

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

NOMMA believes in a collaborative and inclusive model of educational programming. Collaborative strategies include ongoing communication among regular classroom teachers, joint planning and support for classrooms with students with disabilities or learning difficulties, and co-teaching experiences.

NOMMA recognizes that it may not be possible within the regular classroom to meet the needs of some students with disabilities. A full range of special education services will be provided based on student needs. NOMMA will ensure due process and procedural safeguards are adhered to as they pertain to special education. This includes ensuring that required parental contacts are made, proper documentation is maintained, and students with disabilities are educated according to IEPs.

While NOMMA serves grades 8 – 12 and most students are identified prior to eighth grade, NOMMA will utilize the RtI process to provide interventions and then evaluations as needed to determine the need for additional services.

In the event that a student is noted or regarded as having a disability, and it is apparent that the disability limits one or more major life activity but does not require specialized instruction to access free and appropriate public education, the student will receive accommodations and/or related services under Section 504 of the Rehabilitation Act of 1973.

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

School Leader of Special Education Programming; Contact Information	Heather S. Desrochers, MS., MEd., CAS <a href="mailto:hdesrochers@nomma.net">hdesrochers@nomma.net</a> 504.227.3810
CMO Leader of Special Education Programming; Contact Information (if different)	Mr. Daniel Garbarino, Principal <a href="mailto:dgarbarino@nomma.net">dgarbarino@nomma.net</a> 504.227.3810

**C. Data Snapshots**

2020-21 enrollment rate of students with disabilities served by the school	7.7%
2019-20 in school and out of school suspension rate of students with disabilities served by the school	26.4%
2019-20 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**

*Appraisal/Evaluation*

## Special Education Program Description Template

Main point of contact if a parent would like to request an evaluation	Grade Level Counselor
Response to Intervention Overview	<p>Examples of universal screeners: STAR Reading and Math Assessments; Conners Rating Scales; BRIEF Executive Functioning Scale; Mental Health Surveys; USA TestPrep; Mastery Connect, an online program NOMMA utilizes for benchmark assessments. The program provides benchmarks aligned to Louisiana State Standards. It also provides videos, practice activities and mini assessments for RtI monitoring.</p> <p>Examples of reading interventions: remedial reading class, rotation class, tutoring</p> <p>Examples of math interventions: remedial math class, rotation class, tutoring, Khan Academy</p> <p>Examples of behavior interventions: individual and small group counseling; mentoring by JROTC; behavior plans; parent/teacher conference; Positive Behavior Intervention Class; FBA; BIP; Ripple Effects (on-line social, emotional and behavioral support program); Responsibility Centered Discipline</p>
School Building Level Committee (SBLC)	<p>Members of the SBLC Team: counselor, dean of students, academic dean and team teachers.</p> <p>Example engagements with parents: parents are included in team meetings; parental permission is obtained for any screenings and/or evaluations and parent contact via phone, email, written invitation is made to encourage attendance and parental involvement.</p> <p>Example decisions SBLC Team can make:</p> <ol style="list-style-type: none"> <li>1. Conduct no further action at this time</li> <li>2. Continue current intervention and progress monitoring through the RtI process</li> <li>3. Conduct additional interventions through the RtI process</li> <li>4. Refer the student to the appropriate committee to conduct a Section 504 evaluation</li> <li>5. Refer the student to pupil appraisal personnel for support services</li> <li>6. Refer the student to pupil appraisal personnel for an individual evaluation if an exceptionality is suspected</li> </ol>
Appraisal Team	<p>Members of appraisal team: principal/designee; a classroom teacher; referring teacher; school psychologist contracted to complete evaluations and complete reports</p> <p>Example engagements with parents: IEP Meeting to discuss evaluations, meet with parent as part of the evaluation process</p> <p>Example decisions appraisal team can make following a comprehensive evaluation and staffing:</p> <ol style="list-style-type: none"> <li>1. The student may be classified with an exceptionality and the educational needs of the student are identified and documented on the IEP</li> </ol>

## Special Education Program Description Template

	<p>2. The student may not be classified with an exceptionality under IDEA. The student may then be referred back to the SBLC for consideration of other potential supports, 504 Accommodation plan, tiered academic and/or behavioral supports</p>
<i>Instructional and Related Services Provision and Staffing</i>	
Specialized Instruction	<p># Special Education Teachers: 5 # Paraprofessionals: 1 # Academic Interventionists: 0 Examples of curricula: LEAP Connectors to align modified curriculum with LA Standards</p>
Speech/language	<p># On staff or contracted from external provider: 1 If not currently providing service, plan to deliver service in future:</p>
Audiology	<p># On staff or contracted from external provider: 0 If not currently providing service, plan to deliver service in future: contract for services</p>
Counseling (mental health and other therapies)	<p># On staff or contracted from external provider: 5 If not currently providing service, plan to deliver service in future:</p>
Occupational therapy	<p># On staff or contracted from external provider: 1 If not currently providing service, plan to deliver service in future:</p>
Physical therapy	<p># On staff or contracted from external provider: 0 If not currently providing service, plan to deliver service in future: contract for services</p>
Health/Nursing services	<p># On staff or contracted from external provider: 1 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 are available to students: NOMMA was built to be fully compliant with ADA accessibility accommodations for students. The facility is equipped with an elevator for accessibility to second floor classes and all stairs include handrails. If a student enrolls with needs for vision or hearing services, we provide appropriate mobility services and accessibility, including interpreting services.</p> <p># On staff or contracted from external provider: 1 full time ASL interpreter; contracted ASL interpreters to fulfill mandated needs of 2 additional interpreters</p> <p>If not currently providing service, plan to deliver service in future:</p>
Adaptive physical education	<p># On staff or contracted from external provider: 0 If not currently providing service, plan to deliver service in future: contract for services</p>
Specialized Transportation	<p>Methods of transportation: Small yellow bus with aide If not currently providing service, plan to deliver service in future:</p>
Assistive Technology	<p>Examples of supports: Laptop; Alpha Smart; Recorders; Headphones; Phonak FM Receiver; Oticon FM Receiver; Calculators</p>

## Special Education Program Description Template

<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	Special Education Teacher; Assistive Technology; Speech, TOD; OT & Counseling Related Services; Accommodations	Special Education Teacher; Assistive Technology; Speech, TOD; OT & Counseling Related Services; Accommodations	Special Education Teacher; Assistive Technology; Speech, TOD; OT & Counseling Related Services; Accommodations
9/T9 – 12	Special Education Teacher; Assistive Technology; Speech, TOD; ASL; OT & Counseling Related Services; Accommodations	Special Education Teacher; Assistive Technology; Speech, TOD; ASL; OT & Counseling Related Services; Accommodations	Special Education Teacher; Assistive Technology; Speech, OT & Counseling Related Services; Accommodations
Description of extended school year services:	<p>Identification: Extended School Year Services are determined student by student based on student evaluations, and discussed annually regarding ESYS Eligibility Criteria of Regression-Recoupment; Critical Point of Instruction 1 and Critical Point of Instruction 2. Also, special circumstances such as employment, transition to post-school outcomes, excessive absences or extenuating circumstances are considered in making a determination for ESYS.</p> <p>Delivery: Onsite by current staff as needed or contract for services not on current staff as determined by students IEP goals</p>		
Description of specialized program(s):	<p>Criteria for participation: Student IEP needs determination participation in specialized programs.</p> <p>Delivery: As student IEP needs prescribe, specialized programs will be purchased or contracted such as speech-language pathology, audiology services, interpreting services, psychological services, physical therapy, occupational therapy, counseling services, rehabilitation counseling, orientation &amp; mobility services, evaluative and diagnostic medical services to determine if a student has a medically related disability, parent counseling and training, school health services, school nurse services, school social work, assistive technology services, appropriate access to recreation including therapeutic recreation, and other appropriate developmental or corrective support services, and other appropriate support services.</p>		
<i>Community-based Supports (out-of-school)</i>			

## Special Education Program Description Template

<p>Key Partnerships</p>	<p>Partner and services provided: Delgado College Special Education Services; Families Helping Families; Metropolitan Human Services and Louisiana Rehabilitation Services; Milestone Mental Health Agency; Jefferson Parish Human Services Authority; Pinnacle Employment, Inc.; PETS</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: If not currently providing service, plan to deliver service in future:</p> <p>NOMMA shall provide or coordinate with staff of special school programs for youth in residential care (therapeutic, special school, juvenile detention, hospital or homebound settings) with a comprehensive general education program, including special education services to eligible youth. NOMMA's goal is to enable the student to receive academic credit from the school district for course work completed while in residential or homebound care. Community based hospital homebound provided as needed by current staff.</p>