

District Process for Determination of a Specific Learning Disability

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, as well as Ingham ISD's commitment to implementation of Response to Intervention (RtI) practices, Ingham Intermediate School District will use the following procedures to determine a Specific Learning Disability:

1. Evaluation teams will primarily use the data from a Response to Intervention (RtI) process.
2. In the event that RtI practices are not fully implemented in the 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 grades, the school must use data from that process to document interventions and student progress for the purpose of determining the existence of a SLD. The other grades in that school, and the other schools in the district (i.e. secondary grade-level buildings) who have not fully implemented a response to scientific, research-based intervention process must use a pattern of strengths and weaknesses process until each grade is phased in to full implementation.