

Evaluation (Delaware)

Last Modified on 10/21/2024 8:20 am CDT

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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, 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 eligibility documentation, is given to the student’s parents by the school district.

The current print format is **DE Evaluation 2024**. Delaware is a State Edition and districts cannot change the evaluation format.

Editor Home - DE Evaluation ?			
NAME	STATUS	MODIFIED BY	COMPLETED BY
Evaluation Header	IN PROGRESS	System Administrator 5/22/24 1:20 PM	>
Related Services Evaluation Information	NOT STARTED		>
Purpose	NOT STARTED		>
Enrollment Information	NOT STARTED		>
Student Information	IN PROGRESS	System Administrator 5/22/24 1:20 PM	>
Parent/Guardian Information	IN PROGRESS	System Administrator 5/22/24 1:20 PM	>
Section A: Background Information	NOT STARTED		>
Section B: Educational Performance Data	NOT STARTED		>
Section C: Eligibility Discussion	NOT STARTED		>
Section D: Eligibility Determination	NOT STARTED		>
Section E: Signatures and Certifications	NOT STARTED		>

Editor Home

Editor Home

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

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, and the editor is read-only. This does not lock the editor from further editing but indicates the user considers the editor 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. <p>The following statuses are only available for certain state-specific documents:</p> <ul style="list-style-type: none"> • ESign indicates that the editor has functionality related to the eSignature process. See the Delaware Special Ed Plan eSignature Process article for additional information. • Complete Pending eSignature indicates the plan has been entered and sent via the Campus Parent portal to the student's guardian for eSignature.
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 Information

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

Button	Description
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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 is usually found within the detail screen or 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 Type 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 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 a listing of all the student's applicable enrollment records. See the Enrollments tool documentation for additional information.</p>
Cancel	<p>Navigates the user to the Editor Home screen or the List Screen for List editors.</p>
Status	<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. The user must click In Progress to further edit after an editor is marked Complete. • Not Needed indicates the editor does not apply to the student's plan or evaluation. This makes the editor read-only. However, this does not lock the editor from further editing. Click the In Progress button to further edit after an editor is marked Not Needed. • In Progress only displays when the editor is in the Complete or Not Needed status and allows additional edits to be made. <p>The following status is only available for the Nevada and Delaware:</p> <ul style="list-style-type: none"> • Complete Pending eSignature only displays for the Procedural Safeguards, IEP Implementation, and Medicaid Consent editors. This button marks the editor as complete until the parent/guardian electronically signs those sections of the plan via the Campus Parent Portal. See the Delaware Special Ed Plan eSignature Process article for additional information.
Print	<p>Prints the entire document.</p>
Editors	<p>Opens a side panel listing all the available editors and their status. Select an editor from this list to navigate to that editor or click Close to collapse the side panel.</p>

Button	Description
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 is displayed. List editors display a list of all records within that editor. Clicking an existing record or the **New** button opens the detail view for an individual record.

Editor Lock Out and Release Logic

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

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

To release an editor, the user must:

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

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

Text Editors

Images should not be inserted into text fields.

Editors

[Evaluation Header](#) | [Related Services Evaluation Information](#) | [Purpose](#) | [Enrollment Information](#) | [Student Information](#) | [Parent/Guardian Information](#) | [Section A: Background Information](#) | [Section B: Educational Performance Data](#) | [Section C: Eligibility Discussion](#) | [Section D: Eligibility Determination](#) | [Section E: Signatures and Certifications](#)

Evaluation Header

The Evaluation Header editor documents relevant dates concerning the student's current or future evaluations.

Evaluation Header
IN PROGRESS
Editor 1 of 10

Eligibility Date

Meeting Date ⓘ
 In-State Transfer Meeting Date
 In-State Transfer Reviewed and Adopted

Evaluation *

Evaluation Header Editor

▶ [Click here to expand...](#)

Field	Description	Validation
Eligibility Date <i>*Required</i>	The day the student was determined for eligibility.	*This is required to complete the editor.
Meeting Date <i>*Required</i>	The day of the meeting.	*This is required to complete the editor. This date pulls in from the Section E: Signatures and Certifications editor. Only Initial Eligibility Determination or Reevaluation for Eligibility Determination Meeting Invite documents pull in.
In-State Transfer Meeting Date	The date to review the evaluation of a student who transferred to a district from another district within Delaware.	N/A
In-State Transfer Reviewed and Adopted	Indicates that the evaluation of an in-state transfer student has been reviewed and accepted.	N/A
Evaluation <i>Required</i>	The type of evaluation. Options are Reevaluation or Initial.	N/A

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Related Services Evaluation Information

The Related Service Evaluation Information editor documents when a related service evaluation was conducted for the student, which can be separate from the regular evaluation process.

Related Services Evaluation Information
NOT STARTED
Editor 2 of 11

Related Service Evaluation

Related Service Evaluation Date *

Related Services Evaluation Information Editor

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Purpose

The only field on the Purpose editor is the "Describe purpose(s) for referral including presenting concerns" text field.

Purpose
NOT STARTED
Editor 2 of 10

"**Evaluation Summary Report**" or "**ESR**" means a report that documents the IEP team's review of data and discussion of the eligibility determination. (Authority: 20 U.S.C. 1414(b)(4); 14 Del.C. §3110)

IEP team includes the parents of the child, a regular education teacher, a special education teacher, a representative of the public agency, an individual who can interpret instructional implications of evaluation results, other individuals who have knowledge or special expertise regarding the child, the child whenever appropriate, a career technical education teacher or career technical teacher coordinator when appropriate (14 DE Admin. Code § 925.8.0), as well as additional IEP team members as indicated in 14 DE Admin Code § 925.6.6-925.6.17.

Describe purpose(s) for referral including presenting concerns

B i A: ☰ ☱ ¶: ↶ ↷ ⋮

Purpose Editor

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Enrollment Information

The Enrollment Information editor is a read-only editor that pulls in district and school information where the student is enrolled. This editor also documents the student's disability(ies).

Enrollment Information IN PROGRESS
Editor 3 of 10

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

Primary Disability *

1000: Autism ▼

Secondary Disability

▼

Tertiary Disability

Select Tertiary Disabilities...

District of Residence

Attending Building
Arthur Elementary

Grade
KG

District Information

District Number	District Name	
100	Plainview Schools	
District Address		District Phone
123 Main Street, Metro City, DE 55555		(763)555-5555
District SPED Address		District SPED Phone
456 2nd Avenue, Metro City, MN 55555		(763)633-1111

Enrollment Information Editor

▶ [Click here to expand...](#)

Field	Description	Validation
<p>Primary Disability <i>Required</i></p>	<p>The student's first disability. Options include:</p> <ul style="list-style-type: none"> 1000 Autism 1100 Deaf-Blind 1400 Developmental Delay 0200 Emotional Disability 0700 Hearing Impairment 0300 Learning Disability 0100 Mild Intellectual Disability 0400 Moderate Intellectual Disability 0603 Orthopedic Impairment 0601 Other Health Impairment 0900 Partially Sighted 1600 Pre-School Speech Delay 0500 Severe Intellectual Disability 1200 Speech and/or Language Impairment 1300 Traumatic Brain Injury 0800 Visually Impaired 	<p>N/A</p>

Field	Description	Validation
Secondary Disability	The student's second disability, when applicable. The options available are the same as the Primary Disability options.	N/A
Tertiary Disability	The student's third disability, when applicable. The options available are the same as the Primary Disability options.	N/A
District of Residence	The student's district of residence.	This field pulls in from the student's Enrollment tool.
Attending Building	The building where the student attends school.	Upon Refresh, this field is pulled from the Enrollment tool and cannot be modified.
Grade	The student's grade.	Upon Refresh, this field is pulled from the Enrollment tool and cannot be modified. Database Location: enrollment.grade
District Information		
District Number	The district number associated with the Enrolled school.	District Information > State District Number
District Name	The district name associated with the Enrolled school.	District Information > Name
District Address	The district address associated with the Enrolled school.	District Information > Address
District Phone	The district phone number associated with the Enrolled school.	District Information > Phone
District SPED Address	The district special education address associated with the Enrolled school.	District Information > SPED Address
District SPED Phone	The district special ed phone number associated with the Enrolled school.	District Information > SPED Phone

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Student Information

The Student Information editor pulls demographic information regarding the student. This is a read-only editor.

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

Student Information IN PROGRESS
Editor 4 of 10

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

Last Name [REDACTED]	First Name Colton	Middle Name	Suffix
Birthdate 02/01/2018	Student ID 103667		
Address			

Case Manager Information

Name	Title
Phone	

Student Information Editor

▶ [Click here to expand...](#)

Field Name	Description	Database and UI Location (when Refreshed is clicked)
Last Name	The student's last name.	Demographics > Last Name identity.lastName
First Name	The student's first name.	Demographics > First Name identity.firstName
Middle Name	The student's middle name.	Demographics > Middle Name identity.middleName
Suffix	The student's suffix.	Demographics > Suffix Name identity.suffix
Birthdate	The student's birthdate.	Demographics > Birth Date identity.birthDate
Student ID	The student's ID number.	Enrollment > Student Number identity.studentNumber

Field Name	Description	Database and UI Location (when Refreshed is clicked)
Address	The student's address.	Households > Address Info address.number; address.street; address.tag; address.prefix; address.dir; address.apt; address.city; address.state; address.zip
Case Manager Information		
Name	The first and last name of the team member.	Student Information > Special Ed Team Members
Title	The role of the team member.	Student Information > Special Ed Team Members
Phone	The phone number of the team member.	Student Information > Special Ed Team Members

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Parent/Guardian Information

The Parent/Guardian Information editor pulls the contact information of the student's parent/guardian(s).

The **Refresh** button retrieves a fresh copy of data from the parent/guardian's record.

Parent/Guardian Information IN PROGRESS
Editor 5 of 10

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.

Parent/Guardian
Remove

Print Sequence i

1

▼

Name
 Harrison - Father

Address
 2927 5th Ave NW, Blaine, DE 55449

Home Phone	Work Phone	Cell Phone
(651)555-1694	(555)555-1101	(555)555-1468

E-mail

Home Primary Language

Parent/Guardian Information Editor

▶ [Click here to expand...](#)

Field	Description
Print Sequence	The order in which the parent/guardian displays.
Name	The name of the parent/guardian.
Address	The address of the parent/guardian.
Home Phone	The parent/guardian's home phone.
Work Phone	The parent/guardian's work phone.
Cell Phone	The parent/guardian's cell phone.
Email	The parent/guardian's email.
Home Primary Language	The language the parent/guardian speaks at home.

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Section A: Background Information

The Background Information editor is used to document the student's strengths and relevant data.

Section A: Background Information NOT STARTED
Editor 6 of 10

Pursuant to 14 DE Admin. Code § 925.6.3.1, the public agency shall draw upon information from a variety of sources, including parent input, teacher recommendations, and other information sources.

1. Describe student strengths

B i A: [List Bulleted] [List Numbered] [List Disclosed] [Link] [Table]
[Undo] [Redo] [More]

2. Describe relevant background information including parent input, academic history, language, behavior, social, emotional, cultural background, relevant medical history (e.g. vision and hearing screenings), and summary of previous evaluations

B i A: [List Bulleted] [List Numbered] [List Disclosed] [Link] [Table]
[Undo] [Redo] [More]

Section A: Background Information Editor

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Section B: Educational Performance Data

The Educational Performance Data editor is used to document assessment data to determine the student's special education eligibility.

Section B: Educational Performance Data
NOT STARTED
Editor 7 of 10

Pursuant to 14 DE Admin. Code § 925.6.3.1, the public agency shall draw upon information from a variety of sources, including parent input, teacher recommendations, and other information sources.

1. Provide student intellectual and academic assessment data which may include classroom-based assessments, state assessments, cognitive and achievement test scores

B i A: [List Bulleted] [List Numbered] [List Disclosed] [Link] [Table]
[Undo] [Redo] [More]

2. Provide relevant student social, emotional, behavioral, and adaptive behavior data

B i A: [List Bulleted] [List Numbered] [List Disclosed] [Link] [Table]
[Undo] [Redo] [More]

Section B: Educational Performance Data Editor

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Section C: Eligibility Discussion

The Eligibility Discussion editor is used to document the student's eligibility status and relevant criteria.

Section C: Eligibility Discussion IN PROGRESS

Editor 8 of 10

1. IEP TEAM DISCUSSION OF ADVERSE EFFECT ON EDUCATIONAL PERFORMANCE

Pursuant to 14 DE Admin. Code § 922.3.0., "Adverse Effect on Educational Performance" means a significant and consistent negative influence of the disability on the student's educational performance, as evidenced by their skills in the academic, developmental, or functional domains (e.g., literacy, mathematics, adaptive skills, mobility, pre-vocational and vocational skills, behavior, social adaptation, emotional adaptation, self-help skills, and communication).

Does the student meet eligibility criteria for a student with a disability?

Yes

Describe the IEP team's detailed discussion including:

How the data support whether the student's disability(ies) adversely affect their educational performance, thereby requiring special education and related services *

Example

Why the student does not meet the eligibility criteria for a student with a disability

Section C: Eligibility Discussion Editor

▶ [Click here to expand...](#)

Field	Description	Validation
1. IEP TEAM DISCUSSION OF ADVERSE EFFECT ON EDUCATIONAL PERFORMANCE		
Does the student meet eligibility criteria for a student with a disability?	Indicates the student's eligibility for having a disability. Options are Yes or No.	N/A
How the data support whether the student's disability(ies) adversely affect their educational performance, thereby requiring special education and related services <i>*Required</i>	A description of how the data supports the student's eligibility status.	*This field is available and required when Yes is selected from the "Does the student meet eligibility criteria for a student with a disability?" field. This field is limited to 8000 characters.

Field	Description	Validation
<p>Why the student does not meet the eligibility criteria for a student with a disability <i>*Required</i></p>	<p>A description as to why the student does not meet the disability criteria.</p>	<p>*This field is available and required when No is selected from the "Does the student meet eligibility criteria for a student with a disability?" field.</p> <p>This field is limited to 8000 characters.</p>
<p>Is SLD being considered?</p>	<p>Indicates SLD is being considered. Options are Yes or No.</p>	<p>N/A</p>
<p>Indicate whether the child does not achieve adequately for the child's age or to meet State-approved grade-level standards (14 DE Admin. Code § 925.6.11.1.1) * <i>*Required</i></p>	<p>Indicates the student does not achieve adequately for their age to meet state grade-level standards.</p>	<p>*This field is available and required when Yes is selected from the "Is SLD being considered?" field.</p>
<p>Describe the child's insufficient progress (14 DE Admin. Code § 925.6.11.1.2), and/or identify the child's pattern(s) of strength and weakness (14 DE Admin. Code § 925.6.11.1.3) <i>*Required</i></p>	<p>A description of the student's progress.</p>	<p>*This field is available and required when Yes is selected from the "Is SLD being considered?" field.</p> <p>This field is limited to 8000 characters.</p>
<p>2. STATEMENT OF ASSURANCE</p>		
<p>Educational Performance: As per the special rule for eligibility determination in 14 DE Admin. Code § 925.6.2, the IEP team has determined that the child's educational performance</p>	<p>Indicates the student's educational performance. Options are Is or Is Not.</p>	<p>N/A</p>

Field	Description	Validation
Information Sources: In making the eligibility determination described above, the school district, charter school, or other public agency assures it has drawn upon information from a variety of sources and information from all such sources is documented and carefully considered.	Indicates a variety of sources were considered. Options are Yes or No.	N/A
Documentation: The IEP team has acquired all of the documentation required for consideration of eligibility determination as indicated in the documentation section located in subsection .6 of each educational classification of disability under consideration as listed in 14 DE Admin. Code § 925.6.	Indicates all documentation has been acquired. Options are Yes or No.	N/A

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Section D: Eligibility Determination

The Eligibility Determination editor documents the team's decision regarding the student's eligibility determination.

Section D: Eligibility Determination IN PROGRESS Editor 9 of 10

Based upon review of the data, the IEP team determines that Colton Abegg

MEETS the eligibility criteria to receive special education and related services in the following educational classification(s) because the data indicate the disability has an adverse effect on educational performance and the student needs specially designed instruction.

DOES NOT MEET the eligibility criteria to receive special education and related services and the student does not need specially designed instruction.

<p>Primary Educational Classification of Disability *</p> <div style="border: 1px solid #ccc; padding: 2px;">Autism</div>	<p>Secondary Educational Classification of Disability</p> <div style="border: 1px solid #ccc; padding: 2px;"> </div>	<p>Tertiary Educational Classification(s) of Disability</p> <div style="border: 1px solid #ccc; padding: 2px;">Select Tertiary Disabilities...</div>
<p>Specific Learning Disability</p> <div style="border: 1px solid #ccc; padding: 2px;">Select Specific Learning Disability</div>	<p>Specific Learning Disability</p> <div style="border: 1px solid #ccc; padding: 2px;">Select Specific Learning Disability</div>	<p>Specific Learning Disability</p> <div style="border: 1px solid #ccc; padding: 2px;">Select Specific Learning Disability</div>

Section D: Eligibility Determination Editor

▶ [Click here to expand...](#)

Field	Description	Validation
<p>Based upon review of the data, the IEP team determines that <Student Name></p>	<p>The team's determination. Options include:</p> <ul style="list-style-type: none"> • MEETS the eligibility criteria to receive special education and related services in the following educational classification(s) because the data indicate the disability has an adverse effect on educational performance and the student needs specially designed instruction. • DOES NOT MEET the eligibility criteria to receive special education and related services and the student does not need specially designed instruction. 	<p>Only one option can be selected.</p>
<p>Primary Educational Classification of Disability <i>*Required</i></p>	<p>The student's disability. Options include:</p> <ul style="list-style-type: none"> • Autism • Deaf-Blind • Developmental Delay • Emotional Disability • Hearing Impairment • Specific Learning Disability • Intellectual Disability • Orthopedic Impairment • Other Health Impairment • Speech or Language Impairment • Traumatic Brain Injury • Visual Impairment Including Blindness 	<p>*This field is available and required when MEETS is selected from the "Based upon review of the data, the IEP team determines that" dropdown.</p> <p>Only one option can be selected.</p>

Field	Description	Validation
Secondary Educational Classification of Disability	<p>The student's secondary disability. Options include:</p> <ul style="list-style-type: none"> • Autism • Deaf-Blind • Developmental Delay • Emotional Disability • Hearing Impairment • Specific Learning Disability • Intellectual Disability • Orthopedic Impairment • Other Health Impairment • Speech or Language Impairment • Traumatic Brain Injury • Visual Impairment Including Blindness 	<p>This field is available when MEETS is selected from the "Based upon review of the data, the IEP team determines that" dropdown.</p> <p>Only one option can be selected AND cannot be selected in the Primary Educational Classification of Disability field.</p>
Tertiary Educational Classification(s) of Disability	<p>The student's third disability. Options include:</p> <ul style="list-style-type: none"> • Autism • Deaf-Blind • Developmental Delay • Emotional Disability • Hearing Impairment • Specific Learning Disability • Intellectual Disability • Orthopedic Impairment • Other Health Impairment • Speech or Language Impairment • Traumatic Brain Injury • Visual Impairment Including Blindness 	<p>This field is available when MEETS is selected from the "Based upon review of the data, the IEP team determines that" dropdown.</p> <p>Multiple selections can be made.</p> <p>This selection cannot be select in Primary or Secondary Educational Classification of Disability fields.</p>
Specific Learning Disability <i>*Required</i>	<p>Options include:</p> <ul style="list-style-type: none"> • Basic Reading Skills • Reading Fluency Skills • Reading Comprehension • Mathematics Calculation • Mathematics Problem Solving • Oral Expression • Listening Comprehension • Written Expression 	<p>*This field is available and required when Specific Learning Disability is selected from the "Primary Educational Classification of Disability"</p> <p>Multiple selections can be made.</p>

Field	Description	Validation
Specific Learning Disability <i>*Required</i>	Options include: <ul style="list-style-type: none"> • Basic Reading Skills • Reading Fluency Skills • Reading Comprehension • Mathematics Calculation • Mathematics Problem Solving • Oral Expression • Listening Comprehension • Written Expression 	*This field is available and required when Specific Learning Disability is selected from the "Secondary Educational Classification of Disability" field. Multiple selections can be made.
Specific Learning Disability <i>*Required</i>	Options include: <ul style="list-style-type: none"> • Basic Reading Skills • Reading Fluency Skills • Reading Comprehension • Mathematics Calculation • Mathematics Problem Solving • Oral Expression • Listening Comprehension • Written Expression 	*This field is available and required when Specific Learning Disability is selected from "Tertiary Educational Classification(s) of Disability." Multiple selections can be made.

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Section E: Signatures and Certifications

The Signatures and Certifications editor documents the team members' conclusions.

Section E: Signatures and Certifications Editor 10 of 10

Meeting Invite Meeting Date: 04/08/2024

Meeting Location: School, Room 150

Invitation Date: 04/01/2024 Meeting Time:

MEETING PURPOSE

No Meeting Purpose selected

Attendance

First Name *	Last Name *	Role Name	This report DOES NOT reflect team member's conclusions	Remove
Glissa-Jean	<input type="text"/>	1	<input type="checkbox"/>	<input type="button" value="x"/>
Harrison	<input type="text"/>	2	<input type="checkbox"/>	<input type="button" value="x"/>
Saul	<input type="text"/>	3	<input type="checkbox"/>	<input type="button" value="x"/>
Alexander	<input type="text"/>	4	<input type="checkbox"/>	<input type="button" value="x"/>

Section E: Signatures and Certifications Editor

▶ [Click here to expand...](#)

Field	Description	
Meeting Invite <i>Required</i>	The Meeting Invite document associated with this Evaluation.	Only Initial Eligibility Determination or Reevaluation for Eligibility Determination Meeting Invite documents are available in this dropdown. The Meeting Invitation must be locked to display in this dropdown.
Meeting Date	The day of the meeting.	This is read-only and pulls in from the locked Meeting Invitation document.
Invitation Date	The day of the meeting invitation.	This is read-only and pulls in from the locked Meeting Invitation document.
Meeting Location	The location of the meeting.	This is read-only and pulls in from the locked Meeting Invitation document.

Field	Description	
Meeting Time	The time of the meeting.	This is read-only and pulls in from the locked Meeting Invitation document.
Meeting Purpose	The description of the meeting purpose.	This is read-only and pulls in from the locked Meeting Invitation document.
Attendance		
First Name	The person's first name.	Displays as read-only and pulls from the Meeting Invitation document, unless manually adding people.
Last Name	The person's last name.	Displays as read-only and pulls from the Meeting Invitation document, unless manually adding people.

Field	Description	
Role Name	<p>The person's role. Click the expand link to view the list of available roles.</p> <p>▶ Click here to expand...</p> <ul style="list-style-type: none"> • Student • Parent • LEA Representative/Designee • General Education teacher • Special Education Teacher • Speech Language Pathologist • Career and Tech Education • Administrator • Advocate • Audiologist • Teacher • COTA • Curriculum Specialist • Designee • Educational Diagnostician • Instructional Aide • Interpreter • Occupational Therapist • Orientation and Mobility Specialist • Physical Therapist • Recreation Therapist • School Counselor • School Nurse • School Social Worker • Special Education Administrator • Special Education Classroom Teacher • Special Education Paraprofessional • Supervisor • Supportive Services Staff • Teacher English as a Second Language • Teacher's Aid • Other 	<p>Displays as read-only and pulls from the Meeting Invitation document, unless manually adding people.</p>
This report DOES NOT reflect team member's conclusions	<p>Indicates this person disagrees with the conclusions of the team.</p>	<p>N/A</p>

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