

OSPI Special Education Briefing for SEAC – October 2023

Data & Reporting – FFY 2022 Annual Performance Report (APR)

The OSPI Special Education data team has compiled a summary of current data compared with the targets for the Annual Performance report (APR), which is due to the Office of Special Education Programs (OSEP) by February 1, 2024. Of the 17 special education indicators, Washington state met eight (Indicators 1, 2, 4, 5, 6, 9, 10, and 16) out of 14 targets. Washington state did not meet the targets on six indicators (7, 8, 11, 12, 13, and 17), and we are waiting on data yet for three indicators (3, 14, and 15). See the accompanying summary for more details.

Legislative & Legal Updates

There are several [OSPI legislative budget requests for 2024](#) that have connections to special education and services for students with disabilities, including but not limited to:

- [Advancing a Living Wage for Washington's Paraeducators](#)
- [Funding Equitable, High-Quality Services for All Students with Disabilities](#)
- [Overcoming Barriers to Student Success Through Integrated Supports](#)
- [Recruiting/Retaining Special Education Teachers Through Effective Teacher Residencies](#)

SEAC members may also be tracking some legal proceedings that are ongoing. OSPI continues to work with the Northwest School of Innovative Learning (NW SOIL) on their Corrective Action Plan as part of their Provisional Status for the 2023–24 school year. Of note, NW SOIL has requested a hearing with the Office of Administrative Hearings (OAH) to contest their Provisional Status and the hold on enrolling new students. The hearing dates are still pending.

A class action suit, *N.D. v Reykdal*, is also proceeding. This case looks at whether Washington state law is aligned with the IDEA requirement that a free appropriate public education (FAPE) be provided to students “between the ages of 3 and 21, inclusive”, which has been interpreted to mean until their 22nd birthday unless state law holds otherwise for all students. Currently, the case has been appealed to the Ninth Circuit Court of Appeals and we are awaiting next steps.

Non-Public Agencies (NPAs) – SSB 5315 Implementation

The OSPI Special Education team continues to implement the requirements of Substitute Senate Bill (SSB) 5315 from the 2023 legislative session. Activities have included a process to submit an email with a complaint or concern about an NPA, incorporating OSPI visits as part of the NPA application and approval processes, and plans to revise the NPA application and approval processes and develop guidance resources for school districts.



Secondary Transition Updates

OSPI Special Education will be working with a small number of districts this spring to be a part of the 2023–24 Secondary IEP Transition Components Pilot.

Pilot districts will use the new Secondary IEP Transition Platform in Education Data System to record consent received from the use of the [Consent Form to Share Student Information with State Transition Agencies](#) (Published in 2022 as part of [SB 5790](#)) and complete self-review of secondary IEP Transition Components for a set of student IEPs prior to these activities becoming a required activity in the 2024–25 school year.

Two one-pagers on the Secondary Transition Consent Form to support school teams and students and families will be published this fall. Additionally, OSPI is working to set up an interagency data share agreement to share a list of potentially-eligible students in pilot school districts with transition agencies by summer of 2024.

Washington State Learning Standards Review Updates

In accordance with RCW 28A.655.070, Washington is updating the learning standards beginning with the English Language Arts (ELA), Mathematics and Science learning standards with the goal of implementation in schools in 2026. This project is cross department collaborative work that is centered in empowering and supporting educators to support every student to make progress in grade level learning standards. The focus of the Learning Standards Review Project is to refine the existing learning standards through a lens of simplification, integration and understandability and it will include wrap around guidance for educators that clarify practices for cultural responsiveness, inclusionary practices, universal design, supports for multilingual/English learners, social emotional learning, cross-content integration, and standards-based assessment practices.

- [Learning Standards Review Project One Pager](#) and [timeline](#)
- Content area Updates in: [English Language Art, Science](#) and [Math](#)

Reducing Restraint & Eliminating Isolation

In collaboration with the Haring Center for Inclusive Education at the University of Washington, OSPI is partnering with school districts across the state to create demonstration sites highlighting best practices in reducing the use of restraint and eliminating the use of isolation. These schools will participate in transformational professional development and provide learning experiences that inspire continuous improvement, with the goal of creating learning communities to be used as sites for research, professional development, and model demonstration sites for best practices in positive behavior support. Selected schools will serve as exemplars that show the benefits of reducing restraint and eliminating isolation on student outcomes. The [application](#) is live now.

Inclusionary Practices Technical Assistance Network (IPTN)

Over the past four years, the Inclusionary Practices Professional Development Project (IPP) has provided valuable information to support the development of a technical assistance network that accounts for the interdependence required to create a robust educational system that is equitable and inclusive. This information is driving new technical assistance efforts as IPP transitions to the Inclusionary Practices Technical Assistance Network (IPTN). We are harnessing the strengths of the IPP to expand the network to address persistent inequities and to eliminate barriers that continue to exclude students, shifting the focus from evidence of implementing inclusionary practices to fostering inclusionary outcomes. The purpose of IPTN collaboration is to develop statewide capacity for sustainable, high-fidelity implementation of effective education practices to maximize academic and social outcomes for all P–12 students. IPTN is making significant efforts to address disproportionality and explicitly address the systems and practices that continue to exclude groups of students from choice and opportunity. The IPTN is engaging in this work using the science of implementation and improvement strategies for organizational change with the intention to maximize and support effective practices that produce positive outcomes for students.

Stay tuned for the IPTN Theory of Action, Conceptual Framework and Website, all currently in development.