



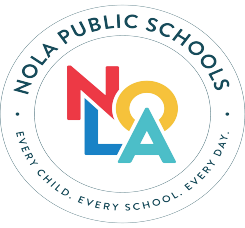
# NOLA Public Schools Special Education Program Description

## Overview:

Per the SPLC Agreement, LEAs are required to provide information about their special education programming that is publicly available and accessible online. All Charters under NOLA Public Schools must submit their Program Descriptions to [ecs@nolapublicschools.com](mailto:ecs@nolapublicschools.com) and all Charter Schools will be required to host a link to their Program Description on their web site.

## 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 a 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.



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<b>A. Description of overall philosophy (200 word limit):</b>
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<b>B. Name and contact information for special education coordinator (school and, if applicable, network)</b>	
School Leader of Special Education Programming; Contact Information	
CMO Leader of Special Education Programming; Contact Information (if different)	

<b>C. Data Snapshots</b>	
2019-20 enrollment rate of students with disabilities served by the school	
2018-19 in school and out of school suspension rate of students with disabilities served by the school	
2018-19 number of students with disabilities who are removed for disciplinary reasons for more than 10 school days in one academic year	

<b>D. Description of how pupil appraisal, special education, and related services are provided by the school</b>	
<i>Appraisal/Evaluation</i>	
Main point of contact if a parent would like to request an evaluation	
Response to Intervention: Overview	Examples of universal screeners:  Examples of reading interventions:



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	<p>Examples of math interventions:</p> <p>Examples of behavior interventions:</p>
School Building Level Committee (SBLC)	<p>Members of the SBLC:</p> <p>Example engagements with parents:</p> <p>Example decisions SBLC team can make:</p>
Appraisal Team	<p>Members of appraisal team:</p> <p>Example engagements with parents:</p> <p>Example decisions appraisal team can make:</p>
<i>Instructional and Related Services Provision and Staffing</i>	
Specialized Instruction	<p># Special Education Teachers:</p> <p># Paraprofessionals:</p> <p># Academic Interventionists:</p> <p>Examples of curricula:</p>
Speech/Language	<p># On staff or contracted from external provider:</p> <p>If not currently providing service, plan to deliver service in the future:</p>
Audiology	<p># On staff or contracted from external provider:</p> <p>If not currently providing service, plan to deliver service in the future:</p>
Counseling (mental health and other therapies)	<p># On staff contracted from external provider:</p> <p>If not currently providing service, plan to deliver service in the future:</p>
Occupation therapy	<p># On staff or contracted from external provider:</p> <p>If not currently providing service, plan to deliver service in the future:</p>
Physical therapy	<p># On staff or contracted from external provider:</p> <p>If not currently providing service, plan to deliver service in the future:</p>



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Health/Nursing services	# On staff or contracted from external provider: If not currently providing service, plan to deliver service in the future:
Orientation and mobility services and accessibility including interpreting services)	Describe accessibility accommodations that are available to students:  # On staff or contracted from external provider: If not currently providing service, plan to deliver service in the future:
Adaptive physical education	# On staff or contracted from external provider: If not currently providing service, plan to deliver service in the future:
Specialized Transportation	# On staff or contracted from external provider: If not currently providing service, plan to deliver service in the future:
Assistive Technology	# On staff or contracted from external provider: If not currently providing service, plan to deliver service in the future:

<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>			
<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			
6-8			
9/T9-12			
Description of extended school year services:		Identification:  Delivery:	



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Description of specialized program(s)	Criteria for participation:  Delivery:
<i>Community-based Supports (out-of-school)</i>	
Key Partnerships	Partner and services provided:
Other out-of-school instruction and supports (e.g., special school, therapeutic placement, hospital or homebound setting, juvenile detention facility, etc.)	Methods of instruction and service delivery:  If not currently providing service, plan to deliver service in future: