

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.

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	<p>Patton Campus: Freddie Boyer fboyer@lfno.org (504) 620-5500</p> <p>Johnson Campus: Shea Riley sriley@lfno.org (504) 620-5500</p> <p>McNair Campus: Vincent Wiemann vwiemann@lfno.org (504) 620-5500</p>
CMO Leader of Special Education Programming; Contact Information (if different)	Mario Myles Sr. mmyles@lfno.org (504) 620-5500

C. Data Snapshots

2021-22 enrollment rate of students with disabilities served by the school	8.2%
2020-21 in school and out of school suspension rate of students with disabilities served by the school	0%
2020-21 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	Mario Myles Sr. mmyles@lfno.org (504) 620-5500
Response to Intervention Overview	<p>Examples of universal screeners: DRC, DIBELS, mCLASS, Lexia Core 5, Freckle, Fluharty-2, CELF-5 Screener, Strengths and Difficulties Questionnaire, MAP, GORT, SRSS social-emotional universal screener.</p> <p>Examples of reading interventions: Lexia Core 5, Really Great Reading, Paired reading, Cloze, easyCBM, Reading A to Z Leveled Readers, Freckle, CKLA Individualized and targeted instruction in identified areas by interventionist</p> <p>Examples of math interventions: Freckle, Math Fact Café, Incremental Rehearsal, IXL, Research-based Math Fluency interventions, Problem Interspersal, easyCBM, CreativeMath, Singapore Math 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>
School Building Level Committee (SBLC)	<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"> 1. Conduct no further action at the time of the meeting because the student no longer presents with significant concerns, 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,

	<p>6. Refer the student to pupil appraisal personnel for an individual evaluation if an exceptionality is suspected.</p>
<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 though 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"> ● 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"> ○ 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. ● 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. ● 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

Special Education Program Description Template

	<p>Plan.</p> <ul style="list-style-type: none"> • 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. • 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. • 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.
<i>Instructional and Related Services Provision and Staffing</i>	
Specialized Instruction	<p># Special Education Teachers: 12 # Paraprofessionals: 7 # Academic Interventionists: 4 Examples of curricula: Really Great Reading, 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, Systematic phonics instruction from Reading A to Z, CKLA paced reading instruction, News 2 You, Unique Curriculum</p>
Speech/language	<p># On staff or contracted from external provider: 2 contracted If not currently providing service, plan to deliver service in future: n/a</p>
Audiology	<p># On staff or contracted from external provider: 0 If not currently providing service, plan to deliver service in future: We will contract with an audiologist as necessary based on students' needs and required services.</p>
Counseling (mental health and other therapies)	<p># On staff or contracted from external provider: 3 FTE, 1 part time, 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: 2 contracted 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, 2 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</p>

	<p>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: 1</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 Louisiana in 21-22 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</p> <p>If not currently providing service, plan to deliver service in future: n/a</p>
Specialized Transportation	<p>Methods of transportation: Currently, two students at Lycée Français de la Nouvelle-Orléans require specialized transportation. Transportation is provided to all students who live within Orleans Parish through All About Kids bussing service. One student requires AC and the other student requires a van with a seat belt. This van service is contracted through All About Kids.</p> <p>If not currently providing service, plan to deliver service in future:</p>
Assistive Technology	<p>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.</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	At Lycée Français de la Nouvelle-Orléans, we provide services within the general education classroom to the degree that it meets the needs of the individual student. To the extent possible, academic and behavioral goals are provided in French; English is utilized as necessary depending upon	At Lycée Français de la Nouvelle-Orléans, students receive pull-out services as necessary per their IEP by the Special Education teacher. This most usually occurs in a 1-1 or small group setting and in English, although French is utilized at times to reinforce classroom learning. Students who	At Lycée Français de la Nouvelle-Orléans, students who require more intensive and targeted support in English will have the opportunity to spend some or all of their core subjects (Math, Science, Social Studies, English where appropriate) in a self-contained setting. In this

	<p>the student’s IEP goals. One Special Education teacher is assigned to one or two grade levels with a caseload of students in that grade/those grades. This allows each special education teacher to become part of the grade level team and more seamlessly provide a cohesive learning environment for the student in collaboration with the teachers and other providers. Special Education teachers also create IEP-at-a-glance for general education teachers to highlight strengths, areas of growth, goals, minutes and other services for teachers to easily reference. General education training, support and coaching is also provided for all teachers to ensure students’ IEPs are followed with fidelity. Additionally, some related services, such as Occupational Therapy and Speech and Language Therapy, may be provided in the classroom where appropriate. Interventionists receive coaching and support from the Coordinators and Director of Exceptional Student Services in addition to external professional development opportunities.</p>	<p>require more intensive services in one content or related service area as per their IEP will be provided those services with a Special Education teacher in a pull-out setting and in English.</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 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>setting, students will receive targeted instruction via the LEAP Connectors or similar curricula to better access the content. It will be an IEP team decision to determine for which core content areas a student may need to receive self-contained instruction. This decision is thoughtfully made in collaboration with the IEP team and is grounded in academic data as it will limit a student’s ability to progress in the French language. Students will join their non-disabled peers for core content areas as appropriate and for activities such as art, motricity, music, lunch, recess, assemblies, etc. The certified Special Education teacher will be the lead teacher in this classroom and will collaborate closely with the general education teacher and related service providers.</p>
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Special Education Program Description Template

		<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>The above description for PK - 5th grade for supports within inclusion is the same, except for the number of interventionists per grade level. Given the number of students with IEPs and their specific needs, there are two Special Education teachers who support students in Middle School and 6th-8th grade.</p>	<p>The above description for PK - 5th grade for supports within a resource setting is the same, except for the number of co-teachers per grade level. Given the number of students with IEPs and their specific needs, there are two Special Education teachers who support students in 6th-8th grade. Related services and Gifted and Talented services are the same as described above.</p>	<p>There are currently no rising 6th - 8th grade students who will require self-contained services. 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.</p>
9 – 12	<p>In the 2022-23 school year, Lycée Français de la Nouvelle-Orléans is adding a 12th grade. The above description for PK - 5th grade for supports within inclusion is the same, except for the number of Special Education teachers per grade level. Given the number of students with IEPs and their specific needs, there are two Special Education teachers who support students in Middle School and 9th-12th grade.</p>	<p>In the 2022-23 school year, Lycée Français de la Nouvelle-Orléans is adding a 12th grade. The above description for PK - 5th grade for supports within a resource setting is the same, except for the number of interventionists per grade level. Given the number of students with IEPs and their specific needs, there are two Special Education teachers who support students in Middle School and 9th-12th grade. Related services are</p>	<p>There are currently no rising 9th grade students who will require self-contained services. 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.</p>

		<p>provided in the same manner as described above.</p> <p>For at least the 2020-21 and 2021 - 22 school years, 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>Description of extended school year services:</p>	<p>Identification: 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"> ● Students considered under Regression-Recoupment criteria are eligible if they could not recoup their skills after a break in the school year. ● 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. ● 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. ● 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. <p>Delivery: Students who are eligible to receive services will be provided services as outlined on their ESYS IEP including academic, behavioral and related services.</p>		
<p>Description of specialized program(s):</p>	<p>Criteria for participation: Delivery: see section above</p>		

<i>Community-based Supports (out-of-school)</i>	
Key Partnerships	Partner and services provided: All supports are currently provided in the school setting as per all individual student's IEP.
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: We currently do not have other out-of-school instruction and supports.</p> <p>If not currently providing service, plan to deliver service in future: Students who are not capable of attending school due to health reasons qualify for out-of-school instruction and supports. The school will assign a service provider, or providers, to ensure that homebound students, or students enrolled in therapeutic day programs, are receiving needed supports. 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>