



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

Insure that all ECS students participate in the most rigorous educational opportunities making it possible to achieve their personal post-secondary goals.

B. Name and contact information for special education coordinator (school and, if applicable, network)	
School Leader of Special Education Programming; Contact Information	Rosemary Szilagi rszilagi@noscihigh.org 504-494-7220
CMO Leader of Special Education Programming; Contact Information (if different)	

C. Data Snapshots	
2018 -19 enrollment rate of students with disabilities served by the school	22%
2018- 19 in school and out of school suspension rate of students with disabilities served by the school	14%
2018-19 number of students with disabilities who are removed for disciplinary reasons for more than 10 school days in one academic year	3

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	Rosemary Szilagi SAT Chairperson 504-494-7220
Response to Intervention: Overview	Examples of universal screeners: GMADE, NWEA MAP Test Examples of reading interventions: language! Live, Academic Literacy, Phonics Blitz

	<p>Examples of math interventions: Problem solving, Math essentials, Khan Academy ,IXL</p> <p>Examples of behavior interventions: Behavior Contracts, Check-in-Check-out, PBIS, FBA/BIP(as needed) IEP, Kickboard, Support Plans</p>
<p>Student Assistance Team (SAT)</p>	<p>Members of the SAT: Principal or designee, Classroom Teacher, Referring Teacher, and Parents, interventionists as needed. Every effort will be made to ensure parents are present for all meetings.</p> <p>Example engagements with parents : Parental permission is obtained for all screenings and /or evaluations and that (e.g., written parent invitation, phone call, etc.) is made to encourage attendance and parental involvement.</p> <p>Example decisions SAT team can make:</p> <ol style="list-style-type: none"> 1. Conduct no further action at this time. 2. Continue current interventions through the Rtl process. 3. Conduct additional Interventions through the Rtl process. 4. Refer the student to the SAT committee to conduct a 504 evaluation. 5. Refer student to pupil appraisal personnel for support services. 6. Refer student to pupil appraisal personnel for individual evaluation if a disability is suspected.
<p>Appraisal Team</p>	<p>Members Of a pupil appraisal team: The appraisal team may include an educational diagnostician, school psychologist, and/or related service providers such as Speech Language therapist, Occupational Therapist, Physical Therapist or Adapted Physical Education Teacher.</p> <p>Example engagements with parents: Parental permission is obtained for any screenings and /or evaluations. Parent contact (written invitation, letter, phone call, etc.) is made to encourage attendance and parenta1 involvement.</p> <p>Example decisions appraisal team can make:</p> <ol style="list-style-type: none"> 1. The student maybe classified with exceptionality and the educational needs of the student are identified and documented on the IEP. 2. The student may not be classified with exceptionality under IDEA. The student may then be referred back to the SAT team for consideration of other potential services (e.g. 504 Accommodation plan, tiered academic and /or behavioral supports),

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Instructional and Related Services Provision and Staffing

Specialized Instruction	<p>Special Education Teachers: 8 Paraprofessionals: 2 Academic Interventionist: 1 Curriculum modified from CCC aligned curriculum in order to meet student needs.</p>
Speech/Language	<p>1 Speech Language provider on staff:</p>
Audiology	<p>On staff or contracted from external provider: 0 If not currently providing service, plan to deliver service in the future: Services will be contracted out on an as needed basis.</p>
Counseling (mental health and other therapies)	<p>On staff contracted from external provider: 1 If not currently providing service, plan to deliver service in the future: Services may be contracted out on an as needed basis.</p>
Occupation therapy	<p>On staff or contracted from external provider: 0 If not currently providing service, plan to deliver service in the future: Services will be contracted out on an as needed basis.</p>
Physical therapy	<p>On staff or contracted from external provider: 0 If not currently providing service, plan to deliver service in the future: Services will be contracted out on an as needed basis.</p>

Health/Nursing services	On staff or contracted from external provider: LSU Health Science Clinic on campus If not currently providing service, plan to deliver service in the future :
Orientation and mobility services and accessibility including interpreting services)	Describe accessibility accommodations that are available to students: NOCSMHS will address facility and service accommodations for student orientation and mobility (e.g. ramps, hand rail, etc.). On staff or contracted from external provider: If not currently providing service, plan to deliver service in the future: Services will be contracted out on an as needed basis.
Adaptive physical education	On staff or contracted from external provider: 0 If not currently providing service, plan to deliver service in the future: Services will be contracted out on an as needed basis.
Specialized Transportation	Methods of transportation: Door to door, other services provided on an as needed basis when designated In the IEP.
Assistive Technology	Examples of supports : AT screenings, communication devices as needed determined with an IEP. If not currently providing service, plan to deliver service in the future: Services may be contracted out on an as needed basis.

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 in Resource	Description of Supports within self-contained
PK -5	N/A	N/A	N/A
6-8	N/A	N/A	N/A
9/ T9-12	Team taught classes, paraprofessionals', technology, professional development, collaborative support, resources provided in accordance with students IEP.	Team taught classes, paraprofessionals, technology, professional development, collaborative support, resources provided in accordance with students IEP.	Team taught classes, paraprofessionals, technology, professional development, collaborative support, resources provided in accordance with students IEP.



NOCSMHS Special Education Program

Description of extended school year services:

Identification:

Personnel consider the requirements specified in Bulletin 1530 section 750(e.g. Regression-Recoupment, Critical point of Instruction and Special Circumstances) when determining identification for ESYS.

Delivery:

Services are determined by each student's IEP.

<p>Description of specialized program(s)</p>	<p>Some of NOCSMHS specialized programs include co-teaching in general education classrooms, specialized programming for transition skills utilizing pre - employment training skills and study skills classes which allow for specialized support in academics outside of the general education classroom.</p>
<p><i>Community-based Supports (out-of-school)</i></p>	
<p>Key Partnerships</p>	<p>Partner and services provided:</p> <p>Tulane / tutors ACME/ PETSprogram UNO/ TREO program</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> <ol style="list-style-type: none"> 1. Transition skills are taught at each grade level within study skills classes these skills may lead to internships and other post-secondary opportunities. 2. Adjudicated youth receive special education services at the Youth Study Center and the Alternative Learning Institute. 3. Those who require hospital or homebound services receive special education services based on the documented need as stated in their IEP. <p>If not currently providing service, plan to deliver service in future:</p>



of specialized program(s)

Some of NOCSMHS specialized programs include co-teaching in general education classrooms, specialized programming for transition skills utilizing pre-employment training skills and study skills classes which allow for specialized support in academics outside of the general education classroom.

Community-based Supports (out-of-school)

Key Partnerships

Partner and services provided:

Tulane / tutors
 ACME/ PETSprogram
 UNO/ TREO program

Other out-of-school instruction and supports (e.g., special school, therapeutic placement, hospital or homebound setting, juvenile detention facility, etc.)

Methods of instruction and service delivery:

4. **Transition skills are taught at each grade level within study skills classes these skills may lead to internships and other post-secondary opportunities.**
5. **Adjudicated youth receive special education services at the Youth Study Center and the Alternative Learning Institute.**
6. **Those who require hospital or homebound services receive special education services based on the documented need as stated in their IEP.**

If not currently providing service, plan to deliver service in future: