



Specific Learning Disability Eligibility Form

Maine Unified Special Education Regulations (MUSER VII.2.L)

Date of Meeting:	10/02/2020	SAU:	
Child's Name:	Lisa	School:	
Date of Birth:	12/07/11	Grade:	3
Parent/Guardian Name:		School Phone:	
Parent/Guardian Address:		School Address:	
Parent/Guardian City, State Zip:		City, State Zip:	
		School Contact:	

Specific Learning Disability definition (MUSER VII.2.L):

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

Part A: Qualifying Considerations

1. Does evidence from multiple valid and reliable sources demonstrate that the child is achieving adequately for the child's age and is meeting State-approved grade level standards in all of the areas below? (MUSER VII.2.L(2)(a)(i))

YES	NO
<input type="checkbox"/>	<input checked="" type="checkbox"/>

For children from diverse cultural and/or linguistic backgrounds that place them outside the group on which standardized achievement tests were normed, consider only age or grade equivalent scores, not standardized scores. For such children, determinations in this section should be made using a multi-tiered problem-solving approach such as analysis of work samples and other performance data. (MUSER VII.2.L(2)(a)(c)).

If the answer to Question 1 is **YES**, the child does not qualify as a child with a specific learning disability under MUSER. Provide data supporting that determination in the area below marked "Verification" and proceed to Question 8.

If the answer to Question 1 is **NO**, indicate below the areas in which the child is not achieving adequately. Provide data supporting that determination in the area marked "Verification" and proceed to Question 2.

Oral expression	<input type="checkbox"/>	Reading fluency skills	<input type="checkbox"/>
Listening comprehension	<input type="checkbox"/>	Reading comprehension	<input type="checkbox"/>
Written expression	<input type="checkbox"/>	Mathematic calculation	<input type="checkbox"/> X

Child's Name:

Date:

Basic reading skill <input type="checkbox"/>	Mathematics problem-solving <input checked="" type="checkbox"/> X
<p>Verification:</p> <p>January 2020 iReady Math 3rd percentile (weakness in math problem solving and numbers and operations) September 2019 iReady Math 5th percentile Math Concepts and Applications Universal January 2020 5th percentile, September 2020 7th percentile WIAT-III Mathematics Domain standard score 75 (5th percentile) NWEA Math September 2020 2nd percentile January 2020 4th percentile</p> <p>January 2020 iReady Reading 45th percentile, September 2019 iReady Reading 43rd percentile NWEA Reading September 2020 62nd percentile January 2020 57th percentile</p> <p>Report Card Grades: Consistently has not met grade level standards in math and is working on grade level in reading. Last report card (March 2020), partially meeting math standards 1st grade standards (2-grade levels below current grade).</p> <p>Writing- meeting grade level standards on last report card (March 2020)</p>	

2. If the child is not achieving adequately in all areas, is the underachievement due to the lack of learning experiences and instruction appropriate for the child's age or state approved grade level standards? (MUSER VII.2.L(2)(a)(1))

YES	NO
<input type="checkbox"/>	<input checked="" type="checkbox"/>

Verification:

Student participated in the remote instruction provided since the COVID alternative instruction since March 16, 2020
iReady math program shows usage is meeting the expected level (45 minutes a week on the supplementary skills) and she has participated in the class-wide remote instruction four times a week.
No previous concerns with absenteeism or multiple school transitions prior to March 16, 2020.

In making this determination, the Team must:

- a. Consider whether the child, prior to or as a part of the referral process, was provided appropriate instruction in regular education settings, delivered by qualified personnel (MUSER VII.2.L(2)(b)(i)(I)); **and**
- b. For culturally and linguistically diverse children and children from diverse educational backgrounds, consider the extent to which the child has been exposed to culturally and linguistically appropriate instruction.

If the answer to Question 2 is **YES**, the child does not qualify as a child with a specific learning disability under MUSER. Provide information supporting that determination in the area below marked "Verification" and proceed to Question 8.

If the answer to Question 2 is **NO**, provide information supporting that determination in the area marked "Verification" and proceed to Question 3.

3. If the child is not achieving adequately in all areas, is the child's lack of achievement primarily the result of any of the following factors? Provide evidence supporting each determination in the areas below marked "Verification."

a. Visual, hearing or motor disability (MUSER VII.2.L(2)(a)(iii)(aa))

YES	NO
<input type="checkbox"/>	<input checked="" type="checkbox"/>

Verification:

No documented visual, hearing, or motor disability per parent report and school records. Passed vision and hearing screening in the fall 2019

b. Intellectual disability (MUSER VII.2.L(2)(a)(iii)(bb))

YES	NO
<input type="checkbox"/>	<input checked="" type="checkbox"/>

Verification:

At the time of the referral, no parental or teacher concerns were reported suggesting an intellectual disability or delays in adaptive behavioral skills.

c. Emotional disturbance (MUSER VII.2.L(2)(a)(iii)(cc))

Child's Name:

Date:

YES	NO
<input type="checkbox"/>	<input checked="" type="checkbox"/>

Verification: School records and parental and teacher reports do not reflect evidence of an emotional disability. Parents report no trauma during the COVID-19 alternative time period. No disciplinary evidence.

d. Environmental, cultural or economic disadvantage and/or limited English proficiency (MUSER VII.2.L(2)(a)(iii)(dd-ff))

YES	NO
<input type="checkbox"/>	<input checked="" type="checkbox"/>

Verification: School records and parent reports do not reflect concerns regarding environmental, cultural, or economic disadvantage. English is the primary language used at home.

If the answer to any sub-part of Question 3 is **YES**, the child does not qualify as a child with a specific learning disability under MUSER. Proceed to Question 8.

If the answer to all sub-parts of Question 3 is **NO**, proceed to question 4.

4. Does the child exhibit a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, state-approved grade level standards or intellectual development that is determined by the IEP Team to be relevant to the identification of a specific learning disability, using appropriate assessments? (MUSER VII.2.L(2)(a)(ii))

YES	NO
<input checked="" type="checkbox"/>	<input type="checkbox"/>

		Verification of Strengths	Verification of Weaknesses
a.	Data collected when using a process that is based on the child's response to scientific research-based intervention, including general education interventions under MUSER Section III. (MUSER VII.2.L(2)(a)(ii)(aa))	Universal Screening January 2020 iReady Reading 45th percentile Universal Oral Reading Fluency Sept 2020 at benchmark	Universal Screening January 2020 iReady Math 3rd percentile Math Concepts and Applications Universal January 2020 5th percentile, September 2020 7th percentile Dec 2019-March 2020 Math Concepts & Applications Actual ROI -0.10 (target 0.57)
b.	Classroom performance data. (MUSER VII.2.L(2)(a)(ii)(bb))	March 2020 DRA-2 Level 38 (on level)	iReady Math Skill Units- working 1 st grade level skills. Math Report Card (Jan 2020)- 2 years below grade level
c.	Achievement data based on summative assessments in the district's core curricula, State assessments and/or published nationally norm-referenced assessments. (MUSER VII.2.L(2)(a)(ii)(cc))	Individual standardized achievement data was unavailable for reading. IEP team determined that RTI and grade level data supported solid reading skills based on grade level standards. NWEA Reading September 2020 62 nd percentile	WIAT-III March 16, 2020 Math Domain composite score 75 (5th percentile) NWEA Math September 2020 2 nd percentile
d.	Psychological processing data from standardized measures to identify contributing factors, including standardized composite scores from nationally norm-referenced measures of skills such as, but not limited to, phonological processing, information retrieval and processing speed, language, working memory, long-term memory, short-term memory, auditory processing, visual spatial reasoning. (MUSER VII.2.L(2)(a)(ii)(dd))	WISC-V March 2020 Verbal Comprehension Index SS 100 (50th percentile) Processing Speed Index SS 100 (50th percentile) Working Memory Index SS 85 (16th percentile) Feifer Assessment of Math Verbal Index score 104 (61st percentile)	WISC-V March 2020 Visual Spatial Index SS 70 (2nd percentile) Fluid Reasoning Index SS 69 (2nd percentile) Feifer Assessment of Math Semantic Index score 70 (2nd percentile) Procedural Index score 81 (10th percentile)

For culturally and/or linguistically diverse children, consider the patterns of strengths and weaknesses that are consistent with that population, e.g., many English learners struggle with literacy skills but perform better in less language-based skills such as math calculation.

If the answer to Question 4 is **NO**, the child does not qualify as a child with a specific learning disability under MUSER. Proceed to Question 8.

If the answer to Question 4 is **YES**, proceed to question 5.

5. Relevant behavior noted during the observation(s) and its relationship to academic functioning (MUSER VII.2.L(2)(f)). The child must be observed in the learning environment (including the regular classroom setting) to document the child's academic performance and behavior in the areas of difficulty. (MUSER VII.2.L(2)(f)(i))

NOTES: Observation during a virtual whole class lesson (15 students and one teacher) reflected student participated and was engaged. Student answered teacher questions that reflected differentiated instruction. While peers were answering 2-digit mixed addition and subtraction word problems, target student was provided 1-digit addition word problems. Her accuracy rate was 45% (peers accuracy was 80%).

6. Educationally relevant medical findings (MUSER VII.2.L(2)(g)(i)(IV))

NOTES:
Parental report suggest no educationally relevant medical findings

7. Are the evaluations utilized valid and reliable assessments and performed by qualified individuals? (MUSER V.2.C(1)(c)&(d))

YES	NO
<input checked="" type="checkbox"/>	<input type="checkbox"/>

If NO, provide verification:
Standardized achievement assessment were completed prior to alternative COVID instruction and completed by qualified individuals.

PART B: Conclusions

8. Does a specific learning disability exist? (MUSER VII.2.L(2)(g)(i)(I))

YES	NO
<input checked="" type="checkbox"/>	<input type="checkbox"/>

If the answer to Question 8 is **NO**, the child does not qualify as a child with a specific learning disability under MUSER. If the answer is **YES**, proceed to question 9.

9. If there is a learning disability, the disability is of such nature and degree that [check one and summarize the basis for that selection in the area marked "Summary"]:

<input checked="" type="checkbox"/>	a. the child requires special education and related services. (MUSER V.2.F(2))
<input type="checkbox"/>	b. it can be adequately addressed through general education interventions and/or accommodations.

Summary:
The IEP team determined that the student is demonstrating a pattern of strength (language arts) and weakness (math) that is reflective of her processing strengths and deficits and shows a lack of responsiveness to instruction and interventions. Given her present level of math performance, the team determined that specialized instruction will be necessary to reduce her 2-year academic gap in grade level math computation and problem-solving skills.

If the box in question 9(a) is checked, the child qualifies as a child with a specific learning disability under MUSER. If the box in question 9(b) is checked, the child does not qualify as a child with a specific learning disability under MUSER.

Child's Name:

Date:

Team members must certify their agreement or disagreement with this result by signing below:

Even in remote meetings: All signatures of IEP team members (that must include at least the minimum required members) are necessary below. In a remote meeting, consider the electronic tool your district is using.



I certify my agreement with the result of this report (MUSER VII.2.L(2)(g)(ii))

Signature	Printed Name	Title

I do not agree with the result of this report

Signature	Printed Name	Title

Dissenting team members shall submit a separate statement (MUSER VII.2.L(2)(g)(ii)).