

Big Bay de Noc School District

Procedures for Determination of a Specific Learning Disability

This notice is designed to comply with the current State of Michigan requirement that each local school district publish its procedure for determining whether a student has, or continues to have, a specific learning disability. A specific learning disability (SLD) is defined in law as a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia that adversely affects a student's educational performance. A SLD does not include learning problems that are primarily the result of visual, hearing, or motor disabilities; mental retardation; emotional disturbance; or of environmental, cultural, or economic disadvantage.

Commencing with the 2010/2011 school year, the Big Bay de Noc School will use an RTI process to determine whether a student exhibits a SLD in the area of basic reading skills, reading fluency, and reading comprehension for those grade levels and local school districts where a fully implemented system exists. Those districts using DIBELS or AIMSweb, in conjunction with other system assessments, to progress monitor the success of various intervention strategies specific to reading will utilize a response to Intervention process for data collection prior to the referral for special education. A failure to respond to a targeted intervention for an extended period of time may be used as a part of the process to determine a Specific Learning Disability in the area of reading.

Commencing with the 2010/2011 school year, the Big Bay de Noc School will use a Pattern of Strengths and Weaknesses model across all grade levels to determine whether a student exhibits a Specific Learning Disability in the areas of oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation, and mathematics problem solving, where an RTI process has not been fully implemented.

The determination of a SLD will be based upon multiple sources of information including parent input; classroom teacher input; individually administered tests of academic achievement and intellectual development; classroom observation; student performance on State-approved grade-level standards; and other sources of information required by law or deemed pertinent by the evaluation team. A multidisciplinary evaluation team (MET) consisting of a certified teacher, a certified school psychologist, and possibly other members determined to be critical to the process, will prepare a written report documenting a full and comprehensive evaluation and its analysis of the data gathered along with a recommendation regarding SLD certification. That recommendation shall be based on whether the student exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade-level standards, or intellectual development that is determined by the MET to be indicative of a SLD. The procedures outlined in this notice will be implemented in a manner consistent with all applicable Federal regulations and State rules regarding the evaluation and identification of specific learning disabilities.