

Information from Our Partners

Save the Date: 2026 Community Summit

June 3, 2026 | 9am–7pm | Virtual

The 2026 Community Summit is an annual one-day virtual conference bringing together self-advocates, families, friends, partners, and allies to collaborate in building more inclusive communities.

Visit the [Community Summit event page](#) for more information.

Leading for Inclusion: A Transformation Convening

May 12 & August 11, Renton | May 15 & August 14, Pasco

This two-day convening, hosted by member organizations in the Inclusionary Practices Technical Assistance Network (IPTN), brings district and building leaders together to collaborate and reimagine their systems to end exclusionary practices for students eligible for special education services. State data show the students most frequently marginalized in Washington schools are Black students with disabilities and students with intellectual and developmental disabilities. Participants will confront exclusionary patterns, redesign inherited systems, and leave with concrete strategies and a clear action plan to build inclusion into the structure of their schools.

Visit the [event page](#) or download the [flyer](#) for more information.

Disability Accommodations Card (Printable Resource)

Disability Rights California has created a simple card you can print and fill out to share the accommodations you need in everyday situations, like medical appointments, school, work, or community services. The card also includes basic information about your rights to reasonable accommodations.

[Download and print the card.](#)

Northwest Access Fund Webinar Series: Financial How-To's for People with Disabilities

Bring your questions! Each class is generally held every 2-3 weeks and led by a financial coach. These classes provide financial education designed to meet the unique needs of people with disabilities. Get tips and strategies on a variety of financial topics and leave with a clear idea of the next steps to take to help you reach your goals.



ASL interpretation is available for these classes upon request. Spoken language interpretation is not available for these classes. If you need spoken language interpretation, please schedule a free one-on-one session and request interpretation services.

To register, visit the [Northwest Access Fund website](#).

WA-AIM Testing Window Closing May 1

The WA-AIM testing window will close at 5:00pm on May 1. All testing tasks, including entering student performance data, must be completed before 5:00 pm on May 1. The testing window will not be re-opened to allow data entry. Please make sure teachers enter data well before May 1 at 5:00 pm. OSPI recommends that districts establish a date about a week prior to the end of the test window to have all data entered.

In addition, this year DRC has updated some apps and made some other changes that have had unforeseen impacts on users and students. To ensure everything is operating smoothly at the end of the window, please make sure all TAs can log into DRC INSIGHT. Once they are in, they should confirm that they have access to the students they need to test in the Registration application. Pay particular attention to students who will be taking the Engagement Rubric. There has been an issue with these students getting connected to the correct forms. If these students' records are bringing up regular WA-AIM forms instead of Engagement Rubric forms, please contact [DRC Helpdesk](#) to get this resolved. This is an issue that must be resolved for each student on the Engagement Rubric who is not able to register for the correct forms, so waiting until the last week of the window may not be possible.

Empowering Students to Access Health Care in Adulthood

Youth have reported being unprepared for independence with their health care as they mature into adulthood. Navigating insurance, billing, and accessing health care is complex and can be overwhelming. Talk to your teens and help them prepare to take responsibility for their own care. These resources can help.

Youth with chronic health conditions and special health care needs require additional support and resources to transition from pediatric to adult care and services. A report from the Department of Health (DOH) Children and Youth with Special Health Care Needs program highlights the challenges that families and youth face in transitioning into adult care. Access to information about services and navigating fragmented systems are two key challenges. The [DOH Children and Youth with Special Healthcare Needs Care Coordination Toolkit](#) is a valuable resource for education and health professionals who work with families. Ensuring that families know about and are empowered to connect with community resources and advocacy groups can greatly help youth avoid gaps in needed care. Involving the school nurse in discussions around transition services and goals for successfully shifting to adult health care may be helpful in assisting students and families to connect with needed resources.

Resources

How to access health insurance as a young adult when you don't have a steady job or your job does not provide benefits: [Health coverage for teens and young adults](#).

Health Care for Minors: Know your Rights [Health care for minors | Washington Law Help](#).

For more great information and resources, see [Teen Health Hub WA | Washington State Department of Health](#).

Recommended Article: Twice Exceptional, Thrice Ignored? Behavioral and Academic Support for Gifted and Talented Emergent Bilinguals with Disabilities

"Twice Exceptional, Thrice Ignored?" shines a powerful light on the experiences of gifted and talented emergent bilingual students with disabilities—and the systemic gaps that often leave them underserved. Through a compelling real-world case, the authors explore how biased identification practices and unmet academic, linguistic, and special education needs can lead to student disengagement and behavioral challenges. Grounded in culturally responsive school leadership, this article offers practical insights for educators and leaders committed to creating more inclusive, equitable learning environments. Read the full article by visiting the [Journal of Cases in Leadership](#).