



***Louisiana Autism Spectrum and Related  
Disabilities (LASARD) Project***

**MODEL PRACTICE SCHOOL SITE GUIDE**

**LAQI KEY AREA of MODEL PRACTICE:**

**Environment, Inclusive Practices, Communication,  
Collaboration, and Transition**

**MODEL SCHOOL SITE:** R. J. Vial Elementary

**PARISH/DISTRICT:** St. Charles Parish

**CONTACT PERSON:** Melinda Kimball or Angelle Babin

**CONTACT INFO:**

[mkimball@stcharles.k12.la.us](mailto:mkimball@stcharles.k12.la.us) or [ababin@stcharles.k12.la.us](mailto:ababin@stcharles.k12.la.us)

**X** ***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:**

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

- ✓ Visits must be scheduled with Melinda Kimball or Angelle Babin, at least **14 days** prior to intended visit.
- ✓ A visiting school team is limited to **4 persons** per visit period.
- ✓ All visitors will be required to submit their drivers license and school ID

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

### Inclusive Practices

<b>LAQI Indicators which can be observed in the school's model practice</b>	<b>Model Practice:</b> <i>Describe what the indicator will look like in practice at your school.</i>	<b>Where/When:</b> <i>Indicate area/time that visitors can observe.</i>
I8. Students are in age-appropriate, general education classes.	All students will be with their general education class during morning meeting, enrichment, lunch, and Social Studies and Science.	Morning Meeting: 8:35 AM-9:10 AM  Enrichment: 5 <sup>th</sup> -9:10 AM-9:55 AM 4 <sup>th</sup> -10:10 AM-11:05 AM 3 <sup>rd</sup> -11:10 AM-12:05 PM  Lunch: 5 <sup>th</sup> -11:55 AM-12:25 PM 4 <sup>th</sup> -12:35 PM-1:05 PM 3 <sup>rd</sup> -1:05 PM-1:35 PM
I9. Students participate with their typical peers in school routines.	All students will be with their general education class during morning meeting, enrichment, lunch, and Social Studies and Science.	The times where these routines occur are above.
I10. Students participate with their typical peers in school wide activities. Activities include, but are not limited to: assemblies, fieldtrips, plays, extracurricular activities, School-wide positive behavior support activities.).	All students are invited to the fieldtrips for their grade level, school plays/musicals, testing pep-rally, Mardi Gras Parade, Cajun Open House, 5 <sup>th</sup> grade field day, Peaceful School Bus meetings, Olweus meetings, fundraiser events, etc.	Visitors will need to contact the school to see if there is anything on the schedule for when they would like to visit.
I11. Students have individualized supports available in general education classrooms.	R. J. Vial has visuals in every classroom for the schools rules and expectations. Also, there	Visitors can observe the schedules and the use of the communication sheets during class in the general education

	are different types of visual schedules for individual students. Some students also have communication sheets to help with their behavior in the general education classroom.	setting. Times will vary per grade level.
I12. Students are engaged in the same topic/subject activity as typical peers in the general education classroom.	The teachers at R. J. Vial modify assignments to ensure that the students are on the same topic or activity as other students in the general education class.	Visitors can observe the way teachers modify assignments when they visit. Times will vary per grade level.
I13. SECONDARY ONLY: Student schedules are individualized and include links to student interests/preferences as indicated on the IEP/ITP.	All of our students' interests are evident in the classroom and/or activities. We have the students' favorite character, color, pictures, snacks, reward's, music, etc. incorporated into our daily schedules.	Visitors can observe some of the students' interests and how we incorporate them into our lesson when they visit. Times will vary per grade level.
I14. As needed, individualized supports in the general education classroom are delivered by more than two faculty/staff/peers.	There will always be a teacher, para, or peer support in the classroom to make sure that the individualized supports are being used efficiently. The peer supports will be trained on the individualized support.	Visitors can observe how a teacher, para, or peer support in the general education classroom delivers individualized supports. Times will vary per grade level.
I15. Related Service providers deliver services within or across instructional activities and ongoing routines in the classroom, school, and/or community. [community =community based instruction]	Related service providers will deliver services within the classroom or during enrichment with other peers from the classroom.	Visitors will need to contact the school ahead of time to make sure a related service provider will be present the day they would like to visit.

## Environment

<b>LAQI Indicators which can be observed in the school's model practice</b>	<b>Model Practice:</b> <i>Describe what the indicator will look like in practice at your school.</i>	<b>Where/When:</b> <i>Indicate area/time that visitor can observe.</i>
I 16. Evidence of classroom behavior expectations is visible in the classroom.	R. J. Vial has visuals in every classroom for the school's rules and expectations. The consequences are also posted as a visual reminder for their actions.	Visitors can observe the schedules in the general education setting. Times will vary per grade level
I 17. Students demonstrate mastery of classroom behavior expectations. (e.g., mastery = they can perform as expected OR can explain what they have done incorrectly).	Students will get all of their points on their tracking sheet if they meet classroom expectations. If the students do not get their points, they will be asked what they did to lose points.	Visitors can observe how the students follow classroom expectations in the general education classroom. Times will vary per grade level.
I 18. The environment is arranged to allow students to access shared classroom materials and supplies independently or with least restrictive supports. (e.g., pencil sharpener, books from shelf, etc.).	The students desks are arranged in groups. Some of the supplies are on their desk and other supplies are around the room. Students have access to everything they need. All students learn the procedures for classroom routines at the beginning of the year.	Visitors can observe how students use classroom supplies when they visit. Times will vary per grade level.
I19. Each student's immediate environment is arranged to allow access to their individualized materials and supplies independently or with least restrictive supports (e.g., pencils, notebooks, books, etc.).	Each student should have the supplies they need during each class. They should have their books and supplies in their desk. If they need something else, they can get it from their cubby.	Visitors can observe how students use classroom supplies when they visit. Times will vary per grade level.

I 20. Visual supports are observed in the classroom (e.g., individualized schedules, timers, class wide schedule, labels, etc.).	In the general education classroom, specific students will have their individualized schedule and timers. Also, most of the items in the classroom have labels on them.	Visitors can observe how we use visual supports in the classroom when they visit. Times will vary per grade level.
I 21. Students use individualized visual supports in the classroom independently <b>or</b> with least restrictive supports (e.g., individualized schedules, timers, labels, etc.).	In the general education classroom, specific students will have their individualized schedule and timers. Also most of the items in the classroom have labels on them. Some students have an area where all of their individualized supports are located if they need them. Others will be on their desk for them to use.	Visitors can observe how we use visual supports in the classroom when they visit. Times will vary per grade level.
I 22. Individualized environmental supports include multiple methods of implementation (e.g., human support (adult and peer), visual support, and material support) if needed.	We use several environmental supports on a daily basis. It may be a teacher and student, para and student, peer and student, visual support and student, and material support and student. The staff in the classroom will know when to offer support to the student based on their behavior.	Visitors can observe how we use environmental supports in the classroom when they visit. Times will vary per grade level.
I25. Individualized environmental supports include more than two methods of implementation (e.g., human support (adult and peer), visual support, and material support) if needed.	We use several environmental supports on a daily basis. It may be a teacher and student, para and student, peer and student, visual support and student, and material support and student. The staff in the classroom will know when to offer support to the student based on their behavior.	Visitors can observe how we use environmental supports in the classroom when they visit. Times will vary per grade level.

## Transition

<b>LAQI Indicators which can be observed in the school's model practice</b>	<b>Model Practice:</b> <i>Describe what the indicator will look like in practice at your school.</i>	<b>Where/When:</b> <i>Indicate area/time that visitor can observe</i>
I68. A written plan exists to facilitate major transitions (e.g. Part C to Part B; grade to grade, building to building, school to ESY, school to community), based on individual student needs.	A plan does exist to show the transition process for grade-to- grade, school to school, class to class and activity to activity.	Visitors can evaluate the transition plan when they visit.
I70. Transition plans include individualized positive behavior support strategies, including opportunities for choice making.	When the students visit from other schools and grades, they will have input on the classroom theme for the following year and make a decoration for the following year to hang up in the classroom. The students can also have input on their desk for the following year.	The teachers will explain some of the things they did with previous students to help them transition.
I71. Resources (environmental or human) are identified to support students within and across their day: (e.g., from activity to activity; within a routine; from one environment to another; during unanticipated changes.)	The teacher will plan an activity before transitions to help them get focused on the next subject. (music, break, blocks, drawing) The student will have a time limit.	Visitors can observe some of the resources used in the classroom to help the students transition.
I72. When transitioning from environment to	The teacher will provide picture cards and visual	Visitors can observe some of the resources used in the

environment, students use class wide or individualized supports effectively.	schedules in all environments. The students will have a visual reminder of their rules throughout the day. The school will provide visual expectations around the school to remind students what is expected of them.	classroom to help the students transition from environment to environment.
I73. When transitioning from activity to activity, students use class wide or individualized supports effectively.	The teacher will plan an activity before transitions to help them get focused on the next subject. (music, break, blocks, drawing) The student will have a time limit.	Visitors can observe some of the resources used in the classroom to help the students transition from activity to activity.
I74. During unanticipated changes for the student, students use class wide or individualized supports effectively.	Students will be notified when there is a change of schedule in the future. They will have a copy of the revised schedule before other students.	Visitors can observe how we prepare the students for unanticipated changes while they visit. Times will vary per grade level.
I75. Data on transition plan initial assessment and progress monitoring is available.	Data is taken on the students behavior tracking sheet to show their progress in transitioning throughout the day.	Visitors can observe how the teachers document transitions throughout the day.

### Collaboration

<b>LAQI Indicators which can be observed in the school's model practice</b>	<b>Model Practice:</b> <i>Describe what the indicator will look like in practice at your school.</i>	<b>Where/When:</b> <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).	During annual IEPs, there is an administrator, special education teacher, regular education teacher, parent, student, paras, and any related service providers needed are present at all times.	Visitors can not observe IEPs because they are confidential.

3. Assessment of student work and progress reflects input from multiple team members. (e.g., grading, progress reports, IEP progress reports, report cards)	Students are required to take 7 formatives and 3 summatives each 9 weeks. Progress reports go home every other week to update parents on the grades their child currently has. IEP progress reports and report cards go home at the end of each 9-week period.	Visitors can evaluate a student's formative assignments during a visit.
I4. 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). Examples would include general education content knowledge, related service embedded goals, family	During annual IEP's, there is an administrator, special education teacher, regular education teacher, parent, student, paras, and any related service providers needed are present at all times. During the IEP, the teachers will discuss the student's current progress with the parent/guardian. The parent/guardian will also give input on their concerns at the time.	Visitors can not observe IEP's because they are confidential.
I7. 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.)	R. J. Vial has a phone communication log that teachers document every time they have to make a phone call. The teacher must record the name of the student, date, name of the parent/guardian, and reason for calling. Students that have a BIP will have a tracking sheet that goes home daily. The parent must sign the tracking sheet each day that they were aware of their child's behavior that school day. All IEP meetings are documented in the student's IEP folder and the parent will sign their signature and date for each	Visitors can evaluate a blank copy of the phone communication log and a blank copy of a students tracking sheet.



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### Communication

<b>LAQI Indicators which can be observed in the school's model practice</b>	<b>Model Practice:</b> <i>Describe what the indicator will look like in practice at your school.</i>	<b>Where/When:</b> <i>Indicate area/time that visitor can observe.</i>
I41. Students' instructional documentation includes a plan to access multiple settings to increase the opportunity to communicate with peers.	Students have the opportunity to communicate with their peers several times throughout the day. They communicate during morning meeting, class time, lunch, enrichment, and dismissal.	Visitors can observe how the students communicate with teachers and most peers when they visit. Times will vary per grade level.
I42. Students use a socially acceptable form of communication to request preferred items and events.	Students have visual reminders on the appropriate way to speak to their peers and teachers. They also have visual cards they can use.	Visitors can observe how the students communicate to teachers and peers when they visit. Times will vary per grade level.
I43. Students use a socially acceptable form of communication to reject unpreferred items and events.	Students have visual reminders on the appropriate way to speak to their peers and teachers. They also have verbal and visual signals they can use.	Visitors can observe how the students communicate to teachers and peers when they visit. Times will vary per grade level.
I44. Student sustains an interaction with staff or peers by using socially acceptable forms of communication.	Students have visual reminders on the appropriate way to speak to their peers and teachers. Teachers will also model socially acceptable forms of	Visitors can observe how the students communicate to teachers and peers when they visit. Times will vary per grade level.

	communication.	
I45. Students use a socially acceptable form of communication to comment.	Students have visual reminders on the appropriate way to speak to their peers and teachers. Teachers have accountable-talk poster.	Visitors can observe how the students communicate to teachers and peers when they visit. Times will vary per grade level.
I46. Student uses socially acceptable forms of communication to initiate an interaction with staff or peers.	Students have visual reminders on the appropriate way to speak to their peers and teachers. Teachers have accountable-talk poster.	Visitors can observe how the students communicate to teachers and peers when they visit. Times will vary per grade level.
I47. Student terminates an interaction with staff or peers by using socially acceptable forms of communication.	Students have visual reminders on the appropriate way to speak to their peers and teachers. Teachers have accountable-talk poster.	Visitors can observe how the students communicate to teachers and peers when they visit. Times will vary per grade level.
I48. Student continues to use socially acceptable forms of communication when initial attempt is unsuccessful	Students have visual reminders on the appropriate way to speak to their peers and teachers. Teachers will remind students the expectations in the classroom on how to talk to one another.	Visitors can observe how the students communicate to teachers and peers when they visit. Times will vary per grade level.
I49. Staff foster and sustain student's communicative attempts by responding (a) consistently, (b) in ways consistent with the student's communicative purpose or motivation, and (c) at the student's communicative level.	Teachers will model how to speak appropriately to others. Teachers will also redirect and be consistent when the student is not meeting expectations in the classroom.	Visitors can observe how the students communicate to teachers and peers when they visit. Times will vary per grade level.
I50. Peers foster and sustain student's communicative attempts by responding (a) consistently, (b) in ways consistent with the student's communicative purpose or motivation, and (c) at the student's communicative level.	Students will model how to speak appropriately to others. Teachers will also redirect and be consistent when the student is not meeting expectations in the classroom.	Visitors can observe how the students communicate to teachers and peers when they visit. Times will vary per grade level.

