



COMPASS
CHARTER SCHOOLS



Special Education Overview Presentation

(855) 937- 4227
CompassCharters.org

COMPASS
CHARTER SCHOOLS



Our Mission and Vision

MISSION STATEMENT

Our mission is to inspire and develop innovative, creative, self-directed learners, one scholar at a time.

VISION STATEMENT

Our vision is to create a collaborative virtual learning community, inspiring scholars to appreciate the ways in which arts and sciences nurture a curiosity for life-long learning, and prepare scholars to take responsibility for their future success.



Agenda

- Department
- Duties
- IEPs and 504s
- Services
- Eligibilities
- Least Restrictive Environment
- Providers and Breakdown of Services
- Online Programs
- Q & A





Special Education Department



Back Row: Amber Tunget, Leslie Sharma, Jen Vega, Lynn Jabuka, Tracy Clifton & Barbara Johnston

Front Row Dawn Anglemeyer, Gabi Golan & Cathy Kanode



SPECIAL EDUCATION DEPARTMENT

SPED Director: Gabi Golan

SPED Coordinator: Leslie Sharma

504 Coordinator: Dawn Anglemyer

Case Managers:

★ *Amber Tunget*

★ *Barbara Johnston*

★ *Cathy Kanode*

★ *Dawn Anglemyer*

★ *Jennifer Vega*

★ *Kim Miles*

★ *Leslie Sharma*

★ *Lynn Jabuka*

★ *Tracy Clifton*

★ *Jennifer Smith*



What is an IEP?

A blueprint or plan for a child's [special education](#) experience at school. Provides individualized special education and related services to meet a child's unique needs.

These services are provided at no cost to families.

The Individuals with Disabilities Education Act (IDEA) dictates this plan.

This is a federal special education law for children with disabilities.

- A child has one or more of the [13 disabilities](#) listed in IDEA. The law lists specific challenges, like learning disabilities, ADHD, autism, and others.
- The disability must affect the child's educational performance and/or ability to learn and benefit from the general education curriculum. The child must need specialized instruction to make progress in school.



What is a 504?

- A blueprint or plan for how the school will provide support and remove barriers for a student with a disability.
- Provides services and changes to the learning environment to enable students to learn alongside their peers.
- As with an IEP, a 504 plan is provided at no cost to families.
- Section 504 of the Rehabilitation Act of 1973 dictates this plan
- This is a federal civil rights law to stop discrimination against people with disabilities.
- To get a 504 plan, there are two requirements:
 - A child has *any* disability. Section 504 covers a wide range of different struggles in school.
 - The disability must interfere with the child's ability to learn in a general education classroom.
 - Section 504 has a broader definition of a disability than IDEA. (It says a disability must substantially limit one or more basic life activities. This can include learning, reading, communicating, and thinking.) That's why a child who doesn't qualify for an IEP might still be able to get a 504 plan.



IEPs and 504s

We have grown! The Special Education Department has grown from 127 scholars in the 2018-19 to 251 scholars with IEPs, and growing daily!

We also have 54 scholars with 504 plans this year.





SPECIAL EDUCATION TEACHERS

Wear Many Hats

Mentor: Helping students develop life skills that will help them succeed in the next year of school and beyond.



Manager: Overseeing the activities of in-class support staff and other educators to ensure the needs of special education students are being met.



Administrator: Working with other members of the schools administration and parents to develop individualized plans of learning for each student.



Educator: Working with students who may be facing a wide variety of physical, mental, or behavioral challenges.





Case Manager Duties

WHAT WE DO as Case Managers:

- Schedule and Plan SAI sessions
- Teach SAI sessions
- Write IEPs
- Schedule and hold IEPs
- Manage providers
- Collect and gather data
- Update information in SEIS and SIS





A Day In the Life of a SPED Teacher:

	SUN 23	MON 24	TUE 25	WED 26	THU 27	FRI 28
Work		CCS of San Diego 1	CCS Pay Day!			Learning Period 6 I
7 AM				Bryce SAI, 7am		
8 AM				IEP Notes Fc, 8am	SAI Open Session 8 - 9am	IEP Virtual C 8 - 9:30a
9 AM	Ashley/D, 8:30am	DF SAI S, 8:15am		Beth/Dawn r, 9am	IEP or 50 Kyler P. 3 document	Meeting y, 9:30am
10 AM	SC-P SAI Sessions 9 - 10am	Eva SAI, 9:30am				Elizabeth Initial Res 10 - 11am
11 AM	N.S. SAI 10:30am	Kyler SA, 10:30am		504 paperwork 10am - 11am Cameron		SPED Team Meeting 11am - 12pm
12 PM	BG- SAI se, 11am	GC SAI session 11am - 12pm		Darran, 11:30am	IEP Not, 11:30am	meeting 12 - 1pm
1 PM	Da.F SAI se, 12pm	J.G. SAI se, 12pm		Virtual "BYOL" L 12pm, Zo	Da.F SAI se, 12pm	
2 PM	WASC V, 12:30pm	Bella SA, 12:30pm		Kyler SAI	I.R. SAI, 12:30pm	busy 1 - 2pm
3 PM	busy 1 - 2pm	busy 1 - 2pm		busy 1 - 2pm	busy 1 - 2pm	Melissa Con, 2pm
4 PM	Angel SAI, 2pm	document Abel M. S 2 - 3pm		AP SAI se, 2:30pm		
5 PM	Bella SAI, 2:30pm					
6 PM	IEP Writing/ SAI Documentation/E mail 3 - 5pm	Office Hours 3 - 4pm		IEP 3 - 4:30pm	Cyrus I. Initial IEP 3 - 4:30pm	
7 PM		IEP docs 4 - 5pm				
8 PM		MOOPIL (Texas A& 5 - 6pm				



SERVICES:

- Specialized Academic Instruction
- Speech
- Occupational Therapy
- Physical Therapy
- Adapted Physical Education



We try to provide virtually as we are a virtual school.



The Breakdown of Eligibilities:

- Autism
- Deaf/Blindness
- Emotionally Disturbed
- Hearing Impairment
- Multiple Disabilities
- Other Health Impairment
- Specific Learning Disability
- Speech or Language Impairment
- Traumatic Brain Injury
- Visual Impairment
- Orthopedic Impairment





Least Restrictive Environment:

- All Compass scholars are General Education scholars first!
- All scholars who need extra support must receive RTI and be supported by the Scholar Study Team prior to being recommended for more restrictive learning environments, such as a 504 Plan or an IEP.
- In order to change a scholar's learning environment, we must have data to support it.



Our Providers

As our school has grown, our network of dedicated providers has grown along with it to support our scholars across the state:



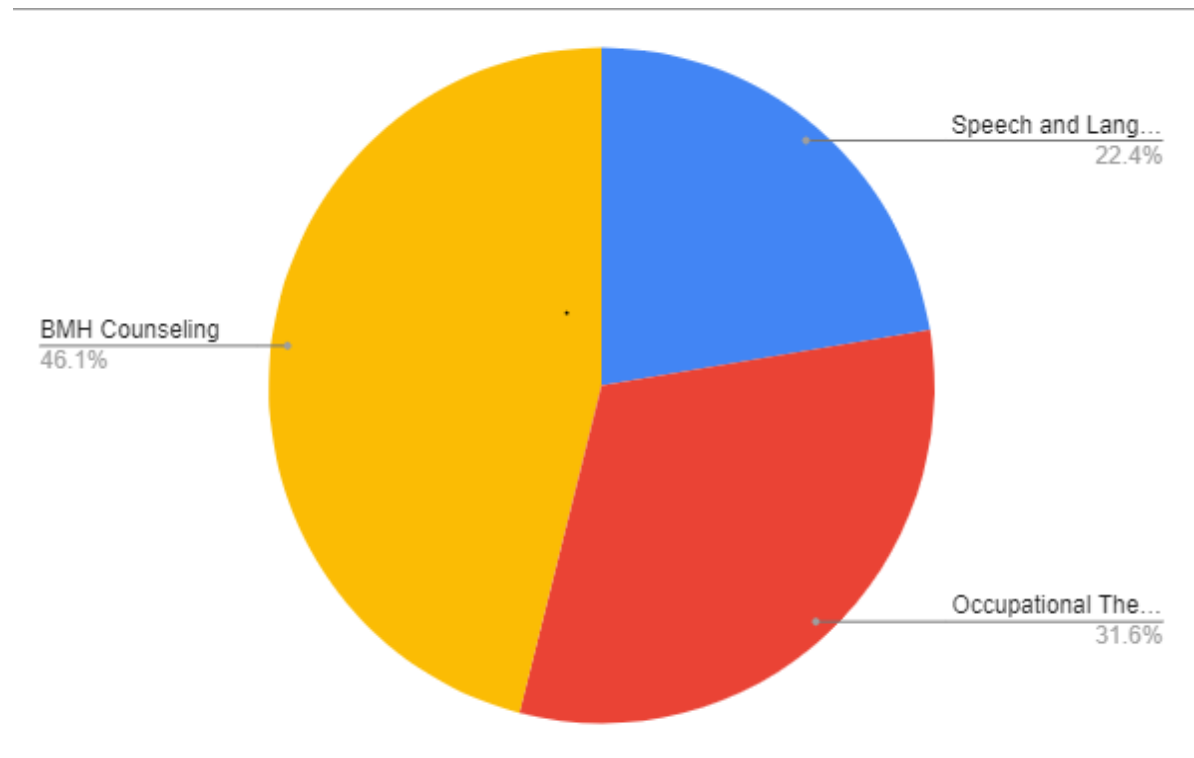


Global Teletherapy:

Speech & Language: 35

Occupational Therapy: 24

BMH : 20



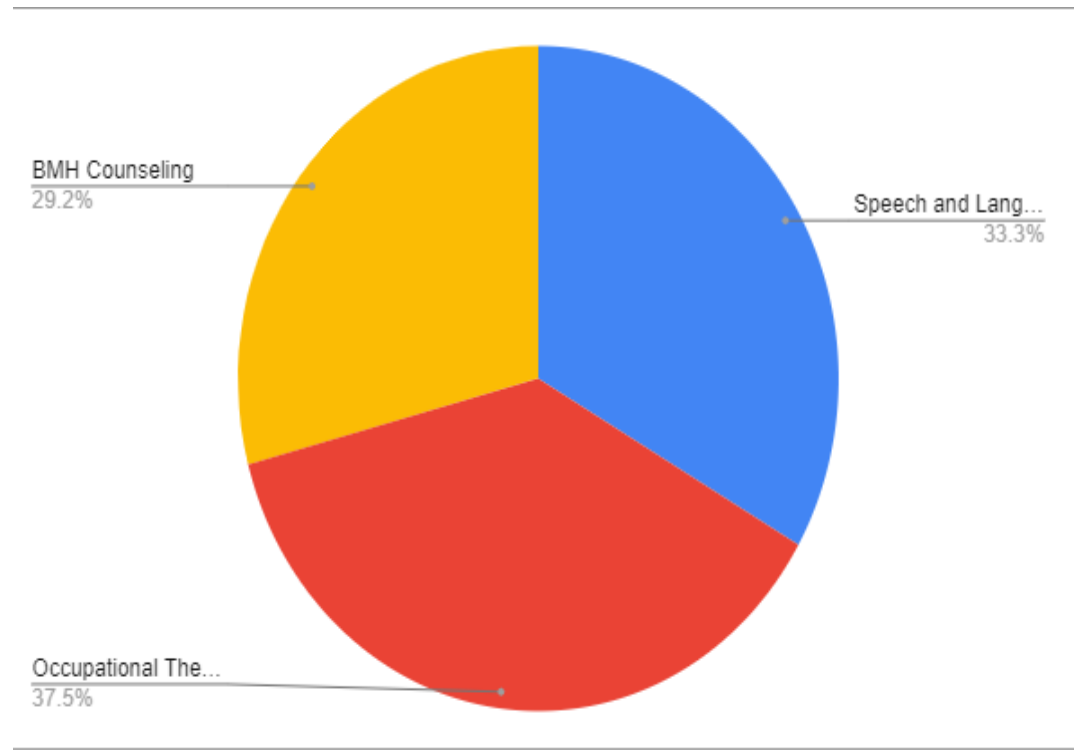


Oxford Consulting:

Speech & Language: 8

Occupational Therapy: 9

BMH: 8



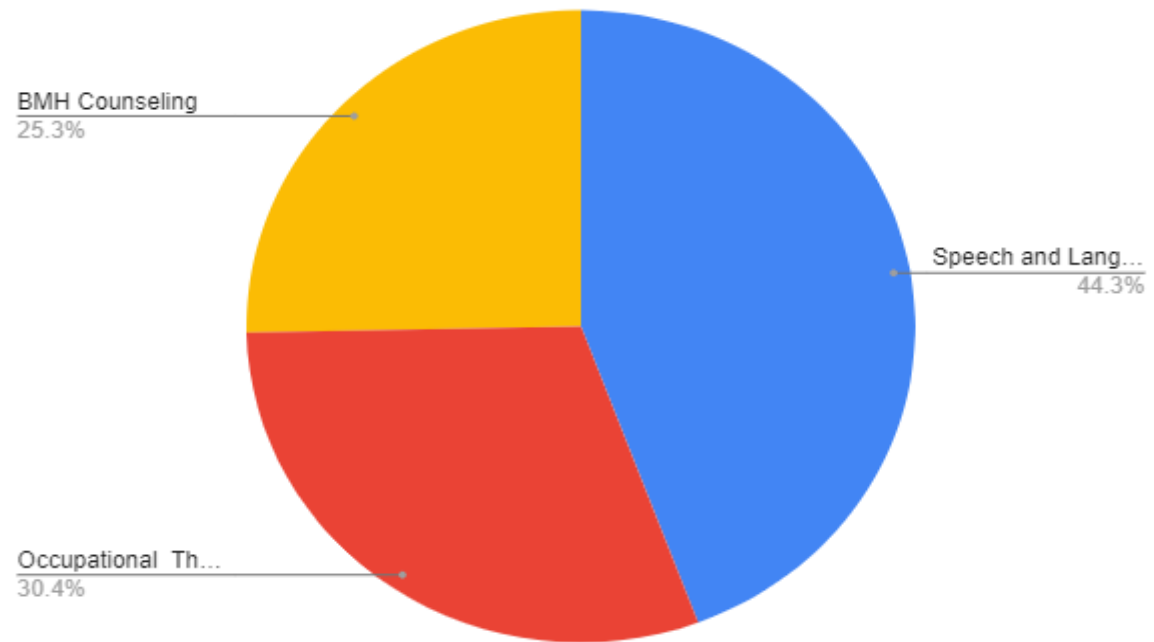


Presence Learning:

Speech & Language: 17

Occupation Therapy: 24

BMH: 35





Our SPED Programs:



Scholars making progress towards their math goals!

Grade	Level	% Completed	Original Level	MLE**	Growth	THW***	L	Unit Progress in Current Level
8	3	0%	2	0	-	06:12:29	1	
7	2	44%	2	2.4	0.4	01:58:28	0	
3	2	44%	2	2.4	0.4	03:50:05	0	
4	3	18%	3	3.2	0.2	04:24:53	0	
7	7	12%	7	7.1	0.1	10:25:34	0	



Our SPED Programs:



**Scholars
making
progress
towards
their
reading
goals!**

Scores	Time practic...	Questi...	Last practiced
Okay	32.5 minutes	102	ELA Decodables
Okay	10.5 minutes	48	ELA Word Study
Good	28.5 minutes	11	ELA Word Study
Great	20 minutes	11	ELA Writing
Great	51 minutes	7	ELA Writing
Great	17 minutes	20	ELA Word Study
Great	40.5 minutes	6	ELA Word Study
Great	27.5 minutes	18	ELA Word Study
Great	62.5 minutes	20	ELA Reading - Non-Fiction



Our SPED Programs:



What must Tristan do to pass a story in Read Naturally Live?

To pass each story, Tristan must read the story at the goal rate, make three or fewer errors, read with expression, answer the quiz correctly, and either meet the teacher's expectation when retelling the story (Sequenced or Idioms series) or read lists of words easily and correctly (Phonics series).

Reporting Period: 2019/10/01 – 2020/03/11

Level	Series	# of stories completed	Beginning Goal	Ending Goal	Average % of Quiz Questions Correct	Retell/Word List: % Passed on First Try
5.0	Sequenced	6	120	120	55	83



Questions?



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