

School District Name: Nashoba Regional School District
School District Address: 50 Mechanic Street, Bolton, MA 01740
School District Contact: TBD TEAM CHAIR

Student IEP Blank Grade 02 DOB: 10/25/2012 LASID: 123123123123 SASID#

Specific Learning Disability Team Determination Of Eligibility

Component 1

The requirements for historical information and educational assessment have been addressed, including:

- Historical Review
- Participation Skills
- Performance History
- Medical Information

Attach completed SLD 1.

Component 2

The Team has identified the Area(s) of Concern and has evidence that:

- The student is not making effective educational progress for his/her age or to meet ELA or Math Curriculum Framework standards when using a process based on the student's response to scientific, research-based intervention.

Attach completed SLD 2.

and/or

- There is a severe discrepancy between IQ and achievement and the student exhibits a pattern of strengths and weaknesses in performance, achievement or both, relative to age or ELA or Math Curriculum Framework standards, or intellectual development.

Attach completed SLD 2.

Component 3

- The Team has determined that the lack of achievement in the area of concern is not a result of cultural factors; environmental or economic disadvantage; limited English proficiency; visual, hearing, or motor disability; intellectual disability; or an emotional disturbance.

Attach completed SLD 3.

Component 4

- Relevant behavior has been observed and the relationship of that behavior to the student's academic functioning has been noted.

Attach completed SLD 4.

Findings

i The Team has reviewed Components 1-4 and the Eligibility Flow Chart and has determined that the student has a Specific Learning Disability and requires Special Education services.

- Yes No

Sign and check if you agree or disagree with the findings above.ii

	<input type="checkbox"/> agree <input type="checkbox"/> disagree		<input type="checkbox"/> agree <input type="checkbox"/> disagree
Name and Title		Name and Title	
	<input type="checkbox"/> agree <input type="checkbox"/> disagree		<input type="checkbox"/> agree <input type="checkbox"/> disagree
Name and Title		Name and Title	
	<input type="checkbox"/> agree <input type="checkbox"/> disagree		<input type="checkbox"/> agree <input type="checkbox"/> disagree
Name and Title		Name and Title	

- i The Eligibility Team must include the parent of the student, the student's general education teacher or a general education teacher qualified to teach a student of his or her age, and at least one person qualified to conduct individual diagnostic examinations of students.
- ii If a Team member disagrees with the conclusions of the Team report, the Team member must submit, and attach to this documentation, a separate statement presenting his or her conclusions.

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Specific Learning Disability Required documentation for Component 1

Historical Review

When evaluating a student for a Specific Learning Disability, the Team must ensure that the student's underachievement is not due to lack of appropriate instruction in reading or math.

Therefore, the Team has considered that:

- A. the student has been provided appropriate instruction in general education settings and that instruction has been delivered by qualified personnel;
- B. there is data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of the student's progress and this documentation was provided to the student's parents.

Have the above requirements been met?

- Yes, both A and B have been met.
- Some, but not all of the requirements in A and B have been met. The Team must determine what additional information is needed and how they will obtain the information within the evaluation timeframe. See SLD TA 3.
- No, the requirements have not been met and therefore the referral for special education evaluation should not go forward until the school has sufficient information to determine that the student has been given appropriate opportunities to learn in the general education environment. See SLD TA 4.

Participation Skills

- Assessments of the student's attention skills, participation behaviors, communication skills, memory, and social relations with groups, peers, and adults have been collected.

Performance History

Supporting evidence shows that the student has:

- consistently performed within the range of performance of same-age peers; or
- consistently performed better than same-age peers; or
- consistently performed less well than same-age peers; or
- demonstrated inconsistent performance throughout his/her educational history.

Medical Information

Educationally relevant medical findings are noted.

Findings:

Completed by _____

Date _____

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Specific Learning Disability

Required documentation for Component 2

A. If using a scientific, research-based intervention as an eligibility determination procedure, complete this section.

A.1. Based on assessment data*, the student is not making effective educational progress for their age or to meet ELA or Math Curriculum Framework standards when using a process based on the student's response to scientific, research-based intervention in one or more of the following areas:

- | | |
|--|--|
| <input type="checkbox"/> Oral Expression | <input type="checkbox"/> Written Expression |
| <input type="checkbox"/> Basic Reading Skills | <input type="checkbox"/> Reading Comprehension |
| <input type="checkbox"/> Reading Fluency Skills | <input type="checkbox"/> Listening Comprehension |
| <input type="checkbox"/> Mathematics Problem Solving | <input type="checkbox"/> Mathematics Calculation |

*Assessment data includes classroom performance information as well as data related to visual and auditory processing of information.

A.2. Has the scientific, research-based intervention method that was implemented provided sufficient information so that a responsive, data-driven IEP can be developed for the student?

- Yes, sufficient evidence exists regarding how the student learns and what is impeding learning so that a responsive, data-driven IEP can be developed.
- No (If no, attach additional diagnostic assessments that will determine how the student learns and what is impeding learning, that will assist in the writing of a responsive, data-driven IEP and designing specialized instruction based on the student's needs.)

A.3. Attach documentation of the instructional strategies used and the student-centered data collected that shows evidence that

- the student has been instructed using research-based instructional strategies;
- repeated, student-centered assessment data has been collected at reasonable intervals; and
- the student's parents have been notified regarding the amount and nature of assessment data that is collected based on the student's instruction and academic progress, strategies implemented to increase the student's learning, and the parent's right to request an evaluation.

Completed by _____

Date _____

B. If using the IQ/achievement discrepancy model as an eligibility determination procedure, complete this section.

B.1. Based on a finding of a severe discrepancy between IQ and achievement, the student exhibits a pattern of strengths and weaknesses in performance, achievement or both, relative to age or ELA or Math Curriculum Framework standards, or intellectual development, in the areas of

- | | |
|--|--|
| <input type="checkbox"/> Oral Expression | <input type="checkbox"/> Written Expression |
| <input type="checkbox"/> Basic Reading Skills | <input type="checkbox"/> Reading Comprehension |
| <input type="checkbox"/> Reading Fluency Skills | <input type="checkbox"/> Listening Comprehension |
| <input type="checkbox"/> Mathematics Problem Solving | <input type="checkbox"/> Mathematics Calculation |

B.2. Technically sound instruments have been used that assess cognitive and behavioral factors as well as physical or developmental factors. Yes No

B.3. More than one measure or assessment has been implemented. Yes No

B.4. Attach the IQ/achievement assessment report that supports statements B.1-3. Yes No

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Specific Learning Disability Exclusionary Factors

Required documentation for Component 3

In determining Special Education eligibility with a Specific Learning Disability, the Team must ensure that the identified area of concern is not primarily the result of one of the following. As you work through the flow-chart, keep the student's area of concern in mind and consider individual characteristics of the student as you answer Yes or No to each of the questions.

Is the student's lack of sufficient progress in the area of concern due primarily to cultural factors? <input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> YES <input type="checkbox"/> YES <input type="checkbox"/> YES <input type="checkbox"/> YES <input type="checkbox"/> YES	If any answers are "Yes" the student cannot be found eligible for Special Education as a student with a Specific Learning Disability.
Is the student's lack of sufficient progress in the area of concern due primarily to an environmental or economic disadvantage? <input type="checkbox"/> YES <input type="checkbox"/> NO		
Is the student's lack of sufficient progress in the area of concern due primarily to limited English proficiency? <input type="checkbox"/> YES <input type="checkbox"/> NO		
Is the student's lack of sufficient progress in the Disability. area of concern due primarily to a visual, hearing, or motor disability? <input type="checkbox"/> YES <input type="checkbox"/> NO		
Is the student's lack of sufficient progress in the area of concern due primarily to intellectual disability? <input type="checkbox"/> YES <input type="checkbox"/> NO		
Is the student's lack of sufficient progress in the area of concern due primarily to an emotional disturbance? <input type="checkbox"/> YES <input type="checkbox"/> NO		
If all answers are "No" the Team may consider eligibility for Special Education as a student with a Specific Learning Disability.		

Completed by _____

Date _____