

SPECIFIC LEARNING DISABILITY

ALIEF MONTESSORI COMMUNITY SCHOOL

101815

Template update May 2020

Legal Framework: SPECIFIC LEARNING DISABILITY

[Related Resources](#)

Broad Category: EVALUATION

POLICIES AND PROCEDURES:

Multidisciplinary Team

When evaluating for suspected Specific Learning Disability (SLD), the trained multidisciplinary team (MDT) includes a group of qualified professionals that collects or reviews evaluation data in connection with the determination of the child's eligibility. This group should include, but is not limited to, the Educational Diagnostician and the child's enrolled general education teacher(s).

Evaluation Procedures

Just like all FIEs in this charter school, when evaluating for suspected Specific Learning Disability (SLD), the Educational Diagnostician determines the degree of evaluation required. Prior to selecting evaluation instruments, the student's language proficiency is considered (either informally or via formal Language Dominance evaluation). Subsequently, chosen evaluation instruments must not be culturally or racially discriminatory and must be administered in accordance with standardized procedures to prevent inappropriate evaluations for certain cultural groups. A variety of evaluation instruments and strategies are used to gather relevant functional and developmental information about the student, including information provided by the parent. All data is reviewed, interpreted, and compiled into a Full Individual Evaluation (FIE) report.

Each FIE includes consideration of the student's functioning in the following areas: communication, health, motor abilities, emotional/behavioral functioning, sociological status, cognitive and adaptive behavior functioning, academic performance, and need for assistive technology.

Initial Evaluation

An initial evaluation for suspected SLD includes vision/hearing screening, consideration of classroom/home data, state assessment data, Response to Intervention (RTI) data, formal observations. The following two models are acceptable when determining a pattern of strengths and weaknesses (PSW) for a Specific Learning Disability:

- Dual Discrepancy/Consistency Model (Cross Battery assessment-XBASS)
- Core-Selective Evaluation Process (CSEP)

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An initial evaluation for suspected SLD includes a psycho-educational evaluation, which is made up of a variety of data sources to determine the student's present levels of cognitive and academic performance. It should include formal assessment to address all seven (7) areas of cognitive processing, as well as additional testing to address any non-cohesive scores. All academic areas should be addressed with formal assessment, with emphasis on the academic area identified by the referral committee.

Should the Campus Referral Team (CRT) consider reading as an area of need, the Educational Diagnostician should always address Dyslexia criteria as it relates to SLD criteria. As part of the evaluation process, a formal observation is required to occur. For students enrolled in face-to-face instruction, this observation will occur in the child's academic setting. For children enrolled in a virtual setting, an virtual observation during the child's online class will be requested and additional observation information will be collected during the testing process.

Re-Evaluation

A re-evaluation for a student with established eligibility of a Specific Learning Disability will include the same professional roles (multidisciplinary team members) that participate in the initial evaluation, with the addition of any other professional that provides services to the student (such as occupational therapy provider or Speech Language Pathologist). To determine the nature and scope of the re-evaluation, the multidisciplinary team will conduct a review of existing evaluation data (REED) and accordingly propose assessment that will assist the ARDc in making decisions regarding the student's placement and programming.

Student Transfers (from out of State)

Should a student transfer in this charter school, from out of State, with an established eligibility of a Specific Learning Disability, the same professional roles (multidisciplinary team members) that participate in the initial evaluation, with the addition of any other professional that provides services to the student (such as occupational therapy provider or Speech Language Pathologist) will review the current data received to determine if additional assessment is needed in order to be in compliance with TEA criteria. To determine the nature and scope of the re-evaluation, the multidisciplinary team will conduct a Review of Existing Evaluation Data (REED) and accordingly propose assessment that will assist the ARDc in making decisions regarding the student's placement and programming at the annual ARD. Factors to determine for out of State transfers include:

- Does the data support and meet TEA criteria?
- The date of the most recent evaluation?
- Is data sufficient to provide FAPE?

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Should the multidisciplinary team determine an assessment is required, the evaluation is considered an initial and will follow the in initial timeline 89.1050(j)(2) and reported under Indicator 11.

STAFF RESPONSIBLE:

District Level: Special Education Director, Diagnostician, LSSP, Related Services Personnel

Campus Level: Administrators, Campus Referral Team (CRT), Campus Special Education Representative (CSER), Teachers, Parents

TIMELINES FOR IDENTIFYING DISABILITY CONDITIONS:

- Legal Framework
- Child Find Process

EVIDENCE OF PRACTICE:

- Forms or checklists used
- List of qualified evaluators with appropriate licenses and certifications
- Copies of evaluations
- XBASS /CSEP Resources