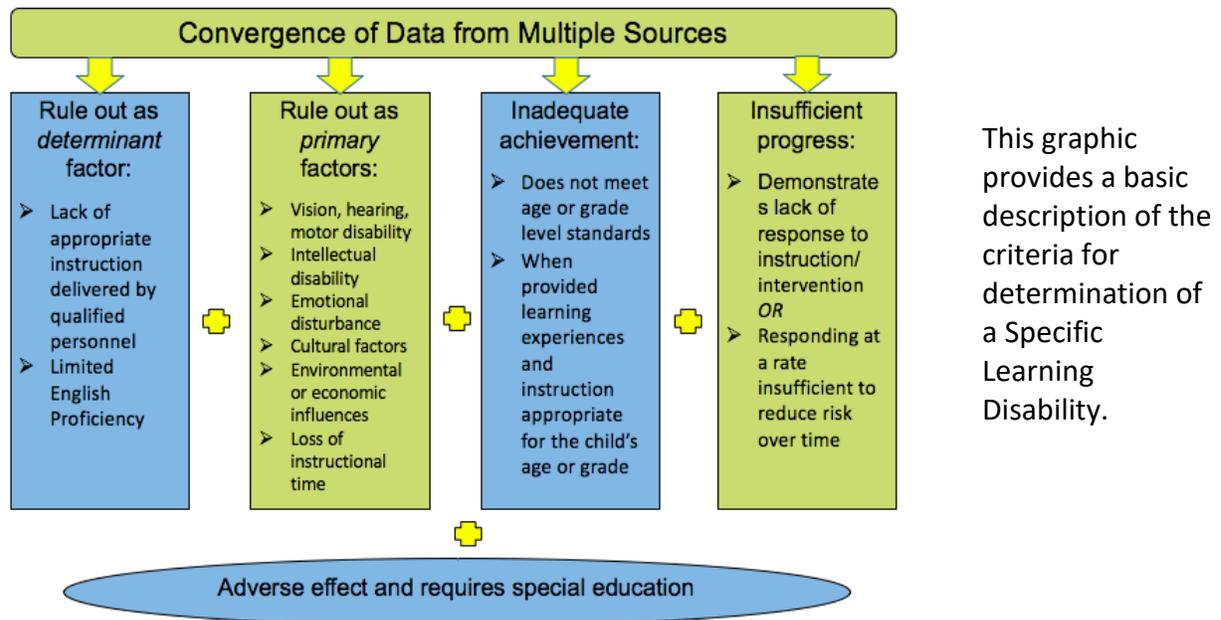


SLD FACT SHEET #4

On February 5, 2016, the NC State Board of Education approved the [NC Policies Governing Services for Children with Disabilities Addendum](#) which must be fully implemented by July 1, 2020, for the evaluation and identification of students with Specific Learning Disabilities (SLD).



This fact sheet, [the fourth in a series](#), addresses **Exclusionary Factors**. This criterion provides evidence that the student's learning difficulties are not *primarily* the result of:

- Visual, hearing or motor disability;
- Intellectual disability;
- Emotional disturbance;
- Cultural factors;
- Environmental or economic influences; and/or
- Loss of instructional time due to factors that include, but are not limited to absences, tardies, high mobility rates and suspensions.

In many instances, once a comprehensive evaluation is started, the IEP team will have existing data gathered through problem-solving that can be utilized to document the extent to which each factor has been addressed. If existing data does not provide the information needed, or further questions are brought forward, a more extensive evaluation in the area(s) of consideration should be conducted to rule-out the factor(s).

SLD FACT SHEET #4

This does not mean the IEP team must completely rule out each of these factors. It is entirely possible for one or more of these factors to be influencing a student's lack of achievement and response to instruction/intervention *and* for the student to have an SLD. The IEP team must determine the **degree** to which each factor affects the student's performance. The existence of the factors is not the issue; the issue is the degree to which each factor adversely affects performance. The fundamental question is whether the poor performance is primarily the result of any of these factors (NCLD RtI-Based SLD Identification Toolkit).

With the exception of "loss of instructional time" all of the above exclusionary factors exist in current policy. Loss of instructional time is an exclusionary factor that has been added to the North Carolina - SLD Policy Addendum.

Loss of instructional time is an important factor to consider and directly relates to consideration that the student's inadequate achievement is not primarily the result of lack of appropriate instruction and/or the opportunity to learn. *Loss of instructional time may be the result of factors that include, but are not limited to, absences, tardies, high mobility rates, disciplinary removals and suspensions.* Sources for evidence include the following. These are provided as examples and are not intended to be an exhaustive list.

Loss of Instructional Time	Attendance records; number of schools attended; tardies; discipline records (in- and out-of-school suspensions); migrant status and pattern of attendance; percent of instructional time lost
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For further information on loss of instructional time see the section, *Develop a Behavior/Social-Emotional and Attendance Component to the MTSS System of Interventions* in the [NCDPI MTSS Livebinder](#).

For additional information:

Lynne Loeser, SLD/ ADHD Statewide Consultant lynne.loeser@dpi.nc.gov

Lynn Makor, School Psychology Consultant lynn.makor@cidd.unc.edu

Information regarding MTSS, including MTSS regional consultants
<http://mtss.ncdpi.wikispaces.net/>