

## Specific Learning Disability (SLD) Eligibility Determination Form and Written Report

*Attachment to Admissions and Release Committee (ARC) Conference Summary*

<input type="checkbox"/> Initial Determination of Eligibility for this Category of Disability	<input type="checkbox"/> Re-Determination of Eligibility for this Category of Disability
Student's Full Name:	SSID:
Date of Birth:	Date of Eligibility Determination:
School:	

The ARC determines a student to have a *specific learning disability* and is eligible for specially designed instruction and related services when:

<b>Complete During ARC</b>	The ARC compared and analyzed evaluation data and documents the following interpretation:									
<input type="checkbox"/> Y <input type="checkbox"/> N  <input type="checkbox"/> Insufficient	1.	The student is provided with learning experiences and instruction appropriate for the student's age or state-approved grade level standards.								
<input type="checkbox"/> Y <input type="checkbox"/> N	2.	<input type="checkbox"/> <u>Method A: Severe Discrepancy</u> The student exhibits a pattern of strengths and weaknesses in performance, achievement or both relative to ability level or intellectual development. <b>NOTE:</b> The ARC <i>must</i> use the SLD Reference Tables when choosing this method.  <b>OR</b> <input type="checkbox"/> <u>Method B: Response to Intervention</u> The student fails to achieve a rate of learning to make sufficient progress to meet grade level standards aligned with the Kentucky Academic Standards (KAS) in one or more of the areas identified below when assessed using a response to scientific, research-based intervention process.								
<input type="checkbox"/> Y <input type="checkbox"/> N  <input type="checkbox"/> Insufficient	3.	The student does not achieve adequately, as indicated on multiple data sources, for the student's age or grade level standards aligned with the KAS in one or more of the following areas: <table style="width: 100%; margin-left: 20px;"> <tr> <td><input type="checkbox"/> oral expression</td> <td><input type="checkbox"/> reading fluency skills</td> </tr> <tr> <td><input type="checkbox"/> listening comprehension</td> <td><input type="checkbox"/> reading comprehension</td> </tr> <tr> <td><input type="checkbox"/> written expression</td> <td><input type="checkbox"/> mathematics calculation</td> </tr> <tr> <td><input type="checkbox"/> basic reading skills</td> <td><input type="checkbox"/> mathematics reasoning</td> </tr> </table>	<input type="checkbox"/> oral expression	<input type="checkbox"/> reading fluency skills	<input type="checkbox"/> listening comprehension	<input type="checkbox"/> reading comprehension	<input type="checkbox"/> written expression	<input type="checkbox"/> mathematics calculation	<input type="checkbox"/> basic reading skills	<input type="checkbox"/> mathematics reasoning
<input type="checkbox"/> oral expression	<input type="checkbox"/> reading fluency skills									
<input type="checkbox"/> listening comprehension	<input type="checkbox"/> reading comprehension									
<input type="checkbox"/> written expression	<input type="checkbox"/> mathematics calculation									
<input type="checkbox"/> basic reading skills	<input type="checkbox"/> mathematics reasoning									

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<input type="checkbox"/> <b>Y</b> <input type="checkbox"/> <b>N</b>  <input type="checkbox"/> <b>Insufficient</b>	4.	The deficits in achievement are <i>not</i> primarily the result of any of the following: <ul style="list-style-type: none"> <li>• visual, hearing, or motor impairment</li> <li>• mental disability</li> <li>• emotional-behavioral disability</li> <li>• cultural factors</li> <li>• environmental or economic disadvantage</li> <li>• limited English proficiency</li> </ul>
<input type="checkbox"/> <b>Y</b> <input type="checkbox"/> <b>N</b>	5.	Evaluation information confirms there is an adverse effect on educational performance.
<input type="checkbox"/> <b>Y</b> <input type="checkbox"/> <b>N</b>	6.	Evaluation information confirms lack of instruction in reading and math is not a determinant factor in the eligibility decision.
7a.	The following relevant behavior was noted during the observations of the child:	
7b.	What is the ARC's interpretation of the relationship of the observed behavior (7a) to the student's educational functioning?	
8.	Educationally relevant medical findings, if any:	

Student's Full Name:		SSID:
9.	Document the instructional <b>strategies</b> implemented and the student-centered data collected based on the student's response to scientific, research-based intervention.	
10.	10a.	The student's parents have been notified of the policies regarding: <ul style="list-style-type: none"> <li><input type="checkbox"/> amount and nature of the student performance data that is collected and the general education services that are provided</li> <li><input type="checkbox"/> strategies for increasing the student's rate of learning</li> <li><input type="checkbox"/> parent's right to request an evaluation</li> </ul>
	10b.	Describe how the information above was provided to the parent.

On the following page provide supporting documentation that demonstrates the ARC:

- Used multiple sources to triangulate the data and substantiate the existence of the disability; and
- Confirmed the progress of the student is impeded by the disability to the extent the student's educational performance is significantly and consistently below the level of similar age peers.

Student's Full Name:	SSID:
Supporting Documentation:	

The ARC used the interpretation of the evaluation data to determine:

- The student meets the eligibility criteria for a specific learning disability, which adversely impacts his/her education, and is eligible for specially designed instruction and related services.
- The student does not meet the eligibility criteria for a specific learning disability and is not eligible for specially designed instruction and related services.
- The student has a specific learning disability, but it does not adversely impact his/her education; the student is not eligible for specially designed instruction and related services.
- Evaluation data are insufficient to determine eligibility. Additional assessments and data will be obtained in the area(s) of:

The ARC will reconvene by \_\_\_\_\_ to review and determine eligibility.

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Student's Full Name:	SSID:
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### Admission and Release Committee Members

All ARC members shall certify with their signature below whether the report reflects each member's conclusion. A member who disagrees shall submit a separate statement explaining the member's conclusion. Each differing conclusion *must* be attached (associated in Infinite Campus) to the Eligibility Determination Form and Written Report.

Printed Names with Roles of ARC Members	Signatures	Agree	Disagree
_____ Parent		<input type="checkbox"/>	<input type="checkbox"/>
_____ District Representative		<input type="checkbox"/>	<input type="checkbox"/>
_____ Regular Education Teacher		<input type="checkbox"/>	<input type="checkbox"/>
_____ Special Education Teacher		<input type="checkbox"/>	<input type="checkbox"/>
_____ School Psychologist/Evaluator		<input type="checkbox"/>	<input type="checkbox"/>
_____ Speech/Language Clinician		<input type="checkbox"/>	<input type="checkbox"/>
_____ Student		<input type="checkbox"/>	<input type="checkbox"/>
_____ Other, Specify:		<input type="checkbox"/>	<input type="checkbox"/>
_____ Other, Specify:		<input type="checkbox"/>	<input type="checkbox"/>
_____ Other, Specify:		<input type="checkbox"/>	<input type="checkbox"/>
_____ Other, Specify:		<input type="checkbox"/>	<input type="checkbox"/>