



## NOLA Public Schools Special Education Program Description

**A. Description of overall philosophy (200 word limit):** Community Academies of New Orleans provides vision, leadership, and expertise to schools regarding the implementation of curricular, instructional, social, and behavioral initiatives that support the achievement of students with disabilities in compliance with state and federal mandates. We work closely with students and families to meet every child's individual needs by providing academic, behavioral, and/or social emotional supports for each individual student. CANO provides community-based instruction for students with moderate to severe, or profound disabilities in realistic, school, and non school environments. We also provide on-going professional development for our Student Support Staff.

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

School Leader of Special Education Programming; Contact Information	Mrs. Charlene Comstock Galagan cgalagan@communityacademies.org 504.593.8376
CMO Leader of Special Education Programming; Contact Information (if different)	Dr. Ryan DeRousselle rderousselle@communityacademies.org

### C. Data Snapshots

2019-20 enrollment rate of students with disabilities served by the school	7%
2018-19 in school and out of school suspension rate of students with disabilities served by the school	1%
2018-19 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	Campus Special Education Coordinator, Student Assistant Team Coordinator, RTI Coordinator, or any School Administrator
Response to Intervention: Overview	Examples of universal screeners: MAP, I-Ready diagnostic, LEAP 360 diagnostic assessment, Dibels, and Examples of reading interventions: I-Ready, Step, Achieve 3000,



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	<p>Examples of math interventions: i-Ready, IXL Learning</p> <p>Examples of behavior interventions: Check In/Out system, Functional Behavior Assessments, Behavior Intervention</p>
School Building Level Committee (SBLC)	<p>Members of the SBLC: RTI Coordinator, Division Heads, Nurse Social Worker, Example engagements with parents: Phone calls, Parent Conferences, Letters, etc. Parent permission is</p> <p>Example decisions SBLC team can make: Conduct no further action, continue intervention and monitor progress, refer student to the appropriate committee to conduct a Section 504 evaluation, refer the student to pupil appraisal personnel for services, refer the student to pupil appraisal personnel for an evaluation if disability is suspected.</p>
Appraisal Team	<p>School Psychologist, Educational Diagnostician, Educational Consultant, Speech Language Pathologist, General Education Teachers, Audiologist, OT, PT, APE teacher, School Social Worker</p> <p>Example engagements with parents: Phone calls, letters, parent conferences, etc.</p> <p>Example decisions appraisal team can make: Continue Interventions, modify interventions, multi-disciplinary evaluation, special education classification based on Bulletin 1508</p>
<b><i>Instructional and Related Services Provision and Staffing</i></b>	
Specialized Instruction	<p># Special Education Teachers: 3-5 # Paraprofessionals: 6-8 # Academic Interventionists: 2-4</p> <p>Examples of curricula: I-Ready, Unique Learning System, and Achieve 3000, Tier 1</p>
Speech/Language	<p># On staff or contracted from external provider: 1 If not currently providing service, plan to deliver service in the future:</p>
Audiology	<p># On staff or contracted from external provider: 0 If not currently providing service, plan to deliver service in the future: Will contract with New Orleans Speech and Hearing as needed</p>
Counseling (mental health and other therapies)	<p># On staff contracted from external provider: 1 If not currently providing service, plan to deliver service in the future:</p>
Occupation therapy	<p># On staff or contracted from external provider: 2 If not currently providing service, plan to deliver service in the future: CRANE Rehabilitation Services</p>
Physical therapy	<p># On staff or contracted from external provider: 0 If not currently providing service, plan to deliver service in the future: Contract with CRANE Rehabilitation Services</p>



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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: Will be assigned on a student needs basis  # 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: 0 If not currently providing service, plan to deliver service in the future:  Contracted with All About Kids for door to door services
Assistive Technology	# On staff or contracted from external provider: 0 If not currently providing service, plan to deliver service in the future: Will be contracted on a student needs basis

## 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

### *School-based Supports (in-school)*

	Description of Supports within Inclusion	Description of Supports within Resource	Description of Supports within Self-Contained
PK-5	Inclusion teachers plan with general education teachers and push into general education classrooms to service students	Resource teachers provide specialized support services to special education students either in small groups or individually	Self-contained teachers and paraprofessionals provide specialized support to students in a structured environment with a lower ratio
6-8	Inclusion teaches plan with general education teachers and push into the general education classroom to serve special education students.	Resource teachers provide specialized support services to special education students in small groups or individually	Self-contained teaches and paraprofessionals provide specialized support to students with a lower ratio
9/T9-12	N/a	N/a	N/a
Description of extended school year services:		Identification: Every special education student is considered based on the requirements specified in Bulletin 1530 Section 705(e.g., regression-recoupment, critical point of instruction and special circumstances for ESY services ... parents will receive a letter of eligibility. Delivery: ESY services are offered during the summer at one centralized location by special education teachers, paraprofessionals, related services providers based on student needs.	



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<p>Description of specialized program(s)</p>	<p>Criteria for participation: Sever/Profound special needs classrooms at Foundation Prep          Bi-lingual special education staff members at Foundation Preparatory Charter School          Hearing Impaired teacher/sign language available at Foundation Prep          Delivery: Students receive all services based their recommendation per their evaluation</p>
<p><i>Community-based Supports (out-of-school)</i></p>	
<p>Key Partnerships</p>	<p>Partner and services provided:          Each One Save One (mentoring)          Children's Bureau (Social and Family)          Loyola University (Reading Buddies, lower grades) Tulane University (Reading and Work Study) Xavier University (Tutoring)          Catholic Charities          Silverback Society (Charter building)          Volunteers of America (Afterschool program)</p>
<p>Other out-of-school instruction and supports (e.g., special school, therapeutic placement, hospital or homebound setting, juvenile detention facility, etc.)</p>	<p>Methods of instruction and service delivery:          Individualized placement decision are considered for all students and each completed IEP shall document the placement requirements described in Bulletin 1530 Louisiana's IEP handbook. CANO follows guidelines specified in Louisiana Bulletin 1706 subchapter C. Least Restrictive Environment (LRE) which states that placement decision will be made by a group of persons including the parents and other person knowledgeable about the student, the meaning of the evaluation data, and the placement data. Individual referrals can be made to other out of school instructions and supports (e.g. special school, therapeutic placement, hospital or homebound setting, etc.) include but are not limited to Louisiana School for the Deaf, Louisiana School for the Blind, New Orleans Therapeutic Day Program, St. Michaels' Special School, Chartwell center, hospital or homebound setting, juvenile detentions facility, etc. based on student's needs.          If not currently providing service, plan to deliver service in future: N/A</p>