

SLD Eligibility Using an RtI Process Requirements and Suggested Forms

Requirement-quotes from ISBE Guidance Document-January 2010	Suggested Form(s) or Information Needed
Evidence that the core curriculum and supplemental instruction are scientifically-based	Instructional Planning Form
<p>The federal regulations at 34 CFR 300.309 require the following:</p> <p>(b) To ensure that underachievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or math, the group must consider—</p> <p>(1) Data that demonstrate that prior to, or as part of, the referral process, the child was provided the appropriate instruction in regular education settings, delivered by qualified personnel; and</p> <p>(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.</p>	<p>Instructional Planning Form</p> <p>Evidence of appropriate universal screening measure (see www.rti4success.org for an evaluation of tools)</p> <p>Graph</p> <p>Evidence that information was shared with parents (Meeting Log and assessment schedule showing data that is shared with parents)</p>
Evidence that the core curriculum and supplemental programs have been implemented with fidelity	<p>Instructional Planning Form with Fidelity Checklist</p> <p>Principal Walkthroughs (many options)</p>
Students should not be identified as eligible for special education when the primary cause for their academic difficulties is Limited English Proficiency (LEP)	<p>Results from language screening assessment</p> <p>Graph(s) with state and/or local data disaggregated by subgroup</p>
Students who are included for consideration of a SLD are those who do not achieve adequately for their age or to meet State-approved grade level standards	Documentation of performance on ISAT and/or local assessments

<p>The IEP team must determine that a student's response to instruction is not primarily the result of a visual, motor, or hearing disability or primarily the result of a cognitive disability (mental retardation), emotional disturbance, cultural factors, environmental or economic disadvantage, or LEP.</p>	<ul style="list-style-type: none"> -Record Reviews -Local screening data -Data disaggregated by subgroup -Language screening assessment data
<p>The public agency must ensure that the child is observed in the child's learning environment (including the regular classroom setting) to document the child's academic performance and behavior in the areas of difficulty.</p>	<p>Observational data in the domains of instruction, curriculum, environment, and learner. Observation may be part of routine classroom observation and prior to referral for special education evaluation.</p> <p>ICEL observation table</p>
<p>In the context of instruction, documentation is also needed for the interventions that were provided during the early intervening period.</p>	<p>Documentation of Intervention/Evaluation Results-Problem-Solving Model (in Easy IEP)</p>
<p>What is the discrepancy of the student's performance with the peer group and/or standard?</p>	<p>Graph(s)</p>
<p>What is the student's educational progress as measured by rate of improvement?</p> <p>Evidence that interventions were implemented for a sufficient amount of time...</p> <p>Evidence that changes were made to an intervention when data suggested the student was not making adequate progress</p>	<p>Graph(s) with phase changes as needed</p>
<p>What are the instructional needs of the student?</p>	<p>Instructional Planning Form Observational data, ICEL observation table</p>