

## Directions for Completing the Determination for Eligibility Form

Complete after an initial evaluation, reevaluation, or review of an independent or outside evaluation. After reviewing and analyzing the evaluation data, the team must determine if the child is eligible for special education services under IDEA.

<p><b>Page 1</b></p>	<p><b>Summary of Evaluation Reports</b> (First Prong of Eligibility)</p> <p><i>(Required for Initial and Re-evaluation)</i></p> <p><i>(Required for RtI and Discrepancy)</i></p>	<p>This information must be provided whether determining eligibility using RtI or the discrepancy model.</p> <p>Think of this section as a look-at-a-glance. At a minimum, list the name of the test (acronym), date the test was given, and the standard scores/ability scores (when applicable) for each test administered, representing the specific score(s) that will be used in determining eligibility. For example, for a student suspected of having a Specific Learning Disability, document the regression score, ability score, and achievement score(s) that meet eligibility criteria should listed. For Other Health Impaired due to ADD/ADHD, document the ability score, achievement score(s), the clinically significant score(s) from behavior checklists completed, and diagnosis from a school psychologist or documentation of diagnosis by a medical doctor.</p>
	<p><b>Adverse Effects of the Disability on Student's Educational Performance</b> (Second Prong of Eligibility)</p> <p><i>(Required for Initial and Re-evaluation)</i></p> <p><i>(Required for RtI and Discrepancy)</i></p>	<p>This information must be provided whether determining eligibility using RtI or the discrepancy model.</p> <p>For each area affected, describe the impact of the disability on the student's educational performance. For example, for a student who is suspected of a Specific Learning Disability in basic reading, the statement may read, "Based on the functional/skill-based evaluation, the student is functioning two grade levels below his peers in the general curriculum."</p> <p>If an area of suspected disability does not reflect educational impact, a statement may read, "Based on functional/skill-based evaluation, there is no evidence that the disability impacts the student's performance in the general curriculum." In this situation, there would not be a need to include this skill area in their Individual Education Program.</p>

Pages 2, 3 and 4 are required documentation for students evaluated for a Specific Learning Disability (SLD) only.

<p><b>Page 2</b></p>	<p><b>Areas of SLD Eligibility</b></p>	<p>Check the appropriate box, whether using Response to Intervention (RtI) criteria or discrepancy criteria.</p>
	<p><i>(Required for Initial and Re-evaluation)</i></p> <p><i>(Required for RtI and Discrepancy)</i></p>	<p>This information must be provided whether determining eligibility using RtI or the discrepancy model.</p> <p>Based upon the data documented on the front page, check one or more of the following areas in which the team finds the student eligible.</p>

<p><b>Page 3</b></p>	<p><b>Documentation of Highly-Qualified Personnel</b>  <i>(Initial only)</i></p> <p><i>(Required for RtI and Discrepancy)</i></p>	<p>This information must be provided whether determining eligibility using RtI or the discrepancy model.</p> <p>Students whose lack of achievement can be attributed to a lack of appropriate instruction in reading and math should not be determined to have an SLD. Such students should be provided with appropriate instruction in general education as well as scientific, research-based interventions.</p> <p>Appropriate instruction in reading and math should include explicit and systematic instruction in the following:</p> <ul style="list-style-type: none"> <li>• Phonemic Awareness;</li> <li>• Phonics;</li> <li>• Vocabulary Development;</li> <li>• Reading Fluency, including oral reading skills; and</li> <li>• Reading Comprehension Strategies;</li> <li>• Mathematic Calculation; and</li> <li>• Mathematic Problem Solving.</li> </ul> <p><b>For RtI</b>, provide the names of the person responsible for working with the student during each intervention phase, and whether or not he/she meets the requirements of a highly qualified teacher.</p> <p><b>For Discrepancy</b>, include a statement addressing the pre-referral interventions implemented by highly-qualified staff. For example, “(Student) participated in a pre-referral process for a period of six weeks where four interventions were implemented by highly-qualified staff.”</p>
	<p><b>Data-Based Documentation</b>  <i>(Initial only)</i></p> <p><i>(Required for RtI and Discrepancy)</i></p>	<p>This information must be provided whether determining eligibility using RtI or the discrepancy model.</p> <p>A student’s progress should be documented by using an objective and systematic process administered at reasonable intervals. In other words, <b>information such as teacher reports and teacher made tests, while helpful, are not adequate for this determination.</b> Data should be used to determine the effectiveness of a particular instructional strategy or program and should be provided to parents in order to keep them informed of their child’s progress, so that they can support instruction and learning at home.</p> <p>If a team charged with determining whether a student has an SLD decides that this documentation is not adequate, a decision may be made to conduct additional evaluation and/or collect additional data to determine eligibility.</p>
	<p><b>Attendance Record</b>  <i>(Initial and Re-evaluation)</i></p> <p><i>(Required for RtI and Discrepancy)</i></p>	<p>This information must be provided whether determining eligibility using RtI or the discrepancy model.</p> <p>Document the total number of days in the school year, days the student was in attendance, and the days absent.</p>

	<p><b>Decision of Lack of Instruction in Reading or Math</b> <i>(Initial and Re-evaluation)</i></p> <p><i>(Required for RtI and Discrepancy)</i></p>	<p>This information must be provided whether determining eligibility using RtI or the discrepancy model. Check the appropriate box as determined by the final decision of the eligibility team.</p>
Page 4	<p><b>Observation</b> <i>(Initial and Re-evaluation)</i></p> <p><i>(Required for RtI and Discrepancy)</i></p>	<p>This information must be provided whether determining eligibility using RtI or the discrepancy model. The school district shall ensure the child is observed in the child's learning environment (including the regular classroom setting) to document the child's academic performance and behavior in the areas of difficulty. In the case of a child of less than school age or out of school, a team member must observe the child in an environment appropriate for a child of that age. The information should include:</p> <ul style="list-style-type: none"> <li>• The name of the observer;</li> <li>• The dates of the observation;</li> <li>• The location of the observation;</li> <li>• The summary of relevant behaviors, if any, noted during the observation of the child and relationship of the behaviors to academic functioning.</li> </ul> <p>When determining eligibility using RtI, the documented observation should be conducted during the RtI process.</p>
	<p><b>Medical Findings</b> <i>(Initial and Re-evaluation)</i></p> <p><i>(Required for RtI and Discrepancy)</i></p>	<p>This information must be provided whether determining eligibility using RtI or the discrepancy model. The team must document any medical information including any medical diagnoses, health conditions or medications that may impact the child's education.</p>
	<p><b>Exclusionary Criteria</b> <i>(Initial and Re-evaluation)</i></p> <p><i>(Required for RtI and Discrepancy)</i></p>	<p>This information must be provided whether determining eligibility using RtI or the discrepancy model. If the evaluation team determines the child's lack of achievement can be attributed primarily to any of these factors, the child <u>should not</u> be identified as having an SLD. Such students may be served under other appropriate disability categories.</p>
	<p><b>Parental Involvement</b> <i>(Initial and Re-evaluation)</i></p> <p><i>(Required for RtI and Discrepancy)</i></p>	<p>This information must be provided whether determining eligibility using RtI or the discrepancy model. Documentation should show that the student's parents were fully informed about the policies, strategies, and services provided as part of the intervention process. This could be accomplished by: brochures, open houses, parent letters, news articles, progress monitoring graphs, and individual student meetings. If the district is implementing RtI, this section should include notification to inform parents of data collected at reasonable intervals, informing them of educational services and strategies.</p>

<b>Page 5</b>	<b>Additional RtI Documentation</b> <i>(Initial Only)</i>  <i>(Required for RtI Only)</i>	This section illustrates what has been done beyond the core curriculum, perhaps in Tier II or III. Summarize the research-based interventions attempted (instructional strategies, not names of programs); including time spent each day in each tier. Information that should also be documented includes Universal Screening scores and the student's predicted rate of progress.
<b>Page 6</b>	<b>SLD Determination</b> <i>(Initial and Re-evaluation)</i>  <i>(Required for RtI and Discrepancy)</i>	As with any eligibility determination, the decision of whether a student has an SLD and requires special education is made by a group of individuals to include the student's parent(s) and a team of qualified professionals. Those professionals must include the student's Individual Education Program Team. Each member participating in the determination must provide written certification that the documentation reflects the member's conclusion. If any member(s) disagree with the conclusion, a statement of that member(s) conclusion must also be included in the documentation.

<b>Rate of Progress</b>	
	<p><b>Desired Rate of Progress:</b></p> $\frac{(\text{End of the Year Benchmark Score}) - (\text{Initial Universal Screening Score})}{(\text{Number of weeks from initial benchmark to final benchmark})}$ <p>A second grade student read 9 words per minute (wpm) at the <i>initial universal screening</i>. By the end of the year, the student would need to be reading 90 wpm to meet <i>end of the year standards</i>. The intervention period was calculated as 32 weeks. Therefore, the student's desired rate of progress = 2.53 wpm/week</p> <div style="border: 1px solid black; padding: 10px; width: fit-content; margin-left: auto; margin-right: auto;"> <math display="block">\frac{90 \text{ wpm} - 9 \text{ wpm}}{32 \text{ weeks}}</math> <p style="text-align: center;">2.53 wpm/week</p> </div> <p><b>Actual Rate of Progress:</b></p> $\frac{(\text{Most recent progress monitoring score}) - (\text{Initial Universal Screening Score})}{(\text{Number of weeks from initial benchmark to final benchmark})}$ <p>The same student received interventions for 25 weeks and had a most recent progress monitoring score of 31 wpm during progress monitoring. The student's actual rate of progress = .88 wpm/week</p> <div style="border: 1px solid black; padding: 10px; width: fit-content; margin-left: auto; margin-right: auto;"> <math display="block">\frac{31 \text{ wpm} - 9 \text{ wpm}}{25 \text{ weeks}}</math> <p style="text-align: center;">.88 wpm/week</p> </div> <p><b>Predicted Score Based on Current Rate of Progress:</b></p> $(\text{Actual Rate of Progress} \times \text{Number of remaining weeks to final benchmark}) + (\text{Current Progress Monitoring Score})$ <p>The student's actual rate of progress if there are 7 weeks left until the end of the benchmark and the student currently performed at 31 wpm, the predicted score = 37.16 wpm/week</p> <div style="border: 1px solid black; padding: 10px; width: fit-content; margin-left: auto; margin-right: auto;"> <math display="block">(.88 \text{ wpm/wk} \times 7 \text{ wks}) + 31 \text{ wpm}</math> <p style="text-align: center;">37.16 wpm</p> </div>