

**Appendix I
Eligibility Checklists**

Student Name: _____ DOB: _____

Building: _____ Reviewer Name: _____

Date of Evaluation Report: _____ Eligible: ___ Yes ___ No

___ Evaluation⇒ (Must meet initial criteria)

___ Reevaluation⇒ (Must address criteria components)

Based on the information in the Evaluation Report and the student file, the student must meet requirements in A and B to be eligible for this disability category. The determination must be made by a multidisciplinary team which includes at least one professional with experience and expertise in the area of ASD due to the complexity of this disability and the specialized intervention methods. The team must also include a school professional knowledgeable of the range of possible special education eligibility criteria. The behavior indicators demonstrated must be atypical for the pupil's developmental level. The team shall document behavioral indicators through at least two of these methods: structured interviews with parents, autism checklists, communication rating scales, developmental rating scales, functional behavior assessments, application of diagnostic criteria from the current Diagnostic and Statistical Manual (DSM), informal and standardized evaluation instruments, or intellectual testing.

A. The team must document that the pupil demonstrates patterns of behavior described in at least two of the three subitems, one of which must be subitem (1).

1. Qualitative impairment of social interaction, as documented by two or more behavioral indicators, for example:

___ limited joint attention and limited use of facial expressions towards others

___ does not show or bring things to others to indicate interest in the activity

___ demonstrates difficulty relating to people, objects, and events

___ gross impairment in ability to make and keep friends

___ significant vulnerability and safety issues due to social naiveté

___ may appear to prefer isolated or solitary activities

___ misinterprets others' behaviors and social cues

___ other _____

AND

2. Qualitative impairment in communication, as documented by one or more behavioral indicators, for example:

- not using finger to point or request
- using other's hand or body as a tool
- showing lack of spontaneous imitations or lack of varied imaginative play
- absence or delay of spoken language
- limited understanding and use of nonverbal communication skills such as gestures, facial expressions, or voice tone
- odd production of speech, including intonation, volume, rhythm, or rate
- repetitive or idiosyncratic language
- inability to initiate or maintain conversation when speech is present
- other _____

OR

3. Restricted, repetitive, or stereotyped patterns of behavior, interests, and activities as documented by one or more behavioral indicators, for example:

- insistence on following routines or rituals
- demonstrating distress or resistance to change in activity
- repetitive hand or finger mannerism
- lack of true imaginative play versus reenactment
- overreaction or under-reaction to sensory stimuli
- rigid or rule-bound thinking
- intense, focused preoccupation with a limited range of play, interests, or conversation topics
- other _____

B. Verification

The evaluation report must include documentation with supporting data in all four areas below that verifies ASD adversely affects the pupil's performance and that the pupil is in need of special education instruction and related services.

- Present levels of performance in each core feature identified in A (subitem 1 and either subitem 2 or 3).
- Education needs in each core feature identified in A (subitem 1 and either subitem 2 or 3).
- Observations of the pupil in two different settings, on two different days.
- Summary of the pupil's developmental history and behavior patterns.

Review of Eligibility Determination

To determine compliance with eligibility determination, one of the following **MUST** be checked.

- The documentation supports the team decision.
- The documentation does not support the team decision.

Student Name: _____ DOB: _____

Building: _____ Reviewer Name: _____

Date of Evaluation Report: _____ Eligible: ___ Yes ___ No

___ Evaluation⇒ (Must meet initial criteria)

___ Reevaluation⇒ (Must address criteria components)

Based on information in the Evaluation Report and the student file, the student must meet the requirements below.

Deaf and Blind: Documentation verifies meeting criteria for both disability areas below:

___ Visual Impairment

See Minnesota Rule 3525.1345 for criteria.

___ Deaf and Hard of Hearing

See Minnesota Rule 3525.1331 for criteria.

Review of Eligibility Determination

To determine compliance with eligibility determination, one of the following **MUST** be checked.

___ The documentation supports the team decision.

___ The documentation does not support the team decision.

For complete information regarding disability criteria requirements, refer to Minnesota Rule 3525.1352.

Student Name: _____ DOB: _____

Building: _____ Reviewer Name: _____

Date of Evaluation Report: _____ Eligible: ___ Yes ___ No

___ Evaluation⇒ (Must meet initial criteria)

___ Reevaluation⇒ (Must address criteria components)

Based on information in the Evaluation Report and in the student file, the student must meet the requirements in A and either B, C, or D below.

A. Measurements

Audiological documentation from a certified audiologist must be provided to demonstrate that the pupil has ONE of the following:

- ___ Sensorineural hearing loss with an unaided pure tone average, speech threshold, or auditory brainstem response threshold of 20 decibels hearing level (HL) or greater in the better ear;
- ___ Conductive hearing loss with an unaided pure tone average or speech threshold of 20 decibels hearing level (HL) or greater in the better ear persisting over 3 months or occurring at least 3 times in the previous 12 months as verified by audiograms with at least one measure provided by a certified audiologist;
- ___ Unilateral sensorineural or persistent conductive loss with an unaided pure tone average or speech threshold of 45 decibels hearing level (HL) or greater in the affected ear; or
- ___ Sensorineural hearing loss with unaided pure tone thresholds at 35 decibels hearing level (HL) or greater at 2 or more adjacent frequencies (500 hertz, 1000 hertz, 2000 hertz or 4000 hertz) in the better ear.

B. Effect on Educational Performance

The student's hearing loss affects educational performance as demonstrated by:

- ___ The student needs to consistently use amplification appropriately in educational settings as determined by audiological measures and systematic observation data;

OR

- ___ The student has an achievement deficit showing performance in the 15th percentile or 1.0 standard deviation or more below the mean in one area.

Achievement Test _____

For complete information regarding disability criteria requirements, refer to Minnesota Rule 3525.1331

Basic reading skills	Results	_____
Reading comprehension	Results	_____
Written language	Results	_____
General knowledge	Results	_____

C. Use or Understanding of Spoken English

The student's hearing loss affecting the use or understanding of spoken English as documented by one or both of the following:

_____ Under typical classroom conditions, the student's classroom interaction is limited as measured by systematic observation of communication behaviors;

OR

_____ The use of American Sign Language or one or more alternative or augmentative systems of communication, alone or in combination with oral language as documented by parent or teacher reports and language sampling conducted by a professional with knowledge in the area of communication with persons who are deaf or hard of hearing.

D. Effect on Adaptive Behavior

_____ The student's hearing loss affects the adaptive behavior required for age-appropriate social functioning as supported by documented systematic observation within the student's primary learning environments by a licensed professional and the student, when appropriate;

AND

_____ Below average scores of same-aged peers on a standardized scale of social skill development.

Test Name _____

Results _____

Review of Eligibility Determination

To determine compliance with eligibility determination, one of the following **MUST** be checked.

_____ The documentation supports the team decision.

_____ The documentation does not support the team decision.

Student Name: _____ DOB: _____

Building: _____ Reviewer Name: _____

Date of Evaluation Report: _____ Eligible: ___ Yes ___ No

___ Evaluation⇒ (Must meet initial criteria)

___ Reevaluation⇒ (Must address criteria components)

Based on the information in the Evaluation Report and the student file, the student must meet the requirements in A and B below.

A. Disability

The student file must have at least ONE of the following disabilities:

___ Autism Spectrum Disorder

___ Deaf-Blind

___ Emotional or Behavioral Disorder

___ Deaf and Hard of Hearing

___ Developmental Cognitive Disability

___ Other Health Disability

___ Physically Impaired

___ Severely Multiply Impaired

___ Blind and Visually Impaired

___ Traumatic Brain Injury

___ Specific Learning Disability

___ Developmental Delay (3-6)

B. Evaluation

The student's file must contain documentation of ONE of the following:

___ Standardized psychomotor evaluation or physical fitness test, administered individually by an appropriately licensed teacher (performing at 1.5 standard deviations or more below the mean)

Test _____ Standard Deviation _____

OR

___ Development, or achievement and independence in school, home, and community settings are inadequate to allow success in regular physical education based on at least two of the following:

___ motor and skill checklists

___ criterion-referenced measures

For complete information regarding disability criteria requirements, refer to Minnesota Rule 3525.1352

___parent and staff interviews

___informal tests

___medical history or reports

___systematic observations

___social, emotional, and behavioral evaluations

___deficits in achievement related to the defined curriculum

Review of Eligibility Determination

To determine compliance with eligibility determination, one of the following **MUST** be checked.

___ The documentation supports the team decision.

___ The documentation does not support the team decision.

Student Name: _____ DOB: _____

Building: _____ Reviewer Name: _____

Date of Evaluation Report: _____ Eligible: ___ Yes ___ No

___ Evaluation⇒ (Must meet initial criteria)

___ Reevaluation⇒ (Must address criteria components)

Based on information in the Evaluation Report and the student file, the student must meet the requirements in A and B below.

A. Adaptive Behavior

___ The student demonstrates below-average adaptive behavior in *school* by a composite score at or below the 15th percentile on a nationally normed, technically adequate measure of adaptive behavior.

Adaptive behavior test name _____

Composite score percentile _____

___ The student demonstrates below average adaptive behavior at *home* by a composite score at or below the 15th percentile on a nationally normed, technically adequate measure of adaptive behavior.

Adaptive behavior test name: _____

Composite score percentile _____

AND

Documentation of needs and the level of support required in **at least four of the seven** adaptive behavior domains across multiple environments.

Domain	Home	School	Community	Need(s) & Level of Support Required
daily living and independent living skills				
social and interpersonal skills				

Domain	Home	School	Community	Need(s) & Level of Support Required
communication skills				
academic skills				
recreation and leisure skills				
community participation skills				
work and work-related skills				

AND

Is supported by BOTH of the following:

_____ A systemic observation

_____ Parent input

Other sources of documentation may include checklists, classroom or work samples, interviews, criterion-referenced measures, educational history, medical history, or pupil self-report.

B. General Intellectual Functioning

The student demonstrates significantly below-average general intellectual functioning as measured by an individually administered, nationally normed test of intellectual ability.

Intellectual Ability Test: _____ Full Scale Score: _____ SD: _____

_____ Mild-moderate range = 2 standard deviations below the mean (+ or – 1 standard error of measurement)

_____ Severe-profound range = 3 standard deviations below the mean (+ or – 1 standard error of measurement)

AND

The student's significantly below-average general intellectual functioning is verified through:

_____ A written summary of results from at least two systematic observations with consideration for culturally relevant information, medical and education history **and at least one of the following:**

- Supplemental tests of specific abilities
- Alternative methods of intellectual assessment
- Criterion-referenced tests
- Clinical interviews with family members
- Observation and analysis of behavior across multiple environments

Note: DCD does not include conditions primarily due to a sensory or physical impairment, traumatic brain injury, autism spectrum disorder, severe multiple impairments, cultural influences, or inconsistent educational programming.

Review of Eligibility Determination

To determine compliance with eligibility determination, one of the following **MUST** be checked.

- The documentation supports the team decision.
- The documentation does not support the team decision.

Student Name: _____

DOB: _____

Building: _____

Reviewer Name: _____

Date of Evaluation Report: _____

Eligible: ___ Yes ___ No

___ Evaluation⇒ (Must meet initial criteria)

___ Reevaluation⇒ (Must address criteria components)

Based on information in the Evaluation Report and the student file, a child identified as eligible under Developmental Delay criteria must meet the requirements in 1 and 2 below.

1. Developmental Delay

The child must meet one of the following to be determined eligible for Early Childhood Special Education services under Developmental Delay:

___ A diagnosed physical or mental condition or disorder that has a high probability of resulting in developmental delay.

OR

___ A delay of 1.5 standard deviations or more below the mean in two or more developmental areas:

___ Cognitive Development Standard Deviation ___

___ Physical Development (including vision and hearing) Standard Deviation ___

___ Communication Development Standard Deviation ___

___ Social or Emotional Development Standard Deviation ___

___ Adaptive Development Standard Deviation ___

2. Need for Special Education

The child's need for special education is supported by ALL of the following:

___ At least one documented systematic observation in the child's daily routine setting by an appropriate professional or, if observation in the daily routine setting is not possible, the alternative setting must be justified.

___ Developmental history

Developmental Delay (Three through Six Years of Age)

____ At least one other evaluation procedure in each area of identified delay that is conducted on a different day than the medical or norm-referenced evaluation; which may include criterion-referenced instruments, language samples, or curriculum-based measures.

Area of identified delay: _____ Evaluation procedure: _____

Area of identified delay: _____ Evaluation procedure: _____

Review of Eligibility Determination

To determine compliance with eligibility determination, one of the following **MUST** be checked.

____ The documentation supports the team decision.

____ The documentation does not support the team decision.

Student Name: _____ DOB: _____

Building: _____ Reviewer Name: _____

Date of Evaluation Report: _____ Eligible: Yes No

Evaluation⇒ (Must meet initial criteria)

Reevaluation⇒ (Must address criteria components)

Based on information in the Evaluation Report and the student file, the child identified as eligible under Developmental Delay must meet the requirements below.

Developmental Delay

The child must meet *one* of the following to be determined eligible for Infant and Toddler Intervention Services under Developmental Delay:

1. A medically diagnosed physical or mental condition or disorder that has a high probability of resulting in a developmental delay regardless of whether the child has a demonstrated need or delay.

Physical or Mental condition _____

2. A developmental delay that is demonstrated by a score of 1.5 standard deviations or more below the mean in at least one developmental area as measured by appropriate diagnostic measures and procedures.

Cognitive Development Standard Deviation

Communication Development Standard Deviation

Physical Development (including vision and hearing) Standard Deviation

Social or Emotional Development Standard Deviation

Adaptive Development Standard Deviation

3. A developmental delay that is determined through the use of informed clinical opinion as an independent basis.

Rationale _____

Review of Eligibility Determination

To determine compliance with eligibility determination, one of the following **MUST** be checked.

The documentation supports the team decision.

The documentation does not support the team decision.

For complete information regarding disability criteria requirements, refer to Minnesota Rule 3525.1350

Student Name: _____ DOB: _____

Building: _____ Reviewer Name: _____

Date of Evaluation Report: _____ Eligible: ___ Yes ___ No

___ Evaluation⇒ (Must meet initial criteria)

___ Reevaluation⇒ (Must address criteria components)

Based on information in the Evaluation Report and in the student file, K-12 students must meet the criteria in A through D below. Pre-kindergarten students must meet the requirements outlined in A, B, E and F. A pupil must demonstrate an established pattern of emotional or behavioral responses that represents a significant difference from peers.

A. Significantly Different Behaviors

___ The student must exhibit withdrawn or anxious behaviors, pervasive unhappiness, depression, severe problems with mood or feelings of self-worth as defined by behaviors, such as:

___ isolating self from peers

___ overly perfectionistic

___ displaying intense fears or school refusal

___ failing to express emotion

___ displaying pervasive sad disposition

___ changes in eating or sleeping patterns

___ developing physical symptoms related to worry or stress

___ other _____

OR

___ The student must exhibit disordered thought processes manifested by unusual behavior patterns, atypical communication styles or distorted interpersonal relationships, such as:

___ reality distortion beyond normal developmental fantasy and play or talk

___ inappropriate laughter, crying, sounds, or language

___ self-mutilation

- developmentally inappropriate sexual acting out or developmentally inappropriate self-stimulation
- rigid, ritualistic patterning
- perseveration or obsession with specific objects
- overly affectionate behavior towards unfamiliar persons
- hallucinating or delusions of grandeur
- other _____

OR

- The student must exhibit aggressive, hyperactive, or impulsive behaviors that are developmentally inappropriate, such as:
 - physically or verbally abusive behaviors
 - impulsive or violent, destructive, or intimidating behavior
 - behaviors that are threatening to others or excessively antagonistic
 - other _____

B. Adverse Effects on Educational Performance

The student's pattern of emotional or behavioral responses must adversely affect education performance and result in **at least ONE** of the following:

- Inability to demonstrate satisfactory social competence that is significantly different from appropriate age, cultural or ethnic norms;

OR

- A pattern of unsatisfactory educational progress that is not primarily a result of intellectual, sensory, physical health, cultural or linguistic factors; illegal chemical use; autism spectrum disorders; or inconsistent educational programming.

C. Areas of Impact K-12

Documentation of prior interventions and the evaluation data for K-12 students must establish significant impairments in **at least ONE** of the following areas:

- intrapersonal academic vocational social skills

The impaired area identified above must meet ALL of the following criteria:

- Severely interferes with the pupil's or other students' educational performance

___ Is consistently exhibited by occurrences in at least three different settings: two educational settings, one of which is the classroom, and a setting in either home, child care, or community

___ Has been occurring throughout a minimum of six months, or results from the well-documented, sudden onset of a serious mental health disorder diagnosed by a licensed mental health professional

D. Evaluation Requirements K-12

The evaluation may include data from vocational skills measures; personality measures; self-report scales; adaptive behavior rating scales; communication measures; diagnostic assessment and mental health evaluation reviews; environmental, socio-cultural and ethnic information reviews; gross and fine motor and sensory motor measures; or chemical health assessments.

K-12 evaluation must be supported by current or existing data from ALL of the following:

___ clinically significant scores on standardized, nationally normed behavior rating scales

___ individually administered, standardized, nationally normed tests of intellectual ability and academic achievement

___ record review

___ mental health screening

___ interviews with parent, pupil and teacher

___ three systematic observations in the classroom or other learning environments

___ health history review procedures

___ functional behavioral assessment

FOR PRE-KINDERGARTEN STUDENTS: The student must meet criteria in areas A and B above. Additionally, the student must meet requirements for E and F.

E. Areas of Impact Pre-K

Evaluation data must establish and define developmentally significant impairments in at least **ONE** of the following areas for pre-kindergarten students:

___ self-care ___ social relations ___ social or emotional growth

The area(s) identified above must meet ALL of the following criteria:

___ data must document that emotional or behavioral responses are exhibited in at least one setting including either in the home, at childcare, or in the community

___ has been occurring throughout a minimum of six months, or results from the well-documented, sudden onset of a serious mental health disorder diagnosed by a licensed mental health professional

F. Evaluation of Pre-K

Pre-K evaluations must be supported by current or existing data from each of the following areas:

- ___ two or more systematic observations, including one in the home
- ___ a case history, including medical, cultural and developmental information
- ___ information on the student's cognitive ability, social skills and communication abilities
- ___ standardized and informal interviews, including parent, teacher, caregiver and childcare provider
- ___ standardized adaptive behavior scales

Review of Eligibility Determination

To determine compliance with eligibility determination, one of the following **MUST** be checked.

- ___ The documentation supports the team decision.
- ___ The documentation does not support the team decision.

Student Name: _____ DOB: _____

Building: _____ Reviewer Name: _____

Date of Evaluation Report: _____ Eligible: ___ Yes ___ No

___ Evaluation⇒ (Must meet initial criteria)

___ Reevaluation⇒ (Must address criteria components)

Based on information in the Evaluation Report and the student file, the student must meet the requirements in A through C below.

A. Health Condition

___ Medical documentation written and signed by a licensed physician of a medically diagnosed chronic or acute health condition. For initial evaluations, documentation must be dated within the previous 12 months.

Health Condition _____

OR

___ In the case of Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD), written and signed documentation of a medical diagnosis by a licensed physician. For initial evaluation, documents must be dated within the past 12 months. The documentation must show the student meets DSM-IV criteria in items A-E. The DSM-IV criteria documentation must be provided by a licensed physician, mental health or medical professional licensed to diagnose the condition.

A licensed physician, an advanced practice nurse, or a licensed psychologist is qualified to make a diagnosis and determination of attention deficit disorder or attention deficit hyperactivity disorder for purposes of identifying a child with a disability. Minn. Stat. 125A.02 Subd.1.

B. Adverse Effects

In comparison with peers, the health condition adversely affects the pupil's ability to complete educational tasks within routine timelines as documented in at least THREE of the following areas:

___ excessive absenteeism linked to the health condition (e.g., 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

For complete information regarding disability criteria requirements, refer to Minnesota Rule 3525.1335.

- limited physical strength resulting in decreased capacity to perform school activities
- limited endurance resulting in decreased stamina and decreased ability to maintain performance
- heightened or diminished alertness resulting in impaired abilities (e.g., 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

C. Unsatisfactory Educational Progress

The student's health condition results in a pattern of unsatisfactory educational progress as determined by a comprehensive evaluation. Documentation must include EACH of the following:

- An individually administered, nationally normed standardized evaluation of the pupil's academic performance
- Documented, systematic interviews conducted by a licensed special education teacher with classroom teachers and the pupil's parent or guardian
- One or more documented, systematic observations in the classroom or other learning environment by a licensed special education teacher
- A review of the pupil's health history, including the verification of a medical diagnosis of a health condition
- Records review

Review of Eligibility Determination

To determine compliance with eligibility determination, one of the following **MUST** be checked.

- The documentation supports the team decision.
- The documentation does not support the team decision.

Student Name: _____

DOB: _____

Building: _____

Reviewer Name: _____

Date of Evaluation Report: _____

Eligible: ___ Yes ___ No

___ Evaluation⇒ (Must meet initial criteria)

___ Reevaluation⇒ (Must address criteria components)

Based on information in the Evaluation Report and the student file, the student must meet the requirements in 1 and 2 below.

A. Documentation of Physical Impairment

___ There must be documentation of a medically diagnosed physical impairment

Physical Impairment _____

B. Evaluation

At least ONE of the following must be documented in the evaluation report.

Functional Skills

___ The student's need for special education instruction and service is supported by a lack of functional level in organizational or independent work skills as verified by a minimum of two or more documented, systematic observations in daily routine settings, one of which is completed by a physical and health disabilities teacher.

Motor Skills

___ The student's need for special education instruction and service is supported by an inability to manage or complete motoric portions of classroom tasks within time constraints as verified by a minimum of two or more documented systematic observations in daily routine settings, one of which is completed by a physical and health disabilities teacher.

Educational Performance

___ The student's physical impairment interferes with educational performance as shown by an achievement deficit of 1.0 standard deviation or more below the mean on an individually administered, nationally normed standardized evaluation of the student's academic achievement.

Achievement Test _____ Standard Deviation _____

Review of Eligibility Determination

To determine compliance with eligibility determination, one of the following **MUST** be checked.

- The documentation supports the team decision.
- The documentation does not support the team decision.

Student Name: _____ DOB: _____

Building: _____ Reviewer Name: _____

Date of Evaluation Report: _____ Eligible: ___ Yes ___ No

___ Evaluation⇒ (Must meet initial criteria)

___ Reevaluation⇒ (Must address criteria components)

Based on information in the Evaluation Report and the student file, the student must meet ALL requirements below.

Multiple Disabilities

Identify at least TWO disabilities that are documented in the student's file.

___ Deaf or Hard of Hearing

___ Physically Impaired

___ Developmental Cognitive Disability – Severe-Profound range

___ Blind/Visually Impaired

___ Emotional or Behavioral Disorders

___ Autism Spectrum Disorders

Review of Eligibility Determination

To determine compliance with eligibility determination, one of the following **MUST** be checked.

___ The documentation supports the team decision.

___ The documentation does not support the team decision.

For complete information regarding disability criteria requirements, refer to Minnesota Rule 3525.1339

Student Name: _____

DOB: _____

Building: _____

Reviewer Name: _____

Date of Evaluation Report: _____

Eligible: ___ Yes ___ No

___ Evaluation⇒ (Must meet initial criteria)

___ Reevaluation⇒ (Must address criteria components)

Information about each item must be sought from the parent and included as part of the evaluation data. The evaluation data must confirm that the disabling effects of the child's disability occur in a variety of settings. The child must receive two interventions prior to evaluation unless the parent requests an evaluation or the team waives the requirement due to urgency. Based on information in the Evaluation Report and the student file, a pupil has a specific learning disability and is in need of special education and related services when the pupil meets the criteria in A, B, and C OR A, B, and D below.

A. Documentation of Inadequate Achievement

The child does not achieve adequately in one or more of the following areas in response to appropriate classroom instruction:

___ Oral Expression

___ Reading Comprehension

___ Listening Comprehension

___ Reading Fluency

___ Written Expression

___ Mathematics Calculation

___ Basic Reading Skills

___ Mathematical Problem Solving

AND

___ The child does not make adequate progress to meet age or state-approved grade-level standards in one or more of the areas listed above when using a process based on the child's response to scientific, research-based intervention;

OR

___ The child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, state-approved grade-level standards, or intellectual development, that is determined by the group to be relevant to the identification of a specific learning disability (SLD).

AND

_____ Documentation to support this finding must be both representative of the pupil's curriculum and useful for developing instructional goals and objectives. Documentation includes evidence of low achievement from the following sources, when available:

_____ Cumulative record reviews

_____ Class work samples

_____ Anecdotal teacher records

_____ Statewide and district-wide assessments

_____ Formal, diagnostic, and informal tests

_____ Results from targeted support programs in general education

_____ Curriculum based evaluation results

B. Information Processing

The child has a disorder in one or more of the basic psychological processes, which includes an information processing condition that is manifested in a variety of setting by behaviors such as inadequate:

_____ Acquisition of information

_____ Organization

_____ Planning and sequencing

_____ Working memory, including verbal, visual, or spatial

_____ Visual and auditory processing

_____ Speed of processing

_____ Verbal and nonverbal expression

_____ Transfer of information

_____ Motor control for written tasks (pencil and paper assignments, drawing, and copying)

_____ Other: _____

C. Severe Discrepancy

The child demonstrates a severe discrepancy between general intellectual ability and achievement in at least one of the identified areas of achievement. The demonstration of a severe discrepancy shall not be based solely on the use of standardized tests. The instruments used to assess the child's general

intellectual ability and achievement must be individually administered and interpreted by an appropriately licensed person using standardized procedures. For initial placement, the severe discrepancy must be equal to or greater than 1.75 standard deviations below the mean on a distribution of regression scores for the general population at the student's chronological age.

General Intellectual Ability Assessment Measure: _____

Overall Composite Score: _____ Regression Score: _____

Achievement Measure: _____

Cluster Area	Composite Score
Oral Expression	_____
Listening Comprehension	_____
Written Expression	_____
Basic Reading Skills	_____
Reading Fluency Skills	_____
Reading Comprehension	_____
Mathematical Calculation	_____
Mathematical Problem Solving	_____

D. Inadequate rate of progress in response to scientific research-based intervention (SRBI)

The child demonstrates an inadequate rate of progress in response to intensive SBRI and the following components are documented:

- _____ Rate of progress is measured over at least 7 school weeks on a minimum of 12 data points;
- _____ Rate of improvement is minimal and continued intervention will not likely result in reaching age or state-approved grade-level standards;
- _____ Progress will likely not be maintained when instructional supports are removed;
- _____ Level of performance in repeated assessment of achievement falls below the child's age or state-approved grade-level standards; and
- _____ Level of achievement is at or below the 5th percentile on one or more valid and reliable achievement tests using either state or national comparisons. Local comparison data that is valid and reliable may be used in addition to either state or national data, but if it differs from either state or national data, the group must provide a rationale to explain the difference.

Review of Eligibility Determination

To determine compliance with eligibility determination, one of the following **MUST** be checked.

____ The documentation supports the team decision.

____ The documentation does not support the team decision.

Student Name: _____ DOB: _____

Building: _____ Reviewer Name: _____

Date of Evaluation Report: _____ Eligible: ___ Yes ___ No

___ Evaluation⇒ (Must meet initial criteria)

___ Reevaluation⇒ (Must address criteria components)

Based on information in the Evaluation Report and the student file, the student must meet the requirements in any one of the four areas below.

1. Fluency Disorder

A student who meets *all* of the fluency disorder criteria below is eligible for speech or language special education services:

___ A. The pattern interferes with communication as determined by an educational speech language pathologist and either another adult or the pupil.

___ B. Dysfluent behaviors occur during at least five percent of the words spoken on two or more speech samples. Scores _____

___ C. Fluency patterns are not attributed only to dialectical, cultural or ethnic difference, or to the influence of a foreign language.

2. Voice Disorder

A student with a voice disorder must meet *all* criteria below to be eligible for speech or language special education services.

___ A. The pattern interferes with communication as determined by an educational speech language pathologist and either another adult or the pupil.

___ B. Achievement of a moderate to severe vocal severity rating is demonstrated on a voice evaluation profile administered on two separate occasions, two weeks apart, at different times of the day.

Voice Profile # 1

Results: ___ moderate ___ severe Date _____ Time _____

Voice Profile # 2

Results: ___ moderate ___ severe Date _____ Time _____

For complete information regarding disability criteria requirements, refer to Minnesota Rule 3525.1343.

_____ C. Voice patterns are not attributed only to dialectical, cultural, or ethnic differences, or to the influence of a foreign language.

3. Articulation Disorder

A student with an articulation disorder qualifies for speech or language special education services if the student meets *both* A and D and *either* B or C:

_____ A. The pattern interferes with communication as determined by an educational speech language pathologist and either another adult or the pupil.

_____ B. Test performance falls 2.0 standard deviations below the mean on a technically adequate, norm-referenced articulation test.

Test _____

Score _____

_____ C. The pupil is nine years of age or older and a sound is consistently in error as documented by two three-minute conversational speech samples.

_____ D. Articulation patterns are not attributed only to dialectical, cultural, or ethnic differences, or to the influence of a foreign language.

4. Language Disorder

A student with a language disorder qualifies for speech or language special education the student meets *both* A, B, and E and *either* C or D.

_____ A. The pattern interferes with communication as determined by an educational speech language pathologist and either another adult or the child.

_____ B. Analysis of language sample or documented observation of communication interaction indicates that language behavior is below or different from expectations based on age, developmental level, or cognitive level.

_____ C. The pupil scores 2.0 standard deviations or more below the mean on two norm-referenced, technically adequate language tests.

Test name _____ Standard Deviation _____

Test name _____ Standard Deviation _____

_____ D. If technically adequate, norm-referenced language tests are not available to provide evidence of a deficit of 2.0 standard deviations below the mean in the area of language, two documented measurement procedures indicate a substantial difference from expectations, based on age, developmental level, or cognitive level.

Procedure #1

Results

Procedure #2

Results

E. Language patterns are not attributed only to dialectical, cultural, or ethnic differences, or to the influence of a foreign language

Review of Eligibility Determination

To determine compliance with eligibility determination, one of the following **MUST** be checked.

The documentation supports the team decision.

The documentation does not support the team decision.

Student Name: _____

DOB: _____

Building: _____

Reviewer Name: _____

Date of Evaluation Report: _____

Eligible: ___ Yes ___ No

___ Evaluation⇒ (Must meet initial criteria)

___ Reevaluation⇒ (Must address criteria components)

Based on information in the Evaluation Report and the student file, the student must meet the requirements in all FIVE areas below. The determination must be made by a multidisciplinary team and supported by information collected from multiple settings and sources.

A. Medical Documentation

___ There is documentation by a physician of a medically verified traumatic brain injury.

B. Functional Impairment

The student's file must include documentation of a functional impairment attributed to the TBI that adversely affects education performance in at least one of the following:

___ intellectual-cognitive

___ sensory

___ academic

___ social-emotional-behavioral

___ motor

___ functional skills-adaptive behavior

___ communication

C. Previously Existing Conditions

Verification that the student's impairments are not primarily the result of previously existing conditions. Indicate that none of the following contribute to a previously existing condition.

___ visual, hearing, motor impairments

___ developmental disabilities

___ environmental or economic disadvantage

- emotional/behavioral disorders
- language or specific learning disabilities
- cultural differences

D. Documentation

The student file must include documentation of functional impairment through at least one of the following:

- checklists
- classroom or work samples
- documented, systematic behavioral observations
- educational/medical history
- interviews with parent, student, and other knowledgeable individuals

E. Documentation

The student's file must include documentation of functional impairment based on at least one of the following:

- criterion-referenced measures
- personality or projective measures
- sociometric measures
- standardized assessment measures (academic, cognitive, communication, neuropsychological, or motor)

Review of Eligibility Determination

To determine compliance with eligibility determination, one of the following **MUST** be checked.

- The documentation supports the team decision.
- The documentation does not support the team decision.

Student Name: _____ DOB: _____

Building: _____ Reviewer Name: _____

Date of Evaluation Report: _____ Eligible: ____ Yes ____ No

____ Evaluation⇒ (Must meet initial criteria)

____ Reevaluation⇒ (Must address criteria components)

Based on information in the Evaluation Report and the student file, the student must meet the requirements in A and B below.

A. Visual Impairment

The student's file must include documentation of visual impairment by a licensed eye specialist in at least ONE of the following:

____ Visual acuity of 20/60 or less in better eye with best conventional correction.

- estimation of acuity for difficult-to-test pupils
- for pre-kindergarten, measured acuity must be significantly deviant from what is developmentally age-appropriate

____ Visual field of 20 degrees or less, or bilateral scotomas.

____ Congenital or degenerative condition: _____

- e.g., progressive cataract, glaucoma, retinitis pigmentosa

B. Functional Evaluation

The student's file must include a functional evaluation of visual abilities. A licensed teacher of the visually impaired must determine the student has or experiences at least ONE of the following:

____ Limited ability in visually accessing program-appropriate educational media without modification.

____ Limited ability to visually access full range of program-appropriate media and materials without accommodating actions such as changes in posture, body movement, squinting, focal distance, etc.

____ Variable visual ability due to environmental factors that cannot be controlled such as contrast, weather, color, or movement.

____ Reduced or variable visual acuity due to visual fatigue or factors common to the eye condition.

Review of Eligibility Determination

To determine compliance with eligibility determination, one of the following **MUST** be checked.

___ The documentation supports the team decision.

___ The documentation does not support the team decision.