

## Emotional-Behavioral Disability (EBD) Eligibility Determination Form

*Attachment to Admissions and Release Committee (ARC) Conference Summary*

<input type="checkbox"/> Initial Determination of Eligibility for this Category of Disability	<input type="checkbox"/> Re-Determination of Eligibility for this Category of Disability
Student's Full Name:	SSID:
Date of Birth:	Date of Eligibility Determination:
School:	

The ARC determines a student to have an *emotional-behavioral disability* and is eligible for specially designed instruction and related services when:

<b>Complete During ARC</b>	The ARC compared and analyzed evaluation data and documents the following interpretation:	
<input type="checkbox"/> <b>Y</b> <input type="checkbox"/> <b>N</b>  <input type="checkbox"/> <b>Insufficient</b>	1.	When provided with interventions to meet instructional and social-emotional needs, the student continues to exhibit <b>one or more</b> of the following, when compared to the child's peer and cultural reference groups, across settings, over a long period of time and to a marked degree: <input type="checkbox"/> Severe deficits exist in social competence or appropriate behavior which causes an inability to build or maintain satisfactory interpersonal relationships with adults or peers. <input type="checkbox"/> Severe deficits exist in academic performance which are not commensurate with the student's ability level and are not solely a result of intellectual, sensory, or other health factors but are related to the child's social-emotional problems. <input type="checkbox"/> The student exhibits a general pervasive mood of unhappiness or depression. <input type="checkbox"/> The student exhibits a tendency to develop physical symptoms or fears associated with personal or school problems.
<input type="checkbox"/> <b>Y</b> <input type="checkbox"/> <b>N</b>  <input type="checkbox"/> <b>Insufficient</b>	2.	The severe deficit in social competence, appropriate behavior and academic performance is not the result of isolated inappropriate behaviors that are the result of willful, intentional or wanton actions.
<input type="checkbox"/> <b>Y</b> <input type="checkbox"/> <b>N</b>	3.	Evaluation information confirms there is an adverse effect on educational performance.
<input type="checkbox"/> <b>Y</b> <input type="checkbox"/> <b>N</b>	4.	Evaluation information confirms lack of instruction in reading and math is not a determinant factor in the eligibility decision.
<input type="checkbox"/> <b>Y</b> <input type="checkbox"/> <b>N</b>	5.	Evaluation information confirms limited English proficiency is not a determinant factor in the eligibility decision.

On the following page provide supporting documentation that demonstrates the ARC:

- Used multiple sources to triangulate the data and substantiate the existence of the disability; and
- Confirmed the progress of the student is impeded by the disability to the extent the student's educational performance is significantly and consistently below the level of similar age peers.

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Student's Full Name:	SSID:
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Supporting Documentation:

The ARC used the interpretation of the evaluation data documented above to determine:

- The student meets the eligibility criteria for an emotional-behavioral disability, which adversely impacts his/her education, and is eligible for specially designed instruction and related services.
- The student does not meet the eligibility criteria for an emotional-behavioral disability and is not eligible for specially designed instruction and related services.
- The student has an emotional-behavioral disability, but it does not adversely impact his/her education; therefore, the student is not eligible for specially designed instruction and related services.
- Evaluation data are insufficient to determine eligibility. Additional assessments and data will be obtained in the area(s) of:

The ARC will reconvene by \_\_\_\_\_ to review and determine eligibility.