

Specific Learning Disability (SLD)

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Each local educational agency and public school academy in Michigan is required to publicly post the process used to determine the existence of a Specific Learning Disability.

As required of all schools, FLEX High Michigan follows all of the regulatory requirements in the Individuals with Disabilities Act of 2004 (IDEA) regulation § 300.307(a), Michigan Administrative Rules for Special Education (MARSE), and Michigan laws, policies and procedures for special education.

The Michigan Administrative Rules for Special Education (MARSE R 340.1713. Rule 13) states

"Specific learning disability" means a disorder in 1 or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of cognitive impairment, of emotional impairment, of autism spectrum disorder, or of environmental, cultural, or economic disadvantage.

FLEX High Michigan will use the criteria of "*Patterns of Strengths and Weaknesses*" to determine the existence of Specific Learning Disabilities as outlined below.

1. The student does not achieve adequately for the student's age or to meet State approved grade-level standards in one or more of the areas identified at 34 CFR 300.309(a)(1)(i) when provided with learning experiences and instruction appropriate for the student's age or State-approved grade-level standards.
2. The student exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade-level standards, or intellectual development, that is determined by the Multi-disciplinary Evaluation Team (MET) to be relevant to the identification of a SLD, using appropriate assessments, consistent with the IDEA Evaluation Procedures and Additional Requirements for Evaluations and Reevaluations.