

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 philosophy of International School of Louisiana Education Services is to provide each student with an individualized program designed to meet the student’s needs as an exceptional learner in accordance with the Individuals with Disabilities Education Act and Section 504 of the Americans with Disabilities Act. The goal is to enable each student to utilize the potential that they possess to become a well-adjusted contributing member of society. We believe that each student, regardless of exceptionality, is entitled to this opportunity in the least restrictive environment.

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

School Leader of Special Education Programming; Contact Information	<p>Rosa Alvarado (Dixon Campus), Principal, ralvarado@isl-edu.org; 504-934-4875</p> <p>Brandon Ferguson (Westbank Campus), Associate Principal, bferguson@isl-edu.org; 504-274-4571</p> <p>Laura Adelman-Cannon (Uptown Campus), Principal, ladelmancannon@isl-edu.org; 504- 654-1088</p>
CMO Leader of Special Education Programming; Contact Information (if different)	Melanie Tennyson, Head of School, mtennyson@isl-edu.org ; 504-654-1088

C. Data Snapshots

2023-24 enrollment rate of students with disabilities served by the school	10.1%
2022-23 in school and out of school suspension rate of students with disabilities served by the school	0%
2022-23 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	<p>Rosa Alvarado (Dixon Campus), Principal, ralvarado@isl-edu.org; 504-934-4875</p> <p>Brandon Ferguson (Westbank Campus), Associate Principal, bferguson@isl-edu.org; 504-274-4571</p> <p>Laura Adelman-Cannon (Uptown Campus), Principal, ladelmancannon@isl-edu.org; 504-654-1088</p>

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Response to Intervention Overview	<p>Examples of universal screeners: Acadience, DSC, BASC-2</p> <p>Examples of reading interventions: Wilson Reading</p> <p>Examples of math interventions: Envision Math</p> <p>Examples of behavior interventions: FBA, BIP, individualized counseling treatment plan</p>
School Building Level Committee (SBLC)	<p>Members of the SBLC team: principal, teachers, SLP, social worker, parents, other situationally appropriate personnel, etc.</p> <p>Example engagements with parents: Parents are invited to and encouraged to attend SBLC meetings, parents are required to give written permission for child to be screened/evaluated.</p> <p>Example decisions SBLC team can make: 1. No further action 2. Continue current interventions and progress monitoring via MTSS process 3. Conduct additional interventions via MTSS 4. Refer student for 504 evaluation (dyslexia screening, review student records for possible ADHD classification) 5. Refer student for support services (counseling, communication screening, etc.) 6. Refer student for a multidisciplinary evaluation to determine if an exceptionality is present.</p>
Appraisal Team	<p>Members of appraisal team: general education teachers, parents, SLP, nurse, educational diagnostician (consultant), psychologist (consultant), PT, OT, social worker, other appropriate professionals as necessary</p> <p>Example engagements with parents: Parents are invited to and encouraged to attend all meetings regarding their child. Parents are notified of and must approve evaluation prior to the initiation of the process. Parents are interviewed as part of the evaluation process. Parents are provided with a copy of Louisiana Educational Rights of Exceptional Children.</p> <p>Example decisions appraisal team can make: recommendation for counseling, MTSS Tier 3 - Intensive Individualized Interventions, Comprehensive Multidisciplinary Evaluation</p>
<i>Instructional and Related Services Provision and Staffing</i>	
Specialized Instruction	<p># Special Education Teachers: 7</p> <p># Paraprofessionals: 1</p> <p># Academic Interventionists: 6</p> <p>Examples of curricula: Wilson Reading</p>
Speech/language	<p># On staff or contracted from external provider: 3</p> <p>If not currently providing service, plan to deliver service in future: NA</p>
Audiology	<p># On staff or contracted from external provider: Contracted service</p> <p>If not currently providing service, plan to deliver service in future: Services to be contracted with outside agency as needed.</p>
Counseling (mental health and other therapies)	<p># On staff or contracted from external provider: 5 MSW, additional contracted counseling services as needed.</p> <p>If not currently providing service, plan to deliver service in future: NA</p>
Occupational therapy	<p># On staff or contracted from external provider: Contracted service</p> <p>If not currently providing service, plan to deliver service in future: Services to be contracted with outside agency as needed.</p>
Physical therapy	<p># On staff or contracted from external provider: Contracted service</p>

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	If not currently providing service, plan to deliver service in future: Services to be contracted with outside agency as needed.
Health/Nursing services	# On staff or contracted from external provider: 3 full time nurses If not currently providing service, plan to deliver service in future: NA
Orientation and mobility services and accessibility (including interpreting services)	Describe accessibility accommodations are available to students: First floor wheel chair access. Age of buildings is a factor. Grandfathered by ADA. Interpreting services for Spanish, French, Vietnamese, Mandarin available on demand, other languages provided as needed by contracted interpreter. # On staff or contracted from external provider: If not currently providing service, plan to deliver service in future: Services to be contracted with outside agency as needed.
Adaptive physical education	# On staff or contracted from external provider: Contracted service If not currently providing service, plan to deliver service in future: Services to be contracted with outside agency as needed.
Specialized Transportation	Methods of transportation: none If not currently providing service, plan to deliver service in future: Services to be provided with outside agency as needed.
Assistive Technology	Examples of supports: Voice-to-text, adaptive pencil grips, large print

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	Speech/language inclusion, human reader, counseling, contracted OT and PT services, assistive technology, push-in instruction from special education teacher	One-to-one instruction, small group instruction, speech/language individual and small group services, individual and group counseling, OT and PT services	NA
6 – 8	Speech/language inclusion, human reader, counseling, contracted OT and PT services, assistive technology, push-in instruction from special education teacher	One-to-one instruction, small group instruction, speech/language individual and small group services, individual and group counseling, OT and PT services	NA
9/T9 – 12	NA	NA	NA
Description of extended school year services:	Identification: Any child receiving special education services, regardless of disability category, may be eligible to receive Extended School Year (ESY) services if the IEP team determines that they are necessary for the student to		

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	<p>receive FAPE. The IEP team members should discuss the following factors when they are considering ESY services:</p> <ul style="list-style-type: none"> Regression and Recoupment of Targeted Skills Degree of Progress Emerging Skills and Breakthrough Opportunities Interfering Behaviors Nature and/or Severity of the Disability Special Circumstances or Other Factors <p>Delivery: ESY services may be delivered through a variety of settings and methods, examples of which might include classroom instruction, a parent-guided home program with progress periodically monitored by the teacher, and/or consultative or supervisory support from staff members within community settings.</p>
<p>Description of specialized program(s):</p>	<p>Criteria for participation: IEP team determinations</p> <p>Delivery: combination of school staff, community-based supports, and contracted service providers, as needed</p>
<p><i>Community-based Supports (out-of-school)</i></p>	
<p>Key Partnerships</p>	<p>Partner and services provided: Therapeutic Learning Center (physical therapy), Speduction Evaluation Services (pupil appraisal), High Level Speech and Hearing Center (audiology), Lighthouse Louisiana (instruction and support for visually impaired students), Milestones Mental Health Agency (counseling).</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>Methods of instruction and service delivery: Homebound instruction and supports for those who require an alternative placement, special school, hospital, therapeutic setting or juvenile justice detention using staff or contracted services when appropriate.</p> <p>If not currently providing service, plan to deliver service in future:</p>