

Learning the school alphabet: IDEA, SST, IEP, 504, RtI

RENEE C. WACHTEL MD FAAP

DEVELOPMENTAL-BEHAVIORAL PEDIATRICIAN

Presentation Goals: For attendees

1. To better understand the ways that children who are struggling in school can get help
2. To be more effective educational advocates for their patients
3. To see the value in becoming an educational advocate for their patients

Outline

1. Why do pediatricians need to know about schools?
2. What are the underlying laws?
3. What are the differences between SST, IEP and 504?
4. What is the process for your patient? How to get it started.
5. Testing
6. What services do IEPs/504s/SSTs provide
7. Related services including mental health, medication monitoring
8. Reviews, annual and triennial
9. The TEST
10. Resources

The case of Matthew

Matthew is a 10 year old boy who has been in your practice for several years, and has been seen only for minor URIs.

At his annual school physical appointment for swim team in October, you ask him how Fifth Grade is going and he says “terrible”. You know that he has struggled with schoolwork in the past. What do you do next:

- A. Ask him what he means by “terrible”
- B. Ask him specifically how he is doing in individual subjects and if he is getting any help
- C. Set up another appointment to review his report card and discuss his school needs
- D. Give him a questionnaire to give to his teacher
- E. All of the above

Why do pediatricians need to know?

- 1. *About One in Ten California Students Receives Special Education Services.*** About 686,000 students with disabilities (SWDs) receive special education services in California, comprising about 10 percent of the state's public school enrollment.
2. Specific learning disabilities (SLD) —including dyslexia—are the most common diagnoses requiring special education services (affecting about 4 percent of all K–12 students), followed by speech and language impairments. While the overall prevalence of students with autism and chronic health problems still is relatively rare (each affecting 1 percent or less of all public school students), the number of students diagnosed with these disabilities has increased notably over the past decade
3. Most pediatricians have many patients with chronic health conditions, ADHD, or learning problems who need special services or accommodations in order to maximize their learning.
4. Parents will ask your advice about accessing school based services

The Laws: Regular Education

The **Every Student Succeeds Act (ESSA)** is a US law passed in December 2015 that governs the United States [K–12 public education](#) policy.

The law replaced its predecessor, the [No Child Left Behind Act \(NCLB\)](#), (which was originally passed in 2001 and not reauthorized in 2007) and modified but did not eliminate provisions relating to the periodic [standardized tests](#) given to students.

Like the No Child Left Behind Act, ESSA is a reauthorization of the 1965 [Elementary and Secondary Education Act](#), which established the federal government's expanded role in public education.



WELCOME TO THE CULT OF STANDARDIZED TESTING; NO CHILD WILL BE LEFT BEHIND.

The Law: Section 504

Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. § 794

Section 504 is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive Federal financial assistance from the U.S. Department of Education (ED).

Section 504 provides: "No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance"

Recipients of this Federal financial assistance include public school districts, institutions of higher education, and other state and local education agencies.

The Laws: Individuals with Disabilities Education Act (IDEA)

The special education law was enacted in 1975 and was originally known as the Education for All Handicapped Children Act of 1975 or Public Law 94-142.

In 2004, Congress made many changes to the Individuals with Disabilities Education Act (IDEA 2004), which is the law governing Special Education (Part B), Early Intervention (for children under 3 years or Part C), and Response to Intervention (RtI) services.

Children who qualify for Special Education have an Individualized Education Plan (IEP) developed, which specifies the specific services that the child is to receive, measurable goals and methods to achieve those goals.

Specific legal protections were afforded as well, including timelines schools are required to follow.

Response to Intervention (RtI) was included in the 2004 revision of IDEA.

SECTION 504: STUDENTS PROTECTED

Section 504 covers qualified students with disabilities who attend schools receiving Federal financial assistance.

To be protected under Section 504, a student must be determined to: (1) have a physical or mental impairment that substantially limits one or more major life activities; or (2) have a record of such an impairment; or (3) be regarded as having such an impairment.

Section 504 requires that school districts provide a free appropriate public education (FAPE) to qualified students in their jurisdictions who have a physical or mental impairment that substantially limits one or more major life activities.

Section 504: Who is included?

The determination of whether a student has a physical or mental impairment that substantially limits a major life activity must be made on the basis of an individual inquiry.

The Section 504 regulatory provision at 34 C.F.R. 104.3(j)(2)(i) from 1973 defines a physical or mental impairment as any physiological disorder or condition, ...or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; ...or any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

The regulatory provision does not set forth an exhaustive list of specific diseases and conditions that may constitute physical or mental impairments because of the difficulty of ensuring the comprehensiveness of such a list.

What are Section 504 accommodations?

Accommodations are program adjustments made to remove disability-related barriers to a student's full participation in school, including nonacademic and extracurricular activities, such as field trips, athletics, and assemblies

Accommodations are made in order to provide a student equal access to learning and equal opportunity to demonstrate what he or she knows. Accommodations should not alter or lower the standards of the coursework or standards required for participation in extracurricular activities. It is important that accommodations be:

disability specific

necessary, not merely helpful

individualized

documented

communicated to all individuals involved.

What are Section 504 accommodations?

Accommodations typically fall within eight categories (see handout):

Environment

Teaching Strategies

Assignments

Materials

Testing

Behavior

Health

Other

What is a Section 504 Plan?

A [504 Plan](#) is a written document detailing the services and accommodations to be provided. The plan should include:

- a description of the disability
- the major life activity limited
- the basis for determining the disability and its educational impact
- necessary accommodations
- placement in the least restrictive environment
- a review or re-evaluation date
- 504 Team members' names

Section 504: Essentials

A medical diagnosis of an illness does not automatically mean a student can receive services under Section 504. The illness must cause a substantial limitation on the student's ability to learn or another major life activity. For example, a student who has a physical or mental impairment would not be considered a student in need of services under Section 504 if the impairment does not in any way limit the student's ability to learn or other major life activity, or only results in some minor limitation in that regard.

A physician's medical diagnosis may be considered among other sources in evaluating a student with an impairment or believed to have an impairment which substantially limits a major life activity. Other sources to be considered, along with the medical diagnosis, include aptitude and achievement tests, teacher recommendations, physical condition, social and cultural background, and adaptive behavior. As noted in FAQ 22, the Section 504 regulations require school districts to draw upon a variety of sources in interpreting evaluation data and making placement decisions.

What are parents' rights under Section 504?

Parents have the right to:

have their child provided a free, appropriate public education and be given an equal opportunity to participate in all school-related activities, free of discrimination because of a handicapping condition

be informed by the school district of their Section 504 rights

receive all information, including any attempt at identification, evaluation, re-evaluation or placement (educational programs and activities) of their child, in their primary language or mode of communication

request an evaluation of their child and expect periodic re-evaluations before any change of placement

examine all education records of their child and obtain copies of records at a reasonable cost

request an amendment to their child's educational record

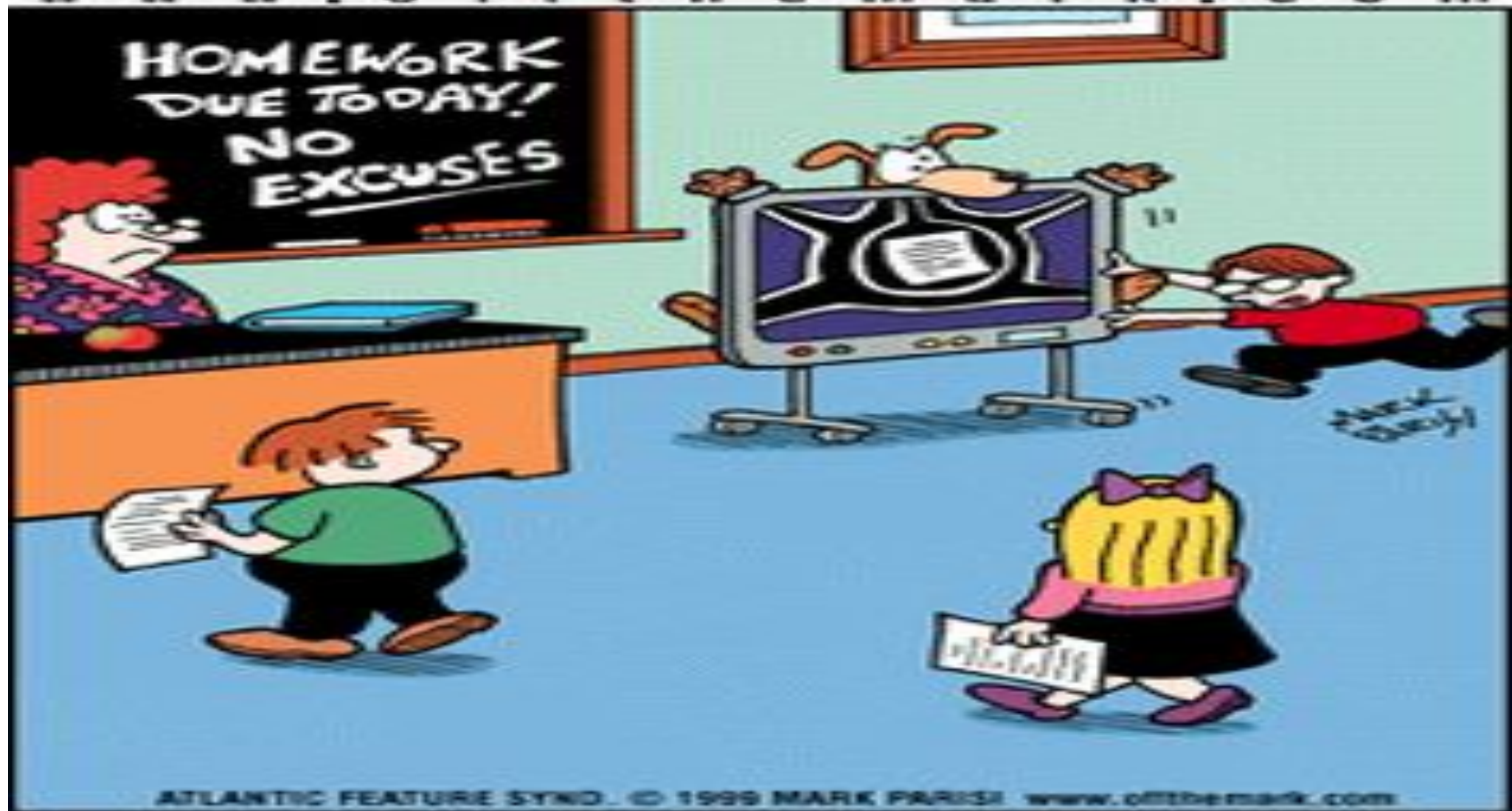
challenge evaluation and/or placement decisions, have an impartial hearing, appeal, have representation

file a complaint with the school district and/or the Office of Civil Rights

off the mark

by Mark Parisi

www.offthemark.com



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Rtl: Why was Response to Intervention (RtI) developed?

In the IDEA Special Education system, there is a regular education for “typical” children and a separate special education IEP system for children with disabilities.

To get sufficient help under the IEP system , children who struggled had to be determined to be a child with a disability.

Many children who needed help were not served soon enough in regular education, and had to “wait and fail” before they received help.

Develop a Test Strategy

No sense
wasting any
more time on
this...nothing
else I can do!



...or maybe I'll
double check
my answers and
see if I missed
anything!



Start by knowing how

What is RtI?

The basic ideas of RtI were developed over a century ago in the behavioral tradition of psychology.

These ideas are relatively simple. You collect data over time and adjust instruction until the child achieves success.

A teacher modifies instruction (intervention) to help a struggling child, and then checks the child's progress regularly (called progress monitoring) to see if the intervention is working.

If the intervention is working, the problem is solved.

If the intervention is not working, you change the intervention and monitor progress.

The Three Tiers of Rtl

1. Tier 1: High Quality Classroom Instruction, Screening and Group Interventions
2. Tier 2: Targeted Interventions (provided in small groups)
3. Tier 3: Intensive Interventions : Individualized interventions that target student skill deficits. This is typically developed during a Student Success Team (SST)meeting with the parents, the teacher and other school staff.
4. If students do not achieve the desired level of progress in response to these targeted interventions, they should be referred for a IEP evaluation for possible services
5. At any point during Rtl, IDEA 2004 allows parents to request an IEP evaluation.

What is a Student Success Team (SST)?

The SST is a problem solving and coordinating structure that assists students, families and teachers to develop positive solutions for maximizing student potential.

It provides an opportunity for school staff, family members, community agencies, and other important people to present their concerns about an individual student,

Through discussion and study, plans a positive course of action, assign responsibilities and monitor results for a student/family.

Who might benefit from an SST?

A SST can help students who are facing significant concerns related to:

- ♣ academics
- ♣ attendance problems
- ♣ behavioral/emotional issues
- ♣ consideration for Special Education disabilities
- ♣ health issues (including substance use/abuse)
- ♣ retention
- ♣ social adjustment

The SST meeting process

The SST always starts with a discussion of a student's strengths/assets, and develops solutions that build on these strengths.

Problem Solving: The SST gathers background information regarding the student in the areas of school, home/ family and health, and collaboratively brainstorming solutions to address areas of concern.

Service Coordination: An action plan is developed of interventions and supports designed to address students needs; team members are assigned responsibility for action items.

Monitor Results: Action items are monitored and a follow-up SST meeting is scheduled to review results/outcomes of interventions, make adjustments and continue to strategize positive solutions to ensure student success. **Benefits:** The coordination of school, home and community interventions improve student learning, and provide focused/positive support to teachers, families and students

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QUIZ
TODAY



"I was lying on the floor watching TV and my mom accidentally sucked the test answers out of my head while she was vacuuming."

IDEA, Special Education and the Individualized Education Plan (IEP): the Essentials

1. Parents must request an evaluation in writing (see handout)
2. School district must conduct the initial evaluation to determine eligibility for special education
3. Every child is entitled to a Free and Appropriate Public Education (**FAPE**)
4. Every child eligible for Special Education is entitled to an education specially designed to meet their unique needs
5. IEPs are developed for children eligible for Special Education from 3-22 years of age
6. School districts are required to place children eligible for Special Education in the Least Restrictive Environment (**LRE**)

Special Education and the Individualized Education Plan (IEP): the Essentials

1. An IEP evaluation plan requires the parent consent, and must include the specific tests to be administered
2. The evaluation must use a variety of tests, tools and strategies to gather information about the child, not be racially or culturally discriminatory, be given in the child's native language or communication mode
3. The IEP plan must evaluate the child in all areas of suspected disability.
4. The evaluation must be conducted by trained and knowledgeable personnel
5. The process can include other information, such as a doctor's letter, classroom observations
6. There is no requirement that any specific test be used

How do you get an IEP?

1. The process of determining eligibility for IDEA services starts with a parent writing a letter to the school district's special education department making a Request for Assessment (an evaluation) in all areas of suspected disability.
2. The school district has fifteen (15) days to either refuse (in writing) to assess your child or to provide you with an Assessment Plan.
3. The parent has fifteen (15) days to consent to the plan by signing it and returning it to the district.
4. The district then has sixty (60) days to complete the assessment and to hold an IEP eligibility meeting. The decision of whether the child is eligible for supports and services takes place at that meeting.



“I couldn’t do my homework because my computer has a virus and so do all my pencils and pens.”

Special Education: Who qualifies?

1. To qualify for an IEP, the child must have a disability and the disability creates a need for special education and related services in order for the student to benefit from their education
2. IDEA provides a list of disabling conditions for children 3-22 years:
 - Hearing impairments
 - Speech or language impairments
 - Visual impairments
 - Autism
 - Intellectual disability
 - Serious emotional disturbance
 - Orthopedic impairments
 - Specific learning disabilities
 - Traumatic brain injuries
 - Other health impaired (that affect a child's strength, vitality or alertness, including ADHD)



The IEP: what other services can a child receive?

Related services, called Designated Instruction and Services (DIS) in California, include, but are not limited to:

Occupational therapy

Speech therapy

Physical therapy,

Health services,

Transportation,

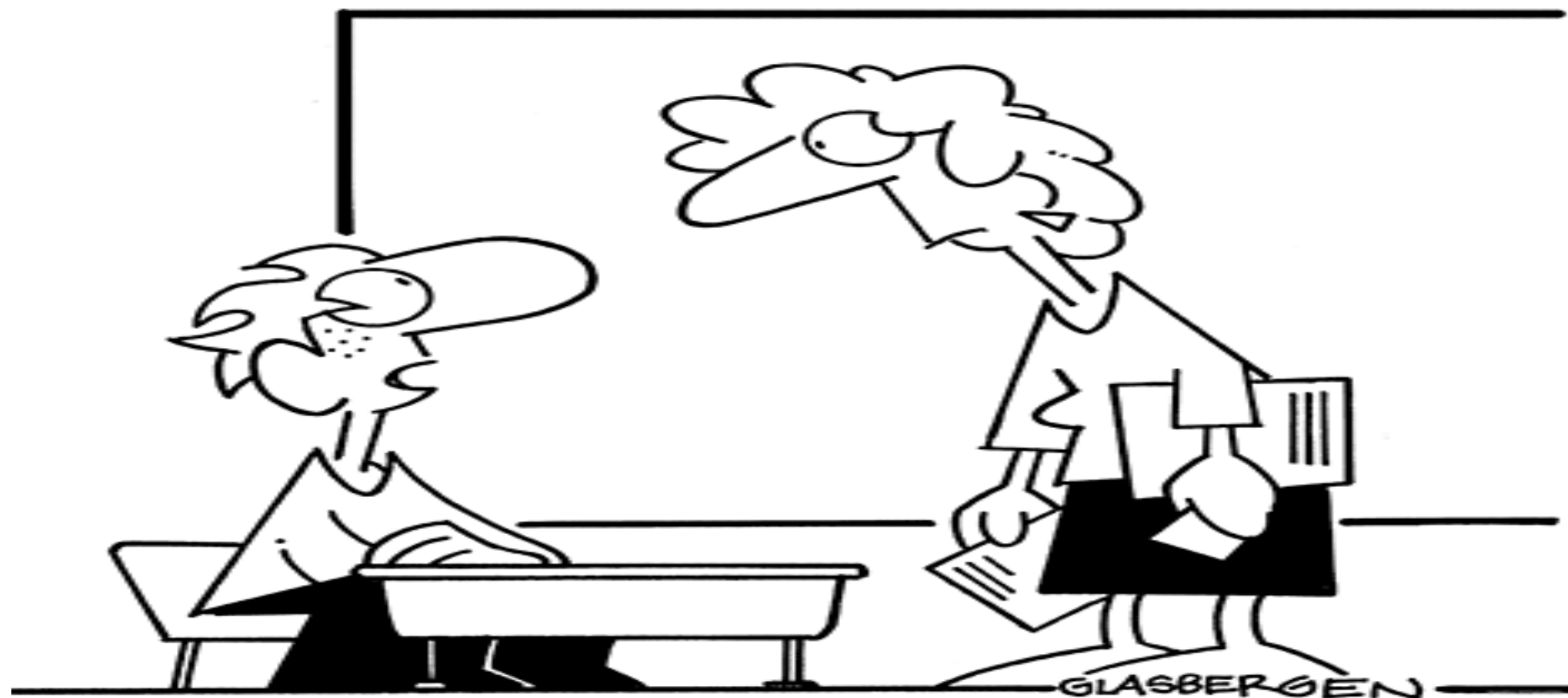
Psychological and behavioral services,

Assistive technology,

Adaptive physical education

Behavioral and Psychological Services

1. Can be due to a primary psychological disability such as “serious emotional disturbance” , or related to another disability such as autism or Other Health Impaired (**OHI**) (eg ADHD)
2. The behavior must impede his or her learning or that of others
3. The behavioral intervention plan (**BIP**) or behavioral support plan (**BSP**) must be based upon a Functional Behavioral Assessment (**FBA**).
4. The BIP can include classroom procedures, individual or group counseling, and other supports and should include collection of behavior data regularly to determine if the plan is working
5. Under new CA law, school are funded to provide psychological assessment and Educationally Related Mental Health Services (ERMHS) as part of Special Education



“If I work hard, I’ll get good grades. If I get good grades, I’ll go to a top college. If I go to a top college, I’ll get a great job. If I get a great job, I’ll make a lot of money. If I make a lot of money, everyone will hate me. That’s why I didn’t do my homework.”

Specific Learning Disability: Definition

Specific Learning Disability:

(A) The term '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, which disorder may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. The basic psychological processes include attention, visual processing, auditory processing, sensory-motor skills, cognitive abilities including association, conceptualization and expression.

(B) Disorders Included: such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

(C) Disorders Not Included. Such term does not include a learning problem that is primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage

Determination of a Specific Learning Disability

When determining whether a child has a specific learning disability

1. A local educational agency (LEA) determines whether a child has a severe discrepancy between achievement and intellectual ability in oral expression, listening comprehension, written expression, basic reading skill, reading comprehension, mathematical calculation, or mathematical reasoning and
2. In determining whether a child has a specific learning disability, a local educational agency (LEA) may use a process that determines if the child responds to scientific, research-based intervention (RtI) as a part of the evaluation procedures.

What is Special Academic Instruction?

Specialized Academic Instruction (SAI) is provided to students with learning impairments such as intellectual disability (ID) or specific learning disability (SLD).

“Specialized Academic Instruction”: Adapting, as appropriate to the needs of the child with a disability the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children. (Code of Federal Regulations, Title 34, Section 300.39(b)(3))

According to the California Department of Education (CDE), Specialized Academic Instruction (SAI) is a way of delivering instructional services to students with disabilities (SWDs). SAI is an instructional delivery model, NOT a program, and can be used to describe instructional services on the Individualized Education Program (IEP).

Inclusion and Mainstreaming

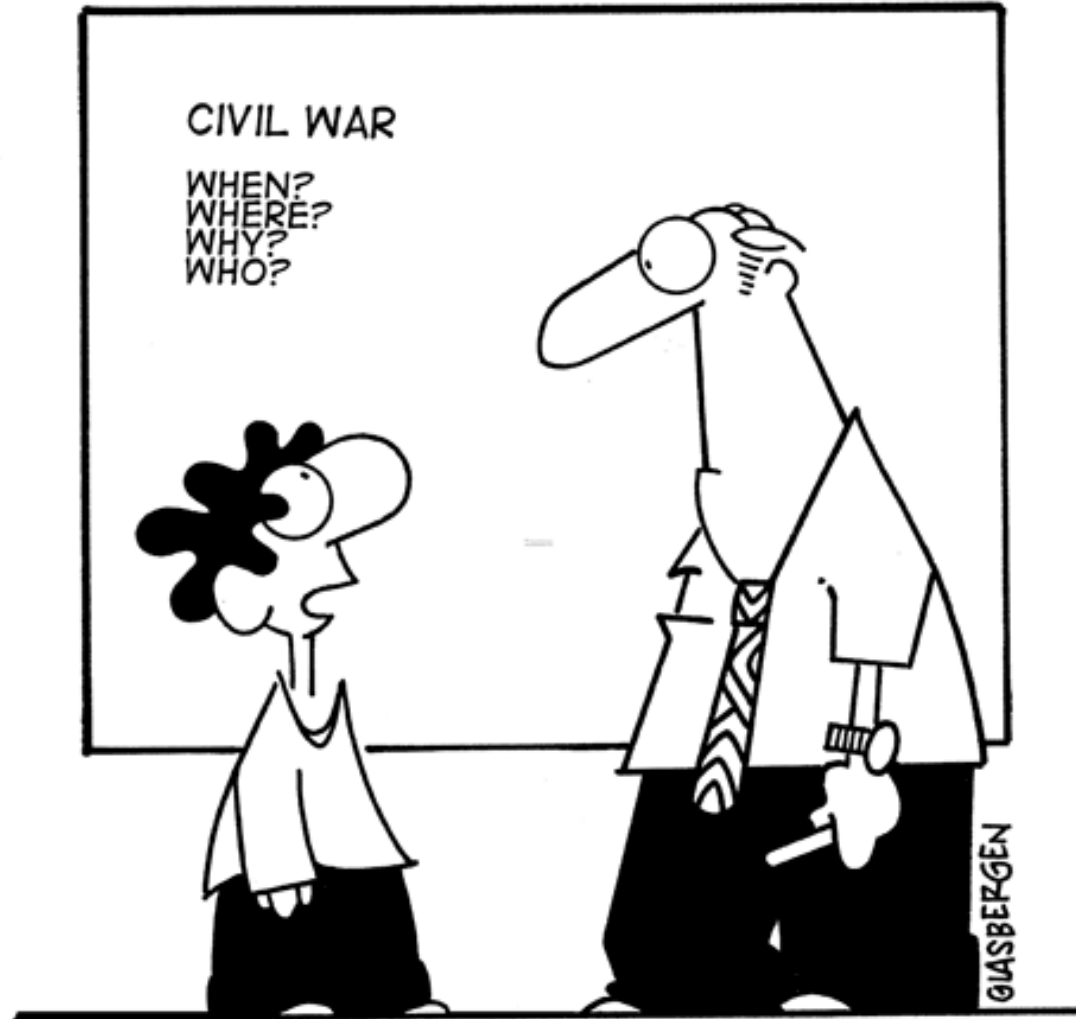
Federal Law Encourages Local Educational Agencies (LEAs) to Educate Students with Disabilities (SWDs) in Mainstream Settings. Federal law requires that SWDs be educated in separate settings only when the nature or severity of their disabilities is such that the regular educational environment is not practical, even with the use of supplementary aids and services.

Educating SWDs alongside their nondisabled peers often is referred to as “inclusion” or “mainstreaming.”

Based on this principle of the “least restrictive environment” (LRE), around half of California’s SWDs spend at least 80 percent of their time in regular classrooms. This rate is somewhat lower, however, than most other states.

What are the different methods of Specialized Academic Instruction (SAI)?

1. Modified curriculum in general education class: this mainstreaming or full inclusion can be used for all types of disabilities, with varying levels of student support
2. Resource Specialist Program (RSP): Push-in or pull out. Students spend a portion of time with a curriculum specialist for one or more core subjects
3. Special Day Class (SDC): students spend the majority of their day in a classroom with a specially trained teacher and a limited number of other students
4. One: one aide: for students with severe health or behavioral issues that cannot be appropriately educated otherwise, often related to safety of the student or other students, to enable the student to benefit from the academic instruction



**“Can I skip your classes if I promise to watch
the History Channel when I grow up?”**

Special Education Services

Most SWDs Receive Specialized Services in Settings Other Than the Regular Classroom.

One reason California fails to meet federal LRE targets is that only about one-quarter of its special education services are delivered in the regular classroom.

By comparison, about half of specialized services are delivered at SWDs' regular schools but in separate classrooms. These latter services consist of part-day "pull-outs" from or supplements to regular classroom instruction (for students with less severe needs) as well as "special day" classes (for students who need more intensive accommodations).

Students in special day classes (SDC) typically spend most or all of their days in a specially designed instructional setting.

The remaining one-quarter of special education services are provided at locations other than the regular school. For students with very severe disabilities, services sometimes are offered at district-operated disability centers, specially certified nonpublic schools, or residential facilities.

How can differences in the IEP process be addressed?

For example, if IEP discussions have not been fruitful, parents can try to resolve differences by:

- Describing the IEP changes desired in a letter and requesting that the district's response be in writing as well.
- Bringing in additional information in the form of an Independent Educational Evaluation (IEE) at public expense, or by asking for a no-cost referral to one of the California Diagnostic Centers (CDCs) for an assessment (there is one in Fremont and in Fresno)..
- Bringing additional stakeholders into the IEP discussion. If parents are not having success persuading the Program Specialist in charge of the student's case, then they might ask for a meeting with the Special Education Director or school district Superintendent. Officials with greater resources and decision-making authority may be able to resolve a problem that a Program Specialist cannot resolve.

What are the differences between an IEP and a Section 504 Plan?

1. To receive an IEP, a student must both have a disability and require special education or related services. Otherwise they will generally get a 504 plan. For both, the student must have a disability that impacts their ability to learn and function in school.
2. Under a 504 plan, students can get academic, organizational and social accommodations, but not direct services
3. Parents are not required to be involved in the writing of a 504 plan, although most schools choose to do so. A written plan is not required, although most schools provide one.
4. 504 plans do not have a list of enforceable goals
5. Under 504 plans, parents do not have a right to a publicly funded Independent Educational Evaluation (IEE).

Health Services

1. Health services can be a part of an IEP, a 504 plan or an SST plan. Often children with ADHD qualify for an IEP under the disability called “Other Health Impaired” (OHI)
2. One common use is to monitor ADHD medication efficacy. Teachers are often willing to complete weekly short behavior checklists to determine medication effects. See handout.
3. For children with other chronic health conditions, it is important to determine what health care providers are at the school and their schedule. Many schools have only part-time school nurse coverage. If feedback or training is needed, a communication system should be developed.
4. Parents are NOT required to be in school with their children for them to receive public education. While collaboration with parents is essential, behavior issues at school are not the parents responsibility.

How is Special Education Organized in CA?

In General, the State Uses a Regional Structure to Organize Special Education.

Because economies of scale often improve both programmatic outcomes and cost-effectiveness, special education funding and some services are administered regionally by 127 Special Education Local Plan Areas (SELPA) rather than by the approximately 1,000 school districts (Local Education Agencies LEAs) in the state.

Most SELPAs are collaborative consortia of nearby districts, county offices of education (COEs), and charter schools, although some large districts have formed their own independent SELPAs, and three SELPAs consist of only charter schools.



THANKS, BUT
MY HOMEWORK
IS A LITTLE
BEYOND YOUR
SKILL SET,
MOM.



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.com

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STAHLEK.

4/20

Preschool IEPs: Are all school districts responsible for services for 3- to 5- year-old children?

Under California law, all school districts have a mandate to provide special education and services for all eligible children between the ages of three to five years

If a child is already receiving “early intervention” or “Early Start” services from the district, the district must ensure that she experiences a smooth and effective transition to preschool programs.

It must also ensure that an individual education program [IEP] has been developed and is being implemented by the time of the child’s 3rd birthday.

Who qualifies for IEP preschool services?

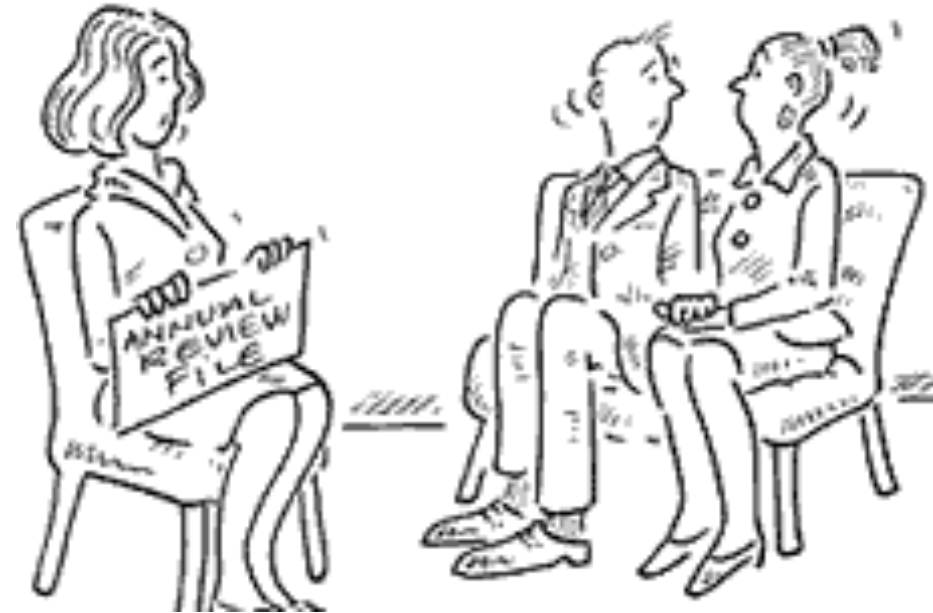
1. A child who has one of the disabilities (including significant developmental delay) discussed above.
2. A child with an “established medical disability” is defined in as “a disabling medical condition or congenital syndrome that the IEP team determines has a high predictability of requiring special education and services.”
3. In addition to meeting the criteria of one or more of the disabling conditions, a child must need “specially designed instruction or services” to qualify for special education.
4. Also, the child must have needs that cannot be met by modifying the home or school (or both), without ongoing monitoring or support

How to get preschool IEP services

1. The parent should write a letter to the local school district administrator (for example, the principal or special education director) to request an assessment or evaluation for your child.
2. Under state law, your district must give you an assessment plan within 15 days of receiving your written request for special education services, unless the district disagrees with the need for assessment. If the request is made 10 days or less before the end of the school year, the plan must be developed within 10 days of the start of the next school year.
3. You then have 15 days to respond to, or approve, the assessment plan.
4. An IEP must be developed as a result of the assessment within 60 days from the date the district receives your written consent for assessment (not counting days between school sessions, terms or vacations that are longer than five days). However, if the request was made 30 days or less before the end of the regular school year, the assessments and IEP must be completed within 30 days after the next school year begins.

Our Education System

JOHN HAS HAD AN **ABA** FOR HIS **ASD**
(ALTHOUGH HE MAY HAVE **AS**) HE WILL NEED
ASL PROBABLY TO INCLUDE **CAMHS**
AND POSSIBLY A **CHAT**.
THE **EA** KNOW OF HIS **SLD** AND HAVE
RECOMMENDED **SPELL** AND **TEACCH**
ALONGSIDE **PECS**. IN ADDITION **SALT** AND
OT HAVE BEEN SUGGESTED.
ONE LAST THING - HAS HE HAD
A **DISCO** RECENTLY?



School services reviews

1. For IEPs, they are usually reviewed annually, with determination of goals met, those still in progress, and need for new goals, evaluations or services. More frequent review is based upon need, and parent request. Often a 60 day review is requested after an initial IEP.
2. For IEPs, there is usually a triennial review, during which new assessments are performed and the child's progress and continuing need for services is documented
3. For Section 504 plans, there is no set time for review, but annual review is often completed
4. For SSTs, there is no set time for reviews, but they should occur often to see if the supports are working or an IEP referral is needed

How well does the system work: Mixed Academic Outcomes for Disabled Students CA Legislative Analyst's Office Report 1-3-13 :

Some performance indicators suggest Students With Disabilities (**SWDs**) generally are performing well, whereas other indicators are less encouraging.

For example, performance on standardized tests (including those specifically designed for SWDs) has improved over the past several years, but a majority of SWDs still fail to meet state and federal achievement expectations.

As SWDs near the end of their time receiving special education services, data show that about 60 percent of SWDs graduate on time with a high school diploma

About two-thirds of SWDs are engaged productively after high school : with about half enrolled in an institute of higher education and 15 percent competitively employed within one year after high school.

How is Special Education paid for? *Federal, State, and Local Funds*

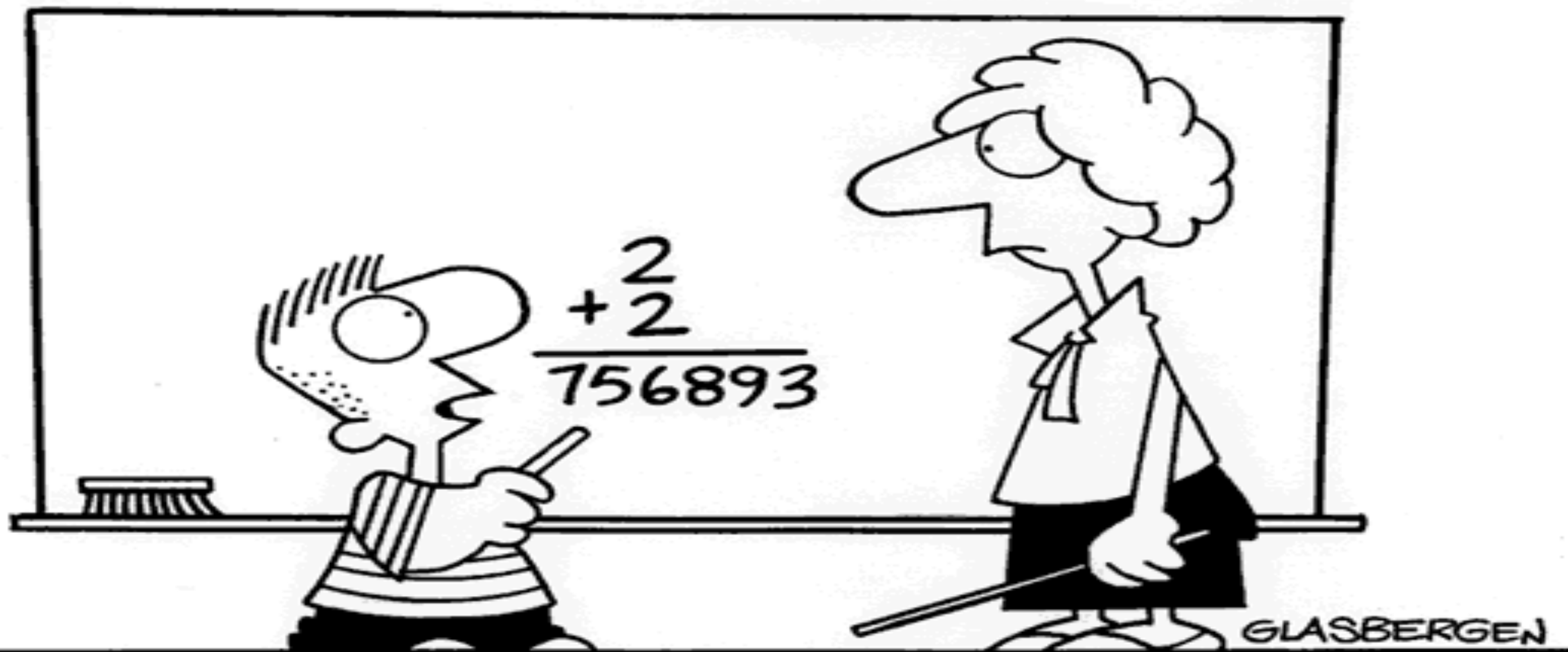
Legislative Analyst's Office Report 1-3-13

Schools receive billions of dollars to provide a basic educational program—including teachers, instructional materials, academic support, and enrichment activities—for *all* students, including SWDs.

The average annual costs of educating a SWD, however, are more than double those of a mainstream student—approximately \$22,300 compared to \$9,600.

Schools receive categorical funds to cover a portion of these additional, or “excess costs,” associated with addressing students’ disabilities. Because federal and state special education funds typically are not sufficient to cover the costs of all IEP–required services, however, schools spend from their local unrestricted general funds to make up the difference. In 2010–11, CA special education expenditures totaled \$8.6 billion.

State special education categorical funds covered the largest share of these costs (43 percent), combined with spending from local general purpose funds (39 percent) and federal special education funds (18 percent)..



**“In an increasingly complex world,
sometimes old questions require new answers.”**

The test: what do these stand for?

1. IEP
2. FAPE
3. SST
4. SWD
5. RTI
6. OHI
7. SDC
8. FBA
9. ERMHS
10. IDEA

Resources:

1. ADDitudemag.com
2. Handout: IEP vs 504 What's the difference?
3. Handout: ADHD Medication Monitoring Guide
4. Disability Rights Education and Defense Fund (dredf.org): Sample letters
5. Family Resource Navigators (Alameda-Familyresourcenavigators.org) and CARE (Contra Costa-Contracostaarc.org), CASE (SF- Community Alliance for Special Education, case.org)

How is SLD determined?

1. In determining whether a pupil has a specific learning disability, the public agency may consider whether a pupil has a severe discrepancy between intellectual ability and achievement in oral expression, listening comprehension, written expression, basic reading skill, reading comprehension, mathematical calculation, or mathematical reasoning.
2. The decision as to whether or not a severe discrepancy exists shall take into account all relevant material which is available on the pupil. No single score or product of scores, test or procedure shall be used as the sole criterion for the decisions of the IEP team as to the pupil's eligibility for special education.
3. In determining the existence of a severe discrepancy, the IEP team shall use the following procedures: 1. When standardized tests are considered to be valid for a specific pupil, a severe discrepancy is demonstrated by: first, converting into common standard scores, using a mean of 100 and standard deviation of 15, the achievement test score and the intellectual ability test score to be compared; second, computing the difference between these common standard scores; and third, comparing this computed difference to the standard criterion which is the product of 1.5 multiplied by the standard deviation of the distribution of computed differences of students taking these achievement and ability tests.