

The District will utilize an underachievement plus pattern of strengths and weaknesses (PSW) model for the determination of a specific learning disability, as these terms are defined below.

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.

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.