

# 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 Sci High we want to ensure that all special education students participate in the most rigorous educational opportunities available making it possible to achieve their personal post-secondary career and educational goals.

<b>B. Name and contact information for special education coordinator (school and, if applicable, network)</b>	
School Leader of Special Education Programming; Contact Information	Ms. Carol Dupree cdupree@noscighigh.org 504-250-6519
CMO Leader of Special Education Programming; Contact Information (if different)	

<b>C. Data Snapshots</b>	
<b>21/22</b> enrollment rate of students with disabilities served by the school	10.9%
<b>20/21</b> in school and out of school suspension rate of students with disabilities served by the school	0%
<b>20/21</b> number of students with disabilities who are removed for disciplinary reasons for more than 10 school days in one academic year	0

<b>D. Description of how pupil appraisal, special education, and related services are provided by the school</b>	
<i>Appraisal/Evaluation</i>	
Main point of contact if a parent would like to request an evaluation	Carol Dupree cdupree@noscighigh.org 504-250-6519
Response to Intervention: Overview	Examples of universal screeners: Illuminate's Fastbridge Assessment, LEAP 360 diagnostic tools Examples of reading interventions: Reading 1 and Reading 2 classes, Technical Writing, IXL, ACT Practice Test

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	<p><b>Examples of math interventions:</b> Math Essentials, Intensive Algebra, IXL</p> <p><b>Examples of behavior interventions:</b> Behavior Contracts, CI/CO,PBIS,FBA\BIP(as needed),Kickboard</p>
<p>School Building Level Committee (SBLC)</p>	<p><b>Members of the SBLC:</b> ODR, General Ed teacher ,Referring teacher, the Parent( every effort is made to engage parents in all of the meetings. 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 parental involvement.</p> <p><b>Example decisions SBLC team can make:</b></p> <ol style="list-style-type: none"> <li>1. Conduct no other action at this time.</li> <li>2. Continue current interventions through RtI process.</li> <li>3. Conduct additional interventions through RtI process.</li> <li>4. Refer student to the SAT committee to conduct a 504 evaluation.</li> <li>5. Refer student to pupil appraisal personnel for support services.</li> <li>6. Refer student to pupil appraisal personnel for individual evaluation if a disability is suspected.</li> </ol>
<p>Appraisal Team</p>	<p><b>Members of appraisal team:</b> The appraisal team may include an educational diagnostician, psychologist, occupational therapist, physical therapist, Adapted P.E. teacher. NOCSMHS currently contracts with an outside agency to complete evaluations. 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 parental involvement.</p> <p><b>Example decisions appraisal team can make:</b></p> <ol style="list-style-type: none"> <li>1.Student may be classified as a student with a disability as outlined in Bulletin 1508.</li> <li>2. Student, if not classified as a student with a documented disability under Bulletin 1508, may then be referred back to the SAT team for consideration of other potential services (e.g. 504 plan, Tiered academic and or behavioral supports).</li> </ol>
<p><i>Instructional and Related Services Provision and Staffing</i></p>	
<p>Specialized Instruction</p>	<p><b># Special Education Teachers: 7</b> <b># Paraprofessionals: 2</b> <b># Academic Interventionists: 2</b></p> <p><b>Examples of curricula:</b> Curriculum is from approved LDOE curriculum and aligned to meet individual student needs.</p>

Speech/Language	# On staff or contracted from external provider: 1 on staff If not currently providing service, plan to deliver service in the future:
Audiology	# 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
Counseling (mental health and other therapies)	# On staff contracted from external provider: 2 If not currently providing service, plan to deliver service in the future:
Occupation therapy	# On staff or contracted from external provider: 1 If not currently providing service, plan to deliver service in the future:
Physical therapy	# 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

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Health/Nursing services	# On staff or contracted from external provider: LSU Health Sciences 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 addresses service and facility accommodations for student orientation and mobility yearly. An elevator is available for student use.  # 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: 1 If not currently providing service, plan to deliver service in the future:
Specialized Transportation	# On staff or contracted from external provider: 0 If not currently providing service, plan to deliver service in the future:  Door to door yellow school bus, other services available on an as needed basis defined within their IEP.
Assistive Technology	# 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 .AT screenings are used by IEP teams to determine need.

<b>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</b>			
<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	N/A	N/A	N/A
6-8	N	N	N
9/T9-12	Team taught classes, paraprofessionals, professional development, 1:1 technology, collaborative support and other resources provided in accordance with student's IEP.	Low ratio classes, with additional nontraditional expression of mastery, paraprofessionals, 1:1 technology, professional development, collaborative support, all resources provided in accordance with the student's IEP.	Low ratio classes taught at a slower pace with additional nontraditional expression of mastery, paraprofessionals, 1:1 technology, professional development, collaborative support, all resources provided in accordance with the student's IEP.

Description of extended school year services:	<p><b>Identification:</b> Personnel consider the requirements specified in Bulletin 1530 section 750 when determining identification for ESYS.</p> <p><b>Delivery:</b> ESY services are delivered in accordance to each student's IEP plan.</p>
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Description of specialized program(s)	<p>Criteria for participation: There is no specialized criterion to participate in any of the specialized programs.</p> <p>Delivery: Some of Sci-High's specialized programming includes study skills classes which allow for specialized support in academics outside of the general education classroom. AP classes, STEM classes with LSU.</p>
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*Community-based Supports (out-of-school)*

Key Partnerships	<p><b>Partner and services provided:</b></p> <p>Tulane/Xavier/SUNO - tutors SIAP- Professional development for math teachers AcMe -Transition employment providers LRS- adult transition services</p>
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Other out-of-school instruction and supports (e.g., special school, therapeutic placement, hospital or homebound setting, juvenile detention facility, etc.)	<p><b>Methods of instruction and service delivery:</b></p> <ol style="list-style-type: none"> <li>1. Transition skills are taught at 9<sup>th</sup> and 11<sup>th</sup> grades.</li> <li>2. Students may apply for internship opportunities each year from 9-11<sup>th</sup> grades.</li> <li>3. Adjudicated youth receive special education planning based at Travis Hill School.</li> </ol> <p><b>If not currently providing service, plan to deliver service in future:</b> Services will be provided in a manner determined by the IEP team.</p>
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