

Champaign Unit #4

**Criteria
Evaluation Procedural Guidelines
for Parents**

Autism Spectrum Disorder

State Definition

Autism is a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three that adversely affects a child's educational performance. (A child who manifests the characteristics of autism after age 3 could be diagnosed as having autism if the other criteria of this Section are satisfied.) Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance.

District Eligibility Criteria

As taken from the Diagnostic and Statistical Manual – Fifth Edition (2013)
The essential features of autism spectrum disorder are persistent impairment in reciprocal social communication and social interaction (Criterion A), and restricted, repetitive patterns of behavior, interests, or activities (Criterion B). These symptoms are present from early childhood and limit or impair everyday functioning (Criterion C and D). The stage at which functional impairment becomes obvious will vary according to characteristics of the individual and his or her environment. Core diagnostic features are evident in the developmental period, but intervention, compensation, and current supports may mask difficulties in at least some contexts. Manifestations of the disorder also vary greatly depending on the severity of the autistic condition, developmental level, and chronological age; hence the term *spectrum*. Autism spectrum disorder encompasses disorders previously referred to as early infantile autism, childhood autism, Kanner's autism, high-functioning autism, atypical autism, pervasive developmental disorder not otherwise specified, childhood disintegrative disorder, and Asperger's disorder.

In order to meet eligibility under ASD:

Criteria A: Persistent deficits in social communication and social interaction across multiple contexts, as manifested by all of the following, currently or by history (examples are illustrative, not exhaustive)

1. Deficits in social-emotional reciprocity, ranging, for example, from abnormal social approach and failure of normal back-and-forth conversation; to reduce sharing of interests, emotions, or affect; to failure to initiate or respond to social interactions.
2. Deficits in nonverbal communicative behaviors used for social interaction, ranging, for example, from poorly integrated verbal and nonverbal communication; to abnormalities in eye contact and body language or deficits in

- understanding and use of gestures; to a total lack of facial expressions and nonverbal communication.
3. Deficits in developing, maintaining, and understanding relationships, ranging, for example, from difficulties adjusting behavior to suit various social contexts; to difficulties in sharing imaginative play or in making friends; to absence of interest in peers.

Criteria B: Restricted, repetitive patterns of behavior, interests, or activities, as manifested by at least two of the following, currently or by history (examples are illustrative, not exhaustive)

1. Stereotyped or repetitive motor movements, use of objects, or speech (e.g., simple motor stereotypies, lining up toys or flipping objects, echolalia, idiosyncratic phrases).
2. Insistence on sameness, inflexible adherence to routines, or ritualized patterns of verbal or nonverbal behavior (e.g., extreme distress at small changes, difficulties with transitions, rigid thinking patterns, greeting rituals, need to take same routine or eat same food every day).
3. Highly restricted, fixated interests that are abnormal in intensity or focus (e.g., strong attachment to or preoccupation with unusual objects, excessively circumscribed or perseverative interests).
4. Hyper- or hyporeactivity to sensory input or unusual interest in sensory aspects of the environment (e.g., apparent indifference to pain/temperature, adverse response to specific sounds or textures, excessive smelling or touching of objects, visual fascination with lights or movement).

Criteria C: Symptoms must be present in the early developmental period (but may not become fully manifested until social demands exceed limited capacities, or may be masked by learned strategies in later life).

Criteria D: Symptoms cause clinically significant impairment in social, occupational, or other important areas of current functioning.

NOTE THE FOLLOWING:

1. The delay must have a direct and adverse effect on the child's ability to make adequate educational progress. The student's needs are significantly different from the needs of typical peers and of an intensity or type that exceed general education resources.
2. These disturbances are not better explained by intellectual disability (intellectual developmental disorder) or global developmental delay, intellectual disability and

autism spectrum disorder frequently co-occur, to make comorbid diagnoses of autism spectrum disorder and intellectual disability, social communication should be below that expected for general developmental level.

3. Students with a medical diagnosis of Autism Spectrum Disorder must still meet **all** of the eligibility criteria, including the disability having an adverse effect on educational performance in order to be eligible for special education services. The characteristics identified as significant enough to validate eligibility for ASD in the school setting must be so different from his/her generally accepted, age appropriate, ethnic or cultural norms that they adversely affect performance in such areas as self-care, social relationships, personal adjustment, academic progress, classroom behavior, or work adjustment.

Exclusionary Criteria

- The team has determined that the reason that the student is experiencing difficulty in school is the result of any of the following:
 - (a) Lack of scientifically-based instructional practices and programs that contain the essential components of reading instruction,
 - (b) Lack of instruction in math, or
 - (c) Limited English.
- Despite the presence of a medical diagnosis of Autism Spectrum Disorder, the student does not meet **all** of the aforementioned eligibility criteria.

Exit Criteria

Exit decisions must be individualized based on current best practice as determined by the appropriate IEP team members. An IEP (Eligibility Determination Conference) meeting is required to review all current evaluation data –i.e. present levels of performance, grades, assessments, etc.

A student is no longer eligible for special education services when it is determined that:

- The student no longer meets the entrance criteria; or
- The student's disability no longer demonstrates an adverse effect on educational performance; or
- The student's needs are no longer significantly different from the needs of typical peers and of an intensity or type that exceeds general education resources.

Intellectual Disability

State Definition

The child exhibits significantly sub-average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's educational performance.

District Eligibility Criteria

A significant delay that is two or more standard deviations below the mean, *existing concurrently* with related limitation in two or more of the following applicable skill areas: communication, community use, functional academics, home living, health and safety, leisure, self-care, self-direction, social and work. An Intellectual Disability manifests before the age of 18. (Adapted from Mental Retardation: Definition, Classification, and Systems of Supports).

A psychological evaluation must be conducted and a recommendation for eligibility be made by a school psychologist for any child who is suspected of or determined to have an intellectual disability (23 Illinois Administrative Code, Section 226.135)

Cognitive

- Significant sub-average intellectual functioning, two standard deviations below the mean, on an individually administered intelligence test. An additional nonverbal measure of intelligence is required on **all initial evaluations**.
- Intellectual disability may be used when there is strong presumption of sub-average intellectual functioning, but the individual's intelligence cannot be measured by standardized tests (e.g., due to limitations or significant impairments the student is unable to participate in the standardized testing process).

Adaptive Behavior

- Adaptive behavior refers to the effectiveness with which individuals meet the standards of personal independence and social responsibility expected of individuals of their age and cultural group.
- Parent and teacher forms of the adaptive measure are to be administered.
- Significant deficits of global adaptive behavior (GAC) that are two standard deviations below the mean on an individually administered adaptive behavior rating scale. Given a score higher than two standard deviations, due to questions regarding test validity, an additional measure demonstrating sub-average adaptive behavior is recommended.
- When the global adaptive composite (GAC) score is not two standard deviations below the mean, deficits in adaptive behavior can be defined as limitations in **two or more** adaptive domain composites: conceptual, social, and practical (if using the ABAS-II). These scores should still reflect deficits in the range of two standard deviations below the norm.

NOTE: THE DELAY MUST HAVE A DIRECT AND ADVERSE EFFECT ON THE CHILD'S ABILITY TO MAKE ADEQUATE EDUCATIONAL PROGRESS. THE STUDENT'S NEEDS ARE SIGNIFICANTLY DIFFERENT FROM THE NEEDS OF TYPICAL PEERS AND OF AN INTENSITY OR TYPE THAT EXCEED GENERAL EDUCATION RESOURCES.

Exclusionary Criteria

The team has determined that the reason that the student is experiencing difficulty in school is not the result of any of the following:

- a) Lack of scientifically-based instructional practices and programs that contain the essential components of reading instruction,
- b) Lack of instruction in math, or
- c) Limited English.

Exit Criteria

Exit decisions must be individualized and based on current best practice as determined by the appropriate IEP team members. An IEP (Eligibility Determination Conference) meeting is required to review all current evaluation data –i.e. present levels of performance, grades, assessments, etc.

A student is no longer eligible for special education services when it is determined that:

- The student no longer meets the entrance criteria; or
- The student's disability no longer demonstrates an adverse effect on educational performance; or
- The student's needs are no longer significantly different from the needs of typical peers and of an intensity or type that exceeds general education resources.

Deaf-Blindness

State Definition

The child exhibits concomitant (existing concurrently) hearing and visual impairments, the combination of which cause such severe communication and other developmental and educational needs that they can not be accommodated in special education programs solely for children with deafness or children with blindness.

District Eligibility Criteria

- Four types of vision impairments may contribute to deaf-blind:
 1. Loss of visual acuity
 2. Loss of visual fields
 3. A medical diagnosis of Cortical Visual Impairment by an eye specialist.

- Three types of hearing impairments to consider for deaf-blind:
 1. Sensorineural loss
 2. Conductive loss
 3. Mixed loss (combination of sensorineural and conductive losses)
 4. Central Deafness/neurological deafness.

If the student does not have sufficient vision to compensate fully for a hearing impairment, or does not have sufficient hearing to compensate fully for a visual impairment, the student may be determined eligible as Deaf-Blind.

NOTE: THE DELAY MUST HAVE A DIRECT AND ADVERSE EFFECT ON THE CHILD'S ABILITY TO MAKE ADEQUATE EDUCATIONAL PROGRESS. THE STUDENT'S NEEDS ARE SIGNIFICANTLY DIFFERENT FROM THE NEEDS OF TYPICAL PEERS AND OF AN INTENSITY OR TYPE THAT EXCEED GENERAL EDUCATION RESOURCES.

Exclusionary Criteria

- The team has determined that the reason that the student is experiencing difficulty in school is the result of any of the following:
 - (a) Lack of scientifically-based instructional practices and programs that contain the essential components of reading instruction,
 - (b) Lack of instruction in math, or
 - (c) Limited English.
- The child's functional levels cannot best be explained by any of the following:
 - Environmental disadvantage
 - Cultural factors

- Economic disadvantage
 - Underachievement as the result of school transfers or absences.
- The student is blind or visually impaired in one eye, but the better eye has a non-degenerative corrected visual acuity better than 20/70.
- The vision impairment or hearing impairment, is determined by a qualified medical profession (MD, DO, OD, ENT) to be temporary, and the duration of the loss will not substantially or permanently impact learning or academic performance (i.e. scratched cornea, swollen eye, pink eye, otitis media, wax impaction).
- The student has visual acuity or hearing within the normal range, but has visual perception or auditory processing difficulties adversely affecting their education, which may qualify as LD, OHI, or another disability category.

Exit Criteria

Exit decisions must be individualized based on current best practice as determined by the appropriate IEP team members. An IEP (Eligibility Determination Conference) meeting is required to review all current evaluation data –i.e. present levels of performance, grades, assessments, etc.

A student is no longer eligible for special education services when it is determined that:

- The student no longer meets the entrance criteria; or
- The student’s disability no longer demonstrates an adverse effect on educational performance; or
- The student’s needs are no longer significantly different from the needs of typical peers and of an intensity or type that exceeds general education resources; or
- A student would meet exit criteria from Deaf-Blind eligibility if either of the sensory deficits was remediated through surgery or other methods and the student no longer met the eligibility criteria for Deaf-Blind; or
- The vision impairment or hearing impairment no longer exists, as documented by a medical professional (MD, DO, OD, ENT) or specialist.

Deafness

State Definition

Deafness means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a child's educational performance.

District Eligibility Criteria

To be eligible for special education services a student must meet the following criteria:

- Must have a disability.
- Must have an educational adverse effect from that identified disability.
- Must require specially designed instruction.

Therefore, eligibility for Deafness must include the following:

- A hearing loss must exist as identified by the educational audiologist. The team will use the State definition in determining the category of deafness vs. hearing impairment.
 - 0-20 dB Normal (not eligible)
 - 21-40 dB Mild hearing loss Hearing Impairment
 - 41-55 dB Moderate hearing loss Hearing Impairment
 - 56-70 dB Moderate-severe loss Hearing Impairment
 - 71-90 dB Severe hearing loss Deafness
 - 91+ dB Profound hearing loss Deafness
- Delays/gaps in skill development in the following areas are highly correlated to failure in academic areas. Delays/gaps must be found in one or more of these areas to qualify for hearing impaired services.
 - Auditory Functioning (speech perception, speech discrimination, sound localization, visual attention to details, etc.)
 - Communication skills (articulation, receptive and expressive language abilities, pragmatics, speechreading, oral/auditory, total communication or sign as appropriate.)
 - Alternative communication mode, language or system (i.e. ASL, ESL, SIMCOM...) is needed to have access to the communication for age-appropriate social opportunities, access to peers/adults, and the educational curriculum.
 - Academic skills are below average in [reading, writing, or math.

- Functional skills/coping skills (self-advocacy, adjustment to disability, social interaction skills, amplification use and maintenance, etc.)

Students who have a hearing loss who do not exhibit deficits in the skill areas listed may be considered for a 504 plan at their local school and followed by an audiologist to monitor their hearing status for any changes.

NOTE: THE DELAY MUST HAVE A DIRECT AND ADVERSE EFFECT ON THE CHILD'S ABILITY TO MAKE ADEQUATE EDUCATIONAL PROGRESS. THE STUDENT'S NEEDS ARE SIGNIFICANTLY DIFFERENT FROM THE NEEDS OF TYPICAL PEERS AND OF AN INTENSITY OR TYPE THAT EXCEED GENERAL EDUCATION RESOURCES.

Exclusionary Criteria

- The team has determined that the reason that the student is experiencing difficulty in school is the result of any of the following:
 - (a) Lack of scientifically-based instructional practices and programs that contain the essential components of reading instruction,
 - (b) Lack of instruction in math, or
 - (c) Limited English.
- The child's functional levels cannot best be explained by any of the following:
 - Environmental disadvantage
 - Cultural factors
 - Economic disadvantage
 - Underachievement as the result of school transfers or absences.

Exit Criteria

Exit decisions must be individualized based on current best practice as determined by the appropriate IEP team members. An IEP (Eligibility Determination Conference) meeting is required to review all current evaluation data –i.e. present levels of performance, grades, assessments, etc.

A student is no longer eligible for special education services when it is determined that:

- The student no longer meets the entrance criteria; or
- The student's disability no longer demonstrates an adverse effect on educational performance; or
- The student's needs are no longer significantly different from the needs of typical peers and of an intensity or type that exceeds general education resources.

Developmental Delay

State Definition

Delay in physical development, cognitive development, communication development, social or emotional development, or adaptive development (may include children from three through nine years of age).

District Eligibility Criteria

Developmental Delay is a special education eligibility for children aged three through nine who are experiencing delays as defined by the State and as measured by culturally and linguistically appropriate diagnostic instruments and procedures, in one or more of the following areas: physical development, cognitive development, communication, social or emotional development, or adaptive development, which significantly interferes with the learning process. The use of Developmental Delay as an initial eligibility is discouraged after a child's sixth birthday.

A developmental delay is defined as – two standard deviations below the mean as identified by standardized measures and/or a 50% delay as identified by criterion referenced/functional measures (i.e., for students transitioning from Early Intervention Services (EI), EI reports could be considered as data). Documentation of statistically significant delays as defined by challenges in one or more of the following major life areas:

- Physical development in gross motor skills, such as the ability to move around and interact with the environment with appropriate coordination, balance and strength; or fine motor skills, such as manually controlling and manipulating objects such as toys, drawing utensils, and other useful objects in the environment.
- Cognitive development, such as the ability to acquire, use and retrieve information as demonstrated by the level of imitation, discrimination, representation, classification, sequencing, and problem-solving skills.
- Communication development in expressive language, such as the production of age-appropriate content, form and use of language; or receptive language, such as listening, receiving and understanding language.
- Emotional development such as the ability to express emotions, and develop a positive sense of oneself; or social activity, such as interacting with people, developing friendships with peers, and sustaining bonds with family members and others significant adults.
- Adaptive development, such as caring for his or her own needs and acquiring independence in age-appropriate eating, toileting, dressing and hygiene tasks.

NOTE: THE DELAY MUST HAVE A DIRECT AND ADVERSE EFFECT ON THE CHILD'S ABILITY TO MAKE ADEQUATE EDUCATIONAL PROGRESS. THE STUDENT'S NEEDS ARE SIGNIFICANTLY DIFFERENT FROM THE NEEDS OF TYPICAL PEERS AND OF AN INTENSITY OR TYPE THAT EXCEED GENERAL EDUCATION RESOURCES.

After a child's sixth birthday, developmental delay is an appropriate eligibility only when the student does not qualify under a different disability category specific to the child's area of delay.

Exclusionary Criteria

The team has determined that the reason that the student is experiencing difficulty in school is not the result of any of the following:

- a) Lack of scientifically-based instructional practices and programs that contain the essential components of reading instruction,
- b) Lack of instruction in math, or
- c) Limited English.

The child's functional levels cannot best be explained by any of the following:

- Environmental disadvantage
- Cultural factors
- Economic disadvantage
- Underachievement as the result of school transfers or absences.

All other suspected handicapping conditions, including cognitive impairment, orthopedic impairment, visual impairment, hearing impairment, specific learning disability, speech and language impairment, emotional disability, autism, traumatic brain injury, or other health impairment *shall* be ruled out before identifying a child's primary handicapping condition as significant developmental delay.

Exit Criteria

Exit decisions must be individualized and based on current best practice as determined by the appropriate IEP team members. An IEP (Eligibility Determination Conference) meeting is required to review all current evaluation data –i.e. present levels of performance, grades, assessments, etc.

A student is no longer eligible for special education services when it is determined that:

- The student no longer meets the entrance criteria; or
- The student's disability no longer demonstrates an adverse effect on educational performance; or
- The student's needs are no longer significantly different from the needs of typical peers and of an intensity or type that exceeds general education resources; or
- The student has reached the age of 9 years, 11 months, 30 days and does not meet eligibility criteria under any other special education category.

Emotional Disability

State Definition

Emotional disability (includes schizophrenia but does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance) means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance.

District Eligibility Criteria

A student with an emotional disturbance exhibits one or more of the following characteristics over a long period of time, and to a marked degree, that adversely affects his or her educational performance:

- An inability to learn that cannot be explained by intellectual, sensory, or health factors, as evidenced by ruling out other handicapping conditions (e.g. OHI, ASD) or substance abuse as the primary handicapping conditions.
 - An inability to build or maintain satisfactory, interpersonal relationships with peers and teachers.
 - Inappropriate types of behavior or feelings under normal circumstances (e.g. catastrophic reactions to everyday occurrences; lack of appropriate fear reactions; flat, blunted, distorted or excessive affect; bizarre behaviors).
 - A general pervasive mood of anxiety or unhappiness or depression
 - A tendency to develop physical symptoms or fears associated with personal or school problems.
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- The impact of the behavior on the student's educational progress must be the guiding principle for identification.

The identification of ED must be based on multiple sources of data about the individual's emotional functioning. The characteristic(s) must be documented/observed: for a long period of time (generally at least 6 months); and by more than one member of the evaluation team; and in more than one setting (at least one of which is school related); and at a level of frequency, duration, and/or intensity that is significantly different from other students' behavior in the same or similar circumstances.

AND

ED can co-exist with other disabilities.

NOTE: THE DELAY MUST HAVE A DIRECT AND ADVERSE EFFECT ON THE CHILD'S ABILITY TO MAKE ADEQUATE EDUCATIONAL PROGRESS. THE STUDENT'S NEEDS ARE SIGNIFICANTLY DIFFERENT FROM THE NEEDS OF TYPICAL PEERS AND OF AN INTENSITY OR TYPE THAT EXCEED GENERAL EDUCATION RESOURCES.

A student needs special education as a result of the characteristics identified above.

Exclusionary Criteria

- The team has determined that the primary reason that the student is experiencing difficulty in school is the result of any of the following:
 - (a) Lack of scientifically-based instructional practices and programs that contain the essential components of reading instruction,
 - (b) Lack of instruction in math, or
 - (c) Limited English.
 - (d) The adverse effects are judged to result from absenteeism (unrelated to emotional factors) or change in residence or schools.
- The child's functional levels cannot best be explained by any of the following:
 - Environmental disadvantage
 - Cultural factors
 - Economic disadvantage
- The following factors may influence the disability, but they cannot represent the primary cause of the student's disability:
 - (a) Social maladjustment, including deviant behavior and conflicts primarily between the individual and society unless the student also has an emotional disability.
 - (b) Substance Abuse

Exit Criteria

Exit decisions must be individualized based on current best practice as determined by the appropriate IEP team members. An IEP (Eligibility Determination Conference) meeting is required to review all current evaluation data –i.e. present levels of performance, grades, assessments, etc.

A student is no longer eligible for special education services when it is determined that:

- The student no longer meets the entrance criteria; or
- The student's disability no longer demonstrates an adverse effect on educational performance; or

- The student's needs are no longer significantly different from the needs of typical peers and of an intensity or type that exceeds general education resources.

Hearing Impairment

State Definition

Hearing Impairment means an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included under the definition of deafness.

District Eligibility Criteria

To be eligible for special education services a student must meet the following criteria:

- Must have a disability.
- Must have an educational adverse effect from that identified disability.
- Must require specially designed instruction.

Therefore, eligibility for Deafness must include the following:

- A hearing loss must exist as identified by the educational audiologist.
 - 0-20 dB Normal
 - 21-40 dB Mild hearing loss Hearing Impairment
 - 41-55 dB Moderate hearing loss Hearing Impairment
 - 56-70 dB Moderate-severe loss Hearing Impairment
 - 71-90 dB Severe hearing loss Deafness
 - 91+ dB Profound hearing loss Deafness
- Significant delays in skill development in the following areas are highly correlated to failure in academic areas. Delays/gaps must be found in one or more of these areas to qualify for hearing impaired services.
 - Auditory Functioning (speech perception, speech discrimination, sound localization, visual attention to details, etc.)
 - Communication skills (articulation, receptive and expressive language abilities, pragmatics, speechreading, oral/auditory, total communication or sign as appropriate.)
 - Academic skills (delays in core subject areas)
 - Functional skills/coping skills (self-advocacy, adjustment to disability, appropriate social interaction skills, etc.)

Students who have a hearing loss who do not exhibit deficits in the skill areas listed may be considered for a 504 plan at their local school and followed by an audiologist to monitor their hearing status for any changes.

NOTE: THE DELAY MUST HAVE A DIRECT AND ADVERSE EFFECT ON THE CHILD'S ABILITY TO MAKE ADEQUATE EDUCATIONAL PROGRESS. THE STUDENT'S NEEDS ARE SIGNIFICANTLY DIFFERENT FROM THE NEEDS OF TYPICAL PEERS AND OF AN INTENSITY OR TYPE THAT EXCEED GENERAL EDUCATION RESOURCES.

Exclusionary Criteria

- The team has determined that the reason that the student is experiencing difficulty in school is the result of any of the following:
 - (a) Lack of scientifically-based instructional practices and programs that contain the essential components of reading instruction,
 - (b) Lack of instruction in math, or
 - (c) Limited English.
- The child's functional levels cannot best be explained by any of the following:
 - Environmental disadvantage
 - Cultural factors
 - Economic disadvantage
 - Underachievement as the result of school transfers or absences.

Exit Criteria

Exit decisions must be individualized based on current best practice as determined by the appropriate IEP team members. An IEP (Eligibility Determination Conference) meeting is required to review all current evaluation data –i.e. present levels of performance, grades, assessments, etc.

A student is no longer eligible for special education services when it is determined that:

- The student no longer meets the entrance criteria; or
- The student's disability no longer demonstrates an adverse effect on educational performance; or
- The student's needs are no longer significantly different from the needs of typical peers and of an intensity or type that exceeds general education resources.

Multiple Disabilities

State Definition

Concomitant impairments (such as mental retardation-blindness, mental retardation-orthopedic impairment, etc), the combination of which causes such severe educational needs that they can not be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blindness

District Eligibility Criteria

- A child shall have the following two characteristics:
 - a. meet the standards for two or more identified disabilities and
 - b. be unable to benefit from services and supports designed for only one of the disabilities, as determined to be primary or secondary disabilities by the IEP Team.
- Children who are classified multiple disabled shall:
 - a. have a combination of two or more disabilities;
 - b. the nature of the combination of disabilities require significant developmental and educational programming that cannot be accommodated with special education services that primarily serve one area of the disability.

NOTE: THE DELAY MUST HAVE A DIRECT AND ADVERSE EFFECT ON THE CHILD'S ABILITY TO MAKE ADEQUATE EDUCATIONAL PROGRESS. THE STUDENT'S NEEDS ARE SIGNIFICANTLY DIFFERENT FROM THE NEEDS OF TYPICAL PEERS AND OF AN INTENSITY OR TYPE THAT EXCEED GENERAL EDUCATION RESOURCES.

Exclusionary Criteria

- The team has determined that the reason that the student is experiencing difficulty in school is the result of any of the following:
 - (a) Lack of scientifically-based instructional practices and programs that contain the essential components of reading instruction,
 - (b) Lack of instruction in math, or
 - (c) Limited English.
- The adverse effects are judged to result from absenteeism (unrelated to health) or change in residence or schools.
- The child's functional levels cannot best be explained by any of the following:
 - Environmental disadvantage
 - Cultural factors
 - Economic disadvantage

- The student does not meet the eligibility criteria for “Deaf-Blind.”

Exit Criteria

Exit decisions must be individualized based on current best practice as determined by the appropriate IEP team members. An IEP (Eligibility Determination Conference) meeting is required to review all current evaluation data –i.e. present levels of performance, grades, assessments, etc.

A student is no longer eligible for special education services when it is determined that:

- The student no longer meets the entrance criteria; or
- The student’s disability no longer demonstrates an adverse effect on educational performance; or
- The student’s needs are no longer significantly different from the needs of typical peers and of an intensity or type that exceeds general education resources; or
- A single impairment exists.

Orthopedic Impairment

State Definition

Orthopedic Impairment (OI) means a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).

District Eligibility Criteria

One condition from each criterion below must be judged to have been met in order to be eligible for the category "Orthopedic Impairment:"

- **Physical Criteria for Eligibility:**
The child has a diagnosis from a medical doctor of one or more of the following orthopedic conditions which is temporary or permanent in nature:
 - Impairments caused by congenital anomaly, e.g. clubfoot, absence of some member, etc., or
 - Impairments caused by disease, e.g. poliomyelitis, bone tuberculosis, etc., or
 - Impairments from other causes, e.g. cerebral palsy amputations, and fractures or burns that cause contractures.

- **Academic Criteria for Eligibility:**
An assessment of motor function in the educational environment (conducted by the physical and/or occupational therapist) must demonstrate the following adverse affects upon educational performance that requires specialized instruction because of:
 - a lack of meaningful and productive participation;
 - reduced efficiency in school work; and
 - inability to access educational environment despite environmental modifications.

NOTE: THE DELAY MUST HAVE A DIRECT AND ADVERSE EFFECT ON THE CHILD'S ABILITY TO MAKE ADEQUATE EDUCATIONAL PROGRESS. THE STUDENT'S NEEDS ARE SIGNIFICANTLY DIFFERENT FROM THE NEEDS OF TYPICAL PEERS AND OF AN INTENSITY OR TYPE THAT EXCEED GENERAL EDUCATION RESOURCES.

Exclusionary Criteria

An individual will not be considered eligible for services under Orthopedic Impairment if one or more of the following exist:

- The team has determined that the reason that the student is experiencing difficulty in school is the result of any of the following:
 - (a) Lack of scientifically-based instructional practices and programs that contain the essential components of reading instruction,
 - (b) Lack of instruction in math, or
 - (c) Limited English.
- The adverse effects are judged to result from absenteeism (unrelated to health) or change in residence or schools.
- The child's functional levels cannot best be explained by any of the following:
 - Environmental disadvantage
 - Cultural factors
 - Economic disadvantage
- Students with a medical diagnosis must still meet all of the criteria, including the disability having an adverse effect on educational performance, in order to be eligible for special education services.

Exit Criteria

Exit decisions must be individualized based on current best practice as determined by the appropriate IEP team members. An IEP (Eligibility Determination Conference) meeting is required to review all current evaluation data –i.e. present levels of performance, grades, assessments, etc.

A student is no longer eligible for special education services when it is determined that:

- The student no longer meets the entrance criteria; or
- The student's disability no longer demonstrates an adverse effect on educational performance; or
- The student's needs are no longer significantly different from the needs of typical peers and of an intensity or type that exceeds general education resources.

Other Health Impairment

State Definition

Limited strength, vitality or alertness, including a heightened sensitivity to environmental stimuli that results in limited alertness with respect to the educational environment that:

- Is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, and sickle cell anemia; AND
- Adversely affects a child's educational performance.

District Eligibility Criteria

The student must exhibit all of the following:

- Documentation of a chronic or acute health problem/s.
- Documentation of performance deficits in the educational setting despite consistent use of appropriate accommodations and modifications.
- Deficits severe enough that the student's educational needs cannot be met in a regular educational program without special education services.
- Documentation that limited strength, vitality or alertness occurred as a result of the onset of the health impairment.
- In comparison with peers, the health condition adversely affects the pupil's ability to complete educational tasks within routine timelines as documented by three or more of the following:
 - Excessive absenteeism linked to the health condition, for example, hospitalizations, medical treatments, surgeries, or illnesses;
 - Specialized health care procedures that are necessary during the school day;
 - Medications that adversely affect learning and functioning in terms of comprehension, memory, attention, or fatigue;
 - Limited endurance resulting in decreased stamina and decreased ability to maintain performance;
 - Heightened or diminished alertness resulting in impaired abilities, for example, prioritizing environmental stimuli; maintaining focus; or sustaining effort or accuracy;
 - Impaired ability to manage and organize materials and complete classroom assignments within routine timelines;
 - Impaired ability to follow directions or initiate and complete a task.

NOTE: THE DELAY MUST HAVE A DIRECT AND ADVERSE EFFECT ON THE CHILD'S ABILITY TO MAKE ADEQUATE EDUCATIONAL PROGRESS. THE STUDENT'S NEEDS ARE SIGNIFICANTLY DIFFERENT FROM THE NEEDS OF TYPICAL PEERS AND OF AN

INTENSITY OR TYPE THAT EXCEED GENERAL EDUCATION RESOURCES.

Exclusionary Criteria

- The team has determined that the reason that the student is experiencing difficulty in school is the result of any of the following:
 - (a) Lack of scientifically-based instructional practices and programs that contain the essential components of reading instruction,
 - (b) Lack of instruction in math, or
 - (c) Limited English.
- The adverse effects are judged to result from absenteeism (unrelated to health) or change in residence or schools.
- The child's functional levels cannot best be explained by any of the following:
 - Environmental disadvantage
 - Cultural factors
 - Economic disadvantage
- Students with a medical diagnosis must still meet all of the criteria, including the disability having an adverse effect on educational performance, in order to be eligible for special education services.
- The student has demonstrated adequate functioning over a period of time (three months) in a general education program with an accommodation plan such as a 504 plan, academic and/or behavior supports and interventions, etc.

Exit Criteria

Exit decisions must be individualized based on current best practice as determined by the appropriate IEP team members. An IEP (Eligibility Determination Conference) meeting is required to review all current evaluation data –i.e. present levels of performance, grades, assessments, etc.

A student is no longer eligible for special education services when it is determined that:

- The student no longer meets the entrance criteria; or
- The student's disability no longer demonstrates an adverse effect on educational performance; or
- The student's needs are no longer significantly different from the needs of typical peers and of an intensity or type that exceeds general education resources.

Specific Learning Disability

State Definition

The child exhibits a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculation. The term includes such conditions as perceptual disability, brain injury, minimal injury, dyslexia, or developmental aphasia. The term does not include children who have learning problems that are primarily the result of visual, hearing, or motor disabilities, of cognitive impairment, of emotional disability, or of environmental, cultural, or economic disadvantage.

District Eligibility Criteria

A Specific Learning Disability (SLD) exists when a student’s academic achievement is significantly discrepant from his/her peers in one or more of the following areas: basic reading, reading fluency, reading comprehension, math calculation, math problem solving, written expression, oral expression, listening comprehension. A significant discrepancy is evident when targeted and intensive interventions have been implemented with fidelity and the student’s academic achievement and/or rate of improvement continues to be insufficient to meet grade level standards. The following data is necessary to determine entitlement.

Impact on Learning	Not Eligible	*With Interventions	Without Interventions
A) Standardized Achievement Standard Score (WJ-IV, WIAT-III, etc.)	<input type="checkbox"/> 81 or Above	<input type="checkbox"/> Below 81 (10 th ile)	<input type="checkbox"/> 73 or below (3 rd percentile)
B) Standardized State-Wide Assessment (ISAT, EXPLORE, PARC, PSAT, etc.)	<input type="checkbox"/> Exceeds or Meets	<input type="checkbox"/> Below Standards	<input type="checkbox"/> Below Standards
C) Curriculum Based Assessment (CBA): (Compare to grade level expectations/norms; Benchmark data)	<input type="checkbox"/> Above 10 th ile	<input type="checkbox"/> At least one score below 10 th ile at grade level AND one score below 25 th ile one grade level below	<input type="checkbox"/> Below 3 rd ile at grade level AND below 10 th ile one grade below grade level
D) RTI Progress Monitoring Data: (Rate of Progress) ROI (AIMSweb)	<input type="checkbox"/> At or above grade level benchmark (25 th ile)	<input type="checkbox"/> At least 1.5 times discrepant from peers,	<input type="checkbox"/> At least 1.5 times discrepant from peers

		or evidence that progress is due to intensity of intervention	
<p>*Strongest consideration given towards the most recent assessments</p> <p>*Interventions criteria are applicable when interventions specifically target student deficits and are delivered with fidelity.</p> <p>Note- Percentiles are listed as a guide to frame eligibility discussions and are not based on a legal threshold.</p>			

For initial evaluations, evidence must meet the cut points in all four areas (with the exception of the standardized state wide assessments for K-3 students).

NOTE: THE DELAY MUST HAVE A DIRECT AND ADVERSE EFFECT ON THE CHILD’S ABILITY TO MAKE ADEQUATE EDUCATIONAL PROGRESS. THE STUDENT’S NEEDS ARE SIGNIFICANTLY DIFFERENT FROM THE NEEDS OF TYPICAL PEERS AND OF AN INTENSITY OR TYPE THAT EXCEED GENERAL EDUCATION RESOURCES.

Exclusionary Criteria

- The student is excluded from eligibility as a student with a Specific Learning Disability if the team has determined that the reason that the student is experiencing difficulty in school is the result of any of the following:
 - a) Lack of scientifically-based instructional practices and program that contain the essential components of reading instruction;

Evidence must be provided that the core curriculum contains the five essential components of reading instruction. Furthermore, evidence (such as ISAT scores) shows that the core curriculum meets the needs of Unit 4 students or the student is performing at a level significantly different from peers as measured by these assessments.
 - b) Lack of instruction in math; or

Evidence must be provided that the core curriculum contains the five essential components of mathematics instruction. Furthermore, evidence (such as ISAT scores) shows that the core curriculum meets the needs of Unit 4 students or the student is performing at a level significantly different from peers as measured by these assessments.
 - c) Limited English proficiency.

Evidence shows that the student is a native speaker of English or that the learning problems are not primarily due to native language issues. This evidence can include home language survey, ACCESS scores, native language assessment results compared to English language assessment results, and other assessments designed to assess the contributing nature of a student’s language status. Furthermore, evidence (such as ISAT scores)

shows that the core curriculum meets the needs of LEP students or the student is performing at a level significantly different from peers as measured by these assessments.

- The child’s functional levels cannot best be explained by any of the following:
 - a) Environmental disadvantage,
 - b) Cultural factors,
 - c) Economic disadvantage, or
 - d) Underachievement as the result of school transfers or absences.

No absolute “rule” for transfers and absences can be stated, as every student’s situation is unique. However, a high level of absences from school (defined as approximately 40 or more absences per year across multiple years), a high level of absences from specific periods (defined as approximately 40 or more during a certain core subject or intervention), or a high number of school transfers (more than three per year for at least two consecutive years) must be specifically discussed and documented by the eligibility team in the eligibility paperwork. Absences and transfers related to a disability will not exclude a student from eligibility.

- While these factors may influence the disability, they cannot represent the primary cause of the student’s disability:

- a) Visual, hearing, or motor disability,

The student has passed hearing screening and vision screenings or wears corrective equipment to ameliorate sensory deficits. Team judgment based on informal observations, teacher report, cumulative file, and/or parent/guardian report may determine whether gross or fine motor difficulties are contributing to the student’s difficulties.

- b) Cognitive disability, or
- c) Emotional disability.

Exit Criteria

An IEP (Eligibility Determination Conference) meeting is required to discontinue entitlement. A student is no longer eligible for special education services as a student with a Specific Learning Disability when the team determines that:

- The student no longer meets district eligibility criteria; or
- The student’s disability no longer has an adverse effect on educational performance; or
- The student’s instructional needs are no longer significantly different from the needs of typical peers and/or are no longer of an intensity or type that exceeds general education resources.

Speech Language Impairment

State Definition

Speech or Language Impairment means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance.

District Eligibility Criteria

1. Articulation/Phonology

- Mild-Intelligible over 80% of the time in connected speech. No more than 2 speech sounds errors outside developmental guidelines. Students may be stimulative for sound errors.
- Moderate-Intelligible 50-80% of the time in connected speech. Substitutions and distortions and some omissions may be present. There is limited stimulability for error phonemes.
- Severe-Intelligible 20-49% of the time in connected speech. Deviations may range from extensive substitutions and many omissions to extensive omissions. A limited number of phoneme classes are evidenced in a speech/language sample. Consonant sequencing is generally lacking. Augmentative communication systems may be warranted.
- Profound-Speech is unintelligible without gestures and cues and/or knowledge of the context. Usually there are additional pathological or physiological problems, such as neuromotor deficits or structural deviations. Augmentative communication systems may be warranted.

-OR

2. Language

- Mild-The student demonstrates a deficit in receptive, expressive, or pragmatic language as measured by two or more diagnostic procedures/standardized tests. Performance falls from 1 to 1.5 standard deviations below the mean standard score. Generally standard scores between 85-78.
- Moderate-The student demonstrates a deficit in receptive, expressive, or pragmatic language as measured by two or more diagnostic procedures/standardized tests. Performance falls from 1.5 to 2.0 standard deviations below the mean standard score. Generally standard scores between 78-70.
- Severe-The student demonstrates a deficit in receptive, expressive or pragmatic language as measured by two or more diagnostic procedures/standardized tests. (If standardized tests can be administered). Performance is greater than 2.5 standard deviations below the mean standard score. Augmentative communicative systems may be warranted.

- Profound-The student demonstrates a deficit in receptive, expressive or pragmatic language which prevents appropriate communication in school or social situations. Augmentative communication systems may be warranted.
-OR-

3. Fluency

- Mild-2-4% atypical disfluencies within a speech sample of at least 100 words. No tensions to minimal tension noticed. Rate and/or Prosody Minimal interference with communication.
- Moderate-5-8% atypical disfluencies within a speech sample of at least 100 words. Noticeable tension and/or secondary characteristics are present. Rate and/or Prosody Limits communication.
- Severe-9-12% atypical disfluencies within a speech sample of at least 100 words. Excessive tension and/or secondary characteristics are present. Rate and/or Prosody Interference with communication.
- Profound-More than 12% disfluencies within a speech sample of at least 100 words. Excessive tension and/or secondary characteristics are present. Rate and/or Prosody Prevents communication.

-OR-

4. Voice

- Mild-Voice difference including hoarseness, nasality, denasality, pitch, or intensity inappropriate for the student's age is of minimal concern to parent, teacher, or physician. Medical referral may be indicated.
- Moderate-Voice difference is of concern to parent, teacher, student or physician. Voice is not appropriate for age and gender of the student. Medical referral is indicated.
- Severe-Voice difference is of concern to parent, teacher, student or physician. Voice is distinctly abnormal for age and gender of the student. Medical referral is indicated.
- Profound-Speech is largely unintelligible due to aphonia or severe hypernasality. Extreme effort is apparent in the production of speech. Medical referral is indicated.

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Exclusionary Criteria

An individual will not be considered eligible for services under Speech Language Impairment if one or more of the following exist:

- The team has determined that the reason that the student is experiencing difficulty in school is the result of any of the following:
 - (a) Lack of scientifically-based instructional practices and programs that contain the essential components of reading instruction,
 - (b) Lack of instruction in math, or
 - (c) Limited English.
- The child's functional levels cannot best be explained by any of the following:
 - Environmental disadvantage
 - Cultural factors
 - Economic disadvantage
- Despite the presence of a medical diagnosis, the student does not meet all of the aforementioned eligibility criteria.

Exit Criteria

Exit decisions must be individualized based on current best practice as determined by the appropriate IEP team members. An IEP (Eligibility Determination Conference) meeting is required to review all current evaluation data –i.e. present levels of performance, grades, assessments, etc.

A student is no longer eligible for special education services when it is determined that:

- The student no longer meets the entrance criteria; or
- The student's disability no longer demonstrates an adverse effect on educational performance; or
- The student's needs are no longer significantly different from the needs of typical peers and of an intensity or type that exceeds general education resources.

Traumatic Brain Injury

State Definition

Traumatic Brain Injury means an acquired injury to the brain caused by an external physical force resulting in total or partial functional disability or psychosocial maladjustment that adversely affects a child's educational performance. The disability or maladjustment may be either temporary or permanent. The term includes children with open or closed head injuries resulting in impairments in one or more areas such as cognition; language memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory perceptual, and motor abilities; psychosocial behavior; psychosocial functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative or to brain injuries induced by birth trauma.

District Eligibility Criteria

The student must exhibit all of the following:

- Documentation of a traumatic brain injury that caused impairment in one or more areas including cognition; language memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory perceptual, and motor abilities; psychosocial behavior; psychosocial functions; information processing; or speech.
- Educational deficits are causally linked to the traumatic brain injury.

The term does not apply to brain injuries that are congenital or degenerative or to brain injuries induced by birth trauma. Congenital or degenerative brain injuries may not be eligible for services under this category; however, they may be eligible under other individuals with Disabilities Education Act (I.D.E.A.) categories. They may also qualify for "reasonable accommodations" under Section 504 of the Rehabilitation Act of 1973.

NOTE: THE DELAY MUST HAVE A DIRECT AND ADVERSE EFFECT ON THE CHILD'S ABILITY TO MAKE ADEQUATE EDUCATIONAL PROGRESS. THE STUDENT'S NEEDS ARE SIGNIFICANTLY DIFFERENT FROM THE NEEDS OF TYPICAL PEERS AND OF AN INTENSITY OR TYPE THAT EXCEED GENERAL EDUCATION RESOURCES.

Exclusionary Criteria

An individual will not be considered eligible for services under Traumatic Brain Injury if one or more of the following exist:

- The team has determined that the reason that the student is experiencing difficulty in school is the result of any of the following:

- (a) Lack of scientifically-based instructional practices and programs that contain the essential components of reading instruction,
- (b) Lack of instruction in math, or
- (c) Limited English.
- The adverse effects are judged to result from absenteeism (unrelated to health) or change in residence or schools.
- The child's functional levels cannot best be explained by any of the following:
 - Environmental disadvantage
 - Cultural factors
 - Economic disadvantage
- The adverse effect is primarily due to active substance abuse.
- The term does not apply to brain injuries that are congenital (such as PKU or Down Syndrome) or degenerative (such as Multiple Sclerosis or Muscular Dystrophy) or to brain injuries induced by birth trauma (such as a perinatal stroke).

Exit Criteria

Exit decisions must be individualized based on current best practice as determined by the appropriate IEP team members. An IEP (Eligibility Determination Conference) meeting is required to review all current evaluation data –i.e. present levels of performance, grades, assessments, etc.

A student is no longer eligible for special education services when it is determined that:

- The student no longer meets the entrance criteria; or
- The student's disability no longer demonstrates an adverse effect on educational performance; or
- The student's needs are no longer significantly different from the needs of typical peers and of an intensity or type that exceeds general education resources.

Visual Impairment

State Definition

A visual impairment means an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

District Eligibility Criteria

Student has impairment in vision, even with correction, regardless of significance or severity, adversely affects his/her educational performance.

Medical

The student meets one of the following visual medical conditions as provided on an ocular report from an optometrist or an ophthalmologist:

- Reduced visual acuity
- Restricted field of vision
- Permanent and/or progressive eye condition
- Diagnosis of Cerebral/Cortical visual impairment.

NOTE: THE DELAY MUST HAVE A DIRECT AND ADVERSE EFFECT ON THE CHILD'S ABILITY TO MAKE ADEQUATE EDUCATIONAL PROGRESS. THE STUDENT'S NEEDS ARE SIGNIFICANTLY DIFFERENT FROM THE NEEDS OF TYPICAL PEERS AND OF AN INTENSITY OR TYPE THAT EXCEED GENERAL EDUCATION RESOURCES.

Exclusionary Criteria

- The team has determined that the reason that the student is experiencing difficulty in school is the result of any of the following:
 - (a) Lack of scientifically-based instructional practices and programs that contain the essential components of reading instruction,
 - (b) Lack of instruction in math, or
 - (c) Limited English.
- The child's functional levels cannot best be explained by any of the following:
 - Environmental disadvantage
 - Cultural factors
 - Economic disadvantage

Exit Criteria

Exit decisions must be individualized based on current best practice as determined by the appropriate IEP team members. An IEP (Eligibility Determination Conference) meeting is required to review all current evaluation data –i.e. present levels of performance, grades, assessments, etc.

A student is no longer eligible for special education services when it is determined that:

- The student no longer meets the entrance criteria; or
- The student's disability no longer demonstrates an adverse effect on educational performance; or
- The student's needs are no longer significantly different from the needs of typical peers and of an intensity or type that exceeds general education resources; or
- The visual impairment no longer exists as documented by a medical professional (DO).