

Ingham ISD Specific Learning Disability Guidelines  
Strategic Plan  
Fall 2015

Updated Specific Learning Disability (SLD) guidelines, which have been developed collaboratively with school psychologists within Ingham ISD, will be in place for the fall of 2015. For the past eight years, districts within Ingham ISD, have done outstanding work using multi-tiered system of supports (MTSS) implementation to increase student achievement. Ingham ISD districts are well positioned for these SLD guidelines that are consistent with best practice. Ingham ISD is committed to facilitate and support implementation of MTSS, and has developed a strategic plan to ensure ongoing assistance for a successful adoption of new SLD eligibility guidelines.

With the critical importance of MTSS implementation, Ingham ISD will provide a wide variety of options in order to meet the needs of each district. The services provided by Ingham staff are designed to assist districts and schools to successfully use the MTSS process to identify SLD eligibility using an RTI model. As part of the SLD identification process, we can support the implementation of MTSS critical components including **universal screening, monitoring student progress, and providing evidence-based interventions**. To determine what services may be needed, staff can collaboratively problem-solve with the requesting district or school to **(a) identify and prioritize the areas of need, and (b) select evidence-based practices that can best meet those needs, (c) develop a customized implementation plan building/district**. Ingham staff are available to individualize support in response to departments, schools or districts in a number of ways intended to maximize student achievement and reduce behavior problems. Below is a list of possible supports:

- Customized training on MTSS practices and special education eligibility
- Targeted professional development to facilitate implementation of the new specific learning disability guidelines
- Data collection, analysis and problem solving support
- Updated materials and resources that support MTSS implementation and eligibility
- Consultation and coaching for administrators and staff on MTSS practices and special education eligibility
- Consultation for SLD documentation and evaluation reports
- Community and stakeholder training and support
- Networking opportunities and countywide collaboration

In order to meet the needs for timely support, below is a variety on-going resources and opportunities for implementation support:

### Initial Support: Starting at the Beginning of the School Year

- A. **Quick Guide to SLD Guidelines**
  - a. This guide will provide the basic tenants of the guidelines for an easy reference
  - b. Protocols intended to be reference to answer critical questions
- B. **PowerPoint**
  - a. PowerPoint will provide local district leaders an overview of the guidelines
  - b. PowerPoint can be presented by Ingham staff and/or local district staff
- C. **School Psychologist listserv**
  - a. This provides psychologists with the opportunity to communicate with each other regarding successes, challenges, questions and comments
  - b. Other listserv opportunities may be developed when needed

### Continuing Implementation Support

- A. **Tuesday Tips** – Email will go out to the school psychologist listserv with helpful tips in the implementation of the guidelines. Local school district psychologists will have the opportunity to participate in the creation of these tips.
- B. **Secondary MTSS Implementation Support Meetings**- Targeted opportunities for MTSS coaches/school administrators/school psychologists/special education staff to address the challenges of secondary MTSS and eligibility decisions. This provides an opportunity for peer support, and problem solving and will be scheduled approximately every 6-8 weeks.
- C. **Book Study** – This is an excellent opportunity to gain a deeper understanding of current research. This book study will review, “The RTI Approach to Evaluating Learning Disabilities” by Kovalski, Joseph, VanDerHeyden, Amanda, and Shapiro, Edward (2013). Evidence based and comprehensive, this book provides guidance for members of evaluation teams who are using the RTI method of evaluation for initial and re-evaluations.
- D. **Professional Learning Community Opportunities** - On a variety of topics pertinent of special educators including SLD guidelines. There will always be opportunities for sharing and collaboration.
- E. **Professional Development Opportunities** – Relevant PD for SE and GE staff on improving MTSS systems and specific interventions both in the area of academics and behavior. This will be available upon request. Universal Design for Learning (UDL) strategies will be imbedded in all.
- F. **Updates** – It is critically important for both SE Directors and Curriculum Directors group to have updates, communication and collaboration in this implementation.