

ELIGIBILITY REPORT FORM

- PURPOSE:** To document if a student meets special education eligibility requirements and to determine whether the student needs special education services, and/or the student's needs can be met through the general education program without special education.
- FORM USE:** The IEP team shall complete this form after reviewing all reports and upon completion of the initial evaluation/re-evaluation. The IEP team determines: (1) if the student meets state and federal guidelines as a student with a disability and if so, (2) does the student require special education services, or can the student's needs be met through the general education classroom and curriculum without special education services.
- INSTRUCTIONS:**
- Line 1: Fill in the identifying information: the student's name, date of birth, school and school system.
- Line 2: Record the eligibility date (date of the current IEP/Assessment Team meeting for the determination of eligibility) and record the projected reevaluation eligibility date. The projected reevaluation eligibility date is three years from the current Eligibility Team Meeting date and is determined from the primary disability only.
1. After reviewing the results of all the evaluation material, the IEP team must determine if the student meets/continues to meet the state and federal eligibility standards for a disability.
 - a. If the student meets the eligibility standards, check the appropriate box and write the disability on the line to complete the sentence.
 - b. If the student does not meet the eligibility standards for any disabilities, the second box should be checked. The IEP team should then complete Instruction #6.

NOTE: All individual reports, including the *Written Report* for the assessment must be attached to this form. The *Eligibility Report (ER)* form should be placed on the top.
 2. Before a child can be determined eligible for special education services, the IEP team must determine that the lack of instruction in reading and math and limited English Proficiency are not the **primary cause** for the disability. This statement is relevant for all IDEA disabilities. Both "lack of instruction in reading or mathematics" and "limited English proficiency" must be checked with documentation supporting this factor.
 3. Are there any pertinent medical findings that impact this child educationally, such as a physical illness, present/past medications, and relevant hospitalizations? If so, please describe them or reference documenting reports and attach to the *ER*. If there are no pertinent medical findings, fill in the blank by writing "None" or "N/A".
 4. Record the results of the vision and hearing screening and dates of screening in this section.

5. Check the box ensuring that documentation of the assessment findings and eligibility standards requirements are attached to the *ER* form.
6. Signatures of Assessment Team – All persons involved in the assessment process (interviews, observations, examinations and administration/interpretation of assessment instruments) are required to sign here. Parents must also sign here. Parents are members of the Assessment Team and provide information considered in the assessment of every disability. Parental input for disability evaluations include: home adaptive behavior measures, information/questionnaires, rating scales, family interview and others. Each signature line will include the person’s position, signature, date of signature and whether s/he agrees or disagrees with the findings contained in the student’s assessment and *Written Report*.

NOTE: When an assessment team member is not in attendance at the Eligibility Meeting and his/her report is being used for the determination of eligibility, that person’s name and report should also be referenced in this section. Examples of this include a physician’s medical statement for a physical or health impairment or an audiologist’s report for a hearing evaluation.

EXAMPLE:

SIGNATURES OF ASSESSMENT TEAM

Persons involved in the assessment should sign below and indicate if they agree with the contents of this report.
(Dissenting statements should be attached)

| <u>Position</u> | <u>Signature</u> | <u>Date</u> | <u>Agree</u> | <u>Disagree</u> |
|-------------------------------|---|-------------|--------------------------|--------------------------|
| Parent | _____ | _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| General Ed Teacher | _____ | _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| Assessment Specialist | _____ | _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| Special Ed Teacher (optional) | _____ | _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| <u>Ophthalmologist</u> | <u>Dr. Eye Seay: See Report attached & dated 5/5/05</u> | | <input type="checkbox"/> | <input type="checkbox"/> |
| _____ | _____ | _____ | <input type="checkbox"/> | <input type="checkbox"/> |

7. To be Completed at the IEP Team Meeting – After the IEP team has reviewed and discussed all of the collected assessment data, a decision must be made.
 - a. Check the first box when the student meets the disability eligibility standards and his/her needs cannot be met in the general education curriculum. When a student is determined to be eligible for special education, the IEP team should convene and write an Individualized Education Program for this student. If the student is not eligible for special education and would benefit from accommodations made in the general education classroom, the IEP team may wish to refer this student to the school’s 504 Team.
 - b. Place a check next to the second box if the student has met eligibility standards for a disability and the IEP team has determined his/her needs can be met in the general education program.
 - c. Place a check next to the third box if the student does not meet eligibility standards for a disability.

- d. Place a check next to the fourth box if the student meets standards for one or more disability categories, but the student's parent/guardian is refusing services indicating the student will not receive special education services.
8. Upon completion of the *ER*, the parents should be given a copy of the report and the documentation used to determine their child's eligibility. The parents will sign the bottom line and check the box stating they have received a copy of their child's evaluation report(s) utilized in determining eligibility and/or educational program. If the parents are not in attendance at the meeting send a copy of the *Written Report* and the *Eligibility Report* for the parent to check, sign, and return.