

in one or more of these areas:

intrapersonal, academic, vocational, social skills. Yes No

AND

Data documents that the impairment: Yes No

1) Severely interferes with the pupil's or other students' educational performance,

2) Consistently occurs in at least three different settings,

including 2 educational (1 must be classroom), and either one home, child care or community, **and**

3) Occurred throughout a minimum of six months, or results from the well-documented, sudden onset of a serious mental health disorder diagnosed by a licensed mental health professional.

K-12 evaluations must be supported by current or existing data from: Yes No

clinically significant scores on standardized, nationally normed behavior rating scales

individually administered, standardized, nationally normed tests of intellectual ability

and academic achievement

interviews with parent, pupil and teacher

three systematic observations in the classroom or other learning environments

record review mental health screening health history review procedures

functional behavioral assessment other procedures (see MR 3525.1329)

FOR LEARNERS WHO ARE PRE-KINDERGARTEN: The learner must meet criteria in areas A-B above. For criteria item C, the following must be met:

C. Evaluation data in the evaluation report must establish and define developmentally significant impairments in at least one of the following areas:

self-care social relations social or emotional growth

Yes No

AND

Data documents that the emotional or behavioral responses are exhibited in at least one setting

home childcare community

Yes No

AND

Occurred throughout a minimum of six months, or resulted from the well-documented, sudden onset of a serious mental health disorder diagnosed by a licensed mental health professional

Yes No

Pre-K evaluations must be supported by current or existing data from:

Yes No

two or more systematic observations, including one in the home

a case history, including medical, cultural and developmental information

information on the pupil's cognitive ability, social skills, and communication abilities

standardized and informal interviews, including parent, teacher, caregiver, and childcare provider

standardized adaptive behavior scales

For complete information regarding disability criteria requirements, refer to Minnesota Rule 3525.1329