

Special Education Program Description Template

A. Description of overall philosophy (200 word limit): The mission of the Department of Exceptional Student Services in the Algiers Charter School Association is to educate all students with exceptionalities and to meet their unique academic, social, emotional and physical needs in the least restrictive environment. Within the context of this mission, Exceptional Student Services ensures compliance with federal and state laws regarding the education of students with disabilities as well as those who are identified as Gifted and/or Talented. Towards this end, special education services and related and support services are available to meet the needs of all students under the leadership of the Executive Director of Exceptional Student Services. These services reflect implementation of procedures that are grounded in “Best Practices” research as found in the large body of validated special education research data. In addition, so that these students with special needs may be effectively identified, Exceptional Student Services complies with regulations that require a student suspected of being exceptional receive a comprehensive multidisciplinary evaluation conducted by pupil appraisal professionals certified by the State Department of Education. Through Pupil Appraisal’s adherence to specific regulations in the Pupil Appraisal Handbook, Bulletin 1508, these students are identified and provided a Free Appropriate Public Education.

B. Name and contact information for special education coordinator (school and, if applicable, network)

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| School Leader of Special Education Programming; Contact Information | Dianne Lewis, Executive Director of Exceptional Student Services Dianne.lewis@theacsa.org (504) 302-7047 |
| CMO Leader of Special Education Programming; Contact Information (if different) | Dianne Lewis, Executive Director of Exceptional Student Services |

C. Data Snapshots

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| 2015-16 enrollment rate of students with disabilities served by the school | 8.6% |
| 2014-15 in school and out of school suspension rate of students with disabilities served by the school | 10.5% |
| 2014-15 number of students with disabilities who are removed for disciplinary reasons for more than 10 school days in one academic year | 0% |

D. Description of how pupil appraisal, special education, and related services are provided by the school

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| <i>Appraisal/Evaluation</i> | |
| Main point of contact if a parent would like to request an evaluation | The main point of contact at each school is the SAT Chairperson. Referrals are submitted to the Chairperson using a 300R which is for schools’ documentation that a student problem/concern is being addressed. The student’s teacher and/or parent, the court system, and/or other appropriate personnel can refer a student to the SAT. |
| Response to Intervention Overview | Examples of universal screeners: LinkIt, iStation, Dibels, iReady |

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| | <p>Examples of reading interventions: Dibels, iStation, iReady, MyOn</p> <p>Examples of math interventions: iStation, MyOn</p> <p>Examples of behavior interventions: Check In/Check Out, Intervention Room, Positive Behavior Intervention Support (PBIS), Functional Behavior Assessment/Behavior Intervention Plan (FBA/BIP)</p> <p>Behavior Screening Instruments: Connors Behavioral Screening; Beck Depression Scales; Pierre-Harris Behavioral Scales; BASC (Behavioral Assessment Screening Scale); GAD (General Anxiety Disorder); UCLA PTSD Index; Mood-Feeling Scales.</p> |
| <p>School Building Level Committee (SBLC)</p> | <p>Members of the SBLC team: The committee is comprised of at least the principal/designee, a classroom teacher, the referring teacher, and the parent of the student being discussed. Other invited members include the school counselor/social worker, the school nurse, the reading/math interventionist, the behavior interventionist, the speech/language therapist, the pupil appraisal representative, and other appropriate personnel. Parents may also choose to be accompanied by an advocate or supporter.</p> <p>Example engagements with parents: Parent involvement is essential in the SAT process. Parents must be invited to the SAT meetings when decisions are made regarding their child. They must provide signed permission for any screenings, a Section 504 evaluation, dyslexia, and related disorders' screenings and evaluations, and special education evaluations. To assure parental involvement, the chairperson shall provide a written parent invitation to the meeting and call the parent to confirm their attendance. The parent shall also be provided with a copy of the Rights Booklets, which should also be documented on the 300R.</p> <p>Example decisions SBLC team can make: The teams' decisions on any student may be to:</p> <ul style="list-style-type: none"> • Determine that no further action is needed. • Continue current interventions and progress monitoring through Rtl. • Refer the student for screening to the 504 Committee. • Conduct additional interventions through the Rtl process. • Depending on the student's needs, referral to appropriate school-based personnel/programs (social worker, nurse, reading specialist, etc.) • Referral to community agencies. • Referral for a multi-disciplinary evaluation through the Appraisal Team. <p>Immediate referral for a multi-disciplinary evaluation should take place when there are suspected (low incidence) impairments such as: hearing impairment, vision impairment, traumatic brain injury, intellectual disability (moderate or severe), or severe impairment (such as severe autism, severe</p> |

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| | orthopedic impairments, etc.). |
| Appraisal Team | <p>Members of appraisal team: On any evaluation, the school site representative from the appraisal team shall serve as the Evaluation Coordinator (EC) and assemble the multi-disciplinary team appropriate to the student's needs. The EC shall ensure that at least two appropriate and qualified personnel representing different disciplines participate in the individual evaluation. Team members most often include the Appraisal Social Worker, the Educational Diagnostician, School Psychologist, and the Appraisal Speech and Language Pathologist. However, the following may also be included: General Education Teacher, the Occupational Therapist, the Physical Therapist, the Adapted Physical Education Evaluator, the School Nurse, the Assistive Technology Team, the Orientation and Mobility Team, the parent, evaluators in music, theater, or visual arts, etc., depending on the student's needs.</p> <p>Example engagements with parents: In addition to interaction with parents during the SAT meeting(s) in which the decision to evaluate was made, the appraisal team members will interact with the parent through written permission for the evaluation, a review of any pertinent reports provided by the parent, a family interview, provision of ongoing information on the progress of the evaluation, etc.</p> <p>Example decisions appraisal team can make: At the conclusion of the multi-sensory evaluation and staffing, the team may make the following decisions:</p> <ul style="list-style-type: none"> • The student is classified with an exceptionality and the educational needs of the student are identified. • The student is not classified with an exceptionality. The child is either referred back to the SAT to be considered for 504 or back to the general education setting without additional services. |
| <i>Instructional and Related Services Provision and Staffing</i> | |
| Specialized Instruction | <p># Special Education Teachers: 5 # Paraprofessionals: 3 # Academic Interventionists: 3 Examples of curricula: LearnZillion (k-8); Core Knowledge (k-2); Expeditionary (3-8); Common Core Test Prep; Teacher Strategies.</p> |
| Speech/language | <p># On staff or contracted from external provider: 1 If not currently providing service, plan to deliver service in future: N/A</p> |
| Audiology | <p># On staff or contracted from external provider: Contract as needed. If not currently providing service, plan to deliver service in future: N/A</p> |
| Counseling (mental health and other therapies) | <p># On staff or contracted from external provider: 1 If not currently providing service, plan to deliver service in future: N/A</p> |
| Occupational therapy | <p># On staff or contracted from external provider: 1 contracted. If not currently providing service, plan to deliver service in future: N/A</p> |
| Physical therapy | <p># On staff or contracted from external provider: 1 contracted.</p> |

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| | If not currently providing service, plan to deliver service in future: N/A |
| Health/Nursing services | # On staff or contracted from external provider: 1 If not currently providing service, plan to deliver service in future: N/A |
| Orientation and mobility services and accessibility (including interpreting services) | Describe accessibility accommodations that are available to students: Accommodations are delivered as needed according to the students' IEPs or IAPs via an external provider. Facility has accessibility into the building without steps; entrances are gently-sloped paved surfaces with foyers even with doorway entry. Facility is equipped with a Stryker Chair Transport System to transport wheelchair-bound students to classrooms on second floor. # On staff or contracted from external provider: 1 contracted If not currently providing service, plan to deliver service in future: If a student applies who is in need of additional support services, we will contract services in a timely manner to include an interpreter and other related service personnel as applicable. |
| Adaptive physical education | # On staff or contracted from external provider: 1 If not currently providing service, plan to deliver service in future: N/A |
| Specialized Transportation | Methods of transportation: Door-to-Door and Lift Bus. If not currently providing service, plan to deliver service in future: N/A |
| Assistive Technology | Examples of supports: Specialized Equipment, AT Team, Assistive Technology PLCs. |

E. Description of how the school plans to provide the continuum of special education placements for students whose IEP placement is outside of the regular education setting

| <i>School-based Supports (in-school)</i> | | | |
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| | Description of Supports within Inclusion | Description of Supports within Resource | Description of Supports within Self-Contained |
| PK – 5 | Instructional support is provided by a special education teacher in the general education classroom or to the general education teacher. Students are not 'pulled out' of a general education setting, but remain in the general education classroom with supports provided in that setting. For example, the special education teacher may provide accommodations as listed on the IEP such as materials read aloud, re-phrasing | Within the context of the Resource Model, students are in a designated classroom in the school where students with disabilities are scheduled for a class period to work on specific skill deficits with a special education teacher. The Resource Teacher provides instruction on basic skills/general education class work to students as per goals on the IEP. Students are in the Resource classroom for a specified amount of time as | The teacher must ensure that the curriculum is appropriate to the student and will focus on skills the student needs to be successful in school. The teacher must begin with a thorough assessment of the student in order to know where to begin new teaching and then later to determine how much progress was made. The teacher must design and deliver instruction in such a way as to motivate the student and teach to all learning |

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| | <p>directions, and giving examples of how a task should be completed. The special education teacher partners with a general education teacher to meet the instructional goals of students with and without disabilities in a general education class for an entire class period at a time. Responsibility for planning, delivering instruction, assessing, managing student behaviors and discipline is shared by both teachers.</p> | <p>designated on each student's Individualized Education Program (IEP).</p> | <p>modalities. Some students, for instance, may learn most effectively by utilizing visual materials, while others may learn more effectively utilizing audio recordings with text-to-speech software that reads the written material aloud for the student. Managing student behavior is critical and the development of behavior management plans essential to good classroom/school management is required.</p> |
| 6 – 8 | <p>Instructional support is provided in the same way as with PK-5 students with a greater emphasis on meeting Common Core State Standards at a more complex level.</p> | <p>Students are in a designated classroom in the school where students with disabilities are scheduled for a class period to work on specific skill deficits with a special education teacher. Students receive greater emphasis on achieving skills within the Common Core State Standards at a more complex level.</p> | <p>Students receive instruction in a format similar to grades k-5, but with a greater emphasis on functional skills to prepare them for community-based instruction within the context of the high school setting.</p> |
| <p>Description of extended school year services:</p> | | <p>Identification: As established by the SDE, there are three criteria used to determine a student's eligibility for Extended School Year services. Each of the criteria below is fully explained in Bulletin 1530.</p> <ol style="list-style-type: none"> 1. Regression-Recoupment 2. Critical Point of Instruction 3. Special Circumstances <p>During the screening process, the instructional team will review data collected all year on IEP goals (and objectives, if written) to determine if the student is eligible for ESYS. Parents must be notified, in writing, of the ESYS decision.</p> <p>Delivery: ESYS services are delivered within the context of a three-week program during the summer at one the six ACSA schools. Instruction is delivered on those goals and objectives that were identified by the the</p> | |

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| | <p>student's special education teacher on the IEP itself. Materials are made available to certified teachers and paraprofessionals to address said goals and objectives. Progress Monitoring takes place during this time to ensure adequate progress is being made and to adjust implementation of instruction where it is deemed necessary. The student's performance is summarized.</p> |
| <p>Description of specialized program(s):</p> | <p>Criteria for participation: Individualized Education Program (IEP) teams meet to peruse student progress monitoring collaboratively to determine student programming needs.</p> <p>Delivery: While some students are serviced in a resource setting as their more intensive academic/behavioral/functional needs may dictate, all students receive services in an inclusive setting to the maximum extent possible according to their Individualized Education Program (IEP).). For instance, some students may have intensive instructional needs within the academic realm that are best met through various instructional programs and techniques that are specifically tailored to enable the student to increase proficiency of these skills in the shortest time possible.</p> |
| <p><i>Community-based Supports (out-of-school)</i></p> | |
| <p>Key Partnerships</p> | <p>Partner and services provided: School partners with Families Helping Families, LASARD, Logo Express and Share the Harvest.</p> |
| <p>Other out-of-school instruction and supports (e.g. special school, therapeutic placement, hospital or homebound setting, juvenile detention facility, etc.)</p> | <p>Methods of instruction and service delivery: One-on-one after school tutoring within the context of the school environment. In addition, homebound services are provided for students who have documented medical challenges as certified by a medical doctor. The services are provided by a highly qualified teacher. For students who are placed in a juvenile facility, an IEP is re-convened with the IEP team at the facility itself. Services are rendered by a certified teacher at the facility according to the timeframes listed in the Program Services section of the student's IEP. For students placed in a therapeutic setting, the IEP is reconvened in conjunction with therapeutic setting staff to determine which service providers from the LEA will be necessary to implement IEP services within the context of the therapeutic setting.</p> <p>If not currently providing service, plan to deliver service in future: Providing services at a special school and/or hospital have not been applicable at this time; consequently, if the need arrives, we will contract services with appropriate personnel and provide adequate services in a timely manner.</p> |