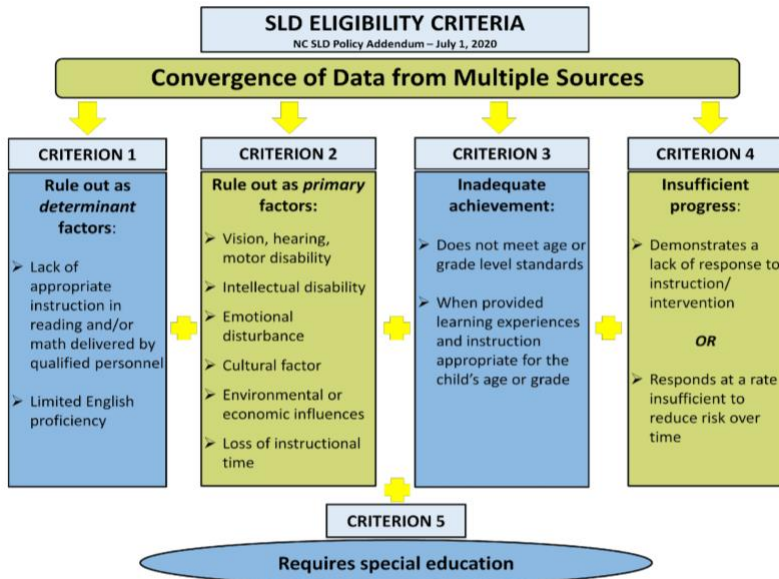


SLD POLICY FACT SHEET #7 – IMPLEMENTATION

The [NC Policies Governing Services for Children with Disabilities](#) became fully effective July 1, 2020, regarding the definition, evaluation and identification of students with Specific Learning Disabilities (SLD). This fact sheet, the [seventh in a series](#), addresses information and resources to sustain implementation across all NC public schools.



This graphic provides an overview of the criteria for determination of a Specific Learning Disability. The figure is adapted from “The RTI Approach to Evaluating Learning Disabilities,” by J. Kovaleski, A. VanDerHeyden and E. Shapiro, 2013.

When using a child’s responsiveness to instruction and evidence-based intervention as a component of eligibility decisions for children with Specific Learning Disabilities, the following essential components must be in place:

- 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 assessment system that includes common formative assessments, interim/benchmark assessment, outcome assessments, universal screening, progress monitoring, and diagnostic assessments.

The NC Department of Public Instruction *Exceptional Children and Integrated Academic and Behavior Systems Team* have offered the following resources to support local systems in their efforts:

Knowledge	NC Public Schools Implementation Deliverables
<p>Exceptional Children Division SLD Policy and Resources</p> <p>This webpage contains links to the SLD Fact Sheets, webinars, and other resources specific to the SLD Policy.</p>	<ul style="list-style-type: none"> ● Communication plan established to include sharing of information to all relevant stakeholders. ● Share/discuss/apply each of the SLD Fact Sheets with school-based IEP teams and district/building MTSS teams. ● Ensure all stakeholders have a common understanding of the requirements of the SLD policy and their role in implementation.

SLD POLICY FACT SHEET #7 – IMPLEMENTATION

	<u>Essential Components for Sustained SLD Implementation</u>	
	<p>DESCRIPTION: 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 SLD evaluation and identification.</p>	<p>INTENDED USE: By school teams to determine whether the essential components of NC 1503-2.5(d)(11) described above are fully functioning, and, address any identified gaps.</p>
	<u>SLD Eligibility Criteria: Data Mapping Template</u>	
	<p>DESCRIPTION: This tool assists school teams in organizing student referral data and align these data with the 5 criteria for SLD identification.</p>	<p>INTENDED USE: This tool should be used by teams to account for and document the data necessary to sufficiently establish each of the SLD criteria.</p>

References and Resources

IEP teams are encouraged to understand the guidelines of the essential components and comprehensive guidance of implementation planning.

For additional information contact the [NC Department of Public Instruction Exceptional Children Division](#).

For additional information regarding MTSS, contact your PSU’s MTSS Coordinator or building level system of support team.