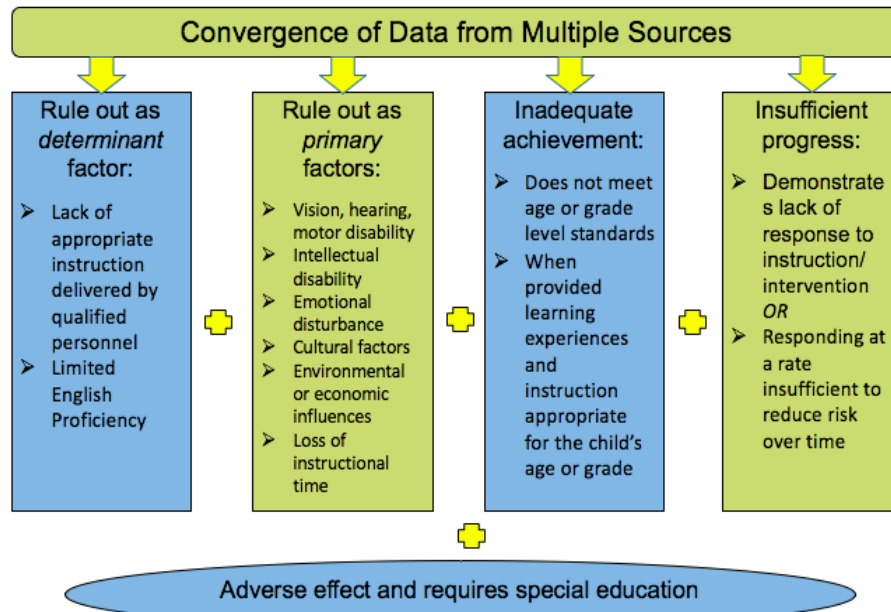


SLD FACT SHEET #7

On February 4, 2016, the State Board of Education approved the policy for [Specific Learning Disabilities \(SLD\) – Addendum to NC Policies Governing Services for Children with Disabilities](#).

Effective July 1, 2020, the use of cognitive discrepancy models for determining eligibility of students with Specific Learning Disabilities will be prohibited and replaced with an instructional model that relies on a comprehensive evaluation utilizing multiple sources of data to establish each of the five criteria. Current requirements for Child Find and Procedural Safeguards remain unchanged. For additional information, refer to [SLD Policy Fact Sheet #1](#).



This graphic provides a basic description of the criteria for determination of a Specific Learning Disability.

This fact sheet provides information and resources to support planning for full implementation within the provided timeline.

To ensure sound decision-making for evaluation and eligibility decisions, all LEAs (to include traditional LEAs, charters and state operated programs, and other innovative school configurations) must have the following essential components implemented by July 1, 2020 (NC 1503-2.5(d)(11)):

- A system of high-quality core instruction and scientific research-based instruction;
- Multiple tiers of instruction, that vary in intensity, matched to student need;
- A systematic process of problem-solving/data-based decision making; and
- A comprehensive, balanced assessment system that includes: common formative assessments, interim/benchmark assessment, outcome assessments, universal screening, progress monitoring, and diagnostic assessments.

It is expected that LEAs are reviewing the above components and are actively engaged in problem-solving to ensure these components are fully functioning, of high quality and stabilized in preparation for implementation of the [Specific Learning Disabilities \(SLD\) – Addendum to NC Policies Governing Services for Children with Disabilities](#).

The NC Department of Public Instruction *Exceptional Children* and *Integrated Academic and Behavior Systems Divisions* offer the following tools and resources to support local systems in establishing knowledge and systematically planning for full implementation:

SLD FACT SHEET #7

Building Knowledge	Implementation Planning	
<p>Exceptional Children Division SLD Policy Addendum and Resources</p> <p>This webpage contains the SLD Policy Addendum, links to the SLD Fact Sheets, webinars and other resources specific to the SLD Policy.</p>	<ul style="list-style-type: none"> ● Develop a communication plan to disseminate information to all relevant stakeholders. ● Review and discuss within district level structures the SLD Policy Addendum and its impact on current practices specific to evaluation and identification of students with learning disabilities. ● Share and discuss each of the SLD Fact Sheets with the district MTSS team. ● Share and discuss each of the SLD Fact Sheets with school-based IEP team members. ● Ensure all stakeholders have a common understanding of the requirements of the SLD policy and their role in implementation. 	
<p>MTSS Livebinder</p> <p>Comprehensive guidance for implementing and sustaining North Carolina's MTSS framework for school improvement.</p>	<p>Minimum Standards for SLD Readiness</p>	
	<p>DESCRIPTION:</p> <p>This document aligns the requirements of the SLD Policy with the components of the MTSS framework necessary to engage in sound decision making when operating within an instructional model of evaluation and identification for Specific Learning Disabilities.</p>	<p>INTENDED USE:</p> <p>This document should be used by teams to determine whether the essential components of NC 1503-2.5(d)(11) described above are established and fully functioning, and, plan accordingly for identified gaps. Assure components are integrated and functioning effectively to achieve sound decision making for Child Find, evaluation and identification of students with disabilities.</p>
<p>MTSS Livebinder/Year 3 Wrap Up</p> <p>A roadmap for navigating the SLD Policy tab of the MTSS Livebinder and other available resources</p>	<p>SLD Eligibility Criteria: Data Mapping Template</p>	
	<p>DESCRIPTION:</p> <p>This tool assists school teams in organizing student data and other relevant information and align these data with the criteria for SLD identification.</p>	<p>INTENDED USE:</p> <p>This tool should be used by teams to “test” whether the data necessary to establish each of the five (5) criteria of the SLD policy is available and usable prior to broad universal implementation across the system.</p>
	<p>SLD Review and Planning Tool</p>	
	<p>DESCRIPTION:</p> <p>This tool assists school teams in reviewing existing SLD evaluation and identification practices and systematically plan for full implementation of an instructional model of evaluation and identification.</p>	<p>INTENDED USE:</p> <p>Ensure everyone who will have a direct or indirect impact on implementation of the SLD policy has the knowledge, skills and abilities needed to implement.</p>

For additional information regarding the SLD Policy, contact:

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Regional MTSS consultants- <http://www.dpi.state.nc.us/integratesystems/mtss/>