

DETERMINATION OF ELIGIBILITY/CONTINUED ELIGIBILITY
ARSD 24:05:24:01 & 24:05:25

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|------------------------------|-------------|----------------------|--|
| | | | |
| STUDENT NAME: | | SIMS: | |
| PARENT/GUARDIAN NAME: | | MEETING DATE: | |
| SCHOOL DISTRICT: | | SCHOOL: | |
| DOB: | AGE: | GRADE: | |
| | | | |

- Initial Determination of Eligibility
- Re-determination of Eligibility

Basis for making eligibility determination is drawn from a variety of sources, (which may) include aptitude (ability) and achievement, parent input and teacher recommendations, as well as information about the student’s physical condition, social or background, and adaptive behavior.

The evaluation team will examine the evaluation results, other factors, the suspected disabilities, the adverse effects of the disability and if the student requires specialized instruction before determining if the student requires special education services.

Summary of Evaluation Reports used for determination of Eligibility

| <u>Data Source</u> | <u>Date Administered</u> | <u>Test Scores/Results</u> |
|--------------------|--------------------------|----------------------------|
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Insert
Suspected
Disability Category Sheets
Here

Below is a list of the disability categories.
They can be found at <https://doe.sd.gov/sped/IEP.aspx> in the Referral/Eligibility table.

- 500-Deaf Blindness
- 505-Emotional Disability
- 510-Cognitive Disability
- 515-Hearing Loss
- 525-Specific Learning Disability
- 535-Orthopedic Impairment
- 540-Vision Loss
- 545-Deafness
- 550-Speech/Language Impairment
- 555-Other Health Impaired
- 560-Austim Spectrum Disorder
- 565-Tramatic Brain Injury
- 570-Developmental Delay

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Other Factors Considered:

Is the underachievement of the student due to the lack of instruction in Reading or Math, or limited English proficiency?

- Yes No – Reading
 Yes No – Math
 Yes No – Limited English Proficiency

Eligibility Determination:

- a) Yes No - has a diagnosed disability;
 b) Yes No - the disability adversely affects the student’s educational performance; and

List the adverse effects of the disability on student’s educational performance:

- c) Yes No - the student requires specially designed instruction to receive a free appropriate public education.

The team determined this student meets eligibility criteria under the following category: (check the category that will be reported on student count)

- | | |
|---|---|
| <input type="checkbox"/> Deaf-Blindness - 500 | <input type="checkbox"/> Vision Loss - 540 |
| <input type="checkbox"/> Emotional Disability - 505 | <input type="checkbox"/> Deafness – 545 |
| <input type="checkbox"/> Cognitive Disability - 510 | <input type="checkbox"/> Speech/Language- 550 |
| <input type="checkbox"/> Hearing Loss - 515 | <input type="checkbox"/> Other Health Impairment – 555 |
| <input type="checkbox"/> Specific Learning Disability – 525 | <input type="checkbox"/> Autism Spectrum Disorder - 560 |
| | Severity Levels: |
| <input type="checkbox"/> Multiple Disabilities – 530 | <input type="checkbox"/> Traumatic Brain Injury – 565 |
| <input type="checkbox"/> Orthopedic Impairment – 535 | <input type="checkbox"/> Developmental Delay - 570 |

Multiple Disabilities– 530

ARSD: 24:05:24.01:12

The Eligibility Team has compared and interpreted the data on the front page of the eligibility document and has the following interpretation:

Concomitant impairments (such as a cognitive disability-blindness or a cognitive disability-orthopedic impairment), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. Multiple disabilities does not include deaf-blindness.

List Categories for Multiple Disabilities:

Category 1:

Category 2:

Category 3:

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This page is to be used when applicable to student.

Related Service(s): Student therapy needs to be determined during IEP program development
ARSD 24:05:27:22 , 24:05:27:23, 24:05:27:24, 24:05:27:25, and 24:05:27:16

Criteria for Occupational Therapy Services

1. The student has a disability and requires special education;
 No – Stop Here Yes – Proceed to the next question:
2. 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; and
 No – Stop Here Yes – Proceed to the IEP team meeting and team will determine the following:
3. The student needs occupational therapy to benefit from special education.

Criteria for Physical Therapy Services

1. The student has a disability and requires special education;
 No – Stop Here Yes – Proceed to the next question:
2. 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; and
 No – Stop Here Yes – Proceed to the IEP team meeting and team will determine the following:
3. The student needs physical therapy to benefit from special education.

Speech – Language Pathology

1. The student has a disability and requires special education;
 No – Stop Here Yes – Proceed to the IEP team meeting and team will determine the following:
2. To be provided as a related service, the IEP team must determine that the related service is required in order for the student to benefit from the special education program

Transition: For student that are eligible for special education services, transition must be in effect no later than age 16. ARSD 24:05:27:13.02 and 24:05:27:01.03

Transition

1. The student has a disability and requires special education;
 No – Stop Here
 Yes – Proceed to the IEP team meeting and determine if transition services are required.