



Special Education

Evergreen Middle School Special Education Team

- Isaac Allen (isaaallen@lwsd.org)
- Quinn Fortney (qfortney@lwsd.org)
- Todd Gibson (togibson@lwsd.org)
- Lauren Gullitti (lgullitti@lwsd.org)

Special Education

The Special Services department is comprised of three specific areas that support students:

- [Special education](#),
- [Section 504](#), and
- [Health Services](#)

The focus of the department is to provide students with disabilities or health-related challenges the tools and resources to benefit from their educational program.

Additional Resources

- Child Find - [Child Find - Lake Washington School District](#)
- Making a Referral for Special Education - [Making a Referral for Special Education](#)
- Office of Superintendent of Instruction (OSPI) Special Education Guidance for Families - [OSPI Special Education Guidance for Families - Lake Washington School District](#)

What programs are offered at Evergreen?

Evergreen is the only middle school in the Lake Washington school district to offer three special education programs

- Resource
- Intervention Center
- Transition Program



*Lauren Gullitti
Isaac Allen*

Resource

Math class

Functional Math

- Focuses on math operations and problem solving
- Replaces general education math class
- Small group setting

Language arts classes

Functional Language Arts

- Targeted reading and writing support
- Emphasizes on basic reading skills
 - Decoding
 - Comprehension strategies
 - Basic paragraph writing
 - Writing fluency
 - Spelling

Comprehension/Writing

Support in comprehension, fluency, or writing

Students access curriculum based on individualized areas of need, with the goal being to work on that area and eventually move into a general education setting

Students in this class would participate in a general education language arts class

Takes the place of an elective

Social/organization and study skills

Social Skills

- Targets social skill instruction, organization, and self-advocacy
- Topics covered include conversation skills, peer interaction, coping with stress, emotional regulation, task initiation, perspective taking, and problem solving
- Replaces an elective

Study Skills

- Targets organization strategies, such as reading a textbook, studying for tests, note taking, etc.
- Also targeted support in areas like oral expression, writing, or listening comprehension.
- Takes place in the general education setting
- Replaces an elective

A decorative graphic on the left side of the slide consisting of several overlapping, wavy, vertical lines in shades of light gray and pale yellow, creating a soft, organic border.

Todd Gibson

Intervention center

Intervention center

This is a district level program for students with severe emotional and behavioral disabilities. This is a self-contained setting with push out services for general education classes. Students in this program need significant behavior supports to function in the classroom.

For more information, contact your current case manager.

A decorative graphic on the left side of the slide consisting of several overlapping, wavy, vertical lines in shades of light gray and pale yellow, creating a soft, organic shape.

Quinn Fortney

Transition program

Transition program

This is a district level program for students with moderate to severe disabilities. This is a self-contained setting with push out for electives. Students need functional academics, life skills, and communication supports to function in the classroom.

For more information, contact your current case manager.

WORLD ART

6TH GRADE MATH

6TH GRADE MATHEMATICS

ENGLISH 6

SCIENCE 6

DECODING/FLUENCY

GENERAL TECHNOLOGY STEM 1

FUNCTIONAL MATH

SCIENCE 6

FUNCTIONAL ENGLISH

COMPUTER LITERACY

WOODS/INFORMATION TECHNOLOGY

COMPREHENSION/WRITING

AVID

6TH GRADE MATHEMATICS

SOCIAL STUDIES 6

ENGLISH 6

SCIENCE 6

What does a
typical day look
like?

What Skills will students have when they enter high school?

IEP's

- Students will be active participants in their IEP meetings
- Students will be able to not only know their goals, but will help to develop them and take data on their own growth
- Students will be able to describe their disability and determine different ways to use it as a strength rather than a weakness

Self-Advocacy

- Students will learn to communicate effectively with teachers and will be the central point of communication rather than the parent
- Students will know their accommodations and modifications and be able to advocate for them if they are needed



Questions?

FOR FURTHER INFORMATION, PLEASE
CONTACT YOUR CURRENT CASE MANAGER
TO SET UP AN IEP MEETING WITH A
REPRESENTATIVE FROM THE MIDDLE
SCHOOL