

# *Information from Our Partners*

## **Adaptive Inclusive Technology Grant Overview FP 282**

### **Launching November 6th**

This grant aims to support schools and school districts by procuring specialized adaptive and inclusive technologies along with support for that technology. This support could include training of all educators who interact with that technology to best support students utilizing it. These supports could include professional development and instructional coaching around best practices for paraeducators, parents, and general and special education teachers who support students using adaptive/inclusive technologies.

The max award per district is \$25,000. Grants will be awarded on a rolling application until funding is gone or May 15th, whichever comes first. Districts are encouraged to work with the grant manager, KC Merchant, prior to submission to discuss grant goals, scope, and scale as well as optimize funding and purchasing. This grant requires the completion of a planning document to be uploaded in iGrants prior to submission. Please see the full grant for details of eligible and ineligible expenses.

In addition, OSPI's Educational Technology Department will be hosting a Digital Equity Program Grants Overview webinar on November 15th at 3:30 pm. They will give a brief overview of the Adaptive/Inclusive Technology and Digital Navigator Grants. This will include a quick overview of what the grants are, how to access the grants in iGrants, and what OSPI is looking for in the grant.

Join KC Merchant and Ana Ketch, your grant managers, who can guide you through application, submission, budgeting, and procurement. Register [here](#).

Contact [kc.merchant@k12.wa.us](mailto:kc.merchant@k12.wa.us) for more information.

## **2022-2023 Restraint and Isolation Data Reporting**

RCW 28A.600.485 requires that all restraint and isolation data be submitted annually to OSPI. All 2022–23 restraint and isolation incident data should be input into CEDARS File S through your district's student information system. By January 1, 2024, each school district is required to submit CEDARS File S to OSPI.

If there were no incidents in any schools requiring the use of restraint or isolation of any student, this cannot be reported through CEDARS. Please report zero incidents of restraint and isolation to OSPI by January 1, 2024, [using our web form](#).



## Preparing Teachers and Paraeducators for the Successful Inclusion of Autistic Children (ASD PREP)

The University of Washington invites you to participate in the ASD PREP study! This study aims to understand what evidence-based practices are used with autistic students who are partially or fully included in a general education setting.

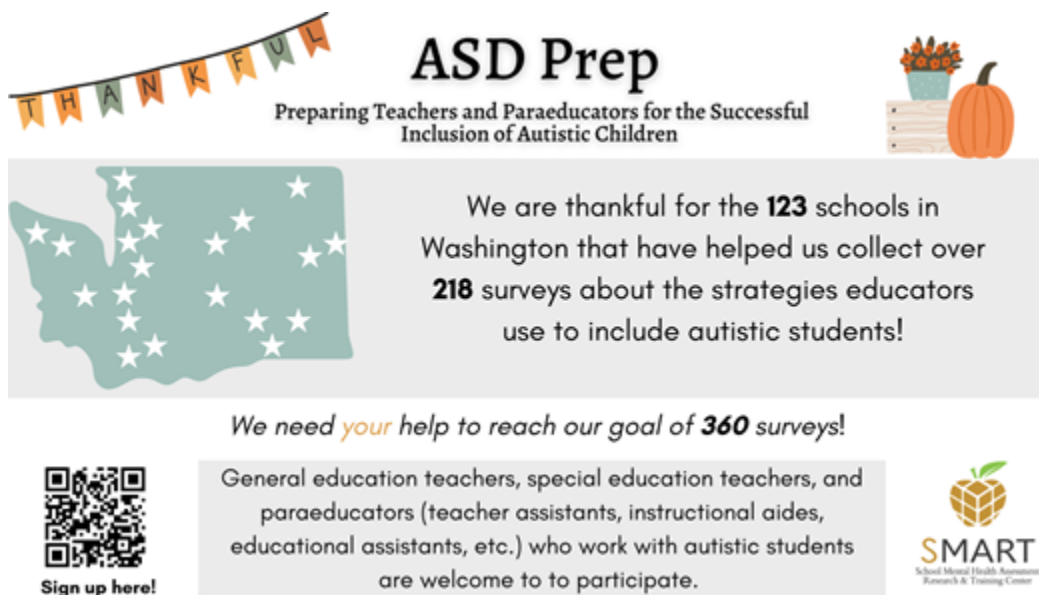
We are so thankful for the educators across Washington, that have helped us collect 218 surveys so far. In our last year of data collection, our goal is to collect 142 more surveys and we need your help!

K–5 general educators, special educators, and paraeducators who work with an autistic student are invited to participate in the study. To be eligible, the autistic student that educators work with must spend 15 minutes or more a day in a general education classroom. We are particularly interested in the perspectives of paraeducators (teacher assistants, instructional aides, educational assistants, etc.) as your unique insights add to our comprehensive understanding of the practices used with autistic students.

Participants will receive a \$60 gift card for completing our online survey (~45-60 minutes), which examines the factors that predict evidence-based practice use. Some participants will be invited to a follow-up interview (30–45 minutes) and will receive an extra \$40 gift card. You can learn more in our study flyer (attached) or on our website.

If you are eligible and interested, please complete the following [interest form](#).

Thank you very much for your consideration and support. Please email [asdprep@uw.edu](mailto:asdprep@uw.edu) with any questions or concerns.



The flyer features a 'THANKFUL' banner at the top left, the title 'ASD Prep' in a large serif font, and the subtitle 'Preparing Teachers and Paraeducators for the Successful Inclusion of Autistic Children' below it. To the right is an illustration of a pumpkin and a basket of flowers. A map of Washington with white stars is on the left side of the main text area. The main text area contains the following text: 'We are thankful for the **123** schools in Washington that have helped us collect over **218** surveys about the strategies educators use to include autistic students!' Below this is a call to action: 'We need *your* help to reach our goal of **360** surveys!' To the left of this text is a QR code with the text 'Sign up here!' below it. To the right is a box containing the text: 'General education teachers, special education teachers, and paraeducators (teacher assistants, instructional aides, educational assistants, etc.) who work with autistic students are welcome to participate.' At the bottom right is the SMART logo, which consists of a stylized orange and green fruit icon above the text 'SMART School Mental Health Assessment Research & Training Center'.

**THANKFUL**

## ASD Prep

Preparing Teachers and Paraeducators for the Successful Inclusion of Autistic Children

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**SMART**  
School Mental Health Assessment  
Research & Training Center

## Spotlighting Excellence: Celebrating the WAETAG 2023 State Award Honorees

Please visit all the WAETAG honorees [at this link](#). OSPI is particularly proud of [Jody Hess](#) who is the Program Supervisor for Advanced Placement in the Special Programs/Federal Accountability Division. Jody demonstrates leadership in the area of serving students who are twice exceptional (2e).

### Jody Hess: A Lifetime of Dedication to Gifted Education

