

Information from Our Partners

September GATE Webinar Recording: Designing Accessible Graduation Pathways for All Students

Washington's graduation pathways have changed in the last few years to provide one diploma and a variety of ways to earn it. The September GATE (Graduation: A Team Effort) webinar shares what you will need to know about graduation to keep the students at your school on track for graduation and takes a deeper look at CTE (Career and Technical Education) and ways to make it more accessible for all students. The webinar highlights course equivalencies, credit flexibility for CTE courses, and ways schools can award credits on transcripts. We will be sharing with you lesson plans that can help CTE teachers increase inclusion and differentiate learning and talk through resources OSPI has developed in the Graduation Toolkit. Watch the [Designing Accessible Graduation Pathways for All Students](#) webinar recording to learn more.

Restraint & Isolation Data: November 1 Deadline

Restraint and isolation data for the 2023–24 school year will be pulled from CEDARS after close of business November 1, 2024, to meet legislative public reporting requirements. Districts must ensure their 2023-24 restraint and isolation data is accurate in CEDARS prior to this date.

Please share this deadline with your district's CEDARS Administrator and anyone tasked with capturing and submitting restraint & isolation incidents for your district or school.

The [Revised Code of Washington \(RCW\) 28A.600.485](#) requires school districts to annually submit data on the restraint and isolation of students to the Office of Superintendent of Public Instruction (OSPI). Districts are required to capture all incidents of restraint and isolation in their student information system (SIS) and include these incidents in their [CEDARS](#) submissions in Restraint & Isolation File (S).

To review data for your district, access CEDARS>Reports>All Records Loaded, select the 2023–24 school year and File S – Restraint and Isolation. The report will provide a detailed list of all restraint and isolation student records submitted for the selected school year.

If your district has zero restraint or isolation incidents to report, then you will submit zero records in CEDARS File S. Other than submitting your district's restraint and isolation data through CEDARS, no additional actions are necessary.

Questions regarding restraint and isolation data reporting can be directed to Ross Boylan at ross.boylan@k12.wa.us. Questions regarding CEDARS can be directed to OSPI Student Information at AskSI@k12.wa.us.



Introducing Reducing Restraint and Eliminating Isolation (RREI) Districts and Demonstration Sites



Announcing

Reducing Restraint and Eliminating Isolation (RREI) Demonstration Sites

- 6 WASHINGTON DISTRICTS
- 10 PARTICIPATING SCHOOLS

[REQUEST A VISIT HERE!](#)

These districts will highlight inclusionary practices of general elements of effective positive behavior support.

In a statewide effort to continue to reducing restraint and eliminating isolation (RREI), in partnership with OSPI and UW Haring Center, we are pleased to announce [6 new RREI districts](#) which include 10 RREI demonstration sites. These districts will highlight the inclusionary practices of [general elements of effective positive behavior support](#). Please check back in October for artifacts and to [request a visit](#).

Launching Fall 2024:

- Auburn School District
- Bainbridge Island School District
- Spokane School District

Launching Winter 2025:

- Centralia School District
- Mukilteo School District
- Seattle School District – Gatewood Elementary

Washington Sensory Disabilities Services and New CEDARS Reporting Questions

To collect more accurate data to better serve students with sensory disabilities, and in alignment with the requirements of RCW 72.40.060/070, Washington Sensory Disabilities Services (WSDS) has asked OSPI to require additional information from districts on their monthly counts. Data would indicate that along with a primary disability, a student may also have a sensory disability. Currently, many students are categorized on the monthly P223H as intellectual disability (ID),

multiple disability (MD), or other health impairment (OHI), but are also known to have a sensory disability (e.g., blind/low vision aka “visual impairment”, deaf/hard-of-hearing, and/or deafblind). Generally, the student’s IEP will include services (e.g. specially designed instruction, consult/indirect, related service, and/or supplementary aides and services, etc.) from one or more specialist service providers aligned with their type(s) of sensory disability. This includes, but is not limited to: teacher of the visually impaired (TVI), teacher of blind and low vision learners (TBLVL), teacher of students who are blind or have low vision (TSBLV), certified orientation and mobility specialist (COMS), teacher of the deaf (TOD), teacher of the deaf/hard-of-hearing (TODHH), teacher of students who are deafblind, deafblind intervener, etc.

In the past, this information was not captured. For example, the Federal Deaf/Blind census indicates Washington State has 275 Deafblind students (+/-) while the data from OSPI shows only 12 students (+/-) in this category. The discrepancies in our numbers for students in the categories of Visual Impairments, Deafness, and Hearing Impairments are also significant. The information noted above applies to students served under the Individuals with Disabilities Education Act (IDEA).

Students identified as having a disability that impacts one or more major life activities of *seeing and/or hearing* and are provided accommodations through a 504 plan should also be noted as a student with a sensory disability in CEDARS. These students are served under Section 504 of the Rehabilitation Act of 1973.

Washington Sensory Disabilities Services (WSDS), Washington State School for the Blind (WSSB), and Washington Center for Deaf and Hard of Hearing Youth (CDHY) recognize this requirement is new to districts and will result in questions and a need for further clarification. We are working together to develop guidance and provide clarification to assist districts.

The following sections of the Revised Code of Washington (RCW) have been in effect for years and are the impetus for the additional information being requested in CEDARS.

RCW [72.40.060](#)

Duty of school districts. It shall be the duty of all school districts in the state, to report to their respective educational service districts the names of all visually or hearing impaired youth residing within their respective school districts who are between the ages of three and twenty-one years.

RCW [72.40.070](#)

Duty of educational service districts. It shall be the duty of each educational service district to make a full and specific report of visually impaired or deaf or hard of hearing youth to the superintendent of the school for the blind or the director of the Washington Center for Deaf and Hard of Hearing Youth, or the director's designee, as the case may be and the Superintendent of Public Instruction, annually. The Superintendent of Public Instruction shall report about the deaf

or hard of hearing or visually impaired youth to the School for the Blind and the Washington Center for Deaf and Hard of Hearing youth, as the case may be, annually.

Department of Health Safety Resource: Safety Study Hall

The Washington State Department of Health launched the [Safety Study Hall](#) website; a place for schools, students, and families to learn more about safety topics. The all-new website offers prevention strategies, answers to common questions, and highlights resources related to substance use and the safe storage of prescription and over-the-counter medications, firearms, and ammunition outlined by the Washington State Legislature in [HB 1230](#).

The Great Washington ShakeOut is October 17, 2024

This year's International ShakeOut Day is October 17 at 10:17 a.m., when millions of people worldwide will participate in [earthquake](#) drills at work, school, or home. [The Great Washington ShakeOut - Get Ready!](#) website has information on how to Drop! Cover! and Hold! including information for people with wheelchairs.

What else should you do?

- Have a plan for your family and pets.
- Prepare an earthquake kit for home, work, and car.

For more information on preparedness see: [Disaster Ready Washington Preparedness](#).

Council for Exceptional Children State of the Profession Survey

The Council for Exceptional Children (CEC), under the direction of Past Presidents Drs. Mary Lynn Boscardin and Jennifer Lesh, are conducting an important survey on the state of the special education profession and the students we serve. As a valued member of the education community, your insights and experiences are crucial to our understanding and improvement of the field.

We invite you to participate in this survey to share your perspectives on the current challenges and opportunities we face supporting students with disabilities. Your feedback will play a significant role in shaping future policies and practices that support educators and students with disabilities.

The survey has been approved by the [Lynn University Institutional Review Board \(IRB\)](#) and your responses will be anonymous. At the end of the survey, you have the opportunity to enter a drawing for a \$50.00 gift card to the Council for Exceptional Children Bookstore.

Please consider taking this survey and sharing it with all of your colleagues in education. To access the survey, click [here](#).

Center for Change in Transition Services Updates

Deadline approaching: Post-School Survey

[The Center for Change in Transition Services \(CCTS\)](#) offers technical support to school districts conducting the annual Post-School Survey. This notice is a reminder that the survey closes on November 1st at 11:59 p.m. By that time, school districts must:

- [Verify Leaver Survey Lists](#) for all schools in the [TSF2 data collection platform](#), even if the school has zero leavers.
- Submit all leaver surveys as 100% complete.

If you have questions about completing the survey, please visit the [Survey Guidance for Educators page on the CCTS website](#) or email ccts@seattleu.edu.

Now available: Meaningful Inclusion of Students with Intellectual and Developmental Disabilities (IDD) in Career and Technical Education (CTE)

CCTS's free self-paced training course, [Partnerships for Inclusion: Special Education and CTE](#), includes a new module that focuses on supporting students with IDD in CTE courses. It addresses the importance of inclusion for students with IDD, strategies to support inclusion, and recommendations for evaluating inclusionary practices.

Visit the [Secondary Transition Training page on the CCTS website](#) for details about this training and other CCTS training courses.