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| **STUDENT NAME:** | | | **SIMS:** |
| **SCHOOL DISTRICT:** | **SCHOOL:** | **MEETING DATE:** | |
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| **Specific Learning Disability – 525 ARSD: 24:05:24.01:18, 24:05:24.01:19,**  **24:05:25:07, 24:05:25:08, 24:05:25:11,**  **24:05:25:12, 24:05:25:13, 24:05:25:13.01** |

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| **The team has compared and interpreted the data on the front page of the eligibility document and has the following interpretation:** | | | |
| 1 | Does the student achieve adequately for the student’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 student’s age or state- approved grade-level standards  **Does Does not**  Oral Expression  Listening Comprehension  Written Expression  Basic Reading Skills  Reading Fluency Skills  Reading Comprehension  Mathematics Calculation  Mathematics Reasoning | | |
| 2 | Please indicate which method the team will be using to determine SLD eligibility: | | |
| (**Method A Discrepancy**)  The student 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. | (**Method B Response to Intervention**)  Based upon the data gathered, the evaluation team determines the student 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 student’s response to scientific, research-based interventions. ***(Send RtI plan to SD DOE for approval)*** | |
| ***The Following Sections (3-8) Required only for Initial Eligibility Determination*** | | | |
| 3 | Document data that demonstrates that prior to, or as part of, the referral process, the student was provided appropriate instruction in regular education settings by qualified personnel: | | |
| 4 | (**Method A Discrepancy**)  Nothing needed | (**Method B Response to Intervention**)  **Qualified Personnel:**  Teacher:  Certified: Yes  No  For: Tier I  II  III  Teacher:  Certified: Yes  No  For: Tier I  II  III    Teacher:  Certified: Yes  No  For: Tier I  II  III    Teacher:  Certified: Yes  No  For: Tier I  II  III | |
| 5 | Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the student’s parents: | | |
| 6 | (**Method A Discrepancy**)  Nothing needed | | (**Method B Response to Intervention**)    Week 1: Date:       Score:  Week 2: Date:       Score:  Week 3: Date:       Score:  Week 4: Date:       Score:  Week 5: Date:       Score:  Week 6: Date:       Score:  Week 7: Date:       Score:  Week 8: Date:       Score:  Week 9: Date:       Score:  Week 10: Date:       Score:  Week 11: Date:       Score:  \*Week 12: Date:       Score:  *\*Attach information if needed* |
| 7 | **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: | | |
| 8 | A student may not be determined to be a student with a disability if the determinant factor is a lack of appropriate instruction.  Is the underachievement of the student due to the lack of instruction in:  Yes  No – Reading  Yes  No – Math | | |
| ***The Following Sections Required for all Eligibility Determination*** | | | |
| 9 | (**Method A Discrepancy**)  Observation of the student’s performance in the regular classroom was done after the student has been referred for an evaluation. | | (**Method B Response to Intervention)**  Information from an observation in routine classroom instruction and monitoring of the student’s performance was done before the student was referred for an evaluation. |
| **Observation:** Relevant behaviors, if any, noted during the observation of the student and relationship of those behaviors to academic functioning. The observation must occur in the student’s learning environment (including regular classroom setting) to document the student’s academic performance and behavior in the ***areas of difficulty****.*  In the case of a student of less than school age or out of school, a group member must observe the student in an environment appropriate for a student of that age.  Observer:        Date of Observation:  Observation Comments: | | |
| 10 | Document educationally relevant medical findings: | | |
| 11 | The evaluation team determines that the student’s achievement level problem is/is not primarily the result of:  Is  Is Not - Visual, hearing or motor disabilities;  Is  Is Not – Cognitive Disability;  Is  Is Not – Emotional Disability;  Is  Is Not – Cultural factors;  Is  Is Not – Environmental or economic disadvantage;  Is  Is Not – Limited English proficiency. | | |

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| ***This Section should only be completed if using a state-approved response to Intervention model AND RtI criteria will be used to determine eligibility*** | |
| 12 | (**Method B Response to Intervention)**  ***If the student has participated in a process that assesses the student’s response to scientific, research-based intervention document the following:***  The instructional strategies used in the RtI process that assesses the student’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 (to include 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: ­­­­  Is the Predicted Rate of Progress significantly below grade level expectations?  Yes  No |

The Eligibility team determined that:

Yes  No - The student meets criteria under the category of **Specific Learning Disability**

This report reflects the Eligibility team’s conclusions. If not, person(s) in disagreement will indicate such and must submit a separate statement.

**Name Team Members**

       Parent (s)  Agree  Disagree

       General Education Teacher  Agree  Disagree

       Person qualified to interpret results  Agree  Disagree

Agree  Disagree

Agree  Disagree

Agree  Disagree

Agree  Disagree

Agree  Disagree