

**GSFR SLD Eligibility Requirements**

**Section A. Exclusionary Criteria**

<p><b>Exclusionary Criteria</b></p>	<p>The team has considered the impact of the following factors and has determined that the student's learning difficulty is <b>not</b> primarily the result of:</p> <ul style="list-style-type: none"> <li>• a visual, hearing or motor impairment</li> <li>• cognitive impairment</li> <li>• emotional disturbance</li> <li>• environmental, economic or cultural factors</li> </ul> <p>If one or more factor is checked yes, then an explanation is provided describing the effects on performance</p>
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**Section B. Evidence of insufficient progress in response to effective, evidence-based instruction and intervention indicates the student's performance level and rate of improvement are significantly below that of grade-level peers.**

<p><b>Parent input</b></p>	<p>Parental input provides information relevant to the area of concern</p>
<p><b>Data that establishes that the core curriculum is effective for most students</b></p>	<p>Appropriate data sources used AND related to area of concern AND establishes that it is effective for most students AND all components completed</p> <p>If the student belongs to a population (such as ELL) of students whose performance on standardized measures is regularly disaggregated, whole grade data for the disaggregated group is included</p>
<p><b>Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction and intervention</b></p>	<p>Student's progress monitoring graph is included or attached. The graph and/or summary includes:</p> <ul style="list-style-type: none"> <li>• aimline and trendline AND</li> <li>• decision points (e.g. intervention change OR change in goal) AND</li> <li>• student's rate of improvement or slope AND</li> <li>• national or local norms for grade level peers</li> </ul>
<p><b>Observation of academic and behavior function in the area of difficulty</b></p>	<p>All relevant information is provided:</p> <ul style="list-style-type: none"> <li>• The observation is conducted in the general education environment in which the suspected disability would be manifested AND documents how the areas of concern impact the student's performance in the classroom. AND a description of the environment and the student's functioning within that environment are included.</li> </ul>

**Section C. Evidence of low achievement in one or more of the suspected areas.**

<b>Evidence of low achievement in one or more areas</b>	Area(s) of low achievement is checked and required identifying information is included : <ul style="list-style-type: none"> <li>• area,</li> <li>• date,</li> <li>• name of assessment, composite/cluster or subtest, standard score,</li> <li>• percentile and evaluator/title is provided</li> </ul>
<b>*If the student is CLD, the summary synthesizes the preponderance of evidence, do not score if N/A</b>	For culturally and linguistically diverse (CLD) students, the preponderance of evidence is summarized to indicate low achievement

**Section D. Evidence of a pattern of strengths and weaknesses in psychological processing skills that impact learning.**

<b>Pattern of strengths and weaknesses in psychological processing skills that impact learning</b>	Identifying information is provided for all of these areas: processing area, date, name of standardized assessment, composite/cluster or subtest, standard score, percentile and evaluator/title
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**Section E. Supplemental Assessment Information**

<b>Additional assessment information is included to address areas of concern.</b>	Other assessments are included that are directly related to academic achievement or psychological processing.
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