

## Specific Learning Disability Determination

### Effective July 2008

Individuals with Disabilities Education Improvement Act 2004  
Vermont State Board of Education Regulations – 2362.2.1, 2362.2.3 (b) and (e)

It is the requirement of all public schools in the State of Vermont to use consistent practices for finding students eligible as having a specific learning disability. Current State regulations allow for the use of two methods to determine this eligibility.

1. The Discrepancy Model
2. Response to Instruction (RtI)

The exact requirements for the steps to follow in each of the two methods referenced above are outlined in the Vermont Department of Education Field Memo #08-07. This Field Memo outlines mandated practice that will be used to implement the State regulations noted above. A copy of this Field Memo can be found at the following link. It was posted to the Vermont Department of Education web page on June 6, 2008.

[http://education.vermont.gov/new/html/pgm\\_sped/forms.html#identification](http://education.vermont.gov/new/html/pgm_sped/forms.html#identification)

Lamoille North Supervisory Union Schools will officially inform the Director of Student Support Services which model will be used in which grades for eligibility determination. A school is required to use only one model at a specific grade level for all students so that practices are consistent. A school may choose to use RtI for some, but not all grades housed within the school building. Before August 30th, 2008 each school will submit the required notification form to the Director. Annually, thereafter a form will be submitted only when the prior documentation submission changes. This change can occur at the beginning of or during a school year.

Schools that elect to use the Response to Instruction Model must complete the Department of Education Response to Instruction Self Assessment Tool. This tool can be found at the Vermont Department of Education Web Page. Schools will ensure they have an established progress monitoring system established that will be used to collect regular data on an individual student basis. This data will be used to determine the appropriate time to make a referral to special education. This data will be used in a "Review of Existing Data" to determine a student eligible for special education.

Additional testing may also be conducted as part of the special education eligibility process. Signed consent from the parent is required to conduct additional formal testing.

State Department of Education mandated forms for "Notice" and "Consent" will be used to conduct all special education evaluations.



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