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| **DESERT/MOUNTAIN SPECIAL EDUCATION LOCAL PLAN AREA**  **DESERT/MOUNTAIN CHARTER SPECIAL EDUCATION LOCAL PLAN AREA**  17800 HIGHWAY 18 • APPLE VALLEY, CA 92307  (760) 552-6700 • (760) 242-5363 FAX  **Specific Learning Disability (SLD)** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **STUDENT INFORMATION** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Student Name: | | | | | |  | | | | | | | | | | | | | | | | | | | | Date of Birth: | | | | | | | | | | | | |  | | | | | | Gender: | | | Male  Female | | | |
| School Site: | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Teacher Name: | | | | | | | |  | | | | | | | | | |
| District of Attendance: | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | District of Residence: | | | | | | | | | |  | | | | | | | | | |
| Parent/Guardian: | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Home Phone: | | | | |  | | | | | | | | | | | | | Work Phone: | | | | | | | | |  | | | | | | | | | | | | | | Other Phone: | | | | | |  | | | | |
| Street Address: | | | | | |  | | | | | | | | | | | | | | | | | City: | | | |  | | | | | | | | | | | | | State: | | | |  | | | Zip Code: | | |  | |
| Mailing Address: | | | | | | |  | | | | | | | | | | | | | | | | City: | | | |  | | | | | | | | | | | | | State: | | | |  | | | Zip Code: | | |  | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **statement of eligibility DETERMINATION (required by 34 C.F.R. § 300.311)** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Indicate whether or not a specific learning disability exists and state the sources of information considered in making the determination of SLD eligibility.  Yes  No *(explain)* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| State the relevant behavior, if any, noted during the observation of the student and the relationship of that behavior to the student’s academic functioning: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Date of observation: | | | | | | | |  | | | | | | | Individual conducting observation: | | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| List the educationally relevant medical findings, if any: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **sld rationale (check the appropriate method)** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **1.** | | **Response to Intervention (RTI) Method *(Complete items a through h below)*** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. | | The assessment team has documented a disorder in the following area(s): | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | |
|  | |  | | | | | | | | | | | | Attention | | | | | | | | | | | | | | | | Visual Processing | | | | | | | | | | | | | Auditory Processing | | | | | | | | |
|  | |  | | | | | | | | | | | | Sensory Motor | | | | | | | | | | | | | | | | Cognitive *(including association, conceptualization, and expression)* | | | | | | | | | | | | | | | | | | | | | |
| b. | | The student does not achieve adequately for the student’s age-level or meet State-approved grade-level standards in one or more of the | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | following areas when provided with age-appropriate learning experiences and instruction: *(Please check each area as applicable)* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | |  | | | | | | | | | | Oral Expression | | | | | | | | | | Written Expression | | | | | | | | | | | | | | | Listening Comprehension | | | | | | | | | Reading Comprehension | | | | | |
|  | |  | | | | | | | | | | Basic Reading Skills | | | | | | | | | | Math Calculation | | | | | | | | | | | | | | | Math Problem Solving | | | | | | | | | Reading Fluency Skills | | | | | |
| c. | |  | The student does not make sufficient progress to meet age-level 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 intervention. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. | |  | The identified deficit in rate of learning or achievement or both is not primarily the result of visual, hearing or motor impairment; | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | |  | intellectual disability; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. | | As part of, or prior to a referral for special education and related services, the student did not make adequate progress within an appropriate | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | period of time in which: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | |  | The student was provided appropriate instruction in general education settings delivered by qualified personnel; AND | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | |  | The student’s parents were provided with data-based documentation of repeated assessments of achievements at reasonable intervals, | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | |  | reflecting formal assessment of the student’s progress during instruction. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f. | | Refer to the multi-disciplinary report dated | | | | | | | | | | | | | | | | |  | | | | | for additional information. This report documents the assessment team conclusions. | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | If the report does not reflect the conclusions of a team member, the team member must submit a separate statement presenting his/her conclusions. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| g. | |  | The parent has been notified about 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. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | |  |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| h. | | List the strategies for increasing the student’s rate of learning: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **2.** | | **Severe Discrepancy Method *(Complete items a through e below)*** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. | | The assessment team has documented a disorder in the following area(s): | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | |  | | | | | | | | | | | | Attention | | | | | | | | | | | | | | | | Visual Processing | | | | | | | | | | | | | Auditory Processing | | | | | | | | |
|  | |  | | | | | | | | | | | | Sensory Motor | | | | | | | | | | | | | | | | Cognitive *(including association, conceptualization, and expression)* | | | | | | | | | | | | | | | | | | | | | |
| b. | | The IEP team finds that a severe discrepancy exists between cognitive ability and achievement in the following area(s): | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | |  | | | | | | | | | Oral Expression | | | | | | | | | | Written Expression | | | | | | | | | | | | | | | | Listening Comprehension | | | | | | | | | Reading Comprehension | | | | | |
|  | |  | | | | | | | | | Basic Reading Skills | | | | | | | | | | Math Calculation | | | | | | | | | | | | | | | | Math Problem Solving | | | | | | | | | Reading Fluency Skills | | | | | |
| c. | | The documented discrepancy *cannot* be corrected through other regular or categorical services offered through the general instructional | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | program. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| d. | | The discrepancy *is not*  primarily a result of visual, hearing or motor impairment; intellectual disability; emotional disturbance; cultural factors; | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | environmental or economic disadvantage; or limited English proficiency. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. | | Refer to the multi-disciplinary report dated | | | | | | | | | | | | | | | | |  | | | | | | for additional information. This report documents the assessment team conclusions. | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | If the report does not reflect the conclusions of a team member, the team member must submit a separate statement presenting his/her conclusions. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **3.** | | **Severe Discrepancy Alternative Means *(Complete items a through f below)*** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a. | | The IEP team determined that standardized tests are invalid and the discrepancy shall be measured by alternative means, as specified in the | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | assessment plan dated | | | | | | | | | | |  | | | . Documentation of a severe discrepancy is included in a multi-disciplinary report dated | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  |
| b. | | The assessment team has documented a disorder in the following area(s): | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | |  | | | | | | | | | | | | Attention | | | | | | | | | | | | | | | | Visual Processing | | | | | | | | | | | | | Auditory Processing | | | | | | | | |
|  | |  | | | | | | | | | | | | Sensory Motor | | | | | | | | | | | | | | | | Cognitive *(including association, conceptualization, and expression)* | | | | | | | | | | | | | | | | | | | | | |
| c. | | The IEP team finds that a severe discrepancy exists between cognitive ability and achievement in the following area(s): | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | |  | | | | | | | | Oral Expression | | | | | | | | | | Written Expression | | | | | | | | | | | | | | | | Listening Comprehension | | | | | | | | | | Reading Comprehension | | | | | |
|  | |  | | | | | | | | Basic Reading Skills | | | | | | | | | | Math Calculation | | | | | | | | | | | | | | | | Math Problem Solving | | | | | | | | | | Reading Fluency Skills | | | | | |
| d. | | The IEP team determined that standardized tests do not reveal a severe discrepancy. A severe discrepancy has been documented by alternative | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | means, as summarized in the multi-disciplinary report dated | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | . This report documents the assessment team conclusions. If the | | | | | | | | | | | | | |
|  | | report does not reflect the conclusion of a team member, the team member must submit a separate statement presenting his/her conclusions. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| e. | | The documented discrepancy *cannot* be corrected through other regular or categorical services offered within the general instructional program. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f. | | The discrepancy *is not* primarily a result of visual, hearing or motor impairment; intellectual disability; emotional disturbance; cultural factors; | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | environmental or economic disadvantage; or limited English proficiency. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **THE FOLLOWING INDIVIDUALS CERTIFY THAT THE ABOVE DETERMINATION OF ELIGIBILITY FOR SLD REFLECTS THE MEMBER’S CONCLUSION:** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | |  | |  | | | | | | | | | | | | | | | | | |  | | |
| LEA Representative | | | | | | | | | | | | | | | | | | Date | | | | | | | | | | | |  | | Speech-Language Pathologist | | | | | | | | | | | | | | | | | | Date | | |
|  | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | |  | |  | | | | | | | | | | | | | | | | | |  | | |
| Special Education Teacher | | | | | | | | | | | | | | | | | | Date | | | | | | | | | | | |  | | Psychologist | | | | | | | | | | | | | | | | | | Date | | |
|  | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | |  | |  | | | | | | | | | | | | | | | | | |  | | |
| General Education Teacher | | | | | | | | | | | | | | | | | | Date | | | | | | | | | | | |  | | Parent/Guardian/Surrogate | | | | | | | | | | | | | | | | | | Date | | |
|  | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | |  | |  | | | | | | | | | | | | | | | | | |  | | |
| Nurse | | | | | | | | | | | | | | | | | | Date | | | | | | | | | | | |  | | Other/Title | | | | | | | | | | | | | | | | | | Date | | |
| **attached is a separate statement presenting a dissenting member’s conclusion as to why his/her assessment differs from the above report.** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| *34 CFR 300.311(b) - Specific documentation for the eligibility determination. Each group member must certify in writing whether the report reflects the member’s conclusion. If it does not reflect the member’s conclusion, the group member must submit a separate statement presenting the member’s conclusion.*  *CA Ed Code § 56327(b). The personnel who assess the pupil shall prepare a written report, or reports, as appropriate, of the results of each assessment. The report shall include, but not be limited to, all of the following…(b) The basis for making the determination.* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |