

**DEMO SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)  
SPECIFIC LEARNING DISABILITY  
TEAM DETERMINATION OF ELIGIBILITY -RTI**

Student Name: Andrews, ElizabethBirthdate: 7/9/2014IEP Date: 4/2/2021School: School of Rock

- Initial Evaluation  
 3-Year Re-evaluation

A 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 have manifested itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The basic psychological processes included attention, visual processing, auditory processing, sensory-motor skills, phonological processing, and cognitive abilities including association, conceptualization and expression

**Section I.** Instructions: Select Option A AND B below

- A. The pupil does not achieve adequately for the pupil's age or to meet state-approved grade-level standards when provided with learning experiences and instruction appropriate for the pupil's age or state-approved grade level standards.  
 B. The pupil does not make sufficient progress to meet age or state-approved grade-level standards based on the pupil's response to scientific, research-based intervention.

Area/s in which the pupil meets criteria

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

**Section II.** The discrepancy identified above is directly related to a processing disorder:  Yes  No

- Check appropriate area(s):
- |   |  |
|---|--|
| <input type="checkbox"/> Sensory Motor Skills   | <input type="checkbox"/> Visual Processing |
| <input type="checkbox"/> Auditory Processing  | <input type="checkbox"/> Attention         |
| <input type="checkbox"/> Phonological Processing  |  |
| <input type="checkbox"/> Cognitive Abilities, (including association, conceptualization and expression) |  |

**Section III.** Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage. If the learning problem is primarily the result of any of the items below (A-H) check "Yes", and the student may not be identified as having a learning disability.

- |  |  |
|--|--|
| A. Visual, hearing, or motor disability                | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| B. Intellectual disability disadvantage.               | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| C. Emotional disturbance                               | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| D. Cultural factors                                    | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| E. Environmental or economic disadvantage              | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| F. Limited English proficiency                         | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| G. Limited school experience or poor school attendance | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| H. Lack of appropriate instruction in reading or math  | <input type="checkbox"/> Yes <input type="checkbox"/> No |
- a. The IEP team considered data that demonstrate that prior to, or as a part of, the referral process, the pupil was provided appropriate instruction in regular education settings, delivered by qualified personnel; and  
b. The IEP team considered data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the pupil's parents

**Section IV.** Additional Relevant Information:

Basis for determination of eligibility:

- Psychoeducational Evaluation utilizing multiple measures. See attached psychoeducational report.  Other (specify)

**Section V.** Relevant behavior related to academic functioning, noted during observation:**Section VI.** Educationally relevant medical findings, if any:**Section VII.** Conclusion:

The pupil has a specific learning disability.

Yes  No

The degree of the pupil's impairment requires special education.

Yes  No

I agree with the conclusions stated above:

/ \_\_\_\_\_

Parent/Guardian/Surrogate/Adult / Date

/ \_\_\_\_\_

LEA Representative/Admin. Designee / Date

/ \_\_\_\_\_

Special Education Specialist / Date

/ \_\_\_\_\_

Additional Participant/Title / Date

/ \_\_\_\_\_

Additional Participant/Title / Date

/ \_\_\_\_\_

Additional Participant/Title / Date

/ \_\_\_\_\_

Parent/Guardian/Surrogate/Adult / Date

/ \_\_\_\_\_

General Education Teacher / Date

/ \_\_\_\_\_

Additional Participant/Title / Date

/ \_\_\_\_\_

Additional Participant/Title / Date

/ \_\_\_\_\_

Additional Participant/Title / Date

/ \_\_\_\_\_

Additional Participant/Title / Date

My assessment of this student differs from the above report as follows: Statement (attach additional pages as necessary)

**Signature and Title/Date:** \_\_\_\_\_

**Date:** \_\_\_\_\_

