

ECSE Classroom Schedule

Monday, Tuesday, Thursday, and Friday.

*No sessions on Wednesday

Session 1 9:30 am-12 Noon

Session 2 12:45 pm - 3:15 pm

ECSE follows the MISD Elementary calendar for breaks.

Mercer Island Schools provides transportation on the island to and from the ECSE program.



Helpful Early Childhood Websites

mipreschoolassociation.org

ParentHelp123.org

Kindering.org

mercerislandschools.org/ECSE

www.k12.wa.us/SpecialEd/Families/default.aspx

Early Childhood Special Education



PLAY GIVES
CHILDREN
A CHANCE
TO PRACTICE WHAT
THEY ARE
LEARNING.
-MR. ROGERS

Who is Eligible? Child Find

Eligibility is determined by meeting qualifying criteria in at least one of the following areas: communication, cognition, social-emotional, adaptive, and/or motor. Mercer Island School District offers regularly scheduled, free developmental screenings for children age 3-5 years old. These screenings provide an opportunity for early childhood professionals to look at your child's development and compare it to other children their age.



We can also assist you in arranging for the screening of babies and toddlers under 3 years of age in cooperation with Boyer and Kindering.

If your family is living in a temporary situation, you may contact the district where you are staying to attend a screening.

If you are concerned that your preschooler may have a possible delay in development, please call (206-230-6032) or email our Early Childhood Coordinator at MISD.ECSE@mercerislandschools.

Birth to Three Transitions

For families living on Mercer Island and receiving early interventions services, transition is a time to gather information and make decisions about referring their child for evaluation. If eligible, families have the option to have their child receive special education services from Mercer Island School District. The process includes the following:

- A Transition Meeting which takes place with the family, agency staff and district staff at least 90 days prior to the child's third birthday.
- At the Transition Meeting, if concerns about development continue a referral for a special education evaluation is requested. A Transition Plan may also be developed, and available information about the child's development is gathered.
- Evaluation, if warranted, is done to determine eligibility/ineligibility in the areas of suspected disability: communication, motor development, self-help skills, social skills and cognitive development.
- An Individual Education Plan, if warranted, is developed by parents and district staff no later than the child's third birthday, reflecting the services the child requires.
- Services begin for eligible children by their third birthday.

Our Approach

We have a multidisciplinary approach with a team consisting of special education teachers, board certified behavior analyst, school psychologist, speech and language pathologist, occupational therapist, physical therapist, and paraprofessionals. The team meets weekly to plan the program, decide on instructional strategies and review how those methods are working. Data collection, review, and strategy adjustments are a critical part of our approach.

Our Methodology

We use a variety of methodologies, incorporating research-based strategies. The setting ranges from highly structured one-on-one instruction and therapy, to group instruction and activities. This allows for generalization and consistency across environments. Other teaching techniques include using visual schedules and visual communication systems, behavior plans, and positive behavior supports as well as a number of other accommodations.

