

**SUU LEAD Multiple IEP and 504 Accommodation Plan Meetings Activity  
Mentor Principal Competency Review**

Please copy this template, paste into your Word or Google doc, complete it, get it signed by your Mentor, share with your Internship Coordinator, and upload into Canvas.

Name: **Joseph Wright**  
 Year & Semester: **2019, Fall Semester**  
 School in which you interned: **Treeside Elementary Charter School (Provo, Utah)**

Participate in multiple IEP and 504 accommodation plan meetings in support of or as the LEA representative.

Please describe all aspects of the process of your participation in multiple IEP and 504 accommodation plan meetings in support of or as the LEA representative. Review with your Mentor your efforts and activities associated with this artifact. Add to this copy....

- Your description,
- Have your mentor initial after Emerging Effective or Effective below and sign and date,
- Scan this completed, initialed Mentor Evaluation,
- Upload your scanned Mentor Evaluation to the aligned Canvas Assignment.

Log of participation in multiple IEP and 504 accommodation plan meetings. (Add lines as needed)

Date	Time	Classroom/Area	Activity Description & Reflection
9/5/19	Noon - 1:30 PM   1.5 hours	SPED Office	<p>I Met Kristina Hone, SPED Director, and we got to know each other. We planned on meeting every Tuesday when I come in, and to work towards helping out the SPED students.</p> <p>I started today by helping create a Google Form for Behavior Incident Reporting. We also discussed how she came to the position, as a concerned parent of a SPED child herself, and how the previous occupant of her post was doing a less than adequate job. Kristina is playing catchup, but from what I can see, she seems to be doing an admirable job.</p>
9/12/19	Noon - 1:30 PM   1.5 hours	SPED Office	<p>Kristina Hone and I were set to meet on Tuesday (9/10/19), but when I got there, I found out that she had mistakenly scheduled our time together</p>

			<p>during a doctor’s visit that she apparently forgot (I confirmed this today, when I next saw her). She was also busy today, so we are hopefully going to be bumping things out to next Tuesday. She did tell me however that she spoke with Dr. Johnson, and when she asked whether I might assist with IEPs, he again affirmed that he preferred I act in a “observation only” role in regards to that.</p> <p>She mentioned that she will see if perhaps I might be able to help in specific cases where the family has given express permission to allow me to participate in SPED proceedings. We’ll see how that goes. I understand both perspectives, of course: She is new to this role, and likely feeling overwhelmed with everything she is tasked with doing, and I am willing to assist if I can. However, Dr. Johnson is also correct in that SPED info is extremely sensitive, and as educators we shouldn’t be allowing just anyone to waltz around and access such sensitive info.</p> <p>Regardless, I am happy to help / assist / observe as much as I can, because I am getting valuable insight from the experience as well. Obviously, working in any capacity with Kristina re: SPED is providing me invaluable experience, so the more the better, for me. I obviously would prefer to get as much hands-on experience as possible, but that may be a somewhat selfish motivation I realize. Ultimately Ben is responsible for all the students in his charge, and therefore I understand and respect his view and role in this regard. As an admin in his shoes, I would be hesitant to provide such access as well.</p>
9/24/19	12:30 -1:30 PM   1 hour	SPED Meeting	<p>Today we met with a parent today regarding John* (changed to protect identity), and John is a kindergartener who has an older sister who has been at Treeside before.</p> <p>John is a great student, and most everyone loves him as a kid. First they went over a report that</p>

			<p>they received from a mental health facility, which helped them decide whether John needs and / or is eligible for SPED services. The data they already have is, in their opinion, sufficient to decide whether John is qualified for SPED services, and what services he is eligible for.</p> <p>They decided that Autism (or eligibility for SPED services) was the way to go. They went through and realized that the previous report is going to be useful in helping qualify John for placing him in SPED and give him those services, in the least-restrictive class possible.</p> <p>The next step is to create an IEP, and so they asked mom if she could share some ideas in order to help him with getting better. She said that speech would be something that he might need help with, as he tends to sometimes babble in baby talk at home at times, and this is concerning her a bit, so we will look into getting him more testing that way.</p> <p>He has a little brother, and often gets hyperactive, and won't listen / is a bit out of control. With friends, he seems to do pretty well with. He is definitely trying to learn more and more about the world around him. He has made a lot of changes lately, and appears to be quite curious, and also doesn't have any sense of danger. His biggest needs right now seem to be speech, writing, etc.</p> <p>Sounds like the next steps will be to do some speech pathology testing and then taking that into account for an IEP plan. Sounds like we'll be able to help him out! She also informed us that she may be moving to the South. There will be some changes that may occur, so we informed her of that.</p> <p>I think that it is interesting that from state to state, these things change. It is a state rights' issue, and that is why that is the case.</p>
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10/10/19	12:30 -1:30 PM   1 hour	SPED Meeting	<p>I met with Dr. Johnson, as well as Mrs. Hone, and we chatted a bit about some changing times at Treeside. Apparently a teacher quit, so Mr. Hepworth will be helping out in the classroom again, to cover that class, and will no longer be in charge of the 504s at the school.</p> <p>Dr. Johnson will be taking over this responsibility, but as I talked with Mrs. Hone, she mentioned that perhaps I could be of assistance with that. I shared that I would be glad to assist in any way that I can. We'll have to see what is decided.</p>
10/15/19	12:45-1:30 pm   45 min	Meeting with Todd	Todd will be transitioning the 504 plans on to Kristine, Cassidy and Dr. Johnson, and he suggested that I chat with her about some trainings to see if we can figure out how to make sure we are up to speed.
10/16/19	3:00-4:00 pm   1 hour	Meeting with Cassidy Chamberlain re: 504 plan	I met with Cassidy Chamberlain today, and we started working on getting all of the 504 plans in compliance. I was able to get permission from Dr. Johnson to do so, and so we began today! We created a document to help ourselves organize the many forms that are required for such work (see that here: <a href="#">LINK</a> )
10/22/19	12:15-1:30 pm   1.25 hours	Met with Cassidy and discussed our plans for our 504 kids	We met, and reorganized our plans. Before Thursday, I need to review the <a href="#">504 manual</a> and <a href="#">parental rights</a> . Cassidy and I discussed what we will be doing to get all of these kids assessed and accommodated, so we will be busy!
10/23/19	3:15-4:00 pm   .75 hours	Met with the 504 committee and a student of mine at Merit	We discussed a student that needs some help with school, and we are testing the student to see if they qualify for services. It is a difficult situation, but we are working to make some of that better.
10/24/19	12:00-1:30 pm   1 hour	Met with Kristine & Cassidy	Helped work on getting the 504s organized and ready to get done. I finished filling out a form based on some evaluations that occurred with a student that is looking at being given a 504 plan.

10/29/19	12:15-1:30 pm   1.25 hrs	Worked with Kassidy on 504 cases	<p>Today Kassidy and I looked over *Emily's records, in preparation for getting her going on a 504. It was not all that fun, but it did need to get done.</p> <p>*Name changed to protect identity</p>
10/31/19	12:45-1:45 pm   1 hour	504 Office	<p>Again, Kassidy and I worked on several students' data for their 504 plan, inputting data into Embrace.</p>
11/12/19	12:30-1:30 pm   1 hour	504 Office	<p>Kassidy and I spent some more time inputting info for students who will need 504 assessments and meetings completed.</p>
11/13/19	4:15-5:15 pm   1 hour	Faculty Meeting	<p>Came and saw the full faculty meeting with all of the teachers and staff. We discussed the efforts to help the SPED / 504 students, and any students that we suspect may need additional help.</p> <p>Kristine mentioned that we need documentation from the regular staff so that we can best advocate for those students. Behavior is not necessarily a cause for concern. She clarified that some behaviors can be caused by some disabilities, but that is not always the case. That is what the tiered behavioral interventions are for.</p> <p>Perhaps the kids are just bored, and would be better served by Gifted and Talented, or other help. I think it is awesome that they are attempting to make sure that all staff has easy access to share concerns they may have, and that the SPED / 504 team can review such info to see if and what we can do to assist all of our students receive FAPE.</p> <p>We discussed utilizing testing scores and using those scores to assist their students better on an individual basis. Lots of good things are going one, but certainly there is work to improve. Also, Dr. Johnson asked that any PLC decisions be based on data, a fair request IMO.</p>

11/14/19	12:30-1:30 1 hour	504 Office	Continued to input 504 student data into case file.
11/19/19	12:15-1:30 1 hr	504 Office	Today Kassidy and I worked on a new student, and inputting her data, including behavior incidents, etc., in prepping for a 504 plan meeting to determine if the student is eligible for such services.
11/21/19	12:45-1:30 .75 hr	504 Office	I worked with Kassidy to input student data for 504 plans. Some of the work can be a bit tedious, but for legal purposes, it is crucial that we record all such data. Also, it is a bit eye-opening some of the stuff that elementary teachers must deal with that as a secondary teacher I've never had to often consider, such as students who bite, scratch, claw, etc. Thankfully, that is something that most of them grow out of later on. Bless our elementary teachers! They are indeed saints!
11/26/19	12:15-1:30 1.25 hr	504 Office	Came and worked with Kassidy to finish inputting more 504 data for another student. We are getting close, only 2 more students and data to be input (as far as we know). Of course, such evaluations, recommendations, etc. is an ongoing process, but things are moving along well!
12/3/19	12:30-1:30 1 hr	504 Office	Came and spent time with Kassidy working on inputting more data to get students ready for their 504 plans.
12/5/19	12:30-1:30 1.25 hr	504 Office	It's my second to last day at Treeside! Today Kassidy and I worked on adding one more student, and getting their 504 Identification Form completed. This form helps anyone involved to know what disabilities are being considered to give this student additional services and accommodations at school, obviously an important task.
12/10/19	12:30-1:30 1 hr	504 Office	Our last day together! We entered another child's 504 data today, and we helped make sure that her upcoming evaluation would be as informed and prompt as possible.


**Overall Reflection:**

Treeside has been through a lot in their short time as a charter school, especially in the SPED department. They have a new 504 coordinator as well as a new SPED director this year, who are both “learning as they go”, as it were. Despite this, I believe that both Kristina and Cassidy have done an admirable job making sure that all such students receive the services and accommodations that law and morals require.

There is a fair amount of tedious paperwork that is required when working with such students, yet both Kristina and Cassidy take that into stride, and obviously care about these students enough to verify that every t is crossed and every i is dotted. It has been an enlightening experience for me to work with them these past few months, as they strive to provide FAPE for all of the students in their stewardship.

Working with children with special needs takes a special type of individual, and I can say with confidence that both of these fine women do an admirable job at it. Cassidy has many other responsibilities as well, but it is obvious to me that both care passionately about the students at Treeside, and that they are doing right by these kids. Students at Treeside, especially those who are in the SPED and 504 program are in good hands.

Total hours engaged in the completion of this artifact: 21.25

[Utah Educational Leadership Standards - 2018](#) - Standard 3.4

<b>* Required for Recommendation for Licensure *</b>	
Emerging Effective _____	Effective __xx__
Sought to promote and protect the welfare and safety of students, faculty, and staff through implementation of federal, state, and LEA policies and effective schoolwide procedures and practices.	Promote and protect the welfare and safety of students, faculty, and staff through implementation of federal, state, and LEA policies and effective schoolwide procedures and practices.

Comments: **Joseph was an amazing help at our school. Every project that I gave him, he followed through with and completed all the details. He was able to help us get our 504 data organized. He was also able to witness our Special Ed processes and 504 processes in detail.**

Mentor Name, Signature and Date Below:

Mentor Name: **Benjamin S. Johnson**

Mentor's School: **[Treeside Charter School]**

Mentor's Signature:



Date: **12/10/19**