



Phasing out Severe Discrepancy for Identification of Specific Learning Disability

Implementation Timeline: 2019 – 2028

**Spring – Fall 2019
Phase I: Cadre Formation
Completed**

OSPI Team:

- Explore national data and practices on Specific Learning Disability (SLD)
- Interview state leads
- Goals and scope of the work established
- Form a cadre of stakeholders
- Cadre explores topic
- Exploration of national practices, research, Individual with Disabilities Education Act regulations, and evaluation methods
- Presentations and feedback (i.e., surveys, input from professional organizations)

OSPI Team Leads:

Liz Stewart, Ed.D. Program Specialist - OSPI Special Education

Bill Elvey, Program Supervisor - OSPI Dispute Resolution

For additional information regarding this initiative, please email Speced@k12.wa.us

SLD Cadre Members:

Sarah Butcher, Parent Advocate

Jo Callaghan, Director of Itinerant Support Services, Edmonds School District

Zac Carpenter, Director of Special Education, Richland School District

Joseph Engler, Ph.D., Director of School Psychology, Gonzaga University

Steve Gill, School Psychologist, Sumner School District

Steve Hirsch, Ph.D. School Psychologist, Shoreline School District

Jeffrey Niess, Executive Director, ESD 112

Ashli Tyre, Director of School Psychology, Seattle University

Briley Proctor, Ph.D. Associate Professor, Eastern Washington University

Susan Ruby, Ph.D. Director of School Psychology, Eastern Washington University

<p style="text-align: center;">Fall 2020 Phase II: Feedback & Revisions Completed</p>	<p>The cadre drafted recommendations for phasing out severe discrepancy.</p> <p>Feedback gathered from:</p> <ul style="list-style-type: none"> ● Agency partners ● Families/Parent Advocacy ● Center for the Improvement of Student Learning (CISL) ● Education Service Districts ● Dyslexia Advisory Council ● School District Personnel
<p style="text-align: center;">Spring 2021 Phase III: Recommendations</p>	<p>SLD Cadre:</p> <ul style="list-style-type: none"> ● Reviews feedback from stakeholders and revise recommendations ● Submit revised report to asst. superintendent of special education ● SLD Cadre work completed
<p style="text-align: center;">Spring 2021 – Spring 2022 Phase IV: Policy Review</p>	<ul style="list-style-type: none"> ● OSPI begins SLD rules review ● Dyslexia Advisory Council (DAC) collaboration ● Rules changes drafted and finalized ● SLD Handbook revisions committee recruited, and revisions initiated
<p style="text-align: center;">Fall 2022 - 2023 Phase V: Multi-year Implementation & Transition</p>	<p>SLD Handbook revisions continue.</p> <p>An implementation workgroup including intra- and inter-agency personnel, district/school personnel will:</p> <ul style="list-style-type: none"> ● Guide implementation ● Identify professional development and resource needs ● Assist with development of implementation materials
<p style="text-align: center;">Spring 2023-2028 Phase VI: Multi-year Statewide Implementation</p>	<ul style="list-style-type: none"> ● Evaluation approaches are implemented ● Continuous improvement (guidance revisions, feedback, and support activities) ● SLD Handbook finalized ● Discrepancy phased out state-wide by 2028