

Lake Washington

School District

Transition Academy

Family Handbook

2024-2025

Lake Washington School District

16250 NE 74th Street

Redmond, WA 98052

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Message from the Directors

The Lake Washington School District mission is to ensure “Every Student Future Ready.” At the Transition Academy, we believe this continues for some of our students who need and are entitled to additional services from the ages of 18 to 22

LWSD Transition Academy is a community-based program for young adults receiving special education services. The focus of the Academy's program is to prepare students for work, life, and leisure in their community after high school graduation (through their 22nd birthday).

Unlike a traditional classroom, the Academy is a base for our "real classrooms" which are a wide variety of settings in the greater Redmond-Kirkland-Bellevue communities.

Our core program elements focus on 6 key areas:

1. Community Access – A variety of transportation used through the school day to access community experiences: LWSD bus, Metro, and walking during the day.
2. Vocation – Vocational opportunities aimed at developing employment skills and preparing students for future careers.
3. Social Skills – Building and maintaining safe, healthy, and fulfilling relationships with one another and with community members.
4. Purchasing and Budgeting – Purchasing groceries, budgeting costs of living, paying for a meal at a restaurant, or paying for leisure activities.
5. Independent Living Skills – Cooking, self-care, leisure, advocacy and community activities.
6. Integrated Therapy Services – Speech, occupational, and physical therapy embedded with the school day for students who qualify for services on IEP.

We look forward to working collaboratively with you and your family in support of your young adults’ academic, social, emotional, and physical potential. At the Transition Academy, we believe that a positive partnership is important for student success. Together we can make this a supportive place for your young adults' continued development. This family handbook contains information about our program, our general procedures, policies, and resources for families. We hope you will find this handbook helpful.

Welcome to TA,

Craig Mott and Dr. Natalie Pullen

Vision

Preparing each young adult for personal success following graduation from the Lake Washington School District.

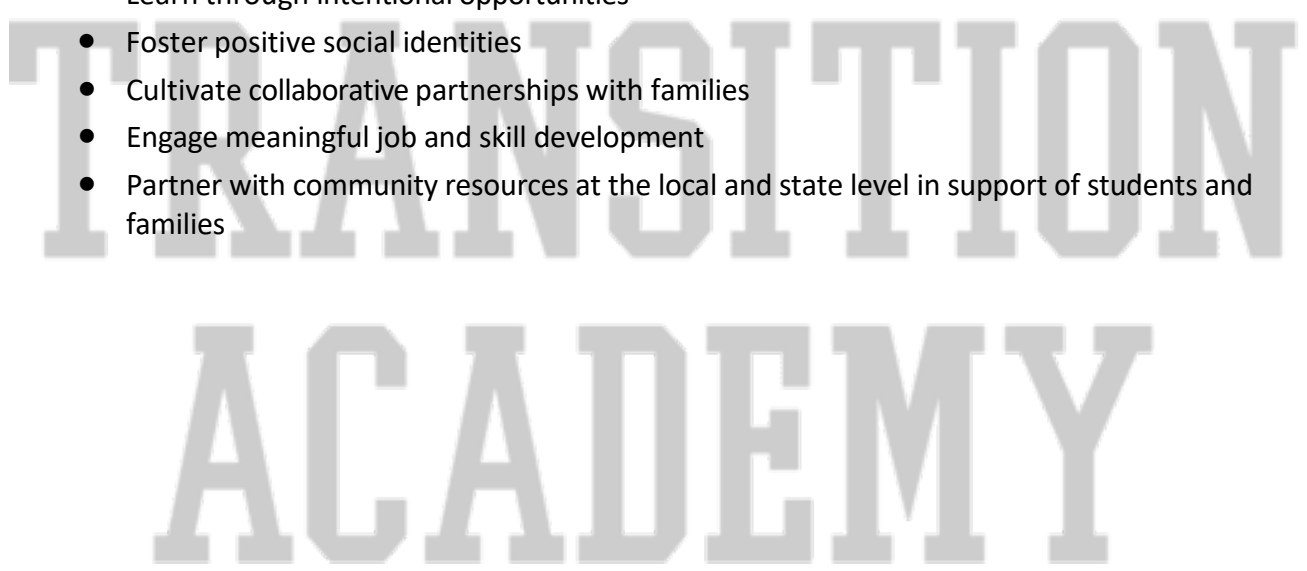
Our Mission

To partner and collaborate with our young adults and their families to develop a learning plan that addresses the identified post-secondary goals that have been established as a team. To do this, we are committed to building strong relationships and partnering with students, families, staff, and community by providing an inclusive learning environment focused on being future ready when they graduate at 22.

Values

At the Transition Academy we:

- Learn through intentional opportunities
- Foster positive social identities
- Cultivate collaborative partnerships with families
- Engage meaningful job and skill development
- Partner with community resources at the local and state level in support of students and families



Sites and Staff

Administration

Dr. Shannon Hitch	Executive Director of Special Services	shitch@lwsd.org
Craig Mott	Director of Special Services	cmott@lwsd.org
Dr. Natalie Pullen	Director of Special Services	npullen@lwsd.org

Sites

- Transition Academy @Redmond Elementary (TA@RE)
 - Teachers
 - Jon Goodman jgoodman@lwsd.org
 - Cynthia Roberts cynroberts@lwsd.org
 - Address: 16800 NE 80th St., Redmond, WA 98052
 - Phone: 425-936-1201
 - Parking
 - Park in school parking lot
 - Our suite is one of the portables to the right of the main building, portable #P395

- Transition Academy@ Together Center (TA@TC)
 - Teachers
 - Jennifer Demura jdemura@lwsd.org
 - Megan Berg mberg@lwsd.org
 - Address: 16305 NE 87th St., Suite 110, Redmond, WA 98052
 - Phone: 425-936-1201
 - Parking
 - Street parking around the facility
 - There is a sign outside the Transition Academy that reads "Lake Washington School District Transition Academy".
 - Our suite is in the Forrest building, Suite #120.
 - The entrance to our suite is on NE 87th St.

- Transition Academy @YWCA (TA@Y)
 - Teachers
 - Elva Kells ekells@lwsd.org
 - Amber Van Andel avanandel@lwsd.org
 - Address: 166011 NE 80th St., Redmond, WA 98052
 - Phone: 425-898-4598 and 425-898-4376
 - Parking
 - There is a parking lot for YWCA Family Village. Park in this lot.
 - There is a sign on the wooden fence that reads "Lake Washington School District Transition Academy."
 - Our suite is on the first floor of the building.

Program Support

Ardath Miller
Samantha McGarry
Claire Hinkson

Program Support Specialist
Program Support Specialist
Para Support Specialist

armiller@lwsd.org
smcgarry@lwsd.org
chinkson@lwsd.org

Therapists

Katie Tom
Hunter Hendrickson
Jess Herrera
Dawn Simmons
TBD
Richelle Agruda
Callie Payne

School Psychologist
Physical Therapist
SLP
SLP
OT
Nurse
Nurse

ktom@lwsd.org
hhendrickson@lwsd.org
jherrera@lwsd.org
dsimmons@lwsd.org
TBD
ragruda@lwsd.org
cpayne@lwsd.org

Support Staff

Brege Tivan
Carol Yaklich
Cheryl Lawler
Cheryl Smothers
Elisa Du
Jackie Martinez
Jane Wood
Lenora Worden
Mamie Higginbotham
Ellen Collantes
Mike Vucci
Maureen Young
Pauline Fuentes

Para-Educator
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btivan@lwsd.org
cyaklich@lwsd.org
clawler@lwsd.org
csmothers@lwsd.org
edu@lwsd.org
jmartinez@lwsd.org
jwood@lwsd.org
lworden@lwsd.org
mhigginbotham@lwsd.org
mcollanties@lwsd.org
mvucci@lwsd.org
myoung@lwsd.org
pfuentes@lwsd.org

Schedule

- Monday-Thursday – School days for students
- Friday – No school for students
- Start and End times for each site:
 - TA@Redmond Elementary – 8:10am-2:40pm
 - TA@Together Center – 7:50am-2:20pm
 - TA@YWCA – 8:00am-2:30pm

2024/25 Calendar

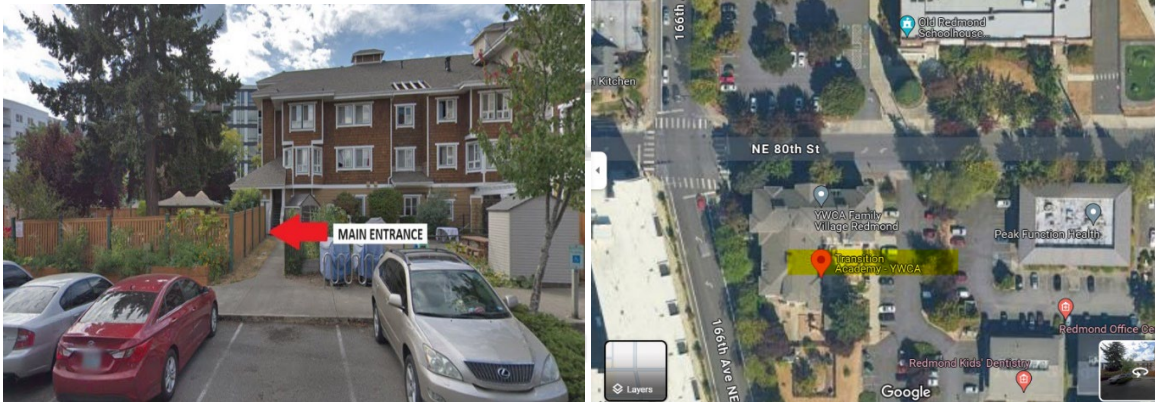
August	August 26 – TA open House 2:00-3:30pm at all three sites
September	September 2 – Labor Day, No school September 3 – First day of school for new TA students September 4 - First day of school for all TA students
October	October 18– Teacher LEAP Day; No School
November	November 11 – Veterans Day; No School November 27 – Half day November 28-29 – Thanksgiving Break; No School
December	December 23-January 3 – Winter Break; No School
January	January 20 – Martin Luther King, Jr Day; No School
February	February 13-17 – Mid-Winter Break/President’s Day; No School
March	March 7 – Teacher LEAP Day; No School
April	April 14-18 – Spring Break; No School
May	May 23 – Teacher LEAP Day; No School May 26 – Memorial Day; No School May 30 – Hold for potential Snow Make-Up Day
June	June 5 – Transition Academy Graduation June 18 – Last Day of School

Policies and Procedures

Arrival/Dismissal

When your young adult arrives at school on the bus or car our staff will be outside to greet them and assist them off the bus or car and into their learning spaces.

TA@YWCA -Arrival/Dismissal



TA@Together Center- Arrival/Dismissal



TA@Redmond Elementary – Arrival/Dismissal



Attendance

If your student is staying home for illness or any other reason, please communicate with your case manager. This helps the instructional team with daily scheduling. We appreciate your support in keeping your student home when they are showing any signs of illness.

When emailing regarding your students' attendance please include:

- Students' full name
- Reason for absence

District Transportation

Your student is eligible for transportation as an IEP service. During the IEP process you will be asked if you would like to access transportation. Transportation can be to and from home.

Students can decide at any time to access district transportation. It will take a few weeks to get it set up, so please provide plenty of notice. The bus or car driver will contact the family prior to the first day of transportation. They will inform you of what time your student will be picked up or dropped off and where the bus stop or car will be. Please be at the 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 student's case manager. The case manager will send in a new transportation request to the special education department.

To report an absence to transportation call: 425-936-1120 or email: busroutes@lwsd.org

Communication

Communication between school and parents is vital. We use the following methods to share information on events occurring at the TA.

- ParentSquare – Communication from the district, administration, or teacher. Each teacher will communicate with parents utilizing Parent Square. This will be new for the Transition Academy this year. We are working to ensure we have a tool that families are familiar with and that is being utilized already across the district. If you ever have any questions, please contact your student's case manager directly. More information on ParentSquare: <https://www.lwsd.org/help/parentsquare>.
- TA Newsletter – We are working towards creating an on-going TA communication system to share upcoming events and community resources for families. We will send regular newsletters to share and highlight our Transition Academy community.
- Email or Phone – You can email any TA team member at any time to touch base, ask questions, schedule meetings, etc.

COVID Protocols

Although COVID responses have changed over the last couple of years, we want to ensure our students remain safe and healthy while at school. We will continue to follow the LWSD COVID guidelines. You can find the guidelines here: [COVID-19 Safety Plan](#)

Early Dismissal

We recognize the need for medical appointments or emergencies. Please be proactive in communicating with your student's case manager so they can plan accordingly. Often outings, activities, or worksite may be impacted by early dismissal so to ensure no miscommunication occurs, please reach out to teams early.

Entry Control Process (Front Door Entry)

The front doors of the TA sites will be always be locked during the school day to ensure safety. If you need to come to a TA location during the school day, a staff member will answer and welcome you to the site. Please note that we have many adults on site supporting the program and they may not know who you are so please be prepared to share who you are and who you are there to see. This will inform our staff of the purpose for your visit so they can direct you accordingly or connect you with the correct person for assistance.

Extended Absences

The school district schedules time throughout the year for breaks such as Thanksgiving break, Winter Break, and Mid-Winter Break. If your family needs to travel or take vacation outside of the district's break time, it is important to inform your student's case manager. It is also important to know that any student who is absent for more than 20 unexcused school days will be withdrawn because of the state's new attendance laws.

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 inclement 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

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 contact will be called immediately. It is important that sick or injured students are picked up as soon as possible. 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](#).

Medication

All medication 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

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Responsibilities of Common Roles

Role	Abbreviation	Description
Audiologist	AUD	Provides equipment-based support to students who are deaf or hard of hearing, as well as teacher consult.
Occupational Therapist	OT	Provides fine motor and sensory support so students can fully engage in all aspects of school. 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 & Mobility Specialist	O&M	Provides support to help students with visual impairments establish spatial and environmental concepts related to moving across space. O&M 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. I. They are provided to students with visual impairments.
Paraeducator	Para	Supports students in the classroom with IEP goals under direction of the Special Education Teacher.
Physical Therapist	PT	Provides gross (large) motor support so students can access school. Services provided by a Physical Therapist to assist students in reaching their maximum potential to function independently and to promote active participation in the school setting.
School Psychologist	Psych	Applies expertise in mental health, learning, and behavior to help students succeed in school. Conducts special education evaluations.
Special Education Teacher		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).
Speech Language Pathologist	SLP	Provides communication support to students for articulation, comprehension, fluency, social language, and receptive and expressive language.

Teacher of students with visual impairments	TVSI	Provides support to students with visual impairments, including the teaching of Braille. Vision therapy services 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.
Teacher of the Deaf	TOD	Support our Deaf and Hard of Hearing (DHH) students with access to curriculum as well as teacher consult for modifying instruction and learning materials.

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Definitions of Frequently Used Terms

Term	Abbreviation	Description
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.
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.
Extended School Year	ESY	Summer services provided to students with disabilities who require the continuity of education in order to prevent substantial regression in their IEP goal progress.
Free and 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	GT	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.
Individual Education Plan	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
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.

Multilingual Learner	ML	A student who fluent in another language other than English and primarily speak that other language.
Pantry Packs		Funded by the Lake Washington Schools Foundation, provides weekend food packs for food insecure LWSD students each week.
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.
Skyward		Student database system that enables parents to access information about their child including student grades, schedule, attendance, and academic history.
Special Education		School Age (ages 3-22) - 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.
Specially Designed Instruction	SDI	Teaches specific skills to a student related to access and progress in the general education curriculum. Services documented in IEP
Supplementary Aids and Services	SAS	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.

Parent and Family Resources

- LWSD Transition Academy Community Resources: <https://www.lwsd.org/programs-and-services/special-services/transition-academy/community-resources>
- LWSD Special Services Resources Webpage: <https://www.lwsd.org/programs-and-services/special-services/special-services-resources>
- LWSD PTSA Special Education Group: <https://www.lwsd.org/programs-and-services/special-services/ptsa-special-education-group>
- Bridge Disability Ministries (Medical Equipment): <https://bridgemin.org/get-equipment/>, bridge@bridgemin.org, 425-885-3900
- Children & Adults with ADHD (CHADD) Eastside: <http://www.eastside-chadd.org/index.html>, eastside@CHADD.org
- Developmental Disabilities Administration (DDA): <https://www.dshs.wa.gov/dda>, Region 4 – 206-568-5700 or 800-314-3296
- Disability Empowerment Center: 866-545-7055, <https://www.disabilityempowerment.org/get-services>
- Eastside Pathways: <https://eastsidepathways.org/>
- Friends of Youth East King County: <https://www.friendsofyouth.org/>
- Hopelink Redmond Food Bank Eastside: <https://www.hopelink.org/locations/redmond-market-and-service-center/>, 425-869-6000
- Informing Families: <https://informingfamilies.org/>
- Office of the Superintendent of Public Instruction (OSPI): www.k12.wa.us/SpecialEd/default.aspx, 360-725-6075
- Sibshops: www.seattlechildrens.org/, 206-297-6368
- Substance Abuse and Mental Health Services Administration (SAMHSA) National Helpline: call or text 988, chat 988lifeline.org, <https://www.samhsa.gov/find-help/national-helpline>
- The Arc of King County: www.arcofkingcounty.org, 206-364-6337 or 877-964-060
- The Father's Network: www.fathersnetwork.org, 425-747-4004
- Washington PAVE (Parents Are Vital in Education): www.wapave.com, 1-800-5-PARENT (1-800-572-7368)