



# SLD Eligibility Quick Guide: COVID-19



## General Guidance

Despite the variety of challenges during the COVID-19 pandemic, evaluation teams considering the category of Specific Learning Disability (SLD) when determining an eligibility must provide evidence in each of the required areas. For each section of an SLD Eligibility Report, guidance is provided below related to initial evaluations and reevaluations.

Section	Guidance
<b>Section 1A:</b> <i>Parent Input</i>	<b>All evaluations:</b> The IEP team will indicate parent input about the student's strengths and needs.
<b>Section 1B:</b> <i>Background Information</i>	<b>All evaluations:</b> The IEP team will report any relevant background information which may include: hearing/vision screening results, health history, number of schools attended, record of attendance, behavioral history, cultural background, outside provider information and/or medical reports, previous evaluation results and any relevant information related to the COVID pandemic.
<b>Section 1C:</b> <i>Academic Areas of Concern</i>	<b>Initial/New area of concern:</b> The IEP team will need to indicate all identified academic areas of concern for the student.  <b>Reevaluation:</b> This information is not required for existing areas of concern.
<b>Section 1D:</b> <i>Core Curriculum is Effective</i>	<b>Initial/New area of concern:</b> Since the ISAT and IRI were not administered in Spring 2020, the IEP team may need to use any norm-referenced district or school assessments, such as universal screening or benchmark assessments, to provide this information. In addition, the team may determine that it is appropriate to include the student's most recent ISAT or IRI scores as well.  <b>Reevaluation:</b> This information is not required for existing areas of concern.
<b>Section 1E:</b> <i>Access to Core Instruction/Curriculum</i>	<b>Initial/New area of concern:</b> The IEP team will consider how instruction related to the core curriculum was provided to ALL similarly situated students during the school closures and/or hybrid learning models, as well as universal screening data related to progress for all students, when determining whether the student had access to the core curriculum to the same extent as his or her peers.  If the preponderance of evidence suggests that this was not the <u>primary</u> factor for the student's lack of progress, the team may proceed with determining eligibility. The team will document the information related to how the team determined that lack of participation was not the primary factor in the lack of progress within the <i>Eligibility Report</i> .  <b>Reevaluation:</b> This information is not required for existing areas of concern.
<b>Section 1F:</b> <i>Intervention Provided</i>	<b>Initial/New area of concern:</b> Intervention information in each area of concern must be included. This information must include duration, frequency and intensity of each intervention. Interventions may have occurred virtually or in person based on how instruction was provided within the district/school. Each IEP team must determine the best way for interventions to be provided, based on the student's individual needs and areas of concern.  **Note: IEP teams must not delay a referral or evaluation due to the need for RTI or general education interventions when there is reason to believe the student may have a disability. When appropriate, general education interventions can take place during the 60-day evaluation period.



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	<p><b>Reevaluation:</b> This information is not required for existing areas of concern.</p>
<p><b>Section 1G:</b> <i>Progress Monitoring Data</i></p>	<p><b>Initial/New area of concern:</b> For each academic area of concern, the IEP team must provide progress monitoring data. This information must be in the form of a graph, a visual representation and/or a written narrative and include all of the following information:</p> <ul style="list-style-type: none"> <li>• Aimline</li> <li>• Trendline</li> <li>• Decision points (if applicable)</li> <li>• Student’s rate of improvement</li> <li>• National or local norms for grade level peers</li> </ul> <p><b>Reevaluation:</b> This information is not required for existing areas of concern.</p>
<p><b>Section 1H:</b> <i>Observation of Academic Performance</i></p>	<p><b>Initial/New area of concern:</b> An observation must be conducted in each academic area of concern. Observations must be conducted in the general education setting in a subject related to the area(s) of concern. Observations may be done in a classroom setting or in a virtual learning setting, if needed. For virtual observations, consider participation in virtual discussion, time on task, and other visible learning behaviors in addition to learning behaviors such as turning in assignments, amount of time spent in the learning platform, and so on.</p> <p><b>Reevaluation:</b> This information is not required for existing areas of concern unless the IEP team requested consent to conduct a new classroom observation.</p>
<p><b>Section 2:</b> <i>Evidence of Low Academic Achievement</i></p>	<p><b>Initial/New area of concern:</b> Unless the IEP team has existing academic achievement assessment results in all identified areas of concern, the team will need to administer academic achievement assessments to determine if the student demonstrates low achievement in the identified areas of concern. As a reminder, the team must report a composite/cluster, and/or two subtests in <u>each</u> academic area of concern.</p> <p><b>Reevaluation:</b></p> <ul style="list-style-type: none"> <li>• If the team determined that existing information would be used from a previous evaluation and/or current progress monitoring data on the student’s IEP goals, the team will report this information in the Background Information section (1B) of the <i>Eligibility Report</i>.</li> <li>• If the team gained consent to conduct new academic achievement assessments, the team will report the results.</li> </ul> <p><b>**Note:</b> For more information on administering assessments under various conditions of the COVID pandemic, please see the <a href="#">Initial Evaluation Quick Guide: COVID-19</a> or the <a href="#">Reevaluation Quick Guide COVID-19</a>.</p>



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<p><b>Section 3:</b> <i>Psychological Processing Skills</i></p>	<p><b>Initial/New area of concern:</b> Unless the IEP team determined that only existing assessment results in psychological processing would be used to help determine eligibility, the team will need to administer new assessments to identify whether the student has a pattern of strengths and weaknesses in psychological processing.</p> <p><b>Reevaluation:</b></p> <ul style="list-style-type: none"> <li>• If the team determined that existing information would be used from a previous evaluation, the team will report this information in the Background Information section (1B) of the <i>Eligibility Report</i>.</li> <li>• If the team gained consent to conduct new assessments in the area of psychological processing, the team will report the results.</li> </ul>
<p><b>Section 5:</b> <i>Other Considerations</i></p>	<p><b>All Evaluations:</b> The IEP team will need to indicate if the student's learning difficulty in the area(s) of suspected disability is impacted by any of the indicated areas during the COVID-19 pandemic.</p> <p>Considerations:</p> <ul style="list-style-type: none"> <li>• <u>Environmental or economic disadvantage:</u> The team will consider if the student had barriers to participating in virtual or hybrid learning due to a lack of internet access, etc.</li> <li>• <u>Lack of appropriate instruction in reading or math:</u> The team will consider how instruction related to the core curriculum was provided to ALL similarly situated students during the school closures and/or hybrid learning models, as well as universal screening data related to progress for all students, when determining whether the student had access to the core curriculum to the same extent as his or her peers.</li> </ul> <p>If the preponderance of evidence suggests that any of the above are not the <u>primary</u> factor for the student's lack of progress, the team may proceed with the consideration of Specific Learning Disability.</p>