

A. Description

The philosophy of InspireNOLA Charter Management Association Exceptional Student Service Department is to inspire all children with unique needs to be successful by providing each child with an individualized program designed to meet the child’s’ needs as an exceptional or language learner in accordance with the Individuals with Disabilities Education Act, Section 504, Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunity Act of 1974, and the Americans with Disabilities Act. Our goal is to enable each child to develop his/her potential to become a well-adjusted contributing member of society. We believe that each child, regardless of exceptionality, is entitled to this opportunity in the least restrictive environment. Furthermore, we deem that all children have the innate ability to learn if given the opportunity to receive a quality education. We will provide students with acceleration and enrichment opportunities that will reinforce their success and assist them in achieving their full potential with strategic and intensive support. Our belief is with guidance and support of parents and staff all children will be able to use their special gift to make a difference in themselves and our world.

B. Name and contact information for special education coordinator

- a. Dedra Bright, Exceptional Student Services Director
- b. Marisa Marsh, Exceptional Student Services Program Manager
- c. SpEd Coordinators
 - 1. Harte – Ms. D. Reyes
 - 2. Karr – Ms. C. Morraco
 - 3. McMain – To be determined
 - 4. Wilson – Ms. A. Pittman
 - 5. Mc42: Ms. K. Francois

***The schools were not a part of the InspireNOLA network during the 2014-2015 school year.**

C. Data Snapshots

| Data Snapshots | |
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| 2016-17 enrollment rate of students with disabilities served by the school | 265 |
| 2015-16 in school and out of school suspension rate of students with disabilities served by the school | 44 |
| 2015-16 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

| Appraisal/Evaluation | |
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| Point of Contact | Dedra Bright, Director |
| Rtl: Overview: We will be using a multi-tier approach to early identify and support of students with learning and behavior needs. Students will be provided with measurable annual goals. Teachers will use complete weekly progress monitoring and use ongoing benchmarking data and | Universal Screeners: DIBELS, Brigance, MAP, BASC-2, Vineland, WRAT 4; LEAP 360 |
| | Reading Interventions: Reading Street, Achieve 3000, Learning A-Z, Ready Common Core, Kid Biz, Project Read |
| | Math Interventions: Go Math, Ready Common Core |

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| progress monitoring data to measure goals and student success. | Behavior Interventions: CICO, BMP, BIP, Social Work Services, Kickboard, PBIS, OnCourse Systems |
| | Members: Parent/Guardian, Counselors, Social Workers, Teachers (SpEd & General), Educational Diagnostian, School Psychologist, Reading Specialist, School Nurse, Speech Therapist |
| | Ex. Engagements with parents: Parents must be notified early enough to ensure the opportunity to participate in the meetings. Parents should receive a written invitation and a copy of any decisions the committee makes at the meeting. |
| | Ex. Decisions SBLC team can make: Conduct no further action at this time; Continue current intervention and progress monitoring through the RTI process; Conduct additional interventions through the RTI model through the SBLC; 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. |
| Instructional and Related Services Provision and Staffing | |
| Specialized Instruction | 29 - SpEd Teachers |
| | 45 - Paraprofessionals |
| | 5 - Academic Interventionists |
| | Ex. of curricula: Learning A-Z, Achieve 3000, LEAP 360, Ready Common Core, State Guide Book Curriculum |
| Speech/Language | 4 - Therapist - contracted |
| Audiology | Services will be contracted |
| Counseling (mental health & other therapies) | 5 on staff – School Social Workers |
| Occupation therapy | Services will be contracted |
| Physical therapy | Services will be contracted |
| Health/Nursing services | 5 on staff nurses at schools |
| Orientation & mobility | Service is not needed at this time. |
| Adaptive Physical Education | 1 on staff |
| Specialized Transportation | Contracted – First Student |
| Assistive Technology | Contracted |
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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) | | | |
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| | Supports within Inclusion | Supports within Resource | Supports in Self-Contained |
| Pk-5 | SpEd Teachers | SpEd Teachers | SpEd Teacher |
| 6-8 | Paraprofessionals will be assigned to work with students | Paraprofessionals | Paraprofessionals |
| 9/T9-12 | | | |
| ESY Services | | Identification: Students will be screened twice a year in the months of January and April. In addition, teachers will be progress monitoring students through-out the year. | |
| | | Delivery: ESY will be held for three weeks in | |

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| | the month of June. |
| Specialized Programs | Criteria for participation: Students who have scored low on initial screenings in the areas of ELA and Mathematics. |
| | Delivery: Small group, pull-outs, computer programs |
| Community-based Supports (out-of-school) | |
| Key Partnerships | Partners: Therapeutic Day Program; LRS - Pay Check Program; UNO Project Pass |
| | Services provided: Behavior Modification; supported employment experience for disabled students; Tutoring students to prepare them for college. |
| Other Out-of-school instructions & supports | After school tutoring |