

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):

International High School of New Orleans’s mission is to educate and nurture a diverse learning community through the International Baccalaureate Program, world languages, and intercultural appreciation to succeed in a global economy. Our commitment 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, the Americans with Disabilities Act, and the Louisiana Rehabilitative Services Coalition. The goal is to enable students with exceptionalities to utilize their potential to become well-adjusted, contributing members of society. We believe each student is entitled to a free and appropriate education, regardless of the exceptionality.

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

School Leader of Special Education Programming; Contact Information	Chicora James 2733 Esplanade Avenue New Orleans, LA 70119 chicora.james@ihsnola.org 504-655-4197
CMO Leader of Special Education Programming; Contact Information (if different)	Dr. Adierah Berger 2733 Esplanade Avenue New Orleans, LA 70119 adierah.berger@ihsnola.org 504.579.2786

C. Data Snapshots

2023-24 enrollment rate of students with disabilities served by the school	3.8%
2022-23 in school and out of school suspension rate of students with disabilities served by the school	15.8%
2022-23 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	Chicora James 2733 Esplanade Avenue New Orleans, LA 70119 chicora.james@ihsnola.org 504-655-4197

<p>Response to Intervention Overview</p>	<p>The Response to Intervention (RTI) process supports the academic and personal success of all students through early identification of student difficulties and proactive 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 interventions.</p> <p>The Positive Behavior Intervention and Support aids in meeting the behavioral, academic, social, emotional, and mental health needs of the students.</p> <p>The Universal screener for Math and ELA is performed through the NWEA (Nationwide Educational Assessment- MAP). These test items are available in English and Spanish. All students are assessed at least three times a year.</p> <p><u>Interventions are performed in various settings.</u></p> <p><u>Reading intervention program(s):</u> Edmentum- Study Island Progress Learning MySciLearning Fast Forward</p> <p><u>Mathematics intervention program(s):</u> IXL Progress Learning</p> <p><u>The whole group supports:</u> Individual Reading Small group instruction Online programs ESL Supports After school tutoring LEAP remediation for all LEAP subject areas Social Worker</p> <p><u>Individual supports:</u> One-on-one sessions (Special Ed instruction or Related services) Assistive technology Online platforms Targeted Instruction Social Worker</p> <p><u>Behavioral supports:</u></p>
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	<p>Check-in/check-out Functional behavioral assessments Behavior intervention plans Conner’s rating scale</p>
<p>School Building Level Committee (SBLC)</p>	<p><u>Members of the SBLC team:</u> Principal or designee Department Chair Outside agencies (when required) Pupil Appraisal team member (when required)</p> <p>Example engagements with parents: Parental involvement is encouraged at every step of the process, including written notification of meetings, phone calls, emails, and meetings concerning the student.</p> <ol style="list-style-type: none"> 1. Example decisions the SBLC team can make: 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><u>Members of the appraisal team:</u> Social Worker School Nurse Educational diagnostician Speech/Language Pathologist Educational evaluators: Louisiana Speech Services, LLC contracting service</p> <p><u>Example engagements with parents:</u> Written notifications of meetings, Phone calls Family interviews Explanations of evaluation results Email correspondence concerning the student.</p> <p><u>Example decisions the appraisal team can make:</u></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

	<p>documented on the IEP.</p> <p>The student may not be classified with an exceptionality under IDEA. The student may then be referred to the SAT team for consideration of other potential services (e.g., 504 accommodations plan, tiered academic and /or behavioral supports).</p>
<i>Instructional and Related Services Provision and Staffing</i>	
Specialized Instruction	<p># Special Education Teachers:2</p> <p># Paraprofessionals:1</p> <p># Academic Interventionists: 1</p> <p>Examples of curricula: Unique Learning, N2Y, and Goal book strategies</p>
Speech/language	<p># On staff or contracted from external provider: contracted from external provider (1)</p> <p>If not currently providing service, plan to deliver service in future:</p>
Audiology	<p># On staff or contracted from external provider:1</p> <p>If not currently providing service, plan to deliver service in future:</p>
Counseling (mental health and other therapies)	<p># On staff or contracted from external provider:1</p> <p>If not currently providing service, plan to deliver service in future:</p>
Occupational therapy	<p># On staff or contracted from external provider: 1 Contracted from external provider</p> <p>If not currently providing service, plan to deliver service in future:</p>
Physical therapy	<p># On staff or contracted from external provider:0</p> <p>If not currently providing service, plan to deliver service in the future: If specialized physical therapy is recommended, we have contracted providers who come in as necessary to provide the service</p>
Health/Nursing services	<p># On staff or contracted from external provider: 1 Health and medical services are provided by an outside contract provider</p> <p>If not currently providing service, plan to deliver service in future:</p>
Orientation and mobility services and accessibility (including interpreting services)	<p>Describe accessibility accommodations available to students: First-floor wheelchair access, classes will be relocated to the best location in the building that fits their needs. Child Specific paraeducators assist students with a restroom or other accessibility challenges. Aides also assist students with safely exiting the building during emergencies. Interpreting services for Spanish, French, and Vietnamese, are available.</p> <p># On staff or contracted from external provider: contracted from an external provider (1)</p> <p>If not currently providing service, plan to deliver service in the future: N/A</p>
Adaptive physical education	<p># On staff or contracted from an external provider: Contracted from an external provider (1)</p> <p>If not currently providing service, plan to deliver service in the future: N/A</p>
Specialized Transportation	<p>Methods of transportation: Contracted from an external provider, door-to-door transportation.</p> <p>If not currently providing service, plan to deliver service in the future:</p>

Assistive Technology	Examples of supports: Voice assisted Calculators, braille, Walking cane, Voice assistive computer
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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	Students with IEPs receive extra support from SPED teachers in the classroom, through special study skills classes that review all assignments and provide additional help as needed and paraprofessionals who can provide small group or one to one instruction. In addition, students may use Study Island/ Progress Learning 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/ Progress Learning, 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 a child-specific paraprofessional 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:	Identification: Students are identified based on the potential for regression, school-year attendance issues, and teacher recommendation. 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 needs and are assisted by the paraprofessional. In addition, we consider Regression-Recoupment, critical points of instruction and Special circumstances.		
Description of specialized program(s):	Criteria for participation: Community Based Instruction Classroom Delivery: Community Based instruction (CBI) is an educational instructional program that helps students develop age-appropriate skills for a 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 with “real-life experiences.” The goal is to offer various hands-on learning opportunities at all age levels to help students acquire the skills to live independently and enhance the		

	<p>student's quality of life.</p> <p>CBI is individualized to meet the needs of each student and to teach skills that 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. • 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>
<p><i>Community-based Supports (out-of-school)</i></p>	
<p>Key Partnerships</p>	<p>Partnerships 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>
<p>Other out-of-school instruction and supports (e.g. special school, therapeutic placement, hospital or homebound setting, juvenile detention facility, etc.)</p>	<p>Methods of instruction and service delivery:</p> <p>Currently, we do not have anyone who requires this service.</p> <p>If a student needs out-of-school instruction or support, we will work with the teacher/designee of record to create goals and objectives that target the specific skills required for the scholar to pass the course.</p> <p>The Special Education Teacher will be responsible for the service, going to the student's home and providing instruction for four 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.</p>

	<p>This will be offered to students for placement options, including a particular school, therapeutic placement, hospital or homebound setting, juvenile detention facility, etc.) If this service is not currently provided, a plan will be initiated to deliver this service in the future.</p>
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