

Northshore Special Education Community PTSA

Family Symposium

April 24, 2025

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Welcome to NSEC



Northshore School District Special Education

Family Symposium

April 24, 2025

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Child Find: Identifying Students with Disabilities

Proactive Screening

Schools actively identify and evaluate children who may have disabilities, even before parents or teachers raise concerns.

Parent Referrals

Parents can initiate the child find process by requesting an evaluation if they suspect their child has a disability.

Community Outreach

Schools and districts conduct public awareness campaigns to inform the community about available special education services.

Early Intervention

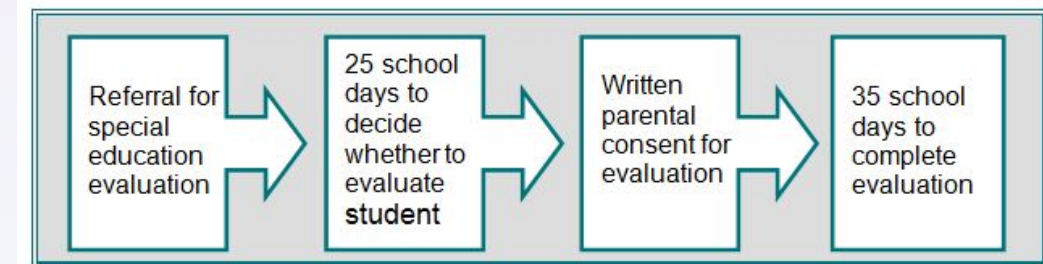
The child find process aims to identify children with disabilities as early as possible to provide timely support and interventions.



Referral Process: Initiating Evaluation

1. Parents, teachers, or other school staff can **initiate a referral** for a special education evaluation.
2. Within 25 school days of referral, the team will meet to **decide** whether or not to proceed with an evaluation.
3. Parent provides written **consent** for evaluation.
4. Evaluation specialists will **gather information** about the student's performance, strengths, and needs through various assessments in order to determine if a student qualifies for special education services - 35 school days after receiving consent to complete.

Washington State Evaluation Timelines





Comprehensive Evaluation: Determining Eligibility

1

Referral

The evaluation process begins with a referral, which can come from parents, teachers, or other professionals who suspect a child may have a disability.

2

Comprehensive Assessment

A team of qualified professionals conducts a thorough, multidisciplinary evaluation, utilizing a variety of assessment tools and techniques to gather comprehensive information about the child's strengths and needs.

3

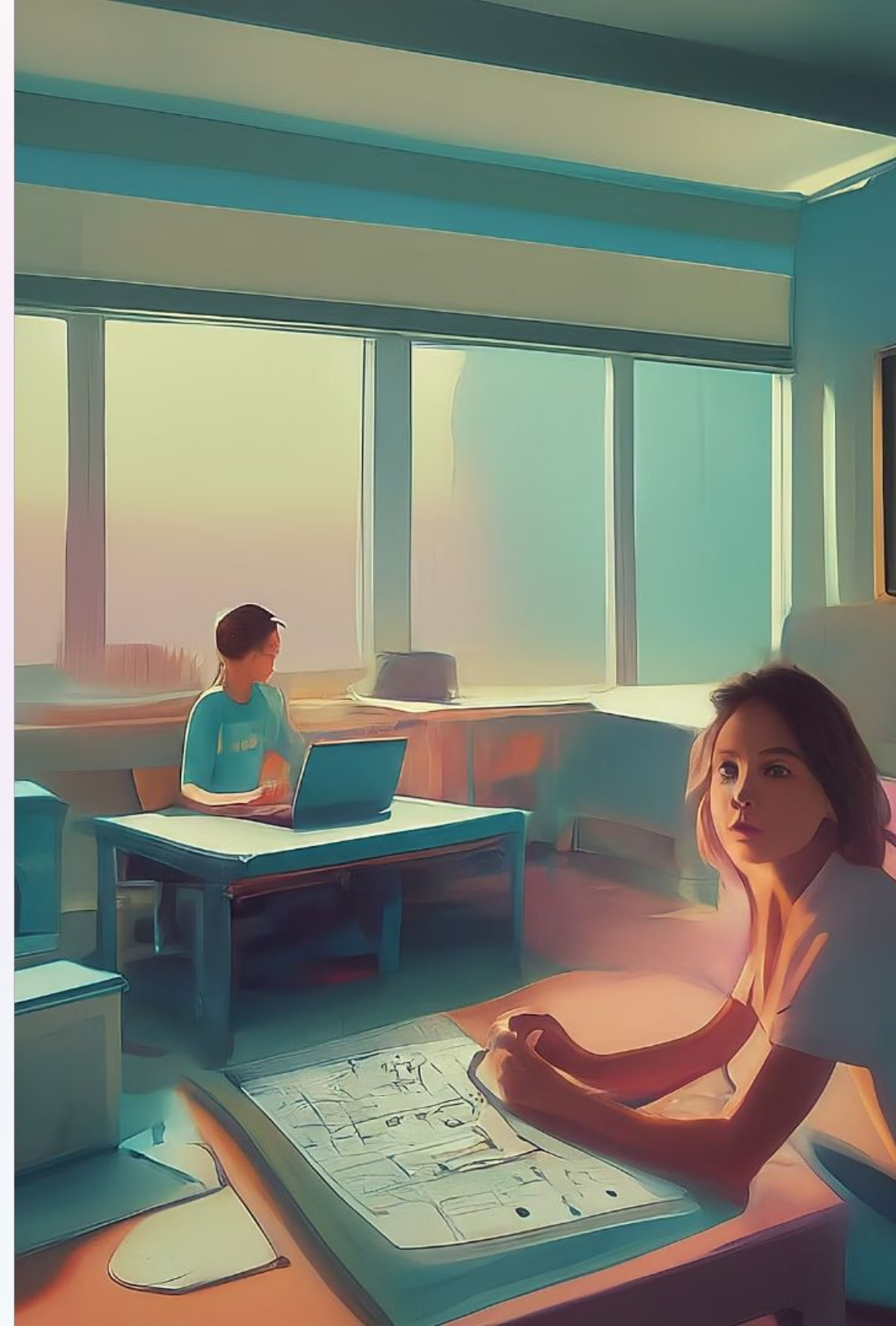
Eligibility Determination

Based on the evaluation results, the team determines whether the child meets the criteria for one or more of the eligible disability categories outlined in federal and state special education laws.

The Individualized Education Program (IEP)

The IEP is the cornerstone of special education, providing a customized learning plan for students with disabilities. It outlines the student's unique needs, goals, and accommodations to ensure they receive the support and resources necessary for academic success.

(FAPE - free and appropriate public education)



IEP Team Composition and Responsibilities

The Individualized Education Program (IEP) team is a collaborative group responsible for developing, reviewing, and revising a student's educational plan. It includes the student's parents, special education teachers, general education teachers, school administrators, and specialists as needed.

Each member of the IEP team plays a crucial role in ensuring the student's educational needs are met. The team works together to establish goals, determine appropriate accommodations and services, and monitor the student's progress.



Developing the IEP: Goals and Accommodations

1 Setting Measurable Goals

The IEP team works collaboratively to establish specific, measurable, achievable, relevant, and time-bound (SMART) goals that address the student's unique needs and support their academic, behavioral, and functional progress.

3 Aligning Goals and Accommodations

The IEP goals and accommodations are carefully aligned to provide the student with the necessary support and interventions to achieve their academic, social, and personal objectives.

2 Identifying Appropriate Accommodations

The team thoroughly assesses the student's strengths and challenges to determine the specific accommodations and modifications needed to ensure their full participation and access to the curriculum.

4 Monitoring and Reviewing Progress

The IEP is a living document, and the team regularly reviews and updates the goals and accommodations to ensure they remain effective and responsive to the student's evolving needs.

Implementing the IEP: Monitoring Progress



Periodic Reviews

The IEP team will annually review the student's progress and make necessary adjustments to the plan. This ensures the IEP remains effective and responsive to the child's needs.



Measuring Progress

The IEP includes measurable goals, and the team will track the student's progress towards achieving those goals through assessments and data collection.



Collaboration

Effective implementation requires ongoing collaboration between the school, parents, and any relevant service providers to ensure a coordinated approach to supporting the student.

Reevaluation and Continued Eligibility

1

Regular Review

Periodic reevaluations to assess progress

2

Continued Eligibility

Determining if student still requires special ed

3

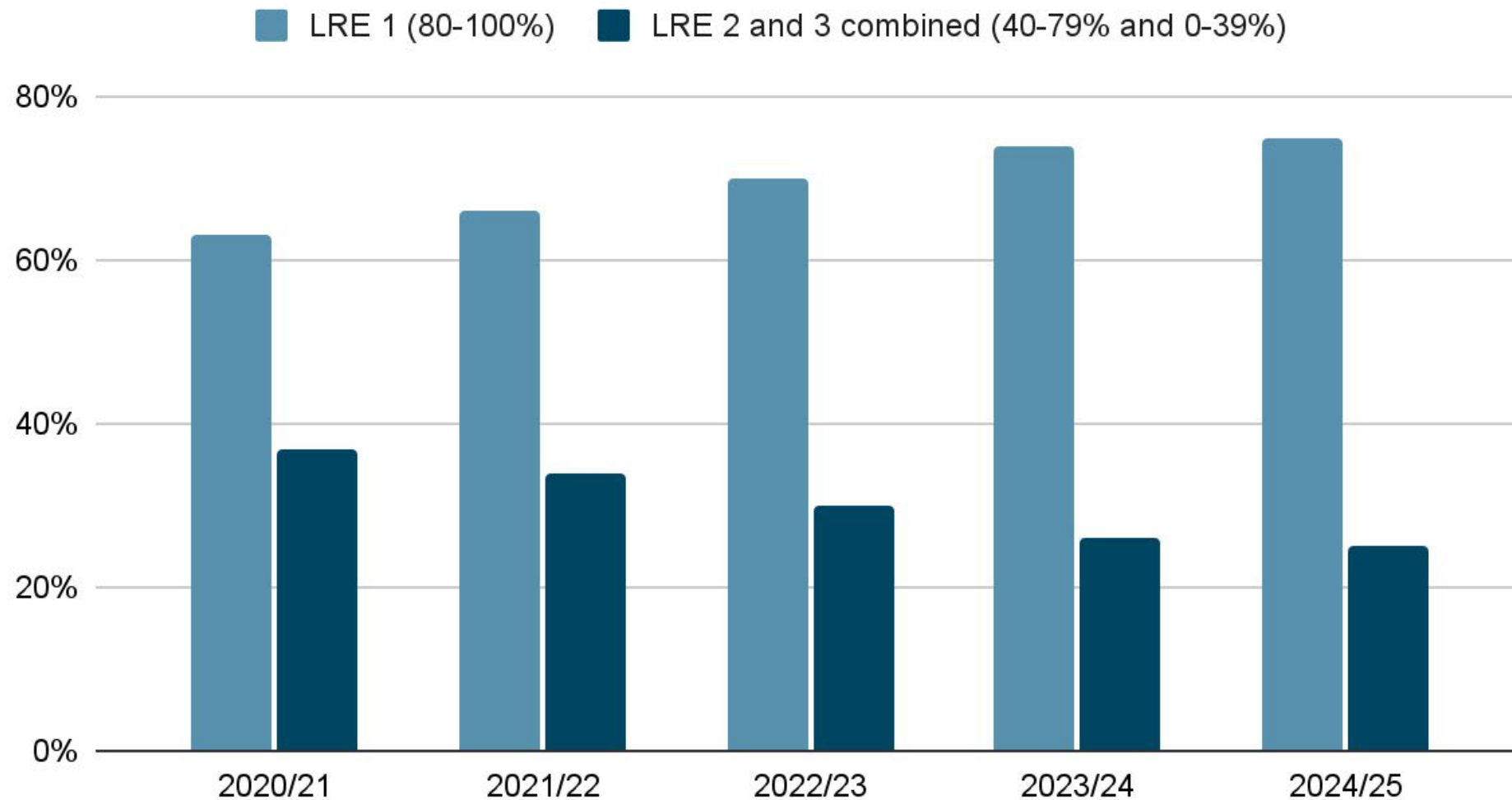
Changing Needs

Adjusting services to meet evolving requirements

To ensure a student's ongoing success, the special education team must regularly reevaluate their progress and eligibility (at least every 3 years). This involves periodic comprehensive assessments to determine if the student continues to require specialized instruction and services. As the student's needs change over time, the IEP is updated to provide appropriate accommodations and support.

Special Education is a Service not a Place

OSPI K-12 P223H average enrollment LRE Data



Norshthore's Inclusion Definition



Educational inclusion is characterized as a sense of belonging in our school communities and applies broadly to each and every learner and all environments.

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools. And, we recognize, advocate for, and support the racial, ethnic, cultural, disability/ability, gender, sexual orientation, economic and religious diversity in our district.

Inclusive schools are dedicated to embracing these diversities and supporting the unique needs and attributes of each and every student, where students are valued as expert learners and can meaningfully participate in general education.

Northshore is committed to increasing inclusionary practices as we work together to dismantle systems and structures of oppression and redesign an educational system that centers justice-driven, intersectional, community-based knowledge and practices.

Northshore's Inclusionary Practices Definition

Northshore is committed to creating a safe, caring, and inclusive environment within our school district community. Inclusive practices are the actions we use to support this belief and may include: universal design for learning (UDL), multi-tiered systems of support (MTSS), inclusive individual education programs (IEP) in which students participate in the process, culturally responsive and sustained teaching, inclusive master scheduling, flexible service delivery, co-teaching, co-planning, and co-assessing, and family and community engagement.



Northshore SD Continuum of Services

Early Childhood

Inclusive preschool program serving children aged 3-5, as well as itinerant services, to foster development in social, emotional, cognitive, communication, and motor skills, ensuring kindergarten readiness

Learning Center

Provide support in general education and learning center through additional supports and services to help meet individual educational and post-secondary goals

Mid-Level - MLBlended - Sensory

Serving a wide range of student needs from academics to behavior and social skills, these programs ensure students receive the necessary support to succeed in both special and general education settings

Social/Emotional & Aspire

Provide support to students with significant social, emotional, and behavioral needs through tailored interventions, including therapeutic services and access to general education

FSA

Provide intensive support in functional academics and independence skills for students preparing them for everyday life and post-secondary opportunities

ATI/ATP (Adult Transition 18-22)

After 4 years of high school, this program offers specialized training in community living and work skills for young adults aged 18-21 with significant disabilities

Question & Answer

- *We are not able to answer questions about students nor specific situations*
- *Student confidentiality and privacy must be maintained*