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Message from the Director

The Lake Washington School District mission is to ensure “Every Student Future Ready.” At Old Redmond Schoolhouse we believe this work starts with our youngest students, which is why I am so honored to lead the important work happening at our district’s first early learning center!

The Old Redmond Schoolhouse Community Center was originally built in 1922 as Redmond’s only schoolhouse. The building, which previously served as an elementary school, was leased to the City of Redmond in 1997 as a community center. In 2016, the Lake Washington School District received a bond approval to begin renovating the original schoolhouse to be the district’s first early learning center and after thoughtful planning and extensive construction and renovation, we opened our doors to our first preschool students in September 2020.

The opening of this building allowed us to move 10 of our classrooms from the preschool site at Dickinson Elementary. In addition to classroom spaces, the opening of Old Redmond Schoolhouse provides space for us to house other elements of our program including our preschool evaluations, Child Find screenings and all preschool registrations into one central location. Additional preschool classrooms are still located throughout the district at Juanita, Bell, Sandburg, Carson and Wilder Elementaries.

Each classroom utilizes the Creative Curriculum as our primary instructional curriculum. The Creative Curriculum is a play-based curriculum embedded within discovery-based studies and activities that cover all developmental areas and pre-academic skills. In every classroom, play is valued, encouraged, and intentionally provided with this curriculum. We know that providing meaningful opportunities for play is such a valuable instructional tool for kids at this age. Through play, kids learn how to think creatively, and problem solve, how to persist through challenges, how to make and follow rules as well as how to get along with others. It’s these ‘soft skills’ that we focus on with our students to help prepare them for kindergarten and beyond as they are foundational for supporting students’ ability to learn more rigorous academic content.

We look forward to working collaboratively with you to help achieve your child’s potential . . . academically, socially, emotionally, and physically. At Old Redmond Schoolhouse (ORS), we believe that a positive partnership between school and home is important for student success. Together we can make this a safe and supportive place for your child’s development and education. This family handbook contains information about our program, our general procedures, and policies as well as resources for families. We hope you will find this handbook helpful.

Welcome to ORSH,

Kim Brenner, Early Learning Director
Mission Statement:

At Old Redmond Schoolhouse, we build strong relationships with students, families, staff, and community by providing an inclusive, safe learning environment full of joy and discovery. Our developmentally appropriate preschool celebrates differences, fosters individual student growth, and prepares each child for personal success in kindergarten and beyond.

Values:

At Old Redmond Schoolhouse we:
- Learn through play
- Teach strategies for social/emotional growth
- Honor each child exactly as they are
- Foster positive social identities
- Cultivate partnerships with families

Vision:

Preparing each child for personal success in kindergarten and beyond.
Preschool Programs

There are three distinct preschool programs housed at Old Redmond Schoolhouse; Head Start, Inclusion Preschool and SNAPS.

Head Start Preschool

Head Start is a federally funded pre-school program for financially eligible families. 90% of the program’s enrollment is reserved for families whose income is at or below the poverty level, while 10% are available to children facing other challenges, including disabilities. This high-quality preschool experience is aimed at kindergarten readiness. Children participate in learning activities including social development and problem-solving. They receive developmental screenings, nutritious hot meals, health screenings and follow-up. Each classroom has two skilled and trained teachers who work with parents to design individual learning plans for each child. If children qualify for special education services, the services are provided as part of the school day.

Inclusion Preschool

Our inclusion classrooms provide a high-quality general education preschool experience in preparation for kindergarten for both typically developing children from the community as well as students receiving special education. Our ratio target of students receiving special education services in each classroom is 50:50. Each classroom is staffed with a special education teacher, a general education preschool teacher and a paraeducator. This co-teaching inclusive model of instruction allows students to learn from each other and to respect the differences of others.

SNAPS

SNAPS (Students Needing Additional Programming Support) is a special education program serving eligible preschool students with a primary diagnosis of autism. This program provides a low student-to-teacher ratio, integrating peer pairings for social learning while providing 20+ hours a week of individualized intensive instruction.

The SNAPS classroom is a highly structured environment resulting in a predictable daily routine with individualized learning objectives emphasizing functional communication, social interactions, self-management, play skills, imitation, engagement, functional behavior, and generalization of learned skills. Instruction is delivered using a combination of evidence-based practices including discrete teaching, naturalistic teaching procedures, and structured teaching approaches.
Old Redmond Schoolhouse Staff
2022-2023

Kim Brenner  Director, Early Learning  kbrenner@lwsd.org
Lisa Lovin   Admin Secretary/Attendance  llovin@lwsd.org
Nichole Townsend Admin Secretary/Registrar ntownsend@lwsd.org
Jennifer Wiechert Preschool Program Specialist jwiechert@lwsd.org
Glenn Haddenham Head Custodian ghaddenham@lwsd.org

Evaluation Team
Linda Pankow  Child Find Coordinator lpankow@lwsd.org
Adriana Vazquez Psychologist avazquez@lwsd.org
Karen Lau Psychologist klau@lwsd.org
Mallory Poland Special Education Teacher mpoland@lwsd.org
Haley Carlborg Speech-Language Pathologist hcarlborg@lwsd.org
Holly Sing Speech-Language Pathologist hsing@lwsd.org
Kelly Cline Speech-Language Pathologist c-kcline@lwsd.org
Lisa Gordon Speech-Language Pathologist lgordon@lwsd.org
Pat Dacey Occupational Therapist pdacey@lwsd.org
Shahnoor Kassamali Occupational Therapist skassamali@lwsd.org
Kristin Raffensperger Physical Therapist kraffensperger@lwsd.org

Head Start
Sudipta Young  Head Start Coordinator syoung@lwsd.org
Gabriela Magnuson Family Support Specialist gmagnuson@lwsd.org
Leslie Andrews AM Lead Teacher landrews@lwsd.org
Luisa Wilson  AM Assistant Lead Teacher mwilson@lwsd.org
Amy Lofquist PM Lead Teacher amlofquist@lwsd.org
TBD PM Assistant Lead Teacher
Mallory Poland Special Education Teacher mpoland@lwsd.org
Nancy Butler Paraeducator nabutler@lwsd.org

Inclusion Preschool Staff
Charlene Gilbert 116- Special Education Teacher cgilbert@lwsd.org
Jan Sproul 116- General Education Teacher jsproul@lwsd.org
Lori Fillion 116- Paraeducator lfillion@lwsd.org

Piper Sandstrom 210- Special Education Teacher psandstrom@lwsd.org
Katie Wilt 210- General Education Teacher kwilt@lwsd.org
Cecilia Kwok 210- Paraeducator ckwok@lwsd.org

Alexandra Oleynikova 208- AM Special Education Teacher aoleynikova@lwsd.org
Amyann Verrall 208- AM General Education Teacher averrall@lwsd.org
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Phone Number</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junko McGown</td>
<td>208- AM Paraeducator</td>
<td></td>
<td><a href="mailto:jmcgowan@lwsd.org">jmcgowan@lwsd.org</a></td>
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<tr>
<td>Samantha Powers</td>
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<tr>
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<td>Fiona Ryder</td>
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</tr>
<tr>
<td>Additional Classroom Support Staff</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Monica Barrett</td>
<td>210/206- Paraeducator</td>
<td></td>
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<tr>
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<tr>
<td>SNAPS</td>
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<tr>
<td>Staci Allen</td>
<td>SNAPS Coordinator</td>
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<tr>
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</tr>
<tr>
<td>Preschool Therapists</td>
<td></td>
<td></td>
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<tr>
<td>Katie Cissel</td>
<td>Speech-Language Pathologist</td>
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<tr>
<td>Ashley Mayo</td>
<td>Speech-Language Pathologist</td>
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<tr>
<td>Sam Hurkadli</td>
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<tr>
<td>Meghan Crull</td>
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<tr>
<td>Elicia Rogers</td>
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<td>Jenn Carlin</td>
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<tr>
<td>Shelina-Williams Martinez</td>
<td>Physical Therapist</td>
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</tr>
</tbody>
</table>
### Responsibilities/Definitions of Common Roles

<table>
<thead>
<tr>
<th>Role</th>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>Special Education Teacher</td>
<td></td>
<td>Creates and implements strategies and specially designed instruction in the areas of Social/Emotional, Adaptive (daily life skills), and Cognitive (Pre-Academic) skills. Develops and monitors progress of Individualized Education Plans (IEP).</td>
</tr>
<tr>
<td>Preschool Teacher or Lead Teacher</td>
<td></td>
<td>Co-teaches with Special Education Teacher to provide a general education preschool curriculum that can be modified to meet all student needs.</td>
</tr>
<tr>
<td>Paraeducator</td>
<td>PARA</td>
<td>Supports students in the classroom with IEP goals under direction of the Special Education Teacher.</td>
</tr>
<tr>
<td>Speech Language Pathologist</td>
<td>SLP</td>
<td>Provides communication support to students for articulation, comprehension, fluency, social language, and receptive and expressive language.</td>
</tr>
<tr>
<td>Occupational Therapist</td>
<td>OT</td>
<td>Provides fine motor and sensory support so students can fully engage in all aspects of school.</td>
</tr>
<tr>
<td>Physical Therapist</td>
<td>PT</td>
<td>Provides gross (large) motor support so students can access school and the playground.</td>
</tr>
<tr>
<td>Teacher of students with visual impairments</td>
<td>TVSI</td>
<td>Provides support to students with visual impairments, including the teaching of Braille.</td>
</tr>
<tr>
<td>Orientation &amp; Mobility Specialist</td>
<td>O/M</td>
<td>Provides support to help students with visual impairments establish spatial and environmental concepts related to moving across space.</td>
</tr>
<tr>
<td>Audiologist</td>
<td>AUD</td>
<td>Provides equipment-based support to students who are deaf or hard of hearing as well as teacher consult.</td>
</tr>
<tr>
<td>Teacher of the Deaf</td>
<td>TOD</td>
<td>Support our Deaf and Hard of Hearing (DHH) students with access to curriculum as well as teacher consult for modifying instruction and learning materials.</td>
</tr>
<tr>
<td>School Psychologist</td>
<td>PSYCH</td>
<td>Applies expertise in mental health, learning, and behavior to help students succeed in school. Conducts special education evaluations.</td>
</tr>
</tbody>
</table>
Daily Schedule

Head Start

Monday, Tuesday, Thursday, Friday
AM Session...............9:00 AM – 12:30 PM
PM Session...............12:30 PM – 4:00 PM

Inclusion Preschool

Monday, Tuesday, Thursday, Friday
AM Session ................. 10:00 AM – 12:30 PM
PM Session ................. 1:30 PM – 4:00 PM

SNAPS

Tuesday, Thursday, Friday
AM Session .................. 10:00 AM – 12:30 PM
PM Session .................. 1:30 PM – 4:00 PM

* Students who attend Preschool and SNAPS will have lunch/recess between the AM and PM sessions (12:30-1:30).
2022-2023 Calendar

SEPTEMBER
September 12 – First Day of Preschool
September 16 – First Day of SNAPS

OCTOBER
October 17, 18, 20 – Conferences; No School
October 21 – Teacher LEAP Day; No School

NOVEMBER
November 11 – Veterans Day; No School
November 24-25 – Thanksgiving Break; No School

DECEMBER
December 19-January 2 – Winter Break; No School

JANUARY
January 16 – Martin Luther King, Jr Day; No School
January 24, 26, 27 – Conferences; No School

FEBRUARY
February 16-20 – Mid-Winter Break/President’s Day; No School

MARCH
March 10 – Teacher LEAP Day; No School

APRIL
April 10-14 – Spring Break; No School

MAY
May 23, 25 – Conferences; No School
May 26 – Teacher LEAP Day; No School
May 29 – Memorial Day; No School
May 30 – Hold for potential Snow Make-Up Day

JUNE
June 9 – Last Day of SNAPS
June 19 – Juneteenth; No School
June 20 – Last Day of Preschool
Policies and Procedures

Arrival/Dismissal

When your child arrives to school on the bus our staff will be outside to greet them and assist them off the bus and into their classroom. For new enrollments or transportation adjustments, please allow for approximately one week to get routes established.

If you are bringing your child to school, student drop off and pick-up will occur at two different entrances.

Families in the following classrooms will be dropped off and picked-up at the main doors of the building (star):

- Ms. Amy/Ms. Bella
- Ms. Brandi/Ms. Michelle
- Ms. Isabel/Ms. Yelena
- Ms. Alexandra/Ms. Amy
- Ms. Samantha/Ms. Kelley
- Ms. Piper/Ms. Katie
- SNAPS

Families in the following classrooms will be dropped off and picked-up at the doors on the further end of the building (triangle):

- Head Start
- Ms. Charlene/Ms. Jan
To ease the transition into school, we ask parents to say goodbye to their students at the exterior doors. Classroom staff will greet your child at the door and bring them inside to their classroom.

Doors will open for arrival approximately 5 minutes before the start of school and will close 5 minutes after the start of the preschool session. If you arrive after the school doors are closed, you will need to buzz-in at the main doors of the building and sign your child in as tardy.

**Attendance**
If you are keeping your child home, whether for illness or any other reason, please be sure to report that to our attendance line as early as possible. This assists us with our symptom tracking and contact tracing. We appreciate your diligence in keeping your student home when they are showing any signs of illness. That is one of the primary layers of safety to keeping everyone safe and healthy during this time.

Phone: 425.936.2841
Email: ORSHattend@lwsd.org

When calling or emailing regarding your students’ attendance please include:
- Students’ full name
- Teachers’ name
- AM or PM Session
- Reason for absence

**Bus Transportation**
If your child has an Individual Education Plan or attends our Head Start classroom your student is eligible for transportation. During the IEP you will be asked if you would like to access transportation. Transportation can be (to and) from home or (to and) from a childcare center within the LWSD boundaries. Parents can have transportation to and from school/day care or for only one way: either pick up or drop off.

Eligible families can decide at any time to access transportation; however it can take a few weeks to get set up so please provide plenty of notice. The bus driver will contact the family the night prior to the first day of transportation. They will inform you what time your child will be picked up or dropped off and where the bus stop will be. Please be at the bus stop 5 minutes before the pickup/drop off time.

Once transportation is set up for your student if you need to make a change you will need to work with your child’s teacher, and they will send in a new transportation request to the transportation department. If your child does not access transportation for 3 consecutive days, the driver will no longer stop on their route unless parent notifies transportation of their child’s absence.

To report an absence to transportation call: 425-936-1120
Please include student first and last name, school name and bus route # in your message. When the bus arrives to pick up your child, you will be responsible for putting your child on the bus and buckling them in to the seat. Directions for the different types of harness and buckling systems are below:

**How to Hook in a Vest**

1. The vest should be the correct size and be on the child when they come to the bus.
2. The vest zips in the back.
3. There are three sizes for vests and they are colored coded. They come in small (brown), medium (maroon), and large (gray). The straps that hook onto the vest on the bus seat should match the color of your student’s vest.
4. The vest has four metal rings (see arrows above) that hook into the four black clips on the strap attached to the bus seat. (one on each shoulder and hip)
5. To release the student, unclip the four metal rings from the four black clips.

**Vest Adjustments**

- The straps at the shoulders can lengthen to adjust for the student’s torso.
- If the child keeps slipping out or if the vest is too tight around after taking off their coat contact their teacher and transportation for further adjustments.

**Safety Check for all Securements**

- Visually check. The straps should not be worn, torn, or frayed.
- Straps attached to the bus seat should be tight enough to indent the top of the seat and buckled.
- Any adjustments and buckles should be working properly.
- The Vest should be the proper size for the student and color coded with their strap on the bus seat.
- The straps should be snug and no more than a finger width between the child and the strap.
- If the bus is equipped with seatbelts, the seatbelt must be worn.

**How to Adjust a Built-In/Besi Seat**

A. Begin by unhooking all buckles and loosening the Built-In/Besi Seat straps. There are three types of Built-Ins and a Besi Seat that can be adjusted in multiple ways.

B. Place student in the Built-In Seat. Before buckling, slide the shoulder belt into the proper slot for their height or slide the shoulder adjuster down. Either adjustment should be at or slightly above their shoulders.

C. Buckle the student in the Built-In. Make sure the straps are not twisted. Insert each buckle listening for a click.

D. Fasten chest clip, pushing both sides together at armpit level.

To remove the student from a Built-In/Besi Seat:
- Open chest clip: squeeze the middle tabs and pull apart.
- Loosen straps.
- Press down on the release button at the child’s waist to unbuckle.

**Type 1 - Built-In and Besi Seat**

To loosen the straps: push the Gray Adjuster Button or Metal Adjuster.

**Type 2 - Built-In: Buses 85-91**

To loosen the straps: push the Gray Adjuster Button or Metal Adjuster.

**Type 2 - Built-In: Buses 101-106**

To loosen the straps: pull up very slowly from the middle of the triangle as you slowly pull up on the strap up. Shoulder adjust by sliding the upper black adjuster down to at or above shoulder height.
Communication
Communication between school and parents is vital. We use the following methods to give our parents updated information about classroom activities, curriculum, and special events.

- Conferences – Conferences take place in October, January and May. Conference times are provided so that teachers and parents can share information regarding student progress.
- Communication from the teacher - Each teacher will communicate with parents on a regular basis. (Examples: class newsletters, letters from the teacher, phone calls, emails etc.) If you ever have any questions, please contact your child’s teacher directly (email is preferred method).
- Parent School Newsletter --- Mrs. Brenner sends out a newsletter each month with upcoming school events and various activities happening around the school.

COVID Protocols
To ensure our students remain safe and healthy while at school, we are following the LWSD COVID guidelines. You can find the current COVID safety guidelines here: [COVID-19 Safety Plan](#)

Early Dismissal
We recognize the need for doctor and dental appointments and other emergencies. Please send a note to the teacher and/or office in advance so we can have your student prepared in the office. Upon arriving to pick up your student, please ring the doorbell at the front entrance of the school to sign your child out. Children are released only to parents, guardians, or those having pick-up permission in Skyward. To ensure student safety, you will be asked to show picture identification prior to picking up your student.

Entry Control Process (Front Door Entry)
The front door of the school building will be locked at all times during the school day to ensure student safety. If you need to come into the school building during the school day, you will press the buzzer system next to the front door. A staff member will answer the buzz stating, “Welcome to Old Redmond Schoolhouse. What is your name and reason for your visit?” This will inform our office staff of the purpose for your visit so we can direct you accordingly or connect you with the correct person for assistance. At this time, due to COVID restrictions, parents/volunteers are not allowed beyond the office.

Extended Absences
The school district schedules time throughout the year for breaks such as Thanksgiving break, Winter Break, and Mid-Winter Break. Vacations outside of this time are discouraged. If for a rare reason your family needs to travel or take vacation outside of the district’s break time, new state attendance law states that for the absence to be excused, there must be pre-approval by the principal. When scheduling family travel plans or vacations, when at all possible, please do so during the natural boundaries of district scheduled breaks. If your plans are unavoidable and fall within the normal school year, please send an approval request to llovin@lwsd.org.
Any vacations that will result in more than 20 consecutive days of missed school will result in your student being unenrolled from the program. Upon returning, Special Education students may re-enroll, but there is no guarantee that your student will be able to return to the same teachers or the same AM/PM session. Please note that tuition paying students will lose their spot and may be eligible to re-enroll only if there is still space available.

**Holiday/Birthday Celebrations**
To maintain our philosophy of being inclusive of all students and families, as well as to ensure the safety of students with allergies or other food sensitivities, holiday and birthday treats/celebrations will not be allowed in the classroom. Please do not send in any gifts or treats to share with your student’s classmates. Individual classrooms will communicate other ways they may recognize student birthdays.

**Inclement Weather**
When emergency conditions such as snow and ice or windstorms result in school schedule changes, the district will notify families directly through our School Messenger automated phone system. You can learn how to know when school is delayed or cancelled on the School Closures and Late Starts page of the district website. Families with students who ride the bus should watch their mail in mid-November for a postcard with information about their bad weather bus route.

Here are some other ways to find out about school schedule changes:

- Pop-up alert on www.lwsd.org and school webpages.
- Flashalert.net – this website allows you to sign up for text messages as well.
- Local TV/radio stations – they get a feed from Flashalert.net of all school schedule change decisions.

**Important Note:** In the event of a 2-hour delay for K-12, Preschool will be cancelled for that day. Make-up days will be determined after the winter season passes.

**Illness or Accidents at School**
If a student becomes ill or is seriously injured at school, first aid will be administered, and the parents or name listed on the emergency card will be called immediately. It is important that sick or injured students are picked up as soon as possible. For head bumps/injuries the student is given a form letter to take home and will have a bright colored bracelet with their name and date of injury and the parent is called. Please be sure the school has the telephone number of a nearby friend or relative who could come for your child if you cannot be reached. We coordinate with the King County Dept. of Public Health in protecting children from certain symptoms of communicable diseases. If your child has a temperature of 100 degrees Fahrenheit or higher, has been vomiting or had diarrhea please keep them home from school until they have been cleared to return per our COVID Safety Plan.

**Lice**
If your student has lice, please keep them home until all live lice are gone. Also, please remember to notify the office even if you treated at home over the weekend. We will send
letters home to all parents in your child’s class so other parents can check their children. We keep the names of the students with lice confidential. If your student is found to have live lice here at school, we will call you to make you aware of it. We will not send students home if they are found with live lice. Please treat them at home and send them to the office the next day to get checked. Try to remove all nits to prevent reinfection. Our nurse can give you ideas on how to treat.

Medication
All medications given by schools according to state law, whether prescription or over-the-counter, must be ordered by a physician, dentist or nurse practitioner. In order for any medication to be administered at school (prescription or over-the-counter), a medication authorization form must be completed by the parent and physician.
Creative Curriculum Information

Creative Curriculum:

- A developmentally appropriate curriculum that can be differentiated to meet individual learning needs.
- An integrated curriculum that covers all developmental areas and pre-academic skills including social-emotional, physical, language, cognition, literacy, math, science, and social studies.
- Play based and utilizes hands-on, project based, and discovery based developmentally appropriate instruction that may be differentiated to meet students at the level where they are functioning.
- Differentiation for all students is embedded within discovery-based studies and activities for all students.

Teaching Strategies GOLD (TS GOLD):

- The assessment that is linked to Creative Curriculum and is comprised of 38 Objectives For Development and Learning.
- The Objectives For Development and Learning are based on current research, state Common Core Standards, Washington State Early Learning Standards, and the Head Start Child Development and Early Learning Framework.
- Aligned with the WA Kids Assessment that is part of the kindergarten assessment.
- Each objective includes a progression of skills from Birth-3rd Grade so that teachers and families are able to see the individual progression of the child’s skills.

Play based learning:

- Constructive, purposeful play that promotes learning and progress in all areas of development and pre-academic skills.
- Proven to be associated with positive social-emotional outcomes, self-regulation, and improved cognitive and language outcomes for children.

Mighty Minutes (component of Creative Curriculum):

- Quick meaningful activities that are designed to focus student attention and support The Objectives for Development and Learning.
- Commonly used during transitions, times that children are waiting, or in whole group (circle) activities.
**Intentional Teaching Cards (component of Creative Curriculum):**

- Instructional activities or lessons that support instruction of The Objectives For Development And Learning.
- May be used in small or large group settings.

**Choice Time or Free Choice:**

- Constructive purposeful play that is child initiated and supports social-emotional learning and foundational learning for academic content.
- Has multiple Interest Areas (Blocks, Dramatic Play, Toys and Games, Art, Library, Discovery, Sand and Water, and Music and Movement) that are designed to assist children to explore, discover and learn.
Definitions of Frequently Used Terms

**Accommodations**: Tools and procedures that provide equal access to instruction and assessment for students with disabilities. Designed to "level the playing field" for students with disabilities, accommodations are generally grouped into the following categories: presentation, response, timing/scheduling, setting.

**Autism Spectrum Disorder (ASD)**: A special education eligibility category defined as a developmental disability significantly affecting verbal and nonverbal communication and social interaction. It is generally evident before age three and adversely affects a child’s educational performance. Other characteristics often associated with autism are engaging in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.

**Child Find**: The screening process through which children with suspected delays go through to determine if there is a need for a referral for a special education evaluation.

**Creative Curriculum**: The Creative Curriculum helps teachers interact with children in ways that promote development and learning, foster children’s social competence, support children's learning through play, create rich environments for learning, and forge strong home-school connections.

The Creative Curriculum® for Preschool is based on 38 objectives for development and learning that focus on all the areas that are most important for school success: social–emotional, cognitive, math, literacy, physical, language, social studies, science and technology, and the arts. These objectives are built into every activity that happens in the classroom.

**Deaf and Hard of Hearing (DHH)**: Refers to a child that is deaf or has a hearing impairment.

**Developmental Delay (DD)**: Refers to a child that has not gained the developmental skills expected compared to the widely held expectations of children of the same age.

**Dual Language Learner (DLL)**: A student who is learning more than one language at a time as their primary language(s).

**Due Process**: The provision in law that guarantees and protects the rights of parents, students, and the Department of Education during the referral, evaluation, and placement process.

**English Language Learner (ELL)**: A student who is fluent in a language other than English.
Extended School Year (ESY): Services provided to students with severe disabilities who require the continuity of education in order to prevent substantial regression in their developmental levels.

Free Appropriate Public Education (FAPE): Special education programs and related services that are provided at public expense, under public supervision and direction, and without charge to the parent.

Guidance Team: Meeting of teachers, specialists, and parents to review student performance for intervention and possible referral for additional services, including but not limited to a special education evaluation.

Inclusion: The practice of educating and caring for children with disabilities and other special needs in the same environment or setting as their typically developing peers. In an inclusive program, children with and without disabilities learn and participate in the same daily activities and routines.

Individualized Education Program (IEP): A written education plan designed to meet a child’s learning needs; IEPs are written for students that have been identified as having a disability or delay that affects progress in school. IEPs are reviewed on an annual basis.

LEAP: Learning Enhancement/Academic Planning time- LEAP days are planned for the purpose of providing training time for staff in order to foster student achievement and teacher collaboration as well as time for Professional Growth and Evaluation.

Least Restrictive Environment (LRE): LRE means that students with disabilities should be educated with their non-disabled peers to the greatest extent appropriate. This means that placement of students with disabilities in special classes, separate schools, or other removal from the regular educational environment occurs only when the nature or severity of the disability is such that even with the use of supplementary aids and services, education cannot be satisfactorily achieved. The least restrictive environment is therefore different for each child.

Microsoft Classroom Teams: Microsoft Teams is a digital platform that brings conversations and content together in one place. Staff may use the Teams platform to connect with colleagues and families, provide resources, and share classroom activities and information.

Motor Skills: Skills that include coordination of both sides of the body (bilateral coordination), muscle strength & tone, and gross and fine motor skills.

Occupational Therapy (PT): Services offered to children who are having difficulty joining in with the activities they need and want to do every day (e.g. dressing, using eating utensils, completing puzzles, riding a bike, and writing).
**Orientation and Mobility Services:** These services are designed to improve a child's understanding of spatial and environmental concepts and use of information he or she receives through the senses (e.g., sound, temperature, vibrations) for establishing, maintaining, and regaining orientation and line of travel. They are provided to students with visual impairments.

**ORSH:** Old Redmond Schoolhouse

**Pantry Packs:** Pantry Packs, funded by the Lake Washington Schools Foundation, provides weekend food packs for food insecure LWSD students each week.

**Physical Therapy (PT):** Services provided by a Physical Therapist to assist children in reaching their maximum potential to function independently and to promote active participation in the school setting.

**Play-Based Learning:** Play-based learning is a type of early childhood education based on child-led and open-ended play. Play itself is a voluntary, enjoyable activity with no purpose or end goal. Activities like this lay the foundation for a child to become a curious and excited learner later in life. Play-based learning helps children develop social skills, motivation to learn, and even language and numeracy skills. Taking initiative, focused attention, and curiosity about the world are all a part of play.

**Prior Written Notice (PWN):** Document that outlines what was discussed at an IEP meeting or documents proposed actions for the IEP.

**Procedural Safeguards:** A system of procedural safeguards designed to protect the rights of children with disabilities and their parents/guardians; a copy of Procedural Safeguards is offered to parents/guardians at every meeting pertaining to special education services for their child.

**Referral:** A referral begins the evaluation and placement process to determine whether the student has a disability and requires special education services.

**Related Services:** Services that may be given to students with disabilities to help support and assist their participation in their school program. Related services may include counseling, school health services, hearing education services, occupational therapy, physical therapy, speech/ language therapy, vision education services, orientation and mobility services and "other support" services.

**Sensory Skills:** Involve using the senses of smell, touch, vision, hearing, balance, proprioception (awareness of your body in space), vestibular (inner ear), and taste. All the senses work together for overall sensory functioning.
**Skyward:** Student database system that enables parents to access information about their child including student grades, schedule, attendance, and academic history.

**SNAPS (Students Needing Additional Programming Support):**
The SNAPS program is designed to supplement the Lake Washington School District (LWSD) preschool program and help meet the needs of students with autism and their families. This program blends evidence-based early childhood, early childhood special education, and behavioral approaches and is an intensive, early intervention program. It involves extensive evaluation, planning, and progress-monitoring to help better prepare children for kindergarten entry.

**Specially Designed Instruction (SDI):** Teaches specific skills a student does not have, but needs to access and progress in the general education curriculum.

**Speech and Language Pathologist (SLP):** An expert in communication who assesses, diagnoses, and treats individuals with communication disorders.

**Special Education:** School Age (ages 3-21) - Students with disabilities who are determined eligible for special education and related services are entitled to a Free Appropriate Public Education (FAPE). Services are provided to eligible students according to an Individualized Education Program (IEP) in preschools, elementary, and secondary schools, or other appropriate settings.

**Supplementary Aids and Services:** Aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate.

**Vision Therapy:** Services that are designed to provide instruction for a child who is visually impaired. They utilize Braille, large print, optical and non-optical low-vision devices, and other skills necessary to attain academic, social, literacy and acquisition of information using tactile, visual and auditory strategies.
Parent and Family Resources

- Hopelink Redmond Food Bank - Eastside 425-869-6000
- Mental Health: SAMHSA’s National Helpline 1-800-622-HELP (4357)
- Friends of Youth [Friends of Youth | East King County, Greater Seattle, Kirkland WA | Nonprofit]
- King County Library Systems [Plan Your Visit | King County Library System (kcls.org)]
  Visit a library to browse collections. Return items 24/7. Print from your own device or use a computer.
- LWSD Special Education PTSA
- Eastside Pathways/NISO

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<thead>
<tr>
<th>Special Needs</th>
<th>Location</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Alliance of People With Disabilities</td>
<td>Bellevue</td>
<td>425-558-0993</td>
</tr>
<tr>
<td>Bridge Disability Ministries (Wheelchairs and more)</td>
<td>Bellevue</td>
<td>425-885-1006</td>
</tr>
<tr>
<td>Children &amp; Adults with ADHD Eastside (CHADD)</td>
<td>Kirkland</td>
<td></td>
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</tbody>
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For comprehensive list of support for families go to:

https://www.lwsd.org/programs-and-services/academic-support/family-services

https://www.lwsd.org/programs-and-services/special-services/special-services-resources

The Arc of King County
[www.arcofkingcounty.org](http://www.arcofkingcounty.org)
Provides resources and support for individuals with developmental disabilities and their families
Phone: 206-364-6337 or 877-964-0600

- Parent-to-Parent program connects those with similar disabilities: 206-957-7080
- Community Connections resource guide
- King County Parent Coalition
- Information and referral service
- Support for families of different ethnicities
- Information for adults with disabilities/supported living services

**Developmental Disabilities Administration (DDA)**
https://www.dshs.wa.gov/dda
Provides services to qualified individuals with disabilities, such as Medicaid, family support and respite (care-taking)
Phone: Region 4 – 206-568-5700 or 800-314-3296
- Resources and training
- Rules and laws
- State Advisory Council

**Informing Families Building Trust**: a coalition of DDA and other key organizations

**The Father’s Network**
www.fathersnetwork.org
Local group that supports fathers of special needs children
Phone: 425-747-4004

**Office of the Superintendent of Public Instruction (OSPI)**
www.k12.wa.us/SpecialEd/default.aspx
State agency that oversees public education in Washington
Phone: 360-725-6075
- Procedural safeguards, Federal IDEA 2004 regulations
- Special Education Ombudsman (a support and resource person)
- Recent news in the field of special education and resource links
- Dispute resolution information

**Sibshops – Sibling Support Project**
www.seattlechildrens.org/
Support for siblings of children with special needs
Phone: 206-297-6368

**Washington PAVE (Parents Are Vital in Education)**
www.wapave.com
Provides information, training and support for parents and individuals with disabilities
Phone: 1-800-5-PARENT (1-800-572-7368)
- Understanding the educational system
- Support and transition to adult life
More special needs websites

Special Needs Websites

Links to additional websites that offer information about assistance, services and treatment for families and individuals with specific disabilities and disorders, including:

- Autism
- Asperger Syndrome
- Behavior and learning disorders
- Social-emotional issues