Legal Name of Student	DOB	State Student ID (SASID)	Date

DETERMINATION OF ELIGIBILITY: SPECIFIC LEARNING DISABILITY

Definition: Specific Learning Disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Specific Learning Disability does not include learning problems that are primarily the result of: visual impairment, including blindness; hearing impairment, including deafness; orthopedic impairment; intellectual disability; serious emotional disability; cultural factors; environmental or economic disadvantage; or limited English proficiency. **ECEA 2.08(8)**

The team has addressed each of the following statements and has determined: IDEA 34 C.F.R. §§ 300.304(c)(6); 300.306(b); ECEA 2.08(8)

☐ Yes ☐ No 1. The evaluation is sufficiently comprehensive to appropriately identify all of the child's special education and related services needs, whether or not commonly linked to the disability category. (Answer must be "yes" in order for the student to be eligible for services.)

☐ Yes ☐ No 2. That the child ***can*** receive reasonable educational benefit from general education alone. (Answer must be "no" in order for the student to be eligible for services.)

3. The child's performance: (All answers below must be "is not" in order for the student to be eligible for services.)
   - ☐ ***is*** ☐ ***is not*** due to a lack of appropriate instruction in reading, including the essential components of reading instruction
   - ☐ ***is*** ☐ ***is not*** due to a lack of appropriate instruction in math; and
   - ☐ ***is*** ☐ ***is not*** due to limited English proficiency.

The student is determined to have a Specific Learning Disability that prevents the child from receiving reasonable educational benefit from general education if a body of evidence demonstrates the following criteria are met: IDEA 34 C.F.R. § 300.309; ECEA 2.08(8)(b)

1. The child does not achieve adequately for the child's age or to meet state-approved grade-level standards and exhibits significant academic skill deficit(s) in one or more of the areas identified below when provided with learning experiences and instruction appropriate for the child's age or state-approved grade-level standards, ***and***
2. The child does not make sufficient progress to meet age or state-approved grade-level standards in the area(s) identified when using a process based on the child's response to scientific, research-based intervention.

Check all areas that meet <u>both</u> conditions:

☐ Basic Reading Skills ☐ Reading Comprehension ☐ Mathematical Calculation ☐ Oral Expression
☐ Reading Fluency Skills ☐ Written Expression ☐ Mathematical Problem Solving ☐ Listening Comprehension

The attached evaluation report must contain documentation of the following: IDEA 34 C.F.R. § 300.311

☐ A body of evidence that demonstrates
   1. Academic Skill deficits, ***and***
   2. Insufficient progress in response to scientific, research-based intervention in the area(s) identified above

☐ An observation of the student's academic performance in the area(s) of difficulty in the learning environment, including the relevant behavior and relationship of that behavior to the student's academic functioning.

☐ The instructional strategies used

☐ The student-centered data collected including documentation of repeated assessments or achievement at reasonable intervals

☐ The educationally relevant medical findings:
   - ☐ exist and are described, **or**
   - ☐ do not exist

☐ The documentation that the parents were notified about:
   - ☐ The State's policies regarding the amount/nature of student performance data collected and general education services provided
   - ☐ Strategies for increasing the student's rate of learning
   - ☐ Results of repeated assessments of student's progress
   - ☐ The right to request an evaluation

The team has considered that the learning problems in the area(s) indicated above in the criteria section:

☐ Are ☐ Are not Primarily the result of Intellectual Disability
☐ Are ☐ Are not Primarily the result of a Serious Emotional Disability
☐ Are ☐ Are not Primarily the result of a Visual Impairment, including Blindness
☐ Are ☐ Are not Primarily the result of a Hearing Impairment, including Deafness
☐ Are ☐ Are not Primarily the result of a Orthopedic Impairment
☐ Are ☐ Are not Primarily the result of Cultural Factors
☐ Are ☐ Are not Primarily the result of Environmental or Economic Disadvantage

All boxes above must be checked "are not" for an eligibility determination in the area of SLD: IDEA 300.309(a)(3)

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☐ Yes ☐ No **The team agrees that this student has a disability as defined in the State Rules for the Administration of the Exceptional Children's Educational Act and is eligible for special education.**

Multidisciplinary Team Members IDEA 300.306(a)(1) and 300.308; ECEA 4.02(6)(b)	**Title**	**Indicate Agreement With Team Decision & Initial On Line**
		☐ Agree ☐ Disagree
		☐ Agree ☐ Disagree
		☐ Agree ☐ Disagree
		☐ Agree ☐ Disagree
		☐ Agree ☐ Disagree
		☐ Agree ☐ Disagree
		☐ Agree ☐ Disagree
		☐ Agree ☐ Disagree

☐ A copy of the evaluation report(s) and the eligibility statement has been provided to the parent(s). **IDEA 34 C.F.R. § 300.306(a)(2)**

☐ Dissenting opinion attached if any team members disagree with eligibility determination **IDEA 34 C.F.R. § 300.311(b)**