



## Oversight Guiding Questions

### Special Education

#### Annual Performance-Based Oversight Visit

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1. Describe the process that the charter school uses to monitor IEP compliance, specifically related to IEP timelines, services, accommodations and/or modifications for Students with Disabilities (SWD), during the time of remote learning.

*The Director of Special Education and the Lead Resource Specialist Teacher monitor IEP compliance. Our processes to monitor timelines, services, accommodations and/or modifications remain the same. Implementation of services did change due to remote learning. RSP services, as well as related services, were provided via Google Meet. Due to school closures, we did run into issues with conducting IEPs and assessments. Since Welligent is a database, which provides essential compliance reports, the school is in the process of completing all IEPs and assessments in accordance with health department safety regulations. Recently, we have resumed small group services which makes it easier to provide services and begin conducting IEP assessments.*

*The lead resource specialist has worked alongside general education teachers to ensure accommodations and/or modifications were provided during remote learning sessions. Since our students with special needs are programmed into an RSP period, they were also provided services in which their accommodations and/or modifications were provided in small group sessions as well.*

2. Describe the charter school's system for monitoring and supporting the education program for students with disabilities at the school, particularly during remote learning.

*Remote learning presented new instructional obstacles for everyone; students and instructional staff. However, our students with special needs continued to receive RSP support within the general education classroom and during small group pull-out sessions. Teachers made use of breakout rooms and office hours to provide focused, individualized instruction when it was necessary.*

3. Describe the professional development provided to all staff in supporting students with disabilities.  
*The YPICS Academic Team created a PD for all of YPICS instructional staff that specifically addressed access to curriculum for high need students during distance learning. The approach was evidence-based and utilized Critical Friends Group protocols to look at student work samples and other sources of data in the hopes of soliciting transparent feedback for educators as they attempted to design instruction and assessments for all students.*



4. Describe how the IEP is used to achieve instructional outcomes and provide behavior supports.

*The IEP is the guiding document when supporting learners with special needs, including those who require behavior supports. All teachers are provided with an IEP snapshot which provides detailed information related to a student's primary disability, present level of performance, and annual goals and objectives. The information is used to guide instruction, supports, and services for each student with an IEP. Our resource specialist teacher uses that information to assess and monitor annual IEP goals. Our students with behavioral needs are provided all provisions within the IEP; even during distance learning. Via the IEP snapshot, teachers are provided all relevant information to be able to prevent and, when necessary address behavioral concerns that happen in the classroom.*

5. Describe specific examples of student academic and behavior interventions implemented and delineate how have they been successful, particularly during remote learning.

*While distance learning has been challenging for most students, we have seen some levels of success. Particularly students with behavioral challenges, have been able to reduce the amount of behaviors that might have taken place during the regular school setting. Students with special needs have also benefited from being able to connect with a teacher individually during office hours. They are able to ask questions, seek feedback, and get support without the stigma that comes along with not being able to readily grasp concepts they feel are difficult.*