

February 2010 Special Education Update

OSPI Receives OSEP Monitoring Report – No Action Required

The Office of Special Education Programs (OSEP) conducted a verification visit with OSPI as part of their Continuous Improvement and Focused Monitoring System (CIFMS) during the week of September 7, 2009. The purpose of the verification visit was to review the State's systems for general supervision, collection of State-reported data, and fiscal management, as well as the State's systems for improving child and family outcomes and protecting the child and family rights. The Washington Part B 2009 Verification Visit Letter was received on January 19, 2010, outlining the process and the results of the verification visit. OSEP did not identify any noncompliance, nor were there any actions required as a result of the verification visit. There were two recommendations for consideration that will be integrated into the FFY 2010 planning process.

Model State Forms Translations Now Available

The model state forms have been translated into seven different languages and are now posted on the OSPI website at <http://www.k12.wa.us/SpecialEd/forms.aspx>. The seven translations include Cambodian, Korean, Russian, Spanish, Vietnamese, Somali, and Ukrainian. The translated model state forms are posted in zip files for convenience in downloading. Please contact Valerie Arnold or Christine Shaw at (360) 725-6075 for additional information or technical assistance as needed.

Annual Performance Report for FFY 2008

The Annual Performance Report (APR) for FFY 2008, as well as revisions to the Washington State Performance Plan, have been submitted to the Office of Special Education Programs (OSEP). Both of these documents have been published and posted to the OSPI website at http://www.k12.wa.us/SpecialEd/APR_SPP.aspx. The APR describes the State's progress on meeting the targets of the twenty performance indicators as identified in Washington State's Performance Plan (2005-2011). District-level progress on meeting targets in performance indicators 1-14 and 20 is posted at <http://www.k12.wa.us/SpecialEd/data.aspx>.

OSPI amended Washington's Special Education Rules Mailed out to School Districts

OSPI amended Washington's special education rules, chapter 392-172A WAC, through the rule-making process this past fall. OSPI has printed and sent a copy of the rules to each school district's special education director. If you would like additional copies, please contact the special education unit at (360) 725-6075.

OSPI Special Education expedited rule making for WAC 392-172A-05080

OSPI received a petition for rule making to clarify language in WAC 392-172A-05080, regarding the timeframe for filing a request for a due process hearing. WAC 392-172A-05080 as currently drafted describes the content of a request for a due process hearing, but does not provide a clear description of the timeframe in which a request for a due process hearing must be made. OSPI is using expedited rule making procedures because it is adopting a federal regulation without material change, as permitted by RCW 34.05.353(1)(b). If you object to the use of the expedited rule making process, you must express your objection in writing by 5:00 p.m. on April 5, 2010. Please see the CR-105 for more information. If you have any questions about this proposed expedited rule, please contact Sarah White at sarah.white@k12.wa.us or (360) 725-6075. This information can also be found on our website at: <http://www.k12.wa.us/SpecialEd/default.aspx>.

Proposed Definition for the Term "Significantly Cognitively Challenged"

Background

In the spring of 2009 Superintendent Dorn appointed a WAAS-Portfolio work group to generate recommendations for consideration in the policy agenda for the 2010 Legislative session. Ten recommendations were formulated by the work group representing a wide variety of stakeholders. A summary of the 10 recommendations is as follows:

1. Establish the Special Education Assessment Advisory Committee.
2. Clarify the characteristics of students who are to be considered part of the 1% student population.
3. Continue to use the current WAAS-Portfolio, while developing deeper extensions to better address the variety of performance levels of students with significant disabilities.
4. Reduce workload demands associated with alternate assessment implementation.
5. Devise equitable alternatives to the state-level requirements that are comparable to the general education population.
6. Integrate functional and life skills with academic skills in the assessment of students with significant cognitive disabilities.
7. Develop an assessment based on modified assessment standards (2% test).
8. Establish additional funding to train, implement and administer the alternate assessment.
9. Develop a funding model that enhances educator knowledge of the assessment system and that assists with both initial and advanced teacher preparation efforts.
10. At request of State Superintendents, review validity of 1% testing.

In order to respond to these recommendations and improve the WAAS-Portfolio system for implementation in the 2010-11 school year, recommendations 2 and 3 were selected by OSPI in December of 2009 as needing immediate attention to meet such a timeline. These two recommendations involve (a) defining the population for whom the WAAS-Portfolio is intended, and (b) expanding the GLE extensions to create a bridge between grade level academic content and functional skills indicative of those students with “significant cognitive disabilities.”

The Special Education Section at OSPI was charged by Superintendent Dorn with establishing a definition of the term “significantly cognitively disabled.” A sub-group of the WAAS-Portfolio workgroup and staff in the Special Education Section reviewed definitions in other states, and developed a proposed definition for consideration by the overall workgroup. The word “disabled” was changed to “challenged” in the definition because this group does not represent a new category of disability. The proposed definition is as follows:

The term significantly cognitively challenged, for purposes of the Washington Alternate Assessment System (WAAS) Portfolio, means those students whose cognitive functioning is at least two (2) standard deviations below the mean on one or more standardized, norm referenced intellectual and adaptive behavior assessments. Students who are significantly challenged are those who require intensive, pervasive, or extensive levels of support and specially designed individualized instruction to acquire, maintain or generalize skills, and require direct instruction in multiple settings in order to successfully transfer skills to natural settings, including the home, school, workplace and community.

(Please note that an IEP team could justify and decide that the WAAS-Portfolio would be an appropriate state level assessment for an individual student not meeting the above definition on a case by case basis.)

If you would like to comment on this proposed definition, please submit your comments in writing to Douglas H. Gill, Ed. D., Director, Special Education, OSPI, P.O. Box 47200, Olympia, WA. 98504 or email your comments to Doug.Gill@k12.wa.us no later than March 1, 2010.

Next Steps

In consult with the WAAS-Portfolio workgroup membership, OSPI will begin drafting revised guidelines for IEP teams. The revised guidelines are scheduled to be available for comment in May of 2010.

The Assessment Division at OSPI is charged with developing GLE extensions consistent with recommendation 3 of the WAAS-Portfolio workgroup report. The contact for this activity is Michael Middleton. Please contact Mike at Michael.Middleton@k12.wa.us for further information, or a copy of the WAAS-Portfolio workgroup final report.

Parentally-Placed Private Schools Students with Disabilities

In addition to the prior information provided on “Unilaterally enrolled private school students with disabilities”, OSPI has prepared a PowerPoint presentation on the provision of equitable services to these eligible students. This presentation can be accessed at: <http://www.k12.wa.us/specialed/present.aspx>. This presentation will also be shared at individual ESD regional meetings in the upcoming months.

Child Outcome Summary Form (COSF) Template Update

The Child Outcome Summary Form (COSF) template, used for reporting early childhood outcomes, has a technical error. Users receive an error code when entering all 2010 dates. OSPI has contacted the national Early Childhood Outcomes (ECO) center to resolve this problem. The ECO center has revised the COSF template. OSPI will send districts a corrected template. Districts will receive the updated template by Friday, March 5.

Infant And Early Childhood Conference To Be Held April 28-30, 2010 in Tacoma

The 30th annual Infant and Early Childhood Conference will be held April 28-30 at the Greater Tacoma Convention Center. Eleven Preconference sessions will offer an array of intensive, full-day training sessions. The two-day conference follows with a blend of national keynote speakers and over 80 breakout sessions. Opportunities to earn college credit from *Seattle Pacific University*, *Clock Hours*, and *S.T.A.R.S.* continuing education hours are available. Registration materials were posted February 1 on the conference website <http://www.ieccwa.org>. Districts are encouraged to register early to ensure availability of selected sessions.

Data Collection Revision for 2009 Post-School Follow-up Survey (Indicator 14)

The measurement formula for Indicator 14 has been revised and will require states to establish new baseline, targets, and improvement activities for the FFY 2009 Annual Performance Report. The most significant change in measurement is the data collection period. Post-school outcome data must be collected **no sooner than** one year after students leave special education programs. These student leavers include ALL youth in special education who graduated OR dropped out of school in grades 9-12 in the 2008-09 school year. New baseline data must be established for these changes, which will require new data collection timelines. Post-school data collection (survey) for the 2009 leavers will take place between August-November, 2010. Consequently, there will be **no surveys submitted** via the online system to the Center for Change in Transition Services **until fall of 2010**. Districts will not be submitting 2009 survey results on or before February 2, 2010, as previously planned. The 2009 Post-School Surveys will be due **November 1, 2010**. Please contact CCTS at (206) 296-6494 or online at ccts@seattleu.edu for technical assistance as needed or Valerie Arnold at (360) 725-6075 or valerie.arnold@k12.wa.us.

Special Education and Institutional Education Directory-Revised Feb 2010

The Special Education and Institutional Education Directory for the 2009-10 school year has been updated. To access the directory, click on the following link: <http://www.k12.wa.us/SpecialEd/pubdocs/SpEdDir0910.pdf>.

IDEA-B and Section 619 Flow-Through Carryover Amounts Posted-REPEAT

The Special Education federal carryover dollars from 2008-09 have been posted to iGrants Form Package 267 for IDEA-B and Section 619. To expend these funds, you will need to submit a budget revision via iGrants to include these dollars on this year's grant. Click on the following link for district carryover allocations: [IDEA Carryover 2008-09](#).

If you need assistance with creating a budget revision or if you have any questions, please contact Tara Canlett at tara.canlett@k12.wa.us or 360-725-6075.

Section 619 Flow-Through Supplemental Allocation-REPEAT

A Section 619 Supplemental Allocation is available for 2009-10. These funds are from unspent federal flow-through in the prior year and need to be spent this school year (2009-10) by August 31, 2010. This Supplemental Allocation was calculated using the flow-through formula. Section 619 preschool funds must be expended in the provision of service to eligible students aged 3 through 5. Proposed expenditures need to be described using Federal Project Budget Form.

In order to access the district's supplemental allocation the district is required to submit a budget revision through iGrants, form package 267, Section 619 budget. The supplemental allocations have been inserted into the iGrants system and combined with the district's original Section 619 allocation and carryover. Click on the following link for district Section 619 supplemental allocations: [Section 619 Supplemental Allocations 2010](#).

If you have any questions, please contact Tara Canlett at 360-725-6075 or by email, tara.canlett@k12.wa.us.

Safety Net Bulletin 067-09 and State Oversight Committee Meeting Dates and Application Deadlines-REPEAT

Safety Net Bulletin 067-09 was published October 7, 2009 and is located at <http://www.k12.wa.us/BulletinsMemos/Bulletins2009/B067-09.doc>. This bulletin provides instructions for applying for special education safety net funding for the 2009-2010 school year. Safety net funding is available to school districts with a demonstrated need for special education funding in excess of state and federal funding otherwise provided.

Deadline for Receipt of Application at OSPI	Type of Application	Oversight Committee Meeting Date	Meeting Location
Dec. 18, 2009	High need	Feb. 11-12, 2010	SPSCC, Hawk’s Prairie, Room 118
Feb. 19, 2010	Community Impact	Mar. 25-26, 2010	SPSCC, Hawk’s Prairie, Room 120
April 2, 2010	High need	June 15-16, 2010	SPSCC, Hawk’s Prairie, Room 118
May 4, 2010	Community Impact (Resubmittals Only)	June 15-16, 2010	SPSCC, Hawk’s Prairie, Room 118

Applications must be received at OSPI by 5 p.m. on deadline day. Faxed and emailed submissions will not be accepted.

For application forms visit the Safety Net Website: <http://www.k12.wa.us/SpecialEd/SafetyNet.aspx>. Please note that an updated version of the IEP Review Form has been posted. **For Safety Net Application information, please contact:** Mary Ellen Parrish (maryellen.parrish@k12.wa.us) or (360) 725-6075.

Driving Directions to Meeting Location: http://www.hawksprairie.org/documents/maphawks_000.pdf

Timeline for School District Adoption of Revised Special Education Policies and Procedures-REPEAT

On November 2, 2009, the amended sections of WAC 392-172A went into effect. School districts will need to revise their policies and procedures to reflect these amendments. Submit copies of the newly adopted policies and procedures, along with documentation of their board approval to Tara Canlett, Special Education Section, OSPI on or before **September 30, 2010**.

ASSESSMENT INFORMATION

2009-2010 WAAS-Portfolio Important Dates-REPEAT

The first WAAS-Portfolio data point was to have been collected no later than Friday, December 18. If you missed this data collection opportunity, students can still meet standard on a portfolio submission with two data point entries. The remaining data collection windows are:

2nd Data point: December 19, 2009 – February 5, 2010

3rd Data point: February 6, 2010 – March 12, 2010

If you have any questions regarding WAAS-Portfolio or general assessment matters please direct them to

- Judy Kraft, Alternate Assessment Specialist, Judy.Kraft@k12.wa.us, 360-725-4970
- Margaret Nerison, Teacher on Special Assignment, Margaret.Nerison@k12.wa.us, 360-789-3621
- Collette Mason, Alternate Assessment Administrative Assistant, waas@k12.wa.us, 360-725-6089