

**NON-DOD SCHOOLS PROGRAM
SPECIAL EDUCATION ELIGIBILITY REPORT**

Student Name: _____ Date: _____

Country: _____ School: _____

Required Signatures:

Parent

NDSP Special Education Administrator

Signature of Student (if appropriate)

Eligibility Process: Based on a review of the evaluation information presented to determine the presence of a disabling condition that adversely affects the student's educational performance, the student is:

ELIGIBLE for special education and other appropriate related services under DoDEA guidelines.

INELIGIBLE for special education and other appropriate related services under DoDEA guidelines.

TRIENNIAL REVIEW; student continues to require services of IEP.

Criterion by which student has been found eligible for special education and related services is:

Physical Impairment

- Autism
- Blind
- Visually Impaired
- Deaf
- Hearing Impaired
- Deaf/Blind
- Orthopedically Impaired
- Other Health Impaired
- Traumatic Brain Injury
- Pervasive Developmental Disorder

Communication Impairment

- Articulation
- Language/Phonology
- Dysfluency
- Voice
- Learning Impairment
 - Specific Learning Disability
 - Intellectual Disability
 - Mild
 - Moderate
 - Severe
 - Profound

Developmental Delay

- Adaptive/Self Help
- Cognitive
- Communication
- Physical
- Social/Emotional
- Emotional Impairment

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Student:

Grade:

I. TESTS/ASSESSMENTS ADMINISTERED

Completion Date

Vision Screening: (results)

Hearing Screening: (results)

II. EVIDENCE OF DISABILITY AND IMPACT ON EDUCATIONAL PERFORMANCE

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III. INFORMATION FROM PARENTS/GUARDIANS/STUDENTS/OTHER SOURCES:

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Present Level of Functioning, Achievement, and Performance

IV. Describe what the student does well within the following areas and what concerns there are for the student. Explain how the student's performance affects his/her involvement and progress in the general curriculum. For preschool children explain how performance affects participation in appropriate activities.

Educational: *How does the student perform within the curriculum and on age appropriate tasks?*

Strengths:

Area Affected:

Educational Need:

Present Level of Performance:

Area Affected:

Educational Need:

Present Level of Performance:

Area Affected:

Educational Need:

Present Level of Performance:

Social/Emotional/Adaptive Behavior: *How does the student manage feelings, interact with others and adapt to different environments?*

Strengths:

Area Affected:

Educational Need:

Present Level of Performance:

Area Affected:

Educational Need:

Present Level of Performance:

Area Affected:

Educational Need:

Present Level of Performance:

Communication: *How well does the student listen, speak, understand language and express self?*

Strengths:

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Area Affected:
Educational Need:
Present Level of Performance:

Area Affected:
Educational Need:
Present Level of Performance:

Area Affected:
Educational Need:
Present Level of Performance:

Cognitive: *How does the student think, problem solve, and learn within the environment?*
Strengths:

Area Affected:
Educational Need:
Present Level of Performance:

Area Affected:
Educational Need:
Present Level of Performance:

Area Affected:
Educational Need:
Present Level of Performance:

Physical/Motor and Physical/Health: *How is the student's vision, hearing, coordination and general health?*
Strengths:

Area Affected:
Educational Need:
Present Level of Performance:

Area Affected:
Educational Need:
Present Level of Performance:

Area Affected:
Educational Need:
Present Level of Performance:

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V. RELATED SERVICES NEEDED FOR STUDENT TO BENEFIT FROM SPECIAL EDUCATION:

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VI. Each question stated as an eligibility consideration must be answered YES in order for the student to meet eligibility requirements for the primary disability criterion. Circle the appropriate response.

CRITERION A - PHYSICAL IMPAIRMENT

YES NO 1. Does the child have a physical impairment (visual, hearing, orthopedic, other health impairment)?

YES NO 2. Does the child require environmental and/or academic modifications?

YES NO 3. Without environmental or academic modifications, will the impairment adversely affect the child's educational performance?

CRITERION B - EMOTIONAL IMPAIRMENT

YES NO 1. Does the student have a confirmed emotional condition?

YES NO 2. Does the condition cause one or more of the following characteristics:

a) An inability to learn that cannot be explained by intellectual, sensory, or health factors? (The student is so emotionally disturbed that s/he cannot learn.)

b) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers? (The student is so emotionally disturbed that s/he cannot enter into relationships.)

c) Inappropriate types of behavior under normal circumstances? (Student's behavior is maladaptive.)

d) A tendency to develop physical symptoms or fears associated with personal or school problems? (Student's physical symptoms or fears are the result of a severe mental disorder.)

e) A general pervasive mood of unhappiness or depression?

YES NO 3. Have the observed maladaptive behaviors lasted for a long period of time?

YES NO 4. Does the condition adversely affect educational performance?

CRITERION C - COMMUNICATION IMPAIRMENT

YES NO 1. Does the child have a communication disorder in one or more of the following areas?

1) **Voice Disorder** - presence of a disorder of pitch, intensity, intonation, respiration, resonance and/or quality which is inappropriate for chronological age or gender.

2) **Fluency Disorder** - occurs at a rate of 3 or more abnormal non-fluencies per minute or is greater than 10% non-fluencies in a language sample of 100 words.

3) **Articulation Disorder** - production is not commensurate with developmental age norms. Measured by either a standard score of 80 or 8 to 10%ile on a test of articulation, an error rate of 25% or greater in a 100 word conversation sample, 6 or more phoneme errors for child under 8, or 1 or more phoneme errors for a child 8 or older.

4) **Language/Phonology Disorder** - receptive and/or expressive language (semantics, morphology, syntax, pragmatics, phonology) is at or near the 10th %ile (or standard score of 81) which indicates significant weaknesses across subtests of more than one assessment instrument, or clusters on a comprehensive language battery with a comparative strength identified in another language area.

YES NO 2. Does the communication disorder adversely affect the child's educational performance?

CRITERION D - LEARNING IMPAIRMENT

YES NO 1. Is the student's achievement in math, reading or language arts near or below the 10th percentile? (at or near the 35th percentile for students whose mental ability is one and a half or more standard deviations above the mean)

YES NO 2. Is the student's adverse academic achievement due to one of the following deficits?

1) **Intellectual Disability** - significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior. (Circle one) Severity of deficit is: Mild, Moderate, Severe, Profound.

2) **Specific Learning Disability** - disorder in processing and/or production of language and/or information as measured by significant differences among scaled or standard scores, OR significant weaknesses across sub-tests or clusters of more than one test with comparative strength identified, OR significant weakness identified in language processing with comparative strength identified.

YES NO 3. The identified learning problem is not due primarily to a visual, hearing, or motor disability.

YES NO 4. The learning problem is not due primarily to emotional disturbance, environmental deprivation, cultural differences, or English as a Second Language.

CRITERION E - DEVELOPMENTAL DELAY

Specific to children ages 0 through 5 years only

YES NO 1. The child has a significant developmental delay of 25% or 2 standard deviations in one area OR a delay of 20% or 1.5 standard deviations in two or more areas.

YES NO 2. The developmental delay is in the area(s) of:

- Adaptive/Self-Help Development
- Cognitive Development
- Communication Development
- Physical Development
- Social/Emotional Development