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 website 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):
The KIPP New Orleans Schools Student Support Team provides multi-disciplinary interventions, a full continuum of services, and individualized supports so that all students are on a path to meaningful post-secondary opportunities, in pursuit of leading happy, healthy and independent lives. We extend the mission of KIPP New Orleans Schools through our commitment to being a high-quality choice for every family and our commitment to ensuring every child has a school-experience and future they deserve.

B. Name and contact information for special education coordinator (school and, if applicable, network)	
School Leader of Special Education Programming; Contact Information	PK-4th: Amanda Pucheu; apucheu@kippneworleans.org 5th-8th: Dionne Espradron despradron@kippneworleans.org
CMO Leader of Special Education Programming; Contact Information (if different)	PK-4th: Leslie Abbyad labbyad@kippneworleans.org 5th-8th: Ebony London elondon@kippneworleans.org

C. Data Snapshots	
2025-26 enrollment rate of students with disabilities served by the school	13.9%
2025-26 in school and out of school suspension rate of students with disabilities served by the school	22.4%
2025-26 number of students with disabilities who are removed for disciplinary reasons for more than 10 school days in one academic year	4

D. Description of how pupil appraisal, special education, and related services are provided by the school	
Appraisal/Evaluation	
Main point of contact if a parent would like to request an evaluation	PK-4th: Amanda Pucheu; apucheu@kippneworleans.org 5th-8th: Dionne Espradron; despradron@kippneworleans.org

Response to Intervention: Overview	Examples of universal screeners: MAP Reading, MAP Math, DIBELS, iReady Benchmark Examples of reading interventions: Reading Mastery, Corrective Reading, Walpole, UFLI

	Examples of math interventions: iReady, Connecting Math Concepts, Examples of behavior interventions: Daily Trackers, Coordinated Check-In/Check-out (CICO), Scheduled Breaks, Schoolwide PBIS, Counseling with School Social Worker
School Building Level Committee (SBLC)	Members of the SBLC: Principal or Designee, Classroom Teacher, Referring Teacher, Parent/Guardian, Student (as appropriate), MTSS Coordinator, *School Social Worker, School Psychologist* Example engagements with parents: Develop interventions in collaboration with parents, explain screening data, and invite to SBLC meetings where parental choices and options are thoroughly detailed. Parental permission is obtained for all screenings and interventions. Phone calls, emails, and letters (both sent with students and through postal mail) will be used to encourage parental involvement with the SBLC process and attendance at meetings. Example decisions SBLC team can make: As per Bulletin 1508, outcomes of the SBLC process include 1. Conduct no further action at this time. 2. Continue current intervention and progress monitoring through the RTI process. 3. Conduct additional interventions through the RTI process. 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. Additionally, depending upon the nature of concerns identified, the SBLC committee may also refer the family for external services (*e.g. family counseling, case management, linkages with government benefits, etc.*).
Appraisal Team	Members of appraisal team: School Psychologist, Parent, Dean of Student Support, Regular Education Teacher, Special Education Teacher, Social Worker or Counselor, Speech & Language Pathologist, School Nurse, Adaptive PE Teacher, Occupational Therapist, Physical Therapist, Audiologist as determined by screening needs. Example engagements with parents: Meet to develop evaluation plan and sign Permission to Evaluate, obtain full psycho-social history, interpret and disseminate findings of evaluation. Parental permission is obtained for all Bulletin 1508 and 504 evaluations. Phone calls, emails, letters (both sent with students and through postal mail)

	will be used to encourage parental involvement with the Pupil Appraisal process and attendance at meetings. Example decisions appraisal team can make: 1. The student may be classified with an exceptionality and the educational needs of the student are identified and documented on the IEP. 2. The student may not be classified with an exceptionality under IDEA. The student may then be referred back to the SBLC for consideration of other potential services (*e.g. 504 Accommodation Plan, tiered academic and/or behavioral supports*).
Instructional and Related Services Provision and Staffing	
Specialized Instruction	# Special Education Teachers: 13 # Paraprofessionals: 6 # Academic Interventionists: 8 Examples of curricula: UFLI Foundations, Unique Learning System, Connecting Math Concepts, iReady Teacher Toolbox, Walpole, Number Sense Interventions
Speech/Language	# On staff or contracted from external provider: 2 If not currently providing service, plan to deliver service in the future:
Audiology	# On staff or contracted from external provider: 1 If not currently providing service, plan to deliver service in the future:
Counseling (mental health and other therapies)	# On staff contracted from external provider: 2 If not currently providing service, plan to deliver service in the future:
Occupation therapy	# On staff or contracted from external provider: 1 If not currently providing service, plan to deliver service in the future:
Physical therapy	# On staff or contracted from external provider: 1 If not currently providing service, plan to deliver service in the future:

Health/Nursing services	# On staff or contracted from external provider: 1 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: Students receive instruction and equipment per their IEP. Facilities consist of single floor buildings with wheelchair ramps to access all areas. There is not a present need for interpretive services for vision and/or hearing impairments. In the event of a student requiring such services, a TVI remains on staff to work with students across all campuses and an audiologist is connected through a contracted agency. # On staff or contracted from external provider: 2 If not currently providing service, plan to deliver service in the future:
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: Yes If not currently providing service, plan to deliver service in the future:
Assistive Technology	# On staff or contracted from external provider: Yes 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			
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 Push-In services by special education teachers within core general education classes (Math & ELA) to provide accommodations and modifications to curriculum and environment, implement behavior supports, progress monitor, and provide small group instruction to support the acquisition of IEP goals and general education standards.	Resource instruction occurs outside of core instructional blocks. Students focus on foundational skill development, remedial concept development, and/or standards aligned to off-grade level material to close large gaps between current performance and grade level standards. Instructional material is specialized and individualized to align with student IEP goals.	Students receive instruction in an Academic & Functional Skills classroom. Students in this program are on an alternative assessment pathway and receive instruction aligned to the LEAP Connect Standards. Instruction generally encompasses content beyond traditional academic needs, including self-help practices, functional life skills, and

			community navigation.
6-8	Co-teaching and/or Push-In services by special education teachers within core general education classes (Math & ELA) to provide accommodations and modifications to curriculum and environment, implement behavior supports, progress monitor, and provide small group instruction to support the acquisition of IEP goals and general education standards.	Resource instruction occurs outside of core instructional blocks. Students focus on foundational skill development, remedial concept development, and/or standards aligned to off-grade level material to close large gaps between current performance and grade level standards. Instructional material is specialized and individualized to align with student IEP goals.	Students receive instruction in an Academic & Functional Skills classroom. Students in this program are on an alternative assessment pathway and receive instruction aligned to the LEAP Connect Standards. Instruction generally encompasses content beyond traditional academic needs, including self-help practices, functional life skills, and community navigation.
9/T9-12	n/a	n/a	n/a

Description of extended school year services:	**Identification:** Students are selected through a normed IEP team process based upon screening criteria identified per the requirements specified in Bulletin 1530 Section 705 (*e.g., Regression-Recoupment, Critical Point of Instruction, and Special Circumstances*) for ESY services. **Delivery:** Students receive small group instruction beyond the normal school year of the LEA at no cost to parents or families.

Description of specialized program(s)	**Criteria for participation:** Students are selected through a normed IEP team process based upon cognitive testing results, outside evaluations, and Functional Behavior Assessments. Placement is evaluated and discussed with families at least once per year to ensure students receive instruction in the Least Restrictive Environment **Delivery:** Students receive instruction in an Academic & Functional Skills classroom. Class size is limited to a 4:1 student to teacher ratio.
Community-based Supports (out-of-school)	
Key Partnerships	**Partner and services provided:** Coalition for Compassionate Schools, NOMIC, THRIVE Kids, CareEleven

Other out-of-school instruction and supports (e.g., special school, therapeutic placement, hospital or homebound setting, juvenile detention facility, etc.)	Methods of instruction and service delivery: Students may be eligible for a placement in a therapeutic setting through referral and change of placement evaluation. Hospital/Homebound instruction is available to students who have a need documented by a licensed medical professional and is structured in 6-week instructional increments. If not currently providing service, plan to deliver service in future: