



OPSB 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 3B Charters under OPSB must submit their Program Descriptions to ecs@opsb.us 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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A. Description of overall philosophy (200 word limit):

The mission of Orleans Parish School Board is to provide quality learning environments that promote academic excellence and engage the family and community in the support of student achievement for every child, regardless of an exceptionality, in every school every day.

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

School Leader of Special Education Programming; Contact Information	Dr. Shayla Guidry Hilaire 504.304.4988 shayla_guidry@opsb.us School Contacts - (See Addendum)
CMO Leader of Special Education Programming; Contact Information (if different)	

C. Data Snapshots


2015-16 enrollment rate of students with disabilities served by the school	1532
2014-15 in school and out of school suspension rate of students with disabilities served by the school	103 (includes expulsions)
2014-15 number of students with disabilities who are removed for disciplinary reasons for more than 10 school days in one academic year	8 (includes expulsions)

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	School Student Assistance Team (SAT) Chairpersons or Student Support & Evaluation - 504.304.4988



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<p>Response to Intervention: Overview</p>	<p>Examples of universal screeners: BASC-2, Strengths & Difficulties Questionnaire, Student Risk Screening Scales, Measures of Academic Progress, DIBELS, iSTEEP, and AIMSweb</p> <p>Examples of reading interventions: Error Word Drill, 'Word Attack' Hierarchy, Repeated Reading</p>
	<p>Examples of math interventions: Cover-Copy-Compare, Self-Monitoring, Question-Answer-Relationships</p> <p>Examples of behavior interventions: Behavior Contracts, Class Dojo, Kickboard, Self-management Strategies, Functional Behavior Interventions, and Support Plans</p>
<p>School Building Level Committee (SBLC)</p>	<p>Members of the SBLC: Principal or Designee, Classroom Teacher, Referring Teacher, and the Parent. Every effort will be made to ensure parents are present for all meetings.</p> <p>Example engagements with parents: Parental permission is obtained for any screenings and/or evaluations and that parent contact (e.g., written parent invitation, phone call, etc.) is made to encourage attendance and parental involvement.</p> <p>Example decisions SBLC team can make:</p> <ol style="list-style-type: none"> 1. Conduct no further action at this time. 2. Continue current intervention and progress monitoring through the RtI process. 3. Conduct additional interventions through the RtI process. 4. Refer the student to the appropriate committee to conduct a Section 504 evaluation. 5. Refer the student to pupil appraisal personnel for support services. 6. Refer the student to pupil appraisal personnel for an individual evaluation if an exceptionality is suspected.



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<p>Appraisal Team</p>	<p>Members of appraisal team:</p> <p>The appraisal team may include an Educational Diagnostician, School Psychologist, and/or related service provider; such as, Speech/Language Therapist, Occupational Therapist, Physical Therapist, or Adapted Physical Education Teacher.</p> <p>Example engagements with parents:</p> <p>Parental permission is obtained for any screenings and/or evaluations and that parent contact (e.g., written parent invitation, phone call, etc.) is made to encourage attendance and parental involvement.</p> <p>Example decisions appraisal team can make:</p> <ol style="list-style-type: none"> 1. The student may be classified with an exceptionality and the educational needs of the student are identified and documented on the IEP. 2. The student may not be classified with an exceptionality under IDEA. The student may then be referred back to the SAT for consideration of other potential services (e.g., 504 Accommodation Plan, tiered academic and/or behavioral supports).
<p><i>Instructional and Related Services Provision and Staffing</i></p>	
<p>Speech/Language</p>	<p># On staff or contracted from external provider: 20</p> <p>If not currently providing service, plan to deliver service in the future:</p>
<p>Audiology</p>	<p># On staff or contracted from external provider: 1</p> <p>If not currently providing service, plan to deliver service in the future:</p>
<p>Occupation therapy</p>	<p># On staff or contracted from external provider: 2</p> <p>If not currently providing service, plan to deliver service in the future:</p>
<p>Physical therapy</p>	<p># On staff or contracted from external provider: 1</p> <p>If not currently providing service, plan to deliver service in the future:</p>
<p>Health/Nursing services</p>	<p># On staff or contracted from external provider: 1.5</p> <p>If not currently providing service, plan to deliver service in the future:</p>



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Orientation and mobility services and accessibility including interpreting services)	Describe accessibility accommodations that are available to students: OPSB shall address facility and service accommodations student orientation and mobility (e.g., ramps, elevators, hand-rails, parking spaces, etc.). # On staff or contracted from external provider: 7 If not currently providing service, plan to deliver service in the future:		
Adaptive physical education	# On staff or contracted from external provider: 4 If not currently providing service, plan to deliver service in the future:		
Specialized Transportation	Methods of Transportation: Door to door, bus attendants, and adapted school buses If not currently providing service, plan to deliver service in the future:		
Assistive Technology	Examples of Supports: AT Facilitator, AT screenings, communication devices, adaptive equipment, etc. If not currently providing service, plan to deliver service in the future:		
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	Trained teachers and paraprofessionals, technology professional development, collaborative support, resources provided in accordance with each student's IEP.	Trained teachers and paraprofessionals, technology professional development, collaborative support, resources provided in accordance with each student's IEP.	Trained teachers and paraprofessionals, technology professional development, collaborative support, resources provided in accordance with each student's IEP.
6-8			
9/T9-12			



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Description of extended school year services:	<p>Identification:</p> <p>Personnel consider the requirements specified in Bulletin 1530 Section 705 (e.g., Regression-Recoupment, Critical Point of Instruction, and Special Circumstances) when determining identification for ESYS.</p> <p>Delivery:</p> <p>Services determined by each student's Individualized</p>
Description of specialized program(s)	<p>Some of OPSB's specialized programs include Integrated co-teaching, Creative Minds – a program focusing on the principles of Applied Behavior Analysis, and the Community-Based Program – focusing on academics, utilizing the extended standards, life skills, and learning activities in the student's natural environment.</p>
<p><i>Community-based Supports (out-of-school)</i></p>	
Key Partnerships	<p>Partner(s) and services provided:</p> <p>Lighthouse Louisiana, Goodwill Inc., Nicholls State University, University of New Orleans, and Café Reconcile.</p>
Other out-of-school instruction and supports (e.g., special school, therapeutic placement, hospital or homebound setting, juvenile detention facility, etc.)	<p>Methods of instruction and service delivery:</p> <p>Life skills instruction taught in the child's natural environment and access to internships and other transitional programs. OPSB refers students and partners with the New Orleans Therapeutic Day Program. Adjudicated youth receive special education services at the Youth Study Center and the Alternative Learning Institute. Those in need of hospital/homebound services receive services for documented homebound or hospital condition. All special education services are based on the student's identified need and documented on the student's IEP.</p> <p>If not currently providing service, plan to deliver service in the future:</p>



Exceptional Children’s Services School Contacts

SPED Leaders	School	Email Address
Janet Thomas	Ben Franklin	janet_thomas@opsb.us
Barbara Duncan	Bethune	barbara_duncan@opsb.us
Karen Francois	Mahalia Jackson	kfrancois@opsb.us
Angelle Brown	McDonogh 35	angelle_delarge-brown@opsb.us
Yvonne Williams	McMain	yvonne_williams@opsb.us
Geanell Wagner	Audubon (6-12)	geanell_wagner@auduboncharter.com
Kate Darrith	Audubon (Pre K – 5)	kate_darrith@auduboncharter.com
Lori DeFils	Ben Franklin High	ldefils@bfhsla.org
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