

## SLD Method C.

This goes in section II.

H.5 For the category of Specific Learning Disability (SLD) the X Charter School has selected Method C: Combination of Response To Intervention (RTI) and Severe Discrepancy Methods. This means that the student does not make sufficient progress to meet State-approved grade-level standards when using a process based on the student's response to scientific, research-based intervention in one or more of the areas of specific learning disability, and the student's scores demonstrate that a severe discrepancy exists between the student's achievement and intellectual ability in one or more of the areas of specific learning disability. In using Method C the Charter School includes the elements outlined for both Method A and Method B in the USBE SER for SLD.

Data from the RTI method is considered in combination with the teams consideration of the comparison of ability and achievement from individually administered norm-referenced assessments. If a student is referred by a parent, staff member or Child Management Team (CMT) (described below) X Charter School follows all of the procedures of the USBE SER and this Manual for referral and initial evaluation.

- a. An RTI instructional approach is used for all students in the X Charter School, and all parents are informed that this is the approach used in reading and math. In addition, parents are informed of the right to request an evaluation for eligibility at any time if they suspect their student has a disability, and of the State's policies regarding the amount and nature of student performance data that will be collected. Parents are notified of the general education services and the instructional strategies that are provided to increase the student's learning. Data are collected and reported to parents about the student's achievement. Documentation that parent received this information is in the student's file. Outlined below are the procedures for achievement grouping used in reading.

X Charter School's current reading program is a research-based program that includes a multi-tiered model of service delivery. Students are achievement grouped across grade levels with instruction targeted to the appropriate instructional level of students within groups. Each teacher has an instructional aide to assist in providing interventions. Data from Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and teacher running records are used to determine placement and movement between groups. DIBELS progress monitoring is used for students below benchmark. Centers,

reading groups within the achievement grouping, and one on one instruction are used to meet students' needs.

- b. If a student is not achieving adequately for the student's age or State-approved grade-level standards, or are not making adequate progress toward the grade level expectations in one or more of the areas of specific learning disability—oral expression, listening comprehension, written expression, basic reading skills reading fluency skills, reading comprehension, mathematics calculation, and mathematics problem solving--they are referred to a Child Management Team (CMT) that includes regular education teachers, administration, and a special education teacher. The CMT uses a data-based decision making process to evaluate the effectiveness of interventions. The CMT may recommend, based on data presented at the meeting, some further pre-referral interventions including Title I targeted assistance. Data may include DIBELS, Utah CRTs, classroom assessment, program-embedded assessments, and others.
- c. Parents are notified by the teacher frequently when a student is struggling with educational performance. Parent notification is given for any student in Title I targeted assistance. Each parent receives data-based documentation of student progress during instruction. If a student is not making adequate progress after an appropriate period of time, as determined by the CMT, a referral for evaluation is made.

If at any time in the process of interventions the parent requests special education testing X Charter School will have a meeting with the parent to determine if X Charter School should begin evaluation for eligibility for special education. Documentation of the meeting is kept. If the evaluation process is started, all of the requirements and procedures in Section II of this Policy and Procedures Manual are followed. If it is determined that an evaluation will not be conducted, the parent is given a Written Prior Notice of Refusal to conduct the evaluation.

Review of progress at each CMT meeting is done on all students referred to the CMT. Documentation of all assessments given to the student are kept for all students and shared regularly with the parent, including those students below benchmark and those students in special education pre-referral intervention.

- d. X Charter School has received and will continue to receive professional development on RTI strategies and procedures.

- e. For an initial evaluation, XXX Charter School administers appropriate assessments that meet all the criteria in Section II of this Manual. Often the standardized norm-referenced Woodcock Johnson III Achievement and Cognitive tests are given. For SLD, the student must score above the intellectual disability range on a standardized, norm-referenced individually- administered cognitive ability measure. Data from these two assessments are compared for the team to determine whether the student has a significant discrepancy between the intellectual ability and achievement. The scores on the two tests are compared using a commercial software program that employs a clearly specified regression formula that considers the relationship between the intelligence and ability achievement test as well as the tests' reliability. The team must document their consideration of the comparison report and the team's determination of whether or not it represents a significant discrepancy.

The student must score above the intellectual disability range on the standardized, norm-referenced individually administered cognitive measure. X Charter School uses this information along with Woodcock Johnson sub-test scores and other existing data, including classroom observations, to determine possible gaps in learning.

- f. To ensure that underachievement in a student suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or math, the group must consider, as part of the evaluation:
  - (1) Data that demonstrate that prior to, or as part of, the referral process, the student was provided appropriate instruction in regular education settings, delivered by qualified personnel; and
  - (2) Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the student's parents.
- g. The LEA must promptly request parental consent to evaluate the student to determine if the student needs special education and related services, and must adhere to the 45-school day evaluation timeframe, unless extended by mutual written agreement of the student's parent(s) and a group of qualified professionals:
  - (1) if, prior to a referral, a student has not made adequate progress after an appropriate period of time as determined by the LEA when provided with appropriate instruction, and
  - 2) whenever a student is referred for an evaluation.

- h. X Charter School ensures that the student is observed in the student's learning environment (including the regular classroom setting) to document the student's academic performance and behavior in the areas of difficulty. The team may decide to use information from an observation in routine classroom instruction and monitoring of the student's performance that was done before the student was referred for an evaluation; or have at least one member of the team conduct an observation of the student's academic performance in the regular classroom after the student has been referred for an evaluation and parental consent is obtained.
- i. An eligibility team consisting of parents and qualified professionals including the student's general education teacher and an individual qualified to conduct individual diagnostic examinations determines whether the student is a student with a Specific Learning Disability by reviewing all data, looking for gaps in learning, why interventions have failed, whether the disability has an adverse effect on educational performance, and if specialized instruction is needed for the student to succeed, in accordance with the eligibility determination requirements of USBE SER II.
- j. Specific documentation for the eligibility determination (§300.311). The team's documentation of the determination of eligibility with a specific learning disability must contain a statement of :
  - (1) the basis for making the determination;
  - (2) the relevant behavior, if any, noted during the observation of the student and the relationship of that behavior to the student's academic functioning;
  - (3) the educationally relevant medical findings, if any;
  - (4) whether the student does not achieve adequately for the student's age or to meet State-approved grade level standard; and, for the RTI Method selected by X Charter School,
  - (5) whether the student is not making sufficient progress to meet age or State-approved grade-level standards (RTI).

The documentation must also contain the determination of the team concerning the effects of a visual, hearing, or motor disability; intellectual disability; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency on the student's achievement level.

- k. The eligibility team must refer to the *USOE Specific Learning Disability Guidelines*.