

EXAMPLE 1

Your School/District **Team Evaluation Summary Report and Written Prior Notice of Eligibility Determination:**
Your City **Emotional Disturbance** SpEd 5e 04.08

Student EXAMPLE 1 Date of meeting 6/1/08

School USOE Grade 7 DOB 5/23/1995

Definition: A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance: 1) an inability to learn that cannot be explained by intellectual, sensory, or health factors; 2) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; 3) inappropriate types of behavior or feelings under normal circumstances; 4) a general pervasive mood of unhappiness or depression; 5) a tendency to develop physical symptoms or fears associated with personal or school problems. The term includes schizophrenia. "Emotional disturbance" is a term that covers two types of behavior difficulties which are not mutually exclusive but which adversely affect educational performance: 1) **Externalizing** refers to behavior problems that are directed outwardly by the student towards the social environment and usually involve behavioral excesses: 2) **Internalizing** refers to a class of behavior problems that are directed inwardly and often involve behavioral deficits.

All requirements of Rule II.J.4 must be documented below or attached.

Disclaimers: (may include data in cumulative records, interviews, classroom observations and/or evaluations).

Is student behaving as a child with emotional disturbance because of: (attach documentation when necessary)

- Intellectual disability? Yes No Basis for decision CRT proficiency, WJ III results
- Vision or hearing impairments? Yes No Date of last screening 5/23/08 Passed both
- Other medical condition? Yes No Basis for decision N/A by parent report
- Inappropriate classroom management? Yes No Basis for decision discipline records, history in variety of settings and years

Documentation that the behavior has been exhibited over a long period of time and to a marked degree is attached. (Could include anecdotal notes, observation, and/or parent input.) Observations, discipline records, attendance records attached

Assessment Information for Classification: Indicate evaluation (formal and informal), date, and results for each area assessed.

Results show student v peer on-task rates

1. Three 15-minute observations in classroom on behavior pinpoints attached (Required for initial evaluation only) (Attached observations are required for initial classification only. List observation dates)
I. Math 37% v 85% II. Reading 72% v 98% III. Utah Studies 54% v 87%
2. Academic achievement WJ III 5/24/08 math reasoning SS=95, basic reading skills SS= 90, written language SS=100 2006-2007 CRTs = proficient in all areas
3. Social/behavioral/adaptive assessment BASC 5/25/08, clinically significant for school problems, adaptive skills, externalizing behaviors
4. Behaviors for which the student was referred truancy, off-task, disruptive and off topic talkouts
5. Information from parents concerned about frequent somatic complaints, difficulty with truthfulness

Relevant medical problems? Yes No If yes, specify: N/A

- Is a lack of instruction in reading or math the primary factor in determining eligibility? Yes No
- Is limited English proficiency the primary factor in determining eligibility? Yes No

Written Prior Notice for Eligibility Determination

The Procedural Safeguards included with this notice afford you protection. If you have any questions regarding this notice or Procedural Safeguards, contact the principal or the special education teacher at the student's school.

Based on the evaluation data, the eligibility team proposes the following action:

- This student has an Emotional Disturbance, as defined in the Individuals with Disabilities Education Act (IDEA), that adversely affects educational performance and requires special education and related services.
- This student does **not** have an Emotional Disturbance, as defined in the Individuals with Disabilities Education Act (IDEA), that adversely affects educational performance and does not require special education and related services.

Signed

Special Education Teacher Signature _____ Date _____

Signed

Parent/Adult Student Signature _____ Date _____
(signature acknowledges receipt of copy)

Signed

Signature of General Ed Teacher _____ Date _____

Signed

Signature of LEA _____ Date _____

*Note: If parent/adult student signature is missing, then parent/adult student: Did not attend (document efforts to involve parent/adult student) **OR**
 Participated via telephone, video conference or other means **AND** Copy of this document was mailed to parent/adult student on (date) _____