



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 web site 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):

At Hynes Charter Schools, we are deeply committed to fostering the success of diverse learners by providing strong academic, social, and emotional support. Our diverse learner staff and stakeholders uphold high standards of teacher performance and accountability, while promoting an inclusive model of service delivery that ensures students receive the support they need within the least restrictive environment.

Our team works collaboratively to remove barriers to learning and increase access to the general education curriculum. We believe that inclusion is not just a practice, but a core value that guides how we serve each student. By tailoring services to meet individual needs, we empower students to grow, thrive, and achieve their goals.

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

School Leader of Special Education Programming; Contact Information	Brandi Huling Director of Special Education brandi.huling@hynesschool.com (504)766-0299
CMO Leader of Special Education Programming/Compliance; Contact Information (if different)	Shawn Persick Chief Operations Officer shawn.persick@hynesschool.com (504)359-7700

C. Data Snapshots

2024-25 enrollment rate of students with disabilities served by the school	• Total: 18.4%
2024-25 in school and out of school suspension rate of students with disabilities served by the school	• Total: 4.4%
2024-25 number of students with disabilities who are removed for disciplinary reasons for more than 10 school days in one academic year	• Total: 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	SBLC Coordinator: Dana Clark-Williams, Assistant Principal Dana.clark-williams@hynesschool.com (504)359-7700



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<p>Response to Intervention: Overview</p>	<p><u>Examples of universal screeners:</u> Student Risk Screening Scale (SRSS); Student Risk Screening Scale Internalizing and Externalizing (SRSSIE); Kindergarten: DRDP-K; Kindergarten-3rd: mClass Math; Kindergarten-2nd: Reading DIBELS, Roots (1st), Gates (2nd)</p> <p><u>Examples of reading interventions:</u> i-Ready, Florida Center for Research, Read Works, and Acadience</p>
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	<p><u>Examples of math interventions:</u> i-Ready, Eureka squared, Brigance, Acadience</p> <p><u>Examples of behavior interventions:</u> WayFinder, behavior reflection log, restorative consequences, parent conferencing, behavior trackers, counseling groups, wrap-around services, trackers (points-based, token economy), coordinated check-in/check-out, scheduled/supervised breaks, school-wide PBIS system.</p>
School Building Level Committee (SBLC)	<p><u>Members of the SBLC:</u> Required members: Principal/Designated Administrator, SBLC/SAT Chairperson, General Education Classroom Teacher, Referring Teacher, Speech Language Pathologist, PBIS Coordinator</p> <p><u>Optional members:</u> Parent/Guardians, Reading/Literacy Coach/Interventionist, School Social Worker, Pupil Appraisal Team Members.</p> <p><u>Example engagements with parents:</u> Develop interventions in collaboration with parents, review student data, invite to meeting and explain parental choices and options, collaborate to develop interventions, placement of child in MTSS tiered intervention, Section 504 consideration and eligibility, a determination meeting/referral to Pupil Appraisal Team for evaluation, parent/guardian permission is obtained for individual screenings and/or evaluations.</p> <p><u>Example decisions SBLC team can make:</u> Start/Stop/Continue Implementation of interventions or adjustment/addition of interventions, document MTSS process, referral for Section 504 evaluation, referral to Student Appraisal Team for evaluation, referral to outside services.</p>
Appraisal Team	<p><u>Members of appraisal team:</u> Evaluation Coordinator, Parent/Guardian, General Education Teacher, Intervention Coordinator, School Social Worker, School Psychologist/Educational Diagnostician, Speech and Language Pathologist, School Nurse, Adaptive PE Teacher, Occupational Therapist, Physical Therapist, Audiologist, based on identified student needs.</p> <p><u>Example engagements with parents:</u> Meet to develop an evaluation plan and sign permission to evaluate, obtain full psychosocial history, interpret and disseminate findings of evaluation.</p> <p><u>Example decisions appraisal team can make:</u> Determine eligibility or non-eligibility of students, recommend services and interventions based on evaluation findings (including, but not limited to Section 504 plan, student support services, additional screenings).</p>



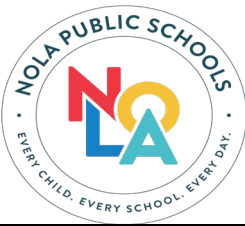
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<i>Instructional and Related Services Provision and Staffing</i>	
Specialized Instruction	<p># Special Education Teachers: 6</p> <p># Paraprofessionals: 11</p> <p># Academic Interventionists: 2</p> <p>Examples of curricula: Unique Learning Curriculum, Eureka Squared, Success For All, State Science and Social Studies curriculum</p>
Speech/Language	<p># On staff or contracted from external provider: 2.5 contracted from NOLAPS</p> <p>If not currently providing service, plan to deliver service in the future: N/A</p>
Audiology	<p># On staff or contracted from external provider: 0</p> <p>If not currently providing service, plan to deliver service in the future: The school will work with NOLAPS if a student enters who is in need of this related service.</p>
Counseling (mental health and other therapies)	<p># On staff contracted from external provider: 1-school social worker</p> <p>If not currently providing service, plan to deliver service in the future:</p>
Occupational therapy	<p># On staff or contracted from external provider: 1 contracted provider from Crane Rehab</p> <p>If not currently providing service, plan to deliver service in the future: N/A</p>
Physical therapy	<p># On staff or contracted from external provider: 1 contracted provider from Crane Rehab</p> <p>If not currently providing service, plan to deliver service in the future: N/A</p>



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Health/Nursing services	<p># On staff or contracted from external provider: 1 full time nurse is on staff from Ochsner</p> <p>If not currently providing service, plan to deliver service in the future: N/A</p>
Orientation and mobility services and accessibility including interpreting services)	<p><u>Describe accessibility accommodations that are available to students:</u> Students receive instruction and equipment per their IEP. This building includes an elevator to ensure safe movement from one floor to the next. Teachers and staff will ensure entryways, classrooms, hallways, and other spaces are clear of debris and other materials that may cause disruption in walking from one place to another. Students with orientation/mobility impairments will be accessed by an OM specialist to determine whether O/M Related Services or OM Training is required, etc. and specific objectives will be included in the IEP, if appropriate.</p> <p># On staff or contracted from external provider: N/A If not currently providing service, plan to deliver service in the future: The school will work with NOLAPS to contract services when a student requiring these services enroll.</p>
Adaptive physical education	<p># On staff or contracted from external provider: 1-Internal APE teacher</p> <p>If not currently providing service, plan to deliver service in the future: N/A</p>
Specialized Transportation	<p># On staff or contracted from external provider: 2 specialized buses for students with wheelchair needs and those who do not require wheelchairs (First Student)</p> <p>If not currently providing service, plan to deliver service in the future: N/A</p>
Assistive Technology	<p># On staff or contracted from external provider: Contracted services with LA-AEMS</p> <p>If not currently providing service, plan to deliver service in the future: N/A</p>



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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
K-5	<p>Students receive support in inclusive settings through a combination of push-in services delivered by special education teachers and paraprofessionals, along with targeted pull-out support as needed. Services are designed to provide curriculum-embedded accommodations and modifications that promote meaningful access to grade-level content.</p> <p>General education and diverse learner teachers collaborate regularly to plan and deliver instruction, ensuring strategies are aligned and responsive to student needs. Behavioral supports are also provided when necessary to help students remain engaged and successful in the learning environment.</p>	<p>Students receive resource support based on individual needs, with pull-out sessions focused on building targeted skills in specific areas alongside a special education teacher. Instruction is aligned with the student's IEP, with work modified and tailored to each student's academic level and individualized goals. Behavioral supports are provided as needed to promote student success and engagement.</p>	<p>Students with significant needs may receive all or part of their instruction in a substantially separate setting, designed to focus on developing adaptive and functional skills while also supporting access to the general education curriculum. Paraprofessional support is provided as needed to ensure individualized assistance and promote student success.</p>



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6-8	N/A	N/A	N/A
9/T9-12	N/A - LEA does not offer these grades.	N/A - LEA does not offer these grades.	N/A - LEA does not offer these grades.
Description of extended school year services:		<p>Identification: Students qualify based upon criteria identified by the IEP team (e.g., Regression-Recoupment, Critical Point of Instruction 1 & 2, and Special Circumstances). Students receive individualized support beyond the normal school year of the LEA at no cost to families.</p> <p>Delivery: Students receive 2-3 weeks of intense instruction on identified IEP goals and objectives where students lost skills during extended breaks by special education teachers and para-educators.</p>	



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Description of specialized program(s)	<p>Criteria for participation: Students are identified for specialized programs based upon eligibility for LEAP Connect track. Work is modified to meet student’s individual needs and IEP goals. Social skills development is embedded in the class. The Unique NY2 Curriculum is used along with Louisiana’s Connector Standards.</p> <p>Delivery: Students will receive direct instruction from a special education teacher and para-educators with specialized curriculum in a self-contained setting.</p>
<i>Community-based Supports (out-of-school)</i>	
<p>Key Partnerships:</p> <ul style="list-style-type: none"> • New Orleans Public Schools • Families Helping Families • LA-AEMS • Crane Rehab • Ochsner 	<p>Partner and services provided:</p> <ul style="list-style-type: none"> • New Orleans Public Schools-related service providers (SLP, HI) • Families Helping Families-partnership with schools and families • LA-AEMS-Assistive technology supports • Crane Rehab-related service provider (OT, PT) • Ochsner (Nursing services)
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:</p> <ul style="list-style-type: none"> • Aurora (special school to support student with significant behaviors) <p>If not currently providing service, plan to deliver service in future: N/A</p>