Autism Spectrum Disorder Eligibility Criteria and Checklist


Definition: Autism Spectrum Disorder is a condition that reflects a wide range of symptoms and levels of impairment, which vary in severity from one (1) individual to another. Autism Spectrum Disorder is characterized by an atypical developmental profile with a pattern of qualitative impairments in social interaction and social communication, and the presence of restricted or repetitive patterns of behavior, interests, or activities, which occur across settings.

General Education Interventions and Activities

_____ Intervention and/or analysis of Tier 2 and Tier 3 Intervention Documentation is attached

General education interventions and activities prior to referral for evaluation the requirements in subsection 6A-6.0331(1), F.A.C., must be met.

Refer to OCPS Referral and Evaluation within a Multi-Tiered System of Supports Procedures

I. General Education Interventions Decisions and Procedures Rules-Guidance for specific procedures

_____ Address and document on OCPS Consideration of Influential/Exclusionary Factors

Referral and Evaluation to Determine Eligibility for ESE Services as a Student with a Disability

Refer to Referral and Evaluation within a Multi-Tiered System of Supports Procedures

II. Refer to Referral and Evaluation Procedures and Decision Rules - Flow Chart and Guidance

_____ Schedule a meeting using the PEER Meeting Notice for the purpose of discussing and obtaining parental consent for evaluation. Use OCPS Conference Notes to document meeting. The School Psychologist, Speech/Language Pathologist and School Social Worker are invited to the meeting.

_____ Complete the OCPS Prior Written Notice and Consent for Initial Evaluation Form.

_____ Verify and indicate in the OCPS Conference Notes that the parent received and understands the notice of procedural safeguards.

(In the event the Written Notice and Consent for Initial Evaluation Form is not signed in the meeting, send the form home to the parent. The date of receipt of parental consent is the date for the 60-Day Timeline for completing all evaluations.)

Assessments Required and Attached

In addition to the procedures identified in subsection 6A-6.0331(5), F.A.C., the district shall conduct a full and individual evaluation that addresses the core features of Autism Spectrum Disorder to include deficits in social interaction, social communication, and restricted or repetitive, patterns of behavior, interests, or activities. An evaluation for determining eligibility shall include the following components:

_____ Behavioral observations conducted by members of the evaluation team targeting social interaction, social communication skills, and restricted or repetitive patterns of behavior, interests, or activities, across settings;

_____ social interaction

_____ communication skills

_____ restrictive or repetitive patterns of behavior, interests, or activities, across settings;

1 ASD (Revised 10/2016)
The following individuals may provide documented behavioral observations:

School Psychologists, Behavior Coach, Speech Language Pathologist, Instructional Staff, Learning Community Staff and/or District Resource Staff.

*An observation of the student’s social communication skills must be conducted by a speech language pathologist

*General education interventions and/or activities prior to referral may be used to meet these criteria if elements above are identified.

A social /developmental history based on an interview with parent(s) or guardian(s);

A psychological evaluation that includes assessment of academic, intellectual, social-emotional, and behavioral functioning and must include one (1) standardized instrument specific to Autism Spectrum Disorder;

A language evaluation that includes assessment of the pragmatic (both verbal and nonverbal) and social interaction components of social communication.

*An observation of the student’s social communication skills must be conducted by a speech language pathologist;

A standardized assessment of adaptive behavior to be completed by the School Social Worker; and,

If behavioral concerns are present, a functional behavioral assessment is conducted to inform behavioral interventions on the student’s individual educational plan.

Criteria For Eligibility
A student with Autism Spectrum Disorder is eligible for Exceptional Student Education if all the following criteria are met:

Evidence of all of the following:

Student exhibits impairment in social interaction as evidenced by delayed, absent, or atypical ability to relate to individuals or the environment;

Student exhibits impairment in verbal or nonverbal language skills used for social communication; and

Student exhibits restricted or repetitive patterns of behavior, interest, or activities.

The core features identified in subparagraphs (4)(a)1., (4)(a)2., and (4)(a)3. of this rule, occur across settings

Student needs special education as defined in paragraph 6A-6.3411(1)(kk), F.A.C.
### Staffing Documents Required and Attached

- Multi-Tiered System of Supports Tier 3 Meeting Notes
- Multi-Tiered System of Supports Tier 2 and Tier 3 Intervention Documentation
- Progress Monitoring Graphs (3 or 4 depending on severity)
- Documentation of Parent Communication regarding interventions
- Consideration of Influential/Exclusionary Factors
- *Prior Written Notice and Consent for Initial Evaluation* with corresponding PEER Meeting Notice and Conference notes (The Referral date can come from a variety of sources but must ALWAYS be prior to or equal to the date of Consent for Initial Evaluation.)
- 2 Behavioral observations (including observation of student’s social communication skills by SLP)
- Social/Developmental History Report
- A Psychological evaluation Report
- A Language evaluation Report
- A standardized assessment of adaptive behavior (may be included in an above evaluation report)
- PEER Meeting Notice to invite parent(s)/guardian(s) to meeting
  
  (Use a PEER *Meeting Notice* form to invite the parent to the meeting. For the majority of students who are found eligible for ESE services, an IEP is developed at the eligibility staffing meeting, Select “Evaluation/ Reevaluation,” “Eligibility,” “Initial IEP,” and “Other” as purposes for the meeting. Under Other state “An IEP will not be developed if the student is not eligible for ESE services.” Attach a copy of the *Procedural Safeguards for Parents of Students with Disabilities* to the meeting notice.)
- *Prior Written Notice of Eligibility/Ineligibility*
- PEER IEP
- *Informed Consent for the Initial Provision of Exceptional Student Education Services For Students with Disabilities* (Only use if the student is meeting eligibility for the first time for an exceptional education program)
- Prior Written Notice
- Matrix
- Transmittal
- Enter on SMS
Deaf or Hard-of-Hearing Eligibility Criteria and Checklist

Rule: 6A-6.03013 Exceptional Student Educational Eligibility for Students Who Are Deaf or Hard-of-Hearing.

Definition: Students who are deaf or hard-of-hearing. A student who is deaf or hard-of-hearing has a hearing loss aided or unaided, that impacts the processing of linguistic information and which adversely affects performance in the educational environment. The degree of loss may range from mild to profound.

General Education Interventions and Activities

_____ Intervention and/or analysis of Tier 2 and Tier 3 Intervention Documentation is attached

Rule 6A-6.03023(2), Florida Administrative code (F.A.C.) General education interventions and activities prior to referral for evaluation the requirements in subsection 6A-6.0331(1),F.A.C., must be met.

Refer to Referral and Evaluation within a Multi-Tiered System of Supports Procedures

I. General Education Interventions Decisions and Procedures Rules- Guidance for specific procedures

_____ Address and document Influential Exclusionary Factors

Refer to Referral and Evaluation to Determine Eligibility for ESE Services as a Student with a Disability

Refer to Referral and Evaluation within a Multi-Tiered System of Supports Procedures

II. Referral and Evaluation Procedures and Decision Rules- Flow Chart and Guidance

_____ Schedule a meeting using the PEER Meeting Notice for the purpose of discussing and obtaining parental consent for evaluation. Use OCPS Conference Notes to document meeting.

_____ Complete the OCPS Prior Written Notice and Consent for Initial Evaluation Form.

_____ Verify and indicate in the OCPS Conference Notes that the parent received and understands the notice of procedural safeguards.

(In the event the Written Notice and Consent for Initial Evaluation Form is not signed in the meeting, send the form home to the parent. The date of receipt of parental consent is the date for the 60-Day Timeline for completing all evaluations.)

Assessments Required and Attached

_____ Evaluation. In addition to the provisions of subsection 6A-6.0331(5), F.A.C., the evaluation for determining eligibility shall include the following:

_____ (a) Audiological evaluation;

_____ (b) Evaluation of developmental skills or academic achievement, including information on the student’s academic strengths and weaknesses;

_____ (c) Evaluation of social development;

_____ (d) Evaluation of receptive and expressive communication; and,

_____ (e) A comprehensive nonverbal assessment of intellectual functioning or developmental scales, if more appropriate, for children under age seven.

1 DHH (Revised 10/2016)
Criteria for Eligibility

Rule: 6A-6.03013 A student who is deaf or hard-of-hearing is eligible for exceptional student education if the following criteria are met:

_____ (a) An audiological evaluation documents a permanent or fluctuating hearing threshold level that interferes with progress in any one (1) of the following areas: developmental skills or academic performance, social-emotional development, or linguistic and communicative skills as evidenced by:

1. 25 decibel (db) + ± 5 dB or greater based on pure tone average or average of 500, 1000, and 2000 Hz unaided in the better ear; or

2. A high frequency hearing threshold level of 25 dB ± 5 dB or greater based on pure tone average of 1000, 2000, and 3000 Hz unaided in the better ear; or

3. A unilateral hearing threshold level of 50 dB ± 5 dB or greater based on pure tone average of 500, 1000, and 2000 Hz unaided; or

4. Auditory Evoked Potential responses evidencing permanent hearing loss at multiple frequencies equivalent to or in excess of the decibel hearing loss threshold criteria for pure tone audiometric testing specified in subparagraphs (4)(a) 1., 2., and 3., above; and,

_____ (b) The student needs special education as defined in paragraph 6A-6.03141(1)(kk), F.A.C.

Bureau of Exceptional Education and Student Services (BESS) ESE Compliance Manual 2011-12 DHH-7 -To be eligible as a student with a hearing loss, the student must need special education to ensure access to the general education curriculum. Needed services may include interventions or adaptations to the school routine, school environment, or curriculum. This may be documented through observations or testimonial evidence as well as formal and informal assessments.
Staffing Documents Required and Attached

_____ Multi-Tiered System of Supports Tier 3 Meeting Notes

_____ Multi-Tiered System of Supports Tier 2 and Tier 3 Intervention Documentation

_____ Progress Monitoring Graphs (3 or 4 depending on severity)

_____ Documentation of Parent Communication regarding interventions.

_____ Consideration of Influential/Exclusionary Factors

_____ Prior Written Notice and Consent for Initial Evaluation or Prior Written Notice and Consent for Reevaluation with corresponding PEER Meeting Notice and Conference notes (The Referral date can come from a variety of sources but must ALWAYS be prior to or equal to the date of Consent for Initial Evaluation.)

_____ Audiological evaluation documented on an audiogram or report from licensed audiologist

_____ Evaluation of developmental skills or academic achievement

_____ Individual assessment of intellectual functioning

_____ Evaluation of social development

_____ Evaluation of expressive and receptive communication

_____ Assessments/data to support need for special education

_____ Addressed Influential/Exclusionary Factors

_____ PEER Meeting Notice to invite parent(s)/guardian(s) to meeting

(Use a PEER Meeting Notice form to invite the parent to the meeting. For the majority of students who are found eligible for ESE services, an IEP is developed at the eligibility staffing meeting, Select “Evaluation/Reevaluation,” “Eligibility,” “Initial IEP,” and “Other” as purposes for the meeting. Under Other state “An IEP will not be developed if the student is not eligible for ESE services.” Attach a copy of the Procedural Safeguards for Parents of Students with Disabilities to the meeting notice.)

_____ Prior Written Notice of Eligibility/Ineligibility

_____ PEER IEP

_____ Informed Consent for the Initial Provision of Exceptional Student Education Services For Students with Disabilities (Only use if this is if the student is meeting eligibility for the first time for an exceptional education program)

_____ Prior Written Notice

_____ Matrix

_____ Transmittal

_____ Enter on SMS
Emotional/Behavioral Disability Checklist

Staffing Documents Required and Attached

- Multi-Tiered System of Supports Tier 3 Meeting Notes (Written Summary of Group’s Analysis)
- Multi-Tiered System of Supports Tier 2 and Tier 3 Intervention Documentation
- Progress Monitoring Graphs reviewed by Program Specialist
- Documentation of Parent Communication regarding interventions
- Consideration of Influential/Exclusionary Factors
- Prior Written Notice and Consent for Initial Evaluation or Prior Written Notice and Consent for Reevaluation with corresponding PEER Meeting Notice and Conference notes (The Referral date can come from a variety of sources but must ALWAYS be prior to or equal to the date of Consent for Initial Evaluation.)
- 2 Observations
- Functional Behavioral Assessment (may be included in the Written Summary of Group’s Analysis- Intervention-Based Evaluations Form)
- Behavior Intervention Plan (BIP)
- Psychological evaluation (Written Summary of Group’s Analysis- Intervention-Based Evaluations Form) includes assessment to identify the factors contributing to the development of an emotional/behavioral disability.
- Social Developmental History
- Academic Evaluations/ Assessments data to support need for special education
- Written Summary of Group’s Analysis- Intervention-Based Evaluations Form
- PEER Meeting Notice to invite parent(s)/guardian(s) to meeting
  Use a PEER Meeting Notice form to invite the parent to the meeting. For the majority of students who are found eligible for ESE services, an IEP is developed at the eligibility staffing meeting. Select “Evaluation/ Reevaluation,” “Eligibility,” “Initial IEP,” and “Other” as purposes for the meeting. Under Other state “An IEP will not be developed if the student is not eligible for ESE services.” Attach a copy of the Procedural Safeguards for Parents of Students with Disabilities to the meeting notice.
- Prior Written Notice of Eligibility/Ineligibility
- PEER IEP
- Informed Consent for the Initial Provision of Exceptional Student Education Services For Students with Disabilities (Only use if this is if the student is meeting eligibility for the first time for an exceptional education program)
- Prior Written Notice
- Meeting Notice
- Matrix
- Transmittal
- Enter on SMS

1 EBD (Revised 10/2016)
Intellectual Disabilities Eligibility Criteria and Checklist

6A-6.03011 Exceptional Student Education Eligibility for Students with Intellectual Disabilities.

Definition. Students with intellectual disabilities. An intellectual disability is defined as significantly below average general intellectual and adaptive functioning manifested during the developmental period, with significant delays in academic skills. Developmental period refers to birth to eighteen (18) years of age.

General Education Interventions and Activities

_____ Intervention and/or analysis of Tier 2 and Tier 3 Intervention Documentation is attached

Rule 6A-6.03023(2), Florida Administrative code (F.A.C.) General education interventions and activities prior to referral for evaluation the requirements in subsection 6A-6.0331(1), F.A.C., must be met.

Refer to OCPS Referral and Evaluation within a Multi-Tiered System of Supports Procedures

I. General Education Interventions Decisions and Procedures Rules-Guidance for specific procedures

_____ Address and document OCPS Consideration of Influential/Exclusionary Factors

Referral and Evaluation to Determine Eligibility for ESE Services as a Student with a Disability

Refer to Referral and Evaluation within a Multi-Tiered System of Supports Procedures

II. Referral and Evaluation Procedures and Decision Rules - Flow Chart and Guidance

_____ Schedule a meeting using the PEER Meeting Notice for the purpose of discussing and obtaining parental consent for evaluation. Use OCPS Conference Notes to document meeting.

_____ Complete the OCPS Prior Written Notice and Consent for Initial Evaluation Form.

_____ Verify and indicate in the OCPS Conference Notes that the parent received and understands the notice of procedural safeguards.

(In the event the Written Notice and Consent for Initial Evaluation Form is not signed in the meeting, send the form home to the parent. The date of receipt of parental consent is the date for the 60-Day Timeline for completing all evaluations.)

Assessments Required and Attached

_____ Standardized individual test of intellectual functioning individually administered by a professional person qualified in accordance with Rule 6A-4.0311, F.A.C., or licensed under Chapter 490,F.S.

_____ A standardized assessment of adaptive behavior to include parental or guardian input

_____ An individually administered standardized test of academic or pre-academic achievement. A standardized developmental scale shall be used when a student’s level of functioning cannot be measured by an academic or pre-academic test

_____ A social-developmental history which has been compiled directly from the parent, guardian, or primary caregiver.
Criteria For Eligibility

6A-6.03011(4) A student with an intellectual disability is eligible for exceptional education if all of the following criteria are met:

____ (a) The measured level of intellectual functioning is more than two (2) standard deviations below the mean on an individually measured, standardized test of intellectual functioning;

____ (b) The level of adaptive functioning is more than two (2) standard deviations below the mean on the adaptive behavior composite or on two (2) out of three (3) domains on a standardized test of adaptive behavior. The adaptive behavior measure shall include parental or guardian input;

____ (c) The level of academic or pre-academic performance on a standardized test is consistent with the performance expected of a student of comparable intellectual functioning;

____ (d) The social/developmental history identifies the developmental, familial, medical/health, and environmental factors impacting student functioning and documents the student’s functional skills outside of the school environment; and

____ (e) The student needs special education as defined in Rules 6A-6.0331 and 6A-6.03411, F.A.C.

Bureau of Exceptional Education and Student Services (BEESS) ESE Compliance Manual 2011-12 InD-9 -To be eligible as a student with an Intellectual disability, the student must need special education to ensure access to the general education curriculum. Needed services may include interventions or adaptations to the school routine, school environment, or curriculum. This may be documented through observations or testimonial evidence as well as formal, informal assessment, and general education interventions, if applicable.

Documentation of Determination of Eligibility (Written Group Summary)

Rule 6A-6.03011(5) Eligibility is determined by a group of qualified professionals and the parent or guardian in accordance with paragraph 6A-6.0331(6)(a), F.A.C. The documentation of the determination of eligibility must include a written summary of the group’s analysis of the data that incorporates the following information:

(a) The basis for making the determination, including an assurance that the determination has been made in accordance with subsection 6A-6.0331(6), F.A.C.;

(b) Noted behavior during the observation of the student and the relationship of that behavior to the student's academic and intellectual functioning;

(c) The educationally relevant medical findings, if any;

(d) The determination of the group concerning the effects on the student’s achievement level of a visual, hearing, motor, or emotional/behavioral disability; cultural factors; environmental or economic factors, an irregular pattern of attendance or high mobility rate; classroom behavior; or limited English proficiency; and

(e) The signature of each group member certifying that the documentation of determination of eligibility reflects the member’s conclusion. If it does not reflect the member’s conclusion, the group member must submit a separate statement presenting the member’s conclusion.
Staffing Documents Required and Attached

_____ Multi-Tiered System of Supports Tier 3 Meeting Notes
_____ Multi-Tiered System of Supports Tier 2 and Tier 3 Intervention Documentation
_____ Progress Monitoring Graphs (4 graphs) reviewed by Program Specialist
_____ Documentation of Parent Communication regarding interventions
_____ Consideration of Influential/ Exclusionary Factors

_____ Prior Written Notice and Consent for Initial Evaluation with corresponding PEER Meeting Notice and Conference notes (The Referral date can come from a variety of sources but must ALWAYS be prior to or equal to the date of Consent for Initial Evaluation.)
_____ Standardized individual test of intellectual functioning
_____ Academic or pre-academic evaluation
_____ Adaptive behavior evaluation
_____ Social Developmental History
_____ Assessments/ data to support need for special education
_____ Documentation of Determination of Eligibility (Written Group Summary) (including Consideration of Influential/ Exclusionary Factors)
_____ Assessments/ data to support need for special education
_____ PEER Meeting Notice to invite parent(s)/guardian(s) to meeting

(Use a PEER Meeting Notice form to invite the parent to the meeting. For the majority of students who are found eligible for ESE services, an IEP is developed at the eligibility staffing meeting, Select “Evaluation/ Reevaluation,” “Eligibility,” “Initial IEP,” and “Other” as purposes for the meeting. Under Other state “An IEP will not be developed if the student is not eligible for ESE services.” Attach a copy of the Procedural Safeguards for Parents of Students with Disabilities to the meeting notice.)

_____ Prior Written Notice of Eligibility/Ineligibility

_____ PEER IEP

_____ Informed Consent for the Initial Provision of Exceptional Student Education Services For Students with Disabilities (Only use if this is if the student is meeting eligibility for the first time for an exceptional education program)

_____ Prior Written Notice

_____ Matrix

_____ Transmittal

_____ Enter on SMS

3 InD (Revised 10/2016)
Rule: 6A-6.030121 Exceptional Student Education Eligibility for Students with Language Impairments and Qualifications and Responsibilities for the Speech-Language Pathologists Providing Language Services

Definition: (1) Language impairments are disorders of language that interfere with communication, adversely affect performance and/or functioning in the student’s typical learning environment, and result in the need for exceptional student education.

(a) A language impairment is defined as a disorder in one or more of the basic learning processes involved in understanding or in using spoken or written language. These include:

1. Phonology. Phonology is defined as the sound systems of a language and the linguistic conventions of a language that guide the sound selection and sound combinations used to convey meaning;
2. Morphology. Morphology is defined as the system that governs the internal structure of words and the construction of word forms;
3. Syntax. Syntax is defined as the system governing the order and combination of words to form sentences, and the relationships among the elements within a sentence;
4. Semantics. Semantics is defined as the system that governs the meanings of words and sentences; and
5. Pragmatics. Pragmatics is defined as the system that combines language components in functional and socially appropriate communication.

(b) The language impairment may manifest in significant difficulties affecting listening comprehension, oral expression, social interaction, reading, writing, or spelling. A language impairment is not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency.

General education intervention procedures and activities for students in kindergarten through grade twelve.

General Education Interventions and Activities

_____ Intervention and/or analysis of Tier 2 and Tier 3 Intervention Documentation is attached

Prior to obtaining consent for initial evaluation, the requirements of subsection 6A-6.0331(1), F.A.C., related to general education procedures for kindergarten through grade twelve students, must be met.

b) To ensure that the decreased performance and/or functioning of a student suspected of having a language impairment is not due to lack of appropriate instruction, the minimum evaluation procedures must include all of the following:

1. Review of data that demonstrate the student was provided well-delivered scientific, research-based instruction and interventions addressing the identified area(s) of concern and delivered by qualified personnel in general or exceptional education settings;
2. Data-based documentation, which was provided to the student’s parent(s) or guardian(s), of repeated measures of performance and/or functioning at reasonable intervals, communicated in an understandable format, reflecting the student’s response to intervention during instruction;
3. Information gathered from the student’s parent(s) or guardian(s) and teacher(s), and when appropriate, the student, regarding the concerns and a description of language
skills. This may be completed through a variety of methods including interviews, checklists, or questionnaires;

4. Documented and dated observation(s) of the student’s language skills must be conducted by the speech-language pathologist in one or more setting(s); and

5. Administration of one or more standardized norm-referenced instrument(s) designed to measure language skills. The instrument(s) must be administered and interpreted by a speech-language pathologist to determine the nature and severity of the language deficits. If the speech-language pathologist is unable to administer a norm-referenced instrument, a scientific, research-based alternative instrument may be used. The evaluation report must document the evaluation procedures used, including the rationale for use of an alternative instrument, the results obtained, and the basis for recommendations.

(c) With the exception of the observation required by subparagraph (7)(c)4. of this rule, general education activities and interventions conducted prior to initial evaluation in accordance with subsection 6A-6.0331(1), F.A.C., may be used to satisfy the requirements of paragraph (6)(b) of this rule.

OCPS Requirement:

Prior to Obtaining an Initial Consent for Evaluation, the Language Skills Teacher Checklist and teacher data is required to be completed and reviewed by the Speech Language Pathologist. Based on the results of the checklist and teacher data, the speech language pathologist in conjunction with the MTSS team will review the results and determine if a language screening is required.

* The speech language pathologist is a required participant for this MTSS meeting.

Refer to Referral and Evaluation within a Multi-Tiered System of Supports Procedures

II. Refer to Referral and Evaluation Procedures and Decision Rules - Flow Chart and Guidance

_____ Schedule a meeting using the PEER Meeting Notice for the purpose of discussing and obtaining parental consent for evaluation. Use OCPS Conference Notes to document meeting. The School Psychologist, Speech/Language Pathologist and School Social Worker are invited to the meeting.

_____ Complete the OCPS Prior Written Notice and Consent for Initial Evaluation Form.

_____ Verify and indicate in the OCPS Conference Notes that the parent received and understands the notice of procedural safeguards.

(In the event the Written Notice and Consent for Initial Evaluation Form is not signed in the meeting, send the form home to the parent. The date of receipt of parental consent is the date for the 60-Day Timeline for completing all evaluations.)

Assessments Required and Attached

_____ Documented and dated observations show evidence of significant language deficits that interfere with the student’s performance and/or functioning in the educational environment

_____ Administration of one or more standardized norm-referenced instrument(s) designed to measure language skills. The instrument(s) must be administered and interpreted by a speech-language pathologist to determine the nature and severity of the language deficits.
Information gathered from the student's parent(s) or guardian(s) and teacher(s), and when appropriate, the student, regarding the concerns and a description of language skills. This may be completed through a variety of methods including interviews, checklists, or questionnaires;

Documented and dated observation(s) of the student's language skills must be conducted by the speech-language pathologist in one or more setting(s). (May include Language Sample)

- A minimum of one additional observation by the Speech Language Pathologist is required when the language impairment is due to a deficit in pragmatic language and cannot be verified by the use of standardized instrument(s).

Criteria For Eligibility

Rule 6A-6.030121(7)(a) and (c), F.A.C. A student meets the eligibility criteria as a student with a Language Impairment in need of specially designed instruction if the following criteria are met:

- The results of a standardized norm referenced assessment and observation(s) must reveal a significant deficits in one or more of the following areas, and the results must be supported by information gathered from the student's parent(s) or guardian(s), teacher(s), and when appropriate the student:
  - Oral expression
  - Listening comprehension
  - Social interaction
  - Written expression
  - Phonological processing
  - Reading comprehension

- The language impairment has an adverse affect on the student's ability to perform and/or function adequately for the student's chronological age or to meet grade level standards, and on the student's progress when provided with learning experiences and instruction appropriate for the student's chronological age or grade.

- The language impairment is not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency.
Language Impairment Checklist

Staffing Documents Required and Attached

_____ Multi-Tiered System of Supports Tier 3 Meeting Notes
_____ Multi-Tiered System of Supports Tier 2 and Tier 3 Intervention Documentation
_____ Progress Monitoring Graphs
_____ Consideration of Influential/Exclusionary Factors
_____ Documentation of Parent Communication regarding interventions
_____ OCPS Language Screening Form
_____ Prior Written Notice and Consent for Initial Evaluation or Prior Written Notice and Consent for Reevaluation with corresponding PEER Meeting Notice and Conference notes (The Referral date can come from a variety of sources but must ALWAYS be prior to or equal to the date of Consent for Initial Evaluation.)
_____ Documented Observations by the speech-language
_____ Educational data to support need for special education (Written Summary of Group’s Analysis- Intervention-Based Evaluations Form)
_____ Standardized norm-referenced assessment to determine the nature and severity of the language deficits (Speech Language Report)
_____ Written Summary of Group’s Analysis- Intervention-Based Evaluations Form
_____ PEER Meeting Notice to invite parent(s)/guardian(s) to meeting

Use a PEER Meeting Notice form to invite the parent to the meeting. For the majority of students who are found eligible for ESE services, an IEP is developed at the eligibility staffing meeting, Select “Evaluation/Reevaluation,” “Eligibility,” “Initial IEP,” and “Other” as purposes for the meeting. Under Other state “An IEP will not be developed if the student is not eligible for ESE services.” Attach a copy of the Procedural Safeguards for Parents of Students with Disabilities to the meeting notice.

_____ Prior Written Notice of Eligibility/Ineligibility
_____ PEER IEP
_____ Informed Consent for the Initial Provision of Exceptional Student Education Services For Students with Disabilities (Only use if this is if the student is meeting eligibility for the first time for an exceptional education program)

_____ Prior Written Notice
_____ Meeting Notice
_____ Matrix
_____ Transmittal
_____ Enter on SMS
**Other Health Impairment Eligibility Criteria and Checklist**

**Rule: 6A-6.030152 Exceptional Student Education Eligibility for Students with Other Health Impairment.**

Definition: Other health impairment means having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems. This includes, but is not limited to, asthma, attention deficit disorder or attention deficit hyperactivity disorder, Tourette syndrome, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell, anemia, and acquired brain injury.

**General Education Interventions and Activities**

_____ Intervention and/or analysis of Tier 2 and Tier 3 Intervention Documentation is attached

Rule 6A-6.03023(2), Florida Administrative code (F.A.C.) General education interventions and activities prior to referral for evaluation the requirements in subsection 6A-6.0331(1),F.A.C., must be met.

Refer to **Referral and Evaluation within a Multi-Tiered System of Supports Procedures**

I. General Education Interventions Decisions and Procedures Rules-Guidance for specific procedures

_____ Address Influential Exclusionary Factors

**Referral and Evaluation to Determine Eligibility for ESE Services as a Student with a Disability**

Refer to **Referral and Evaluation within a Multi-Tiered System of Supports Procedures**

II. Refer to Referral and Evaluation Procedures and Decision Rules - Flow Chart and Guidance

_____ Schedule a meeting using the PEER Meeting Notice for the purpose of discussing and obtaining parental consent for evaluation. Use OCPS Conference Notes to document meeting.

_____ Complete the OCPS Prior Written Notice and Consent for Initial Evaluation Form.

_____ Verify and indicate in the OCPS Conference Notes that the parent received and understands the notice of procedural safeguards.

(In the event the Written Notice and Consent for Initial Evaluation Form is not signed in the meeting, send the form home to the parent. The date of receipt of parental consent is the date for the 60-Day Timeline for completing all evaluations.)

**Assessments Required and Attached**

_____ A report of a medical examination, within the previous twelve-month (12) period, from a physician(s) licensed in Florida in accordance with Chapter 458 or 459, F.S., unless a report of medical examination from a physician licensed in another state is permitted in accordance with paragraph 6A-6.0331(3)(c), F.A.C. The physician’s report must provide a description of the impairment and any medical implications for instruction

_____ An educational evaluation that identifies educational and environmental needs of student.

This may be documented through observations, testimonial evidence, formal and/or informal assessments.
Criteria for Eligibility

Rule: 6A-6.030152 (4) A student with other health impairment is eligible for exceptional student education if the following criteria are met:

_____ (a) Evidence of other health impairment that results in reduced efficiency in schoolwork and adversely affects the student’s performance in the educational environment; and

Bureau of Exceptional Education and Student Services (BEESS) ESE Compliance Manual 2011-12 OHI-3. There is documented evidence that the student has limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli that results in limited alertness with respect to the educational environment that is due to chronic or acute health problems. This includes but is not limited to asthma, attention deficit disorder or attention hyperactivity disorder, Tourette syndrome, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and acquired brain injury. Evidence may include the medical diagnosis, observation, or testimonial evidence.

_____ (b) The student needs special education as defined in paragraph 6A-6.03411(1)(kk), F.A.C.

Bureau of Exceptional Education and Student Services (BEESS) ESE Compliance Manual 2011-12 OHI-4 -To be eligible as a student with other health impairment, the student must need special education to ensure access to the general education curriculum. Needed services may include interventions or adaptations to the school routine, school environment, or curriculum. This may be documented through observations or testimonial evidence as well as formal and informal assessments.
Staffing Documents Required and Attached

_____ Multi-Tiered System of Supports Tier 3 Meeting Notes

_____ Multi-Tiered System of Supports Tier 2 and Tier 3 Intervention Documentation

_____ Progress Monitoring Graphs (3 or 4 depending on severity)

_____ Consideration of Influential/ Exclusionary Factors

_____ Documentation of Parent Communication regarding interventions

_____ Prior Written Notice and Consent for Initial Evaluation with corresponding PEER Meeting Notice

and Conference notes (The Referral date can come from a variety of sources but must ALWAYS be prior to or equal to the date of Consent for Initial Evaluation.)

_____ Medical Evaluation (Physician’s Report)

_____ Educational Evaluation or Assessment data to support need for special education

_____ PEER Meeting Notice to invite parent(s)/guardian(s) to meeting

(Use a PEER Meeting Notice form to invite the parent to the meeting. For the majority of students who are found eligible for ESE services, an IEP is developed at the eligibility staffing meeting, Select “Evaluation/ Reevaluation,” “Eligibility,” “Initial IEP,” and “Other” as purposes for the meeting. Under Other state “An IEP will not be developed if the student is not eligible for ESE services.” Attach a copy of the Procedural Safeguards for Parents of Students with Disabilities to the meeting notice.)

_____ Prior Written Notice of Eligibility/Ineligibility

_____ PEER IEP

_____ Informed Consent for the Initial Provision of Exceptional Student Education Services For Students with Disabilities (Only use if this is if the student is meeting eligibility for the first time for an exceptional education program)

_____ Prior Written Notice

_____ Matrix

_____ Transmittal

_____ Enter on SMS
Orthopedic Impairment Eligibility Criteria and Checklist

Rule: 6A-6.030151 Exceptional Student Education Eligibility for Students with Orthopedic Impairment.

Definition: Orthopedic impairment means a severe skeletal, muscular, or neuromuscular impairment. The term includes impairments resulting from congenital anomalies (e.g., including but not limited to skeletal deformity or spina bifida), and impairments resulting from other causes (e.g., including but not limited to cerebral palsy or amputations).

General Education Interventions and Activities

_____ Intervention and/or analysis of Tier 2 and Tier 3 Intervention Documentation is attached

Rule 6A-6.03023(2), Florida Administrative code (F.A.C.) General education interventions and activities prior to referral for evaluation the requirements in subsection 6A-6.0331(1), F.A.C., must be met.

Refer to Referral and Evaluation within a Multi-Tiered System of Supports Procedures

I. General Education Interventions Decisions and Procedures Rules-Guidance for specific procedures

_____ Address Influential Exclusionary Factors

Referral and Evaluation to Determine Eligibility for ESE Services as a Student with a Disability

Refer to Referral and Evaluation within a Multi-Tiered System of Supports Procedures

II. Refer to Referral and Evaluation Procedures and Decision Rules - Flow Chart and Guidance

_____ Schedule a meeting using the PEER Meeting Notice for the purpose of discussing and obtaining parental consent for evaluation. Use OCPS Conference Notes to document meeting.

_____ Complete the OCPS Prior Written Notice and Consent for Initial Evaluation Form.

_____ Verify and indicate in the OCPS Conference Notes that the parent received and understands the notice of procedural safeguards.

(If the parent is not in attendance, stamp the date the Written Notice and Consent for Initial Evaluation Form is signed and returned to the school. The stamped date initiates the initiation of the 60 – day Timeline.)

Assessments Required and Attached

_____ A report of a medical examination, within the previous twelve-month (12) period, from a physician(s) licensed in Florida in accordance with Chapter 458 or 459, F.S., unless a report of medical examination from a physician licensed in another state is permitted in accordance with paragraph 6A-6.0331(3)(c), F.A.C. The physician’s report must provide a description of the impairment and any medical implications for instruction

Bureau of Exceptional Education and Student Services (BEESS) ESE Compliance Manual 2011-12 OI-1. The medical report should be provided by a physician licensed in Florida in accordance with Chapter 458 or 459, F.S., who is qualified to assess the student’s orthopedic impairment. A physician’s report must provide a description of the orthopedic impairment and any medical implications for instruction.
An educational evaluation that identifies educational and environmental needs of student.

Bureau of Exceptional Education and Student Services (BEES) ESE Compliance Manual 2011-12 OI-2 -The classroom teacher or other qualified educational personnel may provide the educational evaluation as specified in the district’s SP&P document. The documentation may include teacher notes, teacher-made tests, observations, testimonial evidence, or standardized test results. General education interventions and activities conducted prior to referral may be used to meet this criterion if the activities address the required elements.

Criteria for Eligibility

Rule: 6A-6.030151 (4) A student with an orthopedic impairment is eligible for exceptional student education if the following criteria are met:

(a) Evidence of an orthopedic impairment that adversely affects the student’s performance in the educational environment in any of the following: ambulation, hand movement, coordination, or daily living skills;

(b) The student needs special education as defined in paragraph 6A-6.03411(1)(kk), F.A.C.

To be eligible as a student with an orthopedic impairment, the student must need special education to ensure access to the general education curriculum. Needed services may include interventions or adaptations to the school routine, school environment, or curriculum. This may be documented through observations or testimonial evidence as well as formal and informal assessments.
Staffing Documents Required and Attached

- Multi-Tiered System of Supports Tier 3 Meeting Notes
- Multi-Tiered System of Supports Tier 2 and Tier 3 Intervention Documentation
- Progress Monitoring Graphs
- Documentation of Parent Communication regarding interventions
- Consideration of Influential/ Exclusionary Factors
- Prior Written Notice and Consent for Initial Evaluation with corresponding PEER Meeting Notice and Conference notes (The Referral date can come from a variety of sources but must ALWAYS be prior to or equal to the date of Consent for Initial Evaluation.)
- Medical Evaluation (Physician’s Report)
- Educational Evaluation or Assessment data to support need for special education
- PEER Meeting Notice to invite parent(s)/guardian(s) to meeting (Use a PEER Meeting Notice form to invite the parent to the meeting. For the majority of students who are found eligible for ESE services, an IEP is developed at the eligibility staffing meeting, Select “Evaluation/ Reevaluation,” “Eligibility,” “Initial IEP,” and “Other” as purposes for the meeting. Under Other state “An IEP will not be developed if the student is not eligible for ESE services.” Attach a copy of the Procedural Safeguards for Parents of Students with Disabilities to the meeting notice.)
- Prior Written Notice of Eligibility/Ineligibility
- PEER IEP
- Informed Consent for the Initial Provision of Exceptional Student Education Services For Students with Disabilities (Only use if this is if the student is meeting eligibility for the first time for an exceptional education program)
- Prior Written Notice
- Matrix
- Transmittal
- Enter on SMS
Specific Learning Disabilities Checklist

Staffing Documents Required and Attached

_____ Multi-Tiered System of Supports Tier 3 Meeting Notes
_____ Multi-Tiered System of Supports Tier 2 and Tier 3 Intervention Documentation
_____ Progress Monitoring Graphs (3 or 4 depending on severity)
_____ Consideration of Influential/Exclusionary Factors
_____ Documentation of Parent Communication regarding interventions
_____ Prior Written Notice and Consent for Initial Evaluation or Prior Written Notice and Consent for Reevaluation with corresponding PEER Meeting Notice and Conference notes (The Referral date can come from a variety of sources but must ALWAYS be prior to or equal to the date of Consent for Initial Evaluation.)
_____ Addressed Influential/Exclusionary Factors on Written Summary of Group’s Analysis-Intervention-Based Evaluations Form
_____ Intellectual or Academic evaluations if completed (Written Summary of Group’s Analysis-Intervention-Based Evaluations Form)
_____ Written Summary of Group’s Analysis-Intervention-Based Evaluations Form
_____ Prior Written Notice of Eligibility/Ineligibility
_____ PEER IEP
_____ Informed Consent for the Initial Provision of Exceptional Student Education Services For Students with Disabilities (Only use if this is if the student is meeting eligibility for the first time for an exceptional education program)
_____ Prior Written Notice
_____ Meeting Notice
_____ Matrix
_____ Transmittal
_____ Enter on SMS
Speech Impaired Eligibility Criteria and Checklist

6A-6.03012 Exceptional Student Education Eligibility for Students with Speech Impairments and Qualifications and Responsibilities for the Speech-Language Pathologist (SLP) Providing Speech Services.

Definition. Speech impairments are disorders of speech sounds, fluency, or voice that interfere with communication, adversely affect performance and / or functioning in the educational environment, and result in the need for exceptional student education.

Speech impairments which fall under this eligibility are:

Speech Sound Disorder

A speech sound disorder is a phonological or articulation disorder that is evidenced by the atypical production of speech sounds characterized by substitutions, distortions, additions, and /or omissions that interfere with intelligibility. A speech sound disorder is not primarily the result of factors related to age, gender, culture, ethnicity, or limited English proficiency

(1) Phonological Disorder. A phonological disorder is an impairment in the system of phonemes and phoneme patterns within the context of spoken language.

(2) Articulation Disorder. An articulation disorder is characterized by difficulty in the articulation of speech sounds that may be due to a motoric or structural problem.

a. Fluency Disorder. A fluency disorder is characterized by deviations in continuity, smoothness, rhythm, or effort in spoken communication. It may be accompanied by excessive tension and secondary behaviors, such as struggle and avoidance. A fluency disorder is not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency.

b. Voice Disorder. A voice disorder is characterized by the atypical production or absence of vocal quality, pitch, loudness, resonance, or duration of phonation that is not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency.

General Education Interventions and Activities

6A-6.0331 (1) (c) Review of existing data, including anecdotal, social, psychological, medical, and achievement (including classroom, district and state assessments) shall be conducted. Attendance data shall be reviewed and used as one indicator of a student’s access to instruction.

(d) Vision and hearing screenings shall be conducted for the purpose of ruling out sensory deficits that may interfere with the student’s academic and behavioral progress, and additional screenings or assessments to assist in determining interventions may be conducted, as appropriate. The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education and related services.

Referral and Evaluation to Determine Eligibility for ESE Services as a Student with a Disability

Refer to Referral and Evaluation within a Multi-Tiered System of Student Supports

OCPS Requirement:

Prior to Obtaining an Initial Consent for Evaluation, educational relevance must be determined. Teacher, district and state assessment data will be reviewed by the MTSS team prior to the speech language pathologist conducting observations (Articulation Quick Screening).

* The speech language pathologist is a required participant for this MTSS meeting.
II. Refer to Referral and Evaluation Procedures and Decision Rules - Flow Chart and Guidance

_____ Schedule a meeting using the PEER Meeting Notice for the purpose of discussing and Obtaining parental consent for evaluation.

_____ Complete the OCPS Prior Written Notice and Consent for Initial Evaluation Form. Verify and indicate in the OCPS Conference Notes that the parent received and understands the notice of procedural safeguards.

(If the parent is not in attendance, stamp the date the Written Notice and Consent for Initial Evaluation Form is signed and returned to the school. The stamped date Initiates the 60-Day Timeline.)

Assessments Required and Documented in Speech Language Report

Speech Sounds

_____ Information from student’s parent(s) or guardian(s) regarding the concerns and description of speech characteristics. Ex. OCPS Parent-Guardian Checklist

_____ Information from student’s teacher(s) using the Teacher Checklist for Speech regarding the concerns and description of speech characteristics.

_____ When appropriate, Information from student regarding their concerns and description of speech characteristics

_____ Documented and dated observations of the student’s speech characteristics by the SLP to examine the speech characteristics during connected speech or conversation(s). Observations conducted prior to the obtaining consent for evaluation may be used to meet this criterion.

_____ Examination of the oral mechanism structure and function. Oral Peripheral Examination Form

Fluency Disorder

_____ Information from student’s parent(s) or guardian(s) regarding the concerns and description of fluency characteristics. Ex. OCPS Parent-Guardian Checklist

_____ Information from student’s teacher(s), Teacher Checklist for Speech regarding the concerns and description of fluency characteristics.

_____ When appropriate, Information from student regarding their concerns and description of fluency characteristics

_____ Minimum of 2 documented and dated observations of student speech and secondary behaviors by the SLP in more than one setting, including the typical learning environment. OCPS Fluency Observation Form

_____ Examination of the oral mechanism structure and function. Oral Peripheral Examination Form

_____ Speech Sample collected through a standardized measure: Stuttering Severity Instrument-3 or Stuttering Severity Instrument-4

Voice Disorder

_____ Information from student’s parent(s) or guardian(s) regarding the concerns and description of voice characteristics. Ex. OCPS Parent-Guardian Checklist

_____ Information from student’s teacher(s) using the Teacher Checklist for Speech regarding the concerns and description of voice characteristics

_____ When appropriate, Information from student regarding their concerns and description of voice characteristics

_____ Documented and dated observations of the student’s speech characteristics by the SLP to examine the speech characteristics during connected speech or conversation(s). Observations conducted prior to the obtaining consent for evaluation may be used to meet this criterion.

_____ Examination of the oral mechanism structure and function. Oral Peripheral Examination Form

_____ Florida Physician Report of laryngeal structure and function. Physician’s Report or a report generated by the physician which provides a description of the state of the vocal mechanism and any medical implications for therapeutic intervention. (Must be attached to Speech Language Report)
A student with a Speech Impairment is eligible for exceptional student education if all of the following criteria are met: ** An SLP must be involved in the student’s eligibility determination.

**Speech Sound Disorder**

- Significant impact on the student’s intelligibility, although the student may be intelligible to familiar listeners or within known contacts.
- Student’s phonetic or phonological inventory must be significantly below that expected for their chronological age or developmental level based on normative data.
- Must have an adverse effect on the student’s ability to perform and/or function in the student’s typical learning environment.
- Not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency.

**Fluency Disorder**

- Significant and persistent interruptions in the rhythm or rate of speech.
- Must exhibit significant and persistent dysfluent speech behaviors.
- Must have an adverse effect on the student’s ability to perform and/or function in the student’s typical learning environment.
- Not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency.

**Voice Disorders**

- Significant and persistent atypical voice characteristics.
- Is not a result or a symptom of a medical condition unless adversely affects the student’s ability to perform and/or function in the educational environment and is amenable to improvement with therapeutic intervention.
- Must have an adverse effect on the student’s ability to perform and/or function in the educational environment, demonstrating need.
- Not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency.

**Documentation of determination of eligibility.**

Eligibility is determined by a group of qualified professionals and the parent or guardian in accordance with paragraph 6A-6.0331(6)(a), F.A.C. must include a speech-language pathologist.

(a) The basis for making the determination, including an assurance that the determination has been made in accordance with subsection 6A-6.0331(6), F.A.C.;
Staffing Documents Required and Attached

_____ Prior Written Notice and Consent for Initial Evaluation or Prior Written Notice and Consent for
Reevaluation (The date of the PWN and Consent for Initial Evaluation is the Referral Date)
_____ Speech Language Report
_____ Assessments/ data to support need for special education (Speech Language Report)
_____ Physician Report (Required for Voice Disorder)
_____ Prior Written Notice of Eligibility/Ineligibility
_____ PEER IEP
_____ Informed Consent for the Initial Provision of Exceptional Student Education Services For Students
with Disabilities (Only use if this is if the student is meeting eligibility for the first time for an
exceptional education program)
_____ Prior Written Notice
_____ Meeting Notice
_____ Matrix
_____ Transmittal
_____ Enter on SMS
Traumatic Brain Injury Eligibility Criteria and Checklist

Rule: 6A-6.030153 Exceptional Student Education Eligibility for Students With Traumatic Brain Injury.

Definition: A traumatic brain injury means an acquired injury to the brain caused by an external physical force resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects educational performance. The term applies to mild, moderate, or severe, open or closed head injuries resulting in impairments in one (1) or more areas such as cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem-solving, sensory, perceptual and motor abilities, psychosocial behavior, physical functions, information processing, or speech. The term includes anoxia due to trauma. The term does not include brain injuries that are congenital, degenerative, or induced by birth trauma.

General Education Interventions and Activities

_____ Intervention and/or analysis of Tier 2 and Tier 3 Intervention Documentation is attached

Rule 6A-6.03023(2), Florida Administrative code (F.A.C.) General education interventions and activities prior to referral for evaluation the requirements in subsection 6A-6.0331(1),F.A.C., must be met.

Refer to Referral and Evaluation within a Multi-Tiered System of Supports Procedures

I. General Education Interventions Decisions and Procedures Rules-Guidance for specific procedures

_____ Address Influential Exclusionary Factors

Referral and Evaluation to Determine Eligibility for ESE Services as a Student with a Disability

Refer to Referral and Evaluation within a Multi-Tiered System of Supports Procedures

II. Refer to Referral and Evaluation Procedures and Decision Rules - Flow Chart and Guidance

_____ Schedule a meeting using the PEER Meeting Notice for the purpose of discussing and obtaining parental consent for evaluation. Use OCPS Conference Notes to document meeting.

_____ Complete the OCPS Prior Written Notice and Consent for Initial Evaluation Form.

_____ Verify and indicate in the OCPS Conference Notes that the parent received and understands the notice of procedural safeguards.

(In the event the Written Notice and Consent for Initial Evaluation Form is not signed in the meeting, send the form home to the parent. The date of receipt of parental consent is the date for the 60-Day Timeline for completing all evaluations.)

Assessments Required and Attached

_____ A report of a medical examination, within the previous twelve-month (12) period, from a physician(s) licensed in Florida in accordance with Chapter 458 or 459, F.S., unless a report of medical examination from a physician licensed in another state is permitted in accordance with paragraph 6A-6.0331(3)(c), F.A.C. The physician’s report must provide a description of the traumatic brain injury and any medical implications for instruction

_____ Documented evidence by more than one person, including the parent, guardian, or primary caregiver, in more than one situation. The documentation shall include evidence of a marked
contrast of pre and post-injury capabilities in one or more of the following areas: cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities, psychosocial behavior; physical functions; information processing or speech.

_____ An educational evaluation that identifies educational and environmental needs of student. This may be documented through observations, testimonial evidence, formal and/or informal assessments.

_____ The evaluation may also include a neuropsychological evaluation when requested by the exceptional student education administrator or designee.

Criteria For Eligibility

A student with traumatic brain injury is eligible for exceptional student education if the following criteria are met:

_____ (a) Evidence of a traumatic brain injury that impacts one or more areas: cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem-solving, sensory, perceptual and motor abilities, psychosocial behavior, physical functions, information processing, or speech. (6A-6.030153(5)(a), F.A.C.)

_____ (b) The student needs special education as defined in paragraph 6A-6.03411(1)(kk), F.A.C.

Bureau of Exceptional Education and Student Services (BEESS) ESE Compliance Manual 2011-12 TBI-6 - To be eligible as a student with traumatic brain injury, the student must need special education to ensure access to the general education curriculum. Needed services may include interventions or adaptations to the school routine, school environment, or curriculum in one of the listed areas. This may be documented through observations or testimonial evidence as well as formal and informal assessments.
Staffing Documents Required and Attached

_____ Multi-Tiered System of Supports Tier 3 Meeting Notes

_____ Multi-Tiered System of Supports Tier 2 and Tier 3 Intervention Documentation

_____ Progress Monitoring Graphs (3 or 4 depending on severity)

_____ Consideration of Influential/ Exclusionary Factors

_____ Documentation of Parent Communication regarding interventions

_____ Prior Written Notice and Consent for Initial Evaluation with corresponding PEER Meeting Notice and Conference notes. (The Referral date can come from a variety of sources but must ALWAYS be prior to or equal to the date of Consent for Initial Evaluation.)

_____ Medical Evaluation (Physician’s Report)

_____ Two (2) Traumatic Brain Injury Pre and Post Injury Checklists (one from parent, one from school)

_____ Educational Evaluation or Assessment data to support need for special education

_____ PEER Meeting Notice to invite parent(s)/guardian(s) to meeting

(Use a PEER Meeting Notice form to invite the parent to the meeting. For the majority of students who are found eligible for ESE services, an IEP is developed at the eligibility staffing meeting. Select “Evaluation/ Reevaluation,” “Eligibility,” “Initial IEP,” and “Other” as purposes for the meeting. Under Other state “An IEP will not be developed if the student is not eligible for ESE services.” Attach a copy of the Procedural Safeguards for Parents of Students with Disabilities to the meeting notice.)

_____ Prior Written Notice of Eligibility/Ineligibility

_____ PEER IEP

_____ Informed Consent for the Initial Provision of Exceptional Student Education Services For Students with Disabilities (Only use if this is if the student is meeting eligibility for the first time for an exceptional education program)

_____ Prior Written Notice

_____ Matrix

_____ Transmittal

_____ Enter on SMS
Visually Impaired Eligibility Criteria and Checklist

Rule: 6A-6.03014 Exceptional Student Education Eligibility for Students Who Are Visually Impaired.

Definition. Students who are visually impaired include the following:

(a) A student who is blind, has no vision, or has little potential for using vision.
(b) A student who has low vision.
(c) The term visual impairment does not include students who have learning problems that are primarily the result of visual perceptual and/or visual motor difficulties.

General Education Interventions and Activities

Rule 6A-6.03023(2), Florida Administrative code (F.A.C.) General education interventions and activities prior to referral for evaluation the requirements in subsection 6A-6.0331,F.A.C., must be met.

_____ Intervention and/or analysis of Response to Intervention Data Summary is attached

Refer to OCPS Referral and Evaluation within a Multi-Tiered System of Supports Procedures

I. General Education Interventions Decisions and Procedures Rules-Guidance for specific procedures

_____ Address and document on OCPS Consideration of Influential/Exclusionary Factors

Referral and Evaluation to Determine Eligibility for ESE Services as a Student with a Disability

Refer to Referral and Evaluation within a Multi-Tiered System of Supports Procedures

II. Refer to Referral and Evaluation Procedures and Decision Rules - Flow Chart and Guidance

_____ Schedule a meeting using the PEER Meeting Notice for the purpose of discussing and obtaining parental consent for evaluation. Use OCPS Conference Notes to document meeting.

_____ Complete the OCPS Prior Written Notice and Consent for Initial Evaluation Form.

_____ Verify and indicate in the OCPS Conference Notes that the parent received and understands the notice of procedural safeguards.

(In the event the Written Notice and Consent for Initial Evaluation Form is not signed in the meeting, send the form home to the parent. The date of receipt of parental consent is the date for the 60-Day Timeline for completing all evaluations.)

Assessments Required and Attached

_____ 1. A medical eye examination describing: etiology, diagnosis, treatment regimen, prognosis, near/distance, corrected/uncorrected acuity measures for left eye, right eye and both eyes, measure of field of vision, and recommendations for lighting levels, physical activity, aids, or use of glasses, as appropriate. For children birth to five (5) years of age or students who are otherwise unable to be assessed, a medical assessment describing visual functioning shall be documented when standard visual acuities and measure of field of vision are unattainable.

_____ 2. If a medical criterion listed in paragraph (4)(a) of this rule is met, then in addition to the provisions of Rule 6A-6.0331, F.A.C., a comprehensive assessment of skills known to be
impacted by visual impairment, shall include, but is not limited to: functional vision evaluation, learning media assessment, and, if appropriate, orientation and mobility assessment.

Criteria For Eligibility

Rule: 6A-6.03014 A student is eligible for special education and related services if the following medical and educational criteria are met:

______ (a) Medical. A licensed ophthalmologist or optometrist has documented an eye condition that causes an impairment as manifested by at least one of the following:

1. A visual acuity of 20/70 or less in the better eye after best possible correction;

2. A peripheral field so constricted that it affects the student’s ability to function in an educational setting;

3. A progressive loss of vision which may affect the student’s ability to function in an educational setting, not including students who have learning problems that are primarily the result of visual perceptual and/or visual motor difficulties, or,

4. For children birth to five (5) years of age or students who are otherwise unable to be assessed, bilateral lack of central, steady, or maintained fixation of vision with an estimated visual acuity of 20/70 or less after best possible correction; bilateral central scotoma involving the perimacula area (20/80-20/200); bilateral grade III, IV, or V Retinopathy of Prematurity (ROP); or documented eye impairment as stated in paragraph (3)(a) of this rule.

______ (b) The student needs special education as defined in Rules 6A-6.0331 and 6A-6.03411, F.A.C.

Bureau of Exceptional Education and Student Services (BEESS) ESE Compliance Manual 2011-12 VI-5. The student needs special education. (Rule 6A-6.03014(4)(b), F.A.C.) To be eligible as a student with a visual impairment, the student must need special education to ensure access to the general education curriculum.
Staffing Documents Required and Attached

_____ Multi-Tiered System of Supports Tier 3 Meeting Notes

_____ Multi-Tiered System of Supports Tier 2 and Tier 3 Intervention Documentation

_____ Progress Monitoring Graphs (3 or 4 depending on severity)

_____ Documentation of Parent Communication regarding interventions

_____ Consideration of Influential/Exclusionary Factors

_____ Prior Written Notice and Consent for Initial Evaluation with corresponding PEER Meeting Notice

_____ and Conference notes (The Referral date can come from a variety of sources but must ALWAYS be prior to or equal to the date of Consent for Initial Evaluation.)

_____ Medical Eye Examination

_____ Comprehensive assessment of skills (Includes: functional vision evaluation and learning media assessment and if appropriate, orientation and mobility assessment)

_____ Educational Evaluation or Assessment data to support need for special education

_____ PEER Meeting Notice to invite parent(s)/guardian(s) to meeting

(Use a PEER Meeting Notice form to invite the parent to the meeting. For the majority of students who are found eligible for ESE services, an IEP is developed at the eligibility staffing meeting, Select “Evaluation/Reevaluation,” “Eligibility,” “Initial IEP,” and “Other” as purposes for the meeting. Under Other state “An IEP will not be developed if the student is not eligible for ESE services.” Attach a copy of the Procedural Safeguards for Parents of Students with Disabilities to the meeting notice.)

_____ Prior Written Notice of Eligibility/Ineligibility

_____ PEER IEP

_____ Informed Consent for the Initial Provision of Exceptional Student Education Services For Students with Disabilities (Only use if the student is meeting eligibility for the first time for an exceptional education program)

_____ Prior Written Notice

_____ Matrix

_____ Transmittal

_____ Enter on SMS