Specific Learning Disability Eligibility Determination

Name: [   ] ID#: [   ] Date of Birth: [   ]

Age: [   ] Grade: [   ] School/Site: [   ]

Date of Determination: [   ]

Method of Eligibility Determination:

☐ Response to Intervention

☐ Severe Discrepancy

☐ Other Alternative Research-based Procedures (specify): [   ]

○ Yes ○ No	1. The child was provided appropriate instruction in regular education settings; and data-based documentation of achievement reflecting formal assessment of student progress during instruction was provided to the child's parents.
○ Yes ○ No	2. The child does not achieve adequately for the child's age or to meet State approved grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the child's age or State approved grade- level standards: ☐ Written Expression ☐ Oral Expression ☐ Listening Comprehension ☐ Reading Comprehension ☐ Basic Reading Skills ☐ Reading Fluency Skills ☐ Math Problem Solving ☐ Math Calculation

○ Yes ○ No	3. The child does not make sufficient progress to meet age or State approved grade-level standards in one or more of the areas identified above when using a process based on the child's response to scientific, research-based intervention;
	    a. For a child that participated in a process that assesses the child's response to scientific, research-based intervention, the instructional strategies used and student-centered data are documented and the child's parents were notified about:
	       · The state's policies regarding the amount and nature of student performance data that would be collected and the general education services that would be provided;
	       · Strategies for increasing the child's rate of learning;
	       · The parents' right to request and evaluation.
	 OR 4. The child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade-level standards, or intellectual development, that is determined by the group to be relevant to the identification of a specific learning disability using appropriate assessments, consistent with 34 CFR 300.304 and 300.305.

Name:		ID#:	

○ Yes ○ No ○ NA	5. The child meets criteria for a severe discrepancy between achievement and ability in one or more of the following areas: ☐ Written Expression ☐ Oral Expression ☐ Listening Comprehension ☐ Reading Comprehension ☐ Basic Reading Skills ☐ Reading Fluency Skills ☐ Math Problem Solving ☐ Math Calculation
○ Yes ○ No	6. The observation(s) has been completed in each area of deficit and complies with state and federal regulations.
○ Yes ○ No	7. Was there any relevant behavior noted during the observation? If yes, what is the relationship of the behavior to the child's academic functioning? [ ]
○ Yes ○ No	8. Are there any medical findings that are educationally relevant? If yes, describe: [ ]
○ Yes ○ No	9. The deficits identified are not primarily the result of a visual, hearing, or motor disability; intellectual disability; emotional disturbance, cultural factors, environmental or economic disadvantage, or limited English proficiency.
○ Yes ○ No	10. It is the determination of the group participants that this child has a specific learning disability as defined in state and federal regulations implementing IDEA as amended. The determination has been made in accordance with 34 CFR 300.306(c)(1).

Each Team Member must certify in writing whether the report reflects his or her conclusion. If it does not reflect his or her conclusion, the group member must submit a separate statement presenting his or her conclusions.

Signature		
	Parent(s)	○ Agree ○ Disagree
	Special Education Teacher	○ Agree ○ Disagree
	General Education Teacher	○ Agree ○ Disagree
	Local Education Agency Representative	○ Agree ○ Disagree
	Individual qualified to conduct individual diagnostic examinations (School Psych, speech-language pathologist, or remedial reading teacher	○ Agree ○ Disagree
	Other (specify):	○ Agree ○ Disagree