SLD Method B.

For the category of Specific Learning Disability (SLD) the XXX Charter School has selected Method B: Severe Discrepancy Method. The confidence level from targeted, norm-referenced assessments, as identified in the ESTIMATOR© manual used with the Discrepancy method, supported by other evaluation data is used to assist the eligibility team in determining if a student's learning problems are the result of a Specific Learning Disability.

If a student is referred by a parent, staff member or Child Study Team (CST) (described below) XXX Charter School follows all of the procedures of the USBE SER and this Manual for referral and initial evaluation.

b. An RTI approach will be used for interventions and additional data to support the discrepancy model, as appropriate. In addition XXX Charter School during the pre-referral process gathers data from an RTI model, and all parents are informed that this is the approach used in reading and math. Parents are informed of the right to request an evaluation for eligibility if at anytime they contact a school official that they suspect their student has a disability.

Outlined below are procedures XXX Charter School uses with all students that help identify possible student referrals to special education. In an effort to meet all student needs XXX Charter School's current reading program is a research based program that includes a multi-tiered model of service delivery. Students are grouped by skill level across grade levels with instruction targeted to the appropriate instructional level of students within groups. Teacher and trained instructional assistants provide interventions. Data from Dynamic Indicators of Basic Early Literacy Skills (DIBELS), the STAR Reading assessment, 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.

c. If students are not achieving adequately for the student's age or State-approved grade-level standards, or the student is 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 Study Team (CST) that includes regular education teachers, administration, and a special education teacher. The CST uses a data-based decision making process to evaluate the effectiveness of interventions. The CST may recommend, based on data presented at the meeting, some further pre-referral interventions including Title I targeted assistance if applicable. Data may include DIBELS, Utah CRTs, classroom assessment, program-embedded assessments, and others.

d. Parents are notified by the teacher frequently when a student is struggling. Each parent receives data-based documentation of student progress. If a student is not making adequate progress after an appropriate period of time, as determined by the CST, a referral for evaluation may be made.

If at any time in the process of interventions the parent requests special education testing, XXX Charter School will have a meeting with the parent to determine if XXX Charter School should begin evaluation for eligibility for special education. Documentation of the meeting is kept. If the referral is not going to result in a full evaluation, the principal or special education teacher will inform the parent by Written Prior Notice of Refusal. If the evaluation process is started, all of the requirements and procedures in Section II of this Policy and Procedures Manual are followed.

Review of progress at each CST meeting is done on all students referred to the CST. 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.

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. The student must score above the intellectual disability range on a standardized, norm-referenced individually administered achievement measure. Data from the assessments are used for input needed for the ESTIMATOR disk. The ESTIMATOR disk provides data to XXX Charter School on the likelihood that there is a severe discrepancy between the student's ability and the

student's achievement. XXX Charter School uses this information along with Woodcock Johnson sub-test scores, RTI data, and other existing data, including classroom observations, to determine possible gaps in learning.

f. XXX Charter School will ensure 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.

g. 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 determining that the team can be 93% confident of the likelihood that there is a severe discrepancy between the student's ability and the student's achievement based on the ESTIMATOR disk. In addition the XXX Charter School eligibility team will review and consider all other data, looking for gaps in learning and why interventions have failed to determine whether the student has a Specific Learning Disability, 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.

h. Specific documentation for the eligibility determination (300.3ll). The team's documentation of the determination of eligibility with a specific learning disability must contain a statement of the (1) 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 student's age or to meet State-approved grade level standard. The documentation will 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.

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