

## **CRITERIA FOR ELIGIBILITY SPECIAL EDUCATION (REGULATION)**

The criteria for eligibility to participate in various special education programs offered by Marietta schools is as follows:

### Learning Disabilities

A team may determine that a child has a specific learning disability if:

1. The child does not achieve commensurate with his or her age and ability levels in one or more of the areas listed below when provided with learning experiences appropriate for the child's age and ability levels; and
2. The team finds that a child has a severe discrepancy between achievement and intellectual ability in one or more of the following areas:
  - A. Oral expression;
  - B. Listening comprehension;
  - C. Written expression;
  - D. Basic reading skills;
  - E. Reading comprehension;
  - F. Mathematics calculations;
  - G. Mathematics reasoning.
3. The team may not identify a child as having a specific learning disability if severe discrepancy between ability and achievement is primarily the result of:
  - A. A visual, hearing, or motor handicap;
  - B. Mental retardation;
  - C. Emotional disturbance;
  - D. Environmental, cultural, or economic disadvantage.

A seventh estimated percentile rank when comparing actual and predicted achievement levels will be considered significant for consideration of learning disability placement in the Marietta school district. Exceptions may be made if observance and other facts contradict the point discrepancy or whatever standard is being used. Determination that the criteria are met is the responsibility of the placement team.

**CRITERIA FOR ELIGIBILITY, SPECIAL EDUCATION, REGULATION (Cont.)**Multi-handicapped

Students will be eligible for services for the multi-handicapped if two or more impairments exist that are so severe that they cannot be served in programs solely for one of the impairments. Evaluation measures will be those deemed appropriate for the individual child and may include, but are not limited to, psychological, developmental, educational, and medical evaluations. Determination that the criteria are met is the responsibility of the placement team.

Mentally Handicapped

Students will be eligible for services for the mentally handicapped if their general intellectual functioning falls in the following ranges: 70-50 Educable and 30-50 Trainable, and/or deficits in adaptive behavior exist, manifested during the developmental period, which adversely affect a child's educational performance. Whatever evaluation instruments are used, no one test shall be used as the sole criterion for determining the child's level of intelligence or learning potential, and exceptions may be made if other observations and facts contradict whatever standard is being used. Determination that the criteria are met is the responsibility of the placement team.

Emotionally Disturbed

Students will be eligible for services for emotional disturbance if the condition exhibits one or more of the following characteristics:

- Inability to learn that cannot be explained by intellectual, sensory, or health factors
- Inability to build or maintain satisfactory interpersonal relationships with peers and teachers
- Inappropriate types of behaviors or feelings under normal circumstances
- A general perceived mood of unhappiness or depression
- A tendency to develop physical symptoms of fears associated with personal or school based problems

Required components:

- Psychological Evaluation
- Academic Evaluation
- Adaptive Behavior with social background
- Cognitive/Intellectual