

8. Eligibility for Special Education Services

- a. Fact Sheets on Specific Disabilities available through NICHCY here:
<http://www.parentcenterhub.org/repository/specific-disabilities/>. These fact sheets include a definition of each disability, and information appropriate for parents and teachers.
- b. Sample Disability Worksheet for Eligibility for Special Education (from OSSE/DCPS) (Emotional Disturbance)



Fact Sheets on Specific Disabilities (including diagnosis, features, and helpful information for parents and teachers) are available through NICHCY here: <http://www.parentcenterhub.org/repository/specific-disabilities/> (last accessed October 2019)



Maya Angelou PCS Shaw Campus
1851 9th Street, NW 5600
Washington, DC,

Student Information	
Student Name: [REDACTED]	Student ID: [REDACTED]
Date of Birth: [REDACTED]	Student Grade: 11th Grade
School Information	
School Name: Maya Angelou PCS Shaw Campus	Case Manager: Jennifer T. Troya

Disability Worksheet

Teams should use the following checklist as a tool to facilitate discussion about the determination of eligibility for a specific disability. Teams are expected to use evidence including evaluation information and other existing data to confirm or deny each criterion in order to make a differential determination of eligibility.

Other Health Impairment
<i>State Policy Definition: Having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, resulting in limited alertness with respect to the educational environment; and adversely affecting a child's education performance, due to chronic or acute health problems.</i>
<i>Federal and State regulation reference: 34 CFR §300.8(c)(9), DCMR 3001.1</i>
<i>Requirements of eligibility determination: The student must meet each numbered criterion (and have documentation to support decision) in order to be considered eligible as a student with the disability named above.</i>
<i>Directions: Check the box below if the team has evidence to show that the student meets the following criteria:</i>

Eligibility Criteria	
	1. The impairment is due to chronic or acute health problems such as asthma, attention deficit disorder, attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome;
	Identify specific diagnosis or diagnoses: <u>Attention Deficit Hyper-Activity Disorder</u> <u>(Psychological Report 6/28/10)</u>
<input checked="" type="checkbox"/>	2. The impairment adversely affects a student's educational performance.
<input checked="" type="checkbox"/>	3. Impact on developmental or academic functioning is not primarily the result of behavior.

Decision	
The team reviewed all relevant evaluation and other existing data and determined that:	
<input checked="" type="checkbox"/>	The student meets all of the criteria for the specified disability.
<input type="checkbox"/>	The student does not meet all of the required criteria for the specified disability.
Date of Decision:	<u>8.31.2010</u>

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Student Name:	Student ID:	Date of Birth:	Student Grade: 11th Grade
School Information			
School Name:	Maya Angelou PCS Shaw Campus		Case Manager: Jennifer T. Troya

Disability Worksheet

Teams should use the following checklist as a tool to facilitate discussion about the determination of eligibility for a specific disability. Teams are expected to use evidence including evaluation information and other existing data to confirm or deny each criterion in order to make a differential determination of eligibility.

Specific Learning Disability	
<p><i>Clear Policy</i></p>	<p>EA 2004 defines a specific learning disability (SLD) as a disorder in one or more of the basic psychological processes or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, or do mathematical calculations. SLD may include conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. However, SLD may not include learning problems that are primarily the result of: visual, hearing, or motor disabilities; intellectual disability (known as mental retardation); emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency. The District of Columbia Municipal Regulations adopt the federal definition of SLD. Reference: 34 CFR §300.8(c)(10), DCMR 3001.1</p>
<p><i>Requirements of eligibility determination:</i> Part I: The student must meet all of the criteria for either option A-Discrepancy Model OR Option B-Scientific Research-Based Interventions Model. Additionally, the team must complete all of the required documentation associated with Parts II and III.</p>	
<p><i>Directions:</i> Use the information below to guide discussion and as a worksheet to document evidence to support criteria for SLD. Note: If found eligible for SLD, this information must be entered into EasyIEP in order to meet the specific requirements for SLD determination 34 CFR §300.311.</p>	

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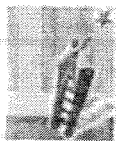
Part I: SLD Identification Model (Team must discuss and record decisions related ALL of the requirements of EITHER the Discrepancy Model OR the Scientific Research-Based Interventions Model)

Option A: Discrepancy Model	
Criterion 1: The student does not achieve adequately and/or does not make sufficient progress to meet age or State-approved grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the student's age or State-approved grade-level standards. (At least one of the following must be marked in order to meet the requirement):	
<input type="checkbox"/> Oral expression	<input type="checkbox"/> Reading fluency skills
<input type="checkbox"/> Listening comprehension	<input type="checkbox"/> Reading comprehension
<input type="checkbox"/> Written expression	<input checked="" type="checkbox"/> Mathematics calculation
<input type="checkbox"/> Basic reading skill	<input checked="" type="checkbox"/> Mathematics problem solving
Basis for determination: Psychological / Psychoeducational Evaluation 6.18.10	
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Criterion 2: The student demonstrates a discrepancy between achievement (as measured by the academic evaluation) and measured ability (as measured by the intellectual evaluation) of two years below a student's chronological age and/or at least two standard deviations below the student's cognitive ability as measured by appropriate standardized diagnostic instruments and procedures. (Must be yes in order to meet the requirement)
Criterion 3: Is the impact on the student's achievement level the result of: (All of the following must be no in order to meet the requirement)	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Lack of appropriate instruction in reading, to include the essential components of reading instruction (phonemic awareness, phonics, fluency, vocabulary and comprehension)
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Lack of appropriate instruction in math
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Lack of appropriate instruction in writing
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	A visual, hearing, or motor disability
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Intellectual disability (known as mental retardation)
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Emotional disturbance
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Cultural factors
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Environmental or economic disadvantage
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Limited English Proficiency



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Option B: Scientific Research-Based Interventions Model									
<p>___ Yes ___ No</p>	<p>Criterion I: The student must meet Ia AND Ib OR Ic AND Id in order to satisfy the criterion.</p> <p>Criterion Ia: The student's response to scientific research based interventions indicates that the student is not achieving adequately for their age or to meet age or State-approved grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the student's age or state-approved grade-level standards:</p> <table border="0"> <tr> <td><input type="checkbox"/> Oral expression</td> <td><input type="checkbox"/> Reading fluency skills</td> </tr> <tr> <td><input type="checkbox"/> Listening comprehension</td> <td><input type="checkbox"/> Reading comprehension</td> </tr> <tr> <td><input type="checkbox"/> Written expression</td> <td><input type="checkbox"/> Mathematics calculation</td> </tr> <tr> <td><input type="checkbox"/> Basic reading skill</td> <td><input type="checkbox"/> Mathematics problem solving</td> </tr> </table> <p style="text-align: center;">AND</p>	<input type="checkbox"/> Oral expression	<input type="checkbox"/> Reading fluency skills	<input type="checkbox"/> Listening comprehension	<input type="checkbox"/> Reading comprehension	<input type="checkbox"/> Written expression	<input type="checkbox"/> Mathematics calculation	<input type="checkbox"/> Basic reading skill	<input type="checkbox"/> Mathematics problem solving
<input type="checkbox"/> Oral expression	<input type="checkbox"/> Reading fluency skills								
<input type="checkbox"/> Listening comprehension	<input type="checkbox"/> Reading comprehension								
<input type="checkbox"/> Written expression	<input type="checkbox"/> Mathematics calculation								
<input type="checkbox"/> Basic reading skill	<input type="checkbox"/> Mathematics problem solving								
<p>___ Yes ___ No</p>	<p>Criterion Ib: The student does not make sufficient progress to meet age or District of Columbia Learning Standards in one or more of the areas identified above when using a process based on the student's response to scientific, research-based intervention</p>								
<p>✓ Yes ___ No</p>	<p>Criterion Ic: The student exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, District of Columbia Learning Standards, or intellectual development, that is determined by the group to be relevant to the identification of a specific learning disability, using appropriate assessments</p>								
<p>✓ Yes ___ No</p>	<p style="text-align: center;">AND</p> <p>Criterion Id: The student exhibits characteristics of specific learning disabilities consistent with the definition.</p>								



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Criterion 2: Is the impact on the student's achievement level the result of:

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Lack of appropriate instruction in reading, to include the essential components of reading instruction (phonemic awareness, phonics, fluency, vocabulary and comprehension)
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Lack of appropriate instruction in math
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Lack of appropriate instruction in writing
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	A visual, hearing, or motor disability
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Intellectual Disability
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Emotional disturbance
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Cultural factors
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Environmental or economic disadvantage
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Limited English Proficiency

Document interventions or instructional strategies and student-centered data collected (At least 2 interventions required)

Intervention/Strategy	Progress Monitoring Tool	Outcome
Use of Calculator	Teacher Observations Work Samples	Student benefits from calculator - she uses the calculator to check work and when doing multi-step problems.
Extended time on assignments and assessment	Teacher Observations Work Samples	The student cannot perform given time constraints - continues to need extended time as an accommodation.

Were parents notified of all the following? (Response to all must be yes in order to meet the requirement)

<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	The State's policies regarding the amount and nature of student performance data that would be collected and the general education services that would be provided.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Strategies for increasing the student's rate of learning
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	The parents' right to request an evaluation



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Part II: Documentation of Other Factors

Documentation of Other Factors
Describe the relevant behavior, if any, noted during the observation of the student and the relationship of that behavior to the student's academic functioning Student's area of weakness is Mathematics; she struggles with manipulating information - which results in having difficulty with math reasoning.
Describe the educationally relevant medical findings, if any: Student has also been diagnosed with ADHD and other emotional disorders

Part III: SLD Decision

Decision	
The team reviewed all relevant evaluation and other existing data and determined that:	
<input checked="" type="checkbox"/>	The student meets all of the criteria for the specified disability
<input type="checkbox"/>	The student does not meet all of the required criteria for the specified disability
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	All team members documented their agreement or disagreement with the report conclusions on the eligibility determination form. (Team members in disagreement with the determination must submit a written statement documenting their decision).
Date of Decision: 8/3/2010	



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School Information			
School Name: Maya Angelou PCS Shaw Campus	Case Manager: Jennifer T. Troya		

Disability Worksheet

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Emotional Disturbance
<p><i>State Policy Definition: Emotional Disturbance (ED) is defined as an inability to learn that cannot be explained by intellectual, sensory, or health factors and exists over a long period of time and to a marked degree, and that adversely affects a child's educational performance. Emotional Disturbance includes schizophrenia.</i></p> <p><i>Federal and State regulation reference: 34 CFR §300.8(c)(4), DCMR 3001.1</i></p> <p><i>Requirements of eligibility determination: The student must meet each numbered criterion (and have documentation to support decision) in order to be considered eligible as a student with the disability named above.</i></p> <p><i>Directions: Check the box below if the team has evidence to show that the student meets the following criteria.</i></p>

Eligibility Criteria	
<input checked="" type="checkbox"/>	1. The student exhibits one or more of the following characteristics over a long period of time that is not generally accepted as age appropriate and/or ethnic or cultural norms AND adversely affects the student in at least one of the following areas: (Check all that apply)
<input type="checkbox"/>	Academic progress
<input checked="" type="checkbox"/>	Social relationships
<input checked="" type="checkbox"/>	Personal adjustment
<input checked="" type="checkbox"/>	Classroom adjustment
<input type="checkbox"/>	Self-care
<input type="checkbox"/>	Vocational skills
<input type="checkbox"/>	Other: Specify _____
<input checked="" type="checkbox"/>	2. Behaviors are severe, chronic and frequent.
<input checked="" type="checkbox"/>	3. Adversely impacts the student's educational performance to the extent that the student requires specially designed instruction.
<input checked="" type="checkbox"/>	4. Behaviors occur at school and at least one other setting.
<input checked="" type="checkbox"/>	5. Team reviewed and/or conducted two scientific research-based interventions to address behavioral/emotional skill deficiency.
<input type="checkbox"/>	6. Team documented the results of the intervention, including progress monitoring documentation.
<input checked="" type="checkbox"/>	7. The student displays at least one of the following (Check all that apply)
<input checked="" type="checkbox"/>	An inability to build or maintain satisfactory interpersonal relationships with peers and teachers
<input checked="" type="checkbox"/>	Inappropriate types of behavior or feelings under normal circumstances
<input checked="" type="checkbox"/>	Pervasive unhappiness, depression or anxiety
<input checked="" type="checkbox"/>	Physical symptoms, pains or fears associated with personal or school problems
<input checked="" type="checkbox"/>	Inability to learn that cannot be explained by intellectual, sensory or health factors

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Decision
The team reviewed all relevant evaluation and other existing data and determined that:
<input checked="" type="checkbox"/> The student meets all of the criteria for the specified disability.
<input type="checkbox"/> The student does not meet all of the required criteria for the specified disability.
Date of Decision: <u>3.31.10</u>