

SPECIAL SERVICES

The Special Services Department of Bethel School District offers a continuum of services to students ages birth to 21. Placing students in the most appropriate, least restrictive environment is a goal when educating students with disabilities. Students are provided specially designed instruction which addresses their unique needs and ensures student access to the general education curriculum. These services are provided in a variety of settings from inclusive to self-contained classrooms. In addition, students may receive services from a variety of other sources dependent on the individual student's needs. A full range of services are available for students who require assistance to benefit from special education. Individual achievement with a focus on each student's strengths and needs is the goal of Bethel's special programs.

PROGRAMS:

Independent Learning Center/Elementary:

The ILC elementary program consists of self-contained classrooms designed to meet the unique needs of elementary students with moderate to severe disabilities including students who are medically fragile. Students are included in a variety of school activities and classrooms. Days are filled with activities including academic, communication, self-care, independent and assisted living, pre-vocational, community, and social skills. All services that students may require are available at program sites.

Independent Learning Center/Secondary (ILC):

This program serves middle school and high school students with moderate to severe disabilities including medically fragile students. The goal is to teach students skills that encourage functional living skills and prevocational experiences. Students are integrated into the general education and resource setting to the fullest extent possible.

Transition:

This program serves students with moderate to severe disabilities ages 18 to 21. The program focuses on teaching vocational skills and behaviors in a classroom setting. Students then practice those skills in a variety of community and business settings. The goal is to teach students skills to become as independent as possible both at home and in the workplace.

Structured Teaching:

The Structured Teaching program is designed to serve students with nonverbal and other related communication disorders. The program uses environmental and visual structure to take advantage of the unique strengths of the students in order to help children grow to their fullest potential. This self-contained setting focuses on communication, functional academic skills and living skills.

Early Primary:

The Early Primary program is designed to provide a learning environment for students who range in age from 5 to 8 years and lack the foundational skills needed for success in the general education setting. Challenges may be attributed to delayed socialization skills, delayed communication skills, possibly combined with delayed academic skills.

Positive Behavior Intervention Program/Elementary:

This EBD program is designed for students in grades 1-5 who exhibit behaviors that prohibit their success in the general education setting. The goal of the program is to provide students with the skills necessary to re-enter the general education setting.

Positive Behavior Intervention Program/Middle School:

This EBD program serves middle school with significant behavioral/emotional concerns within a self-contained program. The goal is to have students integrated into the general education and resource setting as much as possible. The program focuses on teaching appropriate social interactions and behavioral interventions.

Positive Behavior Intervention Program/High School:

This EBD program serves high school students with significant behavioral/emotional concerns within a self-contained program. The goal is to have students integrated into the general education and resource setting as much as possible. The program focuses on teaching appropriate social interactions and behavioral interventions.

FOSS (Focus on Social Skills):

This inclusive program is designed to meet the unique needs of students with social communication deficits with average to above average cognitive abilities. Social skills, emotion regulation, coping strategies and organizational tools are taught and supported through a home base model, while academics are addressed in the general education setting. (Currently available at the primary, intermediate and middle school levels.)

Options:

Options is a program that serves special education students who have been placed into a 45-day interim alternative educational setting due to severe disciplinary action. This is a temporary intervention to provide students with educational services during a long-term suspension. The focus of the program is continued academic support and behavioral interventions. Options coordinates with the home school to continue special education programming. Options also works at developing a reintegration plan prior to a student returning to their home school.

Learning Success Academy (LSA):

Learning Success Academy is a self-contained EBD program that provides comprehensive academic and mental health services. Students who are involved in this program have significant emotional issues that are impacting their ability to function within the school setting. These stressors include school phobias, depression, anxiety and other types of medical disorders. The primary mission of the program varies from the traditional EBD program, as it focuses on relationships, communication and social skills rather than behavioral interventions. Learning Success Academy uses an alternative system of instruction that tailors learning to individual student needs.

Resource Room:

Resource rooms are designed to be just that; a resource for students qualified for special education and the teachers who serve them. Resource rooms serve a wide range of students and aim to provide a wide continuum of services. Students may have disabilities from severe to mild and may receive services in either a pull-out or in-class model. Services are provided in reading, math, written language and social and behavioral skills. These services are offered in models that best serve each individual student, giving each student as much access to the general education curriculum and classroom as possible. While these services are designed and monitored by a certificated special education teacher, providers include para-professionals and classroom teachers. Bethel students needing hearing or vision support may access an array of services. The district has a teacher of the visually impaired and an audiologist. Support may be provided in district or through contracted out of district service providers, such as Tacoma and Puyallup's DHH programs.

Health Services:

This program provides support and services to all students. It also cares for students with medical or health related concerns.

Home Hospital:

This program provides instruction for students who are at home or in the hospital and are unable to attend school for a minimum of four weeks due to a physical disability or illness.

Early Childhood Education:

The Early Childhood Education Department offers programs for children ages birth to five years old in the district and in the community. In-district programs are for children with developmental delays and children from low income families. In-district programs include Special Education Developmental Preschool, Early Childhood Education and Assistance Program (ECEAP), Early Head Start and Head Start. Our community outreach efforts include training and information for child care providers, community preschool staff, and community parents. In addition, we are part of the county-wide community Linkages Network that links school districts, local agencies, early learning providers, families, and communities.

English Learners (EL):

This program provides language acquisition instruction for English Learners and is provided at every site.

SPECIAL SERVICES ADMINISTRATORS

Dr. Brian Lowney
Executive Director of Special Services

Connie Martin
Director of Special Services

Sally Keeley
Director of Special Services/ECE

Christine Halladay
Assistant Director of Special Services/Secondary

Toni Cheever
Assistant Director of Special Services/Elementary

Lizeth Godsey
Assistant Director of Special Services/MLE

Karrie Osborne
Special Education Coordinator/Secondary

Sheila Ammons
Special Education Coordinator/Elementary

Kristin Ray
Early Learning Coordinator