

Specific Learning Disability

State Definition

The child exhibits 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 an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculation. The term includes such conditions as perceptual disability, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems that are primarily the result of visual, hearing, or motor disabilities, of cognitive impairment, of emotional disability, or of environmental, cultural or economic disadvantage.

District Eligibility Criteria

In order to determine eligibility, the following criteria shall be met:

- Documented failure to respond to scientific, research-based interventions; data collected will show the rate of learning/performance difference and grade level difference over time and interventions using trend line analysis.
 - Evidence should be provided that:
 - multiple interventions or increased intensity of a single intervention have been attempted in addition to the core curriculum
 - interventions are of a highly intense nature
 - interventions have been implemented with integrity
 - minimally, data has been collected to support lack of responsiveness with at least three progress monitoring data points per intervention or intensity of intervention
 - the evaluation team must consider the intensity level of the current intervention(s) and if the student requires continued implementation of those interventions for the student to make adequate progress

An individual comprehensive assessment, as prescribed by the evaluation team, may include an observation of the learning environment, measures of academic skills (nationally norm-referenced and criterion-referenced); intellectual status; mental health status (social-emotional development); classroom observations; and indirect sources of data (e.g. teacher and parent reports), etc. An eligibility determination should not be based solely on any single method, measure, or assessment, including a single norm referenced measure or failure to respond to intervention.

Adverse Educational Effect

The disability must have a direct and adverse effect on the child's ability to make adequate educational progress without special education and related services.

Exclusionary Criteria

- The student's evaluation results can best be explained by another eligibility category (e.g. Emotional Disturbance, Cognitive Disability, Other Health Impairment etc.)
- The child's functional levels can best be explained by environmental, cultural or

economic influences, or a lack of programming or history of inconsistent programming.

- While these factors may influence the disability, they cannot represent the primary cause of the student's disability:
 - A visual, hearing, or motor disability
 - Cognitive impairment
 - Emotional disability
 - Cultural factors
 - Environment or economic disadvantage
 - Limited English proficiency
 - Underachievement as the result of school transfers or absences
 - Lack of programming or history of inconsistent programming

Exit Criteria

- The student no longer meets the district criteria.
- The student's disability no longer demonstrates an adverse effect on educational performance.
- The student has demonstrated adequate functioning over a period of time (nine weeks) in a general education classroom with minimally invasive (monitor and/or consult) special education services.
- The student has demonstrated adequate functioning with general education supports only.