Old Redmond Schoolhouse

Family Handbook 2026 – 2027

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Message from the Director

The Lake Washington School District mission is to ensure “Every Student Future Ready.” At Old Redmond Schoolhouse we believe this work starts with our youngest students, which is why I am so honored to lead the important work happening at our district’s early learning center!

The Old Redmond Schoolhouse Community Center was originally built in 1922 as Redmond's only schoolhouse. The building, which previously served as an elementary school, was leased to the City of Redmond in 1997 as a community center. In 2016, the Lake Washington School District received a bond approval to begin renovating the original schoolhouse to be the district’s first early learning center and after thoughtful planning and extensive construction and renovation, we opened our doors to our first preschool students in September 2020.

The opening of this building allowed us to move 10 of our classrooms from the preschool site at Dickinson Elementary. In addition to classroom spaces, the opening of Old Redmond Schoolhouse provides space for us to house other elements of our program including our preschool evaluations, Child Find screenings and all preschool registrations into one central location. Additional preschool classrooms are still located throughout the district at Juanita, Bell, Keller, Carson and Wilder Elementaries.

Each classroom utilizes the Creative Curriculum as our primary instructional curriculum. The Creative Curriculum is a play-based curriculum embedded within discovery-based studies and activities that cover all developmental areas and pre-academic skills. In every classroom, play is valued, encouraged, and intentionally provided with this curriculum. We know that providing meaningful opportunities for play is such a valuable instructional tool for kids at this age. Through play, kids learn how to think creatively, and problem solve, how to persist through challenges, how to make and follow rules as well as how to get along with others. It’s these ‘soft skills’ that we focus on with our students to help prepare them for kindergarten and beyond as they are foundational for supporting students’ ability to learn more rigorous academic content.

We look forward to working collaboratively with you to help achieve your child’s potential . . . academically, socially, emotionally, and physically. At Old Redmond Schoolhouse (ORSH), we believe that a positive partnership between school and home is important for student success. Together we can make this a safe and supportive place for your child’s development and education. This family handbook contains information about our program, our general procedures, and policies as well as resources for families. We hope you will find this handbook helpful.

Welcome to ORSH,

Kim Brenner, Early Learning Director

Mission Statement:

At Old Redmond Schoolhouse, we build strong relationships with students, families, staff, and community by providing an inclusive, safe learning environment full of joy and discovery. Our developmentally appropriate preschool celebrates differences, fosters individual student growth, and prepares each child for personal success in kindergarten and beyond.

Values:

At Old Redmond Schoolhouse we:

- Learn through play
- Teach strategies for social/emotional growth
- Honor each child exactly as they are
- Foster positive social identities
- Cultivate partnerships with families

Vision:

Preparing each child for personal success in kindergarten and beyond.

Preschool Programs

There are three distinct preschool programs housed at Old Redmond Schoolhouse: Head Start, Inclusion Preschool and SNAPS.

Head Start Preschool

Head Start is a federally funded pre-school program for financially eligible families. 90% of the program's enrollment is reserved for families whose income is at or below the poverty level, while 10% are available to children facing other challenges, including disabilities. This high-quality preschool experience is aimed at kindergarten readiness. Children participate in learning activities including social development and problem-solving. They receive developmental screenings, nutritious hot meals, health screenings and follow-up. Each classroom has two skilled and trained teachers who work with parents to design individual learning plans for each child. If children qualify for special education services, the services are provided as part of the school day.

Inclusion Preschool

Our inclusion classrooms provide a high-quality general education preschool experience in preparation for kindergarten for both typically developing children from the community as well as students receiving special education. Our ratio target of students receiving special education services in each classroom is 50:50. Each classroom is staffed with a special education teacher, a general education preschool teacher and a paraeducator. This co-teaching inclusive model of instruction allows students to learn from each other and to respect the differences of others.

SNAPS

SNAPS (Students Needing Additional Programming Support) is a special education program serving eligible preschool students with a primary diagnosis of autism. This program provides a low student-to-teacher ratio, integrating peer pairings for social learning while providing 20+ hours a week of individualized intensive instruction.

The SNAPS classroom is a highly structured environment resulting in a predictable daily routine with individualized learning objectives emphasizing functional communication, social interactions, self-management, play skills, imitation, engagement, functional behavior, and generalization of learned skills. Instruction is delivered using a combination of evidence-based practices including discrete teaching, naturalistic teaching procedures, and structured teaching approaches. Students attending SNAPS must also be enrolled in our preschool program.

Old Redmond Schoolhouse Staff

Kim Brenner	Director, Early Learning	kbrenner@lwsd.org
Lisa Lovin	Admin Secretary/Attendance	llovin@lwsd.org
Nichole Townsend	Admin Secretary/Registrar	ntownsend@lwsd.org
Jennifer Wiechert	Preschool Program Specialist	jwiechert@lwsd.org
Rifat Hoosain	School Nurse	rhossain@lwsd.org
Fam Douglas	School Nurse	fdouglas@lwsd.org
Glenn Haddenham	Head Custodian	
Shane Sanders	Night Custodian	

Evaluation Team

Mallory Poland	Early Intervention Coordinator	mpoland@lwsd.org
Adriana Vazquez	Psychologist	avazquez@lwsd.org
Avery Kelley	Psychologist	akelley@lwsd.org
Brandy Davis	Speech-Language Pathologist	brdavis@lwsd.org
Kelly Cline	Speech-Language Pathologist	kcline@lwsd.org
Erik Lang	Speech-Language Pathologist	elang@lwsd.org
Shannon Hanson	Speech-Language Pathologist	shanson@lwsd.org
Shahnoor Kassamali	Occupational Therapist	skassamali@lwsd.org
Pat Dacey	Occupational Therapist	pdacey@lwsd.org
Savannah Roberts	Occupational Therapist	sroberts@lwsd.org
Elicia Rogers	Occupational Therapist	erogers@lwsd.org
Shelina-Williams Martinez	Physical Therapist	swilliams-martinez@lwsd.org

Head Start

Head Start Coordinator		
Izabela Gaweda	Family Support Specialist	igaweda@lwsd.org
Claribel Heredia	AM Lead Teacher	cheredia@lwsd.org
Luisa Wilson	AM Assistant Lead Teacher	
Amy Lofquist	PM Lead Teacher	amlofquist@lwsd.org
Marla Gonzalez Guzman	PM Assistant Lead Teacher	
Jessica Soltani	Special Education Teacher	jsoltani@lwsd.org
Monica Gradinaru	Paraeducator	

Inclusion Preschool Staff

Tanya Rathmann	116- Special Education Teacher	trathmann@lwsd.org
Jennifer Coll	116- General Education Teacher	jcoll@lwsd.org
Lori Fillion	116- Paraeducator	
Audrey Fannin	210- Special Education Teacher	afannin@lwsd.org
Danelle Iverson	210- General Education Teacher	diverson@lwsd.org
Asmita Erram	210- Paraeducator	
Alexandra Oleynikova	208- AM Special Education Teacher	aoleynikova@lwsd.org
Amy Verrall	208- AM General Education Teacher	amverrall@lwsd.org

Junko McGown	208- AM Paraeducator	
Sophie Truman	212- PM Special Education Teacher	struman@lwsd.org
Michelle Cepuran	212- PM General Education Teacher	mcepuran@lwsd.org
Mirjana Sobajic	212- PM Paraeducator	
Zsuzsanna Kalman	206- Special Education Teacher	zkalman@lwsd.org
Yelena Merrigan	206- General Education Teacher	yemerrigan@lwsd.org
Supriya Pimparkar	206- Paraeducator	
Amy Saunders	204- Special Education Teacher	amsaunders@lwsd.org
Ingrid Amans	204- General Education Teacher	iamans@lwsd.org
Jackie Lorenzo	204- Paraeducator	
Brandi Bielefeld	202- Special Education Teacher	bbielefeld@lwsd.org
Erica George	202- General Education Teacher	egeorge@lwsd.org
Fiona Ryder	202- Paraeducator	

Additional Classroom Support Staff

Nancy Butler	Paraeducator
Donna Matz	Paraeducator
Aya Nakamura	Paraeducator
Queen Noonrawd	Paraeducator
Maysoon Ahmad	Paraeducator

SNAPS

Isabel Lorenz	SNAPS Coordinator	ilorenz@lwsd.org
Sania Salahuddin	SNAPS Paraeducator	
Carol Rasmussen	SNAPS Paraeducator	
Shauna Kennedy	SNAPS Paraeducator	
Pamela Starnes	SNAPS Paraeducator	
Sarrah Johnson	SNAPS Paraeducator	
Tedra Stratton	SNAPS Paraeducator	
Greta Climer	SNAPS Paraeducator	
Christina Kirk	SNAPS Paraeducator	

Preschool Therapists

Kelly Cline	Speech-Language Pathologist	kcline@lwsd.org
Katie Cissel	Speech-Language Pathologist	kcissel@lwsd.org
Erik Lang	Speech-Language Pathologist	elang@lwsd.org
Kavya Murthi	Speech-Language Pathologist	kmurthi@lwsd.org
Shahnoor Kassamali	Occupational Therapist	skassamali@lwsd.org
Pat Dacey	Occupational Therapist	pdacey@lwsd.org
Savannah Roberts	Occupational Therapist	sroberts@lwsd.org
Elicia Rogers	Occupational Therapist	erogers@lwsd.org
Shelina-Williams Martinez	Physical Therapist	swilliams-martinez@lwsd.org

Responsibilities/Definitions of Common Staff Roles

Role	Abbreviation	Description
Preschool 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). Team teaches with General Education Teacher
Preschool General Education Teacher		Team teaches with Special Education Teacher to provide a general education preschool curriculum that can be modified to meet all student needs.
Paraeducator	PARA	Supports students in the classroom with IEP goals under direction of the Special Education Teacher.
Speech Language Pathologist	SLP	Provides communication support to students for articulation, comprehension, fluency, social language, and receptive and expressive language.
Occupational Therapist	OT	Provides fine motor and sensory support so students can fully engage in all aspects of school.
Physical Therapist	PT	Provides gross (large) motor support so students can access school and the playground.
Teacher of students with visual impairments	TVSI	Provides support to students with visual impairments, including the teaching of Braille.
Orientation & Mobility Specialist	O/M	Provides support to help students with visual impairments establish spatial and environmental concepts related to moving across space.
Audiologist	AUD	Provides equipment-based support to students who are deaf or hard of hearing as well as teacher consult.
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.
School Psychologist	PSYCH	Applies expertise in mental health, learning, and behavior to help students succeed in school. Conducts special education evaluations.

Daily Schedule

Head Start Preschool

Monday, Tuesday, Thursday, Friday

AM Session…….8:30 AM – 12:00 PM

PM Session…….12:00 PM – 3:30 PM

Inclusion Preschool

Monday, Tuesday, Thursday, Friday

AM Session …… 8:30 AM – 11:00 AM

PM Session …… 12:00 PM – 2:30 PM

SNAPS

Tuesday, Thursday, Friday

AM Session …… 8:30 AM – 12:00 PM

PM Session …… 11:00 AM – 2:30 PM

* Students who attend Preschool and SNAPS will have lunch/recess between the AM and PM sessions (11:00 AM – 12:00 PM).

Lake Washington School District
2026-2027 Preschool Calendar
No Preschool on WEDNESDAYS

SEPTEMBER
September 7 – Labor Day Holiday
September 8 – First Day of Preschool
September 15 – First Day of SNAPS

OCTOBER
October 13-15 – Preschool Conferences; No School
October 16 – Teacher LEAP Day; No School

NOVEMBER
November 11 – Veterans Day; No School
November 26-27 – Thanksgiving Break; No School

DECEMBER
December 21 - January 1 – Winter Break; No School

JANUARY
January 18 – Martin Luther King, Jr Day; No School
January 26-29 – Conferences; No School

FEBRUARY
February 11-12 – Mid-Winter Break; No School
February 15 – President's Day; No School

MARCH
March 12 – Teacher LEAP Day; No School

APRIL
April 12 - 16 – Spring Break; No School

MAY
May 25-27 – Conferences; No School
May 28 – Teacher LEAP Day; No School
May 31 – Memorial Day; No School

JUNE
June 1 – No School: Hold for Snow Make-Up Day
June 4 – Last Day of SNAPS
June 10 – Last Day of Preschool

Old Redmond Schoolhouse Policies and Procedures

Arrival/Dismissal

When your child arrives to school on the bus our staff will be outside to greet them and assist them off the bus and into their classroom. For new enrollments or transportation adjustments, please allow for approximately one week to get routes established.
If you are bringing your child to school, student drop off and pick-up will occur at two different entrances.

To ease the transition into school, we ask parents to say goodbye to their students at the exterior doors. Classroom staff will greet your child at the door and bring them inside to their classroom.

Doors will open for arrival at the start of school and will close 5 minutes after the start of the preschool session. If you arrive after the school doors are closed, you will need to buzz-in at the main doors of the building and sign your child in as tardy.

Attendance
If you are keeping your child home, whether for illness or any other reason, please be sure to report that to our attendance line as early as possible. This assists us with our symptom tracking and contact tracing. We appreciate your diligence in keeping your student home when they are showing any signs of illness. That is one of the primary layers of safety to keeping everyone safe and healthy during this time.

Phone: 425.936.2841
Email: ORSHattend@lwsd.org

When calling or emailing regarding your students' attendance please include:

- Students' full name
- Teachers' name
- AM or PM Session
- Reason for absence

'Too Sick for School' Guidance

If your child has any of the following symptoms, please keep him/her home, or make appropriate childcare arrangements. It may be necessary to pick your student up from school if he/she shows any of the following symptoms at school:

- Fever: temperature of 100.4 degrees or higher. Child must not have a fever for 24 hours before returning to school without medication.
- Vomiting: Students should stay home until vomiting has stopped overnight and they are able to keep food and liquids down the following morning before returning to school.
- Lice, Scabies: Child may not return to school until they have been treated.
- Diarrhea: more than one watery stool in a 24-hour period
- Chronic cough: continual coughing may need treatment from health care provider
- Runny Nose: excessive nose discharge
- Sore Throat: especially with a fever or swollen glands in neck
- Rash: body rash, especially with fever or itching
- Ear Infection: with fever. Without fever can attend school but may need medical treatment
- Eye Infection: pink eye (conjunctivitis) or thick mucus or pus draining from eye.
- Unusual appearance, behavior: abnormally tired, pale, lack of appetite, difficult to wake, confused or irritable.

Bus Transportation

If your child has an Individual Education Plan or attends our Head Start classroom, your student is eligible for transportation. During the IEP you will be asked if you would like to access transportation. Transportation can be (to and) from home or (to and) from a childcare center within the LWSD/ORSH boundaries. Parents can have transportation to and from school/day care or for only one way: either pick up or drop off.

Eligible families can decide at any time to access transportation; Once routed, the transportation department will inform you what time your child will be picked up or dropped off and where the bus stop will be. Please be at the bus 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 child's teacher, and they will send a new transportation request to the transportation department. If your child does not access transportation for 3 consecutive days, the driver will no longer stop on their route unless parent notifies transportation of their child's absence.

To report an absence to transportation call: 425-936-1120

Please include student first and last name, school name and bus route # in your message. When the bus arrives to pick up your child, you will be responsible for putting your child on the bus and buckling them into the seat. Directions for the different types of harness and buckling systems are on the following page.

How to Adjust a Built-In/Besi Seat

A. Begin by unhooking all buckles and loosening the Built-In/Besi Seat straps. There are three types of Built-Ins and a Besi Seat that can be adjusted in multiple ways.

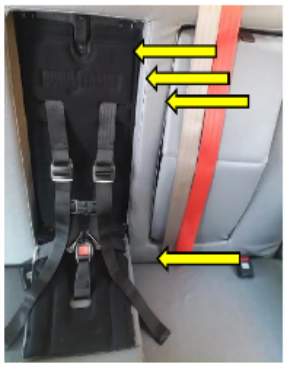
B. Place student in the Built-In Seat. Before buckling, slide the shoulder belt into the proper slot for their height or slide the shoulder adjuster down. Either adjustment should be **at or slightly above their shoulders**.

C. Buckle the student in the Built-In. Make sure the straps are **not twisted**. Insert each buckle **listening for a click**.

D. Fasten chest clip, pushing both sides together at **armpit level**.

To **remove** the student from a Built-In/Besi Seat:

- Open chest clip: squeeze the middle tabs and pull apart
- Loosen straps
- Press down on the release button at the child's waist to unbuckle.



Shoulder Adjustment

To loosen the straps: push the Gray Adjuster Button or Metal Adjuster

Type 1 – Built-In and Besi Seat

Type 2 Built-In: Buses 101-106

To loosen the straps: Pull up **very slowly** from the base of the seat. Student's arms go through the **middle of the triangle** as you slowly pull up on the strap up. Shoulder adjusts by sliding the upper black adjuster down to at or above shoulder height.

Besi Seat

Shoulder Adjustment

To loosen the straps: push the Gray Adjuster Button or Metal Adjuster

Type 3 Built-In Buses 85-91

Shoulder Adjustment

Buckle

To loosen the straps, reach up under the tag at the top of the shoulder straps.

Communication
Communication between school and parents is vital. Parent Square is the primary and preferred mode of communication between teachers and parents. Building-wide and school district information and announcements will also be sent via Parent Square.

To sign up for Parent Square:
Use the email account or phone number you have on record with your child's school.
Website: www.parentsquare.com
LWSD District Parent Square help page: www.lwsd.org/help/parentsquare

Early Dismissal
We recognize the need for doctor and dental appointments and other emergencies. Please send a note to the teacher and/or office in advance so we can have your student prepared in the office. Upon arriving to pick up your student, please ring the doorbell at the front entrance of the school to sign your child out. Children are released only to parents, guardians, or those having pick-up permission in Skyward. **To ensure student safety, you will be asked to show picture identification prior to picking up your student.**

Entry Control Process (Front Door Entry)
The front door of the school building will be locked at all times during the school day to ensure student safety. If you need to come into the school building during the school day, you will press the buzzer system next to the front door. A staff member will answer the buzz stating, "Welcome to Old Redmond Schoolhouse. What is your name and reason for your visit?" This will inform our office staff of the purpose for your visit so we 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. Vacations outside of this time are discouraged. If for a rare reason your family needs to travel or take vacation outside of the district's break time, new state attendance law states that for the absence to be excused, there must be pre-approval by the principal. When scheduling family travel plans or vacations, when at all possible, please do so during the natural boundaries of district scheduled breaks. If your plans are unavoidable and fall within the normal school year, please send an approval request to llovin@lwsd.org.

Any vacations that will result in more than 20 consecutive days of missed school will result in your student being unenrolled from the program. Upon returning, students with an IEP may re-enroll, but there is no guarantee that your student will be able to return to the same teachers

or the same AM/PM session. Please note that tuition paying students will lose their spot and may be eligible to re-enroll only if there is still space available.

Holiday/Birthday Celebrations
Individual classrooms will communicate ways they may recognize student birthdays and holidays. To maintain our philosophy of being inclusive of all students and families, as well as to ensure the safety of students with allergies or other food sensitivities please be sure to connect with your child's teacher(s) before sending in any gifts or treats.

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.

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.

Important Note: In the event of a 2-hour delay for K-12, Preschool will be cancelled for that day. Make-up days will be determined after the winter season passes.

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 card will be called immediately. It is important that sick or injured students are picked up as soon as possible. For head bumps/injuries the student is given a form letter to take home and will have a bright colored bracelet with their name and date of injury and the parent is called. Please be sure the school has the telephone number of a nearby friend or relative who could come for your child if you cannot be reached. We coordinate with the King County Dept. of Public Health in protecting children from certain symptoms of communicable diseases.

Medication
All medications 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 signed by a physician.

Curriculum Information

Creative Curriculum:

- A developmentally appropriate curriculum that can be differentiated to meet individual learning needs.
- An integrated curriculum that covers all developmental areas and pre-academic skills including social-emotional, physical, language, cognition, literacy, math, science, and social studies.
- Play based and utilizes hands-on, project based, and discovery based developmentally appropriate instruction that may be differentiated to meet students at the level where they are functioning.
- Differentiation for all students is embedded within discovery-based studies and activities for all students.

Teaching Strategies GOLD (TS GOLD):

- TS Gold is the assessment that is linked to Creative Curriculum and is comprised of 38 Objectives for Development and Learning.
- The Objectives for Development and Learning are based on current research, state Common Core Standards, Washington State Early Learning Standards, and the Head Start Child Development and Early Learning Framework.
- Aligned with the WA Kids Assessment that is part of the kindergarten assessment.
- Each objective includes a progression of skills from Birth-3rd Grade so that teachers and families are able to see the individual progression of the child's skills.
- TS Gold data is taken year-round but is formally reported at end of January and June.

Play based learning:

- Constructive, purposeful play that promotes learning and progress in all areas of development and pre-academic skills.
- Proven to be associated with positive social-emotional outcomes, self-regulation, and improved cognitive and language outcomes for children.
- Creative Curriculum has different 'studies' that students engage with throughout the year. Your student may engage in some of the following studies from the curriculum.

- Beginning the year (must be done first)	- Trees - Balls - Buildings	- Clothing - Recycle - Boxes

- Bread
- Exercise
- Music
- Reduce, Reuse, Recycle
- Roads
- Water
- Gardening
- Insect

Mighty Minutes (component of Creative Curriculum):

- Quick meaningful activities that are designed to focus student attention and support The Objectives for Development and Learning.
- Commonly used during transitions, times that children are waiting, or in whole group (circle) activities.

Intentional Teaching Cards (component of Creative Curriculum):

- Instructional activities or lessons that support instruction of The Objectives For Development And Learning.
- May be used in small or large group settings.

Choice Time or Free Choice:

- Constructive purposeful play that is child initiated and supports social-emotional learning and foundational learning for academic content.
- Has multiple Interest Areas (Blocks, Dramatic Play, Toys and Games, Art, Library, Discovery, Sand and Water, and Music and Movement) that are designed to assist children to explore, discover and learn.

Heggerty

- Heggerty Phonics for preschool is primarily a phonemic awareness program designed for 3- and 4-year-olds, providing daily oral lessons to develop foundational listening and sound-manipulation skills.

Typical Preschool Schedule Includes (not necessarily in this order):

- Opening Circle
- Table Time Activity
- Free Choice Time
- Snack
- Recess
- Closing Circle

Definitions of Frequently Used Terms

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.

Autism Spectrum Disorder (ASD): A special education eligibility category defined as a developmental disability significantly affecting verbal and nonverbal communication and social interaction. It is generally evident before age three and adversely affects a child's educational performance. Other characteristics often associated with autism are engaging in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.

Child Find: The screening process through which children with suspected delays go through to determine if there is a need for a referral for a special education evaluation.

Creative Curriculum: The Creative Curriculum helps teachers interact with children in ways that promote development and learning, foster children's social competence, support children's learning through play, create rich environments for learning, and forge strong home-school connections.

The Creative Curriculum® for Preschool is based on 38 objectives for development and learning that focus on all the areas that are most important for school success: social–emotional, cognitive, math, literacy, physical, language, social studies, science and technology, and the arts. These objectives are built into every activity that happens in the classroom.

Deaf and Hard of Hearing (DHH): Refers to a child that is deaf or has a hearing impairment.

Developmental Delay (DD): Refers to a child that has not gained the developmental skills expected compared to the widely held expectations of children of the same age.

Dual Language Learner (DLL): A student who is learning more than one language at a time as their primary language(s).

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): Services provided to students with severe disabilities who require the continuity of education in order to prevent substantial regression in their developmental levels.

Free 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: 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.

Individualized Education Program (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.

LEAP: Learning Enhancement/Academic Planning time- LEAP days are planned for the purpose of providing training time for staff in order to foster student achievement and teacher collaboration as well as time for Professional Growth and Evaluation.

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.

Microsoft Classroom Teams: Microsoft Teams is a digital platform that brings conversations and content together in one place. Staff may use the Teams platform to connect with colleagues and families, provide resources, and share classroom activities and information.

Motor Skills: Skills that include coordination of both sides of the body (bilateral coordination), muscle strength & tone, and gross and fine motor skills.

Multi-Lingual (ML): A student who is fluent in a language other than English.

Occupational Therapy (OT): 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 and Mobility Services: These 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. They are provided to students with visual impairments.

ORSH: Old Redmond Schoolhouse

Pantry Packs: Pantry Packs, funded by the Lake Washington Schools Foundation, provides weekend food packs for food insecure LWSD students each week.

Parent Square: LWSD uses Parent Square for school communication. Parents, Teachers, School and District communicate using Parent Square.

Physical Therapy (PT): Services provided by a Physical Therapist to assist children in reaching their maximum potential to function independently and to promote active participation in the school setting.

Play-Based Learning: Play-based learning is a type of early childhood education based on child-led and open-ended play. Play itself is a voluntary, enjoyable activity with no purpose or end goal. Activities like this lay the foundation for a child to become a curious and excited learner later in life. Play-based learning helps children develop social skills, motivation to learn, and even language and numeracy skills. Taking initiative, focused attention, and curiosity about the world are all a part of play.

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.

Sensory Skills: Involve using the senses of smell, touch, vision, hearing, balance, proprioception (awareness of your body in space), vestibular (inner ear), and taste. All the senses work together for overall sensory functioning.

Skyward: Student database system that enables parents to access information about their child including student grades, schedule, attendance, and academic history.

SNAPS (Students Needing Additional Programming Support):
The SNAPS program is designed to supplement the Lake Washington School District (LWSD) preschool program and help meet the needs of students with autism and their families. This program blends evidence-based early childhood, early childhood special education, and behavioral approaches and is an intensive, early intervention program. It involves extensive evaluation, planning, and progress-monitoring to help better prepare children for kindergarten entry.

Specially Designed Instruction (SDI): Teaches specific skills a student does not have, but needs to access and progress in the general education curriculum.

Speech and Language Pathologist (SLP): An expert in communication who assesses, diagnoses, and treats individuals with communication disorders.

Special Education: School Age (ages 3-21) - 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.

Supplementary Aids and Services: 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.

Vision Therapy: Services that 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.

Parent and Family Resources

For comprehensive list of support for families go to:

Special Services Resources - Lake Washington School District

Community Resources - Lake Washington School District

- LWSD Special Education PTSA
- Crisis Resources: https://www.lwsd.org/help/crisis-resources
- Hopelink Redmond Food Bank - Eastside 425-869-6000
- Mental Health: SAMHSA's National Helpline 1-800-622-HELP (4357)
- Friends of Youth Friends of Youth | East King County, Greater Seattle, Kirkland WA | Nonprofit
- Eastside Pathways/NISO

Special Needs		
Alliance of People With Disabilities	Redmond	425-558-0993
Bridge Disability Ministries (Wheelchairs and more)	Redmond	425-885-1006
Children & Adults with ADHD Eastside (CHADD)	Kirkland	eastside@CHADD.org

The Arc of King County
www.arcofkingcounty.org
Provides resources and support for individuals with developmental disabilities and their families
Phone: 206-364-6337

- Parent-to-Parent program connects those with similar disabilities: 206-957-7080
- Community Connections resource guide
- King County Parent Coalition
- Information and referral service
- Support for families of different ethnicities
- Information for adults with disabilities/supported living services

Developmental Disabilities Administration (DDA)
https://www.dshs.wa.gov/dda
Provides services to qualified individuals with disabilities, such as Medicaid, family support and respite (care-taking)
Phone: Region 3 – 206-919-4951

- Resources and training
- Rules and laws
- State Advisory Council

Informing Families Building Trust: a coalition of DDA and other key organizations

The Father's Network
www.fathersnetwork.org
Local group that supports fathers of special needs children
Phone: 425-334-1894

Office of the Superintendent of Public Instruction (OSPI)
www.k12.wa.us/SpecialEd/default.aspx
State agency that oversees public education in Washington
Phone: 360-725-6000

- Procedural safeguards, Federal IDEA 2004 regulations
- Special Education Ombudsman (a support and resource person)
- Recent news in the field of special education and resource links
- Dispute resolution information

Washington PAVE (Parents Are Vital in Education)
www.wapave.com
Provides information, training and support for parents and individuals with disabilities
Phone: 1-800-5-PARENT (1-800-572-7368)

- Understanding the educational system
- Support and transition to adult life

King County Library Systems (kcls.org). Visit a library to browse collections. Print from your own device or use a computer.