

JOHNSTON PUBLIC SCHOOLS
Special Services

<input type="checkbox"/> New Referral
<input type="checkbox"/> Review
<input type="checkbox"/> Re-Evaluation

LEARNING DISABILITIES DOCUMENTATION FORM

Name: _____ D.O.B.: _____ Date: _____

Extra year(s) in school? Which one(s)? _____ Current Grade: _____

Observation - Relevant behavior noted during the observation of the child and the relationship of that behavior to the child's academic functioning, based on documented observation(s) of the child's academic performance and behavior in the areas of difficulty in appropriate learning environment(s), including the regular classroom or as appropriate the ESL/bilingual education setting. [Observation must comply with the requirements in Sec. 300.310]:

Medical - Educationally relevant medical findings:

Intervention and Student Progress Data

As part of the evaluation described in Sec. 300.304 through 300.306, the team considered:

1. Data that demonstrate that prior to, or as a part of, the referral process, the child was provided appropriate and specific culturally and linguistically appropriate instruction and interventions in regular education settings, delivered by qualified personnel;
2. Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents.

Documentation is attached of the process used to assess the child's response to research-based intervention, including:

- i. The instructional strategies and interventions and student-centered data collection, with evidence of fidelity of implementation; and
- ii. The documentation that the child's parents were notified about:
 - a. The State's policies regarding the amount and nature of student performance data that were collected and the general education services that were provided;
 - b. Strategies and interventions for increasing the child's rate of learning; and
 - c. The parents' right to request an evaluation. [Sec. 300.311]

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Basis for Determination of Learning Disability:

1. Indicate in the following table the student's response to learning experiences and instruction appropriate for the child's age or State-approved Common Core Standards and results from the comprehensive evaluation:

Areas: Check any area below that meets the description in both (a) and (b) and include documentation in the child's special education record	a) Achievement Gap Summarize team's conclusion regarding evidence that the student's current achievement* of State-approved Common Core Standards <i>Standards</i> is significantly different than his/her peers relative to national normative data with consideration of state and local data when provided with appropriate learning experiences and instruction (*after provision of appropriate general education learning experiences including at least two periods of intensive interventions).	AND b) Educational Progress Summarize team's conclusion regarding the evidence that the student does not make sufficient progress to meet age or State-approved grade level/span expectations and Common Core Standards Standards, based on child's limited responsiveness to intensive scientific, research-based interventions which have been implemented with fidelity.
<input type="checkbox"/> Oral expression <input type="checkbox"/> Listening comprehension <input type="checkbox"/> Written expression <input type="checkbox"/> Basic reading skill <input type="checkbox"/> Reading fluency skills <input type="checkbox"/> Reading comprehension <input type="checkbox"/> Mathematics calculation <input type="checkbox"/> Math. problem solving		

In one or more of the eight areas of Table (1), does the student's performance meet the description under

(a) Achievement Gap **AND** **(b) Educational Progress?**

YES _____ (both box a. and b. checked)

NO _____ (a determination of learning disability is not justified)

2. If **YES**, consider and check the team's confirmation of the following requirements:

Student performance in areas indicated above is NOT primarily the result of:

- A visual, hearing, or motor disability;
- Cultural factors;
- Mental retardation;
- Environmental or economic disadvantage; or
- Emotional disturbance;
- Limited English Proficiency

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The determinant factor of the findings is not any of the following

- Student has lacked appropriate instruction in literacy
- Student has had repeated change of schools
- Student has lacked appropriate instruction in math
- Student has had an inconsistent or inappropriate educational program
- Student has had extended absences

This determination has been made based on evaluative information from a variety of sources, including parent input among others - information from all sources having been documented and carefully considered. [See Sec. 300.306 (c)(1)]

A learning disability determination cannot be made unless all boxes are checked

3. On the basis of the team's findings regarding this student's response to intervention (Achievement and Educational Progress) and the above considerations, a determination has been made that the child has a specific learning disability and needs special education and related services.
- YES** ____ **NO** ____
YES ____ **NO** ____

Provide recommendations for tailoring instruction and interventions to support the child's progress:

Additional Team Comment: