



Dear Early Intervention Provider,

As the Infant Toddler Early Intervention Program Director, I would like all local lead agencies and Family Resources Coordinators (FRCs) to join me in extending a special welcome to our school district partners. Currently, many school districts are serving children, birth to three, with developmental delays or disabilities and their families. With the passage of House Bill (HB) 1107, every school district, by 2009, will participate in providing early intervention services in partnership with the Infant Toddler Early Intervention Program (ITEIP), local lead agencies, and community resources. We welcome these new partners. However, now is the time for local lead agencies and FRCs to review the existing coordination and to build and ensure strong working relationships, including new partnerships with schools who have not served infants or toddlers and their families.

The Infant Toddler Early Intervention Program (ITEIP) and Part C is different than Part B and the 619 preschool program. For example, early intervention services for children, birth to three, are not Free Appropriate Public Education (FAPE). The Individuals with Disabilities Education Act (IDEA), Part C requires a collaborative service approach with the designated local lead agency, school districts, health providers, and early intervention early childhood partners. All providers, including local lead agencies, FRCs, school districts, and others must work together sharing responsibility for coordinated services to eligible infants and toddlers and their families. Because many agencies may play a part in the provision and funding of early intervention services, Individualized Family Service Plans (IFSP) must be clear in roles, responsibilities for specific services, and funding sources.

In order for local lead agencies to facilitate a comprehensive, community-based service system, the completion of a 2006 county plan, and interagency agreements that define the local early intervention services system, including roles and responsibilities is critical. Schools are essential partners, with local lead agencies and FRCs, in providing community-based early intervention services, resources, and funding. The required interagency agreements with local service agencies, schools, providers, and other community resources must include details specific enough to define funding responsibilities per partner. Now is a good time to update past local agreements and contracts to add new partners and strengthen existing relationships and descriptions.

For Washington State, all services must be delivered per Part C and the Department of Social and Health Services (DSHS) ITEIP state policies, procedures, and definitions as outlined in the Washington ITEIP Federally Approved State Plan. Special Education Washington Administrative Code (WAC) 392-172-030 and WAC 392-172-114 states that school districts must follow Part C when providing services to children, birth to three. These WACs may need minimal word changes to implement HB 1107.

As we continue to create more partnerships, there are many questions about what it means to participate in early intervention services. ITEIP staff and I are committed to providing technical assistance and training as needed, to welcome all school districts into their new role. Please contact us if you need assistance. Please refer schools to our web site at <http://www1.dshs.wa.gov/iteip> for more information and/or contact ITEIP at (360) 725-3500 and ask for me or a staff member to assist you.

Thank you,
Sandy Loerch Morris, Program Director

Improving Child and Family Outcomes by Working with Your Community

By Mary Perkins, Early Childhood Director,
Special Education/Early Intervention,
Educational Service District 113

Back in the days when I was responsible for developing interagency agreements between Head Start programs and various state agencies in four states we always began the agreements with the line "No single agency can fully meet all of the needs of a child and family." We knew then, as we know now, that it takes a village. In the 1980s when I was doing this collaborative work we underwent so many funding cuts just as federal laws were coming into being allowing us—mandating us—to provide services to children from birth to three. From then until now, those services have continued to be under funded—not just the federal dollars that pass through our state lead agency but in most of the agencies that provide some service to the same population—our youngest children who have disabilities.

That idea of 'no single agency', then, becomes particularly important—sharing resources to meet the needs of families; working together to ensure that no one is duplicating someone else's service; and planning together to get the most 'bang for the buck!' Our Infant Toddler Early Intervention Services are intended to be a

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The Starting Line Online

www.esd112.org/ss/ or www.esd112.org/pressroom/ (newsletter only)



Attention!



Update

THE STARTING LINE

newsletter is now available online.

Individual mailings will no longer be provided.

How will I know that a newsletter is available?

Email announcements will be sent to a variety of email lists from ITEIP and ESD 112. If you would like to assure that your individual email address is on the ESD 112 distribution list send an email request to:

connie.salzman@esd112.org

How can I get a printed copy of THE STARTING LINE?

The newsletter is "print ready" a copy can be printed from any printer.

Bookmark **THE STARTING LINE** in your favorites!!

www.esd112.org/pressroom

Family Resources Coordinator Training

BASIC FRC TRAINING

Beginning this fall, Basic FRC Training will include a component of online training. Upon registration completion, access to the online training will be provided. Participants should complete the online portion prior to the first regional training day.

(At the time of this newsletter printing the online course is still in development so three regional training days are scheduled for Fall 2006 in the event that the online portion is not ready. Once the online course training is ready one of the three days will be dropped from the schedule.)

This training is to serve as the initial orientation and training for FRCs required for initial state registration. Participants will gain knowledge and understanding of the early intervention program requirements of FRCs and skills in facilitating the development of an IFSP.

Register by Oct. 6, 2006

Fall 2006

Oct. 24, 2006 - 8:30 a.m. - 3:30 p.m.

"Welcome and Overview of Early Intervention in Washington"

Nov. 6, 2006 - 8:30 a.m. - 3:30 p.m.

"The Role of FRCs and IFSPs"

Nov. 9, 2006 - 8:30 a.m. - 3:30 p.m.

"Developing IFSPs"

Fee: \$35

YEAR 2 FRC TRAINING

Year 2 Training is for FRCs who completed Basic Training between October 1, 2004, and September 30, 2005, and who are registered as an FRC. FRCs in this category

MUST complete the Year 2 Training in order to maintain state registration. In addition, **Year 2 FRCs must** also complete an additional **six** contact hours of continuing education training. A form is included for reporting hours.

Leadership and the Family Resources Coordinator: Exploring the Role (required year 2 FRCs)

The Family Resources Coordinator plays a critical leadership role in the appropriate delivery of services to children under Part C of the IDEA. From coordinating services for specific children and families to facilitating communication and collaboration with service providers, the FRC has many opportunities to influence the effective delivery of these programs. This seminar will explore three essential elements of this role: Communication, Collaboration and Conflict Management, and the skills essential to each. Greg Abell, Sound Options Group, L.L.C.

Sept. 12, 2006 • 9:00 a.m. - 3:30 p.m.

Fee \$20 Clock Hours available. Training will take place at nine ESDs across the state. via **K20 video conferencing** Register by Aug. 28, 2006

Trainings are open to others based on space available at each ESD.

YEAR 3 FRC TRAINING

FRCs who have completed both the Basic FRC and Year 2 Training, and have provided FRC services for at least two years, are required to submit 12 contact hours per year to maintain their state registration. Included in this newsletter is an extensive list of training opportunities throughout the state that will meet the requirements for Year 3 and Beyond continuing education and training. In addition, the FRC report form is included for reporting hours.

NOTE: If you have taken FRC training, but are not registered with ITEIP, please call Carol Hall, ESD 112, 360-750-7500 or ITEIP, 360-725-3500.

Map of ESDs and FRC Training Registration form are on page 7.

Trainings



MENTORING AND CONSULTING WITH EARLY CARE AND EDUCATION PROFESSIONALS

July 21, 2006, 8:30 a.m. - 4:30 p.m.

This course will explore: Joining with providers to explore goals, beliefs and practices; using observation as the basis for conversations; communicating without criticism; using questions to promote teacher self reflection; maintaining an ongoing relationship; respecting culture and multiple perspectives; listening and learning from providers; handling conflict between mentor and mentee.

Location: Skagit Family Resource Center, 320 Pacific Place, Mount Vernon, WA 98273

Instructors: Marilyn Chu and Deb Curtis
 Fee: \$65 • 7 clock hours available \$19
 Contact: Lark Kesterke, lkesterke@esd189.org

SIXTH NATIONAL EARLY CHILDHOOD INCLUSION INSTITUTE

July 25-27, 2006

Location: William and Ida Friday Center for Continuing Education Chapel Hill, NC

Fee: \$150, CEUs will be available
 Contact: Beverly Payne, 919-966-3010 or Beverly_payne@unc.edu

SUPPORTING LITERACY LEARNING FOR ALL CHILDREN IN EARLY CHILDHOOD

July 26-27, 2006 8:30 a.m. - 4:00 p.m.

Literacy is a complex skill requiring the integration of three important building

blocks, including oral language, phonological processing, and print knowledge. This presentation will: describe the powerful connection between language and literacy, developmental sequences, and the literate brain; discuss assessment issues and predictive indicators for literacy development; share specific strategies and highlighted activities that promote language literacy development in young children. Helping young children develop these critical skills can help make the road to reading and writing as successful as possible.

Instructor: Lucy Hart Paulson

Location: Westwood Baptist Church
 Fee: \$260, \$45 for 20 WSU Clock Hours, \$74 for 2 SPU Credits. Fee includes Dr. Paulson's Book "Building Early Literacy and Language Skills". Also breakfast and lunch is included each day.
 Contact: Dianna Avery, davery@esd113.k12.wa.us or 360-464-6717

LITERACY AND LANGUAGE DEVELOPMENT IN EARLY LEARNING

July 27, 2006, 9:00 a.m. - 3:00 pm

Location: ESD 101, Regal Conference Center 4202 S Regal Street, Spokane, WA
 Instructor: Sandra Szambelan, Early Childhood Director, Maureen Lyden
 Fee: No

Continental breakfast and boxed lunch to be provided.

Contact: Susan Blair, 509-789-3534, 6 clock hours \$12

DEEPENING THE EVERYDAY EXPERIENCES OF EARLY LEARNING

August 5, 2006, 8:30 a.m. - 4:30 p.m

Explore and strengthen your view of children. Look at the developmental themes of childhood. Also explore the role of open-ended, non-traditional materials and tools. Practice making children's investigations and ideas visible to enhance the teaching and learning process. Reflect on the role you play in children's lives and learning.

Location: Skagit Family Resource Center, 320 Pacific Place, Mount Vernon, WA 98273

Instructor: Deb Curtis

Fee: \$40 • 7 clock hours available \$19
 Contact: Lark Kesterke, lkesterke@esd189.org

LEADING PARTICIPATIVE MEETINGS

August 14, 2006, 8:30 a.m. - 3:30 p.m.

You will learn a framework for preparing before, during and after meetings to ensure that meetings between parents and educators achieve their intended purposes
 Location: ESD 113, 601 McPhee Road SW, Olympia WA

Fee: No • Clock hours available

Contact: Dianna Avery, davery@esd113.k12.wa.us or 360-464-6717

SECOND ANNUAL EARLY CHILDHOOD CONFERENCE

August 21, 2006, 8:00 a.m. - 3:30 p.m.

August 22, 2006, 8:00 a.m. - 2:30 p.m.

Early Childhood birth to three and 3-5 multiple topics.

Trainings continued •••••

Location: Three Rivers Convention Center,
7016 West Grandridge Blvd.
Kennewick, WA 99336
Instructor: Constant Hine
Fee: \$220 for both days
Clock hours: 9/\$18
Contact: Beth Harrington,
bharrington@esd123.org or
Amber Donlon, adonlon@esd123.org

FAMILY PRESCHOOL PROGRAM FOR THE DEAF, DEAF-BLIND AND HARD OF HEARING PILOT PROGRAM **September 11, 2006**

Location: Hearing, Speech and Deafness Center, Seattle, WA
Contact: Karen Stueland, M.Ed. for more information at kstueland@hscd.org

WADING THROUGH UNCHARTED WATERS: LEARNING YOUR CHILD HAS A DISABILITY

September 26, 2006, 6:30 - 8:30 p.m.

Kindering Center, 16120 NE 8th, Bellevue, WA
Speaker: Julie Wood
Fee: No
Registration required
Contact: Jennifer Clark, 425-653-4294, jennifer.clark@kindering.org

BROTHERS AND SISTERS OF PEOPLE WITH SPECIAL NEEDS: UNIQUE CONCERNS, UNIQUE OPPORTUNITIES

October 10, 2006 6:30 - 8:30 p.m.

Speaker: Don Meyer
Fee: Free
Registration Required
Contact: Jennifer Clark, 425-653-4294, jennifer.clark@kindering.org

WASHINGTON ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN, 30TH ANNUAL CONFERENCE: LOOKING THROUGH THE KALEIDOSCOPE

October 26-28

Location: Bellevue, WA

UNDERSTANDING YOUR RIGHTS IN EDUCATION AND IEP CLINICS BY APPOINTMENT

PAVE's Parent Training and Information Staff are coming into your communities to do free personal consultations about IEPs, 504, laws, evaluations and support for YOU and your CHILD! Dates and times are subject to change, so please contact your local PAVE office or call 1-800-5PARENT to schedule an appointment or workshop in your area.
Fee: No

The following is a list of dates and locations for the above training:

Aug. 8, 15, 22, 29 & Sept. 5, 2006

Centralia Timberland Library
110 Silver, **Centralia WA**
Contact: Rita Gallup, 360-696-9843
rgallup@washingtonpave.com

Aug. 8, 15, 22, 29, & Sept. 5, 2006

Achieve Center, 1111 Norht Mission St., #B, **Wenatchee, WA**
Contact: Alicia Finn, 509-664-7274, ncwpave@aol.com

Aug. 8, 2006

Asotin Co. Library, 416 Sycamore St., **Clarkston, WA**
Contact: Debbie Snyder, 509-326-1722

Aug. 9, 2006

Behavioral Health
310 Main Street, **Omak, WA**
Contact: Alicia Finn, 509-664-7274, ncwpave@aol.com

Aug. 10, 2006

Mattawa WSMC Child Development Ctr., 19295 S 4th St., **Mattawa, WA**
Contact: Andrea Sheehan, 509-972-4659, cwpave@nwinfo.net

Aug. 15, 2006

Parent to Parent, 165 E Hawthorne, **Colville, WA**
Contact: Debbie Snyder, 509-326-1722, dspave@yahoo.com



Aug. 15, 2006

Service Alternatives, 9 North 2nd St., **Walla Walla, WA**
Contact: Sherry Mashburn 877-821-4113, sherrymash11@hotmail.com, or Jason Postlewait, 509-529-3081

Aug. 17, 2006

Food Bank, 1075 West Marina St., **Moses Lake, WA**
Contact: Alicia Finn, 509-664-7274, ncwpave@aol.com

Aug. 18, 2006

Worksource, 815 N Kellogg St., **Kennewick, WA**
Contact: Sherry Mashburn, 877-821-4113, sherrymash11@hotmail.com

Aug. 28, 2006

Lutheran Church, 348 Mead St., **Grand Coulee, WA**
Contact: Alicia Finn, 509-664-7274, ncwpave@aol.com

Sept. 1, 2006

South Snohomish Family Support Ctr., 6330 195th St. SW, **Lynnwood, WA**
Contact: DaNae Ware, 877-279-1416, danaeware@verizon.net

resources



EXAMPLES OF STATE GUIDANCE IN NATURAL ENVIRONMENTS

This link to the NECTAC Inclusion and Natural Environment web site connects to their current collection of state materials.

<http://www.nectac.org/inclusion/legis/stlegis.asp#Bto3>

WASHINGTON STATE FATHERS NETWORK

The Washington State Fathers Network (WSFN) advocates for dads who have children with special needs. The focus of WSFN is supporting fathers so families can more effectively address the many challenges children with special health care needs or disability present. The WSFN provides opportunities for dads to connect with other dads in sixteen settings across the state, and through an extensive website with valuable connections to resources for dads and families.

For more information, contact Greg Schell, Program Director: 425-653-4286, greg.schell@kinder.org, www.fathersnetwork.org

WASHINGTON STATE PARENT TO PARENT

Washington State Parent to Parent (P2P) is a network of 29 community programs serving all 39 counties in the state.

Activities include:

- Matching parents in one-to-one relationships with trained, experienced

parents, based on similar diagnoses and family issues personal support that differs from the support professionals provide

- Follow-up by the county coordinator on each P2P referral and match
- Social and recreational family events
- Support groups
- Information and education about disabilities and referral to services in the community
- Culturally-relevant services through ethnic outreach
- Training for parents who want to become Helping Parent volunteers

P2P is funded by the Arc of Washington State, the Department of Health Children with Special Health Care Needs Program, and the Office of the Superintendent of Public Instruction. County programs also receive funding from the Division of Developmental Disabilities and locals grants and donations. For more information and to obtain P2P brochures, contact Susan Atkins, State Coordinator, 800-821-5927, Statep2p@earthlink.net www.arcwa.org/parent_to_parent.htm

HEALTHY MOTHERS, HEALTHY BABIES

Introduces New Name -
(WithinReach: essential resources for family health)

The scope of the work of Healthy Mothers, Healthy Babies has grown in the last 18 years from maternal-child health to include the health and well-being of the whole family. A new name has been chosen to reflect this growth: *WithinReach: essential resources or family health*. The goals of the organization have not changed, and services and programs will operate as before; however, the name of the maternal-child health hotline has changed to the *Family Health Hotline*. For more information about WithinReach: (206) 284-2465, 800-322-2588 (Family Health Hotline, ASK Line, Family Food Hotline) www.withinreachwa.org

STARTING POINT AND GUIA PARA PADRES UPDATED FOR 2006-2007

Starting Point is a guide to services and information for Washington families who have children with special health needs. The guide also includes tips from parents

on how to get help.

Gula para Padres: con Niños que Necesitan Cuidado Especializado is a guide to services and information for Spanish-speaking Washington families who have children with special needs. The guide was especially designed for families who may have limited reading skills.

Three ways to access these resource guides:

1. Families may call Children's Resource Line at 866-987-2500 or (206) 987-2500. Professionals should contact Andrea McCullough.

2. Electronic copies: send an e-mail to Andrea McCullough with the request to receive pdf versions of the guides.

andrea.mccullough@seattlechildrens.org

3. The guides are online at www.cshcn.org/resourcesallguides.cfm?intro=yes

Starting Point and Gula para Padres are produced by the Center for Children with Special Needs, a program of Children's Hospital and Regional Medical Center.

Fisher-Price has developed a partnership with experts from the Let's Play! Project, a federally funded program that supports family play experiences for children with special needs. These recommendations emphasize play stages, not ages, because all children develop at different rates. The stages include: *Experience stage, Discovery stage and Expanding Imagination stage*. http://www.fisher-price.com/us/special_needs/

DEA Parent Guide

New IDEA Parent Guide available from the National Center for Learning Disabilities (NCLD). This guide takes you through the special education process – a process that is the same regardless of a child's particular difficulties or disabilities. Special emphasis is placed on the category of specific learning disability. The guide includes parent perspectives, terms you'll find helpful to know, and practical materials for parents such as Checklists, Sample Letters, Charts, and Questions to Ask. IDEA Parent Guide online at: <http://www.nclld.org/content/view/902/456086>.

Improving child and family outcomes by working with your community, continued from front page

'community system'—not just the agency that takes the lead in the county. Here are some ideas for pulling that system a little more tightly together:

- **Nurture the relationships you have.** No matter what any written interagency agreements say, they are, in the end, based on relationships among the people who write and implement them. Developing an agreement, and getting it signed is only the beginning. Keeping people apprised of changes, making sure your agency partners are 'in the loop' about plans, and participating in their activities are ways to maintain those relationships with other agency staff that lead to better services for your children and families.
- **Beef up your ICC membership.** Sure, you have all the required members but who else is out there who may be providing something that your children and families need? Are you including the faith community? What about service organizations (go beyond Rotary and Junior League and get to retired teachers organizations, extension service volunteers (great for looking at some really natural environments), Zonta or Optimists Clubs. These volunteer organizations can provide fund raising as well as access to some services families might need—emergency child care, baby supplies and many other 'little' things that families need. Think also about Reading Foundations and literacy groups. Often they have access to books for young children and community literacy activities. And speaking of literacy, is your local library part of your ICC?
- **Actively involve your ICC members.** There are many meaningful activities that your ICC members can be involved in and, likely, have the expertise to help you out. Fund-raising is the least of it—knowledge and relationships are more important. Who has expertise in an area that might be of interest to other members or might help meet a family need? Who is a good facilitator that might serve as the head of your planning committee? Who has contacts with businesses and get materials for a family or to supplement your office needs? Who has connections in the medical or school community who could help you get in the door to begin developing collaborative relationships?
- **Make your ICC meetings interesting and worthwhile.** ICC meetings are not only a time to nurture relationships but also can be used to increase the knowledge base of the community members. Brief presentations on topics of mutual interest can be a draw to maintain or increase attendance or interest at your meetings. A twenty-minute presentation on Autism or Washington's Early Learning and Development Benchmarks, or Working with Families in Poverty not only increases the knowledge base in your community but also increases attendance at your meetings.
- **Share training.** So you're thinking you need some training on assessment, writing outcomes, working with families? Likely someone else in the community does too? Things that are of interest to Family Resources Coordinators may also be of great interest to Head Start and ECEAP programs, Even Start Programs, School Districts, Child Care, the Public Health staff, Child Protective Services staff and many more. Use your CICC members to look at training needs in the community and plan training opportunities for your county that meet your needs as well as the needs of the many others who work with children and families. It will end up being far cheaper than sending a few staff off to a conference and will provide for shared learning across the community. Also, the above named organizations have training requirements of their own. How about joining up with some of the things they already provide. This is an activity that your local ESD staff, who are knowledgeable about training



resources, can help you with. No time or money to plan a big training event—how about a book study.

- **Use your self-assessment to strategically plan your community involvement.** Since you do a self-assessment of your program anyway, use your findings to develop specific action plans to strengthen areas of need. For example, if involvement and referrals from medical providers are a problem target a plan at increasing your contacts and their knowledge about your program. Some hospitals will allow you to make presentations at Grand Rounds or you can work directly with office nurses. Whatever the weak area, planning strategically will help you to target activities in areas that will have the most impact.
 - **Transition is more than evaluation and IEP.** Planning for your tykes and their families to move out of your services and into what comes next needs to go beyond developing a plan, getting a new evaluation, and creating an IEP. Our relationships in the community can allow us to create a variety of options for children as they move on. If your only contact with your local school districts happens at evaluation or transition time you're missing an opportunity to share in other activities that will be beneficial for your children and families. Not all children from your program will be eligible for a district preschool program and for some of your eligible children district preschool may not be the optimal placement. Exploring other possibilities with the community that you can then share with families could mean a better and more complete experience. For example, a child who maybe needs more comprehensive services than a district program can provide might most benefit from enrolling in Head Start which has a mandate to serve children who have disabilities. Your interagency work long before transition happens can open up these possibilities for your families and begin to make those vital links among programs that make your community work.
- Services for young children who have disabilities is a community responsibility. It's easy to say that responsibility for collaboration and communication belongs to the district or to public health or to Child Care Resource and Referral Programs. But why not take the initiative—be the one—the one who steps out and creates community involvement that ultimately will benefit all children, all families, and, yes, all agencies. As Mikhail Gorbachov once said, **"If not me, who? And if not now, when?"**

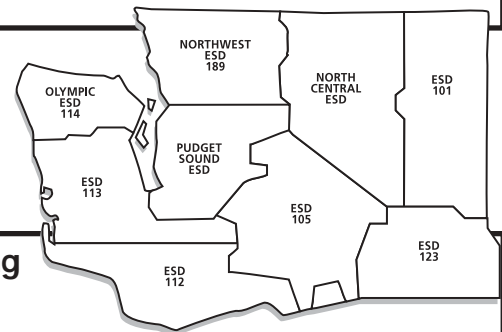
Family Resources Coordinator Training

Online training is being developed for a portion of

Basic FRC Training

FAMILY RESOURCE COORDINATORS WILL BE ABLE TO COMPLETE THE FIRST PORTION OF BASIC TRAINING ONLINE AND THEN WILL ATTEND TWO DAYS OF TRAINING AT A REGIONAL LOCATION.

(pending availability Fall 2006)



Family Resources Coordinator Training Registration Form

Name _____

Organization _____ Position _____

Address _____ City _____ State _____ Zip _____

Work Phone _____ Fax _____ Home Phone _____

E-mail _____ County _____

Session/Date attending _____ ESD attending _____ Fee \$ _____

Make check/PO payable to ESD 112 Payment Method: Check _____ PO _____

Please mail or Fax registration form to
 Educational Service District 112 • Connie Salzman
 2500 NE 65th Ave • Vancouver, WA 98661-6812
 1-800-562-1711 • FAX: (360) 906-1010
 (360) 750-7500 ext. 236
 Account Code # 1216-05-6420-0000-0000

ESD 112 complies with all state and federal rules and regulations and does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, age, sex, marital status, or the presence of any sensory, mental, or physical disability. This holds true for all district employment and opportunities, and service delivery systems. Inquiries regarding compliance and/or grievance procedures may be directed to Human Resources Director (360) 750-7503. Any questions regarding access to written materials, facilities, or programs should be directed to Carol Hall, (360) 750-7500

WE WILL NEED THE FOLLOWING SPECIAL ACCOMMODATIONS (WHEELCHAIR ACCESS, INTERPRETER, _____).
 Please note: Requests for special accommodations must be received by ESD 112 seven days in advance of the first class session. Questions regarding access to written materials, facilities or programs should be directed to the American Disabilities Coordinator at (360) 750-7503

Educational Service District Contacts

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The Starting Line

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State Department of Social & Health Services

Please add me to your postal mailing list:

Name: _____

Title: _____

Affiliation: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: _____

The Starting Line is now available online in PDF! Go online to get your next copy. The PDF version looks exactly like the hard copy and can be printed directly to your printer. If you'd rather receive *The Starting Line* electronically - please let us know by sending an email message to: connie.salzman@esd112.org. We'll send you an email notice of when the latest copy is available online. Thanks - this saves both printing and mailing costs.

The Starting Line

EARLY INTERVENTION TRAINING NEWS

The Infant Toddler Early Intervention Training Program



EDUCATIONAL
SERVICE
DISTRICT 112

2500 NE 65 Avenue
Vancouver, WA 98661-6812