



Sample

[PUBLIC SCHOOL DISTRICT] Eligibility Determination

Eligibility Determination

Meeting Purpose: [TYPE OF EVALUATION]

The IEP Team has reviewed all required screening and evaluation information and discussed the student's strengths and needs. This eligibility report includes the following:

☐ Information from the review of existing data	☐ Information from assessments and other sources
☐ Eligibility Worksheet for each area of suspected disability	☐ Additional information required for the determination of a specific learning disability

I. Disability Determination

Based on information from a variety of sources that have been documented and carefully considered, the IEP Team has determined:

Yes	[STUDENT NAME] MEETS the criteria for one or more of the fourteen (14) disabling conditions described in the NC Policies Governing Services for Children with Disabilities.
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The student meets the disabling condition for [AREA OF DISABILITY] (primary disability) and [AREA OF DISABILITY] (secondary disability).

II. Adverse Effect on Educational Performance

The IEP Team has also determined the student's current educational performance is not primarily caused by:

Yes	a lack of appropriate instruction in reading, including the essential components of reading instruction. The term "essential components of reading instruction" means explicit and systematic instruction in: phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills), and reading comprehension strategies.
Yes	a lack of appropriate instruction in math; and
Yes	a Limited English proficiency of the student.

Yes	The disability has an adverse effect on educational performance.
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III. Instructional Requirement

The IEP Team determined that the student:

Yes	REQUIRES specially designed instruction and related services (if applicable).
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IV. Eligibility Determination

In order to be eligible for special education and related services, the student must:

- meet the criteria for a disabling condition in Section I;
- have a disabling condition that has an adverse effect on educational performance documented in Section II; **AND**
- require specially designed instruction as determined in Section III.

●	Yes , the student met all three of the eligibility criteria (Sections I-III) required for special education and related services.
○	No , the student did not meet one or more of the eligibility criteria required for special education and related services.



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The IEP Team members below include the parent/guardian/student and professionals qualified to determine whether the student is a student with a disability and whether or not the student is eligible for special education and related services.

The following individuals were present and participated in the referral to special education and IEP Team decision. (A Request to Excuse Required IEP Team Member(s) has been obtained if any of the below participants are identified as excused. Note with an * any team member who used alternative means to participate.)

Name	Position	Signature	Date	SLD Only Agree / Disagree
	LEA Representative			
	Special Education Teacher			
	Regular Education Teacher:			
	Interpreter of Instructional Implications of Evaluation Results			
	[PARENT 1]			
	[PARENT 2]			

Explanation of team participants/absence of participants (if needed)

*For SLD only. If an IEP Team member disagrees, he/she must submit a separate statement of their reason for disagreement.

V. Procedural Safeguards

- ☒ A copy of the *Parent Rights and Responsibilities in Special Education: Notice of Procedural Safeguards* has been provided to the parent/guardian/student.
- ☒ A copy of the Eligibility Report, evaluation report(s), summary of evaluation(s) and a Prior Written Notice has been provided to the parent/guardian/student.

Parent/Guardian/Student Signature

Date