

# ELIGIBILITY COMMITTEE REPORT

\_\_\_\_\_ County Schools

Student Full Name \_\_\_\_\_ Date \_\_\_\_\_  
School \_\_\_\_\_ Date of Birth \_\_\_\_\_  
Parent(s)/Guardian(s) \_\_\_\_\_ Grade \_\_\_\_\_  
Address \_\_\_\_\_ WVEIS # \_\_\_\_\_  
City/State/Zip \_\_\_\_\_ Telephone \_\_\_\_\_

Initial

Reevaluation

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**The Eligibility Committee (EC) considered the following multi-disciplinary reports and other relevant information.**

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Academic Information             | <input type="checkbox"/> Developmental Skills         | <input type="checkbox"/> Social Skills                    |
| <input type="checkbox"/> Achievement                      | <input type="checkbox"/> Health _____                 | <input type="checkbox"/> Transition Assessments           |
| <input type="checkbox"/> Classroom Performance            | <input type="checkbox"/> Hearing _____                | <input type="checkbox"/> Functional Vocational Evaluation |
| <input type="checkbox"/> Teacher Report                   | <input type="checkbox"/> Information from the Parents | <input type="checkbox"/> Vocational Aptitudes             |
| <input type="checkbox"/> Adaptive Skills                  | <input type="checkbox"/> Intellectual Ability         | <input type="checkbox"/> Interests/Preferences            |
| <input type="checkbox"/> Assistive Technology             | <input type="checkbox"/> Motor Skills                 | <input type="checkbox"/> Vision                           |
| <input type="checkbox"/> Behavioral Performance           | <input type="checkbox"/> Observation(s)               | <input type="checkbox"/> Orientation and Mobility         |
| <input type="checkbox"/> Functional Behavioral Assessment | <input type="checkbox"/> Perceptual-Motor             | <input type="checkbox"/> Other _____                      |
| <input type="checkbox"/> Communication                    |   |   |

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A student *cannot be identified* as a student in need of special education services if the primary reason for the decision is due to any of the following:

- A lack of appropriate instruction in the essential components of reading; or
- A lack of instruction in mathematics; or
- Limited English proficiency

For initial evaluation or reevaluation, the student meets the three-prong test of eligibility:

- Meets the eligibility requirements for one of the specific exceptionalities; **and**
- Experiences an adverse effect on educational performance; **and**
- Needs special education.

For reevaluation only:

If a student no longer meets the eligibility criteria in one of the designated exceptionalities, the EC must provide the justification for continued eligibility. \_\_\_\_\_

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**The Eligibility Committee has determined the student's primary area of exceptionality is (only one):**

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Autism (AU)                         | <input type="checkbox"/> Exceptional Gifted (EG)            | <input type="checkbox"/> Developmental Delay (PS)          |
| <input type="checkbox"/> Emotional/Behavioral Disorders (BD) | <input type="checkbox"/> Gifted (GF)                        | <input type="checkbox"/> Specific Learning Disability (LD) |
| <input type="checkbox"/> Blindness and Low Vision (VI)*      | <input type="checkbox"/> Orthopedic Impairment (PH)         | <input type="checkbox"/> Speech/Language Impairment (CD)   |
| <input type="checkbox"/> Deafblindness (DB) *                | <input type="checkbox"/> Other Health Impairment (OH)       | <input type="checkbox"/> Traumatic Brain Injury (TB)       |
| <input type="checkbox"/> Deafness (DF) *                     | <input type="checkbox"/> Intellectual Disability (Designate | <input type="checkbox"/> None                              |
| <input type="checkbox"/> Hard of Hearing (HI) *              | WVEIS Code __MM __MD __MS)                                  |  |

\* Provide information pertaining to the West Virginia Schools for the Deaf and Blind.

Additional evaluation data are needed in the following areas: \_\_\_\_\_

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The Eligibility Committee has determined the student is not eligible for special education and submits the following recommendations for consideration by the school team (e.g., SAT or instruction and intervention team): \_\_\_\_\_

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**Eligibility Committee Members**

Signature

Position

_____	Administrator/Principal/Designee
_____	Evaluator/Specialist
_____	General and/or Special Educator
_____	Parent/Guardian/Adult Student
_____	Student
_____	Other _____

# ELIGIBILITY DETERMINATION CHECKLIST

Student's Name: \_\_\_\_\_

Date of EC Meeting \_\_\_\_\_

The Eligibility Committee (EC) must consider all eligibility criteria relevant to any suspected exceptionalities.

## A. Autism - Documentation the student meets Criteria one (1) through five (5) as specified:

Documentation will assure that the student meets all of Section A and at least two (2) criteria from Section B and meets Sections C, D and E.

### Criterion 1:

\_\_\_ Section A. Persistent deficits in social communication and social interaction across multiple contexts, as manifested by the following currently or by history.

1. \_\_\_ Deficits in social-emotional reciprocity, ranging, for example, from abnormal social approach and failure of normal back-and-forth conversation; to reduced 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.

\_\_\_ Section B. Restricted repetitive and stereotyped patterns of behavior, interests and activities, as manifested by at least two of the following: Indicate when behavioral characteristics are/were evident. Two of the four eligibility criteria must be met.

4. \_\_\_ Stereotypical or repetitive motor movements, use of objects or speech (e.g., simple motor stereotypes, lining up toys or flipping objects, echolalia, idiosyncratic phrases).
5. \_\_\_ Insistence on sameness, inflexible adherence to routines or ritualized patterns or verbal and nonverbal behavior (e.g., extreme distress at small changes, difficulties with transitions, need to take same route or eat same food every day).
6. \_\_\_ 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 interest).
7. \_\_\_ Hyper- or hypo-reactivity to sensory input or unusual interests 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).

\_\_\_ Section C. Although symptoms for children with autism are typically present in the early development, some symptoms may not become fully manifest until social demands exceed limited capacities. Please attach an explanation.

**NOTE:** IDEA regulations state "A child who manifests the characteristics of autism after age three could be identified as having autism," if all other criteria are satisfied.

\_\_\_ Section D. Symptoms cause clinically significant impairment in social, occupational or other important areas of current functioning

\_\_\_ Section E. These disturbances are not better explained by intellectual disability or global developmental delay.

### Criterion 2:

\_\_\_ The student is diagnosed as having autism by a psychiatrist, physician, licensed psychologist or school psychologist and the evaluation report is attached.

### Criterion 3:

\_\_\_ The student's condition adversely affects educational performance.

### Criterion 4:

\_\_\_ The student needs special education.

### Criterion 5:

\_\_\_ The student's educational performance is not adversely affected primarily because the student has an emotional/behavioral disorder as defined in Policy 2419.

## B. Blindness and Low Vision - Documentation the student meets ALL of the following:

1. \_\_\_ The student has a documented visual impairment, not primarily perceptual in nature, as determined by an optometrist or ophthalmologist or neurologist:
  - a. \_\_\_ Measured acuity of 20/70 or less in the better eye with correction at distance or near;
  - b. \_\_\_ Visual field restriction of twenty degrees or less in the better eye;
  - c. \_\_\_ A deteriorating eye condition which will result in loss of visual efficiency (e.g., glaucoma, retinitis pigmentosa, or macular degeneration); or
  - d. \_\_\_ A visual loss caused by a disturbance of the posterior visual pathway and/or cortex.
  - e. \_\_\_ Functional Visual Assessment determined limited visual access or ability.
2. \_\_\_ The student's physical eye condition, even with correction, adversely affects educational performance.
3. \_\_\_ The student needs special education.

## C. Deafblindness - Documentation the student meets ALL of the following:

1. \_\_\_ The student exhibits characteristics consistent with the definition.
2. \_\_\_ The student is diagnosed by an optometrist or ophthalmologist for vision loss and by an otologist, otolaryngologist, or audiologist for hearing loss.
3. \_\_\_ The student's condition adversely affects educational performance.
4. \_\_\_ The student needs special education.

## D. Deafness - Documentation the student meets ALL of the following:

1. \_\_\_ The student exhibits characteristics consistent with the definition and relies primarily on vision to access spoken communication.
2. \_\_\_ The student has been diagnosed by an otologist, otolaryngologist, or audiologist as having a hearing loss.
3. \_\_\_ The student's condition adversely affects educational performance.
4. \_\_\_ The student needs special education.

## E. Developmental Delay - Documentation the student meets ALL of the following:

1. \_\_\_ Documentation the student is functioning at or lower than 75% of the normal rate of development in **two** or more of the following areas:
  - a. \_\_\_ Cognition
  - b. \_\_\_ Physical development including gross motor and/or fine motor skills
  - c. \_\_\_ Communication
  - d. \_\_\_ Social/emotional/affective development
  - e. \_\_\_ Self-help skills
2. \_\_\_ The student needs special education.

**NOTE:** If the developmental delay is the result of a vision and/or hearing loss, the student shall be determined eligible under either of those exceptionalities.

# ELIGIBILITY DETERMINATION CHECKLIST

Student's Name: \_\_\_\_\_

Date of EC Meeting \_\_\_\_\_

## F. Emotional/Behavioral Disorder - Documentation the student meets ALL of the following:

1.  The student continues to exhibit an emotional/behavioral disorder consistent with the definition after interventions have been implemented.
2.  The student has been observed exhibiting one or more of the characteristics listed in the definition of emotional/behavioral disorder and the characteristics have been documented:
  - a.  For a long period of time; and
  - b.  By more than one knowledgeable observer trained in data gathering; and
  - c.  In more than one setting; and
  - d.  At a level of frequency, duration, and/or intensity that is significantly different from the student's peers in the same or similar circumstances.
3.  The student's condition adversely affects educational performance in the area of academics, peer and/or teacher interaction, and/or participation in class/school activities.
4.  The student exhibits behavior(s) that is not primarily the result of physical, sensory or intellectual deficits.
5.  The student needs special education

## G. Gifted (Grades One through Eight) - Documentation the student meets ALL of the following:

1.  General intellectual ability with a full scale score at the 97<sup>th</sup> percentile rank or higher on a comprehensive test of intellectual ability with consideration of 1.0 standard error of measurement;
2.  At least one of the four core curriculum areas of academic achievement at the 90<sup>th</sup> percentile rank or higher as measured by an individual standardized achievement test, or at least one of the four core curriculum areas of classroom performance demonstrating exceptional functioning as determined during the multidisciplinary evaluation; and
3.  The need for specially designed, differentiated instruction and/or services beyond those normally provided in the general classroom.

NOTE: See Policy 2419 for Special Considerations

## H. Exceptional Gifted (Grades Nine through Twelve) The eligibility criteria for gifted has been met. - Documentation the student meets one or more of the following:

1.  The eligibility criteria for one or more of the disabilities as defined in Policy 2419 and/or
2.  The definition for economically disadvantaged; and/or
3.  The definition for underachievement, which takes into consideration the student's ability level, educational performance and achievement levels; and/or
4.  The definition for psychological adjustment disorder as documented by a comprehensive psychological evaluation.

## I. Hard of Hearing - Documentation the student meets ALL of the following:

1.  The student exhibits characteristics consistent with the definition and relies primarily on hearing to access spoken communication.
2.  The student has been diagnosed by an otologist, otolaryngologist, or audiologist as having a hearing loss.
3.  The student's condition adversely affects educational performance.
4.  The student needs special education.

## J. Intellectual Disability - Documentation the student meets ALL of the following:

1.  Documentation will assure that the student meets one of the following:
    - a.  The student with a mild to moderate intellectual disability has general intellectual functioning ranging from two to three standard deviations below the mean, in consideration of 1.0 standard error of measurement as determined by a qualified psychologist, using an individually administered intelligence test;
    - OR**
    - b.  The student with the most significant cognitive disabilities (moderate to severe intellectual disability) has general intellectual functioning more than three standard deviations below the mean, in consideration of 1.0 standard error of measurement as determined by a qualified psychologist, using an individually administered intelligence test; AND
  2.  The student exhibits concurrent deficits in adaptive functioning expected for his or her age across multiple environments based on clinical and standardized assessments in at least one of the following domains: conceptual, social or practical; and \*
    - a.  If intellectual functioning and adaptive functioning are inconsistent in severity\*, an observation must be completed to determine the level of supports required.  
\*See Appendix for Severity Levels for Adaptive Functioning.
- AND**
3.  The age of onset is eighteen or below; AND
  4.  The student's condition adversely affects educational performance; AND
  5.  The student needs special education.

## K. Orthopedic Impairment - Documentation the student meets ALL of the following:

1.  The student exhibits characteristics consistent with the definition.
2.  The student has an orthopedic impairment diagnosed and described by a licensed physician.
3.  The existence of educational needs as a result of the orthopedic impairment.
4.  The student's condition adversely affects educational performance.
5.  The student needs special education.

## L. Other Health Impairment - Documentation the student meets ALL of the following:

1.  The student exhibits characteristics consistent with the definition;
2.  The student has a chronic or acute medical or health condition as diagnosed and described by a licensed physician; with the exception of ADHD which can be diagnosed by a school psychologist or licensed psychologist; and
3.  The existence of educational needs as a result of the medical or health condition.
4.  The student's condition adversely affects educational performance.
5.  The student needs special education.

## M. Specific Learning Disability

The EC **MUST** complete the *Specific Learning Disability Team Report* form and attach the form to the *Eligibility Committee Report*.

West Virginia Department of Education

March 2017

## ELIGIBILITY DETERMINATION CHECKLIST

Student's Name: \_\_\_\_\_

Date of EC Meeting \_\_\_\_\_

### N. Speech/Language Impairment

#### Language – Documentation the student meets ALL the following:

- \_\_\_ Two or more procedures, at least one of which yields a standard score, were used to assess both expressive and receptive modalities.
- \_\_\_ **K-12:** Language abilities are substantially and quantifiably below those expected for the student's chronological age and cognitive state of development, resulting in functional limitation in effective communication, social participation, academic achievement or occupational performance individually or in any combination  
\_\_\_ **Preschool:** Language abilities had a negative impact on social-communicative interaction.
- \_\_\_ Norm referenced language tests were administered which yield **two** subtest or total test scores with the following characteristics:
  - \_\_\_ 1.5 or more standard deviations (SD) below the mean;
  - \_\_\_ a language quotient/standard score of 78 (mean of 100);
  - \_\_\_ a stanine of two and/or a percentile of 8; **AND/OR**
  - \_\_\_ a non-standard/informal assessment indicates that the student has difficulty understanding and/or expressing ideas and/or concepts to such a degree that it interferes with the student's social/educational progress.
- \_\_\_ The student's condition adversely affects educational performance.
- \_\_\_ The student needs special education.

#### Speech Sound Disorder – Documentation the student meets ALL of the following:

- \_\_\_ At least two procedures were used to assess the student, one of which is a standardized measure.
- \_\_\_ Application of developmental norms from diagnostic tests verified that speech sounds may not develop without intervention.
- \_\_\_ **K-12:** The student's speech has a negative impact on academic, social and/or vocational functioning, and one of the following characteristics exist:
  - \_\_\_ Two or more of the phonemic errors not expected at the student's current age or developmental level were observed during direct testing;
  - \_\_\_ Two or more of the phonological processes not expected at the student's current age or developmental level were observed during direct testing and/or conversational speech.\_\_\_ **Preschool:** The student's speech has a negative impact on social-communicative interactions and one of the following characteristics:
  - \_\_\_ Multiple phonemic errors that significantly reduce the student's speech intelligibility and are not expected at the student's current age or developmental level were observed during direct testing and/or conversational speech;
  - \_\_\_ Two or more phonological processes that significantly reduce the student's speech intelligibility and are not expected at the student's current age or developmental level were observed during direct testing and/or in conversational speech.
- \_\_\_ The student's condition adversely affects educational performance.
- \_\_\_ The student needs special education.

#### Childhood Onset Fluency Disorder (Stuttering) – Documentation the student meets ALL of the following:

- \_\_\_ The student has a fluency rating of moderate or severe on the Suggested Guidelines for Stuttering Services or the Suggested Guidelines for Stuttering Services for Preschool.
- \_\_\_ The student's condition adversely affects educational performance.
- \_\_\_ The student needs special education.

#### Social (Pragmatic) Communication Disorder – Documentation the student meets ALL of the following:

- \_\_\_ Assessment measures included norm referenced tests, multiple observations, checklists and structured tasks.
- \_\_\_ Assessment procedures were used that were contextually based and involved multiple settings and communication partners.
- \_\_\_ Assessment results indicated deficits in functional limitations in effective communication, social participation, social relationships, academic achievement and/or occupational performance, individually or in combination.
- \_\_\_ Assessment results have eliminated the presence of restricted repetitive behaviors, interests and other activities related to the diagnosis of Autism.
- \_\_\_ The student's condition adversely affects educational performance.
- \_\_\_ The student needs special education.

#### Voice Disorder – Documentation the student meets ALL of the following:

- \_\_\_ The student has a voice production rating of moderate or severe on the Voice Rating Scale.
- \_\_\_ The existence or absence of a structural or functional pathology has been verified by an otolaryngologist.
- \_\_\_ The student's condition adversely affects educational performance.
- \_\_\_ The student needs special education.

#### Special Considerations – EC must respond to each of the following:

- \_\_\_ Lack of discrepancy between cognitive level and communication performance was not the sole factor when determining eligibility for a severely speech and language disordered student.
- \_\_\_ Eligibility for speech and language services was not determined on the basis of having a primary language other than English or a language difference.
- \_\_\_ If verbal communication was not an effective means of communication for this student, an augmentative/alternative communication evaluation was conducted to determine the need for an alternative means of communication.

### O. Traumatic Brain Injury - Documentation the student meets ALL of the following:

- \_\_\_ The student has an acquired injury to the brain caused by an external physical force resulting in a total or partial functional disability or psychosocial impairment, or both as diagnosed by a licensed physician.
- \_\_\_ The student's condition adversely affects educational performance.
- \_\_\_ The student needs special education.