Description

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

The overall philosophy is that students with exceptionalities are entitled to the support necessary from all stakeholders in order to maximize their potential. The mission of InspireNOLA Schools is to transform and inspire an educational movement. Within the context of this mission, Exceptional Student Services Department ensures all educators maximize instruction and set high expectations for all students with an exceptionality. Thus, this reflects the whole child in order to promote meaningful college and career preparation for post-secondary pursuits. We are in compliance with federal and state laws regarding the education of students with disabilities as well as those who are identified as Gifted and/or Talented. In addition to, the academic, behavioral and enrichment services provided to students, related services are implemented to the fullest based on minutes reflected from scholars' Individualized Education Programs. All services reflect procedures that are substantiated with scientific based researched practices for classroom instruction. To assure that we properly identify students whom we suspect of having a disability and/or given documents to support the disability, our Pupil Appraisal Team follows the regulations outlined by the Louisiana Department of Education adherence to specific regulations in Bulletin 1508. Thereafter, all students identified are provided with a Free and Appropriate Public Education.

B. **Name and contact Information for special education coordinator:**

School Leader of Special Education Programming: Ms. Kimberly Williams - Kimberly.Hwilliams@inspirenolaschools.org

CMO Leader of Special Education Programming:

a. Dianne Lewis, Executive Director of Exceptional Student Services – Dianne.Lewis@inspirenolaschools.org

b. Wanda Doss, Instructional Support Supervisor – Wanda.Doss@inspirenolaschools.org

C. Data Snapshots

Data Snapshots	
2020 - 21 enrollment rate of students with disabilities served by the school	10%
2019 - 2020 in school and out of school suspension rate of students with disabilities served by the school	4%
2019 - 2020 number of students with disabilities who are removed for disciplinary reasons for more than 10 school days in one academic year	0.0%

A. Description of how pupil appraisal, special education and related services are provided

Appraisal/Evaluation	
Main Point of Contact if a parent would like to request an evaluation	**Chairperson of Student Assistant Team (SAT) at each campus:**
Response to Intervention: Overview In order to assure that Child Find procedures are implemented and followed the main point of contact at each school is the SAT Chairperson. Referrals are submitted to the Chairperson using a 300R	**Universal Screeners:** DIBELS, Brigance, MAP, BASC-2, Vineland, WRAT 4; iSteep, Direct Instruct (DI); FastBridge and Exact Path
	Reading Interventions: Jordan Assessment, Expeditionary Learning, KTEA and IXL
	Math Interventions: Go Math and Exact Path

which is for schools' documentation that a student's academic and/or behavioral concerns are properly addressed. The student's teacher and/or parent, the court system, and/or other appropriate personnel can refer a student to the SAT. The stakeholders will determine which path to follow (RTI, 504 and/or evaluation) to meet the needs of the students. Thereafter, progress monitoring is implemented with follow – up meetings to continue the services or change the path toward academic or behavioral success.	**Behavior Interventions:** CICO, BMP, BIP, Social Work Services, PBIS, OnCourse Systems and SELF
School Building Level Committee (SBLC)	**Members of the SBLC**: Head of School/Designated Administrator, SBLC/SAT Chairperson, General Education Classroom Teacher, Referring Teacher, Parent, Optional members based on reason for referral: Social worker, Nurse, Related Service Personnel, Pupil Appraisal Team Member, Behavioral Interventionist, any stakeholder relevant to the scholar.
	Example engagements with parents: Parents are notified in a timely manner to ensure the opportunity to participate in meeting(s). Parents receive written invitation to the meeting(s). At the meeting, the team will review and analyze data; following, develop interventions and plan for the scholar's success.
	Ex. Decisions SBLC team can make: Conduct no further action at this time; Continue current intervention and progress monitoring through the Multi – Tiered Support System; Conduct additional interventions through the MTSS modeled through the SAT; Refer the student for an evaluation to determine Section 504 eligibility; Refer the student to Pupil Appraisal personnel for support services; Refer the student to Pupil Appraisal personnel for an individual evaluation for special education services.

Appraisal Team	**Members of appraisal team**: School Psychologist, Educational Diagnostician, Speech Therapist, School Social Worker, Optional: Occupational Therapist, Physical Therapist, Adapted Physical Education Teacher **Example engagements with parents:** Garner permission for an evaluation to be conducted; interview parent for full psycho-social history; discuss evaluation results. **Example decisions appraisal team can make:** Classify to the scholars with an exceptionality, deem an exceptionality is not warranted at that time, and give guidance to parent for additional support.
Instructional and Related Services Provision and Staffing	
Specialized Instruction	7 - Special Education Teachers
	9 - Paraprofessionals
	Ex. of curricula: ELA: Expeditionary Learning; Louisiana Guidebooks; Writing Revolution, Go math; Harcourt (Science); Social Studies Weekly, TCE History Alive, Gallopade Curriculum
Speech/Language	1 full time therapist
Audiology	Services contracted with New Orleans Speech and Hearing
Counseling (mental health & other therapies)	1 full time service provider
Occupation therapy	1 Contracted external provider
Physical therapy	1 Contracted external provider
Health/Nursing services	1 full time service provider
Orientation & mobility services and accessibility including interpretation services	Student receive instruction from trained personnel and equipment is provided per the needs of the scholars as noted on the Individualized Education Plan. The building has three levels; therefore accessibility accommodations and supports include an elevator to ensure safe movement from one floor to the next. All stakeholders will ensure entry ways, classrooms, hallways, and other spaces are cleared of debris and other materials that may cause disruption in walking during transitions. For students who require an interpreter, those services are provided as needed for the scholars.
Adaptive Physical Education	1 full time service provider
Specialized Transportation	Contracted with external provider
Assistive Technology	Contracted with external provider

E. Description of how the school plans to provide the continuum of special education placements for students whose IEP placement is outside the regular education setting

School-based Supports (in-school)

	Supports within Inclusion	Supports within Resource	Supports in Self-Contained
PK-5 **6-8** **9-12**	Instructional support is provided by a special education teacher in the general education setting to the scholar and/or consult to the general education teacher relevant to the scholar's progress or lack of. Students are not 'pulled out' of a general education setting, but remain in the general education classroom with supports provided in that setting.	Within the context of the Resource Model, students are in a designated classroom in the school where students with disabilities are scheduled for a class period to work on specific skill deficits with a special education teacher and additional support from a paraprofessional if deemed necessary.	The teacher must ensure that the curriculum is appropriate to the student and will focus on skills the student needs to be successful in school. The teacher must begin with a thorough assessment of the student in order to know where to begin new teaching and then later to determine how much progress was made through progress monitoring. Instruction does reflect the general education curriculum.
Description of Extended School Year Services	Identification: According to the LDOE, there are several criteria used to determine a student's eligibility for Extended School Year Services. During the screening process, the instructional team will review data collected all year on IEP goals and objectives, if written, to determine if the student is eligible for ESYS. Parents must be notified, in writing, of the ESYS decision. Delivery: ESYS services are delivered within the context of a three-week program during the summer months. Instruction is delivered on those goals and objectives that were identified by the student's special education teacher on the IEP itself. Materials are made available to certified teachers and paraprofessionals to address said goals and objectives. Progress monitoring takes place during this time to ensure adequate progress is being made and to adjust implementation of instruction where it is deemed necessary. The student's performance is summarized and shared with teacher of record for the incoming school year.		
Description of Specialized Programs	**Criteria for participation:** Community Based Instruction (CBI) Programs support students in grades K- 12th (or until 21st birthday) who have demonstrated through an academic assessments and other indicators that meet the criteria to participate in LEAP Alternate Assessment. The programs seeks to prepare students to function at a high level in less restrictive settings and to provide opportunities while also offering on-level remedial instruction that would be difficult to adequately provide in a general education or resource setting. This setting offers vocational training through in class workshops setting simulation and school based jobs, such as running the school store.		
	Delivery: CBI is a set of substantially separate (self- contained) classrooms taught by special education teachers, supported by paraprofessionals and clinical providers as directed by the IEP.		
Community-based Supports (out-of-school)			

Key Partnerships	**Partners: Lighthouse for the Blind** – Provides educational support to scholars and give consultation and guidance to all stakeholders**.**
	Services provided: Behavior Modification; supported employment experience for disabled students; Tutoring students to prepare them for college.
Other Out-of-school instructions & supports (e.g., special school, therapeutic placement, hospital or homebound setting, juvenile detention facility, etc.)	After school tutoring is provided for scholars who are in need of additional academic support in order to be successful during the school day. Hospital/Homebound services are provided with referral and written approval from scholar's physician or licensed psychologist. Scholars are supported by Homebound Instructional Teacher and related service personnel if IEP deemed necessary.