

OPERATING PROCEDURES

SPECIFIC LEARNING DISABILITY

GREGORY-PORTLAND ISD

205902

Template update May 2020

Legal Framework: SPECIFIC LEARNING DISABILITY

[Related Resources](#)

Broad Category: EVALUATION

PROCEDURES:

- Evaluation personnel follow the Texas state guidelines for determining eligibility for a specific learning disability.
- G-PISD utilizes a pattern of strength and weaknesses model when evaluating for SLD identification, specifically the G-PISD utilizes the Dual-Discrepancy Consistency model of analysis for determining the existence of a pattern of strengths and weaknesses.
- The district will attempt to schedule an observation of the child at the day care where the student attends. If this is not feasible, the district will use an age appropriate room on a district campus.
- G-PISD will review the curriculum, progress data and work samples for students who are homeschooled to determine the appropriateness of instruction.
- G-PISD utilizes bilingual evaluation personnel to establish language proficiency.
- It is necessary to establish the validity of the results obtained from the testing to ensure that they are accurate estimates of ability or knowledge and not the manifestation of cultural or linguistic differences. To this end, a systematic evaluation of the possible effects of lack of acculturation and limited English proficiency was carried out.
- Evaluation staff review the evaluation from the previous district and determines if it meets Texas guidelines for eligibility. An ARD Committee then meets to review the previous evaluation and recommendations of assessment staff to determine if there is a need for additional assessment or to accept the evaluation from the previous district. Texas timelines for an initial evaluation and convening an ARD will be followed if an out of state evaluation is not accepted for an out of state transfer student:
<https://fw.esc18.net/fdpmobile/Webforms/GetDocument.aspx?DocumentID=1518>. The ARD Committee will determine evaluation timelines and ARD meeting timeline if further testing is requested for an in state transfer student.

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STAFF RESPONSIBLE:

District Level: Director of Special Education

Campus Level: Evaluation Personnel

TIMELINES FOR IDENTIFYING DISABILITY CONDITIONS:

- Initial evaluations
- Reevaluations

EVIDENCE OF PRACTICE:

- Forms or checklists used
- Training artifacts (sign-in sheets, agendas, etc.)
- List of qualified evaluators with appropriate licenses and certifications
- Copies of evaluations