



**ELIGIBILITY CHECKLIST
SPECIFIC LEARNING DISABILITY—REEVALUATION**
ELG-SLD-002 (Rev. 09-11)

INSTRUCTIONS: This form is provided to assist school district individualized education program (IEP) teams in determining if a student appropriately can be determined to have an impairment under Chapter 115, Wis. Stats., and the eligibility criteria established in PI 11.36, Wis. Admin. Code. The IEP team should complete this form to document determination of eligibility for special education services and keep on file with the student record.

This form is provided for local use only.

Student Name	Date of Eligibility Determination
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A student who met initial identification criteria and continues to demonstrate a need for special education, including specially designed instruction, is a student with a continuing disability unless the exclusionary factors now apply. If the student no longer needs special education to address needs resulting from impairment, then the student is **no longer** a student with a disability under Ch. 115, Wis. Stats., and the Individuals with Disabilities Education Act (IDEA). **A student continues to be a student with the impairment of specific learning disability (SLD) who needs special education if all items are marked "YES."**

CONSIDERATION OF EXCLUSIONARY FACTORS

Yes	No	<p>Exclusionary Factors DO NOT apply. Mark "Yes" if none of the exclusionary factors apply and complete the section Consideration of Exit Criteria and Continuing Need for Special Education below. Mark "NO" if one or more exclusionary factors apply and check the factor(s) below. If one or more factors apply, the student is not a student with a disability and is not eligible for special education.</p> <p>The student does not meet general education expectations primarily because of: <i>Check all that apply.</i></p> <ul style="list-style-type: none"> Environmental, cultural, or economic factors Limited English proficiency <ul style="list-style-type: none"> Lack of appropriate instruction in oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation, or mathematics problem solving Other disability <i>Specify</i>
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CONSIDERATION OF EXIT CRITERIA AND CONTINUING NEED FOR SPECIAL EDUCATION Complete if exclusionary factors do not apply.

Yes	No	Mark "YES" if the student was previously found eligible as having the impairment of SLD. If "NO", the IEP team should consider whether the student meets initial SLD criteria and the SLD Initial Evaluation Checklist may be used.
Yes	No	Mark "YES" if the student does not meet general education expectations due to needs resulting from SLD. When determining if the student does not meet general education expectations, the IEP team should review existing classroom achievement and IEP progress data. Such data is an important source of information from which the IEP team determines whether the student has a continuing need for special education. The IEP team determines if additional assessment is needed to complete the reevaluation.
Yes	No	The student continues to need special education to address needs resulting from the impairment of SLD.

Reason for determination including data used: *Document on model forms ER-1 Evaluation Report and ER-2 Additional Documentation for Specific Learning Disabilities, or explain below.*

Other Comments: *If exit from special education is being considered, what reasonable accommodations, modifications or supports, if any, might the student be likely to need in general education?*