

This notice satisfies the requirement that each local educational agency and public school academy in Michigan publicly post the process used to determine the existence of a **Specific Learning Disability (SLD).**

Consistent with this requirement, **Alpena Montmorency Alcona Educational Service District** (AMA ESD) reports the following:

For grades kindergarten through 12th grade (the entire span of enrollment at the school), general education interventions are used to address student needs for students who may be struggling with success in progressing in the general curriculum. The process of development, revision and fading of such supports follows a basic **Response to Scientific, Research-Based Intervention** approach. This process is generally a 6-12 week intervention process, with interim meetings to review data and make adjustments to the interventions developed, depending on how the student is responding to the plan. For students that are referred for potential eligibility for special education services in the area of Specific Learning Disability (SLD), this data collected during this process will be included and considered as part of the student's Full and Individual Evaluation (FIE).

For determination of a SLD, once all data is collected and FIE is complete, in addition to looking at the progression through the student's **Response to Scientific, Research-Based Intervention**, the data will also be analyzed to determine if there is a **Pattern of Strengths and Weaknesses (PSW)** that would suggest a SLD in the areas of Basic Reading, Oral Expression, Listening Comprehension, Written Expression, Reading Comprehension, Reading Fluency, Math Calculation, and Math Problem Solving.

It is noted in the process of determining if a student is eligible for special education services under the category of Specific Learning Disability (SLD), AMA ESD follows all of the regulatory requirements in the IDEA, the MARSE, and Michigan laws, policies and procedures for special education.

A copy of the full guidelines used by the Multidisciplinary Evaluation Team and Individualized Education Plan Team to determine eligibility under the category of Specific Learning Disabilities (SLD) is available in the AMA ESD, 2118 US 23 S., Alpena, MI 49707.

What is a SLD?

A Specific Learning Disability is "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." (34 CFR §300.8(c)(10)).

What is Response to Scientific, Research-Based Intervention Process?

Response to Scientific, Research-Based Intervention is a process to determine if a student has a SLD. This process involves the collection of data to determine the following:

- The student does not achieve adequately for the student's age or to meet State approved grade-level standards in one or more of the areas identified at 34 CFR §300.309(a)(1)(i) when provided with learning experiences and instruction appropriate for the student's age or State-approved grade-level standards.
- The student does not make sufficient progress to meet age or State-approved grade-level standards in one or more of the areas identified at 34 CFR §300.309(a)(1)(i) when using a process based on the student's response to scientific, research-based intervention.

What is a PSW Process?

Pattern of Strengths and Weaknesses is a process that is used to determine if a student has a SLD. This process involves the collection of data to determine the following:

- The student does not achieve adequately for the student's age or to meet State approved grade-level standards in one or more of the areas identified at 34 CFR §300.309(a)(1)(i) when provided

with learning experiences and instruction appropriate for the student's age or State-approved grade-level standards.

- 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 Multi-disciplinary Evaluation Team (MET) to be relevant to the identification of a SLD, using appropriate assessments, consistent with the IDEA Evaluation Procedures and Additional Requirements for Evaluations and Reevaluations.

Source: Michigan Department of Education Office of Special Education and Early Intervention Services (2010). *Michigan criteria for determining the existence of a specific learning disability*. Lansing, MI: Author.

Public Posting of process used to determine existence of a Specific Learning Disability

Memo from MDE:



JENNIFER M. GRANHOLM
GOVERNOR

STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING



MICHAEL P. FLANAGAN
SUPERINTENDENT OF
PUBLIC INSTRUCTION

OSE-EIS 10-07

May 14, 2010

MEMORANDUM

TO: Intermediate School District Directors of Special Education,
Local Educational Agency Special Education Contacts, Public School
Academy Administrators

FROM: Eleanor E. White, Ph.D., Assistant Director
Office of Special Education and Early Intervention Services

SUBJECT: Requirement to Make Public School District Processes for Determining
the Existence of a Specific Learning Disability

Consistent with the Individuals with Disabilities Act of 2004 (IDEA) regulation § 300.307(a), the Office of Special Education and Early Intervention Services has established the criteria that must be followed to determine the existence of a Specific Learning Disability (SLD) (attached).

On or before September 1, 2010, each local educational agency (LEA) and public school academy (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 SLD. (§ 300.307(b) and § 300.600(d)(2)).

If you have questions, you may contact Joanne Winkelman at (517) 373-1696, or via email at winkelmanj@michigan.gov.

c: William Mayes, MASA
David Martell, MSBO
Dan Quisenberry, MAPSA
Billie Wimmer, MCCA
Kathy Hayes, MASB

Attachment

Statement from Joanne Winkelman, Coordinator, MDE OSE/EIS

Memorandum: Requirement to Make Public School District Processes for Determining the Existence of a Specific Learning Disability (May 14, 2010)

Michigan Criteria for Determining the Existence of a Specific Learning Disability (May 2010)

Posting District Process for Determining SLD Eligibility:

- The OSE-EIS does not require districts to obtain local school board approval of their process or processes for determining SLD eligibility before posting.
- The posting must be kept current (reflect current school, district practices).
- Districts must minimally, post the process or processes being used at each school – so that every parent will know what criteria is being used in each grade at each school.

Resource

Michigan Criteria for Determining the Existence of a Specific Learning Disability (May 2010) Page 6, Section VI.

Sample Statement for District:

District Process for Determination of a Specific Learning Disability:

Pattern of Strengths and Weaknesses Process:

The district uses a Pattern of Strengths and Weaknesses Process for the determination of a Specific Learning Disability for all buildings and all grades in the district and includes the following:

1. The student does not achieve adequately for the student's age or to meet State-approved grade-level standards in one or more of the areas identified at 34 CFR §300.309(a)(1)(i) when provided with learning experiences and instruction appropriate for the student's age or State-approved grade-level standards; and
2. 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 relevant to the identification of a SLD, using appropriate assessments, consistent with the IDEA Evaluation Procedures and Additional Requirements for Evaluations and Reevaluations.