| **Student Name** | **DOB** | **SSID** |
| --- | --- | --- |
|  |  |  |
| **School District** | **School**  | **Grade** |
|  |  |  |

***Indicate the primary evaluation model used in determining eligibility for this child*** [Select only one box to indicate the primary model used, however, districts are not precluded from completing other portions of this form if additional elements are used*.*]

### [ ]  The Response to Intervention (RTI) model was the primary model used for this evaluation.

[ ]  The Patterns of Strengths and Weaknesses (PSW) model was the primary model used for this evaluation.

**Comprehensive Evaluation**

If a child is suspected of having a specific learning disability, a comprehensive evaluation must be conducted for early childhood or school age special education services, including the following (attach evaluation report that describes and explains the results of the evaluation conducted):

* 1. Review of existing information from a variety of sources, including the parents, teacher recommendations (including Oregon state assessments, if available), the child’s cumulative records, previous IEPs or IFSPs, teacher collected work samples, and information about the child’s physical condition, background, and adaptive behavior.

| **Report Date** | **Date Reviewed** |
| --- | --- |
|  |  |
|  |  |

* 1. An assessment of the child’s academic achievement toward Oregon grade-level standards. [Add lines as necessary]

| **Examiner** | **Assessment** | **Date Conducted** | **Date Reviewed** |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |

* 1. Observation of the child’s academic performance and behavior in a regular classroom setting, or in the case of a child less than school age or out of school, an observation in an age-appropriate environment by a qualified professional. (Describe relevant behavior noted during observation, and its relationship to academic functioning in evaluation report.)

| **Observer/Title** | **Date Conducted** | **Report Date** | **Date Reviewed** |
| --- | --- | --- | --- |
|  |  |  |  |

* 1. Progress monitoring data: (described in evaluation report) Data that demonstrate that before or as part of the referral process, the child was provided with appropriate instruction in regular education settings by qualified personnel.

| **Report Date** | **Date Reviewed** |
| --- | --- |
|  |  |

1. Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of child progress that is directly linked to instruction.

| **Report Date** | **Date Reviewed** |
| --- | --- |
|  |  |

**If using a response-to intervention (RTI) model**: list scientifically-based interventions attempted (based on the district’s RTI model) and describe the child’s response in the evaluation report The report(s) reviewed must include information about the student's rate of progress during the instructional intervention(s); including a comparison of the student's rate of progress to expected rates of progress. The progress monitoring must be on a schedule that allows a comparison of the student's progress to the performance of peers; is appropriate to the student's age and grade placement; is appropriate to the content monitored; and allows for interpretation of the effectiveness of intervention. [Add lines as necessary]

| **Prior to consent for evaluation:** |
| --- |
| **Intervention Type** | **Intervention Period** | **Report Date** | **Date Reviewed** |
|  |  |  |  |
|  |  |  |  |
| **Post consent for evaluation:**  |
| **Intervention Type** | **Intervention Period** | **Report Date** | **Date Reviewed** |
|  |  |  |  |
|  |  |  |  |

**If using a model based on a child’s strengths and weaknesses**: Evaluation of the child’s strengths and weaknesses in performance, achievement, or both, relative to age, state-approved grade level standards, or intellectual development. Results described in evaluation report.

| **Examiner** | **Assessment** | **Date Conducted** | **Date Reviewed** |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |

**If deemed necessary by the team:**

* + 1. A developmental history as defined in OAR 581-015-2000.

| **Report Date** | **Date Reviewed** |
| --- | --- |
|  |  |

* + 1. Any other assessment(s) related to cognition, fine motor skills, perceptual motor skills, communication, social/emotional status, perception or memory. Results described in the evaluation report, attached.

| **Examiner** | **Assessment** | **Date Conducted** | **Date Reviewed** |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |

* + 1. Documentation of a medical examination as defined in OAR 581-015-2000 indicating whether there are any physical factors that may be affecting the child’s educational performance.

| **Physician, Nurse Practitioner, Physician Assistant, Naturopathic Physician** | **Date Conducted** | **Date Reviewed** |
| --- | --- | --- |
|  |  |  |

* + 1. Any other assessment(s) required to determine the impact of the suspected disability on the child's educational performance for a school-age child; or on the child's developmental progress for a preschool child.

| **Examiner** | **Assessment** | **Date Conducted** | **Date Reviewed** |
| --- | --- | --- | --- |
|  |  |  |  |

**Eligibility Criteria:**

To have a specific learning disability, a child must have a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations. Specific learning disability includes conditions such as perceptual disabilities, brain injury, dyslexia, minimal brain dysfunction, and developmental aphasia. The term does not include learning problems that are primarily the result of visual or motor disabilities, deaf or hard of hearing, intellectual disability, emotional behavior disability, or environmental, cultural, or economic disadvantage.

The child does **not** achieve adequately for the child’s age or to meet Oregon grade-level standards in one or more of the following areas when provided with learning experiences and instruction appropriate for the child’s age or state-approved grade level standards:

| [ ]  Basic reading skills | [ ]  Mathematics calculation | [ ]  Written expression |
| --- | --- | --- |
| [ ]  Reading fluency skills | [ ]  Mathematics problem-solving | [ ]  Oral expression |
| [ ]  Reading comprehension  |  | [ ]  Listening comprehension |

*If one or more boxes are checked, continue. If no boxes are checked, the child cannot be found eligible.*

The child:

[ ] Does not make sufficient progress to meet age or Oregon grade-level standards in one or more of the areas listed in 1 when using a process based on the child’s response to scientific, research-based instruction; or

[ ] Exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, Oregon grade-level standards, or intellectual development, that is determined to be relevant to the identification of a Specific Learning Disability.

*If one or all boxes are checked, continue. If no boxes are checked, the child cannot be found eligible.*

The student’s lack of achievement is primarily the result of:

| a) A visual or motor impairment, deaf or hard of hearing, intellectual disability, emotional behavior disability, cultural factors, or environmental or economic disadvantage. | [ ]  Yes | [ ]  No |
| --- | --- | --- |
| b) A lack of appropriate instruction in reading, including the essential components of reading instruction (phonemic awareness, phonics, vocabulary development; reading fluency/oral reading skills; and reading comprehension strategies). | [ ]  Yes | [ ]  No |
| c) A lack of appropriate instruction in math. | [ ]  Yes | [ ]  No |
| d) Limited English proficiency. | [ ]  Yes | [ ]  No |

*If all of the boxes are checked “no”, continue. If “yes” to any of these the student cannot be found eligible.*

| **Eligibility Determinations**The team has determined:  |
| --- |
| The student has a specific learning disability as defined in this rule; | [ ]  Yes | [ ]  No |
| The student’s disability has an adverse impact on the student’s educational performance when the student is at the age of eligibility for kindergarten through age 21. | [ ]  Yes | [ ]  No |
| By reason thereof, the student requires early childhood special education (OAR 581-015-2795) or school age special education (OAR 581-015-2120) services. | [ ]  Yes | [ ]  No |

The team agrees that this student:

* [ ]  Does qualify for Early Childhood Special Education services with an eligibility of Specific Learning Disability.
* [ ]  Does not qualify for Early Childhood Special Education services with an eligibility of Specific Learning Disability.
* [ ]  This section does not apply to this student.

The team determined that this student:

* [ ]  Does qualify for special education services with an eligibility of Specific Learning Disability.
* [ ]  Does not qualify for special education services with an eligibility of Specific Learning Disability.
* [ ]  This section does not apply to this student.

| **Signature** | **Title** | **Agree** | **Disagree** |
| --- | --- | --- | --- |
|  |  |[ ] [ ]
|  |  |[ ] [ ]
|  |  |[ ] [ ]
|  |  |[ ] [ ]
|  |  |[ ] [ ]
|  |  |[ ] [ ]
|  |  |[ ] [ ]

The following have been provided to the child’s parents:

* [ ]  A copy of the evaluation report and eligibility statement.
* [ ]  If using a response to intervention model, a copy of the initial notice, provided to parents in a timely manner, including:
* ODE and district policies describing the amount and nature of student performance data to be collected and the general education services to be provided as part of the district’s response to intervention model;
* Strategies for increasing the child’s rate of learning; and
* The parents’ right to request an evaluation.

This form is used to:

Document whether the student meets the eligibility criteria for Specific Learning Disability and the basis for that determination in accordance with OAR 581-015-2170 and  34 CFR §300.8.

Meet the following requirements, regarding the need to establish eligibility for special education and related services:

OAR 581-015-2100 (Responsibility for Evaluation and Eligibility Determination);

OAR 581-015-2105 (Evaluation and Reevaluation Requirements);

OAR 581-015-2110 (General Evaluation and Reevaluation Procedures);

OAR 581-015-2115 (Evaluation Planning);

OAR 581-015-2120 (Determination of Eligibility);

OAR 581-015-2125 (Interpretation of Evaluation Data);

Document the date of the eligibility determination.

Provide a place for the team to sign the statement and indicate whether or not each member agrees or disagrees with the eligibility determination; and

Document that the parent was given a copy of evaluation report(s) and eligibility statement.

Directions:

Enter the date the form was completed by the team (meeting date).

Enter the student’s name.

Enter the student’s date of birth.

Enter the student’s SSID.

Enter School District and School information.

Enter student’s grade level at the time of meeting.

List the required evaluation elements. Indicate the name of the test(s) used, the examiner who conducted the test(s) and the testing date(s). If data is being reviewed only (e.g., for reevaluation), indicate the review date.  Attach documentation of each evaluation.

The team must determine the following:

The child does not achieve adequately for the child’s age or to meet Oregon grade-level standards in one or more of the following areas when provided with learning experiences and instruction appropriate for the child’s age or state-approved grade level standards: Basic reading skills; reading fluency skills; reading comprehension; mathematics calculation; mathematics problem-solving; written expression; oral expression; listening comprehension.

If one or more boxes are checked, continue.  If no boxes are checked, the child cannot be found eligible.

The team must also determine the following:

The child does not make sufficient progress to meet age or Oregon grade-level standards in one or more of the areas listed above when using a process based on the child’s response to scientific, research-based instruction; or

The child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, Oregon grade-level standards, or intellectual development, that is determined to be relevant to the identification of a Specific Learning Disability.

If one or all boxes are checked, continue. If no boxes are checked, the child cannot be found eligible.

The team must also determine if the student’s lack of achievement is primarily result of a) a visual or motor impairment, deaf or hard of hearing, intellectual disability, emotional disturbance, cultural factors, or environmental or economic disadvantage; b) a lack of appropriate instruction in reading, including the essential components of reading instruction (phonemic awareness, phonics, vocabulary development; reading fluency/oral reading skills; and reading comprehension strategies); c) a lack of appropriate instruction in math; d) Limited English proficiency.   If all of the boxes are checked “no”, continue. If “yes” to any of these the student cannot be found eligible.

The team must also determine:

The student has a specific learning disability as defined in this rule;

The student’s disability has an adverse impact on the student’s educational performance when the student is at the age of eligibility for kindergarten through age 21.

By reason thereof, the student requires early childhood special education (OAR 581-015-2795) or school age special education (OAR 581-015-2120) services.

Indicate if the student does or does not qualify for special education services with an eligibility of Specific Learning Disability.

Have each team member (including the parent/guardian) sign the form, indicating their title and whether they agree or disagree with the eligibility determination.

Place a copy of this form with all attachments into the student’s file.

Give a copy of the evaluation report and eligibility statement to the parent/guardian(s).

If using a response to intervention model, a copy of the initial notice, provided to parents in a timely manner, including:

ODE and district policies describing the amount and nature of student performance data to be collected and the general education services to be provided as part of the district’s response to intervention model;

Strategies for increasing the child’s rate of learning; and

The parents’ right to request an evaluation

Note: If the team is using existing data, indicate the assessment information used, and the date the team determines this information to be currently valid. Attach documentation of each evaluation.

# (Sample)

**Parent Notification when using Response to Intervention under the Individuals with Disabilities Education Act (IDEA)**

*---------------------------------------------------------------------------------------------------------------------*

# Response to Intervention (RTI)

Response to Intervention (RTI) is a way of organizing instruction and assessment that has two purposes:

1. To identify children needing help in reading, math, and writing, and prevent the development of serious learning problems; and
2. To identify children who, even when they get extra help, make very limited progress. Research has shown that these children sometimes have learning disabilities.

**General education services to be provided and strategies for increasing the child’s rate of learning**

Each school district using a RTI model must have standard intervention protocols for each level of intervention and the curricula and interventions that will be used for students at each level. Typically, RTI models provide interventions at universal, targeted, and intensive levels.

Universal level: These are research based interventions used with all students at a particular age or grade level.

Targeted level: These are research-based interventions used with students whose progress places them at some risk for not meeting instructional goals and whose deficiencies are easily grouped with other students with similar deficiencies.

Intensive level: These are research-based interventions that are used with students whose progress places them at high risk for not meeting instructional goals and whose deficiencies are so unique as to require individualized instructional approaches.

School districts have decision rules regarding the amount and nature of student performance data that will be collected as part of the district’s RTI model. Progress monitoring must be conducted on a schedule that:

* Allows comparison of the child’s progress to the performance of peers,
* Is appropriate to the child’s age and grade placement,
* Is appropriate to the content monitored, and
* Allows for interpretation of the effectiveness of the intervention.

***[Insert a parent directed description of the RTI model used by the district, and the curriculum, interventions and strategies used at each level. Include: information about the amount and nature of progress monitoring data to be collected as part of the district’s RTI model; and timelines to acquire their (parental) consent for evaluation once a shift occurs from collecting data to ascertain responsiveness to instruction to collecting additional information and data as part of a comprehensive evaluation that addressed all suspected areas of disability.]***

**When children continue to have difficulty:**

The school will tell you whether your child begins to make sufficient progress or if your child has continued difficulty. If you and the school have tried several interventions, and progress is still limited, you will be asked to give your consent for an evaluation. The purpose of such an evaluation is to determine your child’s specific educational needs, and to consider whether a disability may impact his or her learning.

**Parent participation:**

Parents are essential to children’s success in school. When a child needs supplemental instruction, school staff will describe that instruction to you. School staff will also ask you to tell them about anything you think might affect your child’s learning. For example, it is important for the school to know if a child has missed a lot of school, experienced a trauma, or is having problems with friends at school. These types of problems may affect a student’s progress, and if we know about them, we can design an intervention more effectively. Parents frequently partner with the school to provide extra practice to develop skills. If you do want to provide extra support at home, you can work with the school to make yourself part of your child’s program.

**Parent request for evaluation:**

A parent may request an evaluation for special education at any time, including during any stage of the RTI process. To request a special education evaluation, contact the school principal, a special education teacher or counselor at your child’s school, or the district’s special education director.

***[Insert specific names and contact information]***