

**A. Description of overall philosophy (200 word limit):**  
 At Noble Minds, we view all children as learners with individual needs and abilities. Some will require services outside of the regular curriculum. Here at Noble Minds, we will provide high quality academic programming alongside effective emotional and behavioral support preparing our students to matriculate successfully to the most rigorous schools in the region.

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

School Leader of Special Education Programming; Contact Information	Taylor M. Cheek, Special Education Coordinator. 1333 S. Carrollton Ave, New Orleans, LA 70118. 228 380 1136 taylor@nobleminds.org
CMO Leader of Special Education Programming; Contact Information (if different)	Dr. Vera Triplett, CEO

**C. Data Snapshots**

2020-21 enrollment rate of students with disabilities served by the school	20%
2019-20 in school and out of school suspension rate of students with disabilities served by the school	0%
2019-20 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	Taylor M. Cheek, Special Education Coordinator
Response to Intervention Overview	Examples of universal screeners: DIBELS, STEP Examples of reading interventions: Wit and Wisdom, Engage NY, CKLA Examples of math interventions: ST Math, Eureka Math, Zearn Examples of behavior interventions: Schoolwide PBIS, Behavior contracts, Therapeutic counseling, FBA/BIP
School Building Level Committee (SBLC)	Members of the SBLC team: CEO, Parent, Director of Clinical Programming, Regular education teacher, Special Education Teacher, Contracted personnel as needed. Example engagements with parents: Parents are contacted to attend SBLC meetings through written invite or by phone call. Parent permission is obtained for any screenings or evaluations. Parental involvement is encouraged. Parental conferences,

PBvWhite - Program Description Template

	<p>Example decisions SBLC team can make: Conduct no further action at this time, Decision to continue current interventions and progress monitoring through RTI process, implement additional interventions through RTI process, Referral to Section 504 committee to determine eligibility for services, Referral to Pupil Appraisal Team if individual evaluation is needed for suspected exceptionalty, Referral to pupil appraisal personnel for support services.</p>
Appraisal Team	<p>Members of appraisal team: Certified School Psychologist, Educational Diagnostician, Speech/Language Pathologist, Qualified School Social Worker, School Nurse, O. T.,P. T.,Audiologist.</p> <p>Example engagements with parents: Obtain parental consent to evaluate, Interpret/Disseminate the findings of an evaluation, Parental interviews.</p> <p>Example decisions appraisal team can make: Determine/confirm student's eligibility for specific exceptionalty, Determine if student does not have an exceptionalty, Provide guided educational needs and related service needs.</p>
<i>Instructional and Related Services Provision and Staffing</i>	
Specialized Instruction	<p># Special Education Teachers: 1</p> <p># Paraprofessionals: 2</p> <p># Academic Interventionists:</p> <p>Examples of curricula: Wit &amp; Wisdom, Engage NY, Zearn,CKLA</p>
Speech/language	<p># On staff or contracted from external provider: Contracted SLP's, APE, O. T.</p> <p>If not currently providing service, plan to deliver service in future:</p>
Audiology	<p># On staff or contracted from external provider: Contract with local agency as needed.</p> <p>If not currently providing service, plan to deliver service in future:</p>
Counseling (mental health and other therapies)	<p># On staff or contracted from external provider : 1on staff</p> <p>If not currently providing service, plan to deliver service in future :</p>
Occupational therapy	<p># On staff or contracted from external provider: 1currently</p> <p>If not currently providing service, plan to deliver service in future :</p>
Physical therapy	<p># On staff or contracted from external provider: 1currently</p> <p>If not currently providing service, plan to deliver service in future :</p>
Health/Nursing services	<p># On staff or contracted from external provider: 1on Staff</p> <p>If not currently providing service, plan to deliver service in future:</p>
Orientation and mobility services and accessibility (including interpreting services)	<p>Describe accessibility accommodations are available to students: AS NEEDED</p> <p># On staff or contracted from external provider :</p> <p>If not currently providing service, plan to deliver service in future:</p>
Adaptive physical education	<p># On staff or contracted from external provider: 1currently</p> <p>If not currently providing service, plan to deliver service in future:</p>
Specialized Transportation	<p>Methods of transportation : Transportation provided</p> <p>If not currently providing service, plan to deliver service in future:</p>
Assistive Technology	<p>Examples of supports: Assistive Technology assessment/ list completed for each student, audio material,digital media, Braille,</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	Push-in and/or consultation with general education teachers in supported blocks by a certified special education teacher, with services provided by related service providers in a variety of settings as outlined in the IEP	Classroom support by a certified special education teacher, support from a paraprofessional, with services provided by related service providers in a variety of settings as outlined in the student's IEP.	Dedicated classroom staffed by certified special education teacher, support from a paraprofessional, with services provided by related service providers in a variety of settings as outlined in the student's IEP.
6-8			
9/T9-12			
Description of extended school year services:		Identification: <b>Specific screening criteria ensuring all students with disabilities are screened and receive a continuum of appropriate education and/or related services based on the individually identified needs of the student.</b>  Delivery: <b>Beyond the normal school year of the LEA and at no cost to the parent of the student.</b>	
Description of specialized program(s):		Criteria for participation: Delivery: <b>We serve all students with disabilities.</b>	
<i>Community-based Supports (out-of-school)</i>			
Key Partnerships		Partner and services provided: New Orleans Therapeutic Day Program,	
Other out-of-school instruction and supports		Methods of instruction and service delivery: <b>Hospital/Homebound Services (Referral and written instruction from the student's physician)</b>  <b>Delivery of service by Certified Instructors in collaboration with Regular and Special Education Teachers at student base school.</b> If not currently providing service, plan to deliver service in future:	