



SPECIAL EDUCATION

AIR REVIEW

COMMITTEE

NOVEMBER 21, 2024

AGENDA



HERE'S WHAT (AIR RECOMMENDATIONS)

1. REVIEW COMMITTEE
2. SPED DIRECTOR
3. COMMUNICATION
4. ADMIN SITE VISITS
5. JOB-ALIKE MEETINGS
6. STAFFING
7. CULTURE SHIFT

HERE'S WHAT

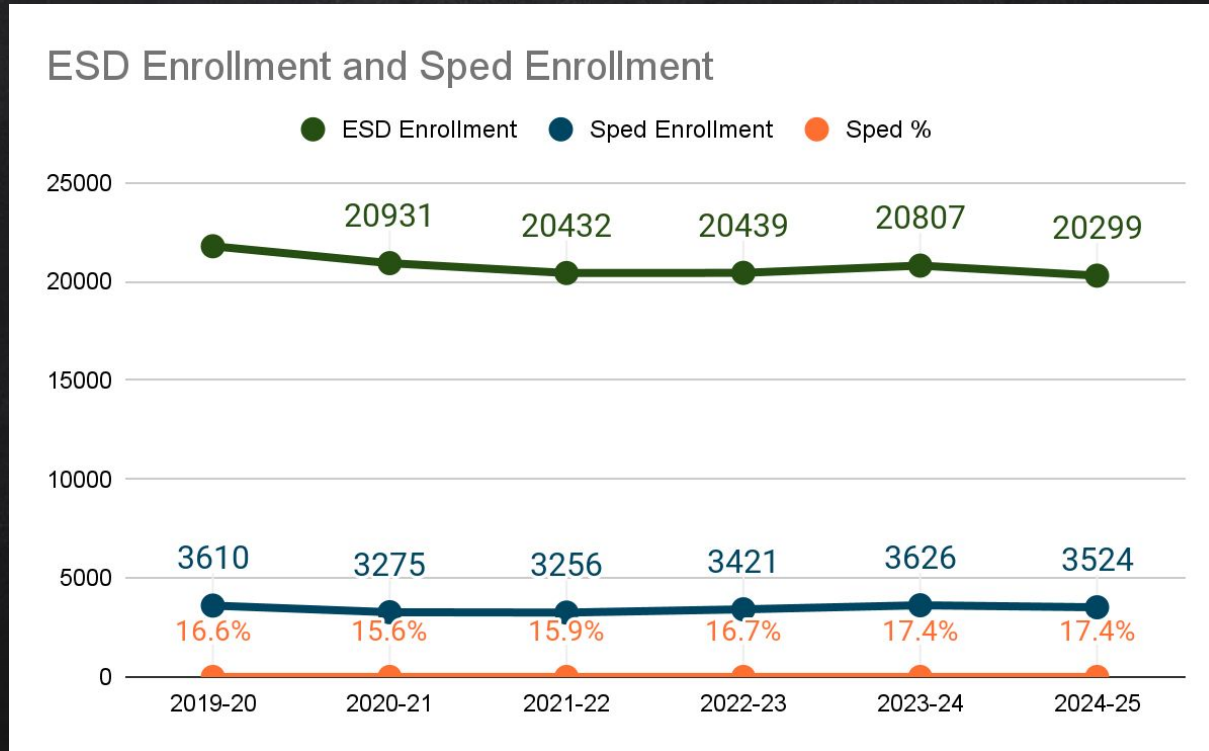
1. SPED DATA

2. SPED BUDGET

3. SYSTEM RESPONSES

(SO FAR)

2024 SPED ENROLLMENT (#)



2023-24 SPED ENROLLMENT

*INCLUDES PRESCHOOL NUMBERS (INFLATES %)

3626 Students w Disabilities

Edmonds SpEd Rate 17.4%

WA State SpEd Rate 16.1%

Everett 15.0%

Mukilteo 16.4%

Lake Washington 9.9%

Northshore 14.7%

24-25 SPED ENROLLMENT RATES

BY PROGRAM PLACEMENT

	Elementary	Secondary	Total
Resource Rm	809	1081	1890
IS/DK/DHH	279 <small>*includes VI</small>	193 <small>* includes VOICE</small>	472
ISES/ILS	42	63	105
Speech Only	476	92	568
Preschool	312	Grand Total:	3524 <small>*159 outliers or in process (aka OT, PT, No Case Manager, etc.)</small>



24-25 INITIAL EVALUATIONS TO DATE

183

(11+ weeks of school so far = 16.3 per week)

SPED ENROLLMENT RATES 23-24

BY ELIGIBILITY CATEGORY

WA State SpEd Rate 16.1%

Edmonds SpEd Rate 17.4%

AUT 13.7%

EBD 3.4%

SLI 15.9%

ID 2.9%

DD 10.2%

MD 2.1%

SLD 30.7%

OHI 19.8%

DHH/VI 1.0%

SLI 616 19.1% (+20.1%)

OHI 697 20.8% (+5.1%)

EBD 130 4.3% (+26.5%)

DHH/VI 63 1.8% (+80.0%)

AUT 130 14.4% (+5.1%)

24-25 SPED STAFFING NUMBERS (FTE)

BY PROGRAM PLACEMENT

	Elementary	Secondary	Total
Resource Rm	37.4	39.7	77.1
IS/DK/DHH	32.6 <small>*includes VI</small>	15.4 <small>* includes VOICE</small>	48.0
ISES/ILS	6.0	5.2	11.2
Preschool	12.1	Grand Total:	148.4 <small>+126.1 other (SLP/OT/PT/BCBA/Psych, etc.)</small>

24-25 SPED PROGRAM AVG CASELOADS

	Ts	Elementary Avg Caseload	Ts	Secondary Avg Caseload	Total Avg.
Resource	37.4	21.6 (CBA: 23)	39.7	27.2 (CBA: 25)	24.4
IS/DK/DHH	32.6	8.6 (CBA: 10) *includes VI	15.4	12.5 (CBA: 13) *includes VOICE	9.8
ISES/ILS	6	7.0 (CBA: 10)	5.2	12.1 (CBA: 12)	9.6
PreK	12.1	25.8 (CBA: 27)	Grand Total: *Currently 1 unfilled certificated position		3524/148.4 23.7

24-25 SPED STAFFING NUMBERS (PARAS)

PARAS BY PROGRAM PLACEMENT

	Elementary	Secondary	Total
Resource Rm	37* + 55	22* + 17	131
IS/DK/DHH/ISES/ILS	74* + 78 +9 contractors	54* + 55 +10 contractors	280
Preschool	48* + 8	-	56
Grand Total	159* + 141 *fte not headcount	76* + 72	466 including 213 1:1s

ADULT SUPPORT ACROSS SPED

ELEMENTARY Y	SWDs	Adults Ts + PrP + 1:1	Total Avg Adults: Students
Resource	809	46 + 37* + 55	5.9
IS/ISES/DK/DHH	279 <small>*includes VI</small>	37 + 74* + 78 +9 contractors	1.4
Preschool	312	12 + 48* + 8	4.6
Total	1400	91 + 159* + 141 <small>*fte not headcount</small>	3.6

ADULT SUPPORT ACROSS SPED

SECONDARY	SWDs	Adults Ts + PrP + 1:1	Total Avg Adults: Students
Resource	1145	48 + 22* + 17	13.2
IS/DHH/ISES/ILS <small>*includes VOICE</small>	247	30 + 54* + 55 +10 contractors	1.7
Total	1392	78 + 76* + 72 *fte not headcount	6.2



24-25 SPECIAL EDUCATION BUDGET

\$72,333,328

= \$20,526 per student



24-25 SPECIAL EDUCATION ALLOCATION

\$53,871,271

+Safety Net, Tuition, Medicaid



CERTIFICATED SALARIES

*INCLUDES RELATED SERVICE PROVIDERS

\$31,223,429



CLASSIFIED SALARIES

\$16,569,399



SPED BENEFITS

\$19,094,689

Total Salaries & Benefits = \$66,887,517 (92.5%)

Contract Svcs (placements/staffing) = \$5,051,311 (7.0%)

SYSTEM RESPONSE (SO FAR)

LEA REP TRAINING

Training additional staff to alleviate the workload for administrators and building capacity of teams to serve as LEA representatives.

PARAEDUCATOR NEED & PLANNING TOOL

Piloting with building teams in the consideration of adding adult support to any and all IEPs.

ADDITIONAL PARAEDUCATORS

Added 48 1:1 paraeducators due to building and IEP requests to offset irreconcilable service schedules and intensive support needs.

BEHAVIOR SUPPORT TRAINING

Collaborative Problem Solving offered to all Sped Teachers and Paras Aug 27, Oct 18.

ADDITIONAL CLASSROOMS

Added 2 Elementary IS and 1.5 PK classrooms to offset growing numbers.

BEHAVIOR SUPPORT PROTOCOLS

Developing protocols for BCBA and Beh. Interventionist referrals. Adjusted to regional deployment of Behavior Team so every building has a contact person.



ADDITION OF 48 1:1 PARAS OVER
BUDGETED
THIS YEAR

\$2,763,840

*312 hours allocated starting 5/20/24 after budget adoption for 24–25 academic year, results in 48 para FTE



ADDITION OF 1 ½ PREK CLASSROOMS

\$360,000

* 1.5 Prof Techs/3 Paras/.5 Sped Teacher



ADDITION OF 2 IS CLASSROOMS
(1 TEACHER AND 2 PROGRAM PARAS EACH)

\$577,600

PARAEDUCATOR NEED & PLANNING TOOL



Paraeducator Need and Planning Tool

Please complete and submit this form to Heather Adona & your SPED Admin (Hayley Etnier, Libby LeCompte, Janice Nicholson, West Keller) if the IEP team may be considering the need for a paraeducator or an increase in paraeducator time. Submitting this form does not mean you have been approved for a district-funded paraeducator. Once reviewed, the necessary authorization will be made based on the information provided. Adding additional Adult Support to an IEP without this form and SPED Administrative authorization, may result in the funding for the support to be charged to the building. **This is a tool for planning and budgeting purposes to equitably and appropriately align staffing needs across the District, but the IEP team makes the final determination as to the actual need and use of a para for any individual student.**

Student Name:		Case Manager (print):	Principal (print):
DOB:	Grade:	School:	Date of Request:

Nature of Request:

<input type="checkbox"/> Emergency Student Management Request <input type="checkbox"/> Transfer from Out of District	<input type="checkbox"/> Initial request for ESD student <input type="checkbox"/> Ongoing/Extension requiring new data
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Duration of Request:

<input type="checkbox"/> Temporary	<input type="checkbox"/> Short-term	<input type="checkbox"/> Long-Term
The nature of the student's needs can be addressed with support that lasts six weeks or less . Support is characterized as "transitional"; providing instruction and reminders to transition a student into a new setting/program/environment.	The nature of the student's needs can be met by the end of the school year . Support is characterized by building the student's skills towards independence through instruction, reinforcement, and a fade plan based on the student's progress data.	The nature of the student's needs will require ongoing support. The student's needs are such that they will require care in one or more areas of support, and likely for more than this school year . This need will need to be reviewed with progress reporting.

Current Support(s) in Place?

Type of Request:

<input type="checkbox"/> SpEd Evaluation <input type="checkbox"/> 504 Accommodations <input type="checkbox"/> Health Care Plan <input type="checkbox"/> Student Support Plan <input type="checkbox"/> Behavior Intervention Plan <input type="checkbox"/> Safety Plan	<input type="checkbox"/> Medical/Health (Required Supporting Doc) <input type="checkbox"/> : Health Care Plan/504 Plan <input type="checkbox"/> Behavioral/Safety (Required Supporting Doc): <input type="checkbox"/> FBA <input type="checkbox"/> BIP <input type="checkbox"/> Threat Assessment	<input type="checkbox"/> Academic (Required Supporting Doc) <input type="checkbox"/> Current IEP Goals <input type="checkbox"/> Current Present Levels <input type="checkbox"/> Inclusion/Adeptive (Required Supporting Doc) <input type="checkbox"/> FBA <input type="checkbox"/> BIP <input type="checkbox"/> IEP Move-In with Para (Required Supporting Doc: Transfer Validation)
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PARAEDUCATOR NEED & PLANNING TOOL

Review of Current Needs: Highlight any characteristics that describe the student in each category (e.g. columns "Medical/Mobility Health Needs, Personal Care, Behavior / Safety Instruction," etc...)

Support Need	Medical / Mobility Health Needs	Personal Care/Adaptive	Behavior / Safety Instruction	Instruction	Social/Emotional
3 Independent	No specialized health care is needed.	The student takes care of all "age-appropriate" personal care.	Rarely engages in verbal aggression or threats; responds to redirection.	Participates in instructional lessons.	Can access all learning and social environments.
	No medication is taken Or Medication administration takes less than 10 minutes. The student is able to access the health room independently.	May need some reminders to complete "age-appropriate" personal care.	Rarely uses physical aggression; responds to redirection. Rarely elopes from the expected area; returns unprompted.	Stays on task during independent learning. Transitions independently between classes/activities.	Can participate in group activities. Maintains appropriate social interactions.
2 Minimal & Intermittent	General health care procedures are needed.	Occasionally requires occasional reminders and additional prompting to complete personal care routines.	Occasionally engages in verbal aggression or threats; often responds to redirection.	Occasionally requires additional prompts/encouragement to participate in instructional lessons.	Can access all learning and social environments.
	Health care intervention takes 10-15 minutes daily. (ie. blood sugar/medication). Student needs supervision to access the health room.	Occasional toileting support needed. - Frequency: _____ - Location: _____	Occasionally uses physical aggression; often responds to redirection. Engages in physical aggression - Who: _____ - Frequency: _____ - Location: _____ - Intensity: _____ Occasionally elopes from expected area; returns with prompting. Elopes from assigned area - Frequency: _____ - Location: _____ - Intensity: _____ Occasionally engages in inappropriate touching of self/others. - Frequency: _____ - Location: _____ - Intensity: _____	Occasionally needs reminders to stay on task during learning. Occasionally needs help engaging and participating in whole group lessons. Occasionally struggles to begin or complete independent learning tasks. - Frequency: _____ - Location: _____ Occasionally need prompting to transition successfully between classes/activities. - Frequency: _____ - Location: _____	Occasionally needs help engaging and participating in whole group lessons. Occasionally struggles to begin or complete independent learning tasks. - Frequency: _____ - Location: _____ Occasionally need prompting to transition successfully between classes/activities. - Frequency: _____ - Location: _____
1 Significant & Frequently	Specialized health care procedure.	Health care intervention takes 15-45 minutes daily.	Engages in hate speech or threats - Frequency: _____ - Location: _____ - Intensity: _____	Occasionally requires additional prompts/encouragement to participate in instructional lessons.	Can access all learning and social environments.
	Food prep or feeding support is needed. Mobility support is needed (ie. positioning, stander, gait trainer or wheelchair)	Occasionally requires translation services to access academic/social content (i.e. ASL).	Occasionally elopes from assigned area. - Frequency: _____ - Location: _____ - Intensity: _____ Frequently engages in inappropriate touching of self/others. - Frequency: _____ - Location: _____ - Intensity: _____ Frequently engages in property damage. - Frequency: _____ - Location: _____ - Intensity: _____	Occasionally requires additional prompts/encouragement to participate in instructional lessons. Occasionally needs help engaging and participating in whole group lessons. Occasionally struggles to begin or complete independent learning tasks. - Frequency: _____ - Location: _____ Occasionally need prompting to transition successfully between classes/activities. - Frequency: _____ - Location: _____	Can access all learning and social environments. Can participate in group activities. Maintains appropriate social interactions.
0 Constant	Specially trained employees to carry out specialized health care procedure(s). (ie. g-tube, catheter)	Requires constant supervision in following a daily schedule.	Engages in verbal aggression or threats. - Frequency: _____ - Location: _____ - Intensity: _____	Requires constant 1-1 assistance with all personal care routines.	Can access all learning and social environments.
	Total healthcare interventions take more than 45 minutes daily. It requires positioning, bracing multiple times a day, and/or two-person transfers.	Requires constant prompting to complete independent learning tasks. Requires modified curriculum to access content. Participates in alternative CFAs to demonstrate growth.	Consistently engages in verbal aggression or threats. Consistently engages in physical aggression. Consistently elopes from assigned areas. Consistently engages in inappropriate touching of self/others. Consistently engages in property damage.	Requires constant 1-1 assistance with all personal care routines. Total healthcare interventions take more than 45 minutes daily. It requires positioning, bracing multiple times a day, and/or two-person transfers.	Can access all learning and social environments.

			Occasionally responds physically with materials/environment. Engages in property damage - Frequency: _____ - Location: _____ - Intensity: _____		
1 Significant & Frequently	Specialized health care procedure.	Frequent and physical prompts needed to complete personal care routines.	Frequently engages in verbal aggression or threats. - Frequency: _____ - Location: _____ - Intensity: _____	Rarely engages or participates in large group instruction.	Needs frequent adult support to access and navigate less structured environments (i.e. recess, cafeteria).
	Health care intervention takes 15-45 minutes daily.	Frequent toileting assistance (ie. toilet schedule, physical changing assistance, diapering). - Frequency: _____ - Location: _____	Frequently engages in physical aggression. - Frequency: _____ - Location: _____ - Intensity: _____	Frequently requires small group or 1-1 support to access instructional content.	Needs frequent monitoring when moving to different environments across the school.
0 Constant	Food prep or feeding support is needed.	Mobility support is needed (ie. positioning, stander, gait trainer or wheelchair)	Frequently elopes from assigned area. - Frequency: _____ - Location: _____ - Intensity: _____	Frequently requires accommodations that are not typical for a class setting (i.e. ABA, Structures Teaching, AAC).	Needs frequent instruction and reminders to navigate social interactions with both peers and adults.
	Engages in hate speech or threats - Frequency: _____ - Location: _____ - Intensity: _____	Occasionally elopes from assigned area. - Frequency: _____ - Location: _____ - Intensity: _____	Frequently engages in inappropriate touching of self/others. - Frequency: _____ - Location: _____ - Intensity: _____	Frequently requires translation services to access academic/social content (i.e. ASL).	Frequently struggles to engage in and manage positive relationships.
0 Constant	Specially trained employees to carry out specialized health care procedure(s). (ie. g-tube, catheter)	Requires constant 1-1 assistance with all personal care routines.	Frequently engages in property damage. - Frequency: _____ - Location: _____ - Intensity: _____	Requires constant supervision in following a daily schedule.	Needs frequent instruction to navigate social issues/interactions.
	Total healthcare interventions take more than 45 minutes daily. It requires positioning, bracing multiple times a day, and/or two-person transfers.	Requires constant 1-1 assistance with all personal care routines.	Consistently engages in verbal aggression or threats. Consistently engages in physical aggression. Consistently elopes from assigned areas. Consistently engages in inappropriate touching of self/others. Consistently engages in property damage.	Requires constant prompting to complete independent learning tasks. Requires modified curriculum to access content. Participates in alternative CFAs to demonstrate growth.	Needs constant, direct and close proximity supervision to support the safety of self and others.

PARAEDUCATOR NEED & PLANNING TOOL

Review of Current Needs if Requesting Support for Behavior/Safety

What is the team's theory on the students' behavior?	
What is the team's theory of the expectation the student is unable to meet:	
What is the team's theory about this behavior? Is it a can't do or won't do (explain)?	
What is the team's theory about the skills the student does not have to meet the demand?	
What is the team's theory about additional tools/accommodations the student needs to be taught to communicate differently or decrease the behavior:	

Skill Building & Fade Plan

Independence Planning: What skills need to be taught (This is not exhaustive, prioritize the most significant needs):	How will the skill be taught:	Who will be providing the learning, tools, instruction? When will that instruction happen?	Criteria to Fade What is the expected outcome for the student? What is the expected date to be completed? <small>*(0-3 scale or other measures articulated in the goals- see below)</small>
<i>SAMPLE: Transition in from recess/break</i>	<i>I do- model and provide "why/rewards" We do- Practice during independent reading. Use same signal as end of recess You do- Check in following recess</i>	<i>Ms. Staff will be providing the instructions one on one daily for 2 weeks during independent reading time. Check in will be at the classroom door with the GE teacher.</i>	<i>Student will be able to transition from recess into the classroom from an average of a 1 to a 3 in 4 weeks.</i>
Skill 1:			
Skill 2:			
Skill 3:			

PARAEDUCATOR NEED & PLANNING TOOL

Implementation

How will progress be monitored?	
Who will monitor the progress?	
What tools/data sheet will be used to monitor progress?	
Date of Scheduled follow up IEP meeting?	

Team Signatures:

Building Principal (required) Date

Case Manager (required) Date

Key to Data Collection ([Sample Form](#))

3: Independent Demonstrates skill with little or no support; manages self & environment independently

2: Minimal Support Occasional support, reminders, prompts to demonstrate skill

1: Significant Support Needs frequent prompts to briefly demonstrate skill

0: Constant support Needs Continual prompting, fails to demonstrate skill

AGENDA



SO WHAT?

(AIR RECOMMENDATIONS)

1. REVIEW COMMITTEE
2. SPED DIRECTOR
3. COMMUNICATION
4. ADMIN SITE VISITS
5. JOB-ALIKE MEETINGS
6. STAFFING
7. CULTURE SHIFT

SO WHAT?

(AIR RECOMMENDATIONS)

6. STAFFING: TEACHING AND ITINERANT

- A. STAFFING REVIEWED WITH MONTHLY COUNT
- B. CASELOADS REVIEWED WITH MONTHLY COUNT
- C. SOME ADJUSTMENTS ALREADY IN PROCESS, WITH ATTENTION TO FUTURE STAFFING ALLOCATIONS

SO WHAT

(AIR RECOMMENDATIONS)

7. CULTURE SHIFT

- A. REBUILDING TRUST
- B. ESTABLISH GOOD RELATIONSHIPS
- C. PROVIDE CLEAR EXPECTATIONS
- D. MONITOR PERFORMANCE
- E. PROVIDE RESOURCES
- F. LEAD BY EXAMPLE

SO WHAT?

(AIR RECOMMENDATIONS)

3. COMMUNICATION

- A. SCHOOL-SITE SCHEDULE WITH CLASSROOM VISITS
- B. 48-HOUR RESPONSE TIME ON EMAILS
- C. EXECUTIVE DIRECTOR SITE VISITS
- D. NEWSLETTERS

AGENDA



NOW WHAT?

(AIR RECOMMENDATIONS)

1. REVIEW COMMITTEE
2. SPED DIRECTOR
3. COMMUNICATION
4. ADMIN SITE VISITS
5. JOB-ALIKE MEETINGS
6. STAFFING
7. CULTURE SHIFT



SOMETHING'S GOTTA GIVE...

STAFFING? A NEW MODEL...

PROFESSIONAL DEVELOPMENT? DONE DIFFERENTLY...

COMMUNICATION? EXPECTATIONS AND METHODS...

STUDENT OUTCOMES? OF COURSE NOT!!!



WORK SMARTER, NOT HARDER...

WE'VE GOTTA GET OUT OF OUR AMYGDALAS

STAFFING? WHEN WE FEEL OVERWHELMED, WE'RE NOT AT OUR BEST

PROFESSIONAL DEVELOPMENT? WHEN WE FEEL
OVERWHELMED, WE AREN'T IN A PLACE TO LEARN

COMMUNICATION? WHEN WE FEEL OVERWHELMED, WE AREN'T IN A
PLACE TO HEAR, AND OFTEN ARE NOT HEARD



WHEN YOU KNOW BETTER, DO BETTER...

HOW ARE WE GOING TO KNOW BETTER?

PROFESSIONAL DEVELOPMENT? YES... AND WHEN?

COMMUNICATION? WE NEED OPPORTUNITIES TO BE TOGETHER

COACHING? SIDE BY SIDE, IN THE MOMENT IS BEST, BUT WHO?

NOW WHAT?

OTHER NEXT STEPS

1. TRANSITIONS
2. PROCEDURAL HANDBOOK
 - A. TRANSFER PROTOCOLS
3. JOB-ALIKE MEETINGS
 - A. JANUARY 8/9
4. STAFFING
 - A. JANUARY-FEBRUARY
5. CULTURE SHIFT

Program Pillars

- 1. Timely Intervention**
 - a. MTSS and Evaluation**
 - b. by Student, by Standard**
- 2. High Quality SDI**
 - a. Articulated and Intentional**
 - b. Intensive and Urgent**
- 3. Relationship and Belonging**
 - a. Evidence of SCARF**
 - b. “Everyone has One”**
- 4. Compliance and Fiscal Accountability**
 - a. Systems, Structures, and Processes**
 - b. Efficient, Effective, and Clear**



NEXT STEPS

What other next steps can we, as a Department, take **NOW** to help ?