

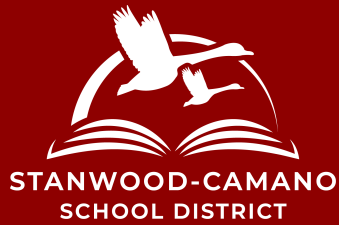
Special Services



STANWOOD-CAMANO
SCHOOL DISTRICT

OUR PROMISE

Every student in the Stanwood-Camano School District is **empowered to learn** in an inclusive setting and is **prepared for the future** of their choice.



Educational Equity

We as a district will place equity at the center of all decision making and planning, ensuring that all students and staff have a voice and the resources they need to thrive academically, socially and emotionally in our schools.



Special Services

- Health Services
- McKinney-Vento / Foster Youth
- Counseling and Mental Health Services
- Section 504
- Special Education



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Health Services

	2020-21	2021-22	2022-23	2023-24
Life Threatening Health Concerns	73	115	138	154
Medically Fragile	22	25	24	27
Medically Complex	319	256	409	473
Health Concerns	2802	2886	2963	2782
Office Visits Per Year	3941 (COVID)	33500	33920	4545 (To Date)

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Health Services

	2020-21	2021-22	2022-23	2023-24
1:1 Nursing Care	3	4	4	5
Health Room Nursing FTE	6.49	8.64	8.29	6.95
Health Room Assistant Hours Per Week	145.5	242.5	183.6	140.25

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McKinney-Vento / Foster Youth

	2018-19	2019-20	2020-21	2021-22	2022-23
Students Qualified McKinney-Vento	203	123	150	208	178
Students Unsheltered	14	10	9	21	20
Students Qualified Foster Youth		29	40	31	7

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Special Education — Enrollment Trends

Elem. ASSIST - UES, TCE, CES

2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
15	22	22	32	36	34

Out of District Placements

2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
8	7	8	5	3	3

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INCLUSIVE PRACTICES

Increasing Access and Belonging
for Students with Disabilities

STAFF PROFESSIONAL DEVELOPMENT

Exploring definitions and models

ACCESS AND BELONGING

Providing exposure to peers; reviewing schedules and understanding scope of need

PRINCIPAL DEVELOPMENT

Intro to MTSS: Conversations with Principals

THE WHY?

2021-22

STAFF PROFESSIONAL DEVELOPMENT

Investigating best practices and building capacity for growth

ACCESS AND BELONGING

Increasing opportunity across all programs and all levels; building awareness of needs

PRINCIPAL DEVELOPMENT

Training and discussion on Inclusive Practices. Creating initial structures for inclusive practices/MTSS

THE WHAT?

2022-23

STAFF PROFESSIONAL DEVELOPMENT

Building systems for access and belonging for all students

ACCESS AND BELONGING

Reviewing capacity for increased opportunities through teams

PRINCIPAL DEVELOPMENT

Deepening Tier 1 practices in Literacy & Behavior Pre-12. Service delivery models and practices to increase access and belonging.

THE HOW?

2023-24

STAFF PROFESSIONAL DEVELOPMENT

Increasing access and belonging to curriculum and peers for all

ACCESS AND BELONGING

Building momentum based on data and gained input from all stakeholders

PRINCIPAL DEVELOPMENT

Tier 2/3 practices in Literacy & Behavior Pre-12. Deepening around belonging, access, and spaces.

THE HOW?

2024-25

Special Education — Inclusion

Students with Disabilities 80%-100% in General Education

Grade Level	2018-2019	2022-2023	Change
District	50.8%	60.8%	+10%
High Schools	32.5%	47.1%	+14.6%
Middle Schools	47.9%	52.1%	+4.2%
Elementary Schools	65.3%	70.2%	+4.9%
9th Grade	24.4%	52.5%	+28.1%
6th Grade	51.1%	42.4%	-8.7%



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Special Education — Inclusion (cont.)

- Transitional Kindergarten (TK) — UES, TCE, CES (2024)
- Traditionally self-contained programs
 - University of Washington Haring Center
 - Elementary ASSIST programming
- OSPI/UW Inclusionary Practices Project (IPP)
 - Co-Teaching trainings and Coaching
 - PSMS, SHS
 - Invited to be a demonstration site for inclusive practices
 - One of three high schools in the state
- Presented programs at Council for Exceptional Children Conference in Louisville, KY
- Hosted site observation for Association of Educational Service District Directors
- Hosted three parent forums

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Special Education — Inclusion (cont.)

- **Resource programming**
 - All students have access to core ELA and Math at the elementary schools
 - Intervention/flex groups are built into elementary master schedules
 - 6 sections of co-taught classes at SHS
 - 4 sections of co-taught classes at PSMS
- **On the horizon**
 - ASSIST — SMS
 - TK — CES
 - Early Childhood Education and Assistance Program (ECEAP) — Pushing-in
 - Early Learning Center



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Safety Net

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Number of Student files reviewed	14	20	21	21	21	20
Funds Reimbursed	\$309,211	\$599,434	\$623,038	\$721,349	\$796,365	\$695,199

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Questions?

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