

**GROUP REPORT FOR
SPECIFIC LEARNING DISABILITY (SLD)**

Child's Name: _____

Date: _____

Complete All Sections

- 1.** It is the determination of the group participants that this child has a specific learning disability as defined in state and federal regulations implementing IDEA, as amended. (As consistent with the definition, this term does not apply to children who have learning problems that are primarily the result of visual, hearing, or motor disability; mental retardation; of emotional disturbance; or of environmental, cultural or economic disadvantage; or limited English proficiency on the child's achievement level.)

Yes No

- 2.** A statement of the basis for making the determination, including an assurance that the determination has been made in accordance with 34 CFR 300.306(c)(1): _____

- 3.** Relevant behavior, if any, noted during the observation of the child: _____

- 4.** The relationship of that behavior to the child's academic functioning: _____

- 5.** A statement of the educationally relevant medical findings, if any: _____

6. A statement of whether:

- A. The child does not achieve adequately for the child's age or to meet State-approved grade-level standards consistent with 34 CFR 300.309(a)(1):

- B. The child does not make sufficient progress to meet age or State-approved grade-level standards consistent with 34 CFR 300.309(a)(2)(i), or the child exhibits a pattern of strengths and weaknesses in performance, achievement or both, relative to age, State-approved grade-level standards or intellectual development consistent with 34 CFR 300.309(a)(2)(ii):

7. A statement of whether the child has participated in a process that assesses the child's response to scientific, research- based intervention -

- A. The instructional strategies used and the student-centered data collected:

- B. The documentation that the child's parents were notified about -

1. 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;
2. Strategies for increasing the child's rate of learning; and
3. The parents' rights to request an evaluation.

8. Optional Use by LEA.

A statement of whether there is a severe discrepancy between achievement and ability that is not correctable without special education and related services.

The group finds that the child has a severe discrepancy between achievement and intellectual ability in one or more of the following areas:

- A. Written Expression _____
- B. Oral Expression _____
- C. Reading Comprehension _____
- D. Basic Reading Skills _____
- E. Math Problem Solving _____
- F. Math Calculation _____
- G. Listening Comprehension _____
- H. Reading Fluency Skills _____

- 9.** The determination of the group concerning the effects of environmental, cultural or economic disadvantage; a visual, hearing, or motor disability; mental retardation; emotional disturbance; or limited English proficiency on the child's achievement level.

Each group member must certify in writing whether the report reflects his or her conclusion. If it does not reflect his or her conclusion, the group member must submit a separate statement presenting his or her conclusions.

<u>Signature</u>	<u>Position</u>	<u>Agree</u>	<u>Disagree</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____