

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 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 70130
CMO Leader of Special Education Programming; Contact Information (if different)	Rufus McGee 727 Carondelet St

C. Data Snapshots

2018-19 enrollment rate of students with disabilities served by the school	9.8%
2017-18 in school and out of school suspension rate of students with disabilities served by the school	19.4%
2017-18 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	Special Education Coordinator
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 academic interventions and learning strategies and addressing psycho-social and mental health concerns that represent barriers to learning, social awareness and resiliency. All students are assessed 3 times per year using MAPs, a universal screening program that is aligned to content standards. Our reading interventions a specialized reading class. Our math interventions include Study Island and online programs teachers deem

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	<p>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 FBAs to assess behavior issues. We create a BIP to determine measurable goals toward behavior success.</p>
School Building Level Committee (SBLC)	<p>Members of the SBLC team: Principal, Director of Student Support Services, SPED Coordinator, Social Worker, Nurse</p> <p>Parental engagement is encouraged at every step of the process.</p> <p>Engagements include written notification of meetings, phone calls and emails of meetings concerning the student</p> <p>The 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.
Appraisal Team	<p>Members of appraisal team: Director of Student Support Services, SPED Coordinator, Social Worker, School Nurse(if medical issues), Principal, Classroom Teacher, (OT, PT, APE Teacher, School Psychologist, Speech Pathologist, VI teacher AS NEEDED)</p> <p>Parental engagement is encouraged at every step of the process.</p> <p>Engagements include written notification of meetings, phone calls and emails of meetings concerning the student.</p> <p>The following decisions can be made following a comprehensive evaluation and staffing:</p> <ol style="list-style-type: none"> 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 SAT for consideration of other potential services (e.g., 504 Accommodation Plan, tiered academic and/or behavioral supports).
<i>Instructional and Related Services Provision and Staffing</i>	
Specialized Instruction	<p># Special Education Teachers: 4</p> <p># Paraprofessionals: 2</p> <p># Academic Interventionists: 1</p> <p>Examples of curricula: Community Based Instruction, Study Skills</p>
Speech/language	<p># On staff or contracted from external provider: Contracted from external provider</p>

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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 If not currently providing service, plan to deliver service in future:
Physical therapy	If specialized physical therapy is recommended, we have contracted providers who come in as necessary to provide the service.
Health/Nursing services	Health/medical services are provided by the school nurse who is on campus during regular school hours.
Orientation and mobility services and accessibility (including interpreting services)	Describe accessibility accommodations that are available to students: # On staff or contracted from external provider: 1 There are no students enrolled at the present time. However, if we were to enroll students we will provide services required by their IEP (e.g., interpreting services, mobility assistance within the building, etc.). If students are enrolled, classes will be relocated to the best location in the building to fit their needs. We currently have aides to assist students with restroom or other accessibility challenges. Aides also assist students with safely exiting building during emergencies. Other assistive technology such as audible and visual alarms, automatic door closures, etc will be added as needed.
Adaptive physical education	# On staff or contracted from external provider: Contracted from External Provider
Specialized Transportation	# On staff or contracted from external provider: Contracted from External Provider
Assistive Technology	Examples of supports: Calculators, braille, walking cane, voice assistive computer

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	Students who receive services in the resource area	Instruction in the self-contained environment is

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	<p>in the classroom environment, through special study skills classes that review all assignments and provide extra help as needed, para-professionals who can provide small group or 1-1 instruction. In addition, students may use Study Island to work at their own pace.</p>	<p>are serviced by a Special Education Teacher. Technologies available include Study Island, assistive and adaptive technology as necessary.</p>	<p>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 and adaptive physical education.</p>
<p>Description of extended school year services:</p>	<p>At the end of the regular 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 para-professionals. In addition, we consider Regression-Recoupment, Critical Point of Instruction and Special Circumstances. Students are identified based on potential for regression, school year attendance issue and teacher recommendation.</p>		
<p>Description of specialized program(s):</p>	<p>Criteria for participation: Community Based Instruction Classroom 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 environment 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 students quality of life. CBI is individualized to meet the particular needs of each student and to teach skills which relate to specific IEP goals or objectives. CBI will cover the following domains:</p> <ul style="list-style-type: none"> • Functional Academics: Calendar, money, life skills literacy, basic keyboarding • Domestic – self-care and grooming, wellness, nutrition, cooking, laundry, housekeeping • 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 • Social skills and communication—greetings, conversational skills, conflict resolution <p>Trips to community locations occur concurrently with classroom instruction.</p>		

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	<p>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>
<p><i>Community-based Supports (out-of-school)</i></p>	
<p>Key Partnerships</p>	<p>Partner and services provided: Louisiana Lighthouse for pre-employment internship, Youth Opportunity Center, James Branch (Adaptive P.E.), etc.</p>
<p>Other out-of-school instruction and supports (e.g. special school, therapeutic placement, hospital or homebound setting, juvenile detention facility, etc.)</p>	<p>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 other related services not provided by Special Education Teacher(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.)</p>