

**A. Description of overall philosophy (200 word limit):** The philosophy of the ARISE Schools special education program is to provide specialized services for all students who qualify under Bulletin 1508. It is our mission to increase our student’s physical, mental, and social levels for students to be successful in high school, college, and the world beyond. We individualize support so that all students reach their optimal potential.

<b>B. Name and contact information for special education coordinator (school and, if applicable, network)</b>	
School Leader of Special Education Programming; Contact Information	ShaunteL Butler <a href="mailto:shaunteL.butler@ariseschools.org">shaunteL.butler@ariseschools.org</a>
CMO Leader of Special Education Programming; Contact Information (if different)	n/a

<b>C. Data Snapshots</b>	
2017-18 enrollment rate of students with disabilities served by the school	14%
2016-17 in school and out of school suspension rate of students with disabilities served by the school	33.3%
2016-17 number of students with disabilities who are removed for disciplinary reasons for more than 10 school days in one academic year	<10

<b>D. Description of how pupil appraisal, special education, and related services are provided by the school</b>	
<i>Appraisal/Evaluation</i>	
Main point of contact if a parent would like to request an evaluation	Patrick Morin, Pupil Appraisal Coordinator patrick.morin@ariseschools.org
Response to Intervention Overview	Examples of universal screeners: STEP, Fountas and Pinnell Benchmark Reading System, NWEA MAP, BASC-2 for social/emotional/ behavior Examples of reading interventions: Guided Reading, Leveled Literacy Intervention, Reading Mastery: Direct Instruction, Compass: the Learning Odyssey, Wilson Reading Program Examples of math interventions: Key Math, ST Math, Math Facts in a Flash, Compass: the Learning Odyssey Examples of behavior interventions: Functional Behavior Assessment, Behavior Support Plan, Check-in, Check-Out, Social Skills Groups, Behavior Intervention Plan

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<p>School Building Level Committee (SBLC)</p>	<p>Members of the SBLC team: School psychologist, administrator, teacher, Speech Language Pathologist, Social Worker, behavior support representative          Example engagements with parents: parent permission obtained for individual screenings and evaluations, meetings at parent request, meetings to discuss student progress or lack thereof in a pivotal point in the RtI process          Example decisions SBLC team can make: 1. Conduct no further action at this time. 2. Continue current intervention and progress monitoring through RTI process.          3. Conduct additional interventions through the RTI process.          4. Refer the student to the appropriate committee to conduct a Section</p>
	<p>4. Refer the student to the appropriate committee to conduct a Section 504 evaluation.          5. Refer the student to pupil appraisal personnel for support services          6. Refer the student to pupil appraisal personnel for an individual evaluation if an exceptionality is suspected.</p>
<p>Appraisal Team</p>	<p>Members of appraisal team: School Psychologist, Speech Language Pathologist, Officially Designated Representative, Occupational Therapist, Physical Therapist, Adapted Physical Education Teacher, General Education Teacher, Audiologist, Visually Impaired Teacher          Example engagements with parents: invitations to meetings, phone interviews, permission forms, records requests          Example decisions appraisal team can make: Disability eligibility, recommendations for services and support, referral for tiered interventions</p>
<p><i>Instructional and Related Services Provision and Staffing</i></p>	
<p>Specialized Instruction</p>	<p># Special Education Teachers: 9 # Paraprofessionals: 2 # Academic Interventionists: 0 (Academic interventions are provided by lead content teachers)          Examples of curricula: Key Math, Wilson Reading Program, Leveled Literacy Intervention, SRA Expressive Writing, AIMSWeb</p>
<p>Speech/language</p>	<p># On staff or contracted from external provider: 1          If not currently providing service, plan to deliver service in future:</p>
<p>Audiology</p>	<p># On staff or contracted from external provider: 0          If not currently providing service, plan to deliver service in future: If needed, schools will contract with New Orleans Speech and Hearing</p>
<p>Counseling (mental health and other therapies)</p>	<p># On staff or contracted from external provider: social worker and school psychologist          If not currently providing service, plan to deliver service in future:</p>
<p>Occupational therapy</p>	<p># On staff or contracted from external provider: 1 service provider contracted for the two schools in the LEA          If not currently providing service, plan to deliver service in future:</p>
<p>Physical therapy</p>	<p># On staff or contracted from external provider: 1 service provider contracted for the two schools in the LEA          If not currently providing service, plan to deliver service in future:</p>
<p>Health/Nursing services</p>	<p># On staff or contracted from external provider: full-time school nurse          If not currently providing service, plan to deliver service in future:</p>

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<p>Orientation and mobility services and accessibility (including interpreting services)</p>	<p>Describe accessibility accommodations are available to students: elevator, ramp, AAC communication device</p> <p># On staff or contracted from external provider: 1 contracted service provider through Lighthouse for the Blind</p> <p>If not currently providing service, plan to deliver service in future: schools will contract services as needed for students with needs in this area</p> <p>Students with Orientation and Mobility Impairments will be assessed by a qualified Orientation and Mobility specialist in order to determine eligibility for services. Students who are found eligible will be serviced through their IEP.</p>
<p>Adaptive physical education</p>	<p># On staff or contracted from external provider: one contracted service provider for both schools.</p>
<p>Specialized Transportation</p>	<p>Methods of transportation: schools have van service with a monitor</p> <p>If not currently providing service, plan to deliver service in future:</p>
<p>Assistive Technology</p>	<p>Examples of supports: AAC device, iPads, audiobooks, pencil grips, calculators</p>

<b>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</b>			
<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 inclusion support in classes in a combination of push-in and pull-out instruction. Modified work as needed. General education and special education teachers collaborate to meet the needs of students. Behavior support as needed.	Students receive resource support as needed. Students are pulled to build skills in specific areas with a special education teacher. Work is modified to meet IEP goals, and is individually tailored to student’s level. Paraprofessional support as needed.	Vary by class setting. Students with high levels of academic, behavioral, social, or physical needs spend their day in a setting appropriate to their needs. Instruction is tailored to their needs, may include functional/life skills or highly-structured behavioral supports. Paraprofessional support as needed.
6 – 8	Students receive inclusion support in classes in a combination of push-in and pull-out instruction. Modified work as needed. General education and special education teachers collaborate to meet the needs of students. Behavior support as needed.	Students receive resource support as needed. Students are pulled to build skills in specific areas with a special education teacher. Work is modified to meet IEP goals, and is individually tailored to student’s level. Paraprofessional support as needed.	Vary by class setting. Students with high levels of academic, behavioral, social, or physical needs spend their day in a setting appropriate to their needs. Instruction is tailored to their needs, may include functional/life skills or highly-structured behavioral supports. Paraprofessional support as needed.
9/T9 – 12	N/A	N/A	N/A
Description of extended school year services:	Identification: students are identified for ESYS based on the category listed on their IEP: Regression/Recoupment, Critical Point of Instruction 1, and Critical Point of Instruction 2 Delivery: there is a 5 week summer school program		
Description of specialized program(s):	Criteria for participation: LAA1 track Delivery: Students are pulled to build skills in specific areas with a special education teacher. Work is modified to meet IEP goals, and is individually tailored to student’s level. Paraprofessional support as needed. Students with high levels of academic, behavioral, social, or physical needs spend their day in a setting appropriate to their needs. Instruction is tailored to their needs, may include functional/life skills or highly-structured behavioral supports. Social skills are also included in instruction.		
<i>Community-based Supports (out-of-school)</i>			
Key Partnerships	Partner and services provided: Dancing Grounds, Make Music NOLA, Ninth		

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	<p>Ward Orchestra, Blue Lion Karate, Community Works, KidSmart, Communities in Schools, Youth Opportunity Center, multiple mental health service provider partnerships</p>
<p>Other out-of-school instruction and supports</p>	<p>Methods of instruction and service delivery: homebound service provider The schedule and minutes for service provision is determined by the student’s unique needs as documented on their IEP and as decided by the IEP team. The homebound service provider delivers instruction according to the student’s IEP goals. If the student has specialized services on their IEP (OT, PT, speech), these services can also be delivered in the home as determined by the IEP team. The instructional setting is at the student’s home, hospital, or an alternate location as determined by the IEP team.</p> <p>Juvenile Detention Facility: Students placed in a juvenile detention facility will also receive instruction from a contracted homebound service provider.</p> <p>Students placed in a special school/ therapeutic setting will be provided all services at the alternative placement. An annual IEP meeting shall occur at the local school, and placement shall be re-visited each year, or more frequently as determined by student progress.</p>