

Response to Intervention for Specific Learning Disabilities (SLD) Eligibility

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SLD Cadre Recommendations

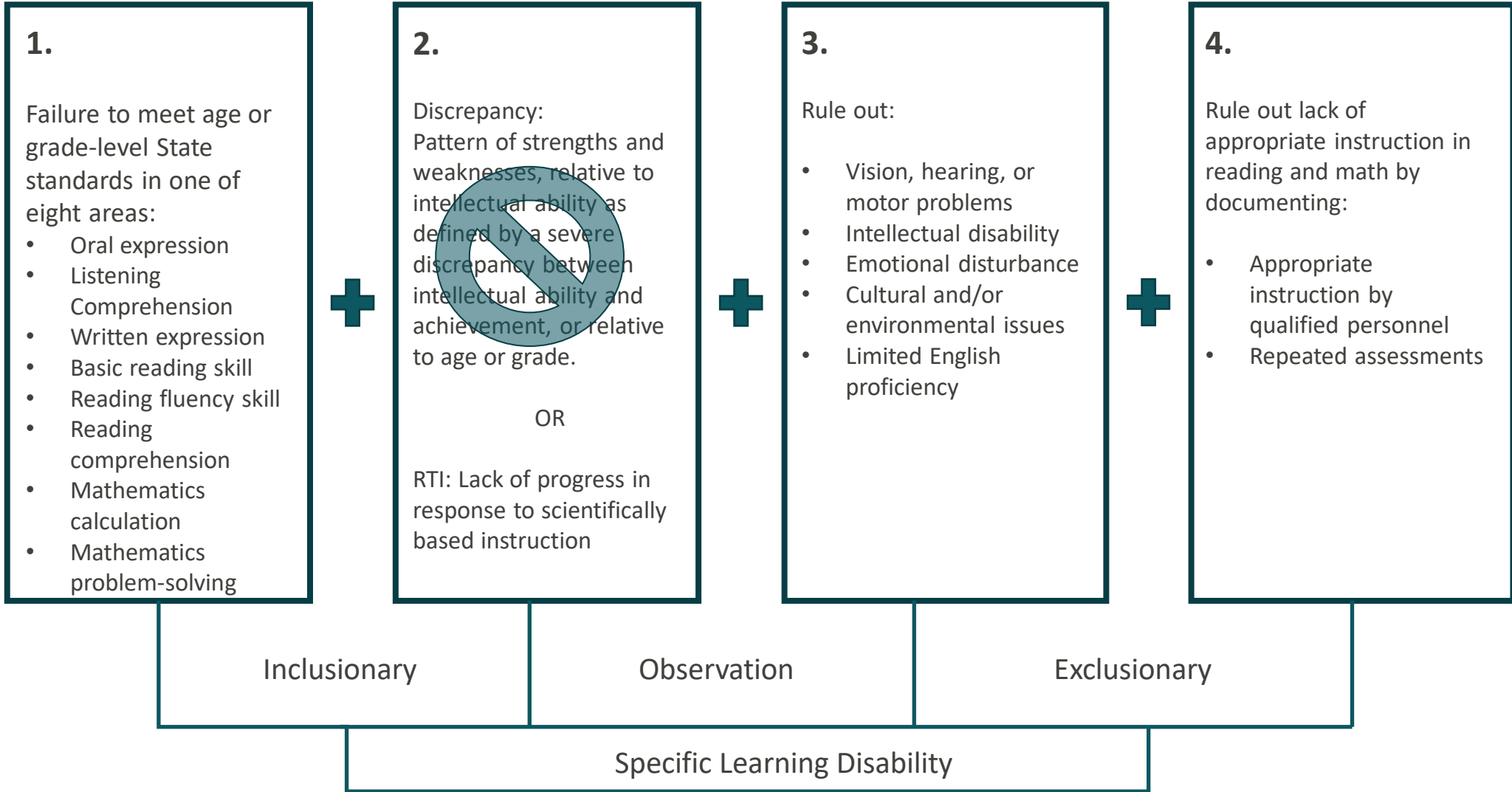
1. Revise WACs related to specific learning disability (SLD) evaluations over a three-year period.
2. Phase in use of response to intervention (RTI)m within a multi-tiered system of supports (MTSS) and allow use of additional data considerations such as those based on a pattern of strengths and weaknesses (PSW) as needed and determined by the evaluation team.
3. Remove all references to the discrepancy model and the discrepancy table.
4. During the sunseting of the discrepancy, school-based teams may continue to follow the rules that govern use of the discrepancy tables
5. For additional recommendations see the [Specific Learning Disabilities: Recommendations for Evaluation Policy and Practice](#)



Guidance Document for 2028 Implementation

- AIMS and OSPI
 - OSPI asked AIMS faculty to merge the 2006 RTI document and the 2014 SLD document
- Anticipate completion by March, 2024
- Topics include:
 - Establishing Underachievement
 - Determining Response to Intervention
 - Ruling Out Other Conditions and Lack of Appropriate Instruction
 - Observing the Student within the Instruction-Intervention Process
 - Special Considerations when Evaluating English Learners
 - Conducting Comprehensive Evaluations for SLD
 - District Steps to Prepare for RTI Implementation
 - Changing Roles and Responsibilities
 - Child Find Obligations within RTI Systems





Washington AIMS

Administrators Improving Multi-Tiered Systems

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Washington AIMS
Administrators Improving Multi-Tiered Systems of Support
Application Information and Materials
Cohort 4

- [AIMS Application](#)
- [AIMS Information](#)
- rasplw@uw.edu

Project Description:

The Office of Superintendent of Public Instruction joined with the University of Washington Bothell in a successful application for the Washington AIMS (Administrators Improving Multi-tiered Systems of Support) project. Project AIMS received five years of funding from the U.S. Department of Education's Office of Special Education (OSEP) to support local leadership for multi-tiered systems of support (MTSS) in schools and districts across the state. The project began October 1, 2020, and will serve a cohort of fifteen principals and district administrators each year who are engaged in leading MTSS in their organizations.

The AIMS leadership team includes Tania May, OSPI Assistant Superintendent for Special Education Services, Tom Bellamy, UW Bothell Emeritus Professor of Education, and William Rasplca, Retired Executive Director of Learning Support Services for the Franklin Pierce School District and UW Bothell Instructor.

MTSS encompasses a set of instructional and administrative leadership strategies to improve equity and student learning by ensuring that each student receives services at the level of intensity she or he needs to succeed. AIMS focuses on enhancing the leadership provided by principals and school district administrators as their districts work to implement a multi-tiered system. Understanding that these local leaders are crucial to implementing and sustaining improvements, AIMS will support cohorts of 15 leaders each year who learn together, share successes and challenges with each other, and engage with colleagues across the state who are leading similar efforts.

Each cohort will participate in eight monthly full-day Saturday sessions. Each session will include a presentation by a nationally recognized expert consultant on one of the AIMS competency clusters, small group activities, and a leadership presentation by AIMS faculty members. All sessions will be in-person at UW Bothell. Travel reimbursement over 100 miles round trip may be available.

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Project Staff



- Co-Director Tania May, Assistant Superintendent for Special Education, OSPI
- Co-Director Tom Bellamy, Professor Emeritus, University of Washington Bothell
- Project Coordinator William Rasplica, Executive Director Learning Support Services – Retired & UW Bothell Instructor
- Susan Ruby, Professor, Eastern WA University
- Stephanie King, UW Bothell AIMS Project
- Mary McGuire, Project Evaluator, UW Bothell
- Kellie Holden, Administrator, UW Bothell Goodlad Institute



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Washington AIMS

Competency Cluster	AIMS Expert Consultants
School-Wide Multi-Level Academic and Behavioral Prevention System	Sarah Arden, Ph.D. American Institutes for Research
Developing, Integrating, & Sustaining Complex Systems	Kent McIntosh, Ph.D. University of Oregon
Developing District and School Teams and Tools	Rachel Brown-Chidsey, Ph.D. University of Southern Maine
Research-Based Core Reading and Math Instruction	Matt Burns, Ph.D. University of Missouri Sarah Powell, Ph.D. University of Texas at Austin
Universal Screening and Progress Monitoring	Erica Lembke, Ph.D. University of Missouri
Identifying and Implementing Evidence-Based Academic Instructional Practices	Christopher Lemons, Ph.D. Stanford University
Identifying and Implementing Evidenced-Based Behavioral Practices	Robert Horner, Ph.D. University of Oregon
Data-Based Decision Making and Putting It All Together	Susan Ruby, Ph.D. Eastern Washington University



Enhancing Capacity for Special Education Leadership The ECSEL Program

- ECSEL is a 2 year cohort program
 - 15 participants per cohort
 - 28 Leadership Outcomes over the 2 years
 - Meets one Saturday per month October-June at UW Bothell
- Leads to the WA State Program Administrator Certificate
- Partnership between OSPI Special Education and UW Bothell
 - Funded by OSPI and \$500 per year
- Consider people in your district who you might encourage to apply
- [UW Bothell Goodlad Institute](#)
 - Search for “UW Bothell Goodlad Institute”
- Program Information and application links for cohort 7



ECSEL Faculty



Bill Rasplica
Laura Matson
Franklin Day
Stephanie King
Nancy Meeks
Tom Bellamy



Appendix A: LSEA Responsibilities, Leadership Outcomes and Quality Dimension

The LSEA Outcomes Model (Revision 10/10/22)

RESPONSIBILITIES	LEADERSHIP OUTCOMES	LEADERSHIP ARENAS			
1. DIRECTION	<ul style="list-style-type: none"> <input type="checkbox"/> Purpose and priorities <input type="checkbox"/> Strategies <input type="checkbox"/> Effective practice information <input type="checkbox"/> Workplace norms 	}	Leadership for the Special Education Program	District Support and Influence	School and Classroom Support and Influence
2. SYSTEMS	<ul style="list-style-type: none"> <input type="checkbox"/> Organizational architecture <input type="checkbox"/> Frameworks for compliance <input type="checkbox"/> Strategic resourcing <input type="checkbox"/> Problem solving <input type="checkbox"/> Stream of improvements 				
3. INSTRUCTION AND SERVICES	<ul style="list-style-type: none"> <input type="checkbox"/> Students qualified for services <input type="checkbox"/> Individual program planning <input type="checkbox"/> Multi-tiered framework for intensification <input type="checkbox"/> Data systems supporting intensification <input type="checkbox"/> Programs and tools for intensification <input type="checkbox"/> Comprehensive array of services 				
4. PROFESSIONAL CAPACITY	<ul style="list-style-type: none"> <input type="checkbox"/> Staffing <input type="checkbox"/> Working conditions <input type="checkbox"/> Professional learning <input type="checkbox"/> Reliable performance <input type="checkbox"/> Leadership pipeline 				
5. COLLABORATION	<ul style="list-style-type: none"> <input type="checkbox"/> Relationships <input type="checkbox"/> Frameworks for collaboration <input type="checkbox"/> Conflict engagement <input type="checkbox"/> Public engagement 				
6. MANAGING SELF	<ul style="list-style-type: none"> <input type="checkbox"/> Leadership identity <input type="checkbox"/> Motivated and skillful learner <input type="checkbox"/> Cultural competence and humility <input type="checkbox"/> Effective self-deployment 				

ECSEL OUTCOMES

*57 Graduates in
Cohorts 1-4*

