

# OSPI Special Education

Getting to Know Our Team and Our Partners



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

July 29, 2022

# OSPI Special Education Division

Name & Email	Division Leadership & Teams	ESD Liaisons	Areas of Focus
<a href="#">Dr. Tania May</a>	Assistant Superintendent		
<a href="#">Dr. Cassie Martin</a>	Executive Director		Inclusionary Practices
<a href="#">Cyndie Hargrave</a>	Director of Operations		Fiscal & Data
<a href="#">Lynne Truitt</a>	Fiscal & Data Team		Fiscal & Data
<a href="#">Sandy Grummick</a>	Data Manager		Data Collection, Reporting & Analysis
<a href="#">Amber O'Donnell</a>	Safety Net Lead		Safety Net
<a href="#">Sarah Kahne</a>	Safety Net Team		Safety Net
<a href="#">Jess Inocencio</a>	Safety Net Team		Safety Net
<a href="#">Dean Runólfson</a>	Fiscal & Data Team		Data Collection, Reporting & Analysis
<a href="#">Jennifer Story</a>	Program Improvement Lead	ESD 105 Liaison	WA Integrated System of Monitoring (WISM)
<a href="#">Sharyn Jordan</a>	Program Improvement Support		
<a href="#">Alexandra Toney</a>	Program Improvement Team	ESD 101 Liaison	WISM, Graduation/Transition, Certification
<a href="#">Dr. Liz Stewart</a>	Program Improvement Team	ESD 123 Co-Liaison	WISM, Specific Learning Disabilities, Deaf/Hard of Hearing
<a href="#">Dr. Rebecca Lynn</a>	Program Improvement Team	ESD 112 Liaison	WISM, Inclusionary Practices Handbook
<a href="#">David Green</a>	Program Improvement Team	PSESD 121 Co-Liaison	Policy & Government Relations, Inclusionary Practices, WISM
<a href="#">Jessica Hall</a>	Program Improvement Team		WISM



# OSPI Special Education Division

Name & Email	Division Leadership & Teams	ESD Liaisons	Areas of Focus
<a href="#">Ryan Guzman</a>	Early Childhood Special Education (ECSE)/619 Coordinator	ESD 114 Liaison	ECSE, Early Learning, Pyramid Model
<a href="#">Julie Dean</a>	ECSE Inclusion Specialist		ECSE, Early Learning, Pyramid Model
<a href="#">Kelly Saavedra</a>	ECSE Support		
<a href="#">Paula Kitzke</a>	Special Projects Lead	ESD 113 Co-Liaison	Students with Disabilities in Non-Traditional Settings
<a href="#">Dr. Nick Gillon</a>	Keeping Excellent Special Educators (KESE) Lead		Special Educator Retention
<a href="#">Amy Hedlund</a>	Keeping Excellent Special Educators (KESE) Team		Special Educator Retention
<a href="#">Alyssa Fairbanks</a>	Dispute Resolution Lead	ESD 189 Liaison	Dispute Resolution, Data Reporting & Analysis
<a href="#">Thinh Le</a>	Dispute Resolution Support		Dispute Resolution, Public Records Requests
<a href="#">Scott Raub</a>	Family & Community Liaison	PSESD 121 Co-Liaison	Engagement, Rulemaking, Non-Public Agencies
<a href="#">Ta'Reesa Saunders</a>	Family & Community Liaison	PSESD 121 & ESD 123 Co-Liaison	Engagement, Family Resource Development
<a href="#">Bill Elvey</a>	Dispute Resolution Investigator	ESD 171 Liaison	Dispute Resolution, State Needs Projects Liaison
<a href="#">Andrew Stashefsky</a>	Dispute Resolution Investigator	ESD 113 Co-Liaison	Dispute Resolution
<a href="#">Michael Santana</a>	Dispute Resolution Investigator		Dispute Resolution
<a href="#">Annie Hetzel</a>	School Health Services Lead		Nurse Corps, Home/Hospital
<a href="#">Michelle Sartain</a>	Grants Management Team		Special Education Grants Management Support



# Follow-Up from Day 1

## **Legislative Priority: Removing the cap and increasing the multiplier**

- Structures for ongoing professional development and technical assistance.
- Intentional connections to requirements around disproportionality.

## **Updated Guidance on Dyslexia Implementation:**

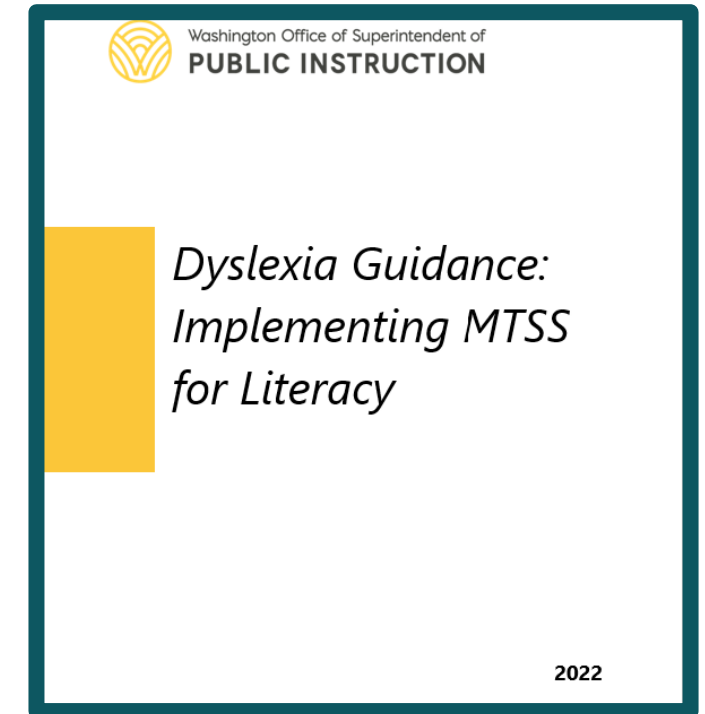
- Clarifies expectations and addresses concerns raised over the first year of implementation.
- Combines previous resources into a single resource framed within MTSS.
- Focuses on communicating with and supporting families and caregivers.
- Emphasizes that screening, intervening and communicating, while required in K-2, should span K-12.



# Dyslexia Guidance: Implementing MTSS for Literacy

## Table of Contents:

- Background and Expectations
- Implementation Best Practices
  - MTSS
  - Family & Caregiver Engagement
  - Screening
  - Instruction & Intervention
- Appendices (References and Resources)





- Provide culturally and linguistically relevant information, services, and programming to culturally and linguistically diverse families of persons with developmental and intellectual disabilities.
- Founded in June 2009 and have grown to over 40 staff who speak over 20 languages spoken by our board and staff.
- Support families in King and Pierce counties who are immigrants, refugees, and/or people of color through a “cultural brokering” model: staff come from the same culture and speak the same language as the families they serve.
- Staff are knowledgeable of disability services, special education, and other social services. Provide direct support for families to navigate these complex systems.
- Host educational workshops with live interpretation for parents in partnership with school districts, so parents can access important information relevant to child development, special education, and developmental disabilities.





# OPEN DOORS

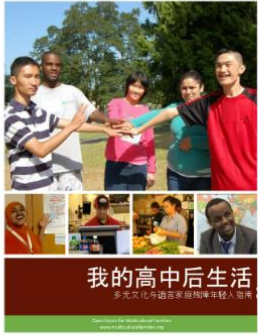
for MULTICULTURAL FAMILIES

# Transition Guides



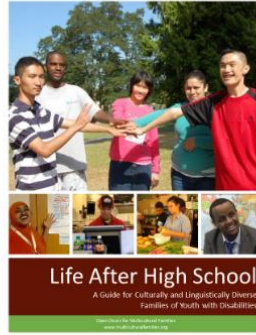
ARABIC

I: Arabic



CHINESE

I: Chinese



ENGLISH

I: English



KOREAN

I: Korean



RUSSIAN

I: Russian



SOMALI

I: Somali



SPANISH

I: Spanish



TAGALOG

I: Tagalog



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**