



Special Education Parent Advisory Committee (SEPAC) Dates:

September 13, 2022
November 8, 2022
February 7, 2023
April 25, 2023

5:30 - 6:30pm
District Office - Board Room
435 Sixth Street
Woodland, CA 95695

Meet the Teachers

Sarah Pleski, Maxwell SDC



Rebecca Wiley, Maxwell SDC



Hope Gothard, Maxwell SDC



Maria Valadez, Prairie SDC



Mary Murphy, Prairie Inclusion Program



Students at Maxwell were able to participate in several hands on activities during their Fall 2022 Harvest Festival.

Preschool Continuum of Services

WJUSD offers a continuum of preschool program options. Preschool students are assessed for special education eligibility by the district's Integrated Preschool Assessment Team (IPAT) and are placed in programs through the IEP process.

Prairie Inclusion Program:

This program is a partnership with State Preschool. In addition to State Preschool staff, an additional Special Education Teacher and Special Education Paraprofessional has been added to the classroom to support IEP goals, develop and implement behavior supports, and implement Evidence Based Practices.

Prairie & Maxwell Special Day Class (SDC)/Regional Programs:

This program supports students with disabilities who require more intensive support and intervention. Communication, behavioral, and visual supports are incorporated into the classroom program to support overall development and progress towards IEP goals. The program routinely consults with site Speech and Language Therapists, Occupational Therapists, Behavior Specialists, Physical Therapists, School Psychologists, and other specialists as needed.

My child is transitioning to TK/K next year, what should I expect?

During the spring semester, discussions around the transition to TK/K will begin to occur. An assessment plan will be provided to parents to consent to a transition assessment. This assessment is required for all students transitioning from a preschool setting to elementary school. The purpose of this assessment is to determine whether or not the child continues to qualify for special education and to establish present levels of performance in the areas of pre-academics, communication, behavior/social emotional functioning, adaptive skills, vocational skills, and health.

With this information the team can determine areas of need for your child and develop goals to support progress in those areas or begin the discussion about the transition to a general education setting (for students who no longer qualify). During this meeting or a separate meeting, the team will discuss TK/K and determine what level and during which times your child may require support for the upcoming school year.