



Special Education Program Description

A. Description of Overall Philosophy:

Milestone Academy New Orleans' (MANO) philosophy is to provide each student with a disability an individualized program designed to meet their unique needs in accordance with the Individuals with Disabilities Education Act (IDEA). The goal is to enable each student to utilize the potential that he/she possesses to become a well-adjusted contributing member of society. MANO believes that each student, regardless of their disability, is entitled to a Free Appropriate Public Education (FAPE) in the least restrictive environment.

For the special education program to be most effective, the staff uses an array of best practices: scientifically-based methods, strategies, and resources. Teachers participate in professional development trainings pertinent to scientifically-proven instructional strategies. It is crucial to work closely with parents to provide team-oriented support between the home and school that will facilitate positive academic, social, emotional, and behavioral outcomes.

MANO wholeheartedly, without reservation, embraces the international special education standard bearers believe: "The Council for Exceptional Children (CEC) believes that a continuum of services must be available for all children, youth, and young adults with disabilities. CEC also believes that the concept of inclusion is a meaningful goal to be pursued in our schools and communities."

MANO goes far beyond tolerating individual differences - MANO EMBRACES individual differences!

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

School Leader of Special Education Programming; Contact Information	Sandra S. Johnson (504) 894-0557, sjohnson@milestoneacademy.net
CMO Leader of Special Education Programming; Contact Information (if different)	Same

C. Data Snapshots

2015-16 enrollment rate of students with disabilities served by the school	8.3%
2014-15 in school and out of school suspension rate of students with disabilities served by the school	10.0%
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.

<i>Appraisal/Evaluation</i>	
Main point of contact if a parent would like to request an evaluation	Sandra S. Johnson (504) 894-0557 sjohnson@milestoneacademy.net
Response to Intervention Overview	Milestone Academy Charter School will purchase and utilize <i>The Conners 3 Scale</i> (3 rd Edition) a Universal Screener used to assess cognitive, social, behavioral, and emotional

problems (including Attention Deficit Hyperactive Disorder-ADHD and Co-morbid Disorders) in students.

Additional examples of universal screeners to be used:

- iReady (Math & ELA – K thru 8)
- *Reading A to Z* (K-4 and SPED)
- *Fountas & Pinnell Assessment*(K-4 and SPED)
- *DSC*(Kindergarten)
- Kindergarten Readiness Test
- K-3 Reading Assessment
- WRAT-4
- LAS for ELL/ESL
- Curriculum-based measurement
- School-wide behavior norms

Examples of reading interventions:

- Reading A to Z (embedded)
- iReady ELA
- Guided Reading/Intervention Groups
- Review and provision of study guides
- Scaffolding
- Think-Pair-Share
- Graphic Organizers
- Phonological Awareness manipulatives
- 1 - 1 Instruction, if needed

Examples of math interventions:

- iReady Math
- Math Intervention Groups
- Problem solving processes along with problem solving strategies
- Flashcards
- Visual representations of the solution

Examples of behavior interventions:

- Check-in/Check-out (CICO)
- Behavior Contracts
- Parent/student conferencing with school social worker involvement
- Individual/small group counseling
- Effective 'teacher commands' to direct the student
- Physical zone of proximity
- Supportive 'Para verbal' and non-verbal communication
- Planned ignoring
- Functional Behavior Assessment (FBA)/Behavior Intervention Plan (BIP)

School Building Level Committee (SBLC)

Members of the SBLC team:

- **Standing members:** Principal/Designee, School Building Level Committee (SBLC) Chairperson, Grade Level Department Head, referring teacher(s), and parent/guardian.
- **Fluid members (contingent on concern/issue at hand) include:** Pupil Appraisal Representative, school nurse, school social worker, disciplinarian, Interventionist, Special Education teacher, parent/guardian, and any external services provider(s).

Example engagements with parents:

- Response to teacher referral
- Parent/guardian requested meeting due to student academic and/or behavioral concerns
- Medical concerns
- Possible Section 504 referral

	<ul style="list-style-type: none"> • Referral for RtI • Referral for a 1508 Evaluation (Gifted, Talented, Disability) • RtI planning/implementation/progress monitoring • Secure FBA permission and conduct assessment • Develop BIP based on FBA results • Behavior intervention planning (unrelated to FBA process or BIP development) <p>Example decisions SBLC team can make:</p> <ul style="list-style-type: none"> • Refer to 504 Team • Refer to RtI committee • Refer for a 1508 evaluation • Obtain parent permission for a 504 evaluation • Obtain parent permission for a 1508 evaluation • Obtain permission for 1508 evaluation for low incidence disabilities and out-of-state transfer student with disabilities • Promotion/Retention
Appraisal Team	<p>Members of appraisal team: Educational Diagnostician, School Social Worker, School Psychologist, regular education teacher, Speech Language Pathologist (as needed), Occupational Therapist (as needed), Physical Therapist (as needed), Adaptive PE Teacher (as needed), Orientation & Mobility Specialist (as needed), Assistive Technology Specialist (as needed), other related services evaluators contingent on individual student needs/concerns, and the parent/guardian, who is a vital member at the Eligibility Determination Meeting (staffing).</p> <p>Example engagements with parents:</p> <ul style="list-style-type: none"> • Review of RtI data/progress monitoring/results • Obtaining parent/guardian permission to evaluate • Parent/Guardian Interview component of evaluation • Eligibility Determination Meeting <p>Example decisions appraisal team can make:</p> <ul style="list-style-type: none"> • IDEA Classification • Open a case for a 1508 evaluation (with parent permission) • Continue a Tier 3 RtI (with parent/guardian input, as appropriate) • Expedite a 1508 evaluation • Complete an evaluation of ‘No Exceptionality’ based on Bulletin 1508 guidelines/requirements.
<i>Instructional and Related Services Provision and Staffing</i>	
Specialized Instruction	<p># Special Education Teachers: 2</p> <p># Paraprofessionals: 2</p> <p># Department Heads: 3</p> <p>Examples of curricula: Functional Math, Calendar Math, iReady Math, & Eureka Math</p>
Speech/language	<p># On staff or contracted from external provider: 1 (external provider)</p> <p>If not currently providing service, plan to deliver service in future: N/A</p>
Audiology	<p># On staff or contracted from external provider: None (currently there are no students requiring audiology services at this time).</p> <p>If not currently providing service, plan to deliver service in future: When a SWD enrolls at the LEA, an audiologist from an external provider will be contracted to deliver IEP programming services to the eligible student.</p>
Counseling (mental health and other therapies)	<p># On staff or contracted from external provider: 1 (a fulltime social worker is on staff)</p> <p>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 (external provider)</p> <p>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 (external provider)</p> <p>If not currently providing service, plan to deliver service in future: N/A</p>

Health/Nursing services	# On staff or contracted from external provider: 1 (a fulltime nurse is on staff) 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: first floor classrooms, restrooms, cafeteria, and gym, ramp to enter/exit school, computers, large print materials, and a FM system (one student). # On staff or contracted from external provider: None (currently there are no students requiring Orientation & Mobility services at this time). If not currently providing service, plan to deliver service in future: When a SWD enrolls at the school, appropriate service providers (O&M, VI, translators, etc.) from an external agency will be contracted to deliver IEP programming services to eligible students.
Adaptive physical education	# On staff or contracted from external provider: 1 (external provider) If not currently providing service, plan to deliver service in future: N/A
Specialized Transportation	Methods of transportation: Currently there are no students who require specialized transportation. If not currently providing service, plan to deliver service in future: Many of the students attending Milestone Academy Charter School are provided with transportation; however, there are no students with disabilities who require specialized transportation (i.e. lift bus); should such a student enroll, the school will provide the required transportation; additionally, the school will make available a special bus monitor for such a student to ensure the student’s safety to and from school, if needed.
Assistive Technology	Examples of supports: FM system, computers, laptops, iPads (if needed), calculators, software, projectors, LATI 3, and any state department grant funded A/T devices/supports for teachers/school. Milestone Academy Charter School is prepared to provide A/T devices and/or services to students as documented on the IEP.

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>			
	Description of Supports within Inclusion	Description of Supports within Inclusion	Description of Supports within Inclusion
K-8	The curriculum utilized at Milestone Academy Charter School is multi-faceted and consists of several components that include Eureka Math (K-8) , a Tier 1 state program that assists students in connecting procedural and conceptual events; K-3 uses Core Knowledge Language Arts (CKLA) , a program designed to strengthen ELA skills; teachers of 3 rd – 8 th graders utilize the English Language Arts Guidebooks to lead instruction in conjunction with the iReady Programs; iReady Common Core Math & English Language Arts (ELA) , a curriculum resource aligned with state standards is	Special Education teacher or paraprofessional support in a Resource Room will be provided as indicated on students’ IEPs documenting the specific amount of “pull-out time” a student will receive such services. DIRECT SERVICES: a Special Education teacher or a paraprofessional will provide instruction, either individually or in a small group, on a student’s compensatory skill development and remediation activities so that the student will be able to access the general education curriculum successfully and independently; academic deficit areas will be	Students with disabilities receive services in their least restrictive environment as documented on their IEPs. Currently, there are no self-contained classes where specialized instruction is provided to identified students with disabilities; however, should a student with disabilities enroll in Milestone Academy Charter School and require instruction in a self-contained setting, the school will accommodate such a student in terms of staffing and scheduling in an effort to maximize the students’ academic performance

	<p>used with K-8th grade students; the state GLEs for Science and Social Studies are used online in addition to Foss Kits for Science; all grade levels utilize the ELA and Math Guidebooks, iReady Common Core Curriculum Resources, and the ELA and Math iReady ELA Program; and Fountas & Pinnell, a Benchmark administered to K-4 and students with disabilities (SWD) at the beginning (BOY), middle (MOY), and end (EOY) of the school year to determine instructional levels, measure progress, and assist teachers with instructional preparation for the following school year. Reading A-Z and Levelized Books compliment Fountas & Pinnell as resources for small group instruction. A Teacher Toolbox is also available for teachers to access resources that assist students after benchmarking has been completed and implement small group interventions based on Fountas & Pinnell data (the cornerstone for closing the learning gap of the younger general education students as well as students with disabilities in an effort to ensure they achieve grade level performance and beyond).</p> <p>Special Education teachers provide the instructional minutes and support as documented on the students' IEPs within the general education setting; both the general education teacher and the special education teacher collaborate on concepts, and skills that have been modified through differentiated instruction and co-teach lessons so as to address each student's unique needs in an effort to ensure student</p>	<p>identified so as to strengthen students' cognitive skills; additionally, services in the Resource Room will address educational needs directly related to a student's exceptionality/disability.</p> <p>INDIRECT SERVICES in a Resource Room will require collaborative consultation between the Special Education teacher or paraprofessional <u>and</u> the general education teacher and will focus on adjusting the learning environment and/or modifying/adapting instructional techniques, strategies, and methods of instruction to meet the individual needs of the student with disabilities in the general education classroom; agreed upon strategies between the two (2) teachers can be delivered by either teacher or both.</p> <p>Again, all students with disabilities have access to the general education curriculum and all available academic programs.</p>	
--	--	---	--

	<p>progress and success; documentation of progress is in the form of IEP Progress Reports for each report card period, to include but not be limited to, Benchmarks, IEP goals & objectives, and standardized assessments. Special Education teachers and paraprofessionals adhere to a daily “push in” schedule that is designed to provide instruction according to IEP minutes and takes place in the general education setting. Classroom and standardized assessment accommodations, as documented on IEPs, are provided to enhance academic performance. Students with disabilities have access to all components of the curriculum utilized at Milestone Academy Charter School.</p> <p>Additionally, service providers such as a Speech Pathologist (language, articulation, fluency, & voice), an Occupational Therapist (fine motor skills such as correct pencil grip & handwriting), or/and a Physical Therapist (gross motor skills) will provide said services to students with disabilities as documented on IEPs by “pushing into” the general education setting during instructional time in an effort to assist these students with maximizing their academic performance.</p>		
9/T9 – 12	N/A	N/A	N/A
Description of extended school year services:	Identification: Milestone Academy Charter School will provide special education instruction and related services through an ESY Program to all qualifying students with disabilities (SWD) beyond the normal school year; the IEP Team will determine ESY eligibility for SWD based on a student’s specific needs identified based on data collection throughout the regular school year; the IEP Team will consider student performance on critical skills as it relates to ESY Eligibility Criteria (Regression-Recoupment, Critical Point of Instruction, and Special Circumstances); ESY services will be provided only when a student’s performance data indicates that services are needed for the provision of a Free Appropriate Public Education (FAPE); Milestone Academy Charter School will use a student’s specific eligibility criteria to determine the need for ESY and service planning		

	<p>guidelines to design, implement, and evaluate the ESY services provided to the student.</p> <p>Delivery: ESYP IEP programming (to include transportation, related services, and meals) will be provided to all students found eligible and whose parent/guardian agrees to such. Contingent on the number of students who will attend, the ESY program will either be delivered “in-house” or contracted out with another network providing ESY.</p>
<p>Description of specialized program(s):</p>	<p>Criteria for participation: Participation is contingent on level of performance.</p> <p>Delivery: Guided Reading will be used whereby students with disabilities are tiered alongside their non-disabled peers according to their benchmarking results. SWD will receive 30 minutes of small group instruction per day (K – 4); SWD in grades K-8 will also receive specialized instruction through iReady Lab at least twice per week. Additionally, SWD will participate in the Saturday tutoring program alongside their non-disabled peers.</p>
<p><i>Community-based Supports (out-of-school)</i></p>	
<p>Key Partnerships</p>	<p>Partner and services provided: LSU Tiger Cubs and the Upward Bound Program provide mentoring services and study skills/skills reinforcement services.</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: Milestone Academy Charter School will initiate the assurance of a Free Appropriate Public Education (FAPE) in accordance with the Individuals with Disabilities Education Act (IDEA) and the student’s Individual Education Plan (IEP), either directly or indirectly through an interagency agreement for any student with a disability within its jurisdiction.</p> <p>If not currently providing service, plan to deliver service in future: Milestone Academy Charter School will ensure that services for any student with a disability within its jurisdiction receives FAPE in any type of out-of-school setting (i.e. Hospital/Homebound, rehabilitation facility, juvenile detention center, therapeutic setting, special school, etc.).</p>