Legislative Update

The special session of the 2016 Legislature ended with the passage of a supplemental budget on March 29. An education funding task force was created to continue to study the Supreme Court’s mandate to fully fund basic education. This is commonly referred to as “the plan to plan.” Similarly, no action was taken on the impending local levy cliff created by the failure to fully fund basic education. These decisions pass the constitutional question of paramount duty to the 2017 Legislature in the development of a biennial budget. Fully funding basic education and reducing school district’s reliance on local levy funding is critical to the on-going provision of special education services.

Although subject to veto or partial veto by the Governor, there were several items included in the supplemental budget that impact the provision of K–12 education. Beginning educator support/mentoring efforts were enhanced by $5.25 million (E2SSB 6455). $1.2 million was also provided to address in part, the Educational Opportunity gap (4SHHB 1541). Funding to implement improved foster youth outcomes in the amount of $1 million was also provided (4SHHB 1999). $7.8 million in mental health support was included in the supplemental budget, but it remains to be seen how the additional funding will actually impact school districts. $1.75 million was also provided to support “professional development” efforts on behalf of “state funded” paraprofessionals. Although not included in the appropriations act, SB 5879 passed the Legislature and was signed by the Governor. SB 5879 requires school districts to provide for a “full accounting” of the school district expenditures in the 2013–14 and 2014–15 school years for the age 0–2 state funding apportioned to school districts. Although not directly related to K–12 education, the Legislature also passed HB 2394 and SSB 6466. HB 2394 authorizes additional Parent to Parent programs for individuals with developmental disabilities and special health care needs, or both, and SSB 6466 establishes a mechanism for institutions of higher education to identify and address barriers to students with disabilities accessing and participating in higher education opportunities.

It should also be noted that $3.9 million (SB 6194) was provided to support charter schools by defining them as “public schools” rather than “common schools,” and providing the funding as a result of enrollment declines in the common school system, and the Opportunities Pathways Account instead of the State general fund. Whether or not this semantic distinction and fund shift satisfies the Supreme Court rejection of charter schools at the beginning of the 2015–16 school year, remains to be seen.

Clarification on ESSA Highly Qualified Teacher (HQT) Change for Special Education Teachers and Hiring

OSPI has received the following question from a number of districts related to the amendments to the Highly Qualified Teacher requirements in the ESSA for special education teachers and hiring options:

- **Are the pre-endorsement waiver and out-of-endorsement temporary assignment still options for the district to hire staff for special education teacher openings?**

  Yes. The ESSA does not put limits on the district’s ability to continue to hire teachers under either the special education pre-endorsement waiver or the temporary out-of-endorsement assignment processes (WAC 181-82-110 and WAC 392-172A-02090(2)(a) and (b)(ii)) in order to address staffing shortages in special education. The Frequently Asked Questions & Answers on the OSPI Special Education website will assist districts in understanding the options available when unable to recruit and hire individuals who have completed a special education endorsement.

Please share this information with your Human Resource/Personnel Office staff, as appropriate.
Transitioning to ESSA: Frequently Asked Questions – Repeat

On February 26, 2016, the U.S. Department of Education posted on its website guidance related to transitioning from the ESEA, as amended by the No Child Left Behind Act of 2001 (NCLB) to the ESEA, as amended by ESSA. These FAQs are designed to support States and LEAs in understanding expectations during the transition to full implementation of the ESSA. The Department will update this document on a rolling basis.

Questions D-1 and D-1a in the section “Guidance Regarding Title II, Part A Programs and Requirements” address the professional qualifications of special education teachers starting in 2016–17 school year.

Braillist Competency Update

The Professional Educator Standards Board (PESB) has recently updated the requirement pertaining to the assignment of persons providing instruction of Braille to students. Unified English Braille (UEB) now is the new standard, developed to permit the representation of the wide variety of literary and technical material in use in the English speaking world today, in uniform fashion.

There is a new testing protocol to demonstrate competency with the standards of UEB. Any person certified or classified shall have one year from the date of application for testing to successfully pass these new testing requirements. This new testing requirement eliminates the Braille Literacy Usage Exam (BLUE) previously in place.

To review these new requirements please reference WAC 181-82-130, Assignment of persons providing instruction of Braille to students.

2016–17 iGrants System to Launch April 15th

The 2016–17 iGrants system is scheduled to go live on April 15th. This will cause the opening menu to be pre-populated with the year 2016–17 each time it is opened. Therefore, when working in any of the 2015–16 special education form packages, you will need to select the 2015–16 fiscal period from the drop-down menu in the upper left hand corner of iGrants each time the iGrants system is opened.

If you have any questions related to any Special Education iGrants form package, please contact 360-725-6075.

Special Education Procedures

As a result of the January 2016 changes to the Rules for the Provision of Special Education, districts are required to revise their special education procedures. A copy of the district’s revised special education procedures will need to be uploaded to the 2016-2017 iGrants Form Package 267 (Special Education Federal Fund Application). On April 1, 2016, WSSDA updated its model policies and procedures in response to the January 2016 changes to the state regulations. Districts that are members can request a copy of the model policies and procedures from WSSDA.
**Annual and Renewal Application reminder for Districts and Nonpublic Agencies (NPA)**

This is a reminder that all NPA annual reviews and three-year renewal applications are due to OSPI on or before **May 1st** of each year. All NPAs must complete and submit an annual review form no later than May 1.

For a three year renewal, the nonpublic agency 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 May 1 deadline.

Districts should expect to receive a copy of the annual review application from each NPA that they contract with.

The NPA Agency application, annual review forms and three-year renewal forms are available here: [http://k12.wa.us/SpecialEd/NonpublicAgency.aspx](http://k12.wa.us/SpecialEd/NonpublicAgency.aspx).

**NPA Points to Consider:**
- When a school district contracts with an approved NPA or other public or private agency, the district retains full responsibility for the NPA’s or other public/private agency’s compliance with all applicable state and federal laws.
- Students receiving special education services through an NPA are held to the graduation standards set by the sending/contracting school district.
- The sending/contracting school district is required to ensure that each student receives all services specified on the student’s individualized education program (IEP) regardless of who provides the services.

If you have any questions, please contact John Bresko at 360-725-6075 or by email at: [John.Bresko@k12.wa.us](mailto:John.Bresko@k12.wa.us)

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**Notice of Annual State Application for Fiscal Year 2016 Public Comment Period - Repeat**

The annual state fund application for Part B of the Individuals with Disabilities Education Act (IDEA) for Federal Fiscal Year 2016 is now available for public comment. This notice is given to announce and invite public review and public written comment. This application is divided into the following sections: Section I contains the submission statement. Section II contains assurances related to policies and procedures required by Part B of the IDEA. Section III is a description of the use of funds under Part B of IDEA 2004. Section IV describes State Administration, Section V confirms the State’s Maintenance of Financial Support and a Supplemental Assurance due to ESSA Reauthorization.

**Public Comment:** A required 30-day Public Written Comment period regarding Washington’s Part B IDEA Annual Application will occur through April 15, 2016. Please submit your comments in writing to speced@k12.wa.us, fax to 360-586-0247, or mail to the Special Education Office, OSPI, PO Box 47200, Olympia, WA 98504-7200. When submitting your written comments, please insert in the subject line, “WA Part B Annual State Special Education Application, Public Comments.”

**Public Review:** This Annual Application for Federal Fiscal Year 2016 (FFY 16) was posted on March 7, 2016 at: [http://www.k12.wa.us/SpecialEd/Data/SPP-APR/2016.aspx](http://www.k12.wa.us/SpecialEd/Data/SPP-APR/2016.aspx).
Save the Date – WASA Conference

With Each Child in Mind
Mark your calendars and make plans to attend!

The 2016 WASA/OSPI Special Education Workshop will be held August 4–5 at the Hotel Murano. A New Director Preconference will be held August 3.

If there is something your district is doing well that you would like to share at WASA, or for more information, contact Jamie Chylinski by email at jchylinski@wasa-oly.org or by phone at 360-489-3644.

Pacific Northwest Association for Education and Rehabilitation of the Blind and Visually Impaired (PNWAER) Spring Conference – Repeat

Registration is now open for the PNWAER Conference being held in Spokane on April 22–23, 2016 with a pre-conference on April 21st. Visit the conference website to register.

Some highlights will include:
- Keynote Speaker: Scotty Smiley, author of Hope Unseen
- Full Day Pre-conference Presenters: Kathee Scoggin with WSDS and Dr. Sandra Rosen, O&M Program Coordinator at San Francisco State
- Guest of Honor: Lou Tutt, Executive Director, AERBVI
- Conference Topics will include: CVI, Communication, Early Intervention, Transition, Technology, Audiology, Adult Services, O&M

For more information, please contact Pam Parker at pam.parker@wssb.wa.gov or at 509-301-2031.

The Infant and Early Childhood Conference – Registration is Open – Repeat

Registration is now open for the Infant and Early Childhood Conference scheduled for May 4–6, 2016 at the Greater Tacoma Convention Center. This conference plays a critical role in providing high quality training opportunities in Washington State. The annual conference offers a wide variety of topics of interest in early childhood education provided by local, regional, and national presenters. The conference will provide more than 125 high quality, evidenced-based workshops as well as networking opportunities for families and providers to come together to learn, share, and advocate on behalf of all young children – especially those with developmental delays, disabilities and/or other special health care needs. Participants may earn CLOCK HOURS or STARS credits.

For additional information and to register, please visit the IECC conference website.

Tips from the Special Education Section: Reminders to the Field

Graduation Requirements

In Washington, students must currently meet three requirements in order to graduate from high school. These requirements are:
1. Earn a sufficient number of high school credits;
2. Meet proficiency on statewide tests or approved alternatives to those tests;
3. Complete a high school and beyond plan.
Short of meeting these three requirements, school districts should not issue a student a diploma. However, students eligible for special education who have not met graduation requirements and will continue to receive services between the ages of 18–21, can participate in the graduation ceremony after four years of high school attendance and receive a certificate of attendance. See **Kevin’s Law - RCW 28A.155.170**, which does not preclude a student from receiving a high school diploma at a later date.

**High School Credit** – the State Board of Education has determined that the graduating class of 2016 must complete a minimum of 20 high school credits in order to graduate. Some school districts may also require students to complete an additional number of high school credits beyond the minimum of 20 in order to graduate.

School districts (via the school board) must adopt policies and procedures for meeting the unique needs of special education eligible students. Such procedures may provide for:

a. special accommodations for individual students to meet the graduation requirements and/or
b. Exempting a student eligible for special education from completing a specific course needed for graduation, when such course requirements impede the student's progress toward graduation, and there is a direct relationship between the failure to meet the requirements and the student's limitation. See **WAC 180-51-115**.

**WAC 180-51-115** does not give school districts the authority to waive or change the total number of credits a student eligible for special education is required to earn in order to graduate.

For example, if a school district requires students to earn 20 high school credits to graduate, **all students**, including those eligible for special education, must earn 20 credits in order to meet graduation course credit requirements. However, if the school district determines that a student cannot participate in a required course due to his/her disability, the school district can exempt the student from the course requirement and enroll him/her in another course in order to meet the district’s 20 high school credit requirement.

**Statewide Tests** – Students in the class of 2016 must also pass statewide tests* in the areas of English Language Arts (ELA) and Math in order to graduate.

The ELA tests include:
- Reading and Writing HSPE;
- Smarter Balances ELA; or
- The WA-AIM.

The Math tests include:
- Algebra 1/Integrated Math 1 EOC exam;
- Geometry/Integrated Math 2 EOC exam;
- Smarter Balanced math test; or
- The WA-AIM.

For students eligible for special education, the students’ IEP team will determine how the student will participate in (1) the general student assessment system with or without accommodations, or (2) if the student will participate in the alternate assessment (WA-AIM). The IEP team must document these decisions in the student’s IEP. See **Individualized Education Program (IEP) Team Decision Making Guidelines Regarding Student Participation in Statewide Assessment**.

*Students who do not pass statewide tests may be able to take state-approved alternatives. See **http://k12.wa.us/assessment/GraduationAlternatives/default.aspx**.
High School and Beyond Plan – more information about the requirements for high school and beyond plans can be found at the High School and Beyond Plan Web page: http://www.k12.wa.us/GraduationRequirements/Requirement-HighSchoolBeyond.aspx

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**News from Outside OSPI**

**Youth Leadership Forum for High School Students with Disabilities**

The attached flyer from the Governor’s Committee on Disability Issues and Employment provides information regarding Washington State’s 16th annual Youth Leadership Forum (YLF) at Western Washington University, Bellingham on July 25 – July 30, 2016. If you have any questions or would like to receive an application, please contact Debbie Himes at 360-902-9362 or by email at dhimes@esd.wa.gov.

**Summer Camp Directory From the Center for Children with Special Needs – Repeat**

Seattle Children's Hospital searchable online summer camp directory (http://cshcn.org/resources-contacts/summer-camp-directory) is now updated for 2016 camps. You may search by type of camp, special needs considerations, camp location, and desired month.

The 2016 printed camp directory (PDF) is also available if you need a hard copy of all of the camps in the directory. Please share with parents and professionals. If you have questions or comments email CSHCN@seattlechildrens.org or call 206-987-3736.
We are looking for future community leaders!!

Come join us for the 16th Youth Leadership Forum for High School Students with Disabilities, an exciting, fun, educational, five-night, six-day, Leadership Program!!

The Youth Leadership Forum is a project of the Washington State Governor’s Committee on Disability Issues and Employment

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Deadline to apply:  June 1, 2016

WHO:  Approximately 35-50 high school students with disabilities from around the state will be selected to attend the Forum through a competitive process.

WHEN:  July 25 – 30, 2016

WHERE:  Western Washington University Bellingham, Washington
COST: Students/Parents **will not be charged expenses to attend this Forum**

Please fill out the application, save it and email it to Debbie Himes at dhimes@esd.wa.gov.

- Students **must complete all information requested in this application.** If you need help, please ask your parents or teachers or you can call Debbie Himes, at **(360) 902-9362**.

- This application can be filled out by **tabbing** through to each highlighted section of the document.

- If you would like a paper application, please call the above number.
Youth Leadership Forum Application
Due Date – June 1, 2016

(This application is a Word document and can be filled out by tabbing to each highlighted box. The boxes will expand to the content.)

1. Student’s Name: ______

2. Gender: _____ Date of Birth: ______

3. Mailing Address: ______
   City, State & Zip Code: ______
   Email Address: ______

4. Home Phone Number: ______
   Cell Number: ______
   Parent’s Email Address: ______

5. Name of High School: ______
   Phone #: ______

6. Are you receiving Transition Services from the Division of Vocational Rehabilitation (DVR) or Department of Services for the Blind (DSB)? Yes □ No □

7. Grade Level on July 1, 2016 (must be a junior, senior or graduate or still receiving services from your school district): ______

8. High School Graduation Date: ______
School and Community Involvement:
Please list any extra-curricular involvement with your school and community. (This may include offices you have held, club memberships, after school activities or work experiences.)

**School-related extracurricular activities:**
*Activity: ______
Grade Level: ______  Dates: ______

*Activity: ______
Grade Level: ______  Dates: ______

*Activity: ______
Grade Level: ______  Dates: ______

**Community-based extracurricular activities:**
*Activity: ______
Grade Level: ______  Dates: ______

*Activity: ______
Grade Level: ______  Dates: ______

*Activity: ______
Grade Level: ______  Dates: ______
10. Recommendation:

- High School Representative (teacher, principal, counselor, coach).

  Name: ______
  Title: ______
  Organization: ______
  Phone: ______
  Email: ______

- Community Representative (employer, friend, pastor, etc.).

  Name: ______
  Title: ______
  Organization: ______
  Phone: ______
  Email: ______

11. Survey of Personal Interest

Your answers to the following topics will be used to assess your interest and readiness to participate in the Youth Leadership Forum. Please type your responses to the topics in the separate pages(s). Your total responses for all four of these topics should not exceed (4) pages.
YLF Application, Page 4

Student’s Name: ______

Survey of Personal Interest

(Question 1)

(a) Experiences as a person with a disability – What are two important experiences (good or bad) you have had as a young person with a disability? (Please be specific about your examples as they relate to your disability.)

______
Student’s Name: 

Survey of Personal Interest

(Question 2)

(b) In terms of leadership, please tell us about two people who have positively influenced your life and why. (Family members, teachers, counselors, friends, public officials or celebrities are appropriate examples.)
Student’s Name: ______

Survey of Personal Interest

(Question 3)

(c) Why do you feel you are qualified to be a delegate to this Youth Leadership Forum and please tell us why you want to participate?
Survey of Personal Interest
(Question 4)

(d) Describe your future plans after high school graduation.

_____
12. **Your answers to the following will not deny you from participation in the Forum. Please answer the following by inserting the number that corresponds to the statement.

Other Information:

a. **Student is able to maintain their personal hygiene (shower/bath, brush teeth and toilet).**
   
   1 – 4  □ Needs assistance with personal hygiene.
   5 – 7  □ Needs reminders to complete personal hygiene.
   8 - 10  □ Independent and ready for routine scheduled events.

b. **Student is independently ready for routine scheduled events (activities, meals, etc.).**
   
   1 – 4  □ Needs assistance with routine scheduled events.
   5 – 7  □ Needs reminders to complete routine scheduled events.
   8 – 10  □ Independent and ready for routine scheduled events.

c. **Student responds appropriately personal safety and emergencies (alarms, weather, etc.).**
   
   1 – 4  □ Needs assistance to maintain personal safety.
   5 – 7  □ Needs reminders to maintain personal safety.
   8 - 10  □ Responds appropriately to personal safety & emergencies.
Student’s Name: ______

I have completed the Youth Leadership Forum Application and understand that I will be contacted regarding my attendance by June 10, 2016.

13. ___________________________________________  Date
    Signature of Student

14. ___________________________________________  Date
    Signature of Parent/Guardian
    Parent Phone: ______
    Parent Email: ______

(If signatures are electronic, please provide the phone/email of a parent if you are under the age of 18.)

(Students 18 or older and on your own, don’t need to have the signature of a parent/guardian.)

T-Shirt Size (need to place the order early)

- X-Small □
- Small □
- Medium □
- Large □
- X-Large □
- XX-Large □
- XXX-Large □
Please use the checklist below to make certain your application packet is complete. Incomplete applications will not be considered.

<table>
<thead>
<tr>
<th>Checklist</th>
<th>Completed</th>
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<tbody>
<tr>
<td>1. Application form (9 pages)</td>
<td></td>
</tr>
<tr>
<td>2. Signed application (Student &amp; Parent/Guardian)</td>
<td></td>
</tr>
<tr>
<td>3. Survey of Personal Interest (response to 4 topics)</td>
<td></td>
</tr>
<tr>
<td>4. Photocopy application for your records</td>
<td></td>
</tr>
<tr>
<td>5. Photo of Student</td>
<td></td>
</tr>
</tbody>
</table>

14. Please Email/US Mail or FAX the application to the address below.

Governor’s Committee on Disability Issues & Employment
Debbie Himes
PO Box 9046
Olympia, Washington 98507-9046

Email: dhimes@esd.wa.gov
(360) 902-9362
(360) 586-4600 FAX

If you have any questions, please contact Debbie Himes at the above number/email.

Applications must be emailed/postmarked by June 1, 2016 for consideration!!

Thank you for completing this application!