



QUICK GUIDE: ELIGIBILITY DECISION



MAKING AN ELIGIBILITY DECISION

Upon completing a student's initial evaluation or reevaluation, the evaluation team will consider the findings and determine whether the student meets or continues to meet eligibility criteria found in Chapter 4, Section 7 of the *Idaho Special Education Manual*. The evaluation team will consider information from a variety of sources, such as norm-referenced or standardized assessments, parent/adult student input, teacher input, physical condition, social or cultural background, adaptive behavior and functional assessments to interpret evaluation data and determine eligibility.

Idaho Special Education Manual, Chapter 4

TEAM CONSIDERATIONS

Who decides if the student is eligible for special education services under the IDEA?

The evaluation team, including the parent, is responsible for reviewing the evidence collected and making an eligibility decision. Although there are components of the evaluation and eligibility report that are the responsibility of various professionals, the team must collaborate to make the decision.

For example, one or more professionals on the team may be responsible for providing the information for Prong 1 into the *Eligibility Report* such as the school psychologist or speech-language pathologist in order to show evidence of a disability. However, for Prongs 2 and 3, the information will be developed by the entire evaluation team.

What if the team doesn't have evidence that the student meets all three prongs for eligibility?

If the student does not meet all three prongs of eligibility, then the student is not eligible for special education services.

There may be times when a team only has evidence to show that a student meets one or two of the prongs, but not all three. For example, a student may have a medical diagnosis of ADHD and demonstrates an adverse effect in the classroom, but after reviewing all of the information gathered during the evaluation, the team may have evidence that the student only needs accommodations, NOT specially designed instruction to teach new skills. In this case, the team would determine that the student is not eligible and would provide Written Notice explaining the decision.