



# Special Education at Daniel Bagley



Bagley provides a continuum of services that is driven by individual student needs. We focus on each student’s unique learning needs when implementing researched-based materials, and designing supports and modifications to help each student access their general education curriculum. The Special Education staff works collaboratively with the general education teachers to ensure students who receive special education services are involved classroom participants and active members in the school community.

Through our continuum of services, our goal is to provide all educational experiences for our students in the least restrictive environment (LRE) where they are able to *independently* participate in their learning to their greatest extent. The amount of time each student spends in the general education environment is based on their Individualized Education Program (IEP), which guides their instruction and accommodations. Therefore, access to the general education curriculum and LRE look different for each student and can vary year to year as students learn and develop new skills.

The continuum of services may include in-class support, small group instruction in a special education classroom, adapted PE, speech therapy, occupational therapy and physical therapy. Classroom supports can include visual schedules, reinforcement systems, social stories, checklists, organization strategies, peer buddies, scribes, modified assignments, extra time and prompting from an adult. Students work on social skills throughout the day as natural opportunities occur, such as recess, and in more formal social groups run by the Special Education Teachers.

Through large and small group instruction we work with all students in the building to value and celebrate each others’ strengths and challenges.

## What Special Education Services Look Like at Daniel Bagley:

### SERVICES AT BAGLEY ARE:

### SERVICES AT BAGLEY ARE NOT:

Specific Individualized Education Program written specifically for each student

A “one size fits all” program

Providing specially designed instruction, accommodations, modifications and related services in the setting that best promotes student learning and independence

The expectation that all students learn the same concept, in the same way, and at the same pace

Teaching students to self-monitor, be independent, and cue their teachers when necessary

An all-day, one-on-one instructional assistant attached to each student

A collaboration between special educators, principals, general educators, and parents that respects the expertise and differences that each party brings to the table

Telling any person in the collaboration team what to do or how to teach

Teaching students with special needs to understand the “hidden [social] curriculum” and function in the general education community, while teaching *all* students to accept and value differences

Allowing students to behave inappropriately because of their disability

Forcing students with special needs to be like everyone else

## The Basics:

### Support Ratio:

- ↳ Access Services: staffing ratio of 1 Special Education Teacher and 3 Paraprofessionals to 10 students.
- ↳ Distinct Services: staffing ratio of 1 Special Education Teacher and 2 Paraprofessionals to 7 students.
- ↳ Resource Room Services: staffing varies based on the number of students being served; staffing ratio of 1 Special Education Teacher to 22 students.

### Services Provided:

- ↳ In-Class Support (Including Classroom Work Accommodations and Modifications)
- ↳ Need-Based Pull-Out and Need-Based Special Education Homeroom
- ↳ Recess Support
- ↳ Social Skills Groups
- ↳ Speech Therapy
- ↳ Occupational Therapy (including Sensory Diets)
- ↳ Physical Therapy

## Special Education Staff:

### Special Education Teachers:

- ↳ Malena Homavand – Resource Room (Room 120): [macorbett@seattleschools.org](mailto:macorbett@seattleschools.org); 206.252.5128
- ↳ Katelyn Werley – Intensive Services K-2 (Room 107): [kdwerley@seattleschools.org](mailto:kdwerley@seattleschools.org); 206-5116
- ↳ Stephanie Lai – Access Services (Room 105): [stlai@seattleschools.org](mailto:stlai@seattleschools.org); 206.252.5134
- ↳ Kate Wise – Resource Room (Room 215): [krwise@seattleschools.org](mailto:krwise@seattleschools.org); 206.252.5140
- ↳ Matthew Wenaas – Intensive Services 3-5 (Room 108): [mmwenaas@seattleschools.org](mailto:mmwenaas@seattleschools.org) ; 206.252.3880

### Occupational Therapist:

Sharon Groves  
Room 105  
[spgroves@seattleschools.org](mailto:spgroves@seattleschools.org)  
206.252.5127

### Physical Therapist:

Jen McLuen  
Room 105  
[jlmcluen@seattleschools.org](mailto:jlmcluen@seattleschools.org)

### Speech Therapist:

Tina Nef  
Mobile Office  
[cnef@seattleschools.org](mailto:cnef@seattleschools.org)  
206.252.5151

### School Psychologist:

Greg DiGiacomo  
Room 105  
[grdigiacomo@seattleschools.org](mailto:grdigiacomo@seattleschools.org)  
206.252.5127

### Paraprofessionals:

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|--------------------|-----------------|--------------------|
| ↳ Laurie Alshouse  | ↳ Sharon Newman | ↳ Patricia Wolfram |
| ↳ Linda Brownstein | ↳ Sandy Raftery | ↳ Sharon Worth     |
| ↳ Laura Stuhr      |                 |                    |

*Feel free to contact any of the special education teachers listed above with questions.*