

PB v White – Program Description Template

**A. Description of overall philosophy (200 word limit):**  
 FirstLine Schools (“FLS”) believes all children and young adults with disabilities are entitled to a free and appropriate education and/or services that lead to an adult life characterized by satisfying relations with others, independent living, productive engagement in the community, and the self advocacy necessary to pursue their goals. . To achieve these outcomes, there must exist for all children and young adults a rich variety of experiences including early intervention, educational, social, and vocational program options. Access to these programs and experiences are based on individual educational need and desired outcomes. Additionally, students and their families or guardians, as participants in the process and planning team, can recommend the placement, curriculum option, and the exit plan to be pursued.

FLS believes that a continuum of services must be available for all children, youth, and young adults. FLS also believes that the concept of inclusion is a meaningful goal to be pursued in our schools and communities. In addition, FLS believes children, and young adults with disabilities should be served whenever possible in general education classrooms in inclusive schools and settings. Such settings should be strengthened and supported by specially trained personnel and other appropriate supportive practices according to the individual needs of the child.

<b>B. Name and contact information for special education coordinator (school and, if applicable, network)</b>	
School Leader of Special Education Programming; Contact Information	Lindsey Cross <a href="mailto:lcross@firstlineschools.org">lcross@firstlineschools.org</a> 504-373-6202
CMO Leader of Special Education Programming; Contact Information (if different)	Amanda Sullivan <a href="mailto:amsullivan@firstlineschools.org">amsullivan@firstlineschools.org</a> 504-267-9038

<b>C. Data Snapshots</b>	
2017-18 enrollment rate of students with disabilities served by the school	30.9%
2016-17 in school and out of school suspension rate of students with disabilities served by the school	56.1%
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	Lindsey Cross email: <a href="mailto:lcross@firstlineschools.org">lcross@firstlineschools.org</a> , Cell: 504-402-3668
Response to Intervention Overview -	<p>Examples of universal screeners: <b>MAP, iSTEOP, STEP, aimsWEB, piloting DESSA and DESSA mini (behavior), additional screening tools include Conner’s Rating Scales and BASC</b></p> <p>Examples of reading interventions: <b>CSR, Lexia, Lindamood Bell, Mondo</b></p> <p>Examples of math interventions: <b>Do The Math, Think Through Math, ST Math</b></p> <p>Examples of behavior interventions: <b>contracts, Check In/Out, therapeutic counseling, FBA/BIP</b></p>
School Building Level Committee (SBLC) –	<p>Members of the SBLC team: <b>Parent, SBLC Chair, School Social Worker, Pupil Appraisal Representative, SLP, Regular Education Teacher, SPED, Teacher, Interventionist, Instructional Coach, Principal/designee.</b></p> <p>Example engagements with parents: <b>Obtain permission to conduct additional screenings, explain screening data, invite to meeting, explain beneficial options for the student, obtain permission for evaluation, invite and encourage attendance/involvement.</b></p> <p>Example decisions that the SBLC can make are:</p> <ol style="list-style-type: none"> <li><b>1. Conduct no further action at this time.</b></li> <li><b>2. Continue current intervention and progress monitoring through the RTI process.</b></li> <li><b>3. Conduct additional interventions through the RTI process.</b></li> <li><b>4. Refer the student to the appropriate committee to conduct a Section 504 evaluation.</b></li> <li><b>5. Refer the student to pupil appraisal personnel for support services.</b></li> <li><b>6. Refer the student to pupil appraisal personnel for an individual evaluation if an exceptionality is suspected.</b></li> </ol>
Appraisal Team -	<p>Members of appraisal team: <b>Educational Diagnostician, Certified School Psychologist, Speech/Language Pathologist, Qualified School Social Worker, School Nurse, O. T., P. T., Audiologist, APE teacher</b></p> <p>Example engagements with parents: <b>Obtain parental consent to evaluate, Interpret/Disseminate the findings of an evaluation, Parental interviews</b></p> <p>Example decisions appraisal team can make: <b>Determine Eligibility, Determine non-eligibility of student, Determine current special instruction and related services needs.</b></p>

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<i>Instructional and Related Services Provision and Staffing</i>	
Specialized Instruction –	# Special Education Teachers: 3 # Paraprofessionals: 1 # Academic Interventionists: special education teachers work as interventionists Examples of curricula: Unique Learning System [primarily students addressing the Louisiana Extended Standards], Vizzle [primarily students with Autism Spectrum Disorders], therapeutic gardening and sensory supports [primarily for students with sensory-related needs or behavioral/emotional support needs], behavior support classes, art therapy supports, social skills support curricula and group therapies, life skills and community based learning
Speech/language -	# On staff or contracted from external provider: <b>1 -2 SLPs per school</b> If not currently providing service, plan to deliver service in future:
Audiology	# On staff or contracted from external provider: <b>Currently contract with local agency, as needed</b> If not currently providing service, plan to deliver service in future:
Counseling (mental health and other therapies)	# On staff or contracted from external provider: <b>1 - 2 staff members per building and partnerships with over 30 local agencies for referral</b> If not currently providing service, plan to deliver service in future:
Occupational therapy	# On staff or contracted from external provider: <b>Currently contract with local multi-service agency</b> If not currently providing service, plan to deliver service in future:
Physical therapy	# On staff or contracted from external provider: <b>Currently contract with local multi-service agency</b> If not currently providing service, plan to deliver service in future:
Health/Nursing services	# On staff or contracted from external provider: <b>1 school based nurse at each school</b> If not currently providing service, plan to deliver service in future:
Orientation and mobility services and accessibility (including interpreting services)	Describe accessibility accommodations are available to students: <b>Students receive instruction and equipment in accordance with their IEP, facility and service accommodations (such as use or installation of ramps, elevators, hand rails, lifts, etc). Interpreting services provided by contracted agency in accordance with student IEP.</b> # On staff or contracted from external provider: <b>contract with local multi-service agency</b> If not currently providing service, plan to deliver service in future:
Adaptive physical education	# On staff or contracted from external provider: <b>Currently contract with local multi-service agency</b> If not currently providing service, plan to deliver service in future:

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Specialized Transportation	Methods of transportation: <b>Children with disabilities are provided transportation based on the needs outlined in their IEP. Types of transportation include door-to-door, wheelchair capable vehicles, van service, with monitors and medically trained monitors.</b> If not currently providing service, plan to deliver service in future:
Assistive Technology -	Examples of supports: <b>Accessible core and core instructional materials - textbooks, Braille, digital media, audio material.</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**

*School-based Supports (in-school)*

	Description of Supports within Inclusion	Description of Supports within Resource	Description of Supports within Self-Contained
PK – 5	Co-teaching and/or consultation with general education teachers in supported blocks by a certified special education teacher, paraprofessional, with services provided by related service providers in a variety of settings as outlined in the IEP	Pull outs in supported blocks by a certified special education teacher(s), support from paraprofessionals with services provided by related service providers in a variety of settings as outlined in the IEP	Dedicated classroom(s) staffed by certified special education teacher and paraprofessionals with services provided by related service providers in a variety of settings as outlined in the IEP
6 – 8	Co-teaching and/or consultation with general education teachers in supported blocks by a certified special education teacher, paraprofessional, with services provided by related service providers in a variety of settings as outlined in the IEP	Pull outs in supported blocks by a certified special education teacher(s), support from paraprofessionals with services provided by related service providers in a variety of settings as outlined in the IEP	Dedicated classroom(s) staffed by certified special education teacher and paraprofessionals with services provided by related service providers in a variety of settings as outlined in the IEP
9/T9 – 12	Co-teaching and/or consultation with general education teachers in supported blocks by a certified special education teacher, paraprofessional, with services provided by related service providers in a variety of settings as outlined in the IEP	Pull outs in supported blocks by a certified special education teacher(s), support from paraprofessionals with services provided by related service providers in a variety of settings as outlined in the IEP	Dedicated classroom(s) staffed by certified special education teacher and paraprofessionals with services provided by related service providers in a variety of settings as outlined in the IEP
Description of extended school year	Identification: <b>Personnel utilize screening criteria in accordance with Bulletin 1530 Section 705 and develop ESY IEPs ensuring students with</b>		

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services:	<p><b>disabilities receive a continuum of appropriate educational and related services based on the individually identified needs of the student.</b></p> <p><b>Delivery: Beyond the normal school year of the LEA and at no cost to the parents of the student</b></p>
Description of specialized program(s):	<p>Unique Learning System [primarily students addressing the Louisiana Extended Standards], Vizzle [primarily students with Autism Spectrum Disorders], therapeutic gardening and sensory supports [primarily for students with sensory-related needs or behavioral/emotional support needs], behavior support classes, art therapy supports, social skills support curricula and group therapies, life skills and community based learning</p> <p>Criteria for participation: <b>Although certain supports and programs are often suggested for students with particular disabilities or presenting with particular areas of need, all Firstline students with disabilities are eligible to participate in the supports and programs below upon the determination of their IEP team.</b></p> <p>Delivery: <b>all supports can be delivered in accordance with the Least Restrictive Environment identified by the student’s IEP</b></p>
<i>Community-based Supports (out-of-school)</i>	
Key Partnerships –	<p>Partner and services provided: <b>Take the Lead Foundation, YouthForce NOLA, Louisiana Rehabilitation Services, Goodwill Industries, Empower Your Cents</b></p>
Other out-of-school instruction and supports (e.g. special school, therapeutic placement, hospital or homebound setting, juvenile detention facility, etc.)	<p>Methods of instruction and service delivery: <b>The school addresses instruction and supports for students who require placement in a special school, therapeutic setting, hospital or homebound setting, or juvenile detention facility as required by implementing the student’s IEP in collaboration with staff and administrators in those out of school placements. Hospital/ Homebound Services are delivered after referral and written approval by student’s physician. Instruction delivered by certified instructor in collaboration with Regular and Special Ed Teachers at the home school.</b></p> <p>If not currently providing service, plan to deliver service in future:</p>