

**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, **Richfield Public School Academy** reports the following:

For grades kindergarten through 8<sup>th</sup> 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 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 are **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), Richfield Public School Academy 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 uses to determine eligibility under the category of Specific Learning Disabilities (SLD) is available in the school office at: 3807 North Center Road, Flint, MI 48506.

### **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.