



Einstein Charter Schools (Village De L'Est)

Special Education Program Description





Einstein Charter Schools (Village De L'Est)

Special Education Program Description

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

The overall philosophy is that students with exceptionalities are entitled to the support necessary from all stakeholders in order to maximize their potential. The mission of Einstein Charter Schools is to provide a free appropriate educational program in the least restrictive environment to all children and youth with exceptionalities. Within the context of this mission, the Pupil Appraisal and Student Services Department ensures all educators maximize instruction and set high expectations for all students with an exceptionality. Thus, this reflects the whole child in order to promote meaningful college and career preparation for post-secondary pursuits. We are in 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. In addition to, the academic, behavioral and enrichment services provided to students, related services are implemented to the fullest based on minutes reflected from scholars' Individualized Education Programs. All services reflect procedures that are substantiated with scientific based researched practices for classroom instruction. To assure that we properly identify students whom we suspect of having a disability and/or given documents to support the disability, our Pupil Appraisal Team follows the regulations outlined by the Louisiana Department of Education adherence to specific regulations in Bulletin 1508. Whereas, collaborative efforts with agencies, parents, school teams, and community groups are necessary to ensure the quality and consistency of services to children with exceptionalities.

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

School Leader of Special Education Programming; Contact Information	Brittney Norwood, NCSP, SSP Nationally Certified School Psychologist Director of Pupil Appraisal and Special Services brittney_norwood@einsteincharterschools.org Dione Dawson Special Education Coordinator dione_dawson@einsteincharterschools.org
CMO Leader of Special Education Programming; Contact Information (if different)	Tara Johnson Director of Special Education and 504 Compliance tara_johnson@einsteincharterschools.org



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Special Education Program Description

C. Data Snapshots

2019-20 enrollment rate of students with disabilities served by the school	5.81%
2018-19 in school and out of school suspension rate of students with disabilities served by the school	0
2018-19 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	Parents may contact the Director of Pupil Appraisal and Special Services, Brittney Norwood, via email at brittney_norwood@einsteincharterschools.org .
Response to Intervention: Overview	<p>Examples of universal screeners:</p> <p>Students that score below the 20th percentile are deemed to be at-risk or</p> <p>Tier 1 is the level at which students are achieving grade-level success.</p> <p>Tier 2 is implemented when students need strategic support to achieve grade-level success. (Consistent with Approaching Basic Scores on State Assessments).</p> <p>Tier 3 is the level at which students need intensive support to achieve grade-level success. (Consistent with Unsatisfactory scores on State Assessments).</p> <p>Calculating the 20th Percentile: $\text{Mean} - (\text{SD} \times .75)$</p> <ul style="list-style-type: none"> Edulastic & ANet <p>Examples of reading interventions:</p> <ul style="list-style-type: none"> Raz Kids, Lexia, Amplify, Computerized Instruction/Support Programs, Reading in Content Area, Language-Intense Multi-Sensory Program for non-readers



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Special Education Program Description

Academic Interventions Beyond Foundational

- **Tier 1 Intervention**

- Quality Folders/Binders
- Re-teach, Re-test and Reassign
- Differentiated Instruction/Assessments
- Cooperative Learning Strategies/Peer Tutoring
- Distance Learning

- **Tier 2 Intervention**

- Grade Recovery
- Intervention Periods in Master Schedule/Banked-Time
- Parental Contact
- Tutorial Program
- Distance Learning

- **Tier 3 Intervention**

- Distance Learning
- Parent Conferences
- Credit Recovery
- Seat Time Recovery



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	<p>Examples of math interventions:</p> <ul style="list-style-type: none"> ● VDLE: Zearn, Computerized Instruction/Support Programs <p>Examples of behavior interventions:</p> <ul style="list-style-type: none"> ● Tier 1: <ul style="list-style-type: none"> ○ PBIS for All ○ School-wide Rewards and Recognition ○ Classroom Rewards and Recognition ○ Teaming Processes ● Tier 2: <ul style="list-style-type: none"> ○ Parental Contact ○ Behavior Contracts ○ PBIS Targeted ○ Individual and Small Group Intervention (CICO and Daily Behavior Report Card) ● Tier 3: <ul style="list-style-type: none"> ○ External Agencies and Organizations ○ Parent Conferences ○ Redirect with Appropriate Consequences/Placement ● Adult Advisor/Mentor
<p>School Building Level Committee (SBLC)</p>	<p>Members of the SBLC: Suggested team members include the referring teacher, department chair teacher, reading/math interventionists, curriculum accountability personnel, special education lead teacher, appraisal staff, and any other person the principal may designate. ** Note: School Nurse, Speech Pathologist, Social Worker, and School Psychologist will be consulted as needed).</p> <p>Example engagements with parents:</p> <ul style="list-style-type: none"> ● Provides relevant information about his/her child to the RTI Team and assists in the decision-making process ● Participates in the development of intervention plans and decisions about the best ways to meet the student's academic and/or behavioral challenges ● Provides support at home for the intervention process ● Receives reports about instructional strategies and his/her child's progress <ul style="list-style-type: none"> ○ Parent's do not have to attend RTI meetings, but they must be informed of their child's progress at least once every six to nine weeks (i.e. at least once during each grading period). <p>Example decisions SBLC team can make:</p>



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	<ol style="list-style-type: none"> 1. Students are at risk of failure due to academic difficulty or behavioral concerns. 2. An SBLC meeting is needed to discuss concerns and develop a more intensive intervention plan. 3. Screening packet is completed by General Ed teacher and submitted to SBLC Coordinator 4. SBLC meets within 1 week to develop an intervention/strategy plan on Evidence of School Building Level Committee Collaboration. 5. All responsible personnel implements the plan and documents progress 6. Pupil Appraisal monitors implementation of interventions and strategies. Follow-up SBLC meetings are documented on 300r 7. Student success improves-Continue Implementing Intervention 8. Strategies not working-SBLC meeting held to review/revise data and complete 300R to open an evaluation once the parent gives consent.
Appraisal Team	<p>Members of appraisal team: Certified School Psychologist, Licensed Social Worker, Educational Diagnostician, School Nurses, Adapted Physical Education Teachers, Physical Education Teachers, Speech/hearing/language specialists, Speech Pathologists, Speech and Hearing Therapists, Occupational Therapists, Physical Therapists</p> <p>Example engagements with parents: Request permission to begin evaluation, request required documents within evaluation, staffing via phone or in person</p> <p>Example decisions appraisal team can make:</p> <ul style="list-style-type: none"> • Graduating Seniors- Conduct a Waiver • 11-k- Complete full reevaluation with or without testing dependent on student's need • Conduct DD-9 • Conduct Initial Evaluation while addressing all areas at risk • Conduct Reevaluation with New Concern
<i>Instructional and Related Services Provision and Staffing</i>	
Specialized Instruction	<p># Special Education Teachers: 2</p> <p># Paraprofessionals: 1</p> <p># Academic Interventionists: 1</p> <p>Examples of curricula:</p> <ul style="list-style-type: none"> • Wit & Wisdom • Foundations • Guidebooks • Common Lit



Einstein Charter Schools (Village De L'Est)

Special Education Program Description

Speech/Language	# On staff or contracted from external provider: 1
Audiology	# On staff or contracted from external provider: If not currently providing service, plan to deliver service in the future: In the future, Einstein Charter School (Village De L'Est) will partner with a local agency to provide Audiology services per individual scholar need.
Counseling (mental health and other therapies)	# On staff contracted from external provider: 1 (Social Worker and intern)
Occupation therapy	# On staff or contracted from external provider: 1
Physical therapy	# On staff or contracted from external provider: 1



Einstein Charter School (Village De L'Est)

Special Education Program Description

Health/Nursing services	# On staff or contracted from external provider: 1
Orientation and mobility services and accessibility including interpreting services)	<p>Describe accessibility accommodations that are available to students:</p> <p>Orientation and mobility services at Einstein Charter Schools (Village De L'Est) work to meet the needs of individual scholars as defined by their IEP team, special education evaluation and further screenings. Some accommodations that can be made available to a scholar include: Braille, training with assistive technology, interpreting, etc.</p> <p># On staff or contracted from external provider: 1</p>
Adaptive physical education	# On staff or contracted from external provider: 1
Specialized Transportation	<p># On staff or contracted from external provider: 1</p> <p>Einstein Charter Schools (Village De L'Est) contract with a bus provider that includes specialized transportation as outlined in the scholars Individualized Education Program (IEP).</p>
Assistive Technology	<p># On staff or contracted from an external provider: assessed by speech pathologist, Lighthouse for the blind, and occupational therapist.</p> <ul style="list-style-type: none"> • ECS has a contracted Speech Pathologist who works to identify and train scholars on how to use personalized Augmentative Communication Devices. • ECS contracts with Lighthouse for the blind to ensure any devices that specifically would assist scholars with vision and hearing based needs are appropriately identified and provided. • ECS has a contracted Occupational Therapist that works with families and the scholars to ensure all needed assistive technology is present to ensure effective participation in classroom curriculum.



Einstein Charter School (Village De L'Est)

Special Education Program Description

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)			
	Description of Supports within Inclusion	Description of Supports within Resource	Description of Supports within Self-Contained
PK-5	ECS’s instructional support is provided by the student’s special education teacher in the general education setting to the scholar and/or consult to the general education teacher based upon the student’s progress. The student’s are serviced in the general education setting with support provided in that setting.	Based upon the Resource Model, students are in a designated classroom at ECS where students with disabilities are scheduled for designated class periods to work on specific content area(s) where they demonstrate deficits, while being guided by a special education teacher with additional support from a paraprofessional if deemed necessary.	The Special Education teacher ensures that the curriculum is appropriate to the student and will address the skills that are deemed necessary for the student to be successful based upon the norm (age/grade). The teacher will guide their decision by using benchmark assessments and data-based decision making to gain appropriate levels for the students on their caseload. Progress monitoring will be ongoing and in enlightenment with the provided instruction.
6-8			
9/T9-12			
Description of extended school year services:		Identification: According to the LDOE, there are several criteria used to determine a student's eligibility for Extended School Year Services. During the screening process, the instructional team will review data collected all year on the scholar’s 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. Delivery: ESYS services are delivered within the context of a three-week program during the summer months. 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 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 and shared with the teacher of record for the incoming school year.	



Einstein Charter School (Village De L'Est)

Special Education Program Description

Description of specialized program(s)	<p>Criteria for participation: Community Based Instruction (CBI) Programs support students in grades k-12th (or until 21st birthday) who have demonstrated through academic assessments and other indicators that meet the criteria to participate in LEAP Alternate Assessment. The programs seek to prepare students to function at a high level in less restrictive settings and to provide opportunities while also offering on-level remedial instruction that would be difficult to adequately provide in a general education or resource setting. This setting offers vocational training through after school workshops and during school workshops based upon the student's schedule.</p>
<i>Community-based Supports (out-of-school)</i>	
Key Partnerships	<p>Partner and services provided:</p> <p>Lighthouse for the Blind- Providers educational support to scholars and gives consultation and guidance to all stakeholders.</p> <p>LASARD- Will support teachers with instruction for scholars classified with low incidence impairments.</p> <p>OPSB: Citywide training</p> <p>LAT: Professional Development and Student Consultation</p> <p>Special Olympics: UNIFIED sports</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: After school tutoring is provided for scholars who are in need of additional academic support in order to be successful during the school day.</p> <p>Hospital/Homebound services are provided with referral and written approval from scholar's physician or licensed psychologist. Scholars are supported by Homebound Instructional Teacher and related service personnel if IEP deemed necessary.</p>



Einstein Charter School (Village De L'Est)

Special Education Program Description



Einstein Charter Schools (Sherwood Forest) Special Education Program Description





Einstein Charter Schools (Sherwood Forest)

Special Education Program Description

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

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CMO Leader of Special Education Programming; Contact Information (if different)	Tara Johnson Director of Special Education and 504 Compliance tara_johnson@einsteincharterschools.org



Einstein Charter Schools (Sherwood Forest)

Special Education Program Description

C. Data Snapshots	
2019-20 enrollment rate of students with disabilities served by the school	8.79%
2018-19 in school and out of school suspension rate of students with disabilities served by the school	0
2018-19 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	Parents may contact the Director of Pupil Appraisal and Special Services, Brittney Norwood, via email at brittney_norwood@einsteincharterschools.org .
Response to Intervention: Overview	<p>Examples of universal screeners:</p> <p>Students that score below the 20th percentile are deemed to be at-risk or</p> <p>Tier 1 is the level at which students are achieving grade-level success.</p> <p>Tier 2 is implemented when students need strategic support to achieve grade-level success. (Consistent with Approaching Basic Scores on State Assessments).</p> <p>Tier 3 is the level at which students need intensive support to achieve grade-level success. (Consistent with Unsatisfactory scores on State Assessments).</p> <p>Calculating the 20th Percentile: $\text{Mean} - (\text{SD} \times .75)$</p> <ul style="list-style-type: none"> Edulastic & ANet <p>Examples of reading interventions:</p> <ul style="list-style-type: none"> Raz Kids, Lexia, Amplify, Computerized Instruction/Support Programs, Reading in Content Area, Language-Intense Multi-Sensory Program for non-readers



Einstein Charter Schools (Sherwood Forest)

Special Education Program Description

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- Grade Recovery
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- **Tier 3 Intervention**

- Distance Learning
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Einstein Charter Schools (Sherwood Forest)

Special Education Program Description

	<p>Examples of math interventions:</p> <ul style="list-style-type: none"> ● VDLE: Zearn, Computerized Instruction/Support Programs <p>Examples of behavior interventions:</p> <ul style="list-style-type: none"> ● Tier 1: <ul style="list-style-type: none"> ○ PBIS for All ○ School-wide Rewards and Recognition ○ Classroom Rewards and Recognition ○ Teaming Processes ● Tier 2: <ul style="list-style-type: none"> ○ Parental Contact ○ Behavior Contracts ○ PBIS Targeted ○ Individual and Small Group Intervention (CICO and Daily Behavior Report Card) ● Tier 3: <ul style="list-style-type: none"> ○ External Agencies and Organizations ○ Parent Conferences ○ Redirect with Appropriate Consequences/Placement ● Adult Advisor/Mentor
<p>School Building Level Committee (SBLC)</p>	<p>Members of the SBLC: Suggested team members include the referring teacher, department chair teacher, reading/math interventionists, curriculum accountability personnel, special education lead teacher, appraisal staff, and any other person the principal may designate. ** Note: School Nurse, Speech Pathologist, Social Worker, and School Psychologist will be consulted as needed).</p> <p>Example engagements with parents:</p> <ul style="list-style-type: none"> ● Provides relevant information about his/her child to the RTI Team and assists in the decision-making process ● Participates in the development of intervention plans and decisions about the best ways to meet the student's academic and/or behavioral challenges ● Provides support at home for the intervention process ● Receives reports about instructional strategies and his/her child's progress <ul style="list-style-type: none"> ○ Parent's do not have to attend RTI meetings, but they must be informed of their child's progress at least once every six to nine weeks (i.e. at least once during each grading period). <p>Example decisions SBLC team can make:</p>



Einstein Charter Schools (Sherwood Forest)

Special Education Program Description

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Appraisal Team	<p>Members of appraisal team: Certified School Psychologist, Licensed Social Worker, Educational Diagnostician, School Nurses, Adapted Physical Education Teachers, Physical Education Teachers, Speech/hearing/language specialists, Speech Pathologists, Speech and Hearing Therapists, Occupational Therapists, Physical Therapists</p> <p>Example engagements with parents: Request permission to begin evaluation, request required documents within evaluation, staffing via phone or in person</p> <p>Example decisions appraisal team can make:</p> <ul style="list-style-type: none"> ● Graduating Seniors- Conduct a Waiver ● 11-k- Complete full reevaluation with or without testing dependent on student's need ● Conduct DD-9 ● Conduct Initial Evaluation while addressing all areas at risk ● Conduct Reevaluation with New Concern
<i>Instructional and Related Services Provision and Staffing</i>	
Specialized Instruction	<p># Special Education Teachers: 2</p> <p># Paraprofessionals: 3</p> <p># Academic Interventionists: 2</p> <p>Examples of curricula:</p> <ul style="list-style-type: none"> ● Creative Curriculum ● Foundations ● Wit & Wisdom ● Learnzillion ● Guidebooks



Einstein Charter Schools (Sherwood Forest)

Special Education Program Description

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Audiology	# On staff or contracted from external provider: If not currently providing service, plan to deliver service in the future: In the future, Einstein Charter School (Sherwood Forest) will partner with a local agency to provide Audiology services per individual scholar need.
Counseling (mental health and other therapies)	# On staff contracted from external provider: 1 (Social Worker and intern)
Occupation therapy	# On staff or contracted from external provider: 1
Physical therapy	# On staff or contracted from external provider: 1



Einstein Charter School (Sherwood Forest)

Special Education Program Description

Health/Nursing services	# On staff or contracted from external provider: 1
Orientation and mobility services and accessibility including interpreting services)	<p>Describe accessibility accommodations that are available to students:</p> <p>Orientation and mobility services at Einstein Charter Schools (Sherwood Forest) work to meet the needs of individual scholars as defined by their IEP team, special education evaluation and further screenings. Some accommodations that can be made available to a scholar include: Braille, training with assistive technology, interpreting, etc.</p> <p># On staff or contracted from external provider: 1</p>
Adaptive physical education	# On staff or contracted from external provider: 1
Specialized Transportation	<p># On staff or contracted from external provider: 1</p> <p>Einstein Charter Schools (Sherwood Forest) contracts with a bus provider that includes specialized transportation as outlined in the scholars Individualized Education Program (IEP).</p>
Assistive Technology	<p># On staff or contracted from an external provider: assessed by speech pathologist, Lighthouse for the blind, and occupational therapist.</p> <ul style="list-style-type: none"> ● ECS has a contracted Speech Pathologist who works to identify and train scholars on how to use personalized Augmentative Communication Devices. ● ECS contracts with Lighthouse for the blind to ensure any devices that specifically would assist scholars with vision and hearing based needs are appropriately identified and provided. ● ECS has a contracted Occupational Therapist that works with families and the scholars to ensure all needed assistive technology is present to ensure effective participation in classroom curriculum.



Einstein Charter School (Sherwood Forest)

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<i>Community-based Supports (out-of-school)</i>	
Key Partnerships	<p>Partner and services provided:</p> <p>Lighthouse for the Blind- Providers educational support to scholars and gives consultation and guidance to all stakeholders.</p> <p>LASARD- Will support teachers with instruction for scholars classified with low incidence impairments.</p> <p>OPSB: Citywide training</p> <p>LAT: Professional Development and Student Consultation</p> <p>Special Olympics: UNIFIED sports</p>
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Einstein Charter School (Sherwood Forest)

Special Education Program Description



Einstein Charter Schools (Sarah T. Reed Middle)

Special Education Program Description





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Special Education Program Description

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Einstein Charter Schools (Sarah T. Reed Middle)

Special Education Program Description

C. Data Snapshots	
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2018-19 in school and out of school suspension rate of students with disabilities served by the school	0
2018-19 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>	
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Einstein Charter Schools (Sarah T. Reed Middle)

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Academic Interventions Beyond Foundational

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Einstein Charter Schools (Sarah T. Reed Middle)

Special Education Program Description

	<p>Examples of math interventions:</p> <ul style="list-style-type: none"> ● I-Ready, Eureka, IXL, Computerized Instruction/Support Program <p>Examples of behavior interventions:</p> <ul style="list-style-type: none"> ● Tier 1: <ul style="list-style-type: none"> ○ PBIS for All ○ School-wide Rewards and Recognition ○ Classroom Rewards and Recognition ○ Teaming Processes ● Tier 2: <ul style="list-style-type: none"> ○ Parental Contact ○ Behavior Contracts ○ PBIS Targeted ○ Individual and Small Group Intervention (CICO and Daily Behavior Report Card) ● Tier 3: <ul style="list-style-type: none"> ○ External Agencies and Organizations ○ Parent Conferences ○ Redirect with Appropriate Consequences/Placement ● Adult Advisor/Mentor
<p>School Building Level Committee (SBLC)</p>	<p>Members of the SBLC: Suggested team members include the referring teacher, department chair teacher, reading/math interventionists, curriculum accountability personnel, special education lead teacher, appraisal staff, and any other person the principal may designate. ** Note: School Nurse, Speech Pathologist, Social Worker, and School Psychologist will be consulted as needed).</p> <p>Example engagements with parents:</p> <ul style="list-style-type: none"> ● Provides relevant information about his/her child to the RTI Team and assists in the decision-making process ● Participates in the development of intervention plans and decisions about the best ways to meet the student's academic and/or behavioral challenges ● Provides support at home for the intervention process ● Receives reports about instructional strategies and his/her child's progress <ul style="list-style-type: none"> ○ Parent's do not have to attend RTI meetings, but they must be informed of their child's progress at least once every six to nine weeks (i.e. at least once during each grading period).



Einstein Charter Schools (Sarah T. Reed Middle)

Special Education Program Description

	<p>Example decisions SBLC team can make:</p> <ol style="list-style-type: none"> 1. Students are at risk of failure due to academic difficulty or behavioral concerns. 2. An SBLC meeting is needed to discuss concerns and develop a more intensive intervention plan. 3. Screening packet is completed by General Ed teacher and submitted to SBLC Coordinator 4. SBLC meets within 1 week to develop an intervention/strategy plan on Evidence of School Building Level Committee Collaboration. 5. All responsible personnel implements the plan and documents progress 6. Pupil Appraisal monitors implementation of interventions and strategies. Follow-up SBLC meetings are documented on 300r 7. Student success improves-Continue Implementing Intervention 8. Strategies not working-SBLC meeting held to review/revise data and complete 300R to open an evaluation once the parent gives consent.
Appraisal Team	<p>Members of appraisal team: Certified School Psychologist, Licensed Social Worker, Educational Diagnostician, School Nurses, Adapted Physical Education Teachers, Physical Education Teachers, Speech/hearing/language specialists, Speech Pathologists, Speech and Hearing Therapists, Occupational Therapists, Physical Therapists</p> <p>Example engagements with parents: Request permission to begin evaluation, request required documents within evaluation, staffing via phone or in person</p> <p>Example decisions appraisal team can make:</p> <ul style="list-style-type: none"> ● Graduating Seniors- Conduct a Waiver ● 11-k- Complete full reevaluation with or without testing dependent on student's need ● Conduct DD-9 ● Conduct Initial Evaluation while addressing all areas at risk ● Conduct Reevaluation with New Concern
<i>Instructional and Related Services Provision and Staffing</i>	
Specialized Instruction	<p># Special Education Teachers: 3</p> <p># Paraprofessionals: 3</p> <p># Academic Interventionists: 1</p> <p>Examples of curricula:</p> <ul style="list-style-type: none"> ● Learnzillion ● Guidebooks



Einstein Charter Schools (Sarah T. Reed Middle)

Special Education Program Description

Speech/Language	# On staff or contracted from external provider: 1
Audiology	# On staff or contracted from external provider: If not currently providing service, plan to deliver service in the future: In the future, Einstein Charter School (Sarah T. Reed Middle) will partner with a local agency to provide Audiology services per individual scholar need.
Counseling (mental health and other therapies)	# On staff contracted from external provider: 1 (Social Worker and intern)
Occupation therapy	# On staff or contracted from external provider: 1
Physical therapy	# On staff or contracted from external provider: 1



Einstein Charter School (Sarah T. Reed Middle)

Special Education Program Description

Health/Nursing services	# On staff or contracted from external provider: 1
Orientation and mobility services and accessibility including interpreting services)	<p>Describe accessibility accommodations that are available to students:</p> <p>Orientation and mobility services at Einstein Charter Schools (Sarah T. Reed Middle) work to meet the needs of individual scholars as defined by their IEP team, special education evaluation and further screenings. Some accommodations that can be made available to a scholar include: Braille, training with assistive technology, interpreting, etc.</p> <p># On staff or contracted from external provider: 1</p>
Adaptive physical education	# On staff or contracted from external provider: 1
Specialized Transportation	<p># On staff or contracted from external provider: 1</p> <p>Einstein Charter Schools (Sarah T. Reed Middle) contracts with a bus provider that includes specialized transportation as outlined in the scholars Individualized Education Program (IEP).</p>
Assistive Technology	<p># On staff or contracted from an external provider: assessed by speech pathologist, Lighthouse for the blind, and occupational therapist.</p> <ul style="list-style-type: none">• ECS has a contracted Speech Pathologist who works to identify and train scholars on how to use personalized Augmentative Communication Devices.• ECS contracts with Lighthouse for the blind to ensure any devices that specifically would assist scholars with vision and hearing based needs are appropriately identified and provided.• ECS has a contracted Occupational Therapist that works with families and the scholars to ensure all needed assistive technology is present to ensure effective participation in classroom curriculum.



Einstein Charter School (Sarah T. Reed Middle)

Special Education Program Description

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)			
	Description of Supports within Inclusion	Description of Supports within Resource	Description of Supports within Self-Contained
PK-5	ECS’s instructional support is provided by the student’s special education teacher in the general education setting to the scholar and/or consult to the general education teacher based upon the student’s progress. The student’s are serviced in the general education setting with support provided in that setting.	Based upon the Resource Model, students are in a designated classroom at ECS where students with disabilities are scheduled for designated class periods to work on specific content area(s) where they demonstrate deficits, while being guided by a special education teacher with additional support from a paraprofessional if deemed necessary.	The Special Education teacher ensures that the curriculum is appropriate to the student and will address the skills that are deemed necessary for the student to be successful based upon the norm (age/grade). The teacher will guide their decision by using benchmark assessments and data-based decision making to gain appropriate levels for the students on their caseload. Progress monitoring will be ongoing and in enlightenment with the provided instruction.
6-8			
9/T9-12			
Description of extended school year services:		Identification: According to the LDOE, there are several criteria used to determine a student's eligibility for Extended School Year Services. During the screening process, the instructional team will review data collected all year on the scholar’s 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. Delivery: ESYS services are delivered within the context of a three-week program during the summer months. 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 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 and shared with the teacher of record for the incoming school year.	



Einstein Charter School (Sarah T. Reed Middle)

Special Education Program Description

Description of specialized program(s)	<p>Criteria for participation: Community Based Instruction (CBI) Programs support students in grades k-12th (or until 21st birthday) who have demonstrated through academic assessments and other indicators that meet the criteria to participate in LEAP Alternate Assessment. The programs seek to prepare students to function at a high level in less restrictive settings and to provide opportunities while also offering on-level remedial instruction that would be difficult to adequately provide in a general education or resource setting. This setting offers vocational training through after school workshops and during school workshops based upon the student's schedule.</p>
<i>Community-based Supports (out-of-school)</i>	
Key Partnerships	<p>Partner and services provided:</p> <p>Lighthouse for the Blind- Providers educational support to scholars and gives consultation and guidance to all stakeholders.</p> <p>LASARD- Will support teachers with instruction for scholars classified with low incidence impairments.</p> <p>OPSB: Citywide training</p> <p>LAT: Professional Development and Student Consultation</p> <p>Special Olympics: UNIFIED sports</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: After school tutoring is provided for scholars who are in need of additional academic support in order to be successful during the school day.</p> <p>Hospital/Homebound services are provided with referral and written approval from scholar's physician or licensed psychologist. Scholars are supported by Homebound Instructional Teacher and related service personnel if IEP deemed necessary.</p>



Einstein Charter School (Sarah T. Reed Middle)

Special Education Program Description



Einstein Charter Schools (Sarah T. Reed High)

Special Education Program Description





Einstein Charter Schools (Sarah T. Reed High)

Special Education Program Description

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

The overall philosophy is that students with exceptionalities are entitled to the support necessary from all stakeholders in order to maximize their potential. The mission of Einstein Charter Schools is to provide a free appropriate educational program in the least restrictive environment to all children and youth with exceptionalities. Within the context of this mission, the Pupil Appraisal and Student Services Department ensures all educators maximize instruction and set high expectations for all students with an exceptionality. Thus, this reflects the whole child in order to promote meaningful college and career preparation for post-secondary pursuits. We are in 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. In addition to, the academic, behavioral and enrichment services provided to students, related services are implemented to the fullest based on minutes reflected from scholars' Individualized Education Programs. All services reflect procedures that are substantiated with scientific based researched practices for classroom instruction. To assure that we properly identify students whom we suspect of having a disability and/or given documents to support the disability, our Pupil Appraisal Team follows the regulations outlined by the Louisiana Department of Education adherence to specific regulations in Bulletin 1508. Whereas, collaborative efforts with agencies, parents, school teams, and community groups are necessary to ensure the quality and consistency of services to children with exceptionalities.

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

School Leader of Special Education Programming; Contact Information	Brittney Norwood, NCSP, SSP Nationally Certified School Psychologist Director of Pupil Appraisal and Special Services brittney_norwood@einsteincharterschools.org Dione Dawson Special Education Coordinator dione_dawson@einsteincharterschools.org
CMO Leader of Special Education Programming; Contact Information (if different)	Tara Johnson Director of Special Education and 504 Compliance tara_johnson@einsteincharterschools.org



Einstein Charter Schools (Sarah T. Reed High)

Special Education Program Description

C. Data Snapshots	
2019-20 enrollment rate of students with disabilities served by the school	11.12%
2018-19 in school and out of school suspension rate of students with disabilities served by the school	0
2018-19 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	Parents may contact the Director of Pupil Appraisal and Special Services, Brittney Norwood, via email at brittney_norwood@einsteincharterschools.org .
Response to Intervention: Overview	<p>Examples of universal screeners:</p> <p>Students that score below the 20th percentile are deemed to be at-risk or</p> <p>Tier 1 is the level at which students are achieving grade-level success.</p> <p>Tier 2 is implemented when students need strategic support to achieve grade-level success. (Consistent with Approaching Basic Scores on State Assessments).</p> <p>Tier 3 is the level at which students need intensive support to achieve grade-level success. (Consistent with Unsatisfactory scores on State Assessments).</p> <p>Calculating the 20th Percentile: $\text{Mean} - (\text{SD} \times .75)$</p> <ul style="list-style-type: none"> • Edulastic & ANet <p>Examples of reading interventions:</p> <ul style="list-style-type: none"> • Readworks, Common Lit, Language-Intense Multi-Sensory Program for non-readers • Computerized Instruction/Support Programs, Reading in



Einstein Charter Schools (Sarah T. Reed High)

Special Education Program Description

	<p>Content Area</p> <p><u>Academic Interventions Beyond Foundational</u></p> <ul style="list-style-type: none">● Tier 1 Intervention<ul style="list-style-type: none">○ Quality Folders/Binders○ Re-teach, Re-test and Reassign○ Differentiated Instruction/Assessments○ Cooperative Learning Strategies/Peer Tutoring○ Distance Learning● Tier 2 Intervention<ul style="list-style-type: none">○ Grade Recovery○ Intervention Periods in Master Schedule/Banked-Time○ Parental Contact○ Tutorial Program○ Distance Learning● Tier 3 Intervention<ul style="list-style-type: none">○ Distance Learning○ Parent Conferences○ Credit Recovery○ Seat Time Recovery
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Einstein Charter Schools (Sarah T. Reed High)

Special Education Program Description

	<p>Examples of math interventions:</p> <ul style="list-style-type: none"> ● Springboard, Computerized Instruction/Support Programs <p>Examples of behavior interventions:</p> <ul style="list-style-type: none"> ● Tier 1: <ul style="list-style-type: none"> ○ PBIS for All ○ School-wide Rewards and Recognition ○ Classroom Rewards and Recognition ○ Teaming Processes ● Tier 2: <ul style="list-style-type: none"> ○ Parental Contact ○ Behavior Contracts ○ PBIS Targeted ○ Individual and Small Group Intervention (CICO and Daily Behavior Report Card) ● Tier 3: <ul style="list-style-type: none"> ○ External Agencies and Organizations ○ Parent Conferences ○ Redirect with Appropriate Consequences/Placement ● Adult Advisor/Mentor
<p>School Building Level Committee (SBLC)</p>	<p>Members of the SBLC: Suggested team members include the referring teacher, department chair teacher, reading/math interventionists, curriculum accountability personnel, special education lead teacher, appraisal staff, and any other person the principal may designate. ** Note: School Nurse, Speech Pathologist, Social Worker, and School Psychologist will be consulted as needed).</p> <p>Example engagements with parents:</p> <ul style="list-style-type: none"> ● Provides relevant information about his/her child to the RTI Team and assists in the decision-making process ● Participates in the development of intervention plans and decisions about the best ways to meet the student's academic and/or behavioral challenges ● Provides support at home for the intervention process ● Receives reports about instructional strategies and his/her child's progress <ul style="list-style-type: none"> ○ Parent's do not have to attend RTI meetings, but they must be informed of their child's progress at least once every six to nine weeks (i.e. at least once during each grading period).



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<i>Instructional and Related Services Provision and Staffing</i>	
Specialized Instruction	<p># Special Education Teachers: 2</p> <p># Paraprofessionals: 1</p> <p># Academic Interventionists: 1</p> <p>Examples of curricula:</p> <ul style="list-style-type: none"> • Learnzillion • Guidebooks



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Adaptive physical education	# On staff or contracted from external provider: 1
Specialized Transportation	<p># On staff or contracted from external provider: 1</p> <p>Einstein Charter Schools (High) contracts with a bus provider that includes specialized transportation as outlined in the scholars Individualized Education Program (IEP).</p>
Assistive Technology	<p># On staff or contracted from an external provider: assessed by speech pathologist, Lighthouse for the blind, and occupational therapist.</p> <ul style="list-style-type: none"> • ECS has a contracted Speech Pathologist who works to identify and train scholars on how to use personalized Augmentative Communication Devices. • ECS contracts with Lighthouse for the blind to ensure any devices that specifically would assist scholars with vision and hearing based needs are appropriately identified and provided. • ECS has a contracted Occupational Therapist that works with families and the scholars to ensure all needed assistive technology is present to ensure effective participation in classroom curriculum.



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<i>Community-based Supports (out-of-school)</i>	
Key Partnerships	<p>Partner and services provided:</p> <p>Lighthouse for the Blind- Providers educational support to scholars and gives consultation and guidance to all stakeholders.</p> <p>LASARD- Will support teachers with instruction for scholars classified with low incidence impairments.</p> <p>OPSB: Citywide training</p> <p>LAT: Professional Development and Student Consultation</p> <p>Special Olympics: UNIFIED sports</p>
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Special Education Program Description
