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| **EVALUATION SUMMARY AND ELIGIBILITY REPORT - ESER**  **Section 1 – GENERAL INFORMATION** |
| School Site ESER Meeting Date ESER Expiration Date Student ID    Student Last Name First Name Middle Name Date of Birth Age    Date Consent for Evaluation Signed Type of ESER Gender Grade Primary Language |

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| **Section 2 – EVALUATION SUMMARIES** | | | |  | |  | |
| Parent Information | | | | Provided By: | | | Date Obtained: |
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| Summary of Existing Information | | | | Provided By: | | | Date Provided: |
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| **Section 3 – LEARNING DISABILITY *- Complete this section only for students suspected of having a learning disability*** | | | | | | | |
| AREAS OF SUSPECTED DIFFICULTY: | | | | | | | |
| ⃝ Basic Reading | | | ⃝ Reading Comprehension | | ⃝ Reading Fluency | | |
| ⃝ Written Expression | | | ⃝ Listening Comprehension | | ⃝ Oral Expression | | |
| ⃝ Math Calculation | | | ⃝ Math Problem Solving | | ⃝ Dyslexia Specific | | |
| IDENTIFY THE MODEL USED TO DETERMINE ELIGIBILITY (*An Observation Report* ***must*** *be attached to this ESER):* | | | | | | | |
| ⃝ | DISCREPANCY MODEL | | | | | | |
| ⃝ | SCIENTIFIC RESEARCHED-BASED INTERVENTION MODEL | | | | | | |
| The eligibility team must fully describe the model selected above and justify the eligibility decision. | | | | | | | |
| *- The basis for consideration of a learning disability must be supported by data listed in this report* | | | | | | | |
| CONSIDERATIONS: | | | | | | | |
| ⃝ Yes ⃝ No | | The team considered the following effect: environmental; cultural; or economic factors, as well as visual, hearing, cognitive, motor or emotional disability, and has determined they are not the primary reason for the suspected disability. | | | | | |

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| **Section 4 – ELIGIBILITY *- Complete this section for all students*** | | |
| ⃝ Yes ⃝ No | Evaluation conducted in primary language or the student’s other mode of communication. | |
|  | If “No” explain: | |
| ⃝ Yes ⃝ No | The student is eligible for consideration as a student experiencing a disability and this determination is not based on a lack of appropriate instruction in reading or math. | |
| ⃝ Yes ⃝ No | It is the decision of the team that the student meets the criteria for having a disability based on the data provided in this report. | |
| ⃝ Yes ⃝ No | It is the decision of the team that the student demonstrates an educational need that requires specially designed instruction. | |
| ⃝ Yes ⃝ No | The student is eligible for consideration as a student experiencing a disability and this determination is not based on limited English proficiency.  *Note: Students with limited English proficiency must qualify on data collected in their native language* | |
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| **ELIGIBILITY CATEGORY:** | | |
| INFORMATION SUPPORTING THE ELIGIBILITY DECISION | | |
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| **Section 5 –EDUCATION NEED** | | |
| EDUCATIONAL NEED | | RECOMMENDATION TO FULFILL THE NEED |
| 1. | |  |
| 2. | |  |
| 3. | |  |
| 4. | |  |

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| **Section 6 – PARTICIPANTS** *(For any person that disagrees, attach the reason for the disagreement)* |
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**⃝ *Parents received a copy of this report and supporting documentation.***

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| **ESER - NOTICE REQUIREMENTS AND PROCEDURAL SAFEGUARDS** | | | |
| **WRITTEN NOTICE -** This form describes the information required in each of the components of written notice for an IEP meeting. The written notice includes the IEP as a description of the proposed action and a description of the procedures and factors used in determining the proposed action. | | | |
| **Describe the proposed action and explain why the district has taken such action:** | | | |
| **Describe why the action is proposed or refused:** | | | |
|  | |  | |
| **Describe the evaluation procedure, test, record or report used in deciding the proposed or refused action:** | | | |
| **Describe any other options considered, if any, and the reasons for rejecting them:** | | | |
| **If applicable, describe any other factors that are relevant to the proposal or refusal:** | | | |
| **PROCEDURAL SAFEGUARDS** - As the parent of a student (or an adult student) who is, or may be determined, eligible for special education services, you have rights regarding identification, evaluation, classification, development of an IEP, placement and the provision of a free and appropriate public education under the Alaska Administrative Code (4 AAC Chapter 52). A description of these rights, which are called procedural safeguards, is contained in the document, *Notice of Procedural Safeguards*. This document is published by the Alaska Department of Education. A copy may be obtained from the school district, the individual listed below, or can be found online at: <http://education.alaska.gov/sped>  **To obtain the *Notice of Procedural Safeguards*, your parental rights for special education, please contact:**    School Representative’s Name Phone Number  **For help in understanding your rights, you may contact any of the following:** | | | |
| **STONE SOUP GROUP**  307 E. Northern Lights Blvd, #100  Anchorage, AK 99503  (907) 561-3701 – In Anchorage  (877) 786-7327 – Toll Free  (907) 561-3702 – Fax  [www.stonesoupgroup.org](http://www.stonesoupgroup.org) | **DISABILITY LAW CENTER**  3330 Arctic Blvd., Ste. 103  Anchorage, AK 99503  (907) 565-1002 – In Anchorage  (800) 478-1234 – Toll Free  (907) 564-1000 – Fax  [www.dlcak.org](http://www.dlcak.org) | | **AK DEPARTMENT OF EDUCATION AND**  **EARLY DEVELOPMENT**  PO Box 110500  Juneau, AK 99801  (907) 465-8693 – Phone  (907) 465-2806 – Fax  <http://education.alaska.gov/sped/> |