



**SPECIFIC LEARNING DISABILITY
EVALUATION PROCESS**

Specific Learning Disability

Each local education agency and public school academy in Michigan is required to publicly post the process used to determine the existence of a Specific Learning Disability (SLD).

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 development 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)).

The Dearborn Academy’s Evaluation Plan to determine the existence of a Specific Learning Disability (SLD):

- All students are included in our Multi-Tiered System of Supports (MTSS) and will move through levels of academic support based on district assessments and progress monitoring data. These supports include ESL Services, At-Risk Intervention Services, and intervention provided by Reading and Math Specialists.
- All pertinent data will be collected from district and state assessments and response to scientific, research-based intervention in the process of making a referral for a special education evaluation.
- A Review of Existing Evaluation Data (REED) meeting will be conducted to provide guidance and structure for the development of both initial evaluations and re-evaluations.
- Student will be evaluated by a multidisciplinary team, which may include, but is not limited to a school psychologist, speech and language pathologist, reading or math specialist, social worker, general education teacher, and special education teacher. Parent input will be considered as part of the evaluation process.

In order to confirm the existence of SLD, it must be determined that:

- A 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 when provided with learning experiences and instruction appropriate for the student’s age or State-approved grade level standards; and
- The student exhibits a pattern of strengths and weaknesses in performance, achievement or both relative to student’s age or state approved grade level standards or intellectual development.

The assessment must document a weakness in one or more of the following achievement areas:

- Oral expression
- Listening comprehension
- Written Expression
- Basic reading skills
- Reading fluency skills
- Reading comprehension
- Mathematics calculation
- Mathematics problem-solving

Evaluations must be culturally and linguistically sensitive and appropriate using a variety of assessment tools and strategies. Parent input, ESL Teacher input, English Language Development, along with response to research-based intervention will be key factors in determination. Any standardized tests must be used correctly and fairly and be administered by trained, knowledgeable personnel.