

Eaton RESA Evaluation Procedures for Specific Learning Disabilities

1. Referrals for SLD evaluations must be in writing and submitted to the Director of Special Education. If a referral is received by a district employee other than the Director of Special Education, it is to be date stamped and sent immediately to the special education office. Referrals come from the building Student Assistance Team (or MTSS team), a parent or guardian, a licensed physician, registered nurse, or other appropriate professional personnel whose training and relationship to the student provides knowledge to reasonably suspect that the student has a disability.
2. When a referral comes through the Student Assistance Team (see local district flowchart), the team will minimally have the following data in the referral packet:
 - a. Data that demonstrates prior to the referral process that the student was provided appropriate instruction. Multiple sources of data are needed and include: {Curriculum-Based Benchmark Assessment data, formal progress monitoring data with instructional adjustments, student's performance on state (MEAP) or district common assessments, MLPP testing results, performance on classroom assessments in the area of concern compared to students at benchmark, and methods for informing the parent about the students progress.}
 - b. Input from the parent about their concern and parent observations as documented in conversation with the student's general education teacher.
3. Within 10 school days of receiving a written referral for an evaluation the {Building Administrator/Special Education Director/School Psychologist/School Social Worker/Special Education Teacher/Teacher Consultant} attempts to obtain written, informed consent for the evaluation from the parent or guardian. Contact to obtain consent (see flowchart to identify who contacts the parent/guardian) should be attempted {at least three times in three different ways, such as by phone at home and/or work, e-mail, or personal contact} and documented on the REED.
4. The consent form used for all evaluations for special education eligibility will be the Review of Existing Evaluation Data (REED) and the Development of an Evaluation Plan. The completed Academic Achievement Measures Form will be used throughout the MTSS process and used to complete initial REEDs.
5. The IEP team will complete the REED form for initial and reevaluations with input from the parent (see attachment for examples of data and questions to be asked at the REED). If a specific learning disability is suspected, the team completing the form will include {the parent, building administrator, the school psychologist, a special education teacher, and the student's general education teacher}.
6. The meeting to complete the REED and request consent will be scheduled by the {building administrator, school psychologist, special education teacher} (see flowchart), and will take the form of a face-to-face meeting for initial evaluations. Each evaluator needs to provide input for their area of expertise. If the evaluator cannot attend the meeting, they need to add their components prior to the REED meeting or prior to the REED being sent home for parent consent. If the parent is present, a copy of the REED stating the proposed evaluations will be given to the parent at this time along with a copy of the Parent Handbook and Procedural Safeguards. The team will attempt to obtain parental consent at this time.
7. If consent is not given by the parent immediately at the REED or if the parent was not in attendance at the REED, consent can be submitted at a later time. Document three attempts to obtain parental consent within 10 school days. Consent can only be considered "received" by members of the MET team, an administrator or the administrative support staff in the office. If an employee of the district, other than those mentioned, is in receipt of parental consent they will advise the parent that they are unable to accept the consent and direct them to an appropriate individual. Once consent is received, it should be immediately date stamped and processed.
8. A copy of the REED is immediately distributed to the parent, the building administrator and all evaluators listed on the REED. {The original will be kept in the student's Special Education file in the Special Education office.}

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9. An IEP date and time is discussed at the REED/consent meeting and will be written at the bottom of the REED form. The IEP will be held approximately 25 school days from the date of consent, never to exceed 29 school days. An invitation is generated by {the special education office, the special education teacher, the school psychologist, the building secretary} (see flowchart) at the time the REED is received and will be sent to all members of the team. A copy of the REED and Notice is sent to the parent via US Mail.
10. Evaluations are completed as determined by the REED and within 25 school days of the date of parent consent. Assessment and other evaluation materials will be selected and administered so as not to be discriminatory on a racial or cultural basis. They will be provided and administered in the child's native language or other mode of communication.
11. The multi-disciplinary team will communicate prior to the IEP, after the evaluations are complete to compile data, complete forms mentioned below and generate the multi-disciplinary report. The {School Psychologist/Special Education Teacher/Teacher consultant/School Social Worker} will be responsible for compiling the data into the final report. An attempt will be made to communicate the multi-disciplinary report findings and any recommendations to the parent within 2 days of the scheduled IEP team meeting. This communication will be documented in the MET report.
12. The finding of inadequate achievement (an academic skills deficit) follows the district established criteria and is not to be based on any one measure. At least one of the multiple measures required is a broad band or narrow band standardized academic achievement test with established reliability and validity. When using norm-referenced assessments the evaluator considers the standard error of measure and confidence interval when determining the severity of the academic deficit.

See the attached Table 4.5 *Guidelines for Determining Inadequate Achievement* for the published criteria. (Attachment B)
13. Evidence of inadequate achievement and patterns of strengths and weaknesses will be documented in the evaluation report.
14. The team collects data that demonstrates that prior to, or as a part of the referral process, the child was provided with appropriate instruction in regular education settings, delivered by qualified personnel. Data that the team could use include {Curriculum-Based Measurement (CBM) Benchmark data and progress monitoring data with evidence of instructional adjustments, student's performance on state (MEAP) or district common assessments, performance on classroom assessments in the area of concern compared to students at benchmark, and methods used to inform the parent about the students}. The MET team compares these data to the {Table 5.1 *Indicators of Appropriate Instruction*} (Attachment D) to make a decision regarding appropriate instruction. This process is supported by the {building administration} (observations, access to data, etc.). The data and the team's decision will be documented in the multi-disciplinary report.
15. The MET uses Table 7.13 *Guidelines for Determining Strength or Weakness in a PSW Model* (Attachment E) to characterize the score from each collected data source. This is transferred to the corresponding column and row on the worksheet *Summary of Relevant Data: Using the PSW Option within a Full and Individual Evaluation for SLD*. (Attachment C). Completion of the worksheet is at the discretion of the evaluators, and if it is completed, will be filed with the test protocols. However, directors may ask the psychologist to complete the form. The team may refer to {Table 7.2 *Relevant SLD Patterns and Associated Characteristics*} (Attachment F) to guide decision-making on the relevance of the pattern observed.
16. Based on the information reviewed up to this point the team considers as part of the MET whether or not the student requires special education and related services. Questions that may need to be answered as part of this are:
 - a. Does the learning problem impact performance in the general education classroom and curriculum?
 - b. Is the learning problem of sufficient severity to warrant special education services?
 - c. How severe is the learning problem as measured by the gap between the expected standard and the actual student performance?

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- d. How rare or uncommon in the classroom is the academic deficit?
 - e. Can the instruction required for the student to progress in the general education curriculum be sustained within general education or are the student's instructional needs significantly different from their general education peers?
17. Based on the information reviewed up to this point the team will consider as part of the MET whether the learning problem is primarily the result of visual, hearing, or motor disabilities, of cognitive impairment, of emotional impairment, of autism spectrum disorder, or of environmental, cultural or economic disadvantage. In order to address if the factor considered is the primary causal factor consider the following questions:
- a. When considering the impact of another handicapping condition; if the challenges presented by the other handicapping conditions are addressed, would the student's academic skills improve?
 - b. When considering the impact of culture, are the presenting concerns regarding student performance attributable to differences in heritage, values, or behaviors, or are they indicators of a persistent learning deficit?
 - c. When considering the influence of environmental or economic disadvantages; what does the school do to create access to learning opportunities for students from poverty? Is this a learning concern that may be addressed through general education at-risk programming or exposure, or is this an educationally-handicapping condition that requires special education?
 - d. When considering language differences; are the student's learning problems explained by language acquisition factors rather than a true disability present from early on and in the primary language?
18. The MET will review factors within {Table 10.1 *Eligibility Guide: Key Questions in SLD Decision-Making*}. (Attachment G) will be considered as [part of the decision making process]. The MET will present their recommendation for eligibility to the IEP team at the IEP meeting. The IEP must be completed and the district must offer FAPE in the form of the IEP Notice page by the 30th school day following receipt of parental consent.
- * {If the team is unable to maintain this timeline then the {School Psychologist/Special Education Teacher/Teacher Consultant/School Social Worker} contacts the Director of Special Education to discuss the need for an Initial Evaluation Timeline extension}. The district extension form must be used and a parent signature is required prior to the expiration of the 30 school day timeline.
19. The {School Psychologist/Teacher Consultant/Special Education teacher} is required to bring the appropriate data, reports, and IEP paperwork to the IEP team meeting.

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REVIEW OF EXISTING EVALUATION DATA		
Review, describe, and identify the data source for the following information:		
Information	Data Source	Description of Information
Review of existing evaluations including current classroom-based, local, or state assessments; and classroom-based observations.	Attendance Records Discipline Records School history CA-60	Appropriate Instruction/Inadequate Achievement/Need for Special Education: 1. Has the student been in school 85% of days scheduled? (Or no more than 27 absences during the 180 day school year). 2. Does the student have excessive tardies that have resulted in missed instructional opportunities? 3. Has the student missed an excessive amount of school due to disciplinary reasons? Has the student been removed from the classroom an excessive amount? (Waiting in the office, time out, removed to the hall etc.) 4. Has the student transferred frequently from school to school? 5. How long has there been a concern? 6. Has the student been provided any interventions? What was the rate of progress? 7. How systematically were outcome data collected from interventions? Are there progress monitoring records? 8. What level of materials does the student need? What instructional approaches work for this student? 9. What is the student's performance in relation to teacher expectations or task demands? 10. Are there skill deficits? 11. How did the student perform on State Assessments?
Review teacher and related service provider(s) observations.	Observation GE Teacher Interview SE Teacher/Service Provider Interview	Appropriate Instruction/Inadequate Achievement/Need for Special Education: 1. What is the student's perception of the problem including the nature and intensity? 2. What is the student's response to interventions, structures, or scaffolding? 3. What is the student's task engagement compared to peers? 4. What is the student's level of stress or frustration academically? 5. Does the student display effort? 6. What is the child's typical performance pattern in the classroom? 7. Have there been consistent skill or performance problems over time? 8. Can the child work independently? 9. How often does the child complete assignments satisfactorily? 10. Does the student understand what is expected? 11. Does the student promptly and actively engage in classroom work? If not, is the lack of engagement due to a skills deficit, persistence problems or motivational issues? 12. How does the student's performance compare to that of classroom peers? Is the student's performance similar to others, or does it stand out as being below that of peers? If below others, how far below? 13. Under what conditions are they experiencing difficulty? 14. Under what conditions are they successful? 15. Is the student receiving accommodations in the classroom setting? 16. If those accommodations were taken away would the student be successful?
Review evaluations and information provided by parents.	Parent Interview	Exclusionary Factors: 1. Has the student had their hearing or vision checked? Are there any concerns? 2. Are there other health concerns that could potentially impact the student's performance? 3. Has there been any recent change in the student's life? 4. Is the child currently seeing an outside therapist? 5. Has the student experienced any type of motor difficulty? 6. Is English the student's primary language? Is there additional languages spoken in the home?

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Other	Teacher/ Principal Interview Observation	<p>Appropriate Instruction:</p> <ol style="list-style-type: none"> 1. Is the curriculum aligned with the state approved standards and benchmarks? 2. Is there a pacing guide defining the scope and sequence of the curriculum? 3. Are all essential areas of reading instruction targeted for beginning reading? 4. Are all essential areas of instruction for math targeted? 5. Are instructional materials research based? 6. Is instruction systematic and clearly defined? 7. Is instruction explicit with sufficient modeling? 8. Is there an opportunity for guided practice and independent practice in a variety of grouping formats? 9. Are there frequent opportunities for students to respond with corrective feedback from the teacher? 10. Is differentiation occurring to meet the needs of the learner? 11. Is sufficient time allocated to meet goals? (Reading: 90 min K-5, less for half day kindergarten or secondary grades. Mathematics: 60-90 min. K-5, could be distributed for early elementary grades) 12. Are assessments used for a variety of purposes including formative and summative assessments? 13. Are at least 80% of students in the class meeting state or district standards on universal screening and/or outcome assessments? 14. Is the student being instructed by a highly qualified teacher as defined by ESEA?
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Eligibility Guide: Key Questions in SLD Decision-Making

The SLD eligibility decision is complex and cannot be reduced to a formula. When determining eligibility, a full and individual evaluation must gather and integrate multiple sources of data from curriculum, instruction, environment and the learner domains in order to begin to understand the complex interaction of variables influencing learning outcomes. The MET should use multiple strategies to gather relevant data (interviews, record reviews, observations and testing results) and integrate that data without assigning undue weight or emphasis to any single data source. For each decision-point, guiding questions are posed to assist the MET in integrating data about the suspected disability.

Progress in General Education	SLD Criterion	Need for Special Education	Exclusionary Factors		
<p>Determine Inadequate Achievement The student exhibits inadequate achievement in one or more areas of eligibility § 300.309(a)(1): Oral expression, listening comprehension, written expression, basic reading skills, reading fluency, reading comprehension, mathematics calculation problem solving, mathematics.</p> <ul style="list-style-type: none"> Is the student meeting grade level expectations? If not, how large is the educational discrepancy between expected and actual performance? Per § 300.304(b), are there multiple indicators from a variety of assessment methods (including functional assessments) of inadequate achievement? Is there convergence of evidence, that is, multiple sources of data pointing to the same area as a weakness? <p>There is evidence that parents were provided with an opportunity for meaningful input into the evaluation process through family history, medical reports, educational history (previous test results, general education testing results, etc.).</p> <ul style="list-style-type: none"> Does the evaluation address the concerns and describe the student's performance in general education? Is there a history of learning or medical problems that present risk factors for a SLD versus other explanations for the inadequate achievement? What types of learning strategies were implemented and what were the results? Are there associated disorders that present as risk factors for SLD versus other disability-based explanations for the inadequate achievement? Are there teacher interviews and input that describes the student's skills and performance under multiple conditions, as well as the type of instruction the student needs for more accelerated progress? Were the student's performance and behavior observed to determine the conditions that facilitate or inhibit learning? 	<p>Appropriate Instruction Student has received appropriate instruction. Data documenting instruction and student progress has been reported to the parents at regular intervals § 300.309 (b)(i)(ii)</p> <p>Teacher Qualifications</p> <ul style="list-style-type: none"> Are the teachers highly qualified, meeting ESEA standards? <p>Curriculum, Instruction, Assessments The district curriculum is aligned to State standards, with defined scope and sequence</p> <ul style="list-style-type: none"> Do curriculum resource materials show adequate coverage of the essential areas of reading and mathematics instruction? Does the teacher demonstrate explicit and systematic instruction meeting ESEA standards? Does instructional delivery meet the needs of diverse learners (time, grouping, content, materials, and delivery)? Is assessment used for multiple purposes? <p>Effectiveness</p> <ul style="list-style-type: none"> Are at least 80% of students meeting state or district standards based on state, district, or universal screening assessments? <p>Student Participation</p> <ul style="list-style-type: none"> Has the student attended 85% of the school days scheduled? Is there a pervasive history of attendance difficulties, frequent school changes, or interruptions in school attendance? 	<p>RtI Option* Inadequate response to scientific, research-based intervention as evidence of unexpected underachievement.</p> <ul style="list-style-type: none"> Have the parents been informed about the rate of student learning, the right of further evaluation, and district policies regarding decision rules for special education eligibility? Are the interventions provided scientifically based? Are intervention goals measurable, explicit, and planned to accelerate student learning? Has progress monitoring data been collected on a regular schedule using valid and reliable tools? Has the district established decision rules for making adjustments to instruction / intervention? Has progress monitoring data been graphed and visually displayed for ease of analysis? Is there evidence that multiple rounds of supplemental and differentiated instruction have been provided? Is there evidence that interventions have been differentiated and adjusted to meet student needs, including providing more intensive intervention if and when the data indicated it was needed? Has the student's ROI (Rate of Improvement) been calculated and compared to expected rates of progress? 	<p>Pattern of Strengths and Weaknesses Option* Is there a pattern of strengths and weaknesses that makes sense given the common manifestations of SLD? § 300.309 (a)(2)</p> <ul style="list-style-type: none"> Is there evidence of strength (normal development) in the social, language, cognitive or adaptive domains? Are academic weaknesses validated by multiple measures and data points? Does the student have specific academic skill deficits that are logically connected? Are all skills (academic, behavioral, developmental) equally low suggesting more generalized learning problems and not a SLD? Are there significant deficits in all academic areas, suggesting the presence of a pervasive language-based learning disability consistent with the most common subtype of SLD? 	<p>Need for Special Education and Related Services The suspected disability interferes with access to and progress in general education to the degree that the student requires special education programs/services.</p> <ul style="list-style-type: none"> Can the interventions required for the student to progress in the general curriculum be sustained without special education supports and services? Is the weakness of sufficient severity to warrant special education services? Does the student need specialized instruction in order to progress? Does the student need only academic accommodations? (If yes, and suspect a disability as that term is defined under Section 504, convene a 504 team meeting to address potential 504 eligibility) Do the skill deficits impact performance in the general education classroom and curriculum? Do the skill deficits necessitate modifications of general curriculum standards to enable participation in one or more general education curricular areas? 	<p>Exclusionary Factors Per R340.1713 are there other conditions or factors that are the primary causes of the student's inadequate achievement?</p> <ul style="list-style-type: none"> Factors such as cultural, environmental, economic disadvantage or Limited English Proficiency that are the primary reason for the low achievement? Visual, hearing, motor disabilities, cognitive impairment (including assessment of adaptive skills), emotional impairment, or ASD that are the primary cause of the low achievement?
<input type="checkbox"/> Supports eligibility <input type="checkbox"/> Does not support eligibility	<input type="checkbox"/> Supports eligibility <input type="checkbox"/> Does not support eligibility	<input type="checkbox"/> Supports eligibility <input type="checkbox"/> Does not support eligibility	<input type="checkbox"/> Supports eligibility <input type="checkbox"/> Does not support eligibility	<input type="checkbox"/> Supports eligibility <input type="checkbox"/> Does not support eligibility	<input type="checkbox"/> Supports eligibility <input type="checkbox"/> Does not support eligibility

*Preferred, but not required, if choosing a PSW as your SLD indicator. Many schools and districts are in the process of implementing RtI practices and multi-tiered interventions are at various levels of implementation and fidelity, especially in the area of reading. Whether RtI is your SLD indicator or not, a student's history of and response to a supplemental instruction is a critically important variable to consider. As schools move toward full RtI implementation, analysis of data of student response to supplemental interventions will become a more prominent part of your decision-making process.