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- TSF2 User Update
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- Early Childhood Special Education Guidance Resource - Repeated
- COS Completion: When Teams Can’t Meet in Person
- Early Childhood Technical Assistance (ECTA) Center Resources
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- Early Support for Infants and Toddlers (ESIT) - Updated
- Invitation to Participate in 100 Schools Initiative Transition Teams
- Essential Practices in High Quality Inclusive Preschools: A Six-Week Distance Intensive

Upcoming Conferences and Professional Development
- WASA/OSPI Special Education Preconference
- WASA/OSPI Special Education Conference
- Job Posting: OSPI School Health Services Consultant
- Paraeducator Training Materials Available for Certificate Program

News from Assessment and Student Information
- WA-AIM Secondary Data Entry Window Open - Repeated

News from Health and Safety
- Healthy Youth Survey
Continuous Learning Guidance – Repeated
OSPI Special Education has developed a companion resource to OSPI’s Continuous Learning 2020 publication, to support inclusionary practices for students with disabilities through continuous learning opportunities. The resources are linked on our Inclusionary Practices Project webpage:

- Guidance: Supporting Inclusionary Practices during School Facility Closure
- Optional System-level form: Special Education Continuous Learning Implementation Guide
- Optional Student-level form: Special Education Continuous Learning Plan
  - Plan de Aprendizaje Continuo para la Educación Especial
- Guidance Overview Recording and Guidance Overview PowerPoint Slides

We are grateful to the educators and families who contributed to the development of these resources, and we have set up a survey link for partners to submit additional feedback, suggestions, and questions about this guidance. The survey now includes a request for positive stories and instructional innovations.

Online Instructional Resources to Support Students with Disabilities
Online (and Offline) Resources to Support Students with Disabilities through Distance Learning
In response to school closures due to COVID-19, OSPI content experts have curated a selection of links to external organizations to support students with disabilities through school closures. These resources include courses, lessons, videos, educational games, physical and outdoor activity suggestions, and a section for supporting students with disabilities. We have also noted resources that include offline activity options, such as downloadable worksheets, lesson plans, and activities. The resources can be filtered by content area, grade span, and whether the link includes supports and activities for teachers, parents, and/or students.

Online Professional Development Opportunities
Professional Development Opportunities for Supporting Students with Disabilities
This document lists online professional development opportunities across multiple topics. The information includes the topic area, title, format, how to access the professional development, the source/developer, any associated costs, clock hours available, and the date the resource was added to the document.

Behavior Support Webinar for Families
OSPI’s Special Education Division presents a three-part webinar designed for families to support learning through positive behavior in continuous learning environments. The webinar has been recorded and uploaded to YouTube in 20-25-minute digestible pieces, so families can access at their own pace. Please send all questions and comments to Lee Collyer at lee.collyer@k12.wa.us.

- Supporting Positive Behavior in Continuous Learning Environments – Part One
- Supporting Positive Behavior in Continuous Learning Environments – Part Two
- Supporting Positive Behavior in Continuous Learning Environments – Part Three
Additional Resources from the Special Education Technology Center (SETC)

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

**Novel Coronavirus (COVID-19) Information – Updated OSPI Guidance**

- **Days & Hours Waivers and Reporting Requirements: FAQ** – Published April 29
- **Student Learning & Grading Guidance: FAQ** – Published April 29
- **Class of 2020 Graduation Pathways: FAQ** – Published April 29
- **Supporting English Learners During School Facility Closures** – Published April 27
- **Supporting Migrant Students During School Facility Closures** – Published April 27
- **Student Learning & Grading Guidance** – Published April 21
- **Supt. Reykdal Explains Learning & Grading Guidance** – Published April 21
- **Guidance for Long-term School Closures as of April 15, 2020** (Bulletin 032-20)
- **Guidance for Long-term School Closures as of April 8** (Bulletin 031-20)
- **Continuous Learning 2020 Publication** – published April 6
- **A Message from Supt. Reykdal to Educators, Parents, Students, & Seniors**
- **Guidance for Long-term School Closures as of March 23 (#2)** (Bulletin 025-20)
- **Guidance for Long-term School Closures as of March 23** (Bulletin 024-20)
- **Guidance for Long-term School Closures as of March 20** (Bulletin 022-20)
- **Guidance for Long-term School Closures as of March 18** (Bulletin 021-20)
- **Letter to Superintendents and Labor Leaders sent March 17**
- **Guidance for Long-term School Closures as of March 13** (Bulletin 019-20)
- **Coronavirus (COVID-19) Guidance on Online Learning, Waivers, and School Closures as of March 6, 2020 as of March 6** (Bulletin 016-20)
- **Further COVID-19 Guidance as of March 3** (Bulletin 014-20)
- **February 28: Preparation for Possible COVID-19 Outbreak in Washington State** (Bulletin 013-20)
- **February 26: Letter to Superintendents**

Please visit OSPI’s [Novel Coronavirus (COVID-19) Guidance & Resources](https://www.k12.wa.us/coronavirus) and [Special Education Guidance for COVID-19](https://www.k12.wa.us/speced) webpages for the most recent information and guidance.

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

For general questions, please contact: Martin Mueller, Assistant Superintendent, Student Engagement and Support at 360-725-6175, martin.mueller@k12.wa.us.

**Q&A Provision of Services to Students with Disabilities During School Closures - Repeated**

This guidance was revised as of May 5, 2020. This Q&A is updated frequently to reflect current guidance as it is released. Please note: Section H of the Q&A has been added to reflect what is new and edited in each Q&A update.
Information and Resources from Outside OSPI - Repeated

- **Best Practices for Remote Interpreting in Education**
- **COPAA, NASDSE, NDRN, National Place Statement on Serving Students with Disabilities During COVID-19**
- **DVR limits in-person services in response to COVID-19 outbreak: News Release**
- **Early Support for Infants and Toddlers (ESIT) Guidance Memo #2020-01**
- **Notification of Enforcement Discretion for telehealth remote communications during the COVID-19 nationwide public health emergency**
- **OCR and OSERS Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities.**
- **Tech for Learners** – searchable online database of education technology tools that facilitate online classrooms and teaching, allowing educators to search for free and discounted tools and services by grade level, product type, and subject matter.

A Message from Sound Options Group on Services Available - Repeated

We hope this message finds you well as you navigate our current shared experience. As the challenges of delivering services to student’s on IEP’s increases, we know that you will, in some cases, be facing some challenging conversations. We remain available to support you in this context. Call us if we can support and coach you through your specific situation. We are providing mediation and facilitation using the Zoom platform and are ready to respond to requests for this support. Finally, we are prepared to provide professional development focused on skills and strategies for engaging these challenges. Information on a two-part zoom class has been provided to your ESD directors. Please let us know how we can best support you during this time and stay safe.

Our contact information is as follows – Phone: (206) 842-2298; 1-800-692-2540; Email: Greg Abell - grega@somtg.com; Rebecca Larsen - rebeccal@somtg.com; Mindy Hyde - mindyh@somtg.com; Website: www.somtg.com.

Funding Multiplier Changes for 2020–21 – Updated

**An error was found in the two-tier Special Education funding stream in the F203 that applies when district’s enrollment percentage is greater than 13.5%. This has been fixed and deployed; however, districts will need to re-save their estimate to re-calculate the correct reduction.**

**The corrected formula is: (SpEd K-21 Tier1 Allocation) + (SpEd K-21 Tier2 Allocation))/ [Enroll SpEd% K-21] * [SpEd K-21 Excess%]**

The two-tier multiplier is being implemented for school calendar year 2020–21. The two tiers are as follows:

- **Tier1 (5-21) equal to or greater than 80 percent of time in general education setting) - 1.0075 multiplier. Enter enrollment into item code B2L1.**
- **Tier 2 (5-21) less than 80 percent of time in general education setting) - 0.9950 multiplier. Enter enrollment into item code B2.**

For budgeting purposes, we have uploaded LRE child count data to the 2019–20 iGrants Form Packages 267 and 497 on page 5. To access this information, please do the following:

1. Login in to iGrants and bring up your application for form package 267 or 497 as appropriate
2. Go to page 5
3. Scroll down to Appendix J Nov 2019 LRE Data Multiplier Worksheet (6–21)
4. Click on the link for the Nov 2019 LRE Data for Multiplier Worksheet
5. There are tabs for LEAs, ESSA 112, and Tribal Compact schools in the workbook
6. Click on the appropriate tab and locate your district, ESA, or Tribal Compact school

The report will illustrate the number of students (ages 6 – 21) with disabilities for each district by the LRE multiplier. **Please note:** Until data for children with disabilities age 5 is available, LEAs will need to manually calculate children aged 5. Please work with your Special Education Services Director and/or other appropriate staff. When ‘real’ data is available, districts should make the necessary budgeting adjustments.

If you have any questions, please contact speced.fiscal@k12.wa.us.

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**Data Reporting for Students with IEPs**

**2019-20 End of Year Federal Special Education Data Reporting**

Information regarding end of year federal special education data reporting is located on the [OSPI Special Education website](#). Submission of late or inaccurate data will impact the district’s determination level. As forms are received and verified, a confirmation email will be sent back to the email address submitting the form either acknowledging receipt of data or asking for corrections. If you do not receive an email within three business days, assume that your data was not received and either resend or contact Sandy Grummick or Tyler Humphries at specialleddata@k12.wa.us.

<table>
<thead>
<tr>
<th>2019-20 Collection Name</th>
<th>Date Due</th>
<th>Additional Information or Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timeline for Initial Evaluation/Part C to Part B Transition</td>
<td>On or before 08/14/2020</td>
<td>Timeline for Initial Evaluation and Transition from Part C to Part B templates — revised 5/15/20 — submit by emailing completed template to <a href="mailto:specialeddata@k12.wa.us">specialeddata@k12.wa.us</a></td>
</tr>
<tr>
<td>Child Outcomes Summary (COS)</td>
<td>On or before 08/14/2020</td>
<td>Template available at: Federal Data Collection Forms — submit by emailing completed template to <a href="mailto:specialeddata@k12.wa.us">specialeddata@k12.wa.us</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Additional guidance for COS is located on the <a href="#">OSPI Special Education website</a>.</td>
</tr>
<tr>
<td>Behavior and Weapons Reporting – Disciplinary Incidents of Students with IEPs</td>
<td>09/01/2020</td>
<td>Data from CEDARS pre-populates this application for the 2019–20 school year. A User Guide providing instructions and guidance on reviewing, updating and approving your districts data is available on the EDS Application User Guides webpage. Log-in to the Behavior and Weapons application in EDS to review the district’s data.</td>
</tr>
<tr>
<td>Post-School Data Survey (2019 Leavers) and the Demographic Form are located on the Center’s Transition Systemic Framework 2.0 platform (TSF2)</td>
<td>06/01/20 to 11/01/20</td>
<td>2018-19 Leaver Survey Lists are now available for review in the TSF2</td>
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<td></td>
<td></td>
<td>Schools must log into the TSF2 to review, edit, and verify their Leaver Survey List before making Post-School Survey phone calls.</td>
</tr>
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**2020-21 Changes to Federal Special Education Data Reporting**

The 2020-21 CEDARS Manual and Appendices have been posted to the OSPI website. Many new elements have been added and revised for students with IEPs. Districts are encouraged to review these with staff and their student information system (SIS) vendors to make sure all elements are added to the systems and are correctly mapped to CEDARS. Following is a table listing the revised or new elements. **Beginning with 2020-21**, these elements will enable OSPI to gather data for the Child Outcomes Summary, the Timeline for Initial Evaluation, the Transition from Part C to Part B and the Secondary IEPs reports. In addition, the least restrictive environment (LRE) valid values have been updated to meet revised reporting requirements. The OSPI Student Information Office is hosting a Zoom Meeting on July 13 from 9:30 – 10:30 a.m. to discuss any of these changes listed below as well as any other CEDARS Data Manual changes. If you have any specific topics or questions you would like addressed, you may submit them in advance to specialeddata@k12.wa.us. The Zoom meeting information https://zoom.us/j/98257365902

Meeting ID: 982 5736 5902
One tap mobile
+13462487799,,98257365902# US (Houston)
+16699006833,,98257365902# US (San Jose)
Dial by your location
+1 346 248 7799 US (Houston)
+1 669 900 6833 US (San Jose)
+1 312 626 6799 US (Chicago)
+1 646 558 8656 US (New York)
+1 253 215 8782 US
+1 301 715 8592 US Meeting ID: 982 5736 5902
Find your local number: https://zoom.us/u/agjf4XVsW

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<th>Corresponding Appendix</th>
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<tr>
<td>Revised</td>
<td>Element K06 – Least Restrictive Environment (LRE) Code</td>
<td>Appendix W</td>
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<tr>
<td>New</td>
<td>Element K15 – Non-Public Agency</td>
<td>Appendix AC</td>
</tr>
<tr>
<td>New</td>
<td>Element K16 – PreK Positive Social-Emotional Skills - Entry</td>
<td>Appendix AC</td>
</tr>
<tr>
<td>New</td>
<td>Element K17 – PreK Acquisition and Use of Knowledge/Skills - Entry</td>
<td>Appendix AD</td>
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<tr>
<td>New</td>
<td>Element K18 – PreK Appropriate Behaviors and Skills - Entry</td>
<td>Appendix AD</td>
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<tr>
<td>New</td>
<td>Element K19 – PreK Positive Social-Emotional Skills - Exit</td>
<td>Appendix AD</td>
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<tr>
<td>New</td>
<td>Element K20 – PreK Positive Social-Emotional Skills - Progress</td>
<td>Appendix AE</td>
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<td>Element K22 – PreK Acquisition and Use of Knowledge/Skills - Progress</td>
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<td>Element K23 – PreK Appropriate Behaviors and Skills - Exit</td>
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<td>Element K24 – PreK Appropriate Behaviors and Skills - Progress</td>
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<td>Element U02 – Serving County District Code</td>
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<td>Element U05 – Date of Initial Referral</td>
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Revised or New Element | Element Name | Corresponding Appendix
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New | **Element U06** – Date District Received Consent | none
New | **Element U07** – Date of Initial Evaluation/Eligibility Determination | none
New | **Element U08** – Number of School Days to Complete Initial Evaluation/Eligibility | none
New | **Element U09** – Reason for Late Initial Evaluation/Eligibility | Appendix AF
New | **Element U10** – Outcome of Initial Evaluation/Eligibility | none
New | **Element U11** – Date of Initial IEP Meeting | none
New | **Element U12** – Reason for IEP Developed After Third Birthday | Appendix AG

2019 Least Restrictive Environment (LRE) Data Platform Now Available - Repeated
The 2019 LRE Data Platform is now available. This data platform was designed to provide district and building staff access to unsuppressed, building-level special education demographic and placement data, to support program analysis and data-informed decision making. OSPI Special Education is working with ESD partners to provide secure access to the data platform. The LRE Data Platform will also be available for download in the 2020–21 federal fund application, iGrants Form Package 267. Please contact your ESD Special Education Director or specialeddata@k12.wa.us regarding access. Regional in-person data dives for spring 2020 are postponed due to school facility closure, so we have released a brief overview video to support accessing and navigating the data platform.

iGrant Form Package Callout

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<tr>
<th>2020-21 Form Packages</th>
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<th>Due Date</th>
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<td>267 IDEA Part B</td>
<td>6/4/20</td>
<td>7/1/2020 &amp; 9/1/2020</td>
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<td>641 UW Bothell (EXCEL) training</td>
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<td>935 Inclusionary Practices LEAs Phase 1</td>
<td>6/4/20</td>
<td>6/30/21</td>
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<td>951 Pre-K Champions ESDs Phase I</td>
<td>5/28/20</td>
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<td>953 State Systemic Improvement Plan (SSIP) Coaching</td>
<td>5/27/20</td>
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<td>963 Pre-K Champions LEAs Phase I</td>
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<td>967 NCPMI Phase I</td>
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<td>497 ESA 112 IDEA Part B</td>
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Child Count: WSDS/Deaf-Blind Project - Repeated
The annual deaf-blind census is a requirement of federal funding for every state’s Deaf-Blind Project and is done in cooperation with the National Center for Deaf-Blindness (NCDB). Students with combined hearing and vision loss may be counted within a special education category other than “deaf-blind” (e.g. multiple disabilities or health impaired), however, they are still eligible to be on this count. Please watch for our mailing and do the best you can. The forms are student-specific and provide information about who is eligible.

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Deadline Extended for Annual and Three-Year Renewal Applications for Districts and Nonpublic Agencies (NPA) – Repeated

Given the current status of school closures and statewide health/safety recommendations, OSPI is extending the deadline for all NPA annual review application and three-year renewal applications to OSPI on or before June 30, 2020.

All NPAs must complete and submit an annual review form no later than June 30th of the succeeding calendar year following their initial approval. For a three-year renewal, the NPA must reapply to maintain approval status. This process is identical to the initial application and the sponsoring district must schedule an on-site visit and complete all components of the application before the June 30th deadline. OSPI, however, will extend this deadline for three-year renewals and work with NPAs and school districts to maintain contingent approval on a case-by-case basis if conducting on-site visits and meeting application requirements becomes unworkable due to the current health crisis.

The NPA application, annual review forms, and three-year renewal forms are available on OSPI’s website.

If you have any questions, please contact Scott Raub by email at scott.raub@k12.wa.us or Thinh Le by email at thinh.le@k12.wa.us or the main line to our office directly at 360-725-6075.

Inclusionary Practices Project – Repeated

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

2020–21 Competitive Grant Application Now Open for New and Existing Pilot Partners

The Inclusionary Practices Project 2020–21 Competitive Grant Application is now open! We are recruiting for pilot partners for year two of the project, which provides funding to support professional development for inclusionary practices.

This opportunity is open to all local educational agencies (LEAs) in Washington, including school districts, charter schools, tribal compact schools, etc. School districts will receive a $15,000 base allocation, plus a per-pupil allocation of $95 per student with a disability in the participating schools. Other types of LEAs will receive a $5,000 base allocation, plus a per-pupil allocation of $95 per student with a disability in the participating school. The spending period for these funds is from July 1, 2020 through June 30, 2021. Please note that these funds cannot be carried over beyond the 2020–21 school year. Current pilot participants are also invited to apply, to add more participating schools and/or request additional project funding, but they are not otherwise required to reapply in order to access their year two funding allocation.

The competitive grant application process includes the Competitive Grant Application and a completed Competitive Grant Action Plan. Submitted applications will be scored in alignment with the priorities and point system identified in the Competitive Grant Rubric. Please contact david.green@k12.wa.us if you have questions or need support with this application.
Inclusionary Demonstration Sites
In April, the UW Haring Center hosted a series of online learning sessions with four of the five selected demonstration sites this year. The UW Demonstration Sites webpage now includes links to the webinar records and slides, as well as resources shared by the demonstration site teams.

SWIFT Professional Development
The SWIFT Education Center is part of the IPP Professional Development Cadre and will be providing support for building teams to learn how to install, improve, and/or sustain an integrated and inclusive multi-tiered system of support (MTSS) that uses evidence-based practices and allocates resources to improve academic, behavioral and social outcomes for all students, especially those who have Individual Education Program plans. The core curriculum used with teams will be Leading through Equity-based MTSS for ALL Students (McCart & Miller, 2019) along with examples from Washington schools. For more information these concepts, watch this brief video. In June 2020 SWIFT is offering a virtual blended learning format. Principals will participate in online learning sessions during which they will reflect on concepts and learn about resource modules they can take to their leadership teams. Online “office hours” and one-on-one coaching by appointment will be offered each week to support principals as they lead their teams through new ways to make their schools environments fully supportive of students with disabilities. Each week will culminate in a virtual chat where principals and/or team members can join for a discussion about the book, activities, and the work of their team. New groups for in-person learning opportunities during Fall 2020 and Spring 2021 are forming now. You can apply now to participate in this professional development opportunity.

Inclusionary Practices Project Handbook Survey
OSPI and the handbook committee would like to thank educators, administrators, parents, and Inclusionary Practice Project (IPP) partners for your input and feedback on the first phase of the Inclusionary Practices Handbook. The survey is now closed. The comments and suggestions will make a significant contribution to the development of practical guidance for inclusionary practices in schools. There will be four sections to the handbook, and the first section is scheduled to be released in summer, 2020. The target date for the complete handbook is spring, 2021. We will provide updates as we make progress over the coming months. If you have questions, please contact Rebecca Lynn at rebecca.lynn@k12.wa.us.

Rulemaking Activity for WACs 392-172A, 392-173, and 392-140-601 thru -685 – Repeated
OSPI is considering amending and/or adding new sections to current special education rules to: (1) address changes to federal law and requirements; (2) clarify existing requirements under current state law that impact the free appropriate public education (FAPE) of students eligible for special education services, including new requirements under ESHB 1130 (2019); and (3) make housekeeping changes to correct typographical errors, reorganize WACs for ease of reference, and make other rule changes that are technical in nature.

CR-101 Pre-Proposal Statements
For more information, visit the OSPI Rulemaking web page.

Youth Leadership Forum
For an update on the status of the 2020 Youth Leadership Forum with regards to the COVID-19 epidemic, read the letter below.

April 3, 2020

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Today, the Youth Leadership Forum (YLF) subcommittee of the Governor's Committee on Disability Issues and Employment met by video conference. In these uncertain times, the subcommittee is as committed as ever to continuing to offer the Youth Leadership Forum during Summer 2020.

We cannot currently predict what the restrictions will be this July in Washington State due to the current public health crisis and how it will impact our community. However, we are exploring a variety of innovative options, including virtual modalities, to be able to offer YLF this summer in a manner that is safe, meaningful, and accessible. We realize that conducting a portion of YLF brings challenges in the area of accessibility, technology, and personal relationships. We want to assure you that we are looking into all options to make this feasible. Our intention is to provide the in-person segment in either the last quarter of 2020 or first quarter of 2021 during a long weekend and after the public health crisis has resolved itself. We will select a date later in this process when we have more information. However, those that can only attend the online portion of YLF will still find it rewarding and will be eligible for apply as a peer counselor for the 2021 Youth Leadership Forum.

We are continuing to recruit delegates and counselors for the program. In order to make this happen, we need your help in reaching and assisting youth to apply for this opportunity. Each YLF experience is unique and we know that although there may be challenges this year, there will be many more rewards. Applications have been revised to include the information we need to ensure accessibility and technology needs are met. Applications and updates on the format of YLF are available through the Friends of YLF Facebook page (https://www.facebook.com/friendsofylf/) or by contacting me (Julie Peddy) at (425) 319-7036 or:

Elaine Stefanowicz, estefanowicz@esd.wa.gov
360-890-3774

We look forward to sharing this experience with you,
Julie Peddy

- Updated 2020 YLF Initial Application Accessible Fillable Form (PDF)
- YLF Volunteer Operations Assistant Application 2020 (PDF)
- YLF Volunteer and Staff Application 2020 (PDF)
- YLF Intern Counselor Application 2020 (PDF)
- Updated 2020 YLF Brochure (Word)
- 2020 Youth Leadership Virtual Supplment (PDF)
- YLF Volunteer Peer Counselor Application 2020 (PDF)
- 2020 informational postcard (Spanish)
- 2020 informational brochure (Spanish)

Follow YLF on Facebook.

**TSF2 User Update**

Leaver Verification is Open

- 2018-19 Leaver Survey Lists are now available for review in the TSF2.
- Schools must log into the TSF2 and review, edit, and verify their Leaver Survey List before making Post-School Survey phone calls.

**Steps to Verify Leaver Survey List**
1. Review Leaver Verification training materials
2. Log in to the TSF2 (visit www.cctsTSF.com or www.cctsTSF.org)
3. Navigate to your school’s Leaver Survey List
4. Add and delete surveys as needed
5. Review and edit demographics
6. Submit Leaver Verification

Guidance and Training Materials
PowerPoint training modules and supplemental guides are available in CCTS’s 2020 Post-School Survey Training Materials Google Drive Folder.

- Modules for everyone involved with the Post-School Survey:
  - Module 1 - Intro to the Post-School Survey
  - Module 2 - TSF2 Basics
- Modules by TSF2 user role:
  - Module 3 - Leaver Verification
  - Module 4 - Conduct Survey
  - Module 5 - District Managers

Visit the Guidance for Educators page on the CCTS website for additional resources.

Parent Communication-Support and Strengthening
Parents have always been an integral part of the special education process and parent participation in the process has never been more crucial than now. Partnerships for Action, Voices for Empowerment (PAVE) offers the following guidance to support and strengthen parent communication.

1. Communicate and connect with families in their primary language and use multiple modalities. Make relationships with families and students a priority.
2. If you are a special education director or school leader, be actively involved in communicating and connecting with families who have been the hardest to reach in the last few months and create space to hear and address concerns.
3. Learn from past mistakes. Assess how the school closure period went—what went well and what did not, centering the experiences of students and families hardest to reach and support - in case school facilities closure happens again.
4. Be prepared to plan with families to address the needs of individual students through their Individualized Education Program (IEP) and their continuous learning plans for Fall 2020-2021.
5. Prepare families to meaningfully engage in the planning process for re-opening school facilities for 2020-2021. Be as transparent as possible in the planning process and the decisions that are made. Center the experiences of families and students with the most institutionalized barriers and plan with families, students and community partners.

Red flags for potential problems with parent participation:

- The district, local education agency, school doesn’t change any approaches to family engagement
- Lack of transparency, engagement, and communication with families and community partners
- The district, local education agency, school fails to center the experiences of students and families experiencing the most institutionalized barriers in planning for Fall 2020-2021

Visit PAVE’s website.

IEP on Pause? How to Support Continuous Learning with School Buildings Closed.

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Early Childhood Special Education

Early Childhood Special Education Guidance Resource - Repeated
In partnership with the Washington State Early Childhood Special Education Coordination Team, OSPI Special Education has developed guidance on the Provision of Services to Children with Disabilities in Early Childhood Programs during School Facility Closure. The guidance document addresses early childhood transition from IDEA, Part C to Part B, including the role of school districts in the initial eligibility process. Other topics include child outcome summary (COS) entry and exit ratings, and considerations for students transitioning to kindergarten during a school facility closure. For additional information, please contact Ryan Guzman, OSPI Early Childhood Special Education Coordinator, at Ryan.Guzman@k12.wa.us.

COS Completion: When Teams Can’t Meet in Person
On April 24, 2020, Early Childhood Technical Assistance (ECTA) Center launched a new webpage titled, “COS Completion: When Teams Can’t Meet in Person”

This document is intended to assist teams conducting COS rating determination meetings using telecommunication devices such as phones and/or computers with or without video to have discussions with team members in different locations through teleconferencing. Although there are many advantages to in-person meetings, teleconferencing can be accomplished successfully with careful planning.

Visit the link provided to learn how your team can complete exit and entry Child Outcome Summary ratings during school facility closures.

Early Childhood Technical Assistance (ECTA) Center Resources
Continue to visit The ECTA Center to the most up-to-date guidance for supporting IDEA early intervention and early childhood special education (0–5) service delivery.

Check back regularly as The ECTA Center continues to make updates daily on topics such as:
- Coronavirus Disease (COVID-19)
- Frequently Asked Questions Regarding the Delivery of IDEA Early Childhood Services During the COVID-19 Pandemic
- Remote Service Delivery and Distance Learning
- Family Resources on Remote Service Delivery and Distance Learning
- Provider and Educator use of Technology

These resources support state and local programs, practitioners and families, and provide continuity of learning for young children with disabilities, and their families during the current school facility closure.

Inclusive Preschool Demonstration Sites Recruitment Application
Dear Washington State Public Educators, Leadership, and Colleagues,

The Haring Center for Inclusive Education, in partnership with the Office of Public Instruction is pleased to announce that we are recruiting applications for Inclusive Preschool Demonstration Sites. The purpose of these sites is to work with other school teams across the state to increase the capacity of schools to meet the needs of all children regardless of ability or background. The preschool demonstration site application is live. Preschool sites can apply online at https://forms.gle/3EsRz2Nr8nYv4eFM9.
On our site you will find the online application in addition to the application guide and the demonstration sites project description. This information will guide interested schools through the application process and describe the benefits, commitment and goals included in this innovative work.

The demonstration sites application window opens today and will close on July 1st, 2020. We look forward to hearing from preschools, across the state of Washington that are committed to exemplary work around inclusion.

On our website, you will find contact information if you have any other questions. We look forward to working alongside you. Please feel free to share with colleagues, school leaders, and districts that might be interested in the demonstration sites project.

**Early Support for Infants and Toddlers (ESIT) - Updated**

On March 19, 2020 Governor Inslee signed into law SHB 2787, *Completing the transfer of the Early Support for Infants and Toddlers Program [ESIT] from the Office of superintendent of Public Instruction [OSPI] to the Department of Children, Youth, and Families [DCYF]*. This bill transfers state funding appropriated for the ESIT program from OSPI to DCYF effective September 1, 2020. The **bill also relieves school districts from their obligation to provide or contract for early intervention services to all eligible children with disabilities from birth to three years of age**. Instead, DCYF will administer the ESIT program to provide early intervention services to all eligible children.

The Early Support for Infants and Toddlers (ESIT) State Leadership Team has received a number of questions and requests for support and guidance from early intervention provider agencies related to COVID-19. They have also received updates from Local Lead Agencies about how they are engaging in crisis response planning and supporting the needs of both staff and families receiving services.

Essential information for ESIT providers to know, as well as recommended actions for ESIT providers to consider doing, and more, available on the [Washington State Department of Children, Youth & Families ESIT Guidance Memo Bulletin](https://www.children.wa.gov/ESIT/ESIT-Guidance-Memo-Bulletin).

**Invitation to Participate in 100 Schools Initiative Transition Teams**

Together, the Washington State Department of Children, Youth & Families (DCYF) and the Washington State Office of Superintendent of Public Instruction (OSPI) are recruiting 10 public schools and/or tribal schools and early learning teams in Washington to be part of this national initiative. Through this work, an abundance of research and resource information was gathered that will be shared with the teams in Washington. Together, we will contribute to the knowledge that informs policy and best practices in our state.

In anticipation of the forthcoming application, we invite you to consider forming a team that will work together to strengthen transitions for children in your community.

We are especially interested in transition approaches that focus on:

- Children whose primary home language is not English
- Children of American Indian/Alaska Native tribal communities
- African American children
- Increasing the availability of inclusive classrooms for children with disabilities
- Children who are experiencing or have experienced homelessness or other trauma
• Creating collaborative recruitment and enrollment strategies for preschool programs and transitional kindergarten

Funding is budgeted from the federal Preschool Development Grant Birth to Five (PDG B-5) Initiative to provide $9,000 per team to support your project. OSPI will distribute funding to Tribal Schools and School Districts through iGrants, subject to funding availability.*

Timeframe:
• July 31, 2020: Applications submitted (please reply to this email if you are interested in receiving an application).
• August 21, 2020: Selection of 10 Transition Teams.
• September 2020 – June 2021: Teams develop their goal, innovative strategy tailored to their community and implement their project. OSPI, DCYF and OHS will provide technical assistance and resources.
• November 2020: OSPI and DCYF will co-host a summit to bring teams together (in person or virtually) to share their project goal and learn from each other.
• June 2021: DCYF and OSPI will produce and share a report on the 100 Schools Initiative.

Thank you for considering developing a transition team in your community and participating in this exciting project.

Should you have any questions or concerns or if you would like to receive an application, you may contact Teresa Robbins, Mari Taylor, or Gretchen Stahr Breunig.

**Essential Practices in High Quality Inclusive Preschools: A Six-Week Distance Intensive**
Presented by PSESD
• July 7 – August 13
• For information on the course and how to apply for clock ours, please click this link.

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**Upcoming Conferences and Professional Development**

<table>
<thead>
<tr>
<th>Date and Time</th>
<th>Topic</th>
<th>Provider/Sponsor</th>
<th>Location</th>
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</thead>
<tbody>
<tr>
<td>June 16, 2020 11 am – 12:30 pm Eastern Time</td>
<td>Creating Space: Arranging Environments to Promote Positive Behavior</td>
<td>Military Families Learning Network</td>
<td>Free Webinar</td>
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<tr>
<td>October 3, 2020 8:30 am – 4 pm</td>
<td>The Inclusive Education Conference</td>
<td>The Arc of Spokane</td>
<td>Spokane Valley Events Center in Spokane Valley, WA</td>
</tr>
<tr>
<td>December 1, 2020 11 am – 12:30 pm Eastern Time</td>
<td>Make New Friends: Promoting Friendship and Belonging</td>
<td>Military Families Learning Network</td>
<td>Free Webinar</td>
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**WASA/OSPI Special Education Preconference**
The New Director Preconference will be held *July 30-31*, half-days, via Zoom. Stay tuned for registration details.

**WASA/OSPI Special Education Conference**
Plans are underway to offer this content virtually. Stay tuned for conference details.

**Job Posting: OSPI School Health Services Consultant**
Please follow this link to learn more and apply!

**Paraeducator Training Materials Available for Certificate Program**
The 2019-20 school year kicked off with a new requirement for districts across Washington State to provide 14 hours of training on the Fundamental Course of Study (FCS) to all of their instructional paraeducators. The FCS is a core component of the paraeducator certificate program.

As the school year comes to an end, we’ve been able to engage with districts to hear their lessons learned, experiences, successes, and challenges on implementing the new training requirements. One common theme of support we’ve heard was the need for a pre-developed training curriculum and materials. We’re excited to announce the release of these new curriculum materials to help districts meet the FCS training requirements. This curriculum was developed with the partnership of many school district leaders, with both their time and content guidance.

**Who should use the curriculum?**
The curriculum is designed for school districts and other providers who are implementing the training. This is not independent online training, and paraeducators cannot complete this training without a facilitator. Using the curriculum is optional. Districts are still welcome to use their own training materials.

**What’s included in the curriculum?**
The curriculum includes presentations, facilitator guides, and handouts, and is intended to be used for in-person FCS training. The curriculum provides a strong foundational starting point for districts to provide training, however, many units require customizing the content with district-specific information (e.g., mission and vision statements). These areas of needed customization are clearly marked throughout the materials.

View the curriculum and additional training resources on our website.

**Learn more**

**Attend a webinar**
- On May 28, we will convene an informational webinar to present on certificate program updates, budget highlights, timelines, requirements, and will be sharing and reviewing the curriculum. [Register to attend](#).

**Visit our website**
- Learn about the [certificate program](#)
- View [district implementation information](#)

**Contact us**
Any outstanding questions can be sent to paraboard@k12.wa.us.

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News from Assessment and Student Information

WA-AIM Secondary Data Entry Window Open - Repeated

Student Responses
OSPI will open a second WA-AIM data collection window starting May 4 and closing at 5:00 pm June 19. The intent of the second window is to allow entry of student response data that was not entered before the first window closing on April 3. The second window is not for administering new assessments to students.

The second window may be important for high school students needing the Spring 2020 WA-AIM assessment data for graduation purposes; however, we will allow data entry for all-students—in all grades—having assessment responses.

Additionally, since the WA-AIM is submitted by standard, the second window allows an educator to enter information from student responses for the standards administered prior to schools closed in mid-March.

Reporting Results
Data that was submitted by the original April 3 deadline is in the process of being scored. We anticipate a data file back to district before Memorial Day.

Data submitted during the second window will be scored as quickly as the vendor can accommodate, with a data file back to districts, and the electronic student reports—for all students—available towards the end of August.

Each district may determine whether it wants or needs to take advantage of the second window opportunity. No results from the original or second window will be used for any federal or state accountability reporting.

Please contact Toni Wheeler, Alternate Assessment Coordinator, at toni.wheeler@k12.wa.us if you have any questions.

News from Health and Safety

Healthy Youth Survey
Registration for the 2020 Washington State Healthy Youth Survey (HYS) opens April 1st.

Registration for the 2020 HYS is open from April 1st to June 30th. There is no cost to schools or districts to participate.

The Healthy Youth Survey is the only “student voice” survey administered throughout the state of Washington. Data from the survey can help raise awareness of youth thoughts, feelings and behaviors and provide insight on current health trends and concerns. It can also be used by schools and communities to apply for grants, and inform planning and programing.

The survey takes about 50 minutes to administer. To participate in the survey, principals must agree to follow the survey administration:

- Administer HYS during the weeks of October 12–30.
• Notify parents and students about the survey using the approved survey notification letter and methods. Schools must also verify online that they followed the proper notification by September 24th.
• Provide an alternative activity for students that choose not to participate in the survey.

Additional information about the survey, can be found on the OSPI website.

If you have questions about HYS registration, please contact Susan Richardson, Looking Glass Analytics, at surveyadmin@askHYS.net. If you have any questions about the HYS, please contact Emily Maughan, at 360-725-6030, or email hys@k12.wa.us. The OSPI TTY number is 360-664-3631.