Eligibility Requirements

Special Education Disability Categories

14 Disability Categories

- Autism
- Deaf/Blind
- Developmental Delay
- Emotional-Behavioral Disability
- Functional Mental Disability
- Hearing Impaired
- Mild Mental Disability

14 Disability Categories Cont.

- Multiple Disability
- Other Health Impaired
- Orthopedic Impairment
- Specific Learning Disability
- Speech or Language Impairment
- Traumatic Brain Injury
- Visual Impairment

Autism

- The student has a developmental disability, generally evident before age 3, significantly effecting verbal and nonverbal communication, and social interaction.
- These deficits are not primarily the result of an emotional-behavior disability.
- Evaluation data confirms an adverse effect on educational performance.

Deaf/Blind

- The student meets the eligibility criteria for both hearing impairment and visual impairment.
- The combination of the two impairments causes severe educational needs that cannot be met by one disability category.
- Evaluation information confirms there is an adverse effect on educational performance.

Developmental Delay

- The student is 3 through 8 years of age.
- The student has not achieved skills commensurate with peers in one or more of the following areas: cognition, motor development, self-help/adaptive behavior, communication, and social-emotional development.

Developmental Delay Continued

- The student must score (2) standard deviations below the mean in one identified area or (1.5) standard deviations below the mean in two or more areas on a standardized assessment.
- Or the ARC must determine the existence of significant atypical qualit7y or pattern of development.

Emotional-Behavioral Disability

- When provided with interventions to meet instructional and social-emotional needs, the student continues to exhibit one or more of the following, when compared to the child's peer and cultural reference groups, across settings, over a long period of time and to a marked degree:

Emotional-Behavioral Disability Continued

- Severe deficits in social competence or appropriate behavior which cause an inability to build or maintain satisfactory interpersonal relationships with adults or peers, and/or
- Severe deficits in academic performance which are not commensurate with the student's ability level and are not solely a result of intellectual, sensory, or other health factors but are related to the child's social-emotional problems, and/or

Emotional-Behavioral Disability Continued

- A general pervasive mood of unhappiness or depression, and/or
- A tendency to develop physical symptoms or fears associated with personal or school problems.
- Evaluation information confirms there is an adverse effect on educational performance.
- The severe deficits in social competence, appropriate behavior, and academic performance is not the result of isolated inappropriate behaviors that are the result of willful, intentional, or wanton actions.

Emotional-Behavioral Disability Continued

- Evaluation information confirms that lack of instruction in reading and/or math was not a determinant factor in the eligibility decision.
- Evaluation information confirms that limited English proficiency was not a determinant factor in the eligibility decision.

Functional Mental Disability

- The student has cognitive functioning at least (3) standard deviations below the mean (55).
- Adaptive behavior is at least (3) standard deviations below the mean (55).
- Severe deficit in overall academic performance including acquisition, retention, and application of knowledge.
- These deficits are typically manifested during the developmental period.

Functional Mental Disability Continued

- Evaluation information confirms there is an adverse effect on educational performance.
- Evaluation information confirms that lack of instruction in reading and/or math was not a determinant factor in the eligibility decision.
- Evaluation information confirms that limited English proficiency was not a determinant factor in the eligibility decision.

Hearing Impaired

- The student has a hearing loss, whether permanent or fluctuating, of (25) decibels or greater which exists through the speech frequencies of 500, 1000, and 2,000 Hertz in the better ear, and
- Deficits exist in processing linguistic information through hearing, with or without amplification.

Hearing Impaired Continued

- Evaluation information confirms there is an adverse effect on educational performance.
- Evaluation information confirms that lack of instruction in reading and/or math was not a determinant factor in the eligibility decision.
- Evaluation information confirms that limited English proficiency was not a determinant factor in the eligibility decision.

Mild Mental Disability

- The student has cognitive functioning at least (2) standard deviations (70), but not more than (3) standard deviations (55), below the mean.
- Adaptive behavior is at least (2) standard deviations (70) below the mean.
- Severe deficits in overall academic performance including acquisition, retention, and application of knowledge.

Mild Mental Disability Continued

- Deficits are typically manifested during the developmental period.
- Evaluation information confirms there is an adverse effect on educational performance.
- Evaluation information confirms that lack of instruction in reading and/or math was not a determinant factor in the eligibility decision.
- Evaluation information confirms that limited English proficiency was not a determinant factor in the eligibility decision.

Multiple Disability

- The student has a combination of two (2) of the following disabilities: autism, emotional-behavioral disability, hearing impairment, mild mental disability, functional mental disability, orthopedic impairment, other health impaired, specific learning disability, traumatic brain injury, visual impairment, deaf/blind.

Multiple Disability Continued

- The student's disability is not solely a combination of deafness and blindness.
- The student's disability is not a combination of speech or language impairment and one other disabling condition.
- The combination of these disabilities causes such severe educational needs that they cannot be accommodated through special education programs solely for one impairment.

Multiple Disability Continued

- Evaluation information confirms that lack of instruction in reading and/or math was not a determinant factor in the eligibility decision.
- Evaluation information confirms that limited English proficiency was not a determinant factor in the eligibility decision.

Other Health Impaired

- The existence of a health impairment caused by chronic or acute health problems such as heart condition, tuberculosis, sickle cell anemia, hemophilia, epilepsy, rheumatic fever, nephritis, asthma, lead poisoning, leukemia, diabetes, acquired immune deficiency syndrome, attention deficit disorder, or attention deficit hyperactive disorder, or specify diagnosis of other health impairment.

Other Health Impaired Continued

- The effect of the impairment on strength, vitality, alertness (including heightened alertness to environmental stimuli that results in limited alertness with respect to the educational environment must be documented by a licensed physician.
- Evaluation information confirms there is an adverse effect on educational performance.

Other Health Impaired Continued

- Evaluation information confirms that lack of instruction in reading and/or math was not a determinant factor in the eligibility decision.
- Evaluation information confirms that limited English proficiency was not a determinant factor in the eligibility decision.

Orthopedic Impairment

- The existence of an impairment caused by a congenital anomaly (e.g. clubfoot, absence of a member, etc.)
- The existence of an impairment caused by disease (e.g. poliomyelitis, bone tuberculosis, etc.)
- The existence of an impairment from other causes such as cerebral palsy, amputations, fractures, burns that cause contractions, etc.

Orthopedic Impairment Continued

- Evaluation information confirms there is an adverse effect on educational performance.
- Evaluation information confirms that lack of instruction in reading and/or math was not a determinant factor in the eligibility decision.
- Evaluation information confirms that limited English proficiency was not a determinant factor in the eligibility decision.

Specific Learning Disability

- The student has a severe aptitude / achievement discrepancy as identified by a validated regression method and does not achieve commensurate with his or her age and ability levels on one or more of the following areas: oral expression, listening comprehension, written expression, basic reading skills, reading comprehension, math calculation, math reasoning.

Specific Learning Disability Continued

- The severe discrepancy between ability and achievement is not primarily the result of a visual, hearing, or motor impairment, mental retardation, emotional disturbance, or environmental, cultural, economic disadvantage.
- Evaluation information confirms there is an adverse effect on educational performance.
- Effects of educationally relevant medical findings and environment, cultural, or economic disadvantage are to be documented.

Specific Learning Disability Continued

- Evaluation information confirms that lack of instruction in reading and/or math was not a determinant factor in the eligibility decision.
- Evaluation information confirms that limited English proficiency was not a determinant factor in the eligibility decision.

Speech or Language Impairment

- The student must exhibit communication disorder in one or more of the following areas: stuttering, impaired articulation, language impairment, voice impairment, delayed acquisition of language, or absence of language.
- Evaluation information confirms there is an adverse effect on educational performance.
- Evaluation information confirms that lack of instruction in reading and/or math was not a determinant factor in the eligibility decision.
- Limited English proficiency was not a determinant factor in the eligibility decision

Traumatic Brain Injury

- Evaluation information collected across multiple settings that verifies an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairments, or both, and is NOT congenital, degenerative, or brain injury induced by birth trauma. Traumatic brain injury is evidenced by information that indicates an open or closed head injury resulting in an impairment in one or more of the following areas:

Traumatic Brain Injury Continued

- Cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem solving, sensory, perceptual, motor abilities, psycho-social behavior, physical functions, information processing and speech.
- A current, educationally relevant statement, completed by a qualified professional verifies the existence of a traumatic brain injury. The qualified professional must state the diagnosis and extent of the brain injury.
- Evaluation information confirms there is an adverse effect on educational performance.

Traumatic Brain Injury Continued

- Evaluation information confirms that lack of instruction in reading and/or math was not a determinant factor in the eligibility decision.
- Evaluation information confirms that limited English proficiency was not a determinant factor in the eligibility decision.

Visual Impairment

- The student's visual acuity, even with prescribed lenses, is 20/70 or worse in the better eye; or visual acuity is better than 20/70 and the child has any of the following conditions: medically diagnosed progressive loss of vision, visual field of (20) degrees or worse, medically diagnosed condition of cortical blindness, or a functional loss of vision.

Visual Impairment Continued

- The student requires specialized materials and instruction in orientation and mobility, braille, visual efficiency or tactile exploration; and
- Evaluation information confirms there is an adverse effect on educational performance.
- Lack of instruction in reading and/or math was not a determinant factor in the eligibility decision.
- Limited English proficiency was not a determinant factor in the eligibility decision.