

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)

School Leader of Special Education Programming; Contact Information	James Macika, Director of Exceptional Student Services james.macika@theacsa.org (504) 302-7046
CMO Leader of Special Education Programming; Contact Information (if different)	James Macika, Director of Exceptional Student Services

C. Data Snapshots

2017-18 enrollment rate of students with disabilities served by the school	14.1%
2016-17 in school and out of school suspension rate of students with disabilities served by the school	9.9%
2016-17 number of students with disabilities who are removed for disciplinary reasons for more than 10 school days in one academic year	<10

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	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

Special Education Program Description Template

	<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>In addition, for the 2016-2017 School Year, Landry-Walker High School will incorporate as part of the school the following:</p> <ul style="list-style-type: none"> • A designated, confidential area for initial and on-going mental/behavioral health counseling, case management, and crisis intervention upon referral by the school social worker. • An on-site, part time child/adolescent psychiatrist to provide on-site evaluation and therapy in addition to and in conjunction with counseling services provided by the school worker(s). • Therapeutic planning for students with mental/behavioral disabilities to successfully transition back to the regular school environment. <p>Behavior Screenings: 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>

Special Education Program Description Template

	<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 RtI. • Refer the student for screening to the 504 Committee. • Conduct additional interventions through the RtI 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 orthopedic impairments, etc.).</p>
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: 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

Special Education Program Description Template

	the general education setting without additional services.
<i>Instructional and Related Services Provision and Staffing</i>	
Specialized Instruction	# Special Education Teachers: 17 # Paraprofessionals: 5 # Academic Interventionists: 8 Examples of curricula: APEX Language, American Book Company for Test Preparation, Varied Basal Readers, Time Reading, iReady, Read180, Math XL
Speech/language	# On staff or contracted from external provider: 1 If not currently providing service, plan to deliver service in future: N/A
Audiology	# On staff or contracted from external provider: Contracted as needed. If not currently providing service, plan to deliver service in future: N/A
Counseling (mental health and other therapies)	# On staff or contracted from external provider: 4 If not currently providing service, plan to deliver service in future: N/A
Occupational therapy	# On staff or contracted from external provider: 1 contracted. If not currently providing service, plan to deliver service in future: N/A
Physical therapy	# On staff or contracted from external provider: 1 contracted. 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 via a covered ramp entrance into the building; entrances are gently-sloped paved surfaces that level out with doorway entry. The entry ramp has hand rails on either side for the entire length of the ramp. Entry ramp and bus drop-off point are both covered and protected from the elements. Facility is equipped with an elevator to transport wheelchair-bound students to classrooms on second and third floors. # 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

School-based Supports (in-school)

Special Education Program Description Template

	Description of Supports within Inclusion	Description of Supports within Resource	Description of Supports within Self-Contained
9/T9-12	<p>Within the co-teaching model, the student's 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. The focus at this level is on addressing graduation requirements, especially in relation to addressing End-of-Course testing. In addition, Transitional Goals are addressed within the context of the general curriculum. Furthermore, a paraprofessional may be present in the general education setting along with the Inclusion Teacher to provide additional support to the student as indicated on the student's IEP, for instance in the realm of social skills within the context of the general education setting.</p>	<p>The student's special education teacher provides support towards attainment of IEP goals and objectives at least in part through a Resource Center Model where general education instruction is augmented by a focus on specific skill mastery needed to earn Carnegie Units in the course and to pass the End-of-Course testing. For instance, the student's special education teacher may provide instruction in algebraic expressions to augment learning in an Algebra I class. The Resource Teacher garners lesson plans from the General Education Teacher and identifies areas in need of further support in collaboration with that teacher. A paraprofessional is also sometimes utilized within the context of the Resource setting to reinforce the maintenance of individual skills. Text-to-Speech technology, a technology that actually reads passages on a computer aloud for the student, is also utilized to facilitate comprehension. In addition, instruction within the context of the Resource Model targets Transition Goals as identified on the Transition Page of the student's IEP.</p>	<p>Students receive instruction in Community-Based skills through programs that immerse the students in activities within the community enabling them to learn various employment skills so that they may be ready to enter the workforce upon graduation. Within the context of this community-based model, students also receive instruction in basic reading and mathematics skills that are necessary for them to remain in gainful employment. A paraprofessional is often utilized to assist the teacher with the instruction of skills according to the specific needs of the students. Some students, for instance, may require actual physical assistance to help enable them to complete a task, a technique known as Hand-Over-Hand.</p>
Description of extended		Identification: : As established by the SDE, there are three criteria used to	

Special Education Program Description Template

<p>school year services:</p>	<p>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. Employment 4. Transition to Part B 5. Transition to Post-School Outcomes 6. Excessive Absences 7. Extenuating 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 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: Students met the LAA 1 criteria and expressed interest in the hospitality industry. In addition, inclusive services are rendered according to each student's IEP. A student with more severe disabilities, for example, may receive some time in the Choral Music class to experience and participate in the music via giving a signal to start a song with the support of a paraprofessional. Furthermore, students also participate in art classes to enhance their fine and gross motor skills. Students with Disabilities at Landry-Walker High School are able to participate in post-secondary options that include career education in the areas of skills craft (i.e., carpentry helper, electrical helper and are able to participate in various courses in the Digital Media Pathway (i.e. video arts, visual arts, and film & photography helpers</p> <p>Delivery: External provider to implement hands-on instruction and experiences relevant to earning a certificate in the hospitality pathway.</p>
<p><i>Community-based Supports (out-of-school)</i></p>	
<p>Key Partnerships</p>	<p>Partner and services provided: Workforce Preparation & Placement Specialists, Inc., DBA Hospitality and Senior Care Institute of New Orleans. Provides approved training programs, qualified instructors, and approved curriculums for our Community-Based Instruction students in the Hospitality.</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>Updated June 2016</p>	<p>Methods of instruction and service delivery: Louisiana SPCA: on-site training in care and socialization of adoptable animals by volunteer staff for selected Community-Based students. 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</p>

Special Education Program Description Template

	<p>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>
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