

Overview:

Per the SPLC Agreement, LEAs are required to provide information about their special education programming that is publicly available and accessible online. To facilitate this information sharing, LEAs shall complete and submit the following template to nolasped@la.gov, and the Department will host the information online.

Template 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 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.

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

The philosophy of the International High School of New Orleans is to provide each student with an individualized program designed to meet the student’s needs as an exceptional learner in accordance with the Individuals with Disabilities Education Act, Section 504, and the Americans with Disabilities Act. The goal is to enable each student to utilize the potential that he/she possesses to become a well-adjusted contributing member of society. We believe that each student, regardless of exceptionality, is entitled to this opportunity in the least restrictive environment.

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

School Leader of Special Education Programming; Contact Information	Nadia Noyola 727 Carondelet St, New Orleans, LA 701130 nadia.noyola@ihsnola.org 504-655-4197
CMO Leader of Special Education Programming; Contact Information (if different)	Dr. Adierah Berger 727 Carondelet St, New Orleans, LA 70130 adierah.berger@ihsnola.org 504.579.2786

C. Data Snapshots

2021-22 enrollment rate of students with disabilities served by the school	7%
2020-21 in school and out of school suspension rate of students with disabilities served by the school	0%
2020-21 number of students with disabilities who are removed for disciplinary reasons for more than 10 school days in one academic year	<10

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	Nadia Noyola, Special Education Coordinator, nadia.noyola@ihsnola.org , 504-655-4197
Response to Intervention Overview	The Response to Intervention (RTI) process supports the academic and personal success of all students through early identification of student difficulties and pro-active implementation of supportive interventions. The RTI team works cooperatively to empower teachers to support student success in school by reinforcing and promoting high expectations for academic achievement, helping develop and implement meaningful

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	<p>academic interventions and learning strategies and addressing psycho-social and mental health concerns that represent barriers to learning, social awareness and resilience. All students are assessed 3 times per year using MAP's a universal screening program that is aligned to content standards. Our reading interventions are a specialized reading class. Our math interventions include Study Island and online programs teachers deem appropriate. In addition, remediation specialists in both reading and math support students by either pushing into class to assist, small group or 1-1 instruction. Behavior interventions include a check-in/check-out system with staff monitors, PBIS, and counseling provided by Social Worker or School Counselor.</p> <p>We use Connors as our Universal Screening tool to address social, emotional, and behavioral concerns. We also use FBA's to assess behavior issues and create BIP's to determine measurable goals toward behavior success.</p>
<p>School Building Level Committee (SBLC)</p>	<p>Members of the SBLC team: Principal, Assistant Principal, SPED coordinator, Social Worker, Nurse, Lead Counselor and Culture</p> <p>Example engagements with parents: Parental engagement is encouraged at every step of the process, it includes written notification of meetings, phone calls and emails of meetings concerning the student.</p> <p>Example decisions SBLC team can make:</p> <ol style="list-style-type: none"> 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.
<p>Appraisal Team</p>	<p>Members of appraisal team: Lead counselor, SPED Coordinator, Assistant Principal, Social Worker, School Nurse (If medical issues), Principal, Classroom teacher, SPED Teacher, (OT, Speech, PT, APE Specialist, Speech pathologist, O&M, as needed), Parents</p> <p>Example engagements with parents: written notifications of meeting, phone calls and emails of meeting concerning the student.</p> <p>Example decisions appraisal team can make:</p> <ol style="list-style-type: none"> 1. The student may be classified with an exceptionality and the educational needs of the students 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 to the SAT team for consideration of

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	other potential services (e.g., 504 accommodations plan, tiered academic and /or behavioral supports).
<i>Instructional and Related Services Provision and Staffing</i>	
Specialized Instruction	# Special Education Teachers:2 # Paraprofessionals:2 # Academic Interventionists: 2 Examples of curricula: Unique Learning, N2Y, SOAR (Study Skills)
Speech/language	# On staff or contracted from external provider: contracted from external provider (1) 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:1 If not currently providing service, plan to deliver service in future:
Occupational therapy	# On staff or contracted from external provider: 1 Contracted from external provider If not currently providing service, plan to deliver service in future:
Physical therapy	# On staff or contracted from external provider:0 If not currently providing service, plan to deliver service in future: If specialized physical therapy is recommended, we have contracted providers who come in as necessary to provide the service
Health/Nursing services	# On staff or contracted from external provider: 1 Health and medical services are provided by outside contract provider 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: First floor wheelchair access, classes will be relocated to the best location in the building that fit their needs. Child Specific paraeducators assist students with restroom or other accessibility challenges. Aides also assist students with safely exiting building during emergencies. Interpreting services for Spanish, French, Vietnamese, are available. # On staff or contracted from external provider: contracted from external provider (1) If not currently providing service, plan to deliver service in future: N/A
Adaptive physical education	# On staff or contracted from external provider: Contracted from external provider (1) If not currently providing service, plan to deliver service in future: N/A
Specialized Transportation	Methods of transportation: Contracted from external provider, door to door transportation If not currently providing service, plan to deliver service in future:
Assistive Technology	Examples of supports: Voice assisted Calculators, braille, Walking cane, Voice assistive computer, Kurzweil

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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
PK – 5			
6 – 8			
9/T9 – 12	IEP students receive extra support from SPED teachers in the classroom, through special study skills classes that review all assignments and provide extra help as needed, Paraprofessionals who can provide small group or 1-1 instruction. In addition, students may use study Island and Unique learning to work at their own pace.	Students who receive services in the resource area are serviced by a Special Education Teacher. Technologies available include Study Island, assistive and adaptive technology, as necessary.	Instruction in the self-contained environment is led by a Special Education Teacher certified in CBI and assisted by child specific paraprofessionals as needed. They have assistive and adaptive technology based on their exceptionalities. They also receive speech, orientation and mobility, Adaptive PE, and Occupational Therapy.
Description of extended school year services:		<p>Identification: Students are identified based on potential for regression, school year attendance issues and teacher recommendation.</p> <p>Delivery: At the end of the school year, students who require additional services receive additional instruction through the Extended School Year program. Special Education teachers determine lessons to be taught based on their regular educational needs and are assisted by paraprofessionals. In addition, we consider Regression-Recoupment, critical point of instruction and Special circumstances.</p>	
Description of specialized program(s):		<p>Criteria for participation: Community Based Instruction Classroom</p> <p>Delivery: Community Based instruction (CBI) is educational instructional program that helps students develop age-appropriate skills for successful transition to adulthood after graduation for students with moderate/severe disabilities, Autism, and other health impairments. Instruction occurs within the classroom and in naturally occurring community environments providing students “real life experiences.” The goal is to provide a variety of hands-on learning opportunities at all age levels to help students acquire the skills to live independently and enhance the student’s quality of life.</p> <p>CBI is individualized to meet the needs of each student and to teach skills which relate to specific IEP goals or objectives. CBI will cover the following domains:</p>	

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	<ul style="list-style-type: none"> ● Functional Academics: Calendar, money, life skills literacy, basic keyboarding ● Domestic: self-care and grooming, wellness, nutrition. ● Vocational: career exploration, employability skills, instructions, rules, schedules. ● Advocating for oneself, identifying skills and interests. ● Community- Transportation, libraries, shopping, post office, restaurants, parks, utilizing public transportation. ● Recreation and Leisure: crafts, games, sports, movies, music, puzzles, art ● Social Skills and communication: greetings, conversational skills, conflict resolution. <p>Trips to community locations occur concurrently with classroom instruction. Students may initially learn and practice a skill in the classroom; they will eventually practice the skill by applying it in a home or community setting. For example, a student who learns math skills in the classroom may later practice those skills during a shopping expedition.</p>
<i>Community-based Supports (out-of-school)</i>	
Key Partnerships	<p>Partner and services provided: Youth Opportunity Center, UNO Project Access, Louisiana Lighthouse for Pre-employment internship, Louisiana Speech Center, Crane Rehab (physical and occupational Therapy), Lighthouse Louisiana (instruction for visually impaired), Step By Step Therapeutic Services (Adaptive physical Education)</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: Currently we do not have anyone who requires this service. If a student needs out of school instruction or support, we will work with the Teacher of record to create goals and objectives that target the specific skills needed for the scholar to pass the course. The Special Education Teacher will be responsible for the service, going to the student’s home and providing instruction for 4 hours per week. In addition, the teacher will provide written lessons, computer-based learning modules, tests, and assessments. We also have partnerships to provide related services not provided by Special Education Teachers (e.g., speech, OT). We will also review the data and work with the parents and all stakeholders to determine the best way to provide the necessary services. This will be provided for students for placement options that may include special school, therapeutic placement, hospital or homebound setting, juvenile detention facility, etc.) If not currently providing service, plan to deliver service in future:</p>