



Louisiana Autism Spectrum and Related Disabilities (LASARD) Project

MODEL PRACTICE SCHOOL SITE GUIDE

LAQI KEY AREA of MODEL PRACTICE: Collaboration

MODEL SCHOOL SITE: North Polk Elementary

PARISH/DISTRICT: Vernon Parish

CONTACT PERSON: Tiffany Chapman

CONTACT INFO: tiffanychapman@vpsb.k12.la.us

North Polk 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:

Cyndi King, General Ed Teacher

Tiffany Chapman, Related Service Provider

James Wesley, Administrator

Rebecca Banks, General Education Teacher

Debra Holt, Special Education Teacher

Samantha Haymon, Para-educator

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

- ✓ Visits must be scheduled with Tiffany Chapman, at least 2 weeks prior to intended visit.
- ✓ A visiting school team is limited to 2 persons per visit period.
- ✓ All visitors will be required to obtain a pass at the Visitor's Center at the Main Gate on Entrance Road.

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	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).	IEP Review	Document review upon your appointment
3. Assessment of student work and progress reflects input from multiple team members. (e.g., grading, progress reports, IEP progress reports, report cards)	IEP Progress Reports	Document review upon your 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). Examples would include general education content knowledge, related service embedded goals, family	IEP Review	Document review upon your 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.)	Student Planner Personalized Newsletters Teacher Websites Email Correspondence Written Communication Documentation	Multiple Teachers, appointment will be scheduled by Tiffany Chapman