

Prior Notice of Identification and Determination of Eligibility for Learning Disabilities

Student _____ Date _____

School _____ Grade _____

Achievement Tests	Date	Ability Tests	Date
<input type="checkbox"/> Woodcock Johnson Part II	_____	<input type="checkbox"/> Woodcock Johnson Part I	_____
<input type="checkbox"/> PIAT	_____	<input type="checkbox"/> Weschler Scales	_____
<input type="checkbox"/> Woodcock Reading Mastery	_____	<input type="checkbox"/> K-ABC	_____
<input type="checkbox"/> Key Math	_____	<input type="checkbox"/> Matrix Analogy Test	_____
<input type="checkbox"/> WIAT	_____	<input type="checkbox"/> Other _____	_____
<input type="checkbox"/> Other _____	_____	<input type="checkbox"/> Other _____	_____

Check are(s) in which this student shows a severe discrepancy:
Attach behavioral observation form and Estimator disk printout(s)

- Oral Expression
 Written Expression
 Listening Comprehension
 Math Reasoning
 Basic Reading Skills
 Reading Comprehension
 Math Calculations

Is the student primarily identified as manifesting any other disabling conditions described in the USOE Special Education Rules? Yes No

Does the severity of this deficiency warrant special education placement Yes No

Can this student's educational needs be addressed without special education services? Yes No

Are there educationally relevant medical findings: Attach supporting data. Yes No

The relevant behavior noted during the observation of the student and the relationship of that behavior to the student's academic functioning: _____

The team may not identify a student as having a learning disability if the severe discrepancy between ability and achievement is primarily a result of a visual, hearing, or motor impairment; mental retardation; emotional disturbance; or environmental, cultural or economic disadvantage.

The multidisciplinary team has reviewed the evaluation data and proposes the following action:

- This student has a learning disability, as defined in the Individuals with Disabilities Education Act (IDEA), that adversely affects educational performance and requires specialized instruction. Neither lack of instruction in reading or math, nor limited English proficiency was a factor in this determination.
- This student does not have a learning disability, as defined in the Individuals with Disabilities Education Act (IDEA), that adversely affects educational performance and does not require specialized instruction.

You have received and have protection under the Procedural Safeguards which were sent to you upon notice of the student's referral for evaluation. You may receive another copy of Procedural Safeguards from the special education teacher. If you have any questions regarding this notice or the Procedural Safeguards, contact the special education teacher at the student's school.

Team participants	Title
_____	Parent _____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Note: If parent signature is missing, check below:

- Did not attend (document efforts to involve parent)
 Via telephone
 Other: _____