

Overview:

Per the SPLC Agreement, LEAs are required to provide information about their special education programming that is publicly available and accessible online. To facilitate this information sharing, LEAs shall complete and submit the following template to nolasped@la.gov, and the Department will host the information online.

Template 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 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.

Special Education Program Description Template

A. Description of overall philosophy (200 word limit): The Choice Foundation Special Education Department provides vision, leadership, and expertise to schools regarding the implementation of curricular, instructional, social, and behavioral initiatives that support the achievement of students with disabilities in compliance with state and federal mandates. We work closely with students and families to meet every child’s individual needs by providing academic, behavioral, and/or social emotional supports for each individual student. We also provide on-going professional development for our Special Education staff.

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

School Leader of Special Education Programming; Contact Information	Esperanza Charter School Special Education Coordinator Tenisha Thompson (504-593-8376) Phone
CMO Leader of Special Education Programming; Contact Information (if different)	Choice Foundation Director of Special Education & Student Support Dr. Kandace Madise (504-421-2867) Phone

C. Data Snapshots

2016-17 enrollment rate of students with disabilities served by the school	13.3%
2015-16 in school and out of school suspension rate of students with disabilities served by the school	3%
2015-16 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	Campus Special Education Coordinator, RTI Coordinator, or any School Administrator
Response to Intervention Overview	Examples of universal screeners: MAP, Dibels, SSBD Examples of reading interventions: Skills navigator, Achieve 3000 Examples of math interventions: Skills Navigator, EnVision Intervention System Examples of behavior interventions: Check in/Check out, Functional behavior assessment, Behavior Intervention Plan, and Daily behavior Tracker
School Building Level Committee (SBLC)	Members of the SBLC team: RTI Coordinator, Division Heads, Nurse, Social Worker, Teachers, etc. Example engagements with parents: Phone calls, Parent Conferences, Letters, etc.

Special Education Program Description Template

	<p>Parental permission is obtained for any screenings and/or evaluations. Example decisions SBLC team can make per Bulletin 1508:</p> <ol style="list-style-type: none"> 1. Conduct no further action at this time. 2. Continue current intervention and progress monitoring through the RTI process. 3. Conduct additional interventions through the RTI process. 4. Refer the student to the appropriate committee to conduct a Section 504 evaluation. 5. Refer the student to pupil appraisal personnel for support services. 6. Refer the student to pupil appraisal personnel for an individual evaluation if an exceptionality is suspected.
Appraisal Team	<p>Members of appraisal team is based on potential eligibilities and needs of the student: School Psychologist, Educational Diagnostician, Educational Consultant, Speech Language Pathologist, General Education Teachers, Audiologist, OT, PT, APE teacher, School Social Worker, etc. Example engagements with parents: Phone calls, letters, parent conferences, etc. Example decisions appraisal team can make: Continue Interventions, Modify Interventions, Multi-Disciplinary Evaluation, Special education classification (Based on Bulletin 1508 criteria)</p>
<i>Instructional and Related Services Provision and Staffing</i>	
Specialized Instruction	<p># Special Education Teachers: 4-6 # Paraprofessionals: 6-12 # Academic Interventionists: 2-4 Examples of curricula: Failure Free Reading, Unique Learning System, and Skills Navigator</p>
Speech/language	<p># On staff or contracted from external provider: 4 If not currently providing service, plan to deliver service in future:</p>
Audiology	<p># On staff or contracted from external provider: 0 If not currently providing service, plan to deliver service in future: New Orleans Speech and Hearing Center</p>
Counseling (mental health and other therapies)	<p># On staff or contracted from external provider: 4 If not currently providing service, plan to deliver service in future:</p>
Occupational therapy	<p># On staff or contracted from external provider: 3 If not currently providing service, plan to deliver service in future:</p>
Physical therapy	<p># On staff or contracted from external provider: 3 If not currently providing service, plan to deliver service in future:</p>
Health/Nursing services	<p># On staff or contracted from external provider: 3 If not currently providing service, plan to deliver service in future:</p>
Orientation and mobility services and accessibility (including interpreting services)	<p>Various accessibility accommodations are available to students including but not limited to: braille test, paper-based testing, word processors, etc. Visually Impaired Teacher, Sign Language Interpreter, & Sign Language Teacher available. School is handicap accessible. When students with OM impairments are identified the team provides for</p>

Special Education Program Description Template

	<p>an assessment of student needs and/or related services and includes such in IEP. # On staff or contracted from external provider: 2 If not currently providing service, plan to deliver service in future:</p>
Adaptive physical education	<p># On staff or contracted from external provider: 1 If not currently providing service, plan to deliver service in future:</p>
Specialized Transportation	<p>Methods of transportation: Contracted carrier Van or School Bus If not currently providing service, plan to deliver service in future:</p>
Assistive Technology	<p>Examples of supports: word prediction, screen readers, magnifiers, etc. Louisiana Assistive Technology Institute</p>

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	Inclusion Teachers plan with general education teachers and push into the general education classroom to serve special education students.	Resource Teachers provide specialized support services to special education students in small groups or individually by pulling students out of the general education classroom.	Self-Contained Teachers and paraprofessionals provide specialized support to students in a structured environment with a lower student to teacher ratio.
6 – 8	Inclusion Teachers plan with general education teachers and push into the general education classroom to serve special education students.	Resource Teachers provide specialized support services to special education students in small groups or individually by pulling students out of the general education classroom.	Self-Contained Teachers and paraprofessionals provide specialized support to students in a structured environment with a lower student to teacher ratio.
9/T9 – 12	n/a	n/a	n/a
Description of extended school year services:	<p>Identification: Every special education student is considered based on the requirements specified in Bulletin 1530 Section 705 (e.g., Regression-Recoupment, Critical Point of Instruction, and Special Circumstances) for ESY services. . Parents receive an Eligible or Ineligible letter. Delivery: ESY services are offered during the summer at one centralized location by Special Education Teachers, Paraprofessionals, and Related services providers based on student needs.</p>		
Description of specialized program(s):	<p>Severe/Profound special needs classroom at Lafayette Academy. Bi-lingual Special Education Teachers at Lafayette Academy and Esperanza Charter School. Certified Hearing Impaired Teacher & Sign Language Interpreter available at all Choice Foundation schools.</p>		

Special Education Program Description Template

	<p>Visually Impaired/Braille Teachers available at all schools. Unique Learning System available for LAA1 students at all schools. Failure Free Reading program available for struggling readers at all schools. Achieve 3000 and Clicker 6 Literacy without Limits available for reading and writing support at all schools.</p>
<p><i>Community-based Supports (out-of-school)</i></p>	
<p>Key Partnerships</p>	<p>Partner and services provided: Each One Save One (Mentoring) Loyola University - Reading Buddies, lower grades Tulane University - Reading and Work study hours Xavier University - Tutoring Catholic Charities (Second Harvest) - Provide nutritional snacks for students Silverback Society - Building Character, Making Wise Decisions, Community Outreach 8th Grade Males Volunteers of America - Afterschool Program, Tutorials, Homework Assistance, Enrichment Children’s Bureau - Social Services/Family Resource Xavier University - Girls and Boys Mentoring Programs</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>Individualized placement decisions are considered for all students and each completed IEP shall document the placement requirements described in Bulletin 1530—Louisiana's IEP Handbook. Choice Foundation follows guidelines specified in Louisiana Bulletin 1706 Subchapter C. Least Restrictive Environment (LRE) which states that placement decisions will be made by a group of persons including the parents and other persons knowledgeable about the student, the meaning of the evaluation data, and the placement data. Individual referrals can be made to other out-of-school instruction and supports (e.g. special school, therapeutic placement, hospital or homebound setting, etc.) include but are not limited to: Louisiana School for the Deaf, Louisiana School for the Blind, New Orleans Therapeutic Day Program(NOTDP), St. Michael’s Special School, Chartwell Center, hospital or homebound setting, juvenile detention facility, etc. based on student needs.</p>