

Evaluation (Georgia) [.2335 and previous]

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

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Classic View: Student Information > Special Ed > General > Documents > Evaluations

Search Terms: Special Ed Documents

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

An evaluation must be created whether or not the student is determined to have a disability. A copy of the evaluation summary report, including the documentation of eligibility, is given to the student's parents by the school district.

The current format of this document is the **GA Eligibility 2020**. Evaluation formats are selected in [Eval Types](#).

Editor Home

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

*GA Eligibility 2020

Editor Home			
NAME	STATUS	MODIFIED BY	COMPLETED BY
Eligibility Header	IN PROGRESS	System Administrator 3/18/20 10:31 AM	>
Enrollment Information	IN PROGRESS	System Administrator 3/18/20 10:36 AM	>
Student Information	IN PROGRESS	System Administrator 3/18/20 10:39 AM	>
Parent/Guardian Information	IN PROGRESS	System Administrator 3/18/20 10:40 AM	>
Case History	NOT STARTED		>
Summary of Interventions	NOT STARTED		>
Progress Monitoring	NOT STARTED		>

Georgia Evaluation Editor Home

Header	Description
Name	The name of the editor.
Status	<p>The state of the editor. Statuses can be:</p> <ul style="list-style-type: none"> • In Progress indicates a user has entered and saved data in that editor. • Not Started is the default status for all editors. • Complete indicates a user has clicked the Complete button on the editor. This does not lock the editor from further editing, but indicates the user considers the editor to be finished. • Not Needed indicates a user has clicked the Not Needed button on the editor. This is usually done for editors that do not apply to the student.
Modified By	The date and the user by whom the editor was last edited.
Completed By	The date and the user who clicked the Complete button for that editor.

General Evaluation Information

The following table lists the buttons available for the editors:

Button	Description
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Button	Description
Save	<p>Different editors have different save options. Click the arrow next to the Save & Stay button to view all saving options for any given editor.</p> <ul style="list-style-type: none"> • Save captures progress and navigates the user to the Editor Home or to the List Screen for List editors. See the Editor Types section for additional information. • Save & Stay 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. • Save & Next captures progress and navigates the user to the next editor. • Save & New 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.
Refresh	<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 do not change when the refresh button is clicked. The user must Save after clicking Refresh to capture changes.</p> <p>A side panel displays listing all applicable Enrollment records for the student. See the Enrollments tool documentation for additional information.</p>
Cancel	Navigates the user to the Editor Home screen or to the List Screen for List editors.
Status <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"> • Complete 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 must click In Progress. • Not Needed 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 In Progress button. • In Progress only displays when the editor is in the Complete or Not Needed status and allows additional edits to be made.
Print	Prints the entire evaluation.
Editors	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 Close to collapse the side panel.
Previous	Navigates the user to the previous editor.
Next	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 list of all records within that editor. Clicking an existing record or the New button opens the detail view for an individual record. An example list editor is the [Individual Student Data](#) 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 panel, Editor Home, and List Screen of list editors indicating which editors currently have users working on them. Hovering over the icon displays the name of the user who has checked out the editor, including the current user (you).

Editors that are currently being edited are read only for all other users. The name of the person working on the editor displays in the header. Once the editing user navigates away from an editor, that editor becomes available for others to work on.

Template Banks

Certain fields within several editors have a paper icon  displays 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

[Eligibility Header](#) | [Enrollment Information](#) | [Student Information](#) | [Parent/Guardian Information](#) | [Case History](#) | [Summary of Interventions](#) | [Progress Monitoring](#) | [Assessment Results](#) | [Individual Student Data](#) | [Exclusionary Factors](#) | [Decision Making](#) | [Summary of Considerations](#) | [Meeting Minutes](#) | [Eligibility Determination](#) | [Evaluation Team Information](#) | [Parent Participation](#)

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

Eligibility Header

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

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

2020 Eligibility

Eligibility Header IN PROGRESS Editor 1 of 16

Eligibility Date * <input type="text" value="09/07/2020"/>	Eligibility Type * <input type="text" value="Initial Eligibility"/>	Eligibility <input type="text" value="Yes, eligible for service"/>
Consent for Evaluation * <input type="text" value="08/19/2020"/>	Initial Evaluation * <input type="text" value="09/10/2020"/>	

Eligibility Header Editor

▶ [Click here to expand...](#)

Field	Description	Ad Hoc	Validation
Eligibility Date <i>Required</i>	The date the student is considered eligible for special education services.	Learner Planning > Evaluations > evalDate	N/A
Eligibility Type <i>Required</i>	The type of eligibility documented; Initial Eligibility or Reevaluation.	Learner Planning > Evaluations > type	N/A
Eligibility	Indicates if the student is eligible for special education services.	Learner Planning > Evaluations > eligibilityServicesCode	N/A
Consent for Evaluation <i>* Required</i>	The date consent was given to place the student in special education services.	Learner Planning > Evaluations > consentDate	This field pulls the Date Consent Received field from the most current locked Consent to Evaluate document. * This is only required when Initial is selected as the Eligibility Type.
Initial Evaluation <i>* Required</i>	The date an initial evaluation took place.	N/A	* This is only required when Initial is selected as the Eligibility Type.

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Enrollment Information

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

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

Enrollment Information IN PROGRESS
Editor 2 of 16

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

Babies Can't Wait 03/09/2020	Resident District 779: Jefferson City	Grade 03
School Name West Jackson Elementary School	School Phone (713)834-2218x392	School Year 2019-20

District Information

District Number 678	District Name Jackson County Schools	
District Address 1660 Winder Highway, Jefferson, GA 30549		District Phone (763)111-5526
District SPED Address 4321 109th Ave, Blaine, MN 55449		District SPED Phone (123)456-7899

Enrollment Information Editor

▶ [Click here to expand...](#)

Field	Description	Ad Hoc	Validation
Babies Can't Wait	A State Reported field for students who are not served prior to reaching school age.	N/A	This field is pulled from the Enrollment record.
Resident District	The student's district of residence.	Learner Planning > Learning Plans > residentDistrictNumber	This field is pulled from the Enrollment record and cannot be modified.
Grade	The student's current grade.	Enrollment > Grade enrollment.grade	This field is pulled from the Enrollment record. This field is read only.
School Name	The name of the school associated with the student's Enrollment record.	Learner Planning > Learning Plans > servingSchoolName	This field is pulled from the Enrollment record. This field is read only.

Field	Description	Ad Hoc	Validation
School Phone	The phone number of the school associated with the student's Enrollment record.	N/A	This field is pulled from the Enrollment record. This field is read only.
School Year	The school year associated with the student's Enrollment record.	N/A	This field is pulled from the Enrollment record. This field is read only.
District Information <i>These fields are read only.</i>			
District Number	The district number associated with the Enrolled school.	System Administration > Resources > District Information > State District Number	N/A
District Name	The district name associated with the Enrolled school.	System Administration > Resources > District Information > Name	N/A
District Address	The district address associated with the Enrolled school.	System Administration > Resources > District Information > Address	N/A
District Phone	The district phone number associated with the Enrolled school.	System Administration > Resources > District Information > Phone	N/A
District SPED Address	The district special education address associated with the Enrolled school.	System Administration > Resources > District Information > SPED Address	N/A
District SPED Phone	The district special ed phone number associated with the Enrolled school.	System Administration > Resources > District Information > SPED Phone	N/A

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Student Information

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

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

Last Name	First Name	Middle Name	Suffix
Adams	Aubrey	Lynn	
Age	Birthdate	Gender	Home Primary Language
9	10/11/2010	F	Chinese ▼
Address		Student Number	State ID
175 Summerbrook Road Braselton, GA 30517		44778	1701102106

Student Information Editor

▶ [Click here to expand...](#)

Field Name	Description	Ad Hoc
Last Name	The student's last name.	Census > People > Demographics > Last Name identity.lastName
First Name	The student's first name.	Census > People > Demographics > First Name identity.firstName
Middle Name	The student's middle name.	Census > People > Demographics > Middle Name identity.middleName
Suffix	The student's suffix.	Census > People > Demographics > Suffix Name identity.suffix
Age	The age of the student.	Census > People > Demographics > Age
Birthdate	The student's birthdate.	Census > People > Demographics > Birth Date identity.birthDate
Gender	The student's gender.	Census > People > Demographics > Gender identity.gender

Field Name	Description	Ad Hoc
Home Primary Language	The student's home primary language. This field can be modified.	Census > People > Demographics > First Language identity.homePrimaryLanguage Note: This field is a locked attribute, Definition.iso639-2Language.
Address	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
Student Number	The student's identification number.	Census > People > Demographics > Student Number
State ID	The student's state identification number.	Census > People > Demographics > State ID

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Parent/Guardian Information

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

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

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

Parent/Guardian Information IN PROGRESS
Editor 4 of 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.

O'Neal, Adrian - Mother

Print Sequence
1 ▼

Address
175 Summerbrook Road

Home Phone
(739)789-9508x019

E-mail

Home Primary Language
English, Standard American ▼

Work Phone

Cell Phone
(837)836-6455x626

Interpreter Required

Delete

Parent/Guardian Information Editor

▶ [Click here to expand...](#)

Field Name	Description	Ad Hoc	Validation
Relationship	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.
Last Name	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.
First Name	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.
Middle Name	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.
Suffix	The suffix of the parent/guardian.	Census > People > Demographics > Suffix Name identity.suffix	This field populates from Census. This is part of the header for the parent/guardian.

Field Name	Description	Ad Hoc	Validation
Print Sequence	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 prints in the order defined.
Address	The parent/guardians' address.	Census > Households > Address Info address.number; address.street; address.tag; address.prefix; address.dir; address.apt; address.city; address.state; address.zip	This field populates from Census. If there are multiple addresses for a person, a drop down with an option to select which address displays. If there is only one address, the drop down has one option. The populated address is the one marked "Primary."
Home Phone	The home phone number of the parent/guardian.	Census > People > Demographics > Household Phone	This field populates from Census.
Work Phone	The work phone of the parent/guardian.	Census > People > Demographics > Work Phone	This field populates from Census.
Cell Phone	The cell phone of the parent/guardian.	Census > People > Demographics > Cell Phone	This field populates from Census.
Email	The primary email address for the parent/guardian.	Census > People > Demographics > Email	This field populates from Census.

Field Name	Description	Ad Hoc	Validation
Home Primary Language	The home primary language of the parent/guardian.	Census > People > Demographics > Home Primary Language identity.homePrimaryLanguage	<p>This field populates from Census.</p> <p>The dropdown options are pulled from the Home Primary Language Attribute/Dictionary list. See the Attribute/Dictionary documentation for additional information.</p> <p>Note: This field is a locked attribute, Definition.iso639-2Language.</p>
Interpreter Required	Indicates an interpreter is needed to communicate with the parent/guardian.	N/A	N/A

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Case History

The Case History editor provides information regarding background of the evaluation, including the reason for the evaluation and the student's education and health history.

Case History NOT STARTED
Editor 5 of 16

Reason the child was referred for special education evaluation:

Has the child attended (or is the child attending) a preschool or Head Start Program?

Is this child age appropriate for grade level?

Is the child's hearing/vision within normal limits?

Does the child have significant health concerns, major childhood illness/disease, or a diagnosed syndrome?

Case History Editor

▶ [Click here to expand...](#)

Field	Description	Validation
Reason the child was referred for special education evaluation:	A text field used to describe the reason the student is being evaluated for special education services.	N/A
Has the child attended (or is the child attending) a preschool or Head Start Program?	Indicates if the student is attending a preschool or Head Start Program.	Yes or No If Yes is selected, a justification text box displays that is required.
Is this child age appropriate for grade level?	Indicates if the student is at an age appropriate grade level.	Yes or No If No is selected, a justification text box displays that is required.
Is the child's hearing/vision within normal limits?	Indicates if the student's hearing or vision is within normal limits.	Yes or No If No is selected, a justification text box displays that is required.
Does the child have significant health concerns, major childhood illness/disease, or a diagnosed syndrome?	Indicates if the student has significant health concerns.	Yes or No If Yes is selected, a justification text box displays that is required.

Field	Description	Validation
Does the child take medication on a regular basis?	Indicates if the student is taking regular doses of medication.	Yes or No If Yes is selected, a justification text box displays that is required.
Does the child have motor/coordination/mobility needs?	Indicates if the student has motor, coordination, or mobility needs.	Yes or No If Yes is selected, a justification text box displays that is required.
Does the child have adaptive or medical needs (e.g., eye glasses, wheelchair, walker, hearing aids, leg braces, feeding tube, etc.)?	Indicates if the student has adaptive or medical needs.	Yes or No If Yes is selected, a justification text box displays that is required.
Does the child have other significant issues not covered in the previous questions?	Indicates if the student has other significant needs not previously covered.	Yes or No If Yes is selected, a justification text box displays that is required.

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Summary of Interventions

The Summary of Interventions editor describes the interventions, specialized instruction, and immediate eligibility considerations of the student's education.

Summary of Interventions NOT STARTED
Editor 6 of 16

For Initial Eligibility:
List the interventions provided for which data will be provided in Section 4.

For Reevaluation and additional areas of concern:
List specially designed instruction which includes: Adapting of Content, Methodology (specialized program), or Instructional Delivery provided.

Does the child require immediate consideration of special education eligibility?
This should be an infrequent and rare occurrence and must be clearly documented.

▼

Summary of Interventions Editor

▶ [Click here to expand...](#)

Field	Description	Validation
For Initial Eligibility:	A text field used to describe the interventions provided for which data will be provided in Section 4.	N/A
For Reevaluation and additional areas of concern:	A text field used to list specially designed instruction which includes: Adapting of Content, Methodology (specialized program), or Instructional Delivery provided.	N/A
Does the child require immediate consideration of special education eligibility?	Indicates if the student requires immediate consideration of special education eligibility.	Yes or No If Yes is selected, a justification text box displays that is required.

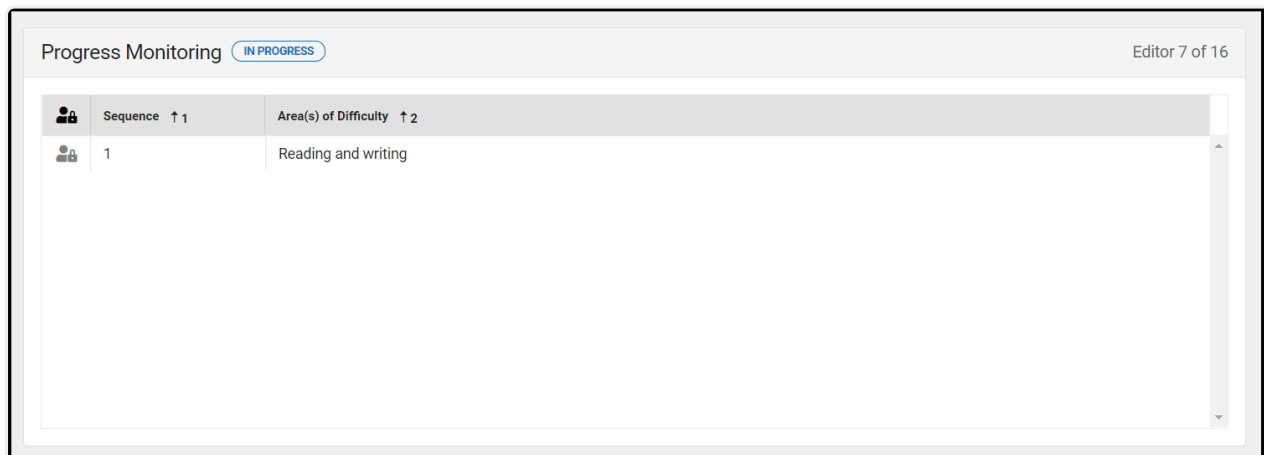
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Progress Monitoring

The Progress Monitoring editor lists different instances in which the student's progress was assessed, including areas of difficulty, implemented interventions or educational modifications, and performance data.

▶ [Click here to expand...](#)

Progress Monitoring List Screen



Progress Monitoring List Screen

Field	Description
Padlock Icon	The user currently working on the record.
Sequence	The sequence number of the progress monitoring record.
Area(s) of Difficulty	The curriculum areas and behavioral concerns. For reevaluations, this text field is used to describe goal areas and areas of concern for the student.

Progress Monitoring Detail Screen

Progress Monitoring

Sequence # *

1

Area(s) of Difficulty:
Curriculum areas and behavioral concerns. Reevaluation: goal areas and areas of concern.

Reading and writing

Initial eligibility:
Provide Scientific Research or Evidence Based Intervention(s)

Reevaluation:
Provide Adaptation of Content, Methodology (specialized program), or Instructional Delivery

Progress Monitoring Detail Screen

Field	Description
Sequence <i>Required</i>	The sequence number of the progress monitoring record.
Area(s) of Difficulty:	A text field used to describe the curriculum areas and behavioral concerns. For reevaluations, this text field is used to describe goal areas and areas of concern for the student.
Initial eligibility:	A text field used to provide scientific research or evidence based intervention(s) for the area of difficulty.
Reevaluation:	A text field used to describe how upon reevaluation, the Special Ed team is adapting content, methodology, or instructional delivery for the student.
Baseline Performance Data:	A text field used to list the date(s), data, and baseline performance summary for the student.
Intervention Data:	A text field used to list the date(s), data, and performance summary for the intervention.

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Assessment Results

The Assessment Results editor records assessments administered to the student.

▶ [Click here to expand...](#)

Assessment Results List Screen

Assessment Results IN PROGRESS
Editor 8 of 16

🔒	Date	Name of Assessment
🔒	03/09/20	GA Statewide Assessment

Assessment Results List Screen

Field	Description
Padlock Icon	The user currently working on the record.
Date	The date the assessment took place.
Name of Assessment	The name of the assessment.

Assessment Results Detail Screen

Assessment Result

Date *

Name of Statewide, Local, and Benchmark Assessments; GAA

Results:

Assessment Results Detail Screen

Field	Description
Date <i>Required</i>	The date the assessment took place.
Name of Statewide, Local, and Benchmark Assessments; GAA	The name of the assessment.
Results:	The results of the assessment.

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Individual Student Data

The Individual Student Data editor describes the student's individual needs, including the area evaluated, the assessment performed, and the identified strengths and weaknesses of the student in that area.

Some Domains include additional guidance, which appears when the Domain is selected.

▶ [Click here to expand...](#)

Individual Student Data List Screen

Padlock Icon	Date	Domain Area	Domain Description
	03/09/20	Academic Achievement	Reading and writing

Individual Student Data List Screen

Field	Description
Padlock Icon	The user currently working on the record.
Date	The date the assessment took place.
Domain Area	The area in which the student was evaluated.

Field	Description
Domain Description	A description of the area in which the student was evaluated.

Individual Student Data Detail Screen

Individual Student Data

Date *
03/09/2020 

Domain Area:
Academic Achievement ▼

Domain Description:
Reading and writing

Report(s) / Assessment(s) & Scores:

Results Strengths:

Individual Student Data Detail Screen

Field	Description	Validation
Date <i>Required</i>	The date the evaluation took place.	N/A
Domain Area:	The area in which the student was evaluated.	The options available in the Domain Area dropdown are available as an editable attribute in the Attribute Dictionary as an unlocked attribute, Eval.domainArea.
Domain Description:	A text field used to describe the area in which the student was evaluated.	N/A
Report(s) / Assessment(s) & Scores:	A text field used to describe the evaluation results.	N/A

Field	Description	Validation
Results Strengths:	A text field used to describe the student's strengths on the evaluation.	N/A
Results Weaknesses:	A text field used to describe the student's weaknesses on the evaluation.	N/A

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Exclusionary Factors

The Exclusionary Factors editor describes factors that may have inhibited the student's educational progress when no disability is present. This section includes instances of a lack of appropriate instruction, cultural factors, educational history, and impairments.

Exclusionary Factors NOT STARTED
Editor 10 of 16

A child must not be determined to be a child with a disability: if the determinant factor for that eligibility is lack of appropriate instruction in reading, including the essential components of reading instruction (as defined in section 1208(3) of ESEA); lack of appropriate instruction in math; or limited English proficiency, and if the child does not otherwise meet the program area eligibility criteria for a child with a disability.

1. Lack of appropriate instruction in reading
2. Lack of appropriate instruction in math
3. Lack of appropriate instruction in writing
4. Lack of English Proficiency
5. Cultural Factors
6. Environmental or economic disadvantage

Exclusionary Factors Editor

▶ [Click here to expand...](#)

Field	Description	Validation
<p>A child must not be determined to be a child with a disability: if the determinant factor for that eligibility is lack of appropriate instruction in reading, including the essential components of reading instruction (as defined in section 1208(3) of ESEA); lack of appropriate instruction in math; or limited English proficiency; and if the child does not otherwise meet the program area eligibility criteria for a child with a disability.</p>		
<p>1. Lack of appropriate instruction in reading</p>	<p>Indicates if the student is receiving a lack of instruction in reading.</p>	<p>Y: Yes or N: No Regardless of the option selected, a text field displays to explain reasoning. This is required if Yes is selected.</p>
<p>2. Lack of appropriate instruction in math</p>	<p>Indicates if the student is receiving a lack of instruction in math.</p>	<p>Y: Yes or N: No Regardless of the option selected, a text field displays to explain reasoning. This is required if Yes is selected.</p>
<p>3. Lack of appropriate instruction in writing</p>	<p>Indicates if the student is receiving a lack of instruction in writing.</p>	<p>Y: Yes or N: No Regardless of the option selected, a text field displays to explain reasoning. If Yes is selected, this text field is required.</p>
<p>4. Lack of English Proficiency</p>	<p>Indicates if the student is has a lack of English proficiency.</p>	<p>Y: Yes or N: No Regardless of the option selected, a text field displays to explain reasoning. If Yes is selected, this text field is required.</p>
<p>5. Cultural Factors</p>	<p>Indicates if the student has cultural factors inhibiting their ability to learn.</p>	<p>Y: Yes or N: No Regardless of the option selected, a text field displays to explain reasoning. If Yes is selected, this text field is required.</p>
<p>6. Environmental or economic disadvantage</p>	<p>Indicates if the student has environmental or economic disadvantage inhibiting their ability to learn.</p>	<p>Y: Yes or N: No Regardless of the option selected, a text field displays to explain reasoning. If Yes is selected, this text field is required.</p>

Field	Description	Validation
7. Atypical educational history	Indicates if the student has an atypical educational history disadvantage inhibiting their ability to learn.	Y: Yes or N: No Regardless of the option selected, a text field displays to explain reasoning. If Yes is selected, this text field is required.
<p>For some students the following factors may be exclusionary. However, if the primary area of concern for a student is one of the issues in the chart below, proceed to the questions below the chart. For all others, please complete the chart and the questions below the chart.</p>		
1. Does the child have adequate visual capability?	Indicates if the student has adequate visual capabilities.	Y: Yes or N: No Regardless of the option selected, a text field displays to explain reasoning. If Yes is selected, this text field is required.
2. Does the child have adequate hearing capability?	Indicates if the student has adequate hearing capabilities.	Y: Yes or N: No Regardless of the option selected, a text field displays to explain reasoning. If Yes is selected, this text field is required.
3. Does the child have a motor impairment that impacts results of assessments?	Indicates if the student has adequate motor capabilities.	Y: Yes or N: No Regardless of the option selected, a text field displays to explain reasoning. If Yes is selected, this text field is required.
4. Does the child exhibit selective mutism, tongue thrust, or dialectal differences in language?	Indicates if the student has mutism, tongue thrust, or dialectal differences in language.	Y: Yes or N: No Regardless of the option selected, a text field displays to explain reasoning. If Yes is selected, this text field is required.
Are there exclusionary factors that should be resolved prior to determining eligibility?	Indicates if there are other exclusionary factors that need to be resolved before determining the student's special ed eligibility.	Y: Yes - Student is not eligible or N: No - Continue to next section Regardless of the option selected, a text field displays to explain reasoning. If Yes is selected, this text field is required.

Decision Making

The Decision Making for Eligibility editor indicates if the student has received the necessary intervention and progress monitoring to verify eligibility.

Decision Making NOT STARTED
Editor 11 of 16

Have interventions been implemented and monitored as designed for an appropriate time to show effect or lack of effect in the identified area(s) of concern?

Progress monitoring demonstrated the child is not making sufficient rate of progress to meet age or State-approved grade-level standards within a reasonable time frame when child's response to intervention is measured. Therefore, there is an adverse effect on educational (functional, developmental, and/or academic) performance.

Committee Rationale:
Please include any applicable comments.

Decision Making Editor

▶ [Click here to expand...](#)

Field	Description	Validation
Have interventions been implemented and monitored as designed for an appropriate time to show effect or lack of effect in the identified area(s) of concern?	Indicates if interventions have been implemented and monitored as designed to accurately evaluate the student.	N: No - student not eligible under IDEA or Y: Yes - continue
Progress monitoring demonstrated the child is not making sufficient rate of progress to meet age or State-approved grade-level standards within a reasonable time frame when child's response to intervention is measured. Therefore, there is an adverse effect on educational (functional, developmental, and/or academic) performance.	Indicates if the student's progress monitoring has shown the student is not making sufficient rate of progress to meet age or State-approved grade-level standards.	N: No - student not eligible under IDEA or Y: Yes - continue
Committee Rationale:	A text field used to describe the Special Ed committee's rationale for making the decision.	N/A

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Summary of Considerations

The Summary of Considerations editor indicates the areas where the student shows a disability that negatively impacts the student's educational performance and development, and the areas of the student's eligibility.

Summary of Considerations NOT STARTED
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The committee has discussed and agreed that the results of the data indicate the student demonstrates an adverse educational impact in specific area(s). The following characteristics shall be considered to determine the existence of a disability and the need for special education.

Indicate the areas where deficits adversely impact educational (functional, developmental and/or academic) performance. Then refer to the Eligibility Quick Reference Guide for disability guidance.

Summary of Area

<input type="checkbox"/> Sensory (Hearing, Vision)	<input type="checkbox"/> Medical	<input type="checkbox"/> Motor
<input type="checkbox"/> Sensory Processing	<input type="checkbox"/> Communication/Language	<input type="checkbox"/> Social/Emotional/Behavioral
<input type="checkbox"/> Adaptive	<input type="checkbox"/> Psychological Processing	<input type="checkbox"/> Intellectual Functioning
<input type="checkbox"/> Academic Achievement	<input type="checkbox"/> Observation	<input type="checkbox"/> Work Samples
<input type="checkbox"/> Parent Information	<input type="checkbox"/> Other	

Based on the above summary, eligibility is being considered in the following area(s): *

<input type="checkbox"/> Autism	<input type="checkbox"/> Blind	<input type="checkbox"/> Deaf
<input type="checkbox"/> Deaf & Blind	<input type="checkbox"/> Emotional/Behavioral Disorder	<input type="checkbox"/> Hearing Impairment
<input type="checkbox"/> Intellectual Disability (Mild)	<input type="checkbox"/> Intellectual Disability (Moderate)	<input type="checkbox"/> Intellectual Disability (Severe)
<input type="checkbox"/> Intellectual Disability (Profound)	<input type="checkbox"/> Orthopedic Impairment	<input type="checkbox"/> Other Health Impairment
<input type="checkbox"/> Significant Developmental Delay	<input type="checkbox"/> Specific Learning Disability	<input type="checkbox"/> Speech/Language Impairment
<input type="checkbox"/> Traumatic Brain Injury	<input type="checkbox"/> Visual Impairment	

Summary of Considerations Editor

Multiple checkboxes can be selected. If Other is selected, a text field displays and is required.

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Meeting Minutes

The Meeting Minutes editor is used to describe any notes related to the eligibility meeting.

Meeting Minutes NOT STARTED
Editor 13 of 16

Minutes of Meeting:

Meeting Minutes Editor

Eligibility Determination

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

Eligibility Determination Editor

▶ [Click here to expand...](#)

Field	Description	Validation
Is the student eligible for special education and related services?	Indicates if the student is eligible for special education or related services based on the evaluation.	No or Yes, eligible categories listed below When Yes is selected, the following dropdowns display: <ul style="list-style-type: none"> • Primary (Required) • Secondary • Tertiary • Fourth • Fifth
Committee Rationale:	A text field used to describe the committees reasoning for their decision and the eligibility categories the student qualifies for, if Yes.	N/A

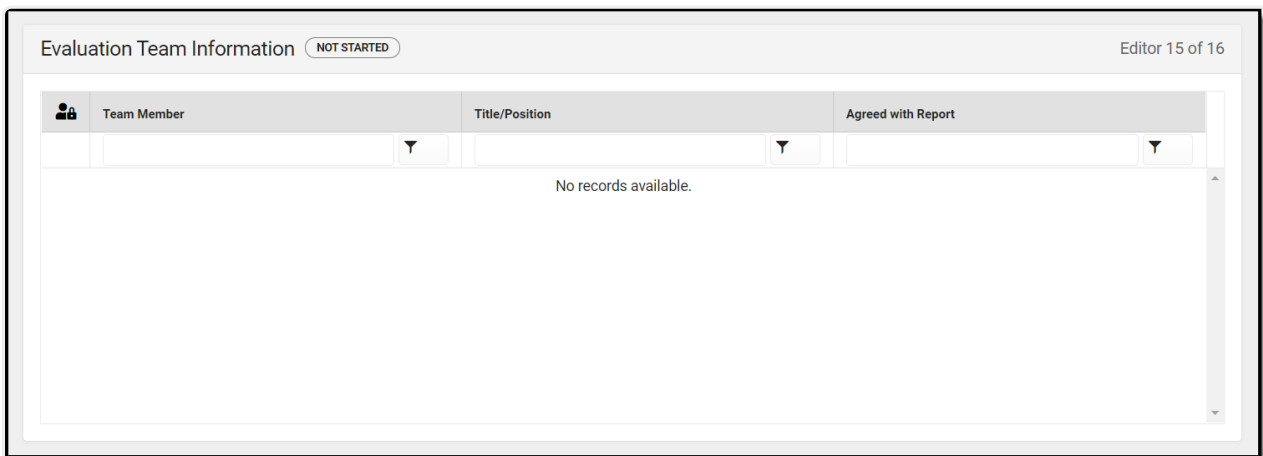
Evaluation Team Information

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.

▶ [Click here to expand...](#)

Evaluation Team Information List Screen



Evaluation Team Information List Screen

Field	Description
Padlock Icon	The user currently working on the record.
Team Member	The name of the participant.
Title/Position	The title of the participant.
Agreed with Report	Indicates the person agrees with the report results and course of action.

Evaluation Team Information Detail Screen

Evaluation Team Information

Team Member: *

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 Screen

Field	Description	Validation
Team Member <i>Required</i>	The name of the participant.	This data pulls from the Team Members tool.
Title/Position	The role of the participant.	This data pulls from the Team Members tool.
Agreed with Report	Indicates the person agrees with the report results and course of action.	No Selection, Yes, or No. No Selection is the default value. When No is selected, a text field displays.

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Parent Participation

The Parent Participation Editor indicates the types of documents provided to the parents. It also indicates how the documents were delivered to the parents.

Parent Participation NOT STARTED Editor 16 of 16

Print in Evaluation

The following documents were provided to the parent(s):

Parent Rights in Special Education
 Evaluation Results
 Eligibility Report(s)
 Other:

If parent did not attend the meeting, complete below:

Date Provided:

The documents were:

Mailed
 Given in Person
 Sent via Student
 Other:

Parent Participation Editor

▶ [Click here to expand...](#)

Field	Description
Print in Evaluation	Prints this editor on the evaluation.
The following documents were provided to the parent(s):	The list of documents provided to the parent/guardian. Options include: <ul style="list-style-type: none"> • Parent Rights in Special Education • Evaluation Results • Eligibility Report(s) • Other
If parent did not attend the meeting, complete below:	
Date Provided	The date the documents were provided to the parent/guardian.
The documents were:	Indicates how the documents were provided to the parent/guardian. Options include: <ul style="list-style-type: none"> • Mailed • Given in Person • Sent via Student • Other

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