

Mecosta Osceola Intermediate School District
Process for Determining the Existence of a Specific Learning Disability

Purpose

The purpose of this document is to fulfill the memorandum dated 5/14/2010 that requests that on or before 9/1/2010 each LEA and PSA must publicly post on their web site, or make public through other means, the process or combination of processes which will be used by the LEA or PSA to determine the existence of a Specific Learning Disability.

Evaluation Team Members for determination of SLD Eligibility

A MET conducts a full and individual evaluation of a student suspected to have a SLD. The MET, at minimum, is comprised of the School Psychologist and Classroom Teacher who complete a comprehensive evaluation of the student and then makes its recommendation of eligibility to the IEP team. The student's IEP team then determines SLD eligibility.

Current Process of Evaluation

A full individual and comprehensive evaluation is completed drawing upon information from a variety of sources. These sources should, at minimum, include cognitive aptitude, academic achievement tests, parent input, student observation, teacher recommendations, as well as information about the student's physical condition, social or cultural background and adaptive behavior. In addition, information is gathered regarding intervention strategies to address academic needs and the student's response to the interventions provided. The MET must ensure that information obtained from all of these sources is documented and carefully considered.

Based on information gathered, the student data must demonstrate inadequate achievement to meet age or grade level expectations based upon Nationally Normed Standardized assessments in the following areas: Oral expression, Listening comprehension, written expression basic reading skill, reading fluency skills, reading comprehension, mathematics calculation and mathematics problem solving. Using clinical judgment, this data is measured against information on how the student has **responded to instruction and intervention**, as well as, the student's school related cognitive ability. In addition, a consideration of **relative areas of strength and areas of difficulty** is completed. If the evaluation team determines the severity of difficulty requires Special Education, such services may be provided as determined by the IEP Team. For students found not eligible for Special Education, appropriate interventions should be provided through the general education curriculum.

Exclusionary Factors:

A student must **NOT** be determined to be a student with a disability if:

- There is a lack of appropriate instruction in reading, including the essential components of reading instruction
- Lack of appropriate instruction in math
- Limited English proficiency
- A visual, hearing, or motor disability
- Cognitive impairment
- Environmental or economic disadvantage
- The student is able to succeed in the general curriculum without special education support
- The student is making sufficient progress on age and state standards