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Monitoring Bulletin

In the spring of 2020, the Office of Superintendent of Public Instruction (OSPI) temporarily suspended all state and federal monitoring activities through the end of the school year, due to COVID-19 school facility closures.

Monitoring processes for 2020–21 conducted by OSPI federal and state program staff will focus on monitoring activities that protect civil rights and support the provision of education that supports student learning and improved outcomes, leading to improved post-secondary outcomes, careers, and civic engagement.

[Read the 2020-21 School Year Formal Monitoring Update \(Bulletin 083-20\) here.](#)

Program Review Monitoring Roster – 2020–21 School Year

Please see the table below listing the school districts scheduled for systems analysis activities (virtual on-site visits, off-site desk reviews, and district self-assessments) through the Washington Integrated System of Monitoring (WISM) for the 2020–21 school year.

Desk Review		Virtual On-site Review		Self-Assessment	
ESD	District	ESD	District	ESD	District
114	Bremerton	114	Catalyst Charter	101	Colville
101	Chewelah	114	Central Kitsap	101	Cusick
101	Liberty	101	East Valley (Spokane)	101	Deer Park
101	Newport	121	Impact: Salish Sea Charter	101	Keller
114	Quillayute Valley	101	Lumen Charter	101	Lamont
		114	South Kitsap	114	Queets-Clearwater
				101	Riverside
				101	Selkirk
				101	West Valley (Spokane)
				101	Wilbur

SEAC October 27-28, 2020

Due to COVID-19, the SEAC meeting and the community forum will be conducted via Zoom. [The link is listed here.](#)

When: October 27 and/or 28, 2020 beginning at 8:30 am PST. Captioning will be provided at both the two-day meeting, and community forum.

Thank you for your patience as we continue with social distancing to keep everyone safe during this unprecedented time.

Public comment will be accepted at approximately 3:30 pm, October 27. Due to COVID-19, comments can be emailed to speced@k12.wa.us and must be received no later than Monday, October 26. Anything received after the deadline will be read at the next scheduled SEAC meeting in February 2021. If participants are joining the meeting through [Zoom](#), they will have the opportunity to make public comment via the chat column. Public comment will be amended, and the meeting will continue with the next agenda if there are no comments.

The SEAC Community Forum is scheduled for Tuesday, October 27 at 5:30pm. If you were not in attendance at the SEAC meeting during the day, [the link listed here will work for the community forum.](#)

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Feel free to contact beverly.mitchell@k12.wa.us if you have any questions or concerns or if you need accommodations.

The meetings are recorded and will have live captioning. Participants will be shown the following disclaimer when joining the session: *This meeting is being recorded. By continuing to be in the meeting, you are consenting to be recorded.*

2019-20 District Determinations – To be Issued November 2, 2020

Written notifications of district determination levels for the 2019–20 school year will be issued on November 2, 2020 to each school district, charter school, and Educational Service Agency (ESA) in the state. These notifications will be sent via email (rather than through hard copy letter as has been the process in the past) to the Local Education Agency’s (LEA’s) superintendent, special education administrator, and regional Educational Service District (ESD) special education administrator.

The notifications will summarize the LEA’s performance on implementation of Part B of the Individuals with Disabilities Education Act (IDEA) for the time period beginning July 1, 2019 and ending on June 30, 2020 (school year 2019–20). IDEA details four categories for both the State and LEA determinations. The level of determination may be:

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

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

Fiscal Tools

The 1220 Report Hints & Tips recording is coming your way. OSPI Operations Division is finalizing the recording and will post to the special education website under [Tools & Templates](#). The 1220 report is calculated on monthly enrollment reported by each LEA. The recording will walk through how to find the LEAs report and review the contents. Stay tuned!

October is Dyslexia Awareness Month!

Join us to spread awareness by sharing your favorite stories or resources on social media with [#WADyslexia](#), [#UntilEveryoneCanRead](#), [#GoRedforDyslexia](#) or [#IDAGoRedforDyslexia](#). The Dyslexia Advisory Council will hold its first meeting of the 2020/2021 school year, welcoming both new and returning representatives from across the state and stake-holder groups. Please visit the OSPI [Recommended Literacy Screening Tools](#) website for the released [Implementation Guide for Early Screening of Dyslexia](#) and [PD Enroller](#) for free professional development on [dyslexia](#) and [explicit literacy instruction](#)!

October is Disability History Awareness Month – Repeat

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.

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COVID-19 and Reopening Resources

AESD/OSPI Monthly Webinar Series: Inclusive IEPs for Our New World

We are all in this together! Join us on the second Thursday of each month from 3:00-4:00 pm to support inclusive practices for students with disabilities across school reopening models. Each month we will host guest presenters from the field to share strategies, innovations, and resources.

These monthly sessions will support special educators, general education partners, and system leaders by highlighting effective strategies for providing inclusive instruction. Planning and delivering inclusive instruction across reopening models is new and complex! These sessions will provide time for questions and answers so participants can apply the learning to their own local contexts. The series will be recorded and posted to our Monthly Webinars page. Download the webinar series flyer for information and to register.

- **Thursday, November 12, 3 to 4 pm – Progress Monitoring & Collaboration**
- **Thursday, December 10, 3 to 4 pm – Family & Community Partnerships**

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 study examples include elementary, secondary transition, behavioral supports, and preschool, along with an appendix of frequently asked questions related to placement.

- [Download the Least Restrictive Environment \(LRE\) Case Studies](#)
- LRE Case Studies Webinar Series – this 3-part webinar series was co-hosted by OSPI and the Association of Educational Service Districts (AESD) as a technical assistance companion to the LRE Case Studies resource. The series was recorded and will be posted to our [Monthly Webinars](#) page:
 - Webinar 1 of 3 – Elementary and Middle School / Behavior: [Recording](#) / [Slides](#)
 - Webinar 2 of 3 – Secondary Transition: [Recording](#) / [Slides](#)
 - Webinar 3 of 3 – Early Childhood: will be posted October 2020

OSPI Special Education Webinar Q&A: Supporting Families Across All Learning Models.

When: Oct 28, 2020 6:30 pm

[Register in advance for this webinar!](#) After registering, you will receive a confirmation email containing information about joining the webinar.

Description: OSPI's Special Education Division is hosting an hour-long webinar/Q&A to answer questions and to support families of students with disabilities. The OSPI Special Education team will be available to answer questions and problem solve with families supporting students with disabilities across all learning models: In-person, hybrid and remote.

Reporting and Claiming ESSER Funds for "Unrealized Enrollment"

The following outlines guidelines for claiming ESSER funds related to unrealized enrollment. If your district elects to claim ESSER funds for this purpose, please report the amount in the "Other Lost Revenue" section of the COVID related expenditure tool and type the phrase "unrealized enrollment" in the comment box.

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available on the following page. If you have questions regarding if the intended use of your claim is an allowable expenditure, we encourage you to consult your local school district counsel.

ELEMENTARY AND SECONDARY SCHOOL EMERGENCY RELIEF FUND SEC. 18003 (in part)

(d) USE OF FUNDS. – A local education agency that receives funds under this title may use the funds for any of the following:

- (1) Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Education Equity, Support and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- (2) Coordination of preparedness and response efforts of local education agencies with State local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinate responses among such entities to prevent, prepare for, and respond to coronavirus.
- (3) Providing principals and other school leaders with the resources necessary to address the needs of their individual students.
- (4) Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- (5) Developing and implementing procedures to improve the preparedness and response efforts of local educational agencies.
- (6) Training and professional development for staff and the local education agency on sanitation and minimize the spread of infectious disease.
- (7) Purchasing supplies to sanitize and clean the facilities of a local education agency including building operated by such agency.
- (8) Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State and local requirements.
- (9) Purchasing education technology (including hardware, software, and connectivity) for students who are served by the local education agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- (10) Providing mental health services and supports.
- (11) Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- (12) Other activities that are necessary to maintain the operations of and continuity of services in local educational agencies and continuing to employ existing staff of the local education agency.

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Q&A Provision of Services to Students with Disabilities During School Closures – Repeat

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 10/7/2020)

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.

Novel Coronavirus (COVID-19) Information – Updated

OSPI Guidance

- [2020-21 School Year Student Discipline Q&A](#) (Published 8/31/20)
- [Attendance & Truancy Q&A for School Districts](#) (Updated 9/22/20)
- [Guidance on Vaccine Requirements During COVID-19](#) (Published 8/25/20)
- [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)

Federal Guidance

- [Questions and Answers on IDEA Part B Provision of Services](#)
- [Questions and Answers for K-12 Public Schools in the Current COVID-19 Environment](#)
- [ED COVID-19 Information and Resources](#)
- [U.S. Government COVID-19 Information and Resources](#)

Data Reporting for Students with IEPs

2020–2021 Changes to Federal Special Education Child Count Data Reporting - Updated

The 2020–2021 [CEDARS Manual and Appendices](#) have been posted to the OSPI website. Students who are 5 years old and who are also in kindergarten, are no longer included in the early childhood least restrictive environment (LRE) coding. Additionally, LRE codes have been added for students receiving services in an [Return to Top](#)

approved non-public agency Refer to the 2020 CEDARS Manual and [Appendix W](#) for complete information.

OSPI has received questions as to whether a change in a student's LRE code requires an IEP amendment to be completed. If the only thing that is changing is the LRE code or placement selection table (depending on what IEP system the district uses) as a result of the change in LRE codes, that would not typically require an IEP amendment because LRE codes are not a required component of the IEP per the regulations. However, if the services are changing (i.e., the areas of service or the time/frequency or location of the services), then that likely would require an IEP amendment. To learn more about LRE, as well as considerations for IEP development and implementation across reopening models, please refer to the [Special Reopening Education Guidance: Least Restrictive Environment \(LRE\) Case Studies](#).

With regard to LRE codes, it is important for districts to have a way of making sure that LRE codes are as accurate as possible in their student information system by November 2 (the date of the annual Federal Special Education Child Count and LRE report). We recommend that districts make the appropriate changes to the LRE codes for students in their information system now, so that the November 2020 Federal Special Education Child Count and LRE Report is accurate, and then when the IEP next comes due, the team can update that section of the student's IEP. If the district is unable to change the LRE codes in their student information system without amending IEPs, OSPI recommends the district consult with its IEP and or student information system vendor(s).

The November Federal Special Education Child Count Application located in the Education Data System (EDS) is scheduled to open November 2, 2020. District staff will have until December 18, 2020 to verify and submit their district's November 2020 federal child count.

For a complete listing of LRE Codes for the 2020-21 school year, please refer to [CEDARS Appendix W](#) for definitions and examples. Additionally, an updated [Decision Tree](#) for determining early childhood LRE codes has been posted to the OSPI website. The Child Count User Guide for 2020 will be posted on the [Federal Data Collection Forms](#) page of the OSPI Special Education website.

Updated Enrollment Guidance

Students can be claimed for state funding if they are both enrolled and participate in a course of study at least once during the month of September.

Districts should submit preliminary enrollment (P-223) data to OSPI no later than September 28th. Revisions to that data to account for those students who participated for the first time after September 28th can be submitted in October.

We will be submitting emergency rule (WAC) changes to allow for this guidance. For any additional questions on enrollment, please reach out to our enrollment supervisor, Becky McLean at becky.mclean@k12.wa.us.

2019–20 Restraint and Isolation Reporting – Repeat

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.

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

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.

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
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.

IPP Demonstration Site Updates

The Office of Superintendent of Public Instruction (OSPI) and the Haring Center for Inclusive Education at the University of Washington announced that they are expanding their Inclusionary Practice Project (IPP) to include preschools across the state. This work is part of a statewide effort to help more schools to adopt a culture of inclusion.

- [Pre-K Demonstration Site Announcement](#)

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Additionally, on the [IPP Demosites](#) page you will find the [online application](#) in addition to [the application guide](#) and can learn about current IPP demonstration sites, the impacts they are having on inclusion in our state,, and what is involved if a school is selected to be a demonstration site. Applications are due November 6, 2020.

Questions? Please email Project Lead, Cassie Martin at cassiem@uw.edu or at uwdemosites@uw.edu.

IPP Q&A Virtual Office Hours – Repeat

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 9-11 am and Thursdays 3-5 pm.

- [Tuesday, 9 – 11 am, Zooms](#)
- [Thursday, 3 – 5 pm, Zooms](#)

If you have any questions about the IPP, please email David at David.green@k12.wa.us.

Early Childhood Special Education

School District Access to the ESIT Web School District Portal

ESIT has released the last update to the ESIT Web School District Portal.

School district special education contacts will now be able to access a child’s Individualized Family Service Plan (IFSP), given the Family Resource Coordinator (FRC) has obtained written, informed parent consent through a Release of Information (ROI).

Please contact Kim.Hopkins@dcyf.wa.gov with any questions or concerns.

State Needs Projects

Spotlight: eLearning for Educators

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: Student-Led IEPs*
- *Secondary Transition: Writing Effective Transition Plans*
- *Early Learning: Child and Adult Interactions*
- *Early Learning: Family-Professional Partnerships.*
- *Early Learning: Instructional Practices*

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The Special Education Technology Center (SETC)

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 \(Accessible\)](#)
- [Request Free Technical Assistance](#)
- [Request Training](#)
- [SETC FREE FALL Webinar Series](#)
- [SETC FREE Book Study - Comprehensive Literacy for All](#)
- [SETC FREE Book Study – The New Assistive Tech](#)
- November Online Courses and SETC Conference 2020-21 – Take Two! – see the Professional Development offerings below.

Tips from the Special Education Division

Enrollment Considerations for Students with Disabilities – An Overview

OSPI has been receiving a number of questions with regard to enrollment options for students with disabilities. [See Appendix A for the full tip](#), which provides special education administrators and other district staff an overview of the various enrollment options, including definitions of terms and links to additional information and resources. Below is a summary of the most important points:

- Eligible students with disabilities who are attending a private school or are homeschooled have the right to part-time enroll in the resident district for any or all of the IEP services for which the student is eligible ([WAC 392-134](#)).
- If the parent of an eligible private school or homeschool student chooses not to access some or any of the services for which the student is eligible, OSPI recommends the district document their offer of FAPE in a prior written notice, including the offer to provide services if the parent changes their mind.
- Through Choice ([RCW 28A.225.225](#)), a parent can pursue enrollment in a non-resident school district, including online programs or other alternative learning experiences run by the non-resident district. If accepted, the new (i.e., non-resident) district would be responsible for providing FAPE to the student as the new district is considered the “district of residence” for the purposes of IDEA.
- Part-time enrolled private school students should be reported as LRE code 9. Part-time enrolled homeschool students should be reported as LRE code 10. See Appendix W of the 2020–21 [CEDARS Data Manual](#).
- Districts can include part-time enrolled private school and homeschool students on the monthly special education (P-223H) enrollment report and on the November special education child count.
- Districts can count part-time enrolled students for a partial FTE for basic education funding.

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 [Return to Top](#)

for the conference. Content will be delivered in monthly sessions from 8:30 to 11 am, between August and December:

- 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
2nd Thursday of each month, 3–4 pm	Inclusive IEPs for Out New World	AESD and OSPI Special Education	Webinar series
October 13, 2020 3–4 pm	Equity and Restoration Webinar for Free Resources and Support with Collaborative Learning Solutions	Collaborative Learning Solutions	Virtual Event
October 28, 2020 6:30–7:30 pm	Supporting Families Across All Learning Models: A Live Q&A Webinar	OSPI, Special Education	Live Q&A Webinar
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, 2020 9 am–12 pm	We all Have a Story to Tell: Using Literacy, Core Vocabulary and AAC in Teaching Personal Narratives	SETC	
November 6, 2020 9 am–12 pm	Everyone Deserves Independent Mobility: Getting Started with Power Mobility	SETC	
November 5–6, 2020	Tri-State Regional Special Education Law Conference	Technical Assistance for Excellence in Special Education	Virtual Conference
November 5–7, 2020	Exceed the Vision, Be the Difference: 2020 CASE Conference	Council of Administrators of Special Education	Virtual Event
November 8–10	NAEYC Annual Conference	National Association for the Education of Young Children (NAEYC)	Virtual Event
November 17-18, 2020 17th: 8:30 am–4:30 pm 18th: 8:30 am–12 pm	Planning Today for a Safety Tomorrow: Disability in Emergency Preparedness Conference	Partnership for Inclusive Disaster Strategies	Free Virtual Conference
December 1, 2020 11 am–12:30 pm Eastern Time	Make New Friends: Promoting Friendship and Belonging	Military Families Learning Network	Free Webinar
January 21–22 and 25–29	Division for Early Childhood's 36th Annual International Conference	Division for Early Childhood	Virtual Event

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Date and Time	Topic	Provider/Sponsor	Location
January 29, 2021 8:30 am–3:30 pm	Believe in Assistive Technology: Strategies for Students with Significant Disabilities Across ALL Learning Environments	SETC	

News from Student Discipline

State Funds Available for Districts to Address Racial Discipline Gaps

Competitive state grant funds are available for school districts during the 2021 fiscal year to create systems, policies, and practices to address racial discipline gaps. Grant activities focus on student discipline provisions in state law that apply to all school districts involving family and community engagement, disaggregated data use, best practices for behavior, policies and procedures, and staff training. OSPI and partner organizations will guide grant recipients using existing student discipline training materials and resources.

Grant application materials, student discipline training content, and more information is available on the [Student Discipline Training](#) webpage. Grant applications are due to OSPI by January 4, 2021.

For questions, contact joshua.lynch@k12.wa.us.

News from Assessment and Student Information

WA-AIM Results from Spring 2020 Available

Any assessments submitted during either of the two WA-AIM spring windows were scored and student results are available in WAMS file downloads incorporated with the Smarter-EOC-WCAS Score file.

Individual Student Reports can be printed from INSIGHT under My Applications-Report Delivery if the district wishes to provide families with the student's results.

WA-AIM 2020 Fall Retake Window

The WA-AIM Fall retake window is currently open. This window is available for the following students:

- Students in grades 11 or 12 still needed fulfill a graduation pathway in ELA and/or Math; AND
- Have been identified as meeting the participation criteria for the WA-AIM per the student's IEP

The window opened on September 14 and will close on November 13, 2020 at 5:00 pm PT.

OSPI pre-identified likely students who may need to participate in this opportunity. Student identified by OSPI can be located within INSIGHT> Student Management>Manage Students by searching for students under the Fall 2020 WA-AIM Administration window.

If you have students not pre-ID who need to participate in the fall retake opportunity, please email the student's SSID and school location to toni.wheeler@k12.wa.us.

WA-AIM Spring 2021 Administration Trainings

On-demand, online training modules for the WA-AIM Spring 2021 administration will be available in mid- to late- November. Currently OSPI is nearing the end of two important WA-AIM development projects to address multi-year feedback regarding teacher created items and the time required to submit student

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assessment data. Our efforts will result in the following improvements starting with the 2020–2021 WA- AIM Spring Administration:

- 1) No more teacher created items- instead, teachers will utilize an item bank of approximately 10–15 items for each standard AND access point to create instructional, baseline, and/or final assessment forms. For final assessments teachers will choose between pre-built forms, which will contain five items fully measuring a specific standard and access point OR create their own form by selecting five items for each standard and access point from an item database.
- 2) No more teacher narrative- since the item content will be known, teachers will no longer provide a narrative of the items they created and used with students for the final assessment. Instead, each item's content will now be populated and the teacher will indicate the student's performance on each item as correct, incorrect, or student did not respond.

2020–2021 Alternate Assessment Registration (WA-AIM and WIDA Alternate ACCESS)

Registration for both the Spring 2021 WA-AIM administration and the 2021 WIDA Alternate ACCESS will open October 15, 2020. WIDA Alternate ACCESS registration will close on 12/02/2020. Registration will continue to occur in the Washington Assessment Management System within EDS. To register students:

- Log into EDS
- Select Washington Assessment Management System (WAMS)
- Click the Pre-ID tab > Alternate assessment registration
- Search for students by grade level and use the radio buttons to indicate participation in this year's WA-AIM and WIDA Alternate ACCESS assessments.

Participation in either of these assessments must be determined by the student's IEP team following the Guidelines for Participation found in the [Guidelines for State Accountability Assessments](#) document.

News from Office of System and School Improvement

Updated Graduation Pathways Toolkit and HSBP Template

OSPI's [Graduation Pathways Toolkit](#) and [High School and Beyond Plan Template](#) are now updated for the Class of 2021!

Go to OSPI's [Graduation webpage](#) and find links to these newly updated resources in the What's New box. There's also a Class of 2021 Graduation Pathways one-page handout for staff and families posted there as well.

News from Outside OSPI

School-Based Health Care Services (SBHS) Updates

SBHS Program Updates

School districts participating in the SBHS program can now take advantage of the SBHS program changes which took effect on August 1, 2020. A summary of the program changes and frequently asked questions can be found in the [SBHS Program Expansion FAQ](#).

SBHS Billing Guide

The SBHS Billing Guide has been updated! A link to the updated guide, effective October 1, 2020, can be found on the [SBHS webpage](#). Changes include general housekeeping and clean-up, the addition of new provider types, the addition of approved places of service, and more. For specific details, see the *What has changed* table in the revised guide.

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SBHS and COVID-19

School districts participating in the SBHS program have always had the option to bill for IEP/IFSP services when provided through telemedicine. During COVID-related school closures and distance learning models, the SBHS program continues to pay for services when provided through HIPAA-compliant telemedicine technology. In addition, during the COVID-19 pandemic the SBHS program also pays for services when provided via non-HIPAA compliant telemedicine technology and via telephone-only. Information on how to bill for services provided through telemedicine and phone-only during COVID-related school closures and/or distance learning models can be found in the [SBHS COVID-19 FAQ](#).

UW SMART Center Autism Project Recruitment

The University of Washington School Mental Health Assessment, Research, and Training (SMART) Center is conducting a research study to understand what evidence-based practices are used with students with autism who are partially (e.g., 15 minutes or more) or fully included in a K-5 general education setting. They are currently recruiting general and special education teachers and paraeducators to complete a brief online survey and interview. Participants will receive \$40 for their time and each school will get a resource kit to use with their students with autism! For more information, please [visit the ASD PREP Project website](#).

Vocational Rehabilitation 100th Anniversary Celebration – Repeat

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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