



# Special Services Overview

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**MISSION**

The mission of SoWashCo Schools is to educate students for success.

**VISION**

SoWashCo Schools will lead by example – working together with students, staff, families and community to support each student.

**CORE VALUES**



**CONNECTIONS**

Building meaningful relationships through empathy, kindness, patience, and respect that lead to trust and understanding.



**INTEGRITY**

Demonstrating care, reliability, and honesty while keeping students at the center of decision-making.



**EQUITY**

Ensuring each individual receives what they need to reach their full potential.



**EXCELLENCE**

Setting a high standard through quality instruction and opportunities with a focus on continuous improvement and risk-taking.



**EDUCATIONAL INNOVATION**

Educating students through new ideas and methods that increase student engagement, and encourage creativity, critical thinking, and collaboration.

**STRATEGIC DIRECTIONS**

**THE STUDENT EXPERIENCE**

We will develop and implement systems that promote positive student interactions, amplify student voice, accept students for who they are, and welcome each of them as part of our community.

**MASTERY OF LEARNING AND EXPECTATIONS**

We will ensure student success by setting clear expectations, personalizing learning experiences, and encouraging students to own their education.

**STUDENT PATHWAYS AND SUPPORTS**

We will provide meaningful and relevant learning opportunities, and establish a system of academic and social-emotional support based on the needs of each student.

**OPERATIONS STAFFING AND FINANCE**

We will invest in our employees, and be accountable for effective and efficient management of resources.

**ENGAGEMENT AND PARTNERSHIPS**

We will work together to promote engagement and the sharing of resources to build stronger family and community connections.

A large yellow circle is partially visible at the top center of the slide.

***What are Special Services?***

***What is our department structure?***

***What does Special Education look like in SoWashco Schools?***

***What are we working on?***

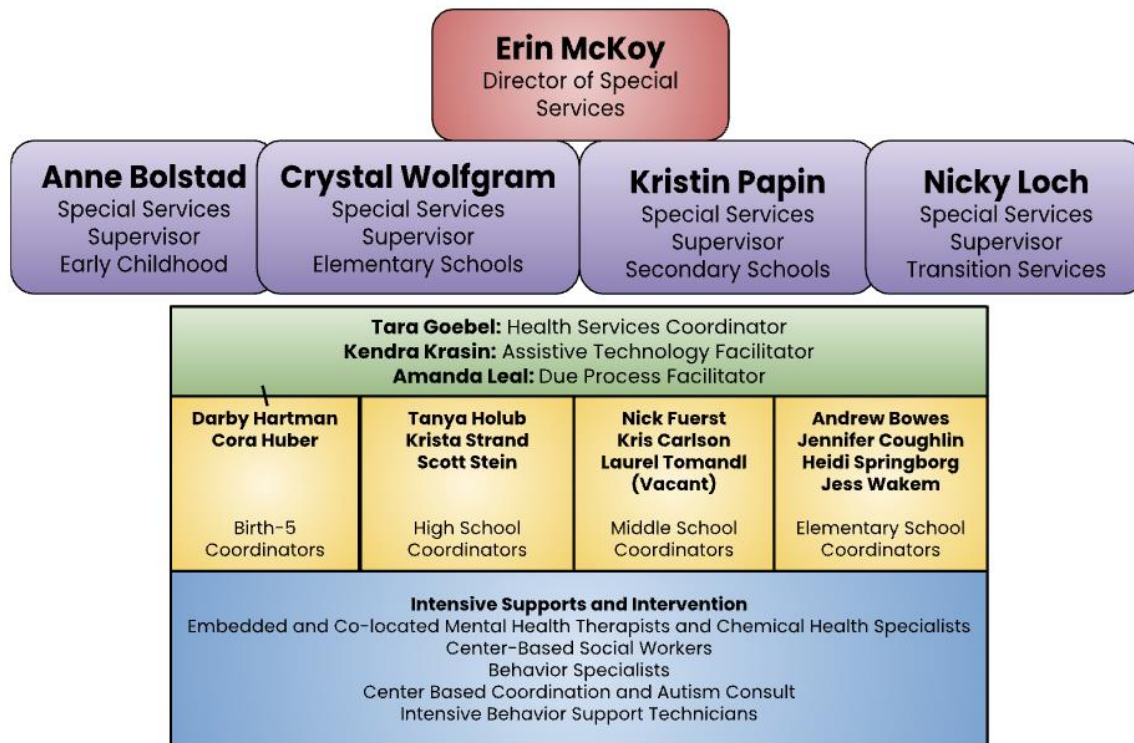
Two overlapping circles are located in the bottom right corner: a larger beige circle and a smaller red circle overlapping its right side.



# Special Services

- Special Education
  - Early Childhood Services
  - Transition (18+) Services
  - Related Services
    - Speech Therapy
    - Occupational Therapy
    - Physical Therapy
    - Special Transportation
  - Deaf and Hard of Hearing
  - Vision Services
  - Assistive Technology
  - Developmental Adapted Physical Education
  - Physical and Health Disabilities
  - Resource and High Needs
- Mental Health Support
  - Co-located
  - Embedded
- Intensive Behavior Support Interventions
- Health Services
- School Psychology
- School Social Work
- School Counseling
- Homebound and Home-Based Instruction
- Section 504 Protections

# 23-24 Organizational Structure





# Students Served in Special Education

- 3,800 students
- Birth to age 22
- 13 disability categories
- 19.65% of total enrollment or 1 in 5 students
- Extended School Year

## Levels of Service Provided in Our K-12 Schools

### Federal Setting 1

Students spend the majority of their day in their regular classroom. Special education and related services at this level are provided outside the general education setting, such as a resource room, for less than 21% of the day.

### Federal Setting 2

Students have increasing time spent out of their regular classroom. Special education and related services at this level are provided outside the general education setting, such as a resource room, for between 21% and 60% of the day.

### Federal Setting 3

Students spend a majority of their day in a special setting or classroom. Special education and related services at this level are provided outside the general education setting for more than 60% of the day, typically delivered in a center-based program model.

### Federal Setting 4

Students receive special education and related services and spend more than 50% of their day in a separate facility or setting.

**SoWashCo Specially Designed Classrooms and Programming provide targeted learning experiences in a small-group/high staff setting or classroom.**

**Bridge Programming** provides intensive services that don't, no longer, or don't consistently require students to be in the program room for the majority of the day but who are not yet ready for a resource level of support.

**Academics, Behavior, Communication (ABC) Program** Supports students whose academic, behavioral, and communication needs require targeted instruction in a small group setting.

**Autism (ASD) Program** Supports students whose impacts in the area of Autism require specially designed classrooms and programming that can include sensory, curricular, and environmental modifications and adjustments to their learning environment and experience.

**Developmental Cognitive Disability (DCD) Program: Mild / Moderate** Supports students who require specially designed programming the majority of the day to engage in their learning with an added focus of daily living and functional skills instruction.

**Developmental Cognitive Disability (DCD) Program: Severe / Profound** Supports students with significant needs in daily living, functional skills, and frequently require highly specialized supports related to complex medical needs.

**Emotional Behavioral Disorders (EBD) Program** Supports students whose emotional and behavioral regulation needs require high levels of intervention and support throughout the day to engage successfully in their learning and goal progress.



## ***23-24 Focus:*** **Alignment and Coherence**

**Defining and  
providing robust  
continuum of  
supports and  
service**

**Proceduralizing our  
standard work**

**Concentration on building-level  
support and structures**

**Partnering to provide relevant training  
and professional development for all staff**



Alignment of common processes	Targeted supports and services	Collaboration and staff development
<ul style="list-style-type: none"> <li>● <b>Identified standard components</b> to common meeting structures and process with core minimum format</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Department restructure</b> added coordinators, shifted intensive support positions, and concentrated district oversight</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Cross-department teaming</b> to provide training and opportunities for all staff including building principals/leaders</li> </ul>
<ul style="list-style-type: none"> <li>● <b>Updated and streamlined process</b> for materials replenishment and ordering managed by district team rather than school teams</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Increased proactive and responsive supports</b> by adding school psychologist and social work positions and expanding co-located and embedded mental health partnerships</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Developed and improved comprehensive orientation and onboarding</b> for new professional and paraprofessional staff</li> </ul>
<ul style="list-style-type: none"> <li>● <b>Ensuring data accuracy</b> by embedding new processes for student information and data reporting</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Expanding curricular resources</b> in literacy, standards-based instructional materials for students significantly below grade level aligned to needs, goals, and courses</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Continued and expanded training and support</b> for staff new to special education and/or teaching, trained 30 new staff in reading intervention aligned to reading difficulties associated with dyslexia</li> </ul>

## Yet this year...

Develop a Special Education  
Procedures Handbook for  
Administrators

Proceduralize our districtwide  
intensive behavior intervention  
and support process

Complete project planning for  
24-25 service delivery review



**What questions do you have?**

**Thank you!**