

**Description**

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

Our philosophy is that students with exceptionalities are entitled to the support necessary from all stakeholders to maximize their potential within the context of Free and Appropriate Public Education (FAPE). 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. Using a whole-child approach, InspireNOLA promotes meaningful college and career preparation for post-secondary pursuits. InspireNOLA’s Exceptional Student Services follow 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, social-emotional, behavioral and enrichment services provided to students, related services are implemented based on 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, our Pupil Appraisal Team follows the regulations outlined by Louisiana Bulletin 1508 Pupil Appraisal Handbook. Thereafter, all students identified are provided FAPE.

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

School Leader of Special Education Programming: Michelle Scott, ESS Lead

[Michelle.Scott@inspirenolaschools.org](mailto:Michelle.Scott@inspirenolaschools.org)

CMO Leader of Special Education Programming:

- a. Dianne Lewis, Executive Director of Exceptional Student Services – [Dianne.Lewis@inspirenolaschools.org](mailto:Dianne.Lewis@inspirenolaschools.org)
- b. Keilon Johnson-Martin, Senior Manager of ESS School Support – [Keilon.Martin@inspirenolaschools.org](mailto:Keilon.Martin@inspirenolaschools.org)
- c. Wanda Doss, Instructional Support Supervisor – [Wanda.Doss@inspirenolaschools.org](mailto:Wanda.Doss@inspirenolaschools.org)

**C. Data Snapshots**

Data Snapshots	
2021 - 2022 enrollment rate of students with disabilities served by the school	10.24%
2020 – 2021 in school and out of school suspension rate of students with disabilities served by the school	0.00%
2020 - 2021 number of students with disabilities who are removed for disciplinary reasons for more than 10 school days in one academic year	0.00%

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

Appraisal/Evaluation	
<b>Main Point of Contact if a parent would like to request an evaluation</b>	<b>Chairperson of Student Assistant Team (SAT): Giselle Brunet</b>
<b>Response to Intervention: Overview</b> To ensure 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 which is for schools’ documentation that a student’s academic, attendance and/or behavioral concerns are properly addressed. The student’s teacher and/or	<b>Universal Screeners:</b> DIBELS, Brigance, SAEBRS; Exact Path Diagnostic Assessment, MAP, BASC-2, Vineland, WRAT 4; iSteep; Fastbridge and IXL
	<b>Reading Interventions:</b> Expeditionary Learning, KTEA and Exact Path, Florida Center for Reading Research
	<b>Math Interventions:</b> Go Math, Exact Path; Intervention Center
	<b>Behavior Interventions:</b> CICO, Behavioral Intervention Plan, Social Work Services, PBIS, OnCourse Systems and SELF

<p>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, attendance and/or behavioral success.</p>	
<p><b>School Building Level Committee (SBLC)</b></p>	<p><b>Members of the SBLC:</b> 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(s) relevant to the scholar.</p>
	<p><b>Example engagements with parents:</b> 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 and develop an individualize, strategic intervention plan for the scholar.</p>
	<p><b>Ex. Decisions SBLC/SAT team can make:</b> 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.</p>
<p><b>Appraisal Team</b></p>	<p><b>Members of appraisal team:</b> School Psychologist, Educational Diagnostician, Speech Therapist, School Social Worker, Optional: Occupational Therapist, Physical Therapist, Adapted Physical Education Teacher, and/or Nurse,</p> <p><b>Example engagements with parents:</b> Garner permission for an evaluation to be conducted; interview parent for full psycho-social history; interview for adaptive behavior assessment; structured autism interview; social-</p>

	<p>emotional/behavior rating scales; discuss evaluation results.</p> <p>Example decisions appraisal team can make:          Discuss eligibility for special education services based on state and federal criteria; provide guidance, resources, and individualized recommendations to parent and school staff.</p>
<b>Instructional and Related Services Provision and Staffing</b>	
<b>Specialized Instruction</b>	7 - Special Education Teachers
	12 - Paraprofessionals
	<b>Ex. of curricula:</b> ELA: Expeditionary Learning; Louisiana Guidebooks; Writing Revolution, Go math; Harcourt (Science); Social Studies Weekly, TCE History Alive, Gallopade Curriculum
<b>Speech/Language</b>	1 full time therapist
<b>Audiology</b>	Services contracted with New Orleans Speech and Hearing
<b>Counseling (mental health &amp; other therapies)</b>	1 full time service provider (social worker)
<b>Occupation therapy</b>	1 Contracted external provider
<b>Physical therapy</b>	1 Contracted external provider
<b>Health/Nursing services</b>	1 full time service provider
<b>Orientation &amp; mobility services and accessibility including interpreting services</b>	<p>Students 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. Also, the school has a styker chair to movement in lieu of the elevator. 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.</p> <p>For students who require an interpreter, those services are provided as needed for the scholars.</p>
<b>Adaptive Physical Education</b>	1 full time service provider
<b>Specialized Transportation</b>	Contracted with external provider
<b>Assistive Technology</b>	Contracted with external provider as well as staff is equipped to handle concerns.

**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**

<b>School-based Supports (in-school)</b>			
	<b>Supports within Inclusion</b>	<b>Supports within Resource</b>	<b>Supports in Self-Contained</b>
<b>PK-5</b>	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 progress. Students are not	Within the context of the Resource Model, students are in a designated classroom in the school whereby 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	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 to know where to begin new teaching and then later to determine
<b>6-8</b>			
<b>9-12</b>			

	'pulled out' of a general education setting but remain in the general education classroom with supports provided in that setting.	paraprofessional if deemed necessary.	how much progress was made through progress monitoring. Instruction does reflect the general education curriculum.
<b>Description of Extended School Year Services</b>	<p>Extended School Year Services states that the term refers to special education and related services that are provided to a child with a disability, beyond the normal school year of the public agency, in accordance with the child's IEP and at no cost to the parents of the child, and that meet the standards of SEA (state educational agency).</p> <p><b>Delivery of Services:</b>  ESY services are not provided all summer long. Usually, such services are made available four to five weeks of the summer, meeting four to five hours per day; often, they're provided Monday through Thursday. The teacher may or may not be a child's normal school year teacher, but he or she is required to be qualified to teach special education and should understand the child's IEP program goals. Instruction is delivered on those goals and objectives that were identified by the student's special education teacher on the IEP. 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.</p>		
<b>Description of Specialized Programs</b>	<p><b>Criteria for participation:</b></p> <p>Community Based Instruction (CBI) Programs support students in grades K- 12<sup>th</sup> (or until 21<sup>st</sup> birthday) who have demonstrated through an academic assessments and other indicators that meet the criteria to participate in LEAP Connect. The programs seek to prepare students to function at a high level in less restrictive settings. CBI provides opportunities 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, community outings and school-based jobs, such as running the school store and performing office work deliverables.</p>		
	<p><b>Delivery:</b></p> <p>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.</p>		
<b>Community-based Supports (out-of-school)</b>			
<b>Key Partnerships</b>	<p><b>Partners: Lighthouse for the Blind and NOLA Vision</b>– Provides educational support to scholars and give consultation and guidance to all stakeholders for scholars with visual challenges. <b>LASARD and Autism Spectrum</b> –Will support teachers with instruction for scholars classified low incidence. <b>SELF</b> – Supports teachers with professional development through a bank of sessions. <b>Take the Lead NOLA</b> - provider and employment support partner with Louisiana Rehabilitation Services. Provides vocational and community rehabilitation programs.</p>		
<b>Other Out-of-school instructions &amp; supports</b>	<p>After school tutoring is provided for scholars who need additional academic support to be successful during the school day.</p>		

	<p>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.</p>
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