



# COMPASS

CHARTER SCHOOLS

**Special Education Department  
Highlights to share with  
Academic Affairs  
2017-2018**

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# **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.



## Meet the Team

We have grown our department to include four full-time special education teachers: Lori Greenwell, Danielle Hodge, Mark Holtebeck, and Glen Johnson. We also have our Special Education Adviser Cami Humpherys to help us track down IEP's and related documents and keep us all on track.



**Gabrielle Golan**  
Special Education Manager



**Cami Humpherys**  
Special Education Adviser



**Mark Holtebeck**  
SAI Instructor



**Danielle Hodge**  
SAI Instructor



**Lori Greenwell**  
SAI Instructor



**Glen Johnson**  
SAI Instructor



# What we do:

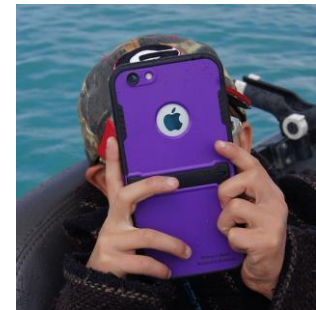
Special Education Teachers serve equally as Case Managers and are an integral part of the Special Education Team. The Team assists the Special Education Department by facilitating compliance to state and federal regulations; planning and conducting special education department staff meetings; developing and coordinating District-based Extended School Year programs; collecting and interpreting data for various District and state reports; providing training to induction and staff development programs; participating in staff interviews and assignments; communicating changes in research based practices and legal mandates to District administration; and representing the Special Education Department at the El Dorado SELPA District Committees.

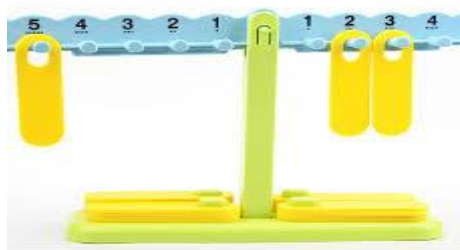




## **IDEA's Categories of Disability for Eligibility that we Serve at Compass:**

- Autism
- Deafness
- Deaf-blindness
- Hearing impairment
- Intellectual disabilities
- Multiple disabilities
- Orthopedic impairment
- Other health impairment
- Serious emotional disturbance
- Specific learning disability
- Speech or language impairment
- Traumatic brain injury
- Visual impairment, including blindness





# The Fine Balance:

If Independent study is found to be an appropriate placement, the charter assumes full responsibility for providing quality and compliant special education programs and services, while ensuring that all eligible students receive FAPE as required by law. This means the charter school is responsible for providing supplementary and related supports and services to all students that require such services- despite geographical or other barriers. In addition, in cases where the IEP team determines that an independent study program is not appropriate for a particular student, the charter is responsible for identifying and providing an appropriate program or placement for the student.



## How many IEP's have we held to date?

The district/LEA must take whatever action is necessary to ensure that the parent understands the proceedings of the IEP team meeting and is included in the planning of the IEP itself.

To date, our special education department has held **95** IEP Meetings with the following breakdown:

\*30 Day/Enrollment IEP Meetings: 38

\*Annual IEP Meetings: 13

\*Triennial IEP Meetings: 10

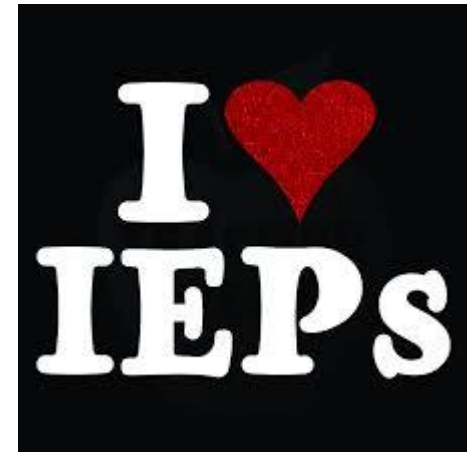
\*Initial IEP Meetings: 5

\*30 Day & Annual Combination IEP Meetings: 1

\*30 Day & Triennial Combination IEP Meetings: 1

\*Annual & Triennial Combination IEP Meetings: 5

\* Addendum Meetings ( the IEP teams reconvenes to make changes in the IEP): 13





## Parent Participation is key for a successful IEP Team Meeting:

That means that out of 95 IEP Meetings:

We've held only 6 IEP's in which the parent didn't attend in which we have had to reconvene the meeting (a 6.3% "no show" rate for parent involvement).

We've held 7 IEP's in which the parent gave written consent to proceed without them in attendance (a 7.4% "no show with consent" rate).

We like these low percentages, but our team at Compass strives to do even better in contacting parents and conveying their value to the IEP team and the IEP process so that these percentages can drop even further.



An IEP  
Is a Process  
NOT  
an Event







**Also key to the success of our IEP Meetings is the input of our General Education Teachers as well as our Providers.**





## What we provide to Scholars in terms of Special Education Program Supports.

**Morning starter** – A daily check in to support scholars in task management and executive functioning. We review course progress and identify what the scholar needs to complete on a day to day basis.

**SAI sessions** – We provide sessions in Math, Written Language, Reading, and Transition according to IEP goals.

**Supported learning** – This is a longer session intended for scholars who need more support. They join the class session and receive scaffolding in the curriculum as they complete their assigned academic lessons. They screen share and complete lessons with the special education instructor present in the Adobe Classroom.

**SRC (Scholar Resource Center)**– This room is an open drop in resource room. We see a lot of middle school and high school scholars attend this group when they have an assignment that is difficult and they receive direct support, scaffolding, and assistance.

**Transition** – This is a federally required session provided to scholars who are over 15 or in high school. These session focus on college and career awareness and preparedness. Additional transition services may be added when a scholar has identified deficits in daily living skills.



# **Read Naturally Live**

We are super excited to have this program as the newest addition to our Special Education Program. Read Naturally's research-based reading interventions have helped millions of students become fluent readers and make solid gains in comprehension and vocabulary.





**As we incorporate the Mission and Vision of Compass in the day to day interactions between scholars, parents, teachers, and providers, this is what we strive for in the Special Education Department:**

- ❖ Open communication between parents and teachers
- ❖ Effective and focused IEPs
- ❖ Efficient IEP team meetings
- ❖ Greater trust and respect among Parents, Teachers, and Scholars
- ❖ This carries over to the General Education Teachers at Compass as well who have been attending IEP meetings and working closely with all our Scholars to assist them with their academic achievements

Thank  
you!



