

**EVALUATION REPORT INCLUDING:
DETERMINATION OF ELIGIBILITY AND
NEED FOR SPECIAL EDUCATION
Form ER-1 (Rev 05/2019)**

Page ____ of ____

_____ **SCHOOL DISTRICT**

Name of Student _____ WISEid _____ LEA's Student ID _____

Type of Evaluation: Initial Reevaluation

DATE ON WHICH ELIGIBILITY DETERMINATION WAS MADE _____
(month/day/year)

Before determining whether the student is a student with a disability, (has an impairment and need for special education) document and carefully consider information from a variety of sources, including aptitude and achievement tests, parent(s) input, teacher recommendations, information about the student's physical condition, social or cultural background, and adaptive behavior. This will assist the IEP team in determining whether the student is or continues to have a disability and the content of the student's IEP, including information related to enabling the student to access, engage, and make progress in the general education curriculum. The evaluation report must be sufficiently comprehensive to document the IEP team's determination of the student's eligibility and educational needs.

The IEP team must include information about both academic achievement and functional performance. **Academic achievement** includes information in reading, mathematics, written language, communication, science, and social studies. For preschool children, academic achievement includes information about the child's acquisition and use of knowledge and skills including early language/communication, early literacy, and other pre-academic skills. **Functional performance** includes social and emotional skills, activities, and nonacademic skills needed for independence and performance at school, in the home, in the community, for leisure time, and for post-secondary and lifelong learning. Examples include: activities of everyday living, school/work/play habits, express needs and desires, problem solve, ask for help, and other social and emotional skills. For preschool children: positive social and emotional skills (including social relationships) and use of appropriate behaviors to meet their needs.

I. INFORMATION FROM EXISTING DATA (Refer to the Existing Data Review (Form ED-1) to make sure the existing data reviewed is reflected in this section.)

A. Information provided by parent(s)/family
Reading:

Other:

B. Summary of previous evaluations
Reading:

Other:

C. Classroom-based, district-wide, or state assessment results
Reading:

Other:

D. Information provided by teachers, related service providers and others

Reading:

Other:

E. Information from other sources (e.g., postsecondary transition, medical, etc.)

Reading:

Other:

F. Previous interventions and the effects of those interventions

Not Applicable

Previous intervention	Effect of the intervention on reading achievement/early literacy and other areas (including data, if applicable)

II. INFORMATION FROM ADDITIONAL ASSESSMENTS AND OTHER EVALUATION MATERIALS

Information from additional assessments or other evaluation materials was gathered Yes No
(If yes, summarize below or attach report(s).)

Reading:

Other:

DETERMINATION OF ELIGIBILITY AND NEED FOR SPECIAL EDUCATION

The IEP team must determine whether or not the student is a “child with a disability” and the educational needs of the student. A student is identified as having a disability if the IEP team determines the student has an impairment that adversely affects the student’s educational performance, and as a result, needs special education/specially designed instruction and related services. Use the eligibility criteria checklists to assist in documentation of required elements for each impairment area. Additional documentation is required for specific learning disabilities and visual impairment (see below).

A. DETERMINATION OF ELIGIBILITY

1. When considering whether the student meets the criteria for one or more impairments, the IEP team may not find the student eligible if the determining factor is due to a lack of appropriate instruction in reading or math, or due to limited English proficiency.

If one of these reasons applies, describe:

Not Applicable

2. The district must take steps to address the lack of appropriate instruction or the student’s limited English proficiency. Recommendations:

Not Applicable

3. This student meets the criteria for one or more of the following impairments (*check all that apply*):

- | | |
|--|---|
| <input type="checkbox"/> Autism | <input type="checkbox"/> Significant Developmental Delay
<i>(first consider other areas of impairment)</i> |
| <input type="checkbox"/> Emotional Behavioral Disability | <input type="checkbox"/> Specific Learning Disability
<i>(complete ER-2A, 2B, or 2C)</i> |
| <input type="checkbox"/> Hearing Impairment | <input type="checkbox"/> Speech or Language Impairment |
| <input type="checkbox"/> Intellectual Disability | <input type="checkbox"/> Traumatic Brain Injury |
| <input type="checkbox"/> Orthopedically Impaired | <input type="checkbox"/> Visual Impairment
<i>(complete ER-3, “Determining Braille Needs”)</i> |
| <input type="checkbox"/> Other Health Impairment | <input type="checkbox"/> None found <i>(complete A.3.b. and A.4. below)</i> |

a. For each impairment identified, document how the student meets the criteria (*attach eligibility checklist worksheet, if used*):

b. Were impairments considered and rejected? Yes No

If yes, document which impairments were rejected and how the student did not meet the criteria:

4. If **no** impairments are identified under A. 3., the student is not eligible for special education. The IEP team does not need to complete Section B. NEED FOR SPECIAL EDUCATION. Include recommendations other than special education, if any.

B. NEED FOR SPECIAL EDUCATION

As part of the evaluation, the IEP team must identify the modifications or accommodations that can be made in regular education, the student's needs that cannot be met in regular education, and additions or modifications which are not provided through the general education curriculum, if any.

If the student only requires modifications or accommodations that can be made to the regular education program, the student does not need special education and an IEP will not be written.

1. List modifications or accommodations, if any, that can be made in the regular education program (such as adaptation of content, methodology, or delivery of instruction to meet the student's needs) that the evaluation indicates may assist the student with access, engagement, and progress in age/grade level general education curriculum, instruction, and environment:

2. List student needs, if any, that have been identified through the evaluation that cannot be met through the regular education program as structured at the time the evaluation was conducted:

3. List additions or modifications, if any, which are not provided through the general education curriculum (including replacement content, expanded core curriculum and other supports) that the evaluation indicates may assist the student with access, engagement, and progress in age/grade level general education curriculum, instruction, and environment:

In order to be eligible for an IEP, the IEP team must determine that the previously identified impairment(s) adversely affect educational performance and the student needs special education/specially designed instruction as a result.

Special education/specially designed instruction means adapting, as appropriate, the content, methodology, or delivery of instruction to address the unique needs of the student that result from the student's disability; and ensure access of the student to the general curriculum, so the student can meet the educational standards of the public agency that apply to all students.

4. By reason of the identified impairment(s) that adversely affects the student's education performance, does the student need special education (specially designed instruction)?

 Yes No