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# SUPERINTENDENT OF PUBLIC INSTRUCTION

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## OSPI Update October 2017

### **90-day Listening and Learning Tour**

The leadership team of the [Office of System and School Improvement](#) (OSSI) – Assistant Superintendent (Tennille Jeffries-Simmons), Director of System and School Improvement (Dr. Kristen Wong Callisto), and Director of K-12 System Supports (Dixie Grunenfelder) – will conduct a 90-day Listening and Learning Tour of more than 25 representative schools in the fall and winter of FY 2017–18. A key aim of this Tour is to acquire an understanding of the strengths and challenges of schools in Improvement to inform ESSA implementation, moving towards a more diverse and comprehensive set of services and technical support offered to districts and schools. For more information, please contact Kristen Wong Callisto at [Kristen.Wongcallisto@k12.wa.us](mailto:Kristen.Wongcallisto@k12.wa.us).

### **EHB 2242**

The Frequently Asked Questions document for [EHB 2242](#) may be found at <http://k12.wa.us/SAFS/Misc/BudPrep17/ESH2242BillFAQs-v1.1.pdf>.

- Pre-ballot approval of levy expenditures will not begin until the fall of 2018. The framework for determining compliance with new restrictions on levy expenditures that become effective January 1, 2019, is currently under construction. Additional details will be provided as they become available.
- Work on the model salary grid will soon commence soon. The potential work group members will be contacted during the first week of October.
- OSPI is collaborating with our ESD partners to develop a budget reporting format that includes both the revenue and expenditure implications of the new legislation.

For more information or questions, please contact Lisa Dawn-Fisher at 360-725-6111.

### **Washington's ESSA Consolidated Plan Submission**

OSPI submitted Washington's ESSA Consolidated Plan to the U.S. Department of Education on Monday, September 18, 2017. Department staff reviewed the plan to determine if the plan addressed all of the required components and OSPI was notified September 25, 2017 that the Plan met all requirements. This is first step towards being approved. The second step is for the Plan to go to peer reviewers for Title I, Part A and Title III, Part A and they will convene in Washington D.C. from October 30–November 3. OSPI will continue to update the [ESSA website](#) with information on the approval of the Plan.

### **IDEA Federal Rule Changes for Significant Disproportionality Designations May Have a Significant Impact on School Districts**

With the goal of promoting equity, the final rules published in the Federal Register on December 19, 2016, amended the Individuals with Disabilities Education Act (IDEA) to help to ensure that all States meaningfully identify Local Educational Agencies/Educational Service Agencies with significant disproportionality and that States assist LEA/ESAs in ensuring that students with disabilities are properly identified for services, receive necessary services in the least restrictive environment, and are not disproportionately removed from their educational placements by disciplinary removals.

In particular, the final rules:

- 1) Establish a standard methodology States must use to determine whether significant disproportionality based on race and ethnicity is occurring at the state and/or local level.
- 2) Clarify that States must address significant disproportionality in the incidence, duration, and type of disciplinary actions, including suspensions and expulsions, using the same statutory remedies required to address significant disproportionality in the identification and placement of students with disabilities and further, the requirements for the review of policies, procedures, and practices when significant disproportionality is found.
- 3) Require that LEA/ESAs identify and address the causal factors contributing to significant disproportionality as part of comprehensive coordinated early intervening services (CCEIS) and allow these services for students from age 3 through grade 12, with and without disabilities.

These final regulations also address the over identification of certain students for special education services with particular concern for students being placed in more restrictive environments and not taught to challenging academic standards. In addition the final regulation cautions that States and LEA/ESA's must continue to carry out requirements related to child find. Benefits of the final regulations include increased transparency regarding each State's definition of significant disproportionality, and an increased role for stakeholders including the Special Education Advisory Council (SEAC), in determining the State's risk ratio thresholds, minimum N-sizes and minimum cell sizes. Under IDEA, LEAs who have been identified as having significant disproportionality will be required to use 15% of IDEA funds annually to address the needs of students who are at-risk of becoming a student with a disability, but are not identified. This 15% set-aside may also be used primarily, but not exclusively, to address the needs of students who are currently identified as needing special education or related services.

The final rule became effective on January 18, 2017. States have up to eighteen (18) months to prepare for full implementation and work with stakeholders including SEAC, to make decisions regarding state-specific ratio thresholds as part of the standardized methodology. For more information about the federal rule changes and potential impacts on state and district data trends, contact Sandy Grummick, Special Education Data Manager at [sandy.grummick@k12.wa.us](mailto:sandy.grummick@k12.wa.us). To learn more about the drafted Washington State Significant Disproportionality Work Plan and how to become involved in stakeholder activities, contact Valerie Arnold, Program Review Coordinator at [valerie.arnold@k12.wa.us](mailto:valerie.arnold@k12.wa.us).

As the change in the calculation may result in a higher number of LEAs identified, school district leadership will want to be aware of these coming changes, review their data, and provide input regarding Washington's calculation method.

### **Paraeducator Law ESHB 1115**

ESHB 1115 law will create three new paraeducator certificates by September 2019, based on the requirements established by the Paraeducator Board administered by PESB. The three new certificates are:

#### ***General Paraeducator:***

- Requires four days of Fundamental Course of Study (determined by the Paraeducator Board).
- Certificate does not expire.

#### ***Subject Area Paraeducator:*** Special Education or English Language

- Requires four days of Fundamental Course of Study (determined by the Paraeducator Board).
- Requires 20 hours of additional coursework.
- Certificate expires in five years.

***Advanced Paraeducator:***

- Requires four days of Fundamental Course of Study (determined by the Paraeducator Board).
- Requires 75 hours of additional coursework.
- Certificate expires in five years.

OSPI in consultation with the Paraeducator Board PESB will design and make available professional learning for teachers on how to supervise paraeducators, and on evaluating paraeducators for principals.

The Paraeducator Board met for the first time in September and meets again in November. A monthly [PESB Paraeducator Board Newsletter](#) will document the work, discussion and decisions of the board. Please visit the [PESB Paraeducator Board](#) website for more information, or contact Cindy Rockholt at OSPI with questions about implementation of ESHB 1115 at [cindy.rockholt@k12.wa.us](mailto:cindy.rockholt@k12.wa.us).