

REQUIRED DOCUMENTATION FOR SPECIFIC LEARNING DISABILITIES

Check the appropriate box:

- RtI criteria will be used to determine eligibility.
- Discrepancy criteria will be used to determine eligibility.

(Required for RtI and Discrepancy)

- The child **does** achieve adequately for the child's age or to meet state-approved grade-level standards in the following areas, when provided with learning experience and instruction appropriate for the child's age or state-approved grade-level standards.
- The child **does not** achieve adequately for the child's age or to meet state-approved grade-level standards in one of more of the following areas, when provided with learning experiences and instruction appropriate for the child's age or state-approved grade-level standards:
- Oral Expression
 - Listening Comprehension
 - Written Expression
 - Basic Reading Skills
 - Reading Fluency Skills
 - Reading Comprehension
 - Mathematic Calculation
 - Mathematics Problem Solving

(Required for RtI Only)

- Based upon the data gathered the evaluation team determines the child has not made 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 interventions.

OR

(Required for Discrepancy Only)

- 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 team to be relevant to the identification of a specific learning disability in one or more of the areas identified above when using appropriate assessments.

(Required for RtI and Discrepancy)

(Initial Only)

Document data that demonstrates that prior to, or as part of, the referral process, the child was provided appropriate instruction in regular education settings by qualified personnel:

(Required for RtI Only)

Qualified Personnel:

Tier I <input type="checkbox"/> II <input type="checkbox"/> III <input type="checkbox"/>	Highly Qualified: Yes <input type="checkbox"/> No <input type="checkbox"/>
Tier I <input type="checkbox"/> II <input type="checkbox"/> III <input type="checkbox"/>	Highly Qualified: Yes <input type="checkbox"/> No <input type="checkbox"/>
Tier I <input type="checkbox"/> II <input type="checkbox"/> III <input type="checkbox"/>	Highly Qualified: Yes <input type="checkbox"/> No <input type="checkbox"/>
Tier I <input type="checkbox"/> II <input type="checkbox"/> III <input type="checkbox"/>	Highly Qualified: Yes <input type="checkbox"/> No <input type="checkbox"/>
Tier I <input type="checkbox"/> II <input type="checkbox"/> III <input type="checkbox"/>	Highly Qualified: Yes <input type="checkbox"/> No <input type="checkbox"/>
Tier I <input type="checkbox"/> II <input type="checkbox"/> III <input type="checkbox"/>	Highly Qualified: Yes <input type="checkbox"/> No <input type="checkbox"/>

(Initial Only)

Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents:

(Required for RtI Interventions)

Week 1: Date	Score	Week __: Date	Score	Week __: Date	Score
Week __: Date	Score	Week __: Date	Score	Week __: Date	Score
Week __: Date	Score	Week __: Date	Score	Week __: Date	Score
Week __: Date	Score	Week __: Date	Score	Week __: Date	Score

(Required for RtI and Discrepancy)

Attendance Record:

School Year	Total days of school	Total days in attendance			
	Total days absent: Quarter 1	Quarter 2	Quarter 3	Quarter 4	
School Year	Total days of school	Total days in attendance			
	Total days absent: Quarter 1	Quarter 2	Quarter 3	Quarter 4	

(Required for RtI and Discrepancy)

Based upon the above data, the evaluation team must determine that the underachievement in the child suspected of having a specific learning disability:

is due to the lack of appropriate instruction in reading or math;

OR

is **not** due to the lack of appropriate instruction in reading or math.

Observation: Relevant behaviors, if any, noted during the observation of the child and relationship of those behaviors to academic functioning. The observation must occur in the child's learning environment (including regular classroom setting) to document the child's academic performance and behavior in the areas of difficulty.

In the case of a child of less than school age or out of school, a group member must observe the child in an environment appropriate for a child of that age.

Observer:

Date of Observation:

(Required for RtI)

Information from an observation in routine classroom instruction and monitoring of the child's performance was done before the child was referred for an evaluation:

OR

(Required for Discrepancy)

Observation of the child's performance in the regular classroom was done after the child has been referred for an evaluation:

(Required for RtI and Discrepancy)

Document educationally relevant medical findings:

(Required for RtI and Discrepancy)

The evaluation team determines that the child's achievement level problem is/is not primarily the result of:

- | | |
|-----------------------------|---|
| <input type="checkbox"/> Is | <input type="checkbox"/> Is Not - Visual, hearing or motor disabilities; |
| <input type="checkbox"/> Is | <input type="checkbox"/> Is Not - Cognitive disability; |
| <input type="checkbox"/> Is | <input type="checkbox"/> Is Not - Emotional disturbance; |
| <input type="checkbox"/> Is | <input type="checkbox"/> Is Not - Cultural factors; |
| <input type="checkbox"/> Is | <input type="checkbox"/> Is Not - Environmental or economic disadvantage; |
| <input type="checkbox"/> Is | <input type="checkbox"/> Is Not - Limited English proficiency. |

(Required for RtI and Discrepancy)

§300.311 Specific documentation for the eligibility determination.

(a) For a child suspected of having a specific learning disability, the documentation of eligibility, as required in §300.306(a)(2), must contain a statement of -

(7) If the child has participated in a process that assesses the child's response to scientific, research-based Intervention -

(i) The instructional strategies used and the student-centered data collected; and

(ii) The documentation that the child's parents were notified about -

(A) 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; (B) Strategies for increasing the child's rate of learning; and (C) The parents' right to request an evaluation

Include the above required documentation if the child has participated in a process that assesses the child's response to scientific, research-based intervention:

***THIS PAGE SHOULD ONLY BE COMPLETED IF USING A STATE-
APPROVED RESPONSE TO INTERVENTION MODEL
AND
RTI CRITERIA WILL BE USED TO DETERMINE ELIGIBILITY***

REQUIRED DOCUMENTATION FOR SPECIFIC LEARNING DISABILITIES

If the child has participated in a process that assesses the child's response to scientific, research-based intervention document the following:

The instructional strategies used in the RTI process that assesses the child's response to scientific, research-based intervention:

The student has participated in _____ weeks of Tier 3 interventions. (At least two phases of Tier 3 interventions to consider eligibility)

Tier 3 supports include _____ minutes of core reading instruction, _____ minutes of flexible reading small group time, and _____ minutes of intensive, individualized intervention. The frequency of the interventions is _____ times per week.

Researched-based intervention strategies (please list by type, not name):

Name of Research-based Intervention strategy:

Duration of the intervention:

Universal Screening scores: Fall _____ Winter _____ Spring _____

Actual rate of progress compared to benchmark standard:

Grade level benchmark standard for end of school year:

Desired Rate of Progress: _____ Predicted Rate of Progress: _____

National Percentile Rank as compared to benchmark standard:

Is the Predicted Rate of Progress significantly below grade level expectations? Yes No

1. SPECIFIC LEARNING DISABILITY - Based upon the above information the team agrees the child:

- has a specific learning disability
- does not have a specific learning disability

This report reflects my conclusions. If not, person(s) in disagreement will indicate such and may submit a separate statement.

Name	Position		
_____	_____	<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree
_____	_____	<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree
_____	_____	<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree
_____	_____	<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree
_____	_____	<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree
_____	_____	<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree
_____	_____	<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree
_____	_____	<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree
_____	_____	<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree

2. COGNITIVE DISABILITY - The following characteristics are indicative of students in need of special education due to a cognitive disability.

- ___ General intellectual functioning 2 standard deviations or more below the mean as determined by the full scale score on an individual cognitive evaluation, plus or minus standard error of measurement.
- ___ Exhibits deficits in adaptive behavior and academic or pre-academic skills as determined by an individual evaluation.

3. DEVELOPMENTAL DELAY - The following characteristics are indicative of children 3, 4, or 5 years old who are in need of special education due to a developmental delay. Check those that apply:

- ___ Functions at a developmental level 1.5 standard deviations below the mean in any two developmental areas; or
- ___ Functions at a developmental level 2 standard deviation below the mean in any one area of development. Check the areas of development:
 - ___ Adaptive Functioning Skills
 - ___ Cognitive Development
 - ___ Communication Development
 - ___ Social and Emotional Development
 - ___ Physical Development

4. HEARING LOSS

___ A student may be identified as having a hearing loss when an unaided hearing loss of 35 to 69 decibels is present that makes the acquisition of receptive and expressive language skills difficult with or without the help of amplification.

5. DEAFNESS

___ The unaided hearing loss is in excess of 70 decibels and precludes understanding of speech through the auditory mechanism, even with amplification, and demonstrates an inability in processing linguistic information through hearing, even with amplification.

6. DEAF-BLINDNESS

___ Students may be identified as deaf-blind when both a vision and hearing impairment exists which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.

7. EMOTIONAL DISTURBANCE - The following characteristics are indicative of students in need of special education due to an emotional disturbance. Check those that apply:

- ___ An inability to learn which cannot be explained by intellectual, sensory or health factors.
- ___ An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
- ___ Inappropriate types of behavior or feelings under normal circumstances.
- ___ A general pervasive mood of unhappiness or depression.

___ A tendency to develop physical symptoms or fears associated with personal or school problems.

The following criteria must also be met:

___ The serious behavior problems occur over a long period of time (not less than 6 months).

___ Documentation from 2 or more sources (one must be the school) of the frequency & severity of the targeted behaviors.

___ Student's performance falls 2 standard deviations below the mean in emotional functions as measured in school, home, and community on nationally formed technically adequate measures.

___ An adverse effect on educational performance is verified through the evaluation process.

8. SPEECH OR LANGUAGE DISORDER - Check those that apply:

ARTICULATION DISORDER:

___ Performance on a standardized articulation test falls 2 standard deviations below the mean & intelligibility is affected in conversation;

___ Test performance is less than 2 standard deviations below the mean but the student is judged unintelligible by the speech language clinician and one other adult;

___ Performance on a phonological assessment which falls in the profound or severe range & intelligibility is affected in conversation;

___ Performance on a phonological assessment falls in the moderate range, intelligibility is affected in conversation, and during a tracking period of between 3 and 6 months there was a lack of improvement in the number and type of errors;

___ An error persists 6 months to 1 year beyond the chronological age when 90% of students have typically acquired the sound based on developmental articulation norms.

FLUENCY DISORDER:

___ The student consistently exhibits one or more of the following symptomatic behaviors of dysfluency:

(a) Sound, syllable, or word repetition;

(b) Prolongations of sounds, syllables, or words;

(c) Blockages; or

(d) Hesitations.

___ There is a significant discrepancy from the norm (5 dysfluencies per minute) as measured by speech sampling in a variety of contexts; or

___ The disruption occurs to the degree that the individual or persons who listen to the individual evidence reactions to the manner of speech and the disruptions so that communication is impeded.

VOICE DISORDER:

___ Consistent deviations in one or more of the parameters of voice: pitch, quality, or volume exist; and

___ The voice is discrepant from the norm as related to age, gender, and cultural and is distracting to the listener; and

___ The disorder is not the result of a temporary problem such as: normal voice changes, allergies, colds, or other such conditions.

LANGUAGE DISORDER:

___ Through age 8, performance falls 1.5 standard deviations below the mean on standardized evaluations;

___ Beginning at age 9, a difference of 1.5 standard deviations between performance on a individually administered language instrument and expected potential as measured by an individually administered intelligence test; and

___ The student's pragmatic skill, as measured by checklists, language samples and/or observation, adversely affects the student's academic and social interactions.

9. MULTIPLE DISABILITIES

___ Concomitant impairments (such as a cognitive disability-blindness or a cognitive disability-orthopedic impairment), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blindness.

10. VISION LOSS -A deficiency in visual acuity shall be one of the following:

- Visual acuity of no better than 20/70 in the better eye after correction; or
- Restricted visual field; or
- Limited ability to move about safely in the environment due to a visual disability; or
- Blindness - Visual acuity of 20/200 or less in the better eye with correcting lenses or a limited field of vision such that the widest diameter subtends an angular distance of no greater than 20 degrees or has a medically indicated expectation of visual deterioration.

11. ORTHOPEDIC IMPAIRMENT - There must be evidence of the following:

- Impaired motor functioning significantly interferes with educational performance; **and**
- Deficits in muscular or neuromuscular functioning that significantly limits the student's ability to move about, sit, or manipulate materials required for learning; **and**
- Student's bone, joint, or muscle problems affect ambulation, posture, or gross and fine motor skills; **and**
- Medical data by a qualified medical evaluator describes and confirms an orthopedic impairment.

12. AUTISM - An autistic disorder is present in a student if at least 6 of the following 12 characteristics are expressed by a student with at least two of the characteristics from subdivision (1), one from subdivision (2), and one from subdivision (3):

(1) Qualitative impairment in social interaction, as manifested by at least **two** of the following:

- Marked impairment in the use of multiple nonverbal behaviors such as eye-to-eye gaze, facial expression, body postures, and gestures to regulate social interaction;
- Failure to develop peer relationships appropriate to developmental;
- A lack of spontaneous seeking to share enjoyment, interests, or achievements with other people such as lack of showing, bringing, or pointing out objects of interest;
- Lack of social or emotional reciprocity;

(2) Qualitative impairment in communication as manifested by at least **one** of the following:

- Delay in or total lack of, the development of spoken language not accommodated by an attempt to compensate through alternative modes of communication such as gesture or mime;
- In individual with adequate speech, marked impairment in the ability to initiate or sustain conversation with others;
- Stereotyped and repetitive use of language or idiosyncratic language;
- Lack of varied, spontaneous make-believe play or social imitative play appropriate to developmental level;

(3) Restricted repetitive and stereotyped patterns of behavior, interests, and activities as manifested by at least **one** of the following:

- Encompassing preoccupation with one or more stereotyped and restricted patterns of interest that is abnormal either in intensity or focus;
- Apparently inflexible adherence to specific, nonfunctional routines or rituals;
- Stereotyped and repetitive motor mannerisms such as hand or finger flapping or twisting, or complex whole-body movements;
- Persistent preoccupation with parts of objects.

A student with autism also exhibits delays or abnormal functioning in at least **one** of the following areas, with onset generally prior to age three:

- Social interaction;
- Symbolic or imaginative play;
- Language as used in social communication.

13. OTHER HEALTH IMPAIRED

Having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that : Is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, Tourette syndrome, nephritis, rheumatic fever, and sickle cell anemia; and That adversely affects a student's educational performance.

14. TRAUMATIC BRAIN INJURY

___An acquired injury to the brain caused by an external physical force, resulting in a total or partial functional disability or psychosocial impairment, or both, that adversely affects a student's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory; perceptual; and motor abilities; psychosocial behavior; physical functions; information processing; and speech.

The term does not apply to brain injuries that are congenital or degenerative, or brain injuries induced by birth trauma.

ELIGIBILITY DETERMINATION:

- YES - The team agrees this student:
- a. has a diagnosed disability;
 - b. the disability adversely affects the students educational performance; and
 - c. the student requires specifically designed instruction to benefit from a free appropriate public education.
- NO – The student is not eligible for special education or special education and related services.

The team determined this student meets eligibility criteria under the following category: (check the category that will be reported on child count)

- | | |
|--|---|
| <input type="checkbox"/> 500 - Deaf-Blindness | <input type="checkbox"/> 540 – Vision Loss |
| <input type="checkbox"/> 505 - Emotional Disturbance | <input type="checkbox"/> 545 – Deafness |
| <input type="checkbox"/> 510 – Cognitive Disability | <input type="checkbox"/> 550 – Speech/Language |
| <input type="checkbox"/> 515 - Hearing Loss | <input type="checkbox"/> 555 - Other Health Impairment |
| <input type="checkbox"/> 525 – Specific Learning Disability | <input type="checkbox"/> 560 – Autism |
| <input type="checkbox"/> 530 - Multiple Disabilities (list category(s) of eligibility) | <input type="checkbox"/> 565 - Traumatic Brain Injury |
| <input type="checkbox"/> 535 - Orthopedic Impairment | <input type="checkbox"/> 570 - Developmental Delay (cognitive, physical, communication, adaptive, social/emotional) |

RELATED SERVICE: Student need to be determined during IEP program development

1. Criteria for Occupational Therapy Services

The student has a disability and requires special education; the student needs occupational therapy to benefit from special education; and the student must demonstrate performance on a standardized assessment instrument that falls at least 1.5 standard deviations below the mean in one or more of the following areas: fine motor skills, sensory integration, or visual.

2. Criteria for Physical Therapy Services

The student has a disability and requires special education; the student needs physical therapy to benefit from special education; and the student must demonstrate performance on a standardized assessment instrument that falls at least 1.5 standard deviations below the mean on a standardized motor assessment instrument.

3. Speech – Language Pathology

To be provided as a related service, the IEP team must determine that the related service is necessary in order for the student to benefit from the special education program.