

Determination of a Specific Learning Disability

The Academy uses the pattern of strengths and weaknesses model for the determination of a specific learning disability in the following areas:

- Basic Reading
- Reading Comprehension
- Reading Fluency
- Math Calculation
- Math Problem Solving
- Written Expression
- Listening Comprehension
- Oral Expression

A student may be found to demonstrate inadequate achievement if his/her performance on an individually administered achievement measure falls below the 9th percentile (national age based norms). Curriculum assessments, district assessments, grades, classroom observations and teacher feedback are other pieces of information that will be considered. Additionally, a student must demonstrate a specific pattern of strengths. A strength may be identified in any of the eight areas listed above if he/she scores above the 25th percentile (national age based norms). We also look at cognitive and adaptive scores to help make this

Rule-Outs/Exclusionary Factors

1. Students will not be eligible as learning disabled if their difficulties in academics are a function of English not being their primary language.
2. Students will not be eligible as learning disabled if their difficulties in academics are a function of a failure to receive adequate instruction due to absences.
3. Students will not be eligible as learning disabled if their underachievement is due to lack of appropriate instruction to state approved grade level expectations.

In making determination as to whether a student has or continues to have a specific learning disability, The Academy complies with all applicable federal regulation and state rules, including those addressing comprehensive evaluations, determination of the existence of a specific learning disability, observation of academic performance and behavior in the areas of difficulty, specific documentation for specific learning disability and reevaluation requirements.