

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

At Lycée Français de la Nouvelle-Orléans we meet the needs of all diverse learners by supporting and empowering students to work toward rigorous and meaningful goals to ensure equitable access in a French immersion setting. We fundamentally believe that the benefits of bilingualism extend to all students. We are proud to offer rich, high-quality instruction in a diverse and inclusive environment to enhance all students' access to a robust French immersion education and assist students in obtaining the cognitive and linguistic skills necessary to succeed in the French and American education systems.

Lycée Français de la Nouvelle-Orléans offers academic and behavioral special education services through certified Special Education teachers, Licensed Professional counselors and a Licensed Clinical Social Worker, as well as the related services of Speech and Language therapy, Occupational therapy, Physical therapy, Adaptive Physical Education and counseling. Additionally, LFNO also offers Gifted services and Talented in Art, Music and Theater services across all grade levels.

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

School Leader of Special Education Programming; Contact Information	Mandi Lehnherr mlehnherr@lfno.org (504) 620-5500
CMO Leader of Special Education Programming; Contact Information (if different)	

**C. Data Snapshots**

2019-20 enrollment rate of students with disabilities served by the school	10%
2018-19 in school and out of school suspension rate of students with disabilities served by the school	4.2%
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	Mandi Lehnherr mlehnherr@lfno.org (504) 620-5500
Response to Intervention Overview	Examples of universal screeners: DRC, DIBELS, mCLASS, Lexia Core 5, FrontRow, Fluharty-2, CELF-5 Screener, Strengths and Difficulties Questionnaire, MAP, GORT, SRSS social-emotional universal screener. Examples of reading interventions: Lexia Core 5, Lively Letters, Really Great Reading, Paired reading, Cloze, easyCBM, Reading A to Z Leveled Readers, Individualized and targeted instruction in identified areas by interventionist

	<p>Examples of math interventions: FrontRow, Math Fact Café, Incremental Rehearsal, Problem Interspersal, easyCBM, CreativeMath, Individualized and targeted instruction in identified areas by interventionist</p> <p>Examples of behavior interventions: PBIS World, Daily Behavior Report Card, Check-In/Check-Out, Social Stories, Think Sheets, Structured Breaks, The Praise Game, Life Skills for Kids, Relaxation Rain Forest, Individualized Behavior Support plans by School Counselor based on results of Functional Behavior Assessment and Behavior Intervention Plan.</p>
<p>School Building Level Committee (SBLC)</p>	<p>Members of the SBLC team: At Lycee, the SBLC is referred to as the Student Assistance Team (SAT). This team is made up of the child’s parent(s), teacher(s), an academic/behavioral interventionist, the Coordinator or Director of Exceptional Student Services and depending on the student’s needs, the School Counselor or a school speech-language pathologist.</p> <p>Example engagements with parents: Parents are invited and highly encouraged to attend SAT meetings as needed. Parents are called or e-mailed to scheduled SAT meetings, with a follow up calendar invitation. Parents can request SAT meetings at any point throughout the year. When necessary, parents may participate in SAT meetings via teleconferencing. For Spanish-speaking families, an in-person certified staff translator is present to assure language access and parent’s full participation.</p> <p>Example decisions SBLC team can make: After reviewing objective data and discussing a student’s strengths, weaknesses, and areas of concern, the SAT may decide to</p> <ol style="list-style-type: none"> <li>1. Conduct no further action at the time of the meeting because the student no longer presents with significant concerns,</li> <li>2. Conduct additional interventions through the RtI process,</li> <li>3. Refer the student to the appropriate committee to conduct a Section 504 Evaluation,</li> <li>4. Refer the student to pupil appraisal personnel for support services,</li> <li>5. Refer the student to pupil appraisal personnel for an individual evaluation if an exceptionality is suspected.</li> </ol>
<p>Appraisal Team</p>	<p>Members of appraisal team: At Lycée Français de la Nouvelle-Orléans, Certified School Psychologists provide our psycho-educational evaluations; a licensed Educational Diagnostician provides educational evaluations; certified and licensed Speech-Language Pathologists provide speech-language evaluations; licensed Occupational Therapists conduct occupational evaluations; a certified Adapted Physical Education provider conducts adapted physical education evaluations; a licensed Physical Therapist conducts physical therapy evaluations; a licensed Vision Impairment Specialist conducts vision evaluations; a Licensed Professional Counselor or licensed Social Worker conducts psycho-social screenings; and our school’s Registered Nurses conduct some medical assessments and write Individualized Health Plan assessments. Daughters of Charity conduct vision and hearing screenings each year.</p>

	<p>Example engagements with parents: The appraisal team is called in when the SAT suspects the child is at risk of a disability. Parents are full participants in the evaluation process and work closely with the team through completing interviews, screeners and other documentation as necessary. Once the evaluation is completed, at least one member of the appraisal team is present to explain key findings, results, and recommendations of the multidisciplinary evaluation.</p> <p>Example decisions appraisal team can make:</p> <ul style="list-style-type: none"> <li>● The appraisal team can recommend which types of evaluation are necessary to gain understanding whether there is a presence of disability affecting the student’s performance in identified areas of concern. <ul style="list-style-type: none"> <li>○ Areas of concern are any area in which the student is demonstrating difficulty in the educational environment. Sometimes areas of concern are uncovered through mandatory screenings. The appraisal team can determine whether further assessment in these areas is warranted after notifying the parent of the screening results.</li> </ul> </li> <li>● The appraisal team is responsible for determining if a student meets Louisiana 1508 criteria for an exceptionality and subsequently qualifies for special education and related services.</li> <li>● In instances where a student presents with a disability, but does not meet Louisiana 1508 criteria for Special Education or Related Services, the appraisal team can recommend review of results by the the school’s 504 Committee to determine whether a student could be served by the non-discriminatory protections of a Section 504 Plan.</li> <li>● If a student is struggling academically, but does not meet the criteria for special education or related services, the appraisal team can recommend intervention through the school’s Response to Intervention process.</li> <li>● The appraisal team can determine that a student with a valid IEP no longer presents with an exceptionality after a thorough re-evaluation that fails to meet LA Bulletin 1508 criteria.</li> <li>● In cases in which the appraisal team finds no evidence of disability or exceptionality, then the appraisal team may recommend an end to Special Education, Related Services, or other types of academic/behavioral interventions.</li> </ul>
<i>Instructional and Related Services Provision and Staffing</i>	
Specialized Instruction	# Special Education Teachers: 10

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	<p># Paraprofessionals: 10 # Academic Interventionists: 4 Examples of curricula: Really Great Reading, CKLA, Lively Letters, LEAP Connectors, Hierarchical math instruction using Common Core and Louisiana Grade Level Standards, Hierarchical Reading Instruction based on the goals and objectives addressed through Lexia Core5</p>
Speech/language	<p># On staff or contracted from external provider: 1 FTE, 1 part-time, 1 contracted If not currently providing service, plan to deliver service in future: n/a</p>
Audiology	<p># On staff or contracted from external provider: 1 If not currently providing service, plan to deliver service in future: We have contracted with an audiologist on an as-needed basis.</p>
Counseling (mental health and other therapies)	<p># On staff or contracted from external provider: 2 FTE, 1 contracted If not currently providing service, plan to deliver service in future: n/a</p>
Occupational therapy	<p># On staff or contracted from external provider: 1 FTE If not currently providing service, plan to deliver service in future: n/a</p>
Physical therapy	<p># On staff or contracted from external provider: 1 contracted If not currently providing service, plan to deliver service in future: n/a</p>
Health/Nursing services	<p># On staff or contracted from external provider: 2 FTE, 1 part time If not currently providing service, plan to deliver service in future: n/a</p>
Orientation and mobility services and accessibility (including interpreting services)	<p>Describe accessibility accommodations are available to students: Lycée Français de la Nouvelle-Orléans currently provides such accessibility accommodations as large print for students with impaired vision and assistive listening technology (FM System) for students who require improved access to instruction. Handrails are present on all staircases at the Patton Street and Johnson campuses. The schools do not have an elevator or ramps at this time. The school is in the process of building and renovating a new facility that will meet all ADA requirements to support the needs of any individual in need of orientation and mobility services.</p> <p># On staff or contracted from external provider: 0</p> <p>If not currently providing service, plan to deliver service in future: Lycée Français de la Nouvelle-Orléans will renew a contract with Lighthouse of the Blind for students to meet the needs of students with Vision Impairment. For students who are deaf or hearing impaired who communicate through modalities that are not oral/aural, access to interpreting services are limited due to our school's unique French immersion mission.</p>
Adaptive physical education	<p># On staff or contracted from external provider: 1 contracted If not currently providing service, plan to deliver service in future: n/a</p>
Specialized Transportation	<p>Methods of transportation: Currently, no students at Lycée Français de la Nouvelle-Orléans require specialized transportation. Transportation is provided to all students who live within Orleans Parish through Hammonds transportation.</p>

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	If not currently providing service, plan to deliver service in future: If students require specialized transportation, we will secure these services through Hammonds transportation.
Assistive Technology	Examples of supports: FM Systems, speech-to-text apps; text-to-speech apps on school-owned tablets, adapted seats and grips, dyslexia font, large-print font and formatting, visual schedules, calculator and math manipulatives. Lycée Français de la Nouvelle-Orléans will collaborate with The Louisiana Assistive Technology Initiative to provide additional Assistive Technology supports and professional development as needed.

<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>			
School-based Supports (in-school)			
	Description of Supports within Inclusion	Description of Supports within Resource	Description of Supports within Self-Contained
PK – 5	Students with IEPs are with their neurotypical peers for 80% or more of the day in a co-taught classroom. In PK – 5 <sup>th</sup> grade, there are one to two co-taught classrooms for each grade level with one lead teacher 100% of the time and one co-teacher at least 50% of the time; co-teachers primarily support in Math and English, but also provide accommodations and modifications in other core subjects, such as Science and Social Studies. Instruction is delivered in French, with the exception of English class. There may be a special education paraprofessional present in the classroom, particularly during times when the co-teacher is in the other grade level classroom. Additionally, some related services, such as Occupational Therapy and Speech and Language Therapy, may be provided in	Students in a resource setting may spend up to 40% of their day in a resource setting in order to receive general education core content instruction in English, based on their academic, functional and developmental needs. Students may or may not participate in the LEAP Connect Assessment by meeting the criteria for participation. The resource/self-contained teacher will utilize a curriculum to best meet the needs of the students, which is aligned with their IEP goals, performance levels and grade levels. While instruction will occur in English, students will engage in Francophone studies on a weekly basis. Students may attend their English class with the support of a special education paraprofessional. The students will also join	Students in a resource setting may spend between 40 – 100% of their day in a resource setting in order to receive general education core content instruction in English, based on their academic, functional and developmental needs. Students likely participate in the LEAP Connect Assessment by meeting the criteria for participation. The resource/self-contained teacher will utilize a curriculum to best meet the needs of the students, which is aligned with their IEP goals, performance levels and LEAP Connectors. While instruction will occur in English, students will engage in Francophone studies on a weekly basis. The students will join their neurotypical peers for electives such as Art, Sport and Music and other aspects of the day such as recess, lunch,

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	<p>the classroom where appropriate. The co-teacher is the primary case manager for the students with IEPs in the co-taught classroom and they create IEP-at-a-glance documents for all general education teachers to highlight strengths, areas of growth, goals, minutes and other services for teachers to easily reference. General education teachers receive training, support and coaching is also provided for all teachers to ensure students' IEPs are followed with fidelity. Co-teachers receive coaching and support from the Coordinators and Director of Exceptional Student Services in addition to external professional development opportunities.</p>	<p>their neurotypical peers for electives such as Art, Sport and Music and other aspects of the day such as recess, lunch, assemblies and field trips with the support of a special education paraprofessional. The resource/self-contained teacher is the primary case manager for students in this setting and collaborates closely with other related service providers, such as the speech and language pathologist, the occupational therapist and the counselor, to ensure a continuity of services throughout the school day. The resource/self-contained teacher may also collaborate with the general education teacher, if the student attends English as a general education core content class.</p> <p>Counseling and social work services are provided in a 1-1 or small group setting as indicated by a student's IEP. These services are provided in English.</p> <p>Occupational therapy, Speech and Language therapy, Physical therapy and Adaptive Physical Education are provided in pull-out sessions as indicated by a student's IEP in English.</p> <p>The Gifted program provides a curriculum that focuses on</p>	<p>assemblies and field trips with the support of a special education paraprofessional. The resource/self-contained teacher is the primary case manager for students in this setting and collaborates closely with other related service providers, such as the speech and language pathologist, the occupational therapist and the counselor, to ensure a continuity of services throughout the school day.</p>
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		<p>multi-disciplinary projects to encompass a variety of content areas. These services are provided 45 minutes twice per week in a small group setting and are provided entirely in French. However, in PK4 and K, services occur on a consultative basis between the Gifted teacher and classroom teacher in the classroom; this is due to our unique immersion environment that requires the student to be fully immersed in the classroom environment as much as possible.</p> <p>The Talented program included Talented Art, Talented Theater and Talented Music. This program utilizes LA Bulletin 1963 - Arts Content standards to inform its curriculum based on the area. These services are provided 45 minutes twice per week in a small group setting and are provided in English.</p>	
6 – 8	<p>Students in Middle and High School are with their neurotypical peers for 80% or more of the day in a co-taught classroom in Humanities and STEM. For Humanities, co-teaching occurs primarily in English classes, although the co-teacher may provide co-teaching and consultative support in Social Studies courses. For STEM, co-</p>	<p>There are currently no rising 6th - 8th grade students who require a resource setting as described above. However, Lycée Français de la Nouvelle-Orléans is prepared to provide those services as indicated in a student's IEP and based on the description of services for PK -5th grade. Finally, as Lycée Français continues to grow, the resource and self-</p>	<p>There are currently no rising 6th - 8th grade students who require a self-contained setting as described above. However, Lycée Français de la Nouvelle-Orléans is prepared to provide those services as indicated in a student's IEP and based on the description of services for PK -5th grade. Finally, as Lycée Français continues to grow, the resource and self-</p>

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	<p>teaching occurs primarily in Math classes, although the co-teacher may provide co-teaching and consultative support in Science courses. Instruction is delivered in French, with the exception of English class. The co-teacher is the primary case manager for the students with IEPs in the co-taught classroom and they create IEP-at-a-glance documents for all general education teachers to highlight strengths, areas of growth, goals, minutes and other services for teachers to easily reference. The co-teacher and ESS Coordinator collaborate with general education teachers to ensure the implementation of the IEP across all subject areas. General education teachers receive training, support and coaching is also provided for all teachers to ensure students' IEPs are followed with fidelity. Co-teachers receive coaching and support from the Coordinators and Director of Exceptional Student Services in addition to external professional development opportunities.</p>	<p>contained program will continue to expand as students matriculate through or enroll in the school.</p> <p>Related services and Gifted and Talented services are the same as described above.</p>	<p>contained program will continue to expand as students matriculate through or enroll in the school.</p>
<p>9/T9 – 12</p>	<p>Students in high school receive the same inclusive services described in the 6 - 8th grade section.</p>	<p>There are currently no rising 9th - 12th grade students who require a resource setting as described above. However, Lycée Français de la Nouvelle-Orléans is prepared to provide those services as indicated in a student's IEP and based on</p>	<p>There are currently no rising 9th - 12th grade students who require a self-contained setting as described above. However, Lycée Français de la Nouvelle-Orléans is prepared to provide those services as indicated in a student's IEP and based on</p>



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		<p>the description of services for PK -5th grade. Finally, as Lycée Français continues to grow, the resource and self-contained program will continue to expand as students matriculate through or enroll in the school.</p> <p>For the 2020 - 21 school year, the Gifted and Talented program in High School will be provided the same as described above in the form of pull-out sessions at a specified time during the day. This may be revised in the future as we continue to grow our school.</p>	<p>the description of services for PK -5th grade. Finally, as Lycée Français continues to grow, the resource and self-contained program will continue to expand as students matriculate through or enroll in the school.</p>
<p>Description of extended school year services:</p>	<p><b>Identification:</b> Lycée Français analyzes student progress in the spring of the academic school year to determine students' eligibility for Extended School Year Services. The criteria used to determine eligibility for Extended School Year Services varies according to category as specified in Bulletin 1530 Section 705.</p> <ul style="list-style-type: none"> <li>● Students considered under Regression-Recoupment criteria are eligible if they could not recoup their skills after a break in the school year.</li> <li>● Students considered under Critical Point of Instruction CPI-1 criteria are eligible if extended school year services would allow the student to maintain and/or achieve grade-level expectations or maintain the level of services indicated in the IEP.</li> <li>● Students considered under Critical Point of Instruction CPI-2 criteria are eligible if the student would be in danger of losing significant progress made toward acquisition, fluency, maintenance, and/or generalization of self-help, community access, or social/behavioral skills.</li> <li>● Students with IEPs who have more than 25 absences due to health-related reasons are also eligible for Extended School Year Services if the services would make a significant impact toward the acquisition of established goals/benchmarks/objectives.</li> </ul>		

	<p><b>Delivery:</b> Students who are eligible to receive services will be provided services as outlined on their ESYS IEP including academic, behavioral and related services.</p>
Description of specialized program(s):	<p><b>Co-Teaching</b>  <b>Criteria for participation:</b> While participation is an IEP Team decision, students who require minimal functional and developmental support, but require at least 60 minutes of academic support each week.  <b>Delivery:</b> There are one to two co-taught classrooms from PK - 5th grade in each grade level, which includes one lead teacher 100% of the time and one co-teacher at least 50% of the time. General education content is taught in French, with the exception of English class. Students are with their neurotypical peers for 80% or more of the day.</p> <p><b>Resource/Self-Contained</b>  <b>Criteria for participation:</b> While participation is an IEP Team decision, students who academic, functional and developmental needs require them to receive their core general education content in English. Students who meet the cognitive and adaptive requirements to participate in the LEAP Connect Assessment.  <b>Delivery:</b> Based on the above criteria, students may spend 40% to 100% of their day in the resource/self-contained setting with a Special Education teacher and several paraprofessionals. Individual schedules are created to meet students' needs. General education content is delivered in English with a block of time weekly for Francophone studies. Where possible, students join their neurotypical peers in electives like Art, Sport and Music and other aspects of the day such as recess, lunch, assemblies and field trips.</p>
<i>Community-based Supports (out-of-school)</i>	
Key Partnerships	<p><b>Partner and services provided:</b> All supports are currently provided in the school setting as per all individual student's IEP.</p>
Other out-of-school instruction and supports (e.g. special school, therapeutic placement, hospital or homebound setting, juvenile detention facility, etc.)	<p><b>Methods of instruction and service delivery:</b> We currently do not have other out-of-school instruction and support other than "Thinking Outside the Classroom" sessions.  <b>If not currently providing service, plan to deliver service in future:</b> Students who are not capable of attending school due to health reasons qualify for out-of-school instruction and support. The school will assign a service provider, or providers, to ensure that homebound students, or students enrolled in therapeutic day programs, are receiving needed support. Lycée Français de la Nouvelle-Orléans will also coordinate with any Juvenile detention facility in the event any of our students are detained to ensure that supports are provided according to his/her IEP.</p>