



Special Education Services
Comprehensive Evaluation Summary
Independence Academy Charter School

2016-2017

Prepared by

Marla Oppenheim
Executive Director of Student Services

June 14, 2017

Special Education Services Comprehensive Evaluation Summary

Observation Dates: 10/26/16, 11/8/16, 12/13/16, 2/1/17, 5/9/17

**Refer to Special Education Services Evaluation Tool Template (attached) for specific indicators

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Area/s Evaluated:	Observation /Data collection Review:
<p>Least Restrictive Environment & Individualized Education Plan</p> <p>25 Total SPED students – 17 moderate needs students and 8 Speech Only students. 1 Full Time SPED Teacher 1 Speech/Language Pathologist 1 School Psychologist 1 School Nurse</p>	<p>Katie Brown – Special Education Teacher <i>8/8 indicators evident</i> The indicator for post-secondary planning, does not apply to most IACS students as most are not of transition age.</p> <p>Sandy Campbell – Speech/Language Pathologist <i>8/8 indicators evident</i> The indicator for post-secondary planning, does not apply to most IACS students as most are not of transition age.</p>
<p>Specially Designed Instruction</p> <p>Literacy Orton-Gillingham Story Works Social Skills Think Social Social Thinking</p>	<p>Katie Brown – Special Education Teacher <i>7/7 indicators evident</i></p>
<p>Communication</p>	<p>Katie Brown – Special Education Teacher <i>Not applicable as all students on caseload and observed during walk-through visits were verbal</i></p>
<p>Behavior Instruction & Classroom Management</p>	<p>Katie Brown – Special Education Teacher <i>5/5 indicators evident</i></p>

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Use of Paraprofessionals	Katie Brown – Special Education Teacher <i>Not applicable</i>
Parent/Staff/Community Partnerships Sources Noted Weekly Special Education Meetings Calls by phone	Katie Brown – Special Education Teacher <i>2/2 indicator present</i>
Material/Tools – aligned to student population Orton-Gillingham Story Works Think Social Social Thinking	Katie Brown – Special Education Teacher <i>6/6 indicators evident</i>
Classroom Environment	Katie Brown – Special Education Teacher <i>16/16 Indicators present</i>
Assessment Stars DRA Core Assessments	The component of Assessment/Progress Monitoring Data has a total of 13 indicators, but only 10 indicators apply to the grade levels of the moderate needs students at IACS. The following indicators do not apply: <ul style="list-style-type: none"> ▶ Extended Evidence Outcomes/Extended Readiness Competencies does not apply to caseload ▶ Career Assessments does not apply to caseload ▶ Employment Assessments does not apply to caseload Katie Brown – Special Education Teacher <i>10/10 indicators evident</i>

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<p>6 IEPs reviewed for Katie Brown this year. As this was Katie's first year, she worked with a special education teacher mentor, Jane Scott.</p>	<table border="1"> <tr> <td data-bbox="750 426 922 1098" rowspan="6">Summary of IEP Content Compliance</td> <td data-bbox="922 426 1317 562"> <p>Present Levels: Contain all required baseline data information (observable & measurable). Information drives Specialized Instruction and Related Services. 1 0 1 1 0 1</p> </td> <td data-bbox="1317 426 1442 562"> <p>6/6 = 100%</p> </td> </tr> <tr> <td data-bbox="922 562 1317 699"> <p>Goals/Objectives: Align with PLAAFP baseline data & student need as related to disability (SMART Goals)</p> </td> <td data-bbox="1317 562 1442 699"> <p>6/6 = 100%</p> </td> </tr> <tr> <td data-bbox="922 699 1317 762"> <p>Indicator 13: All requirements met</p> </td> <td data-bbox="1317 699 1442 762"> <p>N/A</p> </td> </tr> <tr> <td data-bbox="922 762 1317 898"> <p>Accommodations: All accommodations listed were discussed in PLAAFP & necessary for student to have access to general education</p> </td> <td data-bbox="1317 762 1442 898"> <p>6/6 = 100%</p> </td> </tr> <tr> <td data-bbox="922 898 1317 993"> <p>Modifications: All modifications listed were discussed in PLAAFP and link to EEO's Standards</p> </td> <td data-bbox="1317 898 1442 993"> <p>N/A</p> </td> </tr> <tr> <td data-bbox="922 993 1317 1098"> <p>Services: Summary statement and special education/related services directly links to PLAAFP & goals (stranger's test)</p> </td> <td data-bbox="1317 993 1442 1098"> <p>6/6 = 100%</p> </td> </tr> </table>	Summary of IEP Content Compliance	<p>Present Levels: Contain all required baseline data information (observable & measurable). Information drives Specialized Instruction and Related Services. 1 0 1 1 0 1</p>	<p>6/6 = 100%</p>	<p>Goals/Objectives: Align with PLAAFP baseline data & student need as related to disability (SMART Goals)</p>	<p>6/6 = 100%</p>	<p>Indicator 13: All requirements met</p>	<p>N/A</p>	<p>Accommodations: All accommodations listed were discussed in PLAAFP & necessary for student to have access to general education</p>	<p>6/6 = 100%</p>	<p>Modifications: All modifications listed were discussed in PLAAFP and link to EEO's Standards</p>	<p>N/A</p>	<p>Services: Summary statement and special education/related services directly links to PLAAFP & goals (stranger's test)</p>	<p>6/6 = 100%</p>
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<p>Staff Surveys</p> <p><i>Parent Surveys</i></p>	<p>0 parent surveys were completed and returned to the district SPED office for the entire 16-17 school year. This is an area the entire SPED department needs to improve. The Parent/Adult Student Input Surveys are to be handed out to parents at every IEP and Eligibility meeting. This is the responsibility of every SPED Case Manager. IACS SPED team is encouraged to dialogue about ways to improve this area for 17-18.</p>													
<p>Staff Interview Questions</p> <ol style="list-style-type: none"> How did you determine specific goals and objectives for each student? What is the student's next learning step and how do you know? 	<p>Katie Brown – Special Education Teacher</p> <ol style="list-style-type: none"> I look at scores from the evaluation, testing, CORE assessments and DRAs. I also look at previous goals to determine where student is in reference to those as well as the relevance of them. I also speak with classroom teacher, the SLP, and the parents. As a team we determine the goals. This student is working on organizing his writing and building his actual writing stamina. He needs this to be able to answer questions on all of his work and he strongly dislikes writing. We 													

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<p>3. What curricula or tools are you using with students for instruction? For academic access?</p> <p>4. How do you determine student grouping and/or individual instruction?</p> <p>5. What types of opportunities do students have to be independent?</p> <p>6. Where do you keep the IEP, goals, BIP, Health Care Plans and other student information?</p> <p>7. Who do you provide this information to within the school setting?</p> <p>8. What are your progress monitoring tools and how are you collecting data to progress monitor goals/objectives?</p>	<p>need to build up his ability to write for longer periods of time. As well as working on editing skills.</p> <p>3. Orton Gillingham materials for phonics. StoryWorks for close reading and writing skills.</p> <p>4. Based on student need and ability levels, as well as social skills.</p> <p>5. Some students work as peer tutors in the classrooms. They are also allowed to work on their own during math and science. They receive the most scaffolding and support for reading and writing.</p> <p>6. Goals on Teacher Calendar. Snapshots in Individual Folder. No BIPs at this time, but would keep them with lesson plans and Progress monitoring. No Health Care Plans at this time, but would be kept in Health Office and with Lesson Plans. Cum Files in front Office.</p> <p>7. Teachers that work with the child.</p> <p>8. I progress monitor with Running Records, DIBELS Assessments weekly, monthly specific to the goal, teacher contact for behavior goals, etc. monthly.</p>
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