

ELIGIBILITY COMMITTEE REPORT

Local Educational Agency (LEA)

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

☐ Initial

☐ Reevaluation

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

- | | | |
|---|---|---|
| ☐ Academic Information | ☐ Communication | ☐ Observation(s) |
| ☐ Achievement | ☐ Augmentative and Alternate | ☐ Perceptual- Motor |
| ☐ Classroom Performance | ☐ Communication Evaluation (AAC) | ☐ Social Skills |
| ☐ Teacher Report(s) | ☐ Health | ☐ Secondary Transition Assessment(s) |
| ☐ Adaptive Skills | ☐ Hearing | ☐ Vision |
| ☐ Assistive Technology | ☐ Functional Listening Evaluation (FLE) | ☐ Functional Vision Assessment (FVA) |
| ☐ Behavioral Performance | ☐ Information from the Parents | ☐ Learning Media Assessment |
| ☐ Functional Behavioral Assessment (FBA) | ☐ Intellectual Ability | ☐ Orientation and Mobility |
| ☐ Developmental Skills | ☐ Motor Skills ☐ OT ☐ PT | ☐ Other |

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 component 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 services.

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. _____

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

- | | | |
|---|--|--|
| ☐ Autism | ☐ Exceptional Gifted | ☐ Other Health Impairment |
| ☐ Blindness and Low Vision | ☐ Gifted | ☐ Specific Learning Disability |
| ☐ Deafblindness | ☐ Hard of Hearing | ☐ Speech or Language Impairment |
| ☐ Deafness | ☐ Intellectual Disability | ☐ Traumatic Brain Injury None** |
| ☐ Developmental Delay | ☐ Orthopedic Impairment | ☐ |
| ☐ Emotional Disturbance | | |

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

Additional evaluation data are needed in the following area(s): _____.

**The Eligibility Committee has determined the student is not eligible for special education and submits the following recommendations for consideration by another school team (SAT, Section 504, or instruction and intervention team): _____

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

☐ Autism Team Report **must** be completed and attached to the *Eligibility Committee Report*.

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;
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, or who perform 1.5 standard deviations or more below the mean on a standardized evaluation instrument, 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.

Special Considerations:

- If the developmental delay is the result of a vision and/or hearing loss, including deafblindness, eligibility must be determined under that exceptionality, if the student meets the eligibility criteria rather than under developmental delay.
- Initial eligibility under the category must be determined before the student's sixth birthday.
- Effective July 1, 2023, eligibility for developmental delay ends at the conclusion of the school year that a student reaches age seven (7).
- Effective July 1, 2024, eligibility for developmental delay ends at the conclusion of the school year that a student reaches age eight (8).

F. Emotional Disturbance - Documentation the student meets ALL of the following:

1. ☐ The student continues to exhibit an emotional disturbance 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 disturbance 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 97th 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 90th 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: If the student also meets the eligibility criteria for any of the disability based eligibility exceptionalities, the disability **MUST** be the primary exceptionality. Eligibility ends upon promotion to the ninth grade. See West Virginia Board of Education Policy (WVBE) 2419 pages 56-57 for additional Special Considerations.

ELIGIBILITY DETERMINATION CHECKLIST

Student's Name: _____

Date of EC Meeting _____

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;
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 the Severity Levels for Adaptive Functioning located on pages 152-154 of WVBE Policy 2419.
3. ☐ The age of onset is eighteen or below;
4. ☐ The student's condition adversely affects educational performance;
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, advanced practice registered nurse (APRN) or physician's assistant (PA).
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, advanced practice nurse (APRN) or physician's assistant; with the exception of ADHD which can be diagnosed by a school psychologist or licensed psychologist;
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

☐ *Specific Learning Disability Team Report* **must** be completed and attached to the *Eligibility Committee Report*.

N. Speech or Language Impairment:

☐ *Speech or Language Impairment Team Report* **must** be completed and attached to the *Eligibility Committee Report*.

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

1. ☐ 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, advanced practice nurse practitioner (APRN) or physician's assistant.
2. ☐ The student's condition adversely affects educational performance.
3. ☐ The student needs special education.