

**A. Description of overall philosophy (200 word limit):**

Lusher Charter School provides a developmentally appropriate learning environment where academics, arts, and the celebration of individuality and diversity enable each child to achieve as a learner, a person, and a valuable member of society.

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

School Leader of Special Education Programming; Contact Information	Jeffrey Chenier, Ph.D jeffrey_chenier@lusherschool.org
CMO Leader of Special Education Programming; Contact Information (if different)	N/A

**C. Data Snapshots**

2017-18 enrollment rate of students with disabilities served by the school	4%
2016-17 in school and out of school suspension rate of students with disabilities served by the school	5.1%
2016-17 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	Jeffrey Chenier, Ph.D jeffrey_chenier@lusherschool.org
Response to Intervention: Overview	<p>Examples of universal screeners: DIBELS, mClass, iReady, Achieve 3000, SRSS/SIBS</p> <p>Examples of reading interventions: Ready, Seeing Stars, Multi-Sensory Interventions</p> <p>Examples of math interventions: iReady, Concrete Learning, Dream Box</p> <p>Examples of behavior interventions: Check-in/Check-out; Function-based interventions; Love and Logic</p>

School Building Level Committee (SBLC)	<p>Members of the SBLC: Teachers, Interventionists, School Psychologist, Educational Diagnostician, Speech/Language Pathologist, School Nurse, School Social Worker, Guidance Counselor, Dean of Students, Parents, School Leaders or designee</p> <p>Example engagements with parents: Parents are notified of when their students receive a Tier 2 intervention. They are invited to all meetings where decisions for more intensive interventions are discussed, and parents must consent for additional services before they begin.</p> <p>Example decisions SBLC team can make: Continue intervention, change intervention, refer to more intensive interventions, refer for social work intervention, and/or refer for evaluation</p>
Appraisal Team	<p>Members of the Appraisal Team: Teachers, Interventionists, School Psychologist, Educational Diagnostician, Speech/Language Pathologist, School Nurse, School Social Worker, Guidance Counselor, Parents, Other Related Service providers as determined by screening results</p> <p>Example engagements with parents: Parents give informed consent prior to beginning an evaluation. Parents are an active participant of the evaluation team, providing interview data and developmental histories as appropriate. Parents are active members of the team at Eligibility Determination meetings.</p> <p>Example decisions SBLC team can make: Decisions regarding support and evaluations</p>
<i>Instructional and Related Services Provision and Staffing</i>	
Specialized Instruction	<p># Special Education Teachers: 2 non-gifted # Paraprofessionals: 3 # Academic Interventionists: 3 Examples of Curricula: Coordination of individual plans in inclusion model</p>
Speech/Language	<p># On staff or contracted from external provider: 1 If not currently providing service, plan to deliver service in the future:</p>
Audiology	<p># On staff or contracted from external provider: 0 If not currently providing service, plan to deliver service in the future:</p> <p>Contract with local provider as needed</p>
Counseling (mental health and other therapies)	<p># On staff contracted from external provider: 3 If not currently providing service, plan to deliver service in the future:</p>

Occupational therapy	# On staff or contracted from external provider: 1 If not currently providing service, plan to deliver service in the future:
Physical therapy	# On staff or contracted from external provider: 0 If not currently providing service, plan to deliver service in the future: Contract with local provider as needed
Health/Nursing services	# On staff or contracted from external provider: 1 If not currently providing service, plan to deliver service in the future:
Orientation and mobility services and accessibility including interpreting services)	Describe accessibility accommodations that are available to students: Elevator use, personal escorts. Students receive instruction, equipment, and services as indicated by their IEP.  # On staff or contracted from external provider: 1 If not currently providing service, plan to deliver service in the future:
Adaptive physical education	# On staff or contracted from external provider: 0 If not currently providing service, plan to deliver service in the future:  Contract with local provider as needed
Specialized Transportation	# On staff or contracted from external provider: 0 If not currently providing service, plan to deliver service in the future:  Students will receive specialized transportation services as outlined by their IEP
Assistive Technology	# On staff or contracted from external provider: 1 If not currently providing service, plan to deliver service in the future:  Current contract with an Assistive Technology specialist. Utilize calculators, ASUS Chromebook Flip, Digital Audio/Media, Kurzweil, Bookshare, Learning Ally.

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 Resource	Description of Supports within Self-Contained
PK-5	Child-specific aide assists with self-management and executive functioning skills	Small group blocks taught by special education teacher working toward goals indicated on IEP	Provide as IEP indicates
6-8	Child-specific aide assists with self-management and executive functioning skills	Small group blocks taught by special education teacher working toward goals indicated on IEP	Provide as IEP indicates
9/T9-12	Child Child-specific aide assists with self-management and executive functioning skills	Small group blocks taught by special education teacher working toward goals indicated on IEP	Provide as IEP indicates
Description of extended school year services:	<p>Identification: Students selected through IEP team process based upon screening criteria identified per the requirements specified in Bulletin 1530 Section 705 (e.g., Regression-Recoupment, Critical Point of Instruction, and Special Circumstances) for ESY services.</p> <p>Delivery: Students receive small group instruction beyond the normal school year of the LEA at no cost to parents or families.</p>		
Description of specialized program(s):	School provides all services per students' IEPs however does not currently have any specialized programs.		
<i>Community-based Supports (out-of-school)</i>			
Key Partnerships	<p>Partner and services provided:</p> <p>Tulane University School Psychology – Appraisal and evaluation support.</p> <p>LSU TIERS – Professional development and consultation for staff</p> <p>LSU School Psychology – Consultation for intervention team</p>		
Other out-of-school instruction and supports (e.g., special school, therapeutic placement, hospital or homebound setting, juvenile detention facility, etc.)	<p>Methods of instruction and service delivery:</p> <p>Hospital/Homebound Services provided by contractors with referral and written approval of student's physician or licensed psychologist</p> <p>If not currently providing service, plan to deliver service in future: N/A</p>		

