



**OSPI  
ESD Report  
November  
2014**

Department	Note of Interest
<p>Assessment &amp; Student Information Robin Munson <a href="mailto:robin.munson@k12.wa.us">robin.munson@k12.wa.us</a> 360-725-6334</p>	<p><b><u>Washington Comprehensive Assessment Program (WCAP)</u></b>  <b>English Language Arts:</b> <a href="#">Memorandum 064-14</a> includes important information about the Grade 10 English language arts exit exam for the classes of 2016–2018.  <b>Science:</b> New resources are posted on the science assessment website.</p> <ul style="list-style-type: none"> <li>• The presentation from the Washington Science Teachers Association (WSTA) conference in Spokane is posted to <a href="#">Educator Resources</a> webpage.</li> <li>• <i>2014 Lessons Learned from Scoring Student Work</i> document. Posted to <a href="#">Educator Resources</a> webpage.</li> <li>• Updated <i>Test and Item Specifications</i> documents for grades 5 and 8, and Biology. Posted to <a href="#">Test and Item Specifications</a> webpage.</li> </ul> <p><b><u>Smarter Balanced</u></b>  Monthly informational webinars have been scheduled through June for District Assessment Coordinators, with focus on the Digital Library and interim and summative assessments. All district and school staff are welcome to join these hour long sessions. For those who cannot attend, all information is posted at <a href="http://www.k12.wa.us/SMARTER/Webinars.aspx">http://www.k12.wa.us/SMARTER/Webinars.aspx</a>. The next webinar is scheduled for Tuesday, November 18 from 3:30–4:30 p.m.</p> <p><b><u>WaKIDS</u></b>  Districts seeking ideas for how to make optimal use of WaKIDS data should review the materials from the October 23 webinar. It included an introduction to Teaching Strategies GOLD™ reports, as well as an example of how one district, Bellingham Public Schools, has used WaKIDS data. The webinar addressed reports of interest to both administrators and teachers. GOLD™ reports are available immediately after the WaKIDS checkpoint period ends October 31. You can listen to a <a href="#">recording</a> of the one-hour webinar, view the <a href="#">PPT</a>, review the <a href="#">pre-webinar Q &amp; A</a>, or review associated handouts: <a href="#">How (and why) to Access an Assessment Status Report</a>, summary of <a href="#">Teaching Strategies Reports Relevant to WaKIDS</a>, and <a href="#">Comparative Report Guide</a>.</p> <p><b><u>Discipline Data to be Posted Publicly (2012–13 &amp; 2013–14)</u></b>  OSPI will soon be posting 2013–14 discipline data as well as updating the 2012–13 data currently posted on the <a href="#">OSPI Data &amp; Reports webpage</a>. This data will include a summary of the student-level data collection that began in 2012–13. The data will show summaries of all behavior incidents and interventions (short-term &amp; long-term suspensions and expulsions) for schools, districts and the state. The data will be disaggregated by subgroup (ethnicity/race, bilingual, free-reduced lunch eligible, special education and gender) and will</p>

	<p>also include disproportionality figures. Districts will have an opportunity to review their data before it is released publicly. We will notify districts when the data is ready to view.</p> <p><b><u>2013–14 Student Growth Percentile (SGP) Data Now Available</u></b></p> <p>OSPI has made Student Growth Percentile data and reports based on the 2014 assessments available to school districts via the Washington Assessment Management System (WAMS) application in EDS. The reports include both individual student growth reports and school-level and districtwide reports. The data has been summarized and disaggregated by grade and subgroup. Data was provided for schools that administered the MSP/HSPE/EOC assessments in the spring 2014. (SGP data is not available for schools that administered the Smarter Balanced field test.) SGP data will be posted publicly in November 2014. For more information about SGPs, please visit the <a href="#">OSPI SGP website</a> that includes the <a href="#">FAQ</a> and the <a href="#">District and School Resources</a> or contact Krissy Johnson at <a href="mailto:krissy.johnson@k12.wa.us">krissy.johnson@k12.wa.us</a> or 360-725-4984.</p> <p><b><u>NAEP: Trends in International Mathematics and Science Study (TIMSS)</u></b></p> <p>Between March 21, 2015, and May 27, 2015, Washington will be participating in the TIMSS assessment. Seventeen schools have been notified of their selection for the assessment. The assessment will be administered in grades 4, 8, and 12. Each school will receive \$300.00 for their participation and each student participating will receive a small gift as a token of appreciation. TIMSS representatives will begin contacting schools in November. Only ESD 113 did not have any schools selected. For more information on TIMSS, please go to <a href="http://nces.ed.gov/timss/timss15.asp">http://nces.ed.gov/timss/timss15.asp</a>.</p>
<p>Career and College Readiness Kathleen Lopp kathleen.lope@k12.wa.us 360-725-6256</p>	<p><b><u>U.S. National Model STEM Education Program Opportunity</u></b></p> <p>Announcing the Student Spaceflight Experiments Program (SSEP) Tenth Flight Opportunity - SSEP Mission 8 to the International Space Station, Starting February 2015</p> <ul style="list-style-type: none"> <li>• Opportunity for a School District, Even an Individual Large School, to Engage a Few Hundred Grade 5-12 Students in Very Real Microgravity Experiment Design (design of experiments for a 'weightless' environment) for Flight to the International Space Station (ISS)</li> <li>• PROGRAM START: February 23, 2015</li> <li>• TIME CRITICAL: interested school districts are directed to inquire about the program no later than November 15, 2014</li> <li>• Experiment Design and Proposal Writing Phase: February 23 - April 24, 2015 Flight Experiment Selection: May 28, 2015 Launch of Your Community's Selected Flight Experiment: Fall 2015</li> </ul> <p><b><u>Annual CTE Student Enrollment Report</u></b></p> <p>The Annual CTE Student Enrollment Report for school year 2013-14 is currently open and available for districts to verify and certify.</p> <p>The deadline to certify district data is November 14, 2014. Please work with your district CEDARS administrator to assure that CTE students enrolled in your district from previous school year are accurately captured in the report.</p>

	<p><b><u>Jobs for Washington’s Graduates</u></b>  The millionth student enrolled in Jobs for America’s Graduates. Each state is sending a representative to the JAG National Student Leadership Academy in Washington, D.C. to commemorate this achievement. Washington’s representative is Brandi Young, from Puget Sound Skill Center in Burien.</p> <ul style="list-style-type: none"> <li>• Jobs for Washington’s Graduates (JWG) added 11 new sites this school year. To find out how to add JWG to your school, please email <a href="mailto:JWG@k12.wa.us">JWG@k12.wa.us</a>.</li> </ul>
<p>Secondary Education and Student Support  Dan Newell  <a href="mailto:dan.newell@k12.wa.us">dan.newell@k12.wa.us</a>  360-725-6175</p>	<ul style="list-style-type: none"> <li>• <b>Health Services Program</b> - Collaborated with School Nurse Corps and Washington State Department of Health in development and distribution of materials related to surveillance, reporting, and response to the Ebola virus.</li> <li>• <b>Home-Based Student Annual Report</b> - We are collecting information on the number of home-based instruction families and students within each district. This includes the number of families, the total number of students, the number of students utilizing part-time/ancillary services, and the number of students who have returned to the district full-time. See Bulletin <a href="#">B046-14</a> for more information. <b>Each district is required to report by November 21.</b></li> <li>• <b>Washington School Emergency Management (WASEM) planning grant</b> - OSPI was recently named as a recipient of a Department of Education grant for school safety planning. Funding will make it possible to: <ol style="list-style-type: none"> <li>1. Revise and update the existing School Safety Planning Manual,</li> <li>2. Develop a library of digital safety-related resources and training materials,</li> <li>3. Establish the framework for a statewide “school safety corps,” and</li> <li>4. Provide safety planning training to all 295 LEAs in WA through the ESDs.</li> </ol> </li> <li>• <b>Required Emergency Response System Progress Report</b> - In response to <a href="#">RCW 28A.320.126</a>, which requires school districts to develop an emergency response system using evolving technology, we conducting a brief survey of districts to gather information on emergency preparedness and implementation of an emergency response system. See Bulletin <a href="#">B061-14</a> for more information. Each district is required to report by November 14.</li> <li>• <b>Great Washington ShakeOut</b> -This year’s Great Washington ShakeOut was a huge success with over 1M Washington state residents – and nearly <b>670,000 K-12 students</b> – dropping, covering, and holding on!</li> <li>• <b>Graduation a Team Effort: Dropout Prevention, Intervention, and Reengagement</b> <ul style="list-style-type: none"> <li>○ <b>Spotlight on Graduation:</b> Franklin Pierce, Kelso, Spokane, and Sunnyside are all achieving high graduation rates and low disproportionality for youth in poverty. GATE and Results Washington have been talking with them to learn how. Three of these districts recently presented at the Washington Educators’ Conference October 27-28. See what we have learned at</li> </ul> </li> </ul>

	<p><a href="http://www.k12.wa.us/GATE/">www.k12.wa.us/GATE/</a>.</p> <ul style="list-style-type: none"> <li>○ <b>Dropout Prevention Webinar Series:</b> This monthly workshop series focusses on dropout prevention topics with specific district level examples of practice. Our October webinar focused on behavior and discipline. <ul style="list-style-type: none"> <li>November Workshop</li> <li>Topic: Dropout Early Warning Systems</li> <li>When: November 19, 2014</li> <li>Time: 10:00 a.m. to 11:00 a.m.</li> <li>Register: <a href="http://www.k12.wa.us/GATE/Results.aspx">http://www.k12.wa.us/GATE/Results.aspx</a></li> </ul> </li> </ul>
<p>Special Programs &amp; Federal Accountability  Gayle Pauley  <a href="mailto:gaylepauley@k12.wa.us">gaylepauley@k12.wa.us</a>  360-725-6170</p>	<p><b><u>Office of Native Education</u></b></p> <ul style="list-style-type: none"> <li>● <b>“Since Time Immemorial” Tribal Sovereignty Curriculum Basic Training Workshops</b> <ul style="list-style-type: none"> <li>○ November 7 – Muckleshoot Tribal College, Auburn</li> <li>○ November 20 – Spokane School District</li> </ul> </li> <li>● <b>Washington State Common Core/Cultural Based Education Train the Trainer (Common Core State Standards Implementation) – <u>November 14-16, 2014</u> – Heritage University, Toppenish</b> <p>The National Indian Education Association in partnership with the Office of Native Education/OSPI will host a three-day train the trainer event for certified teachers and administrators on the effective implementation of the Common Core State Standards which honors local Native languages and culture and will utilize the “Since Time Immemorial” Tribal Sovereignty Curriculum in addition to other effective materials. Teachers attending all three days will receive a daily stipend for their attendance and participation—all disciplines and grade levels are welcome.</p> </li> <li>● <b>Washington State Indian Education Association 2015 Conference – March 30-April 1, 2015 – Yakima Convention Center, Yakima</b></li> </ul> <p>For more information on the above events, please contact Joan Banker, Office of Native Education at (360) 725-6160 or <a href="mailto:joan.banker@k12.wa.us">joan.banker@k12.wa.us</a>.</p> <p><b><u>Migrant &amp; Bilingual Education</u></b></p> <p><b><u>AEED Update November 2014 Migrant Education</u></b></p> <p>The Washington State Title I, Part C, Migrant Education Program provides services to migratory children and their families across the state focusing on reducing barriers to academic growth and increasing the graduation rates. During the 2013-14 school year, there were over 30,000 students who moved across district boundaries or from other states that qualified for program services. The School Districts with the highest enrollments for the 2013-14 school year are listed below:</p>

District	# of Students
Yakima	3964
Kennewick	2647
Wenatchee	2029
Pasco	1836
Sunnyside	1550

The state program's primary goals of academic achievement; continuance/graduation; access to English Language Learner services; and non-academic support are incorporated into the State Service Delivery Plan. [Migrant 2014-15\WA State SDP 2012-2015 Updated 9.15.14.docx](#)

The current plan is in its final year of implementation and in coordination with the State Advisory Committee will be evaluated as part of a Comprehensive Needs Assessment during school year 2015-16 for development and implementation of a new Service Delivery Plan 2016-2019.

Newly appointed State Director Mea Moore, is looking forward to working with schools, organizations, and Educational Service Districts (ESDs) 105, 123, 171 and 189 to ensure migrant students are given as many opportunities to succeed as possible. She will work closely with Ric Pilgrim, ESD 105's Migrant Education Program Champion, to ensure the goals and outcomes as identified in the State Service Delivery Plan play a key role in the on-going work the ESDs provide to local school districts and school building staff.

**National Conference March 22-25, 2015, Seattle, WA.** Washington State is proud to be hosting the National Association of State Directors of Migrant Education (NASDME) conference in March 2015. The Migrant Office at OSPI is encouraging Districts and ESDs to submit presentations. This is a great opportunity to share with national colleagues the good work we do here in Washington State in support of Migrant students and their families. Please follow the link below to access the Presentation forms and general conference information.

**National Migrant Education Conference - March 22-25, 2015 Seattle Washington**

<http://www.nasdme.org/index.html>

More information regarding the Migrant Education Program can be found at [www.k12.wa.us/migrantbilingual](http://www.k12.wa.us/migrantbilingual). Information regarding the Migrant Student Information System, a student database that collects academic and health information about migrant students can be found at [www.msdr.org](http://www.msdr.org).

Contact Information:  
 Title I, Part C, Migrant Education Program  
 Office of Superintendent of Public Instruction  
 360-725-1674  
[www.k12.wa.us/migrantbilingual](http://www.k12.wa.us/migrantbilingual)

Teaching & Learning  
Jessica Vavrus  
[jessica.vavrus@k12.wa.us](mailto:jessica.vavrus@k12.wa.us)  
360-725-6417

Teaching & Learning produces several **e-newsletters** that keep our stakeholders apprised of our work and that share what others are doing in education curriculum and instruction. To subscribe to TEACH:

<http://www.k12.wa.us/CurriculumInstruct/News.aspx>

### **Instructional Materials Learning & Review Opportunities**

- **Instructional Material Reviewers Needed for Middle School English Language Arts and Mathematics – Applications due by November 14, 2014:**  
OSPI is soliciting applications from qualified educators interested in serving as middle school Open Educational Resources (OER) reviewers in early 2015. Reviewers will receive compensation for their participation. Interested educators may view the complete solicitation and apply for the opportunity at: <http://www.surveygizmo.com/s3/1379423/OSPI-OER-Review-Application-2015>
- **OER Summit – Team registration open until November 14, 2014 or until full**  
Join OSPI's OER, Teaching and Learning, and Educational Technology departments to discuss how to include OER as an important part in your district's instructional material strategy. Register your district team to attend this free event held at ESD 113 at:  
<http://www.surveygizmo.com/s3/1823885/2014-OER-Summit-Western-WA>  
This event will also be held in eastern Washington in spring.
- **New Sexual Health Education Curriculum Review Video Series Available!**  
The Centers for Disease Control and Prevention (CDC) has offered a Curriculum Assessment Tool for districts to use in assessing sexual health education content in their instructional materials. This series of videos can support your district in determining the most effective sexual health education curriculum and materials for use in your classrooms. This resource can support districts that choose to use a curriculum that has not been reviewed by OSPI and the Department of Health must assure medical and scientific accuracy, as well as alignment with the 2005 Guidelines for Sexual Health Information and Disease Prevention and the Healthy Youth Act.  
<http://www.k12.wa.us/HIVSexualHealth/SHECAT.aspx>
- **KNOW Curriculum Translations Available!** KNOW Grades 5-6 and 7-8 revised March 2014 and translated into Spanish language. <http://www.k12.wa.us/HIVSexualHealth/KNOW.aspx>
- **Since Time Immemorial: Tribal Sovereignty Curriculum . . . Free Fall Workshops!** The Tribal Sovereignty online curriculum provides a rich menu of individual lessons and entire units of study, endorsed by OSPI and all of Washington's federally recognized Tribes. It is being used in U.S. and Washington State History courses as well as Contemporary World Issues. Workshops begin at 8:00 a.m. and end no later than 4:00 p.m. Lunch and clock hours are provided free of charge.  
November 7: Muckleshoot Tribal College, Auburn  
November 20: Spokane (site TBD)  
To register or receive more information, please contact Joan Banker, Office of Native Education, OSPI, at 360-725-6160 or <http://www.indian-ed.org/>

### **World Languages**

- **Seal of Biliteracy Criteria Under Development:** OSPI convened a committee of school district, higher education, and community world language experts in September to develop draft criteria for rules to establish a State Seal of Biliteracy for students (Senate Bill 6424). The Seal will be available to recognize students who have attained proficiency in both English and one or more other world languages by high school graduation. OSPI will be seeking input as part of the Rule making process starting in November 2014. **The criteria is anticipated to be final and available for school districts to award to seniors in the Class of 2015, this coming spring. For more information:** <http://k12.wa.us/WorldLanguages/SealofBiliteracy.aspx>

### **Grants available for Math, Science, STEM, and Environment & Sustainability Education**

- **Math Science Partnership (MSP) Grants to be available in November!** Look for a new Request for Proposals to be issued via OSPI iGrants in November to fund Cohort 7 of MSP grants – 5 to 7 partnerships will be selected in January 2015 for 3 year project. The MSP program is designed to improve the content knowledge of teachers and the performance of students in the areas of mathematics and science by encouraging states, Institution of Higher Education (IHEs), and high needs Lead Education Agency (LEAs), and elementary and secondary schools to develop partnership programs that:
  - Provide ongoing content-based professional development and summer institutes to support teachers in improving their pedagogical content knowledge and teaching skills;
  - Focus on the education of mathematics and science teachers as a career-long process;
  - Bring mathematics and science teachers together with scientists, mathematicians, and engineers to improve their teaching skills; and
  - Improve and upgrade the status and stature of mathematics and science teaching by encouraging IHEs to improve mathematics and science teacher education.
- **Green Ribbon School and District Applications are now open!** Washington State's Green Ribbon School and District Applications are now available and due January 9, 2015. For more information about this opportunity to be a US ED Green Ribbon School or District Awardee or a Washington State Green School or District Leader please visit our website at: <http://www.k12.wa.us/EducationAwards/GreenRibbon/default.aspx>

### **Science/Environment and Sustainability Education Resources**

- K-12 Integrated Environmental and Sustainability Education Learning Standards have been updated. <http://www.k12.wa.us/EnvironmentSustainability/Standards/default.aspx>

### **Health & Fitness / Sexual Health Education**

- OSPI Bulletin B027-14 encourages schools to provide sexual health education consistent with legislative requirements and to provide resources for implementing HIV/AIDS prevention education.

	<p><a href="http://www.k12.wa.us/BulletinsMemos/bulletins2014.aspx">http://www.k12.wa.us/BulletinsMemos/bulletins2014.aspx</a></p> <ul style="list-style-type: none"> <li>• <b>Congratulations Washington Health and Fitness Educators!</b> SHAPE WA announced the 2014 award winners at the West Best Workshop held at Ingraham High School on Saturday, October 18th. Awards are issued to outstanding teachers in Health and Physical Education along with recognition at various other levels. Seattle Public Schools' Physical Education Program Manager Lori Dunn received the Bob Melson Honorary Award, Carri Kreider received the University Professor of the Year Award and Sara Russell received the High School Physical Education Teacher of the Year Award to name a few. <a href="http://shapewa.org/past-awards.html">http://shapewa.org/past-awards.html</a></li> </ul>
<p>Office of Student and School Success  Andrew Kelly  <a href="mailto:Andrew.Kelly@k12.wa.us">Andrew.Kelly@k12.wa.us</a>  360-725-4960</p>	<ul style="list-style-type: none"> <li>• <b><u>9 ESD Fall Outreaches Completed</u></b> <ul style="list-style-type: none"> <li>○ Each held at the respective ESD;</li> <li>○ The number of participants equaled 561 and ranged from ESD Leads, Lead Coaches, District Offices, Principals, and Teachers throughout the state of Washington;</li> <li>○ District level participants were provided clarity around expectations for assurances in district-level Expected Indicators, supports and services available to their teams, OSSS guidance on implementation on district-level Expected Indicators, and viewed examples of district-level evidence from 2014 submissions;</li> <li>○ School level participants became familiar with the Action Planning Process, CEE Data packages, and how data is used to inform Action Planning. Participants learned the use of the Current Level of Development Tool as it relates to school level Expected Indicators and finally creating S.M.A.R.T. Goals with Expected Indicators;</li> <li>○ As a group both District Level and School level participants spent the afternoon collaborating and working as teams to develop their Action Plans.</li> </ul> </li> <li>• <b><u>Statewide Professional Learning for Success Coaches and ESD Success Leads</u></b>  Outcomes for the November 19<sup>th</sup> collaboration with OSPI Assessment/ OSPI Teaching and Learning: <ul style="list-style-type: none"> <li>○ Share common messages delivered around CCSS and SB Assessments (e.g., major shifts in practice; instructional practice to meet needs of all learners, including ELLs and SWD; SB Assessment process and timeline);</li> <li>○ Describe assessment system that includes SB Assessment (summative), interim, and ongoing formative assessments (Red Light, Yellow Light, Green Light);</li> <li>○ Engage with principals in conducting Classroom Walkthroughs focused on shifts in instructional practice reflected in CCSS for all students, including for ELLs and SWDs</li> <li>○ Assist principals and school teams in accessing documents, tools (e.g., SB Library), and training around CCSS, SBA, and NGSS;</li> <li>○ Support principals and school teams to craft SMART Goals focused on installing and implementing CCSS, SB Assessments, and NGSS (look at Turnaround Principles 2, 4, and 5).</li> </ul> </li> <li>• <b><u>School Visits</u></b> <ul style="list-style-type: none"> <li>○ OSSS' interest in visiting schools is predicated on our theory of action that Transformational</li> </ul> </li> </ul>

Teaching *for* Learning and Courageous Leadership are primary change drivers that bring about school improvement in our state;

- In partnership with SISEP, the team at OSSS has identified a tool to observe, analyze, discuss and understand classroom instruction that informs improved student learning “at scale”;
- Starting first by listening to our “clients” each site visit is a carefully crafted occasion framed around a combination of their comprehensive Indistar® plans and our State’s Implementation and Scaling-up of Evidence-Based Practices (SISEP);
- Instructional Reviews reflect and study the improvement strategies being implemented in each school community;
- Reviews start with a problem of practice and ends with ideas for improving the strategies observed or creating a professional development plan for strategies not observed.

- **Teacher and Principal Leadership Symposium**

- With one of the largest OSSS events of the year nearly 250 participants from all over the state of Washington attended;
- In partnership with CSTP the symposium was held at the Hilton Hotel in SeaTac on October 8<sup>th</sup>-10<sup>th</sup>;
- Participants built and broadened foundational understanding of what ‘teacher leadership’ means;
- Acquired tools for effective communication and collaboration in order to increase the effectiveness of teacher collaboration around student learning, reflected on the impact of positive change in school culture, and finally learned and shared successful strategies and the impact on student learning.

- **SIG/RAD Turnaround Summit**

Student and School Success’ SIG/RAD Turnaround Summit (held October 16-17, 2014) was a day for over 100 members of the SIG Schools and RAD Districts to collaborate best practices. Agenda items included:

- Problems of Practice (group and grade-level teams);
- Active Implementation (AI) Hub;
- Dean Fixsen’s Intervention & Implementation strategies;
- Examples of SIG/RAD End of Year (EOY) Reports;

The next SIG/RAD Turnaround Summit will be held in Tacoma on January 15<sup>th</sup> & 16<sup>th</sup>.

- **Indistar®**

- This year we have over 200 schools and/or districts **new** to the Indistar® transformational tool. Add this to the continuing hard work in our Priority and Focus schools and the evidence is clear-- Washington State is a national leader in planning and implementing best practices for all learners. Additionally, we are one of the only states with regional service districts filing *Indistar® support plans* for their neighboring districts. Our coaches are linked to commenting, critiquing and supporting school/district plans. Indistar® WA, is linked to the most up-to-date procedural and cross-walk documents, including integration of Title I planning.

<p>Early Learning Bob Butts <a href="mailto:Bob.butts@k12.wa.us">Bob.butts@k12.wa.us</a> 360-725-0420</p>	<ul style="list-style-type: none"> <li>• <b>School District Early Learning Contacts:</b> OSPI and the ESDs are updating the list of School District Early Learning Contacts. The updated list will be available on the OSPI early learning website in early-November</li> <li>• <b>WERA P–3 Institute:</b> The Washington Education and Research Association (WERA) will be hosting a P–3 conference on March 3<sup>rd</sup> that will provide important information and insights for school districts and Pre-K early learning providers.</li> <li>• <b>Federal Preschool Grant:</b> The Department of Early Learning is preparing an application to the federal government to obtain funding to expand the number of children served by the Early Childhood Education and Assistance Program (ECEAP). The draft application prioritizes full-day programs, increasing the number of teachers with BA degrees, and increasing the number of slots that will be available for pre-K children. Finding classrooms for the new, full-day enrollments will be a challenge. The application is due in early November and the state is likely to receive a response from the federal government prior to the New Year.</li> <li>• <b>WaKIDS Early Learning Collaboration:</b> Child Care Aware will continue to provide school and district staff a list of early learning providers in the school or district's geographic area along with contact information about the local Child Care Aware office.</li> <li>• The list was may be requested on the Child Care Aware website: <a href="http://childcareaware.org/">http://childcareaware.org/</a></li> </ul>
<p>Information Technology Peter Tamayo <a href="mailto:peter.tamayo@k12.wa.us">peter.tamayo@k12.wa.us</a> 360-725-6134</p>	<p>Open Educational Resources (OER) are free to use, edit, and share. They have the potential to align curriculum more closely with the Common Core State Standards and engage teachers more fully in curricula. OER Project opportunities:</p> <p><b>Instructional Material Reviewers Needed – Applications due by November 14, 2014</b> OSPI is soliciting applications from qualified educators interested in serving as middle school Open Educational Resources (OER) reviewers in early 2015. Reviewers will receive compensation for their participation. Interested educators may view the complete solicitation and apply for the opportunity at: <a href="http://www.surveygizmo.com/s3/1379423/OSPI-OER-Review-Application-2015">http://www.surveygizmo.com/s3/1379423/OSPI-OER-Review-Application-2015</a></p> <p><b>Submit a resource for the 2015 OER Review – Submissions due by January 9, 2015</b> If you know of any full-course mathematics or unit level ELA OER for the middle-school level, submit them for review consideration: <a href="http://www.surveygizmo.com/s3/1810629/OSPI-OER-Instructional-Material-Submission-2015-Review">http://www.surveygizmo.com/s3/1810629/OSPI-OER-Instructional-Material-Submission-2015-Review</a></p>
<p>Special Education Doug Gill <a href="mailto:Doug.gill@k12.wa.us">Doug.gill@k12.wa.us</a> 360-725-6075</p>	<p><b>New Staff Addition</b> We are pleased to announce the addition of a new staff member on our Program Review team. Tania May comes to OSPI from San Francisco Unified School District where she was formerly a special education teacher and most recently, a special education content specialist. Tania also assisted with the district's School Quality Improvement System (SQIS). Please join us in welcoming Tania to our team. <b>Bulletin 054-14 Federal Special Education Data Reporting Requirements</b></p>

The Office of Superintendent of Public Instruction (OSPI) collects special education data which must be submitted annually to the Office of Special Education Programs (OSEP), U.S. Department of Education. This bulletin informs school districts of all the federally required data that will be collected during the 2014–15 school year. Each collection has a separate set of instructions, data collection forms, and due dates. This is the only bulletin that will be sent to districts regarding this topic. Approximately one month before each data collection due date, reminders will be sent via email to special education directors along with a link to the appropriate forms and instructions.

Bulletin 054-14 is located at <http://www.k12.wa.us/BulletinsMemos/bulletins2014.aspx>. The data collection instruments are located on the OSPI website at <http://www.k12.wa.us/SpecialEd/Data/FederalForms.aspx>.

#### **Legal Assistance List for Special Education Due Process Disputes**

The Office of Administrative Hearings maintains a list of attorneys, and agencies who have requested that they be included as a resource for parents. The list includes: 1) free or low cost legal service providers; 2) public (not for profit) organizations that assist parents but are not legal service providers; and, 3) attorneys who have experience and/or interest in special education law. This is the most recent list and is available for districts to provide to parents upon request. The list is maintained on OSPI's website at:

[http://www.k12.wa.us/SpecialEd/pubdocs/legal\\_referral\\_list.pdf](http://www.k12.wa.us/SpecialEd/pubdocs/legal_referral_list.pdf). Please make sure you are providing parents with the most current copy.

#### **IDEA Compliance Package (iGrants Form Package 442) – Updated**

Non-compliance identified through safety net, district data submissions, and indicator performance has been added to the IDEA Compliance Package (iGrants Form Packages 442/642). Each LEA/ESA must open the worksheet found on Page 1 of iGrants Form Package 442/642 and enter its county district number to receive its notification status. As a reminder, all issues of non-compliance are required to be corrected by the LEA/ESA **as soon as possible, but no later than March 2, 2015**, (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) or 642 (ESAs). Failure to complete corrections in a timely manner will impact the LEA's/ESA's 2014–15 Determination Level issued November 2015. Form Package 442/642 is only required to be completed and submitted to OSPI if the LEA/ESA has non-compliance identified.

- Questions regarding these form packages should be directed to Valerie Arnold, Program Review Coordinator at 360-725-6075 or [valerie.arnold@k12.wa.us](mailto:valerie.arnold@k12.wa.us). For assistance with accessing Form Package 442, contact your district security manager. A list of district security managers can be found under 'Obtain User Login Credentials' on the main iGrants login page. For the ESA (Form Package 642), contact customer support for assistance at 800-725-4311 or [customersupport@k12.wa.us](mailto:customersupport@k12.wa.us).

#### **Past Due Reminder: 2013–14 End-of-the-Year Impact Report**

Districts are required to complete an end-of-the-grant-year Impact Report to conclude the 2013–14 federal IDEA application cycle. Download the Impact Report at <https://eds.ospi.k12.wa.us/igrants/docs/13-14/FormPackages/Federal/SpecialEducation267/Reference/Impact%20Report.doc>. The Impact Report was due to [specialdata@k12.wa.us](mailto:specialdata@k12.wa.us) on September 30, 2014.

#### **Guidance to complete the end-of-the-year Impact Report is as follows:**

The purpose of the Impact Report is for the district to provide specific examples to illustrate how the funds

were used to improve academic performance and functional outcomes for students receiving special education and related services during the 2013–14 school year. The examples 1) should only address the funding priority area(s) in which the district actually spent its federal funds, 2) may cover more than one funding priority area, and 3) must include one or more data points to support the district's illustration of improved student performance and/or outcomes. Here is a specific **example** for the Assistive Technology funding priority area:

- 
- Assistive technology devices and software for students with disabilities
- Seven students were provided with iPads with communication software (1 preschooler, 3 elementary, 1 middle school, 2 high school); IEP progress data are being monitored. Specifically, the second grade elementary student is now able to carry on a three sentence back-and-forth exchange and practices this during lunchtime in a general education second grade classroom with typically developing peers. This is the first year he has participated in a general education classroom. His teachers and the SLP are working on getting him up to a five sentence exchange by the end of the year.

For questions or additional information please contact Mary Ellen Parrish, Program Supervisor at [Maryellen.parrish@k12.wa.us](mailto:Maryellen.parrish@k12.wa.us).

#### **Special Education Procedure Revisions – Repeat**

The Washington State School Directors' Association (WSSDA) has updated the special education policy and procedures (2161 and 2161P). School districts are required to update their procedures to address changes to:

- Consent for public insurance and benefits;
- Evaluation processes that include moving from Part C to Part B;
- Reevaluation procedures;
- IEP development (to address providing copies of the district's required notification of isolation or restraint and changes to aversive intervention language;
- Information on transfer students;
- Information in the procedural safeguards;
- Appointment of an educational representative;
- Due process hearing procedures; and
- Discipline.

The procedures also contain housekeeping changes which include: child find, parent participation, evaluation requirements, reevaluation and graduation requirements, private schools, and revocation of consent.

WSSDA's suggested changes to the special education policy 2161 include cross-references to the restraint and isolation laws only. You may obtain the updated policy and procedures through WSSDA.

- Districts are required to revise their procedures in response to regulatory changes and provide OSPI with copies of those changes. Once procedures are updated, provide OSPI a copy of the revised

procedures and a copy of the updated policy if the district chooses to revise their district policy. **The updated policy and procedures should be sent** by email to [kathy.cutlip@k12.wa.us](mailto:kathy.cutlip@k12.wa.us), or by mail to the Superintendent of Public Instruction (OSPI), Special Education Department, P.O. Box 47200, Olympia, WA 98504, Attention: Kathy Cutlip. The district's procedures should be revised and sent to OSPI **by January 30, 2015**.

Please also note, charter schools must have policies and procedures in place by the start of the charter's school year.

If you have questions about the WSSDA policies and procedures please contact Megan Simmons, assistant to Heidi Maynard at: [M.Simmons@wssda.org](mailto:M.Simmons@wssda.org) or 360-252-3018.

If you have questions about required changes to procedures, please contact Pam McPartland at [Pamela.mcpartland@k12.wa.us](mailto:Pamela.mcpartland@k12.wa.us) or 360-725-6075.

#### **Restraint and Isolation Procedure Revision and Title Change – Repeat**

WSSDA also revised its Procedure 3247, "Isolation and Restraint of Students with IEPs and 504 Plans" to add clarifying language regarding the use of restraint or isolation, and changed the titles of the policy and procedures to: "Required Notification of Isolation or Restraint of Students with IEPs or Section 504 Plans." Information about this change is in WSSDA's June 2014, Policy and Legal News. If you have questions about the changes please contact Megan Simmons, assistant to Heidi Maynard at: [M.Simmons@wssda.org](mailto:M.Simmons@wssda.org) or 360-252-3018.

#### **Indicator 14 Post-School Survey – Repeat**

Districts are required to collect and report on whether students who graduated or dropped out of school (program leavers) between September 1, 2012 and August 31, 2013 are (a) employed, (b) enrolled in a postsecondary school or (c) both. The state uses these data to meet annual state and district federal reporting requirements for Indicator 14—Special Education Post-School Outcomes.

CCTS coordinates the online Post-School Survey in order to support districts in these collection and reporting requirements. Staff can access CCTS Online Training Modules to learn how to conduct and report the data for Indicator 14. These are located at: <http://www.seattleu.edu/ccts/post-school-survey-and-outcomes/online-data-collection/>

**The survey tool opened June 1, 2014 and is found at: <https://ccts.azurewebsites.net>**

All student interviews for program leavers must be completed before **November 1, 2014** in order for the district to be considered as having completed Indicator 14 reporting on time. (Note: Indicator 14 is one of the required reports identified for on-time submission under Indicator 20.) Districts having **no students** with IEPs that graduated or dropped out are still required to report this information in the online survey.

**Please note that the CCTS website and links have changed!** If you have questions please contact the CCTS Staff at [ccts@seattleu.edu](mailto:ccts@seattleu.edu) or 206-296-6494.

#### ***Professional Development Events and Opportunities***

##### **Common Core Instruction and Special Education Training – Repeat**

OSPI is pleased to announce the availability of training opportunities regarding "Common Core Instruction and Special Education." The training has been jointly developed by OSPI Special Education and the Washington Education Association with input from numerous special education personnel from throughout the state. For a training opportunity near you, please contact your Educational Service District (ESD)

	<p>special education director for additional details. As a result of implementation, the Common Core Instruction and Special Education training materials available are updated periodically. The most current version is the version on our website at <a href="http://www.k12.wa.us/SpecialEd/pubdocs/CC_Instruction_SpEd.pdf">http://www.k12.wa.us/SpecialEd/pubdocs/CC_Instruction_SpEd.pdf</a>.</p> <p><b>Washington-Access to Instruction &amp; Measurement (WA-AIM) Access Point Frameworks – Repeat</b></p> <p>As Washington transitions to instruction and measurement of the Common Core Standards, Access Point Frameworks have been developed to expand upon the Common Core for students with significant disabilities. Access Point Frameworks have been developed in Mathematics and English Language Arts at grades 3–8 and high school. At each grade level, there is one Access Point Framework for each domain in mathematics and one Access Point Framework for each strand in English Language Arts. Access Point Frameworks have been developed from the Essential Academic Learning Requirements (EALRs) at grades five, eight, and high school. The Access Points will serve as the back bone for our new Alternate Assessment, the WA-AIM for 2014–15 and beyond. The access points and additional information can be found at: <a href="http://www.k12.wa.us/assessment/WA-AIM/default.aspx">http://www.k12.wa.us/assessment/WA-AIM/default.aspx</a>.</p> <p><b><i>Tips from the Special Education Section: Reminders to the Field</i></b></p> <p><b>Please Note:</b> All tips provided in the monthly updates are compiled and posted to the OSPI website at <a href="http://www.k12.wa.us/SpecialEd/pubdocs/Tips_From_OSPI_SpEd.pdf">http://www.k12.wa.us/SpecialEd/pubdocs/Tips_From_OSPI_SpEd.pdf</a>. The tips are sorted by topical areas. This document is updated quarterly.</p> <p><b><i>News from Assessment and Research</i></b></p> <p><b>WAAS-Portfolio: High School Retakes – Repeat</b></p> <p>The fall 2014 high school retakes is the last administration of the WAAS-Portfolio. This administration is open to 11th and 12th graders who still need to meet their assessment graduation requirement. The administration window is August 18, 2014 – November 17, 2014. Assessment materials and an instructional PowerPoint are posted to the WAAS-Portfolio webpage. <b>Students in the class of 2015 (12th graders) who have not met standard on the WAAS-Portfolio must be assessed during this retake administration.</b></p> <p><b>WA-Access to Instruction &amp; Measurement (WA-AIM): Alternate assessment 2014–15 – Repeat</b></p> <ul style="list-style-type: none"> <li>• The Access to Instruction &amp; Measurement (WA-AIM) is the operational alternate assessment aligned to the Common Core State Standards beginning in the 2014–15 school year. Students in grades 3-8 and 11 will be assessed in mathematics, English language arts, and science. All educators who administer the alternate assessment will need to participate in one of the OSPI facilitated training opportunities: in person trainings, on-demand video, or on-demand modules. Please see the WA-AIM webpage for frequently updated information: <a href="http://www.k12.wa.us/Assessment/WA-AIM/default.aspx">http://www.k12.wa.us/Assessment/WA-AIM/default.aspx</a>.</li> </ul>
<p>K–12 Education  Gil Mendoza  <a href="mailto:Gil.mendoza@k12.wa.us">Gil.mendoza@k12.wa.us</a>  360-725-6343</p>	<ul style="list-style-type: none"> <li>• Equity and Civil Rights</li> <li>• <b>Preparing for the Civil Rights Consolidated Program Review?</b>—The Equity and Civil Rights Office has a recorded webinar and resources (by item number) to help you prepare: <a href="http://www.k12.wa.us/Equity/Districts/ConsolidatedProgramReview.aspx">http://www.k12.wa.us/Equity/Districts/ConsolidatedProgramReview.aspx</a>.</li> <li>• <b>Statewide Title IX Administrators Conference</b>—On November 12 &amp; 13, 2014, Whitman College in Walla Walla, Washington will be hosting the first statewide gathering of Title IX administrators in K-</li> </ul>

	<p>12 and higher education. This conference will feature a half-day presentation by staff from the U.S. Department of Education, Office for Civil Rights (OCR) who will share the most recent Title IX compliance reviews and resolutions. The remainder of the conference will be dedicated to strategies to eliminate barriers to education caused by incidents of sex- or gender-based discrimination, harassment, or assault. Registration is \$50: <a href="https://squareup.com/market/wstixa/nov-statewide-title-ix-administrators-conference">https://squareup.com/market/wstixa/nov-statewide-title-ix-administrators-conference</a></p> <ul style="list-style-type: none"> <li>• <b>New OCR Guidance: Resource Equity</b>—On October 1<sup>st</sup>, the U.S. Department of Education’s Office for Civil Rights (OCR) announced guidance emphasizing that all students—regardless of race, color, national origin, or zip code—should have equal access to educational resources, including strong teaching, challenging coursework, technology, academic and extracurricular programs, instructional materials, and safe school facilities. In this guidance, OCR provides that school districts must not implement policies or practices for providing educational resources that disproportionately affect students of a particular race, color, or national origin, absent a substantial justification. The law does not require that all students receive the exact same resources to have an equal chance to learn and achieve. It does, however, require that all students have equal access to comparable resources in light of their educational needs. <ul style="list-style-type: none"> <li>○ Dear Colleague Letter: <a href="http://www2.ed.gov/about/offices/list/ocr/letters/colleague-resourcecomp-201410.pdf">http://www2.ed.gov/about/offices/list/ocr/letters/colleague-resourcecomp-201410.pdf</a></li> <li>○ Fact Sheet: <a href="http://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-resourcecomp-201410.pdf">http://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-resourcecomp-201410.pdf</a></li> </ul> </li> <li>• <b>New OCR Guidance: Bullying of Students with Disabilities</b>—On October 21<sup>st</sup>, OCR issued guidance on bullying and harassment of students with disabilities. If a student with a disability is being bullied, federal law requires schools to take immediate and appropriate action to investigate and, as necessary, take steps to stop the bullying and prevent it from recurring. Failure to address the bullying of a student with a disability on any basis may result in a denial of a free appropriate public education (FAPE) under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973. <ul style="list-style-type: none"> <li>○ Dear Colleague Letter: <a href="http://www2.ed.gov/about/offices/list/ocr/letters/colleague-bullying-201410.pdf">http://www2.ed.gov/about/offices/list/ocr/letters/colleague-bullying-201410.pdf</a></li> </ul> </li> </ul>
Superintendent’s feedback	