indicates how the student's communication skills was assessed. Options include: <ul style="list-style-type: none"> <li>• One-to-One Setting</li> <li>• Group Setting</li> </ul>	N/A
<b>Communication With:</b>	Indicates who assessed the student's communication skills. Options include: <ul style="list-style-type: none"> <li>• Familiar Adult</li> <li>• Unfamiliar Adult</li> <li>• Peers</li> </ul>	N/A
<b>Communication:</b>	The student's communication assessment. Options include: <ul style="list-style-type: none"> <li>• Initiated novel messages</li> <li>• Imitated adult</li> <li>• Did not initiate but responded to questions</li> <li>• Did not initiate or respond to questions</li> </ul>	N/A
<b>Comments:</b>	Any additional information.	N/A
<b>Speech/Language/Communication Findings</b>		
<b>Tests Administered:</b>	The tests administered to assess the student's speech/language/communication skills.	N/A
<b>Informal/non-standardized measures/methods used:</b>	Any informal methods used for assessment.	N/A
<b>Hearing and Oral Structures</b>		
<b>Hearing Screening:</b>	The results of the student's hearing assessment. Options include: <ul style="list-style-type: none"> <li>• Pass</li> <li>• Did Not Pass</li> <li>• Unable to Complete</li> </ul>	N/A
<b>Comments:</b>	Any comments related to the hearing assessment.	N/A

Field	Description	Validation
<b>Oral Structures and Functioning:</b>	<p>The results of the student's oral assessment. Options include:</p> <ul style="list-style-type: none"> <li>• Adequate for Speech Production</li> <li>• Motoric Difficulties Interfere with Speech Production</li> <li>• Structural Abnormalities Interfere with Speech Production</li> <li>• Motoric &amp; Structural Abnormalities Interfere with Speech Production</li> </ul>	N/A
<b>Comments:</b>	Any comments related to the oral assessment.	N/A
<b>Speech (Speaking) Skills</b>		
<b>Voice:</b>	<p>The results of the student's voice assessment. Options include:</p> <ul style="list-style-type: none"> <li>• Voice Quality and Loudness Levels Appropriate</li> <li>• Vocal Quality Interferes with Communication</li> <li>• Inappropriate Loudness Levels</li> </ul>	N/A
<b>Fluency:</b>	<p>The level of speech fluency for the student. Options include:</p> <ul style="list-style-type: none"> <li>• Rhythm and Rate of Speech Appropriate</li> <li>• Hesitations and Repetitions Noted when Speaking</li> </ul>	N/A
<b>Comments:</b>	Any comments related to the student's voice/fluency.	N/A
<b>Assessment Given:</b>	The assessment given to test the student's speech sound production.	N/A
<b>Score:</b>	The results of the assessment.	N/A
<b>Description and Summary of Speech Sound Production:</b>	A description of the speech sound production assessment.	N/A

Field	Description	Validation
<b>Single Words:</b>	A description of the student's use of single words.	N/A
<b>Connected Speech:</b>	A description of the student's use of connected speech.	N/A
<b>Understood by a parent or familiar listener</b>	Indicates the student was able to be understood by familiar listeners.	N/A
<b>Frequency</b>	How often the student was understood by familiar listeners. Options include: <ul style="list-style-type: none"> <li>• Often</li> <li>• Sometimes</li> <li>• Rarely</li> <li>• Never</li> </ul>	N/A
<b>Percentage Rating</b>	The percentage of how often the student was understood by familiar listeners.	N/A
<b>Understood by unfamiliar listener</b>	Indicates the student was understood by unfamiliar listeners.	N/A
<b>Frequency</b>	How often the student was understood by unfamiliar listeners. Options include: <ul style="list-style-type: none"> <li>• Often</li> <li>• Sometimes</li> <li>• Rarely</li> <li>• Never</li> </ul>	N/A
<b>Percentage Rating</b>	The percentage of how often the student was understood by unfamiliar listeners.	N/A
<b>Comments:</b>	Any additional information regarding the student's speech sound production.	N/A
<b>Language Skills</b>		

Field	Description	Validation
<b>Management of a Conversation:</b>	An assessment of the student's functional communication skills to manage a conversation. Options include: <ul style="list-style-type: none"> <li>• Initiated a conversation</li> <li>• Maintained topic of conversation</li> <li>• Provided clarification when the conversational partner requested</li> <li>• Did not socially engage with conversational partner</li> <li>• Took turns when conversing</li> <li>• Monitors language production &amp; makes corrections</li> <li>• Speech is socially directed to listener</li> </ul>	N/A
<b>Comments:</b>	Any comments related to the student's management of a conversation.	N/A
<b>Telling a Personal Story (describing an event that happened):</b>	An assessment of the student's skills concerning telling a personal story. Options include: <ul style="list-style-type: none"> <li>• Story focused on a specific topic</li> <li>• Explained familiar events and sequences</li> <li>• Unable to talk about events or explain "what happened"</li> <li>• Statements were related to topic</li> <li>• Used words to connect ideas/actions</li> </ul>	N/A
<b>Comments:</b>	Any comments related to the student's ability to tell a personal story.	N/A
<b>Interact with others while playing</b>	Indicates the student interacts with others while playing.	N/A

Field	Description	Validation
<b>Use of language while communicating with peers:</b>	An assessment of the student's use of language while communication with peers. Options include: <ul style="list-style-type: none"> <li>• Did not acknowledge or pay attention to other children during play activities</li> <li>• Played near other children but did not interact or acknowledge others</li> <li>• Played near other children and attempted to engage and communicate with peers</li> <li>• Interacted with adult not peers</li> <li>• Took turns and played with other children</li> </ul>	N/A
<b>Activities engaged in while playing</b>	Indicates the student engages in activities while playing.	N/A
<b>Use of language while communicating with peers:</b>	An assessment of how the student communication with their peers. Options include: <ul style="list-style-type: none"> <li>• Played imaginatively, talked about events using toys and props</li> <li>• Did not use toys and props to act out events or play imaginatively</li> <li>• Played imaginatively with toys and props - minimal talking while playing</li> </ul>	N/A
<b>Comments:</b>	Any comments related to the student's use of language.	N/A
<b>Strength:</b>	The student's speech strengths.	N/A
<b>Challenge:</b>	The student's speech challenges.	N/A



Field	Description	Validation
<b>Level of support needed to acquire skill:</b>	The amount of assistance the student will need to aid them in gaining speech skills. Options include: <ul style="list-style-type: none"> <li>• High level of support needed</li> <li>• Moderate level of support needed</li> <li>• Minimal level or no support needed</li> </ul>	N/A
<b>Student's response to support provided:</b>	The student's response to the assistance provided. Options include: <ul style="list-style-type: none"> <li>• Student responsive and motivated</li> <li>• Student responsive but needs encouragement</li> <li>• Student not responsive</li> </ul>	N/A
<b>Words and Communication</b>		
<b>Assessment(s) Administered and Score(s):</b>	The assessment given to the student to determine their understanding and use of words.	N/A
<b>Language Sample:</b>	The language sample used in the assessment. Options include: <ul style="list-style-type: none"> <li>• Conversational</li> <li>• Personal Story</li> <li>• Story Retell</li> </ul>	N/A
<b>Mean Length of Utterance</b>	Indicates a mean length of utterance has been calculated.	N/A
<b>Score:</b>	The student's score for length of utterance.	N/A
<b>Mean:</b>	The student's mean length of utterance.	N/A
<b>Standard Deviation:</b>	The student's standard deviation.	N/A
<b>Total Number of Words</b>	Indicates the total number of words has been calculated.	N/A

Field	Description	Validation
<b>Score:</b>	The student's score for total number of words.	N/A
<b>Mean:</b>	The student's mean total number of words.	N/A
<b>Standard Deviation:</b>	The student's standard deviation.	N/A
<b>Total Number of Different Words</b>	Indicates the total number of different words has been calculated.	N/A
<b>Score:</b>	The student's score for different words used.	N/A
<b>Mean:</b>	The student's mean for different words used.	N/A
<b>Standard Deviation:</b>	The student's standard deviation.	N/A
<b>Word Knowledge (used the following type of words):</b>	The students word knowledge for the following word types. Options include: <ul style="list-style-type: none"> <li>• Nouns</li> <li>• Pronouns</li> <li>• Verbs/action words</li> <li>• Descriptive words</li> </ul>	N/A
<b>Examples:</b>	An example of the student's word knowledge.	N/A
<b>Answered the following question words accurately:</b>	Indicates the student the following question words. Options include: <ul style="list-style-type: none"> <li>• What</li> <li>• Where</li> <li>• When</li> <li>• Who</li> <li>• Difficulty Understanding</li> </ul>	N/A
<b>Comments:</b>	Any comments regarding the student's question word proficiency.	N/A

Field	Description	Validation
<b>Followed One Step Directions:</b>	Indicates the student was able to follow a one step direction. Options include: <ul style="list-style-type: none"> <li>No Component</li> <li>One Component</li> <li>Two Components</li> <li>Difficulty Understanding</li> </ul>	N/A
<b>Followed Two Step Directions:</b>	Indicates the student was able to follow two step directions. Options include: <ul style="list-style-type: none"> <li>No Component</li> <li>One Component</li> <li>Two Components</li> <li>Difficulty Understanding</li> </ul>	N/A
<b>Comments:</b>	Any comments related to the student's ability to follow directions.	N/A
<b>Assessment(s) Administered and Score(s):</b>	The assessment administered to examine the student's syntax and grammar skills.	N/A
<b>Assessment(s) Administered and Score(s):</b>	The results of the assessment. Options include: <ul style="list-style-type: none"> <li>Single</li> <li>Compound</li> <li>Complex</li> </ul>	N/A
<b>Examples:</b>	Examples of the student's syntax and grammar skills.	N/A
<b>Grammatical Form Used:</b>	The type of grammatical form the student used. Options include: <ul style="list-style-type: none"> <li>Regular past tense</li> <li>Plural</li> <li>Possessive</li> <li>Irregular past tense</li> <li>Present progressive</li> </ul>	N/A
<b>Examples:</b>	Examples of the student's grammatical form skills.	N/A

Field	Description	Validation
<b>Comments:</b>	Any comments related to the student's grammatical form skills.	N/A
<b>Phonological Awareness</b>	Indicates the student's language and literacy skills. Options include: <ul style="list-style-type: none"> <li>• Discriminated between sounds</li> <li>• Aware of/participated in rhyming games, nurse rhymes/songs</li> <li>• Segmented Syllables (e.g., counted, tapped, or clapped out)</li> <li>• Spontaneously uses alliteration (e.g., "bee-bo-by")</li> </ul>	N/A
<b>Comments:</b>	Any comments related to the student's language and literacy skills.	N/A
<b>Print Knowledge Skills</b>	Indicates the student's print knowledge skills. Options include: <ul style="list-style-type: none"> <li>• Book and print organization</li> <li>• Left to right directionality</li> <li>• Top to bottom directionality</li> <li>• Concept of word</li> <li>• Print function</li> </ul>	N/A
<b>Comments:</b>	Any comments related to the student's print knowledge skills.	N/A
<b>Alphabetic Knowledge:</b>	Indicates the student's alphabet knowledge. Options include: <ul style="list-style-type: none"> <li>• Upper case letter identification</li> <li>• Lower case letter identification</li> <li>• Sound/letter correspondence</li> </ul>	N/A
<b>Comments:</b>	Any comments related to the student's alphabet knowledge.	N/A

Field	Description	Validation
<b>Narratives: Retell of a Familiar Story</b>	An assessment of how the student tells a family story. Options include: <ul style="list-style-type: none"> <li>• Named Character(s)</li> <li>• Identified time or setting</li> <li>• Identified the problem</li> <li>• Explained sequences of events</li> <li>• Connected sequences of events</li> <li>• Explained attempts to resolve problem</li> <li>• Ended the story</li> </ul>	N/A
<b>Story Retell Abilities:</b>	The skills demonstrated by the student's retelling of a family story. Options include: <ul style="list-style-type: none"> <li>• Age appropriate skills</li> <li>• Lacked organization</li> <li>• Limited information</li> <li>• Numerous stalls and stops</li> <li>• Unable to retell a story from memory</li> </ul>	N/A
<b>Comments:</b>	Any comments related to the student's retelling of a family story.	N/A
<b>Implications for Learning</b>		
<b>Identify the gap between performance and what is expected.</b>	A description of the gap between the student's performance and the expected results.	N/A
<b>Recommendations</b>		
<b>Recommendations should align with the implications for learning to address what speech and/or language skills is needed to advance in general education.</b>	A description of the team's recommendations for intervention.	N/A
<b>Summary</b>		

Field	Description	Validation
<b>A comprehensive speech and language assessment was conducted due to the following speech and language concerns:</b>	An overview of the speech and language concerns that led to this evaluation.	N/A
<b>The following is a summary of the student's performance.</b>	An overview of the student's performance with the evaluation.	N/A
<b>Student's Vocabulary and Knowledge of Different Words was:</b>	The overall result of the student's vocabulary and knowledge of different words. Options include: <ul style="list-style-type: none"> <li>• Age Appropriate</li> <li>• Characterized by the ability to &lt;identify strength in this area&gt; however language growth is impacted</li> </ul>	N/A
<b>Language growth is impacted because:</b>	The reasoning for this conclusion. Options include: <ul style="list-style-type: none"> <li>• A limited knowledge and use of a variety of words</li> <li>• Difficulty recalling and using newly taught words</li> </ul>	N/A
<b>Level of support needed to acquire skill:</b>	The level of assistance the student requires to acquire these skills. Options include: <ul style="list-style-type: none"> <li>• High level of support needed</li> <li>• Moderate level of support needed</li> <li>• Minimal level or no support needed</li> </ul>	N/A
<b>Student's response to support provided:</b>	The student's response to the assistance provided. Options include: <ul style="list-style-type: none"> <li>• Student responsive and motivated</li> <li>• Student responsive but needs encouragement</li> <li>• Student not responsive</li> </ul>	N/A

# Reason for Referral

The Reason for Referral editor is used to document the reason the student was referred to be evaluated.

**Reason for Referral**

*This section must be completed to summarize ALL data reviewed and assessment results. This information must draw upon information from a variety of sources, and must be documented and carefully considered. Integration and interpretation of data should be summarized and support the basis for making the determination. It should describe the child's strengths, limitations in the area of concern and the disability worksheet MUST be completed after discussing findings. The worksheet is a part of the Evaluation Summary Report. This is a required document that is to be provided to the parent and MUST be written in a manner that is easy for parents to understand.*

**Reason(s) for Referral**  
There is a suspicion of a disability due to the following concern(s):

**Area(s) related to the suspected disabilities:**

<input type="checkbox"/> Academics	<input type="checkbox"/> Reading Comprehension	<input type="checkbox"/> Reading Fluency
<input type="checkbox"/> Math Calculation	<input type="checkbox"/> Math Problem Solving	<input type="checkbox"/> Written Expression
<input type="checkbox"/> Speaking	<input type="checkbox"/> Listening	<input type="checkbox"/> Adaptive Behavior
<input type="checkbox"/> Cognition	<input type="checkbox"/> Behavior	<input type="checkbox"/> Acquisition of Developmental Milestones
<input type="checkbox"/> Fine Motor	<input type="checkbox"/> Gross Motor	<input type="checkbox"/> Hearing
<input type="checkbox"/> Vision	<input type="checkbox"/> Social-Emotional	<input type="checkbox"/> Other

**Existing Data**  
**The following existing information was reviewed:**  
check all that apply and summarize information reviewed as it relates to concern

Evaluations and information provided by parents of the student

Current classroom-based or State assessments

Current classroom-based observations

Preschool Age: Current observations in the natural environment

Observations by teachers and related service providers outside of the classroom

**Summary of information related to concerns:**

*Reason for Referral*

▶ [Click here to expand...](#)

Field	Description	Validation
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Field	Description	Validation
<b>Area(s) related to the suspected disabilities:</b>	The area related to the student's suspected disability. Options include: <ul style="list-style-type: none"> <li>• Academics</li> <li>• Reading Comprehension</li> <li>• Reading Fluency</li> <li>• Math Calculation</li> <li>• Math Problem Solving</li> <li>• Written Expression</li> <li>• Speaking</li> <li>• Listening</li> <li>• Adaptive Behavior</li> <li>• Cognition</li> <li>• Behavior</li> <li>• Acquisition of Developmental Milestones</li> <li>• Hearing</li> <li>• Fine Motor</li> <li>• Gross Motor</li> <li>• Vision</li> <li>• Social-Emotional</li> <li>• Other</li> </ul>	N/A
<b>Specify:</b> <i>Required when available</i>	A text field used to clarify when Other is selected above.	This field displays when the Other checkbox is marked.
<b>The following existing information was reviewed:</b>	The existing documentation or information used in the review process. Options include: <ul style="list-style-type: none"> <li>• Evaluations and information provided by parents of the student</li> <li>• Current classroom-based or State assessments</li> <li>• Current classroom-based observations</li> <li>• Preschool Age: Current observations in the natural environment</li> <li>• Observations by teachers and related service providers outside of the classroom</li> </ul>	N/A



Field	Description	Validation
<b>Summary of information related to concerns:</b>	A text field used to document any information related to concerns.	N/A
<b>There are educationally relevant medical and/or physical issues directly related to the student's learning and access to education.</b>	Indicates is there are relevant medical and/or physical issues related to the student's learning and access to education.	Yes or No
<b>Documentation:</b>	A field used to provide clarity about the above medical issues.	Displays when Yes is selected.
<b>There are educationally relevant physical issues directly related to the student's learning and access to education.</b>	Indicates is there are relevant physical issues related to the student's learning and access to education.	Yes of No
<b>Documentation:</b>	A field used to provide clarity about the above physical issues.	Displays when Yes is selected.
<b>All assessments, materials and/or strategies used, considered racial or cultural bias and linguistic differences.</b>	The assessments used for determination.	N/A
<p><b>Interventions Summary</b></p> <p><i>This table is read only and displays the following columns:</i></p> <ul style="list-style-type: none"> <li>• +/-</li> <li>• Intervention</li> <li>• &gt;</li> </ul> <p><i>All of these read only values come from the user selecting the "Add Intervention" button and entering information on a side panel recording what interventions were used.</i></p>		
<b>Intervention Summary (side panel)</b>		
<b>Area of Need Required</b>	The student's area of need.	N/A
<b>Instructional Strategies Used</b>	The instructional strategies used for the intervention.	N/A

Field	Description	Validation
<b>Length of Time Interventions Provided</b>	The amount of time the intervention will be provided. (# of weeks or months)	N/A
<b>How often and how long interventions were provided</b>	The frequency and length of time the intervention will be provided.	N/A
<b>Student Performance results of interventions</b>	The results of the intervention.	N/A

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## Summary and Interpretation of Evaluation Data

*Integrate and interpret evaluation data by describing relevant key findings across areas reviewed and assessed related to the area(s) of concern. All data summarized (test results, observations, interviews, etc.) MUST be relevant and related to the referral and suspicion of a disability. Performance must be described. Do NOT just re-state/list every assessment/observation completed. Limit the use of jargon. State findings in language that is understandable to all team members, including the parent.*

**Summary and Interpretation of Evaluation Data**

Integrate and interpret evaluation data by describing relevant key findings across areas reviewed and assessed related to the area(s) of concern. All data summarized (test results, observations, interviews, etc.) MUST be relevant and related to the referral and suspicion of a disability. Performance must be described. Do NOT just re-state/list every assessment/observation completed. Limit the use of jargon. State findings in language that is understandable to all team members, including the parent.

Findings obtained from a variety of sources were carefully considered and are documented below.

---

**Summary of Findings in area(s) of Concern**

Area of Concern ↑	Strengths	Limitations
No records available.		

[New](#)

*Summary and Interpretation of Evaluation Data Editor*

▶ [Click here to expand...](#)

Field	Description
<p><b>Findings obtained from a variety of sources were carefully considered and are documented below.</b></p> <p><i>This table is read only and displays the following columns:</i></p> <ul style="list-style-type: none"> <li>• <i>Area of Concern</i></li> <li>• <i>Strengths</i></li> <li>• <i>Limitations</i></li> </ul> <p><i>All of these read only values come from the user selecting the "New" button and entering information on a side panel recording what summary of findings were.</i></p>	
<p><b>Summary of Findings in area(s) of Concern (side panel)</b></p>	
<p><b>Area of Concern:</b> <i>Required</i></p>	The area of concern.
<p><b>Strengths:</b></p>	The student's strengths.
<p><b>Limitations:</b></p>	The student's limitations.

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## Exclusionary Factors

The Exclusionary Factors editor is used to document any factors excluding the student from regular education.

Exclusionary Factors IN PROGRESS
Editor 11 of 16

The student is not eligible for special education if the learning difficulty is **primarily** due to conditions other than a disability.

The student's learning difficulty is **primarily** due to:

**Lack of appropriate instruction in reading \***  
for preschool - exposure to early literacy activities  
Yes

**Lack of appropriate instruction in math \***  
for preschool - exposure to early numeracy activities  
No

**Environmental or Economic Factors \***  
No

**Cultural Factors \***  
No

**Limited English Proficiency \***  
No

*Exclusionary Factors Editor*

[▶ Click here to expand...](#)

Field	Description	Validation
<b>Lack of appropriate instruction in reading</b>	Indicates a lack of appropriate instruction in reading.	Yes or No  This is a required field for saving the editor.
<b>Lack of appropriate instruction in math</b>	Indicates a lack of appropriate instruction in math.	Yes or No  This is a required field for saving the editor.
<b>Environmental or Economic Factors</b>	Indicates there are environment or economic factors excluding the student from regular education.	Yes or No  This is a required field for saving the editor.
<b>Cultural Factors</b>	Indicates there are cultural factors excluding the student from regular education.	Yes or No  This is a required field for saving the editor.
<b>Limited English Proficiency</b>	Indicates there is a limitation in English proficiency excluding the student from regular education.	Yes or No  This is a required field for saving the editor.

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## Eligibility Criteria Checklist

The Eligibility Criteria Checklist is used to document if the student meets the criteria for difference disabilities.

[▶ Click here to expand...](#)

## Eligibility Criteria List Screen

Eligibility Criteria Checklists <span style="float: right;">IN PROGRESS</span>				Editor 12 of 16
	Sequence	Eligibility Category	Eligible	Print In Evaluation
	1	Deaf	true	<input type="checkbox"/> OFF

*Eligibility Criteria List Screen*

Column Name	Description
<b>Padlock Icon</b>	The user currently working on the record.
<b>Sequence</b>	The order in which the record will print.
<b>Eligibility Category</b>	The area assessed.
<b>Eligible</b>	Indicates if the student is eligible to receive special ed services in that area.
<b>Print in Evaluation</b>	Indicates this record will print on the Evaluation.

## Eligibility Criteria Detail Screen

Eligibility Criteria Checklist

Eligibility Category \* Sequence Print In Evaluation

Deaf 1

Eligible  Date of Eligibility Determination \* 02/12/2021

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*This is the final step when documenting if a student meets the eligibility criteria under Chapter 60. The team completes this form AFTER discussing the student's educational history and summary of current performance. Team members compare the data about the child to see if there is a match to one of the eligibility categories defined in chapter 60.*

**Deaf** means that the student has a hearing loss that impairs the auditory processing of linguistic information through hearing with or without amplification OR the hearing loss adversely affects educational performance. Criteria for the eligibility category of Deaf is documented below:

**SECTION I. EVIDENCE OF DEAFNESS** (both must be checked "yes")

The student has a significant hearing loss, averaging greater than 70dB (decibels) in the speech frequencies (500 Hz to 4,000 Hz). \*

Yes

A current hearing evaluation was conducted by an audiologist to determine hearing loss. \*

Yes

Explain or reference data or evidence:

**SECTION II. EDUCATIONAL PERFORMANCE** (ONE must be checked "yes" and area(s) impacted identified)

*Eligibility Checklist Detail - Deaf Example*

Field	Description	Validation
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Field	Description	Validation
<b>Eligibility Category</b> <i>Required</i>	The area assessed. Options include: <ul style="list-style-type: none"> <li>• Autism Spectrum Disorder</li> <li>• Deaf</li> <li>• Deaf-Blindness</li> <li>• Developmental Delay (Age 3 - 5)</li> <li>• Development Delay (Age 6 - 8)</li> <li>• Emotional Disability</li> <li>• Hard of Hearing</li> <li>• Intellectual Disability</li> <li>• Multiple Disability</li> <li>• Orthopedic Disability</li> <li>• Other Health Disability</li> <li>• Specific Learning Disability</li> <li>• Speech or Language Disability</li> <li>• Traumatic Brain Injury</li> <li>• Visual Disability incl. Blindness</li> </ul>	Options available are located in the Attribute Dictionary.
<b>Sequence</b>	Determines the sort order on the printed evaluation and on the list screen.	N/A
<b>Print in Evaluation</b>	Indicates this record will print on the evaluation.	N/A
<b>Eligible</b>	Indicates if the student is eligible to receive special ed services in that area.	N/A
<b>Date of Eligibility Determination</b> <i>*Required</i>	The date the determination was made.	* This field is required when Eligible is marked.

### Criteria for Autism Spectrum Disorder (ASD)

Field	Validation
<p><b>The student has a developmental disability affecting verbal and nonverbal communication skills (generally evident before the age of three).</b> <i>Required</i></p>	Yes or No
<p><b>Explain or reference data or evidence:</b></p>	N/A
<p><b>The student has a developmental disability significantly affecting social interaction (generally evident before the age of three).</b> <i>Required</i></p>	Yes or No
<p><b>Explain or reference data or evidence:</b></p>	N/A
<p><b>The student exhibits engagement in repetitive activities or stereotyped movements.</b></p>	Yes or No
<p><b>The student exhibits resistance to environmental change or change in daily routines.</b></p>	Yes or No
<p><b>The student exhibits unusual responses to sensory experiences.</b></p>	Yes or No
<p><b>Explain or reference data or evidence:</b></p>	N/A
<p><b>The student's verbal and non-verbal communication skills and social interaction are adversely affecting the student's educational (academic achievement and/or functional) performance.</b> <i>Required</i></p>	Yes or No
<p><b>Area(s) impacted include:</b></p>	N/A
<p><b>Explain or reference data or evidence:</b></p>	N/A
<p><b>The student's educational performance is <u>not</u> adversely affected primarily due to an emotional behavioral disability.</b></p>	N/A

Field	Validation
<p><b>ASSURANCES: The factors in determining if the student is a student with a disability is not based on:</b></p>	<p>Options include:</p> <ul style="list-style-type: none"> <li>• Lack of appropriate instruction in reading, including the essential components of reading instruction (i.e., explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency including oral reading skills, and reading comprehension strategies)</li> <li>• Lack of appropriate instruction in math</li> <li>• Limited English proficiency (All assessments, materials and/or strategies used, considered cultural and linguistic differences and were used to measure evidence of a disability not English language skills.)</li> </ul>
<p><b>There is documented evidence of Autism Spectrum Disorder that adversely affects the student's educational performance.</b></p>	<p>N/A</p>
<p><b>The student has educational needs that require specially designed instruction to participate and perform in the educational setting.</b> <i>Required</i></p>	<p>Yes or No</p>
<p><b>List and describe area(s) of educational needs:</b></p>	<p>N/A</p>

**Criteria for Deaf**

Field	Validation
<p><b>The student has a significant hearing loss, averaging greater than 70dB (decibels) in the speech frequencies (500 Hz to 4,000 Hz)</b> <i>Required</i></p>	<p>Yes or No</p>
<p><b>A current hearing evaluation was conducted by an audiologist to determine hearing loss.</b> <i>Required</i></p>	<p>Yes or No</p>
<p><b>Explain or reference data or evidence:</b></p>	<p>N/A</p>



Field	Validation
<p><b>The hearing loss impairs the student's auditory processing of linguistic information through hearing, with or without amplification. Auditory processing means the ability to listen and understand spoken messages within the school environment.</b></p> <p><i>Required</i></p>	Yes or No
<p><b>The hearing loss is adversely affecting educational (academic achievement and/or functional) performance.</b></p> <p><i>Required</i></p>	Yes or No
<p><b>Areas impacted include:</b></p>	N/A
<p><b>Explain or reference data or evidence:</b></p>	N/A
<p><b>Assurances: The factors in determining if the student is a student with a disability is not based on:</b></p>	<p>Options include:</p> <ul style="list-style-type: none"> <li>• Lack of appropriate instruction in reading, including the essential components of reading instruction (i.e. explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency including oral reading skills, and reading comprehension strategies)</li> <li>• Lack of appropriate instruction in math</li> <li>• Limited English proficiency (All assessments, materials and/or strategies used, considered cultural and linguistic differences and were used to measure evidence of a disability not English language skills.)</li> </ul>
<p><b>There is documented evidence of Deafness, that adversely affects the student's educational performance.</b></p> <p><i>Required</i></p>	Yes or No
<p><b>The student has educational needs that require specially designed instruction to participate and perform in the educational setting.</b></p> <p><i>Required</i></p>	Yes or No
<p><b>List and describe area(s) of educational needs:</b></p>	N/A

## Criteria for Deaf-Blindness (D-B)

Field	Validation
<b>Met the criteria for Deaf or Hard of Hearing (<i>attach Deaf or Hard of Hearing worksheet</i>).</b> <i>Required</i>	Yes or No
<b>Met the criteria for Visual Disability including Blindness (<i>attach Visual Disability including Blindness worksheet</i>).</b> <i>Required</i>	Yes or No
<b>Explain or reference data or evidence:</b>	N/A
<b>There is an adverse effect on communication.</b> <i>Required</i>	Yes or No
<b>Explain or reference data or evidence:</b>	N/A
<b>There is an adverse effect on developmental performance.</b> <i>Required</i>	Yes or No
<b>Explain or reference data or evidence:</b>	N/A
<b>There is an adverse effect on educational (academic achievement and/or functional) performance.</b> <i>Required</i>	Yes or No
<b>Area(s) impacted include:</b>	N/A
<b>Explain or reference data or evidence:</b>	N/A

Field	Validation
<p><b>Assurances: The factors in determining if the student is a student with a disability is not based on:</b></p>	<p>Options include:</p> <ul style="list-style-type: none"> <li>• Lack of appropriate instruction in reading, including the essential components of reading instruction (i.e. explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency including oral reading skills, and reading comprehension strategies)</li> <li>• Lack of appropriate instruction in math</li> <li>• Limited English proficiency (All assessments, materials and/or strategies used, considered cultural and linguistic differences and were used to measure evidence of a disability not English language skills.)</li> </ul>
<p><b>There is documented evidence of Deaf-Blindness that adversely affects the student's educational performance. The combination of the hearing and visual impairments cause severe communication and other developmental and educational needs such that cannot be accommodated in special education programs solely for children with deafness or blindness.</b></p>	<p>N/A</p>
<p><b>The student has educational needs that require specially designed instruction to participate and perform in the educational setting.</b> <i>Required</i></p>	<p>Yes or No</p>
<p><b>List and describe area(s) of educational needs:</b></p>	<p>N/A</p>

### Criteria for Developmental Delay 3-5 (DD 3-5)

Field	Validation
<p><b>Age: The child is between the ages of three (3) through five (5).</b> <i>Required</i></p>	<p>Yes or No</p>

Field	Validation
<p><b>The child was observed in a variety of settings that includes the natural environment such as the child's home, with a parent or caregiver or an early education or care setting that includes peers who are typically developing.</b> <i>Required</i></p>	Yes or No
<p><b>The child was observed in involved in age appropriate play and learning activities that includes peers who are typically developing. If observation in these settings is not possible, observation in an alternative setting or observing via digital recordings is permitted (include dates and settings of observations):</b> <i>Required</i></p>	Yes or No
<p><b>List Observations</b></p>	N/A
<p><b>Cognitive development and adaptive behavior are delayed equivalent to 1.5 standard deviations below the mean when compared with the standard score expected for the chronological age.</b> <i>Required</i></p>	Yes or No
<p><b>ONE of the following areas is delayed equivalent to 1.5 standard deviations below a standard score.</b> <i>Required</i></p>	Yes or No
<p><b>Check boxes that apply</b></p>	<p>Options include:</p> <ul style="list-style-type: none"> <li>• Communication Development – including speech and language development (all must be met)</li> <li>• Motor Development – including fine motor, gross motor, sensory motor and perceptual motor (all must be met)</li> <li>• Academic Development – emergent literacy – alphabet knowledge, phonological awareness, print knowledge, oral language and emergent writing (all must be met)</li> <li>• Adaptive Behavior</li> </ul>

Field	Validation
<p><b>Patterns* of learning deviate from age expectations (i.e. developmental milestones) across settings.</b> <i>Required</i></p>	<p>Yes or No</p>
<p><b>At least one must be selected</b></p>	<p>Options include:</p> <ul style="list-style-type: none"> <li>• Communication Development – including speech and language development (all must be met)</li> <li>• Motor Development – including fine motor, gross motor, sensory motor and perceptual motor (all must be met)</li> <li>• Academic Development – emergent literacy – alphabet knowledge, phonological awareness, print knowledge, oral language and emergent writing (all must be met)</li> <li>• Adaptive Behavior</li> </ul>
<p><b>Explain or reference data or evidence:</b></p>	<p>N/A</p>
<p><b>The student has a developmental delay that is adversely affecting the student’s ability to participate in age appropriate activities.</b> <i>Required</i></p>	<p>Yes or No</p>
<p><b>Area(s) impacted include:</b></p>	<p>N/A</p>
<p><b>Explain or reference data or evidence:</b></p>	<p>N/A</p>

Field	Validation
<p><b>Assurances: The factors in determining if the student is a student with a disability is not based on:</b></p>	<p>Options include:</p> <ul style="list-style-type: none"> <li>• Lack of appropriate instruction in reading, including the essential components of reading instruction (i.e. explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency including oral reading skills, and reading comprehension strategies)</li> <li>• Lack of appropriate instruction in math</li> <li>• Limited English proficiency (All assessments, materials and/or strategies used, considered cultural and linguistic differences and were used to measure evidence of a disability not English language skills.)</li> </ul>
<p><b>There is documented evidence of a Developmental Delay that adversely affects the student's ability to participate in age appropriate activities.</b></p>	<p>N/A</p>
<p><b>The student has educational needs that require specially designed instruction to participate in age appropriate activities.</b> <i>Required</i></p>	<p>Yes or No</p>
<p><b>List and describe area(s) of educational needs.</b></p>	<p>N/A</p>

**Criteria for Developmental Delay 6-8 (DD 6-8)**

Field	Description
<p><b>Age: The child is between the ages of six (6) through eight (8).</b> <i>Required</i></p>	<p>Yes or No</p>
<p><b>The child was observed in the natural environment across multiple settings that includes peers who are typically developing.</b> <i>Required</i></p>	<p>Yes or No</p>

Field	Description
<p><b>The child was observed in involved in age appropriate play and learning activities that includes peers who are typically developing. If observation in these settings is not possible, observation in an alternative setting or observing via digital recordings is permitted (<i>include dates and settings of observations</i>):</b> <i>Required</i></p>	<p>Yes or No</p>
<p><b>List Observations</b></p>	<p>N/A</p>
<p><b>Have all other eligibility categories been considered before identifying the category of developmental delay?</b> <i>Required</i></p>	<p>N/A</p>
<p><b>At least three (3) of the following areas are delayed equivalent to 1.5 standard deviations below a standard score.</b> <i>Required</i></p>	<p>Yes or No</p>
<p><b>Check boxes that apply</b></p>	<p>Options include:</p> <ul style="list-style-type: none"> <li>• Communication Development – including speech and language development (all must be met)</li> <li>• Motor Development – including fine motor, gross motor, sensory motor and perceptual motor (all must be met)</li> <li>• Academic Development</li> <li>• Adaptive Behavior</li> <li>• Cognition</li> </ul>
<p><b>Patterns* of learning deviate from age expectations (i.e. developmental milestones) across settings.</b> <i>Required</i></p>	<p>Yes or No</p>

Field	Description
<p><b>At least three areas must be selected</b></p>	<p>Options include:</p> <ul style="list-style-type: none"> <li>• Communication Development – including speech and language development (all must be met)</li> <li>• Motor Development – including fine motor, gross motor, sensory motor and perceptual motor (all must be met)</li> <li>• Academic Development</li> <li>• Adaptive Behavior</li> <li>• Cognition</li> </ul>
<p><b>Explain or reference data or evidence:</b></p>	<p>N/A</p>
<p><b>The student has a developmental delay that is adversely affecting the student’s ability to participate in age appropriate activities.</b> <i>Required</i></p>	<p>Yes or No</p>
<p><b>Area(s) impacted include:</b></p>	<p>N/A</p>
<p><b>Explain or reference data or evidence:</b></p>	<p>N/A</p>
<p><b>Assurances: The factors in determining if the student is a student with a disability is not based on:</b></p>	<p>Options include:</p> <ul style="list-style-type: none"> <li>• Lack of appropriate instruction in reading, including the essential components of reading instruction (i.e. explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency including oral reading skills, and reading comprehension strategies)</li> <li>• Lack of appropriate instruction in math</li> <li>• Limited English proficiency (All assessments, materials and/or strategies used, considered cultural and linguistic differences and were used to measure evidence of a disability not English language skills.)</li> </ul>
<p><b>There is documented evidence of a Developmental Delay that adversely affects the student’s ability to participate in age appropriate activities.</b></p>	<p>N/A</p>



Field	Description
<b>The student has educational needs that require specially designed instruction to participate in age appropriate activities.</b> <i>Required</i>	Yes or No
<b>List and describe area(s) of educational needs.</b>	N/A

### Criteria for Emotional Disability (ED)

Field	Validation
<b>One or more of the characteristics exhibited over a long period of time and to a marked degree.</b> <i>Required</i>	Yes or No
<b>Check all boxes that apply:</b>	Options include: <ul style="list-style-type: none"> <li>• An inability to learn that cannot be explained by intellectual, sensory, or health factors.</li> <li>• An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.</li> <li>• Inappropriate types of behavior or feelings under normal circumstances.</li> <li>• A general pervasive mood of unhappiness or depression.</li> <li>• A tendency to develop physical symptoms or fears associated with personal or school problems.</li> </ul>
<b>Explain or reference data or evidence:</b>	N/A
<b>The disability category of Emotional Disability does not apply if characteristics that the student displays are primarily the result of cultural, or language differences or both. (check to confirm that this is true).</b>	N/A
<b>The characteristic(s) of an emotional disability are adversely affecting the student's educational (academic achievement and/or functional) performance.</b> <i>Required</i>	Yes or No

Field	Validation
<b>Area(s) impacted include:</b>	N/A
<b>Explain or reference data or evidence:</b>	N/A
<b>Assurances: The factors in determining if the student is a student with a disability is not based on:</b>	Options include: <ul style="list-style-type: none"> <li>• Lack of appropriate instruction in reading, including the essential components of reading instruction (i.e. explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency including oral reading skills, and reading comprehension strategies)</li> <li>• Lack of appropriate instruction in math</li> <li>• Limited English proficiency (All assessments, materials and/or strategies used, considered cultural and linguistic differences and were used to measure evidence of a disability not English language skills.)</li> </ul>
<b>There is documented evidence of an Emotional Disability that adversely affects educational performance.</b>	N/A
<b>The student has educational needs that require specially designed instruction to participate and perform in the educational setting.</b> <i>Required</i>	Yes or No
<b>List and describe area(s) of educational needs:</b>	N/A

### Criteria for Hard of Hearing (HH)

Field	Validation
<b>The student has a hearing loss (permanent or fluctuating), averaging 26 to 70 decibels(DB) in the speech frequencies (500Hz to 4000Hz).</b> <i>Required</i>	Yes or No
<b>A current hearing evaluation was conducted by an audiologist to determine hearing loss.</b> <i>Required</i>	Yes or No

Field	Validation
<b>Explain or reference data or evidence:</b>	N/A
<p><b>The hearing loss impairs the student’s auditory processing of linguistic information through hearing, with or without amplification. Auditory processing means the ability to listen and understand spoken messages within the school environment.</b></p> <p><i>Required</i></p>	Yes or No
<p><b>The hearing loss is adversely affecting educational (academic achievement and/or functional) performance.</b></p> <p><i>Required</i></p>	Yes or No
<b>Area(s) impacted include:</b>	N/A
<b>Explain or reference data or evidence:</b>	N/A
<p><b>Assurances: The factors in determining if the student is a student with a disability is not based on:</b></p>	<p>Options include:</p> <ul style="list-style-type: none"> <li>• Lack of appropriate instruction in reading, including the essential components of reading instruction (i.e. explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency including oral reading skills, and reading comprehension strategies)</li> <li>• Lack of appropriate instruction in math</li> <li>• Limited English proficiency (All assessments, materials and/or strategies used, considered cultural and linguistic differences and were used to measure evidence of a disability not English language skills.)</li> </ul>
<p><b>There is documented evidence of Hard of Hearing that adversely affects the student’s educational performance.</b></p>	N/A
<p><b>The student has educational needs that require specially designed instruction to participate and perform in the educational setting.</b></p> <p><i>Required</i></p>	N/A

Field	Validation
List and describe area(s) of educational needs:	N/A

### Criteria for Intellectual Disability

Field	Validation
<p><b>The student has significantly impaired intellectual functioning: At least 2.0 standard deviations below the mean, on an individually administered, standardized measure of intellectual functioning with consideration given to the standard error of measurement for the assessment.</b></p> <p><i>Required</i></p>	Yes or No
<p><b>Significantly impaired adaptive behavior: At least 2.0 standard deviations below the mean on an individually administered standardized instrument or professionally recognized scales of adaptive behavior.*</b></p> <p><i>Required</i></p>	Yes or No
<p><b>There is a developmental history (birth through 18) that indicates significant impairment in intellectual functioning and a current demonstration of a significant impairment is present.</b></p> <p><i>Required</i></p>	Yes or No
<p><b>Explain or reference data or evidence:</b></p>	N/A
<p><b>The student's intellectual disability and adaptive skill deficits are adversely affecting the student's educational (academic and/or functional) performance.</b></p> <p><i>Required</i></p>	Yes or No
<p><b>Area(s) impacted include:</b></p>	N/A
<p><b>Explain or reference data or evidence:</b></p>	N/A

Field	Validation
<p><b>Assurances: The factors in determining if the student is a student with a disability is not based on:</b></p>	<p>Options include:</p> <ul style="list-style-type: none"> <li>• Lack of appropriate instruction in reading, including the essential components of reading instruction (i.e. explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency including oral reading skills, and reading comprehension strategies)</li> <li>• Lack of appropriate instruction in math</li> <li>• Limited English proficiency (All assessments, materials and/or strategies used, considered cultural and linguistic differences and were used to measure evidence of a disability not English language skills.)</li> </ul>
<p><b>There is documented evidence of an Intellectual Disability that adversely affects the student's educational performance.</b></p>	<p>N/A</p>
<p><b>The student has educational needs that require specially designed instruction to participate and perform in the educational setting.</b> <i>Required</i></p>	<p>Yes or No</p>
<p><b>List and describe area(s) of educational needs:</b></p>	<p>N/A</p>

### Criteria for Multiple Disabilities (MD)

Before completing the Multiple Disabilities (MD) Criteria Worksheet, the worksheets for the other eligible criteria's need to be completed.

Field	Validation
<p><b>There is documentation of the below evidence.</b></p>	<p>Yes or No</p>

Field	Validation
<p><b>All must be checked:</b></p>	<p>Options include:</p> <ul style="list-style-type: none"> <li>• Sub average general intellectual functioning three or more standard deviations below the mean</li> <li>• Deficits in at least two adaptive skill areas</li> <li>• Sub average intelligence and adaptive skill deficits were manifested during the developmental period</li> </ul>
<p><b>Student is eligible under one or more of the following categories and worksheets are included.</b></p>	<p>Yes or No</p>
<p><b>Check all that apply:</b></p>	<p>Options include:</p> <ul style="list-style-type: none"> <li>• Autism Spectrum Disorder</li> <li>• Deaf</li> <li>• Hard of Hearing</li> <li>• Orthopedic Disability</li> <li>• Other Health Disability</li> <li>• Visual Disability including Blindness</li> </ul>
<p><b>Assessment materials do not conclusively demonstrate eligibility criteria are met, but the team and parent documents the existence of concomitant disability.</b></p>	<p>Yes or No</p>
<p><b>Statement of concomitant disability and method used to determine eligibility:</b></p>	<p>N/A</p>
<p><b>Explain or reference data or evidence:</b></p>	<p>N/A</p>
<p><b>The student's multiple disabilities adversely affect the student's educational (academic and/or functional) performance.</b> <i>Required</i></p>	<p>Yes or No</p>
<p><b>Area(s) impacted include:</b></p>	<p>N/A</p>
<p><b>Explain or reference data or evidence:</b></p>	<p>N/A</p>

Field	Validation
<b>Assurances: The factors in determining if the student is a student with a disability is not based on:</b>	Options include: <ul style="list-style-type: none"> <li>Lack of appropriate instruction in reading, including the essential components of reading instruction (i.e. explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency including oral reading skills, and reading comprehension strategies)</li> <li>Lack of appropriate instruction in math</li> <li>Limited English proficiency (All assessments, materials and/or strategies used, considered cultural and linguistic differences and were used to measure evidence of a disability not English language skills.)</li> </ul>
<b>There is documented evidence of Multiple Disabilities that adversely affect the student's educational performance.</b>	N/A
<b>The student has educational needs that require specially designed instruction to participate and perform in the educational setting.</b> <i>Required</i>	Yes or No
<b>List and describe area(s) of educational needs:</b>	N/A

### Criteria for Disability Category Orthopedic Disability (OD)

Field	Validation
<b>There is documentation of an Orthopedic Disability</b> <i>Required</i>	Yes or No
<b>Explain or reference data or evidence:</b>	N/A
<b>The student's orthopedic disability adversely affects the student's educational (academic and/or functional) performance.</b> <i>Required</i>	Yes or No
<b>Area(s) impacted include:</b>	N/A

Field	Validation
<b>Explain or reference data or evidence:</b>	N/A
<b>Assurances:</b> The factors in determining if the student is a student with a disability is <b>not</b> based on:	Options include: <ul style="list-style-type: none"> <li>• Lack of appropriate instruction in reading, including the essential components of reading instruction (i.e. explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency including oral reading skills, and reading comprehension strategies)</li> <li>• Lack of appropriate instruction in math</li> <li>• Limited English proficiency (All assessments, materials and/or strategies used, considered cultural and linguistic differences and were used to measure evidence of a disability not English language skills.)</li> </ul>
<b>There is documented evidence of an Orthopedic Disability that adversely affects the student's educational performance.</b>	N/A
<b>The student has educational needs that require specially designed instruction to participate and perform in the educational setting.</b> <i>Required</i>	Yes or No
<b>List and describe area(s) of educational needs:</b>	N/A

### Criteria for Other Health Disability (OHD)

Field	Validation
<b>The student has a health problem that is listed below:</b>	Yes or No
<b>Select one or both</b>	Options include: <ul style="list-style-type: none"> <li>• Chronic (long-standing, continuous over time, or recurring frequently)</li> <li>• Acute (severe or intense)</li> </ul>



Field	Validation
<b>A medically fragile condition such as but not limited to asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, Tourette syndrome</b>	Yes or No
<b>The student has one or more of the limits listed below:</b>	Yes or No
<b>Check any that apply:</b>	Options include: <ul style="list-style-type: none"> <li>• limited strength</li> <li>• limited vitality</li> <li>• limited alertness, (including heightened alertness to environmental stimuli with respect to the educational environment)</li> </ul>
<b>Explain or reference data or evidence:</b>	N/A
<b>The characteristics of the student's Other Health Disability adversely affect educational (academic and/or functional) performance.</b> <i>Required</i>	Yes or No
<b>Area(s) impacted include:</b>	N/A
<b>Explain or reference data or evidence:</b>	N/A
<b>Assurances: The factors in determining if the student is a student with a disability is not based on:</b>	Options include: <ul style="list-style-type: none"> <li>• Lack of appropriate instruction in reading, including the essential components of reading instruction (i.e. explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency including oral reading skills, and reading comprehension strategies)</li> <li>• Lack of appropriate instruction in math</li> <li>• Limited English proficiency (All assessments, materials and/or strategies used, considered cultural and linguistic differences and were used to measure evidence of a disability not English language skills.)</li> </ul>

Field	Validation
<b>There is documented evidence of an Other Health Disability that adversely affects the student's educational performance.</b>	N/A
<b>The student has educational needs that require specially designed instruction to participate and perform in the educational setting.</b> <i>Required</i>	Yes or No
<b>List and describe area(s) of educational needs:</b>	N/A

### Criteria for Specific Learning Disability (SLD)

Field	Validation
<b>Section I. Eligibility Considerations</b>	
<b>The student does not achieve adequately for the student's age or to meet Hawaii approved grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the student's age or Hawaii approved grade-level standards.</b> <i>Required</i>	Yes or No
<b>Check all that apply:</b>	Options include: <ul style="list-style-type: none"> <li>• Oral Expression</li> <li>• Basic Reading Skills</li> <li>• Math Calculation</li> <li>• Fluency Condition</li> <li>• Listening Comprehension</li> <li>• Reading Fluency</li> <li>• Math Problem Solving</li> <li>• Written Expression</li> <li>• Reading Comprehension</li> </ul>
<b>The student demonstrates a severe discrepancy between actual achievement and intellectual ability by a difference of at least 1.5 standard deviations in one or more of the following areas:</b> <i>Required</i>	Yes or No

Field	Validation
<p><b>Check all that apply:</b></p>	<p>Options include:</p> <ul style="list-style-type: none"> <li>• Oral Expression</li> <li>• Basic Reading Skills</li> <li>• Math Calculation</li> <li>• Fluency Condition</li> <li>• Listening Comprehension</li> <li>• Reading Fluency</li> <li>• Math Problem Solving</li> <li>• Written Expression</li> <li>• Reading Comprehension</li> </ul>
<p><b>The student does not make sufficient progress to meet age or Hawaii approved grade-level standards in one or more of the areas, selected using a process based on the student’s response to scientific, research based interventions.</b> <i>Required</i></p>	<p>Yes or No</p>
<p><b>The student exhibits a pattern* of strengths and weaknesses in performance achievement or both relative to age, Hawaii approved grade level standards, or intellectual development relevant to the identification of a specific learning disability using appropriate assessments.</b> <i>Required</i></p>	<p>Yes or No</p>
<p><b>Explain or reference data or evidence:</b></p>	<p>N/A</p>
<p><b>Section II. Observation Requirement</b></p>	
<p><b>There is documentation that the student was observed in the student’s learning environment to document the student’s academic performance and behavior in the area of difficulty.</b> <i>Required</i></p>	<p>Yes or No</p>

Field	Validation
<b>One area must be checked:</b>	Options include: <ul style="list-style-type: none"> <li>• An observation of the student’s academic performance in the area(s) of difficulty was completed before the student was referred for an evaluation.</li> <li>• An observation of the student’s academic performance in the area(s) of difficulty was completed after the student was referred.</li> <li>• For a student less than school age or out of school, the student was observed in an environment appropriate for the student of that age.</li> </ul>
<b>Explain or reference data or evidence:</b>	N/A
<b>Section III. Educational Performance</b>	
<b>The specific learning disability is adversely affecting the student's educational (academic and/or functional) performance.</b> <i>Required</i>	Yes or No
<b>Area(s) impacted include:</b>	N/A
<b>Explain or reference data or evidence:</b>	N/A
<b>Section IV. Educationally Relevant Medical Findings</b>	
<b>There are educationally relevant medical findings.</b> <i>Required</i>	Yes or No
<b>Explain or reference data or evidence:</b>	N/A
<b>Section V. Appropriate Instruction</b>	
<b>Prior to or as a part of the referral process the team considered data to ensure that underachievement was not due to a lack of instruction in reading or math.</b> <i>Required</i>	Yes or No

Field	Validation
<p><b>Each area must be checked:</b></p>	<p>Options include:</p> <ul style="list-style-type: none"> <li>the student was provided appropriate instruction in regulation educational settings, delivered by qualified personnel</li> <li>there is data based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction and</li> <li>data was provided to student's parents</li> </ul>
<p><b>Explain or reference data or evidence:</b></p>	<p>N/A</p>
<p><b>Section VI. Exclusionary Statement</b></p>	
<p><b>The student does not have learning problems that are primarily the result of:</b></p> <p><b>1. a visual, hearing, or motor impairment, 2. an intellectual disability, 3. an emotional disability, 4. cultural factors, an environmental or economic disadvantage, or 5. Limited English proficiency.</b></p> <p><i>Required</i></p>	<p>Yes or No</p>
<p><b>Section VII. Disability Category Criteria Determination</b></p>	
<p><b>There is documented evidence of a Specific Learning Disability that adversely affects the student's educational performance.</b></p>	<p>N/A</p>

Field	Validation
<b>Assurances</b>	Options include: <ul style="list-style-type: none"> <li>• Lack of appropriate instruction in reading, including the essential components of reading instruction (i.e. explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency including oral reading skills, and reading comprehension strategies)</li> <li>• Lack of appropriate instruction in math</li> <li>• Limited English proficiency (All assessments, materials and/or strategies used, considered cultural and linguistic differences and were used to measure evidence of a disability not English language skills.)</li> </ul>
<b>There is documented evidence of a Specific Learning Disability that adversely affects the student's educational performance.</b>	N/A
<b>Section VIII. Educational Needs</b>	
<b>The student needs specially designed instruction to participate and perform in the educational setting.</b> <i>Required</i>	Yes or No
<b>List and describe area(s) of educational needs:</b>	N/A

### Criteria for Speech or Language Disability (SoLD)

Field	Validation
<b>The student does not demonstrate Limited English Proficiency.</b> <i>Required</i>	Yes or No
<b>The student's age, culture, language background, home language, and dialect were considered when determining a speech or language disability.</b> <i>Required</i>	Yes or No

Field	Validation
<p><b>The student was observed in the natural environment using communication skills in interpersonal interactions and learning activities that includes peers who are typically developing and/or familiar adults. If observation in these settings is not possible, observation in an alternative setting or observing via digital recordings is permitted (<i>include dates and settings of observations</i>):</b> <i>Required</i></p>	<p>Yes or No</p>
<p><b>List Observations:</b></p>	<p>N/A</p>
<p><b>Data was gathered from multiple sources.</b> <i>Required</i></p>	<p>Yes or No</p>
<p><b>Explain or reference data or evidence:</b></p>	<p>N/A</p>
<p><b>There is documentation of a significant discrepancy from typical communication skills in at least one of the speech areas listed below.</b> <i>Required</i></p>	<p>Yes or No</p>
<p><b>Check all that apply:</b></p>	<p>Options include:</p> <ul style="list-style-type: none"> <li>• Articulation or phonological condition or both</li> <li>• Voice condition</li> <li>• Fluency condition</li> </ul>
<p><b>There is documentation of a significant discrepancy from typical communication skills in the area of language.</b> <i>Required</i></p>	<p>Yes or No</p>
<p><b>All must be checked:</b></p>	<p>Options include:</p> <ul style="list-style-type: none"> <li>• Data was collected from multiple sources</li> <li>• A discrepancy of 1.5 standard deviations between the student's estimated cognitive level and performance on at least two standardized measures in the areas listed below:</li> </ul>

Field	Validation
<b>At least one area must be checked:</b>	Options include: <ul style="list-style-type: none"> <li>• Semantics</li> <li>• Grammar</li> </ul>
<b>Explain or reference data or evidence:</b>	N/A
<b>The speech or language disability is adversely affecting the student's educational (academic achievement or functional) performance.</b> <i>Required</i>	Yes or No
<b>Area(s) impacted include:</b>	N/A
<b>Explain or reference data or evidence:</b>	N/A
<b>Assurances: The factors in determining if the student is a student with a disability is not based on:</b>	Options include: <ul style="list-style-type: none"> <li>• Lack of appropriate instruction in reading, including the essential components of reading instruction (i.e. explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency including oral reading skills, and reading comprehension strategies)</li> <li>• Lack of appropriate instruction in math</li> <li>• Limited English proficiency (All assessments, materials and/or strategies used, considered cultural and linguistic differences and were used to measure evidence of a disability not English language skills.)</li> </ul>
<b>There is documented evidence of a Speech or Language Disability that adversely affects educational performance.</b>	Yes or No
<b>The student needs specially designed instruction to participate and perform in the educational setting.</b> <i>Required</i>	Yes or No
<b>List and describe area(s) of educational needs:</b>	N/A

## Criteria for Traumatic Brain Injury (TBI)



Field	Validation
<p><b>There is medical evidence of an acquired injury caused by an external physical force resulting in total or partial functional disability or psychosocial impairment, or both.</b> <i>Required</i></p>	Yes or No
<p><b>There is medical evidence that the injury resulted in total or partial functional disability or psychosocial impairment, or both.</b> <i>Required</i></p>	Yes or No
<p><b>Explain or reference data or evidence:</b></p>	N/A
<p><b>The term Traumatic Brain Injury does not apply if the student's brain injuries are congenital or degenerative, or induced by birth trauma.</b></p>	N/A
<p><b>The traumatic brain injury (either open or closed) results in impairments in one or more areas such as those listed below.</b> <i>Required</i></p>	Yes or No
<p><b>At least one area must be checked:</b></p>	<p>Options include:</p> <ul style="list-style-type: none"> <li>• Cognition</li> <li>• Language</li> <li>• Memory</li> <li>• Attention</li> <li>• Reasoning</li> <li>• Abstract Thinking</li> <li>• Judgement</li> <li>• Problem Solving</li> <li>• Sensory, Perceptual &amp; Motor Abilities</li> <li>• Psychosocial Behavior</li> <li>• Physical Functions</li> <li>• Information Processing</li> <li>• Speech</li> </ul>
<p><b>Area(s) impacted include:</b></p>	N/A
<p><b>Explain or reference data or evidence:</b></p>	N/A

Field	Validation
<p><b>Assurances: The factors in determining if the student is a student with a disability is not based on:</b></p>	<p>Options include:</p> <ul style="list-style-type: none"> <li>• Lack of appropriate instruction in reading, including the essential components of reading instruction (i.e. explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency including oral reading skills, and reading comprehension strategies)</li> <li>• Lack of appropriate instruction in math</li> <li>• Limited English proficiency (All assessments, materials and/or strategies used, considered cultural and linguistic differences and were used to measure evidence of a disability not English language skills.)</li> </ul>
<p><b>There is documented evidence of a Traumatic Brain Injury that adversely affects educational performance.</b></p>	<p>N/A</p>
<p><b>The student has educational needs that require specially designed instruction to participate and perform in the educational setting.</b> <i>Required</i></p>	<p>Yes or No</p>
<p><b>List and describe area(s) of educational needs:</b></p>	<p>N/A</p>

**Criteria for Visual Disability including Blindness (VDB)**

Field	Validation
<p><b>Partially sighted: The student’s visual acuity is 20/70 to 20/200 in the better eye and with the best correction.</b> <i>Required</i></p>	<p>Yes or No</p>
<p><b>Blind: The student’s visual acuity is 20/200 in the better eye and with the best correction, or less, the subtended visual field of less than 20 degrees, regardless of central visual acuity.</b> <i>Required</i></p>	<p>Yes or No</p>

Field	Validation
<p><b>Progressive visual impairment: The student has a progressive visual impairment, such as retinitis pigmentosa that will lead to eventual visual disability.</b> <i>Required</i></p>	Yes or No
<p><b>Explain or reference data or evidence:</b></p>	N/A
<p><b>The vision impairment is adversely affecting educational (academic achievement and/or functional) performance.</b> <i>Required</i></p>	Yes or No
<p><b>Area(s) impacted include:</b></p>	N/A
<p><b>Explain or reference data or evidence:</b></p>	N/A
<p><b>Assurances: The factors in determining if the student is a student with a disability is not based on:</b></p>	<p>Options include:</p> <ul style="list-style-type: none"> <li>• Lack of appropriate instruction in reading, including the essential components of reading instruction (i.e. explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency including oral reading skills, and reading comprehension strategies)</li> <li>• Lack of appropriate instruction in math</li> <li>• Limited English proficiency (All assessments, materials and/or strategies used, considered cultural and linguistic differences and were used to measure evidence of a disability not English language skills.)</li> </ul>
<p><b>There is documented evidence of a Visual Disability including Blindness that adversely affects the student's educational performance.</b></p>	N/A
<p><b>The student has educational needs that require specially designed instruction to participate and perform in the educational setting.</b> <i>Required</i></p>	Yes or No

Field	Validation
List and describe area(s) of educational needs:	N/A

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## Evaluation Team Information

The Evaluation Team Information editor lists each member of the student's evaluation team and whether they agreed with the result of the evaluation.

The Team Member list is based on the Team Members tool. This editor is only available when Specific Learning Disability is a selected checklist on the Eligibility Checklist editor, as this prints at the end of that specific document.

[▶ Click here to expand...](#)

## Evaluation Team List Screen

*Evaluation Team List Screen*

Column Name	Description
<b>Padlock Icon</b>	The user currently working on the record.
<b>Team Member</b>	The name of the team member.
<b>Title/Position</b>	The role of the team member.
<b>Agreed with Report</b>	Indicates the team member agrees or disagree with the evaluation report.

## Evaluation Team Detail Screen

**Evaluation Team Information**

Team Member: \*

❗ Team Member is required

Name:

Title/Position:

Agreed with Report:

For SLD Consideration only. The required members of the eligibility team must participate and provide signatures and check appropriate box (Agree/Disagree) to certify whether the report reflects the member's conclusion. Any eligibility team member who disagrees with specific learning disability eligibility team report must submit a separate statement of his or her conclusions.

*Evaluation Team Information Detail*

Field	Description	Validation
<b>Team Member</b>	The name of the Team Member.	This pulls from the <a href="#">Team Members</a> tool.
<b>Title/Position</b>	The role of the team member	Read-only. This pulls from the <a href="#">Team Members</a> tool.
<b>Agreed with Report</b>	Indicates the team member agrees or disagree with the evaluation report. Options include Yes or No.	N/A
<b>Dissenting member(s) statement (specific to only SLD eligibility)</b> <i>*Required</i>	A text area used to document the dissenting reason.	*This field is required to complete the editor. It also only displays when No is selected above.

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## Eligibility Decision

The Eligibility Decision editor indicates if the student is eligible for special education services, the areas of eligibility, and the reasons that led to this conclusion.

Eligibility Decision NOT STARTED
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**The child is eligible for Special Education and Related Services \***

Yes

**Eligibility Category \***

Based on all of the information the student meets the eligibility criteria for the following disability:

**Previous Eligibility Category**

if changed

**Deaf \***

if not primary disability

**Hard of Hearing \***

if not primary disability

**Deaf-Blind \***

if not primary disability

**Visual Impairment including Blindness \***

if not primary disability

**Evidence of a Disability**

*Eligibility Decision Editor*

▶ [Click here to expand...](#)

Field	Description	Validation
<p><b>The child is eligible for Special Education and Related Services.</b></p> <p><i>Required</i></p>	<p>Indicates if the student is eligible to receive special ed and/or related services.</p>	<p>Required in order to complete the editor.</p> <ul style="list-style-type: none"> <li>• If Yes is selected, the rest of the editor required logic displays.</li> <li>• If No is selected, the rest of the editor required logic disappears.</li> </ul>

Field	Description	Validation
<p><b>Eligibility Category</b> <i>Required</i></p>	<p>The area of eligibility. Options include:</p> <ul style="list-style-type: none"> <li>• Autism Spectrum Disorder</li> <li>• Deaf</li> <li>• Deaf-Blindness</li> <li>• Developmental Delay (Age 3 - 5)</li> <li>• Development Delay (Age 6 - 8)</li> <li>• Emotional Disability</li> <li>• Hard of Hearing</li> <li>• Intellectual Disability</li> <li>• Multiple Disability</li> <li>• Orthopedic Disability</li> <li>• Other Health Disability</li> <li>• Specific Learning Disability</li> <li>• Speech or Language Disability</li> <li>• Traumatic Brain Injury</li> <li>• Visual Disability incl. Blindness</li> </ul>	<p>This is required in order to save the editor.</p>

Field	Description	Validation
<b>Previous Eligibility Category</b>	<p>If applicable, the previous eligibility of the student.</p> <p>Options include:</p> <ul style="list-style-type: none"> <li>• Autism Spectrum Disorder</li> <li>• Deaf</li> <li>• Deaf-Blindness</li> <li>• Developmental Delay (Age 3 - 5)</li> <li>• Development Delay (Age 6 - 8)</li> <li>• Emotional Disability</li> <li>• Hard of Hearing</li> <li>• Intellectual Disability</li> <li>• Multiple Disability</li> <li>• Orthopedic Disability</li> <li>• Other Health Disability</li> <li>• Specific Learning Disability</li> <li>• Speech or Language Disability</li> <li>• Traumatic Brain Injury</li> <li>• Visual Disability incl. Blindness</li> </ul>	N/A
<b>Deaf</b>	Indicates this is a secondary disability for the student.	Yes or No
<b>Hard of Hearing</b>	Indicates this is a secondary disability for the student.	Yes or No
<b>Deaf-Blind</b>	Indicates this is a secondary disability for the student.	Yes or No
<b>Visual Impairment including Blindness</b>	Indicates this is a secondary disability for the student.	Yes or No
<b>Evidence of a Disability</b>	A text field used to document evidence of the student's disability.	N/A

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## Prior Written Notice

The Prior Written Notice editor is used to document meeting notices provided to the parent/guardian.



▶ [Click here to expand...](#)

## Prior Written Notice List Screen

Prior Written Notice IN PROGRESS Editor 15 of 16

	Meeting Information	Date provided to parents ↑	Print In Evaluation
	02/08/2021	02/01/21	OFF

*Prior Written Notice List Screen*

Column Name	Description
<b>Padlock Icon</b>	The user currently working on the record.
<b>Meeting Information</b>	The type of meeting.
<b>Date Provided to Parents</b>	The date the notice was provided to the parent/guardian.
<b>Print in Evaluation</b>	Indicates this record will print on the Evaluation.

## Prior Written Notice Detail Screen

Prior Written Notice

Print in Evaluation       Meeting Information \* 02/08/2021 ▼      Date provided to parents \* 02/01/2021 📅      Admin/ Designee

Description of proposed or refused action:

Explanation of why the action is proposed or refused:

Description of other options considered:

Reasons these options were rejected:

Description of the evaluation procedures, tests, records, or reports used as a basis for the proposed/refused action:

*Prior Written Notice Detail*

Field	Description	Validation
<b>Print in Evaluation</b>	Indicates this record will print on the Evaluation.	N/A
<b>Meeting Information</b>	The type of meeting. Options include: <ul style="list-style-type: none"> <li>• Evaluation Process = Evaluation</li> <li>• 504 or IDEA Eligibility = Eligibility</li> <li>• Educational Plan / Program Development = IEP</li> <li>• Discipline = Discipline</li> </ul>	Options available are pulled from the Conference Actual > Conference Purpose/Actual Conference Date fields.
<b>Date provided to parents</b> <i>Required</i>	The date the notice was given to the parent/guardian.	N/A
<b>Admin / Designee</b>	Indicates who the Admin Designee was for the associated meeting if there was one.	Read only and pulls from the Conference Actual > Designee for Admin.
<b>Description of proposed or refused action:</b>	A text field used to document the proposed or refused action.	N/A
<b>Explanation of why the action is proposed or refused:</b>	A text field used to document why the action is proposed or refused.	N/A
<b>Description of other options considered:</b>	A text field used to describe other options considered.	N/A
<b>Reasons these options were rejected:</b>	A text field used to describe why these options were rejected.	N/A
<b>Description of the evaluation procedures, tests, records, or reports used as a basis for the proposed/refused action:</b>	A text field used to document the evidence used as a basis for the action.	N/A
<b>Other relevant factors:</b>	A text field used to document any other relevant factor.	N/A

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## Initial Provision of SPED & Related Services

The Initial Provision of SPED & Related Services editor is used to document an initial provision sent to the parent/guardian.

**Initial Provision of Special Education & Related Services**

**Provided to Parent Date \***

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**Contact Efforts**

Contact Date ↓	Contacted By	Contacted Method	Contact Name
No records available.			

[New](#)

---

**Contact Results**

**Consent Given**      
**Consent Form Signed Date**      
**School Received Consent Form Date**

**Name of Person Signing Consent Form**

**Revocation**

*Initial Provision of Special Education and Related Services Editor*

▶ [Click here to expand...](#)

Field	Description	Validation
<b>Provided to Parent Date</b> <i>Required</i>	The date this information was provided to the parent/guardian.	N/A
<p><b>Contact Efforts</b></p> <p>This table is read only and displays the following columns:</p> <ul style="list-style-type: none"> <li>Contact Date</li> <li>Contacted By</li> <li>Contacted Method</li> <li>Contact Name</li> </ul> <p>All of these read only values come from the user selecting the "New" button and entering information on a side panel recording what Contact Efforts were made.</p>		
<b>Contact Date</b>	The date the parent/guardian was contacted.	N/A
<b>Contacted By</b>	The person who reached out to the parent/guardian.	N/A

Field	Description	Validation
<b>Contact Method</b>	The manner in which the parent/guardian was contacted. Options include: <ul style="list-style-type: none"> <li>• Telephone</li> <li>• Personal Contact</li> <li>• Regular Mail</li> <li>• Return Receipt Requested</li> <li>• Personally Delivered</li> <li>• E-mail</li> <li>• Fax</li> </ul>	Options available are hard coded.
<b>Contact Name</b>	The name of the parent/guardian.	N/A
<b>Relationship to Student</b>	The relationship of the person to the student.	N/A
<b>Outcome</b>	The outcome of the contact attempt.	N/A
<b>Contact Results</b>		
<b>Consent Given</b>	The parent/guardian's consent.	Yes or No
<b>Consent Form Signed Date</b>	The date the consent form was signed.	N/A
<b>School Received Consent Form Date</b>	The date the school received the consent form.	N/A
<b>Name of Person Signing Consent Form</b>	The name of the person who signed the consent form.	N/A
<b>Revocation</b>	Indicates consent was revoked.	N/A
<b>Revocation Form Signed Date</b>	The date consent was revoked.	* The field is required and only displays when the Revocation checkbox is marked.
<b>Name of Person Signing Revocation Form</b>	The name of the person who signed the revocation form.	* The field is required and only displays when the Revocation checkbox is marked.

Field	Description	Validation
<b>School Received Revocation Form Date</b>	The date the school received the revocation form.	* The field is required and only displays when the Revocation checkbox is marked.
<b>Consent Revocation Reason</b>	The reason for the consent revocation.	* The field is required and only displays when the Revocation checkbox is marked.

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