

LEARNING DISABLED STUDENTS

It is the policy of the Gore Board of Education that Guidelines for Learning Disability placement are to be used in conjunction with state procedures set forth in the Policies and Procedures Manual for Special Education in Oklahoma, 1989.

Multiple criteria for eligibility team consideration for determining the existence of a specific learning disability are if the child does not achieve commensurate with the child's age and ability levels in one or more of the areas listed below and the team finds that the child has a severe discrepancy between achievement and intellectual ability in one or more of these areas:

Oral expression;

Listening comprehension;

Written expression;

Basic reading skills;

Reading comprehension;

Mathematics calculation;

Mathematics reasoning.

In interpreting evaluation data and determining if a student has a specific learning disability, the team should draw upon information from a variety of sources. These should include, but are not limited to, individual evaluation results, observation, adaptive behavior, classroom performance, aptitude and achievement tests, health data, teacher recommendations, and social and cultural background information.

The Gore School District will consider students who meet certain criteria for special education instruction under the category of specific learning disabilities. This will include students whose estimated percentile rank of discrepancy between predicted ability and actual achievement falls at *5 or below as determined by a procedure that corrects for the effects of regression toward the mean when comparing two test scores.

Students whose discrepancy between ability and achievement is primarily the result of visual, hearing, or physical handicaps, mental retardation will not be eligible for specific learning disabilities.