



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 NOLA Public Schools and all Charter Schools will be required to host a link to their Program Description on their web site and make them available at the school 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.



NOLA Public Schools Special Education Program Description

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

Einstein Sherwood Forest seeks to empower all learners and provide a quality, well-rounded education. Regardless of a student's race, ethnicity, socio-economic status, primary language, or exceptionality, Einstein Sherwood Forest is committed to ensuring that all students have what they need to be successful. We employ and train knowledgeable educators and provide them with access to Tier 1 curriculum, as well as learner specific resources.

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

School Leader of Special Education Programming; Contact Information	Dione Dawson Special Education Coordinator dione_dawson@einsteincharterschools.org
CMO Leader of Special Education Programming; Contact Information (if different)	Tara Johnson Executive Director of SPED & 504 Compliance tara_johnson@einsteincharterschools.org

C. Data Snapshots

2020-21 enrollment rate of students with disabilities served by the school	8%
2019-20 in school and out of school suspension rate of students with disabilities served by the school	2%
2019-20 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 by the school

<i>Appraisal/Evaluation</i>	
Main point of contact if a parent would like to request an evaluation	Walter Bridges RTI Coordinator walter_bridges@einsteincharterschools.org
Response to Intervention: Overview	Examples of universal screeners: iSTEEP, i-Ready, TS-Gold Examples of reading interventions: i-Ready Reading, Raz-Kids, Lalilo, Readworks



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	<p>Examples of math interventions: i-Ready Math, Zearn, Eureka</p> <p>Examples of behavior interventions: PBIS</p>
School Building Level Committee (SBLC)	<p>Members of the SBLC: SAT Chair, social worker, teacher, parent, interventionists and principal</p> <p>Example engagements with parents: SBLC team analyzes student universal screening data, progress monitoring data and also helps parents to understand assessments and student standards.</p> <p>Example decisions SBLC team can make: Refer a student for a 504 evaluation, IDEA evaluation, refer for counseling services, refer for Tier 2 and Tier 3 interventions</p>
Appraisal Team	<p>Members of appraisal team: Certified School Psychologist, Licensed Social Worker, Educational Diagnostician, APE Teacher, Speech Pathologist, Occupational and Physical Therapists</p> <p>Example engagements with parents: Request for consent to begin an evaluation, conduct family interviews, explain the evaluation process, disseminate evaluation results</p> <p>Example decisions appraisal team can make: Determination of student exceptionality</p>
<i>Instructional and Related Services Provision and Staffing</i>	
Specialized Instruction	<p># Special Education Teachers: 3</p> <p># Paraprofessionals: 4</p> <p># Academic Interventionists:</p> <p>Examples of curricula: Creative Curriculum, Foundations, Wit & Wisdom, Guidebooks, Eureka Math, Amplify</p>
Speech/Language	<p># On staff or contracted from external provider: 3</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: as needed</p>
Counseling (mental health and other therapies)	<p># On staff contracted from external provider: 1</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: 1</p> <p>If not currently providing service, plan to deliver service in the future:</p>



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Physical therapy	# On staff or contracted from external provider: 1 If not currently providing service, plan to deliver service in the future:
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Health/Nursing services	# On staff or contracted from external provider: 1 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: APE, PT, OT, SP, ASL, VS # On staff or contracted from external provider: 1 If not currently providing service, plan to deliver service in the future:
Adaptive physical education	# On staff or contracted from external provider: 1 If not currently providing service, plan to deliver service in the future:
Specialized Transportation	# On staff or contracted from external provider: 1 If not currently providing service, plan to deliver service in the future:
Assistive Technology	# On staff or contracted from external provider: 1 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	Instructional support is provided by a special education teacher in the general education classroom or to the general education teacher. Students are not pulled out' of a general education setting, but remain in the general education classroom with supports provided there. For example, the special education	Instructional support is provided by a special education teacher in the general education classroom or to the general education teacher. Students are not pulled out' of a general education setting, but remain in the general education classroom with supports provided there. For example, the special education teacher may provide accommodations	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. The teacher must design and deliver instruction in such a way as to motivate the student and



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	<p>teacher may provide accommodations as listed on the IEP such as materials read aloud, rephrasing directions, and giving examples of how a task should be completed. The special education teacher partners with a general education teacher to meet the instructional goals of students with and without disabilities in a general education class for an entire class period at a time. Responsibility for planning, delivering instruction, assessing, managing student behaviors and discipline is shared by both teachers.</p>	<p>as listed on the IEP such as materials read aloud, rephrasing directions, and giving examples of how a task should be completed. The special education teacher partners with a general education teacher to meet the instructional goals of students with and without disabilities in a general education class for an entire class period at a time. Responsibility for planning, delivering instruction, assessing, managing student behaviors and discipline is shared by both teachers. 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. The Resource Teacher provides instruction on basic skills/general education class work to students as per goals on the IEP. Students are in the Resource classroom for a specified amount of time as designated on each student's Individualized Education Program (IEP).</p>	<p>teach to all learning modalities. Some students, for instance, may learn most effectively by utilizing visual materials, while others may learn more effectively utilizing audio recordings with text-to-speech software that reads the written material aloud for the student. Managing student behavior is critical and the development of behavior management plans essential to good classroom/school management is required</p>
6-8			
9/T9-12			



NOLA Public Schools Special Education Program Description

<p>Description of extended school year services:</p>	<p>Identification: Teachers are required to submit an ESY Eligibility</p> <p>Delivery: Students attend school on campus Monday-Friday and receive specialized instruction by the Special Education teacher and para-educator. SpEd teacher delivers instruction based on unmet IEP goals and unmastered grade level skills.</p>
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NOLA Public Schools Special Education Program Description

Description of specialized program(s)	<p>Criteria for participation: Students who participate in the gifted and talented program are identified through a process outlined in Bulletin 1508.</p> <p>Delivery: Students are serviced by the gifted and talented teachers.</p>
<i>Community-based Supports (out-of-school)</i>	
Key Partnerships	<p>Partner and services provided: NORD, Liberty Bank, SUNO, Blessed 26, Jani King, New Orleans Saints, Burns McDonnell, Alpha Kappa Alpha Incorporated Beta Omega Chapter, Community Works, STEM NOLA, Entergy</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>If not currently providing service, plan to deliver service in future:</p> <p>As needed</p>



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 - **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.
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Einstein Charter School Village De L'Est seeks to empower all learners and provide a quality, well-rounded education. Regardless of a student's race, ethnicity, socio-economic status, primary language, or exceptionality, Einstein Charter School Village De L'Est is committed to ensuring that all students have what they need to be successful. We employ and train knowledgeable educators and provide them with access to Tier 1 curriculum, as well as learner specific resources.

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

School Leader of Special Education Programming; Contact Information	Dione Dawson Special Education Coordinator Dione_dawson@einsteincharterschools.org
CMO Leader of Special Education Programming; Contact Information (if different)	Tara Johnson Executive Director of SPED & 504 Compliance tara_johnson@einsteincharterschools.org

C. Data Snapshots

2020-21 enrollment rate of students with disabilities served by the school	8%
2019-20 in school and out of school suspension rate of students with disabilities served by the school	2%
2019-20 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 by the school

<i>Appraisal/Evaluation</i>	
Main point of contact if a parent would like to request an evaluation	Amber_brock RTI Coordinator amber_brock@einsteincharterschools.org
Response to Intervention: Overview	Examples of universal screeners: iSTEEP, i-Ready, TS-Gold Examples of reading interventions: i-Ready Reading, Raz-Kids, Lalilo, Readworks



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	<p>Examples of math interventions: i-Ready Math, Zearn, Eureka</p> <p>Examples of behavior interventions: PBIS</p>
School Building Level Committee (SBLC)	<p>Members of the SBLC: SAT Chair, social worker, teacher, parent, interventionists and principal</p> <p>Example engagements with parents: SBLC team analyzes student universal screening data, progress monitoring data and also helps parents to understand assessments and student standards.</p> <p>Example decisions SBLC team can make: Refer a student for a 504 evaluation, IDEA evaluation, refer for counseling services, refer for Tier 2 and Tier 3 interventions</p>
Appraisal Team	<p>Members of appraisal team: Certified School Psychologist, Licensed Social Worker, Educational</p> <p>Example engagements with parents: Request for consent to begin an evaluation, conduct family interviews, explain the evaluation process, disseminate evaluation results</p> <p>Example decisions appraisal team can make: Determination of student exceptionality</p>
<i>Instructional and Related Services Provision and Staffing</i>	
Specialized Instruction	<p># Special Education Teachers: 3</p> <p># Paraprofessionals: 4</p> <p># Academic Interventionists:</p> <p>Examples of curricula: Creative Curriculum, Foundations, Wit & Wisdom, Guidebooks, Eureka Math, Amplify</p>
Speech/Language	<p># On staff or contracted from external provider: 3</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: as needed</p>
Counseling (mental health and other therapies)	<p># On staff contracted from external provider: 1</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: 1</p> <p>If not currently providing service, plan to deliver service in the future:</p>



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<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	Students who are supported in inclusion receive assistance via a SpEd teachers and paras who helps scaffold instruction to meet the learners needs. Students receive small group, direct instruction by using a co-teaching model. They also receive appropriate accommodations	Students who are supported in the resource room receive individual and small group instruction primarily focused on reaching goals outlined in the student's IEP. Students also receive additional reinforcement of grade level student standards.	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. The teacher must design and deliver instruction in such a way as to motivate the student and



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	such as read aloud and extended time. These supports are necessary to ensure students have what they need to show mastery.		teach to all learning modalities. Some students, for instance, may learn most effectively by utilizing visual materials, while others may learn more effectively utilizing audio recordings with text-to-speech software that reads the written material aloud for the student. Managing student behavior is critical and the development of behavior management plans essential to good classroom/school management is required.
6-8			
9/T9-12			
Description of extended school year services:		<p>Identification: Teachers are required to submit an ESY Eligibility</p> <p>Delivery: Students attend school on campus Monday-Friday and receive specialized instruction by the Special Education teacher and para-educator. SpEd teacher delivers instruction based on unmet IEP goals and unmastered grade level skills.</p>	



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Description of specialized program(s)	<p>Criteria for participation: Students who participate in the gifted and talented program are identified through a process outlined in Bulletin 1508.</p> <p>Delivery: Students are serviced by the gifted and talented teachers.</p>
<i>Community-based Supports (out-of-school)</i>	
Key Partnerships	<p>Partner and services provided: NORD, Liberty Bank, SUNO, Blessed 26, Jani King, New Orleans Saints, Burns McDonnell, Alpha Kappa Alpha Incorporated Beta Omega Chapter, Community Works, STEM NOLA, Entergy</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>If not currently providing service, plan to deliver service in future:</p> <p>As needed</p>



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 - **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.
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NOLA Public Schools Special Education Program Description

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

Einstein Charter Middle School seeks to empower all learners and provide a quality, well-rounded education. Regardless of a student's race, ethnicity, socio-economic status, primary language, or exceptionality, Einstein Middle School is committed to ensuring that all students have what they need to be successful. We employ and train knowledgeable educators and provide them with access to Tier 1 curriculum, as well as learner specific resources.

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

School Leader of Special Education Programming; Contact Information	Meaghan Gibson Special Education Coordinator meaghan_gibson@einsteincharterschools.org
CMO Leader of Special Education Programming; Contact Information (if different)	Tara Johnson Executive Director of SPED & 504 Compliance tara_johnson@einsteincharterschools.org

C. Data Snapshots

2020-21 enrollment rate of students with disabilities served by the school	8%
2019-20 in school and out of school suspension rate of students with disabilities served by the school	2%
2019-20 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 by the school

<i>Appraisal/Evaluation</i>	
Main point of contact if a parent would like to request an evaluation	Rodney Graham RTI Coordinator rodney_graham@einsteincharterschools.org
Response to Intervention: Overview	Examples of universal screeners: iSTEEP, i-Ready, TS-Gold Examples of reading interventions: i-Ready Reading, Raz-Kids, Lalilo, Readworks



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	<p>Examples of math interventions: i-Ready Math, Zearn, Eureka</p> <p>Examples of behavior interventions: PBIS</p>
School Building Level Committee (SBLC)	<p>Members of the SBLC: SAT Chair, social worker, teacher, parent, interventionists and principal</p> <p>Example engagements with parents: SBLC team analyzes student universal screening data, progress monitoring data and also helps parents to understand assessments and student standards.</p> <p>Example decisions SBLC team can make: Refer a student for a 504 evaluation, IDEA evaluation, refer for counseling services, refer for Tier 2 and Tier 3 interventions</p>
Appraisal Team	<p>Members of appraisal team: Certified School Psychologist, Licensed Social Worker, Educational</p> <p>Example engagements with parents: Request for consent to begin an evaluation, conduct family interviews, explain the evaluation process, disseminate evaluation results</p> <p>Example decisions appraisal team can make: Determination of student exceptionality</p>
<i>Instructional and Related Services Provision and Staffing</i>	
Specialized Instruction	<p># Special Education Teachers: 3</p> <p># Paraprofessionals: 4</p> <p># Academic Interventionists:</p> <p>Examples of curricula: Creative Curriculum, Foundations, Wit & Wisdom, Guidebooks, Eureka Math, Amplify</p>
Speech/Language	<p># On staff or contracted from external provider: 3</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: as needed</p>
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Physical therapy	# On staff or contracted from external provider: 1 If not currently providing service, plan to deliver service in the future:
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<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	Students who are supported in inclusion receive assistance via a SpEd teachers and paras who helps scaffold instruction to meet the learners needs. Students receive small group, direct instruction by using a co-teaching model. They also receive appropriate accommodations such	Students who are supported in the resource room receive individual and small group instruction primarily focused on reaching goals outlined in the student's IEP. Students also receive additional reinforcement of grade level student standards.	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. The teacher must design and deliver



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	<p>as read aloud and extended time. These supports are necessary to ensure students have what they need to show mastery.</p>		<p>instruction in such a way as to motivate the student and teach to all learning modalities. Some students, for instance, may learn most effectively by utilizing visual materials, while others may learn more effectively utilizing audio recordings with text-to-speech software that reads the written material aloud for the student. Managing student behavior is critical and the development of behavior management plans essential to good classroom/school management is required.</p>
<p>9/T9-12</p>			
<p>Description of extended school year services:</p>		<p>Identification: Teachers are required to submit an ESY Eligibility Delivery: Students attend school on campus Monday-Friday and receive specialized instruction by the Special Education teacher and para-educator. SpEd teacher delivers instruction based on unmet IEP goals and unmastered grade level skills.</p>	



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Key Partnerships	<p>Partner and services provided: NORD, Liberty Bank, SUNO, Blessed 26, Jani King, New Orleans Saints, Burns McDonnell, Alpha Kappa Alpha Incorporated Beta Omega Chapter, Community Works, STEM NOLA, Entergy</p>
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A. Description of overall philosophy (200 word limit):

Einstein High School Sarah T. Reed seeks to empower all learners and provide a quality, well-rounded education. Regardless of a student's race, ethnicity, socio-economic status, primary language, or exceptionality, Einstein High School Sarah T. Reed is committed to ensuring that all students have what they need to be successful. We employ and train knowledgeable educators and provide them with access to Tier 1 curriculum, as well as learner specific resources.

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

School Leader of Special Education Programming; Contact Information	Meaghan Gibson Special Education Coordinator meaghan_gibson@einsteincharterschools.org
CMO Leader of Special Education Programming; Contact Information (if different)	Tara Johnson Executive Director of SPED & 504 Compliance tara_johnson@einsteincharterschools.org

C. Data Snapshots

2020-21 enrollment rate of students with disabilities served by the school	8%
2019-20 in school and out of school suspension rate of students with disabilities served by the school	2%
2019-20 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 by the school

<i>Appraisal/Evaluation</i>	
Main point of contact if a parent would like to request an evaluation	Rodney Graham RTI Coordinator rodney_graham@einsteincharterschools.org
Response to Intervention: Overview	Examples of universal screeners: iSTEEP, i-Ready, TS-Gold Examples of reading interventions: i-Ready Reading, Raz-Kids, Lalilo, Readworks



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	<p>Examples of math interventions: i-Ready Math, Zearn, Eureka</p> <p>Examples of behavior interventions: PBIS</p>
School Building Level Committee (SBLC)	<p>Members of the SBLC: SAT Chair, social worker, teacher, parent, interventionists and principal</p> <p>Example engagements with parents: SBLC team analyzes student universal screening data, progress monitoring data and also helps parents to understand assessments and student standards.</p> <p>Example decisions SBLC team can make: Refer a student for a 504 evaluation, IDEA evaluation, refer for counseling services, refer for Tier 2 and Tier 3 interventions</p>
Appraisal Team	<p>Members of appraisal team: Certified School Psychologist, Licensed Social Worker, Educational</p> <p>Example engagements with parents: Request for consent to begin an evaluation, conduct family interviews, explain the evaluation process, disseminate evaluation results</p> <p>Example decisions appraisal team can make: Determination of student exceptionality</p>
<i>Instructional and Related Services Provision and Staffing</i>	
Specialized Instruction	<p># Special Education Teachers: 3</p> <p># Paraprofessionals: 4</p> <p># Academic Interventionists:</p> <p>Examples of curricula: Creative Curriculum, Foundations, Wit & Wisdom, Guidebooks, Eureka Math, Amplify</p>
Speech/Language	<p># On staff or contracted from external provider: 3</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: as needed</p>
Counseling (mental health and other therapies)	<p># On staff contracted from external provider: 1</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: 1</p> <p>If not currently providing service, plan to deliver service in the future:</p>



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Physical therapy	# On staff or contracted from external provider: 1 If not currently providing service, plan to deliver service in the future:
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Health/Nursing services	# On staff or contracted from external provider: 1 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: APE, PT, OT, SP, ASL, VS # On staff or contracted from external provider: 1 If not currently providing service, plan to deliver service in the future:
Adaptive physical education	# On staff or contracted from external provider: 1 If not currently providing service, plan to deliver service in the future:
Specialized Transportation	# On staff or contracted from external provider: 1 If not currently providing service, plan to deliver service in the future:
Assistive Technology	# On staff or contracted from external provider: 1 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			
6-8			
9/T9-12	Instructional support is provided by a special education teacher in the general education classroom or to the general education teacher. Students are not pulled out' of a general education setting, but remain in the general education	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. The Resource Teacher provides	



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	<p>classroom with supports provided there. For example, the special education teacher may provide accommodations as listed on the IEP such as materials read aloud, rephrasing directions, and giving examples of how a task should be completed. The special education teacher partners with a general education teacher to meet the instructional goals of students with and without disabilities in a general education class for an entire class period at a time. Responsibility for planning, delivering instruction, assessing, managing student behaviors and discipline is shared by both teachers.</p>	<p>instruction on basic skills/general education class work to students as per goals on the IEP. Students are in the Resource classroom for a specified amount of time as designated on each student's Individualized Education Program (IEP).</p>	
<p>Description of extended school year services:</p>	<p>Identification: Teachers are required to submit an ESY Eligibility Delivery: Students attend school on campus Monday-Friday and receive specialized instruction by the Special Education teacher and para-educator. SpEd teacher delivers instruction based on unmet IEP goals and unmastered grade level skills.</p>		



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Description of specialized program(s)	<p>Criteria for participation: Students who participate in the gifted and talented program are identified through a process outlined in Bulletin 1508.</p> <p>Delivery: Students are serviced by the gifted and talented teachers.</p>
<i>Community-based Supports (out-of-school)</i>	
Key Partnerships	<p>Partner and services provided: NORD, Liberty Bank, SUNO, Blessed 26, Jani King, New Orleans Saints, Burns McDonnell, Alpha Kappa Alpha Incorporated Beta Omega Chapter, Community Works, STEM NOLA, Entergy</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>If not currently providing service, plan to deliver service in future:</p> <p>As needed</p>