

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

Lycée Français de la Nouvelle-Orléans strives to provide a rich, high-quality French education for the children of Louisiana. Our school’s mission extends to all students, including those with special needs. We are proud to adapt our instruction and environment in order to enhance all students’ access to a robust French immersion education. We offer special education and related services to assist students with obtaining the cognitive and linguistic skills necessary to succeed in the French and American education systems. Our school fundamentally believes that the benefits of bilingualism extend to all individuals, including those with disabilities. Furthermore, our school embraces diversity and upholds the integration of students with disabilities for the benefit of all students.

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

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| School Leader of Special Education Programming;<br>Contact Information             | Rowan Oliverson<br><a href="mailto:roliverson@lfno.org">roliverson@lfno.org</a><br>(504) 620-5500 |
| CMO Leader of Special Education Programming;<br>Contact Information (if different) |   |

**C. Data Snapshots**

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| 2016-17 enrollment rate of students with disabilities served by the school  | 7.9% |
| 2015-16 in school and out of school suspension rate of students with disabilities served by the school                                  | 0%   |
| 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**

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| <i>Appraisal/Evaluation</i>   |  |
| Main point of contact if a parent would like to request an evaluation | Angelique Lapeyre Vialou<br><a href="mailto:Avialou@lfno.org">Avialou@lfno.org</a><br>(504) 620-5500 ext. 1735   |
| Response to Intervention Overview                                     | Examples of universal screeners: DSC, DIBELS, mCLASS, Lexia Core 5, FrontRow, Fluharty-2, CELF-5 Screener, Strength and Difficulties Questionnaire.<br>Examples of reading interventions: Lexia Core 5, Lively Letters, Really Great Reading; Paired reading; Cloze; easyCBM; Individualized and targeted instruction in identified areas by interventionist<br>Examples of math interventions: FrontRow; Math Fact Café; Incremental Rehearsal; Problem Interspersal; easyCBM; Individualized and targeted instruction in identified areas by interventionist<br>Examples of behavior interventions: PBIS World; Daily Behavior Report Card; Check-In/Check-Out; Social Stories; Think Sheets; Structured Breaks; |

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|   | <p>The Praise Game; Life Skills for Kids; Relaxation Rain Forest; Individualized Behavior Support plans by School Counselor based on results of Functional Behavior Assessment .</p>   |
| <p>School Building Level Committee (SBLC)</p> | <p><b>Members of the SBLC team:</b> The Student Assistance Team (SAT) is made up of the child’s parent(s), teacher(s), an academic/behavioral interventionist, the Coordinator of Response to Intervention, an administrator, and -- depending on the student’s needs -- the School Counselor or a school speech-language pathologist.</p> <p><b>Example engagements with parents:</b> Parents are invited and highly encouraged to attend SAT meetings every 6 weeks, or as needed. Parents are sent electronic invitations to meetings, or they are reached by telephone. When a parent does not show to a scheduled meeting twice consecutively, a letter is sent home to attempt to schedule a 3<sup>rd</sup> meeting. When necessary, parents may participate in SAT meetings via teleconferencing. For Spanish-speaking families, an in-person staff translator is present to assure parent’s full participation.</p> <p><b>Example decisions SBLC team can make:</b> 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><b>Members of appraisal team:</b> 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 certified and licensed Audiologist provides hearing evaluations; a Licensed Professional Counselor or licensed Social Worker conducts psycho-social screenings; and our school’s Registered Nurses conduct medical screenings and Individualized Health Plan assessments.</p> <p><b>Example engagements with parents:</b> The appraisal team is called in when the SAT suspects the child is at risk of a disability. At least one member of the appraisal team meets with the parent to conduct an in-depth parent interview as part of the evaluation process. Once the evaluation is completed, at least one member of the appraisal team is present to explain</p>   |

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|  | <p>key findings, results, and recommendations of the multi-disciplinary 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 whether a student meets Louisiana 1508 criteria for certain exceptionalities.</li> <li>• The appraisal team determines whether a student 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 or disability after a thorough re-evaluation.</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  | <p># Special Education Teachers: 1<br/>                 # Paraprofessionals: 3<br/>                 # Academic Interventionists: 7<br/>                 Examples of curricula: Really Great Reading, CKLA, Lively Letters, 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: 3 on staff<br/>                 If not currently providing service, plan to deliver service in future:</p>   |
| Audiology  | <p># On staff or contracted from external provider: 1 contracted<br/>                 If not currently providing service, plan to deliver service in future:</p>   |

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| Counseling (mental health and other therapies)  | # On staff or contracted from external provider: <b>1 contracted</b><br>If not currently providing service, plan to deliver service in future:  |
| Occupational therapy  | # On staff or contracted from external provider: <b>2 contracted</b><br>If not currently providing service, plan to deliver service in future:  |
| Physical therapy  | # On staff or contracted from external provider: <b>1 contracted</b><br>If not currently providing service, plan to deliver service in future:  |
| Health/Nursing services   | # On staff or contracted from external provider: <b>2 on staff</b><br>If not currently providing service, plan to deliver service in future:  |
| Orientation and mobility services and accessibility (including interpreting services) | Describe accessibility accommodations are available to students: <b>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 Carrollton campuses. The school does 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.</b><br><br># On staff or contracted from external provider: <b>Lycée Français de la Nouvelle-Orléans has a current contract with Lighthouse for the Blind in New Orleans should any students require orientation or mobility services.</b><br><br>If not currently providing service, plan to deliver service in future: <b>Lycée Français de la Nouvelle-Orléans will exercise our contract through 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. It is plausible to provide cued speech transliteration in the French language in the event a French-speaking hearing-impaired student is enrolled at our school. It is not plausible to provide American Sign Language translation services of French language instruction at this time.</b> |
| Adaptive physical education   | # On staff or contracted from external provider: <b>1 contracted</b><br>If not currently providing service, plan to deliver service in future:  |
| Specialized Transportation  | Methods of transportation: <b>Lycée Français de la Nouvelle-Orléans will contract services through Blessed Transportation, though none of our students currently meet specialized transportation criteria.</b><br><br>If not currently providing service, plan to deliver service in future: <b>Lycée Français de la Nouvelle-Orléans will provide these services through Blessed Transportation, if needed.</b>  |
| Assistive Technology  | Examples of supports: <b>FM Systems, speech-to-text apps; text-to-speech apps (e.g. Dragon, ClaroSpeak) on school-owned tablets. The Louisiana Assistive Technology Initiative will coordinate with Lycée Français de la Nouvelle-Orléans to provide additional Assistive Technology supports as needed.</b>  |

| <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> |  |  |  |
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| <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  | <p>At Lycée Français de la Nouvelle-Orléans, students are best served if their exposure to the target language (French) is maximized. Behavior and Academic supports are provided in the target language, French, to the extent possible. Bilingual Academic Interventionists provide “push-in”(in-class) services according to the student’s IEP. The certified Special Educator consults with instructional staff to ensure that special education instruction is provided according to the student’s IEP.</p> | <p>At Lycée Français de la Nouvelle-Orléans, students receive pull-out services in the French language whenever possible to support success in the immersion environment. Not all service providers are fluent in French, however.</p> <p>The school’s Special Educator provides specialized instruction in English to students in need of specific academic, developmental, or functional supports according to individual students’ IEPs.</p> <p>The school’s Behavior Interventionist provides ABA-informed intervention in English for students who have difficulty acclimating to classroom expectations.</p> <p>Pull-out Counseling services for students with social and/or emotional needs are also provided in English.</p> <p>Occupational therapy and some speech-language therapy may be provided in English. Sometimes, speech-language therapy is provided in French.</p> <p>Other academic supports are provided in French by bilingual Academic Interventionists under the</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>consultation of the certified Special Educator.</p> <p>All Gifted and Talented services are pull-out and are provided in French.</p>  |  |
| 6 – 8  | <p>Students with IEPs in the 6<sup>th</sup> grade receive a mixture of co-teaching by their Academic Interventionist in the regular education classroom and small-group pull-out supports in targeted areas of instruction. All supports are provided in French unless the student’s IEP requires special education services in English.</p> | <p>Pullout services are provided by the bilingual Academic Interventionist or French-speaking Gifted/Talented Instructors. Special Education services are provided in the target language, French, unless the student’s IEP specifically outlines support in English.</p>  |  |
| 9/T9 – 12  |  |  |  |
| <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 whether students qualify for Extended School Year Services. The criteria used to determine whether students qualify 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 summer break in a reasonable amount of time (4 weeks is considered reasonable).</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> </ul> <p>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> |  |

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|  | <p><b>Delivery:</b> Students who qualify to receive services according to their Extended School Year Services plan at the school by qualified providers.</p>   |
| <p>Description of specialized program(s):</p>  | <p><b>Criteria for participation:</b> At our school, we conduct an Adapted Music class for students with special needs who have difficulty participating in regular music class due to sensory processing deficits (aversion to loud noises), or difficulty participating in group instruction due to social skill deficits. Students meet criteria if they have an exceptionality according IDEA and present with sensory processing difficulties and/or social skill deficits according to a multi-disciplinary evaluation.</p> <p><b>Delivery:</b> For certain students who have explicit and signed parental permission, the School Counselor co-teaches Adapted Music class with school Music Teacher. The curriculum encourages joint-attention, sustained attention, and turn-taking while learning the basics of music using instruments. Students with aversions to auditory stimuli learn to manage their discomfort and become de-sensitized through positive musical experiences with their peers.</p>       |
| <p><i>Community-based Supports (out-of-school)</i></p>   |  |
| <p>Key Partnerships</p>  | <p><b>Partner and services provided:</b>All students participate in “Learning Outside the Classroom” sessions which are extended field trips (1 or more weeks) which promote project-based collaborative learning. At this time we have partnerships with the Audubon Zoo, the Aquarium of the Americas, the Ogden Museum, the Cabildo, and other scientific and cultural institutions, which help us to promote and enrich student learning. Students with IEPs may be entitled to services while they are on these extended field trips. Sometimes, the IEP Team decides that services during “Learning Outside the Classroom” would be disruptive to the unique learning experience. In cases where the IEP Team decides that services must be on-going during “Learning Outside the Classroom,” the Academic Interventionist, Special Educator, Speech-Language Pathologist, Occupational Therapist, or other service provider travels to the site where the child is receiving instruction to provide services.</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><b>Methods of instruction and service delivery:</b> We currently do not have other out-of-school instruction and supports other than “Learning Outside the Classroom” sessions.</p> <p><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 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>   |