



**Edmonds
School District**

Special Education Review Updates

Presented to the Edmonds Board of Directors

February 27, 2024



Desired Outcomes for Today

- Review timeline of the AIR Review
- Review AIR Recommendations
- Work Group Meetings and Accomplishments
- Celebrations
- Next Steps

Timeline of the AIR Review

- Sought proposals: July - August, 2022
- Planning and protocol Development: September - October, 2022
- Data Collection: October - December, 2022
- Data analysis and final report: January - February, 2023
- Presentation of findings: April, 2023
- Initiation of Special Education Committee: September, 2023

AIR Report Review: Methods

- + AIR received 1,358 survey responses
- + They also conducted focus groups, individual interviews and review of existing information
- + Strengths
 - + Strength 1: A focus on best serving all students and their families.
 - + Strength 2: Generally effective communication among staff and administrators at the building level.
 - + Strength 3: At all levels, staff acknowledge that ESD possesses a strong, qualified group of special education teachers and certified support staff.
 - + Strength 4: Recognition that ESD was and is a well-regarded school district that families locate to so their children can receive a high-quality education and special education services.
- + They had seven recommendations

AIR Report Review: Recommendations

- + Recommendation 1: Establish a cross-district advisory committee for special education to address priority concerns.
- + Recommendation 2: Create a dedicated special education director position whose sole responsibility is to oversee special education.
- + Recommendation 3: Develop a plan to implement relationship-building strategies in addition to communication.
- + Recommendation 4: Set expectations for administrative visits to classrooms and responding to emails and phone calls, and ensure that there are enough visits to meet expectations. Set administrators up for success.

AIR Report Review: Recommendations (cont'd)

- + Recommendation 5: Immediately reinstate job-alike meetings.
- + Recommendation 6: Review full-time equivalent (FTE) staff allocated to the teaching program versus itinerant services to determine appropriate staffing and areas that can flex.
- + Recommendation 7: Implement a culture shift. A culture shift refers to a significant and transformative change.

Recommendation One

Establish a cross-district advisory committee for special education to address priority concerns.

- Committee is made up of:
 - 4 parents, 4 elementary special ed teachers, 3 high school special ed teachers, 3 special ed administrators, 2 paraeducators, 2 school psychologists, 2 building administrators, 1 preschool teacher, 1 gen ed teacher, 1 member of the maintenance team, 1 school nurse, 1 office coordinator, 1 speech language pathologist and 1 certified behavior analyst

Recommendation One(cont.)

Establish a cross-district advisory committee for special education to address priority concerns.

September: The committee members were selected by co-chairs Rebecca Miner and Sandra Goveia with consideration of roles, job sites to include representation from all levels (i.e. elementary and secondary, etc,) as possible.

October: The committee met for the first time to establish goals and objectives and to begin review of the AIR Report.

November: During the November meeting of the Special Education Review Committee, small groups shared the results of their review of procedure 2161P with the full group.

Recommendation One(cont.)

Establish a cross-district advisory committee for special education to address priority concerns.

December: Dana Geaslen shared her updates to the special education procedure based on the feedback from the committee. She received clarification as needed and will move the procedure forward through our normal processes as well as prepare for training needs as identified with the group.

January: The meeting was cancelled due to inclement weather.

February: Followed a protocol for individuals to select a work group to participate in for the rest of the committee meetings this year. Groups will focus on recommendations from the AIR report.

Recommendation Two

Create a dedicated special education director position whose sole responsibility is to oversee special education.

Dana Geaslen's duties were changed to enable her to have more time and ability to provide oversight for Special Education.

Recommendation Three

Develop a plan to implement relationship-building strategies in addition to communication:

- ISP Leadership Team Meetings: meet with administrators 1-2 times monthly to determine the agenda and focus of the larger department meeting (this has been practice for several years)
 - ISP teams meet monthly with the Itinerant Services Director and Manager to discuss topics related to their professional scope and practice as well as district initiatives.
 - Retreats specific to their roles in district to engage in team and relationship building activities for the 24-25 school year.
 - Special Education Advisory Committee (SEAC) for Parents/Guardians reinstated in January 2024 with meetings every month
 - Special Education Newsletter increased from twice monthly to weekly in the 23-24 school year and platform moved to ParentSquare to allow for various methods of delivery (email and text) and for better accessibility.
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Special Education Newsletter

February 9, 2024



The Kindergarten Fair was buzzing with excited incoming students. They participated in a variety of activities including a sensory path building blocks, creating bead bracelets, coloring self-portraits, and vision testing.

Good luck to EWHS Deaf Academic Bowl (DAB) in New Mexico

Edmonds Woodway's Deaf Academic Bowl (DAB) left today for New Mexico. They'll be competing against 20 other teams from around the nation! Coaches Kayla Meese, Corey Clark and DAB members are excited and ready to compete! Go DAB!

Thank you to Amy Emond for sharing this exciting news about DAB. If you have celebrations you can also share news about celebrations in your learning communities!

Sharing Celebrations

Have you recently completed a fun and compelling lesson with a student, or do you know a colleague who has recently earned their National Boards? We want to celebrate you and include your voice in the Special Education Newsletter. Please send us celebrations that you think should be shared in Friday's Special Education Newsletter, by the end of your work day, on Thursdays. You can also attach pictures, as long as parents have given permission for students to be shown. We will review and reach out to you for any clarification if needed. If you would like to share a celebration in the Newsletter please fill out this [Google Form!](#)

Recommendation Three

Develop a plan to implement relationship-building strategies in addition to communication:

- Family Connection opportunities - Reinstated in the 22-23 school year and continuing through the 23-24 school year
- Monthly set times to meet with the Building Administrator for each school and attending Special Education school team meetings
- Work groups started for establishing Program Standards for Elementary Intensive Support classrooms and Developmental Kindergarten classrooms, High School IS Grad Path and Intensive Social Emotional Support programming
- Directors and Managers have weekly Office Hours- Teaching and Itinerant
- Central Office Special Education Administrators support an average of:
 - 13 IEP meetings per week
 - 11 Problem solving meetings at the school level

Recommendation Four

Set expectations for administrative visits to classrooms and responding to emails and phone calls, and ensure that there are enough visits to meet expectations. Set administrators up for success.

- Student Services Directors and Managers attend multiple evaluation feedback and IEP meetings on a daily basis
 - Our Special Education Administrators helm the most complex evaluation feedback and IEP meetings district wide
 - Itinerant Director and Manager supervise approximately 150 ISPs for whom at least 2 school based observations for each ISP are completed annually
 - Administrators hold one day a week open to serve as District Representatives (DRs) in conferences as needed
 - Teaching program administrators spend over 50 percent of their workday in schools across the district either visiting classrooms, participating in building and/or IEP meetings
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Recommendation Four

Set expectations for administrative visits to classrooms and responding to emails and phone calls, and ensure that there are enough visits to meet expectations. Set administrators up for success.

- Directors and Managers return phone calls and emails within 48 hours of receipt (communicated Spring 2022)
- Email responder turned is on when out of district or office or covering classrooms and schools
- Department email set up for families and staff to ask questions or requests
- Cabinet trained as District Representatives for IEP meetings and scheduled on afternoon a month to support meetings when requested (time set aside)
- Special Education Administrators leading professional development for literacy, planning and co-taught with school groups

Recommendation Five

Immediately reinstitute job-alike meetings.

- Each Itinerant Service Provider (ISP) Leadership team (e.g. School Psychologists, Speech/Language Pathologists et. al.) meets with administrators once or twice monthly to determine the agenda and focus of the larger department meeting.
- ISP teams meet monthly with the Itinerant Services Director and Manager to discuss topics related to their professional scope and practice as well as district initiatives.
- Teaching Program Administrators co-plan district wide Professional Development with other departments and plan the Job Alike section for special education teachers (October 20th and May 24th)
- Sped Administrators plan full day of Professional Development in August and a Job Alike in January (½ day) specifically for Special Education teachers

Recommendation Six

Review full-time equivalent (FTE) staff allocated to the teaching program versus itinerant services to determine appropriate staffing and areas that can flex.

- Weekly special education program enrollment and staffing ratios spreadsheet shared with building administration
- Review of budget context and inclusionary practices
- Review staffing with program administrators weekly
- 2.0 School Psychologist Floats 23-24 SY

Recommendation Seven

Implement a culture shift. A culture shift refers to a significant and transformative change.

As a district, we continue to work toward increasing trust, being more collaborative and transparent in order facilitate changes to be the high functioning organization, including in special education, that is everyone's goal.

Celebrations!

- Completion of procedure 2161P with input from a variety of stakeholders
- Creation of training plan for implementation of 2161P
- Additional professional development in January
- Increased partnerships with the multilingual learning and student learning departments
- Paraeducator training in January
- Partnership with Student Learning to establish a Tier III foundational literacy program

Where can I find more information?

- The AIR Report can be found in its entirety on our [website](#)
 - Home> Programs Services> Special Education Program Review
- This page is regularly updated each month after the committee meets