



Louisiana Autism Spectrum and Related Disabilities Project (LASARD)

2014-2015 MODEL PRACTICE SCHOOL SITE GUIDE

LAQI KEY AREA of MODEL PRACTICE: Collaboration

MODEL SCHOOL SITE: Glen View Elementary School

PARISH/DISTRICT: Lincoln

CONTACT PERSON: Ann Smithey (teacher) or Lisa Mangum (administrator)

CONTACT INFO: email: asmithey@lincolnschools.org or lmangum@lincolnschools.org

Address: **1601 Bittersweet Avenue, Ruston, La.** Phone: **(318) 255-5724**

Glen View Elementary School and the LASARD Project welcome any interested persons to visit the campus to observe evidenced- based educational strategies implemented by an interdisciplinary school site team.

LASARD PROJECT SCHOOL SITE TEAM MEMBERS:

Lisa Mangum, Administrator

Ann Smithey, Special Educator

S. Moran, General Educator

Christi Edwards, Paraprofessional

Lisa Nelson, Related Service Provider

Jackie Walters, Special Educator

Please note that you will need to follow these guidelines to schedule a visit:

- ✓ Visits must be scheduled with Ms. Smithey or Ms. Mangum at least 2 weeks prior to intended visit.
- ✓ A visiting school team is limited to 2 persons per visit period.

You will be contacted following your visit with a request to complete an anonymous evaluation of the visit

LAQI Indicators which can be observed in the school's model practice	Supporting literature and research	Model Practice: <i>Describe what the indicator will look like in practice at your school.</i>	Where/When: <i>Indicate area/time that visitor can observe</i>
2. Team members signing the IEP represent multiple disciplines (e.g. person with disability, paras, related service providers, family members).	Wilson, 2006	IEP review	Document review based on appointment
3. Assessment of student work and progress reflects input from multiple team members. (e.g., grading, progress reports, IEP progress reports, report cards)	Friend & Cook, 1995; Jorgensen, Schuh, & Nisbet, 2006	Assessment from co-taught classrooms show input from general educator and special educator	Document review based on appointment
14. Student IEP meetings include attendance represented in the body of the document from multiple members of the instructional team. Team members represent multiple disciplines (e.g., person with disability, paras, related service providers, family members).	Jorgensen, Schuh, & Nisbet, 2006; IDEA 2004	IEP review	Document review based on appointment
17. Evidence of a history of communication between family and school staff over time is present. (e.g., documents of meetings, written communication, phone calls, etc. included in IEP folder.)	Jorgensen, Schuh, & Nisbet, 2006; IDEA 2004.	Written logs, correspondence logs, student agendas	Multiple Teachers; Ms. Smithey will schedule.