

Students**REFERRAL & ASSESSMENT PROCEDURES
FOR STUDENTS WITH ATTENTION DEFICIT DISORDER**

Special education services under any of IDEA criteria are only available if the condition is severely affecting educational performance and regular classroom modifications have been exhausted. The following criteria must be used to determine whether an ADD/ADHD child can be judged as having one of these handicapping conditions and consequently be eligible for special education service.

1. Learning Disability. The child must show a significant discrepancy between ability and potential and must show a deficit in one of the basic psychological processes (as defined by Title 5 Regulations). Attention is defined as one of the basic psychological processes.
2. Other Health Impaired. The child must have a medical diagnosis by a licensed medical practitioner as having ADD/ADHD. While an academic deficit must be determined by the IEP team, no psychological testing is required because you do not need to find a disorder in one of the basic psychological processes under the criteria for this handicapping condition.
3. Serious Emotional Disturbance. The lack of attention must be causing a severe emotional condition that is so pervasive that it is affecting the educational performance of the child.

If the District has reason to believe that, because of a handicap as defined under Section 504, a student needs either special education and related services or related services in the regular setting, in order to participate in the school program, the District must evaluate the student; if the student is determined to be handicapped under Section 504, the District must develop and implement a plan for the delivery of any needed services. Again, these steps must be taken even though the student is not covered by IDEA special education provisions and procedures.

What is required for the Section 504 evaluation and placement process is determined by the type of handicap believed to be present, and the type of services the student may need. The evaluation must be sufficient to accurately and completely assess the nature and extent of the handicap, and the recommended services. Evaluations more limited than a full special education evaluation may be adequate in some circumstances. In the cases of ADD/M students, for example, current psycho-education evaluations may be used if those evaluations assessed the ADD/H issue. In other cases, additional testing may be necessary.

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The determination of what services are needed must be made by a group of persons knowledgeable about the student. The group should review the nature of the handicap, how it affects the student's education, whether special services are needed, and what those services are. The decisions about Section 504 eligibility services must be documented in the student's file and reviewed periodically.

If the children do not qualify under IDEA criteria, or under state special education criteria, those sets of monies cannot legally be used to provide them with services. So students who qualify under Section 504 must have their services paid for out of the district's general fund.

The following are suggested procedures should a student with ADD be referred to the Resource Specialist:

1. Convene Student Study Team
2. Discuss and document regular education accommodations. Try them for 4-6 weeks.
3. If progress is not being made, conduct assessment for possible Special Education service.
4. If not eligible for Special Education, reconvene Student Study Team.
5. Have Student Study Team develop 504 Plan delineating additional accommodations within the regular education setting.