

# October 2019

## Special Education Update

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## **October is Disability History Awareness Month**

Disability History Awareness month ([RCW 28A.230.158](#)) takes place during October to increase awareness, respect, and acceptance for people with disabilities, and to bring a greater sense of pride to people with disabilities. During October, each school is required to engage in activities that provide instruction, awareness, and understanding of disability history and people with disabilities. OSPI will be posting resources to the website. For additional information, please contact [Jess.Inocencio@k12.wa.us](mailto:Jess.Inocencio@k12.wa.us).

## **Reykdal's Budget Prioritized Safety Health, Serving Students with Disabilities**

The proposals aim to close opportunity gaps by providing equity in wraparound supports and rewriting the 10-year-old funding model, among other items. Additional funds are being requested for the Special Education Multiplier and Safety Net.

[Read the OSPI News Release.](#)

## **State Board of Education Rule-Making on Graduation Requirements**

The State Board of Education (SBE) filed [proposed rules](#) on September 18, 2019 to make changes to [Chapter 180-51 WAC \(High School Graduation Requirements\)](#). Included in the proposed rules are changes to WAC 180-51-155 regarding the procedures for granting high school graduation credits for students with special education needs.

SBE is currently answering factual questions about the proposed rules. If you have written feedback about the proposed rules, please submit via email to [rulescoordinatorSBE@k12.wa.us](mailto:rulescoordinatorSBE@k12.wa.us) by October 28, 2019. The public hearing on these rules will be October 24. Find out where on SBE's Facebook page.

Please contact the SBE with your comments and questions:

- Email: [sbe@k12.wa.us](mailto:sbe@k12.wa.us)
- Phone: 360-725-6047
- Mail: 600 Washington Street SE, P.O. Box 47206, Olympia, WA 98504
- Rules Coordinator: [Parker Teed](#), 360-725-6047

For more information visit [SBE's Rulemaking website](#).

## **Multiple Pathways to Graduation (House Bill 1599) – Repeat**

House Bill 1599 expands the ways Washington students show their readiness for their next step after high school. Building off a robust plan (High School and Beyond Plan) and quality instruction across core academic areas, completing a graduation pathway helps prepare students for what comes after high school graduation. It also signals to employers and post-secondary education/training institutions a student's readiness for that step.

House Bill 1599 provided for a two-year transition period to remove the Certificate of Individual Achievement (CIA) pathway, which was available to students with disabilities. School district leaders are encouraged to review the CIA data for their district, identify supports and services needed to ensure

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students with disabilities are able to equitably access all available pathways, and engage school communities in conversation and training in preparation for this transition.

For more information, please visit the [Multiple Pathways to Graduation](#) website.

### **Guidelines for Aligning High School and Beyond Plans and IEP Transition Plans**

During the month of October, Special Education at OSPI will be releasing Guidelines for Aligning High School and Beyond Plans and IEP Transition Plans. This resource will provide 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](mailto:kim.reykdal@k12.wa.us)

### **Guidelines for Statewide Accountability Assessments**

[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](mailto:assessment@k12.wa.us)

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

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](#).

### **Bulletin 052-19: Medical Marijuana Administration to Students**

In the 2019 legislative session, Governor Inslee signed into law Substitute House Bill 1095 permitting students who meet the requirements of RCW 69.51A.220 to consume marijuana-infused products for medical purposes in school. The bill went into effect on July 28, 2019. This legislation add a new section [RCW 28A.210.325](#) to chapter 28A.210. OSPI developed a [bulletin](#) titled, Substitute House Bill 1095: Medical Marijuana Administration to Students in August 2019.

### **Inclusionary Practices Project Pilot Site Notification**

#### **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 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.

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"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](mailto:Inclusion@CSTP-wa.org).

### **Special Education Advisory Council (SEAC) Meeting – Repeat**

#### **October 9–10, 2019 at 8:30 am–4:30 pm**

The SEAC will conduct a two-day meeting at the Red Lion, 221 N. Lincoln St, Port Angeles, WA. The first day of the meeting begins October 9, 2019 at 8:30 am, adjourning at 4:30 pm. The second day, October 10, 2019, begins at noon and ends around 4:00 pm. Public comment is reserved for October 9 from 2:15 pm to 2:45 pm. If there are no members of the public in attendance who would like to comment, public comment will be amended, and the meeting will continue with the next agenda item. Parties interested in providing public comment via email may contact the SEAC Executive Assistant by email at [SEAC@k12.wa.us](mailto:SEAC@k12.wa.us) no later than three business days before the event.

#### **Community Forum – October 9, 2019 at 6 pm-7:30 pm**

The SEAC is hosting a community forum event in Port Angeles on **October 9, 2019 from 6:00 pm–7:30 pm** at Elwha Klallam Heritage Center (Eagle's Nest), 401 East First, Port Angeles, WA 98362.

The SEAC is committed to engaging stakeholders throughout our schools and communities. The goal of the forum is to have participants learn more about the SEAC, its role in our state, and to collaborate in creating a shared understanding of what inclusion means for our students. The forum will begin with a brief presentation about the SEAC and its role in our state. We will then break into small groups for a facilitated discussion. At the conclusion of the meeting, the small groups will report highlights from the discussion to the entire audience. The discussion will be documented throughout the evening by SEAC members and shared with the entire Special Education Advisory Council membership.

**If you are able to attend the community forum, please fill out the [Survey to RSVP](#).** Feel free to share this invitation and survey with others who may be interested in attending. RSVP no later than Wednesday, October 2, 2019.

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### **Accommodations at the SEAC meetings and Community Forum for Persons with Disabilities**

To arrange accommodations for persons with disabilities, please contact the SEAC Executive Assistant at 360-725-6075, TTY 360-664-3631 or by email, [SEAC@k12.wa.us](mailto:SEAC@k12.wa.us) no later than three business days prior to the meeting. Please note that the Americans with Disabilities Act (ADA) does not require OSPI to take any action that would fundamentally alter the nature of its programs or services or impose an undue financial or administrative burden. If you have questions, feel free to contact [SEAC@k12.wa.us](mailto:SEAC@k12.wa.us).

The [Special Education Advisory Council 2018-19 Annual Report](#) is also available.

### **IDEA Compliance Package (iGrants Form Package 442/642) – Repeat**

The 2019–20 IDEA Compliance Package (iGrants Form Package 442/642) is available. Noncompliance identified through monitoring activities, safety net, district data submissions, due process decisions, and indicator performance during 2018–19 is included in this form package. As a reminder, all issues of noncompliance are required to be corrected by the LEA/ESA as soon as possible, but no later than March 2, 2020 (see WAC 392-172A-07010 (3)). A summary of the correction must be processed through pages two and three of Form Package 442 (school districts) or 642 (ESAs). Form Package 442/642 is only required to be completed and submitted to OSPI if the LEA/ESA had non-compliance identified during the 2018-9 program year. IEPs that were submitted for safety net reimbursement in 2018–19 and were not funded due to noncompliance issues are listed on Page 2 – Student Specific Corrections of iGrants Form Package 442/642. Should the district/ESA wish to submit the IEP for safety net reimbursement in 2019–20, the IEP must be corrected by the district and verified by the ESD prior to submission. All non-compliant IEPs will be prorated from the date of 442/642 correction, if not corrected and verified prior to the beginning of the 2019–20 school year.

### **DCYF & OSPI Joint ESIT Memo – Repeat**

The [joint memo](#) from the Early Support for Infants and Toddlers (ESIT) and the Office of the Superintendent of Public Instruction (OSPI) is being provided to support mutual understanding of the proviso language which was included in the state budget. The 2019 budget proviso requires that the Division of Children, Youth, and Families (DCYF) submit a proposal to transfer the annual allocations appropriated in the Omnibus Appropriations Act for early intervention services for children with disabilities from birth through two years of age, from the Superintendent of Public Instruction (OSPI) to the DCYF beginning July 1, 2020.

Links to the [complete proviso language](#), [frequently asked questions](#) and contact information are also included in the memo. If you need further support, please reach out to Laurie Thomas, ESIT Program Administrator, by phone at 360-725-3516 or by email at [laurie.thomas@dcyf.wa.gov](mailto:laurie.thomas@dcyf.wa.gov) or contact Glenna Gallo, OSPI Assistant Superintendent of Special Education, by phone at 360-725-6075 or by email at [glenna.gallo@k12.wa.us](mailto:glenna.gallo@k12.wa.us).

### **HB1130 Requires Documentation of Interpreters for Meetings Related to IEP and/or School Discipline and Truancy - Repeat**

In 2019, the Washington Legislature recognized and specifically addressed the language needs of parents of students eligible for special education services within [ESHB 1130](#):

1. Beginning in the 2019-20 school year, school districts must document the language in which families of special education students prefer to communicate and whether a qualified interpreter for the student's family was provided at any planning meeting related to a student's IEP or plan developed under section 504 of the rehabilitation act of 1973 and at meetings related to school discipline and truancy.

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2. For the purposes of this section, “qualified interpreter” means someone who is able to interpret effectively, accurately, and impartially, both receptively and expressively using any necessary specialized vocabulary.

These new state requirements align with existing language within the Individuals with Disabilities Education Act (IDEA), WAC 392-172A-03100 (Parent Participation), and WAC 392-172A-05001, which provides for [Procedural Safeguards](#) that require school districts afford parents opportunity to participate in meetings related to the identification, evaluation, educational placement, and the provision of a Free Appropriate Public Education (FAPE) for their student, and are provided information in the parent’s native language or other mode of communication (e.g., American Sign Language). WAC 392-172A-03100 places with the district the responsibility to ensure that the parent understands the proceedings of an IEP meeting, stating “the school district must take whatever action is necessary to ensure that the parent understands...including arranging for an interpreter...”. Additionally, WAC 392-172A-05010 (Prior notice and contents) requires that prior written notice be provided in writing in the native language of the parent following school district decisions that propose or refuse to initiate or change the identification, evaluation, educational placement, or provision of FAPE.

**The new state requirements afford additional protections to parents of students with an IEP, in that they specifically extend the meetings for which an interpreter must be provided to also include any planning meeting related to the IEP and meetings related to school discipline and truancy, and also require documentation of both the language and that a “qualified interpreter” was provided.**

School districts will want to review current policies, procedures, and practices to identify if changes are needed in areas such as:

- Student Information Systems (SIS) to document home language of parents
- IEP and 504 Plan forms, to document the attendance of a qualified interpreter, when needed
- School discipline and truancy forms, to document the attendance of a qualified interpreter, when needed
- Professional development for school staff responsible for scheduling and facilitating meetings (including meetings which address IEP planning, IEPs, and school discipline and truancy) on language access requirements, processes to obtain interpreters in a timely manner, and documentation of the use of interpreters
- Availability of qualified interpreters (i.e., pool) to meet the languages of parents within the district, including a process to ensure interpreters possess the necessary specialized vocabulary for the meeting content and are knowledgeable of confidentiality requirements
- Development of an internal collection and reporting process, to monitor the implementation of these requirements and identify additional needs

This is also an opportunity to review the processes and practices already in place which address IDEA and relevant WACs in 392-172A, to create a seamless system and ensure parents are able to actively participate in their student’s special education planning. School districts will want to examine the range of options available, and which staff are aware and actively access interpreters, to meet the requirements of WAC 392-172A-03100. Districts may wish to consider providing guidance to staff on when translated documents are needed/provided, how to determine if an interpreter is needed, how to document informed consent from parents, ensuring accurate interpretation, and ways to increase collaborative efforts for providing special education and English language services.

### **OSPI Special Education Priorities – Repeat**

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

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## Information on Data Reporting

### **Bulletin 064-19 Federal Special Education Data Reporting Requirements**

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.

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**

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 will open 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 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](mailto: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

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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](mailto:lee.collyer@k12.wa.us).

### **Post-School Survey – Repeat**

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

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## **Tips from the Special Education Division: Reminders to the Field**

### **Educational Interpreters for Students who are Deaf, Hard of Hearing, or Deaf-Blind**

*Updated from original item printed in the October 2018 Monthly Update*

#### **Purpose**

Some students who are deaf, hard of hearing or deaf-blind require services from a skilled educational interpreter to effectively participate in instruction and interact with their classroom teacher(s) and peers, while accessing and progressing in grade-level Learning Standards.

#### **Educational Interpreter Requirements (State and Federal)**

In Washington state, [RCW 28A.410.271](#) defines an educational interpreter and describes the Standards for individuals serving in the role of an educational interpreter. An *educational interpreter* means a “school district employee, whether certificated or classified, providing sign language interpretation, transliteration, or both, and further explanation of concepts introduced by the teacher...” These standards also apply to any contracted staff working with eligible students with disabilities. Related requirements for providing contracted services to eligible students clearly demonstrates that all staff working with students with disabilities must be appropriately trained meeting state educational interpreter standards.

The Americans with Disabilities Act (ADA) §35.104 further defines a qualified interpreter as someone who “is able to interpret effectively, accurately, and impartially, both receptively and expressively, using any specialized vocabulary. Qualified interpreters include, for example, sign language interpreters, oral transliterators, and cued-language transliterators.”

RCW 28A.410.271 details the adopted standards for educational interpreters by the Professional Educator Standards Board (PESB), which include defined performance standards for the educational interpreter assessments. Starting in the 2016–17 school year, school district personnel serving as an educational interpreter must pass the written test of the Educational Interpreter Performance Assessment® (EIPA) and either pass the EIPA performance assessment with a minimum score of 3.5 or receive a National Interpreting Certificate (NIC).

#### **Requirements for Educational Interpreting Services for Students with an IEP**

For those students who are eligible under the Individuals with Disabilities Education Act (IDEA), WAC [392-172A-03110](#) requires each individual education program (IEP) team to “consider the communication needs of the student, and in the case of a student who is deaf or hard of hearing, consider the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode.”

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When educational interpreting services are determined to be needed by the IEP team, they are generally included in the IEP as a “related service” (WAC 392-172A-01155), if the interpreting is required to assist the student to benefit from special education services. At times, they may be instead included under the “supplemental aids and services” section of the IEP, in the event that the educational interpreting does not meet the definition of a related service, but is a service to be provided in general education classes or other education-related settings to enable the student to be educated in the least restrictive environment to the maximum extent appropriate ([WAC 392-172A-01185](#)).

[WAC 392-172A-02090](#) explicitly requires all school personnel providing special education and related services to students with an IEP to meet the requirements set by the PESB, as described in RCW 28A.410.271 and states that the interpreter must pass “an educational interpreter assessment approved by the professional educator standards board.”

### **Options Available to School Districts**

Within RCW 28A.410.271, PESB acknowledges the needs of some school districts for flexibility in school personnel assignments, due to national shortages of staff who have met all standards. In the event that a school district does not have personnel available and is unable to locate them, school districts may elect to temporarily utilize educational interpreters who have met all of the following requirements in RCW 28A.410.271(3)(a-b):

1. The educational interpreter was employed as an educational interpreter before the 2016–17 school year.
2. The educational interpreter has completed the educational interpreter assessment and falls within one of these two timelines:
  - a. One calendar year following receipt of the educational interpreter assessment results, or
  - b. Eighteen months following completion of the most recent educational interpreter assessment.
3. The educational interpreter demonstrates to “the satisfaction of the employing school or school district”, ongoing efforts to successfully achieve the performance standard (i.e., pass the written test of the Educational Interpreter Performance Assessment® (EIPA) and either pass the EIPA performance assessment with a minimum score of 3.5 or receive a National Interpreting Certificate (NIC))<sup>1</sup>.

Additionally, these requirements do not apply to nonsigning interpretation such as oral interpreting, computer-assisted real time captioning, and cued speech transliteration, for which an educational interpreter assessment either does not exist, or as determined by PESB, is not capable of being evaluated by the board for suitability as a performance standard in Washington (RCW 28A.410.271(5)). **This exemption does not apply to educational interpreters using American Sign Language (ASL) or Signed Exact English (SEE)<sup>2</sup>.**

School districts will want to be thoughtful and document their activities to demonstrate that personnel assigned as educational interpreters meet the requirements or are demonstrating ongoing efforts to successfully achieve the performance standard. Generally, attendance and participation in annual training is not adequate to support achievement of a 3.5 score or above on the EIPA performance assessment, nor should school districts consider that satisfactory. School districts will want to ensure that personnel who

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<sup>1</sup> [Registry of Interpreters for the Deaf \(RID\) Certification](#) is the current professional standard, and may be used in place of the NIC.

<sup>2</sup> [PESB Educational Interpreter Standards Recommendation Report](#)  
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do not yet meet these requirements access supports through an Interpreter training program (some of which are available online) and mentoring, as well as ongoing and frequent training and workshops.

### **School Districts May Wish to Consider, Plan, and Document Efforts**

- How is the district monitoring its need for educational interpreters, both for currently enrolled students, as well as potential students (e.g., those receiving early intervention services under IDEA)?
- Are all educational interpreters employed by the district meeting these standards and requirements? Is the district using personnel to provide educational interpreting, yet using alternate titles to avoid these requirements?
- If the district is using educational interpreters who have not yet met the required standards, how is the district ensuring that:
  - The affected educational interpreters meet the requirements of RCW 28A.410.271(3)(a-b),
  - The district is tracking progress toward the standards made by the educational interpreter and determining if it is satisfactory, and
  - The district is only using those educational interpreters temporarily while it makes concerted efforts to recruit qualified personnel or support the existing personnel in meeting the requirements (e.g., training and coaching)?
- Are IEP teams across the districts aware of the additional requirements under the ADA, IDEA, and WAC 392-172A for students who are deaf, deaf/blind, hard of hearing, or have other communication needs? Do IEPs accurately address those needs and reflect the decision made by the IEP team?
- How does the district support continued professional growth for all educational interpreters, and the school teams they work with (e.g., mentoring, professional learning, financial assistance with assessments)?
- Does the student also have an educationally significant visual impairment, as determined by a functional vision evaluation by a Teacher of the Visually Impaired? If yes, this child is eligible for support as a student who is "deaf-blind." Contact the WSDS Deaf-Blind Project regarding appropriate process for further evaluation, and access to instruction. [wdsd@psesd.org](mailto:wdsd@psesd.org)

### **Office of Superintendent of Public Instruction (OSPI) Responsibility**

The Office of Superintendent of Public Instruction (OSPI) is responsible for the general supervision of special education programs in Washington state. The general supervision process includes the provision of technical assistance and professional development, special education program review, including fiscal reviews (i.e., Washington Integrated System of Monitoring, Safety Net), data collection and analysis, dispute resolution, and correction of identified noncompliance. These educational interpreter requirements may be included in ongoing activities performed by the OSPI Special Education division; identified noncompliance will result in required correction in a timely manner.

### **Summary**

School districts will want to review Washington state educational interpreter requirements, as well as Title II of the Americans with Disabilities Act (ADA)<sup>3</sup>, and consider whether the school district personnel providing educational interpreter services meet those requirements, and address deficiencies, if needed, to ensure that students who are deaf, deaf-blind, or hard of hearing receive effective communication and continue to make educational progress.

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<sup>3</sup> 28 CFR 35.160, which requires school districts to ensure that communications with individuals with disabilities are as effective as communications with others.

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School district personnel serving as an educational interpreter who have not yet met the performance standards may continue to provide those services for a specific duration of time, provided that the school district is satisfied with their ongoing efforts to successfully achieve the performance standard. School districts may wish to review their current needs and staffing regarding educational interpreters, to ensure that they meet these requirements and deliver appropriate services to students. Districts may elect to access additional support from OSPI and partners, as described below.

### **Questions or Assistance Needed**

For questions regarding the educational interpreter standards and RCW 28A.410.271, please contact PESB at [PESB@k12.wa.us](mailto:PESB@k12.wa.us) or 360-725-6275.

For questions regarding IDEA and WAC 392-172A, please contact the OSPI Special Education division at [Speced@k12.wa.us](mailto:Speced@k12.wa.us) or 360-725-6075.

For technical assistance specific to educational interpreters, please contact Carol Carrothers at [carol.carrothers@cdhl.wa.gov](mailto:carol.carrothers@cdhl.wa.gov) or 509-963-1131.

For questions regarding students who are deaf-blind (e.g., have a documented hearing loss and educationally significant visual impairment, and may have additional complex needs), please contact the Director of the WSDS Deaf-Blind Project, Katie Humes at [khumes@psesd.org](mailto:khumes@psesd.org) or 800-572-7000.

For questions regarding the ADA requirements, please contact the ADA Hotline at 800-949-4232 or the OSPI Equity and Civil Rights Office at [equity@k12.wa.us](mailto:equity@k12.wa.us) or 360-725-6162.

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## **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!

### **Washington State Association of School Psychologists (WSASP) Annual Fall Conference**

Registration is **open** for WSASP's Fall Conference! Sessions will run from the morning of Thursday, 10/17/19 until the afternoon of Saturday, 10/19/19.

Please click each link for the [schedule](#) and [brochure](#).

For up-to-date information on the conference, including any alerts to sessions which may be cancelled during the conference, please visit the [Fall Conference website](#) often.

For the hotel rate of \$159, please contact the Davenport directly at: 509-455-8888.

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

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

**Expect the following topics:**

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

**Who should participate?**

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

**Training dates and locations**

- October 30, 2019 – ESD 189, Anacortes
- November 6, 2019 - [ESD 114, Bremerton](#)
- November 13, 2019 – [ESD 105, Yakima](#)
- November 20, 2019 – ESD 171, Wenatchee

**Additional locations to be determined for November and beyond:**

- ESD 112
- ESD 123

**CEC’s Division on Career Development and Transition International Conference – Repeat**

The Council for Exceptional Children (CEC) is offering a three-day conference from **October 23-25**. This conference provides a host of information and networking opportunities for those interested in improving lives of individuals with disabilities. The missions of Division on Career Development and Transition (DCDT) is to promote national and international efforts to improve the quality of, and access to, career/vocational and transition services, increase the participation of education in career development and transition goals, and influence policies affecting career development and transition for persons with disabilities. A list of [keynote speakers for 2019](#) is currently available, as is the [conference schedule agenda](#) and [pre-conference information](#). Conference [registration](#) is available online.

**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.

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## News from Health and Physical Education

### **I Can Do It!**

I Can Do It! (ICDI) is a customizable and inclusive health promotion model aimed at transforming the lives of individuals with a disability. ICDI is centered on Mentor-Mentee relationships and weekly health-related goals. In ICDI programs around the country, ICDI Mentors (aged 16+) and ICDI Mentees (participants with a disability aged five+) meet weekly to engage in physical activity, learn and practice healthy eating behaviors, and set health-related goals.

If you have questions about the UCDI program or on site requirements, contact the Health & Physical Education Department at OSPI at [ken.turner@k12.wa.us](mailto:ken.turner@k12.wa.us) or 360-725-4977, or visit the ACL [website](#).

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## 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](mailto:toni.wheeler@k12.wa.us) if you need access to the Facilitator's Guide and ppts. These materials are identical to what was provided in fall of 2018.

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## News from the Professional Educator Standards Board (PESB)

### **Grant Funds Available to Host Your Own Teaching Equity Event**

Building from the annual, statewide teaching equity conference, the Teaching Equity Network (TEN) fun creates an opportunity for stakeholders to develop and host their own teaching equity events.

These events gather regional stakeholders in a collaborative space to further initiatives related to racial justice and equity in education. To foster these initiatives, TEN will provide grants of up to \$5,000 to support the establishment of local equity gatherings.

The deadline to apply is October 15, 2019. To view the application and learn more, please [visit the CECE website](#).

### **What is the Teaching Equity Network?**

The Teaching Equity Network is a network of cross-sector collaborators promoting equity in the preparation of future educators, equity in pathways into teaching, and ongoing training around equity and cultural responsive practices for educators. The TEN mission is to advocate for a racially and linguistically diverse teacher workforce, and to develop teachers that are committed to equity and are actively engaging in educational transformation in schools. The Professional Educator Standards Board (PESB), Washington Education Association (WEA) and the Center for Excellence in Careers in Education (CECE) are partnering to create and provide this opportunity.

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## News from Student Engagement and Support

### **CARE: Confident Action and Referral by Educators Online Module Available**

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

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

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

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## News from Health Care Authority

### **The Washington State Mental Health Referral Service for Children and Teens**

[Washington's Mental Health Referral Service for Children and Teens](#) connects patients and families with evidence-supported, outpatient, mental health services in their community. This free, telephone-based referral service is funded by HCA and operated by Seattle Children's.

The Mental Health Referral Service will provide services through mental health referrals for Washington state children and teens, ages 17 and younger.

#### **How do families access Washington's Mental Health Referral Service for Children and Teens?**

- Families can call 833-303-5437, Monday through Friday from 8 am to 5 pm PST, to connect with a referral specialist.
- The referral specialist will ask for information including mental health needs, location and health insurance plan.

#### **What can patients and families expect?**

- A referral specialist will call and email the family with information on one or two providers or agencies that meet their needs and have openings. Since starting the program in April 2019, Seattle Children's has received a high number of requests and currently has a queue. Our two referral specialists will call families back as soon as possible.
- A few weeks after providing the referrals, a referral specialist will contact the family to see if they were able to make an appointment and ask if additional resources are needed.
- If no appointment has been made, Seattle Children's will try to address any barriers or link the family to another provider.

**For questions about the referral service, please contact [robert.hilt@seattlechildrens.org](mailto:robert.hilt@seattlechildrens.org).**

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## **SBHS Quarterly Newsletter** **September 2019**

The Washington State School-Based Health Care Services (SBHS) program is administered by the Health Care Authority (HCA). School districts participating in the SBHS program may receive reimbursement for providing health care-related services to Medicaid-eligible students with Individualized Education Programs (IEPs) or Individualized Family Service Plans (IFSPs). Visit the [SBHS webpage](#) for more information.

Please feel free to share SBHS news with your colleagues!

If you are not currently subscribed, [sign up](#) to receive SBHS updates.

### **Annual trainings and resources**

Welcome back to a new school year! The *SBHS annual training for returning school districts* is now available on the [SBHS webpage](#). This training is intended for returning SBHS coordinators:

- *SBHS annual training for returning school districts*- [training video](#) / [pdf](#)

Also available for returning SBHS coordinators is the *SBHS annual checklist* which provides a list of important action items for the beginning of the school year:

- [SBHS annual checklist](#)

### **New to SBHS?**

New SBHS coordinators should view the *SBHS 101 training* and the *Checklist for new SBHS coordinators*:

- *SBHS 101*- [training video](#) / [pdf](#)
- [SBHS checklist for new SBHS coordinators](#)

New providers should view the provider training specific to their provider type/specialty:

- *Billing for audiology services*- [training video](#) / [pdf](#)
- *Billing for counseling services*- [training video](#) / [pdf](#)
- *Billing for nursing services*- [training video](#) / [pdf](#)
- *Billing for occupational therapy services*- [training video](#) / [pdf](#)
- *Billing for physical therapy services*- [training video](#) / [pdf](#)
- *Billing for speech-language therapy services*- [training video](#) / [pdf](#)
- [National Correct Coding Initiative \(NCCI\) edits training tool](#)

Contact the [SBHS manager](#) with any questions!

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## **News from Outside OSPI**

### ***Intelligent Lives Will Be Broadcast on Public Television***

*Intelligent Lives* will be broadcast on public television's "America ReFramed" series on the WORLD channel, **Tuesday night, October 22**, at 9 pm PT.

Use this broadcast to open doors to inclusive education and employment. Here's how:

- **Mark your calendar** to watch with family and friends.
- **Download** the [engagement guide](#) with links to a [screening kit](#), [discussion guide](#), and more.
- **Spread the news** by sharing the [broadcast page](#) by email and social media or using posts and tweets from the [social media toolkit](#).

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- **Get a sneak peek** at the film, along with a live conversation with Executive Producers Chris Cooper and Marianne Leone Cooper, Director/Producer Dan Habib, and film star Micah Fialka-Feldman and his family: RSVP to the **FREE October 16th [online screening event](#)**.

### **Notice of Rulemaking Activity: Developmental Disability Endowment Trust Fund**

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](mailto: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**

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!](#)

### **2019 WA State Fathers Network Conference**

On November 2, from 9 am to 5 pm Dads All in for Inclusion is having a conference for men who have a child with special health care needs. Cost is \$50 a person. The conference takes place at Bellevue School District's Wilburton Instructional Service Center in Bellevue, WA.

For questions, contact [Louis Mendoza](#), or [see the brochure](#).

[Registration available online](#).



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# 2019 WA STATE FATHERS NETWORK CONFERENCE

DADS ALL IN FOR INCLUSION

**NOVEMBER 2**

**9:00 AM – 5:00 PM**

**BELLEVUE SCHOOL DISTRICT  
WILBURTON INSTRUCTIONAL  
SERVICE CENTER,  
BELLEVUE, WA**

**KEYNOTE: ROGER IDEISHI** PROFESSOR OF OCCUPATIONAL THERAPY AT TEMPLE UNIVERSITY

*Roger is recognized nationally and internationally for his work on creating community access and inclusion for children and youth with disabilities. In his keynote he will address the idea that social inclusion in everyday life is more than physical presence in the community but engaging in meaningful choices and opportunities in community life from childhood into adulthood. He'll also explore the following questions: How are we doing with regard to social inclusion for people with disabilities? What can individuals, communities, and organizations do to continue the progress towards access and inclusion? How can we harness social, cultural, legislative, and legal anchors to promote greater access and inclusion for people with disabilities?*

## BREAKOUT SESSIONS!

- GUARDIANSHIP AND SPECIAL NEEDS TRUSTS
- INTRODUCTION TO HOUSING OPTIONS
- HOW A FAMILY RESOURCE COORDINATOR (FRC) MAKES A DIFFERENCE IN THE SERVICES MY FAMILY RECEIVES IN EARLY INTERVENTION
- SENSOY PROCESSING WORKSHOP: FOUNDATIONS OF SENSOY PROCESSING
- SPECIAL EDUCATION: TEN TIPS FOR ADVOCATING FOR YOUR CHILD
- DEVELOPMENTAL DISABILITIES ADMINISTRATION SYSTEMS NAVIGATION
- ADAPTIVE OUTDOOR RECREATION OPPORTUNITIES FOR THE ENTIRE FAMILY
- SUPPORTED EMPLOYMENT WORKS FOR EVERYONE!!

## WHO SHOULD ATTEND?

Men who have a child with special health care needs in their life.

**COST PER PERSON \$50\***

Register early for only \$25, by October 4th, using the Promo Code WAFNC50.

### SCHOLARSHIPS AVAILABLE

\*Special funding arrangements make it possible for registrants from the following counties to register at no cost: King, Pierce, Snohomish and Island. Information on these promo codes is found on the registration site.

## QUESTIONS?

Contact Louis Mendoza at [louis.mendoza@kinding.org](mailto:louis.mendoza@kinding.org)

### PHOTOS OF 2018 CONFERENCE:

<https://fathersnetwork.org/2018-ws-fn-conference/>

## REGISTER AT

<https://kinding.org/2019-wsfn-conference/>



WASHINGTON STATE  
**FATHERS  
NETWORK**



*A powerful voice for fathers and families of children with special needs*