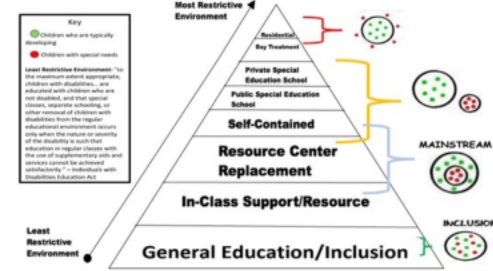


Do you want them
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Why?

**How Does 504, Special Education, and Tiered Interventions
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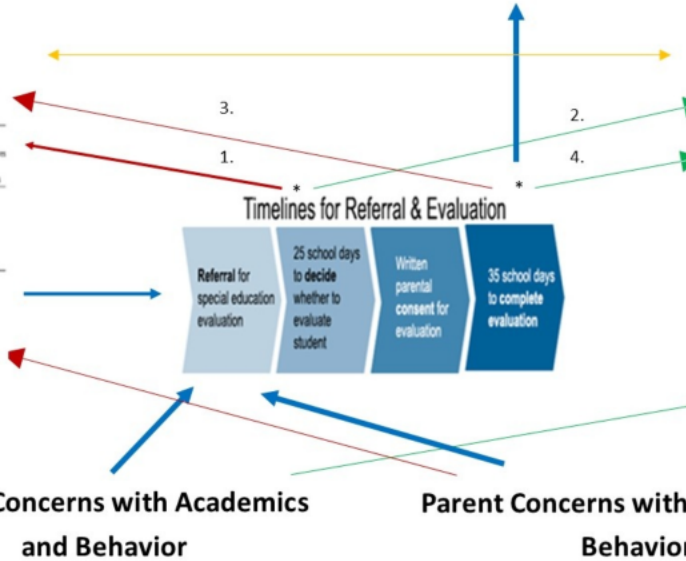
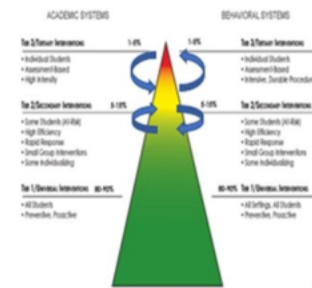


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School-Wide Systems for Student Success:
A Response to Intervention (RTI) Model



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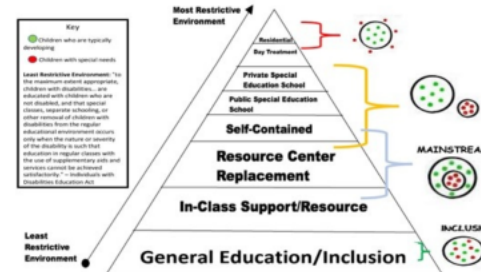
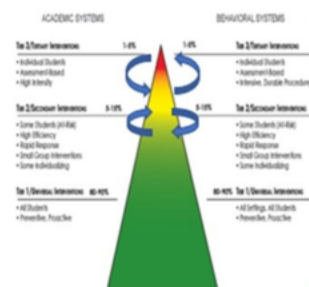
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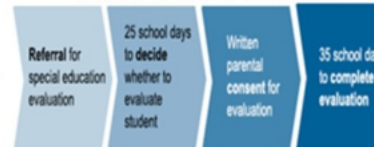
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Timelines for Referral & Evaluation



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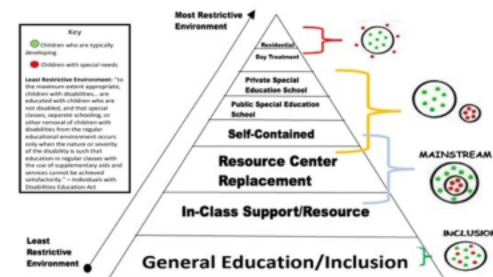
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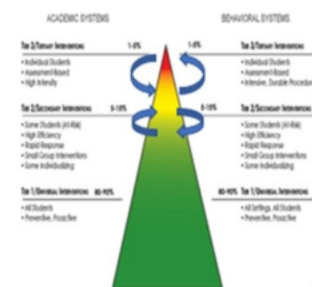
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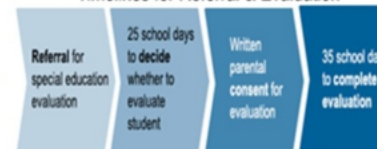
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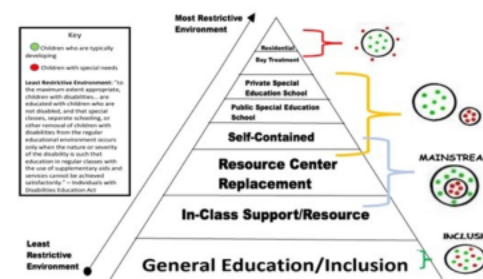
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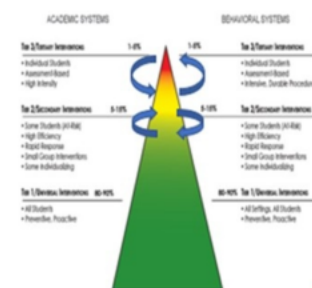
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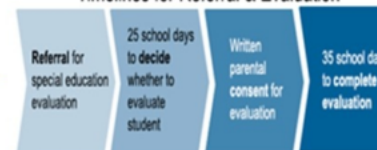
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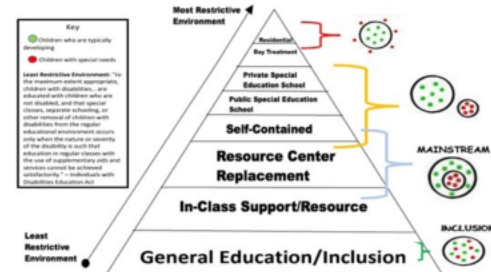
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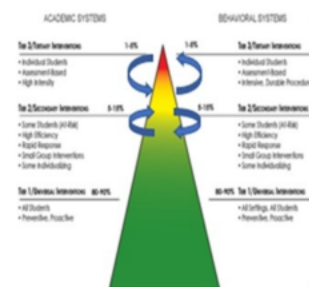
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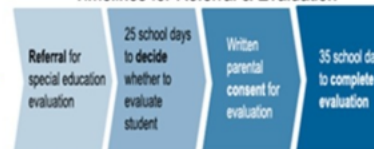
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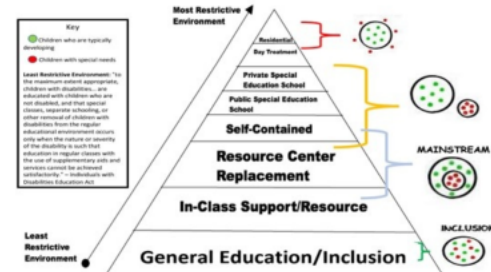
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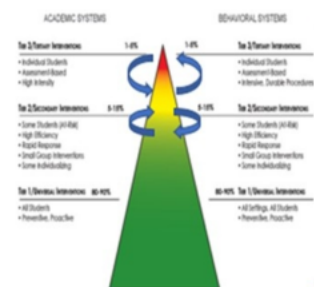
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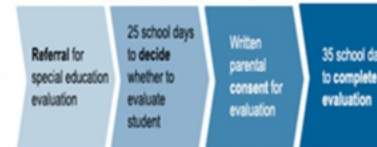
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INTRO

Nick French – Director of Teaching and Learning/Special Services/Federal Programs

Holly Samuelson – Elementary Principal

Ashley Sebastian-Ordaz – School Psychologist

**Where Are
we From**

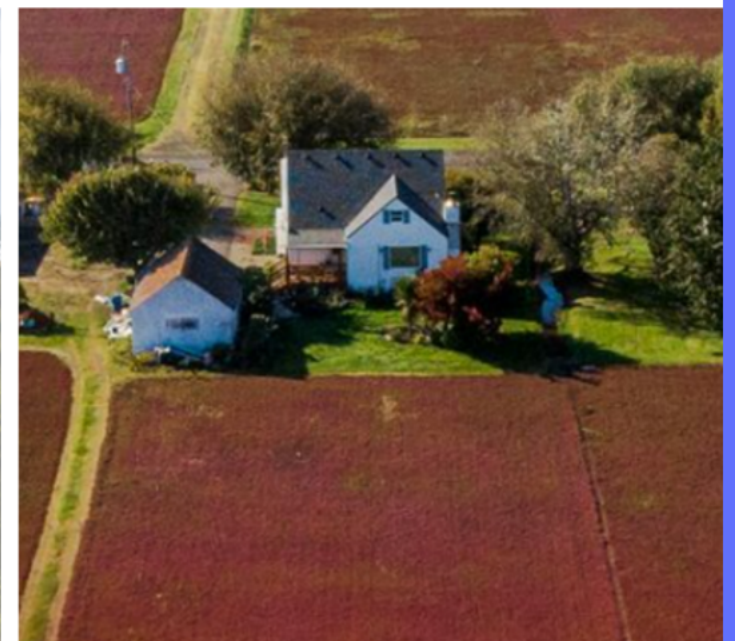
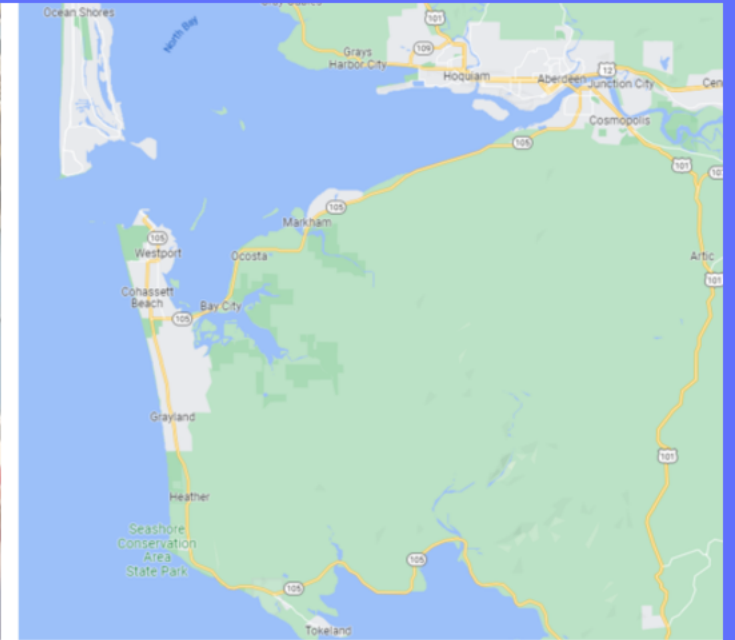
Ocosta School District

- 68% = F/R
- 12.5% = Bilingual Education
- 12.7% Sped Population= 76/598
- 84% of Sped Student in Gen Ed
- 80-100%
- 504 - 4% = 25/598

Update at end of year



Ocosta School District
Home of the Wildcats





INTRO

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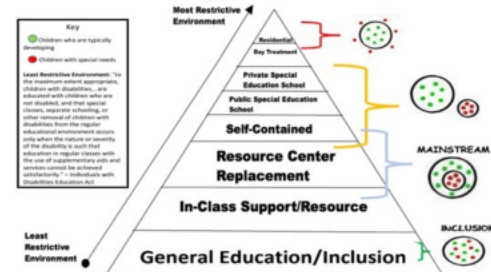
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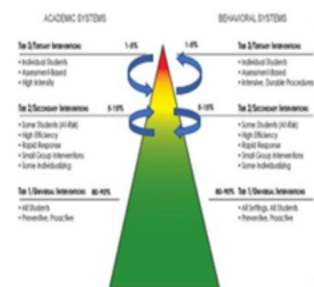
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Timelines for Referral & Evaluation



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Why are we are talking about this ?

School And Family Concerns with Academic
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- Local control is an engine for inequitable
 - learning
 - enrollment
 - discipline of individuals
- These inequities started to be address by
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504

**Special
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**Tiered
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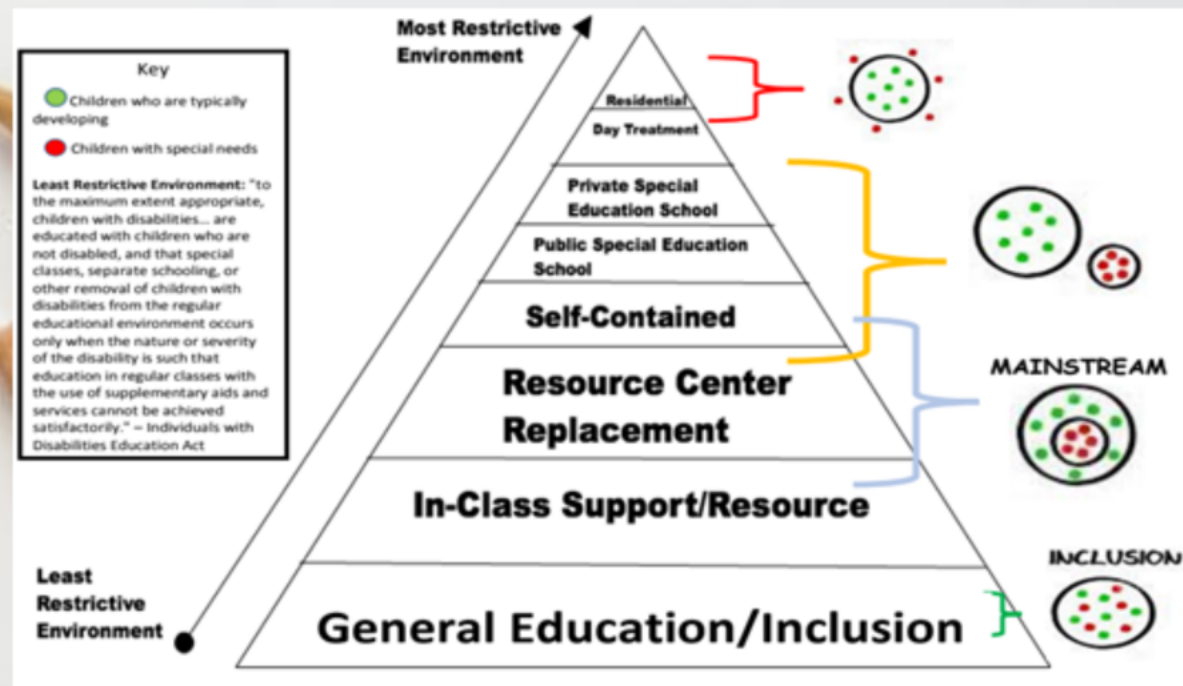
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1975 Education of Handicapped Children Act, Change to IDEA in 1990



Timelines for Referral & Evaluation



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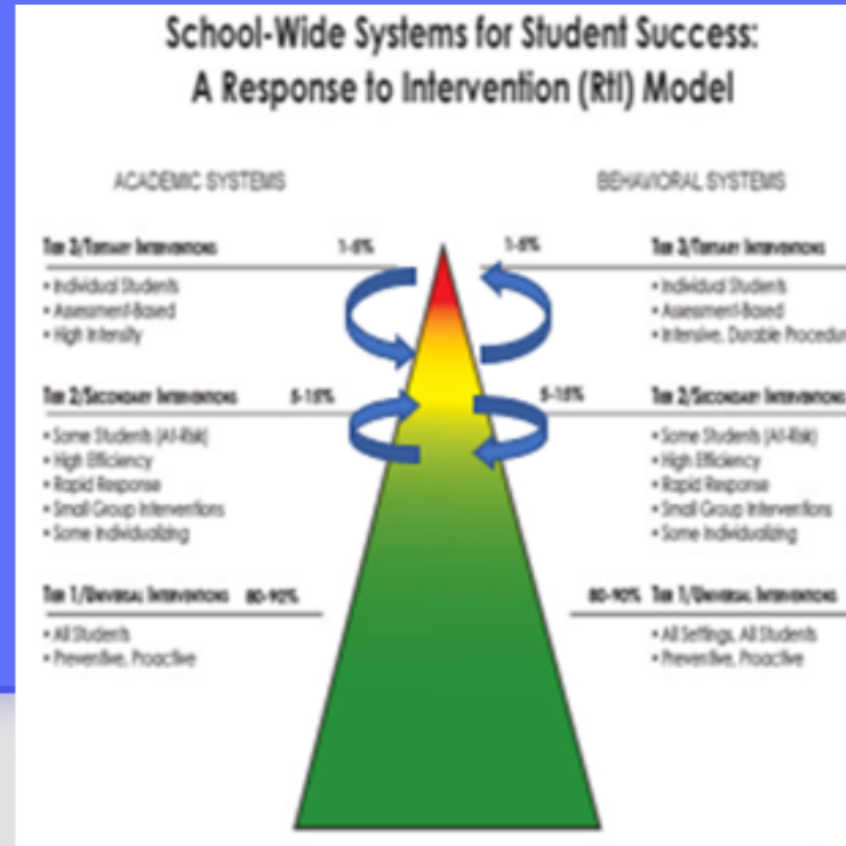
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2004 IDEA - Tiered Interventions



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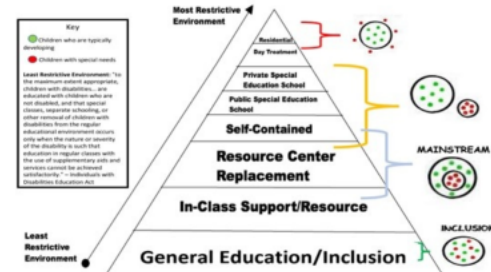
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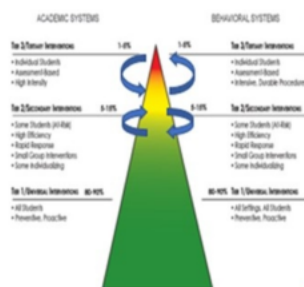
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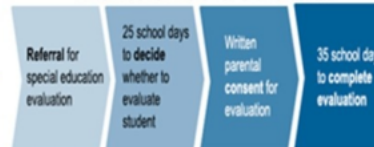
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Timelines for Referral & Evaluation



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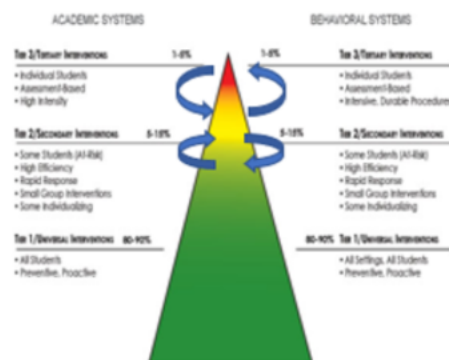
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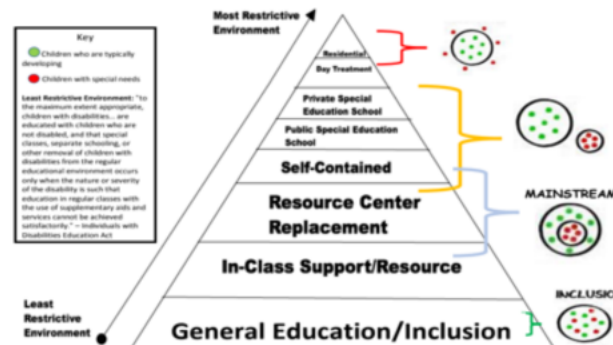


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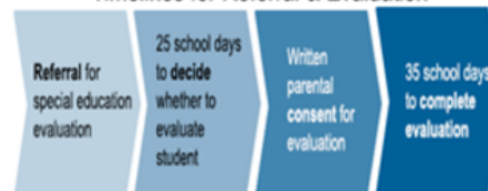
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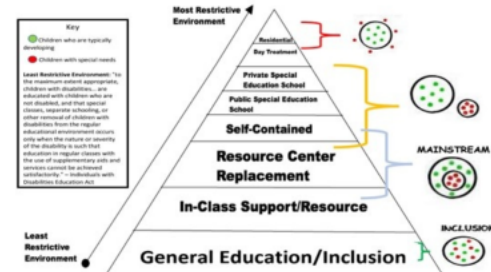
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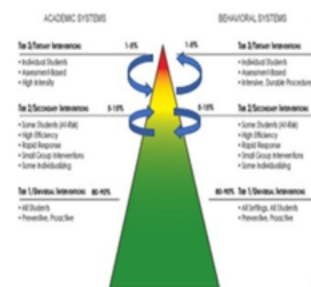
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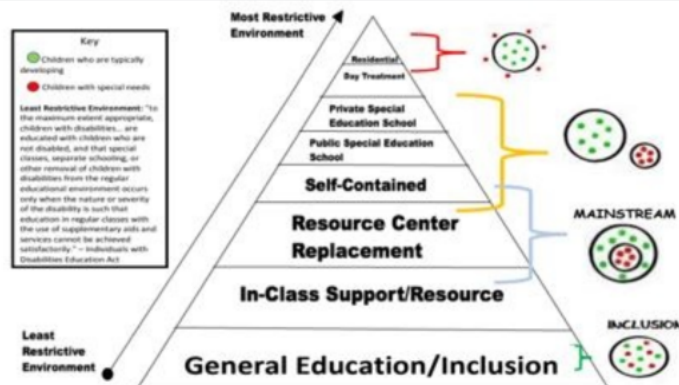
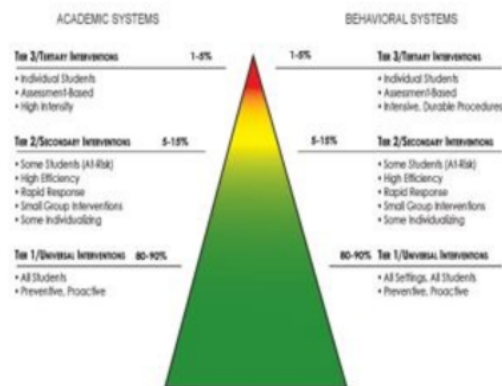
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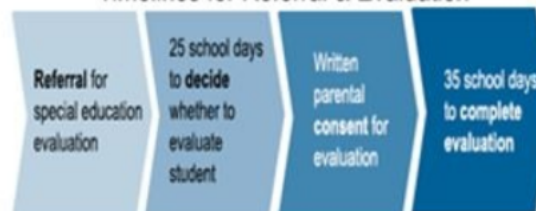
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Timelines for Referral & Evaluation



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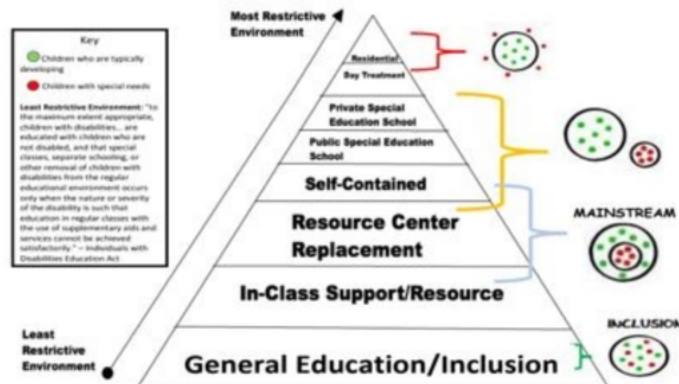
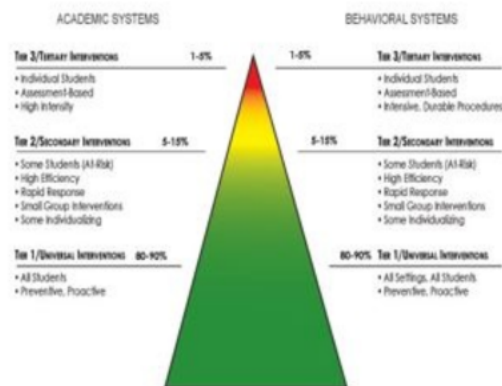
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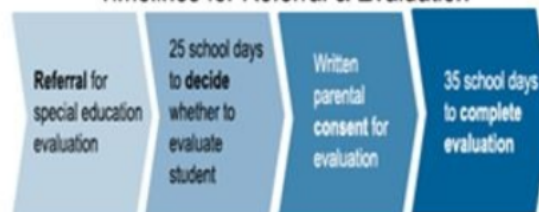
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Timelines for Referral & Evaluation



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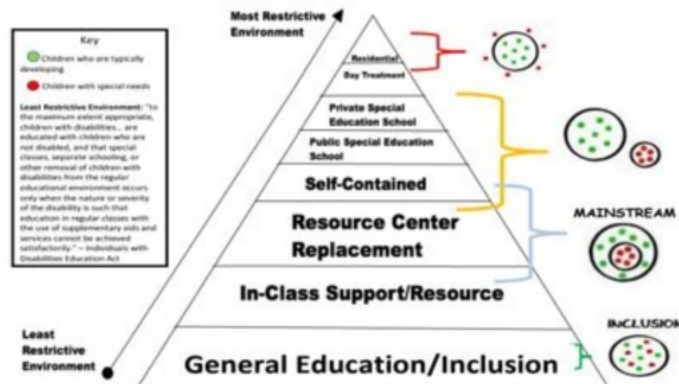
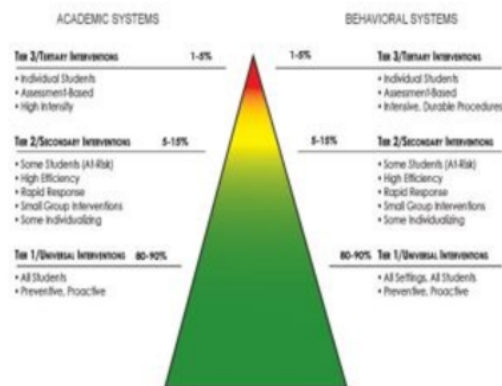
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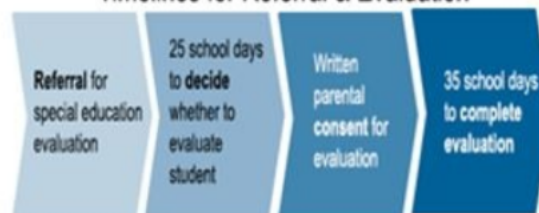
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Timelines for Referral & Evaluation



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Section 504 Plan

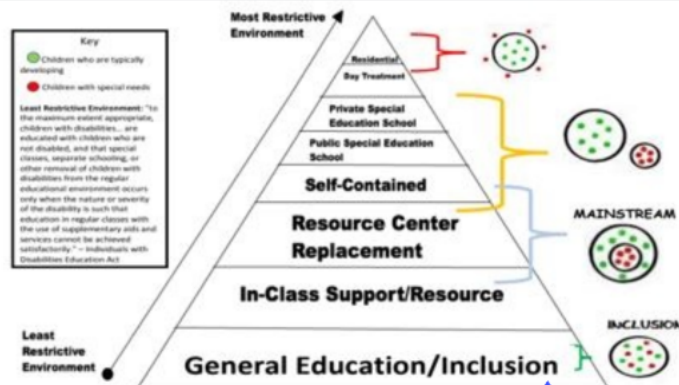
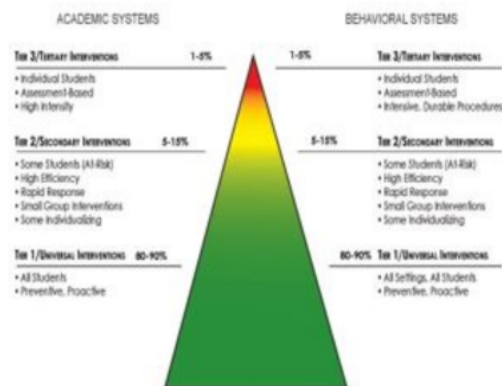
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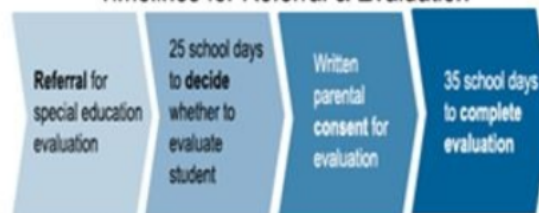
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Timelines for Referral & Evaluation



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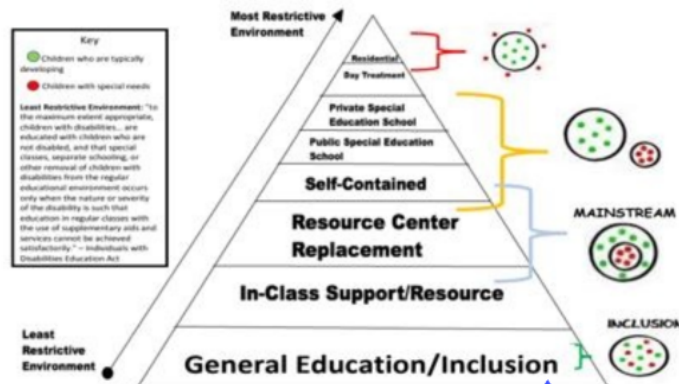
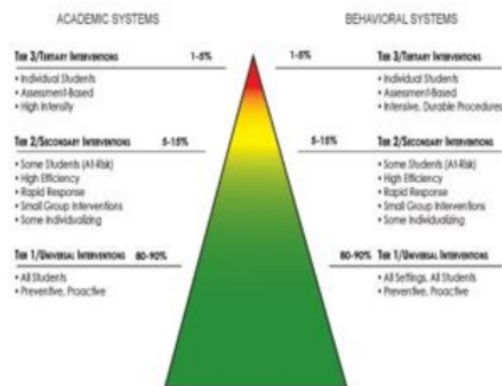
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Committee in School	Optional based on school policy.
Dispute Rights	Less recourse.

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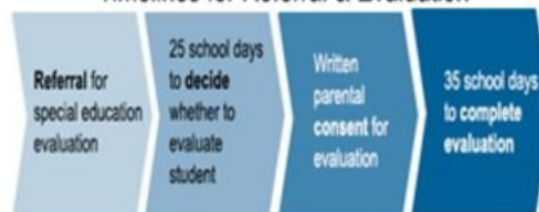
2

3 + 4

School-Wide Systems for Student Success: A Response to Intervention (RTI) Model



Timelines for Referral & Evaluation



School Concerns with Academics
and Behavior

Parent Concerns with Academic or
Behavior

Section 504 Plan

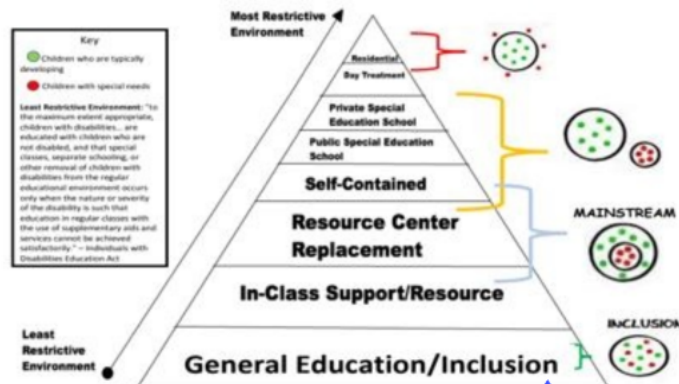
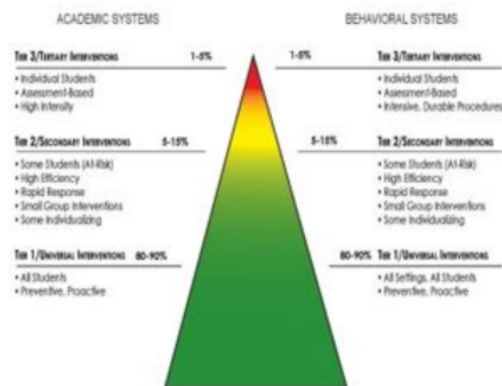
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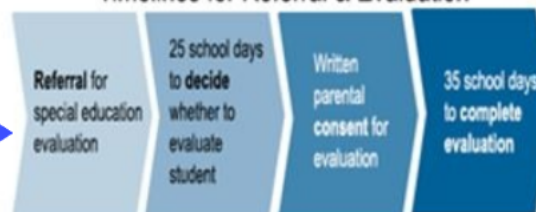
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School-Wide Systems for Student Success: A Response to Intervention (RTI) Model



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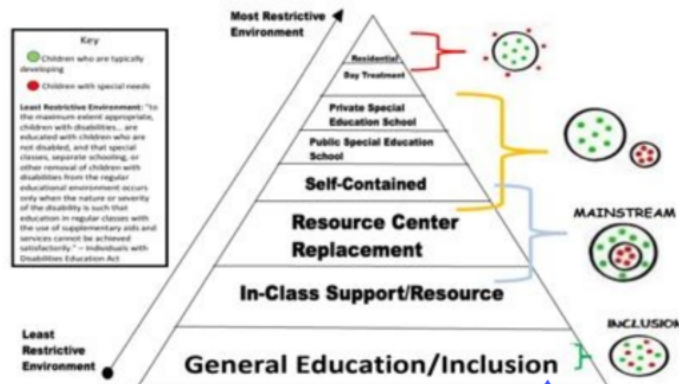
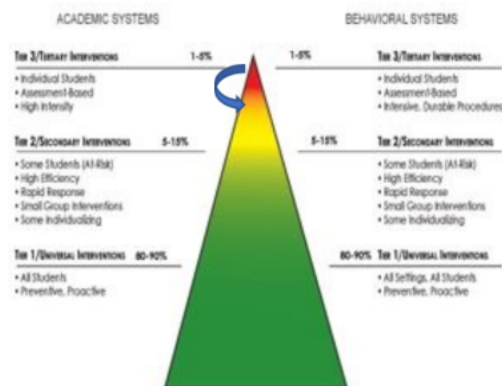
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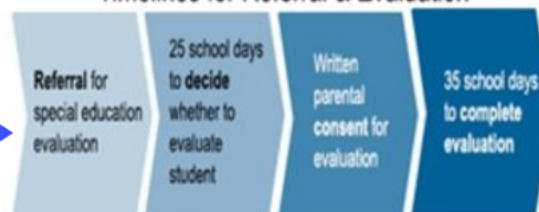
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School-Wide Systems for Student Success: A Response to Intervention (RTI) Model



Timelines for Referral & Evaluation



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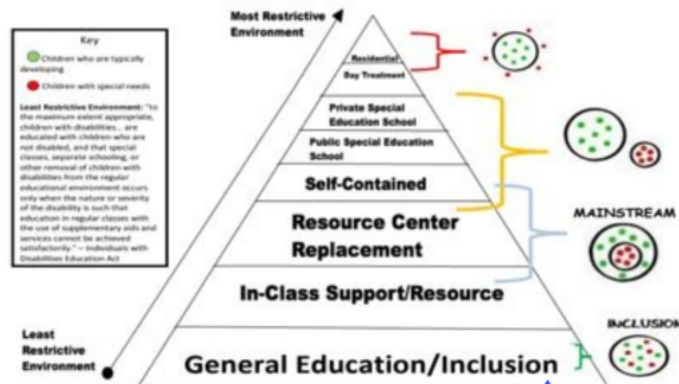
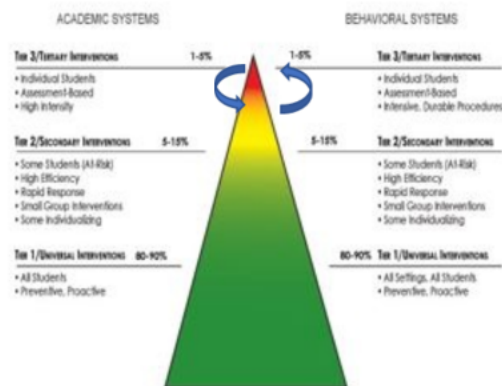
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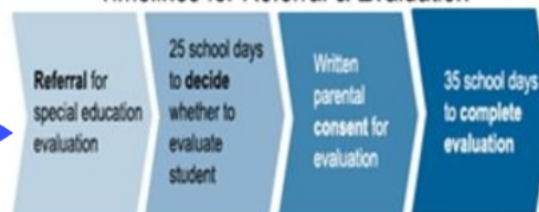
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School-Wide Systems for Student Success: A Response to Intervention (RTI) Model



Timelines for Referral & Evaluation



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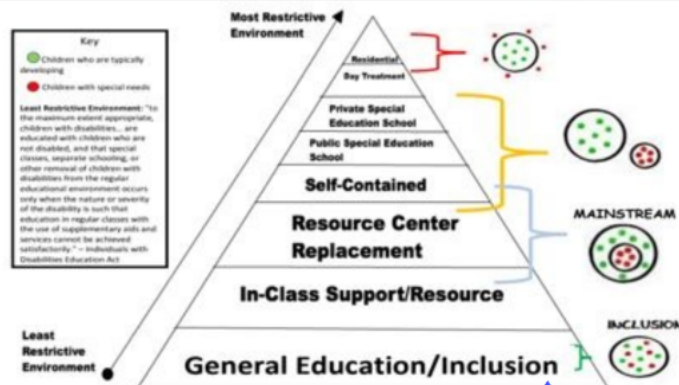
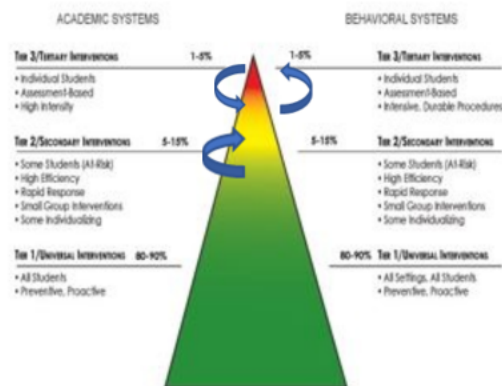
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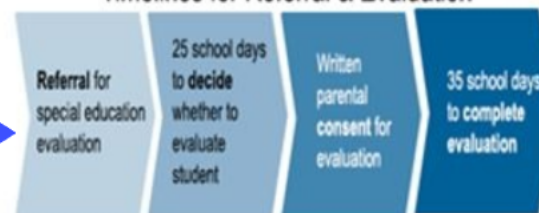
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School-Wide Systems for Student Success: A Response to Intervention (RTI) Model



Timelines for Referral & Evaluation



School Concerns with Academics
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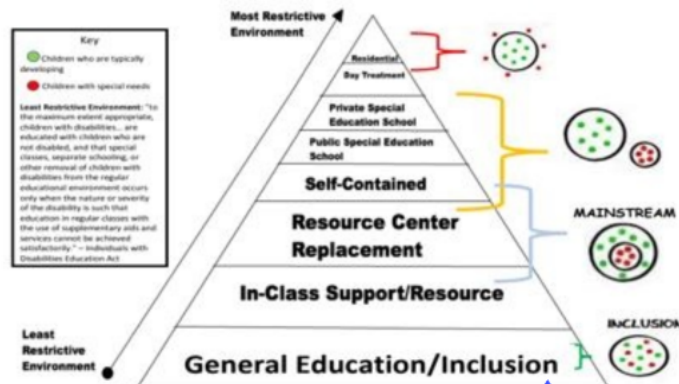
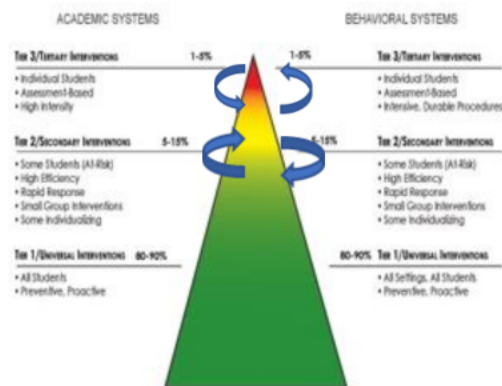
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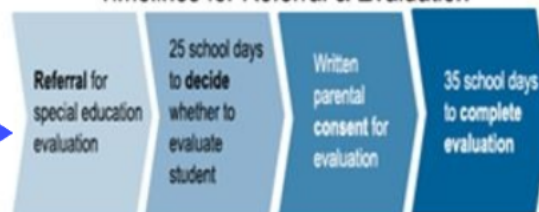
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School-Wide Systems for Student Success: A Response to Intervention (RTI) Model



Timelines for Referral & Evaluation



School Concerns with Academics
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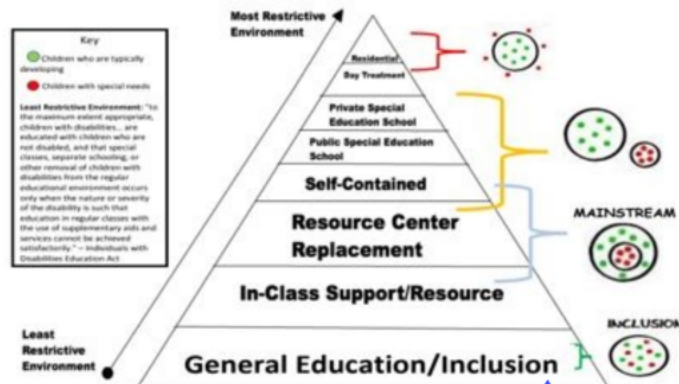
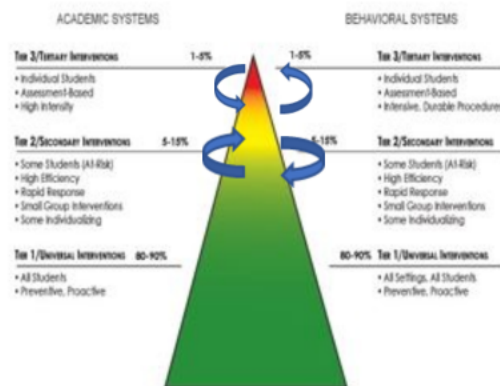
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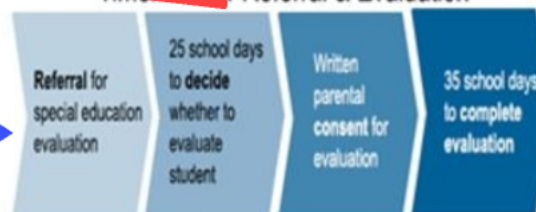
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School-Wide Systems for Student Success: A Response to Intervention (RTI) Model



Timelines for Referral & Evaluation



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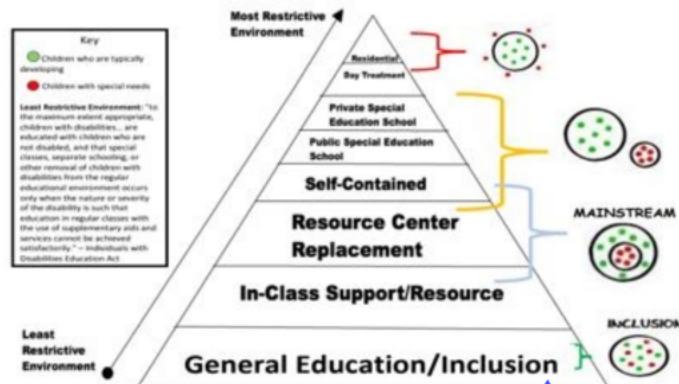
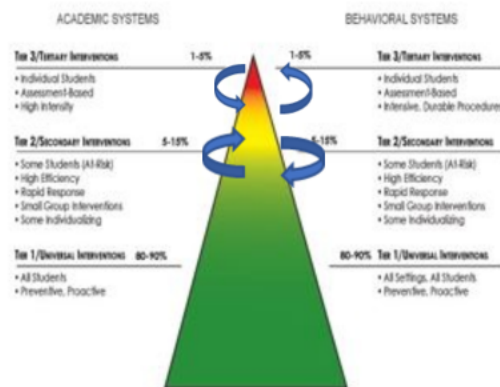
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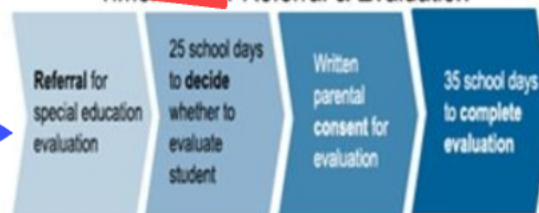
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School-Wide Systems for Student Success: A Response to Intervention (RTI) Model



Timelines for Referral & Evaluation



School Concerns with Academics
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Section 504 Plan

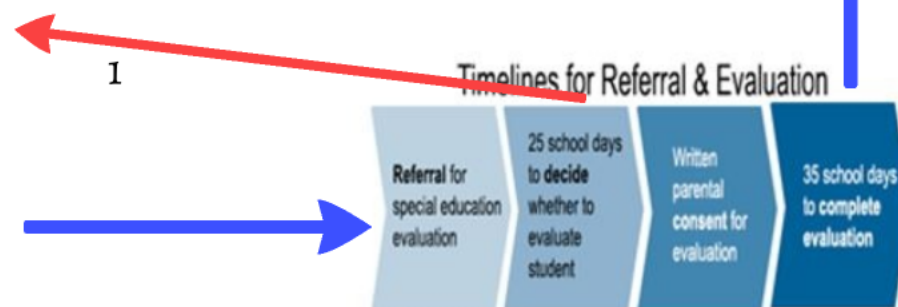
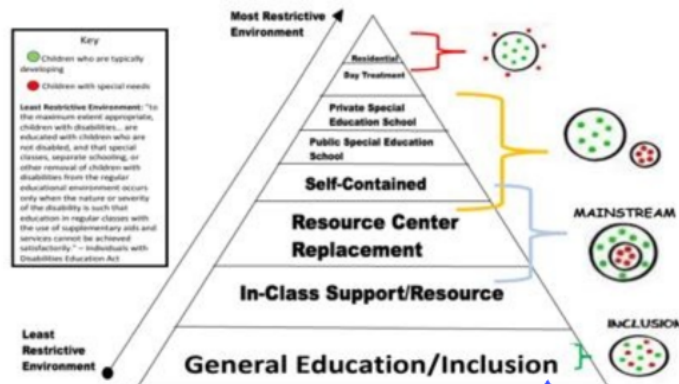
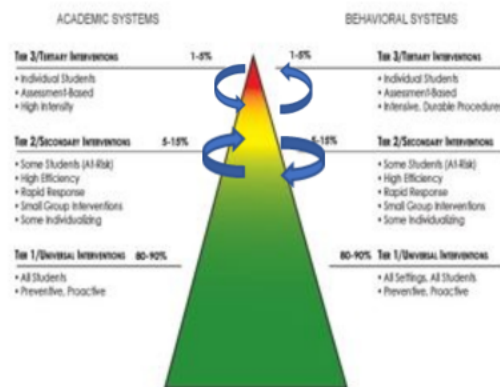
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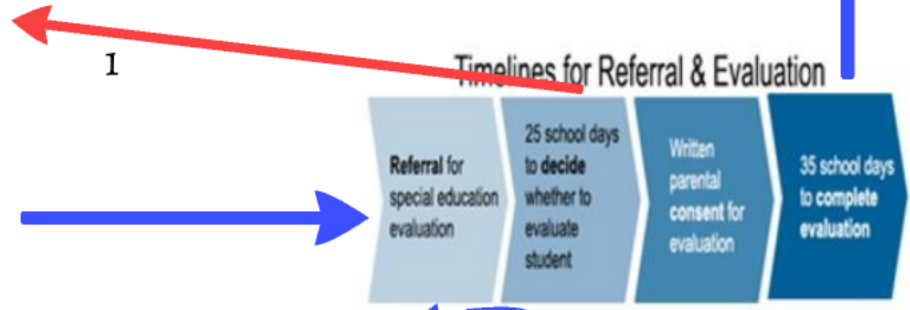
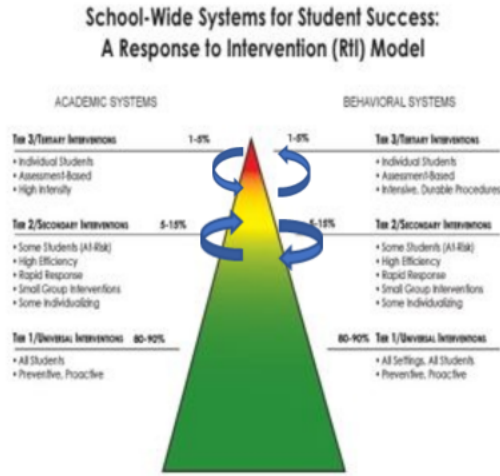
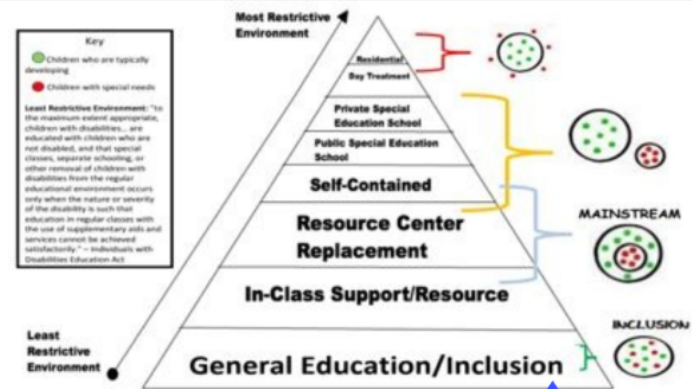
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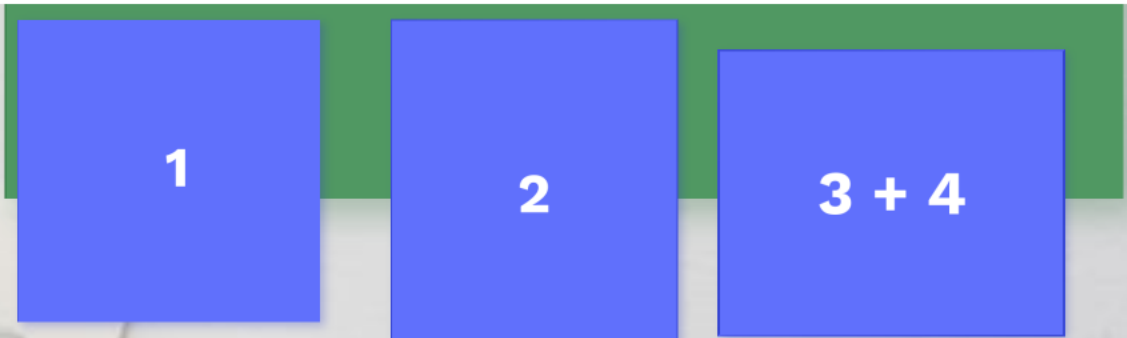
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3 + 4

1. Rejection of A Request to Evaluation SLD - Scientific Research Based Intervention + Lack of Appropriate Instruction



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Chronic
Absenteeism
State

Chronic
Absenteeism
Nation

Rejection of a Request to Evaluate for SLD Specific Learning Disability Determination

IDEA Sec. 300.306 Determination of eligibility

(b) Special rule for eligibility determination. **A child must not be determined to be a child with a disability** under this part—

- (1) If the determinant factor for that determination is—
 - (i) **Lack of appropriate instruction in reading**, including the essential components of reading instruction...
 - (ii) **Lack of appropriate instruction in math**; or
 - (iii) **Limited English proficiency**;

Chronic Absenteeism - A State Issues

Lack of Appropriate Instruction = Chronic Absenteeism

Considered for 504, then Intervention Team

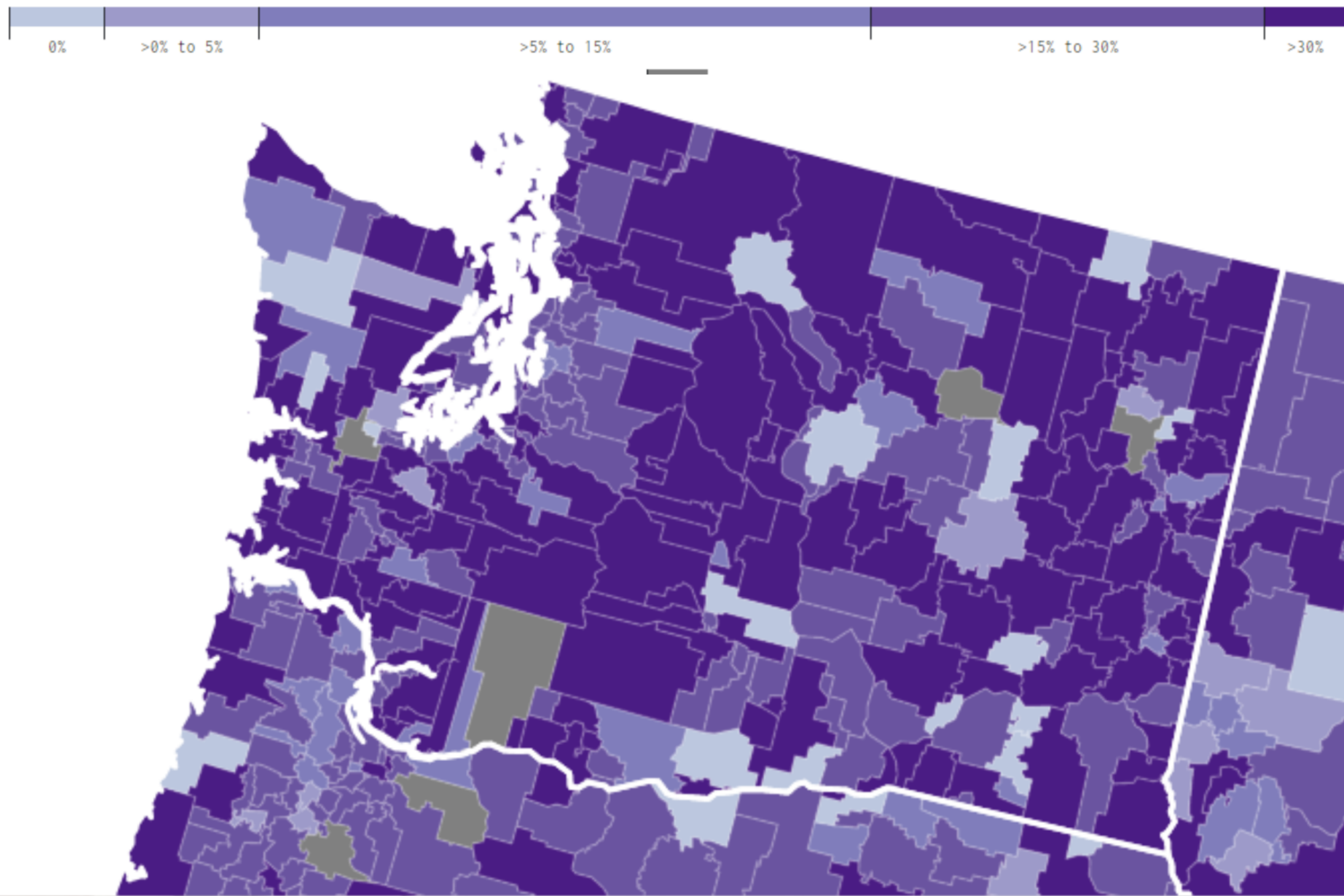
504/Intervention Team - Counselor Direct Service - OSPI/
ASCA

WAC 392-172A-03055 SLD

not primarily the result of:

- (a) A visual, hearing, or motor disability;
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 - (c) Emotional disturbance;
 - (d) **Cultural factors**;
 - (e) Environmental or economic disadvantage; or
 - (f) **Limited English proficiency.**
- (4) To ensure that underachievement in a student suspected of having a specific learning disability **is not due to lack of appropriate instruction in reading or math**

% of students who were chronically absent in (2015-16)



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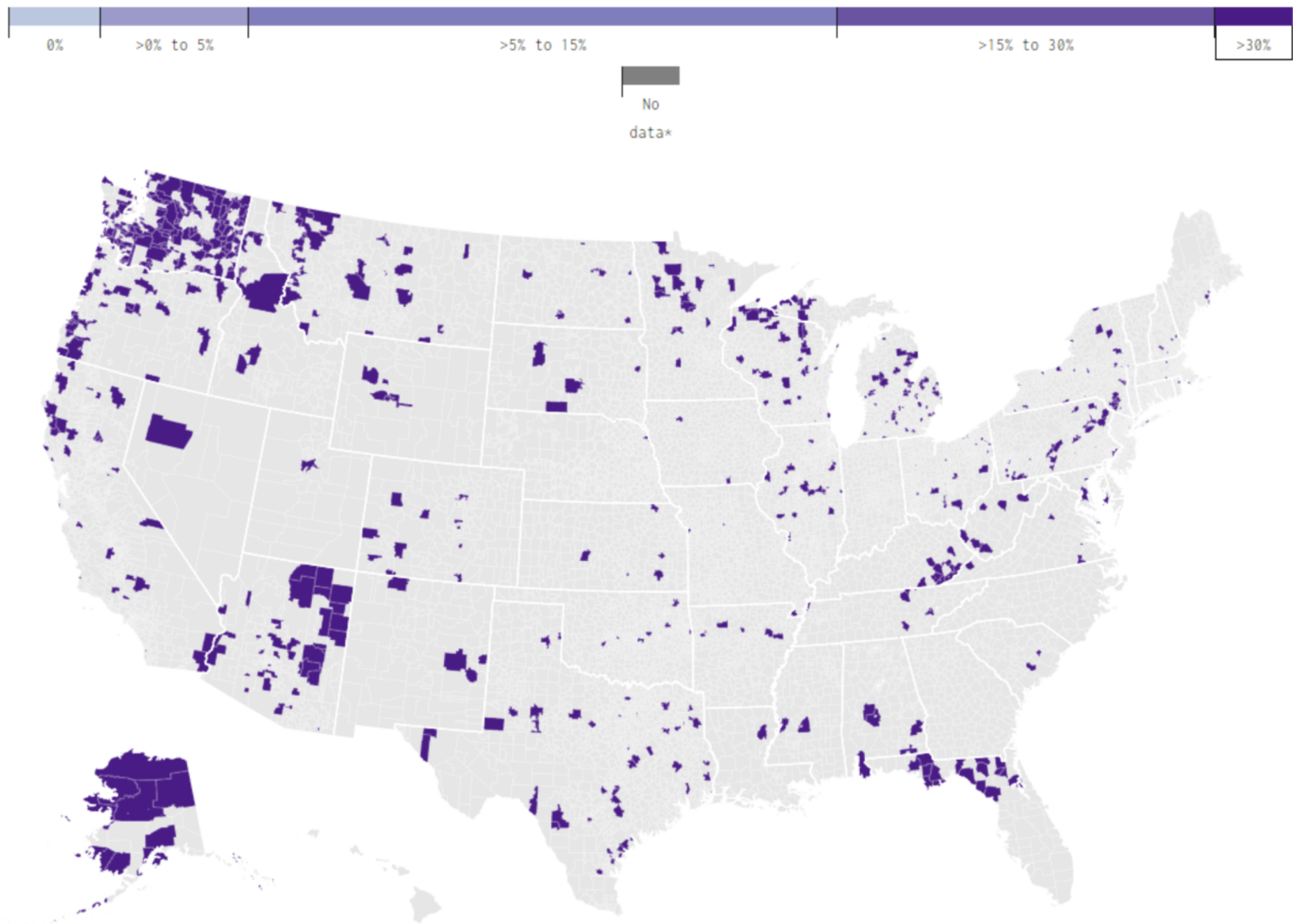
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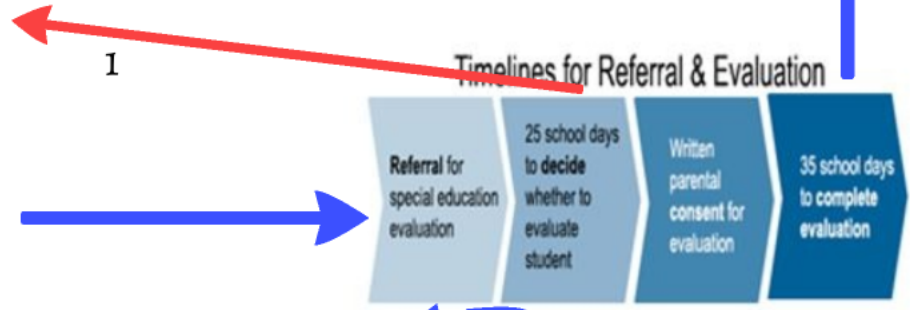
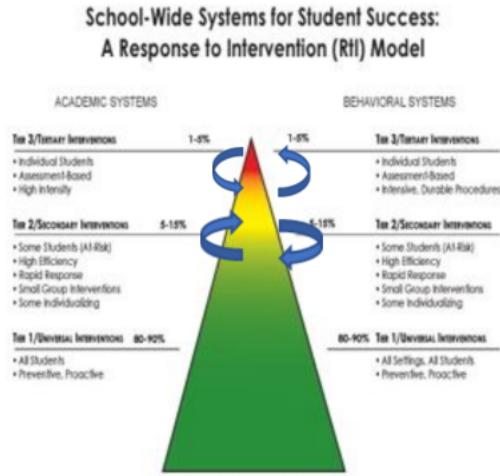
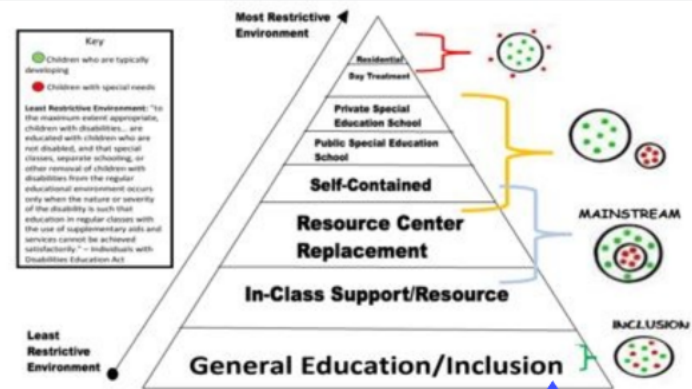
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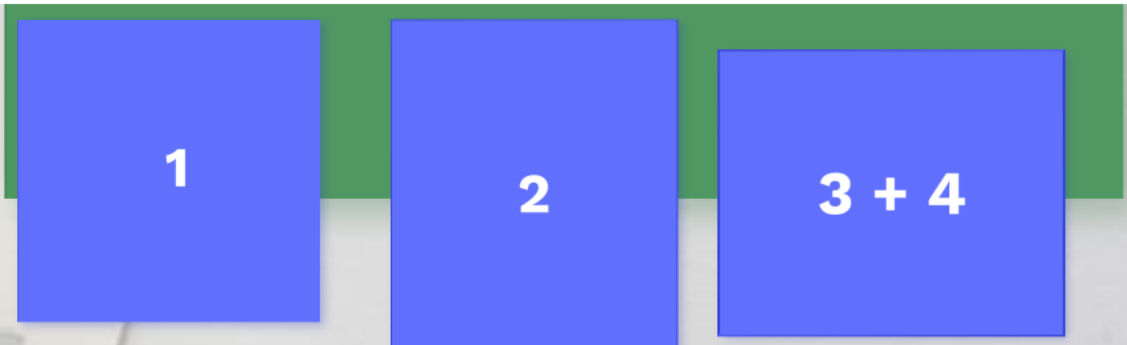
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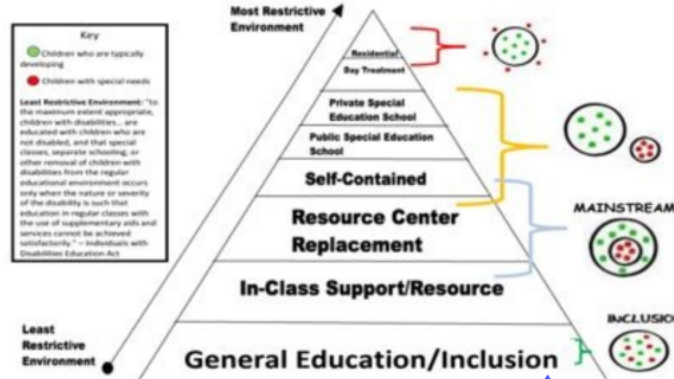
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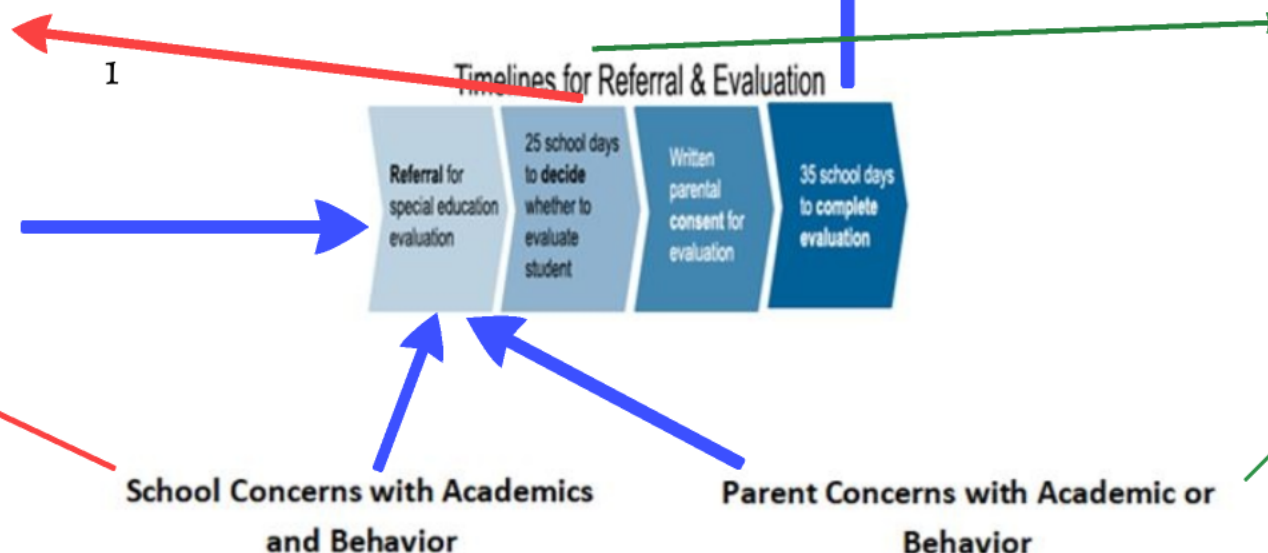
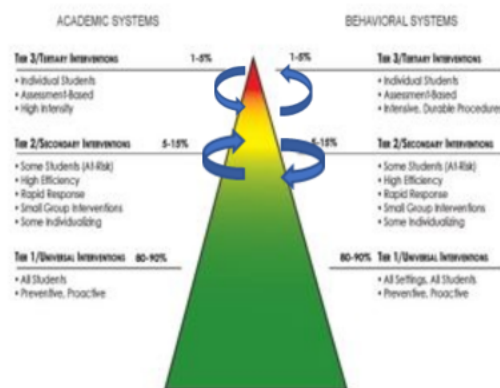
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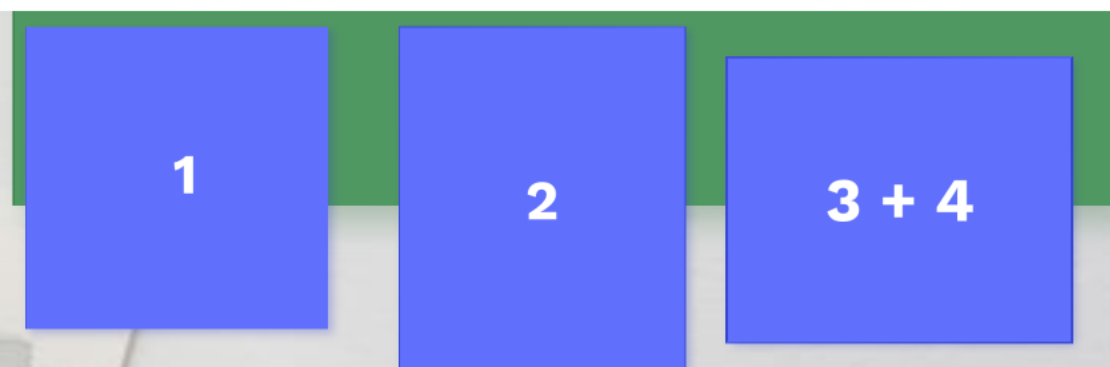


School-Wide Systems for Student Success:
A Response to Intervention (RTI) Model

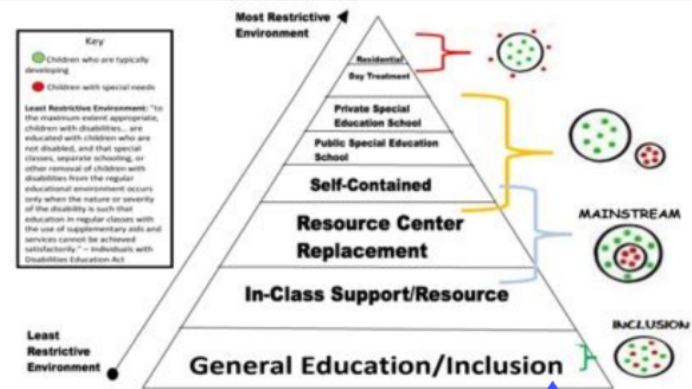


Section 504 Plan

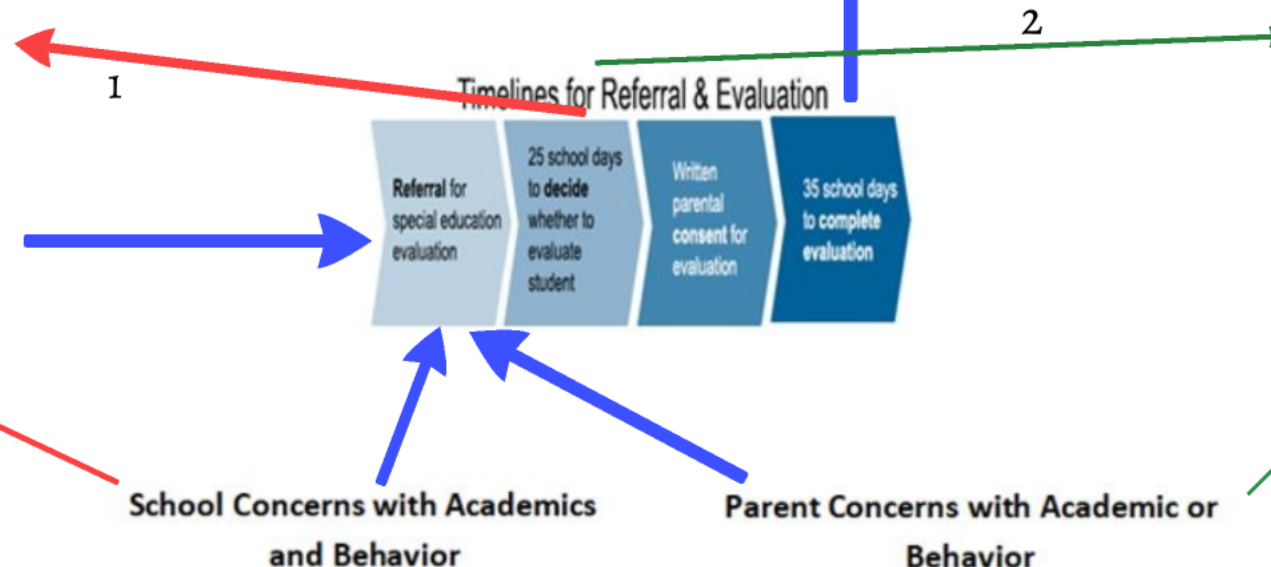
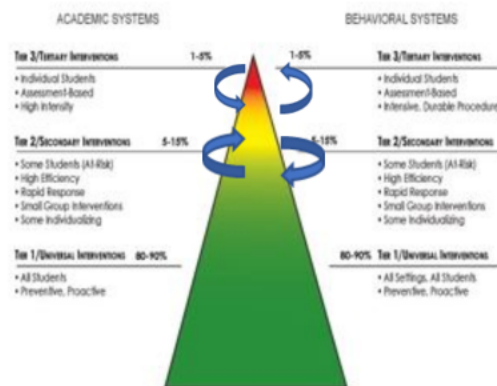
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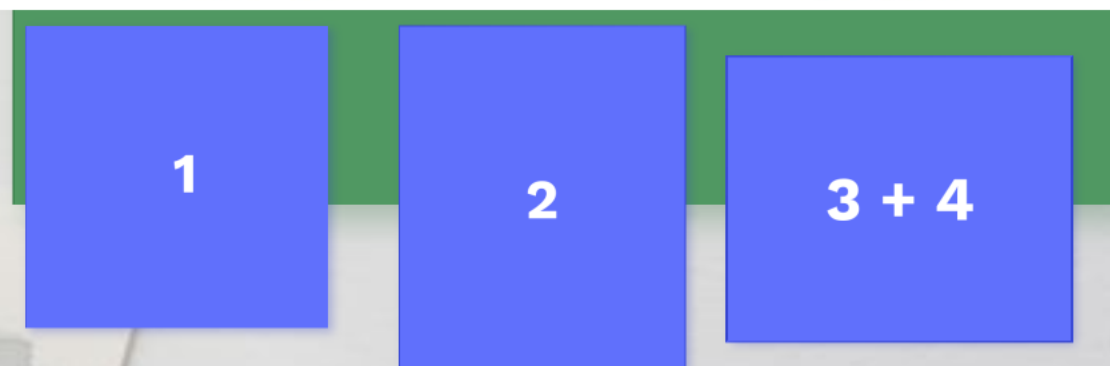
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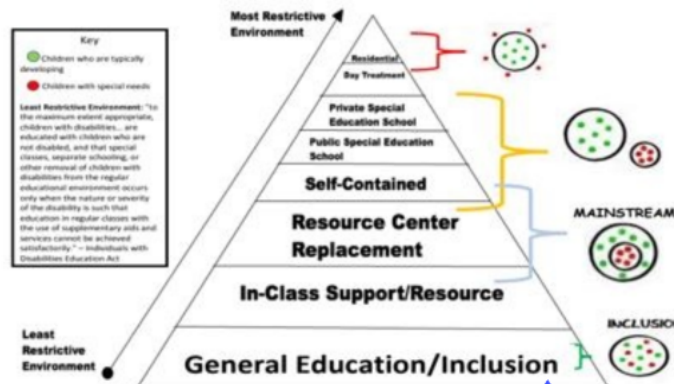
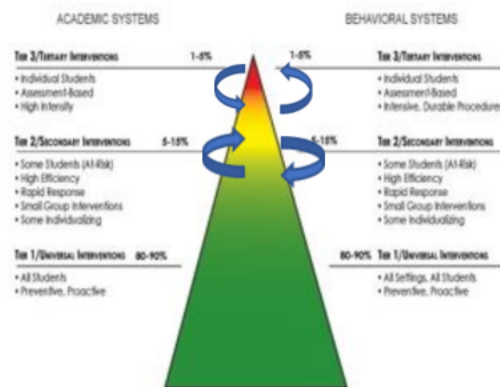


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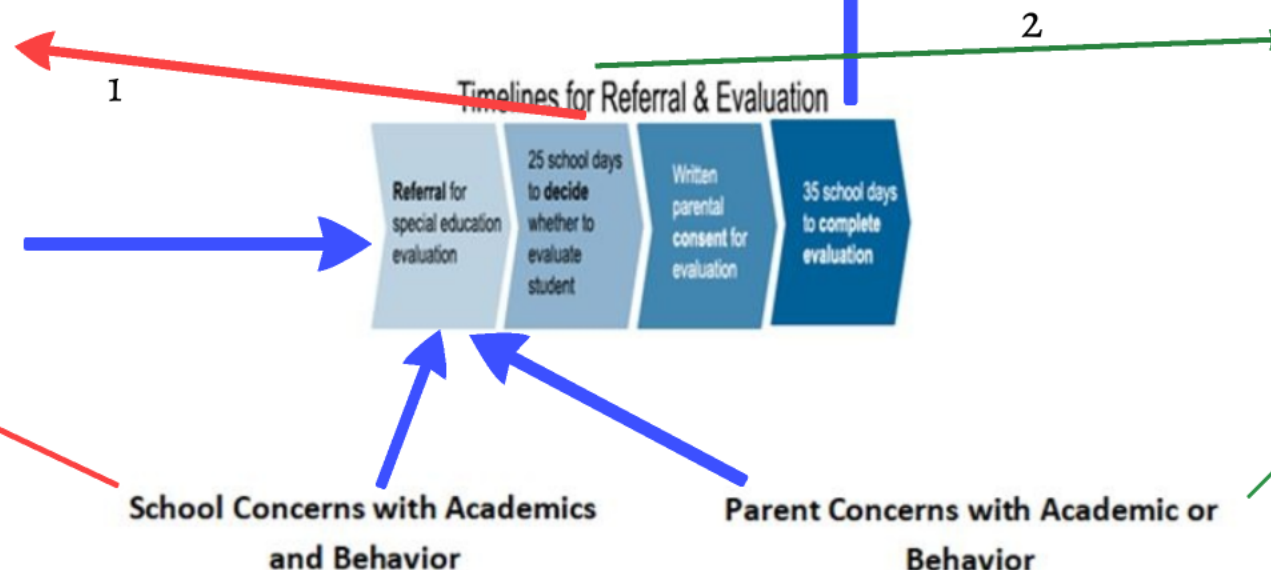


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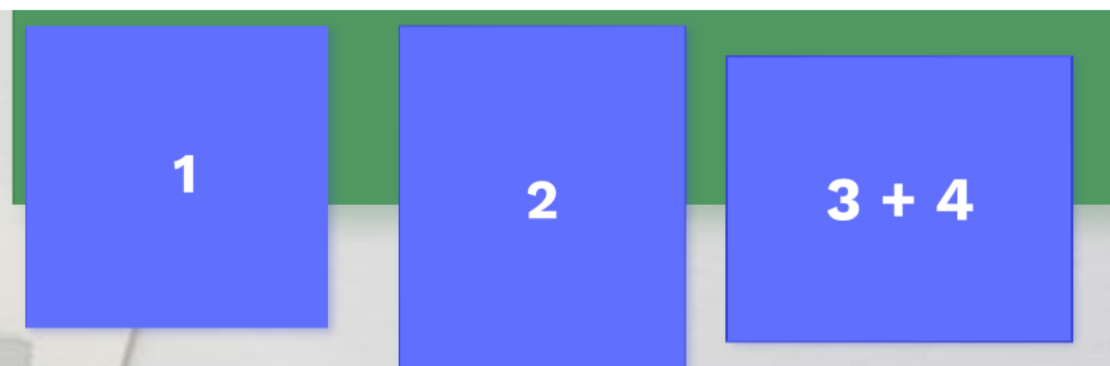
School-Wide Systems for Student Success: A Response to Intervention (RTI) Model



2. Rejected Request to Evaluate for a student with a disability, 504 "Per Se", technically eligible and Chronic Absenteeism



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Rejected Request to Evaluate for a student with a disability + Chronic Absenteeism

504 “Per Se”

January 2012 OCR list of impairments that virtually always qualify for 504

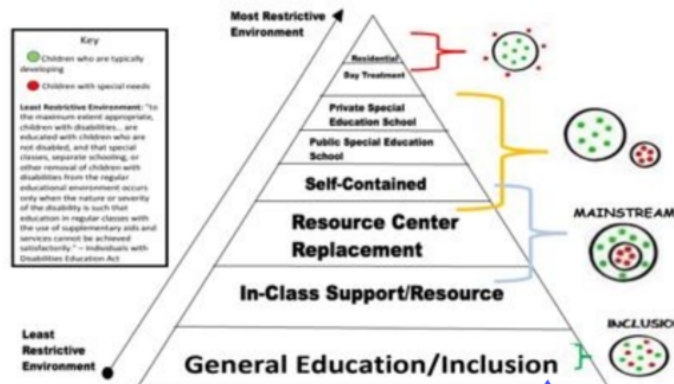
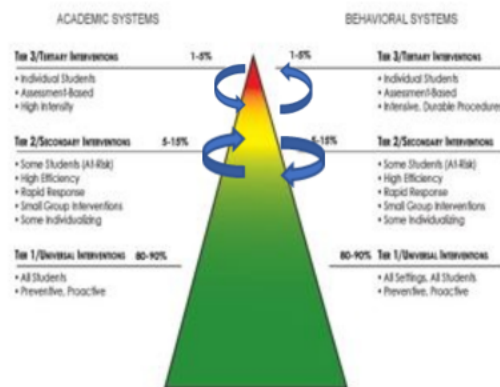
- Diabetes
- Epilepsy
- Bi-Polar Disorder
- Autism

504 Technically Eligible – must be aware Have a Disability, but do not need a plan

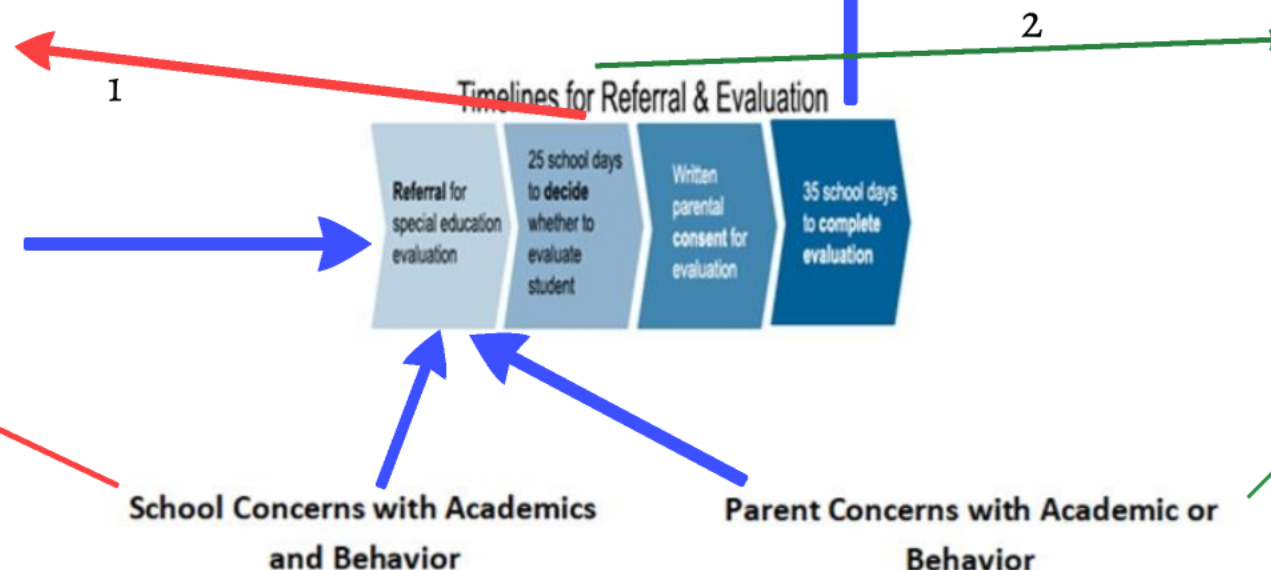
- Impairment in Remission
- Mitigated Measures Like Medication
- Revocation of Consent
- Assessment of District Student Health Services Report

1. Rejection of A Request to Evaluation SLD - Scientific Research Based Intervention + Lack of Appropriate Instruction

School-Wide Systems for Student Success: A Response to Intervention (RTI) Model

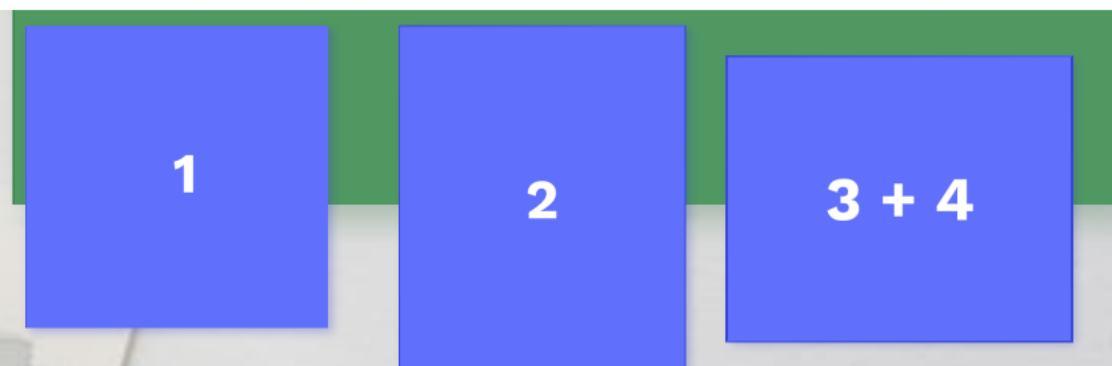


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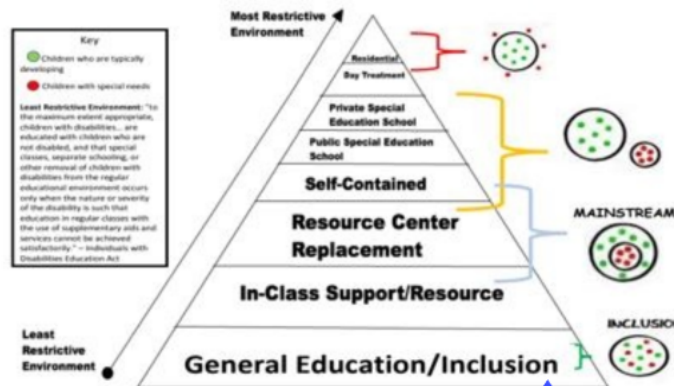
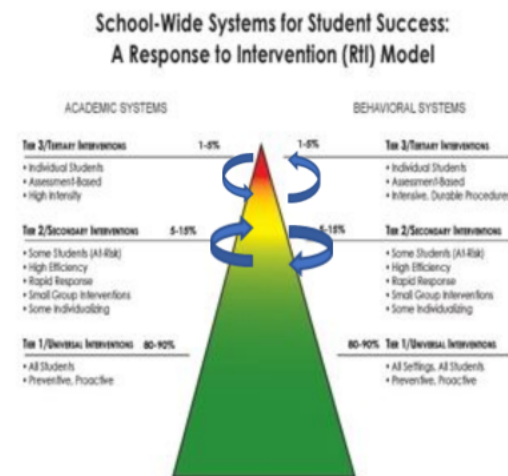


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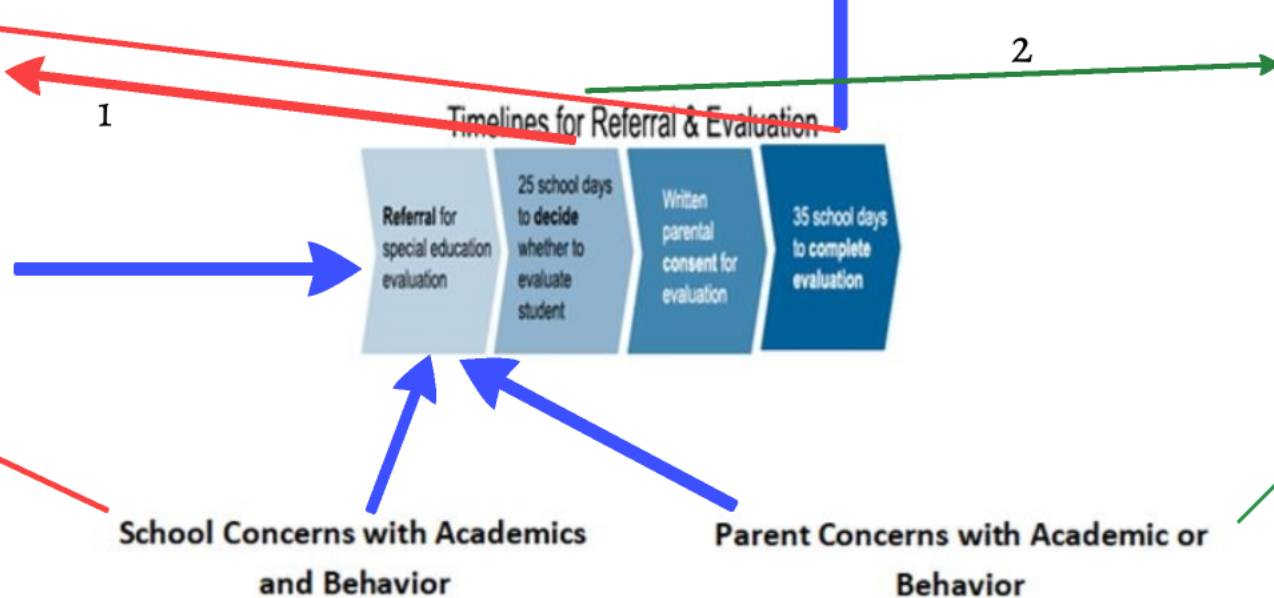
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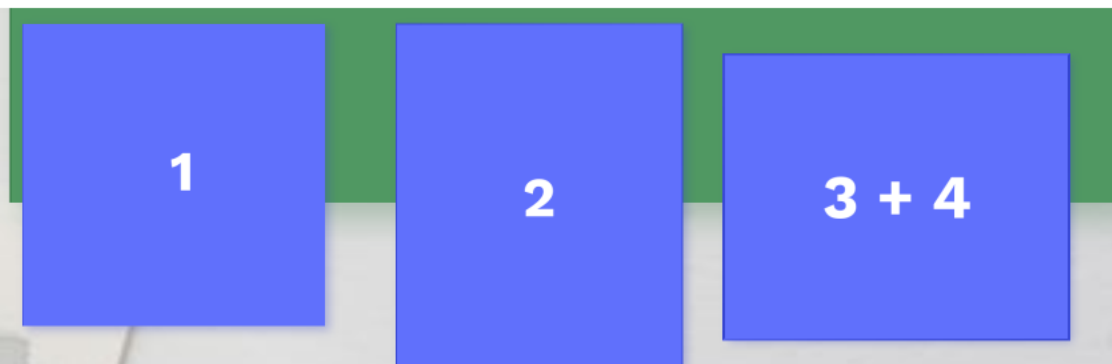
1. Rejection of A Request to Evaluation SLD - Scientific Research Based Intervention + Lack of Appropriate Instruction



2. Rejected Request to Evaluate for a student with a disability, 504 "Per Se", technically eligible and Chronic Absenteeism

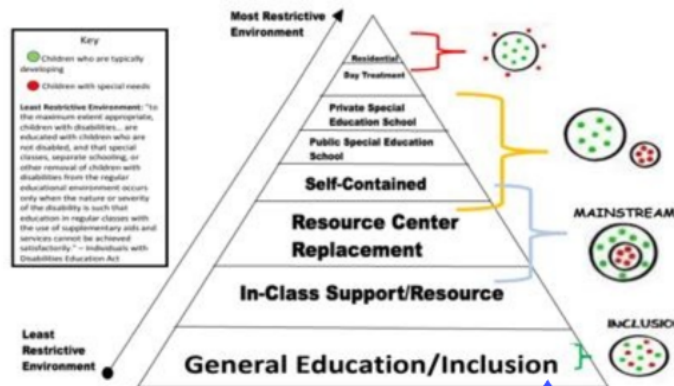


Section 504 Plan	
Type of Law	Civil Rights
Requirements for Eligibility	Disability significantly impairs a major life function (may not have educational impact).
Includes	Mostly accommodations, sometimes modifications and related services.
Age	No age limits.
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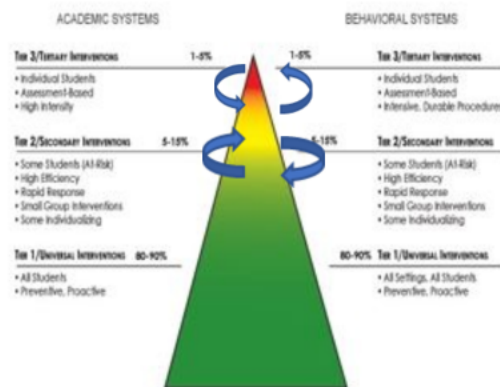


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School-Wide Systems for Student Success: A Response to Intervention (RTI) Model

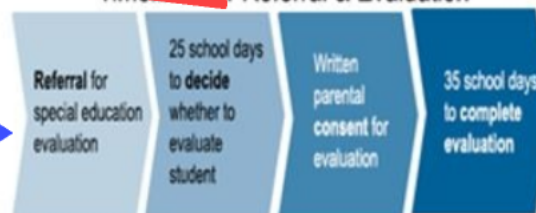


1

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Timelines for Referral & Evaluation



School Concerns with Academics and Behavior

Parent Concerns with Academic or Behavior

Section 504 Plan

Type of Law	Civil Rights
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Includes	Mostly accommodations, sometimes modifications and related services.
Age	No age limits.
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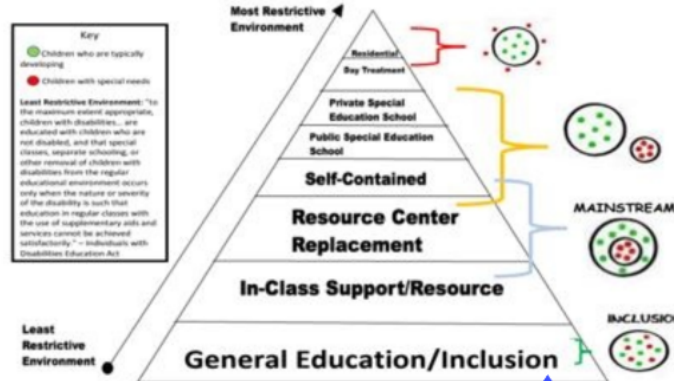
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3 + 4

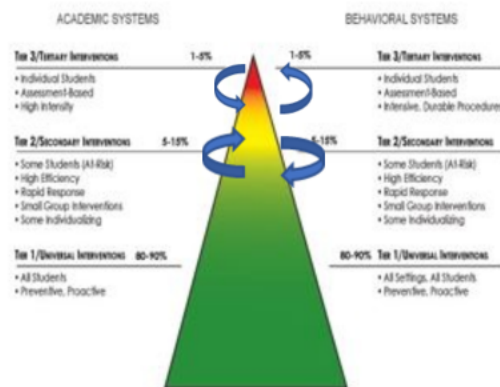
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School-Wide Systems for Student Success:
A Response to Intervention (RTI) Model

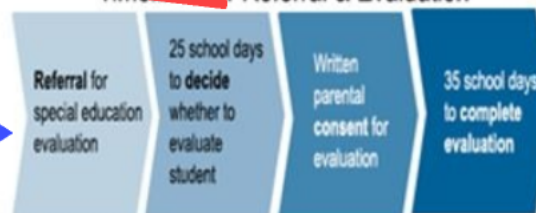


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Timelines for Referral & Evaluation



School Concerns with Academics
and Behavior

Parent Concerns with Academic or
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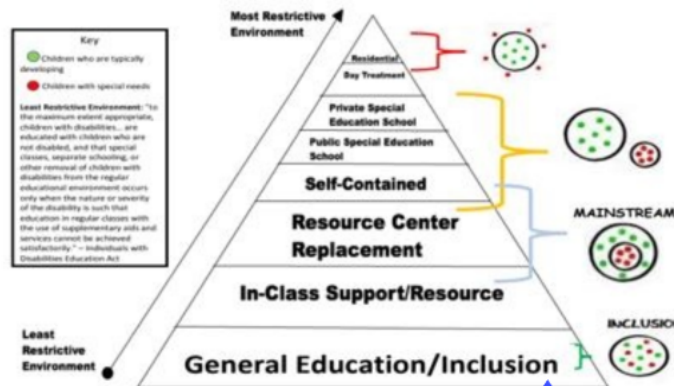
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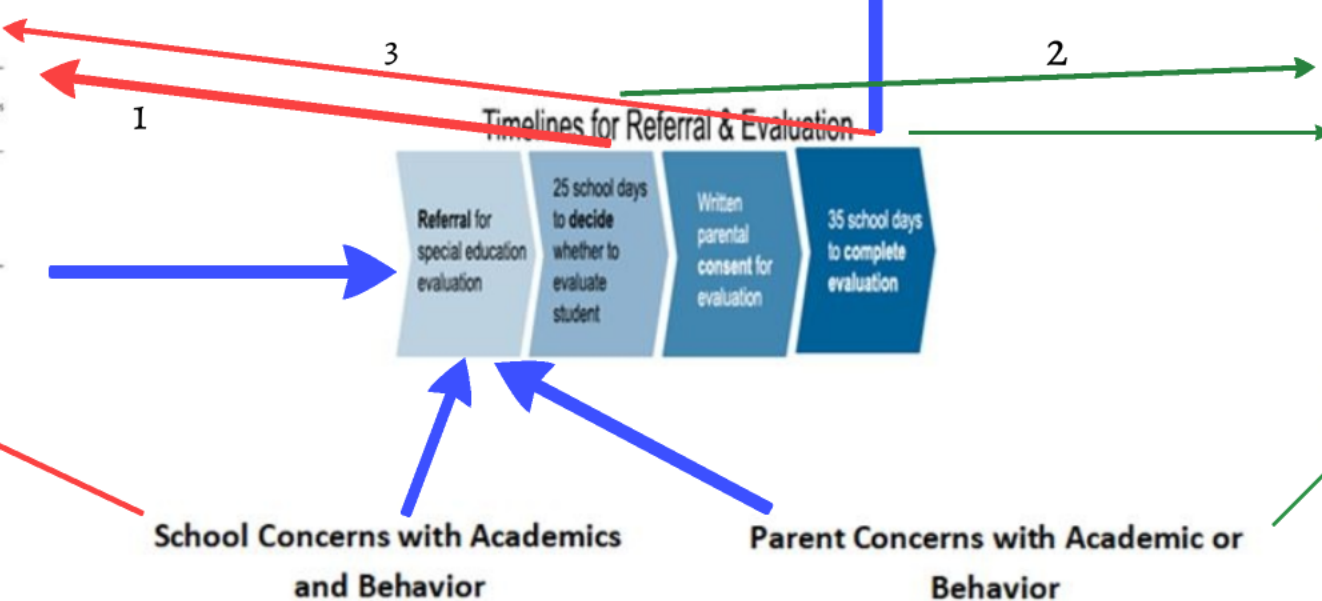
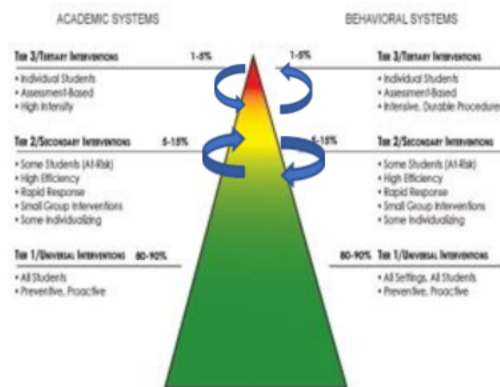
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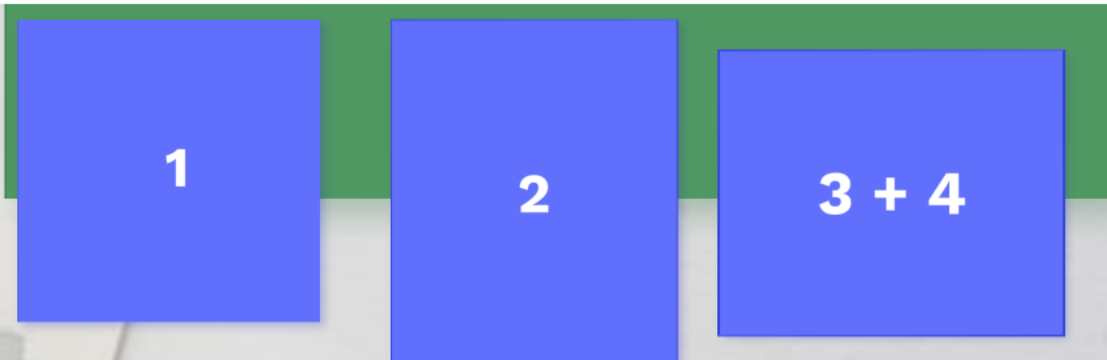
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School-Wide Systems for Student Success: A Response to Intervention (RTI) Model



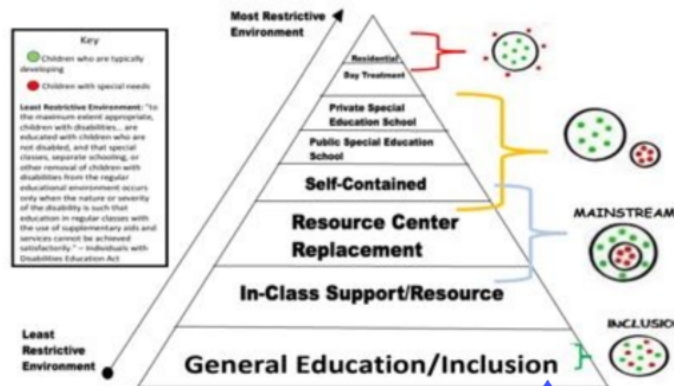
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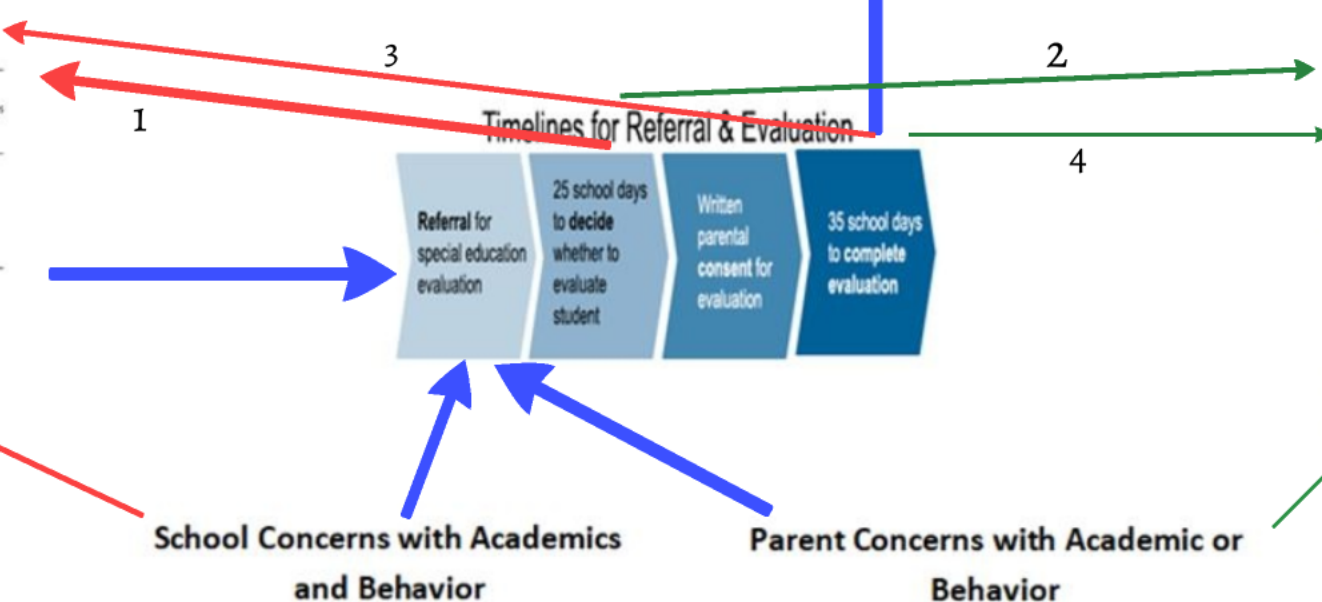
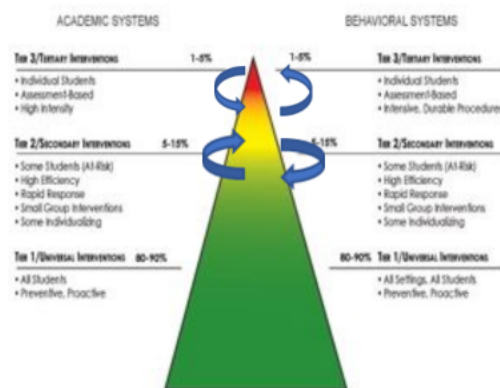
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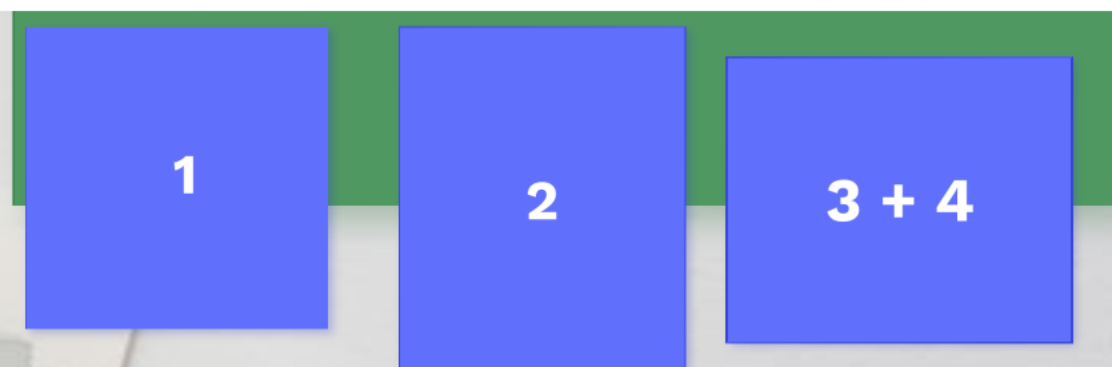
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School-Wide Systems for Student Success:
A Response to Intervention (RTI) Model



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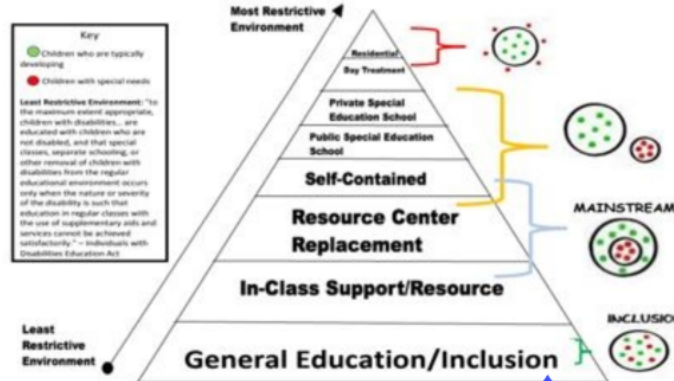


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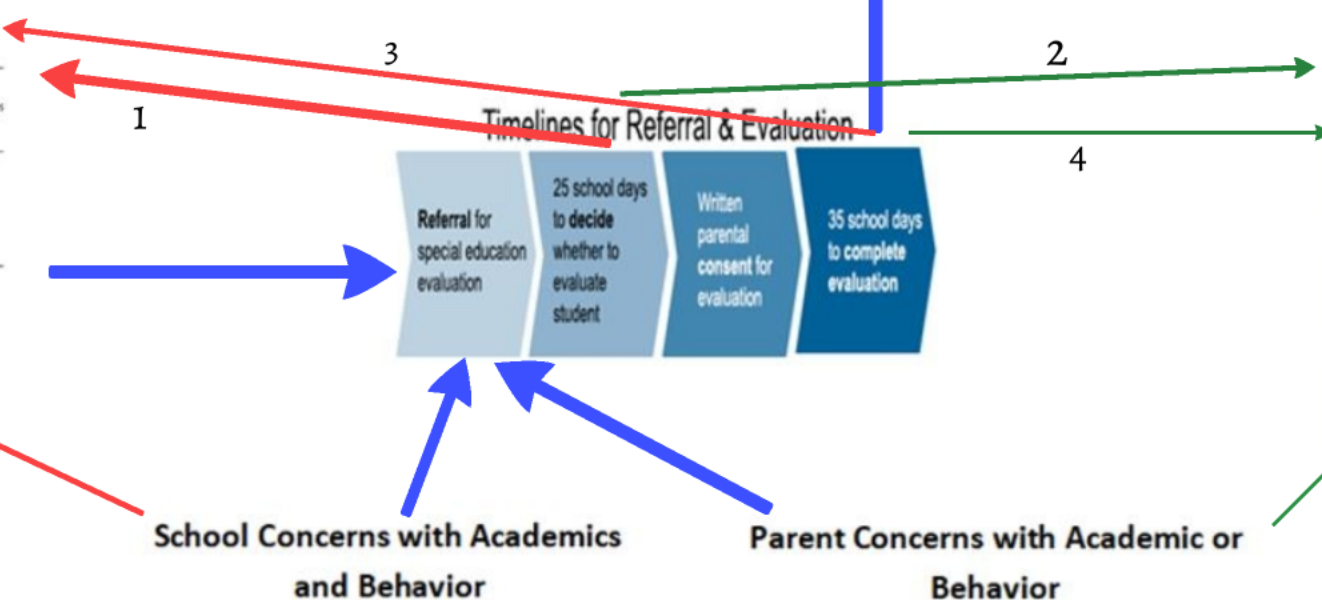
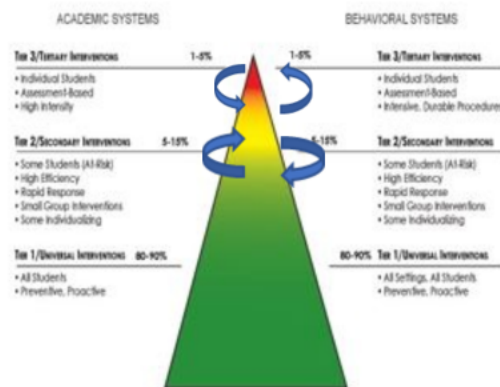
3. Student who does not qualify for Sped but could use supports.

2. Rejected Request to Evaluate for a student with a disability, 504 "Per Se", technically eligible and Chronic Absenteeism

4. Student who does not qualify for Sped but has a disability, 504 "Per Se" or technically eligible



School-Wide Systems for Student Success: A Response to Intervention (RTI) Model



Section 504 Plan	
Type of Law	Civil Rights
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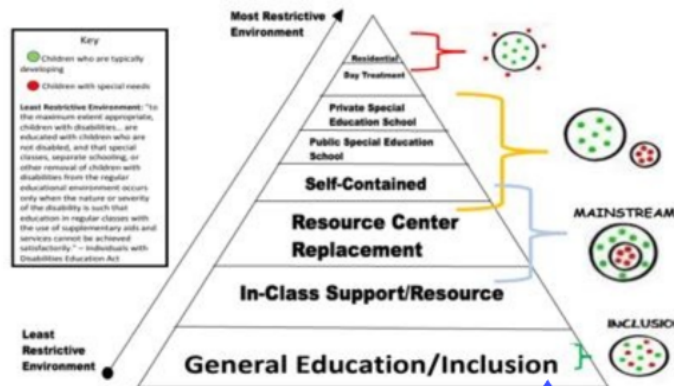


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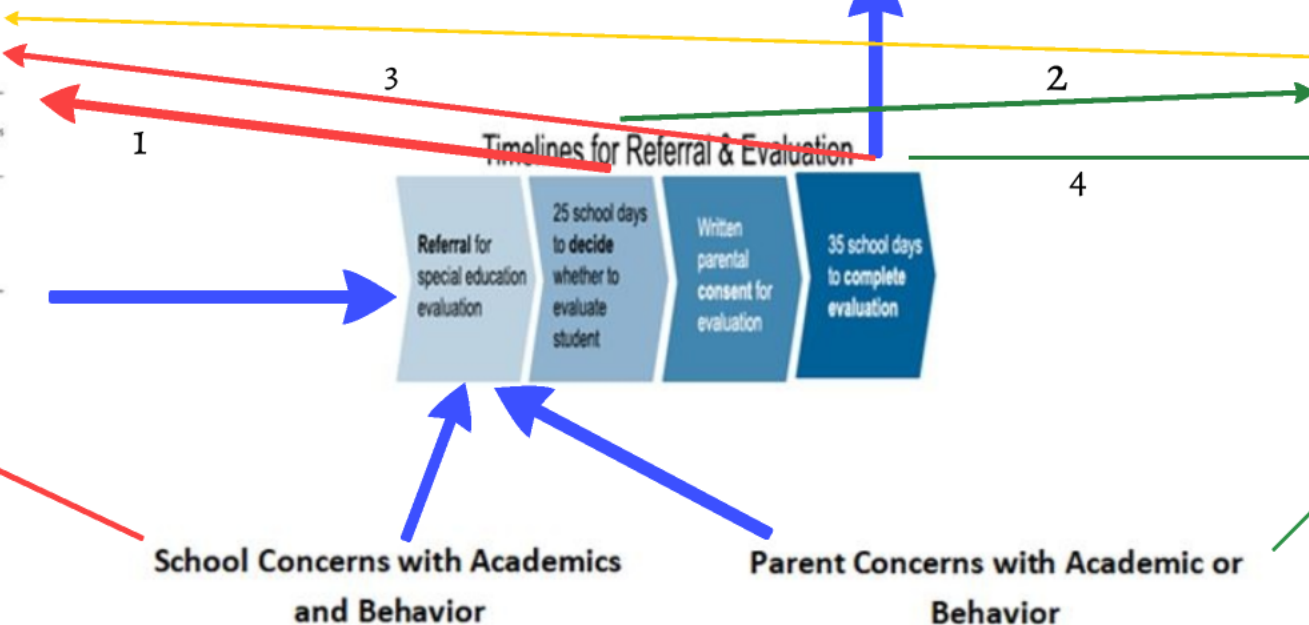
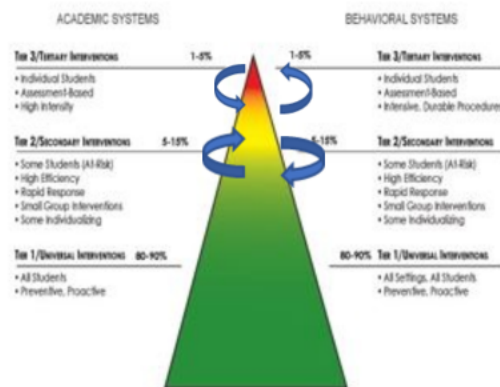
3. Student who does not qualify for Sped but could use supports.

2. Rejected Request to Evaluate for a student with a disability, 504 "Per Se", technically eligible and Chronic Absenteeism

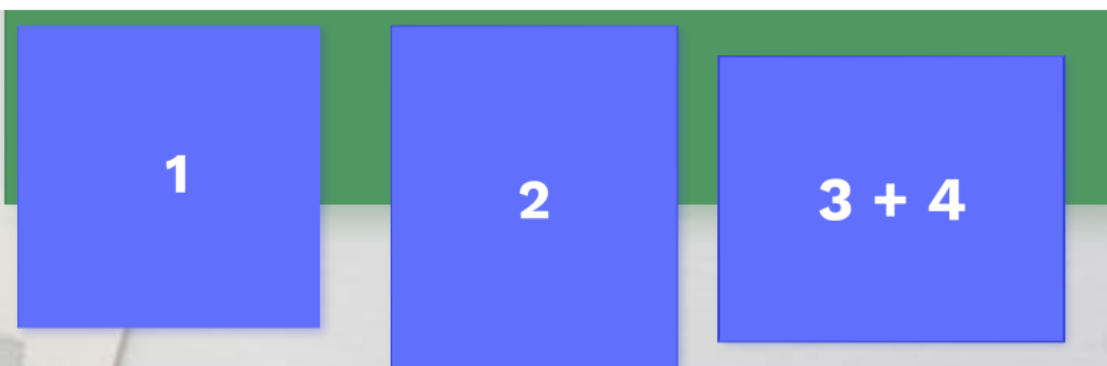
4. Student who does not qualify for Sped but has a disability, 504 "Per Se" or technically eligible



School-Wide Systems for Student Success: A Response to Intervention (RTI) Model



Section 504 Plan	
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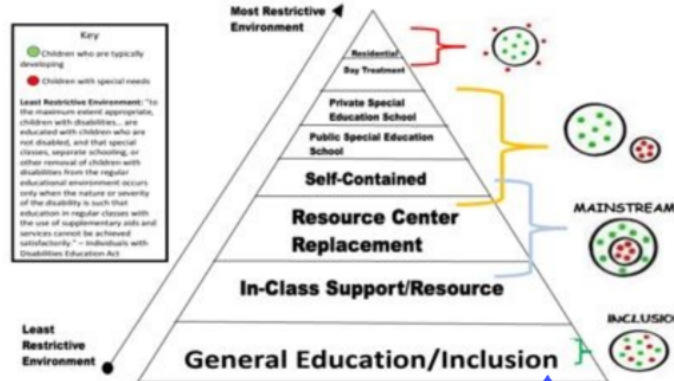


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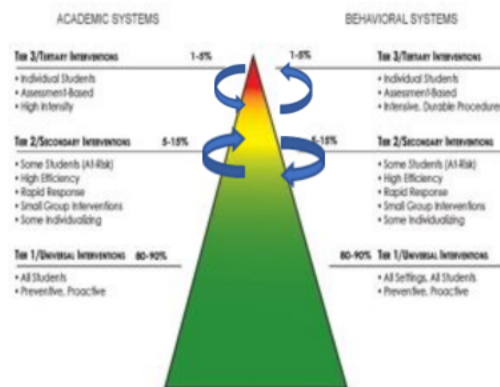
3. Student who does not qualify for Sped but could use supports.

2. Rejected Request to Evaluate for a student with a disability, 504 "Per Se", technically eligible and Chronic Absenteeism

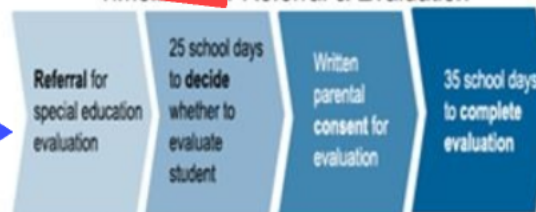
4. Student who does not qualify for Sped but has a disability, 504 "Per Se" or technically eligible



School-Wide Systems for Student Success: A Response to Intervention (RTI) Model



Timelines for Referral & Evaluation



Section 504 Plan

Type of Law	Civil Rights
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Age	No age limits.
Length	Paperwork can be used as guide for college.
Committee in School	Optional based on school policy.
Dispute Rights	Less recourse.

School Concerns with Academics and Behavior

Parent Concerns with Academic or Behavior

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3. Non Disabled Student who does not qualify for Sped but needs supports.

4. Student who does not qualify for Sped but has a disability, 504 “Per Se” or technically eligible.

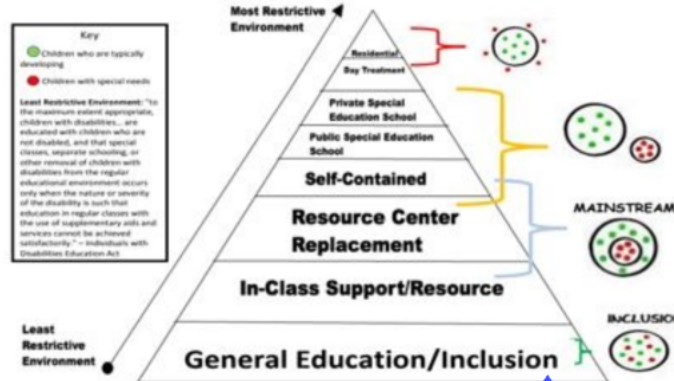
5. 504 students needing academic and behavior supports beyond accommodations

1. Rejection of A Request to Evaluation SLD - Scientific Research Based Intervention + Lack of Appropriate Instruction

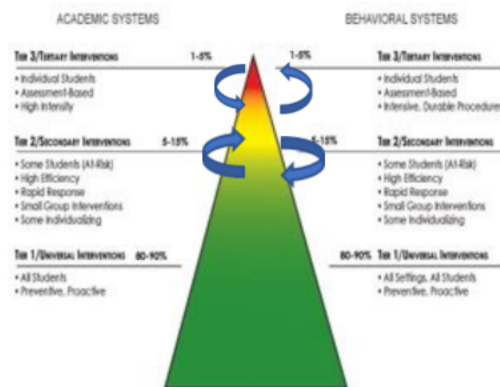
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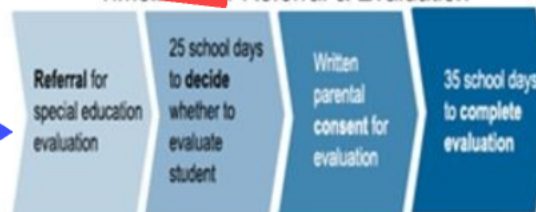
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School-Wide Systems for Student Success: A Response to Intervention (RTI) Model



Timelines for Referral & Evaluation



School Concerns with Academics and Behavior

Parent Concerns with Academic or Behavior

Section 504 Plan

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1

2

3 + 4

Why

Who

What

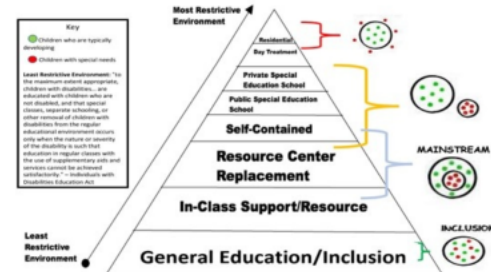
How

Support

Do you want them
to work together?
Why?

1. Fed SLD Requirement or rejected SLD request to evaluate due to missed instruction

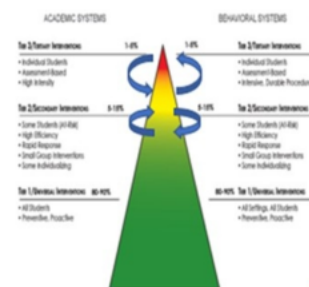
3. Student who does not qualify for Special Education.



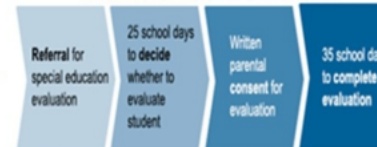
2. Rejected Request to evaluate for student with a disability, 504 "Per Se", Technically qualified, and Chronic Absenteeism

4. Student who does not qualify for special education, but has a disability, 504 "Per Se" or Technically qualified.

School-Wide Systems for Student Success:
A Response to Intervention (RTI) Model



Timelines for Referral & Evaluation



Section 504 Plan

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School Concerns with Academics
and Behavior

Parent Concerns with Academic or
Behavior

Child find Obligation

How 504, IDEA, and Tiered Intervention Work Together

How Does 504, Special Education, and Tiered Interventions
Work Together Any Way???



Leadership

Design and Maintain the
System

Tools

Expectations

Support

The background of the slide is a photograph of a desk with several pencils. A large blue rectangle is centered on the slide, containing the title and a bullet point. To the left of the blue rectangle is a solid green vertical bar. The title 'Develop Forms and Workflow' is in white, bold text. A single bullet point is at the bottom of the blue rectangle.

Develop Forms and Workflow

- Make it/train it/expect it to be follow

Leadership

Design and Maintain the
System

Tools

Expectations

Support

Culture of the System

Tiered Interventions is a Building Principals responsible
Disability does not equal Special Education
Special Education Referral Does not mean Qualification
Tier 1/Tier 2 Interventions happen in class
Stack Intervention - Sped, Hi CAP, ELL, TITLE, LAP
Attendance is an Instructional Strategy
Focus on Growth not achievement

Expect data to be used all the time - Nonnegotiable

Leadership

Design and Maintain the
System

Tools

Expectations

Support



Tending to the System

- Talk to Principal about 504, IEP's, and Interventions
- Have a presence regularly at the meetings
- Coach Team Leads on workflow and plan development
- Annually share resources with all staff
- Have Principals share Resources with Staff
- Schedule Monthly Tiered Intervention Team Meeting

Leadership

Design and Maintain the
System

Tools

Expectations

Support

Why

Who

What

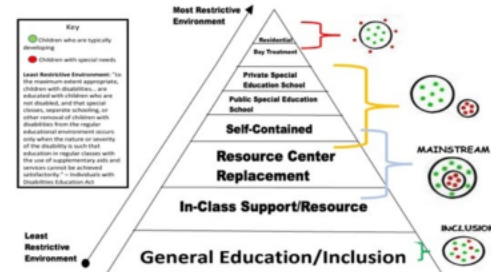
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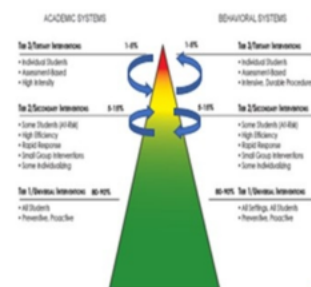
3. Student who does not qualify for Special Education.



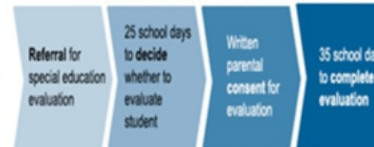
2. Rejected Request to evaluate for student with a disability, 504 "Per Se", Technically qualified, and Chronic Absenteeism

4. Student who does not qualify for special education, but has a disability, 504 "Per Se" or Technically qualified.

School-Wide Systems for Student Success:
A Response to Intervention (RTI) Model



Timelines for Referral & Evaluation



Section 504 Plan

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