

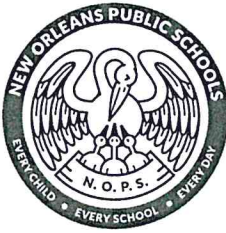
NOPS Special Education Program Description

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 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 board, administration and staff of Mary D Coghill Charter, hold the belief that all children can learn and deserve the right to the best education that we can provide for them. We follow bulletin 1508 and IDEA guidelines to ensure our program is compliant with all federal and state mandates. We have a special education team that serves the identified students in grades K-8 as well as contracted services to provide for the speech and language, occupational therapy, physical therapy and adapted physical education needs of the students with identified needs in these areas. All regular students that are identified with academic or behavior needs are submitted to the RtI

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

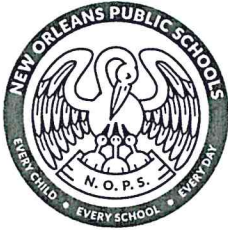
School Leader of Special Education Programming; Contact Information	Hannah Chauvin 504-373-6237
CMO Leader of Special Education Programming; Contact Information (if different)	

C. Data Snapshots

2017-18 enrollment rate of students with disabilities served by the school	13% 10.4%
2016-17 in school and out of school suspension rate of students with disabilities served by the school	0
2016-17 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	Hannah Chauvin
Response to Intervention: Overview	Examples of universal screeners: Slosson, Brigance, Unit Tests, Isteep Examples of reading interventions: Study Island, Moby Max, Tumblebooks, Starfall, iReady, Lexia



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	<p>Examples of math interventions: Study Island, Moby Max, iReady, Starfall</p> <p>Examples of behavior interventions: PBIS, Live School, Class behavior management programs</p>
School Building Level Committee (SBLC)	<p>Members of the SBLC: Principal, RtI Coordinator, Parent, Counselor, SPED and</p> <p>Example engagements with parents: RtI Meetings, report card conferences, IEP meetings, letters</p> <p>Example decisions SBLC team can make: Conduct further action. continue current intervention. refer for</p>
Appraisal Team	<p>Members of appraisal team: Ed Diagnostician, School Psychologist, and other disciplines as needed</p> <p>Example engagements with parents: Parent interview, social history, dissemination meetings</p> <p>Example decisions appraisal team can make:</p>
<i>Instructional and Related Services Provision and Staffing</i>	
Specialized Instruction	<p># Special Education Teachers: 4</p> <p># Paraprofessionals: 5</p> <p># Academic Interventionists: 2</p> <p>Examples of curricula: Louisiana State Standards, Go Math, iReady, Lexia</p>
Speech/Language	<p># On staff or contracted from external provider: Contracted</p> <p>If not currently providing service, plan to deliver service in the future:</p>
Audiology	<p># On staff or contracted from external provider: 0</p> <p>If not currently providing service, plan to deliver service in the future: A licensed professional will be contacted if 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: Contracted</p> <p>If not currently providing service, plan to deliver service in the future:</p>
Physical therapy	<p># On staff or contracted from external provider: Contracted</p> <p>If not currently providing service, plan to deliver service in the future:</p>



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Health/Nursing services	# On staff or contracted from external provider: 1 full time staff 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: Our school is compliant with the ADA regulations and assessable to everyone. The school has an elevator and ramps for accessibility and # On staff or contracted from external provider: If not currently providing service, plan to deliver service in the future: A qualified personnel will be contracted on an as needed basis. This service will work closely with the special education staff to train and implement procedures and strategies for individual student needs. We will work with the Lighthouse and other providers for the Blind to acquire the necessary supports and equipment as determined by the qualified contracted service provider.
Adaptive physical education	# On staff or contracted from external provider: 1 contracted If not currently providing service, plan to deliver service in the future:
Specialized Transportation	# On staff or contracted from external provider: Contracted Service If not currently providing service, plan to deliver service in the future:
Assistive Technology	# On staff or contracted from external provider: If not currently providing service, plan to deliver service in the future: The team decides what assistive technology is needed for each child. If there is additional training or service needed we will contract out for this.

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	Small group instruction, push Para educators provided in each classroom in Sped services	Pull out Sped services to address IEP goals and objectives	If self- contained is needed in the future, we will designate a space and staff to ensure that a student who is not able to be included in the regular class is provided with the appropriate services and materials to meet their individual needs according to their IEP



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6-8	Small group instruction, push in Sped services Para educators provided in each classroom	Pull out Sped services to address IEP goals and objectives	If self- contained is needed in the future, we will designate a space and staff to ensure that a student who is not able to be included in the regular class is provided with the appropriate services and materials to meet their individual needs according to their IEP
9/T9-12	N/A	N/A	N/A
Description of extended school year services:		Identification: OPSB guidelines for Identification in Spring Delivery: ESY in the summer for those who qualify. We evaluate student's needs and create a summer schedule based on the individual IEP goals and objectives. Depending	
Description of specialized program(s)		Criteria for participation: Delivery:	
Community-based Supports (out-of-school)			
Key Partnerships		Contracted services are provided by: Hubbard & Tennyson who provide speech and language services, Brent Thompson who provides occupational therapy, Louise Zimmerman who provides Physical Therapy, Sandra Joseph who provides Adapted PE, Cecilia Givens provides instruction in Talented Visual Art, Insight provides educational and psychological evaluation services.	
Other out-of-school instruction and supports (e.g., special school, therapeutic placement, hospital or homebound setting, juvenile detention facility, etc.)		Methods of instruction and service delivery: Homebound academic services are currently being provided for two medically involved students by the special education teacher on a weekly basis. If not currently providing service, plan to deliver service in future:	