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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. Download our [Disability History and Awareness Month resource](#). For additional information, please contact Jess.Inocencio@k12.wa.us.

WISM Review Information

WISM will focus on the provision of a Free Appropriate Public Education (FAPE) in a remote or hybrid delivery method, along with the collecting and reporting of IEP goal progress data. A stakeholder group will be formed to recommend changes to the annual Parent Survey. Dispute resolutions options (i.e., IEP facilitation, mediation, state citizen complaints, and due process hearings) remain available.

IDEA Compliance Package (iGrants Form Package 442/642)

The 2020–21 IDEA Compliance Package (iGrants Form Package 442/642) will be available in mid to late September in iGrants. Noncompliance identified through monitoring activities, safety net, district data submissions, due process decisions, and indicator performance during 2019-20 is included in this form package.

As a reminder, all issues of noncompliance are required to be corrected by the local education agency (LEA)/educational service agency (ESA) as soon as possible, but no later than March 1, 2021 (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/LEAs) or 642 (ESAs). Form Package 442/642 is only required to be completed and submitted to OSPI if the LEA/ESA had noncompliance identified during the 2019–20 program year.

IEPs that were submitted for safety net reimbursement in 2019–20 and were not funded due to noncompliance issues are listed on Page 2 – Student Specific Corrections of iGrants Form Package 442/642. Should the LEA/ESA wish to submit the IEP for safety net reimbursement in 2020–21, 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 2020–21 school year.

Districts who participated in a WISM monitoring review in the fall of 2019 (October–December 2019) may have a due date that is earlier than March 1, 2021 for some student file corrections. Please refer to your district's WISM final report, Required Actions Tracker (Appendix A), and the student-specific correction summary that accompanied the final report.

If you have any questions about the Form Package 442/642, please contact jennifer.story@k12.wa.us.

Transition Collaborative Webinar Update

Washington's cross-agency transition collaborative includes the Office of Superintendent of Public Instruction (OSPI), the Developmental Disabilities Administration (DDA), the Division of Vocational Rehabilitation (DVR), their respective advisory councils, and the Center for Change in Transition Services (CCTS) at Seattle University. These groups have been working with secondary transition stakeholders statewide to align efforts to improve post-school outcomes for students with disabilities. This webinar video was recorded on August 28, 2020 and provides updates on joint activities and next steps for cross-agency efforts, including the development of a final report due to the state legislature in November 2020.

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- [View the webinar recording here.](#)
- [View the PowerPoint slides here](#)

As a follow up to the recorded webinar, transition collaborative members will host two live question-and-answer sessions on September 24, 2020. Please join us by registering for one of the following sessions:

- [Thursday, September 24, from 11 am to noon](#)
- [Thursday, September 24, from 3 to 4 pm](#)

COVID-19 and Reopening Resources

[Q&A Provision of Services to Students with Disabilities During School Closures](#)

This guidance is current as of August 26, 2020. The Q&A includes information for districts, educators, and families on FAPE for students with disabilities during school closures to include provision of services, early childhood considerations, secondary transition considerations, child care, communication with families, timelines, fiscal considerations, and additional resources. Information in the Q&A will be updated frequently to reflect current guidance as it is released.

- [Summary for Families: Reopening WA Schools 2020 Special Education Guidance](#) (Published 8/19/2020)

Online Instructional Resources to Support Students with Disabilities (Updated 8/17/2020)

[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 (Updated 8/20/2020)

[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.

[Reopening Washington Schools 2020: Special Education Guidance - Updated](#)

This guidance is current as of September 3, 2020. This guidance document was revised to update the section on Recovery Services in alignment with the *Q&A Provision of Services to Students with Disabilities During School Closures* document. Additionally, new resource links have been added to the following sections: Special Education Systems Planning, Family Partnerships and Communication, Instructional Resources, Evaluation and Eligibility, IEP Development, and Resources to Support Students Who are Dead/Hard of Hearing, Students with Visual Impairments or Deafblindness, Students with Significant Cognitive Disabilities, Students with Autism, and Students with Social-Emotional/Behavioral Disabilities.

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Special Education Reopening Guidance: Least Restrictive Environment (LRE) Case Studies

This document outlines case studies for providing specially designed instruction (SDI) and related services across school reopening models, including considerations for identifying settings and least restrictive environment (LRE). The case studies include an elementary example, a secondary transition example, and a behavioral supports example. A preschool example is still in development, and a revised version of this resource document will be posted by mid-September to reflect the additional example.

- [Download the Least Restrictive Environment \(LRE\) Case Studies](#)

Novel Coronavirus (COVID-19) Information – Updated

OSPI Guidance

- [Attendance & Truancy Q&A for School Districts](#) (Published 8/26/20)
- [Reopening Guidance for Dual Credit & Postsecondary Transitions](#) (Published 8/24/20)
- [Reopening Guidance for Supporting Multilingual/English Learners](#) (Published 8/20/20)
- [Reopening Guidance for Supporting Migrant Students](#) (Published 8/20/20)
- [Reopening Guidance for Early Learning](#) (Published 8/17/20)
- [Emergency Rules: Definition of Absence](#) (Published 8/13/20)
- [Department of Health Decision Tree for Reopening](#) (Published 8/5/20)

Data Reporting for Students with IEPs

Monthly Enrollment Reporting Information

On the P223H for 2020–21, there will be two K–21 fields - one labeled "Tier 1 K–21" and the other "Other Tier K–21". Districts will report at each school their K–21 special ed students that spend 80 percent or more of their time in a general education classroom in the "Tier 1 K–21" field and those that spend less than 80 percent in the "Other Tier K–21" field. Additionally, the Birth – 2 field has been removed from the 2020–21 P223H.

As schools reopen for the 2020–21 school year, LEAs can claim students receiving special education services on the Form P-223H who were previously eligible but whose IEP and/or evaluation were delayed due to a documented impact of COVID-19 (e.g., staff illness with COVID-19, parent disagreement to participate virtually, or assessment not able to be completed due to safety restrictions) provided that the IEP/evaluation is completed within 30 school days after school resumes.

The 2020–21 Enrollment Reporting Handbook is under development and should be available soon. Once available, the handbook can be downloaded from [SAFS Enrollment Reporting Instruction web page](#). The 2020–21 enrollment forms are available at this web page now. On the back of each form, instructions on how and what to report are provided.

District's student information systems should be able to use this information to make any necessary changes to the student information system. If the district's student information system cannot use this information to update, the district will need to manually input their P223H enrollment in the EDS NEW Enrollment application. For instructions on how to manually input data in NEW Enrollment application, refer to the User Guide found on the [SAFS Enrollment Reporting Instruction web page](#).

Questions regarding monthly enrollment reporting should be directed to [Becky McLean](#).

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2019–20 Restraint and Isolation Reporting

The 2019–20 Restraint and Isolation data is reported through CEDARS file S. This data will be extracted from CEDARS by 12/31/20. [The CEDARS manual with the updates concerning restraint and isolation is located on the OSPI website.](#) For more information on data collection or technical assistance regarding restraint and isolation practices and reduction efforts, please contact Lee Collyer by phone at 360-725-6075, or by email at lee.collyer@k12.wa.us.

Reporting Restraint and Isolation Data for Students Served in Non-Public Agencies

Beginning with the November 2020 Federal Special Education Child Count, data on students served in non-public agencies will be collected. As this collection is at the student level and restraint and isolation data is also collected at the student level, the special education office will use the child count data to match any SSIDs in the restraint and isolation data collection. This means that districts must report restraint and isolation data from any NPAs serving students in their districts and report the data in CEDARS file S. Questions about the November 2020 Child Count or CEDARS reporting should be directed to specialeddata@k12.wa.us.

2020–2021 Changes to Federal Special Education Data Reporting - Revised

The 2020–2021 [CEDARS Manual and Appendices](#) have been posted to the OSPI website. Students the age of 5 and who are also in kindergarten, are no longer included in the early childhood least restrictive environment (LRE) coding. Additionally, LRE have been added for students receiving services in an approved non-public agency Refer to the [2020 CEDARS Manual and Appendix W for complete information.](#)

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. **Beginning with 2020–2021**, 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.

2019-20 Collection Name	Date Due	Additional Information or Resources
Post-School Data Survey (2019 Leavers) and the Demographic Form are located on the Center's Transition Systemic Framework 2.0 platform (TSF2)	06/01/20 to 11/01/20	2018-19 Leaver Survey Lists are now available for review in the TSF2 Schools must log into the TSF2 to review, edit, and verify their Leaver Survey List before making Post-School Survey phone calls.

TSF2 User Update – Repeat

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

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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.

Inclusionary Practices Project

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.

Restorative Practices and Equity with Collaborative Learning Solutions

Free Webinar: September 23, 2020 at 9:30 am

Collaborative Learning Solutions is a new member of the statewide professional development cadre for the Inclusionary Practices Project with OSPI. They are offering training, resources and supports to educators, students and schools to create conditions for all learners focused on restorative practices and equity emphasizing the educational and social-emotional needs of all students. The training they are offering is comprised of four distinctive targets: (1) [Restorative Practices](#), (2) [Community of Equity and Inclusive Practices](#), (3) [Responsive Disciplinary Guidelines](#), and (4) [Restorative Justice Centers](#). The target audiences for their trainings are district leaders, school leaders, teachers, counselors, parents and students.

CSTP and OSPI are hosting a free webinar with Collaborative Learning Solutions at 9:30 am on Wednesday, September 23, 2020, and participants will get to hear more about each of the target areas, learn about ways to receive training and support and ask questions.

[Register in advance](#) for the webinar. After registering, you will receive a confirmation email containing information about joining the meeting. It will be recorded and made available to those who can't attend the live webinar.

Questions, please contact [Nasue Nishida](#).

2020–2021 Grant Funding Application Now Open for New and Existing Pilot Partners

The [Inclusionary Practices Project 2020–21 Grant Funding 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 [Return to Top](#)

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 [Grant Funding Application](#) and a completed [Grant Funding Action Plan](#). Submitted applications will be scored in alignment with the priorities and point system identified in the [Grant Funding Rubric](#).

NEW: Informational Video for Inclusionary Practices Grant Funding

We have developed an [informational video for school districts and other local education agencies](#) interested in applying for inclusionary practices grant funding. These funds will support **professional development** for **inclusionary teaching practices** and **assistive technology** purchases that facilitate professional development on inclusionary practices for educators, (i.e., teachers, principals, paraeducators, school district leaders, school boards, and families), and allow students receiving special education services to access general education settings and the core curriculum to the maximum extent possible.

[Download the Grant Funding Informational Flyer.](#)

Please contact david.green@k12.wa.us if you have questions about the grant or need support with this application.

NEW: IPP Q&A Virtual Office Hours

David Green will host two weekly Q&A webinars available to anyone wanting to learn more about the Inclusionary Practices Project and how to apply to it.

Office hours will be held Tuesdays 9-11am and Thursdays 3-5pm.

- [Tuesday Zooms](#)
- [Thursday Zooms](#)

Early Childhood Special Education

Gumdrops to Support Inclusion

Camille Catlett August 2020

Gumdrops are short, engaging videos that pack a content punch. Gumdrops can be used to introduce a topic by illustrating an important concept, to add a new perspective to a conversation, or to connect what you see to conversations that connect to inclusion policies, positions, and practices.

As a result of COVID-19, opportunities for young children with or at risk for disabilities to interact with their peers in inclusive settings are fewer. Thus, keeping a focus on inclusion may be even more important. Here are some gumdrops to help you to do that, along with ideas about how to use each gumdrop.

The Myth of Average

If the word “average” is still one in your repertoire, this video may provide evidence to change your mind. It also offers compelling ideas about differing abilities. **POSSIBLE USE:** Stop at 5:55 and discuss the

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implications for early childhood and early childhood special education colleagues to completely eliminate the concept of normal. Or, show the entire video and lead a conversation about how to prepare future educators to recognize and support children with very different abilities. If you play the entire video, you'll get to hear how the high school drop-out delivering the message ultimately became a Harvard faculty member.

DEC Recommended Practices: Practice Guides for Families

These Practice Guides for Families are intended for practitioners to share with families. The Practice Guides are formatted for print as well as for viewing on mobile devices & listed by DEC RP topics:

- [Assessment](#)
- [Environment](#)
- [Family](#)
- [Instruction](#)
- [Interaction](#)
- [Teaming and Collaboration](#)
- [Transition](#)

State Needs Projects

What's New for 2020–2021 – Repeat

OSPI Special Education currently provides funding for several State Needs Projects. These projects collectively provide statewide capacity building through:

- Professional development opportunities,
- Technical Assistance, and
- Consultation and training for parents, families, and educators.

OSPI is excited to announce that going forward, beginning with the 2020–2021 academic year, the addition of two new state needs projects: [Partnerships for Action, Voices for Empowerment](#) (PAVE) and [Open Doors for Multicultural Families](#) (ODMF). Both organizations bring valuable experience and expertise in supporting parents and families from diverse backgrounds who care for students receiving special education services. More information about how PAVE and ODMF can be used to build our statewide capacity for engaging parents and families will be highlighted in this section in the coming months.

Each of our continuing State Needs Projects are listed below and their services will be featured throughout the 2020–2021 school year.

Center for Change in Transition Services (CCTS) – Repeat

CCTS works to empower educators and administrators to improve transition services for youth with disabilities through partnerships, research, and training.

- The annual Post-School Survey is open June 1–November 1. [Guidance for educators](#), [guidance for students/families](#), and [state-level data reports](#) are available on the [CCTS website](#).
- As part of [OSPI's Inclusionary Practices Professional Development Project](#), CCTS is supporting partnerships between Special Education and Career Technical Education (CTE) classrooms. Visit our [Inclusionary Practices page](#) to learn more.
- [Subscribe to our newsletter](#) for details on upcoming CCTS trainings and events.

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- [Join our Transition Network on Basecamp](#) to connect with special education stakeholders across the state.

[eLearning for Educators – Repeat](#)

The eLearning for Educators Project offers affordable online courses and no-cost mini-trainings designed to support educators in serving students with disabilities. Educators statewide can access the online offerings anytime, anywhere to meet their professional development needs. They are offered continuously which means there are no registration deadlines. The mini-training modules are designed to address common training needs arising from corrective action plans in the Special Education Citizen Complaint (SECC) process. Developed in collaboration with OSPI, the modules—designed for group or individual access—provide an option for school districts looking for vetted training in response to a SECC decision.

New offerings: *High Leverage Practices*, *Secondary Transition: Writing Effective Transition Plans*, *Early Learning: Instructional Practices*, *Early Learning: Child and Adult Interactions*, and *Early Learning: Family-Professional Partnerships*.

[Enhancing Capacity for Special Education Leadership \(ECSEL\) – Repeat](#)

The ECSEL program located at the University of Washington Bothell prepares candidates interested in administering special education programs through a non-degree program that leads to the required Washington State Resident Program Administrator Certification.

[Special Education Technology Center \(SETC\) – Repeat](#)

The [Special Education Technology Center \(SETC\)](#) provides training, consultation, technology loans, and resource information to help school districts and families implement assistive technology (AT) interventions to address the learning needs of children with disabilities across all environments. SETC is equipped to provide training and consultation on Universal Design for Learning, AT best practices, Accessible Education Material (AEM), accessibility features across technology and learning platforms, as well as augmentative and alternative communication for students with complex communication needs.

- [3 Ways SETC Supports Districts](#)
- [3 Ways SETC Supports Districts \(Accessible\)](#)

[SETC Fall Conference 2020](#)

Believe in Assistive Tech: Strategies for Children with Significant Disabilities in All Learning Environments

As fall 2020 approaches and hybrid models of education begin, many districts will continue with on-line learning options. What does effective and meaningful on-line learning look like for our students with complex bodies and complex communication needs? This conference will explore strategies to improve learning that could be implemented on-line or in-person. Cost: \$45/person.

[Register for the SETC Fall Conference Here](#)

[SETC FREE FALL Webinar Series](#)

[SETC FREE Book Studies](#)

[Comprehensive Literacy for All: Teaching Students with Significant Disabilities to Read](#)

Literacy skills are a strong indicator of student success in school and beyond, yet we lack ways to engage our most complex students in literacy instruction. How do we apply evidence-based literacy instruction to

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students with complex communication needs or those with cognitive differences? This book study is full of both research and practical strategies on this very topic! Strategies will be applied to remote learning environments.

[Book Study: The New Assistive Tech: Making Learning Awesome for ALL](#)

Are you wondering how to increase engagement and create an accessible learning environment? Join educators across WA State for this interactive book study. FREE Book available for first 20 participants

To schedule a consultation or training with SETC contact: Kristin Leslie at kristin.leslie@cwu.edu or Sarah Kinsella at sarah.kinsella@cwu.edu.

[Special Education Support Center \(SESC\) – Repeat](#)

The Special Education Support Center (SESC) is a Special Education State Needs Projects funded by OSPI in partnership with the Washington Education Association (WEA). Our purpose is to provide face-to-face and online training opportunities for all special education stakeholders including educators (both general and special education personnel), school administrators, paraprofessionals, ESA staff, parents and community members. The Special Education Support Center has a cadre of 50 trainers throughout the state, including special education staff, general education staff, administrators, and parents. Our mission is for our state to receive high-quality trainings led by stakeholders that are leaders in the field. We provide trainings that empower, increase skills, support inclusive practices, and lead to better knowledge about serving our students with disabilities.

[Washington Sensory Disabilities Services \(WSDS\) – Repeat](#)

WSDS supports individuals aged birth to 21 who are deaf, hard of hearing, blind, visually impaired or deaf-blind, by providing assessment services, training and other support to children, school districts, families and service providers.

WSDS is currently pleased to offer Open Hands, Open Access (OHOA) online modules, which are a national resource designed to increase awareness, knowledge, and skills related to intervention for students (ages 3 through 21) who are deaf-blind and being served in educational settings. Training modules are free, self-paced, and offer clock hours - [Registration for OHOA is Now Open!](#)

Who Should Participate:

- Paraeducators
- Interveners
- Teachers, TVIs and TODs
- Administrators responsible for paraeducator training for children with complex needs
- Parents of children with complex needs, including hearing and vision loss
- OTs, PTs, SLPs

Modules offered in fall 2020:

- Welcome & Orientation Module - *September 14 - 20, 2020*
- An Overview of Deaf-Blindness and Instructional Strategies (Module 1) - *September 14 - October 4, 2020*
- The Sensory System, the Brain, and Learning (Module 2) - *October 5 - 25, 2020*
- The Role of Interveners in Educational Settings (Module 3) - *October 26 - November 15, 2020*
- Availability for Learning (Module 5) - *November 16 - December 6, 2020*

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To request child-specific consultation re: students who are deafblind, see the “request support” button on [the WSDS website](#).

Conferences and Professional Development

2020 WASA/OSPI Special Education Virtual Conference

The 23rd Annual WASA/OSPI Special Education Conference is designed for new to experienced district administrators and staff who have responsibility supporting special education services. This year’s conference will be presented virtually. Visit the conference webpage for more information and to register for the conference. Content will be delivered in monthly sessions from 8:30 to 11 am, between August and December:

- September 17, 2020 (8:30-11 am) – Unlocking Funds for Innovative Supports
- October 15, 2020 (8:30-11 am) – Progress through People
- November 19, 2020 (8:30-11 am) – Getting a High Return on Investment on PBIS and SEL
- December 10, 2020 (8:30-11 am) – Standards and IEP Services Supporting Graduation Pathways

Upcoming Conferences and Professional Development Opportunities

Date and Time	Topic	Provider/Sponsor	Location
September 16, 2020 3 – 4 pm	Intro to Developing Job Shadow Experiences	CCTS	Zoom
September 17, 2020 3 – 4 pm	Third Thursday Conversation: Finding Your CTE Data	CCTS	Zoom
September 26, 2020	Exploring Nature with Young Children: A Growing Up WILD Workshop	Pacific Education Institute	Zoom
September 29, 2020 11 am – 12:30 pm Eastern Time	Let’s Work Together: Building Relationships with Families to Support Positive Behavior	Military Families Learning Network	Free Webinar
September 29 – October 1, 2020	Deaf Ready! Contact Cathy.Corrado@cdhy.wa.gov to register	CDHY and DSHS	Virtual Event
October 3, 2020 8:30 am – 4 pm	The Inclusive Education Conference	The Arc of Spokane	Spokane Valley Events Center in Spokane Valley, WA
October 8, 2020 11:30 am – 1:00 pm	Racial Equity in Education Lev Foundation Virtual Event	League of Education Voters	Zoom
October 8, 2020 3 – 4 pm	Voices from the Field: CTE and Special Education Partnerships	CCTS	Zoom
October 26, 2020 10 – 11:15 am	Got Back to School Questions? We’ve Got Your Answers	The Center for Appropriate Dispute Resolution in Special Education (CADRE)	Webinar
November 5 –7, 2020	Exceed the Vision, Be the Difference: 2020 CASE Conference	Council of Administrators of Special Education	Virtual Event

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

News from Outside OSPI

Special Olympics Unified Sports Programs

Please visit, [Special Olympics Unified Champion Schools Distance Learning Website](#)

Informational Webinar: Designed for interested schools/districts to learn about the Special Olympics Unified Champion Schools Strategy. A strategy for Pre-K through High School that intentionally promotes meaningful social inclusion. Throughout this webinar, school will learn what UCS is, how to implement programming, virtual resources, funding opportunities, and much more!

- Date/Time: 9/8/2020 from 4:30-5:30 pm
- [Register Here!](#)

Virtual Unified Robotics: STEM-based experience that helps students teach each other what they're capable of. We do this based on the values of respect, patience, willingness, and community. Unified Robotics is game changer for students with and without disabilities, people of all abilities can and should participate in STEM. To learn more, go to [the Unified Robotics website](#) and complete the [interest form](#) if your school would like to join the 2020 Virtual Unified Robotics Season.

Vocational Rehabilitation 100th Anniversary Celebration

Join us from 2-3 pm on Thursday, October 15th, 2020, for the virtual VR 100th Anniversary Program: Celebrating a Century of Transforming Lives! Hosted by Division of Vocational Rehabilitation, Department of Services for the Blind, Tribal Vocational Rehabilitation, and other affiliated VR programs and educational institutions, this program will celebrate 100 years of the public Vocational Rehabilitation program in the U.S. Program will be streamed online and accessible.

[Download the Save the Date Flyer for this event!](#) Stay tuned for updates on the [VR 100th Anniversary- WA Facebook page](#) or on the [Washington State Rehabilitation Council's website](#).



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