April 2019
Special Education Update

Summary of Topics Included this Month:

- Legislation to Watch
- Janice Tornow’s Retirement
- Special Education Welcomes Three New Staff Members
- Changes to 2019–20 Federal Fund Application (iGrants Form Package 267)
- Special Education Advisory Council (SEAC) Meeting May 8–9, 2019
- Significant Disproportionality Calculations
- Indicator B-13 Data Collection Changes – Update
- Department of Children, Youth, and Families (DCYF) Funding Shift
- Special Education and Local Bargaining Agreements
- Safety Net Update
- Notice of Annual State Application for Fiscal Year 2019 Public Comment Period – Repeat
- Updated Procedural Safeguards: Translations Coming – Updated
- Annual and Three-Year Renewal Application Reminder for Districts and Nonpublic Agencies (NPA) – Repeat
- OSPI Special Education Monthly Webinar Schedule – Updated
- Spring Special Education Data Dives – Repeat

State Needs Project Highlight
- eLearning for Educators

Professional Development

- WASA/OSPI Special Education Conference – August 1–2, 2019
- Free Professional Development (PD) Certificates for Teachers
- Save the Date - April Lightning Talk Series Voices from the Field: The Arts and Autism! - Repeat
- Oregon’s Response to Instruction and Intervention (RTII) Conference
- 2019 Infant Early Childhood Conference
- Free Web Based PD on Autism for Early Childhood Special Educators
- Community Summit 2019: Enriching Lives
- Division on Career Development and Transition (DCDT) International Conference 2019
- Second Joint CASE/NASDSE Joint Conference

Tips from the Special Education Division: Reminders to the Field

- Gear Up for August: Start Planning for the Exchange of Student Records

News from Student Discipline and Equity and Civil Rights

- New Student Discipline Rules Implementation: Provisions Effective for the 2019–20 School Year

News from Health and Physical Education

- I Can Do It!

News from Assessment and Student Information

- State Testing Reminders and Tips

News from the Professional Educator Standards Board

- Educator Retooling Scholarship – Repeat
- Scholarships Available for Paraeducators to Receive AA Degree

News from Outside OSPI

- April is National Autism Awareness/Acceptance Month
- Now Accepting Applications: 2019 Youth Leadership Forum - Repeat
- Identifying English Learners with Disabilities
**Legislation to Watch**

The Washington Legislative session is scheduled to end on April 28th, and there continues to be discussion and amendments for bills impacting services and funding for students with IEPs. Here is a brief list of bills to watch and review in depth in your district:

- **HB 1599** – Promoting career and college readiness through modified high school graduation requirements.
- **SB 5091** – Concerning state and federal special education funding.
- **ESHB 1109** and **SB 5153** – Making 2019-2021 biennium operating appropriations. (An amendment to ESHB 1109 delays funding transfer from OSPI to DCYF until 7-1-2020, and limits administration to 5% for EIS).
- **HB 1658** – Concerning paraeducators.
- **HB 1604** – Changing the Washington state center for childhood deafness and hearing loss to the Washington center for deaf and hard of hearing youth.
- **HB 1095** – Concerning the administration of marijuana to students for medical purposes.

**Janice Tornow’s Retirement**

Janice Tornow is retiring from OSPI Special Education Division on May 4, 2019. She has been active in the field of special education and special services for over 40 years as a teacher, program administrator and director, responsible for special education, English Language Learners (ELL), Title I/LAP, and other support services for a broad range of students, birth through 21. After ‘retiring’ from school district service, Janice joined OSPI in September 2008 as a Program Supervisor, supporting WISM, program improvement, paraeducators, and special education certification. In her ‘free’ time, Janice has also served as an adjunct professor, invited lecturer and speaker, staff development instructor, consultant, grant writer, and an active member of state and national professional organizations, including the Council for Exceptional Children, Council for Advancement and Support of Education, and Washington Association of School Administrators. She is an active volunteer in her community, supporting Habitat for Humanity and the Pierce County Community Services Citizens Advisory Board. Janice has had an incredible influence on the field of special education and in the lives of students with disabilities.

**Special Education Welcomes Three New Staff Members**

We are pleased to announce the addition of three new staff members in the Special Education division.

Tina Pablo-Long joined the Special Education Division as the Director of Operations on March 11. Tina has a Master’s Degree in accounting from University of Phoenix and has several years’ experience with Federal and State funding. Tina may be contacted at Tina.Pablo-Long@k12.wa.us.

Ryan Guzman joined the division as the Early Childhood Special Education/Section 619 Coordinator on April 8. She comes to us from ESD 113 where she was the Regional Administrator of Early Learning and Special Education. She has a Master’s Degree in Curriculum and Instruction from Seattle Pacific University. You may contact Ryan at Ryan.Guzman@k12.wa.us.

Michael Snow will be joining the Special Education team on April 19 as the Early Childhood Special Education Program Specialist 2. He comes to us from St. Martin’s University and Child Care Action Council. Michael has a Master’s Degree in Education – Advanced Teaching. You can contact Michael at Michael.Snow@k12.wa.us.

Please join us in welcoming Tina, Ryan, and Michael to our team.
Changes to 2019–20 Federal Fund Application (iGrants Form Package 267)
There have been two changes to the upcoming 2019-20 Federal Fund Application for Special Education (iGrants Form Package 267). First, the LRE Verification Calculator, formerly Appendix C, is no longer a required component of the application. A link to the updated calculator will be included on page 2 (if districts choose to utilize it), but it is no longer required to be completed and submitted by districts as part of the application. Districts that participate in a future Washington Integrated System of Monitoring (WISM) review will be required to complete the LRE Calculator as part of the pre-review documentation request.

The second change is regarding the Impact Report, which for the past two years has been an optional report. The Impact Report will again be a required component of the federal fund application in the 2019-20 school year, as it is used during State Auditor Office (SAO) monitoring. The report has been shortened, re-formatted, and will automatically pull in the district’s plan from the 2018–19 application and includes example district-level and student-level impact statements. The report asks districts whether they spent their 2018–19 federal special education funds as indicated in the district’s 2018–19 Form Package 267 and provides examples (district-level and student-level) to illustrate how student outcomes were improved as a result of the district’s use of these funds.

If you have questions about the 2019–20 Form Package 267, please contact Tina Pablo-Long or Cyndie Hargrave at 360-725-6075.

Special Education Advisory Council (SEAC) Meeting May 8–9, 2019
The Washington State Special Education Advisory Council (SEAC) is hosting a community forum entitled “Defining Inclusion” in Wapato, WA on May 8, 2019, 6:00-7:30 p.m. at Inspire Development Center, 5420 Konnowac Pass Rd., Wapato, WA.

The SEAC is committed to engaging stakeholders throughout our schools and communities. The goal of the forum is to have participants learn more about the SEAC, its role in our state, and to collaborate in creating a shared understanding of what inclusion means for our students.

The forum will begin with a brief presentation about the SEAC and its role in our state. We will then break into small groups for a facilitated discussion. At the conclusion of the meeting, the small groups will report highlights from the discussion to the entire audience. The discussion will be documented throughout the evening by SEAC members and shared with the entire Special Education Advisory Council membership.

If you are able to attend the community forum, please fill out the Survey to RSVP. Feel free to share this invitation and survey with others who may be interested in attending. RSVP no later than Friday, May 3, 2019.

May 8–9, 2019, 8:30 am–4:30 pm the SEAC will conduct a two-day meeting at ESD 105, 33 S. 2nd Ave., Yakima, WA. The first day of the meeting begins May 8, 2019 at 8:30a.m., adjourning at 4:30pm. The second day, May 9, 2019, will begin at noon and end around 4:00pm. Public comment is only on the first day at 2:30pm – 3:00pm. If there are no members of the public in attendance who would like to comment, public comment will be amended and the meeting will continue with the next agenda item. Parties interested in providing public comment may contact the SEAC Executive Assistant at 360-725-6075 or by email at SEAC@k12.wa.us no later than three business days before the event.

Accommodations at the SEAC meetings for Persons with Disabilities
To arrange accommodations for persons with disabilities, please contact the SEAC Executive Assistant at 360-725-6075, TTY (360) 664-3631 or by email, SEAC@k12.wa.us no later than three business days before
this event. Please note that the Americans with Disabilities Act (ADA) does not require OSPI to take any action that would fundamentally alter the nature of its programs or services, or impose an undue financial or administrative burden.

If you have questions, feel free to contact SEAC@k12.wa.us or call 360-725-6075.

**Significant Disproportionality Calculations**

With the goal of promoting equity, the final rules published in the Federal Register on December 19, 2016, amended the Individuals with Disabilities Education Act (IDEA) to help to ensure that all Statesmeaningfully identify Local Educational Agencies (LEAs) and Educational Service Agencies (ESAs) with significant disproportionality and that States assist LEAs/ESAs in ensuring that students with disabilities are properly identified for services, receive necessary services in the least restrictive environment, and are not disproportionately removed from their educational placements by disciplinary removals. The rules originally required States to implement the new calculations by July 1, 2018.

During the 2017–18 school year, with stakeholder input, OSPI developed new criteria that aligned with the December 2016 regulations. Significant disproportionality data using both current and new calculations were provided to school districts and were publicly posted during the 2018–19 school year. Full implementation of the new methodology is planned for the 2019–20 school year based on data submitted by districts in 2018–19 as described in the Addendum to Bulletin 030-18.

On June 29, 2018, the U.S. Department of Education postponed the implementation date for the new significant disproportionality regulations from July 1, 2018 to July 1, 2020. However, OSPI did not change its timelines for implementing the new regulations in 2018–19, as described in the Bulletin 030-18 and its Addendum.

On March 7, 2019, a federal judge ruled that the U.S. Department of Education violated the law when it delayed by two years the implementation of the new significant disproportionality rules. Since OSPI did not delay the application of the new regulations and has begun implementation of the new calculations, this decision does not impact Washington. Full implementation of the new methodology will occur in the 2019–20 school year (using 2018–19 data) as planned. Districts whose data meet the criteria for disproportionality with regard to discipline (Indicator B-4) or identification (Indicators B-9 and B-10), or who have been identified as having significant disproportionality, will receive a notification letter in May 2019.

If you have questions, please contact Sandy Grummick, OSPI Special Education Data Manager (Sandy.grummick@k12.wa.us or 360-725-6075) or Jennifer Story, OSPI Special Education Program Review Coordinator (Jennifer.story@k12.wa.us or 360-725-6075).

**Indicator B-13 Data Collection Changes – Update**

The survey related to the Indicator B-13 (secondary transition IEP components) data collection changes is now closed. Thanks to all of those who responded!

OSPI is currently in the process of compiling the results and developing a related Question and Answer document. If you have questions about the Indicator B-13 data collection changes, please contact Jennifer Story at 360-725-6075 or by email at Jennifer.story@k12.wa.us.

**Department of Children, Youth, and Families (DCYF) Funding Shift**

In April 2019, DCYF was informed that the funding transfer from OSPI for Part C services was not on schedule for the 2019-20 school year. As a result, two webinars were held with stakeholders to address the delay on April 8th, and the ESIT Delayed Funding Shift Question and Answer Document developed.
The updated proposed transfer date is July 1, 2020 with DCYF reporting back to legislators with a revised report by September 1, 2019. Information will be released by DCYF as it becomes available on the website.

Please contact Laurie Thomas, ESIT Administrator, with questions, at laurie.thomas@dcyf.wa.gov.

**Special Education and Local Bargaining Agreements**

Individualized Education Program (IEP) team decisions are a critical component of the provision of a free appropriate public education (FAPE). Properly formulated IEPs designed to meet the unique needs of students with disabilities are the driver of the school district’s special education funding. Special education funding supplements the basic education program provided to each student enrolled in Washington public schools with an opportunity to meet the State’s education standards and can only be used to supplement basic education funds to pay for the excess costs of providing special education and related services.

Supports needed for students with disabilities to be successful and make meaningful progress in the general education curriculum should guide school district contract negotiations. Unless otherwise explicitly allowed under the Individuals with Disabilities Education Act (IDEA) or WAC 392-172A, the specific requirements of special education laws regarding the provision of services to students with disabilities cannot be bargained or contracted away.

For more information see Bulletin 047-18.

**Safety Net Update**

The May 10th Safety Net due date is approaching. This deadline is intended for:

- Community Impact applications
- Updates to High-Need Individual applications, including:
  - Students enrolling in the LEA after the March 15 submission deadline.
  - Students with a significant change in services or placement.
  - Students accessing extended school year (ESY) when the ESY decision is made after the March 15 submission date.

**Community Impact**

These applications must be submitted electronically through the secure file transfer protocol site. If your LEA did not apply for High-Need Individual funding in March and you need login credentials for the SFTP site, contact Amber O'Donnell at amber.odonnell@k12.wa.us.

**Updates to High-Need Individual Applications**

To submit, update the Worksheet C originally submitted for the student. Submit the updated Worksheet C as well as any relevant new information (e.g. the student's ESY IEP) through the SFTP site.

The Certification and Individuals Summary submitted by the district should also be updated and submitted through the SFTP site.

Once you have uploaded your Community Impact application, or updates to any of your High-Need Individual applications send Amber O'Donnell an email at the address listed below.

Questions? Contact Amber O'Donnell at amber.odonnell@k12.wa.us or 360-725-6075.
Notice of Annual State Application for Fiscal Year 2019 Public Comment Period – Repeat
The annual OSPI application for federal IDEA funds has been posted on OSPI’s Special Education Web page and will be available for public review and comment for a period of 60 days, prior to final submission to the USDOE Office of Special Education Programs by May 17, 2019. Because OSPI is awaiting a decision by the Legislature regarding the use of IDEA funds in Safety Net awards, two budgets are posted—one budget including federal funding in Safety Net as a state level activity one budget excluding the use of federal funds for Safety Net. Should the Legislature reach a decision prior to our filing date, the budget will be updated. Two budget hearings are planned.

A zoom meeting has been scheduled on April 19th from 11 a.m. to Noon. To join the zoom meeting:
- PC, Mac, Linux, iOS or Android Zoom Link
- iPhone one-tap:
  - US: +16699006833,,643155943# or +16465588656,,643155943#
- Telephone: Dial(for higher quality, dial a number based on your current location):
  - US: +1 669 900 6833 or +1 646 558 8656
- Meeting ID: 643 155 943

An in-person public hearing will be held on April 16th from 3 to 4 p.m. at North Central Educational Service District #171, 430 Olds Station Road, Wenatchee, The hearing will be held in the Ponderosa Room on the second floor. Those intending to testify should arrive by 1 p.m., as the hearing will conclude once all testimony has been heard.

- Review the Annual State Application (includes Safety Net)
  - Review the Interactive Spreadsheet (includes Safety Net)
- Review the Annual State Application (does not include Safety Net)
  - Review the Interactive Spreadsheet (does not include Safety Net)

Updated Procedural Safeguards: Translations Coming – Updated
The Procedural Safeguards (Revised February 2019) is now posted online. Translated versions are now available and will be posted online by Spring of 2019. Notification was sent out on April 9, 2019 with a copy of the translated versions, except for the Arabic translation, which will be available the week of April 15th. Districts will be notified when the Arabic translated version will be available.

No substantive changes have been made to the Procedural Safeguards. Revisions include updating headings to more accurately reflect the titles of applicable regulations and correcting citations based on rulemaking effective February 10, 2018. The Procedural Safeguards were translated into Arabic, Chinese (Simplified), Khmer, Korean, Punjabi, Russian, Somali, Spanish, Tagalog, Ukrainian, and Vietnamese. Districts will be notified when translated versions are available to be downloaded from the Procedural Safeguards website.

Annual and Three-Year Renewal Application Reminder for Districts and Nonpublic Agencies (NPA) – Repeat
This is a reminder that all NPA annual reviews and three-year renewal applications are due to OSPI on or before May 1, 2019. All NPAs must complete and submit an annual review form no later than May 1st of the succeeding calendar year following their initial approval.

For a three-year renewal, the NPA must reapply to maintain approval status. This process is identical to the initial application and the sponsoring district must schedule an on-site visit and complete all components of the application before the May 1st deadline.
Please remember to provide copies of the annual review application or the three-year renewal application to the Washington State districts who contract with your agency AND to OSPI.

The NPA application, annual review forms, and three-year renewal forms are available on OSPI's website.

NPA Points to Consider:
When a school district contracts with an approved NPA or other public or private agency, the district retains full responsibility for the NPA’s or other public/private agency’s compliance with all applicable state and federal laws.

Students receiving special education services through an NPA are held to the graduation standards set by the contracting school district.

The contracting school district is required to ensure that each student receives all services specified on the student’s individualized education program (IEP) regardless of who provides the services.

If you have any questions, please contact Thinh Le at 360-725-6075 or by email.

OSPI Special Education Monthly Webinar Schedule – Updated
The schedule for the Special Education Division monthly Zoom webinar series covering important special education topics is:

- May 7, 2019, 3:00–4:00 p.m.
  Topics: Addressing disproportionality
- June 5, 2019, 3:00–4:00 p.m.

Spring Special Education Data Dives – Repeat
OSPI Special Education is collaborating with our ESD partners to continue discussions around growth mindset and high expectations for all students. These spring data dives will include updated 2017–18 special education data, including Child Count and Least Restrictive Environment, Assessment and Accountability, Graduation, and Post-School Outcomes, as well as information showcased on the new OSPI Report Card. Teams will also receive district- and building-level data, to support high-leverage, strategic planning for improving access and outcomes for students with disabilities. The regional meetings are scheduled as follows:

- ESD 171, Wenatchee – April 17
- ESD 113, Tumwater – April 18
- ESD 123, Pasco – April 19
- ESD 112, Vancouver – April 22
- ESD 189, Anacortes – TBD (ESD will take lead)

If you have additional questions, please contact Tania May, OSPI Director of Special Education, at tania.may@k12.wa.us, or your ESD Special Education Director.

State Needs Project Highlight

eLearning for Educators
An OSPI Special Education State Needs Project

eLearning for Educators offers online courses designed for busy K–12 educators working with students with disabilities. The courses are:

- Accessible anytime, anywhere.
- Available continuously.
There are no registration deadlines. When you’re ready, register online and get started. You’ll have three months to complete the course.

**Course Offerings**
Check out the current course offerings, with more coming soon. Course details can be found at the eLearning for Educators website. Please share widely with teachers and others who may be interested.

- Accommodations for Students with Disabilities
- Autism Spectrum Disorder: An Overview for Educators and Evidence-Based Practices
- Classroom Assessment: Progress Monitoring
- Classroom Management and Addressing Challenging Behaviors
- Differentiated Instruction
- Early Childhood Environments and Behavior Management
- Evidence-Based Practices
- Functional Behavioral Assessment
- Identification of Students with Disabilities
- Introduction to Transition Services
- Quality Indicators for Assistive Technology
- Secondary Transition: Agency Connections
- Secondary Transition: All Roads Lead to Employment
- Secondary Transition: Postsecondary Education and Training
- Secondary Transition: Working More Effectively with Diverse Youth and Families
- Special Education Consistency Index
- Students with Deaf-Blindness: Foundations
- Universal Design for Learning

**How to Register**
Online registration is fast and convenient. Courses are offered at a reasonable cost and include clock hours. Payment may be made by major credit card, debit card, electronic check, or purchase order.

**Questions? Contact Us**
Carole Brewer, Project Director
Elaine Kurlinski, Project Manager
elearningforeducators@evergreen.edu

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**Professional Development**

**WASA/OSPI Special Education Conference – August 1–2, 2019**
Mark your calendars and make plans to attend!

The 2019 WASA/OSPI Special Education Workshop will be held Thursday, August 1 – Friday, August 2 at the Hotel Murano in Tacoma. A New Director Preconference will be held Wednesday, July 31.

**Registration opens in May.** More information is available on the flyer.

**Call for Presenters**
The WASA/OSPI Special Education Conference is taking place August 1-2 at Hotel Murano in Tacoma and is seeking presentations showcasing satisfactory outcomes or engagement in significant work in any of the following areas as they relate to Special Education:

- System improvement
- Instructional improvement
- Improved outcomes

Sessions should support at least one of OSPI’s six state priorities for SPED improvement:

- Leadership to support students with disabilities
- Growth mindset and increasing expectations of students with disabilities
- Evidence-based instruction/interventions/practices within an MTSS framework leading to increased access and progress in Washington grade-level learning standards
- Common PD for general educators, special educators, paraeducators, administrators, and parents/families (various stakeholder groups)
- Resource allocation
- Teacher recruitment and retention

Submit your proposal. The deadline for proposals is April 19th. Notifications will be delivered via email the week of May 13th.

For more information see the WASA website.

**Free Professional Development (PD) Certificates for Teachers**

Beginning February 15 and running through the end of 2019, IRIS Professional Development Certificates will be available for free due to funding from the U.S. Department of Education’s Office of Special Education Programs.

IRIS PD Certificates for Teachers allow individual users to pursue certificates for professional development hours. Through this feature, practitioners can work through a wide variety of our modules and – after completing a pre-test and post-test – receive verification of completion and an indication of the number of hours it typically takes users to complete that resource.

To get started create an account with a username and password. Then, browse available IRIS STAR Legacy Modules and select the ones that best suit your PD needs. IRIS PD certificates include your name, the module you completed, the date, the hours you earned, and your pre- and post-test scores, if you choose.

**Save the Date - April Lightning Talk Series Voices from the Field: The Arts and Autism!**

The arts provide many benefits for people with autism. However, many educators are uncertain how to support individuals with Autism in their arts classrooms in a way that brings out their strengths. In honor of Autism Awareness Month, April’s Voices from the Field series will feature weekly lightning talks by four experts working to support people with autism in and through the arts.

For more information and to register for each lightning talk, please click the links below!

- April 16, 2019 at 12:30 p.m. ET: Teaching Reading Comprehension to Students with Autism
- April 30, 2019 at 12:30 p.m. ET: Incorporating Music Technology in the Inclusive Classroom
Oregon’s Response to Instruction and Intervention (RTII) Conference
April 24–26, 2019, in Eugene

Conference website

2019 Infant Early Childhood Conference
The IECC will be held May 1–3, 2019 in the Greater Tacoma Convention Center

The Infant and Early Childhood Conference is a statewide conference that attracts more than 1,000 participants, including parents, special educators, paraprofessionals, service providers in developmental and neuro-developmental centers, Head Start and Early Head Start staff, agency and others interested in young children with special needs. The three-day conference is a blend of national keynote speakers, multiple workshops, and extensive exhibits.

The purpose of the Conference is to provide opportunities for families and service providers to come together to learn, share and advocate on behalf of all young children, especially those with developmental delays, disabilities and/or other special health care needs. Some of the goals of the conference are to:

- Challenge thinking about diversity and disability;
- Increase family and provider effectiveness through new skills, strategies and ideas for providing high quality services;
- Enhance understanding of the unique strengths and needs of each family;
- Foster partnerships across families, disciplines, agencies and funders to provide coordinated services in local communities;
- Promote networking and coalition building around early childhood issues;
- Enhance the lives of families and their children through the use of information and technology; and
- Promote the mutual understanding of the contributions families and providers bring to the lives of young children.

Free Web Based PD on Autism for Early Childhood Special Educators

The Military Families Learning Network (MFLN), aims to produce web-based professional development for serving professionals working with both military and civilian families. The Family Development area focuses on professionals working with children birth to 5 years with disabilities such as early care providers, early interventionists, and early childhood special educators.

In 2019 Family Development is producing a series of webinars focused on autism. Four webinars are planned:

- June 12, 2019: Yuck! I Don’t Eat That! Nutrition & Selective Eating in Young Children with Autism
- October 16, 2019: Stepping Out: Family Outings with Young Children with Autism
- December 4, 2019: Welcome to the Group: Inclusion for Young Children with Autism

Each webinar is free and open to the public but specifically targets professionals working with young children. Additionally, each webinar is recorded and archived for later viewing if people are unable to attend live. Please invite individuals within your agency to join Family Development at MFLN for the live webinar sessions or to view the recording. Family Development at MFLN also provides free continuing education credits that may be relevant to some in your audience.

For an overview on the Supporting Children with Autism Through Their Day series, download Family Development’s flyer.

Return to Top
Special Education Update 10 of 16 March 2019
Community Summit 2019: Enriching Lives

DSHS Developmental Disabilities Administration (DDA) is pleased to announce registration is now open for Community Summit 2019: Enriching Lives!

When: June 11–13, 2019
Where: Wenatchee Convention Center, Wenatchee

The Community Summit 2019 brings together individuals with intellectual and developmental disabilities, as well as self-advocates, families, educators, community leaders, non-profit agencies, and government organizers. The purpose of the summit is to discuss building inclusive communities where all individuals are valued for their unique contributions.

Engaging keynote speakers, informational sessions, workshops, discussion panels and fun social events make attending this much-anticipated conference a rewarding experience. DDA invites you to immerse yourself in three days of learning, collaborating and connecting for personal and professional growth.

Watch the welcome video from Evelyn Perez, DDA Assistant Secretary.

Registration and more information is available on the DSHS website. General Registration closes May 27th and Scholarship Applications are due by April 26th.

Division on Career Development and Transition (DCDT) International Conference 2019

When: October 23–25, 2019
Where: Seattle, WA

This three day conference provides a host of information and networking opportunities for those interested in improving lives of individuals with disabilities. The missions of DCDT is to promote national and international efforts to improve the quality of and access to career/vocational and transition services, increase the participation of education in career development and transition goals, and influence policies affecting career development and transition for persons with disabilities.

Call for proposals.

For more information visit the conference website.

Second Joint CASE/NASDSE Joint Conference

When: October 27–October 29, 2019
Where: Louisville, Kentucky at the Galt House

The Council of Administrators of Special Education (CASE) and the National Association of State Directors of Special Education (NASDSE) are excited to be hosting the second joint conference that reflects the desired collaboration between local and state special education directors and their stakeholders.

The conference will include six keynote sessions, five of them to be followed by break-out sessions related to the keynote topic. Sessions will be 1 to 1 ½ hours long.

The five keynote topics are:

- Recruitment and Retention of Special Education Personnel
- Leadership and Being an Agent of Change
- Every Student Succeeds Act (ESSA) and IDEA
- Specially Designed Instruction
• State and Local Directors Collaborative Panel: Understanding each other’s role in making a
difference for kids and families

For more information:
• Conference Flyer
• Call for Proposals

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**Tips from the Special Education Division: Reminders to the Field**

**Gear Up for August: Start Planning for the Exchange of Student Records**

As the school year begins to close, please start planning for the “August Records Exchange” as your district (1) enrolls new transfer students from other districts and (2) receives records requests for students transferring out of your school district into another school district, including public charter schools. In order to facilitate the transition for an in-state or out-of-state transfer student, [WAC 392-172A-03105 When IEPs Must Be In Effect](#) requires that the new school in which the student enrolls (or plans to enroll) must take reasonable steps to promptly obtain the student’s records, including the IEP and supporting documents and any other records relating to the provision of special education or related services to the student, from the school district in which the student was previously enrolled. This request for student records must be made pursuant to [RCW 28A.225.330](#) and consistent with applicable Family Education Rights and Privacy Act (FERPA) requirements. The previous school district is required to **transmit student records within two days after receiving the request, or ten days after receiving the request if the student is from a military family in transition.**

As a reminder:

• [RCW 28A.225.330](#) requires that when a school district requests the educational records of a student who has enrolled or intends to enroll in another school district, the information must be transmitted within two days after receiving the request and the records shall be sent as soon as possible.

• Records for a student from a [military family in transition](#) are to be sent within ten days after receiving the request.

• The enrolling school district shall request that the previous school district send the student’s permanent records including records of disciplinary action, history of violent behavior, attendance, immunization records, and academic performance.

• Parental consent for the release of records is not required when the request is made because the student has enrolled or intends to enroll in another public school district, including public charter school.

• If a student is enrolled, or is going to enroll, in a private school that is not located in the school district of the student’s residence, parental consent must be obtained before any personally identifiable information about the student is released between officials in the school district where the private school is located and officials in the school district of the student’s residence, unless the parent is part-time enrolling the student in the resident district pursuant to chapter [392-134 WAC (WAC 392-172A-05225 Consent for release of records)](#).

• If the student has an outstanding fee or fine, the previous school district is still required to provide the student’s academic, special placement, immunization history, and discipline records within two business days, but the official transcript can be withheld until the fee or fine is resolved. The previous school district is to notify the enrolling school that the transcript is being withheld due to an outstanding fee or fine.
Given the number of requests for records that your district makes or that come into your district in August and given the two-day timeline to transmit education records to a new district, some things to consider when planning for this increased work load include:

- Who will receive the requests for records for students transferring out of the district and who/how will the request be processed within two business days?
- Who will generate the request for records to a previous school district for students transferring into the district?
- What training do (a) school building staff and (b) district office staff need in order for the special education department to meet the two-day timeline?
- What is the plan if the individual appointed as the Confidentiality Designee is needed to assist with a student records decision? Backup plan if the Confidentiality Designee is unavailable.

If the district is not receiving a requested student record, consider in order:

1. Training school staff to contact the prior school district via telephone or other direct method;
2. Training school staff to notify the Special Education Director (or other district administrator charged as the custodian of special education records) so the Director can contact the previous district’s Director about the need for the records;
3. Notifying the Assistant Superintendent or Superintendent in order for contact to be made with the previous school district’s Assistant Superintendent or Superintendent.
4. Requesting assistance from the special education office at the ESD.
5. Contacting the Special Education Division at OSPI.

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**News from Student Discipline and Equity and Civil Rights**

**New Student Discipline Rules Implementation: Provisions Effective for the 2019–20 School Year**

On July 30th, 2018, OSPI adopted new student discipline rules that comprehensively revised Chapter 392-400 of the Washington Administrative Code (WAC). Some provisions became effective for the 2018-19 school year, with the remaining provisions becoming effective for the 2019-20 school year. OSPI determined a phased approach would provide ample time for school districts to implement new due process procedures, train school personnel, and engage with students, parents, teachers, and communities in order to develop appropriate local student discipline policies.

New school district requirements pertaining to, among other things, due process procedures for suspensions, expulsions, and emergency expulsions will become effective **July 1st, 2019** – including several new conditions and limitations on the use of suspension, expulsion, and emergency expulsion. OSPI’s discipline rules establish uniform *minimum* due process requirements for student discipline in school districts. However, school districts may adopt policies and procedures setting forth expectations that provide additional procedural protections for students.

More information can be found on the [OSPI Bulletin](https://www.k12.wa.us) describing the new provisions effective for the 2019-2020 school year in more detail.

For questions about the new student discipline rules and implementation contact [DisciplineEquity@k12.wa.us](mailto:DisciplineEquity@k12.wa.us) or Joshua Lynch, Program Supervisor, Student Discipline, Behavior, and Readiness to Learn at [Joshua.lynch@k12.wa.us](mailto:Joshua.lynch@k12.wa.us) or call at 360-725-6100.
News from Health and Physical Education

I Can Do It!
I Can Do It! (ICDI) is a customizable and inclusive health promotion model aimed at transforming the lives of individuals with a disability. ICDI is centered on Mentor-Mentee relationships and weekly health-related goals. In ICDI programs around the country, ICDI Mentors (aged 16+) and ICDI Mentees (participants with a disability aged five+) meet weekly to engage in physical activity, learn and practice healthy eating behaviors, and set health-related goals. Become an ICDI Site today by downloading and completing the application! If you have questions about the UCDI program or on site requirements, contact the Health & Physical Education Department at OSPI at ken.turner@k12.wa.us or 360-725-4977.

News from Assessment and Student Information

State Testing Reminders and Tips
It is that time of year again when students take the Smarter Balanced Assessments (SBA) in English Language Arts, Math, and Science. Some reminders to keep in mind.

- Work with your District Assessment Coordinator (DAC) to ensure they have the correct embedded supports and accommodations for the state assessment set in the Test Information Distribution Engine (TIDE).
- Make sure student assistive technology is compatible and will work with the SBA. The Special Education Technology Center has Support Documents for AT accommodations for state testing (2018-2019) that includes topics such as speech to text, nonstandard accommodation, Co:Writer and more.
- Make sure that test administrators are clear on which students require which accommodations. Ensure that TAs understand that for students with IEPs, or 504 Plan, state assessment accommodations are not “left up to the student to choose to use”. Districts are responsible to ensure that students access specified supports and accommodations in order for them to show what they know and can do to the best of their ability.
- Ensure that students with disabilities not participating in the state assessments continue to receive the special education and related services specified in their IEPs.
- Be available for questions from the DAC, building and district administrators, staff, and parents.

News from the Professional Educator Standards Board

Educator Retooling Scholarship – Repeat
Application Deadline: April 26, 2019

The Educator Retooling Conditional Scholarship Program provides financial support to awarded Washington State certified teachers who seek to expand their knowledge and skills by adding endorsements in subject or geographic shortage areas.

This program is administered jointly by the Professional Educator Standards Board (responsible for selecting recipients) and the Washington Student Achievement Council (responsible for distributing awards). Funding for this program is dependent upon annual budget appropriations from the Washington State legislature. The state laws establishing this program include the RCWs on retooling and conditional scholarship programs.
Educators need to obtain administrative support and submit complete application materials to be considered for an award.

Have questions?
- If you are a prospective applicant with questions about the retooling program, please contact PESB@k12.wa.us
- If you are a recipient with questions about your award and/or service obligation, please contact ALT@WSAC.wa.gov

Scholarships Available for Paraeducators to Receive AA Degree
The Pipeline for Paraeducators Conditional Loan Scholarship provides funding for paraeducators interested in earning their residency teaching certificate. To qualify candidates must:
- Have a minimum of three years of classroom experience
- Not have a college degree

The scholarship awards candidates with up to $4,000 towards earning their Associate of Arts (AA) degree from a Washington community or technical college. Those awarded will be required to complete their AA within two years of award date, making them eligible to enroll in an Alternative Route 1 program to earn certification, and teach for a minimum of two years in a subject matter shortage area.

The next deadline to submit an application is May 7th. Please share with paraeducators.

For more information on the requirements and responsibilities of candidates, please visit the PESB website.

News from Outside OSPI

April is National Autism Awareness/Acceptance Month
Why have a month for autism awareness? Look at the numbers. According to the Centers for Disease Control and Prevention (CDC), 1 out of every 59 children (or 1.7 percent of the US population) has been identified with Autism Spectrum Disorder (ASD). The percentage is similar in other countries as well, and despite misconceptions otherwise, only 31 percent have co-existing intellectual disability.

The National Autism Society is encouraging the country to embrace a new perspective. This year their goal is to go beyond simply promoting autism awareness to encourage friends and collaborators to become partners in movement towards acceptance and appreciation. National Autism Awareness Month represents an excellent opportunity to promote autism awareness, autism acceptance, and to draw attention to the tens of thousands facing an autism diagnosis each year.

To find out more about activities to promote awareness and acceptance, go to the National Autism Society’s and Autism Speaks websites.

Now Accepting Applications: 2019 Youth Leadership Forum - Repeat
Applications are due June 10, 2019! Spaces are still available.

GCDE is currently accepting applications for the 2019 Youth Leadership Forum (YLF)
YLF is a program for high school juniors and seniors with disabilities and students in a transition program up to the age of 21. The Forum is hosted by the Washington State Governor’s Committee on Disability Issues and Employment (GCDE). This will be the 19th year that YLF has been held in Washington State. The forum will be held August 4–9, 2019, at The Dumas Bay Centre in Federal Way, WA.
You can view videos of previous YLFs on Facebook at "Friends of YLF." The forum is offered to students at NO COST to their parents through funding from the GCDE, other state/federal agencies, non-profit organizations and private-sector donors.

Please see the following links to our: student application and informational brochure. Feel free to make additional copies of the brochure and applications to share with others. If you wish to have hard copies mailed to you or have any questions, please contact Elaine Stefanowicz at 360-902-9362 or estefanowicz@esd.wa.gov.

Thank you for helping us build another successful program this year!

Information about the TBI Council may be found on the DSHS TBI Council website.

**Identifying English Learners with Disabilities**

English learners are the fastest-growing group of students in U.S. schools, and nearly 15 percent of them are identified as having disabilities. As with all students, federal law requires schools to provide English learners with disabilities with the most appropriate education to meet their needs and to track and report their progress.

Yes, many teachers struggle with recognizing when their English learner students have disabilities. How can they determine whether a particular child's learning difficulties stem from limited English-language proficiency or a diagnosable learning disability?

For more information download the Regional Education Laboratory's Identifying English Learners with Disabilities Flyer.