Every Student Future Ready:

- *Prepared for College*
- *Prepared for the Global Workplace*
- *Prepared for Personal Success*

Lake Washington School District

Preschool

EL-7: Academic Program
ER 2: Content Knowledge
ER 3: Interdisciplinary Skills and Attributes

Special Education

EL-7: Academic Program
ER-3: Interdisciplinary Skills and Attributes

Connecting Ends (ERs) and Means (ELs)

- **End Results** specify the results that we want for our students and what we expect them to know and be able to do

ER 1: Mission and Vision	ER 2: Content Knowledge	ER 3: Interdisciplinary Skills and Attributes
Mission Each student will graduate prepared to lead a rewarding, responsible life as a contributing member of our community and greater society. **Vision** Every Student Future Ready: • *Prepared for College* • *Prepared for the Global Workplace* • *Prepared for Personal Success*	• Literacy & Language • Mathematical & Scientific Reasoning • Social Studies • Information & Communication Technology • Culture & the Arts • Career Planning & Life Management	• Academic Thinking Skills & Strategies • Communication & Collaboration Skills • Local & Global Citizenship Skills • Personal Attributes

- **Executive Limitations** specify the strategies and methods that we use to achieve End Results

1. Global Executive Constraint
2. Emergency CEO Succession
3. Communication and Counsel to the Board
4. Annual Report and District Calendar
5. Parents and Community
6. Student Learning Environment
7. Academic Program
8. Instructional Materials Selection
9. District Staff
10. Budgeting/Financial Planning
11. Financial Administration
12. Asset Protection
13. Facilities
14. Technology

Preschool and Special Education

End Results specify what students are expected to know and be able to do

ER 2: Content Knowledge	ER 3: Interdisciplinary Skills and Attributes
• Literacy & Language • Mathematical & Scientific Reasoning • Social Studies • Information & Communication Technology • Culture & the Arts • Career Planning & Life Management	• Academic Thinking Skills & Strategies • Communication & Collaboration Skills • Local & Global Citizenship Skills • Personal Attributes

Executive Limitations specify the strategies and methods used to achieve End Results

EL 7: Academic Program

- **7.1: Develop and implement an academic program** that specifies:
  - a. academic content and technology standards that meet or exceed state and nationally-recognized model standards
  - b. curriculum aligned with and designed to enable students to meet or exceed the established standards
  - c. assessments that will adequately measure each student's progress toward achieving the standards; and
- **7.2: Develop and implement an instructional program that addresses the needs of all students** by:
  - b. providing an instructional program that addresses the different learning styles and needs of students of various backgrounds and abilities
- **7.4: Ensure that all instructional programs are regularly evaluated and modified as necessary to assure their continuing effectiveness**

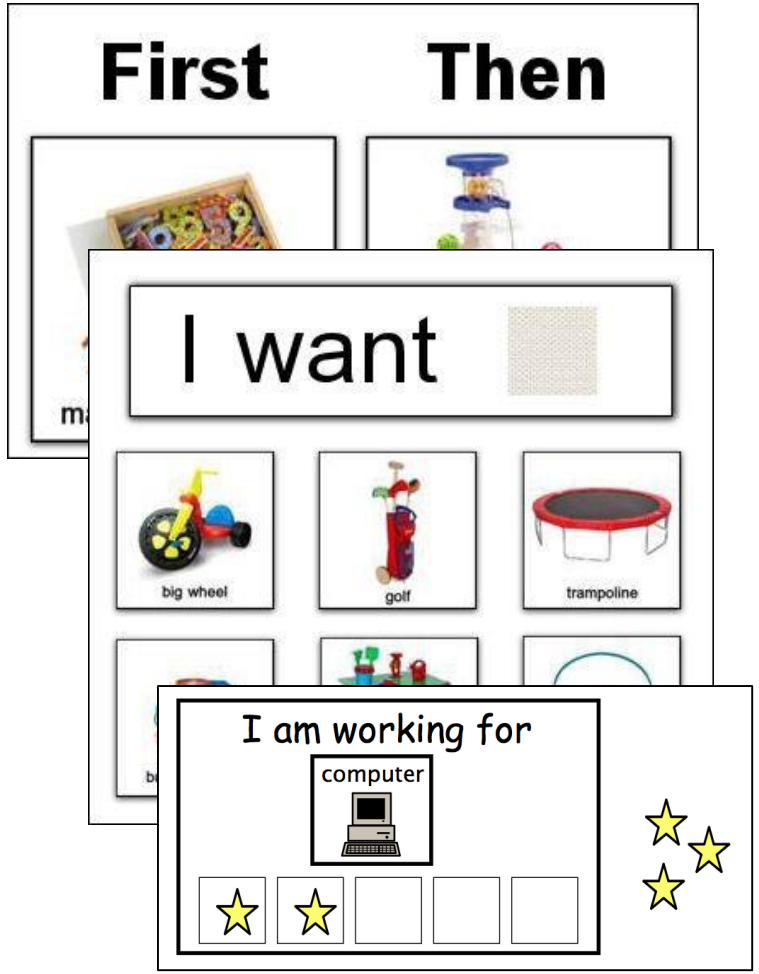
Head Start Preschool

Duration	Half-day (4) classes/ 4 Days	
Focus	• Literacy program • Vision, hearing & developmental screenings • Parent education opportunities • Health & nutrition education for children & families	
Locations	Bell and Dickinson Elementary	
Staffing Ratio	19:2 Half-day plus 1 IA/class	
Funding source	Federally funded program	
SPED Services	Push in services for students with IEP's	
Enrollment	**2016-17**	**2017-18**
	71	73
	Special Education	**Special Education**
	8	4

Ready Start Preschool

Duration	Half-day classes/4 Days	
Focus	• Literacy program • Vision, hearing & developmental screenings • Parent education opportunities • Health and nutrition education for children & families	
Locations	Bell, Carson, Dickinson, Juanita, Muir, Rush, and Sandburg Elementary	
Staffing Ratio	19:3 (General Ed & Special Ed Teacher with one para)	
Funding source	Local, Federal/State IDEA, and fee-based funded program	
SPED Services	Co-Teaching	
Enrollment	**2016-17**	**2017-18**
	236	*240*
	Special Education	**Special Education**
	102 (September 2016)	121 (Sept 2017)

Ready Start Learning Center

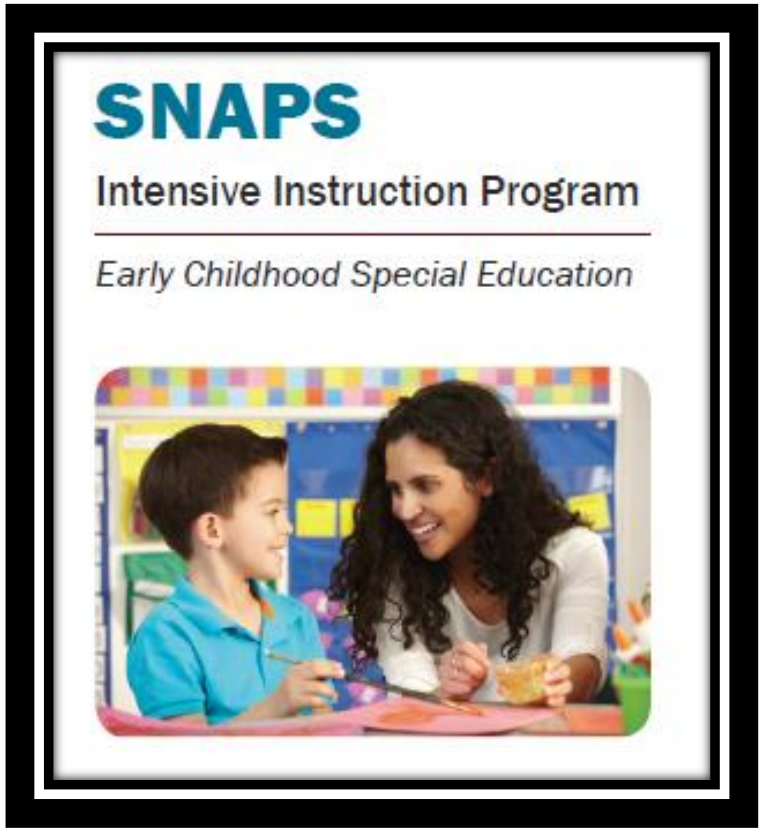


Duration	Half-day classes/4 Days	

Focus	• Individual Student IEP Goals
	• School readiness skills
	  • Being in a group
	  • Following one-step directions
	  • Transitioning between activities	

Locations	Bell, Carson, Dickinson, Juanita, Muir, Rush, and Sandburg Elementary	
Staffing Ratio	6:1 Certificated Special Education, 6:2 Paraeducator	
Funding source	Local, state and federal	
SPED Services	Direct services	
Enrollment	**2016-17**	**2017-18**
	56 (Sept. 2016)	*46 (Sept. 2017)*

Students Needing Additional Support (SNAPS)



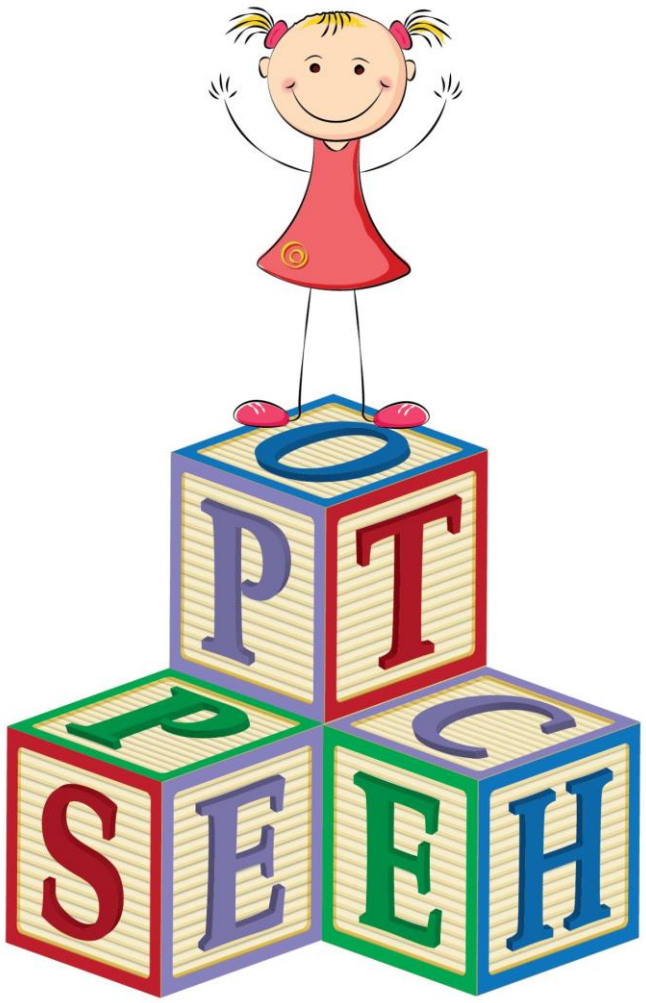
Duration	3.5 Hours/3 Days or Social Skills Group/1 Day	

Focus	• Individualized learning objectives emphasizing
	  • Functional Communication
	  • Social interactions
	  • Self-management
	  • Play skills
	  • Imitation
	  • Engagement	

Locations	Bell, Carson, Dickinson, Juanita, Muir, Rush, and Sandburg Elementary	
Staffing Ratio	2:1	
Funding source	Local, state and federal	
SPED Services	All students with Autism. Direct IEP services	
Enrollment	**2016-17**	**2017-18**
	42 (Sept. 2016)	*50 (Sept. 2017)*

Preschool Services for Students with IEP's

- Speech Language Pathology
- Occupational Therapy
- Physical Therapy
- All students qualified for IEP services
- Push-in, Pull-out, or itinerate services



Early Learning Standards and Curriculum

Language and Literacy

- Research-based
- Alphabet knowledge, early writing, and phonemic awareness.
- Vocabulary development and strengthening conversation skills.

Mathematics

- Foundation for later mathematical competence, including concepts of number, basic computation, geometry, and measurement.

Science and Social Studies

- Science and social studies content in the context of language and literacy activities and engaging, hands-on exploration.

The Arts

- Art, music, literature, movement, and more.
- Exploration, discovery, and imaginative play

Physical Development

- Large motor skills through free outdoor play and movement activities.
- Fine motor skills through hands-on activities across the content areas.

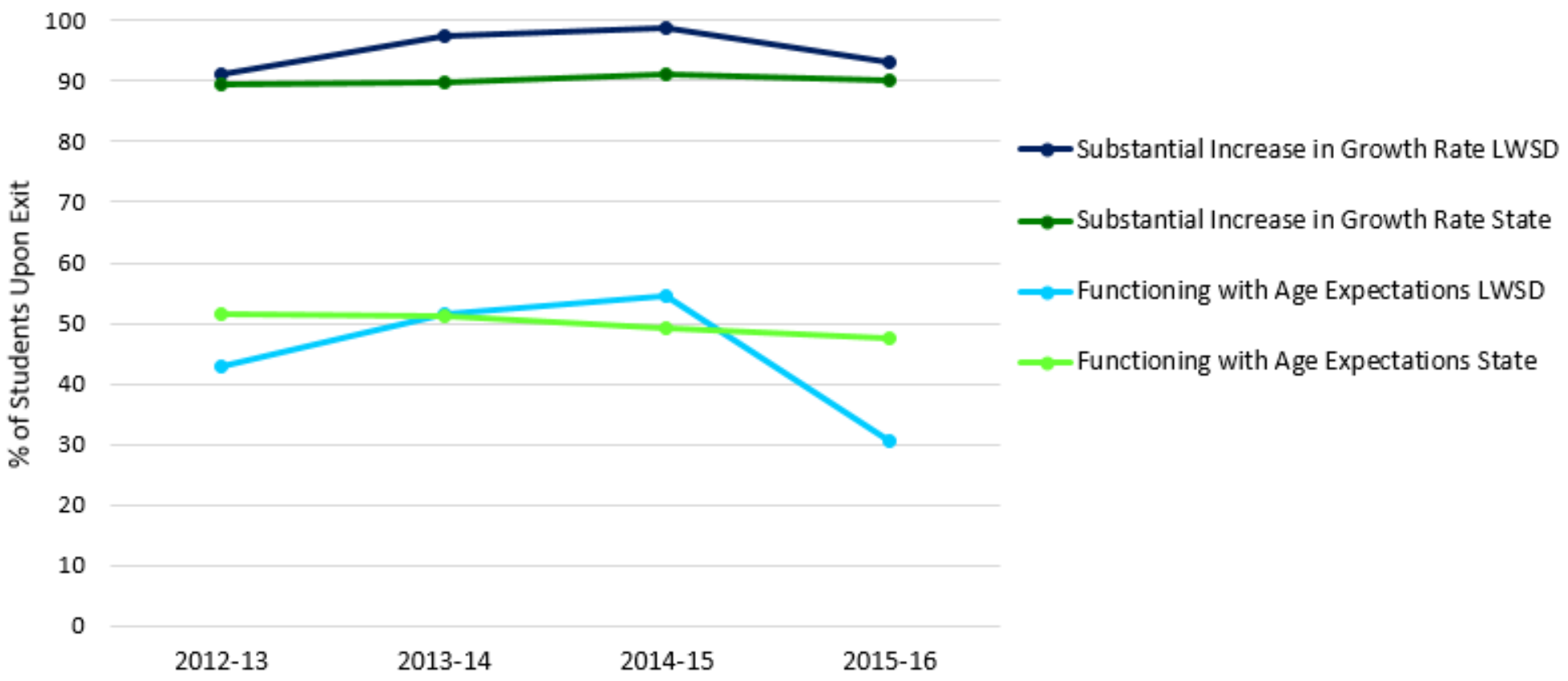
Social and Emotional Development

- Social skills practice in a variety of settings.
- Awareness of feelings, and those of others.
- Skills helpful for regulating behavior in the face of strong emotions.
- Opportunities to experience success, both through individual effort and through guided practice.

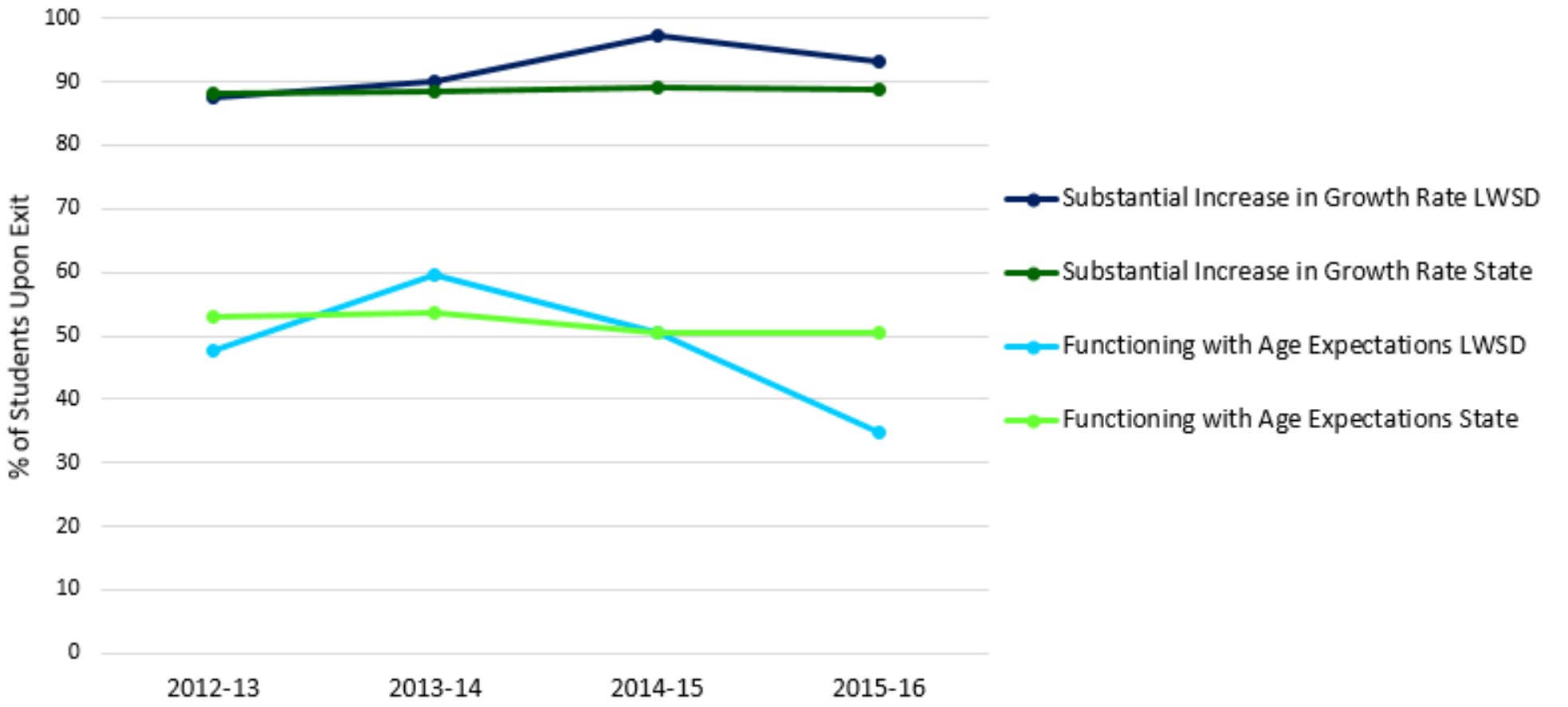
Monitoring Preschool Outcomes

Teaching Strategies Gold Assessment Head Start *(data not currently available)*	LWSD Preschool Progress Form *(data not aggregated)*	Child Outcome Summary (COS) For students with an IEP
• Social Emotional • Physical • Cognitive • Literacy • Mathematics • Science and Technology • The Arts	• Social/Emotional • School Readiness • Pre-Literacy • Pre-Math • Fine Motor • Fine Arts	• Positive social-emotional skills (including social relationships) • Use of knowledge and skills, including early language/ communication & early literacy • Use of appropriate behaviors

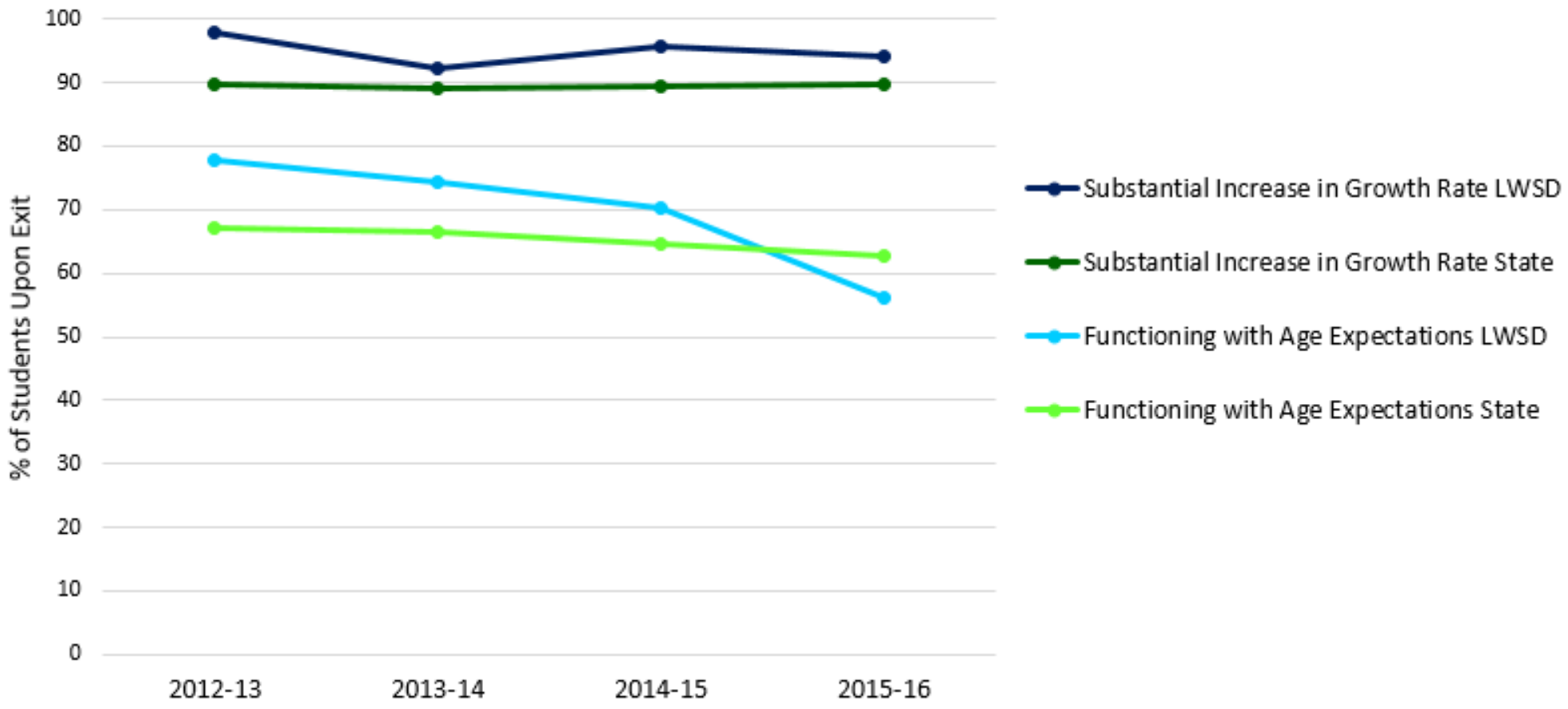
Child Outcome Summary: Positive Social-Emotional Skills



Child Outcome Summary: Acquisition & Use of Knowledge and Skills



Child Outcome Summary: Use of Appropriate Behavior



Preschool Parent Engagement

- All parents participate in twice yearly parent-teacher conferences
- All parents of children with IEPs meet at least annually to develop the child's IEP
- Parents can volunteer in preschool classrooms or with their school's PTA
- SNAPS provides parent education nights on select topics of importance to families
- Head Start has parent education programs monthly

Special Education

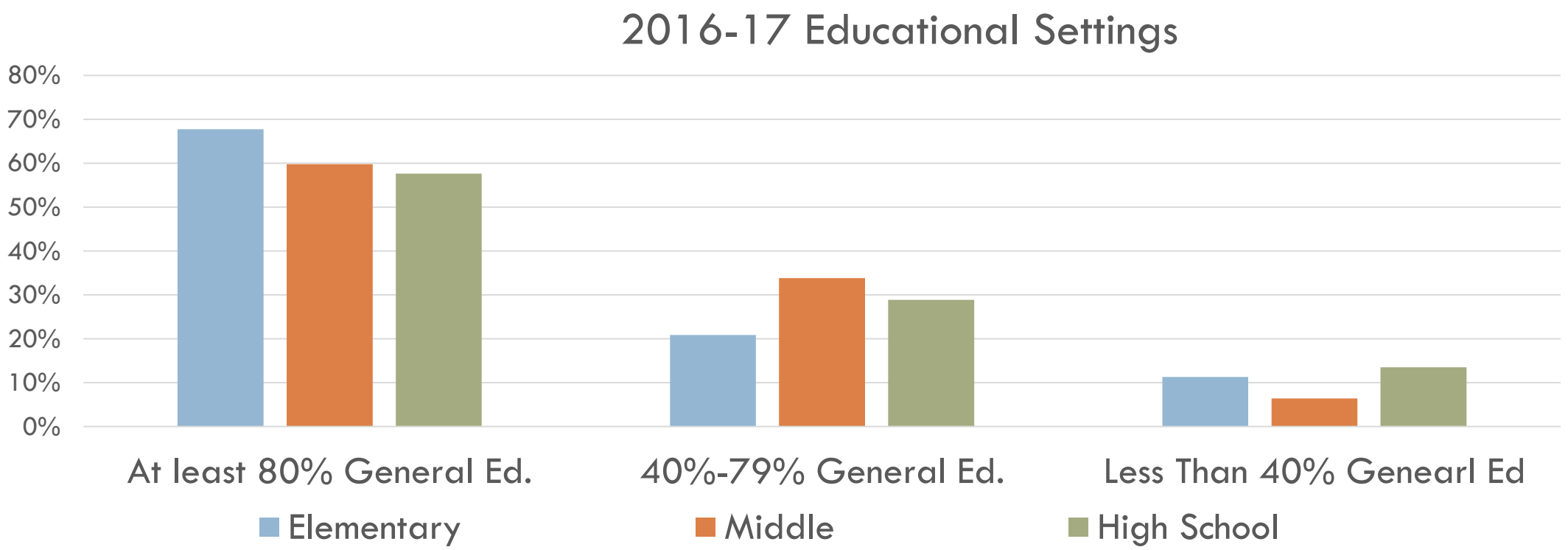
2016 Program Review Priority Areas

- Service Delivery Models
- Curriculum, Assessments and Instructional Supports
- Professional Development
- Resources
- Policy (Procedures)
- Interdepartmental Considerations
- Parent Engagement

LWSD Special Education Enrollment

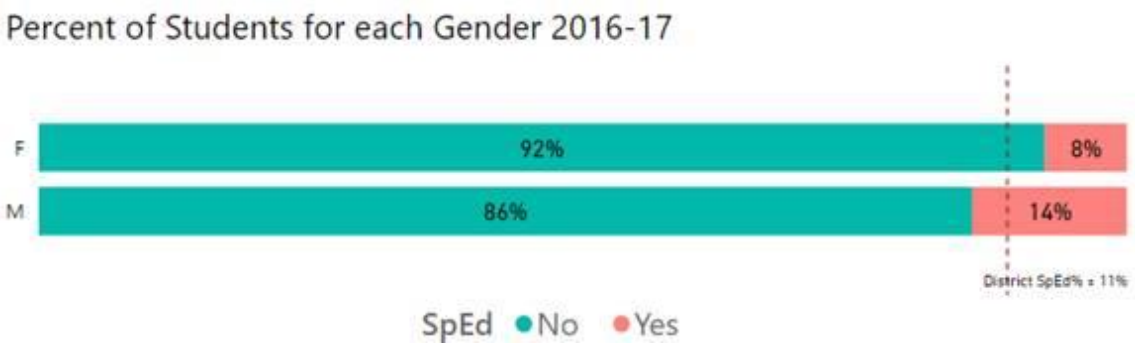
Age/Grade Span	2014-15	2015-16	2017-18
Birth-3	219	237	264
Preschool (3-5)	235	218	319
Elementary	1277	1306	1471
Secondary	1621	1625	1523
18-21	31	28	33
Total	**3383**	**3414**	**3610**

Educational Settings

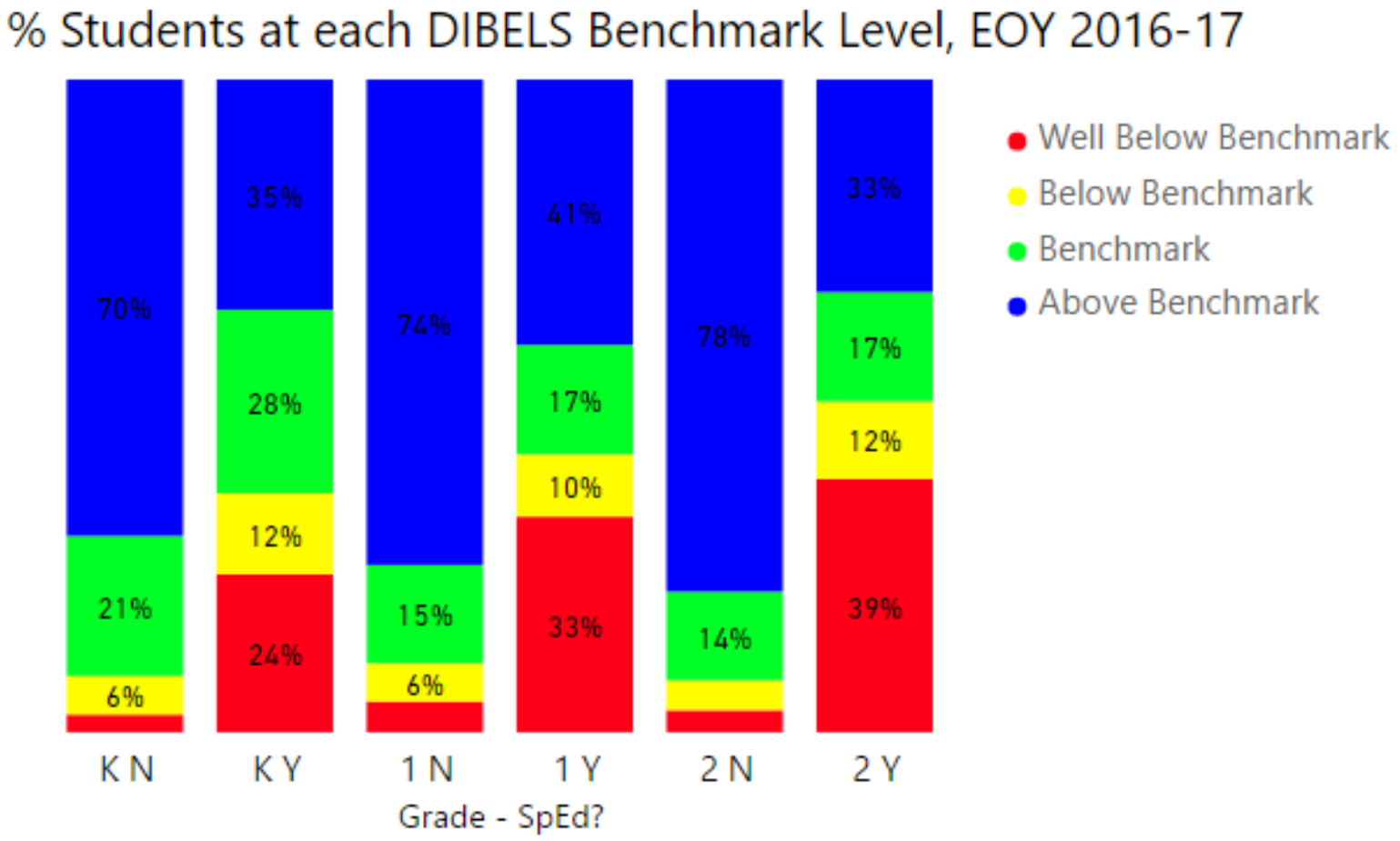


	At least 80% General Ed.	40%-79% General Ed.	Less Than 40% General Ed
Elementary	68%	21%	11%
Middle	60%	34%	6%
High School	58%	29%	14%

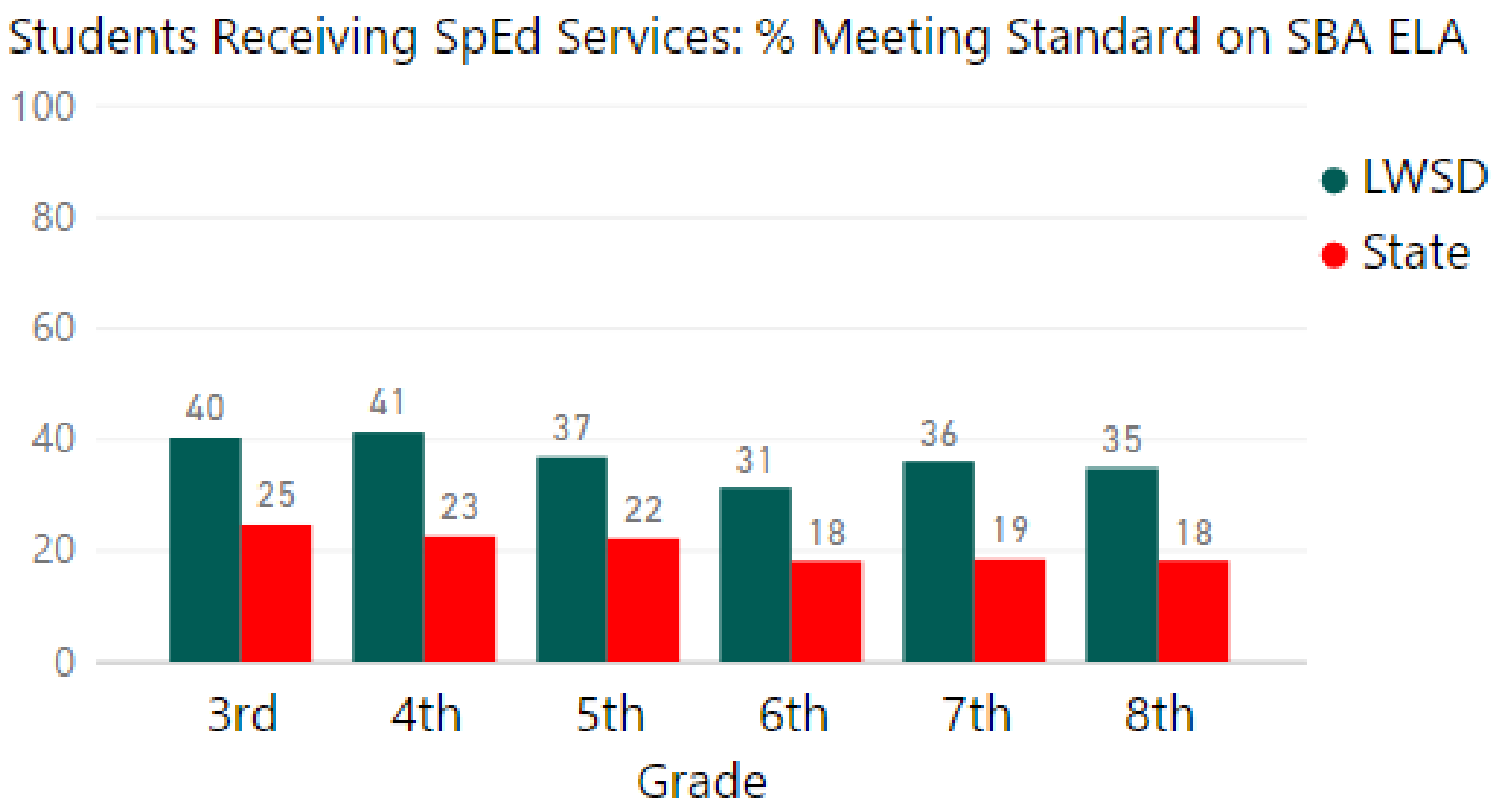
LWSD Special Education Program: Demographics



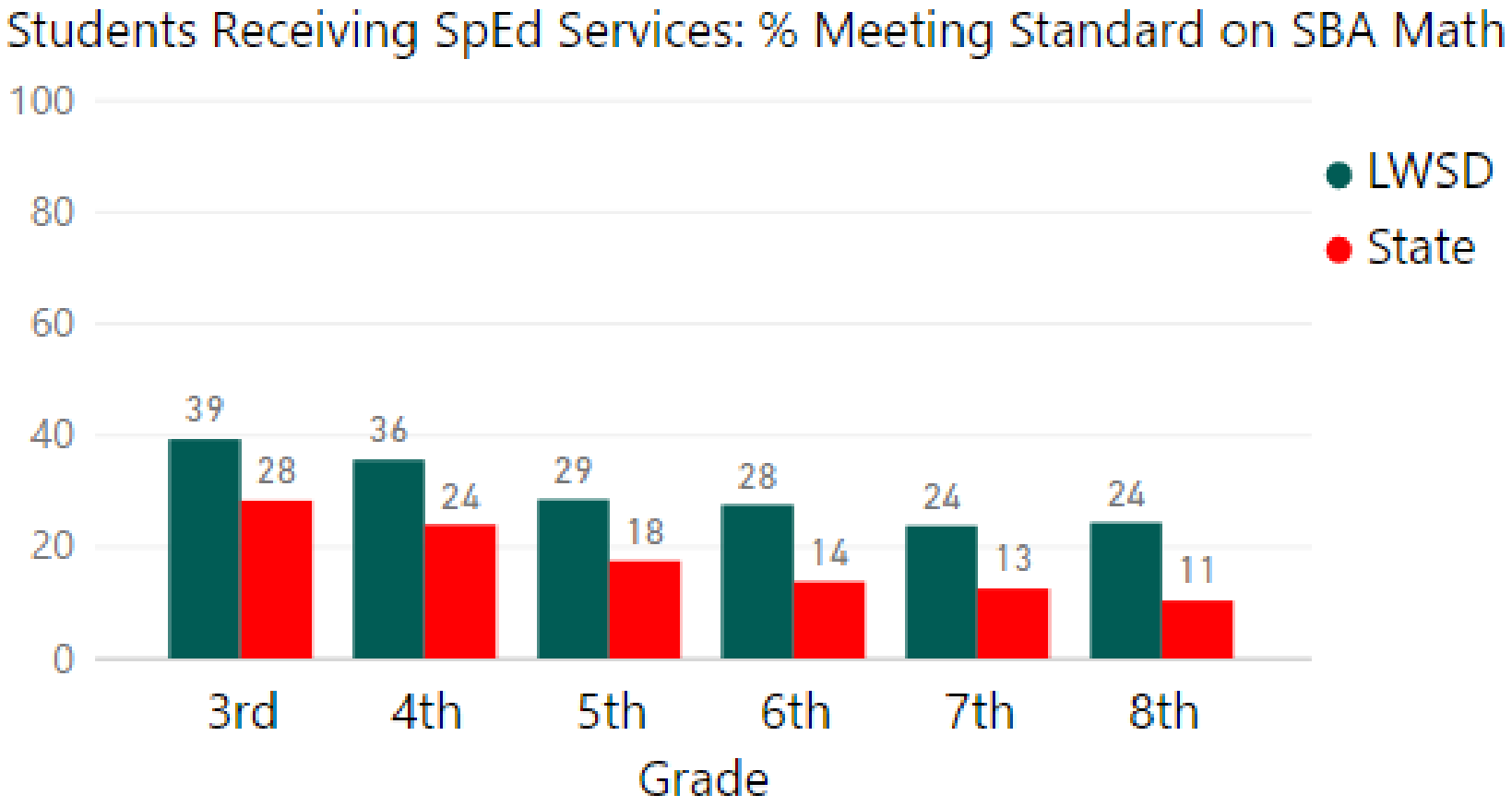
Special Education: Primary Literacy



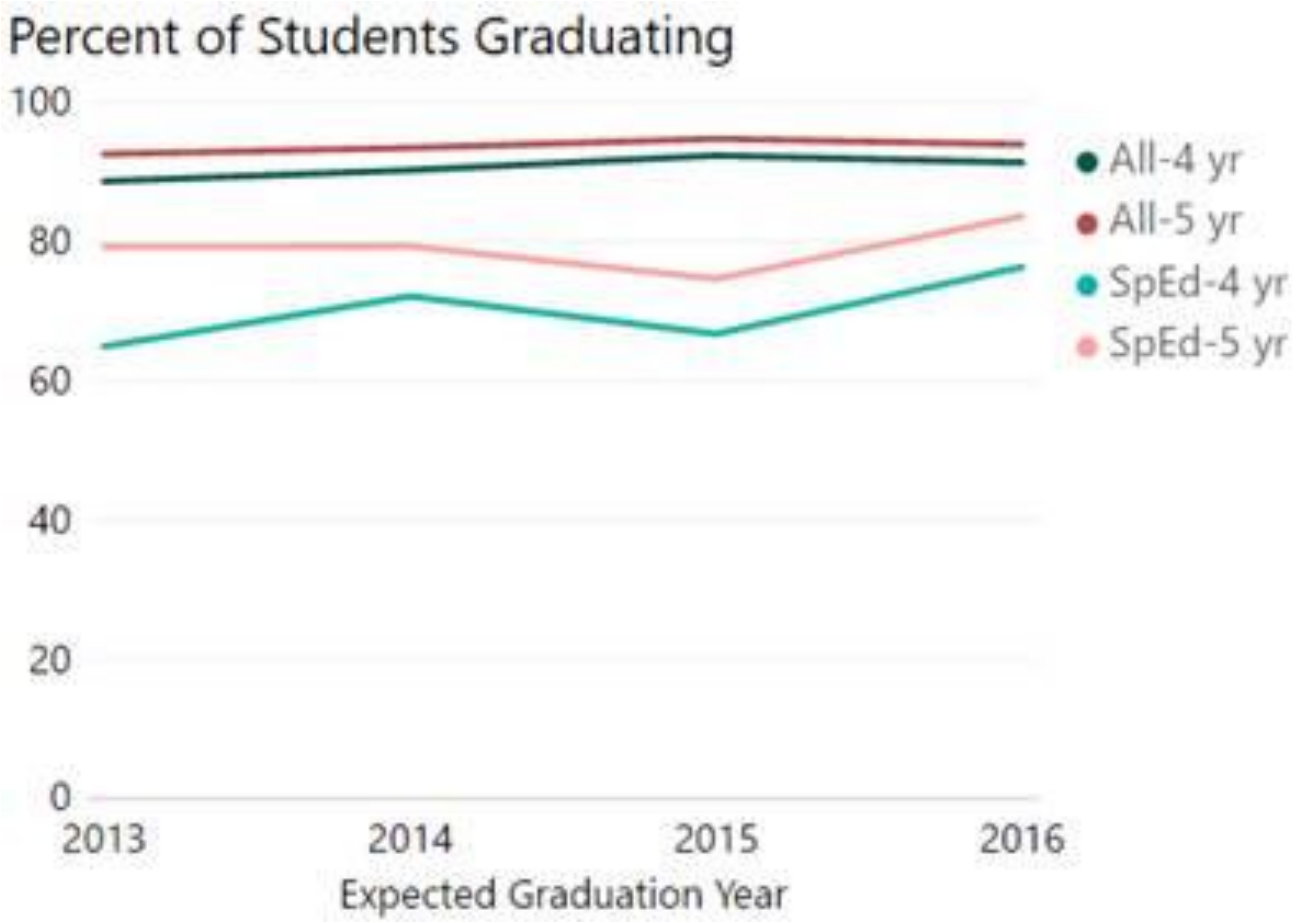
Special Education: SBA- Literacy



Special Education: SBA- Math



Special Education: Graduation Outcomes



Programs and Services: General Education

Focus	• Students who need accommodations and/or modifications to access core instruction • Push-in services to provide specially designed instruction including co-teaching may be provided • Co-teaching
Locations	• All Schools

Programs and Services: Resource Setting

Focus	• Students who need services related to their IEP for a portion of the day outside of a general education classroom • Students are in their General Education class for the <u>majority</u> of the day	
Locations	All schools	
Staffing Ratio	26:1 *(2016-17)*	23:1 *(2017-18)*
Enrollment	**2016-17**	**2017-18**
	2188 (Sept)	*2200 (Sept)*

Programs and Services: Learning & Transition Centers

Focus	• Students who have a significantly greater need for individualized instruction and supports.
	• Students receive their services for part or most, of their day in
	  • Learning Center classrooms (grades
	  • PK-5) Transition Center classrooms (grades 6-12)	

Locations	**Elementary:** *Frost, Keller, Franklin, Twain, Mann, Dickinson, Rosa Parks, and McAuliffe* **Middle School:** *FHMS, KaMS, RHMS, KMS, RMS, EMS, and IMS* **High School:** *EHS, JHS, LWHS, and RHS*	
Staffing Ratio	12:1 (k-12)	8:1 (k-5) 10:1(6-12)
Enrollment	**2016-17**	**2017-18**
	348 (Sept)	*347 (Sept)*

Programs and Services: Intervention Centers

Focus	• Students who have a significantly greater need for individualized behavioral and emotional supports. • Center classrooms are for students in grades K through 12.	
Locations	• Redmond and Rose Hill Elementary • Evergreen and Kamiakin Middle School • Eastlake and Juanita High	
Staffing Ratio	12:1 (k-12)	8:1 (k-5) 10:1(6-12)
Enrollment	**2016-17**	**2017-18**
	65 (Sept)	*86 (Sept)*

Programs and Services: Transition Academy 1 & 2

- Serves approximately 43 students between 18–21 years of age with developmental disabilities. 10-12 students graduate/year.
- Features instructional activities such as: employment preparation, including community-based work; personal management; recreation and leisure; pedestrian safety; public transportation; and, self-advocacy.
- Graduates have worked at over 35 community businesses.
  - For the last three years, the academy reports a 100% employment rate for students exiting the program.

Transition Academy 1	Transition Academy 2 (New 2017-18)
Location: Together Center Teachers: Taylor Phu, Cynthia Roberts, and Sean Egan Students: 35	Location: Kamiakin Middle Teacher: Mark Tornquist Students: 8

Programs and Services: Related Services

- Speech and Language Pathology
- Occupational Therapy
- Physical Therapy
- Vision/Mobility
- Assistive Technology
- Interpreter Services

Improvement Efforts

As a result of a program review of Special Education and 504 services initiated by the Special Services Department in 2016-17, this year we will:

1. Develop a **Multi-Tiered System of Supports** that incorporates:
   - Academic and behavioral supports
   - Co-Teaching
   - Universal Design for Learning
2. Adopt of **supplemental Dyslexia curriculum and assessments,** and develop training for teachers
3. Update **guidance and procedures for the use of assistive technology** to support student learning
4. Increase **parent and family engagement**