



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.



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

Homer Plessy Community School shall comply with all laws governing the education of students with exceptionalities in accordance with federal, state and local law (Individuals with Disabilities Education Act (IDEA), Title II of the Americans with Disabilities Act of 1990 (ADA), Louisiana’s Education of Children with Exceptionalities Act (R.S. 17:1941 et seq.)). According to the Individuals with Disabilities Act (IDEA), the term “special education” means specifically designed instruction, at no cost to parents, to meet the unique needs of a child with a disability. If a child is experiencing learning difficulties, the parent should contact their child’s special education case manager, teacher or the head of school to discuss options for accommodations that may help facilitate the child’s educational progress. At any time a parent is able to request an evaluation for special education services. Homer Plessy Community School offers a continuum of support to meet the academic and behavioral needs of each student.

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

School Leader of Special Education Programming; Contact Information	Adam Campagna, Director of Student Support Services
CMO Leader of Special Education Programming; Contact Information (if different)	

C. Data Snapshots

2021-22 enrollment rate of students with disabilities served by the school	13.4%
2020-21 in school and out of school suspension rate of students with disabilities served by the school	5.0%
2020-21 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

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Main point of contact if a parent would like to request an evaluation	Adam Campagna; Director of Student Support Services
Response to Intervention: Overview	<p>Examples of universal screeners: DIBELS; NWEA MAP; BASC-2; Trauma Informed Checklist</p> <p>Examples of reading interventions:</p> <p>Wit and Wisdom scaffolding; Wilson Reading System; Foundations; Direct Guided reading instruction; Small group writing and reading intervention groups; MClass</p>

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	<p>Examples of math interventions:</p> <p>Illustrative Math scaffolding; ST math; Direct Small Group Intervention; MAP Accelerator</p> <p>Examples of behavior interventions:</p> <p>Functional Behavior Assessment; Behavior Support Plans; Check-in, Check-outs; Individualized Schedules; Wellness Room time; Tier 1 Positive Behavior Supports; Social Skills groups; Lunch Bunches; Trauma Informed Practices; Behavior Intervention Plans</p>
School Building Level Committee (SBLC)	<p>Members of the SBLC: Administrator(s); Teacher(s); Special Education teacher; Interventionist; Social Worker; Psychologist; Speech Therapist; Behavior Interventionist; Paraprofessional or Aide; Mental Health Professional; Nurse</p> <p>Example engagements with parents:</p> <p>Parent permission obtained for screenings and evaluation; Parent meeting with team concerning student progress or lack thereof determined by review of student data that is conducted monthly; Parent meeting with student and staff to discuss interventions;</p> <p>Example decisions SBLC team can make:</p> <p>No further action; Continue current intervention and monitor through RtI process; Conduct additional interventions through the RtI process; Refer the student to appropriate committee to conduct a 504 evaluation; Refer student to pupil appraisal personnel for support services; Refer student to pupil appraisal services for an individual evaluation if intervention data shows a</p>

	suspected exceptionality.
Appraisal Team	<p>Members of appraisal team:</p> <p>Administrator(s); Teacher(s); Special Education teacher; Interventionist; Social Worker; Psychologist; Speech Therapist; Behavior Interventionist; Mental Health Professional; Nurse</p> <p>Example engagements with parents:</p> <p>Parent permission obtained for screenings and evaluation; Parent meeting with team concerning student progress or lack thereof determined by review of student data that is conducted monthly; Parent meeting with student and staff to discuss interventions;</p> <p>Example decisions appraisal team can make:</p> <p>Disability eligibility; recommendations for services and support; intervention placement and support</p>
<i>Instructional and Related Services Provision and Staffing</i>	
Specialized Instruction	<p># Special Education Teachers: 12</p> <p># Paraprofessionals: 3</p> <p># Academic Interventionists: 13</p> <p>Examples of curricula:</p> <p>Wilson Reading System; Foundations; Illustrative Math - scaffolded; Writing Workshop; Unique Learning System</p>
Speech/Language	<p># On staff or contracted from external provider: 2</p> <p>If not currently providing service, plan to deliver service in the future:</p>
Audiology	<p># On staff or contracted from external provider: 1</p> <p>There is also one full time interpreter on campus.</p> <p>If not currently providing service, plan to deliver service in the future:</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>
Physical 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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Health/Nursing services	# On staff or contracted from external provider: 2 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: Elevators on campus; ramps # On staff or contracted from external provider: 0 If not currently providing service, plan to deliver service in the future: Will hire staff needed and provide all services needed for students.
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	Students receive support in the classroom through: special education teacher push in service minutes in the classroom; special education teacher collaborating with general education	Students receive resource support as needed. Students are pulled to build specific skills with a special education teacher, either in a one-on-one or small group setting. Work is modified to meet IEP goals, and is individually tailored to	Vary by class setting; students with high levels of academic, behavioral, emotional, social, or physical needs spend their day in a setting appropriate to their needs. Instruction is tailored to their needs, which may include functional/life skills supports and/or highly structured behavioral

	<p>teacher; lessons and materials are differentiated and modified when needed for students to access grade level material; students receive pull out direct instruction in one-on-one or small group settings when deemed necessary for grade level accessibility and for IEP goal growth; behavior support utilized as necessary.</p>	<p>student's level. Paraprofessional is used as needed. Behavior support is used as needed.</p>	<p>supports. Paraprofessionals are used as needed.</p>
6-8	<p>Students receive support in the classroom through: special education teacher push in service minutes in the classroom; special education teacher collaborating with general education teacher; lessons and materials are differentiated and modified when needed for students to access grade level material; students receive pull out direct instruction in one-on-one or small group settings when deemed necessary for grade level accessibility and for IEP goal growth; behavior support utilized as necessary.</p>	<p>Students receive resource support as needed. Students are pulled to build specific skills with a special education teacher, either in a one-on-one or small group setting. Work is modified to meet IEP goals, and is individually tailored to student's level. Paraprofessional is used as needed. Behavior support is used as needed.</p>	<p>Vary by class setting; students with high levels of academic, behavioral, emotional, social, or physical needs spend their day in a setting appropriate to their needs. Instruction is tailored to their needs, which may include functional/life skills supports and/or highly structured behavioral supports. Paraprofessionals are used as needed.</p>
9/T9-12			

Description of extended school year services:	<p>Identification: Students are identified based on the category noted on their IEP</p> <p>Delivery:</p> <p>Program delivered by HPCS over 4 weeks in the summer if necessary.</p>
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Description of specialized program(s)	<p>Criteria for participation: LEAP Connect track; evaluations</p> <p>Delivery: Students are pulled and receive instruction to build certain skills as needed with a special education teacher. Work is modified to meet IEP goals, and is individually tailored to each student. Specific curriculum is utilized for students with specific needs. Paraprofessionals are used when needed.</p>
<i>Community-based Supports (out-of-school)</i>	
<p>Key Partnerships: DePaul Community Health; Trauma Informed Schools collaborative; Project Peaceful Warriors; Overcoming Racism; HEAL; Children's Hospital Telehealth services; multiple mental health service providers</p>	<p>Partner and services provided: DePaul Community Health; Trauma Informed Schools collaborative; Project Peaceful Warriors; Overcoming Racism; HEAL; Children's Hospital Telehealth services; multiple mental health service providers</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>Homebound services provided through HPCS. Students receive therapeutic placement at The Bridge facility or Center for Resilience if needed.</p>	<p>Methods of instruction and service delivery:</p> <p>Homebound services provided through HPCS. Students receive therapeutic placement at The Bridge facility or Center for Resilience if needed.</p> <p>If not currently providing service, plan to deliver service in future:</p>