

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

Valuing a student's identity is of high importance in the special education department. Positive attitudes both inside the classroom and out are crucial to maintaining a healthy community for the students and the staff. We believe that all students should be challenged to meet their highest potential.

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

School Leader of Special Education Programming; Contact Information	Veronica Johnson vjohnson@dryadesymca.com (504) 565-6285
CMO Leader of Special Education Programming; Contact Information (if different)	

**C. Data Snapshots**

2017-18 enrollment rate of students with disabilities served by the school	12.5%
2016-17 in school and out of school suspension rate of students with disabilities served by the school	11.9%
2016-17 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	Veronica Johnson vjohnson@dryadesymca.com (504) 565-6285
Response to Intervention Overview	Examples of universal screeners: Dibels; Scantron performance Series

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	<p>The LEA will use the Behavior Assessment System for Children, Second Edition (Basc-2). This will be conducted prior to problem behavior occurring so as to be predictive of need for intervention.</p> <p>Examples of reading interventions: Repeated Reading, error correction          Examples of math interventions: Aims Web; math Facts Drills          Examples of behavior interventions: Social and Emotional Learning (SEL)          School Wide PBIS</p>
<p>School Building Level Committee (SBLC)</p>	<p>Members of the SBLC team: Dean of Social Services, Special Education Coordinator, Curriculum Specialists for the grade level, Nurse, Counselor, Regular Education teacher, Special Education Teacher.</p> <p>Example engagements with parents: Parental Permission is obtained for any screenings and or evaluations. Parent contact is made through written invitation, or by phone call. Parental involvement is encouraged. The creation of possible programs for increased parent involvement is PALS, Parents as Leaders.</p> <p>Example decisions SBLC team can make: Potential Decisions during the SBLC meeting that are included in Bulletin 1508: Conduct no further action at this time, continue current intervention and progress monitoring through the RTI process, conduct additional interventions through the RTI process, refer the student to the appropriate committee to conduct a Section 504 evaluation, refer the student to pupil appraisal personnel for support services, refer the student to pupil appraisal for an individual evaluation if an exceptionality is suspected.</p>
<p>Appraisal Team</p>	<p>Members of appraisal team: Evaluation Coordinator, School Psychologist, Educational Diagnostician, Social Worker, Nurse, Occupational Therapist, Physical Therapist, Vision Itinerant Teacher , Audiology, APE Teacher.</p> <p>Example engagements with parents: Written Invitation, Phone Call, consulting with teachers on the students’ progress or lack thereof.</p> <p>Example decisions appraisal team can make: Following a comprehensive evaluation and staffing: The student may be classified with an exceptionality and the educational needs of the student are identified and documented on the IEP. The student may not be classified with an exceptionality under Idea. The student may then be referred back to the SAT team for consideration of other potential services, example 504 accommodations tiered academic and/or behavioral support.</p>
<p><i>Instructional and Related Services Provision and Staffing</i></p>	
<p>Specialized Instruction</p>	<p># Special Education Teachers: 3          # Paraprofessionals: 6          # Academic Interventionists: 9          Examples of curricula: One to one instruction, Pull out instruction, Push in instruction, small group instruction, direct instruction tailored to the need of</p>

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	the student along with constant collaboration.
Speech/language	# On staff or contracted from external provider: 1 contracted SLP If not currently providing service, plan to deliver service in future: N/A
Audiology	# On staff or contracted from external provider: N/A If not currently providing service, plan to deliver service in future: Not currently needed, but if the need arises, will plan to contract services from various agencies who specialized in this area for immediate support and service.
Counseling (mental health and other therapies)	# On staff or contracted from external provider: 1 full time Social Worker If not currently providing service, plan to deliver service in future: N/A
Occupational therapy	# On staff or contracted from external provider: 1 Contracted 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 Part-time 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 that are available to students: Ramps accessibility for easy mobility to the building and restrooms, handicap parking, and elevator usage.  # On staff or contracted from external provider: 1 contracted (Visually Impaired) 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: 1 Van Service that is handicapped accessible. If not currently providing service, plan to deliver service in future:
Assistive Technology	Examples of supports: Technology list is completed on each student, after findings the student is supplied with listening device, computer, etc.

### **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	Collaboration of student IEP goals by the regular education teacher, modifications and the creation of lessons for the students as supports within the setting, along with a	Collaboration prior to the pulling out of the student for resource minutes with the special education teacher and the regular education teacher for content coverage and lesson design, para-professional will assist in	When necessary student will be placed in a self-contained classroom with the supports and personnel needed. This classroom will be modeled for small group, and one to one instruction for students with significant disabilities

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	para-educator to assist students with content.	implementing lesson design within the specified time frame as indicated on the student's individualized educational plan.	who are unable to participate in the general education environment
6 – 8	Collaborations and designed lessons during the Professional Learning communities, which will include the Regular Education Teacher and the Special Education Teacher, utilizing different assessments and weekly updates regarding the student's success, or implementing changes to the lesson for success: para-professionals also added for extra support during the instruction of the content.	Continued collaboration daily, to ensure consistency for students who are approaching high-school, revising schedules, and organizing content according to the Common Core standards as prescribed in the goals and objectives for the student that has been recorded in the Individualized Educational Plan and changed and updated according to the student's needs, and parent's request.	When necessary student will be placed in a self-contained classroom with the supports and personnel needed. This classroom will be modeled for small group, and one to one instruction for students with significant disabilities who are unable to participate in the general education environment.
9/T9 – 12	N/A	N/A	N/A
Description of extended school year services:		<p>Identification: According to Bulletin 1508 Section 705 the student's may qualify for extended school year under the following criteria, Regression-Recoupment, Critical Point of Instruction, and special circumstances.</p> <p>Delivery: Personnel considered will be according to what the IEP states for example, child specific. A certified Special Education teacher along with if required OT, APE, PT, etc.</p>	
Description of specialized program(s):		<p>Criteria for participation: The IEP team which includes the parents will decide at the beginning of the IEP development if the student should be considered for the Extended year Instruction. The normal categories are Regression, or Critical Point of instruction.</p> <p>Delivery:</p>	
<i>Community-based Supports (out-of-school)</i>			
Key Partnerships		Partner and services provided: YMCA, Community and Health Programs, Families Helping Families.	
Other out-of-school instruction and supports (e.g. special school, therapeutic placement, hospital or homebound		Methods of instruction and service delivery: The school will address instruction and supports for students who require placement in a special school, therapeutic setting, hospital or homebound setting, or juvenile detention facility as required, parent communication will be conducted on a weekly basis, and collaboration between the two agencies will continue on a	

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setting, juvenile detention facility, etc.)	weekly bases. If not currently providing service, plan to deliver service in future: Yes
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