



KIDSS Development Group Testing
601 Woodson Box 320
Lecompton, KS 66050
785-887-6711

Evaluation/Eligibility Report
Summary of Meeting

Initial Re-evaluation Transfer with Re-evaluation Other

Student Name: _____ Date:

DOB: _____ SSN: _____ Grade: _____ District: _____

School: _____

Background Information

Specific Areas of Concern:

Health/Physical Adaptive Behavior Communication Cognitive Academic
 Social/Emotional Vocational Motor Other

Comments, Conclusions, Summary of Performance:

The following team members certify in writing that this report reflects their conclusions. Team members may submit a separate statement if the report does not reflect their conclusions.

<u>TEAM MEMBERS</u>	<u>POSITION</u>	<u>Agree</u>	<u>Disagree*</u>
_____	_____	_____	_____
_____	_____	_____	_____

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Parent has been given/mailed a copy of this report. _____ (staff initials/date)

Eligibility Determination Questions (all answers must be YES for student to be eligible)

1. Does the response of the presenting concern to general education interventions indicate the need for intense or sustained resources?

1. Are the resources needed to support the student to participate and progress in the general education curriculum (or for preschool children, to participate in activities appropriate for children of the same age) beyond those available through general education or other resources?

1. Is there evidence of a severe discrepancy between the performance of the student and his/her peers or evidence of a severe discrepancy between the student's ability and performance in the area(s) of concern?

Specify areas:

1. Is the presence of an exceptionality substantiated by convergent data from multiple sources?

Eligibility Determination Statements: K.A.R.91-40-10(a) (1)

1. This is a student with exceptionality. If yes, Specify exceptionality:

1. The basis for making this determination is

- general education interventions
- review of records
- interview
- observations
- testing (formal and informal)

1. Relevant behavior noted during the observation of the child:

1. Relationship of that behavior of the child's academic functioning:

1. Educationally relevant medical findings specify:

1. For Specific Learning Disability Only:

A. Documentation of a discrepancy between the performance of the student and his/her peers or evidence of a severe discrepancy between the student's ability and performance in the area(s) of concern.

B. Severe discrepancy is not primarily a result of a visual, hearing, motor impairment, mental retardation or emotional disturbance that is not correctable without special education and related services.

7. The team has determined that the exceptionality is not primarily a result of environmental, cultural, or economic disadvantage.

7. The disability is not due to a lack of instruction in reading or math or limited English proficiency.

Eligibility/Evaluation Report

Present Levels of Academic Achievement And Functional Performance

Reason for Referral/History:

Physical/Health Levels

Adaptive Behaviors:

Communication Skills:

Intellectual/Cognitive Abilities:

Academic Achievement Levels/Skills:

Social/Emotional Behaviors:

Motor Skills

Vocation/Transition Abilities:

Response to Intervention