

Braided Funding & the Sedro-Woolley School District

A compilation of our work

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Intro

Covid has been hard, to say the least. In some ways we took a step back but we kept trying and can share how our efforts to build community and family partnerships during the pandemic and some of the outcomes.

First, here are some of the community partnerships that we had before the Pandemic started that gave us a base to work from.

About Sedro-Woolley & Community Collaboration

- YMCA
- Head Start
- Early Head Start
- Highlights of Successful Inclusive Collaboration
- ITK



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Our YMCA classes:

*Staffed by a full-time YMCA Teacher, 35 hour a week District SPED Paraprofessional, Itinerant District Cert SPED Teacher (one day a week), and SLP/OT/PT/vision, etc. as needed per IEP requirements.

*There are two classes, an a.m. and a p.m. Each class holds 4 slots for children on IEPs, so eight served.

*The YMCA enrolls up to 10 community children per class for a tuition, which helps pay their teacher's salary.

*Administrative oversight comes from both the YMCA and the District. Both agencies are represented at any planning activity or if problems arise. Communication and good collaboration are prioritized.

*The district provides busing to all children in this program if they want/need it.

*The District provides the classroom space and lunches for families that want school lunch and/or qualify for free/reduced lunch.

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Our Head Start class:

*Is an all-day program serving 18 children from the community that meet income guidelines and other eligibility criteria based on Federal Head Start.

*The District works with Head Start staff to “recommend” five children for Head Start slots. These families still have to apply and qualify via Head Start channels.

*Itinerant District staff serve what is on the IEPs (SPED minutes, SLP, OT, etc.), and the District provides a part-time SPED Paraprofessional.

*All teaching staff are employed by Head Start (teacher, aide, food service, etc.).

*The district provides busing to children on IEPs only.

*The District provides the space at an elementary school campus for Head Start’s portable classroom. Head Start provides all food.

Attend each other’s staffing/meetings - leadership meets too

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Our Early Head Start classes:

*This is a 50/50 collaboration with EHS and the District for children ages 2-3. Children with IFSPs are placed into classroom slots regardless of income, if socialization is appropriate to the IFSP.

*There are 8 children per a.m. and p.m. class. The district splits the p.m. slots into two day placements, and the mornings are 4 day placements. The District places a total of 12 children and EHS places 8 children from the community that meet income guidelines and other EHS criteria.

*Head Start provides the teaching staff (teacher, aide, food service).

*The District provides full-time Paraprofessional SPED time. An itinerant SPED Teacher visits each class once per week. SLP, OT, PT, etc. visit classes as required by IFSP/IEP service minutes, and an SLP-A does a weekly language group with all of the children (regardless of IFSP status).

*The District provides the classroom space and busing for children on IFSPs/IEPs.

*Head Start provides the meals served.

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*Itinerant SPED Teachers, SLP, OT/PT, etc. are provided to serve IEP minutes.

*The District's Child Find screenings also include these programs.

*Monthly team meetings are built in between district staff and community partner staff (e.g. Head Start)

*Quarterly meetings are held for administrators of shared programs

*Budgets and MOU's are reviewed annually and collaboratively

*Community partners are included in the kindergarten transition process and team recommendations

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Upcoming ITK:

*Our intention with our ITK 182 grant is to serve children on IEPs in the TK setting, with itinerant SPED district staff.

*These classrooms will be based in District Elementary Schools.

*Initial thoughts are that the ratio would be 5 kiddos with IEPs to 13 community kids within the itinerant model. Serving 18 kids per class.

*With a co-teaching model or SPED Lead model, the ratio could be more like 50/50.

Rocket power

The District pursued and/or was awarded several grants that enabled us to intentionally and aggressively pursue outreach and partnership even during the pandemic.

The next slides are some of the grants that were acquired and highlights from our outreach efforts.

Funding Sources

- **Preschool Inclusion Champions**
- **100 Schools**
- **Kindergarten Transitions**
- **Inclusive Transitional Kindergarten**
- **Partnership for Action, Voices, & Empowerment**

Preschool Inclusion Champions Grant

2019-2020

\$18,400

2020-2021

\$10,000

2021-2022

\$5,000

Kindergarten Transitions

2019-2020

\$800

100 School Grant

2020-2021

\$9,000 plus an additional \$4,500 extension

Inclusive Transitional Kindergarten Grant

2021-2022

\$92,000

Partnership for Action, Voices, & Empowerment Grant

2021-2022

\$1,000

Sedro-Woolley Early Learning League (SWELL)

- SWELL is a community coalition group of early learning professionals found from the S-W School District and the community at large, ranging from preschool and in-home providers as well as community resources like our Central Skagit Library.
- SWELL meets voluntarily on a monthly basis to share efforts, challenges, professional development, and best practices.
- We work together on a shared vision and projects for the children in our community.



Sedro-Woolley Early Learning League

Funded Projects

- Family Palooza
- No Small Matter
- Conscious Discipline
- Networked Improvement Community
- K Transitions
- Creative Curriculum

Family Palooza

Family Palooza is a year-long, virtual family resource that houses community programs, projects, resources and support for all families in Skagit County.



No Small Matter film

DVDs as well as an educational license were purchased for outreach and educational purposes. A screening was done via Zoom with members of our Sedro-Woolley Early Learning League and we plan to do a community screening when it is safe to do so.



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Conscious Discipline

We started Conscious Discipline in the 2019-20 school year with a grant specific to preschool inclusion and have been able to continue funding this training through 2022.

We have trained well over 125 people including our district preschool staff, elementary staff, specialists, counselors, district administrators and leaders, as well as community partners (e.g. Head Start, YMCA, and local daycares) through the Sedro-Woolley Early Learning League and ESD 189 outreach.

We were able to purchase materials, kits, family packs, and text books in addition to our license. Our focus for the future is to continue to train more of our staff as well as include a family education component.

“I’m so glad I am doing this course. I love this course!”

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Networked Improvement Community

The NWESD has a number of school districts participating in a Networked Improvement Community learning about improvement science and how we can make meaningful improvements in our district programs and functionality.

The ESD had invited our district to be a part of this work and with funds from 100 Schools grant we were able to participate.

The learning from this community group has increased our improvement efforts and made all of the work we are currently doing blend together. We have been able to participate in a book study through this work focusing on “Learning to Improve: How America’s Schools can Get Better at Getting Better” and “The Improvement Guide: A Practical Approach to Enhancing Organizational Performance”.

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Kindergarten Transitions

A data team was formed in direct response to challenges that were discovered through the 100 Schools grant self evaluation. The team consists of both general and special education early childhood teachers, community partners, and district leadership.

This team developed improvements to our kindergarten transition processes, outreach, and collaboration. The team is also looking at WaKIDS data, special education data, and enrollment data to assist in developing longer term goals for the transition from preschool programs into K-12 systems, with a focus on P-3 data.

Tangible Outcomes

- 1) ITK added 3 classrooms in past 3 school years.
- 2) Creation of Pre-K to K Transition collaboration committee including parents, gened teachers, sped teachers and community partners
- 3) Direct Partnership ongoing with SWELL
- 4) Entering the 2021-22, the District discontinued the Rivers Program, which was a self-contained kd program and instead supported students with 1:1 paras if needed in the gened setting which were faded out in almost all cases.
- 5) It is apples to oranges for comparison of data since Covid disrupted in-person instruction but we do know that our outreach and inclusion efforts have impacted kids and families...

Parent statement of child served in a partnership program (inclusive community setting)

I am honored to share my experience, the special education programs we've been a part of helped My husband and I dramatically. My son has osteogenesis Imperfecta also known as brittle bone disease. We're first time parents, and we were thrown into the world of medical parenting without any help. We were blessed to be introduced to the birth to three program. Having in home help really helped us grow confidence and navigate creating goals for our son, As well as transitioning him into toddler classes and now preschool. I give so much credit to the teachers who have worked with us, because without it the major milestones our son has made might not of ever happened. Not only have we had the amazing help and support, we had a place to send him, somewhere he had play equipment that was accessible, physical therapy was offered, and goals were not only pushed for but many have been met. Doctors told that us he wouldn't ever walk, and his quality of life wouldn't be sufficient. With the help of teachers who believed and cared, he walks, he plays, he gets to go to school and be around his peers, and do all of the things the other kids do.

Sustainable Practices for Sedro-Woolley School District

Our Hopes and Dreams

- Continue our current efforts with SWELL, Conscious Discipline, Creative Curriculum, and placement opportunities
- Level the playing field and give all children equitable access to opportunities
- Build collaborations that include and bolster the expertise of all team members (SPED, Gen Ed, paraprofessionals, SLP, OT/PT, etc.)
- Continue and enhance family partnerships
- Continue to include parents in trainings, such as Conscious Discipline
- Family Fun nights, Annual Resource Fair, and community events