

****PUBLIC NOTICE****

Each local educational 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).

Consistent with this requirement **Portage Public Schools** reports the following:

The district will utilize a combination of a response to intervention (Rtl) process and an underachievement plus pattern of strengths and weaknesses (PSW) model for determination of specific learning disability (SLD), as described below:

1. Evaluation teams will primarily use the data from a Response to Intervention (Rtl) process.
See this link for more information on Rtl: <http://www.rti4success.org/>
2. In the event that Rtl practices are not fully implemented in the subject area of concern or grade level, the evaluation team may use assessment results to determine whether a child exhibits an academic pattern of strengths and weaknesses in performance, achievement, or both, relative to age, state-approved grade-level standards, or intellectual development.
3. The use of a severe discrepancy between achievement and intellectual ability may not be used solely to determine eligibility. Data from standardized ability and achievement instruments may be incorporated with other assessment data to demonstrate a pattern of strengths and weaknesses.
4. If a school in a district has a fully implemented response to scientific, research-based intervention process in select subject areas, the school must use data from that process to document interventions and student progress for the purpose of determining the existence of specific learning disability (SLD). For example, at the elementary level in the subject area of reading, an Rtl process for determining eligibility is used. In other subject areas and in the other schools in the district (i.e. secondary grade-level buildings) where a response to scientific, research-based intervention process has not been fully implemented a pattern of strengths and weaknesses (PSW) process must be used until full implementation (See page 2 for description of PSW).

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 a specific learning disability, observations of academic performance and behavior in the areas of difficulty, specific documentation for SLD eligibility determination, and reevaluation requirements.

An underachievement plus pattern of strengths and weaknesses (PSW) model for the determination of a specific learning disability is described and defined as follows:

1. A student may be found to demonstrate inadequate achievement in basic reading, reading, comprehension, reading fluency, math calculation, math problem solving, oral expression, listening comprehension, or written expression, if his/her performance on an individually administered achievement measure of the skill area in question falls at or below the 12th percentile on national or local norms, or in the lowest 10% of his/her class when provided with appropriate instruction to state approved grade level content expectations.
2. A pattern of strengths and weaknesses is based on the following decision rules:
 - a. A “strength” or “weakness” is defined by use of the decision rules on the attached grid (Attachment A).
 - b. A “pattern of strengths” means at least three separate assessment measures within two or more assessment boxes (one of which must be “observation”) in at least one skill area, that are coded as strengths using the criteria identified in 2a.
 - c. A “pattern of weaknesses” means at least four separate assessment measures within two or more assessment boxes (one of which must be “observation”) in the skill area of concern for the initial evaluation or subsequent redetermination of eligibility for specific learning disability.