

Autism Spectrum Disorder (82)

Required Team Members for Evaluation Planning (either in attendance or documented as consulted)

- School Psychologist or Evaluation Specialist
- SpEd Teacher
- Gen Ed Teacher
- Speech and Language Pathologist
- Autism Specialist
- Occupational Therapist
- Other Team Member(s), if appropriate (CASA, Counselor, Foster Care Case Manager, etc.)
- Parent or Guardian with Education Rights

Required Team Members for Eligibility Meeting

- School Psychologist or Evaluation Specialist
- SpEd Teacher
- Gen Ed Teacher
- Speech and Language Pathologist
- Autism Specialist
- Occupational Therapist
- Other Team Member(s), if appropriate (CASA, Counselor, Foster Care Case Manager, etc.)
- District Representative (usually the Principal)
- Parent or Guardian with Education Rights

Required Assessments

- The team has reviewed existing information, including information from the parent/guardian(s), the child's cumulative records, and previous individualized education programs or individualized family service plans. Evaluation documentation includes relevant information from these sources used in the eligibility determination.
- A developmental history as defined in OAR 581-015-2000(8).
- Information from parents and other knowledgeable individuals regarding the child's historical and current characteristics that are associated with an autism spectrum disorder, including (a) deficits in social communication and social interaction across multiple contexts; and (b) restricted, repetitive patterns of behavior, interests, or activities.
- Three observations of the child's behavior: at least one of which involves direct interactions with the child, and at least one of which involves direct observation or video of the child's interactions with one or more peers in an unstructured environment when possible, or with a familiar adult. The observations must occur in multiple environments, on at least two different days, and be completed by one or more licensed professionals knowledgeable about the behavioral characteristic of autism spectrum disorder.
- A social communication assessment conducted by a speech and language pathologist licensed by the State Board of Examiners for Speech-Language Pathology and Audiology or the Teacher Standards and Practices Commission, in reference to developmental expectations and that address the characteristics of autism spectrum disorder to develop a profile of: functional receptive and expressive communication encompassing both verbal and nonverbal skills; pragmatics across natural contexts; and social understanding and behavior including social-emotional reciprocity.
- Standardized autism identification tool. One or more valid and reliable standardized rating scales, observation schedules, or other assessments that identify core characteristics of autism spectrum disorder.
- A medical examination or health assessment shall be completed for children age 3 to 5 for initial eligibility determination. A medical examination or health assessment may be completed for children above age five, as determined necessary by the team.

SpEd Eligibility Requirements by Category

(Autism Spectrum Disorder Cont.)

- The purpose of a medical examination or health assessment is to ensure consideration of other health and/or physical factors that may impact the child's developmental performance for a child age 3 to 5 and educational performance for a child age 5 to 21. A medical diagnosis of autism spectrum disorder is not required to determine eligibility.
- Vision and Hearing Screening. Review existing screening, or if none conduct a new screening.
- Any additional assessments that may include measures of cognitive, adaptive, academic, behavioral-emotional, executive function/self-regulation, or sensory processing necessary to determine the impact of the suspected disability on the child's developmental progress for a child age 3 to 5 or the child's educational performance for a child age 5 to 21.
- Any additional evaluations or assessments necessary to identify the child's educational needs.

Eligibility Requirements

The team must have documented evidence that the child demonstrates a pattern of characteristics defined as all three social communication deficits, and at least two of the four restricted, repetitive patterns of behavior, interests, or activities.

Social Communication and Social Interaction

Must have all three social communication deficits currently or by history and demonstrate persistent deficits across multiple contexts

(Examples are illustrative, not exhaustive)

Deficits in social-emotional reciprocity, ranging, for example, from abnormal social approach and failure of normal back-and-forth conversation; to reduced sharing of interests, emotions, or affect; to failure to initiate or respond to social interactions.

Deficits in nonverbal communicative behaviors used for social interaction, ranging, for example, from poorly integrated verbal and nonverbal communication; to abnormalities in eye contact and body language or deficits in understanding and use of gestures; to a total lack of facial expressions and nonverbal communication.

Deficits in developing, maintaining, and understanding relationships, ranging, for example, from difficulties adjusting behavior to suit various social contexts; to difficulties in sharing imaginative play or in making friends; to absence of interest in peers.

Restricted, Repetitive Patterns of Behavior, Interests, or Activities

Must have at least two of the four currently or by history and demonstrate persistent deficits across multiple contexts.

(Examples are illustrative, not exhaustive)

Stereotyped or repetitive motor movements, use of objects, or speech (e.g., simple motor stereotypes, lining up toys or flipping objects, echolalia, idiosyncratic phrases).

Insistence on sameness, inflexible adherence to routines, or ritualized patterns of verbal or nonverbal behavior (e.g., extreme distress at small changes, difficulties with transitions, rigid thinking patterns, greeting rituals, need to take the same route or eat the same food every day).

Highly restricted, fixated interests that are abnormal in intensity or focus (e.g., strong attachment to or preoccupation with unusual objects, excessively circumscribed or perseverative interests).

Hyper- or hypo-reactivity to sensory input or unusual interest in sensory aspects of the environment (e.g., apparent indifference to pain/temperature, adverse response to specific sounds or textures, excessive smelling or touching of objects, visual fascination with lights or movement).

SpEd Eligibility Requirements by Category

(Autism Spectrum Disorder Cont.)

The team has determined that the child demonstrates characteristics of autism spectrum disorder:

- The characteristics of autism spectrum disorder are generally evident before age three but may not have become fully evident until social demands exceed limited capacities or may be masked by learned strategies.
- The characteristics of autism spectrum disorder are not better described by another established or suspected eligibility for special education services.
- The child does not have a primary disability of Emotional Behavior Disability. However, a child with autism spectrum disorder as primary disability may also have an Emotional Behavior Disability as a secondary disability.
- The child's disability has an adverse impact on the child's developmental progress for a child age 3 to 5 or an adverse impact on the child's educational performance for a child age 5 to 21.
- The child needs special education services as a result of the disability.

The team has considered the child's special education eligibility, and determined that the eligibility is:

- not due to a lack of appropriate instruction in reading, including the essential components of reading instruction,
- is not due to a lack of appropriate instruction in math, and
- is not due to limited English proficiency.

Communication Disorder (50)

Required Team Members for Evaluation Planning (either in attendance or documented as consulted)

- Gen Ed Teacher
- Speech and Language Pathologist
- Other Team Member(s), if appropriate (CASA, Counselor, Foster Care Case Manager, etc.)
- Parent or Guardian with Education Rights

Required Team Members for Eligibility Meeting

- Gen Ed Teacher
- Speech and Language Pathologist
- Other Team Member(s), if appropriate (CASA, Counselor, Foster Care Case Manager, etc.)
- District Representative (usually the Principal)
- Parent or Guardian with Education Rights

Required Assessments

- A review existing information, including information from the parent(s), the student's cumulative records, and previous individualized education programs or individualized family service plans. Evaluation documentation includes relevant information from these sources used in the eligibility determination.
- A speech and language assessment.
- For a student suspected of having a voice disorder, a medical statement.
- A medical or health diagnosis (for other than a voice disorder) when needed.
- An evaluation of or screening of hearing acuity and, if needed, a measure of middle ear functioning.
- An evaluation of the student's oral mechanism, if needed.
- For syntax, morphology, semantics, or pragmatics, comprehensive standardized tests or other evaluation data, a language sample or other data.
- For a voice disorder, a voice assessment scale.
- For a fluency disorder, an observation in at least two settings.
- Assessments that are necessary to determine the impact of the suspected disability.
- Additional evaluations or assessments that are necessary to identify the student's educational needs.

Eligibility Requirements

For a voice disorder:

The student demonstrates chronic vocal characteristics that deviate in at least one of the areas of pitch, quality, intensity or resonance; AND The student's voice disorder impairs communication or intelligibility; AND The student's voice disorder is rated as moderate to severe on a voice assessment scale.

For a fluency disorder:

The student demonstrates an interruption in the rhythm or rate of speech which is characterized by hesitations, repetitions or prolongations of sounds, syllables, words or phrases; AND The student's fluency disorder interferes with communication and calls attention to itself across two or more settings; AND The student demonstrates moderate to severe vocal dysfluencies or the student evidences associated secondary behaviors such as struggling or avoidance, as measured by a standardized measure.

For a phonological or articulation disorder:

The student's phonology or articulation is rated significantly discrepant as measured by a standardized test; AND The disorder is substantiated by a language sample or other evaluation(s).

SpEd Eligibility Requirements by Category

(Communication Disorder Cont.)

For a syntax, morphology, pragmatic, or semantic disorder:

The student's language in the area of syntax, morphology, pragmatics, or semantics is significantly discrepant as measured by standardized test(s) or other evaluation data; AND The disorder is substantiated by a language sample or other evaluation(s); AND The disorder is not the result of another disability.

- The student's disability has had an adverse impact on the student's educational performance when the student is at the age of eligibility for kindergarten through age 21, or has an adverse impact on the child's developmental progress when the child is age three through kindergarten and
- the student needs special education services.

The team has considered the student's special education eligibility, and determined that the eligibility:

- is not due to a lack of appropriate instruction in reading, including the essential components of reading instruction (phonemic awareness, phonics, vocabulary development; reading fluency/oral reading skills; and reading comprehension strategies);
- is not due to a lack of appropriate instruction in math; and
- is not due to limited English proficiency.

DeafBlindness (43)

Required Team Members for Evaluation Planning (either in attendance or documented as consulted)

- Teacher of the Deaf and Hard of Hearing
- Teacher of the Blind and Visually Impaired
- Gen Ed Teacher
- Other Team Member(s), if appropriate (CASA, Counselor, Foster Care Case Manager, etc.)
- Parent or Guardian with Education Rights

Required Team Members for Eligibility Meeting

- Teacher of the Deaf and Hard of Hearing
- Teacher of the Blind and Visually Impaired
- Gen Ed Teacher
- Other Team Member(s), if appropriate (CASA, Counselor, Foster Care Case Manager, etc.)
- District Representative (usually the Principal)
- Parent or Guardian with Education Rights

Required Assessments

- The team has reviewed existing information, including information from the parent(s), the student's cumulative records, and previous individualized education programs or individualized family service plans. Evaluation documentation includes relevant information from these sources used in the eligibility determination.
- Eligibility for special education as a student with vision impairment.
- Eligibility for special education as a student with hearing impairment.
- For a student who meets the minimum criteria for either hearing impairment or vision impairment, but demonstrates inconsistent or inconclusive responses in the other sensory area, a functional assessment by an educator of the vision or hearing impaired, as appropriate.
- For a student who meets the minimum criteria for either hearing impairment or vision impairment, and has a degenerative disease or pathology that affects the acuity of the other area, a medical statement or health assessment as appropriate.

The team has determined that:

- The student's disability has an adverse impact on the student's educational performance when the student is at the age of eligibility for kindergarten through age 21, or has an adverse impact on the child's developmental progress when the child is age three through kindergarten; and
- The student needs special education services.

The team has considered the child's special education eligibility, and determined that the eligibility:

- is not due to a lack of appropriate instruction in reading, including the essential components of reading instruction (phonemic awareness, phonics, vocabulary development; reading fluency/oral reading skills; and reading comprehension strategies);
- is not due to a lack of appropriate instruction in math; and
- is not due to limited English proficiency.

Deaf or Hard of Hearing (20)

Required Team Members for Evaluation Planning (either in attendance or documented as consulted)

- Teacher of the Deaf and Hard of Hearing
- Gen Ed Teacher
- Other Team Member(s), if appropriate (CASA, Counselor, Foster Care Case Manager, etc.)
- Parent or Guardian with Education Rights

Required Team Members for Eligibility Meeting

- Teacher of the Deaf and Hard of Hearing
- Gen Ed Teacher
- Other Team Member(s), if appropriate (CASA, Counselor, Foster Care Case Manager, etc.)
- District Representative (usually the Principal)
- Parent or Guardian with Education Rights

Required Assessments

- The team has reviewed existing information, including the child's cumulative records; previous individualized education programs or individualized family services plans; evaluations and information provided by the parent/guardian(s); current classroom-based, local, or state assessments; classroom-based observations; observations by teachers and related services providers; medical, sensory, and health information. Evaluation documentation includes relevant information from these sources used in the eligibility determination.
- Audiological assessment
- Conductive Hearing Loss only: medical examination indicating the hearing loss identified by an audiologist is determined to be untreatable.
- Sensorineural Hearing Loss only: documentation indicating the hearing loss identified by an audiologist is determined to be sensorineural.
- Any additional assessment(s) necessary to determine the impact of the suspected disability, if applicable.
- Any additional evaluation(s) or assessment(s) necessary to identify the child's developmental or educational needs, if applicable.

The eligibility team has determined that:

- A comprehensive evaluation was conducted that met the minimum evaluation requirements for Deaf or Hard of Hearing.
- The child was evaluated in all areas of suspected disability.

The child meets the following criteria:

- The child must have hearing thresholds in at least one ear of 25 dBHL or greater at two or more consecutive frequencies at 500 HZ, 1000 HZ, 2000 HZ, 4000 HZ, 6000 HZ, and 8000HZ; or
- The hearing loss is due to auditory neuropathy spectrum disorder (ANSO) or aural microtia/atresia, as determined by an audiologist, physician, nurse practitioner, physician assistant, or naturopathic physician.

The team has considered the child's special education eligibility, and determined that the eligibility:

- is not due to a lack of appropriate instruction in reading, including the essential components of reading instruction (phonemic awareness, phonics, vocabulary development; reading fluency/oral reading skills; and reading comprehension strategies);
- is not due to a lack of appropriate instruction in math; and
- is not due to limited English proficiency.

SpEd Eligibility Requirements by Category

(Deaf or Hard of Hearing Cont.)

The eligibility team has determined that:

- The child is deaf or hard of hearing as defined by OAR 581-015-2150.
- The child is eligible for special education services in accordance with OAR 581-015-2795 and/or OAR 581-015-2120.

Developmental Delay (98)
(ends at age 9)

Required Team Members for Evaluation Planning (either in attendance or documented as consulted)

- School Psychologist or Evaluation Specialist
- SpEd Teacher
- Gen Ed Teacher
- Speech and Language Pathologist (if there are language or articulation concerns)
- Occupational Therapist (if there are fine motor or sensory concerns)
- Physical Therapist (if there are gross motor concerns)
- Other Team Member(s), if appropriate (CASA, Counselor, Foster Care Case Manager, etc.)
- Parent or Guardian with Education Rights

Required Team Members for Eligibility Meeting

- School Psychologist or Evaluation Specialist
- SpEd Teacher
- Gen Ed Teacher
- Speech and Language Pathologist (if there are language or articulation concerns)
- Occupational Therapist (if fine motor or sensory concerns)
- Physical Therapist (if there are gross motor concerns)
- Other Team Member(s), if appropriate (CASA, Counselor, Foster Care Case Manager, etc.)
- District Representative (usually the Principal)
- Parent or Guardian with Education Rights

Required Assessments

- The team has reviewed existing information, including information from the parent(s), previous testing, medical data, the student's cumulative records, and previous individualized education programs or individualized family service plans. Evaluation documentation includes relevant information from these sources used in the eligibility determination.
- Developmental History as defined in OAR 581-015-2000(8).
- A norm referenced, standardized test in at least two areas of suspected delay.
- At least one additional procedure to confirm the child's level of functioning in each area of suspected developmental delay.
- A minimum of one 20-minute observation of the child.
- Other evaluative data used by the team.

The team has determined that:

- The child has a developmental delay of 1.5 standard deviations or more below the mean in two or more of the following developmental areas: Communication, Adaptive, Physical, Social/ Emotional, and/ or Cognitive.
- The child's disability has an adverse impact on the child's developmental progress when the child is age three to kindergarten, or has an adverse impact on the student's educational performance when the student is at the age of eligibility for kindergarten through age 9.
- The child needs special education services.

The team has considered the child's special education eligibility, and determined that the eligibility:

- is not due to a lack of appropriate instruction in reading, including the essential components of reading instruction;
- is not due to a lack of instruction in math;
- is not due to limited English proficiency; and
- is not due to another disability.

Emotional Behavior Disability (60)

Required Team Members for Evaluation Planning (either in attendance or documented as consulted)

- School Psychologist or Evaluation Specialist
- SpEd Teacher
- Gen Ed Teacher
- Other Team Member(s), if appropriate (CASA, Counselor, Foster Care Case Manager, etc.)
- Parent or Guardian with Education Rights

Required Team Members for Eligibility Meeting

- School Psychologist or Evaluation Specialist
- SpEd Teacher
- Gen Ed Teacher
- Other Team Member(s), if appropriate (CASA, Counselor, Foster Care Case Manager, etc.)
- District Representative (usually the Principal)
- Parent or Guardian with Education Rights

Required Assessments

- The team has reviewed existing information, including information from the parent(s), the student's cumulative records, and previous individualized education programs or individualized family service plans. Evaluation documentation includes relevant information from these sources used in the eligibility determination.
- An evaluation of the child's emotional and behavioral status, including (when appropriate) a developmental or social history.
- A medical statement, completed by a physician, or a health assessment statement, issued by a nurse practitioner licensed by a State Board of Nursing specially certified as a nurse practitioner or by a physician assistant licensed by a State Board of Medical Examiners. Both a nurse practitioner and a physician assistant must be practicing within his or her area of specialty.
- Two behavior rating scales, at least one of which is a standardized behavior measurement instrument.
- Two observations by someone other than the student's regular teacher, one in the classroom and one in another setting.
- Other assessment(s) to determine the impact of the disability.
- Additional evaluations or assessments that are necessary to identify the student's educational needs.

The team has determined that:

The student exhibits one or more of the following over a long period of time and to a marked degree:

- An inability to learn that cannot be explained by intellectual, sensory, or health factors.
- An inability to establish or maintain satisfactory interpersonal relationships with peers and teachers.
- Inappropriate types of behavior or feelings under normal circumstances.
- A general pervasive mood of unhappiness or depression.
- A tendency to develop physical symptoms or fears associated with personal, or school problems.
- The term emotional disturbance includes schizophrenia, but does not apply to a child who is socially maladjusted, unless the child also meets one or more of the criteria listed above.
- The student meets the eligibility criteria of OAR 581-015-2145 as a child with an emotional disturbance.
- *For children ages 5 and eligible for kindergarten through age 21:*

As a result of the disability the student needs special education services because the disability has an adverse impact on the student's educational performance.

- *For Early Childhood Special Education (ECSE - children age 3 to age of kindergarten eligibility):*

As a result of the disability, the child needs special education services because the disability has an adverse impact on the child's developmental progress.

SpEd Eligibility Requirements by Category

(Emotional Behavior Disability Cont.)

The team has considered the child's special education eligibility, and determined that the eligibility:

- is not due to a lack of appropriate instruction in reading, including the essential components of reading instruction (phonemic awareness, phonics, vocabulary development; reading fluency/oral reading skills; and reading comprehension strategies);
- is not due to a lack of appropriate instruction in math; and
- is not due to limited English proficiency.

Intellectual Disability (10)

Required Team Members for Evaluation Planning (either in attendance or documented as consulted)

- School Psychologist or Evaluation Specialist
- SpEd Teacher
- Gen Ed Teacher
- Other Team Member(s), if appropriate (CASA, Counselor, Foster Care Case Manager, etc.)
- Parent or Guardian with Education Rights

Required Team Members for Eligibility Meeting

- School Psychologist or Evaluation Specialist
- SpEd Teacher
- Gen Ed Teacher
- Other Team Member(s), if appropriate (CASA, Counselor, Foster Care Case Manager, etc.)
- District Representative (usually the Principal)
- Parent or Guardian with Education Rights

Required Assessments

- The team has reviewed existing information, including information from the parent(s), the student's cumulative records, and previous individualized education programs or individualized family service plans. Evaluation documentation includes relevant information from these sources used in the eligibility determination.
- An individually administered standardized intelligence test administered by a qualified professional.
- An adaptive behavior rating scale.
- A developmental history of the student.
- A medical statement or a health assessment indicating whether there are any sensory or physical factors that may be affecting the student's educational performance.
- Assessments to determine the impact of the suspected disability.
- Additional assessments necessary to identify the student's educational needs.

The student meets ALL of the following criteria:

- The student's intelligence tests score is 2 or more standard deviations below the mean; and
- The student has deficits in adaptive behavior coexistent with the impairment in intellectual functioning; and,
- The student's developmental level or educational achievement is significantly below age or grade norms; and,
- The student's educational problems are not primarily the result of sensory disabilities or other physical factors.

The team has determined that:

- The student's disability has an adverse impact on the student's educational performance when the student is at the age of eligibility for kindergarten through age 21, or has an adverse impact on the child's developmental progress when the child is age three through kindergarten; and,
- The student needs special education services.

The team has considered the child's special education eligibility, and determined that the eligibility:

- is not due to a lack of appropriate instruction in reading, including the essential components of reading instruction (phonemic awareness, phonics, vocabulary development; reading fluency/oral reading skills; and reading comprehension strategies);
- is not due to a lack of appropriate instruction in math; and
- is not due to limited English proficiency.

Orthopedic Impairment (70)

Required Team Members for Evaluation Planning (either in attendance or documented as consulted)

- Occupational Therapist and/or Physical Therapist (depending on needs)
- Gen Ed Teacher
- Other Team Member(s), if appropriate (School Nurse, CASA, Counselor, Foster Care Case Manager, etc.)
- Parent or Guardian with Education Rights

Required Team Members for Eligibility Meeting

- Occupational Therapist and/or Physical Therapist (depending on needs)
- Gen Ed Teacher
- Other Team Member(s), if appropriate (School Nurse, CASA, Counselor, Foster Care Case Manager, etc.)
- District Representative (usually the Principal)
- Parent or Guardian with Education Rights

Required Assessments

- The team has reviewed existing information, including information from the parent(s), the student's cumulative records, and previous individualized education programs or individualized family service plans. Evaluation documentation includes relevant information from these sources used in the eligibility determination.
- A medical statement or a health assessment statement indicating a diagnosis of an orthopedic or neuromotor impairment or a description of the motor impairment.
- A standardized motor assessment, including the areas of fine motor, gross motor, and self-help, when appropriate, by a specialist knowledgeable about orthopedic or neuromotor development.
- Assessments to determine the impact of the suspected disability.
- Additional assessments that are necessary to identify the student's educational needs.

The student meets one or more of the following criteria:

- The student has a motor impairment that results in deficits in the quality, speed, or accuracy of movement.
- These deficits are documented by a score of 2 or more standard deviations below the mean in fine motor, gross motor, and/or self-help; or
- The student has functional deficits in at least two of the three motor area; and
- The student's condition is permanent or is expected to last for more than 60 calendar days.

The team has determined that:

- The student's disability has an adverse impact on the student's educational performance when the student is at the age of eligibility for kindergarten through age 21, or has an adverse impact on the child's developmental progress when the child is age three through kindergarten; and,
- The student needs special education services.

The team has considered the child's special education eligibility, and determined that the eligibility:

- is not due to a lack of appropriate instruction in reading, including the essential components of reading instruction (phonemic awareness, phonics, vocabulary development; reading fluency/oral reading skills; and reading comprehension strategies);
- is not due to a lack of appropriate instruction in math; and
- is not due to limited English proficiency.

Other Health Impairment (80)

Required Team Members for Evaluation Planning (either in attendance or documented as consulted)

- School Psychologist or Evaluation Specialist
- SpEd Teacher
- Gen Ed Teacher
- Other Team Member(s), if appropriate (School Nurse, CASA, Counselor, Foster Care Case Manager, etc.)
- Parent or Guardian with Education Rights

Required Team Members for Eligibility Meeting

- School Psychologist or Evaluation Specialist
- SpEd Teacher
- Gen Ed Teacher
- Other Team Member(s), if appropriate (School Nurse, CASA, Counselor, Foster Care Case Manager, etc.)
- District Representative (usually the Principal)
- Parent or Guardian with Education Rights

Required Assessments

- The team has reviewed existing information, including information from the parent(s), the student's cumulative records, and previous individualized education programs or individualized family service plans. Evaluation documentation includes relevant information from these sources used in the eligibility determination.
- A medical statement or a health assessment statement indicating a diagnosis of health impairment or a description of the impairment, and that the child's condition is permanent or is expected to last for more than 60 days.
- Assessments to determine the impact of the suspected disability.
- Additional assessments that are necessary to identify the student's educational needs.

The student meets all the following criteria:

- The student exhibits limited strength, vitality or alertness, including a heightened alertness to environmental stimuli that results in limited alertness with respect to the educational environment.
- The student's limited strength, vitality or alertness is due to a chronic or acute health problem.
- The student's condition is permanent or is expected to last for more than 60 calendar days.

The team has determined that:

- The student's disability has an adverse impact on the student's educational performance when the student is at the age of eligibility for kindergarten through age 21, or has an adverse impact on the child's developmental progress when the child is age three through kindergarten; and,
- The student needs special education services.

The team has considered the child's special education eligibility, and determined that the eligibility:

- is not due to a lack of appropriate instruction in reading, including the essential components of reading instruction (phonemic awareness, phonics, vocabulary development; reading fluency/oral reading skills; and reading comprehension strategies);
- is not due to a lack of appropriate instruction in math; and
- is not due to limited English proficiency.

Specific Learning Disability (90)

Required Team Members for Evaluation Planning (either in attendance or documented as consulted)

- School Psychologist or Evaluation Specialist
- SpEd Teacher
- Gen Ed Teacher
- Other Team Member(s), if appropriate (CASA, Counselor, Foster Care Case Manager, etc.)
- Parent or Guardian with Education Rights

Required Team Members for Eligibility Meeting

- School Psychologist or Evaluation Specialist
- SpEd Teacher
- Gen Ed Teacher
- Other Team Member(s), if appropriate (CASA, Counselor, Foster Care Case Manager, etc.)
- District Representative (usually the Principal)
- Parent or Guardian with Education Rights

Required Assessments

- Review of existing information from a variety of sources, including the parents, teacher recommendations (including Oregon state assessments, if available), the student's cumulative records, previous IEPs or IFSPs, teacher collected work samples, and information about the child's physical condition, background, and adaptive behavior. Evaluation report includes relevant information from these sources used in the eligibility determination.
- An assessment of the child's academic achievement toward Oregon grade-level standards.
- An observation of the child's academic performance and behavior in a regular classroom setting, or in the case of a child less than school age or out of school, an observation in an age-appropriate environment. (Describe relevant behavior noted during observation, and its relationship to academic functioning in evaluation report.)
- Progress monitoring data: (described in evaluation report)
- Data that demonstrate that before or as part of the referral process, the child was provided with appropriate instruction in regular education settings by qualified personnel. Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress that is directly linked to instruction.
- If using a response-to intervention (RTI) model: list scientifically-based interventions attempted (based on the district's RTI model) and describe the child's response in the evaluation report.
- If using a model based on student's strengths and weaknesses: Evaluation of the child's strengths and weaknesses in performance, achievement, or both, relative to age, state-approved grade level standards, or intellectual development. Results described in evaluation report.

If deemed necessary by the team:

- A developmental history. Relevant history noted in evaluation report, attached.
- Other assessment(s) related to cognition, fine motor skills, perceptual motor skills, communication, social/emotional status, perception or memory. Results described in evaluation report, attached.
- A medical statement or health assessment statement indicating whether there are any physical factors that may be affecting the student's educational performance. Relevant medical findings are described in evaluation report, attached.

SpEd Eligibility Requirements by Category

(Specific Learning Disability Cont.)

The Team has determined that:

The student does not achieve adequately for the child's age or to meet Oregon grade-level standards in one or more of the following areas when provided with learning experiences and instruction appropriate for the child's age or state-approved grade level standards:

- Basic reading skills
- Reading fluency skills
- Reading comprehension
- Mathematics calculation
- Mathematics problem solving
- Written expression
- Oral expression
- Listening comprehension

The child:

- Does not make sufficient progress to meet age or Oregon grade-level standards in one or more of the areas listed when using a process based on the child's response to scientific, research-based instruction; or
- Exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, Oregon grade-level standards, or intellectual development, that is determined to be relevant to the identification of a Specific Learning Disability.

The student's lack of achievement is not primarily the result of:

- A visual, hearing, or motor impairment, intellectual disability, emotional disturbance, cultural factors, or environmental or economic disadvantage.
- A lack of appropriate instruction in reading, including the essential components of reading instruction (phonemic awareness, phonics, vocabulary development; reading fluency/oral reading skills; and reading comprehension strategies).
- A lack of appropriate instruction in math.
- Limited English proficiency.

The team has determined that:

- The student's disability has an adverse impact on the student's educational performance when the student is at the age of eligibility for kindergarten through age 21, or has an adverse impact on the child's developmental progress when the child is age three through kindergarten; and,
- The student needs special education services.

Traumatic Brain Injury (74)

Required Team Members for Evaluation Planning (either in attendance or documented as consulted)

- School Psychologist* and/or Evaluation Specialist
- SpEd Teacher
- Gen Ed Teacher
- Other Team Member(s), if appropriate (School Nurse, CASA, Counselor, Foster Care Case Manager, etc.)
- Parent or Guardian with Education Rights

Required Team Members for Eligibility Meeting

- School Psychologist* and/or Evaluation Specialist
- SpEd Teacher
- Gen Ed Teacher
- Other Team Member(s), if appropriate (School Nurse, CASA, Counselor, Foster Care Case Manager, etc.)
- District Representative (usually the Principal)
- Parent or Guardian with Education Rights

*a school psychologist is required to complete any cognitive assessments, per ODE.

Required Assessments

- The team has reviewed existing information, including the child's cumulative records; previous individualized education programs or individualized family services plans; evaluations and information provided by the parent/guardian(s); current classroom-based, local, or state assessments; classroom-based observations; observations by teachers and related services providers; medical, sensory, and health information. Evaluation documentation includes relevant information from these sources used in the eligibility determination.
- Medical Examination (indicating a traumatic brain injury) ~or~ Guided Credible History Interview
- Psychological Assessment(s)
- Developmental History
- Other assessment(s) including, but not limited to, motor assessments if the child exhibits motor impairments; communication assessments if the child exhibits communication disorders; and psychosocial assessments if the child exhibits changed behavior.
- Other information relating to the child's suspected disability, including pre-injury performance and a current measure of adaptive ability.
- An observation in the classroom and in at least one other setting.
- Any additional assessment(s) necessary to determine the impact of the suspected disability, if applicable.
- Any additional evaluation(s) or assessment(s) necessary to identify the child's developmental or educational needs, if applicable.

The Team has determined that:

- A comprehensive evaluation was conducted that met the minimum evaluation requirements for Traumatic Brain Injury.
- The child was evaluated in all areas of suspected disability.

The child meets the following criteria:

- The child has an acquired injury to the brain caused by an external physical force.
- The child's condition is permanent or expected to last for more than 60 calendar days.
- The child's injury results in an impairment of one or more of the following areas: communication; behavior; cognition, memory, attention, abstract thinking, judgement, problem solving, reasoning and/or information processing; and/or sensory, perceptual, motor and/or physical abilities.

SpEd Eligibility Requirements by Category

(Traumatic Brain Injury Cont.)

The student's lack of achievement is not primarily the result of:

- A lack of appropriate instruction in reading, including the essential components of reading instruction (phonemic awareness, phonics, vocabulary development; reading fluency/oral reading skills; and reading comprehension strategies).
- A lack of appropriate instruction in math.
- Limited English proficiency.

The team has determined that:

- The child has a traumatic brain injury as defined in OAR 581-015-2175.
- The child is eligible for special education services in accordance with OAR 581-015-2795 and/or OAR 581-015-2120.

Visual Impairment (40)

Required Team Members for Evaluation Planning (either in attendance or documented as consulted)

- Teacher of the Blind and Visually Impaired
- Gen. Ed. Teacher
- Other Team Member(s), if appropriate (SpEd Teacher, Eval. Spec/ School Psych., CASA, Counselor, Foster Care Case Manager, etc.)
- Parent or Guardian with Education Rights

Required Team Members for Eligibility Meeting

- Teacher of the Blind and Visually Impaired
- Gen. Ed. Teacher
- Other Team Member(s), if appropriate (SpEd Teacher, Eval. Spec/ School Psych., CASA, Counselor, Foster Care Case Manager, etc.)
- District Representative (usually the Principal)
- Parent or Guardian with Education Rights

Required Assessments

- The team has reviewed existing information, including information from the parent(s), the student's cumulative records, and any previous individualized education programs or individualized family service plans. Evaluation documentation includes relevant information from these sources used in the eligibility determination.
- A vision examination by a person licensed to practice optometry by an appropriate state authority or a physician who specializes in ophthalmology licensed by an appropriate state authority.
 - The vision examination indicates:
 - The child has a visual impairment that is uncorrectable by medical treatment, therapy or lenses.
 - The vision examination results are inconclusive and the child demonstrates inadequate use of residual vision.
- A functional vision assessment conducted by a teacher of the visually impaired to identify the child's educational and compensatory needs, including a functional assessment of the child's residual visual acuity or field of vision.
- Any additional assessments determined by the evaluation team to be necessary to determine the impact of the suspected disability:
 - On the child's developmental progress for a preschool child.
 - On the child's educational performance for a school-age child.

The Team has determined that:

- The child's visual impairment, even with correction, has an adverse impact on the student's educational performance when the student is at the age of eligibility for kindergarten through age 21, or has an adverse impact on the child's developmental progress when the child is age three through kindergarten; and
- The student needs special education services.

The team has considered the child's special education eligibility, and determined that the eligibility:

- is not due to a lack of appropriate instruction in reading, including the essential components of reading instruction (phonemic awareness, phonics, vocabulary development; reading fluency/oral reading skills; and reading comprehension strategies);
- is not due to a lack of appropriate instruction in math; and
- is not due to limited English proficiency.