

November 2019

Special Education Update

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2020 OSPI Legislative Priorities and Budget Requests

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.

Annual District Determinations

Written notifications of district determination levels for the 2018–19 school year were mailed on November 1, 2019 to each school district, charter school, and Educational Service Agency (ESA) in the state. These notifications summarize the Local Education Agency's (LEA's) performance on implementation of Part B of the Individuals with Disabilities Education Act (IDEA) for the time period beginning July 1, 2018 and ending on June 30, 2019 (school year 2018–19).

IDEA details four categories for both the State and LEA determinations. The level of determination may be:

- Meets the requirements and purposes of IDEA;
- Needs assistance in implementing the requirements of IDEA;
- Needs intervention in implementing the requirements of IDEA; or
- Needs substantial intervention in implementing the requirements of IDEA.

IDEA identifies specific [technical assistance and/or enforcement actions](#) that the State must take under specific circumstances for districts that are not determined to “meet requirements.” If you have any questions about the district determination process, contact Jennifer Story at jennifer.story@k12.wa.us or 360-725-6075.

Preschool Inclusion Financial Toolkit Presentation

With the support of Debbie Cate, ECTA Technical Assistance Specialist, we will begin the conversations needed to better understand the financial requirements and responsibilities necessary to create inclusive placement options as part of the continuum of service options available for consideration by the IEP teams gathered for each preschool aged child with a disability (34 C.F.R. §300.115).

Debbie will offer guidance on collaborative funding mechanisms, including braided funding, to create and sustain high quality inclusive regular early childhood settings that are inclusive of preschool children with disabilities are one focus of this document.

- What: Preschool Inclusion Financial Toolkit Presentation
- When: November 22nd, 2-4pm
- Zoom [link available](#).

SAVE THE DATE: Pre-K Inclusion Collaboration Team (PICT) Second Annual Convening

Together, the Special Education and Learning and Teaching Divisions of the Office of Superintendent of Public Instruction (OSPI), in partnership with the Department of Children, Youth, and Families (DCYF), are convening their second annual volunteer, statewide Pre-K Inclusion Collaboration Team. This team will assist in the initial development, promotion, and implementation of a new Washington State Pre-K Inclusion Policy, with companion resources for a Pre-K Inclusion Toolkit.

Choose to participate at one of the following meeting dates:

- Westside Location: Puget Sound ESD 800 Oakesdale Ave SW, Renton, WA 98057 – 9am-3pm – December 6, 2019

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- Eastside Location: NEWESD 101 4202 S. Regal St., Spokane, WA 99223 Panorama/Bi-County Room – 9am-3pm, December 9, 2019

For more information contact [Michael Snow](#).

Special Education Fiscal Monitoring Pilot

The Operations Unit is in the process of developing fiscal monitoring guidelines and procedures. The fiscal monitoring process will be piloted during the next set of WISM reviews. If there are any questions or concerns, please contact Tina Pablo-Long at 360-764-0537 or Tina.Pablo-Long@k12.wa.us.

Excess Cost Worksheet and Guidance

Under the Individuals with Disabilities Education Act, [34 CFR 300.16](#), sub-recipients of IDEA Part B formula funds are required to demonstrate that the agency is spending at least a minimum average amount on the education of elementary school or secondary school students with disabilities in order to expend their IDEA Part B funds on the excess cost of providing special education and related services.

The Excess Cost worksheet has been posted to the [OSPI website](#) along with a Guidance Handbook, scroll down to Tools & Templates to access. The Excess Cost worksheet is due to OSPI by February 28, 2020. The district's completed Excess Cost worksheet is uploaded to page five of the 2019-20 FP 267/497.

If you have questions, please contact Cyndie Hargrave at Cynthia.Hargrave@k12.wa.us or by calling 360-725-6091.

Transition Services Self-Assessment Tool

OSPI Special Education is collaborating with the Division of Vocational Rehabilitation (DVR) and Washington State University to roll out the Transition Services Self-Assessment Tool, a 20-30 minute, building level survey designed to collect information on various school-based transition services and programs. The data will support DVR in addressing gaps in Pre-Employment Transition Services (Pre-ETS). Starting in early November, DVR Regional Transition Consultants will begin sending out assessment invitations to their school contacts. Please see the [informational flyer](#), [letter to special education directors](#), and the [FAQ document](#) for additional information. Contact [Marcus Poppen](#), [Tammie Doyle](#), or [Tania May](#) with questions.

Resources to Support High Leverage Practices Through the Instructional Frameworks

Washington's three instructional framework authors (or their designees) have identified correlations between the High Leverage Practices in Special Education and their instructional frameworks. These resources are designed to showcase for teachers and principals how these practices exemplify instructional skills contained in the frameworks. High-leverage practices are not "one more thing" for teachers and principals to think about, but are, in fact, an opportunity to talk differently about the same goals – supporting educators and students, including students with disabilities. The resources are available on the OSPI [Teacher/Principal Evaluation Program](#) web page:

- [CEL 5D+](#)
- [Danielson](#)
- [Marzano](#)

OSPI Welcomes New Operations Unit Staff

Please welcome Jess Inocencio and Sarah Kahne to the Special Education Operations Unit. Jess and Sarah will be working with Amber O'Donnell on Safety Net.

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OSPI Special Education Monthly Webinar Schedule – Updated

The schedule for the Special Education Division Monthly Zoom webinar series covering important special education topics is

- [November 20, 2019, 3:00p.m. – 4:00p.m.](#)
Topic: Early Childhood Special Education Updates

Guidelines for Aligning High School and Beyond Plans and IEP Transition Plans – Update

[Guidelines for Aligning High School and Beyond Plans and IEP Transition Plans](#) is now available. This resource provides guidance on essential elements and best practices around creating HSBP that align with IEPs, as well information on available resources and both student and educator checklists that support student transitions. If you have any questions, please contact Kim Reykdal at 360-725-6168 or kim.reykdal@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

Bulletin 070-19: Special Education Safety Net Application for 2019–20 - Repeat

The [Safety Net Bulletin](#) is now available. Application forms are currently under development and will be 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](#).

Upcoming Trainings

- ESD 171 (Wenatchee): November 19, 9 am (Zoom)
- ESD 121 (Renton): November 21, 9:45 am
- ESD 112 (Vancouver): November 22, 1 pm
- ESD 101 (Spokane): December 2, Time TBD
- ESD 189 (Anacortes): December 10, 1 pm
- ESD 114 (Sequim): December 13, 9:30 am

Inclusionary Practices Project Pilot Site Notification - Repeat

Background

Inclusion is the belief and practice that all students have the right to meaningfully access academic and social opportunities in the general education setting. The body of research on inclusionary practices consistently supports a positive link between access to core instruction in general education setting and improved outcomes for students. In Washington State, only 56 percent of students with disabilities are currently included in general education setting for 80–100% of the school day.

Over the past two years, the Office of Superintendent of Public Instruction (OSPI) has partnered closely with stakeholders in support of more inclusive schools, culminating in the induction of the Inclusionary Practices Professional Development Project. This is a \$25,000,000 project, funded through the state's 2019–2021 biennial budget, that will span the 2019–20 and 2020–21 school years, with an emphasis on the implementation of professional development in support of inclusionary practices, and will focus on coaching and mentoring classroom teachers on best practices for inclusive education, differentiated instruction, and individualized instruction. OSPI's Special Education Division is excited to be partnering

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with our project lead, the Center for Strengthening the Teaching Profession (CSTP), a Washington-based organization with deep ties to the education community in support of educator development.

“The strong support from OSPI and stakeholders has resulted in a great investment by the legislature and an exciting opportunity for educators across school systems in Washington to focus on inclusive practices that support the learning and growth of all students,” said Nasue Nishida, Executive Director for the Center for Strengthening the Teaching Profession.

October 2019: Notification of Selected Schools

OSPI has identified approximately 160 schools to participate in the year one cohort of pilot sites, following a review of Least Restrictive Environment (LRE) data. Starting in October 2019, OSPI and CSTP will contact the special education directors in the identified school districts and extend an invitation to participate in the cohort of pilot school sites. This initial notification will be followed by an invitation packet to school district and school building leadership, along with information on an online webinar for potential participants. OSPI will also be launching a project funding application form package for these invited schools/districts to participate in the Inclusive Practices Professional Development Project.

Spring 2020: Professional Development and Model Demonstration School Sites

In spring 2020, state funding for the Inclusionary Practices Professional Development Project will also provide opportunities for educators and leaders to visit model school demonstration sites, which are already utilizing inclusive practices, as well as to access professional development for education leaders, educators, educational support personnel, families, and students.

Further information and ongoing updates about the Inclusionary Practices Professional Development Project can be found on the OSPI [project's webpage](#).

If you have any questions about the project, please contact Inclusion@CSTP-wa.org.

OSPI Special Education Priorities – Repeat

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

State Needs Projects

eLearning for Educators: An OSPI Special Education State Needs Project

eLearning for Educators offers online courses designed for busy educators working with students with disabilities. The courses are:

- Accessible anytime, anywhere.
- Available continuously.
- Available to all educators.
- Delivered 100% online.
- Clock hours accepted by OSPI for certificate maintenance.

There are no registration deadlines. When you're ready, register online and get started. You'll have three months to complete the course.

New Type of Offering Available Now!

Mini-Training Module: Prior Written Notice in the Special Education Process | No cost, 0 clock hours

Overview of the purpose, regulatory requirements, and timeliness of Prior Written Notice.

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eLearning for Educators has launched the first in a developing menu of online mini-training modules (two to four hours) that specifically address common training needs arising from the Special Education Citizen Complaint (SECC) process. Developed in collaboration with OSPI, the mini-training modules will provide an option for school districts looking for vetted training in response to a SECC decision. Designed for individual or group access, at no cost. Clock hours are not provided.

Second mini-training module coming later this fall on Progress Reporting in the Special Education Process.

Check Out Current Course Offerings by Content Area

More coming soon. Course details can be found at the [eLearning for Educators website](#). Please share widely with teachers and others who may be interested.

Accommodations and Assistive Technology

- Accommodations for Students with Disabilities | 10 clock hours, \$40
- Quality Indicators for Assistive Technology | 15 clock hours, \$60
- Universal Design for Learning | 10 clock hours, \$40

Assessment and Instruction

- Autism Spectrum Disorder: An Overview for Educators and Evidence-Based Practices | 12 clock hours, \$48
- Classroom Assessment: Progress Monitoring | 10 clock hours, \$40
- Differentiated Instruction | 12 clock hours, \$48
- Evidence-Based Practices | 12 clock hours, \$48
- Students with Deaf-Blindness: Foundations | 20 clock hours, \$80

Behavior and Classroom Management

- Classroom Management and Addressing Challenging Behaviors | 20 clock hours, \$80
- Functional Behavioral Assessment | 12 hours, \$48

Early Childhood

- Early Childhood Environments and Behavior Management | 10 clock hours, \$40

Secondary Transition

- Introduction to Transition Services | 10 clock hours, \$40
- Secondary Transition: Agency Connections | 12 clock hours, \$48
- Secondary Transition: All Roads Lead to Employment | 11 clock hours, \$44
- Secondary Transition: Postsecondary Education and Training | 12 clock hours, \$48
- Secondary Transition: Working More Effectively with Diverse Youth and Families | 8 clock hours, \$32

Special Education Processes

- Identification of Students with Disabilities | 10 clock hours, \$40
- Special Education Consistency Index | 30 clock hours, \$120

How to Register

[Online registration](#) is fast and convenient. Courses are offered at a reasonable cost. Payment may be made by major credit card, debit card, electronic check, or purchase order.

Have questions? Contact:

- Carole Brewer, Project Director

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- Elaine Kurlinski, Project Manager
- elarningforeducators@evergreen.edu

Washington Sensory Disabilities Services (WSDS): A State Needs Project of OSPI

Mission

WSDS partners with districts and families to support students who are deaf or hard of hearing, blind or visually impaired, or deaf-blind.

Website

To find specialized staff to come to your district and provide consultation, evaluation or transition services, look on the [WSDS website](#) for one of these three agencies: the Center for Deaf and Hard of Hearing Youth (CDHY), Washington State School for the Blind (WSSB) and the Deaf-Blind Project (combined vision and hearing loss).

For a list of WSDS Staff, please check [WSDS website](#).

Note

Contact info has changed for three Deaf-Blind Project staff, due to our WSDS grants moving from PSESD.*

Contact us at the following:

- Katie Humes, Deaf-Blind, Director: (360) 947-3295 or email at: katie.humes@wssb.wa.gov
- Khanh Huhtala, Deaf-Blind, Program Coordinator: khanh.huhtala@wssb.wa.gov
- Sarah Godwin, Deafblind, Transition Consultant: sarah.godwin@wssb.wa.gov

An online form to Request Support is available at the [WSDS website](#).

***Why did the WSDS grants move?**

In early 2019, Glenna Gallo, Special Education, Assistant Superintendent at OSPI, requested that WSDS staff and ESDs investigate moving the WSDS grant, and the OSEP Deaf-Blind grant, to the Center for Deaf and Hard of Hearing Youth (CDHY) and the Washington State School for the Blind (WSSB). After some discussion, the move was implemented. As of September 1, 2019, North Central ESD (NCESD 171) is no longer the fiscal agent for the WSDS grant. After January 1, 2020, Puget Sound ESD (PSESD 121) will no longer be the fiscal agent for the WSDS Deaf-Blind grants. The Deaf-Blind Project will continue to provide consultation to districts in all nine ESDs. Brent Stark, WSDS administrator and Jackie Messer (WSDS program specialists) are now employees of CDHY, as well as Carol Carrothers and Christy Camarata. Katie Humes, Khanh Huhtala and Sarah Godwin will continue services as the state Deaf-Blind Project, as employees of WSSB. Over the years, NCESD and PSESD have been important partners and WSDS staff will continue to collaborate regarding regional trainings and shared projects.

Information on Data Reporting

Bulletin 064-19 Federal Special Education Data Reporting Requirements - Repeat

OSPI collects special education data which must be submitted annually to the Office of Special Education Programs (OSEP), U.S. Department of Education.

[Bulletin 064-19 informs school districts of all the federally required data that will be collected during the 2019–20 school year](#). Each collection has a separate set of instructions, data collection forms, and due dates.

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This is the only bulletin that will be sent to districts regarding this topic. Approximately one month before each data collection due date, reminders will be sent via GovDelivery. [Sign up to receive Special Education Data updates here](#). Reminders will also be included in the OSPI Special Education Monthly updates. All reminders will include links to the appropriate forms and instructions. [Data collection resources are located on the OSPI website](#).

Federal Special Education Data Reporting Deadlines - Repeat

The annual **Federal Special Education Child Count and Least Restrictive Environment (LRE) Report** must be validated and certified no later than December 18, 2019. This report includes students who are eligible on November 1, 2019. The application for submission of this data is located in the [Education Data System \(EDS\)](#). Data will populate into the EDS application for any district that has a successful CEDARS submission in the 2019–20 school year. Staff can review data for errors and begin fixing those errors in their student information system at this time. The application opened on November 1, 2019. **This process is the only option districts have for submitting this data.** [Download the User Guide designed specifically for this submission](#). The first 15 minutes of the [November 2018 Webinar](#) also includes information about the Federal Special Education Child Count and LRE Report.

The Certification Page must be printed, signed and then mailed to the address is listed on the form. Districts with no special education students to report must still go into the application, indicate zero students, and submit a signed Certification Page.

The **Special Education Personnel Employed (Including Contracted) Data Report** for the 2019–20 school year is due to OSPI Special Education office no later than 5 pm December 16, 2019. This one-page Excel template reports special education staff employed or contracted (regardless of funding source) that are needed to serve special education students in the district. [This form can be accessed on the Federal Data Collection Forms web page](#). Do not modify the template. Email the completed report to specialdata@k12.wa.us.

For either report referenced above, as the data are received and verified, a confirmation of receipt email will be sent either acknowledging completion of the data report or requesting additional information/correction. If a confirmation email is not received within three business days, resubmit or contact Sandy Grummick or Amber O'Donnell at 360-725-6075.

2018–19 Restraint and Isolation Reporting – Repeat

The 2018–19 Restraint and Isolation data reporting application in EDS will open mid-November and is due by 12/31/19. At this time, OSPI is anticipating that the 2018–19 school year will be the final year of reporting restraint and isolation incidents via the EDS application. Beginning with the 2019–20 school year, restraint and isolation will be only be reported through CEDARS, file S. [The CEDARS manual with the updates concerning restraint and isolation is located on the OSPI website](#). For more information on data collection or technical assistance regarding restraint and isolation practices and reduction efforts, please contact Lee Collyer by phone at 360-725-6075, or by email at lee.collyer@k12.wa.us.

Tips from the Special Education Division: Reminders to the Field

Identifying Frequency, Location, and Duration on the IEP Service Matrix

[WAC 392-172A-03090](#) requires IEPs to identify the projected start date and the anticipated frequency, location, and duration of the special education, related services, and supplementary aids and services to be provided to the student, or on behalf of the student. Most IEP systems include a summary of services (also referred to as a service matrix) for teams to identify this required information:

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- Projected date(s) for initiation: When the service will start.
- Duration: When the service will end. In some cases, the duration may be less than an entire school year. However, the duration should not extend past one year, since the IEP is required to be updated annually.
- Frequency: How long and how often each session of the service will be provided. This information may include the amount of time each day or week, and how many times per week or month.
- Location: Where services will be provided (e.g., general education setting, special education setting). With the federal and state focus on least restricted environment (LRE), it is extremely important to clearly identify the specific location of each service being provided. Without this information, it is difficult, if not impossible, to accurately determine the student's LRE for reporting purposes.

Here is an example:

Service(s)	Frequency	Location	Start Date	End Date
Specially Designed Instruction				
Reading	60 min/day	General Education	10/25/19	10/25/20
Written Language	50 min/4 times weekly	General Education	10/25/19	10/25/20
Adaptive	40 min/2 times weekly	Special Education	10/25/19	10/25/20
Behavior	30 min/day	Special Education	10/25/19	10/25/20
Speech Therapy	30 min/1 time weekly	Special Education	10/25/19	10/25/20
Related Services				
Counseling	30 min/1 time weekly	General Education	10/25/19	10/25/20
OT	40 min/2 times monthly	Special Education	10/25/19	10/25/20

Frequency of Services

IEPs must identify the frequency, location, and duration for each individual service area. Refer to number 35 of the [Appendix A to Part B of the IDEA](#), which states: *The amount of services to be provided must be stated in the IEP, so that the level of the agency's commitment of resources will be clear to parents and other IEP team members. The amount of time to be committed to each of the various services to be provided must be (1) appropriate to the specific services, and (2) stated in the IEP in a manner that is clear to all who are involved in both the development and implementation of the IEP.*

Service times should be separated out by service area (e.g., reading, writing, math), rather than lumped into one block of time (e.g., "academics", "pre-academics", etc.). The frequency of services should be clear to the parents and everyone involved in implementing the IEP. Ranges of time or an "as needed"

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designation are not an adequate explanation of the frequency for an area of service. Identifying a service as a range of time or “as needed” also raises concerns about the provision of specially designed instruction (SDI) to the student, since SDI should be planned and organized, and not provided on an “as-needed” basis.

Some IEPs identify services in the area of “cognitive” skills. If a student is school-aged (i.e., kindergarten through 12th grade), and the present levels and annual goals are separated into sections clearly related to reading, writing, and math skills, then the services should be separated into reading, writing, and math on the service matrix, rather than lumped into one block of time labeled “cognitive”. Examples of academic skills could include reading sight words, counting objects, learning letter sounds, writing the student’s name, etc. If the goals and present levels are not split into sections related to reading, writing, and math, and are clearly cognitive, rather than academic, in nature, then it may be appropriate to identify the services as “cognitive” on the matrix. Examples of cognitive skills could include learning colors, sorting, following directions, selecting a preferred item, activating a switch, etc.

“Concurrent” Services

Some IEP systems allow a service to be identified as “concurrent”. Concurrent services are those services that are occurring simultaneously. Caution should be applied when using the term “concurrent” on a service matrix, because there are very few situations in which this approach would be appropriate. Here are a few examples where identifying a service as “concurrent” may be appropriate, depending on the unique needs of the student:

- The IEP team has chosen to separate services in the area of reading into “reading fluency” and “reading comprehension” on the service matrix. The team may choose to identify “reading comprehension” as happening concurrently with “reading fluency” because both of these are the same service area – reading. Note: The service matrix is not required to separate a service area, such as reading, into sub-areas (reading fluency, comprehension, etc.) but the IEP team may determine, based on the unique needs of the student, that the matrix should be broken out to a more specific degree.
- Occupational therapy is being provided as a related service, without a separate annual goal. The occupational therapist is assisting with the student’s written language goal, and is providing the service at the same time and location that the student is receiving their SDI for written language.
- A student has a one-to-one paraeducator or interpreter assigned to them as a related service or supplementary aid/service. If the paraeducator or interpreter is not providing instruction (e.g., SDI), then it may be appropriate to identify those services as “concurrent”.

Marking a service as “concurrent” in other situations is problematic because it does not clearly identify to the parents and staff implementing the IEP the amount of time to be committed to each of the various services to be provided. In addition, if there are multiple services identified on the matrix and one is marked as “concurrent” it would be difficult or impossible to tell which services are supposed to be served concurrently.

Weather Related Closures and Special Education and Related Services

Originally printed in the February 2017 Monthly Update; Revised February 2019

The Individuals with Disabilities Education Act (IDEA), and its implementing regulations at 34 CFR Part 300, do not specifically address a situation in which elementary and secondary schools, whether public schools of the LEA, or a charter school that is a public school, are closed or otherwise affected by a short-term weather incident. Generally, if the functioning or delivery of educational services is significantly disrupted for all or nearly all students due to an incident, then the LEA is not required to provide services to the

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affected children with disabilities 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 weather 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 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 added February 2019

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.). However, weather-related closures 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 weather-related closures as soon as possible.

Please also see the February 12, 2019 [news release](#) from Superintendent Reykdal for information on how to apply for a waiver of missed days.

Professional Development

Mini Training Module: Prior Written Notice in the Special Education Process

In September 2019, eLearning for Educators launched a new type of course offering. *Prior Written Notice in the Special Education Process* is the first in a developing menu of online mini-training modules (two to four hours) that specifically address common training needs arising from the Special Education Citizen Complaint (SECC) process. The mini-training module provides an overview of the purpose, regulatory requirements, and timelines of prior written notice. Developed in collaboration with OSPI, the mini-training modules will provide an option for school districts looking for a vetting training options in response to a SECC decision or for other district training needs. The modules are designed for individual or group access, at no cost. Clock hours are not provided.

You can register for the [mini-training module](#) on prior written notice online.

Keep an eye out for the next mini-training module on progress reporting in the special education process coming later this fall!

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

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

- November 6, 2019 - [ESD 114, Bremerton](#)
- November 13, 2019 – [ESD 105, Yakima](#)
- November 20, 2019 – ESD 171, Wenatchee
- December 4, 2019 – ESD 121, Renton
- January 16, 2020 – ESD 112, Vancouver
- March 3, 2020 – ESD 123, Pasco

Special Education Technology Center (SETC) Fall Conference – Repeat

The Special Education Technology Center (SETC) is holding a conference: Personalize Learning with the UDL Lens in Spokane on November 13, 2019. Information on registration for the conference and the Fall 2019 webinar offerings are currently available online. More information is available on the provided flier below.

Save the Date: Infant and Early Childhood Conference

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.

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

News from Assessment

WA-AIM Fall Trainings – Repeat

2019 WA-AIM fall training dates and locations have been set. Please see the [WA-AIM Training](#) page for a full list of dates and locations and the agenda.

Train the Trainer materials are available for districts who wish to train their own staff. Please contact Toni at toni.wheeler@k12.wa.us if you need access to the Facilitator's Guide and PowerPoints. These materials are identical to what was provided in Fall of 2018.

News from the Professional Educator Standards Board (PESB)

Paraeducator Certification Program Webinar

The recent webinar recording on the Paraeducator Certificate program is now available. Program details including the new minimum employment requirements and the required 14 hours of FCS training are discussed. [Watch the recording](#).

New Changes to the Educational Staff Associates (ESA) Certification Policy

The Professional Educator Standards Board (PESB) convened a workgroup in 2019 to review certification policy for Educational Staff Associates (ESAs). At the July 2019 board meeting, PESB approved changes to ESA certification policy based on the workgroup's recommendations.

What are some of the new policy changes?

New ESA Certificate

The Board approved a new ESA certificate role: school behavior analyst. For more information on how educators can obtain this new certificate. More information on the [PESB website](#).

Certificate renewal requirements

Initial and continuing certificates

Initial and continuing ESA certificate roles include school behavior analysts, school nurses, school occupational therapists (OTs), school physical therapists (PTs), school social workers, and school speech language pathologists/audiologists.

- These certificates can be renewed every five years.
- Previously, there were no clock hours required for reissuance of an initial certificate. Initial certificates now have a renewal requirements of 100 clock hours or equivalent in credits or professional growth plans (PGPs) for applications received beginning September 1, 2020.
- Completion of a three-hour course in suicide prevention is required for renewal of school counselor, school psychologist, school nurse, and school social worker certificates. [See list of approved courses](#).
 - Required for initial certificate renewal for applications received beginning September 1, 2020. This requirement is already in place for continuing certificates in these roles
- Valid DOH license required for school nurses, OTs, and PTs. Valid BCBA required for behavior analysts.

School counselors and school psychologists

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The residency and professional ESA certificate requires completion of a PESB approved preparation program and can be renewed every five years with:

- 100 clock hours or equivalent must be aligned to the school counselor or school psychologist domains.
 - Clock hours or equivalent must be aligned to the school counselor or school psychologist domains.
- Suicide prevention training: required for residency certificate renewal beginning September 1, 2020. This requirement is already in place for professional certificates in these roles.

For all ESA roles and certificates

A valid certificate issued by the National Board for Professional Teaching Standards (NBPTS), American Speech-Language-Hearing Association (ASHA), or National Association of School Psychologists (NASP) may be used in place of the clock hour requirement for certificate renewal.

Hours required for renewal of Department of Health licenses or the national BCBA certificate may be used towards ESA certificate renewal.

Learn more

- Visit the [PESB website](#) for a more detailed list of policy changes
- [View Board materials and WAC language.](#)

If you have questions about individual certificates, please contact the OSPI certification office at cert@k12.wa.us or 360-725-6400.

If you have questions about the overall policy changes, please contact PESB staff Maren Johnson, maren.johnson@k12.wa.us, or Leiani Sherwin, leiani.sherwin@k12.wa.us.

News from Outside OSPI

Specific Learning Disability Eligibility Work Group

The Specific Learning Disability (SLD) Eligibility work group began exploring system-level, inter-/intra-agency stakeholder, and practitioner-level needs around the elimination of the Discrepancy Model for SLD evaluation and eligibility. The work group is on target for submission of final recommendations by the 2021 legislative session. The following is a list of activities and work around this topic thus far:

- **June 12, 2019** - The SLD work group participated in a full day workshop around “The Why” in eliminating the discrepancy model for evaluating and identifying students with specific learning disabilities. The work group reviewed Washington special education data, research around the RtI approach for evaluating students with specific learning disabilities. The work group discussed and identified key for a shift in practice, including professional development, leadership, materials and resources, recruitment, fidelity of MTSS/RtI implementation, etc.
- **August 2, 2019** – Panel Presentation at the Washington Association of School Administrators (WASA) - The SLD work group presented activities up to this point, presented data around “The Why”, and sought preliminary feedback from district leaders around a shift in practice, and ultimate elimination of the discrepancy model in Washington.
- **August 6, 2019** – The SLD work group participated in a job-alike interview with state leads from North Carolina, Florida, and Colorado on the implementation of MTSS/RtI approach for SLD evaluation. The work group gathered valuable insights regarding implementation, issues of

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fidelity, and components of a comprehensive evaluation process, policy changes, and ongoing challenges.

- The work group also drafted an informational document that will be available on the OSPI website by January 2020.
- **October 19, 2019** – Panel Presentation at the Washington Association of School Psychologist Conference in Spokane, Washington.
- **December 3, 2019** – The work group will hold a second workday in Olympia to explore other models of SLD evaluation and eligibility, reflect on insights from state job-alike elimination of Discrepancy Model and implementation of MTSS/Rtl, and/or patterns of strengths and weaknesses models. We will narrow thoughts around proposed evaluation methods and begin to define components of a comprehensive evaluation under proposed models.

If you would like more information, please contact Liz Stewart, Program Supervisor Special Education at 360-725-6075 or email liz.stewart@k12.wa.us. You may also contact Bill Elvey, Dispute Resolutions at 360-725-6075 or email bill.elvey@k12.wa.us.

Considering Mediation for Special Education Disputes

While the OSPI is responsible for providing mediation services, the process ultimately depends on the participation of administrators and parents in order to be successful. CADRE, the Center for Appropriate Dispute Resolution in Special Education, has released a resource that describes the advantages and disadvantages of mediation from an administrator's perspective.

The goal is to help other administrators make informed decisions about whether mediation is an appropriate option to respond conflict.

Access to the resource is available for download on [CADRE's website](#).

Notice of Rulemaking Activity: Developmental Disability Endowment Trust Fund - Repeat

Commerce is conducting rulemaking to amend WAC 365-220 to align Developmental Disability Endowment Trust Fund rules with current program practices. The department filed a [CR-102](#) and [draft language](#) on September 18.

A public hearing is set for November 12 from 1:30 pm to 2:30 pm at the Department of Commerce, 1011 Plum Street SE, Olympia, WA 98504.

Driving directions are [available](#). A map with available public parking is [available](#). The department will accept written public comments until November 30.

Please submit written comments to: Devin Proctor PO Box 42525 Olympia, WA 98504-2525 or by e-mail to Devin.Proctor@commerce.wa.gov, or by fax at 360-586-8440.

[CR-101](#) (PDF) filed on July 24, 2019. [CR-102](#) (PDF) and [draft language](#) filed on September 18, 2019.

Washington State Developmental Disabilities Endowment Governing Board Looking for New Member - Repeat

The Washington State Developmental Disabilities Endowment Governing Board is recruiting now for a new board member! The Governor-appointed board is looking for a candidate with a family member with a developmental disability to join the board.

[Apply to serve here!](#)

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