

March 2020

Special Education Update

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Novel Coronavirus (COVID-19) Related Closures and Special Education and Related Services

Preparations for Novel Coronavirus (COVID-19) Outbreak in Washington State

[Bulletin 016-20](#), released March 6, 2020, provides additional guidance to school districts on the following topics as they relate to COVID-19: School closure processes, online learning, and waivers for missed days and instructional hours. [Bulletin 014-20](#), released March 3, 2020, provides the latest guidance on the topics of student attendance, waivers for missed days and instructional hours, and distance learning in response to the Novel Coronavirus (COVID-19) outbreak in Washington state. [Bulletin 013-20](#) and its [attachment](#), released February 28, 2020, provides information regarding contingency planning to prepare for a potential COVID-19 outbreak. Districts should be developing response plans and establishing mechanisms for ongoing communication with staff, students, families, and communities. The provision of educational services for students eligible to receive special education is another important consideration when engaging in this planning process.

Please visit [OSPI's Novel Coronavirus \(COVID-19\) Guidance & Resources webpage](#) for previous guidance and additional information.

For questions related to services for students receiving special education services, please contact your ESD Liaison from the Special Education Division at OSPI or the main line to our office directly at 360-725-6075, speced@k12.wa.us.

For general questions, please contact: Martin Mueller, Assistant Superintendent, Student Engagement and Support at 360-725-6175, martin.mueller@k12.wa.us. Please consult [Bulletin 014-20](#) for OSPI contact information on specific topics.

The Special Education Section has received a number of questions regarding the provision of special education services to students affected by the potential novel coronavirus (COVID-19) outbreak within the State of Washington. The following series of tips has been revised and reprinted in order to provide districts with access to the most current guidance available.

If the functioning or delivery of educational services is significantly disrupted for all or nearly all students due to an incident, then the school district is generally not required to provide services to the affected students eligible for special education during that same period of time that a school district is closed ([Letter to Pergament, December 20, 2013, Office of Special Education Programs](#)).

Depending on the district's plan for "make-up" days, a best practice would be for the district to develop a letter for all parents of students eligible for special education explaining the district's plan to make up the missed days, and the general effect, if any, on the delivery of special education services. Acknowledge that school closures do not excuse the district from fulfilling its ultimate responsibility to ensure that students eligible for special education services receive FAPE. Offer parents the opportunity to attend an IEP team meeting (including the method to request such an IEP meeting) and/or who to contact if they have IEP questions related to the closure and make-up plan. Share the content of the letter with special education staff, building administrators, and others before sending the letter out to families and address any questions the proposed letter generates.

There may be some students for which the district needs to determine whether compensatory education is required. Districts are encouraged to consider the impact of the days missed on the student's progress and performance and determine how to ensure the continued provision of FAPE. Whether an interruption in services constitutes a denial of FAPE is an individual determination that must be made on a case-by-case basis. That is, the IEP Team must determine whether the child was denied educational benefit

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because of the disruption in educational services and whether compensatory education is needed to “make up” for the denial including addressing any skills that may have been lost.

Additional information regarding evaluation and IEP timeline requirements

Regarding evaluation and IEP timeline requirements, days that school is not in session would not count as a “school day” (e.g., 25 school days for initial referrals, 35 school days from parent consent to complete an evaluation, etc.). School closures due to COVID-19, however, would not change the timelines for requirements that are not “school days” (e.g., 30 calendar days from initial eligibility to hold initial IEP meeting, IEP meetings within one year of the prior IEP, and reevaluations with three years of the prior evaluation). Districts should make every effort to complete IEP and evaluation timelines that were affected by the closures as soon as possible.

Additional information regarding infectious diseases and extended absences for individual students

If an individual student eligible to receive special education and related services is absent for an extended period of time because of a COVID-19 infection or the potential for a COVID-19 infection, and the school remains open, then the IEP Team must determine whether the student is available for instruction and could benefit from homebound services such as instructional telephone calls, homework packets, Internet-based lessons, and other distance-based learning approaches, to the extent available.

In December 2009, the Office of Special Education Programs (OSEP) issued guidance titled, [Questions and Answers on Providing Services to Children with Disabilities during an H1N1 Outbreak](#). OSEP stated in this guidance that when a student with a disability is classified as needing homebound instruction and is home for an extended period of time (generally more than 10 consecutive school days), an IEP team meeting is necessary to change the student’s placement and the contents of the student’s IEP, if warranted. Further, if the IEP goals will remain the same and only the time in special education will change, then the IEP Team may add an amendment to the IEP stating specifically the amount of time to be spent in special education. School personnel in doing so should follow appropriate health guidelines to assess and address the risk of transmission in the provision of such services.

Additional Resources from the Special Education Technology Center (SETC)

- [Equitable Online Learning Through the Lens of Student Needs](#): Considerations for school districts implementing online learning for all students during the COVID-19 state of emergency.
- [Equitable Online Learning through the Lens of Student Needs - Resources and Links](#): This list is a companion to the document “Equitable Online Learning Through the Lens of Student Needs.” The following list includes online learning supports that have been shared by districts across Washington state.

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.

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Special Education Bill Tracking	
Number	Description
SHB 1182	Modifying the LAP
ESHB 2116	Establishing a task force on improving institutional education programs and outcomes
SHB 2299	Relating to creating prison to post-secondary education pathways
HB 2325	2019–2021 Biennium Supplemental Operating appropriations
HB 2390	Using respectful language
SHB 2556	Providing regulatory relief for early learning providers
SHB 2711	Increasing equitable educational outcomes for foster care and homeless children and youth from prekindergarten to postsecondary education
SHB 2787	Completing the transfer of the early support for infants and toddlers (ESIT) program from OSPI to the department of children, youth, and families (DCYF)
SHB 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
2SSB 6117	Appropriations for special education programs
SB 6132	Allowing the LAP to support school-wide behavioral health system of supports and interventions
SB 6282	Concerning the development of individualized highly capable learning plans

Inclusionary Practices Project Update

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

Statewide Professional Development Opportunities

OSPI is excited to be collaborating with several professional organizations to offer no-cost, statewide professional development in support of inclusionary practices through partnerships with Washington Association of Education Service Districts ([AESD](#)), Association of Washington School Principals ([AWSP](#)), Center for Change in Transition Services ([CCTS](#)), [TIES Center](#), [UW Haring Center for Inclusive Education](#), Washington Association of School Administrators ([WASA](#)), and Washington Education Association ([WEA](#)). The Schoolwide Integrated Framework for Transformation ([SWIFT](#)) Education Center out of the University of Kansas is the newest addition to the group and will be engaging with school building teams, with an emphasis on connections between Multi-Tiered System of Supports ([MTSS](#)) and inclusionary practices. A few important updates include:

- CCTS is beginning recruitment of school teams statewide to increase inclusionary practices in Career Technical Education ([CTE](#)) classrooms. Interested school teams should complete a [confidential 5-minute survey](#) to inform upcoming professional development and training opportunities and connect with [Kris Hirschmann](#), CCTS Director of Transition Services.
- SWIFT Education Center is accepting applications from principals and their school leadership teams to participate in professional development based on *Leading Equity-based MTSS for All Students*. Summer 2020 and Fall 2020 learning groups are forming now. Contact swift@ku.edu to learn how your team can transform your teaching and learning systems to improve equity, inclusion and outcomes for students with disabilities.
- WEA has had over 600 educators sign up for [inclusionary practices online courses](#) through [eLearning for Educators!](#) Keep an eye out for additional online trainings to be added, due to this overwhelming response.

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- UW Haring Center is excited to announce that Demonstration Sites have been selected to serve as learning labs and observation opportunities to see inclusionary practices in action. Opportunities to sign up for visits and observations to the Demonstration Sites will begin this spring. Check out the [Demonstration Sites Project webpage](#) for the latest information.

Open Call for Pilot Site Partners!

Coming soon—open call for additional Inclusionary Practices pilot sites! Starting in April 2020, OSPI will be launching opportunities for districts to apply for competitive grant funding for year two of the project. Funding allocations include \$15,000 per district, plus a per pupil amount of \$95 per student with a disability in the participating schools. Interested districts are invited to submit a proposal to inclusion@cstp-wa.org on the [District Action Plan template](#). Accepted submissions will be notified starting in May 2020, for a spending start date of July 1, 2020. Participating districts will be required to submit a form package application and complete and submit the district [LRE Self-Assessment](#).

Informational Webinar on Inclusionary Practices

To learn more about the Inclusionary Practices Project, the Washington Educational Research Association ([WERA](#)) is hosting a one-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.

Inclusionary Practices Project Handbook Survey

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

OSPI Special Education Regional Data Dives - Updated

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. For additional information, please contact Tania May, Director of Special Education, at tania.may@k12.wa.us, or your ESD Special Education Director. Regional dates are included below:

- ESD 101, Spokane – Thursday, April 16
- ESD 105, Yakima – Wednesday, May 20
- ESD 112, Vancouver – Friday, April 24
- ESD 113, Tumwater – Thursday, April 16
- ESD 114, Bremerton – Friday, April 17
- ESD 121, Renton – Friday, May 29 (rescheduled)
- ESD 123, Pasco – Friday, May 15
- ESD 171, Wenatchee – Wednesday, April 15
- ESD 189, Anacortes – Friday, April 17

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Notice of Annual State Application for Fiscal Year 2020 Public Comment Period

The annual OSPI application for federal IDEA funds has been posted on OSPI's Special Education Web page and will be available for public review and comment for a period of 60 days, prior to final submission to the USDOE Office of Special Education Programs by May 15, 2020.

Two budget hearings are planned. A zoom meeting has been scheduled on April 13, from 2 to 3 pm. To join the zoom meeting:

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

An in-person public hearing will be held on March 24 from 5 to 6 pm at Educational Service District 123 in the Blue Mountain Room, 3924 W Court St, Pasco, WA 99301. Those intending to testify should arrive by 5 pm., as the hearing will conclude once all testimony has been heard.

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

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

Updated Guidance: Unlocking Federal and State Program Funds to Support Student Success

The [Unlocking Federal and State Program Funds to Support Student Success guidance document](#) has been updated and posted to the [OSPI ESEA Web page](#).

As a reminder, this document provides information on federal funding flexibilities and allowable activities under the Elementary and Secondary Education Act (ESEA) and the Individuals with Disabilities Education Act (IDEA) and how state and these federal funds can be used to support specific initiatives. It is designed to help Local Education Agencies (LEAs) and schools use state and federal funds more efficiently, use federal and state funds to meet specific, identified student and staff needs.

Updates include:

- New chapter added to Part I: ***Preschool and Kindergarten Transition Activities***
- Added *Learning Assistance Program (LAP)* details in Part III
- Added *Beginning Educator Support Team (BEST)* and *Teacher and Principal Growth and Evaluation (TPEP) Grants* info to Part III and the allowability tables
- Added braiding funds examples from Rochester School District and Moses Lake School District
- Revised cover: color reversal (blue text on white background) with new OSPI logo
- Grammar and formatting corrections were made throughout

For questions regarding this document, please contact Jason Miller, Assistant Director of Title I, Part A and the Learning Assistance Program, at 360-725-6232, or email jason.miller@k12.wa.us. The OSPI TTY number is 360-664-3631.

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

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

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

School Immunization Rule Changes Starting August 1, 2020

In 2019, the Washington State Board of Health (SBOH) made changes to WAC 246-105, which establishes requirements for immunizations in all public and private schools and child care centers.

The Washington State Department of Health (DOH) has created an immunization rule change webpage to answer questions and help schools and child care centers comply with these changes. This webpage also includes materials and templates for school staff to use to inform parents and guardians of the changes.

- [Bulletin 012-20](#)
- [Attachment 1: Sample Letter](#)

Questions? Contact Nicole Klein, OSPI Health Services Program Supervisor, at 360-725-6040 or email health.services@k12.wa.us, or Danielle Koenig, DOH Health Promotion Supervisor at 360-236-3529 or danielle.koenig@doh.wa.gov.

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.**

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:

- 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.

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OSPI Special Education Monthly Webinar Schedule – Updated

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

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

- The March GATE webinar series will be held on Wednesday, March 11, at 10 am and 3 pm, and will focus on inclusionary practices and supports for students with disabilities.
- The April GATE webinar series will be held on Wednesday, April 8, at 10 am and 3 pm. The afternoon webinar will focus on aligning High School and Beyond Plans and IEP Transition Plans.

Visit the [GATE Equity webinar page](#) for updates and to register.

Special Education Safety Net Application for 2019–20 – Repeat

Due Date Reminder

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

Districts impacted by Coronavirus (COVID19) may [request a deadline extension](#). Submit the [deadline extension request](#) to amber.odonnell@k12.wa.us by March 11, 2020.

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

OSPI Special Education Priorities – Repeat

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

Early Childhood Special Education

Office of Head Start Guidance: Inclusion of Students with Disabilities

[Read guidance from the Office of Head Start regarding inclusion of students with disabilities.](#)

Head Start asks programs to ensure full participation for every child. The main factors Head Start agencies should keep in mind, according to the memo are:

10 Percent Minimum Enrollment

A minimum of 10 percent of all slots in each Head Start program must be filled by children with disabilities. If a child is found eligible for IDEA services but has not begun receiving services, that child can count as a Head Start participant with a disability. Head Start agencies, however, should be vigilant in analyzing data so they can ensure that all children with potential disabilities are identified and evaluated.

The 10 percent requirement may not fully be reached until midway through the program year, which is typically in January. That's because nearly half of the children with disabilities in Head Start and Early Head Start are identified after they enroll in the program. If monitors are reviewing a Head Start program past the middle of the year and determinations are still pending for children who were referred for an evaluation, the monitors will look at the number of evaluations in progress to see if the program is on track to meet the 10 percent enrollment requirement.

Although there is no rule about how many children with disabilities should be in a classroom, programs are cautioned against creating classrooms that are predominately filled with children with disabilities, Bergeron wrote.

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Parent Engagement

Head Start programs need to engage with parents early on to help parents understand their rights to obtain an evaluation for their child and their ability to participate in decisions about their child's services, including the location of services.

If a child's IDEA services must occur at a different location from the program site, program managers must work with parents and try to minimize the child's time away from Head Start, Bergeron wrote.

504 Plans

Local school districts write 504 plans. If a child enters a Head Start program with a 504 plan or one is obtained during Head Start enrollment, the Head Start program must ensure it is implemented. Additionally, Bergeron wrote that it can be helpful for eligible children to have 504 plans established as they transition to kindergarten.

Governor Inslee Prioritizes Early Learning Programming – Repeat

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 – Repeat

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

Preschool Inclusion Finance Toolkit – Repeat

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

Center for Change in Transition Services (CCTS) News and Updates

Upcoming Webinar – Developing Job Shadow Experiences

Join Kris Hirschmann, CCTS's Director of Transition Services, for an introduction to Developing Job Shadow Experiences (DJSE). Webinar will be live-captioned and recorded for later viewing.

- May 20, 2020; 3–4 p.m. | [Register for DJSE Webinar](#)

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Inclusionary Practices – Special Education and CTE

- CCTS is one of several agencies collaborating with OSPI as part of the [Inclusionary Practices Professional Development Project](#).
- Starting in the spring, CCTS will be working with school teams statewide to increase opportunities for students with disabilities in general education. The focus is building partnerships between Special Education and Career Technical Education (CTE).
- Please take our [confidential 5-minute survey](#) to inform our upcoming professional development and training opportunities. We value your feedback and look forward to learning more about how we can support you and your district.

View 2017–18 Post-School Outcome Data

- CCTS's Indicator B14 Post-School Outcome Report and PowerPoint for Washington state are currently available on the [CCTS website](#).
- ESD- and district-level data will be added to the TSF2's Presentations page over the next several weeks. Stay tuned for an email when your district's data are available. (Presentations will not be generated for districts with zero 2017–18 leavers.)
- To access your district's data sooner, please [complete the CCTS Data Request Form](#).

Preparing for the 2020 Post-School Survey

The Post-School Survey is a year-round process! No sooner do we finalize last year's data, than it's time to start thinking about this year's survey and the next. If you're someone that is involved in the survey at your school or district, below are a few reminders and resources to consider as you plan ahead.

- Make sure you have access to an accurate list of leavers from the 2018–19 school year. This list will be needed when leaver verification opens in May.
- Locate, review, and update contact information for your 2018–19 leavers. This information will be needed to start making phone calls when the survey opens June 1.
- Start preparing this year's leavers for the 2021 survey. The [Post-School Survey Guidance for Students and Families page](#) includes survey FAQ, informational PowerPoint, and handouts in both English and Spanish.
- Stay tuned for updates from CCTS. We'll let you know when new information is available on the [Post-School Survey Guidance for Educators](#) page.

Online Training Materials

Transition training materials are available in self-paced, online formats. Each training includes a workbook and a series of PowerPoint modules that can be reviewed individually or with a group (recommended).

- [Writing Effective Transition Plans](#) (11 modules)
- [Student-Led IEPs](#) (7 modules)

Join the CCTS Transition Network on Basecamp

- CCTS invites all Washington educators, administrators, and agency representatives to join us on Basecamp, an online communication platform.
- [Join the CCTS Transition Network on Basecamp](#) to share your thoughts, questions, ideas, and recommendations related to transition.

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Tips from the Special Education Division

Connection between the Evaluation and Service Matrix

OSPI has received questions regarding the connection between the recommendation for services in the evaluation and the special education service matrix. [Technical Assistance Paper \(TAP\) 5](#) explains the evaluation recommends service areas, but it is through the IEP process that the IEP team makes the decision about what services the student needs (see page 3 of TAP 5).

LRE, Continuum of Services, and the Inclusionary Practices Project

Research consistently supports the positive link between access to core instruction in general education settings and improved outcomes for students with disabilities.¹ Inclusion is the belief and practice that all students have the right to meaningfully access academic and social opportunities in general education settings. According to the National Council on Disability, Washington State ranks 44th out of 50 states for inclusive practices.² The goal of the [Inclusionary Practices Project \(IPP\)](#) is to increase the meaningful participation of Washington's students with disabilities in general education settings.

Continuum

Increasing participation in general education for students with disabilities is a statewide priority, and school districts are required by state and federal law to ensure that a continuum of placements is available to meet the special education and related services needs of students with disabilities, from preschool through 12th grade ([WAC 392-172A-02055](#)). The continuum must include a range of supports and instruction within the general education environment, as well as access, when needed, to special education classes, home instruction, and instruction in hospitals and institutions. Consideration and priority must always start with providing instruction to the maximum extent appropriate with the general education environment.

Definitions³

- Least Restrictive Environment (LRE) – The provision of special education services, including preschool students and students in public or private institutions or other care facilities, must be provided in the general education environment with students who are nondisabled to the maximum extent appropriate for the student. Special classes, separate schools, or other removal of students eligible for special education from the general education environment should occur only if the nature or severity of the student's disability is such that education in general education with the use of supplementary aids and services cannot be achieved.
- General Education Program – A program that includes 50 percent or more nondisabled children (i.e., children that do not have IEPs).
- Special Education Program – A program that includes less than 50 percent nondisabled children.
- Regular Early Childhood Program – An early childhood program that includes a majority (at least 50 percent) of nondisabled children. This may include, but is not limited to, Head Start or Early Childhood Educational Assistance Program (ECEAP) classrooms, kindergarten, private kindergartens or preschools, group child development center or child care, etc.

¹ Research studies including [Carlberg and Kavale](#) (1980); [Wang and Baker](#) (1985); [Oh-Young and Filler](#) (2015); and [Theobald, Goldhaber, and Gratz](#) (2018).

² [IDEA Series: The Segregation of Students with Disabilities](#) (from the National Council on Disability, February 7, 2018)

³ The definition of LRE is found in [WAC 392-172A-02050 through -02070](#). The definitions of general education, special education, and regular early childhood programs are found in the [Individuals with Disabilities Education Act \(IDEA\), Part B Data Dictionary](#).

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Determining LRE

When determining the educational placement of a student eligible for special education, the decision must be made annually by a group of persons, including the parent and other persons knowledgeable about the student, the evaluation data, and the placement options ([WAC 392-172A-02060](#)). The selection of the appropriate placement for each individual student must be based on:

- the student’s Individualized Education Program (IEP),
- the LRE requirements,
- the probability of assisting the student in attaining their annual goals, and
- the consideration of any potential harmful effect on the student or the quality of services they need.

Students should not be removed from the general education classroom solely because of needed modifications in the general education curriculum, and the student should be educated in the school they would attend if nondisabled, unless the student’s IEP requires some other arrangement.

Resources

There are several resources to support building more inclusive learning environments on the OSPI Special Education website and [IPP webpage](#):

- [LRE Self-Assessment](#) (adapted from West Ed)
- [The Universal Design for Learning \(UDL\) Guidelines](#) (from the Center for Applied Special Technology (CAST))
- [High-Leverage Practices in Special Education](#) (from the Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center)
- [National Early Childhood Inclusion Indicators Initiative](#) (from The Early Childhood Technical Assistance (ECTA) Center)
- [Preschool Inclusion Finance Toolkit](#) (from ECTA)
- [Early Childhood LRE Decision Tree](#) (adapted from ECTA)

Upcoming Conferences and Professional Development

Date and Time	Topic	Provider/Sponsor	Location
Ongoing	Family-Professional Partnerships in Early Childhood – New Course!	eLearning for Educators	Online Course
March 18, 2020 8:30 – 9:45 am	Using Preventative Practices to Disrupt the School-to-Prison Pipeline	UW School Mental Health Assessment, Research, & Training (SMART) Center	UW Husky Union Building, Room 250
March 19, 2020	School Discipline, Substance Use and Restraint & Isolation: Policy and Proactive Approaches to Support Positive Behavior	Mandy Paradise, Joshua Lynch and Lee Collyer	ESD 189, Anacortes, WA
March 19, 2020 1 – 5 pm Eastern Time	Attract, Prepare, Retain: OSEP National Summit on Improving Effective Personnel for Children with Disabilities	Office of Special Education Programs (OSEP)	Virtual Meeting
March 24, 2020 11 am – 12:30 pm Eastern Time	Behavior Basics: Laying the Groundwork for Positive Change	Military Families Learning Network	Free Webinar

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Date and Time	Topic	Provider/Sponsor	Location
Various dates in April 2020	Leading Through the Master Schedule: Ensure Equity and Access to College & Career Readiness	Office of System and School Improvement (OSS) at OSPI	See schedule for locations
April 9–10, 2020	ORTli “Deconstructing Dyslexia” Conference	Oregon Response to Instruction and Intervention (ORTIi)	Red Lion Hotel on the River Jantzen Beach in Portland, OR.
April 15–16, 2020	2020 WA State Traumatic Brain Injury Conference	DSHS, WA State TBI Strategic Partnership Advisory Council	Hotel Murano, Tacoma, WA
April 23–22, 2020	Day 1: The link Between General Education and Special Education Day 2: Practical Dos and Don'ts – A Solution Based Approach	Pingora Consulting	Tacoma, WA
April 25, 2020 8:30 am – 4 pm	The Inclusive Education Conference	The Arc of Spokane	Spokane Valley Events Center in Spokane Valley, WA
May 4–5, 2020	MTSS Fest 2020 Conference is sold out, but a wait list available!	OSPI	Double Tree SeaTac, WA
May 6–8, 2020	Infant and Early Childhood Conference	Infant and Early Childhood Conference (IECC)	Greater Tacoma Convention Center, Tacoma, WA
May 13, 2020	Community-Led Systems Change in a Public School District through Parent Participatory Evaluation	CADRE	Webinar
May 14–15, 2020	2020 Student Support Conference	OSPI	Wenatchee Convention Center, Wenatchee, WA
May 20, 2020	Equity: From the Boardroom to the Classroom	WASA, AWSP, and WSSDA	DoubleTree, SeaTac, WA
June 16, 2020 11 am – 12:30 pm Eastern Time	Creating Space: Arranging Environments to Promote Positive Behavior	Military Families Learning Network	Free Webinar
September 29, 2020 11 am – 12:30 pm Eastern Time	Let's Work Together: Building Relationships with Families to Support Positive Behavior	Military Families Learning Network	Free Webinar
October 28–30, 2020	CADRE's 8th National Symposium on Dispute Resolution in Special Education -- Planting Seeds: Growing an Inclusive & Informed Community	The Center for Appropriate Dispute Resolution in Special Education (CADRE)	Renaissance Denver Stapleton Hotel , Denver, CO

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Date and Time	Topic	Provider/Sponsor	Location
December 1, 2020 11 am – 12:30 pm Eastern Time	Make New Friends: Promoting Friendship and Belonging	Military Families Learning Network	Free Webinar

News from Assessment and Student Information

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

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.

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)

Grant Funds Available to Operate a High School Teacher Academy

Applications are now available for a competitive grant to initiate, or continue to operate, a Recruiting Washington Teachers (RWT) high school teacher academy program.

Who should apply?

School districts and tribal compact schools in Washington State are eligible to apply.

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When are applications due?

March 16, 2020 at 5 p.m.

How do I apply?

Review the [grant application information packet](#) for additional information and application details.

What is Recruiting Washington Teachers?

Recruiting Washington Teachers (RWT) is a high school teacher academy program aimed at recruiting and supporting diverse future teachers. RWT uses a "Grow Your Own" approach; growing future teachers from within local communities, which helps to address teacher shortages across Washington State. RWT programs work to align the diversity of educators and students and eliminate the opportunity gap for students from underserved groups, with a specific focus on multicultural and multilingual students, and students of color.

By supporting participants as they complete high school, apply to and attend college, the RWT program strengthens the pathway from high school to teaching, with the goal that students will become not only certified teachers, but also education leaders who make a difference in their communities. [Learn more about RWT.](#)

Upcoming grant for Recruiting Washington Teachers - Bilingual Educators Initiative (RWT-BEI)

Applications are coming soon for a competitive grant to support the creation of high school teacher academy programs focused on developing future bilingual educators. [Learn more about the RWT-BEI grant.](#)

For questions about the [Recruiting Washington Teachers](#) program please contact pathways@k12.wa.us.

News from Outside OSPI

School-Based Health Care Services (SBHS) Update

Washington State Health Care Authority (HCA) sent out a SBHS update about program changes that are coming soon.

[Read the SBHS update.](#)

Youth Transition Survey

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

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

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

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

Youth or young adult

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

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

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

Now accepting applications: 2020 Youth Leadership Forum

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

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

YLF is a program for high school juniors and seniors with disabilities. The Forum is hosted by the [Washington State Governor's Committee on Disability Issues and Employment \(GCDE\)](#). This will be the 20th year that YLF has been held in Washington State. The forum will be held **July 26-31, at Eastern Washington University in Cheney, WA.**

You can view videos of previous YLFs on Facebook at "[Friends of YLF.](#)" The forum is offered to students at **NO COST** to their parents through funding from the GCDE, other state/federal agencies, non-profit organizations and private-sector donors.

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

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

Assistive Technology in the IEP

This [website resource](#) was developed by Daniel Cochrane, through the University of Illinois.

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

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 – Repeat

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?

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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 – Repeat

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.



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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*

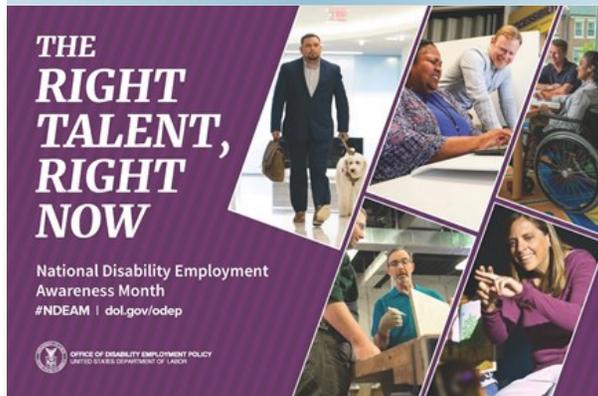
Duane French

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.