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SUBJECT: BULLETIN NO. H-66  
NEW ELIGIBILITY CODE FOR  
SPEECH OR LANGUAGE IMPAIRMENT  
(SLI) AND CLARIFICATION OF  
ELIGIBILITY GUIDELINES

DATE: January 27, 2003

DIVISION: Special Education

APPROVED: DONNALYN JAQUE-ANTÓN, Associate Superintendent

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I. PURPOSE

The purpose of this bulletin is (1) to establish an eligibility code change from “LAS” (language and speech) and “APH” (aphasia) to a single eligibility code, “SLI” (speech or language impairment), and (2) to clarify the guidelines for determining eligibility as a student with a speech or language impairment (SLI).

II. BACKGROUND

The Code of Federal Regulations uses the term “speech or language impairment,” which means a communication disorder, such as stuttering, impaired articulation, language impairment, or a voice impairment, that adversely affects a child’s educational performance. The Los Angeles Unified School District, in an effort to align its terminology with that used in federal regulations, will use the terms “speech or language impairment” and the corresponding eligibility code, “SLI” instead of the previously used terms and eligibility codes, language and speech, “LAS” and aphasia, “APH.”

Please note that “LAS” and “APH” will continue to be used as placement codes for students who qualify for special education or related services. The “LAS” placement code indicates language and speech services delivered as a related service. The “APH” placement code indicates placement in an aphasia special day class. Example: A student who is eligible as SLI may receive LAS (language and speech) as a related service or receive language and speech services in an Aphasia (APH) special day class placement.

### III. PROCEDURES

#### A. Determining SLI Eligibility

1. California Education Code §56333 states: "A pupil shall be assessed as having a language or speech disorder which makes him or her eligible for special education and related services when he or she demonstrates difficulty understanding or using spoken language to such an extent that it adversely affects his or her educational performance and cannot be corrected without special education and related services."
2. The IEP team determines, based on assessment information presented at the IEP meeting and other information provided at the meeting, if a student has a speech or language impairment that adversely affects educational performance and cannot be corrected without special education and related services. It is expected that the IEP team will rely on the expertise and training of the speech therapist(s) when making this determination.
3. If a student meets the eligibility criteria described in number 2 above, the student is eligible as a student with a speech or language impairment (SLI).

#### B. Service Delivery for Students Eligible as SLI

Once a student is determined to be eligible as SLI, the IEP team must (1) develop appropriate goals and objectives, and (2) determine how services to meet those goals and objectives will be delivered, i.e., through related services or by a qualified special day class teacher.

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