

April 2020

Special Education Update

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2019–20 Legislative Session Report on Special Education

ESSB 6168 Supplemental Budget: No special education budget provisos were vetoed by the Governor.

- Total Special Education Appropriation - \$3,438,737,000
- Safety Net \$63,609,000 (FY 2020) - \$91,500,000 (FY 2021)
- Special education cost multiplier (SB 5091) - \$30,746,000 is for an increase to the cost multiplier from 0.9609 to 0.995, for students in LRE 2 & 3, and for a cost multiplier increase to 1.0075 for students in LRE 1. The 1.0075 multiplier takes effect in the 2020–21 school year. In 2019–20, all special education funding will be calculated with the 0.9609 multiplier.
- Inclusionary Practices Project – A request to carryover fund was approved by the legislature. Now \$5,200,000 is available for FY 2020 and \$19,800,00 is available FY 2021.

Bills That Passed

- [HB 2390](#): Using respectful language.
- [SHB 2711](#): Increasing equitable educational outcomes for foster care and homeless children and youth from prekindergarten to postsecondary education.
- [SHB 2787](#): Completing the transfer of the early support for infants and toddlers program from the OSPI to DCYF.
- [ESHB 2816](#): Nurturing positive social and emotional school and classroom climates.
- [ESSB 5395](#): Concerning comprehensive sexual health education.

Bills That Did Not Pass

- [HB 2436](#): Permitting the reasonable and moderate restraint of students for their own protection.
- [HB 2930](#): Narrowing the applicability of restraint and isolation provisions to students with an individualized education program or section 504 plan.
- [SB 6047](#): Prohibiting retaliation against school district employees that report noncompliance with individualized education programs.
- [SB 6101](#): Concerning statewide implementation of early screening for dyslexia.
- [SB 6132](#): Allowing the learning assistance program to support school-wide behavioral health system of supports and interventions.

Continuous Learning Guidance

[OSPI's Continuous Learning 2020 publication](#), developed in partnership with a stakeholder group of education leaders, provides school districts with detailed guidance, tools, and resources for meeting student, educator, and family needs while school facilities are closed.

OSPI Special Education has developed a companion resource to the agency guidance, to support inclusionary practices for students with disabilities through continuous learning opportunities. The resource includes special education guidance, [Supporting Inclusionary Practices during School Facility Closure](#), and two optional forms to support planning for the provision of special education and related services during school facility closure:

- A system-level [Special Education Continuous Learning Implementation Guide](#); and
- A student-level [Special Education Continuous Learning Plan](#).

We are incredibly grateful to the educators and families who contributed to the development of these resources, and we have set up a [survey link](#) for partners to submit additional feedback, suggestions, and questions about this guidance.

Continuous Learning Resources

[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 Training Opportunities

[Professional Development Opportunities for Supporting Students with Disabilities](#)

This document lists online professional development opportunities across multiple topics. The information includes the level (e.g., primary, high school, etc.), the topic area, the title, the format, where to find the professional development, the source/developer, any associated costs, clock hours available, and the date developed.

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 Communications

- [Guidance for Long-term School Closures as of April 8](#) (Bulletin 031-20)
- [NEW Continuous Learning 2020 Publication](#) – published April 6
- [A Message from Supt. Reykdal to Educators, Parents, Students, & Seniors](#)
- [Guidance for Long-term School Closures as of March 23 \(#2\)](#) (Bulletin 025-20)
- [Guidance for Long-term School Closures as of March 23](#) (Bulletin 024-20)
- [Guidance for Long-term School Closures as of March 20](#) (Bulletin 022-20)
- [Guidance for Long-term School Closures as of March 18](#) (Bulletin 021-20)
- [Letter to Superintendents and Labor Leaders sent March 17](#)
- [Guidance for Long-term School Closures as of March 13](#) (Bulletin 019-20)
- [Coronavirus \(COVID-19\) Guidance on Online Learning, Waivers, and School Closures as of March 6, 2020 as of March 6](#) (Bulletin 016-20)
- [Further COVID-19 Guidance as of March 3](#) (Bulletin 014-20)
- [February 28: Preparation for Possible COVID-19 Outbreak in Washington State](#) (Bulletin 013-20)
- [February 26: Letter to Superintendents](#)

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.

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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.

Q&A Provision of Services to Students with Disabilities During School Closures

This guidance is current as of March 24, 2020. This Q&A will be updated frequently to reflect current guidance as it is released, including the [March 21, 2020 Supplemental Fact Sheet from the U.S. Department of Education \(USDOE\)](#). Refer also to pages 4 through 9 of OSPI's [Bulletin 019-20](#) and [this website](#) for additional information regarding the provision of services to students with disabilities during school closures.

Free Membership with Council for Exceptional Children (CEC)

CEC is opening its doors to the special education community in need of resources! Nonmembers of CEC can receive a free Basic Membership, which includes online access to our journal articles, member discounts on publications and events, and our online membership community. Join now by using the code "CECED60" and your membership is good through May 31, 2020!

COVID-19 Resources from the CEC

- [Free CEC Webinar Recording: Teaching Online During COVID-19](#)
In these unprecedented times, teachers are being asked to think outside the box in terms of how to continue teaching students outside the classroom. In this webinar, veteran online instructors identify strategies for providing special education online.
- [Resources for Teaching Remotely](#)
To help support you in your ongoing efforts to apply good teaching practices due to precautions surrounding the COVID-19 virus, we put together a free resource page you can use as you determine the best means to provide services to your students and their families.

Early Childhood Technical Assistance (ECTA) Center Resources

The ECTA Center was asked by OSEP in late March to serve as the 'hub' for resources to support IDEA early intervention and early childhood special education (0–5) service delivery.

[The ECTA Center](#) now offers daily updates on:

- [Coronavirus Disease \(COVID-19\)](#)
- [Supporting Children and Families during the COVID-19 Pandemic](#)
- [Tele-Intervention and Distance Learning](#)
- [Activities for Families at Home](#)

These resources support state and local programs, practitioners and families, and provide continuity of learning for young children with disabilities, and their families.

[Read the news release for more information.](#)

Information and Resources from Outside OSPI

- [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](#)

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- [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.](#)

MOE and Excess Cost

We have received questions concerning the ability to meet Maintenance of Effort (MOE) and Excess Costs for school calendar year 19–20 due to the Governor’s direction to close districts as a preventative measure against COVID-19. At this time, we are sharing your questions and working with our federal liaisons to obtain guidance from the Office of Special Education Program (OSEP). We will provide updates as we receive them. Thank you for your patience and continued efforts to ensure we meet our students’ educational needs.

Timeline for Initial Evaluation and Transition from Part C to Part B

The [Timeline for Initial Evaluation and Transition from Part C to Part B templates](#) have been posted to include the following exception:

“School closures due to COVID-19 (and school staff were unavailable, or the parent stated that distance meeting options would impede participation or the assessment)”.

SEAC Meeting via Zoom

May 13–14, 2020

Due to COVID-19, the SEAC meeting will be conducted via Zoom. The link is listed below.

- [Register in advance for this meeting.](#) After registering, you will receive a confirmation email containing information about joining the meeting.
- When: May 13 and/or 14, 2020 beginning at 8:30 am PST.

Thank you for your patience as we continue with social distancing to keep everyone safe during this unprecedented time.

Public comment is scheduled for the first day, May 13 at 1 – 1:30 p.m. Public comment will be amended, and the meeting will continue with the next agenda item if there are no members of the public in attendance who would like to comment. Parties interested in providing public comment may contact the SEAC Executive Assistant by email at SEAC@k12.wa.us no later than three business days before the event.

WSDS Scholarship Application for DeafBlind Intervener Program

Have you had a request to hire an “intervener” for a student who is deafblind? Does your district have a paraeducator working with a student who has both a hearing and vision loss, but has received little or no training in how to provide access to this student with complex needs?

Starting April 10, a limited number of scholarships will be available for online courses 2020–2021, leading to a national DeafBlind Intervener credential, through a partnership between Central Michigan University and Washington Sensory Disabilities Services (WSDS). Check the [WSDS website](#) for this announcement and link to the online DeafBlind Intervener scholarship application.

For more information on this training, or on recruiting a person to provide intervener services for a student who is deafblind, please contact Katie Humes, WSDS Deafblind Project: katie.humes@wssb.wa.gov 360-947-3295.

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Deadline Extended for Annual and Three-Year Renewal Applications for Districts and Nonpublic Agencies (NPA)

Given the current status of school closures and statewide health/safety recommendations, OSPI is extending the deadline for all NPA annual review application and three-year renewal applications to OSPI on or before **June 30, 2020**.

All NPAs must complete and submit an annual review form no later than June 30th 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 June 30th deadline. OSPI, however, will extend this deadline for three-year renewals and work with NPAs and school districts to maintain contingent approval on a case-by-case basis if conducting on-site visits and meeting application requirements becomes unworkable due to the current health crisis.

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

If you have any questions, please contact Scott Raub by email at scott.raub@k12.wa.us or Think Le by email at think.le@k12.wa.us or the main line to our office directly at 360-725-6075.

Inclusionary Practices Project Update

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

April Book Studies

We are excited to announce two book studies in April facilitated by the Special Education Technology Center (SETC). The books are *The New Assistive Tech* by Bugaj and *Comprehensive Literacy for All* by Erickson and Koppenhaver. Visit the [SETC website](#) for more information and to register.

Demonstration Sites

Registrations are open to sign up for online learning sessions with the demonstration sites. Here's the line-up and links to the register. Clock hours will be available through the UW.

- [4/20: McMicken Heights Elementary - Highline](#) School District
- [4/21: Meadow Ridge Elementary - Mead](#) School District
- [4/22: Hidden River Middle School - Monroe](#) School District
- [4/24: Evergreen High School - Evergreen](#) School District

Recruitment for Pilot Sites for 2020–21

The Inclusionary Practices Project is a two-year initiative, and we are in the process of initiating a second round of recruitment for additional district partners for year two, 2020–21. Round two will involve a competitive grant application, including submission of a district action plan with proposed pilot schools, an iGrants form package application, and, once selected, a district least restrictive environment (LRE) self-assessment. This opportunity is open to all districts in Washington. Districts already engaged in the pilot project are not required to reapply, unless they are interested in requesting additional funds beyond their year two allocation and/or adding pilot schools. Stay tuned for additional information coming in the next few weeks! Contact Nasue Nishida at inclusion@cstp-wa.org for additional information.

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Inclusionary Practices Project Handbook Survey – Repeat

OSPI is collaborating with ESD directors and higher education to develop a technical assistance handbook to support educators with the implementation of inclusionary practices in schools for students with disabilities. The handbook committee would like educators, administrators, parents, and Inclusionary Practice Project (IPP) partners to provide input on the first phase of the handbook: *An Instructional Guide for Educators*. Please review and provide input on the categories and topics proposed through the [Inclusionary Practices Handbook 2020 Survey](#). If you have questions, please contact Rebecca Lynn at rebecca.lynn@k12.wa.us.

OSPI Special Education Regional Data Dives – Rescheduled

In light of Governor Inslee’s April 6, 2020 announcement that school facilities will close for the remainder of the 2019-20 school year, the regional in-person data dives will be rescheduled for fall 2020. OSPI Special Education is working directly with local ESDs to explore options for holding zoom meetings to support implementation of continuous learning instruction during school facility closure.

Notice of Annual State Application for Fiscal Year 2020 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 15, 2020.

Two budget hearings are planned. One took place virtually on March 24, 2020. A second Zoom meeting has been scheduled on April 13, from 2 to 3 pm. To join the zoom meeting:

- [Zoom meeting web link](#)
- One tap mobile
+16699006833,,779831027# US (San Jose)
+16465588656,,779831027# US (New York)
- Dial by your location
+1 669 900 6833 US (San Jose)
+1 646 558 8656 US (New York)
Meeting ID: 779 831 027

Comments may also be submitted in writing to speced.fiscal@k12.wa.us no later May 4, 2020.

- [Review the Annual State Application](#)
- [Review the Interactive Spreadsheet](#)

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

OSPI is considering amending and/or adding new sections to current special education rules to: (1) address changes to federal law and requirements; (2) clarify existing requirements under current state law that impact the free appropriate public education (FAPE) of students eligible for special education services, including new requirements under ESHB 1130 (2019); and (3) make housekeeping changes to correct typographical errors, reorganize WACs for ease of reference, and make other rule changes that are technical in nature.

[CR-101 Pre-Proposal Statements](#)

For more information, visit the [OSPI Rulemaking web page](#).

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OSPI Special Education Monthly Webinar Schedule – Updated

The Special Education Division Monthly Zoom webinar series covers important special education topics. Webinar recordings and/or slides are available [here](#).

OSPI Special Education is excited to be partnering with the GATE Equity Webinar series for Spring 2020!

- The March 2020 GATE webinar focused on inclusionary practices and supports for students with disabilities. The recordings and slides have been posted and are available [here](#).
- The April 2020 GATE webinar series will be held on Wednesday, April 8, at 10 am and 3 pm. The morning webinar topic is Increasing Engagement with High School & Beyond Planning, and the afternoon webinar will focus on aligning High School and Beyond Plans and IEP Transition Plans. Visit the [GATE Equity webinar page](#) for updates and to register.

OSPI Special Education Priorities – Repeat

OSPI Special Education Priorities: [Improving Outcomes for Students with Disabilities](#).

State Needs Projects

Enhancing Capacity for Special Education Leadership (ECSEL)

The ECSEL program at the University of Washington Bothell prepares candidates interested in administering special education programs through a non-degree program that leads to the Washington State Resident Program Administrator Certification. ECSEL is a program that focuses on knowledge and skills needed for local special education administration. Originally formed in partnership with the campuses of University of Washington and Washington State University, this program is led by a faculty team. ECSEL is a grant-funded program supported by Washington State OSPI. Scholarships are available for up to 15 students. The scholarship covers tuition and books. Students are responsible for approximately \$500 per year.

ECSEL Cohort 4 will be completing the program in June, 2020. This year Cohort 4 received great training and support from visiting faculty such as George Sugai from the University of Connecticut, Chris Lemons from Stanford University, Sarah Arden from the American Institutes for Research and Mary Lynn Boscardin from the University of Massachusetts and the current CEC president.

To date, ECSEL has prepared and graduated approximately 50 professionals who have the skills needed to be successful and innovative special education administrators and leaders. Cohort 4 will raise that number to 64. ECSEL is a great opportunity to learn and grow with a group of current special educators from around the state. Graduates have commented that the learning experience changed their perspective on special education and leadership.

Given the current COVID-19 conditions, the application date for Cohort 5 has been extended to **May 15th**. Visit the [ECSEL website](#) for application and program information. If you have questions, please email Michele Graaff at edleader@uw.edu.

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Tips from the Special Education Division

Information on Utilizing Locally Determined Assessments (LDA) during COVID-19 School Closures

The use of a Locally Determined Assessment (LDA) is a Certificate of Individual Achievement (CIA) option for students receiving special education services and can be used to meet the graduation requirement in Mathematics or English Language Arts (ELA, comprised of one reading LDA + one writing LDA), as determined by the student's IEP team. The use of the LDA to meet the graduation requirement is only available to students in the graduating classes of 2020 and 2021, it is not available for students in the class of 2022 or younger.

Current achievement tests approved as LDAs for ELA and Mathematics are:

- Woodcock Johnson Achievement Test, 3rd or 4th Edition (WJ-III or IV)
- Wechsler Individual Achievement Test, 2nd or 3rd Edition (WIAT-II or III)
- Kaufman Test of Educational Achievement, 2nd or 3rd Edition (KTEA-II or III)

General Guidance:

- In-person assessments are not to be completed during the school facility closures. Information about whether a [LDA](#) can be administered remotely will be found in the test publisher's protocols and will be unique to each assessment.
- If the student has not yet met the pathway or CIA requirement, they may be eligible for the Expedited Assessment Appeal (waiver). For more information, visit the OSPI [Expedited Assessment Appeals Waiver](#) page or email graduation.pathways.k12.wa.us.
- If an IEP team determines the LDA to be the most appropriate exam for a student who is receiving special education services in only one content area, the IEP team can still recommend the LDA for both ELA and Mathematics. For example, if a student is receiving services only in the area of Mathematics, the IEP team could still recommend the LDA for both Mathematics and ELA for graduation purposes.
- Students have the option to apply scores from an LDA that was administered in the student's 10th, 11th, or 12th grade year. OSPI has determined the [required subtests in each content area and established cut scores](#) for each subtest within a content area. Students must meet the designated Grade Equivalency (G.E.) cut score(s) in order to meet the graduation pathway associated with the content area.

The following resources have more information regarding the LDA:

1. Locally Determined Assessments OSPI Webpage
2. [Graduation Pathways Toolkit, Class of 2020](#) (Page 9)

If you have further questions on the LDA, please email graduation.pathways@k12.wa.us.

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Upcoming Conferences and Professional Development

Date and Time	Topic	Provider/Sponsor	Location
Ongoing	Family-Professional Partnerships in Early Childhood – New Course!	eLearning for Educators	Online Course
April 21, 2020	Leading Through the Master Schedule	OSSI at OSPI	Webinar
May 13, 2020	Community-Led Systems Change in a Public School District through Parent Participatory Evaluation	CADRE	Webinar
June 16, 2020 11 am – 12:30 pm Eastern Time	Creating Space: Arranging Environments to Promote Positive Behavior	Military Families Learning Network	Free Webinar
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
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 28–30, 2020	CADRE's 8th National Symposium on Dispute Resolution in Special Education -- Planting Seeds: Growing an Inclusive & Informed Community	The Center for Appropriate Dispute Resolution in Special Education (CADRE)	Renaissance Denver Stapleton Hotel , Denver, CO
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 Health and Safety

Healthy Youth Survey

Registration for the 2020 Washington State Healthy Youth Survey (HYS) opens April 1st.

[Registration](#) for the 2020 HYS is open from April 1st to June 30th. There is no cost to schools or districts to participate.

The [Healthy Youth Survey](#) is the only **“student voice”** survey administered throughout the state of Washington. [Data](#) from the survey can help raise awareness of youth thoughts, feelings and behaviors and provide insight on current health trends and concerns. It can also be used by schools and communities to apply for grants, and inform planning and programming.

The survey takes about 50 minutes to administer. To participate in the survey, principals must agree to follow the survey administration:

- Administer HYS during the weeks of October 12–30.

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- Notify parents and students about the survey using the approved survey notification letter and methods. Schools must also verify online that they followed the proper notification by September 24th.
- Provide an alternative activity for students that choose not to participate in the survey.

Additional information about the survey, can be found on the [OSPI website](#).

If you have questions about HYS registration, please contact Susan Richardson, Looking Glass Analytics, at surveyadmin@askHYS.net. If you have any questions about the HYS, please contact Emily Maughan, at 360-725-6030, or email hys@k12.wa.us. The OSPI TTY number is 360-664- 3631.

News from the Professional Educator Standards Board (PESB)

New Requirements for Paraeducator Certificate Program, Guidance on COVID19

The 2020 legislative session has ended, resulting in funds to continue the training of paraeducators on the Fundamental Course of Study (FCS) during the 2020–21 school year.

What was funded?

The legislative session came to an end on March 12, 2020, revealing an allocated amount of \$26,359,000 for Washington school districts to provide four days of training (28 hours) to their paraeducators on the FCS by the end of the 2020–21 school year. This amount includes the original amount of \$12,001,000 (i.e., \$14,358,000 new dollars available).

What is the FCS?

A four-day (28 hour) curriculum, the FCS is the core training all paraeducators must receive before working with students and their families, or at a minimum, by established deadlines.

How are districts being reimbursed?

To receive reimbursement for training during the 2019–20 school year, districts are required to complete iGrants package 918 by September 1, 2020. School districts will be reimbursed at a rate of \$218 per completed day of training per paraeducator. We will update iGrants form package 918 to address these new changes.

To receive reimbursement for the 2020–21 school year, districts must complete the training by June 30, 2021 and request reimbursement by July 15, 2021.

What is the deadline for districts to provide FCS training to their paraeducators?

School districts are required to train all returning paraeducators to the 2020–21 school year on the FCS (four days) by June 30, 2021*.

For new paraeducators hired **on or before** September 1, 2020:

- Districts must provide the first two days of training on the FCS by September 30, 2020 and the second two days by March 1, 2021.

For new paraeducators hired **after** September 1, 2020*:

- For districts with 10,000 or more students, the first two days of the FCS must be provided within four months of the date of hire and the second two days of the FCS must be provided within six

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months of the date of hire or by September 1, 2021, whichever is sooner (i.e., by September 1, 2021 the training must be complete).

- For districts with fewer than 10,000 students, by September 1, 2021 the training must be complete.

*[RCW 28A.413.060](#) allows districts to provide training to paraeducators up to September 1, 2021.

However, as written in the supplemental budget, districts have until June 30, 2021 to complete training and request reimbursement for completed training.

What if my district is unable to provide training on the FCS this school year due to recent school closures?

On March 13, 2020, Governor Inslee announced an order for all K–12 schools in Washington State to close for six weeks, with the support of state Superintendent, Chris Reykdal. [View OSPI's guidance and resource webpage.](#)

The new budget language passed by the Legislature removes the requirement that two days of training on the FCS must be provided during the 2019–20 school year, and now requires four days to be completed by the end of the 2020–21 school year. As a result, school districts affected by the required closures have until the end of next school year to provide all four days of training on the FCS.

Will my district be reimbursed if we provided more than the minimum two days of training this school year?

Yes, the new budget language allows for the opportunity to reimburse school districts who chose to provide additional or complete training on the FCS during the 2019–20 school year. Districts will be reimbursed at a rate of \$218 per completed day of training per paraeducator. Districts must complete a full day of training to be reimbursed.

Questions?

Any outstanding questions can be sent to paraboard@k12.wa.us.

Additional resources

- Learn more about the [Paraeducator Certificate Program](#)
- View [PESB's web page on COVID-19](#) guidance and resources

News from Outside OSPI

Call for Proposals: 2020 CASE Annual Fall Conference "Exceed the Vision, Be the Difference"

On behalf of the Council of Administrators of Special Education (CASE) Program Planning Committee, you are cordially invited to submit presentation proposals for the CASE Annual Fall Conference 2020. The deadline to submit proposals is April 20, 2020.

The conference starts at 12 pm on Thursday, November 5, 2020 and ends on Saturday, November 7th at 12 pm. Sessions will be 1 to 1.5 hours long.

[See the call for proposals for more information.](#)

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Early Support for Infants and Toddlers (ESIT) Guidance Memo

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.

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](#).

Washington State School-Based Health Care Services (SBHS) Quarterly Newsletter

The Washington State School-Based Health Care Service (SBHS) has released a newsletter with information on:

- Billing for SBHS during COVID-19 related school closures
- SBHS claims processing and invoicing
- Obtaining Medicaid consent to bill for SBHS
- Zoom licenses

More detailed information is available in the [newsletter](#).

Youth Transition Survey – Repeat

The Washington State Independent Living Council (WASILC) Youth Committee has officially launched the Youth Survey! [The survey is now live on the WASILC website](#) and will be **available until May 31, 2020**.

We are seeking your support and collaboration in our efforts to hear the voices of youth and young adults with disabilities in every corner of Washington State.

Please share this information with all youth, young adults, and their allies (parents/guardians, educators, caregivers, and service providers). Flyers that you are welcome to print and share with your networks are available in both English and Spanish.

At the close of this survey, WASILC intends to provide targeted feedback and guidance to individual counties and statewide.

Youth or young adult

- [Survey in English](#)
- [Survey in Spanish](#)

Ally of a youth or young adult (parent/guardian, educator, caregiver, service provider)

- [Survey in English](#)
- [Survey in Spanish](#)

Now accepting applications: 2020 Youth Leadership Forum

Applications are **due May 31, 2020!**

We are currently accepting applications for the 2020 Youth Leadership Forum (YLF)

YLF is a program for high school juniors and seniors with disabilities. The Forum is hosted by the [Washington State Governor's Committee on Disability Issues and Employment \(GCDE\)](#). This will be the

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20th year that YLF has been held in Washington State. The forum will be held **July 26-31, at Eastern Washington University in Cheney, 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.

- [2020 informational postcard](#)
- [2020 informational postcard \(Spanish\)](#)
- [2020 Accessible Fillable App \(Word\)](#)
- [2020 informational brochure](#)
- [2020 informational brochure \(Spanish\)](#)

Questions? Contact Elaine Stefanowicz at 360-902-9362 or estefanowicz@esd.wa.gov.



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