

February 2020 Special Education Update

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2020 Legislative Session – Updated

The 2020 Legislative session began January 13, 2020. Superintendent Reykdal continues to prioritize budget requests that provide learning supports for students with disabilities, ensure students learn in a safe and healthy environment, and provide robust supports for new and emerging educators. Please see [detailed legislative requests](#) for the special education multiplier increase, increase in school nurses, support for dyslexia screening implementation, and paraeducator professional learning for the upcoming legislative session.

Special Education Bill Tracking	
Number	Description
HB 1164	Dual credit programs
HB 2184	Comprehensive sexual health
HB 2258	Appropriations for special education programs
HB 2288	Creating statutory authorization for school-based health centers
HB 2299	Relating to creating prison to post-secondary education pathways
HB 2325	2019–2021 Biennium Supplemental Operating appropriations
HB 2390	Using respectful language
HB 2436	Permitting the reasonable and moderate restraint of students for their own protection
HB 2556	Providing regulatory relief for early learning providers
HB 2581	Removing the special education enrollment limit for funding
HB 2591	Concerning youth eligible for developmental disability services who are expected to exit the foster care system
HB 2631	Creating a family engagement framework
HB 2690	Providing students with equitable access to a high-quality public education by developing an infrastructure that assists public schools in the delivery of integrated student supports
HB 2711	Increasing equitable educational outcomes for foster care and homeless children and youth from prekindergarten to postsecondary education
HB 2738	Concerning the budgeting process for services for individuals with developmental disabilities
HB 2787	Completing the transfer of the early support for infants and toddlers (ESIT) program from OSPI to the department of children, youth, and families (DCYF)
HB 2816	Nurturing positive social and emotional school and classroom climates
SB 6047	Prohibiting retaliation against school district employees that report noncompliance with individualized education programs
SB 6101	Statewide implementation of early screening for dyslexia
SB 6117	Appropriations for special education programs
SB 6132	Allowing the LAP to support school-wide behavioral health system of supports and interventions
SB 6168	2019–2021 Biennium Supplemental Operating appropriations
SB 6253	Creating a comprehensive statewide early care and education system by improving accessibility and affordability of early care and education programs for families
SB 6282	Concerning the development of individualized highly capable learning plans
SB 6547	Completing the transfer of the early support for infants and toddlers (ESIT) program from OSPI to the department of children, youth, and families (DCYF)

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Inclusionary Practices Project Update

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

Most recently, two of the Statewide Professional Development Cadre Providers launched PD offerings.

- The Washington School Administrators Association (WASA) has brought [together a cohort of 43 school districts](#) from across the state that will convene regularly to work with inclusion expert [Katie Novak](#) on implementing inclusionary practices across their district systems.
- The Washington Education Association (WEA) has launched online courses on inclusionary practices through e-Learning for Educators and will be rolling out face-to-face trainings in March. [See their flyer for more information.](#)
- In March, the University of Washington Haring Center will be releasing the list of demonstration sites that will be available for visitation, observation and discussion about inclusionary practices they've incorporated throughout their system.

To hear more about the Inclusionary Practices Project, the Washington Educational Research Association (WERA) is hosting a 1-hour webinar at **1:30 pm on Tuesday, March 10**, about the project. Hear from OSPI leaders and partners about the project's work now and in the school year to come. [Registration](#) for the webinar is open to all.

Lastly, the 2020 Washington State Teacher of the Year and special education teacher Amy Campbell is available to present about inclusionary practices to educators across the state. [She is offering three different presentations](#) and [an online request form is available now.](#)

You can find out more information about the project on [OSPI's website](#).

Rulemaking Activity for WACs 392-172A, 392-173, and 392-140-601 thru -685 CR-101 Pre-Proposal Statements

392-172A, 392-173, 392-140-601 thru -685: 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.

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

2019–20 Special Education Advisory Council (SEAC) (Upcoming Meetings) – Repeat SEAC Meeting

February 12, 2020 8:30 a.m. – 4:30 p.m.

February 13, 2020 12 – 4:30 p.m.

Location: Pacific Lutheran University, Anderson University Center 133
12180 Park Avenue South
Tacoma, WA 98447

The Washington State Special Education Advisory Council (SEAC) conducts three two-day public meetings throughout the school year. The meetings begin at 8:30a.m., adjourning at 4:30p.m., with public comment only on the first day at 12:45 p.m. – 1:15 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

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attendance who would like to comment. 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.

**SEAC Community Forum
February 12, 2020 6 – 7:30 p.m.**

Location: Pacific Lutheran University, Anderson University Center 133
12180 Park Avenue South
Tacoma, WA 98447

The SEAC will be hosting a community forum entitled “Defining Inclusion” on February 12, 2020 from 6:00-7:30 p.m. at Pacific Lutheran University, Anderson University Center 133, 12180 Park Avenue South, Tacoma, WA 98447

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 on 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. We hope you will join us for this important discussion!

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 (February 7, 2020) 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.

Special Education Complaint Investigator Request for Qualifications (RFQ) – Repeat

OSPI is initiating this RFQ to solicit proposals from Consultants interested in participating on a project to conduct complex confidential investigations filed with the Superintendent against local education agencies (LEAs) through the formal special education citizen complaint process and to prepare written decisions.

[The RFQ is now available online.](#)

Proposal Due Date: February 18, 2020

Estimated Contract Period: March 31, 2020 through August 31, 2021

Submit Proposal to: [Johannah Renfroe](#), RFQ Coordinator

All communications concerning this RFQ must be directed only to the RFQ Coordinator via email. Any other communication will be considered unofficial and non-binding on OSPI. Consultants are to rely on written statements issued by the RFQ Coordinator. Communication directed to parties other than the RFQ Coordinator may result in disqualification of the Consultant.

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Fiscal Monitoring Pilot – Update

OSPI Special Education Operations Unit is re-structuring its monitoring process and following public input opportunities and a pilot in January–May 2020, will be issuing standardized guidelines concerning the division’s oversight, evaluation, and monitoring of each Washington Local Lead Agency (LEA) and subrecipients. Fiscal monitoring presentations will be given during the following meetings:

- February 11th – ESD 113 Business Managers Forum
- February 12th – SEAC at Pacific Lutheran University (see above for details)
- May 6th – 8th – WASBO Conference

If any LEA would like to have a presentation provided on-site, please contact [Tina Pablo-Long](#) at 360-764-0537 and/or [Cyndie Hargrave](#) at 360-765-6075. Please provide input to the changes prior to March 10, 2020.

OSPI Special Education Regional Data Dives

To support data-informed, continuous improvement for inclusionary practices and improved outcomes for all students, OSPI Special Education is partnering with departments across OSPI and with ESDs statewide to lead regional data dives throughout Spring of 2020. These sessions will showcase updated special education data, with a deeper focus on placement and disproportionality data. Teams will analyze and compare state-, district-, and building-level data and discuss strategies for implementing system supports for students with disabilities across content areas and tiered interventions. Participants are strongly encouraged to attend as cross-departmental teams, including special education, learning and teaching, MTSS, school counseling, etc. Regional dates are currently being finalized. For additional information, please contact Tania May, Director of Special Education, at tania.may@k12.wa.us, or your ESD Special Education Director.

OSPI Special Education Monthly Webinar Schedule – Updated

The Special Education Division Monthly Zoom webinar series covers important special education topics. The presentation slides, including speaker notes, from the January 9, 2020 webinar regarding the statewide, cross-agency Transition Collaborative are now [posted!](#)

The February 2020 webinar is a pre-recorded session with Safety Net updates, reviewing the same content that was presented at the in-person ESD trainings. The [video](#) and [slides](#) are both posted.

Mark your calendars for the March GATE Equity Webinar offerings, which will focus on inclusionary practices and supports for students with disabilities! The webinars will be held on Wednesday, March 11, at 10 am and 3 pm. Visit the [GATE Equity webinar page](#) for updates and to register.

Special Education Safety Net Application for 2019–20 – Update

Due Date Reminder

- High Need Individual Applications are due March 13, 2020.

Updates to Forms

- [Worksheet A](#): The lookups to the 2019–20 budget resource data for revenues available to the district were updated. Some of fields in this section had incorrect cell references and were pulling data from the wrong place.

Training Materials

- [2019-20 Safety Net Training Presentation](#) | [Presentation Slides](#)
- [Completing the 1-on-1 Contracted Billing Worksheet](#)
- [Completing Worksheet C Example](#)

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- [Completing Worksheet C for an Out of District Placement Example](#)
- [Computing Annualized Caseload](#)
- [Splitting Weeks Between Multiple Providers](#)

Please note: Some of these examples include redacted IEP matrices that were provided by a local district. We are in no way endorsing how information is reported on the matrices, but merely using the example to show how we would report the information on Worksheet C.

New Forms – Repeat

- **[Medicaid Implementation Verification](#)**: LEAs in process of setting up Medicaid billing should complete this form and submit with their Safety Net application.
- **[Medicaid Provider Eligibility Verification](#)**: Complete this form if the LEA is billing Medicaid but has providers who are not eligible to bill.

To receive notification when the Safety Net website is updated, [sign up for Safety Net GovDelivery alerts](#).

Questions? Contact safety.net@k12.wa.us.

Guidelines for Statewide Accountability Assessments – Repeat

[Guidelines for Statewide Accountability Assessments](#) was updated in September of 2019. This document provides guidance to Individualized Education Program (IEP) teams on their authority related to decisions around accountability assessments and provides guidance on how to determine the appropriate assessment options for students. If you have any questions, please contact Assessment Operations at 360-725-6348 or assessment@k12.wa.us

OSPI Special Education Priorities – Repeat

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

Early Childhood Special Education

Governor Inslee Prioritizes Early Learning Programming

Governor Inslee requested OSPI's collaboration with DCYF on integrated early learning models. OSPI provided an informational letter regarding this collaboration and process. This is a great opportunity to simplify the regulatory environment in early learning.

- [Read Governor Inslee's Directive](#)
- [Read Superintendent Reykdal's response to Governor Inslee's directive](#)

Transitional Kindergarten

View the [Transitional Kindergarten Introductory Webinar](#)

This webinar discusses the requirements of Transitional Kindergarten (TK), where it fits in the early learning landscape and what to consider when planning to implement TK in your school. It was presented on December 5, 2019 by OSPI Early Learning, School Apportionment and Financial Services staff, along with guests from the Department of Children, Youth, and Families and Bellingham Public Schools.

Do you have questions about Transitional Kindergarten? Please reach out to [Karma Hugo](#), Director of Early Learning at OSPI

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Preschool Inclusion Finance Toolkit

OSPI with the help of the Early Childhood Technical Assistance (ECTA) Center presented the Preschool Finance Toolkit. The [presentation slides](#) are available on [OSPI's Early Childhood Special Education website](#). A recording of the presentation will be added to [this website](#) when it is available.

[ECTA Center's Preschool Inclusion Finance Toolkit](#).

State Needs Projects

Special Education Support Center (SESC)

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

Our current list of training courses is available [on our website](#).

WEA's Center for Education Quality was awarded a grant from OSPI, as part of the [Inclusionary Practices Project](#). Our purpose is to provide professional development for educators that supports an increase in inclusionary practices throughout the state. As part of our project, we have outlined four opportunities for educators:

1. Existing Special Education Support Center courses (see above)
2. STEM Integration Training
Designed to highlight standards in Science (NGSS), Technology (Washington State Standards), Mathematics (Common Core), and Engineering standards in order to have participants build and implement an integrated lesson with a minimum of two of the STEM components. Instructors will model and demonstrate how to build an authentic STEM experience for students and showcase how to authentically design and implement a lesson with STEM. This workshop will include computer science, UDL, and game-based learning components.
Delivery will be: 5 hours online/independent study prior to training and 10 hours of face to face learning.
3. New Courses (6 hours each, face-to-face PD - Available to schedule now, courses begin March 1st)
 - i. Foundations for Equitable Inclusive Education
 - ii. Effective Co-teaching Strategies for Inclusion
 - iii. Empowering Educators through the use Explicit Instruction in the Inclusive Classroom
 - iv. High Leverage Practices for Inclusive Classrooms
 - v. Successful Inclusion of Students with Significant Disabilities
 - vi. Data-Based Individualization to Improve Outcomes for All Students in an Inclusive Classroom
 - vii. Programming for Specially Designed Instruction in Inclusive Classrooms
 - viii. Universal Design for Learning
4. eLearning for Educators – Online Courses

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- a. Through a partnership with eLearning for Educators at The Evergreen State College, on-line courses about inclusionary practices are available to all educators at no cost to participants. Funding for this opportunity is limited and is available on a first-come, first-served basis. You may only register for one course at a time, and successful course completion is required before registering for additional courses. In order to access this opportunity: [Navigate to the Evergreen website for educators.](#)
- b. Read through the course descriptions outlined below and select one. Though eLearning has more trainings available, the following courses are the only ones available for the grant:
 - i. Universal Design for Learning (UDL)
 - ii. Classroom Assessment: Monitoring
 - iii. Differentiated Instruction
 - iv. Evidence-based Practices
 - v. Classroom Management and Addressing Challenging Behaviors
 - vi. Functional Behavioral Assessment
 - vii. High-Leverage Practices
 - viii. Quality Indicators for Assistive Technology (QIAT)
 - ix. Accommodations for Students with Disabilities
 - x. Autism Spectrum Disorder: An Overview for Educators and Evidence-Based Practices
- c. Proceed to the "How to Register" area on the right side of the website and click on the "register online" link. When completing the online registration form, enter the letters "WEA" in the purchase order field.

For additional information or to schedule a training contact: Annie Lamberto, Special Programs/Populations Coordinator, Washington Education Association, alamberto@washingtonea.org.

For information or to schedule a STEM Integration training or for questions about accessing eLearning for Educators online courses, contact: Scott Poirier, K-12 Education Coordinator, Washington Education Association, spoirier@washingtonea.org.

Tips from the Special Education Division

Guidance on WAC 180-51-115-Procedures for Granting High School Graduation Credits for Students with Special Education Needs

According to [WAC 180-51-115](#) (revised December 13, 2019, emphasis added) "A student with an individualized education program must be provided needed accommodations to progress in the general curriculum toward meeting state and local graduation requirements. In **limited circumstances**, when **determined necessary by the individualized education program team** due to the unique needs resulting from the student's disability, a graduation credit and subject area requirement may be **substituted with comparable content course work**, as identified in the individualized education program team course of study and aligned to the student's high school and beyond plan."

The State Board of Education (SBE) has authority to set graduation requirements, and [WAC 180-51-115](#) is specific to how Washington State is aligning with the IDEA requirement that all students with disabilities are provided a free appropriate public education (FAPE), designed to meet their unique needs and prepare them for further education, employment and independent living ([Section 300.1\(a\) of IDEA](#)).

The intent of the language set forth by SBE is that IEP teams should only be substituting courses that are similar in scope and content and that course substitutions should only occur in response to the unique needs that can arise from a student's disability. The academic learning standards apply to all students. Much like with students who take the Washington Access to Instruction and Measurement (WA-AIM) [Return to Top](#)

alternate assessment, it is the performance expectation that changes, not the content of the course. The instructors can reduce the breadth, depth, and/or complexity of performance of the standard, not whether the student has access to the content.

With the shift to increased local data use and practices outlined in [House Bill \(HB\) 1599](#), it is recommended that special education teachers, administrators, and school counselors work together to determine as a district what is considered to be the requirements around course substitution practices for a high school diploma. The current special education WACs and IDEA charge districts with providing FAPE to students that is "*designed to meet **their unique needs** and prepare them for further education, employment and independent living*", and this should continue to guide decisions locally.

OSPI will be developing additional guidance and resources around the topic of graduation. The currently available guidance related to graduation is linked below:

- [Graduation Pathways by Cohort, A Quick Reference Guide](#)
- [Bulletin 007-20 – Summary of Graduation Requirements for the Class of 2020 and beyond](#)
- [Graduation Pathways Toolkit, Class of 2020](#)
- [Multiple Pathways to Graduation \(HB 1599\) PowerPoint](#)
- [Guidelines for Aligning High School and Beyond Plans with IEP Transition Plans](#)

Professional Development

18th Annual Northwest PBIS Conference

VISION 2020: PBIS for ALL Students

Location: Greater Tacoma Convention Center

Date: February 26 (pre-conference) 27 & 28, 2020!

If you are interested in attending email info@pbisnetwork.org.

See the [conference website](#) for more details.

The UW SMART Center 2020 Speaker Series

The School Mental Health Assessment, Research, and Training (SMART) Center speaker series brings esteemed scholars to the UW and Seattle community to elevate understanding of issues related to school mental health and critical topics in education.

For more information, see the [event flyer](#) or [UW's SMART Center website](#). Space is limited. Register soon to reserve your spot!

School Discipline, Substance Use and Restraint & Isolation: Policy and Proactive Approaches to Support Positive Behavior – Repeat Facilitators: Mandy Paradise, Joshua Lynch and Lee Collyer

OSPI is providing trainings 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

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- 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

- [March 3, 2020 – ESD 123, Pasco](#)
- [March 19, 2020 – ESD 189, Anacortes](#)

General and Special Education Conference in Seattle – Repeat

The 2020 General and Special Education Conference in Seattle will be held on **March 4–6, 2020**. These sessions offer evidence-based professional development opportunities for teachers, administrators, specialists, and paraeducators to deepen their knowledge and skills with a wide range of courses by renowned researchers, educators, and authors. More information about sessions and registration available on the [Rehab Seminars website](#).

Save the Date! 2020 OSEP Summit

The Office of Special Education Programs will live stream **Attract, Prepare, Retain: OSEP National Summit on Improving Effective Personnel for Children with Disabilities** *virtually* on **March 19, 2020**. Details related to live stream access will be available closer to the summit date.

About the 2020 OSEP Summit

The Office of Special Education Programs (OSEP) is hosting a summit focusing on strategies to attract, prepare, and retain effective personnel—general and special education teachers, early childhood personnel, and related services providers—who have the knowledge and skills needed to provide effective instruction, interventions, supports, and services to children with disabilities. This is a topic that is important for schools, states, communities, businesses, districts, and professional organizations. This topic disproportionately affects children with disabilities and their families due to the many unfilled positions and high attrition rates among special education teachers, early childhood personnel, and related services providers. The summit is an opportunity to bring together these various stakeholders and explore potential strategies and innovative approaches to address this critical need. OSEP is also taking this opportunity to bring together the many professional organizations across the country that are working to improve attraction, preparation, and retention of effective personnel.

The summit will take place from 1:00 – 5:00 p.m. Eastern time and we encourage viewing gatherings and discussions. Improving how we attract, prepare, and retain effective personnel for children with disabilities is a critical need that will only be resolved by prioritized and collaborative efforts. Please join us on March 19, 2020!

Additional information will be coming soon and posted at the [OSEP Meetings Website](#).

If you have any questions, please contact the Summit planning team at osep-meeting@air.org.

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ORTli “Deconstructing Dyslexia” Conference – Repeat

ORTli, the Oregon Response to Instruction and Intervention, is hosting the “Deconstructing Dyslexia” conference **April 9–10, 2020** with a preconference on April 8, 2020. The conference will be held at the Red Lion Hotel on the River Jantzen Beach in Portland, Oregon.

The conference will address evidence-based practices in the following areas:

- **Levels:** Elementary and Secondary
- **Content Areas:** Reading, Math, Behavior, and English Learners
- **RTI Components:** Culture & Equity, Leadership, Teaming & Data Based Decision Making, Professional Learning, Core Instruction, Screening, Interventions, Progress Monitoring, and Special Education Identification & Inclusion

Main Conference Speakers

- Keynote Speaker: Dr. Pedro A. Noguera
- Endnote Speaker: Dr. Anita Archer

Pre-Conference Speaker

- Keynote Speaker: Dr. Carrie Thomas Beck

Contact

- 503-431-4005
- crivas@ttsd.k12.or.us

Lunch and Coffee Service Included with Registration.

2020 Pre and Main Conference Fees:

- Current ORTli Project Districts: Free
- Students: \$25/day
- Districts Outside of the Current Project: \$125/day

More information is available on [the ORTli website](#).

The Inclusive Education Conference

Keynote Speaker

- Dr. Paula Kluth

Topics Addressed

- Universal Design for Learning
- Joyful and Active Learning
- “Teaching Up”
- Collaboration and Role Sharing

The activities, examples, and illustrations in this session are designed to help participants refine their vision and their skills when it comes to inclusion. In this high energy workshop, Dr. Kluth will discuss what inclusion should look like today and share relevant research, classroom examples, and illustrations of powerful practices. Come and learn tried and true techniques as well as some out-of-the-box solutions.

Date

April 25, 2020 8:30 am – 4 pm

Event Location

Spokane Valley Events Center

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10514 E. Sprague Ave
Spokane Valley, WA 99206

Ticket Prices

- Early Registration closes at midnight on 3/15/2020 (3/16, prices increase by \$10)
- \$30 Parents & Self Advocate Students
- \$40 College Students & Paraprofessionals
- \$50 General & Special Education Teachers, Administrators & All other school staff
- [Purchase your ticket here!](#)

[Visit the conference website.](#)

MTSS Fest 2020 Conference: Coming Into Focus

Washington's annual [Multi-Tiered System of Supports \(MTSS\) conference](#) is **May 4–5, 2020!** By the end of the conference, the participants will have a deeper understanding of MTSS components and how to further develop, enhance, and sustain MTSS implementation.

The conference is currently sold out, but [a wait list is available.](#)

- Location: [Double Tree SeaTac](#)
- [Agenda](#)
- Accommodations: Block rate of \$159.00 plus tax/fees per night Sunday, May 3–Tuesday, May 5
- [Pre-Conference Flyer](#)
- Contact Us: mtssfest@esd113.org

Save the Date: Infant and Early Childhood Conference - Repeat

The 2020 IECC conference will be held **May 6–8, 2020** in the Greater Tacoma Convention Center, Tacoma, WA with a preconference day on May 6.

Conference Goals:

- 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.

For more information see the [2020 Conference Flyer](#) or the [IECC website](#).

News from Assessment and Student Information

WA-AIM Item Content and Bias/Sensitivity Reviewers Needed!

During the 2019–2020 school year, OSPI and our vendor, Data Recognition Corporation (DRC), have set forth an aggressive item development plan to ensure educators who administer the WA-AIM have access to approximately 15 items for each Performance Task on the WA-AIM for the 2020–2021 school year.

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As part of this process, OSPI and DRC will be conducting three rounds of Item Content and Bias/Sensitivity Review. OSPI is seeking educators with the following expertise or experience working with:

- Students with significant cognitive disabilities
- State academic learning standards in English language arts, mathematics, or science
- Students who are blind or deaf/hard of hearing
- English learners
- Alternate Assessments
- Students who are non-verbal
- Students who use assistive technology

Tentative Review Dates:

- Review #1: April 6–9, 2020, Spokane, Washington
- Review #2: Mid-August, location TBD
- Review #3: Early fall 2020, location TBD

Interested reviewers **must** apply through completing the [WA-AIM Item Review Application 2020](#). Reviewers will be selected based on the items to be reviewed. Interested applicants may be selected for 1 or more review meetings. Applicants do not need to commit to all three review rounds.

- Selected reviewers for Review #1 will be notified at the beginning of March.
- Selected reviewers for Review #1 will have travel, eligible meals, and eligible lodging expenses paid or reimbursed.
- Selected reviewers for Review #1 who are in school session will have substitute costs reimbursed directly to their districts.
- Selected reviewers for Review #1 who are on spring break will be eligible for a \$200 a day stipend.

Please contact Toni Wheeler (toni.wheeler@k12.wa.us) if you have any questions.

News from the Professional Educator Standards Board (PESB)

Social and Emotional Learning Standards Added to the Paraeducator Standards of Practice

The Paraeducator Certificate Program offers statewide standards-based training for all paraeducators and supports a career growth ladder for those who wish to advance their career.

Beginning February 1, 2020, training on the Fundamental Course of Study (FCS) must include standards on Social and Emotional Learning (SEL). These standards are a requirement of [SB 5082 Sec. 5](#). The Paraeducator Board adopted this change on January 15, 2020, to comply with the requirement ([WAC 179-07-040](#)). Please review the following resources and their updates:

- [Paraeducator standards of practice](#)
- [Fundamental Course of Study outline](#)
- ["Paraeducators: what we do matters"](#) online course, *update coming soon*

New SEL standards

Standard 3: Support a positive and safe learning environment

3.1D: Knowledge of how to consider the well-being of others and a desire to contribute and support students, school, and community.

- Added to unit FCS02: Methods of Educational and Instructional Support

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3.2E: Demonstrate an awareness of student emotion, and the skill to help direct or express a student's emotions thoughts, impulses, and stress in constructive ways.

- Added to unit FCS02: Methods of Educational and Instructional Support

3.2F: Demonstrate the ability to assist students to access family, school, and community resources of support.

- Added to unit FCS08: Child and Adolescent Development

3.2G: Demonstrate the ability to assist in the development of a student's sense of social and community responsibility.

- Added to unit FCS07: Behavior Management and Safe Learning Environment

FAQ regarding new standards

When must training on the FCS include SEL standards:

- Beginning on February 1, 2020, all training moving forward must include SEL standards.

Our district, or partner provider, has completed training on units FCS 02, 07, or 08. Are we required to retrain these paraeducators on the units?

- No. If you have fully completed the training requirements of units FCS 02, 07, or 08, then you are not required to retrain your paraeducators on the specific unit with the added requirements.

Our district already provides training on SEL. Can we use this training to meet the requirements?

- Yes. If your training meets the requirements of the FCS learning objectives, then we highly recommend using that training.

Will our district have more time to provide training on the FCS, now that there are new training requirements?

- No. The Legislature did not increase the amount of time to provide training on the FCS, which is four days (28 hours). Districts must add this training to their scheduled programming.

Questions?

For questions regarding this program, please contact Zoe Hammes-Hefti at 360-725-4956 or email zoe.hammes-hefti@k12.wa.us.

News from Outside OSPI

Teacher of the Visually Impaired Training Program Announcement

Is your district looking to fill a Teacher of the Visually Impaired position? The Stephen F. Austin State University TVI training program is continuing to take applications. This program is grant funded and pays for all tuition. It is open to teachers in Washington state who are looking to add an endorsement to become a Teacher of the Visually Impaired. This is a great way for districts to "grow their own" TVI. If you are interested or know of someone who may be interested in becoming part of this in-demand field, please contact Joe Dlugo at the Washington State School for the Blind: joe.dlugo@wssb.wa.gov. This grant is competitive so please encourage potential candidates to apply as soon as they can. The submissions are reviewed and scored to see who is awarded funding. **Applications are due April 1st.**

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Governor's Committee on Disability Issues and Employment: Governor's Employer Award

What are the Governor's Employer Awards?

GCDE recognizes Best Practices that positively shape employment opportunities for workers with disabilities. We celebrate employer achievements for recruiting, hiring and advancing workers with disabilities.

Awards Nomination Process

An individual, business, agency or organization may submit nominations for themselves or others. Submission Guidelines and electronic nomination forms can be found on the [GCDE website](#). For more information or to request a nomination form in alternate formats contact staff at 360-902-9440.

See the [attached flyer for more information](#).

New Resource! Supporting Student Mental Health: Resources to Prepare Educators

Students of all ages have unmet mental health needs that affect their performance in school.

- How can educators and school personnel respond to the mental health needs of students?
- What do educators and school personnel need to know about child and adolescent mental health?
- Where can school districts, schools, and staff access training on how to respond?

The [Mental Health Technology Transfer Center \(MHTTC\) Network](#) and the [National Center for School Mental Health](#) collaborated on an environmental scan and needs assessment of available educator mental health literacy training and resources. *Supporting Student Mental Health: Resources to Prepare Educators* is a new resource that:

- Describes the role of educators in supporting student mental health
- Explains the core components of mental health literacy
- Provides an annotated list of existing resources and trainings that instruct educators on mental health literacy.

[Download the new resource here.](#)

New Program Opportunity: Northwest M~POWER: My Pursuit of Work, Empowerment & Resources

The Helen Keller National Center for Deaf-Blind Youths and Adults is offering this new program July 19–July 24, 2020, at the University of Washington for vocational and college exploration, advocacy and peer mentoring opportunities, readiness skills that lead to preparing for employment success, Seattle excursions and more!

[Click here to access a PDF to learn more about this innovative and exciting new program!](#)

Applications are due March 30, 2020.

Questions? Contact Marlene Swarts at 206-452-0049 or Marlene.Swarts@hknc.org.

U.S. Department of Education (USDOE) to Evaluate Use of Federal IDEA Funds in Districts and Schools

On December 26, 2019, the USDOE announced that it will evaluate how states are spending federal education funds, at elementary and high schools across the country. The Study of District and School Uses of Federal Education Funds is the first examination of federal spending in nearly a decade and will include

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a review of school and district uses of Elementary and Secondary Education Act Titles I Part A; II Part A; III Part A; IV Part A; and Individuals with Disabilities Education Act Title I Part B.

The study will collect detailed information from 400 school districts that make up a nationally representative sample. Information will include budgets, plans, spending data, and personnel and payroll information. Data collection could begin as early as May 2020.

The Education Department's announcement of the study is available on their [website](#). Comments will be accepted through February 24, 2020.

DCYF Awarded Renewal of Federal Preschool Development Grant Birth Through Five – Repeat

The Washington State Department of Children, Youth, and Families (DCYF) was recently awarded a renewal grant for \$34 million to implement the Preschool Development Grant Birth Through Five (PDG B-5) from the Department of Health and Human Services.

The PDG B-5 renewal grant allows DCYF to strengthen and build integrated services across early learning and child welfare, including the expansion of crucial programs for children. The renewal grant provides DCYF the opportunity to implement Early ECEAP for 144 infants and toddlers and their families in 10 Washington communities. It will also improve early learning opportunities for children and families involved in child welfare.

"This renewal grant will strengthen Washington's early learning coordination and referral systems to support families of young children with accessing services, supports and programs when they need them," said Kelli Bohanon, Director of Early Learning Programs at DCYF. "We are thrilled to be able to continue the work we've done over this past year to bring more hope, resources and opportunity to the children, families, providers and communities in our state."

Additional opportunities available with the renewal grant include:

- Improve the inclusion of children with special needs in early learning settings
- Provide comprehensive services and business supports to child care providers
- Increase access to mental health consultation and trauma-informed training/supports to child care providers
- Strengthen partnerships with families and community partners to improve kindergarten transitions
- Facilitate integration of early learning data systems

DCYF was previously awarded \$5.2 million through December 31, 2019, and the renewal grant will extend the work through December 2022.

The PDG B-5 is a competitive federal grant opportunity open to all states and territories. For more information on the PDG B-5, visit the [Office of Child Care website](#).

Request for Proposals for CADRE's National Symposium on Dispute Resolution – Repeat

CADRE is now accepting proposals for its ***8th National Symposium on Dispute Resolution in Special Education -- Planting Seeds: Growing an Inclusive & Informed Community***, convening October 28–30, 2020, in Denver, Colorado! Keeping the theme in mind, CADRE is seeking proposals on various dispute resolution topics emphasizing strategies and techniques which yield improved and successful outcomes for children with disabilities and their families, giving preference to proposals with a focus on culturally competent processes and practices.

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Participants in CADRE's 8th National Symposium will include: OSEP staff, State dispute resolution coordinators, directors of special education, dispute resolution practitioners, researchers, parent advocates, attorneys, educators, service providers, and parents. A Request for Proposals has been posted. The deadline for proposals is March 1, 2020.

[CADRE's 8th National Symposium on Dispute Resolution in Special Education](#)

When: October 28-30, 2020

Where: Denver, Colorado - Renaissance Denver Stapleton Hotel

Register: More information will be made available soon.

[Proposal Submission](#)



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Winners

Private Employers of the Year

Small: Jerrol's

Medium: Quality Inn & Suites
Olympic National Park

Medium: Welcome Home Oak
Harbor

Senior Memory Care

Large: Huntwood
Industries

Public Employers of the Year

County: Kittitas County

State: Washington State
Employment Security
Department

Federal: US Army Corp of Engineers

Small Non - Profit Employer of the Year

Bella's Voice

Youth Employer of the Year

Swedish Edmonds Hospital

Governor's Trophy *in Memory of Carolyn Blair Brown*

Duane French

Direct Support Professional

Colleen Thornburg

Toby Olson Legacy Award

Toby Olson



Contact the Governor's Committee on Disability Issues and Employment

PO Box 9046
Olympia, Washington 98507

360-902-9440
360-586-4600 Fax

Dial 711 for Relay Services

GCDE@esd.wa.gov

For more information
on our Awards Program,
visit our website:

<http://esd.wa.gov/gcde/projects>



Governor's Committee on Disability Issues and Employment Governor's Employer Awards

Presented to outstanding employers
who have demonstrated efforts to
recruit, hire and advance employees
with disabilities, and to recognize
Best Practices in the workplace.

Why Nominate an Employer or Individual?

- ◆ To shine a spotlight on organizations and individuals making a difference.
- ◆ To showcase achievements and share best practices.
- ◆ To acknowledge employers successfully creating inclusive work places.
- ◆ To acknowledge work teams for their hard work & creativity.

Nomination Process May - August
Selection Process- September

****Award Ceremony** Fall 2020**



Governor's Committee on Disability Issues and Employment (GCDE)

GCDE is comprised of 27 volunteer members appointed by the Governor; the majority being individuals with disabilities representing a wide range of physical, mental or sensory disabilities.

Representatives from various state agencies and disability organizations serve as ex-officio members. The Committee is supported by a staff of four state employees.

What does the Committee do?

GCDE's mission is to provide statewide advocacy and leadership to empower the disability community to obtain equality of opportunity and maximum independence.

The Committee is nationally recognized and sought out for its expertise in the broad spectrum of issues affecting people with disabilities. Policies and programs it has developed and implemented have been cited as best practices by such federal agencies as the Equal Employment Opportunities Commission, and the Department of Justice. It has won more than **\$15M** in competitive federal funds to serve people with disabilities in Washington State.

What are the Governor's Employer Awards?

GCDE recognizes Best Practices that positively shape employment opportunities for workers with disabilities. We celebrate employer achievements for recruiting, hiring and advancing workers with disabilities.

Awards Nomination Process

An individual, business, agency or organization may submit nominations for themselves or others. Submission Guidelines and electronic nomination forms can be found on our website:

<http://esd.wa.gov/gcde/projects>.

For more information or to request a nomination form in **alternate formats** contact staff at 360-902-9440.

Selection Process

Each year a distinguished panel of professionals consisting of Committee Members, previous award winners and business representatives select the award recipients.

Awards Categories

Toby Olson Legacy Award honors a Washington resident whose body of work, vision, dedication and determination creates a lasting legacy increasing equality of opportunity and independence for individuals with disabilities.

Awards Categories

Private and Non-Profit Employers are recognized for their efforts to recruit, hire and advance individuals with disabilities.

Small (25 or less employees)

Medium (26 to 249 employees)

Large (over 250 employees)

Public Employers are federal or governmental entities (city, county, state or municipality) that are recognized for their effort to recruit, hire and advance workers with disabilities. This category has no size limit.

The Governor's Trophy in Memory of Carolyn Blair Brown honors a Washington resident with a disability who has developed or influenced programs, services, legislation etc. that result in positive outcomes dramatically enhancing the empowerment of individuals with disabilities.

The Direct Support Professional recognizes a job dedicated developer/coach who has shown extraordinary ingenuity and drive to create and sustain supported employment opportunities that create jobs.

The Youth Employer honors a private, non-profit or public employer for its efforts to sponsor programs and activities promoting employment preparation and job skill training for youth with disabilities.