

## Specific Learning Disability Process

The most reasonable process for determining specific learning disabilities eligibility will be realized when guidelines are developed at the intermediate school district (ISD) level. Guidelines at the intermediate district level will help insure that there is a universal approach to eligibility within the 20 school districts that make up Kent ISD.

Until ISD guidelines are developed, the district will use an underachievement model based on patterns of strengths and weaknesses for the determination of a specific learning disability, as defined below:

1. A student may be found to demonstrate inadequate achievement in basic reading, reading comprehension, reading fluency, math calculations, math reasoning, oral expression, listening comprehension, or written expression if his/her performance on individually administered achievement measures of the skill area in question falls below the 9<sup>th</sup> age percentile on national norms when provided with appropriate instruction to state approved grade level content expectations.
2. The following decision rules will be applied when analyzing strengths and weaknesses.
  - a. Exclusions
    - i. Students will not be eligible as learning disabled if their difficulties in academics are a function of English not being their primary language.
    - ii. Students will not be eligible as learning disabled if their difficulties in academics are a function a failure to receive adequate instruction due to absences.
  - b. Weaknesses
    - i. "Inadequate achievement" may be identified in any of the eight areas listed above if scored below the 9<sup>th</sup> age percentile on a nationally normed test.
    - ii. In order to become eligible as learning disabled, a student identified with inadequate achievement in any given area must also demonstrate patterns of weakness with at least two of the following measures in that same area:
      1. Curriculum based measures.
      2. Criterion based measures.
      3. Classroom performance.
      4. Grades
  - c. Strengths
    - i. "Adequate achievement" may be identified in any of the eight areas listed above if scored above the 25<sup>th</sup> age percentile on a nationally normed test.
    - ii. In order to become eligible as learning disabled, a student must be identified with at least one area of adequate achievement and

demonstrate a pattern of strengths in at least two of the following measures in that same area:

1. Curriculum based measures.
2. Criterion based measures.
3. Classroom performance.
4. Grades

In making a determination as to whether a student has or continues to have a specific learning disability, the district will also comply with all applicable federal regulations and state rules, including those addressing comprehensive evaluations, determination of the existence of specific learning disability, observation of academic performance and behavior in the areas of difficulty, specific documentation for SLD determination, and reevaluation requirements.