August 2020
Special Education Update

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Rulemaking Activity for WACs 392-172A, 392-173, and 392-140-601 thru -685 –

Please watch for a CR102 to be posted, following review of public comments submitted to OSPI by August 7, 2020.

Special Education Monitoring (WISM) Update

The Washington Integrated System of Monitoring (WISM) team is continuing to work with partners to identify which monitoring activities will be the most effective and appropriate for the 2020-21 school year, given the ongoing impact of COVID-19.

ESD Liaison Assignments

The Special Education Division at OSPI is pleased to announce the following ESD Liaison assignments for 2020–2020.

ESD	Liaison	Co-Liaison
Northeast Washington ESD 101	Alexandra Toney	
ESD 105	Jennifer Story	Kathryn Mayer
ESD 112	Lee Collyer	
Capital Region ESD 113	Andrew Stashefsky	Paula Kitzke
Olympic ESD 114	Lee Collyer	
Puget Sound ESD 121	Scott Raub	David Green
ESD 123	Liz Stewart	
North Central ESD 171	Bill Elvey	Ryan Guzman
Northwest ESD 189	Alyssa Fairbanks	Rebecca Lynn

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2020–2021 Guide for Annual Activities, Reports, and Grant Packages

The "Guide for Annual Activities, Reports and Grant Packages 2020–2021 School Year" has been posted to OSPI's Special Education website. This Guide informs districts of important activities, reports, and grant packages and includes: (1) the name, description and the date action needs to be taken by the district/ESA, (2) whether the activity, report or grant is required or optional, and (3) a list of what areas are impacted. Please note that the Guide is not inclusive of all possible activities, reports, and grants throughout the school year. If you have any questions about the Guide, please contact the Special Education Office at 360-725-6075.

The Guide is located on the Special Education Resource Library under Quick Links.

2019–2020 Carryover on Special Education Form Packages

Due to COVID-19 school closures, the following 2019–2020 special education form packages will be allowed to carryover 100 percent into the 2020-21 school year: Form packages 431, 436, 618, 619,641, 861, 865.

Please note that this is a one-time exception. Carryover funds in the 2020–2021 school year will return to their standard carryover limitations.

Special Education and Institutional Education Directory

The Special Education and Institutional Education Directory is posted on the OSPI website.

The directory is updated monthly, on the first working day of every month. Submit changes to speced@k12.wa.us.

Please note, districts must update the contact information with the Special Education office, when needed, to receive emails sent out from the Special Education office. Updating your district's contact information in the Special Education and Institutional Education Directory does not update your district's information in iGrants.

Updating District Contact Information in iGrants

Districts must also update their contact information in iGrants frequently.

There are two places where districts need to update their contact information.
1. The Required Pages section, District ID tab. This tab includes the district's iGrants Administrator.
2. The Contact tab within each form package.

See page nine of the iGrants User Manual for more information on required pages.

COVID-19 and Reopening Resources

Special Education Planning for Reopening Washington Schools 2020

This guidance is not intended to duplicate the content of the Reopening Washington Schools 2020 District Planning Guide, which included special education participation.

Our goal is for this document to serve as a companion resource, to provide guidance, best practices, resources and unique considerations for supporting students with disabilities, their families, and all educators throughout the school reopening process. For additional technical assistance on the provision of special education services throughout the school reopening process, refer to Questions and Answers:

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[Provision of Services to Students with Disabilities during COVID-19 in Summer and Fall 2020](). This Q&A was revised as of July 10, 2020 and is updated frequently to reflect current guidance as it is released.

In these unprecedented times, we remain focused on providing needed services to students and addressing barriers to access so all students receive quality educational services. Please share your feedback on this guidance document with us through our [Survey—Reopening Washington Schools 2020: Special Education Guidance]().

- [Planning Guide Form]()

Online Instructional Resources to Support Students with Disabilities *Updated 8/17/2020*
[Online (and Offline) Resources to Support Students with Disabilities through Distance Learning]()
In response to school closures due to COVID-19, OSPI content experts have curated a selection of links to external organizations to support students with disabilities through school closures. These resources include courses, lessons, videos, educational games, physical and outdoor activity suggestions, and a section for supporting students with disabilities. We have also noted resources that include offline activity options, such as downloadable worksheets, lesson plans, and activities. The resources can be filtered by content area, grade span, and whether the link includes supports and activities for teachers, parents, and/or students.

Online Professional Development Opportunities *Updated 5/8/2020*
[Professional Development Opportunities for Supporting Students with Disabilities]()
This document lists online professional development opportunities across multiple topics. The information includes the topic area, title, format, how to access the professional development, the source/developer, any associated costs, clock hours available, and the date the resource was added to the document.

Behavior Support Webinar for Families
OSPI's Special Education Division presents a three-part webinar designed for families to support learning through positive behavior in continuous learning environments. The webinar has been recorded and uploaded to YouTube in 20-25-minute digestible pieces, so families can access at their own pace. Please send all questions and comments to Lee Collyer at [lee.collyer@k12.wa.us]().

- [Supporting Positive Behavior in Continuous Learning Environments – Part One]()
- [Supporting Positive Behavior in Continuous Learning Environments – Part Two]()
- [Supporting Positive Behavior in Continuous Learning Environments – Part Three]()

Additional Resources from the Special Education Technology Center (SETC)
- [Equitable Online Learning Through the Lens of Student Needs](): Considerations for school districts implementing online learning for all students during the COVID-19 state of emergency.
- [Equitable Online Learning through the Lens of Student Needs - Resources and Links](): This list is a companion to the document "Equitable Online Learning Through the Lens of Student Needs." The following list includes online learning supports that have been shared by districts across Washington state.

Novel Coronavirus (COVID-19) Information
OSPI Guidance
- VIDEO: [Supt. Reykdal Discusses Fall Reopenings Amid the COVID Landscape]() (Published 7/22/20)
- [Washington Schools 2020 Reopening Plan Template]() (Published 7/16/20)
- [ESSER Funds Q&A]() (Published 6/25/20)
- [Q&A for School Districts on Reopening Schools Guidance]() (Published 6/24/20)

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- [Reopening Washington Schools 2020: District Planning Guide](#) (Published 6/11/20)
- [Pandemic EBT (P-EBT) Guidance & Resources for School Districts](#) (Published 6/8/20)
- [Reopening Washington Schools 2020–21 Workgroup](#)

Department of Health (DOH) Guidance
- [Decision Tree for Provision of In Person Learning among K-12 Students at Public and Private Schools during the COVID-19 Pandemic](#)

Please visit OSPI's [Novel Coronavirus (COVID-19) Guidance & Resources](#) and [Special Education Guidance for COVID-19](#) webpages for the most recent information and guidance.

For questions related to services for students receiving special education services, please contact your ESD Liaison from the Special Education Division at OSPI or the main line to our office directly at 360-725-6075, speced@k12.wa.us.

For general questions, please contact: Martin Mueller, Assistant Superintendent, Student Engagement and Support at 360-725-6175, martin.mueller@k12.wa.us.

Information and Resources from Outside OSPI
- [Best Practices for Remote Interpreting in Education](#)
- [COPAA, NASDSE, NDRN, National Place Statement on Serving Students with Disabilities During COVID-19](#)
- [DVR limits in-person services in response to COVID-19 outbreak: News Release](#)
- [Early Support for Infants and Toddlers (ESIT) Guidance Memo #2020-01](#)
- [Notification of Enforcement Discretion for telehealth remote communications during the COVID-19 nationwide public health emergency](#)
- OCR and OSERS Supplemental Fact Sheet: [Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities.](#)
- [Tech for Learners](#) – searchable online database of education technology tools that facilitate online classrooms and teaching, allowing educators to search for free and discounted tools and services by grade level, product type, and subject matter.

A Message from Sound Options Group on Services Available

We hope this message finds you well as you navigate our current shared experience. As the challenges of delivering services to student's on IEP's increases, we know that you will, in some cases, be facing some challenging conversations. We remain available to support you in this context. Call us if we can support and coach you through your specific situation. We are providing mediation and facilitation using the Zoom platform and are ready to respond to requests for this support. Finally, we are prepared to provide professional development focused on skills and strategies for engaging these challenges. Information on a two-part zoom class has been provided to your ESD directors. Please let us know how we can best support you during this time and stay safe.

Our contact information is as follows – Phone: (206) 842-2298; 1-800-692-2540; Email: Greg Abell - grega@somtg.com; Rebecca Larsen - rebeccal@somtg.com; Mindy Hyde - mindyh@somtg.com; Website: www.somtg.com.

Data Reporting for Students with IEPs

2019–2020 End of Year Federal Special Education Data Reporting

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Information regarding end of year federal special education data reporting is located on the OSPI Special Education website. Submission of late or inaccurate data will impact the district's determination level. Contact Sandy Grummick or Tyler Humphries at specialeddata@k12.wa.us if you have questions.

2019-20 Collection Name	Date Due	Additional Information or Resources
Behavior and Weapons Reporting – Disciplinary Incidents of Students with IEPs	09/01/2020	Data from CEDARS pre-populates this application for the 2019–20 school year. A User Guide providing instructions and guidance on reviewing, updating and approving your districts data is available on the EDS Application User Guides webpage. Log-in to the Behavior and Weapons application in EDS to review the district's data. Data will be exported from this application on 9/2/2020, there is no formal submission by district staff.
Post-School Data Survey (2019 Leavers) and the Demographic Form are located on the Center's Transition Systemic Framework 2.0 platform (TSF2)	06/01/20 to 11/01/20	2018-19 Leaver Survey Lists are now available for review in the TSF2 Schools must log into the TSF2 to review, edit, and verify their Leaver Survey List before making Post-School Survey phone calls.

TSF2 User Update
Leaver Verification is Open
- 2018-19 Leaver Survey Lists are now available for review in the TSF2.
- Schools must log into the TSF2 and review, edit, and verify their Leaver Survey List before making Post-School Survey phone calls.

Steps to Verify Leaver Survey List
1. Review Leaver Verification training materials
2. Log in to the TSF2 (visit www.cctsTSF.com or www.cctsTSF.org)
3. Navigate to your school's Leaver Survey List
4. Add and delete surveys as needed
5. Review and edit demographics
6. Submit Leaver Verification

Guidance and Training Materials
PowerPoint training modules and supplemental guides are available in CCTS's 2020 Post-School Survey Training Materials Google Drive Folder.
- Modules for everyone involved with the Post-School Survey:
  - Module 1 - Intro to the Post-School Survey
  - Module 2 - TSF2 Basics
- Modules by TSF2 user role:
  - Module 3 - Leaver Verification
  - Module 4 - Conduct Survey
  - Module 5 - District Managers

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Visit the [Guidance for Educators page on the CCTS website](#) for additional resources.

2020–2021 Changes to Federal Special Education Data Reporting - Repeat

The 2020–2021 [CEDARS Manual and Appendices](#) have been posted to the OSPI website. Many new elements have been added and revised for students with IEPs. Districts are encouraged to review these with staff and their student information system (SIS) vendors to make sure all elements are added to the systems and are correctly mapped to CEDARS. Following is a table listing the revised or new elements. **Beginning with 2020–2021**, these elements will enable OSPI to gather data for the Child Outcomes Summary, the Timeline for Initial Evaluation, the Transition from Part C to Part B and the Secondary IEPs reports. In addition, the least restrictive environment (LRE) valid values have been updated to meet revised reporting requirements.

Revised or New Element	Element Name	Corresponding Appendix
Revised	Element K06 – Least Restrictive Environment (LRE) Code	Appendix W
New	Element K15 – Non-Public Agency	Appendix AC
New	Element K16 – PreK Positive Social-Emotional Skills - Entry	Appendix AD
New	Element K17 – PreK Acquisition and Use of Knowledge/Skills - Entry	Appendix AD
New	Element K18 – PreK Appropriate Behaviors and Skills - Entry	Appendix AD
New	Element K19 – PreK Positive Social-Emotional Skills - Exit	Appendix AD
New	Element K20 – PreK Positive Social-Emotional Skills - Progress	Appendix AE
New	Element K21 – PreK Acquisition and Use of Knowledge/Skills - Exit	Appendix AD
New	Element K22 – PreK Acquisition and Use of Knowledge/Skills - Progress	Appendix AE
New	Element K23 – PreK Appropriate Behaviors and Skills - Exit	Appendix AD
New	Element K24 – PreK Appropriate Behaviors and Skills - Progress	Appendix AE
New	Element K25 – Date of Annual IEP Meeting	none
New File	File U – Initial Evaluation and Eligibility Timelines	none
New	Element U01 – School Year	none
New	Element U02 – Serving County District Code	EDS Directory
New	Element U03 – District Student ID	none
New	Element U04 – State Student ID (SSID)	none
New	Element U05 – Date of Initial Referral	none
New	Element U06 – Date District Received Consent	none
New	Element U07– Date of Initial Evaluation/Eligibility Determination	none
New	Element U08 – Number of School Days to Complete Initial Evaluation/Eligibility	none
New	Element U09 – Reason for Late Initial Evaluation/Eligibility	Appendix AF
New	Element U10 – Outcome of Initial Evaluation/Eligibility	none
New	Element U11– Date of Initial IEP Meeting	none
New	Element U12 – Reason for IEP Developed After Third Birthday	Appendix AG

2019 Least Restrictive Environment (LRE) Data Platform Now Available

The 2019 LRE Data Platform is now available. This data platform was designed to provide district and building staff access to unsuppressed, building-level special education demographic and placement data, to support program analysis and data-informed decision making. OSPI Special Education is working with ESD partners to provide secure access to the data platform. The LRE Data Platform will also be available

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for download in the 2020–2021 federal fund application, iGrants Form Package 267. Please contact your ESD Special Education Director or specialeddata@k12.wa.us regarding access. Regional in-person data dives for spring 2020 are postponed due to school facility closure, so we have released a brief overview video to support accessing and navigating the data platform.

Inclusionary Practices Project

OSPI is continuing implementation of the Inclusionary Practices Project established by the legislature in the 2019 session. Every month, we'll provide updates about the project and opportunities for educators to engage with the work.

2020–2021 Grant Funding Application Now Open for New and Existing Pilot Partners

The Inclusionary Practices Project 2020–21 Grant Funding Application is now open! We are recruiting for pilot partners for year two of the project, which provides funding to support professional development for inclusionary practices.

This opportunity is open to all local educational agencies (LEAs) in Washington, including school districts, charter schools, tribal compact schools, etc. School districts will receive a $15,000 base allocation, plus a per-pupil allocation of $95 per student with a disability in the participating schools. Other types of LEAs will receive a $5,000 base allocation, plus a per-pupil allocation of $95 per student with a disability in the participating school. The spending period for these funds is from July 1, 2020 through June 30, 2021. Please note that these funds cannot be carried over beyond the 2020–21 school year. Current pilot participants are also invited to apply, to add more participating schools and/or request additional project funding, but they are not otherwise required to reapply in order to access their year two funding allocation.

The competitive grant application process includes the Grant Funding Application and a completed Grant Funding Action Plan. Submitted applications will be scored in alignment with the priorities and point system identified in the Grant Funding Rubric.

NEW: Informational Video for Inclusionary Practices Grant Funding
We have developed an informational video for school districts and other local education agencies interested in applying for inclusionary practices grant funding. These funds will support **professional development** for **inclusionary teaching practices** and **assistive technology** purchases that facilitate professional development on inclusionary practices for educators, (i.e., teachers, principals, paraeducators, school district leaders, school boards, and families), and allow students receiving special education services to access general education settings and the core curriculum to the maximum extent possible.

Download the Grant Funding Informational Flyer.

Please contact david.green@k12.wa.us if you have questions about the grant or need support with this application.

Early Childhood Special Education

ECSE Project Update
PreK Inclusion Champions
As we move into the second year of the PreK Inclusion Champions Initiative, our network has grown to over fifty local school districts and nine regional ESDs across Washington state.

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[LEAP](#)
LEAP PreK duplication has moved into year two of fidelity training and implementation for two local school districts and one ESD in southwestern Washington.

[WA Pyramid Model](#)
Twenty-two local classroom teams will begin Pyramid Model Implementation across Washington State. Programs represent local school districts and ESDs in Spokane, Snohomish, King, and Pierce Counties.

ESIT Tri-Stage Framework for Reentry to In-Person Service Delivery
The Office of Early Support for Infants and Toddlers (ESIT) recently released their Tri-Stage Framework for Reentry to In-Person Service Delivery. For more information, see the [news release from ESIT](#).

If you have questions or need additional information, please feel free to reach out to your regional program consultant or email laurie.thomas@dcyf.wa.gov.

Policy Analysis by NIEER
The National Institute for Early Education Research (NIEER) recently released a policy analysis titled [Review of State School Reopening Plans and Implications and Suggestions for State Funded Pre-K Programs](#).

Early Childhood Special Education Guidance Resource - Repeated
In partnership with the Washington State Early Childhood Special Education Coordination Team, OSPI Special Education has developed guidance on the [Provision of Services to Children with Disabilities in Early Childhood Programs during School Facility Closure](#). The guidance document addresses early childhood transition from IDEA, Part C to Part B, including the role of school districts in the initial eligibility process. Other topics include child outcome summary (COS) entry and exit ratings, and considerations for students transitioning to kindergarten during a school facility closure. For additional information, please contact Ryan Guzman, OSPI Early Childhood Special Education Coordinator, at Ryan.Guzman@k12.wa.us.

Early Childhood Technical Assistance (ECTA) Center Resources
Continue to visit The ECTA Center to the most up-to-date guidance for supporting IDEA early intervention and early childhood special education (0–5) service delivery.

Check back regularly as [The ECTA Center](#) continues to make updates daily on topics.

These resources support state and local programs, practitioners and families, and provide continuity of learning for young children with disabilities, and their families during the current school facility closure.

Early Support for Infants and Toddlers (ESIT) - Updated
On March 19, 2020 Governor Inslee signed into law SHB 2787, *[Completing the transfer of the Early Support for Infants and Toddlers Program [ESIT] from the Office of superintendent of Public Instruction [OSPI] to the Department of Children, Youth, and Families [DCYF]](#)*. This bill transfers state funding appropriated for the ESIT program from OSPI to DCYF effective September 1, 2020. **The bill also relieves school districts from their obligation to provide or contract for early intervention services to all eligible children with disabilities from birth to three years of age.** Instead, DCYF will administer the ESIT program to provide early intervention services to all eligible children.

The Early Support for Infants and Toddlers (ESIT) State Leadership Team has received a number of questions and requests for support and guidance from early intervention provider agencies related to COVID-19. They have also received updates from Local Lead Agencies about how they are engaging in crisis response planning and supporting the needs of both staff and families receiving services.
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Essential information for ESIT providers to know, as well as recommended actions for ESIT providers to consider doing, and more, available on the [Washington State Department of Children, Youth & Families ESIT Guidance Memo Bulletin](#).

State Needs Projects

What's New for 2020–2021
OSPI Special Education currently provides funding for several State Needs Projects. These projects collectively provide statewide capacity building through:

- Professional development opportunities,
- Technical Assistance, and
- Consultation and training for parents, families, and educators.

OSPI is excited to announce that going forward, beginning with the 2020–2021 academic year, the addition of two new state needs projects: [Partnerships for Action, Voices for Empowerment](#) (PAVE) and [Open Doors for Multicultural Families](#) (ODMF). Both organizations bring valuable experience and expertise in supporting parents and families from diverse backgrounds who care for students receiving special education services. More information about how PAVE and ODMF can be used to build our statewide capacity for engaging parents and families will be highlighted in this section in the coming months.

Each of our continuing State Needs Projects are listed below and their services will be featured throughout the 2020–2021 school year.

[Center for Change in Transition Services](#) (CCTS)
CCTS works to empower educators and administrators to improve transition services for youth with disabilities through partnerships, research, and training.

- The annual Post-School Survey is open June 1-November 1. [Guidance for educators](#), [guidance for students/families](#), and [state-level data reports](#) are available on the [CCTS website](#).
- As part of [OSPI's Inclusionary Practices Professional Development Project](#), CCTS is supporting partnerships between Special Education and Career Technical Education (CTE) classrooms. Visit our [Inclusionary Practices page](#) to learn more.
- [Subscribe to our newsletter](#) for details on upcoming CCTS trainings and events.
- [Join our Transition Network on Basecamp](#) to connect with special education stakeholders across the state.

[eLearning for Educators](#)
The eLearning for Educators Project offers affordable online courses and no-cost mini-trainings designed to support educators in serving students with disabilities. Educators statewide can access the online offerings anytime, anywhere to meet their professional development needs. They are offered continuously which means there are no registration deadlines. The mini-training modules are designed to address common training needs arising from corrective action plans in the Special Education Citizen Complaint (SECC) process. Developed in collaboration with OSPI, the modules—designed for group or individual access—provide an option for school districts looking for vetted training in response to a SECC decision.

New offerings: *High Leverage Practices*, *Secondary Transition: Writing Effective Transition Plans*, *Early Learning: Instructional Practices*, *Early Learning: Child and Adult Interactions*, and *Early Learning: Family-Professional Partnerships*.

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Enhancing Capacity for Special Education Leadership (ECSEL)

The ECSEL program located at the University of Washington Bothell prepares candidates interested in administering special education programs through a non-degree program that leads to the required Washington State Resident Program Administrator Certification.

Special Education Technology Center (SETC)

The Special Education Technology Center (SETC) provides training, consultation, technology loans, and resource information to help school districts and families implement assistive technology (AT) interventions to address the learning needs of children with disabilities across all environments. SETC is equipped to provide training and consultation on Universal Design for Learning, AT best practices, Accessible Education Material (AEM), accessibility features across technology and learning platforms, as well as augmentative and alternative communication for students with complex communication needs.

- 3 Ways SETC Supports Districts
- 3 Ways SETC Supports Districts (Accessible)

August Professional Development 2020
Designing for Equity in Remote Learning through a UDL and Accessibility Lens
Aug. 19th 2:00-4:00 Cost: $25/District

Conversations around Remote Learning, Accessible Technology: Meeting the Needs of ALL Students
Aug. 20th 2:00-4:00 Cost: FREE
- 2:00 - 3:00   High incidence disability considerations
- 3:00 - 4:00   Low incidence disabilities

SETC Fall Conference 2020

Believe in Assistive Tech: Strategies for Children with Significant Disabilities in All Learning Environments

As fall 2020 approaches and hybrid models of education begin, many districts will continue with on-line learning options. What does effective and meaningful on-line learning look like for our students with complex bodies and complex communication needs? This conference will explore strategies to improve learning that could be implemented on-line or in-person. Cost: $45/person**.**

Register for the SETC Fall Conference Here

SETC FREE FALL Webinar Series

SETC FREE Book Studies
Comprehensive Literacy for All: Teaching Students with Significant Disabilities to Read

Literacy skills are a strong indicator of student success in school and beyond, yet we lack ways to engage our most complex students in literacy instruction. How do we apply evidence- based literacy instruction to students with complex communication needs or those with cognitive differences? This book study is full of both research and practical strategies on this very topic! Strategies will be applied to remote learning environments.

Book Study: The New Assistive Tech: Making Learning Awesome for ALL

Are you wondering how to increase engagement and create an accessible learning environment? Join educators across WA State for this interactive book study. FREE Book available for first 20 participants

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To schedule a consultation or training with SETC contact: Kristin Leslie at kristin.leslie@cwu.edu or Sarah Kinsella at sarah.kinsella@cwu.edu.

Special Education Support Center (SESC)
The Special Education Support Center (SESC) is a Special Education State Needs Projects funded by OSPI in partnership with the Washington Education Association (WEA). Our purpose is to provide face-to-face and online training opportunities for all special education stakeholders including educators (both general and special education personnel), school administrators, paraprofessionals, ESA staff, parents and community members. The Special Education Support Center has a cadre of 50 trainers throughout the state, including special education staff, general education staff, administrators, and parents. Our mission is for our state to receive high-quality trainings led by stakeholders that are leaders in the field. We provide trainings that empower, increase skills, support inclusive practices, and lead to better knowledge about serving our students with disabilities.

Washington Sensory Disabilities Services (WSDS)
WSDS supports individuals aged birth to 21 who are deaf, hard of hearing, blind, visually impaired or deaf-blind, by providing assessment services, training and other support to children, school districts, families and service providers.

WSDS is currently pleased to offer Open Hands, Open Access (OHOA) online modules, which are a national resource designed to increase awareness, knowledge, and skills related to intervention for students (ages 3 through 21) who are deaf-blind and being served in educational settings. Training modules are free, self-paced, and offer clock hours - Registration for OHOA is Now Open!

Who Should Participate:
- Paraeducators
- Interveners
- Teachers, TVIs and TODs
- Administrators responsible for paraeducator training for children with complex needs
- Parents of children with complex needs, including hearing and vision loss
- OTs, PTs, SLPs

Modules offered in fall 2020:
- Welcome & Orientation Module - *September 14 - 20, 2020*
- An Overview of Deaf-Blindness and Instructional Strategies (Module 1) - *September 14 - October 4, 2020*
- The Sensory System, the Brain, and Learning (Module 2) - *October 5 - 25, 2020*
- The Role of Interveners in Educational Settings (Module 3) - *October 26 - November 15, 2020*
- Availability for Learning (Module 5) - *November 16 - December 6, 2020*

To request child-specific consultation re: students who are deafblind, see the "request support" button on the WSDS website.

Parent Communication-Support and Strengthening
Parents have always been an integral part of the special education process and parent participation in the process has never been more crucial than now. **Partnerships for Action, Voices for Empowerment (PAVE)** offers the following guidance to support and strengthen parent communication.

- Communicate and connect with families in their primary language and use multiple modalities. Make relationships with families and students a priority.

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- If you are a special education director or school leader, be actively involved in communicating and connecting with families who have been the hardest to reach in the last few months and create space to hear and address concerns.
- Learn from past mistakes. Assess how the school closure period went—what went well and what did not, centering the experiences of students and families hardest to reach and support - in case school facilities closure happens again.
- Be prepared to plan with families to address the needs of individual students through their Individualized Education Program (IEP) and their continuous learning plans for Fall 2020–2021.
- Prepare families to meaningfully engage in the planning process for re-opening school facilities for 2020–2021. Be as transparent as possible in the planning process and the decisions that are made. Center the experiences of families and students with the most institutionalized barriers and plan with families, students and community partners.

Red flags for potential problems with parent participation:
- The district, local education agency, school doesn't change any approaches to family engagement.
- Lack of transparency, engagement, and communication with families and community partners.
- The district, local education agency, school fails to center the experiences of students and families experiencing the most institutionalized barriers in planning for Fall 2020–2021.

Resources:
- [WA PAVE's website](#)
- [IEP on Pause? How to Support Continuous Learning with School Buildings Closed](#)

Conferences and Professional Development

2020 WASA/OSPI Special Education Virtual Conference
The 23rd Annual WASA/OSPI Special Education Conference is designed for new to experienced district administrators and staff who have responsibility supporting special education services. This year's conference will be presented virtually. Visit the conference webpage for more information and to register for the conference. Content will be delivered in monthly sessions from 8:30 to 11 am, between August and December:

- August 10 – Starting Strong 2020-21 (recorded session available to paid registrants)
- September 17 – Unlocking Funds for Innovative Supports
- October 15 – Progress through People
- November 19 – Getting a High Return on Investment on PBIS and SEL
- December 10 – Standards and IEP Services Supporting Graduation Pathways

Upcoming Conferences and Professional Development Opportunities

Date and Time	Topic	Provider/Sponsor	Location
August 18, 2020	Tele-Assessment: What's Available, Reliable, Ethical, & Valid?	Washington State Association of School Psychologists (WSASP)	Virtual Event
September 29, 2020 11 am – 12:30 pm Eastern Time	Let's Work Together: Building Relationships with Families to Support Positive Behavior	Military Families Learning Network	Free Webinar

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Date and Time	Topic	Provider/Sponsor	Location
September 29 – October 1, 2020	Deaf Ready! Contact Cathy.Corrado@cdhy.wa.gov to register	CDHY and DSHS	Virtual Event
October 3, 2020 8:30 am – 4 pm	The Inclusive Education Conference	The Arc of Spokane	Spokane Valley Events Center in Spokane Valley, WA
October 8, 2020 11:30 am – 1:00 pm	Racial Equity in Education Lev Foundation Virtual Event	League of Education Voters	Zoom
November 5 –7, 2020	Exceed the Vision, Be the Difference: 2020 CASE Conference	Council of Administrators of Special Education	Virtual Event
December 1, 2020 11 am – 12:30 pm Eastern Time	Make New Friends: Promoting Friendship and Belonging	Military Families Learning Network	Free Webinar

News from the Professional Educator Standards Board (PESB)

What is required for the 2020-21 school year?

School districts are required to provide two days (14 hours) of training on the Fundamental Course of Study to their paraeducators.

Paraeducators who received two days (14 hours) of training in the 2019-20 school year, and two days (14 hours) of training in the 2020-21 school year will complete the FCS requirement. Training for the 2020-21 school year may begin July 1, 2020.

Districts will request reimbursement through iGrants form package 918; the same from the 2019-20 school year. Districts will submit reports on December 15, 2020, June 30, 2021, and September 1, 2021. Districts will receive reimbursement for the 2020-21 school year in September 2021.

Professional Learning Grants Available

The Professional Educator Standards Board (PESB) is offering grants of up to $15,000 to support educator retention through learning communities using professional growth plans (PGPs). Applications are due Wednesday, August 19. Priority will be given to grantees who are:

- Supporting educators from underrepresented groups
- Equipping educators to provide trauma-sensitive support to students from marginalized communities
- Creating learning communities that include paraeducators

Who should apply?
- Washington State school districts, ESDs, approved clock hour providers, and higher education institutions. If individual educators are interested in participating in this grant, they should communicate their interest to one of these organizations.

Visit the PESB website to learn more and apply.

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Opportunities from the US Department of Education

Fiscal Year 2020 Education Innovation and Research Competition

The Department is pleased to announce the FY 2020 EIR Competition.

On July 29, 2020, the Department published in the Federal Register, a [notice inviting applications](#) for the Education Innovation and Research Program's Early-phase competition.

Timeline for Early Phase Competition
- Deadline for Notice of Intent to Apply: August 18, 2020
- Deadline for Transmittal of Applications: September 10, 2020
- Deadline for Intergovernmental Review: November 10, 2020

A pre-recorded pre-application webinar, as well as other competition-related updates and resources, can be found on the [FY 2020 Competition page](#).

You may direct questions to the following: [EIR email](#), or EIR phone: 202-453-7122.

If you choose not to submit a grant application and will not participate in any other application to this year's competition, you may be interested in being a [peer reviewer](#).

State Personnel Development Grants

The [purpose of this program](#) is to assist State educational agencies (SEAs) in reforming and improving their systems for personnel preparation and professional development in early intervention, educational, and transition services in order to improve results for children with disabilities. **Applications are due September 10, 2020**.

Demonstration Grants for Indian Children and Youth

[This program](#) supports projects to develop, test, and demonstrate the effectiveness of services and programs to improve education opportunities and achievement of Indian children and youth. This competition has a competitive preference priority for rural. **Applications are due August 31, 2020**.

IES Posts on Demand Webinars for Funding Opportunities

[The Institute of Education Sciences (IES)](#) posted a series of on-demand webinars for those interested in Fiscal Year 2020 funding opportunities and learning more about IES. These pre-recorded webinars are hosted by the [National Center for Education Research](#) and the [National Center for Special Education Research](#). You can access them on the [IES Webinar Series website](#).

Additional Grant Opportunities

[The Department's Discretionary Grant Applications page](#) contains a list of competitions currently open.

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