

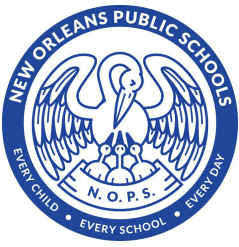
## NOPS Special Education Program Description (VDLE)

### Overview:

Per the SPLC Agreement, LEAs are required to provide information about their special education programming that is publicly available and accessible online. All Charters under OPSB must submit their Program Descriptions to [ecs@opsb.us](mailto:ecs@opsb.us) and all Charter Schools will be required to host a link to their Program Description on their web site.

### Directions:

- **Section A:** Please provide your LEA's overall description/approach/philosophy to special education. Please limit the response to 200 words.
- **Section B:** Provide name and contact information for the school and CMO network special education leaders (if applicable).
- **Section C:** These data are required per the Agreement. The Department will fill in this information after submission from the LEA.
- **Section D:**
  - **Appraisal/Evaluation:** Please complete this section by providing titles/qualifications of staff (not names) in these roles, and examples of interventions, meetings, parent engagements, and decisions that may eventually result in a student's evaluation and identification.
  - **Related Services Provision and Staffing:** Please provide the number of staff (in terms of FTE) currently providing instruction or services to students with IEPs. If a specific service is not being provided because it is not required by any particular students at this time, please provide a description of how the school might seek out services if they become necessary for a student. Please also note any facility and service accommodations for student mobility. Please also note the method of specialized transportation that may be available to students and any examples of assistive technology that support students.
- **Section E:**
  - **School-based supports (in-school):** For each grade level group and in-school setting, please provide a short description of staffing, curriculum, and intervention supports. Please also note how students may be identified for extended year services and what supports they receive, and any in-school specialized programming (different from the general, resource, and self-contained descriptions) and what supports they receive.
  - **Community-based supports (out-of-school):** Please name any external partners that your school works with and the services they provide to students. If a student may require instruction or services off-site (examples: special school, therapeutic placement, hospital or a homebound setting, juvenile detention facility, etc.), please describe how the school has provided instruction and services to the student in the past, or how the school would provide these services in the future.



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

The philosophy of The Einstein Charter Group Special Education Services is to provide special education and related services that meets the student's unique learning needs, in the least restrictive environment, and in accordance with the Individuals with Disabilities Education Act (IDEA).

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

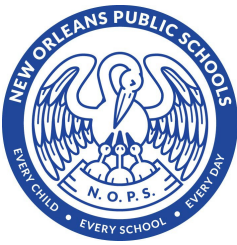
School Leader (VDLE) of Special Education Programming; Contact Information	Donna Reno donna_reno@einsteincharterschools.org
CMO Leader of Special Education Programming; Contact Information (if different)	Same as above

**C. Data Snapshots**

2017-18 enrollment rate of students with disabilities served by the school	5.5%
2016-17 in school and out of school suspension rate of students with disabilities served by the school	2.6%
2016-17 number of students with disabilities who are removed for disciplinary reasons for more than 10 school days in one academic year	0

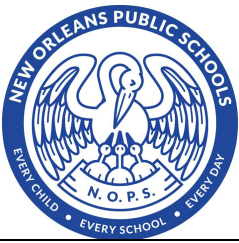
**D. Description of how pupil appraisal, special education, and related services are provided by the school**

<i>Appraisal/Evaluation</i>	
Main point of contact if a parent would like to request an evaluation	Donna Reno donna_reno@einsteincharterschools.org
Response to Intervention: Overview	Examples of universal screeners: Fountas and Pinnell Examples of reading interventions: Lexia, Zearn, & Achieve 3000



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	<p>Examples of math interventions: Zearn, IXL</p> <p>Examples of behavior interventions: Use of interest inventories, PBIS, check in/check out, restorative conversation</p>
School Building Level Committee (SBLC)	<p>Members of the SBLC: Principal/designee, classroom teacher, referring teacher, parent, SAT Chair, and if applicable, pupil appraisal, related services, or interventionist</p> <p>Example engagements with parents: Phone conversation, parent questionnaires, written notice, and in person engagement</p> <p>Example decisions SBLC team can make: No further action needed, provide interventions, referrals to community agencies, refer for a 1508 evaluation, retention, promotion (for students with disabilities, retention and promotion is ultimately determined by the IEP team)</p>
Appraisal Team	<p>Members of appraisal team: School psychologist, Ed Diagnostician and social worker</p> <p>Example engagements with parents: Phone conversation, parent questionnaires, written notice, parent participation throughout evaluation process, in person engagement</p> <p>Example decisions appraisal team can make: Eligibility for special education services and student exceptionality label based on 1508 criteria. The purpose of pupil appraisal services is to assist students who have academic, behavioral, and/or communication challenges, adjustment difficulties, or other special needs which are adversely impacting the student's educational performance by providing services to students, parents, teachers, and other school personnel (Bulletin 1508).</p>
<i>Instructional and Related Services Provision and Staffing</i>	
Specialized Instruction	<p># Special Education Teachers: 2</p> <p># Paraprofessionals: 2</p> <p># Academic Interventionists: 4</p> <p>Examples of curricula: Achieve 3000, Lexia, Zearn, IXL, Unique</p>
Speech/Language	<p># On staff or contracted from external provider: 1</p> <p>If not currently providing service, plan to deliver service in the future:</p>
Audiology	<p># On staff or contracted from external provider: 0</p> <p>If not currently providing service, plan to deliver service in the future: ECG will contract this service for the 2018-2019 school year, if applicable.</p>

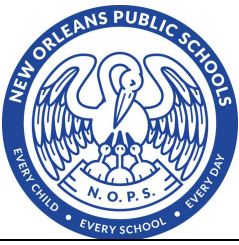


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Counseling (mental health and other therapies)	# On staff contracted from external provider: 1 If not currently providing service, plan to deliver service in the future: ECG currently has a school counselor, on staff, at each school site.
Occupation 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: We do not currently serve students who require this service., however, will contract the service as the need arises.

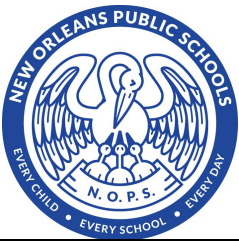
Health/Nursing services	# On staff or contracted from external provider: 1 If not currently providing service, plan to deliver service in the future:
Orientation and mobility services and accessibility including interpreting services)	Describe accessibility accommodations that are available to students: Not applicable at this time. # On staff or contracted from external provider: 0 If not currently providing service, plan to deliver service in the future: ECG will contract this service for the 2018-2019 school year, if applicable.
Adaptive physical education	# On staff or contracted from external provider: 1 If not currently providing service, plan to deliver service in the future:
Specialized Transportation	# On staff or contracted from external provider: 0 If not currently providing service, plan to deliver service in the future: ECG will contract this service for the 2018-2019 school year, if applicable.
Assistive Technology	# On staff or contracted from external provider: 1 If not currently providing service, plan to deliver service in the future: We have a partnership with the Louisiana Assistive Technology Initiative (LATI)

<b>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</b>			
<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	Accommodations and modifications will be provided	Accommodations and modifications will be provided based on	Accommodations and modifications will be provided based on



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	<p>based on students' IEP, differentiated instruction based on student need, adult collaboration, appropriate use of Supplementary Aids and Services, assistive technology and paraprofessional support, when applicable</p>	<p>students' IEP, differentiated instruction based on student need, adult collaboration, appropriate use of Supplementary Aids and Services, assistive technology and paraprofessional support, when applicable</p>	<p>students' IEP, differentiated instruction based on student need, adult collaboration, appropriate use of Supplementary Aids and Services, assistive technology and paraprofessional support, when applicable</p>
<p>Description of extended school year services:</p> <ul style="list-style-type: none"> <li>•based on student's unique educational needs;</li> <li>•designed to address critical skills of the student;</li> <li>•tailored to fit the needs of each qualifying student; therefore, the length of ESY services varies;</li> <li>•considered and determined on a yearly basis; and</li> <li>•provided sometimes in non-traditional settings</li> </ul>		<p>Identification: Students eligibility will be determined based on eligibility criteria per Bulletin 1530.</p> <p>Delivery: Extended school year instruction will be provided to eligible students in a location that is the least restrictive environment option for that student. The services necessary to meet the goals and objectives targeted on the ESY section of the IEP will be provided, per Bulletin 1530.</p>	
<p>Description of specialized program(s)</p> <p>Lexia</p>	<p>Criteria for participation:</p> <p>Students who exhibit or diagnosed with dyslexia or require specialized programs</p> <p>Delivery: The dyslexia program will be delivered in a multisensory approach.</p>		
<p><i>Community-based Supports (out-of-school)</i></p>			
<p>Key Partnerships</p>	<p>Partner and services provided:</p> <p>OPSB: Citywide Training</p> <p>LATI: Professional Development and Student Consult</p> <p>Special Olympics: UNIFIED Sports</p> <p>LASARD: Online Training</p> <p>LDOE: Statewide Training</p>		



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Other out-of-school instruction and supports (e.g., special school, therapeutic placement, hospital or homebound setting, juvenile detention facility, etc.)

Methods of instruction and service delivery:  
The placement will be determined by the IEP team and special education supports and service will be provided in the setting.

If not currently providing service, plan to deliver service in future: EIS will reach out to community-based resources and/or contract the service