

Directions for Completing the Determination for Eligibility Document

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.

Page 1		
	Student Name	Insert Student Name
	Date	Date (month/day/year) the IEP team meets to determine student's eligibility.
	<p>Summary of Evaluation Reports (First Prong of Eligibility)</p> <p><i>(Initial and Reevaluation)</i></p> <p><i>(Required for Rtl and Discrepancy)</i></p>	<p>Think of this section as a look-at-a-glance. List the name of the test (acronym), date the test was administered, and the standard scores that will be used in determining eligibility. Each area required for evaluation (see "Evaluation Quick Reference Guide-Appendix #1) should be represented with assessment data in this area.</p> <p>Example 1: For a student suspected of having a Specific Learning Disability, document the ability score and achievement score(s) and the discrepancy score needed for eligibility based on the regression chart.</p> <p>Example 2: Other Health Impaired due to ADD/ADHD, document the ability score, achievement score(s), clinically significant score(s) from behavior checklists completed, and diagnosis from a school psychologist or medical doctor.</p>

Pages 2, 3, 4, and 5 are required documentation for students evaluated for a Specific Learning Disability (SLD) only.

Page 2		
	Criteria used to determine eligibility	Check the appropriate box to indicate whether using Response to Intervention (Rtl) criteria or discrepancy criteria.
	<p>Student does or does not achieve adequately</p> <p><i>(Initial and Reevaluation)</i></p> <p><i>(Required for Rtl and Discrepancy)</i></p>	Based upon the data documented on the front page, check whether the child does or does not achieve adequately for each of the skill areas listed.
	<p>Criteria chose by the IEP team to determine eligibility</p> <p><i>(Initial and Reevaluation)</i></p>	If the student meets criteria in any of the areas of SLD, the IEP team will check the box by the applicable summary statement depending on which criteria the team is choosing to use for eligibility.

	(Required for Rtl and Discrepancy)	
	Documentation of data (Initial only) (Required for Rtl and Discrepancy)	For Rtl and Discrepancy , 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." In addition, explain whether the student's general education teacher is highly qualified.
	Tier I, II, III information (Initial only) (Required for Rtl only)	For Rtl , provide the name(s) of the individual(s) responsible for working with the student during each intervention phase, (Tier I, II, III,) and whether or not they meet the requirements of a highly qualified teacher.

Page 3	Data-Based Documentation (Initial only) (Required for Rtl and Discrepancy)	<p>A student's progress should be documented by using an objective and systematic process administered at reasonable intervals.</p> <p>In other words, information such as teacher reports and teacher-made tests, while helpful, are not adequate for this determination.</p> <p>Data should be used to determine the effectiveness of a particular instructional strategy or program and should be provided to parent/guardians 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>For Rtl Interventions: Provide weekly progress monitoring scores for the student in the area(s) of suspected disability.</p>
	Attendance Record (Initial only) (Required for Rtl and Discrepancy)	<p>Document the total number of days in the school year, days the student was in attendance, and the days absent. May also included class periods missed.</p> <p>Example 1: Student missed 24 school days in Quarter 1, and 6 in Quarter 2. We are currently in the middle of the 3rd quarter.</p> <p>Example 2: Student missed 1st hour class 32 times and 4th hour class 7 times in 1st Quarter, we are currently in the middle of 2nd Quarter and the student has five full day absences.</p>
	Decision of Lack of Instruction in Reading or Math	Students whose lack of achievement can be attributed to a lack of appropriate instruction in reading and math should not be determined to have a SLD.

	<p>(Initial only) (Required for Rtl and Discrepancy)</p>	<p>Appropriate instruction in reading and math should include explicit and systematic instruction in the following:</p> <ul style="list-style-type: none"> • Phonemic Awareness; • Phonics; • Vocabulary Development; • Reading Fluency, including oral reading skills; and • Reading Comprehension Strategies; • Mathematic Calculation; and • Mathematic Problem Solving. <p>Check the appropriate box as determined by the final decision of the eligibility team.</p>
Page 3	<p>Observation (Initial and Reevaluation)</p> <p>(Required for Rtl and Discrepancy)</p>	<p>The school district shall ensure the child is observed in the child's routine/ day-to-day learning environment (the general classroom setting or other classroom if appropriate) to document the child's academic performance and behavior in the area(s) of difficulty.</p> <p>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.</p> <p>The information should include:</p> <ul style="list-style-type: none"> • The name of the observer; • The dates of the observation; • The location of the observation; • The summary of relevant behaviors, if any, noted during the observation of the child and relationship of the behaviors to academic functioning. <p>For Rtl: If determining eligibility using Rtl, the documented observation could be conducted during the Rtl process.</p> <p>For Discrepancy: Observe the child in the regular classroom after the child has been referred.</p>

Page 4	<p>Medical Findings (Initial and Reevaluation)</p> <p>(Required for Rtl and Discrepancy)</p>	<p>The team must document any medical information including any medical diagnoses, health conditions or medications that may impact the child's education.</p>
	<p>Exclusionary Criteria (Initial and Reevaluation)</p> <p>(Required for Rtl)</p>	<p>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 category (s).</p>

	and Discrepancy)									
	<p>Additional Rtl Documentation <i>(Initial Only)</i></p> <p>(Required for Rtl Only)</p>	<p>To use Rtl criteria to determine eligibility the school district must apply and be approved by the state of SD.</p> <p>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.</p> <p>Information that should also be documented includes Universal Screening scores and the student's predicted rate of progress.</p> <p style="text-align: center;">Rate of Progress</p> <p>Desired Rate of Progress:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%; text-align: right;">End of the Year Benchmark Score) – (Initial Universal Screening Score)</td> <td style="width: 20%; text-align: center;">90 wpm – 9 wpm</td> </tr> <tr> <td style="text-align: center;">Number of weeks from initial benchmark to final benchmark)</td> <td style="text-align: center;">32 weeks</td> </tr> </table> <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> <p>Actual Rate of Progress:</p> <p>(Most recent progress monitoring score) – (Initial Universal Screening Score)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%; text-align: right;">31 wpm – 9 wpm</td> <td style="width: 20%; text-align: center;">25 weeks</td> </tr> </table> <p style="text-align: center;">(Number of weeks from initial benchmark to final benchmark)</p> <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> <p>Predicted Score Based on Current Rate of Progress:</p> <p style="text-align: center;">(Actual Rate of Progress X Number of remaining weeks to final benchmark) + (Current Progress Monitoring Score)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%; text-align: right;">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</td> <td style="width: 20%; text-align: center;">(.88 wpm/wk X 7 wks) + 31 wpm</td> </tr> </table>	End of the Year Benchmark Score) – (Initial Universal Screening Score)	90 wpm – 9 wpm	Number of weeks from initial benchmark to final benchmark)	32 weeks	31 wpm – 9 wpm	25 weeks	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	(.88 wpm/wk X 7 wks) + 31 wpm
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Page 5	Adverse Effects of the Disability on Student's Educational Performance <u>(Second Prong of</u>	<p>For each area affected, describe the impact of the disability on the student's educational performance.</p> <p>Example 1: For a student who is suspected of a Specific Learning Disability in basic reading, the statement may read, "Based on the skill-based evaluation, the student is functioning two grade levels below his peers in reading in the general curriculum."</p>
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	<p align="center"><u>Eligibility</u> (Initial and Reevaluation) (Required for Rtl and Discrepancy)</p>	<p>Example 2: For a student that has a discrepancy score that meets criteria, but skill based assessment does not reflect an educational impact, a statement may read, "Based on 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>
	<p align="center">SLD Determination (Initial and Reevaluation) (Required for Rtl and Discrepancy)</p>	<p>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, the student's Individual Education Program Team, to include the student's parent/guardian(s) and a team of qualified professionals.</p> <p>Each member participating in the determination must provide written certification that the documentation reflects that IEP team 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.</p>

<p align="center">Page 6 through 9</p>	<p align="center">Disability Categories other than SLD (Initial and Reevaluation)</p>	<p>Check the areas under each category the student meets eligibility criteria for based on the assessment results.</p>
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<p align="center">Page 10</p>	<p align="center">Other Factors Considered (<u>ALL Disability Categories</u>) (Initial and Reevaluation)</p>	<p>Students whose lack of achievement can be attributed to a lack of appropriate instruction in reading, math and/or English Proficiency should not be determined as having a disability.</p> <p>Appropriate instruction in reading and math should include explicit and systematic instruction in the following:</p> <ul style="list-style-type: none"> • Phonemic Awareness; • Phonics; • Vocabulary Development; • Reading Fluency, including oral reading skills; and • Reading Comprehension Strategies; • Mathematic Calculation; and • Mathematic Problem Solving. <p>Check the appropriate box as determined by the final decision of the eligibility team.</p>
	<p align="center">Adverse Effects (<u>ALL Disability Categories</u>) (Initial and</p>	<p>For each area affected, describe the impact of the disability on the student's educational performance.</p> <p>Example 1: For a student who is suspected of Autism, the statement may read, "Based on the skill-based evaluation, the student's behavior and delay in language skills are impacting the student's</p>

	Reevaluation)	<p>classroom performance and social relationships. “</p> <p>Example 2: For a student who is suspected of having a Specific Learning Disability and Other Health Impairment (ADHD), the statement may read, “Student’s inattentive behaviors during classroom instruction interfere with his/her ability to stay on task and complete assignments. He/she tends to stare off in space and become off task when working on his/her own. His/her off task behavior prevents him/her from learning organizational skill as compared to his/her peers. These behavior issues also make it difficult for him/her to recall the steps necessary to solve math problems.</p>
	Eligibility Determination	<p>The IEP team must determine based on the presented evidence if the student has a disability that adversely affects his/her education and the student requires specialized instruction or if the student is not eligible for special education services.</p> <p>Check the primary category that the child will be reported on child count.</p>

Page 11	Related Services	<p>Related Service(s): The IEP team needs to determine whether the student qualifies for related services and which services are needed.</p> <p>Occupational Therapy Services:</p> <p>The student must demonstrate performance on a standardized assessment instrument that falls at least 1.5 standard deviations below the mean in one or more of the following areas: fine motor skills, sensory integration, or visual</p> <p>Physical Therapy Services:</p> <p>The student must demonstrate performance on a standardized assessment instrument that falls at least 1.5 standard deviations below the mean on a standardized motor assessment instrument.</p> <p>Speech – Language Pathology:</p> <p>To be provided as a related service, the IEP team must determine that the related service is necessary in order for the student to benefit from the special education program.</p>
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