

August 2019 Special Education Update

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New OSPI Special Education Staff Additions

Alexandra Toney joined the division as a Program Supervisor on July 16th. She brings diverse special education experience as a Board Certified Behavior Analyst and additional experience working on statewide quality improvement work as a Program Manager for Cascade Pacific Action Alliance. She has a master's degree in special education from Gonzaga University. You may contact Alexandra at alexandra.toney@k12.wa.us.

OSPI Special Education Priorities

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

Inclusionary Practices Professional Development Project

[See the two-page flyer](#) for information about the Inclusionary Practices Professional Development Project. A website for this project will be available soon.

Questions about this project should be directed to David Green at David.green@k12.wa.us or 360-725-6075.

Multiple Pathways to Graduation (House Bill 1599)

Check out the [HB 1599 Resource Page](#). On the page, you will find an updated [Frequently Asked Questions](#) about HB 1599. OSPI will continue to update the FAQ page when more information is available.

ESD Liaison Assignments

The Special Education Division at OSPI is pleased to announce the following ESD Liaison assignments for 2019–20.

ESD	Liaison	Co-Liaison
Northeast Washington ESD 101	Petra Heppner-Nelson	
ESD 105	Jennifer Story	Kathryn Mayer
ESD 112	Lee Collyer	Michael Snow
Capital Region ESD 113	Andrew Stashefsky	Alexandra Toney
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	

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.

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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.

2019–20 Guide for Annual Activities, Reports, and Grant Packages

The "Guide for Annual Activities, Reports and Grant Packages 2019–20 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.

Post-School Survey

The Post-School Survey is now open. School districts have until November 1, 2019 to make contact with a minimum of 70 percent of their 2017–2018 special education leavers and follow up on their activities since leaving high school. OSPI appreciates district assistance, as these data are used for resource planning at the state level, in addition to the district level. [Please visit the CCTS website to access the 2018 Post-School Survey Guide, FAQ, and other helpful resources.](#)

Tips from the Special Education Division: Reminders to the Field

Services for Transfer Students

Originally printed in the September 2016 Monthly Update, updated August 2018

Many students eligible for special education will be transferring into new school districts throughout the state. There should be no interruption in IEP services when a student moves from one school district to another. Because eligibility for special education services is not the same in all states and territories in which the IDEA applies, [WAC 392-172A-03105](#) address both *intrastate* and *interstate* transfers.

Transfer within the state of Washington (Intrastate Transfer)

When a student eligible for special education transfers from one Washington State school district to another and has an IEP that was in effect in the previous district, the receiving school district must provide FAPE to the student.

The receiving school district, in consultation with parents, must review the student's IEP to ensure the district provides comparable services. The district may wish to consider issuing a prior written notice after consulting with the parents describing how the district intends to provide comparable services and when those comparable services will begin.

"Comparable services" means services that are similar or equivalent to those described in the IEP from the previous district, as determined by the student's new district. *See*, 71 Fed. Reg. 156, 46681 (August 14, 2006) (comments to the final regulations).

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The receiving school district must continue to provide comparable services until the district:

- Adopts the previous IEP, or
- Develops and implements a new IEP.

The district must send prior written notice documenting the intent to adopt the previous IEP or develop and implement a new IEP for the student.

A district should not adopt a student's previous IEP from another Washington school district, if the previous IEP does not meet the requirements of WAC 392-172A.

Transfer from outside the state of Washington (Interstate Transfer)

When a student eligible for special education in another state transfers to a school district within the state of Washington and has an IEP that was in effect in the previous district, the receiving school district must provide FAPE to the student.

The receiving school district, **in consultation with parents**, must review the student's IEP to ensure the district provides comparable services. The district may wish to consider issuing a prior written notice after consulting with the parents and document how the district intends to provide comparable services and when those services will begin.

The receiving school district must continue to provide comparable services until the district:

- Conducts an evaluation to determine whether the student is eligible for special education services in the state of Washington, if the school district believes an evaluation is necessary to determine eligibility under Washington State standards; and,
- Develops and implements a new IEP, if appropriate, that meets the applicable requirements in [392-172A-03090](#) through [392-172A-03110](#).

When the district determines that an evaluation from another state does not meet Washington State eligibility standards, and decides to evaluate the student, the evaluation of the student is an initial evaluation, and the school district must follow the needed steps for an initial evaluation and eligibility determination in Washington.

If the district determines, that an initial evaluation is not needed, the school district must take steps to develop and implement a new IEP within a reasonable period of time in order to avoid any undue interruption to the provision of special education services. See, [Questions and Answers on IEPs, Evaluations, and Reevaluations](#) (OSERS September 2011), Question A-4.

Transporting Students with Disabilities

Districts should provide transportation that allows students with disabilities to access a full day of school, to the same extent as their non-disabled peers. (Beaverton (OR) Sch. Dist., 68 IDELR 113). This standard applies when transportation arrangements require a student to leave school early or result in a student getting to school late. For example, Eldon (MO) R-I Sch. Dist., 352 IDELR 144 found that a transportation schedule requiring a student to leave school prior to her last class period ended denied her an opportunity to attend a full day of school. Transportation schedules cannot drive the length of the school day.

District decisions to provide alternative transportation schedules are often well-intentioned and result from concerns that students may get overwhelmed, lost, or bullied at the start or end of a school day. However, districts should carefully consider whether alternative transportation schedules end up unintentionally reducing the students' instructional time. For example:

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- OSPI found that a District may not unilaterally reduce a student’s school day to avoid crowds at the end of the day, even if there are concerns about sensitivity to crowding and noise. SECC 15-38 (2015).
- OSPI found that a District’s practice of having students leave their classroom 20 minutes before school ended in order to allow time for students to be transported to and loaded onto the buses resulted in an improperly shortened school day. SECC 14-21 (2014).

The district transportation and special education directors should work together to resolve transportation challenges.

Professional Development

School Discipline, Substance Use and Restraint & Isolation: Policy and Proactive Approaches to Support Positive Behavior

Facilitators: Mandy Paradise, Joshua Lynch and Lee Collyer

OSPI is providing a training on school discipline and related policy. The integrated session highlights proactive approaches to support positive behavior and eliminate punitive discipline practices. Building and district level teams are strongly encouraged to attend.

Expect the following topics:

- Best practices and behavior supports
- Relational approaches
- School discipline and emergency intervention procedures
- Legal requirements
- Prevention/Intervention within an MTSS

Who should participate?

- District administrators, building principals, teachers, special education and 504 coordinators, MTSS leads and Title I/LAP coordinators
- Advocates and stakeholders

Training dates and locations

- September 30, 2019 - [ESD 113, Tumwater](#)
- October 7, 2019 - ESD 101, Spokane
- October 8, 2019 - ESD 121, Renton
- October 30, 2019 – ESD 189, Anacortes
- November 6, 2019 - [ESD 114, Bremerton](#)
- November 13, 2019 – [ESD 105, Yakima](#)
- November 20, 2019 – ESD 171, Wenatchee

Additional locations to be determined for November and beyond:

- ESD 112
- ESD 123

News from Student Engagement and Support

CARE: Confident Action and Referral by Educators Online Module Available

OSPI, in partnership with BASE Education and the National Center for School Engagement, has developed a training module to help educators recognize when a student is in emotional or behavioral distress

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including risk for suicide. The Confident Action and Referral by Educators (CARE) module is a free, one-hour resource that is available to anyone who works with students in Washington State. The module will help school staff to identify students who may be at risk and provides strategies on how to safely and effectively refer a student for help. CARE may be taken individually or in a group, and a Facilitator Guide is provided to guide staff through the specific examples, discussion questions, additional resources, and role play exercises.

More information about the course can be accessed via [OSPI's Suicide Prevention Webpage](#). [Join the course here](#).

For more information, contact Camille Goldy, Behavioral Health & Suicide Prevention Program Supervisor at 360-725-6071 or camille.goldy@k12.wa.us.

News from Outside OSPI

Maternal and Child Health Discovery Survey

The Washington State Department of Health would like to hear from you about the needs of mothers, children, and families, [including those with special health care needs](#) in your community and the state.

The Maternal and Child Health Discovery Survey will help the Department of Health build a statewide list of emerging and unmet needs and will be part of the information that will lead to a set of statewide priorities for using [Maternal and Child Health Block Grant](#) funding.

The survey is open through August 16, 2019. It is brief, does not ask for any confidential information, and is available in English and Spanish.

- [Discovery Survey - Maternal and Child Health in Washington State](#)
- [Encuesta de Descubrimiento - Salud Materna e Infantil en el estado de Washington](#)

[Here are details](#) about the comprehensive needs assessment. If you have questions, please contact Kathy Estes at kathleen.estes@doh.wa.gov or (360) 236-3495.

Department of Vocational Rehabilitation (DVR) Order of Selection Update

DVR has been operating under an Order of Selection since November 2017. Since then, DVR has only had sufficient funds to serve individuals in Priority Category 1. All other Priority Categories are closed, and individuals determined eligible in those categories are on a waiting list for services.

DVR is pleased to announce that beginning in September, DVR will begin serving a limited number of individuals in Priority Category 2 who are on the waiting list. We expect to initiate services to about 200 individuals per month from September 2019 through June 2020, based on available funding. Individuals will be selected from the waiting list in the order that they submitted an application for services. Those with the earliest application dates will be selected first. Priority Category 1 will remain open.

Over the coming weeks, State Office will be reaching out to individuals on the Priority Category 2 waiting list to confirm whether they are still interested in receiving services and to document any changes to their contact information. We plan to send customers a letter by mail, and follow up by email or phone if there is no response to the letter.

There are approximately 5,800 individuals who are on DVR's waiting list, with about 4,000 in Priority Category 2. We look forward to initiating services to this group of individuals, and will keep you apprised of our progress.

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Ensuring an Equitable Opportunity: Providing a High-Quality Education for Students with Disabilities

The primary mechanism for ensuring students with disabilities receive the right educational content and rigor at the right moment in their education is the individualized education plan (IEP). This new Council of Chief State School Officers (CCSSO) resource, [Ensuring an Equitable Opportunity: Providing a High-Quality Education for Students with Disabilities](#), details policy and practice considerations around individualized education plans chiefs and state education leaders can reflect upon and implement in ensuring all students, especially students with disabilities, have access to a high-quality education.

The *Education for All Handicapped Children Act* of 1975 marked an historic win for civil rights when the doors to public education were opened for all students. For the first time, children with disabilities had access to a public education and the hope of a productive and fulfilling future. Today, the *Individuals with Disabilities Education Act of 2004* (IDEA), the most recent iteration of that law, aims to deliver on that promise; namely, that all students with disabilities have equitable access to a free appropriate public education (FAPE) in the least restrictive environment.

The *Every Student Succeeds Act of 2015* (ESSA), the recently reauthorized Elementary and Secondary Education Act of 1965, also aims to deliver on that promise; namely that all students, across all backgrounds and circumstances, are provided the opportunity to receive a high-quality education. However, effectively preparing students with disabilities for life after high school remains a challenge for states as evidenced by the significant educational achievement and opportunity gaps that persist between students with disabilities and their non-disabled peers. The increased alignment between the federal laws, bolstered further by an increased focus on improving the educational benefit for students with disabilities required by the unanimous Supreme Court ruling in the *Endrew F. v. Douglas County School Dist. RE-1*, presents an opportunity for state leaders to support school and district leaders in understanding a new landscape of delivering appropriate and effective educational services and supports for students with disabilities. This CCSSO document discusses policy and practice opportunities within this new landscape to ensure each and every child, especially children with disabilities, has an excellent education.



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