



**LANE ESD – SPECIAL EDUCATION DIVISION**  
**Life Skills Education Program Referral Checklist**

Student Name \_\_\_\_\_ DOB \_\_\_\_\_  
 Resident District \_\_\_\_\_ Date of Last Eligibility \_\_\_\_\_  
 IDEA Eligibility(ies) \_\_\_\_\_ Date of Last Eligibility \_\_\_\_\_  
 IEP Date \_\_\_\_\_  
 Parent/Guardian Name(s): \_\_\_\_\_ Phone Number(s): \_\_\_\_\_  
 Address \_\_\_\_\_  
 eMail: \_\_\_\_\_

**Cognitive:**

Assessment(s) \_\_\_\_\_ Date \_\_\_\_\_ Score(s) \_\_\_\_\_

Is the student’s intelligence test score >3 standard deviations below the mean?

Yes No (circle one)

**Adaptive Behavior:**

Assessment(s) \_\_\_\_\_ Date \_\_\_\_\_ Score(s) \_\_\_\_\_

Do the student’s deficits in adaptive behavior coexist with impairments in intellectual functioning?

Yes No (circle one)

**Achievement:**

Assessment(s) \_\_\_\_\_ Date \_\_\_\_\_ Score(s) \_\_\_\_\_

Is the student’s developmental level or educational achievement significantly below age or grade level?

Yes No (circle one)

Are the student’s educational programs not primarily the result of sensory disabilities or other physical factors?

Yes No (circle one)

**Is the student eligible for the Life Skills Education Program? Yes No (circle one)**

**If yes, the resident school district must provide copies of the following current paperwork on their district’s forms before the student can be enrolled in our program:**

**** Paperwork Checklist ****	
1.	IEP and Statement of Eligibility
2.	All reports supporting Statement of Eligibility: psycho-educational evaluation, adaptive behavior assessment, CDRC Report, etc.
3.	Referrals for services listed on IEP which may include; Augmentative Communication, Regional Inclusive Services (ASD, DHH, DB, OI, TBI & VI
4.	Parent Demographics: name, address, emails, phone numbers
5.	Life Skills Student Needs Assessment form: Located on the Lane ESD website
6.	Please send to: lifeskillsreferral@lesd.k12.or.us

**New Student Referrals:**

[lifeskillsreferral@lesd.k12.or.us](mailto:lifeskillsreferral@lesd.k12.or.us)

**Program Office:**

1200 Highway 99N, Eugene, OR 97402  
 541-461-8200; 541-461-8399 (FAX)

## LIFE SKILLS EDUCATION PROGRAM CRITERIA

1. For a student to be eligible for the Lane ESD's Life Skills Education Program an evaluation shall be conducted with the following:
  - An individually administered standardized intelligence test meeting the reliability and validity standards of the American Psychological Association and administered by a licensed school psychologist, a psychologist licensed by a State Board of Psychological Examiners, or other individual assigned by a school district who has the training and experience to administer and interpret individually administered intelligence tests;
  - The administration of a valid adaptive behavior scale;
  - A statement by a physician licensed by a State Board of Medical Examiners indicating whether there are any sensory or physical factors that may be affecting the student's educational performance;
  - A developmental history of the student;
  - Assessments to determine the impact of the suspected disability on the student's educational achievement or development; and
  - Other evaluations or assessments that are necessary to identify the student's educational needs.
2. For a student suspected of having moderate or severe intellectual disability, the student shall meet all of the following minimum criteria:
  - The student's intelligence test score is three (3) or more standard deviations below the mean;
  - The student has deficits in adaptive behavior coexistent with impairments in intellectual functioning;
  - The student's developmental level or educational achievement is significantly below age or grade norms; and
  - The student's educational problems are not primarily the result of sensory disabilities or other physical factors.
3. In order for a student to be eligible for special education services as a student with moderate or severe intellectual disability, the student's multidisciplinary team shall determine that:
  - The student's disability has an adverse impact on the student's educational performance; and
  - The student needs special education services as a result of the disability.
4. Conduct an IEP meeting in which placement in the Life Skills Education Program follows the meeting.