

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, Braille instruction, Orientation and Mobility services, 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)

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| CMO Leader of Special Education Programming; Contact Information | Faith Moses fmoses@lfno.org (504) 620-5500 |
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C. Data Snapshots

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| 2023-24 enrollment rate of students with disabilities served by the school | 10.2% |
| 2022-23 in school and out of school suspension rate of students with disabilities served by the school | 3.6% |
| 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

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| <i>Appraisal/Evaluation</i> | |
| Main point of contact if a parent would like to request an evaluation | Faith Moses fmoses@lfno.org (504) 620-5500 |
| Response to Intervention Overview | Examples of universal screeners: DRC, DIBELS, mCLASS, Lexia Core 5, EasyCBM, CELF-5 Screener, iReady Examples of reading interventions: |

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| | <p>Lexia Core 5, Guided Reading Groups, Reading A to Z Leveled Readers, CKLA Individualized and targeted instruction in identified areas by interventionist, Wilson Reading System, iReady, EasyCBM</p> <p>Examples of math interventions: IXL, XtraMath, Research-based Math Fluency interventions, Targeted instruction in identified areas by interventionist, iReady, EasyCBM</p> <p>Examples of behavior interventions: PBIS World, Daily Behavior Report Card, Check-In/Check-Out, Self-and-Match, Structured Breaks, 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>School Building Level Committee (SBLC) Explanation:</p> <p>The Lycée Français de la Nouvelle-Orléans campuses have systems in place to screen and identify any child suspected of being exceptional. As required by Bulletin 1508, each school has established a School Building Level Committee (SBLC).</p> <p>The SBLC is a general education problem-solving and decision-making group that meets on a scheduled or as needed basis to receive referrals from teachers, parents, or other professionals for students who are experiencing difficulties in school due to communication, emotional and/or behavioral problems, or who demonstrate exceptional skill. The SBLC holds regularly scheduled meetings to discuss ongoing cases and address any new referrals; however, the schedule may vary according to needs and caseload. SBLC Chairs are designated each year at each campus by the site principal. Parents are invited, but not required to attend, the SBLC meeting once a referral has been initiated and/or when decisions are made regarding their child's education. Documentation of efforts to secure parent participation is maintained in the official SBLC record.</p> <p>Required Members and Roles of SBLC Committee</p> <ul style="list-style-type: none"> Principal/Designated Administrator: The Principal will ensure the SBLC Committee memberships are assigned at the beginning of the school year and that it functions effectively and meets regularly throughout the school year. The Principal will approve the general schedule of regular SBLC meetings and ensure that adequate time is allotted, as well as necessary support is in place for the SBLC to conduct its activities effectively in order to meet the needs of the students. |

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| | <ul style="list-style-type: none"> ● SBLC Chairperson: The principal or designated administrator may serve as the Chairperson. SBLC activities are a function of regular education so the chairperson <i>should not</i> be a special education teacher. The SBLC Chairperson has the responsibility and authority to coordinate the SBLC meeting. The SBLC chairperson shall be responsible for: <ol style="list-style-type: none"> a. Scheduling meetings and notifying/inviting all required team members, including the parents of student(s) for whom a decision is to be made. b. Adhering to the procedures for accepting referrals c. Preparation of an agenda for regularly scheduled meetings d. Supporting referring teachers through interviews and obtaining needed information or data to complete the referral process-RTI documentation, completion, and collection e. Maintaining documentation of all meeting activities, keeping track of SBLC referrals, and contacting parents. f. Consulting with parents and teachers regarding the determinations and decisions of the SBLC. ● Regular Education Classroom Teacher: This teacher is appointed as a regular member of the SBLC. The Chairperson will assign this teacher on-going responsibilities and duties which are required to support the SBLC process. ● Referring Teacher/Others: The student's referring teacher (or the teacher of the student if referral is from parent) is a member of the SBLC. The teacher will provide information, conduct interventions, monitor interventions, report progress, make parent contacts, and participate in determination decisions made by the SBLC. ● Parents: Parents must be afforded the opportunity to participate in all decisions pertaining to their child's education; therefore, an invitation shall be extended to the parent(s) upon scheduling an SBLC meeting regarding their child. The invitation can be extended by any member of the SBLC through verbal or written means; however, the chairperson shall maintain documentation of efforts to ensure parental participation. <p>Other members may be invited to participate in the meeting as required. This may include the following:</p> <ul style="list-style-type: none"> ● Additional general education teachers |
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| | <ul style="list-style-type: none"> ● Members of pupil appraisal (evaluation team) ● Counselor ● Related Service Providers ● School Nurse ● Interventionist <p>SBLC Functions</p> <p>The major functions of the SBLC are:</p> <ul style="list-style-type: none"> ● To enhance the implementations of a regular education initiative in addressing students having difficulties ● To expedite communication among various school staff to help students having difficulties ● To ensure a mechanism for parental input and feedback within the decision-making process ● To expedite educational interventions for students through the Response to Intervention (RTI) process ● To be the first school contact for Section 504 disabilities and determination of program eligibility according to Bulletin 1903, the Louisiana Dyslexia Law ● To provide a screening vehicle for referral to Pupil Appraisal Services ● To review all elementary, middle, and high school students at risk for retention at each school and make recommendations for placement at the end of the school year. ● Create, review and monitor Individual Academic Improvement Plans in accordance with the requirements of Bulletin 1566. <p>SBLC Actions</p> <p>The SBLC may conclude with one of the following actions but are not limited to only these actions.</p> <ol style="list-style-type: none"> 1. Conduct no further action at this time. 2. Continue current intervention(s) and progress monitoring through the RTI process. 3. Implement additional intervention(s) through the RTI process. 4. Refer the student to the appropriate committee to conduct a Section 504 evaluation. 5. Refer the student to school based or evaluation personnel for temporary short term support services. |
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| | <p>6. Refer the student to evaluation personnel for a 1508 individual evaluation if an exceptionality is suspected.</p> <p>All actions considered, suggested or implemented by the SBLC are documented in the school level forms maintained on each campus. If the decision is to refer the student for evaluation under Bulletin 1508 (IDEA), a pupil appraisal representative may be present at the meeting. Parent permission for the evaluation may be obtained by the chairperson of the SBLC. Evaluation timelines are activated when consent is received.</p> |
| Appraisal Team | <p>Members of appraisal team:</p> <p>At Lycée Français de la Nouvelle-Orléans, we have a full time Certified School Psychologist who conducts and facilitates psycho-educational evaluations. Additional members of the appraisal team are contracted by Lycée Français de la Nouvelle-Orléans and include a licensed Educational Diagnostician who provides educational evaluations; certified and licensed Speech-Language Pathologists who provide speech-language evaluations; licensed Occupational Therapists who conducts occupational evaluations; a certified Adapted Physical Education provider who conducts adapted physical education evaluations; a licensed Physical Therapist who conducts physical therapy evaluations; a licensed Vision Impairment Specialist who conducts vision evaluations; a Licensed Professional Counselor or Licensed Social Worker who conducts psycho-social screenings; and our school’s Registered Nurse who conducts some medical assessments and writes Individualized Health Plan assessments. Vision and hearing screenings are conducted each year.</p> <p>Example engagements with parents:</p> <p>The appraisal team is called in when the SBLC 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. |

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| | <p>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.</p> <ul style="list-style-type: none"> • 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 school’s 504 Committee to determine whether a student could be served by the non-discriminatory protections of a Section 504 Plan. • 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: 7 # Paraprofessionals: 9 # Academic Interventionists: 2 Examples of curricula: 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, Wilson Reading System, EasyCBM</p> |
| Speech/language | <p># On staff or contracted from external provider: 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: 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: 1 FTE licensed social worker and 2 contracted licensed counselors 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</p> |

Special Education Program Description Template

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| | If not currently providing service, plan to deliver service in future: n/a |
| Physical therapy | # On staff or contracted from external provider: 1 contracted If not currently providing service, plan to deliver service in future: n/a |
| Health/Nursing services | # On staff or contracted from external provider: 1 FTE licensed registered Nurse If not currently providing service, plan to deliver service in future: n/a |
| Orientation and mobility services and accessibility (including interpreting services) | 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. The school works with the Louisiana Instructional Materials Center for the Blind and Visually Impaired to provide any educational materials for students that require Large Print and/or Braille. Handrails are present on all staircases at the Elementary Campus and Early Childhood campuses. The Secondary Campus has an elevator and meets all ADA requirements to support the needs of any individual in need of orientation and mobility services. Additionally, we have a contracted Braille instructor, a contracted Orientation and Mobility Specialist, and Vision Training for all staff. # On staff or contracted from external provider: 1 If not currently providing service, plan to deliver service in future: n/a |
| Adaptive physical education | # On staff or contracted from external provider: 1 contracted If not currently providing service, plan to deliver service in future: n/a |
| Specialized Transportation | Methods of transportation: Students at Lycée Français de la Nouvelle-Orléans who require specialized transportation will receive specialized transportation as needed. Transportation is provided to Prek-5 th grade students who live within Orleans Parish through All About Kids bussing service. If not currently providing service, plan to deliver service in future: n/a |
| 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, Braille, 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. |

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> | | | |
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| | Description of Supports within Inclusion | Description of Supports within Resource | Description of Supports within Self-Contained |
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| PK – 5 | <p>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 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 and Special Education</p> | <p>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 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. There are three interventionists who support students in PK-5th grade. Moreover, given the number of students with IEPs and their specific needs, there are five Special Education teachers who support students in PK-5th grade.</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>At Lycée Français de la Nouvelle-Orléans, we do not currently have students who meet this criteria, however we are ready to provide self-contained instruction as needed under the services of a licensed and certified special education classroom lead teacher.</p> |
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| | <p>Teachers receive coaching and support from the Intervention Team Lead and Director of Exceptional Student Services in addition to external professional development opportunities. There are three interventionists who support students in PK-5th grade. Moreover, given the number of students with IEPs and their specific needs, there are five Special Education teachers who support students in PK-5th grade.</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 60 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 or French.</p> | |
| 6 – 8 | <p>The above description for PK - 5th grade for supports within inclusion is the same, except for the number of interventionists and special education teachers per grade level. There is 1 interventionist who supports students in 6th-8th grade. Given the number of students</p> | <p>The above description for PK - 5th grade for supports within the resource setting is the same, except for the number of interventionists and special education teachers per grade level. There is 1 interventionist who supports students in 6th-8th grade. Given the</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.</p> |

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| | <p>with IEPs and their specific needs, there are three Special Education teachers who support students in 6th-8th grade.</p> | <p>number of students with IEPs and their specific needs, there are three Special Education teachers who support students in 6th-8th grade.</p> <p>Related services and Gifted and Talented services are the same as described above.</p> | |
| <p>9 – 12</p> | <p>The above description for PK - 5th grade for supports within inclusion is the same, except for the number of interventionists and special education teachers per grade level. There is 1 interventionist who supports students in 9th-12th grade Given the number of students with IEPs and their specific needs, there are two Special Education teachers who support students in 9th-12th grade.</p> | <p>The above description for PK - 5th grade for supports within the resource setting is the same, except for the number of interventionists and special education teachers per grade level. There is 1 interventionist who supports students in 9th-12th grade. Given the number of students with IEPs and their specific needs, there are two Special Education teachers who support students in 9th-12th grade.</p> <p>Related services and Gifted and Talented services are the same as described above.</p> | <p>There are currently no rising 9th-12th 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.</p> |
| <p>Description of extended school year services:</p> | <p>Identification:</p> <p>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 | | |

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| | <p>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.</p> <ul style="list-style-type: none"> • 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:</p> <p>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): n/a</p> | <p>Criteria for participation: n/a</p> <p>Delivery: see section above</p> |
| <p><i>Community-based Supports (out-of-school)</i></p> | |
| <p>Key Partnerships</p> | <p>Partner and services provided:</p> <p>All supports are currently provided in the school setting as per all individual student's IEP.</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:</p> <p>We currently do not have additional out-of-school instruction and supports.</p> <p>If not currently providing service, plan to deliver service in future:</p> <p>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 their IEP.</p> |