

January 2020 Special Education Update

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2020 Legislative Session

The 2020 Legislative session begins 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	Sponsors	Description	Location
SB 6047	Hasegawa	Prohibiting retaliation against school district employees that report noncompliance with individualized education programs.	Prefiled
SB 6117	Wellman	Appropriations for special education programs	Prefiled
HB 2258	Dolan	Appropriations for special education programs	Prefiled
SB 6101	Wellman	Statewide Implementation of early screening for dyslexia	Prefiled
HB 2299	Leavitt, Klippert, Lovick, Eslick, Davis, Orwall, Sells, and Shewmake	Relating to creating prison to post-secondary education pathways	Prefiled
HB 2288	Leavitt, Gildon, Barkis, and Davis	Creating statutory authorization for school-based health centers	Prefiled

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

SEAC Meeting

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

February 13, 2020 12:00 p.m. – 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 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 6:00 p.m. – 7:30 p.m.

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

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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)

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.

Correction to Individuals with Disabilities Education Act (IDEA) Allocations to Districts

OSPI identified a miscalculation with the Individuals with Disabilities Education Act (IDEA) allocations to districts in Form Package 267 for FY 2019–20. This miscalculation will result in reduced funding to districts. Below is a summary of statewide impacts:

- All districts will see a decrease in their allocation.
- The average reduction to districts is \$31,305.
- The decreases, based on district size, ranges from \$41 to \$591,110

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The [2019-20 IDEA Part B Sections 611 and 619 Allocations Form Package 267 have been reposted](#) and OSPI is requesting information from each district to minimize the impact of the reduced allocation. Please refer to your updated allocation and identify specific impacts to your district. Because these funds have a 27-month availability period, there is some flexibility in how the correction occurs, provided we receive timely responses.

We ask that each district indicate the timeline for the reduction from the following options by January 31, 2019.

Options:

- Full reduction in 2019-2020
- 50% reduction in 2019-2020 and 50% reduction in 2020–21

To indicate the district's preferred timeline, [please complete this survey](#).

We apologize for the needed correction and will ensure proper data are utilized for calculations going forward. If you have further concerns or questions, please contact [Tina Pablo-Long](#) at 360-725-6075 with any questions.

Fiscal Monitoring Pilot

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:

- January 14th – Business Managers' meeting at ESD 113
- February 12th – SEAC at Pacific Lutheran University (see above for details)
- OSPI Special Education Monthly Webinar on January 22nd- [Zoom](#)

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.

Special Education Safety Net Application for 2019–20 - Update

The [Safety Net Bulletin](#) and application forms are posted to the [Safety Net website](#) when available. To receive notification when the Safety Net website is updated, [sign up for Safety Net GovDelivery alerts](#).

Updates to Forms

- **Worksheet A:** F-196 (year-end) data for 2018–19 was added to the worksheet. Please note, supplemental contract amounts for 2019–20 have not been added to the Worksheet A. Applicants should fill this information in when completing the worksheet. Please be aware that the original allocation amounts are included in the worksheet as adjustments to the allocations are not yet available. LEAs should plan to submit with original allocation amounts and OSPI will revise those amounts during the Safety Net review.
- **Worksheet C:** On the Start Here tab, the word served was replaced with enrolled in calendar grids. Adaptive PE (APE) teacher and Contracted Teacher were added as position options under Other Contracted staff. If you have already completed worksheets, you do not need to complete again on this revised worksheet.

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New Forms

- **[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.

Upcoming Trainings

- ESD 105 (Yakima): January 15, 8:30 am
- ESD 123 (Pasco): January 17, 10 am

Safety Net Survey Legislative Report

The [Safety Net Survey Legislative Report](#) for the 2018–19 school year is now available on [OSPI's website](#).

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

Washington State Data Available for the FFY 2017 Annual Performance Report (APR)

Under IDEA

[Washington's data for the state performance plan/annual performance report for federal fiscal year 2017](#) is available on [OSEP's Grads360 website](#).

New Staff Additions

We are pleased to announce the addition of two new staff members in the Special Education division. Paula Kitzke and Rebecca Lynn are joining the Program Improvement workgroup. Paula Kitzke is returning to OSPI Special Education from the WA State Charter Commission. Rebecca has re-located from the state of Oregon and brings experience with higher education and preparation programs for special educators. Please join us in welcoming Paula and Rebecca to our team!

OSPI Special Education Monthly Webinar Schedule - Updated

The Special Education Division Monthly Zoom webinar series covers important special education topics. The January webinar will be held on Wednesday, [January 22, 2020, 3 – 4 pm](#)

Topics:

- Part 1: Washington Access to Instruction & Measurement (WA-AIM) Update
- Part 2: Fiscal Monitoring Process Update

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](#).

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State Needs Projects

SETC Winter-Spring Professional Development Opportunities

The Special Education Technology Center (SETC) provides consultation and professional development on assistive technology and augmentative alternative communication tools and strategies, as well as guidance on creating district procedures to support best practices around assistive technology services. SETC provides support to special education and general education teachers, paraprofessionals, parents, administrators, and specialists.

- [SETC Contact Info](#)
- [SETC Webinars on Assistive Technology - Free](#)
- [SETC Winter-Spring Professional Development Opportunities](#)

To request a custom webinar or a telephone consultation (FREE), contact kirstin.leslie@cwu.edu or sarah.kinsella@cwu.edu.

Professional Development

ORTli “Deconstructing Dyslexia” Conference

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](#).

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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
- 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

- January 16, 2020 – ESD 112, Vancouver
- March 3, 2020 – ESD 123, Pasco

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.

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

Council for Exceptional Children (CEC) 2020 Special Education Convention & Expo

The CEC 2020 Special Education Convention & Expo will be on February 5-8, 2020 in Portland, OR. Participants will connect with educators, engage and network with others on solutions, and learn proven strategies from the most renowned leaders in special education today. The convention includes four days with more than 700 concurrent sessions and the opportunity to earn up to 23 professional development hours. More information about sessions and registration available on the [Convention website](#).

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General and Special Education Conference in Seattle

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](#).

News from Assessment and Student Information

Proposed ESSA Plan Amendment: Public Comment Requested

The Office of Superintendent of Public Instruction (OSPI) plans to submit an amendment to Washington's Every Student Succeeds Act (ESSA) Consolidated Plan on February 3, 2020. Prior to submitting, we are seeking public comment on the proposed amendment.

The public comment period opens January 7 and will close at 5 pm on January 15. You may review the proposed amendment and submit your comments through our public comment survey.

The survey is available in:

- [English](#)
- [Spanish](#)
- [Somali](#)
- [Marshallese](#)
- [Arabic](#)
- [Korean](#)
- [Vietnamese](#)
- [Ukrainian](#)
- [Traditional Chinese](#)
- [Simplified Chinese](#)
- [Tagalog](#)
- [Russian](#)

The proposed changes are related to the measure of progress in achieving English language proficiency for English learners ("English learner progress" or "EL progress"). The proposed changes are not associated with student eligibility for bilingual services; the changes are only related to overall program accountability.

It may be helpful to open a copy of the ESSA Consolidated Plan to refer to while you provide feedback, specifically pages 33–35.

If you have questions, please contact [Dr. Deb Came](#), Assistant Superintendent of Assessment and Student Information.

News from Outside OSPI

39th Annual Disabilities Legislative Reception

- Date: Wednesday, January 22, 2020
- Time: 5:30–7 pm
- Location: Columbia Room, Legislative Building, State Capitol

Questions? Contact [Emily Rogers](#).

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2020–2023 DVR State Plan: Public Forum to be Held February 5, 2020

The Division of Vocational Rehabilitation (DVR) is preparing its State Plan for 2020-2023, the planning document that describes the agency's goals, priorities, partnerships, and activities to help individuals with disabilities achieve their employment goals. DVR and the Washington State Rehabilitation Council invite you to comment on the new plan and participate in a public forum on Feb. 5, 2020. The forum will be held by webinar and public viewing will be available in four DVR offices. Details are listed below and in the attached flyer.

To view the current 2016-2020 DVR State Plan, go to the [DVR website](#). Beginning Jan. 16, 2020, you can return to this site to view the new 2020-2023 State Plan.

Comments may be provided by email to DVRStatePlan@dshs.wa.gov or by participating in one of the following webinar sessions on February 5, 2020.

- 9:30-11:30 a.m. session (webinar and in-person options available)
- 2:00-4:00 p.m. session (webinar only)

Pre-registration is not required. Please join either session by visiting:

- [Website](#)
- Meeting Number: 280 838 257
- Meeting Password: sNbSM8Yu
- CART Captioning:

To hear webinar audio:

- Dial: (855) 929-3239 Meeting Number: 280 838 257

For individuals who do not have phone or internet access, webinar viewings will be held from 9:30-11:30 a.m. at the following DVR office locations:

DVR State Office	Spokane DVR	Central Seattle DVR	Seattle, WA 98109
Large Conference Room, 4th Floor 4565 7th Ave., SE Lacey, WA 98503	Conference Room 1313 N. Atlantic, Suite 1000 Spokane, WA 99201	Conference Room 1200 12th Ave., S., Suite 730	Tacoma DVR 1949 S. State St. 1st Floor, Room 187 Tacoma, WA 98405

For reasonable accommodation requests, please email DVRStatePlan@dshs.wa.gov or call 800-637-5627 by Jan. 21, 2020.

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 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.

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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

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](#).

Free Described and Captioned Media Program

The [Described and Captioned Media Program](#) (DCMP) provides access to over 8,000 accessible educational videos through online streaming and DVD. Families, educators, and other professionals who have at least one qualifying student (a student who is deaf, hard of hearing, blind, low vision, or deaf-blind) are eligible for free membership. [Registration is easy](#), and it takes only a few minutes to fill out the form and verify your email. Simply go to. There are no costs associated with any of our services.

DCMP also hosts online trainings for teachers and professionals working with students who are deaf, hard of hearing, blind, low vision, and deaf-blind. These eLearning opportunities offer CEUs and are available free of charge. See [DCMP's eLearning Resources](#) for details. Additionally, DCMP can provide live trainings for in-service days via video conferencing.

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Those who are interested in learning more about quality captioning and audio description can find our *Captioning Key* and *Description Key* on [DCMP's Keys to Access website](#).

DCMP is happy to provide brochures and flyers to inform others about their services. [Print and share media lists are available on DCMP's website](#).

Free Bookshare

[Bookshare](#)® is an online library of digital books for people with print disabilities. It operates under an exception to U.S. copyright law which allows copyrighted digital books to be made available to people with qualifying disabilities. To learn how Bookshare supports students with reading barriers, [please visit the Bookshare website](#).

Bookshare Members download books, textbooks and newspapers in a compressed, encrypted file. They then read the material using adaptive technology, typically software that reads the book aloud (text-to-speech) and/or displays the text of the book on a computer screen, or Braille access devices, such as refreshable Braille displays.

From Bookshare's blog: [Veteran Educator Gives Students the Tools to Succeed at Reading and Life](#).

Bookshare® is FREE for [qualified](#) U.S. students of any age and schools through an [award from OSEP](#) (Office of Special Education Programs, U.S. Department of Education).

Request for Proposals for CADREs National Symposium on Dispute Resolution

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.

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](#)

Suicide Prevention Program Opportunity for Schools: Sources of Strength - Repeat

The Washington State Department of Health (DOH) is partnering with Sources of Strength (Sources) to provide 11 Washington communities (school or community-based youth-serving organizations) the opportunity to implement the Sources youth suicide prevention program. DOH will fund Sources to provide initial training to each implementing site, and provide ongoing technical assistance throughout program implementation. OSPI is pleased to help promote this DOH-funded youth suicide prevention program.

In Washington state, suicide is the second leading cause of death for teens 15 to 19 years old. According to the Washington Healthy Youth Survey (2018), 32 percent of eighth graders, 40 percent of 10th graders, [Return to Top](#)

and 41 percent of 12th graders felt so sad or hopeless for 2 weeks or more that they stopped doing their usual activities. 16 percent of 8th graders, 18 percent of 10th graders, and 18 percent of 12th graders reported making a suicide plan.

Sources of Strength (Sources) is an evidence-based suicide prevention program that trains adult advisors, but also involves peer leaders to enhance protective factors associated with reducing suicide at the school/community level. Sources is listed on the National Best Practices Registry by the Suicide Prevention Resource Center and The American Foundation for Suicide Prevention, and SAMHSA's National Registry of Evidence-based Programs and Practices.

Interested schools/organizations should visit the [Sources of Strength website](#) to further understand the program and the implementation commitment. If you decide that this is the right program for your community, **please complete this brief application**. Expectations for involvement include a commitment for Adult Advisors to attend three to six (3-6) hours of Adult Advisor Training and a four to six (4-6) hour Peer Leader training for their roles in mentoring student Peer Leaders to conduct safe suicide prevention messaging and overall coordination of the program. Schools/community-based organizations are recommended to plan for a 1:10 Adult Advisor to Peer Leader ratio.

While the cost of the program training is paid for by DOH, each implementing site will need to cover their own implementation costs. Implementation costs will differ by site based on how each site chooses to structure their program implementation. Implementation costs may include things like: staff time to attend initial trainings, substitute teacher costs during trainings, staff time to support youth leaders, snacks for youth during their meetings, and youth participant supplies for their campaigns.

Schools/community-based organizations will be added to this cohort of Sources of Strength sites for implementation in spring 2020. If site applications exceed current capacity, we will consider need based on Healthy Youth Survey or other data, and will seek to include a geographically diverse range of sites. For more information on the Sources of Strength program, please contact Jaymie Sheehan at jaymie@sourcesofstrength.org.

To apply, [please complete the application survey](#)

United States Department of Education Q&A for Increasing Postsecondary Opportunities and Success for Students and Youth with Disabilities - Repeat

The United States Department of Education has put forth a [Q&A](#) that describes how state educational agencies (SEAs), local educational agencies (LEAs), and State vocational rehabilitation (VR) agencies may coordinate to assist students and youth with disabilities, including students and youth with intellectual disabilities who are in high school and at postsecondary education institutions, through appropriate supports funded under the Individuals with Disabilities Education Act (IDEA) and the Rehabilitation Act of 1973 (Rehabilitation Act), as amended by Title IV of the Workforce Innovation and Opportunity Act (WIOA).

For more information download the [United States Department of Education Q&A for Increasing Postsecondary Opportunities and Success for Students and Youth with Disabilities](#).

Recommend a Student with a Disability for the DO-IT Scholars Program - Repeat

DO-IT Scholars prepares Washington State high school students with disabilities for success in college, careers, and leadership. DO-IT Scholars gain the knowledge and skills for success in college programs and challenging careers through the following opportunities. Phase I DO-IT Scholars attend a ten-day Summer Study on UW campus, returning the following two summers for further college and career preparation

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and an internship. Throughout the school year, Scholars connect with program staff, DO-IT Mentors, and each other using email and e-lists. They also meet in-person at DO-IT events, complete individual and group projects and receive valuable information and support for the transition to college.

DO-IT Scholars is a competitive program that accepts a cohort of students each year. A qualified applicant fits all of the following criteria:

- Is a high school sophomore or junior
- Has a disability
- Lives or attends school in Washington State
- Has aptitude and interest in studying at a college

[Applications](#) are accepted throughout the school year for the upcoming summer. However, priority is given to applications received by January 30th.

Send your student [the link to complete their portion of the application](#). Or, you can start by [filling out the teacher/counselor recommendation](#) for a student you think is a good fit.



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