



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

EXCEPTIONAL CHILDREN SERVICES

"To improve the success of individuals with exceptionalities served in the least restrictive environment."

Mission:

In accordance to the mission of the Friends of King School District, the Exceptional Children Services Department creates and maintains an orderly, trusting environment where teaching and learning are innovative and exciting; where students are taught to read, write, compute, and think critically according to their fullest potential.

Goal:

The goal of the Office of Exceptional Children Services is to ensure that students with exceptionalities have access to a full continuum of services in the least restrictive environment; as we seek to improve their overall performance and narrow the achievement gap.

The Friends of King School District’s Exceptional Children Services Department provides opportunities for a Free Appropriate Public Education (FAPE) to student ages 3-21. We offer a variety of programs which provide quality education and allow students to function at their highest potential as they compete in our society with their non-disabling peers.

Placement and services flow from the needs of the students identified through a referral process that includes a multidisciplinary meeting throughout the tier instruction and/or evaluation (MDE).

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

School Leader of Special Education Programming; Contact Information	Mrs. Monja Kelson mkelson@mlknola.org 504-940-2243 option 6
CMO Leader of Special Education Programming; Contact Information (if different)	

C. Data Snapshots

2016-17 enrollment rate of students with disabilities served by the school	10.7%
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2015-16 in school and out of school suspension rate of students with disabilities served by the school	2.8%
2014-15 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	Mrs. Kelson-All Sites, Dr. D. Hicks, Mrs. F. Kelly & Ms. Elaine Kensey, Ms. S. Seals- MLK Elementary, Dr. L. Moore, Ms. D. Jenkins, Ms. A. Collins-Rollins-MLK High
Response to Intervention Overview	Students with disabilities are receiving a wide range of support and services at Friends of King School District (FOKSD). The RTI process calls for interventions as soon as a problem is documented. These interventions may be provided by a variety of personnel including general and special education teachers, and specialists. Clearly, we do not want students to “wait to fail” before interventions start. We use Dynamic Indicators of Basic Literacy Skills (DIBELS), Brigance Screening, TSGold, and Slossom as universal screenings to identify those students who may not be making expected progress. Direct Instruction and iReady are used as reading interventions. Additionally, iReady is are used for Math/ELA interventions. In an effort to ensure that our schools are safe and conducive for learning, we use a Functional Behavior Assessment (FBA) as a basis for developing a positive Behavior Intervention Plan (BIP) that help the students learn replacement behaviors. We also have an active PBIS Program.

<p>School Building Level Committee (SBLC)/</p> <p>Student Staff Support Team (SSST)</p>	<p>Members of the SBLC/SSST Tea,:</p> <p>Principal/designee, referring teacher(s), invited parent, speech/language pathologist, school counselor, student evaluation & support services representative, lower/upper level grade chairperson(s), nurse, social worker, and interventionist(s).</p> <p>The team above including the parent(s) or guardian(s), is a general education, data driven, decision-making committee; commonly called the SSST Committee. The overall goal of the committee is to review and analyze all screening data of the SSST results to determine the most beneficial option(s) for the referred student(s). All summaries by the committee on the status of the student’s response to the scientifically research-based interventions are communicated to the parents. The reports or summaries are generated and provided to the parents at least once each grading period until a decision is reached by the committee. If the parent(s) or guardian(s) disagrees with the decision, the parent(s) or guardian(s) is provided a copy of their rights, which includes the right to request an evaluation. If it is the opinion of the committee that the student be referred for an initial evaluation, a pupil appraisal team member shall be present to review supporting documentation. We know that parents must be involved in all aspects of the referral, assessments, eligibility, and planning and placement process. Based on Bulletin 1508, the following decisions can be made by the SBLC team: Conduct no further action at this time; Continue current intervention and progress monitoring through the RTI process; Conduct additional interventions through the RTI process; refer the student to the appropriate committee to conduct a section 504 evaluation.</p>
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<p>Appraisal Team</p>	<p>Members of appraisal team: Certified educational assessment teachers or diagnosticians; qualified school social worker; school nurse; adapted physical education teachers; speech/hearing/language specialists, speech/language pathologist; occupational therapist; physical therapist; certified school psychologist and invited parents.</p> <p>The Friends of King School District view the parents as an integral part of the appraisal team. It is important that all parties be at the table providing input and resources to better the learning outcomes for our students. We seek and encourage parent participation in decision- making that affects their child. Thus, parents are invited to be a part of the appraisal team when their child is being discussed.</p> <p>These services include, but are not limited to the examples provided below:</p> <ul style="list-style-type: none"> • Provide assistance to teachers and other school personnel in the development and implementation of behavioral and/or instructional interventions through the district's Response to Intervention (RTI) process, positive behavior support process, or other intervention processes; • Provide support services to non-disabled students with academic, behavioral and/or communication difficulties; • Consult with parents, students, teachers, and other personnel on topics such as instructional or behavioral modifications, exceptional students, and child development; • Provide provision of staff development to school personnel on topics such as assessment, interventions, or child development; • Complete the evaluation of students to determine whether the students need further testing; • Interpret the evaluation findings to school personnel and parents; • Provide provision of related services to students with exceptionalities; and • Refer students and parents to other appropriate agencies for services when warranted. <p>The pupil appraisal personnel is not limited to providing services solely to students referred for an individual evaluation. Many students experiencing academic, behavior and/or communication difficulties may be helped through recommendations made by pupil appraisal personnel for use in the general education classroom, enabling the student to benefit from instruction in the general education curriculum and eliminating the need for referral for an individual evaluation.</p> <p>Another function of pupil appraisal personnel is to include being child/student advocates and assisting students to remain in and profit from the general education curriculum whenever possible.</p> <p>When a student, as a result of an individual evaluation, qualifies for special education and related services, pupil appraisal personnel will recommend those services and supports needed to assist the teachers and parents of the student in</p>
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	<p>providing appropriate special educational services in the least restrictive environment.</p>
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<i>Instructional and Related Services Provision and Staffing</i>	
Specialized Instruction	# Special Education Teachers: 5 # Paraprofessionals: 8 # Academic Interventionists: 10 Examples of curricula: FOKS Core Curriculum
Speech/language	# On staff or contracted from external provider: 2 If not currently providing service, plan to deliver service in future:
Audiology	# On staff or contracted from external provider: 1 If not currently providing service, plan to deliver service in future:
Counseling (mental health and other therapies)	# On staff or contracted from external provider: 4 If not currently providing service, plan to deliver service in future:
Occupational therapy	# On staff or contracted from external provider: 1 If not currently providing service, plan to deliver service in future:
Physical therapy	# On staff or contracted from external provider: 1 If not currently providing service, plan to deliver service in future:
Health/Nursing services	# On staff or contracted from external provider: 2 If not currently providing service, plan to deliver service in future:
Orientation and mobility services and accessibility (including interpreting services)	FOKSD shall address facility and service accommodations for student orientation and mobility (e.g., ramps, elevators, hand-rails, parking spaces, etc.) as required. All screening will be done in accordance with Bulletin 1508. #On staff or contracted from external provider: 1 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 future:
Specialized Transportation	Methods of transportation: As with other services, the IEP Team should recommend transportations services in the least restrictive environment with the most appropriated mode available. For student(s) with significantly disabling disabilities and some orthopedically disabled receive curve to curve transportation per their IEP. If not currently providing service, plan to deliver service in future:
Assistive Technology	Examples of supports: computers, calculators, pencil grips, wheelchairs, standing chairs, ramps, communication devices, etc.

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
<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	<p>The para-educator(s) and teacher(s) provide support in small groups and/or one-on-one assistance for students within inclusive general education classes</p>	<p>The para-educator(s) and teacher(s) provide support in small groups and or one-on-one assistance for students within the resource classes.</p>	<p>There are not any self-contained classes.</p> <p>At Joseph A. Craig (only), The self-contained classes utilize the teacher-to-student ratio as mandated by LDOE Bulletin 1706. There are not any child specifics for one-on-one care.</p> <p>The staff utilizes the literacy folders for all students with significant disabilities which follow the student across grades to provide a clear picture of the growth in literacy learning and communication skills. The folders also help teachers, therapists, and others quickly access previous assessment information, sample portfolio entries, and materials, strategies, and programs that have been implemented. Finally, they accurately measure every increment of progress across time and it will help educators to plot changes across a longer time span than a single school year.</p>

<p>6 – 8</p>	<p>The para-educator(s) and teacher(s) provide support in small groups and/or one-on-one assistance for students within inclusive general education classes</p>	<p>The para-educator(s) and teacher(s) provide support in small groups and or one-on-one assistance for students within the resource classes.</p>	<p>At Joseph A. Craig (only), the self-contained classes utilize the teacher –to-student ratio as mandated by LDOE Bulletin 1706. There are not any child specifics for one- on-one care. The staff utilizes the literacy folders for all students with significant disabilities which follow the student across grades to provide a clear picture of the growth in literacy learning and communication skills. The folders also help teachers, therapists, and others quickly access previous assessment information, sample portfolio entries, and materials, strategies, and programs that have been implemented. Finally, they</p>
			<p>accurately measure every increment of progress across time and it will help educators to plot changes across a longer time span than a single school year.</p>
<p>9/T9 – 12</p>	<p>The para-educator(s) and teacher(s) provide support in small groups and/or one-on-one assistance for students within inclusive general education classes</p>	<p>The para-educator(s) and teacher(s) provide support in small groups and or one-on-one assistance for students within the resource classes.</p>	<p>There are not any child specifics for one- on-one care. The staff utilizes the literacy folders for all students with significant disabilities which follow the student across grades to provide a clear picture of the growth in literacy learning and communication skills. The folders also help teachers, therapists, and others quickly access previous assessment information, sample portfolio entries, and materials, strategies, and programs that have been implemented. Finally, they accurately measure every increment of progress across time and it will help educators to plot changes across a longer time span than a single school year.</p>

<p>Description of extended school year services:</p>	<p>Identification:</p> <p>The Extended School Year (ESY) services are the provision of special education and related services to students with disabilities beyond the normal school year of our LEA. FOKSD utilizes specific eligibility criteria to determine the need for extended school year services to ensure the provision of FAPE. Services are provided in accordance with an IEP and at no cost to the parents of the student.</p> <p>The three (3) criteria used to determine a student's need for ESY services: Regression-Recoupment, Critical Point of Instruction, and Special Circumstances.</p> <ol style="list-style-type: none"> 1. Regression-Recoupment (R-R) Criterion <ol style="list-style-type: none"> a. This criterion shall be applied to all students with significant cognitive disabilities or who functions like students with significant cognitive disabilities at all ages and grade levels, including preschool aged students. b. This criterion should be considered for all students suspected of having difficulty with recoupment of skills. 2. Critical Point of Instruction (CPI) Criterion <ol style="list-style-type: none"> a. This criterion shall be considered for all students. b. Definitions <ol style="list-style-type: none"> i. <i>Critical Point of Instruction-1</i> (CPI-1)—in the absence of extended school year services, the student would be at risk of losing general education class time or increasing special education service time because of a lack of academic or social skill development. ii. <i>Critical Point of Instruction-2</i> (CPI-2)—in the absence of extended school year services, the student would be at risk of losing significant progress made toward acquisition, fluency, maintenance, and/or generalization of skills relevant in the pursuit of critical life areas (i.e., self-help, community access, or social/behavioral skill areas). Behaviors to be considered for CPI-2 include self-injurious, ritualistic, and/or aggressive behaviors that negatively impact the health, well-being and/or delivery of instruction to the student. 3. Special Circumstances (SC) Criterion <ol style="list-style-type: none"> a. Employment <ol style="list-style-type: none"> i. Students ages 16-21 shall be considered for ESY services when there is documentation (i.e., job performance data) that the student is in need of support to maintain paid employment. <i>Paid Employment</i> refers to pay
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	<p>commensurate/minimum wage or has an alternate wage certificate from the Department of Labor to be paid at a reduced level.</p>
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	<p>b. Preschool students who have spring/summer birthday shall be considered for EYP services.</p> <p>c. Transition to Post-school Outcomes</p> <p>d. Excessive Absences</p> <p>e. Extenuating Circumstances</p> <p>Delivery: The District’s extended school year services are done in the least restrictive environment for all level exceptionalities EYP includes, but are not limited to the fully inclusive ACT Prep, core subject, EOC, tutoring programs and self-contained programs.</p>
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<p>Description of specialized program(s):</p>	<p>Criteria for participation: Student enrolled in the school(s). Students are allowed to participate in any of the specialized programs that are available to all students in their least restrictive environment. Delivery: Parent & teacher</p> <p>FOKSD’s Art Program</p> <p>The art program makes our students aware of their existence. It allows the student to explore the world as it opens them to new ways of seeing and thinking. It also connects them to everything that we want for our students and demand from our schools such as: student achievement, social and cultural development and civil engagement and equitable opportunities.</p> <p>FOKSD’s Computer Program</p> <p>The computer program assists students with the development of basic computer skills, better listening and comprehension skills, mathematical thinking skills and collaborative skills.</p> <p>FOKSD’s Music Program</p> <p>The music program assists our students with learning how to play instruments. As the students participate and they learn music the program facilitates learning other subjects and enhances skills that students inevitably use in other areas. Additionally, students learn leadership, organization, dedication, and teamwork. They also develop an interactive awareness of what is occurring around them through ensemble playing and singing.</p>
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Community-based Supports (out-of-school)

<p>Key Partnerships</p>	<p>Partner and services provided: Positive Directions, Guidance Center, Louisiana Behavioral Specialists, Family Services of Greater New Orleans, Children’s Bureau, Metropolitan Human Service District, Daughters of Charity., & Youth Opportunity Services.</p>
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<p>Other out-of-school instruction and supports</p>	<p>Methods of instruction and service delivery: All special education services are based on the student's identified needs and it is documented on the student's IEP.</p> <p>Services include: hospital/homebound, placement in a special school, therapeutic setting, or a juvenile detention facility, if needed.</p>
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Mission:

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Goal:

The goal of the Office of Exceptional Children Services is to ensure that students with exceptionalities have access to a full continuum of services in the least restrictive environment; as we seek to improve their overall performance and narrow the achievement gap.

The Friends of King School District’s Exceptional Children Services Department provides opportunities for a Free Appropriate Public Education (FAPE) to student ages 3-21. We offer a variety of programs which provide quality education and allow students to function at their highest potential as they compete in our society with their non-disabling peers.

Placement and services flow from the needs of the students identified through a referral process that includes a multidisciplinary meeting throughout the tier instruction and/or evaluation (MDE).

B. Name and contact information for special education coordinator (school and, if applicable, network)	
School Leader of Special Education Programming; Contact Information	Mrs. Monja Kelson mkelson@mlknola.org 504-940-2243 option 6
CMO Leader of Special Education Programming; Contact Information (if different)	

C. Data Snapshots	
2016-17 enrollment rate of students with disabilities served by the school	8.8%%
2015-16 in school and out of school suspension rate of students with disabilities served by the school	0%
2014-15 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	Mrs. Ann Ford, Mrs. K. Samuels, Mrs. S. Gray, and Mrs. Monja Kelson
Response to Intervention Overview	<p>Students with disabilities are receiving a wide range of support and services at Friends of King School District (FOKSD). The RTI process calls for interventions as soon as a problem is documented. These interventions may be provided by a variety of personnel including general and special education teachers, and specialists. We use Dynamic Indicators of Basic Literacy Skills (DIBELS), Brigance Screening, TSGold, and Slosson as universal screenings to identify those students who may not be making expected progress. Direct Instruction and iReady are used as reading interventions. iReady is used for Math/ELA interventions. In an effort to ensure that our schools are safe and conducive for learning, we use a Functional Behavior Assessment (FBA) as a basis for developing a positive Behavior Intervention Plan (BIP) that help the students learn replacement behaviors. We also have an active PBIS Program.</p>
School Building Level Committee (SBLC)/ Student Staff Support Team (SSST)	<p>Members of the SBLC/SSST Tea, : Principal/designee, referring teacher(s), invited parent, speech/language pathologist, school counselor, student evaluation & support services representative, lower/upper level grade chairperson(s), nurse, social worker, and interventionist(s).</p> <p>The team above including the parent(s) or guardian(s), is a general education, data driven, decision-making committee; commonly called the SSST Committee. The overall goal of the committee is to review and analyze all screening data of the SSST results to determine the most beneficial option(s) for the referred student(s). All summaries by the committee on the status of the student’s response to the scientifically research-based interventions are communicated to the parents. The reports or summaries are generated and provided to the parents at least once each grading period until a decision is reached by the committee. If the parent(s) or guardian(s) disagrees with the decision, the parent(s) or guardian(s) is provided a copy of their rights, which includes the right to request an evaluation. If it is the opinion of the committee that the student be referred for an initial evaluation, a pupil appraisal team member shall be present to review supporting documentation. We know that parents must be involved in all aspects of the referral, assessments, eligibility, and planning and placement process. Based on Bulletin 1508, the following decisions can be made by the SBLC team: Conduct no further action at this time; continue current intervention and progress monitoring through the RTI process; conduct additional interventions through the RTI process; refer the student to the appropriate committee to conduct a section 504 evaluation.</p>

PB v White – Program Description Template

<p>Appraisal Team</p>	<p>Members of appraisal team: Certified educational assessment teachers or diagnosticians; qualified school social worker; school nurse; adapted physical education teachers; speech/hearing/language specialists, speech/language pathologist; occupational therapist; physical therapist; certified school psychologist and invited parents.</p> <p>The Friends of King School District view the parents as an integral part of the appraisal team. It is important that all parties be at the table providing input and resources to better the learning outcomes for our students. We seek and encourage parent participation in decision- making that affects their child. Thus, parents are invited to be a part of the appraisal team when their child is being discussed.</p> <p>These services include, but are not limited to the examples provided below:</p> <ul style="list-style-type: none">• Provide assistance to teachers and other school personnel in the development and implementation of behavioral and/or instructional interventions through the district's Response to Intervention (RTI) process, positive behavior support process, or other intervention processes;• Provide support services to non-disabled students with academic, behavioral and/or communication difficulties;• Consult with parents, students, teachers, and other personnel on topics such as instructional or behavioral modifications, exceptional students, and child development;• Provide provision of staff development to school personnel on topics such as assessment, interventions, or child development;• Complete the evaluation of students to determine whether the students need further testing;• Interpret the evaluation findings to school personnel and parents;• Provide provision of related services to students with exceptionalities; and• Refer students and parents to other appropriate agencies for services when warranted. <p>The pupil appraisal personnel is not limited to providing services solely to students referred for an individual evaluation. Many students experiencing academic, behavior and/or communication difficulties may be helped through recommendations made by pupil appraisal personnel for use in the general education classroom, enabling the student to benefit from instruction in the general education curriculum and eliminating the need for referral for an individual evaluation.</p> <p>Another function of pupil appraisal personnel is to include being child/student advocates and assisting students to remain in and profit from the general education curriculum whenever possible.</p> <p>When a student, as a result of an individual evaluation, qualifies for special education and related services, pupil appraisal personnel will recommend those services and supports needed to assist the teachers and parents of the student in providing appropriate special educational services in the least restrictive environment.</p>
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PB v White – Program Description Template

<i>Instructional and Related Services Provision and Staffing</i>	
Specialized Instruction	# Special Education Teachers: 4 # Paraprofessionals: 9 # Academic Interventionists: 1 Examples of curricula: FOKS Core Curriculum
Speech/language	# On staff or contracted from external provider: 2 If not currently providing service, plan to deliver service in future:
Audiology	# On staff or contracted from external provider: 1 If not currently providing service, plan to deliver service in future:
Counseling (mental health and other therapies)	# On staff or contracted from external provider: 4 If not currently providing service, plan to deliver service in future:
Occupational therapy	# On staff or contracted from external provider: 1 If not currently providing service, plan to deliver service in future:
Physical therapy	# On staff or contracted from external provider: 1 If not currently providing service, plan to deliver service in future:
Health/Nursing services	# On staff or contracted from external provider: 2 If not currently providing service, plan to deliver service in future:
Orientation and mobility services and accessibility (including interpreting services)	FOKSD shall address facility and service accommodations for student orientation and mobility (ramps, elevators, hand-rails, parking spaces, etc.) as required. All screening will be done in accordance with Bulletin 1508. #On staff or contracted from external provider: 1 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 future:
Specialized Transportation	Methods of transportation: As with other services, the IEP Team should recommend transportations services in the least restrictive environment with the most appropriated mode available. For student(s) with significantly disabling disabilities and some orthopedically disabled receive curve to curve transportation per their IEP. If not currently providing service, plan to deliver service in future:
Assistive Technology	Examples of supports: computers, calculators, pencil grips, wheelchairs, standing chairs, ramps, communication devices, etc.

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			
<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	The para-educator(s) and teacher(s) provide support in small groups and/or one-on-one assistance for students within inclusive general education classes	The para-educator(s) and teacher(s) provide support in small groups and or one-on-one assistance for students within the resource classes.	<p>At Joseph A. Craig, the self-contained classes utilize the teacher-to-student ratio as mandated by LDOE Bulletin 1706. There is a child specific for one-on-one care.</p> <p>The staff utilizes the literacy folders for all students with significant disabilities which follow the student across grades to provide a clear picture of the growth in literacy learning and communication skills. The folders also help teachers, therapists, and others quickly access previous assessment information, sample portfolio entries, and materials, strategies, and programs that have been implemented. Finally, they accurately measure every increment of progress across time and it will help educators to plot changes across a longer time span than a single school year.</p>

PB v White – Program Description Template

6 – 8	The para-educator(s) and teacher(s) provide support in small groups and/or one-on-one assistance for students within inclusive general education classes	The para-educator(s) and teacher(s) provide support in small groups and or one-on-one assistance for students within the resource classes.	At Joseph A. Craig the self-contained classes utilize the teacher –to-student ratio as mandated by LDOE Bulletin 1706. There are not any child specifics for one- on-one care. Child specifics are given according to the students IEP. The staff utilizes the literacy folders for all students with significant disabilities which follow the student across grades to provide a clear picture of the growth in literacy learning and communication skills. The folders also help teachers, therapists, and others quickly access previous assessment information, sample portfolio entries, and materials, strategies, and programs that have been implemented. Finally, they
			accurately measure every increment of progress across time and it will help educators to plot changes across a longer time span than a single school year.
9/T9 – 12			

PB v White – Program Description Template

<p>Description of extended school year services:</p>	<p>Identification:</p> <p>The Extended School Year (ESY) services are the provision of special education and related services to students with disabilities beyond the normal school year of our LEA. FOKSD utilizes specific eligibility criteria to determine the need for extended school year services to ensure the provision of FAPE. Services are provided in accordance with an IEP and at no cost to the parents of the student.</p> <p>The three (3) criteria used to determine a student's need for ESY services: Regression-Recoupment, Critical Point of Instruction, and Special Circumstances.</p> <ol style="list-style-type: none"> 1. Regression-Recoupment (R-R) Criterion <ol style="list-style-type: none"> a. This criterion shall be applied to all students with significant cognitive disabilities or who functions like students with significant cognitive disabilities at all ages and grade levels, including preschool aged students. b. This criterion should be considered for all students suspected of having difficulty with recoupment of skills. 2. Critical Point of Instruction (CPI) Criterion <ol style="list-style-type: none"> a. This criterion shall be considered for all students. b. Definitions <ol style="list-style-type: none"> i. <i>Critical Point of Instruction-1 (CPI-1)</i>—in the absence of extended school year services, the student would be at risk of losing general education class time or increasing special education service time because of a lack of academic or social skill development. ii. <i>Critical Point of Instruction-2 (CPI-2)</i>—in the absence of extended school year services, the student would be at risk of losing significant progress made toward acquisition, fluency, maintenance, and/or generalization of skills relevant in the pursuit of critical life areas (i.e., self-help, community access, or social/behavioral skill areas). Behaviors to be considered for CPI-2 include self-injurious, ritualistic, and/or aggressive behaviors that negatively impact the health, well- being and/or delivery of instruction to the student. 3. Special Circumstances (SC) Criterion <ol style="list-style-type: none"> a. Employment <ol style="list-style-type: none"> i. Students ages 16-21 shall be considered for ESY services when there is documentation (i.e., job performance data) that the student is in need of support to maintain paid employment. <i>Paid Employment</i> refers to pay commensurate/minimum wage or has an alternate wage certificate from the Department of Labor to be paid at a reduced level.

PB v White – Program Description Template

	<p>b. Preschool students who have spring/summer birthdays shall be considered ESY services.</p> <p>c. Transition to Post-school Outcomes</p> <p>d. Excessive Absences</p> <p>e. Extenuating Circumstances</p> <p>Delivery: The District’s extended school year services are done in the least restrictive environment for all level exceptionalities ESY includes, but are not limited to the fully, core subject, tutoring programs and self-contained programs.</p>
<p>Description of specialized program(s):</p>	<p>Criteria for participation: Student enrolled in the school(s). Students are allowed to participate in any of the specialized programs that are available to all students in their least restrictive environment. Delivery: Parent & teacher</p> <p>FOKSD’s Art Program</p> <p>The art program makes our students aware of their existence. It allows the student to explore the world as it opens them to new ways of seeing and thinking. It also connects them to everything that we want for our students and demand from our schools such as: student achievement, social and cultural development and civil engagement and equitable opportunities.</p> <p>FOKSD’s Computer Program</p> <p>The computer program assists students with the development of basic computer skills, better listening and comprehension, mathematical thinking and collaborative skills.</p> <p>FOKSD’s Music Program</p> <p>The music program assists our students with learning how to play instruments. As the students participate and they learn music the program facilitates learning other subjects and enhances skills that students inevitably use in other areas. Additionally, students learn leadership, organization, dedication, and teamwork. They also develop an interactive awareness of what is occurring around them through ensemble playing and singing.</p>

<i>Community-based Supports (out-of-school)</i>	
<p>Key Partnerships</p>	<p>Partner and services provided: Positive Directions, Guidance Center, Louisiana Behavioral Specialists, Family Services of Greater New Orleans, Children’s Bureau, Metropolitan Human Service District, Daughters of Charity, Tchoupitoulas Clinic, Youth Opportunity Center, Mason Shrines Organization, Big Easy Kiwanis, Omega Psi Phi Fraternity, and NORD (Treme Center).</p>
<p>Other out-of-school instruction and supports</p>	<p>Methods of instruction and service delivery: All special education services are based on the student’s identified needs and it is documented on the student’s IEP. Services include: hospital/homebound, placement in a special school, therapeutic setting, or a juvenile detention facility, if needed.</p>

