**SSID Number**: **DOB**: **Student**: **Eligibility**:

**Ethnicity**: **School**: **Teacher**: **Monitor**:

**Primary home language indicated by the parent**: **Language in which the student is most proficient**:

**Evaluation/Reevaluation**

| **PEA ü** | **Line Item** | **I-O-U** | **Description** |
| --- | --- | --- | --- |
|  | II.A.1 | \_\_\_\_\_\_ | Current evaluation **60-Day** |
|  | II.A.2 | \_\_\_\_\_\_ | Review of existing data |
|  |  |  | Parent request timeline |
|  |  |  | Current information provided by the parents |
|  |  |  | Current classroom-based assessments |
|  |  |  | Teachers and related service providers observation(s), including pre-referral interventions |
|  |  |  | Formal assessments |
|  | II.A.3 | \_\_\_\_\_\_ | Team determination of need for additional data |
|  |  |  | Team determined that existing data were sufficient or determined that additional data were needed |
|  |  |  | For reevaluation only, parents were informed of reason and right to request data |
|  |  |  | Obtained informed parental consent or, for  reevaluation only, documented efforts to obtain consent |
|  | II.A.4 | \_\_\_\_\_\_ | Eligibility considerations |
|  |  |  | Student assessed in all areas related to the suspected disability (including academic, behavior, current vision and hearing status) and for preschool, a CDA (indicate areas that have not been assessed) **60-Day**  Vision  Social/behavioral  Hearing  Communications  Academics  Assistive tech.  Cognitive  Motor skills  Adaptive |
|  |  |  | Performance in educational setting and progress in general curriculum |
|  |  |  | Educational needs to access the general curriculum, including assistive technology |
|  |  |  | For reevaluations, if any additions or modifications to the special education services are needed for the student to progress in the general curriculum |
|  |  |  | The impact of any educational disadvantage |
|  |  |  | The impact of English language learning on progress in the general curriculum |
|  |  |  | Team determined the student has a specific category of disability **60-Day** |
|  |  |  | Team determined the student needs special education and related services **60-Day** |
|  |  |  | Assessments and other evaluation materials are administered in a language and form most likely to yield accurate information **60-Day** |
|  |  |  | SPED72 matches eligibility |
|  |  |  | A—documents a developmental disability that significantly affects verbal and nonverbal communication and social interaction |
|  |  |  | DD—documents at least 1.5 SD and no more than 3.0 SD below the mean in two or more areas for a child who is at least 3 years of age but under 10 years of age |
|  |  |  | ED—verification by a qualified professional **60-Day** |
|  |  |  | HI—verification by a qualified professional **60-Day** |
|  |  |  | HI—documents the language proficiency of the student |
|  |  |  | MIID—documents performance on standard measures between 2 and 3 SD below the mean |
|  |  |  | MOID—documents performance on standard measures between 3 and 4 SD below the mean |
|  |  |  | MD—documents a learning and developmental problem resulting from multiple disabilities **60-Day** |
|  |  |  | MDSSI—documents multiple disabilities that include at least one of the following: VI or HI **60-Day** |
|  |  |  | OHI—verification by a qualified professional **60-Day** |
|  |  |  | OI—verification by a qualified professional **60-Day** |
|  |  |  | PSD—documents more than 3.0 SD below the mean in one or more areas |
|  |  |  | SLI—documents a communication disorder |
|  |  |  | SLD—documents a significant discrepancy between achievement and ability in one of the identified areas or failure to respond to intervention (RTI) |
|  |  |  | SLD—certifies that each team member agrees or disagrees |
| **Stop outline** |  |  | SLD—documents determination of effects of environmental, cultural, or economic disadvantage |
| **Stop outline** |  |  | SID—documents performance at least 4 SD below the mean |
| **Stop outline** |  |  | TBI—verification by a qualified professional **60-Day** |
| **Stop outline** |  |  | VI—verification by a qualified professional **60-Day** |
| **Stop outline** |  |  | VI—documents the results of an individualized Braille assessment for a student who is considered blind |
| **Stop outline** | **II.A.5** | \_\_\_\_\_\_ | **For initial evaluation, the student was evaluated within 60 calendar days**  **# of days over:**  **Reason:**  **60-Day** |

**Evaluation/Reevaluation Comments:**

**Individualized Education Program**

|  |  |  |  |
| --- | --- | --- | --- |
| **PEA ü** | **Line Item** | **I-O-U** | **Description** |
|  | III.A.1 | \_\_\_\_\_\_ | Current IEP (date: ) **60-Day** |

**IEP Comments:**

**Secondary Transition Line Items (III.A.6 & III.A.7)**

| **PEA ü** | **Line Item** | **I-O-U** | **Description** |
| --- | --- | --- | --- |
|  | **III.A.6** | \_\_\_\_\_\_ | **For students 16 years of age or older, documentation of required postsecondary components 60-Day** |
|  |  |  | Measurable postsecondary goals  No evidence of goals  Goal content not postsecondary  Not measurable  Required goal areas not addressed |
|  |  |  | Measurable postsecondary goals updated annually |
|  |  |  | Documentation that the postsecondary goals were derived from age-appropriate assessment(s) |
|  |  |  | Documentation of one or more transition services/activities that support the postsecondary goal(s) |
|  |  |  | The student’s course of study supports the identified postsecondary goal(s) |
|  |  |  | Documentation of annual IEP goal(s) that will reasonably enable the student to meet the postsecondary goal(s) |
|  |  |  | Documentation that the student was invited to the meeting |
|  |  |  | Evidence that a representative of another agency that is likely to provide and/or pay for transition services has been invited to the meeting when parent consent has been obtained |
|  | III.A.7 | \_\_\_\_\_\_ | Documentation of additional postsecondary transition components |
|  |  |  | Progress reporting for services/activities |
|  |  |  | By age 17, a statement of rights to transfer at age 18 |

**Secondary Transition Comments:**