



SPECIAL SERVICES

Welcome to the 2019-20 School Year!

INTRODUCTIONS





REDMOND AND EASTLAKE COMMUNITY

Elementary

- Michelle Tiegs, Associate Director
- Jason Carney, Program Specialist
- Laura Anderson, Program Specialist

Secondary

- Stacey McCrath, Associate Director
- Samantha McGarry, Program Specialist

K-12

- Cindy Daniel, Para Support Specialist
- Mental Health Therapist, TBD



JUANITA AND LAKE WASHINGTON COMMUNITY

Elementary

- Debbie Wagner, Associate Director
- Analisa Weaver, Program Specialist
- Jeremy Erickson, Program Specialist

Secondary

- Paul Vine, Associate Director
- Kristal Krause, Program Specialist

K-12

- Kathy McNeil, Para Support Specialist
- Joelle Thomas, Mental Health Specialist



EARLY LEARNING COMMUNITY

Associate Director

- Kim Brenner

Program Specialist

- Jodie Jens

Head Start

- Katie Walker

Special Programs

- Staci Allen, SNAPS
- Jessica Soltani, Itinerant Services



DISTRICT TEAM

District Support

Shannon Hitch, Director
Iman Shmait, Compliance
Mary Geil, Business

Behavior Support

Patti Cromar, Autism
Specialist
Frances Jenkins and Chelsea
McAdams, BCBAs

Out of District
Placements
Katie McAllister

Professional Learning
Vickie Fitzpatrick

Assistive Technology

Taylor Phu
Elyse Reynolds

Health Services

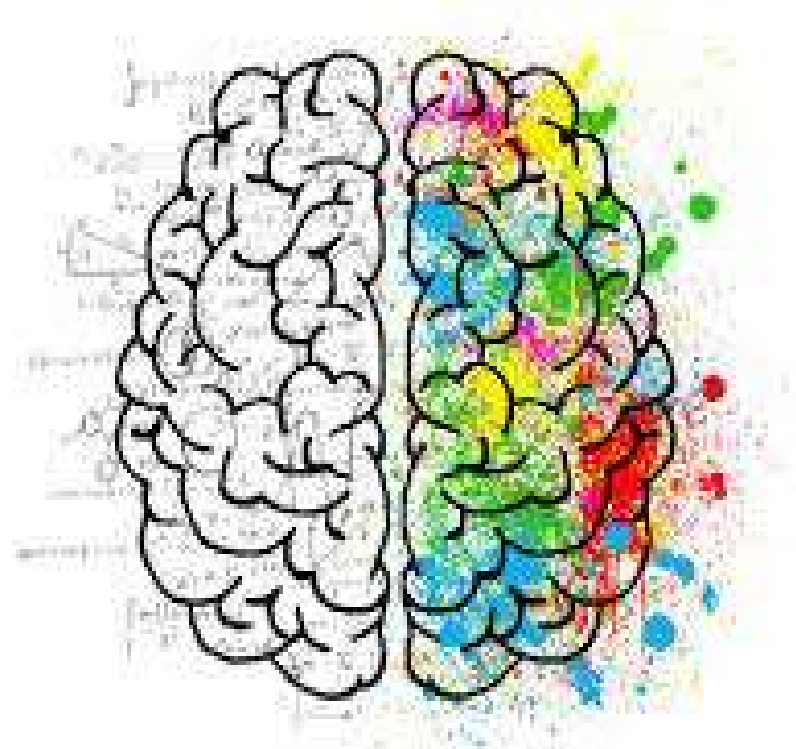
Molly Houtchens

District Mental Health Specialist

Tricia King

OUR BELIEFS

Diversity
Equity
Inclusion



<https://youtu.be/DpzncGkSqF4>



ASSET BASED MODEL OF SPECIAL EDUCATION





PRESUME COMPETENCE

Person-First Language

Age Appropriate – Examine Tone of Voice, and Topic

Look for Evidence of Understanding

Teach others how to interpret potentially confusing behavior

Provide a Seat in General Education and Access to the Seat

Identify Strengths Before Needs



STRENGTH BASED IEPs

- Spend some time learning about your student, utilize a strengths inventory, parent feedback and your own observations.
- Include the student in the IEP meeting if possible.
- Write IEP goals for positive results.
- Provide student choice based upon strengths (BAWD Model) – Build, Act, Write, Draw
- Help students set goals based upon their strengths – develop momentum
- Provide positive feedback
- Consider student grouping
- Teacher Strengths and Modeling



HIGH LEVERAGE INSTRUCTIONAL PRACTICES





PROBLEM OF PRACTICE

Mathematics

- 22.8% of Special Education Students are meeting standard in math.
- Significant disproportionality in math performance with only 5% of black students in special education meeting standard.
- Attendance: 18.82% of students in special education are chronically absent, missing more than 10% of their school year.
- How do we improve student performance?



HIGH LEVERAGE PRACTICES IN SPECIAL EDUCATION



WHAT WORKS?

According to the National Math Advisory, what key instructional practice increases the achievement of our students with disabilities in math?

Explicit Instruction

HLP 16: USE EXPLICIT INSTRUCTION

- Focus instruction on critical content
- Sequence skills logically
- Break down complex skills & strategies into smaller units
- Design organized and focused lessons
- Begin lessons with clear statement of lesson goals and your expectations
- Review prior skills and knowledge prior to instruction
- Provide step by step demonstrations
- Use clear/concise language
- Provide adequate range of examples and non examples
- Provide guided and supported practice
- Require frequent responses
- Monitor student performance closely
- Provide immediate affirmative and corrective feedback
- Deliver lessons at a brisk pace
- Help students organize knowledge
- Provide distributed, cumulative practice



5 YEAR PLAN

In Transition...





PROGRAM REVIEW RECOMMENDATIONS

Service Delivery

Co-Teaching in Secondary Schools
Transition Programs
Old Redmond Schoolhouse
Preschool
Twice Exceptional Student
Supports
Dual Qualified Students (ELL,
SpEd)
Choice School Student Supports

Curriculum & Instruction

MTSS
Progress Monitoring
Data Analysis
Dyslexia Curriculum
Assistive Technology

Professional Learning

Curriculum
General Education Staff
Dual-Qualified Students
Gen Ed and SpEd Collaboration
504 Training
Training on district policies
(dyslexia, service animals, restraint
and isolation)



PROGRAM REVIEW RECOMMENDATIONS

Resources

Staffing

Communication with Stakeholders

Policies and Procedures

Policy for Areas of Need: Service Animals, Dyslexia, Restraint and Isolation, etc.

Response to Intervention for SLD

Pre-Referral Process for ELL Students

Pre-Referral Process for Twice Exceptional

Separate Policy for 504 and Special Education

Inter-Departmental Work

Multi-Tiered Systems of Support (MTSS)

Collaboration with Transportation

Accelerated Programs

Intervention Programs

Inclusion

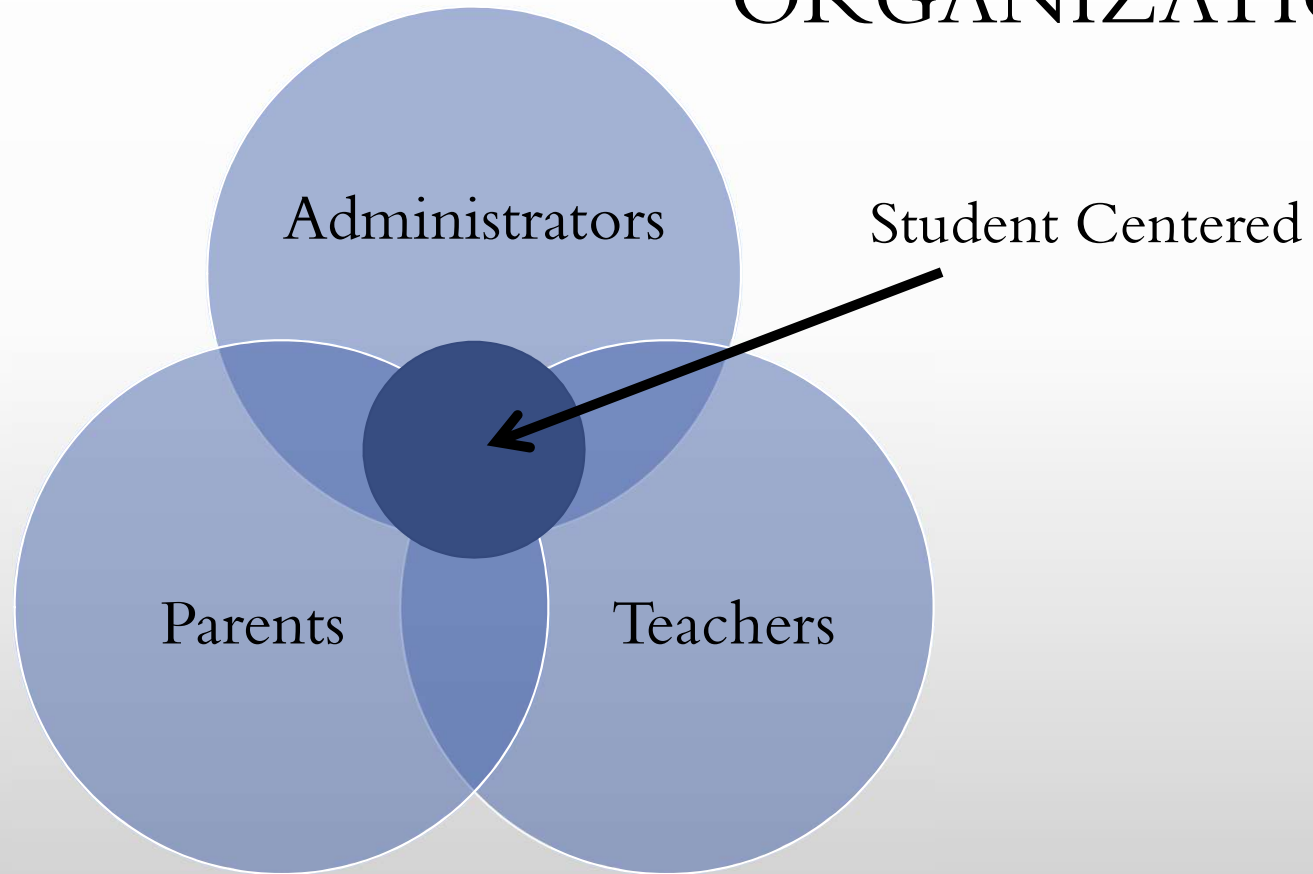


WORKING WITH FAMILIES

- Communication
- Parent Engagement
- Feedback from Parents
- Parent Education
- Community Partnerships



COLLABORATIVE ORGANIZATION





LET'S CONNECT!

Parent Education

October 29th 6:00–8:00 pm

January 22nd 11:30–1:00 pm

March 25th 7:30–9:30 am

Parent Advisory

November 20th 6:00–8:00 PM

January 29th 9:00–11:00 AM

March 31st 6:00–8:00 PM

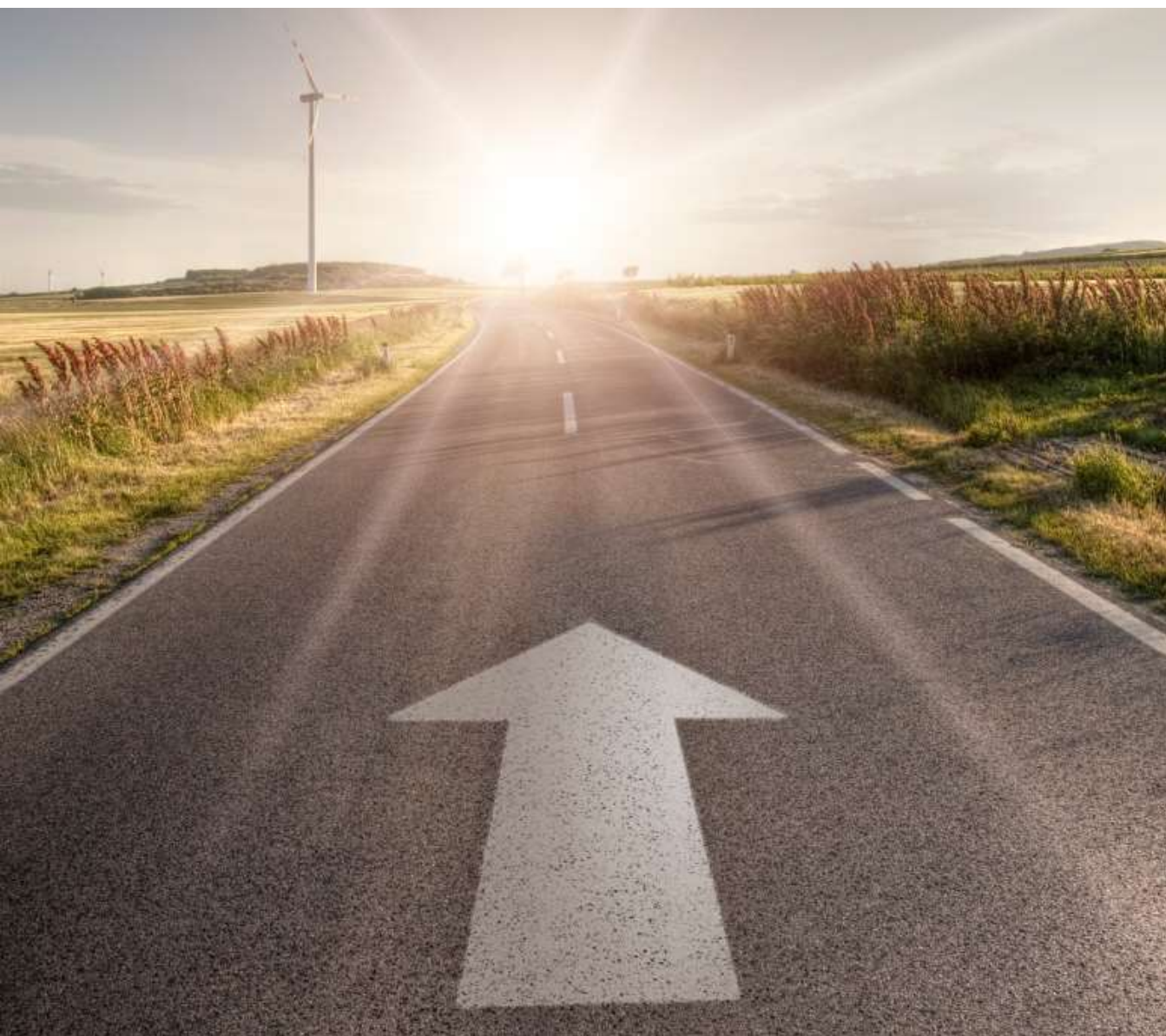
Saturday Family Inclusion Event - TBD





PARENT RESOURCES

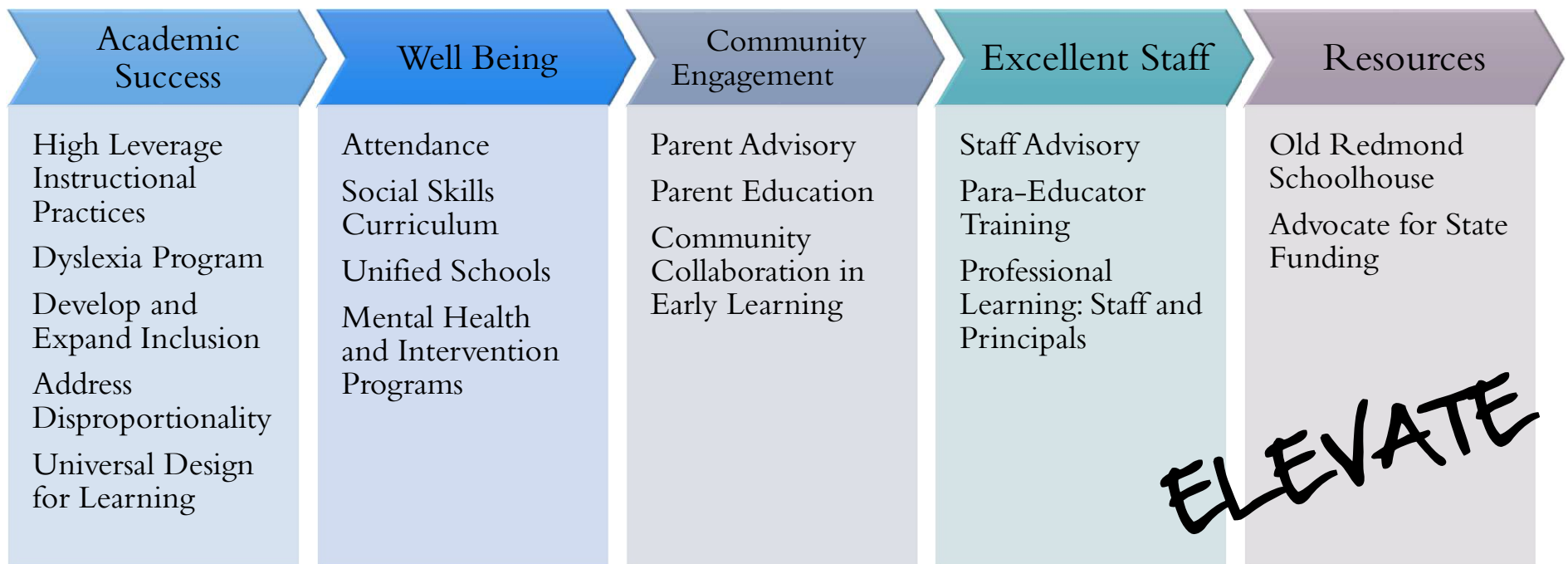
- Special Books for Special Kids Channel on YouTube (Inclusion)
- OSPI Special Education Web Page (Guidance and Information)
- Children's Hospital Mental Health Referral Line (Mental Health Resources)
 - Call [833-303-5437](tel:833-303-5437) Monday to Friday, 8 am to 5 pm.
- Informing Families, Building Trust (Resources, Education, Connection – multiple languages)



MOVING
FORWARD



Strategic Work for 2019-20





THANK YOU

