

## APPENDIX C - 2

### PROGRAM ELIGIBILITY

#### **Autism Spectrum Disorder** (new eligibility guidelines will be forwarded)

Speech/language evaluation; audiological is not required, but may be appropriate

Evaluation of intellectual functioning

Evaluation of developmental/academic functioning

Behavioral observations (i.e., CARS) by a certified school psychologist, a licensed

psychologist, or a psychiatrist (anecdotal are recommended, but not required)

Adaptive behavior (if deemed appropriate)

#### **Developmentally Delayed**

##### I. A. **Child from birth through two years of age**

B. Has a delay in one or more of the following areas:

- 1) Adaptive or self-help development;
- 2) Cognitive development;
- 3) Communication development;
- 4) Social/emotional development;
- 5) Physical/motor development.

C. Documentation of one of the following:

- 1) 1.5 standard deviations below the mean in at least one area of development (using corrected age for children below 24 months); **OR**
- 2) 25% delay on measures yielding scores in months, in at least one area of development; **OR**
- 3) Based on informed clinical opinion and observation of atypical functioning, the multi-disciplinary team recommends that a developmental delay exists and exceptional student education services are needed. A report must be written documenting the evaluation procedures used, the results obtained, and the basis for recommending eligibility.

D. Evaluation

At least one measure of assessment must be used which may include, standardized instruments, judgment based assessments, criterion referenced instruments, functional skills assessments, or other procedures selected in consultation with the parent.

##### II. A. **Child is three through five years of age**

B. Is delayed in one or more of the following areas:

- 1) Adaptive or self-help development,
- 2) Cognitive development,
- 3) Communication development,
- 4) Social or emotional development,
- 5) Physical development including fine, gross, or perceptual motor.

C. Documentation

- 1) 2 standard deviations below the mean or a 25% delay on measures yielding scores in months in at least one area of development; **OR**
- 2) 1.5 standard deviations below the mean or a 20% delay on measures yielding scores in months in at least 2 areas of development; **OR**
- 3) Based on informed clinical opinion, the eligibility staffing committee makes a recommendation that a developmental delay exists and exceptional student education services are needed.

**Deaf/Hard of Hearing**

Audiological evaluation

Speech/language evaluation

Evaluation of intellectual functioning or developmental scales (if more appropriate)- administered by psychologist

Evaluation of pre-academic or academic achievement

**Dual Sensory Impaired**

Medical eye examination (ophthalmologist or optometrist)

Functional vision assessment (by a certified vision teacher)

Audiological evaluation

Documented observation of auditory functioning

Speech and language evaluation

Evaluation of intellectual functioning, developmental level, or academic functioning

**Educable Mentally Handicapped**

Intellectual Functioning: Is 2 or more standard deviations (S.D.) below the mean

and generally falls between 2 and 3 S.D. below the mean based on specific instrument; a second instrument may be required when scores are borderline.

Evaluation of adaptive behaviors

Evaluation of developmental/academic functioning

**Emotional/Behavioral Disabilities** (new eligibility guidelines will be forwarded)

Evaluation of intellectual functioning

Evaluation of personality and attitudes (as per Procedures Manual)

Behavioral observations and interview data relative to problems described in referral

Evaluation of developmental/academic functioning

Proof of implementation of specific strategies (if child is in school)

**Established Condition**

Child must be from birth through two years of age

Mental or physical condition with a high probability of developmental delay

Physician medical examination (within previous 6 month period) to establish diagnosis

Evaluation of developmental/academic functioning (to develop FSP and intervention plan)

**Physically Impaired**

Medical diagnosis (within the previous 12 month period) that confirms the physical impairment

Evaluation of developmental/academic functioning

**Profoundly Mentally Handicapped**

The measures of intelligence and adaptive behaviors fall below 5 standard deviations from the test's mean.

Evaluation of adaptive behaviors

Evaluation of developmental/academic functioning

**Specific Learning Disabilities**

Intellectual Functioning: is generally no more than 2 standard deviations (S.D.) below the mean.

Evaluation of Psychological Processing (visual, auditory, motor and language)

Evaluation of developmental/academic functioning

**Speech and Language Impaired**

Diagnostic assessment of language, articulation, fluency or voice disorders by a speech/language pathologist using two different instruments/procedures.

**Trainable Mentally Handicapped**

Intellectual Functioning: generally falls between 3 and 5 S.D. below the mean based on specific instrument; second instrument

may be required when scores are borderline.

Evaluation of adaptive behaviors

Evaluation of developmental/academic functioning

**Visually Impaired**

Medical eye examination (ophthalmologist or optometrist)

Functional Vision Assessment (by a certified vision teacher)

Evaluation of developmental/academic functioning - administered by psychologist