

## Special Education Program Description Template

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

The philosophy of International School of Louisiana Education Services is to provide each student with an individualized program designed to meet the student's needs as an exceptional learner in accordance with Individuals with Disabilities Education Act and Section 504 of the Americans with Disabilities Act. The goal is to enable each student to utilize the potential that he/she possesses to become a well-adjusted contributing member of society. We believe that each student, regardless of exceptionality, is entitled to this opportunity in the least restrictive environment.

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

School Leader of Special Education Programming; Contact Information	Tiffany Willis, Education Services Coordinator, <a href="mailto:twillis@isl-edu.org">twillis@isl-edu.org</a> ; 504-654-1088
CMO Leader of Special Education Programming; Contact Information (if different)	Same as above

### C. Data Snapshots

2018-19 enrollment rate of students with disabilities served by the school	5.1%
2017-18 in school and out of school suspension rate of students with disabilities served by the school	0%
2017-18 number of students with disabilities who are removed for disciplinary reasons for more than 10 school days in one academic year	<10

### 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	Tiffany Willis, Education Services Coordinator
Response to Intervention Overview	<p><b>Examples of universal screeners:</b> DIBELS Next, DSC, BASC-2</p> <p><b>Examples of reading interventions:</b> Wilson Reading</p> <p><b>Examples of math interventions:</b> Envision Math</p> <p><b>Examples of behavior interventions:</b> FBA, BIP, Individualized counseling treatment plan</p>
School Building Level Committee (SBLC)	<p><b>Members of the SBLC team:</b> Principal, teachers, Ed Service Coordinator, SLP, Social Worker, Parents, other situationally appropriate personnel, etc.</p> <p><b>Example engagements with parents:</b> Parents are invited to and encouraged to attend SBLC meetings, Parents are required to give written permission for child to be screened/evaluated.</p> <p><b>Example decisions SBLC team can make:</b> <b>1.</b> No further action <b>2.</b> Continue</p>

## Special Education Program Description Template

	<p>current interventions and progress monitoring via RTI process <b>3</b>. Conduct additional interventions via RTI <b>4</b>. Refer Student for 504 evaluation (dyslexia screening, review student records for possible ADHD classification) <b>5</b>. Refer student for support services (counseling, communication screening, etc.) <b>6</b>. Refer student for a multidisciplinary evaluation to determine if an exceptionality is present.</p>
Appraisal Team	<p><b>Members of appraisal team:</b> General education teachers, Parents, Speech Therapist, Nurse, Educational Diagnostician (consultant), Psychologist (consultant), PT, OT, Social Worker, other appropriate professionals as necessary</p> <p><b>Example engagements with parents:</b> Parents are invited to and encouraged to attend all meetings regarding their child. Parents are notified of and must approve evaluation prior to the initiation of the process. Parents are interviewed as part of the evaluation process. Parents are provided with a copy of Louisiana Educational Rights of Exceptional Children.</p> <p><b>Example decisions appraisal team can make:</b> recommendation for counseling, RTI Tier 3 - Intensive Individualized Interventions, Comprehensive Multidisciplinary Evaluation</p>
<i>Instructional and Related Services Provision and Staffing</i>	
Specialized Instruction	<p># Special Education Teachers: 2 # Paraprofessionals: 0 # Academic Interventionists: 5.5 Examples of curricula: Wilson Reading</p>
Speech/language	<p><b># On staff or contracted from external provider: 2</b> If not currently providing service, plan to deliver service in future: NA</p>
Audiology	<p><b># On staff or contracted from external provider:</b> Contracted service If not currently providing service, plan to deliver service in future: Services to be contracted with outside agency as needed.</p>
Counseling (mental health and other therapies)	<p><b># On staff or contracted from external provider:</b> 3 MSW, Contracted Counseling Services. If not currently providing service, plan to deliver service in future: NA</p>
Occupational therapy	<p><b># On staff or contracted from external provider:</b> Contracted Crane Rehab If not currently providing service, plan to deliver service in future: NA</p>
Physical therapy	<p><b># On staff or contracted from external provider:</b> Contracted Crane Rehab If not currently providing service, plan to deliver service in future: NA</p>
Health/Nursing services	<p><b># On staff or contracted from external provider:</b> 2 full time nurse; 1 additional contracted nursing services If not currently providing service, plan to deliver service in future: NA</p>
Orientation and mobility services and accessibility (including interpreting services)	<p><b>Describe accessibility accommodations are available to students:</b> First floor wheel chair access. Age of building is a factor. Grandfathered by ADA. Interpreting services for Spanish, French, Vietnamese, and Mandarin available, other languages provided as needed by contracted interpreter.</p> <p><b># On staff or contracted from external provider: 0</b> If not currently providing service, plan to deliver service in future:</p>

## Special Education Program Description Template

	Services to be contracted with outside agency as needed
Adaptive physical education	<b># On staff or contracted from external provider: 0</b> If not currently providing service, plan to deliver service in future: Services to be provided with outside agency as needed.
Specialized Transportation	<b>Methods of transportation: none</b> If not currently providing service, plan to deliver service in future: Services to be provided with outside agency as needed.
Assistive Technology	Examples of supports: Voice to text, adaptive pencil grips, large print

<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	Speech/language inclusion, human reader, counseling, contracted OT and PT services, assistive technology	Contracted special education teacher as appropriate	NA
6 – 8	Human reader, counseling, contracted OT and PT services, assistive technology	Contracted special education teacher as appropriate	NA
9/T9 – 12	NA	NA	NA
Extended school year services:	<p><b>Identification:</b> Any child receiving special education services, regardless of disability category, may be eligible to receive Extended School Year (ESY) services if the IEP team determines that they are necessary for the student to receive FAPE. The IEP team members should discuss the following factors when they are considering ESY services:</p> <ul style="list-style-type: none"> <li>Regression and Recoupment of Targeted Skills</li> <li>Degree of Progress</li> <li>Emerging Skills and Breakthrough Opportunities</li> <li>Interfering Behaviors</li> <li>Nature and/or Severity of the Disability</li> <li>Special Circumstances or Other Factors</li> </ul> <p><b>Delivery:</b> ESY services may be delivered through a variety of settings and methods, examples of which might include classroom instruction, a parent-guided home program with progress periodically monitored by the teacher, and/or consultative or supervisory support from staff members within community settings.</p>		
Description of specialized program(s):	<p><b>Criteria for participation:</b> IEP team determination <b>Delivery:</b> contracted service provider</p>		
<i>Community-based Supports (out-of-school)</i>			
Key Partnerships	<b>Partner and services provided:</b> Crane Rehab (physical and occupational		

## Special Education Program Description Template

	<p>therapy), Milestones Mental Health Agency (counseling), Dr. Don Fontenelle (educational diagnostician); Therapeutic Learning Center (physical and occupation therapy) High Level Speech &amp; Hearing Center (audiology), Lighthouse Louisiana (instruction for visually impaired)</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><b>Methods of instruction and service delivery:</b> Homebound instruction and supports for those who require an alternative placement, special school, hospital, therapeutic setting or juvenile justice detention using staff or contracted services when appropriate.</p> <p>If not currently providing service, plan to deliver service in future: NA</p>