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Upcoming 2024 SICC Meeting Dates

- **July 17 Combined PIE-SICC Meeting | Colville WA**
- **October 16 | Virtual**



Washington State Department of
CHILDREN, YOUTH & FAMILIES

State Interagency Coordinating Council (SICC) | Virtual Meeting

Date: Wednesday, Apr 17, 2024

Time: 9 a.m. – 3 p.m.

Role & Purpose

In order to carry out its mission, the Council shall advise and assist the State Lead Agency, and the other participating state agencies, on a broad range of policy and coordination issues. The SICC will promote an appreciation for the needs of children that have or are at risk for developmental delays or disabilities and will gain an understanding of the services required to address those needs.

Group Agreements

- State your name each time you speak,
- Speak slowly– this helps our note-taker and interpreters,
- Avoid using acronyms and jargon,
- Be patient with one another as we practice Robert’s Rules of Order,
- Teams Do’s and Don’ts (Will),
- For Technical Assistance, please text Will Moncrease, Jr. at 564-999-0449
will.moncrease@dcyf.wa.gov.

Agenda

Native Land Acknowledgement

9 a.m. - 9:30 a.m. | Welcome & Introductions | SICC Chair Danna Summers

Welcome members, review and approve previous meeting minutes and today’s agenda.

9:30 a.m. – 9:50 a.m. | Parent Stories: (Parent Speakers TBA)

Families will share their experience with receiving ESIT services during the COVID-19 pandemic with the council. Members will have an opportunity to ask questions and gain additional insights.

9:50 a.m. – 10:00 a.m. | SICC Member Spotlight: Michelle LaMotte | Co-Owner, Pediatric Occupational Therapist at Stepping Stones Pediatric Therapy, PLLC

10:00 a.m. – 10:10 a.m. | Break

10:10 a.m. -11:30 | What I wish our Early Supports Team had known about robust high-tech AAC

Cass Griffin Bennett is an autistic and ADHD self-advocate. She is a parent of multiple autistic children, including a young multimodal communicator. She knows firsthand that AAC can change lives. Cass started her youngest child on robust high-tech AAC at age 2. She stepped into the Outreach Coordinator role because she wishes she had known about NWACS when first

embarking on this AAC quest. She hopes that sharing her family's Toddler AAC experience will decrease gatekeeping. Cass wants to empower parents to take an active role in their child's AAC journey.

Cass is passionate about early access to robust high-tech AAC, collaborative problem-solving, equity, neurodiversity, and inclusion. Her guiding goal in parenting is to raise her children to be their own best self-advocates. Cass has a career background in professional services business development and a degree in Psychology.

11:30 a.m. – 11:40 a.m. | Break

11:40 a.m. – 12:20 p.m. | PAVE, Yasmeen Butler, Dee Bosworth & Minah West

Learn about [PAVE](#) services, supports and trainings for family, youth groups and programs.

PAVE Team Bios

Dee Bosworth (she/her) is a dedicated military spouse and the mother of a twice-exceptional child with Autism Spectrum Disorder (ASD) and Attention Deficit Hyperactive Disorder (ADHD). Her personal experience and passion for supporting military families led her to join STOMP (Specialized Training of Military Parents) at PAVE, where she now serves as the Assistant Program Director. In this role, Dee develops and delivers comprehensive training that promotes military cultural competence and equitable access to support through state, federal, and community-based programs. In addition to her work with STOMP, Dee serves as the PAVE Helpline Coordinator, connecting individuals with disabilities, their families, and professionals with essential support and resources.

Dee is deeply involved in her community and state as a NAMI Homefront Teacher and State Trainer, a graduate of Florida Partners in Policymaking, and a Community Leader for American Military Families Autism Support. She has also served on local educational and policy advocacy boards fostering meaningful community participation for individuals with developmental and intellectual disabilities and improving access to care for persons living with mental illness. Dee earned a Bachelor of Arts in Political Science, focusing on Legal Studies, and a Paralegal Certificate from California State University, Chico.

Minah West (she/her) has professionally worked in early childhood development for over 29 years in teaching families & children (aged birth to five), coaching for parents/caregivers and early learning professionals, training in Universal Developmental Screening (UDS), child development program creation, and facilitation of parent education programs. She is dedicated to family support services for underserved and marginalized communities, with an emphasis on Black and African American families in King and Pierce counties, with and without disabilities. At PAVE, Minah serves as the Pierce Parent to Parent(P2P) Coordinator where she delivers support services to parents and caregivers of children with a developmental disability and/or

special healthcare needs. As the P2P Coordinator, she provides community education, emotional support groups, trainings, and opportunities for parents/caregivers and self-advocates to connect with local resources.

In addition to her role at PAVE, Minah created the ICCFS 1..2..3 Jump Kindergarten Readiness Program generously funded by Best Starts for Kids. This program helps parents successfully transition their 3–5-year-olds into kindergarten by providing early intervention and school readiness home visiting services to underserved Black/African American and Spanish speaking families, with and without disabilities. Minah holds a M.Ed. degree in Curriculum and Instruction- Early Childhood Education and is mother to four outstanding children, two with autism, sensory processing disorder, and ADHD.

12:20 p.m. - 12:30p.m. | Public Comment

This time is set aside for the audience to state comments and share feedback on the SICC meeting overall. If the individual providing comment would like their comment to be included in the meeting minutes, they must provide a written summary to Community Collaboration Coordinator, E Renae` Antalan erenae.antalan@dcyf.wa.gov

12:30 p.m. -1:00 p.m. | Lunch

1:00 p.m. - 1:50 p.m. Committee Updates | Agency Updates

This is an opportunity for SICC state agency representatives to share insights, request advice/assistance from the council, and make announcements of upcoming events/activities.

1:50 p.m. – 2:00 p.m. Break

2:00 p.m. – 2:40 p.m. | Legislative Update & Celebration| Stephanie Budrus

2:40– 2:45 p.m. | Public Comments

This time is set aside for the audience to state comments and share feedback on the SICC meeting overall. If the individual providing comment would like their comment to be included in the meeting minutes, they must provide a written summary to Community Collaboration Coordinator, E Renae` Antalan erenae.antalan@dcyf.wa.gov.

2:45-3:00 p.m. | Evaluation & Wrap Up | SICC Chair Danna Summers

Council Members will have an opportunity to share their input on the day and make recommendations for future meeting topics.

Next SICC Meeting:

Wednesday, July 17, 2024, | In-Person Colville, WA



Dept. of Children, Youth & Families

Early Support for Infants & Toddlers (ESIT) Program

State Interagency Coordinating Council (SICC) | Virtual Meeting

Date: Wednesday, February 21, 2024

Time: 9 a.m. – 2:44 p.m.

Draft Meeting Minutes

9 - 9:22 a.m. | Welcome, Land Acknowledgement & Introductions | SICC Chair, Danna Summers

- ✚ The first 3 minutes were reserved to let members and attendees join the meeting.
- ✚ **Meeting Role & Purpose** statement and meeting agreements reviewed by SICC Chair, Danna Summers.
- ✚ SICC Chair, Danna Summers, gave her visual description and welcomed meeting attendees.
- ✚ Will Moncrease, Jr., ESIT Partnership & Collaboration Manager, shared his visual description and the *Zoom Meeting Dos and Don'ts and Keyboard Shortcuts*.
- ✚ Valerie Arnold, ESIT State Administrator, welcomed everyone and gave her physical description.
- ✚ Brian Frisina, Tribal Program Consultant, held a moment of respect leading a meaningful Land Acknowledgment.
 - [Native Land](#) is an app to help map Indigenous territories, treaties, and languages.
 - [The Office of Native Education \(ONE\)](#) aids school districts in meeting the educational needs of American Indian and Alaskan Native (AI/AN) students.
- ✚ **Motion:** Mary Cline Stively moved to approve the *February 21 agenda*, the previous *October 2023* and *January 2024 meeting minutes*, Shellea Quillen seconded. The motion was approved unanimously.
- ✚ SICC Chair, Danna Summers, conducted SICC member roll call. SICC members each gave land acknowledgements, physical descriptions and brief introductions.

9:22 - 9:44 a.m. | Parent Stories: ESIT Services & PIE Cohort 6 Introduction

Vanessa Allen, ESIT Family Engagement Coordinator, introduced parent and PIE member, LoAn Nguyen. LoAn highlighted an important perspective that many Vietnamese families in the United States have a history of mistrust toward the US government, and then shared her journey of how that trust was built as she and her family were introduced to services for her son. LoAnn detailed their experience with Birth to Three early support services, occupational therapy, drop-in services, and the home visit program.



- ✚ **Question:** Thoughts and suggestions about improving services?
- ✚ **Recommendations:** Upon reflecting, LoAn was unsure how she got referred. She does remember that the *drop-in play time program* was helpful; there were stories and snacks, and her son benefited from learning routines. More spaces like this can help promote Birth to Three programs exist. A flyer is not enough. It's important to communicate with providers to share the play sessions as a resource for families. When realizing your child needs services, it's not that easy for families to access those services, even with *Child Find*. It's even more difficult for families with who may not speak English as a first language, and those with limited language skills. Verbally sharing about play group resources with community spaces, religious, community centers, for example, where Somalian and Spanish-speaking families spend time, is more effective to spread the word, versus a flyer that will get overlooked.



9:44 – 10:03 a.m. | Early Childhood Transition Parental Opt-Out Policy | Tammy McCauley, ESIT Accountability & Quality Improvement Manager

Tammy McCauley, ESIT Accountability & Quality Improvement Manager, gave a brief introduction, physical description, and updated the SICC council on the status of the development of the new Parental Opt-Out Policy. The policy was created in response to requests made by families. Over the last several years, many families have asked to have the option to decline having their child's name, birthday, parent name, and contact information shared with the public school district, when their child may be potentially eligible for special education preschool services under Part B of IDEA. Family Resources Coordinators shared these requests, and the ESIT State Leadership Office responded. Members had the opportunity to ask questions and share input on key elements of the Communication Plan.

Questions

-  If a parent opts out, it may not happen in a timely manner. Would that supersede the state's timeline for referral and evaluation?
-  Any insight why families are opting out?

[Parental Opt-Out Policy: For Those Children Potentially Eligible for Part B Special Education Preschool Services Presentation](#)

Send thoughts and comments to Tammy McCauley, at tammy.mccauley@dcyf.wa.gov or jessica.baffoe@dcyf.wa.gov.


10:03 – 10:13 a.m. | Break

10:13 a.m. – 11:32 a.m. | Listen and Talk: Tara Ellis, Birth to Three Program Director | Maura Berndsen, Executive Director | Spokane HOPE: Danette Driscoll, Executive Director
Understanding the Listening and Spoken Language Approach

Tara Ellis, Danette Driscoll, and Maura Berndsen, from Listen and Talk, gave brief introductions before their presentation: A Listening and Spoken Language Approach for Deaf and Hard of Hearing Children.

The purpose of this presentation was to equip Early Support for Infants and Toddlers (ESIT) professionals and families in Washington State with a better understanding of the Listening and Spoken Language (LSL) approach, a set of strategies and principles designed to help children who are Deaf or Hard of Hearing (D/HH.) This presentation explored the effects of diminished hearing sensitivity and discussed how the LSL approach can empower children and families to establish a robust language base, using the primary language spoken in their household. This presentation also offered a broad overview of Part C processes, pertinent for families who have newly discovered their child's differing hearing levels. A key point that was emphasized was the crucial role that family participation plays in cultivating a child's listening and spoken language abilities. Additionally, the presentation provided insights into two Listening and Spoken Language programs that are available within Washington State.

Council members had the opportunity to share their insights, express their gratitude for the presentation and ask additional questions:

-  Acknowledging that there are also other ways for families to explore than the listen and spoken approach.

- Other options are available to families who choose ASL.
- Listen and Talk, Spokane HOPE *educators* and FRC *educators* have the same title and very different roles. Listen and Talk, Spokane HOPE “educators” are more of “therapists” for deaf and hard of hearing kids and have more specialized training.
- Access and finding deaf mentors is a challenging issue across the state.

[A Listening and Spoken Language Approach for Deaf and Hard of Hearing Children Presentation](#)

11:32 – 11:42 a.m. | Break

11:42 a.m. – 11:54 a.m. | Overview of Federal IDEA Part C Grant Application Process | Lauren Thompson, ESIT Resource Allocations Manager

Lauren Thompson gave a brief introduction before presenting the Overview of Federal IDEA Part C Grant Application Process.

The federal IDEA Part C grant application is an annual application prepared and submitted by DCYF to the federal Office of Special Education Programs, typically due May 1. The SICC has an important role in the development of the federal grant application, specifically to advise the State Lead Agency (DCYF) in making financial and programmatic decisions that support a coordinated and effective statewide early intervention system. Council members will learn about the overall expected timelines including public posting, public commenting period, and public hearing activities.

[State Considerations for IDEA Part C Subgranting](#)

[SICC Feb 2024 Grant Overview Presentation](#)

Questions? lauren.thompson@dcyf.wa.gov.


11:54 – 11:56 p.m. | No Public Comment

11:57 – 12:28 p.m. | Lunch

12:28 – 1:06 p.m. | Committee Updates & Agency Updates

Council members shared available reports from the State Leadership Agency, Chairs of the six Sub-Committees. Chairs shared motions to recommend for Council consideration and action. Tribal partners and state agency representatives serving on the SICC were invited to share updates.

- Valerie Arnold, Early Support for Infants & Toddlers – [ESIT State Lead Agency report](#)
- Brayde Willson, Chair, Public Policy Committee – [Finance & Public Policy Joint report](#)
Motion: Brayde Wilson, Chair of the Public Policy Committee, moved to approve the distribution of *The COVID Impact Survey*, SICC Member, Michelle La Motte, seconded the motion. Approved unanimously by council members.
- Julie German-Murrey, Chair, Personnel & Training Committee – [Personnel & Training report](#)

-  **Ryan Guzman, Chair, OSPI** - Sharing the most recent February monthly updates here: [OSPI Special Education February 2024 Update \(govdelivery.com\)](#) and well as the most recent [data-specialeducation-walredatatrends2023.xlsx \(live.com\)](#).



1:06 – 1:30 p.m. | Introduction & Orientation to the OSEP Differentiated Monitoring System 2.0 | Valerie Arnold, ESIT Administrator

Valerie Arnold introduced the council members to the new federal Differentiated Monitoring System 2.0 conducted by the Office of Special Education Programs. Information included: the purpose of the review, a description of the key stages of the comprehensive process, the role of the SICC, Parent Training & Information Center, and local parents and program leaders, as well as the date recently set and confirmed for the onsite monitoring visit for DCYF.

[Introduction & Orientation to the OSEP Differentiated Monitoring System 2.0 Presentation](#)

[NCSI SAP SICC flyer](#)

1:30 - 1:40 p.m. | Agency Updates continued & Legislative Update | Allison Krutsinger/Stephanie Budrus

-  **Sheryl Fryberg, Tulalip Tribes** – No official updated to share currently, it has been a challenging transition from 2023 to 2024 and getting their feet back on the ground. Feeling the impact of lack of staffing and decrease from 14 to 12 facilities.
-  **Stephanie Budrus** – An update on [HB 1916 – 2023-24 Concerning funding for the early support for infants and toddlers program](#) (Companion Bill SB 5933) will be provided by leaders from the DCYF Office of Public Affairs. Information about the overall legislative process and annual timelines will be shared and there will be opportunities to ask questions.

[2024 Session Cutoff Calendar](#)


1:40 - 1:50 p.m. | Break

1:50 - 2:23 p.m. | Systems of Payments & Fees (SOPAF) | Tammy McCauley, Accountability & Quality Improvement Manager

Council members learned about the SOPAF Technical Work Group, a joint endeavor through the Public Policy Committee & Finance Committee, sessions held to date, and emerging recommendations for improvements. There was time to ask questions, advise and consult on next steps.

[SOPAF Revised Policy Presentation](#)

Question:

-  **How do families from Tribes access services?** Shery Fryberg, Tulalip Tribes Representative, shared the critical perspective of the Tribes, of there being a history of mistrust toward the US government, and how important it is that families receive support to build that trust, so families can access the and information and services they need.

2:23 - 2:30 p.m. | Public Comments

This time is set aside for the audience to state comments relevant to the role and purpose of the SICC and provision of early support services and share feedback on the SICC meeting overall. If the individual providing comment would like their comment to be included in the meeting minutes, they must provide a written summary to the ESIT Community Collaboration Coordinator, E Renae` Antalan, at erenae.antalana@dcyf.wa.gov.

Public Comment #1: Please publish on the DCYF website, and route copies of the agenda and companion materials to those pre-registering for the SICC meetings, as early as possible. This will help local leaders know ahead of time if additional staffers may benefit from and can be encouraged to attend planned presentations.

Public Comment #2: Please consider developing and rolling out training and technical assistance materials to help families access secondary Medicaid coverage.

2:30 p.m. – 2:44 p.m. | Evaluation & Wrap Up | SICC Chair Danna Summers

SICC Members shared their reflections for today’s meeting, and recommendations for the direction of our future work, to wrap up the meeting. Danna Summers, SICC Chair, gave closing remarks and adjourned the meeting.

Next SICC Meeting:

Wednesday, April 17, 2024 | Virtual, Teams Meeting

State Interagency Coordinating Council Committee Report

Personnel & Training Committee Report

Date: 4/11/2024

Chair/Vice Chair: Julie German-Murrey and Amy Baker

DCYF ESIT Staff Liaison: DeEtte Snyder

of Members: 15

Recruiting: No Yes

If yes, please describe type of membership recruiting: [Click or tap here to enter text.](#)

of Meetings Since Last SICC held on February 21, 2024 – we have had two meetings since February 21, 2024. Meetings were on: March 11, 2024 and April 8, 2024

Topics Covered: In March, the committee's regular meeting was replaced with participation in the Initial ESIT FRC Credential Webinar. In April, DeEtte Snyder provided an update on the Initial ESIT FRC Credential, reporting that 129 credentials have been issued so far. Adrienne O'Brien also gave a presentation on the revision process for mandatory trainings for ESIT professionals. She shared data on the feedback collected leading into the process of updating the training modules and introduced new software that allows for ongoing updates to these modules, unlike the static ones created previously.

Our next meeting is scheduled for May 13, 2024.

Committee Progress to Date:

Committee Challenges or Obstacles:

Motion(s):



Washington State Department of
CHILDREN, YOUTH & FAMILIES

Finalized Date: April 11, 2024
ESIT State Interagency Coordinating Council
Approved for submission by: Julie German-Murrey and
Amy Baker

State Interagency Coordinating Council Committee Report

Service Delivery Committee Report

Date: 4/11/2024

Chair/Vice Chair: Ryan Guzman

DCYF ESIT Staff Liaison: Laurie Thomas

of Members: 8

Recruiting: No Yes

If yes, please describe type of membership recruiting: Parent Representatives

of Meetings Since Last SICC held on INSERT Date 3

Topics Covered:

Focus Areas

- Infant-Parent Mental Health Capacity Building
- Recruitment & Retention (Focus areas; Protection from Harm & Mattering at Work)
- Effective Early Childhood Transitions
- Materials review
- Working with childcare

February: Current review of ESIT forms – Consent to Evaluate, orientation of new SDC members.

- **March:** Public Policy Request; Safety and Code of Conduct needs related to the impact of the [Plan of Safe Care](#) . Discussed specific challenges providers have experienced and framing this within the priority area of staff retention in alignment with the [Surgeon General’s Framework on Workplace Mental Health and Well-being](#); the tool being used to support staff retention.
- **April: Staff Retention Priorities;**

Focus Area #1

Protection from Harm; prioritizing safety and wellness for staff working in home and community settings.

Safety: Workplace safety means all workers are in a safe and healthful work environment, protected from physical harm, injury, illness, and death. This is done through continued efforts to minimize occupational hazards and physical workplace violence, as well as psychological harm such as bias, discrimination, emotional hostility, bullying, and harassment.

Security: Security builds on safety to include financial, and job security, given the negative effects that layoffs and job loss can have on the workers and their families.



Focus area #2

Mattering at Work; addressing salary disparities, recognizing ESIT provider agency and individual provider contributions, and elevating mission and core principles as drivers of quality services.

The SDC continues to assess the impacts of current existing and planned legislation, and will review and make recommendations for specific support strategies and a robust stakeholder engagement plan to include a range of engagement opportunities with other committees and an emphasis on promoting equity and addressing potential bias in decisions related to services in the child's natural environment.

Committee Challenges or Obstacles:

There is a need for more parent representation on this subcommittee

Motion(s): **None at this time**

Special Education Updates

April is Autism Acceptance Month

April is Autism Acceptance Month which provides another opportunity for us to acknowledge and celebrate the diverse experiences and contributions of individuals with autism. By celebrating and acknowledging neurodiversity, we can challenge stereotypes and misconceptions. This month encourages schools, districts, and the larger society to embrace the unique perspectives and strengths of individuals with autism, fostering a more inclusive and supportive environment for all. This month is just one reminder to reflect on how our schools and communities are fostering a culture of acceptance, understanding and appreciation for diverse learners. We invite you to join us in celebrating Autism Acceptance Month by participating and engaging in events and discussions aimed at promoting acceptance and inclusion.



To learn more about students with autism, visit the [OSEP Fast Facts: Children Identified With Autism \(Updated 2024\)](#).

For digital materials and resources, please visit the [CDC website](#).

Integrated MTSS Conference: Call for Proposals and Registration Open Now



WASA and OSPI are excited to announce the 2024 Integrated MTSS Conference. This year's conference, Empowering Excellence: Co-Designing Systems through Instructional Leadership, will be held on the campus of Washington State University (WSU) in Pullman, Washington from July 31– August 2.

With our theme of Empowering Excellence: Co-Designing Systems through Instructional Leadership the focus of the conference will be on best practices and approaches that address the strands listed below:

- Family, Student & Community Engagement
- Reducing Restraint & Eliminating Isolation
- Student Well-being & Mental Health
- Tiered Academic Supports

You and your school district teams will not want to miss these dynamic three days of impactful learning. We encourage prompt registration as we expect this conference to fill quickly!

Conference dates and times:

July 31, 2024 | 8:30 am–4 pm

August 1, 2024 | 8:30 am–4 pm

August 2, 2024 | 8:30 am–2 pm

Registration is \$199 per person. Up to 11 Washington state Approved Clock Hours are available (dependent on your participation in individual sessions) and are included in the registration. Register [here](#). Questions? Contact Ryan Hickerson at [Ryan Hickerson - WASA](#) or 360-489-3640 with registration questions.

Call for Proposals

Deadline: April 18, 2024

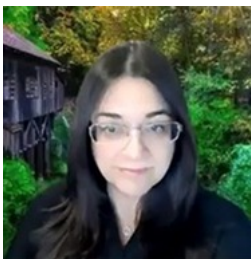
With our theme of Empowering Excellence: Co-Designing Systems through Instructional Leadership, topics of interest to the Conference Committee include best practices and approaches that address the strands listed below:

- Family, Student & Community Engagement

- Family, Student & Community Engagement
- Reducing Restraint & Eliminating Isolation
- Student Well-being & Mental Health
- Tiered Academic Supports

Click [here](#) for the presenter application and more information about the call for proposals. Contact [Amy Wright at WASA](#) with questions about the proposal process.

Reminder: Notice of Public Comment Period for Annual State Application of Federal Year 2024 of the IDEA Federal Grant



Washington state's annual application for federal IDEA funds for Federal Fiscal Year (FFY) 2024 has been posted and will be available for public review for 60 days, with a comment period of 30 days, prior to final submission to the US Department of Education (DOE) Office of Special Education Programs (OSEP) by May 31, 2024. Check out this overview video about the application process, from Dr. Tania May, OSPI Assistant Superintendent of Special Education.

- [Review the Annual State Application for FFY 2024](#)
- [Review the Annual Budget \(called the Interactive Spreadsheet\) for FFY 2024](#)
- [Review the General Education Provisions Act \(GEPA\) form for FFY 2024](#)

Two virtual/online Public Comment Hearings have been scheduled. One was already held in March, but there is still one more opportunity for Public Comment:

- Wednesday, April 17, 2024, from 9–10 am | [Zoom link](#)

All members of the public are invited to attend the Public Comment Hearings and provide verbal or written comment on the annual application for IDEA funds and the proposed budget. The Public Comment Hearings are posted to the [OSPI Rulemaking and Public Comment](#) website. Comments may also be submitted in writing to [OSPI Special Education](#) no later than May 8, 2024.

Note that each scheduled meeting has a separate Zoom link. If participants need accommodations beyond closed captioning, please contact the OSPI Special Education division at [OSPI Special Education](#) or call 360-725-0725.

Program Improvement Updates

[Click here for this month's Program Improvement updates](#) on the following topics:

- Disproportionality Workbooks due May 1 from Identified Districts
- Special Education Data, Fiscal, and Program Office Hours

Fiscal and Data Updates

[Click here for this month's Fiscal & Data updates](#) on the following topics:

- Data Reporting for Students with IEPs: End of Year Federal Special Education Data Reporting
- Excess Cost
- Safety Net Updates

Early Childhood Special Education (ECSE) Updates

[Click here for this month's ECSE updates](#) on the following topics:

- OSPI Resources to Braiding Federal and State Funds to Support Early Learning Programs
- Biden-Harris Administration Releases Resources to Support Preschool

Expansion and Early School Success

- ECSE Inclusion Champions' Featured Resources
- Reminder: ECSE Office Hours
- Key Strategies for Recruitment and Retention of Personnel Serving Young Children with Disabilities
- Transition to Kindergarten
- Professional Development Opportunities

Tips from the Special Education Division



Scheduling Annual IEP Meetings and Parent Participation

Tip of the Month!

How can school districts ensure parent participation at the annual IEP meeting?

Information from Our Partners

Click here for this month's updates from the following partners:

- 2024 Community Summit
- Professional Educators Standards Board (PESB): Teacher of the Visually Impaired Update
- Department of Health Releases Updated COVID-19 Guidance
- Webinar: Learning Standards Review Project Update

Professional Development & Conferences

[Click here for professional development opportunities and resources](#) including:

- Save the Date: Prepping for PROGRESS 2024
- Behavior Supports in Schools Conference
- Graduation Equity Webinar - Systems & Interventions for Attendance & Reengagement

Reminders!



This section includes hyperlinks to important information shared in previous monthly updates.

Inclusionary Practices Technical Assistance Network (IPTN) website is LIVE!

The IPTN recently launched its website, offering insights into its vision for improved access to rigorous instruction and enhanced postsecondary outcomes for all Washington state students. Explore our evolving [IPTN website](#) and reach out to [IPTN](#) for questions.

Special Education and Institutional Education Directory

The [Special Education and Institutional Education Directory](#) is posted on the OSPI website. The directory is updated monthly, on the first working day of every month. Submit changes to the [Special Education email](#).

Please note, that districts must update their contact information with the Special Education office to receive emails sent out from the Special Education office. Updating your district's contact information in the Special Education and Institutional Education Directory does not update your district's information in EGMS or GovDelivery.

eLearning for Educators: An OSPI Inclusionary Practices Technical Assistance Network (IPTN) Partner

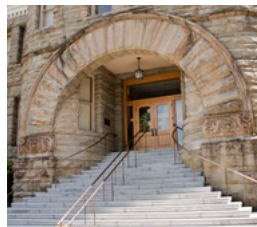
The [eLearning for Educators Project](#) offers affordable online courses in addition to no-cost mini-training modules and technical assistance trainings. Designed for busy educators, our online courses are offered asynchronously, available to all educators, and accepted by OSPI for certificate maintenance (clock hours). There are no registration deadlines. Register online via our [website](#) and you will have three months to complete the course and/or other offering. Questions? Contact us: [eLearning for Educators](#)

Got questions? Ask OSPI!

OSPI has launched a new publication that invites all Washington residents to ask OSPI questions directly and get answers publicly. Named, The Study Session, this publication is an opportunity for families and community members to engage with OSPI on all things public education. It is published once per month on the OSPI Blog. [Click to learn more about The Study Session](#), including how to submit questions.

ALL STUDENTS PREPARED FOR POST-SECONDARY PATHWAYS, CAREERS, AND CIVIC ENGAGEMENT.

Led by State Superintendent Chris Reykdal, OSPI oversees K-12 public education in Washington state. Our mission is to provide funding, resources, tools, data and technical assistance that enable educators to ensure students succeed in our public schools, are prepared to access post-secondary training and education, and are equipped to thrive in their careers and lives.



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