

PINELLAS COUNTY SCHOOLS
EXCEPTIONAL STUDENT EDUCATION (ESE) DEPARTMENT
ELIGIBILITY CRITERIA INDICATORS

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Student Name: _____ Student Number: _____ Date: _____

Based upon review of all available information by the Eligibility Determination Committee, the student meets the criteria indicators checked below:

Gifted

- Superior intellectual development at least 2 standard deviations above mean
- Majority of characteristics of a gifted child according to a standard scale or checklist
- Demonstration of need for special program
- OR
- Student is a member of an under-represented group and meets the criteria specified in an approved school district plan for increasing the participation of under-represented groups in programs for gifted students

Speech Impaired

- Articulation:
 - Frequency of incorrect sound production and delay of correct sound production are significant OR
 - Error pattern is characteristic of disordered rather than delayed acquisitions OR
 - Articulation is rated as moderately or severely impaired on an articulation severity rating scale
- Fluency:
 - Fluency is rated as mildly, moderately or severely impaired on a fluency severity rating scale
 - Supportive data from parent, teacher, or child and speech pathologist
- Voice:
 - Voice is rated as moderately or severely impaired on a voice severity rating scale
 - Supportive data from parent, teacher, or child and speech pathologist
- Eligible for Speech Impaired as a related service. Student requires speech service in order to benefit from special education services.

Language Impaired

- For students below age 5 years:
 - Significant language delay based on criteria in evaluation manual
 - Significant difference between language and other developmental behaviors OR
 - Significant difference between receptive and expressive language
- For students age 5 years and above:
 - Language scores on standardized tests are more than one (1) standard deviation below the mean for the student's chronological age and
 - Significant difference between language and nonverbal performance OR
 - Significant difference between receptive and expressive language OR
 - Two or more, but not all, components of the language system are rated moderately or severely impaired on a language severity rating scale
- Eligible for Language Impaired as a related service. Student requires language service in order to benefit from special education services.

Mentally Handicapped

- Profile of intellectual functioning shows consistent subaverage performance in a majority of the areas evaluated. Measured level of general intellectual functioning is two or more standard deviations below the mean:
 - Educable (2 to 3 standard deviations below the mean)
 - Trainable (3 to 5 standard deviations below the mean)
 - Profound (5 SD below the mean)
- Adaptive behavior below that of other students of the same age and socio-cultural group
- Subaverage academic or preacademic achievement

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Based upon review of all available information by the Eligibility Determination Committee, the student meets the criteria indicators checked below:

Orthopedically Impaired

- 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, and
- The student needs special education (specially designed instruction and related services) to meet his/her unique needs

Other Health Impaired

- Evidence that the student has a health impairment that:
 - Results in reduced efficiency in school work and
 - Adversely affects educational performance and
- The student needs special education (specially designed instruction and related services) to meet his/her unique needs

Traumatic Brain Injury

- Evidence of a traumatic brain injury that:
 - Impacts one or more of the following: cognition, language, memory, attention, reasoning, abstract thinking, judgement, problem-solving, sensory, perceptual, and motor abilities; psychosocial behavior, physical functions, information processing or speech and
- The student needs special education (specially designed instruction and related services) to meet his/her unique needs

Occupational Therapy

- Student is eligible for a special education program and requires therapy in order to benefit from special education
- Evidence of physical, motor, or neurological deficits which result in significant dysfunctions in one or more of the following areas:
 - daily living skills or
 - academic learning skills or
 - adaptive behaviorto the extent that they cannot be provided for in the instructional environment

Physical Therapy

- Student is eligible for a special education program and requires therapy in order to benefit from special education
- Medical prescription has been provided
- Evidence that physical impairments:
 - Include muscular or neuromuscular conditions, skeletal deformities, trauma or physically debilitating conditions which limit the student's ability to attain functional performance within the educational setting or
 - Include motor deficits or developmental delays which significantly interfere with the achievement of learning
- Student requires a specially prescribed program directed toward the development, improvement, or restoration of neuromuscular or sensorimotor function, relief of pain or control of postural deviations to attain functional performance in an educational setting

Developmentally Delayed

- Student is 3 through 5 years of age
- Documented delay of:
 - 25% or 2 standard deviation delay in one area: or
 - 20% or 1.5 standard deviation delay in two areas: or
 - Informed clinical opinion of delay in: _____ If used, report includes documentation of evaluation procedures used, results obtained, reasons for overriding results from standardized instruments, and basis for recommending eligibility
- Evidence that the developmental delay is not a result of environmental deprivation, cultural difference or economic disadvantage

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Yellow – Parent/Guardian

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Based upon review of all available information by the Eligibility Determination Committee, the student meets the criteria indicators checked below:

Autism Spectrum Disorder

Evidence of all of the following:

- Uneven developmental profile as evidenced by inconsistencies in the development of language, social interaction, adaptive behavior, and/or cognitive skills; **and**
- Impairment in social interaction as evidenced by delay, difference, absence or abnormality in the ability to relate to people or the environment; **and**
- Impairment in verbal and/or nonverbal language or social communication skills; **and**
- Restricted repetitive, and/or stereotyped patterns of behavior, interests, or activities

Deaf or Hard of Hearing

- Evidence of a documented permanent or fluctuating hearing threshold level of:
 - 25dB \pm 5dB or greater based on pure tone average of 500, 1000, and 2000 Hz unaided in the better ear or
 - A high frequency hearing threshold level of 25dB \pm 5dB or greater based on pure tone average of 1000, 2000, and 3000 Hz unaided in the better ear or
 - A unilateral hearing threshold level of 50 B \pm 5dB or greater based on pure tone average of 500, 1000, and 2000 Hz unaided or
 - 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 referenced above
- Evidence that the hearing threshold level interferes with progress in one or more of the following areas:
 - Developmental skills /academic performance
 - Social-emotional development
 - Linguistic/communicative skills
 - Performance in the educational environment adversely affected

Visually Impaired

- Medical documentation of eye impairment as manifested by one or more of the following:
 - Visual acuity of 20/70 or less in the better eye after best possible correction
 - Peripheral field so constricted that it affects the student's ability to function in an educational setting
 - Progressive loss of vision which affects the student's ability to function in an academic setting without specific adaptations
 - For children birth to 5 years of age, 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)
- Documented functional vision loss which inhibits optimal processing of information through the visual channel and requires the use of specialized techniques, textbooks, materials, or equipment

Hospital/Homebound

- Licensed physician has certified that the student will be absent (confined to home or hospital) from school due to a physical or psychiatric condition for at least 15 consecutive school days or due to a chronic condition will be absent for at least 15 school days, or the equivalent on a block schedule, which may not run consecutively, and will be able to participate in and benefit from an instructional program
- Student is under medical care for an acute, catastrophic or chronic illness or injury
- Student can receive an instructional program without endangering the health of the instructor or other students with whom the instructor may come in contact
- Parent, guardian, primary care giver, or hospital administrator has signed an agreement concerning H/H policies; this may include a telecommunication agreement
- Student is enrolled in a public school or eligible for an ESE program

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Based upon review of all available information by the Eligibility Determination Committee, the student meets the criteria indicators checked below:

Emotional/Behavioral Disabilities

Progress monitoring data from activities conducted prior to referral does not reflect significant improvement from the presence of evidence based implemented interventions (eligibility determination consideration cannot continue unless this item is checked)

The student:

- Demonstrates an inability to maintain adequate performance in the educational environment that cannot be explained by:
 - physical, sensory, social-cultural, developmental, medical or health factors
 - age, gender, culture, or ethnicity
- Demonstrates one or more of the following (must have items checked in A and/or B **AND** checks in 1 **and** 2):
 - A. Internal factors characterized by:
 - Feelings of sadness, or frequent crying, or restlessness or loss of interest in friends and/or school work, or mood swings, or erratic behavior
 - Presence of symptoms such as fears, phobias, or excessive worrying and anxiety regarding personal or school problems
 - Behaviors that result from thoughts and feelings that are inconsistent with actual events or circumstances or difficulty maintaining normal thought processes, or excessive levels of withdrawal from persons or events
 - Extraordinary circumstances that require immediate intervention to address an acute onset of an internal emotional/behavioral characteristic as described above (determination made by Assistant Superintendent for ESE)
 - B. External factors characterized by:
 - An inability to build or maintain satisfactory interpersonal relationships with peers, teachers, and other adults in the school setting
 - Behaviors that are chronic and disruptive such as noncompliance, verbal and/or physical aggression, and/or poorly developed social skills that are manifestations of feelings, symptoms, or behaviors described by internal factors.
- Internal or external factors must be:
 - 1. Present for a minimum of 6 months (persistent)
 - and**
 - 2. Present in two or more settings (consistent)

Dual Sensory Impaired

- Student has one or more of the following visual impairments:
 - Visual acuity of 20/70 or less in the better eye after best correction
 - A peripheral field loss
 - A progressive vision loss
 - Other visual conditions including but not limited to extreme light sensitivity or lack of contrast sensitivity
- Student has one or more of the following auditory impairments:
 - Hearing impairment of 30 db or greater unaided in the better ear
 - Other auditory conditions including but not limited to monaural loss or an inability to screen out auditory background sounds
 - A progressive hearing loss
- Student has a combination of impairments as specified above which adversely effect, or has the potential to adversely effect, the student's abilities to acquire information, communicate, or function within the environment unless special instruction, materials, adaptations, or counseling are provided or
- Student has been diagnosed to have a degenerative condition or syndrome which will lead to dual-sensory impairment and is likely to adversely effect the areas above

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Specific Learning Disabilities

Based upon review of all available information by the Eligibility Determination Committee, the Committee will respond by writing yes or no to the following criteria indicators:

All of the items in this section must be considered:

- Student's underachievement is not due to lack of appropriate instruction in reading or math:
 - Data demonstrate that prior to, or as a part of the referral process, the student was provided appropriate instruction in regular education settings delivered by qualified personnel; **and**
 - Data based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, has been collected and provided to the student's parents.
- Documented evidence indicates that general education interventions have been attempted and found to be ineffective in meeting the student's educational needs.
- Evidence of a psychological processing disorder limiting the student's ability to perform academic or developmental tasks. Standard score is 85 or below and below measured intellectual ability.
- Evidence of academic achievement which is significantly below the student's measured intellectual ability:
 - Below age 11: discrepancy of at least one standard deviation
 - Age 11 and older: discrepancy of at least one and one half standard deviations
- The team's findings above are not primarily the result of a visual, hearing, or motor disability; mental retardation; emotional disturbance; cultural factors, environmental or economic disadvantage; or limited English proficiency.
- The student does not achieve adequately for the student's age in order to meet state-approved grade-level standards in at least one of the skill areas listed below related to reading, writing, and mathematics when provided with learning experiences and instruction appropriate for the child's age or state-approved grade-level standards:
 - Basic Reading Skills (Phonemic Awareness, Phonics, Vocabulary Development)
 - Reading Comprehension
 - Reading Fluency
 - Oral Expression
 - Listening Comprehension
 - Mathematics Calculation
 - Mathematics Reasoning
 - Written Expression

If all the items reflect "yes," complete the next section.

One of the statements in this section must be checked:

- The student does not make sufficient progress to meet age or state-approved grade-level standards in one or more of the areas identified above when using a process based on the student's response to scientific, research-based interventions;

Or

- The student exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, state-approved grade-level standards, or intellectual development, that is determined by the group to be relevant to the identification of an SLD, using appropriate assessments, consistent with the law.

The student meets does not meet the eligibility criteria indicators.