**Initial \_\_\_**

**Reevaluation \_\_\_**

**Special Education Eligibility Fidelity Checklist**

**Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_ GTID: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Initial eligibility – The committee will need to list the specific scientific, research or evidence based intervention(s) and provides accurate information on the progress monitoring data results for the intervention(s) implemented for an initial evaluation. The scientific, research or evidence based intervention(s) will be implemented as designed for the appropriate period of time to show effect.

Reevaluation - The committee will need to list the specially designed instruction which includes: Adaption of Content, Methodology (specialized program), or Instructional Delivery. The committee will also need to provide accurate information on the progress monitoring data results. Additionally, list any new areas of concern that have developed since the previous eligibility including interventions and progress monitoring data associated with that area of concern.

Baseline Performance

Initial eligibility – Record baseline data for the intervention(s) implemented for Tiers 2 and 3. This will include the date, starting data point, and performance summary of that starting point.

Reevaluation – This will include the date the specially designed instruction/intervention was implemented from the IEP, the starting data point, and a performance summary of the starting point.

Intervention Data

Initial eligibility - The progress monitoring data presented will show the child's RtI (positive effect or lack of response) that demonstrates that the child is not making sufficient rate of progress to meet age or State-approved grade-level standards within a reasonable time frame. The summary will provide information on the impact of the intervention on educational performance and discuss/address the rate of learning. A child whose rate of learning is comparable to grade level peers cannot be determined to have a disability that impacts educational performance even though the child may be below grade level performance. However, a child whose rate of learning is not comparable with grade level peers may be considered a child with a disability that impacts educational performance. Trend lines or other projections for attaining grade level standards are appropriate to include in this data analysis.

Reevaluation – The progress monitoring data will show present levels of academic achievement, behavioral needs and related developmental or functional needs of the child. The data will guide needs for any additional accommodation and/or modification to the special education and related services to meet the measurable annual goals set in the IEP.  Special education is included in Tier 4; so there is an expectation of greater frequency of progress monitoring of child's response to intervention after being placed in special education. This information will guide future decisions regarding reeligibility.

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| --- | --- | --- | --- | --- |
| **ELIGIBILITY DATA** | **YES** | **NO** | **DATE** | |
| Student Information |  |  |  | |
| Case History |  |  |  | |
| Summary of research evidence based intervention prior to referral :  \*For initial eligibility- List the intervention(s) for which data will be provided.  \* For reevaluation and additional areas of concern, list specifically designed instruction, which includes ***adapting of content, methodology (specialized program), or instructional delivery provided.*** |  |  |  | |
| Progress monitoring data  All data toward achieving STANDARDS |  |  |  | |
| Areas of Difficulty ( academic ,behavioral concerns) |  |  | **Begin** | **End** |
| Reevaluation: goal area(s) and areas of concern |  |  |  |  |
| Initial eligibility: provide research –evidence based interventions  Or  Reevaluation : provide adapting of content, methodology (specialized program), or instructional delivery |  |  |  |  |
| **Included with *each intervention or specifically designed instruction:*** |  |  | **Begin** | **End** |
| Baseline Performance Data Summary |  |  |  |  |
| Intervention Data Summary |  |  |  |  |
| Results of District, State, and Benchmark Assessments |  |  |  |  |
| **Individual Student Data (Complete all areas) Report(s), Assessments(s), and Scores Strengths and Weaknesses** |  |  |  |  |
| Exclusionary Factors |  |  |  | |
| Decision Making |  |  |  | |
| Summary of Considerations |  |  |  | |
| Eligibility Determination  Primary \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Secondary \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  | **Date**  \_\_\_\_\_\_\_\_\_ | |
| Eligibility Team information |  |  |  | |